

UNIVERSITY OF DELHI

Department of Home Science

B.A. (Prog.) with Human Development and Family Empowerment (HDFE)

(SEMESTER - I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi



INDEX

Department of Home Science

Semester – I

B.A (Prog.) with Human Development and Family Empowerment (HDFE)

<u>S. No.</u>	<u>Content</u>	<u>Page No.</u>
1.	BA (Prog.) with Human Development & Family Empowerment (HDFE) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-1-HDFE: Theoretical Foundations in Human Development DSC-2-HDFE: Principles of Child Development	3-7
2.	BA (Prog.) with Human Development & Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-2-HDFE: Principles of Child Development	8-10

B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major

Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-1-HDFE: THEORETICAL FOUNDATIONS IN HUMAN DEVELOPMENT

Credit distribution, Eligibility and Pre-requisite of the Course

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Theoretical Foundations in Human Development	4	3	-	1	Class XII Pass	NIL

Learning Objectives:

1. To enable an understanding of the significance of the theoretical basis of Human Development.
2. To gain an in-depth understanding of selected theories in Human Development.

Learning Outcomes:

After completing this course, the students will be able to:

1. Gain an insight into the importance and role of theories in Human Development.
2. Develop an understanding of selected theories in Human Development.
3. Become aware of the concepts and perspectives related to Human Development.

THEORY
(Credits: 3, Periods: 45)

Unit I: Introduction to theories in Human Development (6 hours)

- *Unit Description:* The unit will introduce themes in the area of human development covering nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities.
- *Subtopics:*
 - Key themes in the study of Human Development- Nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities.

Unit II: Psycho-analytic perspectives on Human Development

(13 hours)

- *Unit Description:* The unit will introduce the Psycho-analytical perspectives on Human Development by Sigmund Freud and Eric H. Erikson.
- *Subtopics:*
 - Psycho-sexual theory by Sigmund Freud
 - Psycho-social theory by Eric H. Erikson

Unit III: Theories on Cognitive Development

(13 hours)

- *Unit Description:* The unit will introduce the theoretical perspective with regard to cognitive development. This unit will be covering theories by Jean Piaget and Lev Vygotsky.
- *Subtopics:*
 - Theory of Cognitive Development by Jean Piaget
 - Socio-cultural theory of Cognitive Development by Lev Vygotsky

Unit IV: Selected Theories in Child Development

(13 hours)

- *Unit Description:* The unit will introduce theories in the area of child development. This unit will be covering theories by Urie Bronfenbrenner, Albert Bandura, John Bowlby and so on.
- *Subtopics:*
 - Ecological Systems Theory by Urie Bronfenbrenner
 - Social Learning Theory by Albert Bandura
 - Attachment Theories (John Bowlby, Mary Ainsworth, Harry Harlow)

PRACTICAL (Credit: 1; Periods: 30)

- **Unit 1: Biography of any one theorist of human development (15 hours)**
- **Unit 2: Application of any one theory in real life situations (15 hours)**

Essential / recommended readings:

1. Newman, P.R., & Newman, B.M. (2015). Theories of Human Development. New York: Routledge
2. Rice, P. (2000). Human Development: A Lifespan Approach (4th edition). (and all further editions). New Jersey, Prentice-Hall Inc
3. Srivastava, V.N., Srivastava D.N. (2020). *Adhunik vikasatmak manovigyan*. Shi Vinod Pustak Mandir.
4. Allen, B.P. (2006). Personality theories: Development, growth and diversity (5th ed.) Needham Heights, MA: Allyn and Bacon

Suggested Readings:

1. Berk, L. E. (2000). Child development. New Delhi: Prentice Hall.
2. Berk, L. E. (2017). Exploring Lifespan Development. New York: Pearson
3. Berger, J.M. (2010). Personality (8th ed.). Belmont, CA: Thomson/Wadsworth. Journal of Developmental Psychology
4. Santrock, J.W. (2007). Lifespan Development (3rd ed.). New Delhi, Tata- McGraw Hill

DISCIPLINE SPECIFIC CORE COURSE – DSC-2-HDFE: PRINCIPLES OF CHILD DEVELOPMENT

Credit distribution, Eligibility and Pre-requisite of the Course

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical / Practice		
Principles of Child Development	4	3	--	1	Class XII Pass	Nil

Learning Objectives:

1. To familiarize students with the concept of child development as a field of study.
2. To introduce students with various methods of child study
3. To create an understanding of prenatal development

Learning Outcomes:

After completing this course, the students will be able to:

1. Get familiarized with the concept of child development as a field of study.
2. Develop an understanding of prenatal development.
3. Learn about the basics of techniques of data collection.

THEORY (Credits:3, Periods: 45)

Unit I: Introduction to Child Development

(10 hours)

- *Unit Description:* This unit will introduce child development as a field of study. It also will provide insights into the historical perspective regarding development of children.
- *Subtopics:*
 - Definition, Scope and importance of child development as a field of study
 - Historical foundation of child development

Unit II: Introduction to methods of Child Study

(11 hours)

- *Unit Description:* The unit will introduce the methods of child study through the examples of well framed interviews, questionnaires.
- *Subtopics:*
 - Observation
 - Interview
 - Questionnaire
 - Case study

Unit III: Aspects of Development

(11 hours)

- *Unit Description:* The unit will introduce about the aspects of development through discussion on the principles of development, developmental norms.
- *Subtopics:*
 - Principles of Development
 - Developmental Norms

Unit IV: Prenatal Development

(13 hours)

- *Unit Description:* The unit will introduce prenatal development through presentations on stages of prenatal development and factors which have an impact.
- *Subtopics:*
 - Stages of prenatal development
 - Factors affecting prenatal development

PRACTICAL

(Credit:1, Periods:30)

Unit I: Recording/documenting any two methods of data collection

(20 hours)

Unit 2: Review of any one documentary related to prenatal development

(10 hours)

Essential / recommended readings:

1. Berk, L. E. (2013). *Child development (9th edition)*. New Delhi: Prentice Hall.

2. Colley, D. and Cooper, P. (Eds.) (2017). *Attachment and emotional development in the classroom*. Oxford City: Jessica Kingley Publishers
3. Verma, P., Srivastava, D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.
4. Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.

Suggested Readings:

1. Bee, H. L. (2011). *The developing child*. London: Pearson.
2. Papilla, D.E., Olds, S. W. and Feldman, R. D. (2004). *Human development*. New York: Mcgraw Hill.
3. Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.
4. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.

B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major

Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-2-HDFE: PRINCIPLES OF CHILD DEVELOPMENT

Credit distribution, Eligibility and Pre-requisite of the Course

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical / Practice		
Principles of Child Development	4	3	--	1	Class XII Pass	Nil

Learning Objectives:

1. To familiarize students with the concept of child development as a field of study.
2. To introduce students with various methods of child study
3. To create an understanding of prenatal development

Learning Outcomes:

After completing this course, the students will be able to:

4. Get familiarized with the concept of child development as a field of study.
5. Develop an understanding of prenatal development.
6. Learn about the basics of techniques of data collection.

THEORY
(Credits:3, Periods: 45)

Unit I: Introduction to Child Development

(10 hours)

- *Unit Description:* This unit will introduce child development as a field of study. It also will provide insights into the historical perspective regarding development of children.
- *Subtopics:*
 - Definition, Scope and importance of child development as a field of study
 - Historical foundation of child development

Unit II: Introduction to methods of Child Study

(11 hours)

- *Unit Description:* The unit will introduce the methods of child study through the examples of well framed interviews, questionnaires.
- *Subtopics:*
 - Observation
 - Interview
 - Questionnaire
 - Case study

Unit III: Aspects of Development

(11 hours)

- *Unit Description:* The unit will introduce about the aspects of development through discussion on the principles of development, developmental norms.
- *Subtopics:*
 - Principles of Development
 - Developmental Norms

Unit IV: Prenatal Development

(13 hours)

- *Unit Description:* The unit will introduce prenatal development through presentations on stages of prenatal development and factors which have an impact.
- *Subtopics:*
 - Stages of prenatal development
 - Factors affecting prenatal development

PRACTICAL

(Credit:1, Periods:30)

Unit I: Recording/documenting any two methods of data collection

(20 hours)

Unit 2: Review of any one documentary related to prenatal development

(10 hours)

Essential / recommended readings:

1. Berk, L. E. (2013). *Child development (9th edition)*. New Delhi: Prentice Hall.
2. Colley, D. and Cooper, P. (Eds.) (2017). *Attachment and emotional development in the classroom*. Oxford City: Jessica Kingley Publishers

3. Verma, P., Srivastava, D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.
4. Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.

Suggested readings:

1. Bee, H. L. (2011). *The developing child*. London: Pearson.
2. Papilla, D.E., Olds, S. W. and Feldman, R. D. (2004). *Human development*. New York: Mcgraw Hill.
3. Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.
4. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.

UNIVERSITY OF DELHI

Department of Home Science

B.A. (Prog.) with Human Development and Family Empowerment (HDFE)

(SEMESTER - II)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

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University of Delhi



INDEX

Department of Home Science **SEMESTER –II**

B.A (Prog.) with Human Development and Family Empowerment (HDFE)

<u>S.No.</u>	<u>Content</u>	<u>Page No.</u>
1.	B.A. (Prog.) with Human Development & Family Empowerment (HDFE) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-3-HDFE: Adulthood and Ageing through a Lifespan Perspective DSC-4-HDFE: Introduction to Human Development	3-6
2.	B.A. (Prog.) with Human Development & Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-4-HDFE: Introduction to Human Development	7-8

**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major
Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-3-HDFE: ADULTHOOD AND
AGEING THROUGH A LIFE SPAN PERSPECTIVE**

Credit distribution, Eligibility and Pre-requisite of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Adulthood and Ageing through a Lifespan perspective	4	2	--	2	Class XII Pass	DSC-1-HDFE and DSC-2-HDFE (both as Major)

Learning Objectives:

1. To understand the developmental patterns in early, middle and late adulthood.
2. To understand the needs and challenges of the older adults.
3. To use research tools to investigate the ageing process and develop critical thinking skills, necessary to do research in the field of ageing.

Learning Outcomes:

After completion of the course, the students will be able to:

1. Understand the characteristics of Adulthood and old age.
2. Understand the challenges of adulthood and ageing and the coping strategies.
3. Students will develop awareness about the developmental patterns in adulthood.
4. Sensitizing students towards the concerns of adulthood and ageing.

THEORY

(Credits:2, Periods: 30)

Unit 1: Adulthood and Ageing

(10 hours)

- *Unit Description:* This unit will introduce the concept of adulthood and ageing
- *Subtopics:*
 - Understand definition
 - Concept and scope of ageing as a field of study
 - Theoretical perspectives on ageing
 - Developmental Tasks of Adulthood

Unit 2: Early & Middle Adulthood

(10 hours)

- *Unit Description:* This unit will introduce the concept of early and middle adulthood.
- *Subtopics:*
 - Characteristics
 - Developmental milestones - Physical, cognitive, social and emotional development

Unit 3: Late Adulthood

(10 hours)

- *Unit Description:* This unit will introduce the concept of Late adulthood.
- *Subtopics:*
 - Definition
 - Characteristics
 - Developmental milestones
 - Physical changes in males and females
 - Psychological implications of physical changes. Social – Emotional Development. Cognitive Development

PRACTICAL (Credits: 2, Periods: 60)

- **Unit 1: Conduct Case profile of a senior citizen** **(30 hours)**
- **Unit 2: Visit to a senior citizen home and /or Movie review** **(30 hours)**

Essential / recommended readings:

1. Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
2. Rice, F.P. (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
3. Santrock, J. W. (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
4. Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication

Suggested Readings:

1. Patrick, J.H., Hayslip Jr. B., Sawyer, L.H. (2000). *Adult Development and aging: Growth, longevity and challenges* (1st edition). Sage Publications
2. Singh, A. (2015). *Foundation of Human development: A lifespan approach*. Hyderabad: Orient Blackswan Pvt.
3. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan

DISCIPLINE SPECIFIC CORE COURSE – DSC-4-HDFE: INTRODUCTION TO HUMAN DEVELOPMENT

Credit distribution, Eligibility and Pre-requisite of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Human Development	4	2	-	2	Class XII Pass	DSC-1-HDFE and DSC-2-HDFE (both as Major)

Learning Objectives:

1. To create an understanding of various stages of lifespan development.
2. To understand developmental changes occurring during infancy, childhood, adolescence.
3. To understand the conflicts during various stages of lifespan development and ways to deal with it.

Learning Outcomes:

After completion of the course, the students will be able to:

1. Understand developmental changes occurring during the lifespan with respect to infancy, childhood, adolescence
2. Understand various stages of lifespan development with respect to conflicts and ways to deal with it.
3. Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situations.

THEORY

(Credits: 2; Periods: 30)

Unit 1: Development in early years: The new-born and stage of infancy (10 Hours)

- *Unit Description:* This unit will discuss about the development in early years
- *Subtopics:*
 - New-born: Characteristics.
 - Reflexes
 - Infant developmental milestones

Unit 2: Childhood- Early & Middle**(10 Hours)**

- *Unit Description:* This unit will introduce all domains of development with regard to early and middle childhood period.
- *Subtopics:*
 - Physical Development.
 - Socio-emotional Development.
 - Cognitive and Language Development

Unit 3: Adolescence**(10 Hours)**

- *Unit Description:* This unit will introduce regarding adolescent age group
- *Subtopics:*
 - Definition.
 - Characteristics.
 - Developmental milestones.
 - Physical changes in males and females.
 - Psychological implications of physical changes.
 - Social – Emotional Development.
 - Cognitive Development.

PRACTICAL
(Credit: 2, Periods: 60)

Unit 1: Understand Methods and techniques of child study.**(15 hours)****Unit 2: Conduct any 2 interviews.****(30 hours)****Unit 3: Conduct any 1 observation.****(15 hours)****Essential / recommended readings:**

1. Bee, H. L (2011). *The developing child*. London: Pearson.
2. Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
3. Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill
4. Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.

Suggestive readings:

1. Papilla, D.E., Olds, S. W. and Feldman, R. D (2004). *Human development*. New York: Mcgraw Hill.
2. Singh, A. (2015). *Foundation of Human development: A lifespan approach*. London: Orient Longman.
3. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.
4. Sapra, R. (2007). *Manav vikas: Ek parichaya*. New Delhi: Vishwa Bharti Publications. Chapter 1, pg 1-6

**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major
Category-III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-4-HDFE: INTRODUCTION TO
HUMAN DEVELOPMENT**

Credit distribution, Eligibility and Pre-requisite of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Human Development	4	2	-	2	Class XII Pass	DSC-2-HDFE (Non-Major)

Learning Objectives:

1. To create an understanding of various stages of lifespan development.
2. To understand developmental changes occurring during infancy, childhood, adolescence.
3. To understand the conflicts during various stages of lifespan development and ways to deal with it.

Learning Outcomes:

After completion of the course, the students will be able to:

1. Understand developmental changes occurring during the lifespan with respect to infancy, childhood, adolescence
2. Understand various stages of lifespan development with respect to conflicts and ways to deal with it.
3. Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situations.

THEORY

(Credits: 2; Periods: 30)

Unit 1: Development in early years: The new-born and stage of infancy (10 Hours)

- *Unit Description:* This unit will discuss about the development in early years
- *Subtopics:*
 - New-born: Characteristics.
 - Reflexes
 - Infant developmental milestones

Unit 2: Childhood- Early & Middle**(10 Hours)**

- *Unit Description:* This unit will introduce all domains of development with regard to early and middle childhood period.
- *Subtopics:*
 - Physical Development.
 - Socio-emotional Development.
 - Cognitive and Language Development

Unit 3: Adolescence**(10 Hours)**

- *Unit Description:* This unit will introduce regarding adolescent age group
- *Subtopics:*
 - Definition.
 - Characteristics.
 - Developmental milestones.
 - Physical changes in males and females.
 - Psychological implications of physical changes.
 - Social – Emotional Development.
 - Cognitive Development.

PRACTICAL
(Credit: 2, Periods:60)

Unit 1: Understand Methods and techniques of child study.**(15 hours)****Unit 2: Conduct any 2 interviews.****(30 hours)****Unit 3: Conduct any 1 observation.****(15 hours)****Essential / recommended readings:**

1. Bee, H. L (2011). *The developing child*. London: Pearson.
2. Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
3. Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill
4. Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.

Suggestive readings:

1. Papilla, D.E., Olds, S. W. and Feldman, R. D (2004). *Human development*. New York: McGraw Hill.
2. Singh, A. (2015). *Foundation of Human development: A lifespan approach*. London: Orient Longman.
3. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.
4. Sapra, R. (2007). *Manav vikas: Ek parichaya*. New Delhi: Vishwa Bharti Publications. Chapter 1, pg 1-6



INDEX

Department of Home Science **Semester – III**

B.A (Prog) with Nutrition and Health Education (NHE)

<u>S. No.</u>	<u>Content</u>	<u>Page No.</u>
1.	B.A. (Prog) with Nutrition Health Education (NHE) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-5-NHE: Food Reporting and Writing DSC-6-NHE: Basics of Food Safety	2-6
2.	B.A. (Prog) with Nutrition Health Education (NHE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-6-NHE: Basics of Food Safety	7-8

B.A (Prog) with Nutrition and Health Education (NHE) as Major
Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-5-NHE: FOOD REPORTING AND WRITING

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Food Reporting and Writing	4	3	-	1	Class XII	NIL

LEARNING OBJECTIVES:

1. To introduce students to the concept and prospects of food reporting.
2. To make the students learn to creatively write their own food stories for different forms of food media.
3. To help students gain an understanding of the wide-ranging and pervasive nature of food reporting and writing.
4. To make the students understand the importance of food reporting and writing for creating a sustainable food future.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Hone food reporting skills and critical analysis of different forms of food media.
2. Create original food writing appraising the sustainable essence of food.
3. Articulate how food writing and reporting can be used as a medium for attaining a sustainable food future.

SYLLABUS OF DSC-5

THEORY:

Unit 1: Food Reporting

(10 Hours)

- *Unit Description:* This unit will introduce the concept of food reporting, different steps involved, skills required to become a good food reporter and the future prospects of food reporting.
- *Subtopics:*
 - Concept of food reporting
 - Steps of reporting
 - Skills of a good food reporter
 - Prospects of food reporting

Unit 2: Food Writing

(15 Hours)

- *Unit Description:* This unit will train the students to become a good café/restaurant critic as well as help in developing their writing skills for different forms of food media.
- *Subtopics:*
 - Guidelines to write a good food review
 - How to become a good café/restaurant critic
 - Recipe writing
 - Food writing in newspapers, magazines, social media, food blogs

Unit 3: Food Reporting and Writing on Sustainability Issues (20 Hours)

- *Unit Description:* This unit will lay emphasis on food reporting and writing on sustainability issues for achieving nutrition security and a sustainable food future.
- *Subtopics:*
 - Importance of food reporting and writing on sustainability issues
 - Food writing and reporting on sustainability issues:
 - Shifting to healthier and more sustainable foods/diets
 - Reduce food loss and waste
 - Consumption of millets for sustainable agriculture and attaining nutrition security
 - Smart farming – the next green revolution
 - Going green – demand for organic food
 - Growing local – going global

PRACTICAL:

Unit 1: Food Reporting (15 Hours)

- *Subtopics:*
 - Interview a cook/chef
 - Critical reporting of food related information across various forms of media

Unit 2: Food Writing (15 Hours)

- *Subtopics:*
 - Visiting a café/restaurant and writing a review
 - Authentic ethnic food essay
 - Crafting food memoir
 - Travel related food story
 - Food blog on sustainability issues

ESSENTIAL/RECOMMENDED READINGS:

1. Jacob, D. (2010) Will Write for Food. 2nd edition. Cambridge: Da Capo Press.

2. Hughes, H. (2017) Best food writing. 1st edition. New York, NY, Da Capo Lifelong.
3. Siniauer, P. (2015) Writing about Food – a guide to good food journalism. Freie Universität Berlin Helsingin Sanomat Foundation. https://www.hssaatio.fi/wp-content/uploads/2015/07/Siniauer_WRITE-ABOUT-FOOD-a-guide-to-good-food-journalism.pdf
4. Gilbert, S. & Porter, R. (Eds). (2015). Eating Words: The Norton Anthology of Food Writing. New York: W. W. Norton & Company.

SUGGESTED READINGS:

1. Fusté-Forné, Francesc & Masip, Pere. (2019). *Food and journalism*. 10.4324/9781351123389-11.
2. Searchinger, T., Waite, R., & Hanson, C., & Ranganathan, J. (2019). World Resources Institute. World Resources Report. Creating a sustainable food future – a menu of solutions to feed nearly 10 billion people by 2050. Matthews, E (Ed.). https://research.wri.org/sites/default/files/2019-07/WRR_Food_Full_Report_0.pdf
3. Cox, A. M., & Blake, M. K. (2011). Information and food blogging as serious leisure. *Aslib Proceedings*, 63 (2/3). pp. 204-220. ISSN 0001-253X
<http://dx.doi.org/10.1108/00012531111135664>
4. David, B., Branigin H, Beurle, C. The future of food feeding the world – the coming food revolution. *Future IQ*. <https://future-iq.com/wp-content/uploads/2016/03/Future-iQ-Partners-Future-of-Food.pdf>

DISCIPLINE SPECIFIC CORE COURSE – DSC-6-NHE: BASICS OF FOOD SAFETY

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basics of Food Safety	4	3	1	-	Class XII	NIL

LEARNING OBJECTIVES:

1. To introduce students to the basic concepts of food safety, hygiene, and types of microorganisms associated with food.
2. To equip them with the knowledge of food adulteration and contamination, food borne diseases, and role of microbes in food spoilage.

LEARNING OUTCOMES:

After completion of the course students will be able to:

1. Understand the important genera of microorganisms associated with food and their characteristics.
2. Explain the role of microbes in food spoilage and food borne diseases.
3. Describe food safety and hygiene, types of hazards associated with food.
4. Understand current food safety and standard regulations.

SYLLABUS OF DSC-6

THEORY:

Unit 1: Introduction to Food Safety (7 Hours)

- *Unit Description:* This unit will introduce the concept of food safety, hazards and factors affecting food safety.
- *Subtopics*
 - Definitions
 - Importance of food safety
 - Factors affecting food safety
 - Types of hazards
 - Safe-Unsafe food for consumption

Unit 2: Microorganisms in Food (16 Hours)

- *Unit Description:* This unit will introduce the important genera of microorganisms associated with food, their characteristics and factors affecting it.
- *Subtopics:*
 - Bacteria, yeast, mold and virus
 - Role of microbes in food spoilage
 - Food infection and intoxication
 - Food poisoning

Unit 3: Food Safety and Quality Assurance (12 Hours)

- *Unit Description:* This unit will introduce the food additives, adulteration and food regulations.
- *Subtopics:*
 - Food additives
 - Food adulteration
 - Nutritional labelling
 - Food safety and standard regulation
 - HACCP, GMP, GHP

Unit 4: Recent Concerns of Food Safety (10 Hours)

- *Unit Description:* This unit will introduce the emerging concerns and new challenges to food safety.
- *Subtopics:*
 - Emerging concerns for food safety
 - Street food safety
 - New challenges to food safety

ESSENTIAL/RECOMMENDED READINGS:

1. Forsythe, S J. (1987) Microbiology of Safe Food. USA: Blackwell Science, Oxford.
2. Frazier, William C. and Westhoff, Dennis C. (2004). Food Microbiology. New Delhi: TMH.
3. Garbutt, John. (1997). Essentials of Food Microbiology. London: Arnold.
4. Jay, James M. (2000). Modern Food Microbiology. New Delhi: CBS Publication.
5. Mathur, P. (2018). Food Safety and Quality Control. Hyderabad: Orient Black Swan Pvt. Ltd.
6. Sethi, P., & Lakra P. (2015). Aahaar Vigyaan, Poshan evam Suruksha, Elite Publishing House.
7. Suri, S., & Malhotra A. (2014). Food Science, Nutrition and Safety. Delhi: Pearson.

SUGGESTED READINGS:

1. De Vries. (1997). Food Safety and Toxicity. New York: CRC.
2. Lawley, R., Curtis L. & Davis, J. (2004). The Food Safety Hazard Guidebook. RSC Publishing.
3. Publishing.
4. Marriott, Norman G. (1985). Principles of Food Sanitation. New York: AVI.
5. Pelczar, M.J., Chan E.C.S & Krieg, Noel. R. (1993) Microbiology, 5th Ed. New Delhi: TMH.

B.A (Prog) with Nutrition and Health Education (NHE) as Non-Major
Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-6-NHE: BASICS OF FOOD SAFETY

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basics of Food Safety	4	3	1	-	Class XII	NIL

LEARNING OBJECTIVES:

1. To introduce students to the basic concepts of food safety, hygiene, and types of microorganisms associated with food.
2. To equip them with the knowledge of food adulteration and contamination, food borne diseases, and role of microbes in food spoilage.

LEARNING OUTCOMES:

After completion of the course students will be able to:

1. Understand the important genera of microorganisms associated with food and their characteristics.
2. Explain the role of microbes in food spoilage and food borne diseases.
3. Describe food safety and hygiene, types of hazards associated with food.
4. Understand current food safety and standard regulations.

SYLLABUS OF DSC-6

THEORY:

Unit 1: Introduction to Food Safety

(7 Hours)

- *Unit Description:* This unit will introduce the concept of food safety, hazards and factors affecting food safety.
- *Subtopics:*
 - Definitions
 - Importance of food safety
 - Factors affecting food safety
 - Types of hazards
 - Safe-Unsafe food for consumption

Unit 2: Microorganisms in Food

(16 Hours)

- *Unit Description:* This unit will introduce the important genera of microorganisms associated with food, their characteristics and factors affecting it.
- *Subtopics:*
 - Bacteria, yeast, mold and virus
 - Role of microbes in food spoilage
 - Food infection and intoxication
 - Food poisoning

Unit 3: Food Safety and Quality Assurance

(12 Hours)

- *Unit Description:* This unit will introduce the food additives, adulteration and food regulations.
- *Subtopics:*
 - Food additives
 - Food adulteration
 - Nutritional labelling
 - Food safety and standard regulation
 - HACCP, GMP, GHP

Unit 4: Recent Concerns of Food Safety

(10 Hours)

- *Unit Description:* This unit will introduce the emerging concerns and new challenges to food safety.
- *Subtopics:*
 - Emerging concerns for food safety
 - Street food safety
 - New challenges to food safety

ESSENTIAL/RECOMMENDED READINGS:

1. Forsythe, S J. (1987) Microbiology of Safe Food. USA: Blackwell Science, Oxford.
2. Frazier, William C. and Westhoff, Dennis C. (2004). Food Microbiology. New Delhi: TMH.
3. Garbutt, John. (1997). Essentials of Food Microbiology. London: Arnold.
4. Jay, James M. (2000). Modern Food Microbiology. New Delhi: CBS Publication.
5. Mathur, P. (2018). Food Safety and Quality Control. Hyderabad: Orient Black Swan Pvt. Ltd.
6. Sethi, P., & Lakra, P. (2015). Aahaar Vigyaan, Poshan evam Suruksha, Elite Publishing House.
7. Suri, S., & Malhotra A. (2014). Food Science, Nutrition and Safety. Delhi: Pearson.

SUGGESTED READINGS:

1. De Vries. (1997). Food Safety and Toxicity. New York: CRC.
2. Lawley, R., Curtis L. & Davis, J. (2004). The Food Safety Hazard Guidebook. RSC Publishing.
3. Marriott, Norman G. (1985). Principles of Food Sanitation. New York: AVI.
4. Pelczar, M.J., Chan E.C.S & Krieg, Noel. R. (1993) Microbiology, 5th Ed. New Delhi: TMH.



INDEX

Department of Home Science **Semester – III**

B.A (Prog) with Apparel Design & Construction (ADC)

<u>S. No.</u>	<u>Content</u>	<u>Page No.</u>
1.	B.A. (Prog) with Apparel Design & Construction as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-5-ADC: Indian and World Costumes DSC-6-ADC: Textile Design Techniques	10-14
2.	B.A. (Prog) with Apparel Design & Construction as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-6-ADC: Textile Design Techniques	14-16

B.A (Prog) with Apparel Design and Construction (ADC) as Major
Category-II

**DISCIPLINE SPECIFIC CORE COURSE – DSC-5-ADC:
INDIAN AND WORLD COSTUMES**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian and World Costumes	4	3	1	-	Class XII	NIL

LEARNING OBJECTIVES:

- To give the learners insights into the various styles of Indian and World costumes from ancient times onwards.
- To provide sources of inspiration for the students for their creations and collections.

LEARNING OUTCOMES:

After completing this course, the learner will be able to:

- Compare and contrast the features of salient ancient and historical Indian costumes
- Appreciate the various styles of traditional Indian costumes
- Identify and differentiate the various costumes of different countries/ regions of the World
- Use the knowledge of traditional and Historical costumes in creating contemporary fashion collections.

SYLLABUS OF DSC-5

THEORY

UNIT I: Ancient and Historical Indian Costumes (10 Hours)

- *Unit Description:* This unit provides an understanding of the costumes worn during Ancient India and different periods in the history starting from Mauryan Empire to Mughal Empire.
- *Sub Topics:*
 - Ancient Indian Costumes - Indus valley civilization, Vedic period
 - Overview of Historic Indian Costumes - Maurya period, Gupta, Mughal period.

Unit II: Traditional Costumes of India (15 Hours)

- *Unit Description:* This unit provides basic understanding of diverse traditional costumes of different regions of India.

● *Sub Topics:*

- Common Traditional Indian Garments and their regional variations – Kurta and Dhoti/Pyjama, Lehnga-choli, Salwar/Chudidar and Kameez, Bandgala, Pheran, Angrakha.
- Saree draping styles of different regions of India.
- Salient Traditional Costumes of Southern and North-Eastern States of India.

Unit III: Costumes of the World

(20 Hours)

- *Unit Description:* This unit introduces the learners to the diverse ancient and traditional costumes popular in different regions/ countries of the world.

● *Sub Topics:*

- Overview of Ancient Costumes - Egyptian, Greek, Roman
- Characteristic features of salient Historic European costumes
- Salient Traditional Costumes – Middle East, Africa
- Traditional World Costumes: Kilt (Scotland), Gho and Kira (Bhutan), Tracht (Germany), Flamenco Dress (Spain), Kimono (Japan), Cheongsam, Hanfu and Tang Suit (China), Ao Dai (Vietnam), Sarafan (Russia), Greek Fustanella, Hanbok (South Korea), Bunad (Norway), Barong Tagalog and Baro at Saya (Philippines), Charro suit (Mexico)
- Project: Study of the traditional/ historic costume of a specific country or region.
- Visit to Dolls Museum, Textile Museum and Exhibitions

ESSENTIAL READINGS:

1. Alkazi Roshen, (2011), Ancient Indian Costume, National Book Trust.
2. Bhatnagar Parul, (2009), Traditional Indian Costumes and Textiles, Abhishek Publication
3. Black J. Anderson, Garland Madge, (1990), A History Of Fashion, Black Cat Publication.
4. N.N. Mahapatra, (2016), Sarees of India, Woodhead Publishing India Pvt Ltd
5. Peacock John, (2010), The Chronicle of Western Costume: From The Ancient World To The Late Twentieth Century, Thames & Hudson.
6. Welters Linda, Lillethun Abby, (2018), Fashion History: A Global View (Dress, Body, Culture), Bloomsbury Visual Arts.

SUGGESTED READINGS:

1. A Biswas, (2017), Indian Costumes (Second Edition), Publication Division, India.
2. Dorris Flyn, (1971), Costumes of India, Oxford & IBH Publishing Co, Delhi.
3. Jamila Brij Bhushan, (1958), The costumes and textiles of India, D B Taraporevala Sons & Co.
4. Lester, Katherine M, (1967), Historic Costume, Chas A Bennett Co Inc.

DISCIPLINE SPECIFIC CORE COURSE – DSC-6-ADC: TEXTILE DESIGN TECHNIQUES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Textile Design Techniques	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

- To introduce the learners to the various applied textile design techniques.
- To provide comprehensive knowledge about the concepts of dyeing and printing.
- To create an understanding of the various traditional Indian embroideries and textiles.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Identify and describe the various methods of applied textile design techniques
- Classify and select dyes based on suitability and fastness for different fabrics.
- Explain the importance and methods of testing colour-fastness of dyes.
- Differentiate between and explain the styles and methods of printing.
- Identify the common dyeing and printing defects.
- Identify and describe the special features of select Indian hand embroideries and traditional Indian textiles
- Apply dyeing and printing techniques such as tie and dye, block printing, screen printing and batik on fabrics
- Apply creative fabric manipulation/ embellishment techniques in apparel design projects.

SYLLABUS OF DSC-6

THEORY

UNIT – 1: Introduction to Textile Design Techniques

(3 Hours)

- *Unit Description:* This unit introduces the learners to the various applied textile design techniques.
- *Sub Topics:*
 - Introduction to the various applied textile design techniques - Dyeing and printing, Hand and machine embroidery, Fabric manipulation, Surface embellishment.
 - Project: Collection and compilation of Fabric swatches/ images of the various methods of textile design techniques.

UNIT – 2: Dyeing and Printing

(12 Hours)

- *Unit Description:* This unit provides an understanding of the various concepts and methods related to dyeing and printing.
- *Sub Topics:*
 - Classification of Dyes - Natural dyes and Synthetic dyes
 - Dye classes: their suitability and fastness on different fabrics-direct, reactive, acid, vat, disperse dyes, pigments; Dyeing procedures: Direct, Reactive, Acid dyes
 - Methods of dyeing: Solution dyeing, Fibre dyeing. Yarn dyeing, Fabric dyeing, Garment dyeing - their effect on finished fabric.
 - Colour-fastness, Testing Wash fastness and Light fastness
 - Styles of printing – Direct, Discharge, Dyed (Mordant), Resist – Tie and Dye, Batik, Mud resist
 - Methods of printing – Stencil, Block, Roller, Screen, Rotary screen, Heat Transfer, Digital, Flock; Newer methods of printing
 - Common dyeing and printing defects

Unit - 3: Traditional Indian Embroideries and Textiles

(15 Hours)

- *Unit Description:* This unit creates an understanding and appreciation of the various traditional Indian embroideries and textiles.
- *Sub Topics:*
 - Indian Hand Embroideries with reference to Motifs, Color combination, Types and Stitches used: Kantha, Phulkari, Kasuti, Kashida, Mirrorwork (Gujarat), Chikankari
 - Traditional Indian Textiles with reference to History, production centres, techniques, designs and colours: Brocades, Baluchari, Jamdani, Bandhni, Ikat and patola

PRACTICAL:

(60 Hours)

1. Tie and dye technique
2. Block and Screen printing
3. Batik technique
4. Preparation of samples using creative fabric surface manipulation/ embellishment techniques
5. Preparation of an article/garment using a combination of techniques learnt above.

ESSENTIAL READINGS:

1. Corbman, P.B. (1985). *Textiles-Fibre to Fabric*. USA: McGraw Hill Book Co.
2. Das S. (1992). *Fabric Art- Heritage of India*. New Delhi: Abhinav Publications
3. Dhamija J., Jyotindra J. (1989). *Hand-woven Fabrics of India*. Ahmedabad: Mapin Publishing Pvt. Ltd.
4. Jerstorp Karin, Eva Kohlmark, (2000), *The Fabric Design Book: Understanding and Creating Patterns Using Texture, Shape and Color*, A & C Black Publishers Ltd
5. Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc.
6. N.N. Mahapatra, (2016), *Sarees of India*, Woodhead Publishing India Pvt Ltd

SUGGESTED READINGS:

1. Bhatnagar P. (2004). *Traditional Indian costumes and Textiles*. Chandigarh: Abhishek Publication.
2. Singer, Ruth, (2013), *Fabric Manipulation: 150 Creative Sewing Techniques*, David & Charles
3. Storey, J. (1992). *Manual of Textile Printing*. London: Thames and Hudson publication
4. Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy
5. Wolff, Colette, (1996), *The Art of Manipulating Fabric*, Krause Publications

B.A (Prog) with Apparel Design and Construction (ADC) as Non-Major
Category-III

**DISCIPLINE SPECIFIC CORE COURSE – DSC-6-ADC:
 TEXTILE DESIGN TECHNIQUES**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Textile Design Techniques	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

- To introduce the learners to the various applied textile design techniques.
- To provide comprehensive knowledge about the concepts of dyeing and printing.
- To create an understanding of the various traditional Indian embroideries and textiles.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Identify and describe the various methods of applied textile design techniques
- Classify and select dyes based on suitability and fastness for different fabrics.
- Explain the importance and methods of testing colour-fastness of dyes.
- Differentiate between and explain the styles and methods of printing.
- Identify the common dyeing and printing defects.
- Identify and describe the special features of select Indian hand embroideries and traditional Indian textiles
- Apply dyeing and printing techniques such as tie and dye, block printing, screen printing and batik on fabrics
- Apply creative fabric manipulation/ embellishment techniques in apparel design projects.

SYLLABUS OF DSC-6

THEORY

UNIT – 1: Introduction to Textile Design Techniques

(3 Hours)

- *Unit Description:* This unit introduces the learners to the various applied textile design techniques.
- *Sub Topics:*
 - Introduction to the various applied textile design techniques - Dyeing and printing, Hand and machine embroidery, Fabric manipulation, Surface embellishment.
 - Project: Collection and compilation of Fabric swatches/ images of the various methods of textile design techniques.

UNIT – 2: Dyeing and Printing

(12 Hours)

- *Unit Description:* This unit provides an understanding of the various concepts and methods related to dyeing and printing.
- *Sub Topics:*
 - Classification of Dyes - Natural dyes and Synthetic dyes
 - Dye classes: their suitability and fastness on different fabrics-direct, reactive, acid, vat, disperse dyes, pigments; Dyeing procedures: Direct, Reactive, Acid dyes
 - Methods of dyeing: Solution dyeing, Fibre dyeing. Yarn dyeing, Fabric dyeing, Garment dyeing - their effect on finished fabric.
 - Colour-fastness, Testing Wash fastness and Light fastness
 - Styles of printing – Direct, Discharge, Dyed (Mordant), Resist – Tie and Dye, Batik, Mud resist
 - Methods of printing – Stencil, Block, Roller, Screen, Rotary screen, Heat Transfer, Digital, Flock; Newer methods of printing
 - Common dyeing and printing defects

Unit - 3: Traditional Indian Embroideries and Textiles

(15 Hours)

- *Unit Description:* This unit creates an understanding and appreciation of the various traditional Indian embroideries and textiles.
- *Sub Topics:*
 - Indian Hand Embroideries with reference to Motifs, Color combination, Types and Stitches used: Kantha, Phulkari, Kasuti, Kashida, Mirrorwork (Gujarat), Chikankari
 - Traditional Indian Textiles with reference to History, production centres, techniques, designs and colours: Brocades, Baluchari, Jamdani, Bandhni, Ikat and patola

PRACTICAL:

(60 Hours)

1. Tie and dye technique
2. Block and Screen printing
3. Batik technique
4. Preparation of samples using creative fabric surface manipulation/ embellishment techniques

5. Preparation of an article/garment using a combination of techniques learnt above.

ESSENTIAL READINGS:

1. Corbman, P.B. (1985). *Textiles-Fibre to Fabric*. USA: McGraw Hill Book Co.
2. Das S. (1992). *Fabric Art- Heritage of India*. New Delhi: Abhinav Publications
3. Dhamija J., Jyotindra J. (1989). *Hand-woven Fabrics of India*. Ahmedabad: Mapin Publishing Pvt. Ltd.
4. Jerstorp Karin, Eva Kohlmark, (2000), *The Fabric Design Book: Understanding and Creating Patterns Using Texture, Shape and Color*, A & C Black Publishers Ltd
5. Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc.
6. N.N. Mahapatra, (2016), *Sarees of India*, Woodhead Publishing India Pvt Ltd

SUGGESTED READINGS:

1. Bhatnagar P. (2004). *Traditional Indian costumes and Textiles*. Chandigarh: Abhishek Publication.
2. Singer, Ruth, (2013), *Fabric Manipulation: 150 Creative Sewing Techniques*, David & Charles
3. Storey, J. (1992). *Manual of Textile Printing*. London: Thames and Hudson publication
4. Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy
5. Wolff, Colette, (1996), *The Art of Manipulating Fabric*, Krause Publications



INDEX

Department of Home Science SEMESTER –III

B.A (Prog) with Human Development and Family Empowerment (HDFE)

<u>S.No.</u>	<u>Content</u>	<u>Page No.</u>
1.	B.A. (Prog) with Human Development & Family Empowerment (HDFE) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-5-HDFE: Gender and Social Justice in India DSC-6-HDFE: Empowerment of Women and Children	18-21
2.	B.A. (Prog) with Human Development & Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-6-HDFE: Empowerment of Women and Children	22-23

**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major
Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-5-HDFE: GENDER AND SOCIAL
JUSTICE IN INDIA**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Gender and Social Justice in India	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

- To understand the different terms used to discuss gender.
- To understand about the social construction of gender.
- To understand the situation of gender justice in India.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Understand the different terms used to discuss gender.
- Understand about the social construction of gender
- Understand the situation of gender justice in India.

THEORY

Unit 1: Understanding Gender

(10 Hours)

- *Unit Description:* Student will get aware about different terms related to gender
- *Subtopics:*
 - Defining terms- Sex and Gender, Masculinity v/s Femininity, Feminism
 - Gender Identity and Gender Fluidity: LGBTQ+ Communities

Unit 2: Social Construction of Gender

(10 Hours)

- *Unit Description:* The emphasis of this unit will be on patriarchy and violence against women and children.
- *Subtopics:*
 - Gender Stereotypes and Patriarchy
 - Violence against girl child and women

Unit 3: Gender Justice in India

(10 Hours)

- *Unit Description:* This unit will introduce regarding Constitutional provisions for Women
- *Subtopics:*
 - Constitutional provisions for Women
 - Laws and policies for Women

PRACTICAL

Unit 1: Visit to any one organisation working in the area of Women's Rights **(20 hours)**

Unit 2: Seminar / Webinar/ Talk by professional working in the area of Women empowerment and the girl child. **(20 hours)**

Unit 3: Initiatives by the Government in the area of Gender Justice in the last 5 years- Discussion and Documentation. **(20 hours)**

ESSENTIAL / RECOMMENDED READINGS:

1. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
2. Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
3. Kataria, K. and Parihar, M. (2017) Women Empowerment Gender Equality and Social Justice. [Books Treasure](#).
4. Monica, C. (2022). Gender Justice: Women and Law in India. Deep & Deep Publications.

SUGGESTED READINGS:

1. Seidman, Steven 1996, (ed), 'Queer Theory/Sociology', Blackwell
2. V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
3. Lips, Hilary M., 2015, Gender the basics, Routledge, London
4. Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, Family and Gender, Sage, New Delhi
5. Oberoi, Patricia, 2006, Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
6. Rege, Sharmila.2003. Sociology of Gender, New Delhi: Sage.

DISCIPLINE SPECIFIC CORE COURSE – DSC-6-HDFE: EMPOWERMENT OF WOMEN AND CHILDREN

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Empowerment of Women and Children	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

- To develop an understanding about the status of women and children in India.
- To gain awareness about programmes and services for women and children in India.
- To gain understanding about the importance of maternal health and education.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Understand the status of women and children in India.
- Evaluate various programmes and services for women and children in India.
- Understand the importance of maternal health and education.

THEORY

Unit 1: Status of Women and Children in India

(08 hours)

- *Unit Description:* This unit focuses on the demographic profile of women and children and important issues concerning them.
- *Subtopics:*
 - Demographic profile of women and children.
 - Issues related to women and children.

Unit 2: Programmes and Services for Women Empowerment

(12 hours)

- *Unit Description:* This unit focuses on various programmes and services for women and children in the country.
- *Subtopics:*
 - Women Empowerment: Definition, Need and Importance
 - Programmes for Women: Any two
 - Programmes for Children: Any Two

Unit 3: Maternal Health and Education

(10 hours)

- *Unit Description:* This unit focuses on the importance of maternal health and education and its impact on child development.
- *Subtopics:*
 - Importance of Maternal Health and Education
 - Impact of Maternal Health and Education on Child Development
 - Maternal Mortality: Statistics, Causes and Prevention

PRACTICAL

Unit 1: Visit to one organization working for children. (15 hours)

Unit 2: Visit to one organization working for women. (15 hours)

Unit 3: Review of one movie/ documentary/ video/ book based on children. (15 hours)

Unit 4: Interview of a mother to understand the importance of education and awareness in raising healthy children. (15 hours)

ESSENTIAL / RECOMMENDED READINGS:

1. Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers.
2. Vasudev, K. (2009). *Welfare programme*. New Delhi: Vishva Bharti Publications.
3. Verma, S.B. and Soni, M. L. (2005). *Mahila jagrute aur sashaktikaran*. Jaipur: Aaveeskar Publishers.
4. Women Rights are Human Rights (2014). Geneva and New York: United Nations Publications
Retrieved:
<https://www.ohchr.org/sites/default/files/Documents/Events/WHRD/WomenRightsAreHR.pdf>
5. Women's Rights in India (2021). National Human Rights Commission, India
Retrieved:
https://nhrc.nic.in/sites/default/files/Women%E2%80%99s%20Rights%20in%20India%20complete_compressed.pdf

SUGGESTED READINGS:

1. Bose, A.B. (2003). *The status of children in India: Promises to keep*. New Delhi: Manohar Publications
2. *National plan of action of children* (2016). Ministry of HRD, Department of WCD, GOI.
3. Vipin, K. (2009). *Vaisveekran evam mahila sashaktikaran vividha aayam*. New Delhi: Aeyal Publications

**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major
Category-III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-6-HDFE: EMPOWERMENT OF
WOMEN AND CHILDREN**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Empowerment of Women and Children	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

- To develop an understanding about the status of women and children in India.
- To gain awareness about programmes and services for women and children in India.
- To gain understanding about the importance of maternal health and education.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Understand the status of women and children in India.
- Evaluate various programmes and services for women and children in India.
- Understand the importance of maternal health and education.

THEORY

Unit 1: Status of Women and Children in India (08 hours)

- *Unit Description:* This unit focuses on the demographic profile of women and children and important issues concerning them.
- *Subtopics:*
 - Demographic profile of women and children.
 - Issues related to women and children.

Unit 2: Programmes and Services for Women Empowerment (12 hours)

- *Unit Description:* This unit focuses on various programmes and services for women and children in the country.
- *Subtopics:*
 1. Women Empowerment: Definition, Need and Importance

2. Programmes for Women: Any two
3. Programmes for Children: Any Two

Unit 3: Maternal Health and Education

(10 hours)

- *Unit Description:* This unit focuses on the importance of maternal health and education and its impact on child development.
- *Subtopics:*
 - Importance of Maternal Health and Education
 - Impact of Maternal Health and Education on Child Development
 - Maternal Mortality: Statistics, Causes and Prevention

PRACTICAL

Unit 1: Visit to one organization working for children.

(15 hours)

Unit 2: Visit to one organization working for women.

(15 hours)

Unit 3: Review of one movie/ documentary/ video/ book based on children.

(15 hours)

Unit 4: Interview of a mother to understand the importance of education and awareness in raising healthy children.

(15 hours)

ESSENTIAL / RECOMMENDED READINGS:

6. Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers.
7. Vasudev, K. (2009). *Welfare programme*. New Delhi: Vishva Bharti Publications.
8. Verma, S.B. and Soni, M. L. (2005). *Mahila jagrute aur sashaktikaran*. Jaipur: Aaveeskar Publishers.
9. Women Rights are Human Rights (2014). Geneva and New York: United Nations Publications
Retrieved:
<https://www.ohchr.org/sites/default/files/Documents/Events/WHRD/WomenRightsAreHR.pdf>
10. Women's Rights in India (2021). National Human Rights Commission, India
Retrieved:
https://nhrc.nic.in/sites/default/files/Women%E2%80%99s%20Rights%20in%20India%20complete_compressed.pdf

SUGGESTED READINGS:

4. Bose, A.B. (2003). *The status of children in India: Promises to keep*. New Delhi: Manohar Publications
5. *National plan of action of children* (2016). Ministry of HRD, Department of WCD, GOI.
6. Vipin, K. (2009). *Vaisveekran evam mahila sashaktikaran vividha aayam*. New Delhi: Aeyal Publications.



INDEX
Department of Home Science
Semester -III

B.A (PROG) WITH FOOD TECHNOLOGY (FT)

S.No.	Content	Page No.
1.	B.A. (Prog) with Food Technology (FT) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-5-FT: Food Business Operations and Entrepreneurship DSC-6-FT: Basic Baking Technology	25 - 30
2.	B.A. (Prog) with Food Technology (FT) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-6-FT: Basic Baking Technology	30 - 32

**B.A. (Prog) with Food Technology (FT) as Major
Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-5-FT:
FOOD BUSINESS OPERATIONS AND ENTREPRENEURSHIP**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Food Business Operations and Entrepreneurship	4	3	0	1	Class XII	NIL

LEARNING OBJECTIVES:

1. To familiarize students with various food business operations.
2. To make students understand the principles of managing food business
3. To introduce students with the concept of entrepreneurship and commercial food handling.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Gain theoretical and practical knowledge related to management of food business
2. Lead team or be team members in executing salient unit operations in food processing plant
3. Plan the layouts and designs of commercial kitchen
4. Initiate the entrepreneurial journey in the field food production and processing.

SYLLABUS OF DSC-5-FT

THEORY:

UNIT I: Unit I: Food Business Operations

(18 Hours)

- *Unit Description:* This introductory chapter shall appraise the students about the myriad opportunities associated with food business industry in India. It will also help them understand about the significance and principles of salient unit operations carried out in food processing units.
- *Subtopics:*
 - Scope and Trends of food business in Indian Scenario
 - Salient unit operations in food processing plant – purchase, storage and inventory, grading, sorting, pre-preparation techniques, salient processing operations (Thermal and Non-thermal

Processing), marketing and distribution.

UNIT II: Management of Food Business

(15 Hours)

- *Unit Description:* This unit will help students understand the principles of managing a food business unit. The important concepts necessary for establishing and running a food business shall also be covered.
- *Subtopics:*
 - FSSAI regulations related to registration and licensing
 - Principles of management
 - Innovative food start-ups
 - Scheduling and forecasting
 - IT Applications and MIS in operations management.

UNIT III: Entrepreneurship

(10 Hours)

- *Unit Description:* The chapter shall help student understand the scope and nuances of being an entrepreneur.
- *Subtopics:*
 - Definition and characteristics of an entrepreneur
 - Objectives and phases in entrepreneurship development
 - Types and traits of entrepreneurship
 - Case studies on small scale to large scale food entrepreneurs (Indian traditional family food business).

Unit IV: Commercial Food Production Layout

(12 Hours)

- *Unit Description:* Food processing area plays a crucial role in processing food thus, this unit will help students understand the need for different types of kitchens for different types of foods/ food catering units.
- *Subtopics:*
 - Introduction to the concept of commercial kitchen
 - Types of commercial kitchens
 - Principles of commercial kitchens
 - Layouts and designs

PRACTICAL:

No. of Students per Practical Class Group: 10-15

1. Prepare presentation on Case study of traditional and contemporary food business (4 Hours)
2. Developing standard operating procedures (SOP) for the pre-preparation of a processed food product (2 Hours)
3. Developing an SOP for the processing of a processed food product (2 Hours)
4. Prepare a checklist for food safety management for any food production unit (4 Hours)
5. Prepare a layout for a commercial/ cloud kitchen (4 Hours)
6. Prepare a presentation on opportunities for raising funds such as bank loans, government

- | | |
|--|-----------|
| schemes, CSR | (6 Hours) |
| 7. Developing an SOP for the sale and distribution of a perishable commodity | (4 Hours) |
| 8. Plan and implement a food product sale in college premises | (4 Hours) |

ESSENTIAL/ RECOMMENDED READINGS (Theory and Practical):

1. Bali, P.S. (2009). Food: Production Operations. First Edition. Oxford University Press, New Delhi.
2. Sethi, M. (2015). Catering Management: An Integrated Approach. New Age International Pvt. Ltd. New Delhi.
3. Reynolds, D. (2013). Food Service Management Fundamentals. Wiley Publications, New Jersey.
4. Powers, T.F. (2018). Food Service Operations: Planning and Control. Wiley Publications, New Jersey.
5. Payne, P.J. & Theis, M. (2016). Food Service Management: Principles and Practices. Pearson Publications.
6. Sudheer, K.P., & Indira, V. (Eds.). (2021). Entrepreneurship Development in Food Processing (1st ed.). CRC Press.

SUGGESTED READINGS:

1. Tuli, K.K. (2009). Fundamentals of Food Production. Anne Books Publications, New Delhi.
2. Hansen, H.O. (2015). Food Economics: Industry and Markets. Routledge Press, London.
3. Cavichhi, A. & Santini, S. (2017). Case Studies in the Traditional Food Sector. Woodhead Publishing, London.
4. Fisher, W.P. (2018). Case Studies in Food Service Management: Business Perspectives. Amer Hotel and Motel Association, USA.
5. Bonder, S., Inamdar, N. & Bhatija, M. (2017). The Indian Business Box Set (Stories of How Gujaratis, Baniyas and Sindhis do Business). Penguin Random House India Pvt. Ltd. New Delhi
6. Modlin, R.A. (2009). Commercial Kitchens : A Guide to Those Who Design, Recommend and Consult on Facilities for the Production, Processing and Finishing of Food for Volume Feeding Operations. American Gas Association Pvt. Ltd. USA.
7. Knight, J. B. & Kotschevar, L.H. (2000). Quantity Food Production Planning and Management. 3rd edition. New York:John Wiley & Sons.
8. Rameshwari, P. (2016). Skill Development & Entrepreneurship in India. Delhi: New Century Publications.
9. Umesh, S. & Vaibhav, M. (2009). Entrepreneurship Development & Management. Chandigarh: Abhishek Publications.

**DISCIPLINE SPECIFIC CORE COURSE – DSC-6-FT:
BASIC BAKING TECHNOLOGY**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basic Baking Technology	4	3	0	1	Class XII	Nil

LEARNING OBJECTIVES:

- To impart students' basic knowledge related to the principles of baking
- To introduce the concept of proximate analysis and quality assessment of wheat flour
- To introduce them to the techniques and skills of cake and pastry making.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Describe the present and future trends of the bakery industry.
- Illustrate the basic ingredients and equipment used for baking along with their significance
- Develop and demonstrate the skills of preparing variety of cakes and pastries.
- Evaluate the quality of baked products
- Test wheat flour and conduct labeling, packaging and costing of prepared bakery products.
- Initiate the entrepreneurial journey in the field of bakery.

SYLLABUS OF DSC-6-FT

THEORY:

UNIT I: Baking Industry (10 Hours)

- *Unit Description:* This unit will introduce the students to the field of Food Bakery Science. It will also give information on nutrition facts of Bakery products.
- *Subtopics:*
 - History of bakery - present trends and prospects
 - Nutrition facts about bakery products
 - Food safety aspects of baked products

UNIT II: Wheat Grain, Baking Ingredients and Equipment (22 Hours)

- *Unit Description:* The unit will focus on various aspects of structure and composition wheat grain and flour. It will also give information on bakery equipments.

- *Subtopics:*
 - Wheat grain– its structure
 - Milling of wheat, types of refined wheat flour; composition of refined wheat flour (gluten, amylose/ amylopectin, enzyme activity, moisture) and its storage
 - Bakery Equipments- oven, mixing tools and accessories

UNIT III: Cake Processing

(15 Hours)

- *Unit Description:* The unit is about processing of various types of cakes, their labelling, packaging and evaluation.
- *Subtopics:*
 - Preparation of cakes - types of cakes, methods of batter preparation, steps in cake making, balancing of cake formula, evaluation of the baked cake, operational faults in cake processing and the remedial measures.
 - Packaging, labelling, and costing

UNIT IV: Pastry Technology

(8 Hours)

- *Unit Description:* The unit is about processing of various types of pastries, and their evaluation.
- *Subtopics:*
 - Preparation of pastry - types of pastries (short crust, puff/flaky and choux pastry), processing and evaluation, faults and remedies.

PRACTICAL:

No. of Students per Practical Class Group: 10-15

1. Quality Testing of Flour: Determination of water absorption power (WAP) of refined wheat flour and whole wheat flour (2 Hours)
2. Determination of moisture content of refined wheat flour (2 Hours)
3. Preparation of Sensory evaluation card (Hedonic scale) for various baked products (2 Hours)
4. Preparation, labelling and sensory evaluation of cakes (12 Hours)
 - Fatless sponge (pineapple sponge, chocolate sponge and Swiss roll)
 - Shortened cake (plain tea cake, Dundee cake, marble cake, fruit cake and innovative nutritious cakes)
 - Eggless cake
5. Preparation and sensory evaluation of pastry (8 Hours)
 - Short crust (jam tarts)
 - Puff/flaky (Bombay khari, vegetable patties/ puff)
 - Choux pastry (chocolate éclairs)
6. Market survey of innovative nutritious bakery products (4 Hours)

ESSENTIAL/ RECOMMENDED READINGS (Theory and Practical):

1. Dubey, S. C. (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers.
2. Dubey, S. C. (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers.
3. Ketrapaul, N., Grewal, R.B., & Jood, S. (2005). *Bakery Science and Cereal Technology*. Delhi:

Daya Publishing House.

- Potter, N., & Hotchkiss, J.H. (2006). *Food Science*. Delhi: CBS Publishers.
- Srilakshmi, B. (2018). *Food Science*. Delhi: New Age International Publishers.

SUGGESTED READINGS:

- Cornell, Hugh, J. & Hoveling, Alber. W. (1998). *Wheat Chemistry and Utilization*, Delhi: CRC Press.
- Edward, W. P. (2007). *The Science of Bakery Products*. Cambridge: RSC Publishing.
- Kent, N.L. (2004). *Technology of Cereals*. London: Pergamon Press.
- Khanna, K., Gupta, S., Seth, R., Mahana, R., & Rekhi, T. (2004). *The Art and Science of Cooking*. Delhi: Phoenix Publishing House Private Limited.
- Matz A. (2004). *The Chemistry and Technology of Cereals as Food and Feed*. Delhi: CBS Publishers.
- Matz, A. (1998). *Bakery Technology and Engineering*. Delhi: CBS Publishers.
- Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., & Chopra, S. (2005). *Basic Food Preparation – A Complete Manual*. Delhi: Orient Longman.

B.A. (Prog.) with Food Technology (FT) as Non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-6-FT: BASIC BAKING TECHNOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basic Baking Technology	4	3	0	1	Class XII	Nil

LEARNING OBJECTIVES:

- To impart students' basic knowledge related to the principles of baking
- To introduce the concept of proximate analysis and quality assessment of wheat flour
- To introduce them to the techniques and skills of cake and pastry making.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Describe the present and future trends of the bakery industry.
- Illustrate the basic ingredients and equipment used for baking along with their

- significance
- Develop and demonstrate the skills of preparing variety of cakes and pastries.
- Evaluate the quality of baked products
- Test wheat flour and conduct labeling, packaging and costing of prepared bakery products.
- Initiate the entrepreneurial journey in the field of bakery.

SYLLABUS OF DSC-6-FT

THEORY:

UNIT I: Baking Industry

(10 Hours)

- *Unit Description:* This unit will introduce the students to the field of Food Bakery Science. It will also give information on nutrition facts of Bakery products.
- *Subtopics:*
 - History of bakery - present trends and prospects
 - Nutrition facts about bakery products
 - Food safety aspects of baked products

UNIT II: Wheat Grain, Baking Ingredients and Equipment

(22 Hours)

- *Unit Description:* The unit will focus on various aspects of structure and composition wheat grain and flour. It will also give information on bakery equipments.
- *Subtopics:*
 - Wheat grain– its structure
 - Milling of wheat, types of refined wheat flour; composition of refined wheat flour (gluten, amylose/ amylopectin, enzyme activity, moisture) and its storage
 - Bakery Equipments- oven, mixing tools and accessories

UNIT III: Cake Processing

(15 Hours)

- *Unit Description:* The unit is about processing of various types of cakes, their labelling, packaging and evaluation.
- *Subtopics:*
 - Preparation of cakes - types of cakes, methods of batter preparation, steps in cake making, balancing of cake formula, evaluation of the baked cake, operational faults in cake processing and the remedial measures.
 - Packaging, labelling, and costing

UNIT IV: Pastry Technology

(8 Hours)

- *Unit Description:* The unit is about processing of various types of pastries, and their evaluation.
- *Subtopics:*
 - Preparation of pastry - types of pastries (short crust, puff/flaky and choux pastry), processing and evaluation, faults and remedies.

PRACTICAL:

No. of Students per Practical Class Group: 10-15

1. Quality Testing of Flour: Determination of water absorption power (WAP) of refined wheat flour and whole wheat flour (2 Hours)
2. Determination of moisture content of refined wheat flour (2 Hours)
3. Preparation of Sensory evaluation card (Hedonic scale) for various baked products (2 Hours)
4. Preparation, labelling and sensory evaluation of cakes (12 Hours)
 - Fatless sponge (pineapple sponge, chocolate sponge and Swiss roll)
 - Shortened cake (plain tea cake, Dundee cake, marble cake, fruit cake and innovative nutritious cakes)
 - Eggless cake
5. Preparation and sensory evaluation of pastry (8 Hours)
 - Short crust (jam tarts)
 - Puff/flaky (Bombay khari, vegetable patties/ puff)
 - Choux pastry (chocolate éclairs)
6. Market survey of innovative nutritious bakery products (4 Hours)

ESSENTIAL/ RECOMMENDED READINGS (Theory and Practical):

1. Dubey, S. C. (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers.
2. Dubey, S. C. (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers.
3. Ketrapaul, N., Grewal, R.B., & Jood, S. (2005). *Bakery Science and Cereal Technology*. Delhi: Daya Publishing House.
4. Potter, N., & Hotchkiss, J.H. (2006). *Food Science*. Delhi: CBS Publishers.
5. Srilakshmi, B. (2018). *Food Science*. Delhi: New Age International Publishers.

SUGGESTED READINGS:

1. Cornell, Hugh, J. & Hoveling, Alber. W. (1998). *Wheat Chemistry and Utilization*, Delhi: CRC Press.
2. Edward, W. P. (2007). *The Science of Bakery Products*. Cambridge: RSC Publishing.
3. Kent, N.L. (2004). *Technology of Cereals*. London: Pergamon Press.
4. Khanna, K., Gupta, S., Seth, R., Mahana, R., & Rekhi, T. (2004). *The Art and Science of Cooking*. Delhi: Phoenix Publishing House Private Limited.
5. Matz A. (2004). *The Chemistry and Technology of Cereals as Food and Feed*. Delhi: CBS Publishers.
6. Matz, A. (1998). *Bakery Technology and Engineering*. Delhi: CBS Publishers.
7. Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., & Chopra, S. (2005). *Basic Food Preparation – A Complete Manual*. Delhi: Orient Longman.



INDEX

Department of Home Science Semester – IV

B.A (Prog.) with Human Development and Family Empowerment (HDFE)

<u>S. No.</u>	<u>Content</u>	<u>Page No.</u>
1.	B.A. (Prog.) with Human Development and Family Empowerment (HDFE) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-7-HDFE: ECCE- Program Planning and Practices DSC-8-HDFE: Principles & Perspectives on ECCE	2-6
2.	B.A. (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-8-HDFE: Principles & Perspectives on ECCE	7-8

B.A (Prog.) with Human Development and Family Empowerment (HDFF) as Major
Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-7-HDFF: ECCE- PROGRAM PLANNING AND PRACTICES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
ECCE- Program Planning and Practices	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

1. To understand various aspects of planning and evaluation of ECCE centers.
2. To understand views of various philosophers in the area of ECCE
3. To develop skills and methods required for planning.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Develop skills and methods required for planning.
2. Understand the importance of planning in an ECCE program
3. Develop an effective curriculum based on the principles of program planning

THEORY

(30 hours)

Unit I: Understanding the need and importance of program planning

(12 hours)

Unit Description:

This unit provides a basic understanding about the aspects of planning in ECCE.

Subtopics:

- Program planning in ECCE: Definition and Principles
- Important considerations while planning programs for preschoolers (long term and short term goals)

Unit II: Contribution of Indian and Western Philosophers in the field of ECCE (8 hours)**Unit Description:**

This unit focuses on the contribution by various philosophers in the field of Early childhood Care and Education

Subtopics:

- Indian Philosophers: Gijubhai Badheka, Tarabai Modak, Rabindranath Tagore, Mahatma Gandhi (Any two)
- Western Philosophers: F. Froebel, M. Montessori

Unit III: Components of a successful ECCE program.**(10 hours)****Unit Description:**

This unit focuses on various important components of ECCE program.

Subtopics:

- Planning space and equipment in an ECCE centre
- Roles and qualities of an ECCE worker
- Importance of community involvement.

PRACTICAL**(60 hours)**

- Visit to an ECCE program/centre
- Interview with an ECCE worker
- Designing one-week Teaching Plan for an ECCE centre.

ESSENTIAL READINGS:

1. Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
2. Gupta, M. S. (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
3. IGNOU. Organizing Child Care Services: DECE-1. New Delhi: IGNOU
4. Mohanty, J., & Mohanty, B. (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.
5. Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.

SUGGESTED READINGS:

1. Kaul, V. and Bhatnagar, R. (2009). *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
2. Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.

3. Roopnarine, J. L., & Johnson, J. E. (2012). *Approaches to Early Childhood Education* (5th ed.). Pearson.
4. Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage

DISCIPLINE SPECIFIC CORE COURSE – DSC-8-HDFE PRINCIPLES AND PERSPECTIVES ON ECCE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Principles & Perspectives on ECCE	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

1. To understand the need and significance of early childhood care and education.
2. To understand the policy perspectives on ECCE in India and world.
3. To develop skills to make low-cost Teaching-Learning Material (TLM).

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Become sensitized on the significance of focusing on early years.
2. Understand the policy perspectives of ECCE in India.
3. Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

THEORY

(30 hours)

Unit 1: Introduction to Early Childhood Care and Education (ECCE)

(10 Hours)

- Unit Description:

This unit gives an overview of ECCE while focusing on the importance of early years.

Subtopics:

- Definition and Objectives of ECCE
- Significance of investing in early childhood
- National ECCE Policy 2013

Unit 2: Developmental needs in Preschool years

(10 Hours)

- Unit Description:

This unit focuses on the developmental needs of preschoolers and making of the activities related to the different domains of development using play material

Subtopics:

- Physical-motor, cognitive, language and socio-emotional development in Preschool years
- Preparation and use of learning and play material – Principles & characteristics

Unit 3: Policy Perspectives in ECCE

(10 Hours)

- Unit Description:

This unit focuses on creating awareness among students about the policies, legislations & programs related to ECCE in Indian context.

Subtopics:

- National Curriculum Framework 2005 and ECCE
- Role of Right to Education Act 2009 in promotion of ECCE
- Position of ECCE in New National Education Policy, 2020

PRACTICAL

(60 hours)

- Designing low cost/environment friendly teaching-learning materials (TLM) and activities for all domains of development
- Using prepared TLMs to gain hands on experience- One-week internship in nursery/pre/play school.

ESSENTIAL READINGS:

1. Day, M., Kaul, V., & Sawhney, S. (2022). *Early childhood education for marginalized children in India: Deconstructing quality*. Sage Publications
2. Bhattacharjea, S, Kaul, V. (2019). Early childhood education and school readiness in India: Quality and diversity. Springer Singapore
3. NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC
4. National Education Policy (2020). Ministry of Human Resource Development. GOI. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.

SUGGESTED READINGS:

1. Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
2. Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
3. Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.
4. World Bank (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major
Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-8-HDFE: PRINCIPLES AND PERSPECTIVES ON ECCE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Principles & Perspectives on ECCE	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

1. To understand the need and significance of early childhood care and education.
2. To understand the policy perspectives on ECCE in India and world.
3. To develop skills to make low-cost Teaching-Learning Material (TLM).

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Become sensitized on the significance of focusing on early years.
2. Understand the policy perspectives of ECCE in India.
3. Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

THEORY

(30 hours)

Unit 1: Introduction to Early Childhood Care and Education (ECCE) (10 Hours)

- Unit Description:

This unit gives an overview of ECCE while focusing on the importance of early years.

Subtopics:

- Definition and Objectives of ECCE
- Significance of investing in early childhood
- National ECCE Policy 2013

Unit 2: Developmental needs in Preschool years

(10 Hours)

- Unit Description:

This unit focuses on the developmental needs of preschoolers and making of the activities related to the different domains of development using play material

Subtopics:

- Physical-motor, cognitive, language and socio-emotional development in Preschool years
- Preparation and use of learning and play material – Principles & characteristics

Unit 3: Policy Perspectives in ECCE

(10 Hours)

- Unit Description:

This unit focuses on creating awareness among students about the policies, legislations & programs related to ECCE in Indian context.

Subtopics:

- National Curriculum Framework 2005 and ECCE
- Role of Right to Education Act 2009 in promotion of ECCE
- Position of ECCE in New National Education Policy, 2020

PRACTICAL

(60 hours)

- Designing low cost/environment friendly teaching-learning materials (TLM) and activities for all domains of development
- Using prepared TLMs to gain hands on experience- One-week internship in nursery/pre/play school.

ESSENTIAL READINGS:

1. Day, M., Kaul, V., & Sawhney, S. (2022). *Early childhood education for marginalized children in India: Deconstructing quality*. Sage Publications
2. Bhattacharjea, S, Kaul, V. (2019). *Early childhood education and school readiness in India: Quality and diversity*. Springer Singapore
3. NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC
4. National Education Policy (2020). Ministry of Human Resource Development. GOI. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.

SUGGESTED READINGS:

1. Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
2. Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
3. Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.
4. World Bank (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.



INDEX

Department of Home Science Semester V

B.A (Prog.) with Human Development and Family Empowerment (HDFE)

<u>S. No.</u>	<u>Content</u>	<u>Page No.</u>
1.	B.A. (Prog.) with Human Development and Family Empowerment (HDFE) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-9-HDFE: Women Rights and Gender Justice DSC-10-HDFE: Child Rights and Gender Equity	2-6
2.	B.A. (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-10-HDFE: Child Rights and Gender Equity	6-8

B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major
Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-9-HDFE: WOMEN RIGHTS AND GENDER JUSTICE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Women Rights and Gender Justice	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

1. To understand women's rights and movements in India.
2. To recognize gender issues prevailing in Indian society.
3. To understand the legal frameworks for women in India.
4. To understand the role of various organizations in promoting gender issues.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Identify gender issues existing in Indian society.
2. Understand women laws, acts and movements in India.
3. Empowered with women's rights of India.

THEORY

(30 hours)

Unit I: Women Rights as Human Rights

(12 hours)

Unit Description:

This unit provides awareness regarding Women Rights and movements in India.

Subtopics:

- Concept of women rights: Reproductive rights, Health education right, Employment and Legal rights.
- Women's movement in India: Chipko movement, Narmada Bachat Andolan, SEWA, SHGs etc.

Unit II: Perspectives on Women Rights

(8 hours)

Unit Description:

This unit focuses on the concept of Feminism and the role of UN agencies in promoting Gender Justice.

Subtopics:

- Feminism – 3 waves of Feminism
- Role of UN in promoting Gender Justice

Unit III: Laws for Women in India: Path to Gender Justice**(10 hours)****Unit Description:**

This unit focuses on generating awareness regarding laws for women in India.

Subtopics:

- Protection of Women from Domestic Violence Act 2005
- Sexual Harassment of Women at workplace Act 2013
- The Maternity Benefit Act 1961

PRACTICAL**(60 hours)**

- Case study of any one law/movement related to Women's Right
- Review of one documentary/book/video based on gender justice
- Workshop/ talk/webinar on the topic of Gender sensitization

ESSENTIAL / RECOMMENDED READINGS:

1. Chawla, M. (2013). Gender Justice: Women and Law in India, New Delhi
2. Bhasin, K. (2000). Understanding Gender. New Delhi. Kaali for Women.
3. Bhasin, K. (1986). Some questions on feminism. Jagori
4. Chopra, G. (2015). Child Rights in India. Springer
5. Vij, M. et.al (2014). Women's Studies in India, A journey of 25 years, Rawat Publication

SUGGESTIVE READINGS:

1. Brizendine, L. (2008). The Female Brain. Bantam books.
2. Lips, Hilary M., (2015), Gender the basics, Routledge, London
3. Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.
4. Oberoi, P. (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press

DISCIPLINE SPECIFIC CORE COURSE – DSC-10-HDFE: CHILD RIGHTS AND GENDER EQUITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Child Rights and Gender Equity	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

1. To understand the various definitions of child and child rights
2. To learn about various dimensions of vulnerability with regard to children
3. To understand contemporary gender issues

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Get aware and acquire knowledge about child rights in India.
2. Be sensitized to various dimensions of challenges faced by children.
3. Get aware on organizations, institutions and services for disadvantaged children

THEORY

(30 hours)

Unit I: Vulnerable Children- Need for Child Rights

(12 hours)

Unit Description:

This unit focuses and gives students awareness about various groups of disadvantaged children.

Subtopics:

- Understanding Exclusion and Vulnerability in Childhood
- Vulnerable Children-Magnitude and Classification

Unit II: Concept of Child Rights

(8 hours)

Unit Description:

This unit focuses on providing basic knowledge about rights for children in India and the role played by important stakeholders in protecting these rights.

Subtopics:

- Definition of Child and Child Rights
- Protecting Child Rights-Laws and Policies for Children in India

Unit III: Gender Equity- The way Ahead

(10 hours)

Unit Description:

This unit focuses on the difference between equality and equity and process of socialization involved in constructing these perspectives.

Subtopics:

- Gender Equity v/s Gender Equality-Concept and Scope
- Socialization for Gender Equity

PRACTICAL

(60 hours)

- Case Profile of a child in difficult circumstances
- Poster making on Gender related issues
- Portrayal of Gender (males and females) in school books/text-books/story books and magazines to identify the scope of gender equity.

ESSENTIAL / RECOMMENDED READINGS:

1. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
2. Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
3. Kataria, K. and Parihar, M. (2017) Women Empowerment Gender Equality and Social Justice. [Books Treasure](#).
4. Monica, C. (2022). Gender Justice: Women and Law in India. Deep & Deep Publications.

SUGGESTIVE READINGS:

1. Seidman, Steven (1996), (ed), 'Queer Theory/Sociology', Blackwell & V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
2. Lips, Hilary M., (2015), Gender the basics, Routledge, London
3. Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, (2003), Family and Gender, Sage, New Delhi
4. Oberoi, Patricia, (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
5. Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.

B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major
Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-10-HDFE: CHILD RIGHTS AND GENDER EQUITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Child Rights and Gender Equity	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

4. To understand the various definitions of child and child rights
5. To learn about various dimensions of vulnerability with regard to children
6. To understand contemporary gender issues

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

4. Get aware and acquire knowledge about child rights in India.
5. Be sensitized to various dimensions of challenges faced by children.
6. Get aware on organizations, institutions and services for disadvantaged children

THEORY

(30 hours)

Unit I: Vulnerable Children- Need for Child Rights

(12 hours)

Unit Description:

This unit focuses and gives students awareness about various groups of disadvantaged children.

Subtopics:

- Understanding Exclusion and Vulnerability in Childhood
- Vulnerable Children-Magnitude and Classification

Unit II: Concept of Child Rights

(8 hours)

Unit Description:

This unit focuses on providing basic knowledge about rights for children in India and the role played by important stakeholders in protecting these rights.

Subtopics:

- Definition of Child and Child Rights
- Protecting Child Rights-Laws and Policies for Children in India

Unit III: Gender Equity- The way Ahead**(10 hours)****Unit Description:**

This unit focuses on the difference between equality and equity and process of socialization involved in constructing these perspectives.

Subtopics:

- Gender Equity v/s Gender Equality-Concept and Scope
- Socialization for Gender Equity

PRACTICAL**(60 hours)**

- Case Profile of a child in difficult circumstances
- Poster making on Gender related issues
- Portrayal of Gender (males and females) in school books/text-books/story books and magazines to identify the scope of gender equity.

ESSENTIAL / RECOMMENDED READINGS:

5. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
6. Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
7. Kataria, K. and Parihar, M. (2017) Women Empowerment Gender Equality and Social Justice. [Books Treasure](#).
8. Monica, C. (2022). Gender Justice: Women and Law in India. Deep & Deep Publications.

SUGGESTIVE READINGS:

6. Seidman, Steven (1996), (ed), 'Queer Theory/Sociology', Blackwell & V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
7. Lips, Hilary M., (2015), Gender the basics, Routledge, London
8. Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, (2003), Family and Gender, Sage, New Delhi
9. Oberoi, Patricia, (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
10. Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.



INDEX

Department of Home Science Semester – VI

B.A (Prog.) with Human Development and Family Empowerment (HDFE)

<u>S. No.</u>	<u>Content</u>	<u>Page No.</u>
1.	B.A. (Prog.) with Human Development and Family Empowerment (HDFE) as Major DISCIPLINE SPECIFIC CORE (DSC) DSC-11-HDFE: Early Intervention & Services for Children with Disability DSC-12-HDFE: Children with Disability in India	2-5
2.	B.A. (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-12-HDFE: Children with Disability in India	6-7

**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major
Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-HDFE-11: EARLY INTERVENTION
AND SERVICES FOR CHILDREN WITH DISABILITY**

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Early Intervention and Services for Children with Disability	4	2	2	-	Class XII	NIL

LEARNING OBJECTIVES:

1. To introduce students regarding the concept and significance of Early Intervention.
2. To make students aware regarding the issues and challenges in Early Intervention
3. To equip students regarding the services for Children with Disability

LEARNING OUTCOMES:

After completion of the course:

1. Students will gain an insight regarding the concept and significance of Early Intervention.
2. Students will develop an understanding regarding the Issues and challenges in Early Intervention
3. Students will become aware regarding the Services for Children with Disability

THEORY:

(30 Hours)

Unit 1: Understanding Early Intervention

(10 Hours)

Unit Description: This unit will introduce the students regarding the concept and significance of Early Intervention.

Subtopics

- Meaning, Significance and Need of Early Intervention
- Principles, Screening and Assessment Tools in Early Intervention

Unit 2: Early Intervention in practice – Opportunities and Challenges

(10 Hours)

Unit Description: This unit will introduce the students with Issues and challenges in Early Intervention.

Subtopics:

- Issues and challenges in Early Intervention
- Working with families: Role of parents

Unit 3: Services for Children with Disability

(10 Hours)

Unit Description: This unit will introduce students regarding the Services for Children with Disability

Subtopics:

- Educational Approaches for Children with Disability (Inclusive, Integrated, Segregated, and Home based education)
- Need and importance of Individualized Education Plans (IEPs) in education of children with disability

PRACTICAL:

(60 Hours)

- Interview of a caregiver providing services to a child/person with disability
- Identification of any one Standardized Assessment Tool for children with disability and preparation of a checklist for early detection of disability.
- Documentation of any two IEPs for children with disability

ESSENTIAL/RECOMMENDED READINGS:

1. Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning
2. National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
3. NCERT (2014). *Including children with special needs*. New Delhi: NCERT
4. Ramesh, R (2011). *Disability Towards Inclusive India*. Pentagon Press
5. Pal, C. and Viswakarma, V (2011). *Vishesh shiksha - shikshan*. New Delhi: Kanishka Publishers, Distributors

SUGGESTED READINGS:

1. NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
2. NCERT (2010). *Towards inclusive education*. New Delhi: NCERT
3. Sharma, Y.K. (2009). *Sharireki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.
4. Werner, D. (1994). *Disabled Village Children (2022 Edition)*. Voluntary Health Association of India

DISCIPLINE SPECIFIC CORE COURSE – DSC-HDFE-12: CHILDREN WITH DISABILITY IN INDIA

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children with Disability in India	4	2	2	-	Class XII	NIL

LEARNING OBJECTIVES:

1. To introduce students regarding etymology of disability.
2. To make students aware regarding the categorization of children with disability.
3. To equip students with the knowledge of policies, provisions and organizations for children with disability.

LEARNING OUTCOMES:

After completion of the course:

1. Students will gain an insight regarding terms concerning disability.
2. Students will develop an understanding regarding the categorization of children with disability.
3. Students will become aware regarding the policies, provisions and organizations for children with disability.

THEORY:

(30 Hours)

Unit 1: Understanding Disability

(10 Hours)

Unit Description: This unit will introduce the Historical Perspective of Disability along with the attitude of society towards disability.

Subtopics

- Etymology of Disability-Understanding ICIDH by WHO
- Models of Disability (Charity, Medical, Social and Right based model)

Unit 2: Categorization of Children with Disability

(10 Hours)

Unit Description: This unit will introduce the students with Categorization of Children with Disability along with its causes and prevention.

Subtopics:

- Categorization of Children with Disability
- Causes and Prevention of Disabilities in Children

Unit 3: Children with Disability in India- Magnitude and Provisions (10 Hours)

Unit Description: This unit will introduce the Policies, Provisions and Organization's for Children with Disability.

Subtopics:

- Demographic profile of Children with Disability in India
- Enlist the policies, provisions and laws wrt Disability- Eg: Rehabilitation Council of India Act (1992), National Trust for Welfare of Persons with Autism, cerebral Palsy, Mental retardation & Multiple Disability Act, 1999, Deendayal Disabled Rehabilitation Scheme (2003), National Policy for Persons with Disabilities (2006), UNCRPD (2006)
- Rights of Persons with Disability (RPWD) Act, 2016 in detail

PRACTICAL: (60 Hours)

- Case study of any one organization such as RCI, NAB etc working for Children with Disability.
- Poster/pamphlet on causes and prevention of disabilities in children.
- Using your observations and personal experiences enlist how your institution is accessible for People with Disability.

ESSENTIAL/RECOMMENDED READINGS:

1. Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning
2. National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
3. NCERT (2014). *Including children with special needs*. New Delhi: NCERT
4. Ramesh, R (2011). *Disability Towards Inclusive India*. Pentagon Press
5. NCERT (2010). *Towards inclusive education*. New Delhi: NCERT

SUGGESTED READINGS:

1. NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
3. Pal, C. and Viswakarma, V (2011). *Vishesh shiksha - shikshan*. New Delhi: Kanishka Publishers, Distributors.
4. Sharma, Y.K. (2009). *Shaririki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.
5. Werner, D. (1994). *Disabled Village Children (2022 Edition)*. Voluntary Health Association of India

**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major
Category-III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-HDFE-12: CHILDREN WITH
DISABILITY IN INDIA**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE
COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children with Disability in India	4	2	2	-	Class XII	NIL

LEARNING OBJECTIVES:

- To introduce students regarding etymology of disability.
- To make students aware regarding the categorization of children with disability.
- To equip students with the knowledge of policies, provisions and organizations for children with disability.

LEARNING OUTCOMES:

After completion of the course:

- Students will gain an insight regarding terms concerning disability.
- Students will develop an understanding regarding the categorization of children with disability.
- Students will become aware regarding the policies, provisions and organizations for children with disability.

THEORY:

(30 Hours)

Unit 1: Understanding Disability

(10 Hours)

Unit Description: This unit will introduce the Historical Perspective of Disability along with the attitude of society towards disability.

Subtopics

- Etymology of Disability-Understanding ICIDH by WHO
- Models of Disability (Charity, Medical, Social and Right based model)

Unit 2: Categorization of Children with Disability

(10 Hours)

Unit Description: This unit will introduce the students with Categorization of Children with Disability along with its causes and prevention.

Subtopics:

- Categorization of Children with Disability
- Causes and Prevention of Disabilities in Children

Unit 3: Children with Disability in India- Magnitude and Provisions (10 Hours)

Unit Description: This unit will introduce the Policies, Provisions and Organization's for Children with Disability.

Subtopics:

- Demographic profile of Children with Disability in India
- Enlist the policies, provisions and laws wrt Disability- Eg: Rehabilitation Council of India Act (1992), National Trust for Welfare of Persons with Autism, cerebral Palsy, Mental retardation & Multiple Disability Act, 1999, Deendayal Disabled Rehabilitation Scheme (2003), National Policy for Persons with Disabilities (2006), UNCRPD (2006)
- Rights of Persons with Disability (RPWD) Act, 2016 in detail

PRACTICAL: (60 Hours)

- Case study of any one organization such as RCI, NAB etc working for Children with Disability.
- Poster/pamphlet on causes and prevention of disabilities in children.
- Using your observations and personal experiences enlist how your institution is accessible for People with Disability.

ESSENTIAL/RECOMMENDED READINGS:

1. Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning
2. National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
3. NCERT (2014). *Including children with special needs*. New Delhi: NCERT
4. Ramesh, R (2011). *Disability: Towards inclusive India*. Pentagon Press
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4. Sharma, Y.K. (2009). *Shaririki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.
5. Werner, D. (1994). *Disabled Village Children* (2022 Edition), Voluntary Health Association of India