



Bachelor of Arts (Honours) Home Science under CBCS

PATNA UNIVERSITY, PATNA

Programme Code:

Programme Outcome

At the completion of the programme, students will attain the ability to:

- PO1:** Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities.
- PO2:** Understand the application of science and technologies which can enhance the quality of family life .
- PO3:** Acquire professional and entrepreneurial skills for personal and professional empowerment.
- PO 4:** Develop the ability to address the complexities and interface among of self, societal and national priorities.

Programme Specific Outcome

At the completion of the programme, students will attain the ability to:

- PSO1:** Demonstrate abilities involved in acting as proactive agents of change in promoting the discipline of Family and Community Sciences.
- PSO2:** Demonstrate inclination toward acquiring knowledge and doing in-depth studies on allied subjects of Home Science, for instance Ergonomics in Resource Management; Chemistry in Textiles and Clothing.
- PSO3:** Explore and decide upon viable avenues of self-employment and entrepreneurship plus career options in different facets of Home Science disciplines.
- PSO4:** Analyze and apply research findings for the use of societal needs and contribute to nation building strategies

Course Structure

Semester –I

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Food Science & Nutrition (Th)	CC-1(Th)	4-1-0	4	100
2	Food Science & Nutrition (P)	CC-1(P)	0-0-6	2	100
3	Fundamentals of Human Development (Th)	CC-2(Th)	4-1-0	4	100
4	Fundamentals of Human Development(P)	CC-2(P)	0-0-6	2	100
5	English Communication/MIL	AECC-1	2-1-0	2	100
6	Generic Elective- 1(Th)	GE-1(Th)	4-1-0	4	100
7	Generic Elective-1(P)	GE-1(P)	0-0-6	2	100
Total Credit-20					

Semester–II

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Resource Management Concepts and Context(Th)	CC-3(Th)	6-1-0	6	100
2	Human Physiology(Th)	CC-4(Th)	6-1-0	6	100
3	Environmental Science	AECC-2	2-1-0	2	100
4	Generic Elective- 2(Th)	GE-2(Th)	4-1-0	4	100
5	Generic Elective-2(P)	GE-2(P)	0-0-6	2	100
Total Credit-20					

Semester– III

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Communication & Extension (Th)	CC-5(Th)	4-1-0	4	100
2	Communication & Extension(P)	CC-5(P)	0-0-6	2	100
3	Introduction toTextile (Th)	CC-6(Th)	4-1-0	4	100
4	Introduction toTextile (P)	CC-6(P)	0-0-6	2	100
5	Dietetics (Th)	CC-7(Th)	4-1-0	4	100
6	Dietetics (P)	CC-7(P)	0-0-6	2	100
7	Skill Enhancement Course-1	SEC-1	2-1-0	2	100
8	Generic Elective- 3 (Th)	GE-3(Th)	4-1-0	4	100
9	Generic Elective-3 (P)	GE-3(P)	0-0-6	2	100
Total Credit-26					

Semester–IV

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Child Psychology (Th)	CC-8(Th)	6-1-0	6	100
3	Family Finance & Consumer Behavior (Th)	CC-9(Th)	6-1-0	6	100
5	Non Formal, Adult and Lifelong Education(Th)	CC-10(Th)	6-1-0	6	100
7	Skill Enhancement Course-2	SEC-2	2-1-0	2	100
8	Generic Elective- 4(Th)	GE-4(Th)	4-1-0	4	100
9	Generic Elective-4(P)	GE-4(P)	0-0-6	2	100
Total Credit-26					

Semester –V

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Research Methodology in Home Science(Th)	CC-11(Th)	4-0-0	4	100
2	Research Methodology in Home Science(P)	CC-11(P)	0-0-2	2	100
3	Planning & Designing interior space(Th)	CC-12(Th)	4-0-0	4	100
4	Planning & Designing interior space(P)	CC-12(P)	0-0-2	2	100
5	Discipline Specific Elective-1(Th)	DSE-1(Th)	4-1-0	4	100
6	Discipline Specific Elective-1(P)	DSE-1(P)	0-0-4	2	100
7	Discipline Specific Elective-2(Th)	DSE-2(Th)	4-1-0	4	100
8	Discipline Specific Elective-2(P)	DSE-2(P)	0-0-6	2	100
Total Credit-24					

Semester–VI

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Clothing Construction(Th)	CC-13(Th)	4-0-0	4	100
2	Clothing Construction(P)	CC-13(P)	0-0-2	2	100
3	Early Childhood Care and Education (Th)	CC-14(Th)	4-0-0	4	100
4	Early Childhood Care and Education (P)	CC-14(P)	0-0-2	2	100
5	Discipline Specific Elective-3(Th)	DSE-3(Th)	4-1-0	4	100
6	Discipline Specific Elective-3(P)	DSE-3(P)	0-0-6	2	100
7	Discipline Specific Elective-4(Project/Dissertation)	DSE-4	0-0-6	6	100
Total Credit-24					

Total Credits–140***L/T/P: number of classes per week****DSE/GE may either carry 6 credit, i.e., Theory (4 credit) + Practical (2 credit) format****Or****Consolidated (6 credit) for Theory only**

Discipline Specific Elective Course (DSE):

Course name	L-T-P

Generic Elective (GE):

For Home Science Students		For Other Students	
Course name	L-T-P	Course name	L-T-P

Skill Enhancement Course (SEC):

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SEMESTER – I

CC1: Food Science and Nutrition

Course Outcomes

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

- CO1:** Summarize and critically discuss and understand both fundamental and applied aspects of Food Science and Nutrition.
- CO2:** Able to explain functions of specific nutrients in maintaining health.
- CO3:** Identify nutrient specific force and apply the principles from the various factors of foods and related disciplines to solve practical as well as real world problems.
- CO4:** Use current Information Technologies to locate and apply evidence-based guidelines and protocol and get imported with critical thinking to take leadership roles in the field of health, diet special nutritional needs and nutritional counseling.

CC1: Food Science and Nutrition (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction of Food Groups, Food Pyramid and Cooking Methods <ul style="list-style-type: none">• Definition and Terms used in Food Science and Nutrition Health, Food, Nutrition, Nutrients: Macronutrients (Carbohydrates, Proteins and lipids) and Micronutrients (Vitamins and Minerals), and Malnutrition.• Various classifications of Foods and Food Groups Definition, Classification and Functions of Foods, Basic Food Groups and Need for Grouping Foods and Application of Food Groups In Planning Adequate/Balanced Diets.• An Overview of culinary terms Different Modes of heat transfer like Radiation, Conduction and Convection<ul style="list-style-type: none">- Moist heat methods like Boiling, Simmering, Poaching, Steaming, Pressure cooking- Dry heat methods: Air as medium of cooking: Grilling, broiling, roasting, Baking- Fat as medium of cooking: Sautéing, Shallow fat frying, Deep fat frying- Combined (Moist and dry) Methods: Braising, Stewing- Other cooking methods: Microwave cooking and Solar cooking- Advantages and Disadvantages of Cooking methods.	08
2	Nutritional Significance of different Food Groups Basic Concepts, classification, composition, nutritive value and Role in Cookery <ul style="list-style-type: none">• Cereals and Cereal Products- (a. Types of cereals: wheat, rice, millets, b) Cereal Products: Flaked rice, puffed rice, wheat flour) Principles and properties of Cereals and its utility: Germination (Amylase Rich Foods-ARF), fermentation, Parboiling, Gelatinization, Dextrinization, Gluten formation)• Pulses and Legumes• Fruits and Vegetables• Salt, Sugar and Jaggery• Nuts, Oils and Oil seeds• Milk and Milk Products: including Fortified milk & its importance• Eggs-Basic structure of an egg and biological value, Quality evaluation and grading of eggs• Meat, poultry and fish• Spices and Condiments - Importance and functional properties.	20
3	Macronutrients Definition, classification, dietary Sources, functions, Recommended Dietary Allowances, clinical signs and symptoms of Deficiency diseases and Excess of <ul style="list-style-type: none">• Carbohydrates	10

	<ul style="list-style-type: none"> • Proteins • Lipids • Water 	
4	<p>Minerals Definition, classification, functions, dietary sources, requirements and effects of deficiency of</p> <ul style="list-style-type: none"> • Calcium • Phosphorus • Magnesium • Sodium • Potassium • Selenium • Iron • Zinc • Iodine • Copper • Fluorine 	05
5	<p>Vitamins Classifications, functions, sources, requirements ,clinical signs and symptoms of deficiency of</p> <ul style="list-style-type: none"> • Fat Soluble Vitamins - A, D, E and K • Water Soluble Vitamins-B Complex Vitamins- Thiamine, Riboflavin, Niacin, Pyridoxine, Folic acid, Cyanocobalamin and Vitamin C 	05
	TOTAL	48

Reading List:

- Bamji, MS., Krishnasamy, K., Brahmam , G.N.V. (2012). Text Book of Human Nutrition, 3rd Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi.
- Longvah, T., Ananthan, R., Bhaskarachary, K., Venkaiah, K. (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.
- Maney, S. (2008). Foods, Facts and Principles, 3rd Edition Published by Wiley Eastern, New Delhi.
- Raina, U., Kashyap, S., Narula, V., Thomas S, Suvira., VirS., Chopra, S. (2010). Basic Food Preparation: A Complete Manual, 4th Edition, Orient Black Swan Ltd, Mumbai.
- Srilakshmi, B. (2017). Nutrition Science, New Age International (P) Ltd., New Delhi.
- Sunetra, Roday. (2017). Food Science and Nutrition, Oxford University Press, New Delhi.
- Usha, Chandrasekhar. (2002). Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi.

CC1 : Food Science and Nutrition (Practical) (2 credit)	
Practical	<ol style="list-style-type: none"> 1. Market survey of locally available food items like cereals, pulses, fruits and vegetables, milk and milk products, fats and oils, nuts and oilseeds, sugar and jaggery, meat, fish, and poultry and miscellaneous food items like biscuits, jams, jellies, ketchup etc. and their cost 2. Classify foods on the basis of nutrients:- Protein, Iron, Calcium, Vitamin A, Vitamin C 3. Controlling techniques: Weights and measures - standard and household measures for raw and cooked foods 4. Food Preparation, understanding the principles involved, nutritional quality of commonly consumed recipes in each food group <ol style="list-style-type: none"> i. Cereals: rice, roti, paratha, poori, pastas etc ii. Pulses: Whole, dehusked- Dal, sambar, Chole, etc iii. Vegetables: Dry preparations, Curries iv. Milk and milk products: Kheer , Custard, v. Meat, fish and poultry preparations vi. Egg preparations: Boiled, poached, fried, omelette

CC2: Fundamentals of Human Development

Course Outcomes

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

- CO1:** Explain the need and importance of studying human growth and development across life span.
CO2: Identify the biological and environmental factors affecting human development.
CO3: Describe the characteristics, needs and developmental tasks of different stages in the human life cycle
CO4: Apply the theoretical approaches to work with human being across life span

CC2 : Fundamentals of Human Development (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	<p>Introduction to Human Development</p> <ul style="list-style-type: none"> • Who is a child? What is development? • History of Human Development • Growth and development – concepts and determinants • Principles of growth and development • Scope of child Development <p>Importance of studying children in contemporary context Heredity and Environment</p> <ul style="list-style-type: none"> • Concept of Heredity & environment • Relative importance of heredity and environment in child development 	12
2	<p>Prenatal Development, Birth Process and Development in Infancy Prenatal Development – stages, factors affecting, diagnostics techniques Birth Process</p> <ul style="list-style-type: none"> • Stages of birth • Types of delivery <ul style="list-style-type: none"> • Immediate care of newborn, types of feeding - natural and artificial, weaning, immunization schedule. • Common childhood illness <p>Infancy Period</p> <ul style="list-style-type: none"> • Physical development • Motor development • Social development • Emotional development • Cognitive Development • Language development 	14
3	<p>Development in Preschool and Childhood Years</p> <ul style="list-style-type: none"> • Preschool period • Physical development • Motor development • Social development • Emotional development • Cognitive Development <ul style="list-style-type: none"> • Language development <p>Development in childhood years</p> <ul style="list-style-type: none"> • Physical development • Motor development • Social development • Emotional development • Cognitive Development • Language development 	12
4	<p>Development in adolescence period</p> <ul style="list-style-type: none"> • Introduction to Adolescence • Characteristics of Adolescence 	10

	<ul style="list-style-type: none"> • Problems in Adolescent age • Physical Development • Mental development • Social development • Emotional development 	
	TOTAL	48

Reading List :

- Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall.
- Bhangaokar, R., & Kapadia, S. (in press). Human Development Research in India: A historical overview. In G. Misra (Ed.), Hundred years of Psychology in India. New Delhi: Springer.
- Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson
- Kakar, S. (1998). The inner world. Psychoanalytic study of childhood and society in India. Delhi: Oxford University Press.
- Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioral Development Bulletin Number 2, Serial No. 60, pp.37-42.
- Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
- Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7th ed.). New York: Worth Publishers.
- Santrock, J. (2017). A topical approach to life span development (9th ed.). New NY.: Mcgraw-Hill Higher Education.
- Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan.
- Walsh, B.A., DeFlorio, L., Burnham, M.M., & Weiser, D.A. (2017). Introduction to Human Development and Family Studies. NY: Routledge.

<p>CC2 : Fundamentals of Human Development (Practical) (Practical: 2 credits)</p>
<p>Practical</p> <ol style="list-style-type: none"> 1. Preparation of an album on developmental milestones of children. 2. Visit to maternity ward and antenatal clinics. 3. Plotting growth monitoring chart and interpretation. 4. Observations of infant child rearing practices in families from different social classes 5. Interviews of adolescent girls and boys to understand their life style and behavior based on gender and socio-economic status

SEMESTER- II

CC3: Resource Management Concepts and Contexts

Course Outcomes

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

- CO1:** Understanding on the concepts related to family resource management
- CO2:** Appreciation of the significance of management process in efficient use of resources
- CO3:** Imbibe nuances of human values and standards for successful management and decision making
- CO4:** Focus on management of human energy as a family resource

CC3 : Resource Management Concepts and Contexts (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to resource management in family settings: <ul style="list-style-type: none"> • Introduction to home management- meaning, definitions, conceptual framework, need and philosophy • Ethics in management of resources – essential qualities for success • Motivating factors in management – Values, Standards and Goals 	12
2	Family Resources: <ul style="list-style-type: none"> • Meaning, definition, Concept, classification and characteristics of family resources • Factors affecting utilization of family resources • Maximizing use of resources 	8
3	Functions of Management: An Overview <ul style="list-style-type: none"> • Decision Making- Definition, steps, types of decision making, • Management process: Definitions and steps in management process: Planning, Controlling and Evaluation • Relation of Family Resource Management to other areas of Home Science 	12
4	Management process applicable to specific resources: <ul style="list-style-type: none"> • Money- Income, types of income, ways of increasing family income • Time – concept of time schedule, tools of time management • Energy – Energy need during different stages of family life cycle, fatigue, causes and removal of fatigue 	15
5	Work simplification: <ul style="list-style-type: none"> • Definition, need and advantages • Work simplification techniques • Mervin Mundel’s classes of change and Principles of motion economy. 	13
	TOTAL	60

Reading List :

Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers.

- Deacon, R. F., and Firebaugh, F.M. (1975). Home Management: Contexts and Concepts. Boston: Houghton Mifflin Company.
- Fitzsimmons, C. (1950). The Management of Family Resources. California: W. H. Freeman Co.
- Gandotra, V., and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-526-3).
- Grandjean, E., and Kroemer, K.H.E. (1999). Fitting the Task to the Human - A Text Book of Occupational Ergonomics, New York: Taylor and Francis.
- Gross. I.H., Crandall, E. W., and Knoll, M. M. (1980). Management for Modern Families. New Jersey: Prentice Hall Inc.
- Gross. I.H., and Crandall, E. W. (1967). Management for Modern Families. Delhi: Sterling Publishers.
- Koontz, H., and O’Donnell C. (2005). Management – A Systems and Contingency Analysis of Managerial Functions. New York: McGraw-Hill Book Company.
- Kreitner. R. (2009/2010). Management Theory and Applications. India: Cengage Learning India Pvt Ltd (ISBN 13: 9788131511244).
- Nickell, P., Rice, A. S., and Tucker, S.P. (1976). Management in Family Living. New York: John Wiley & Sons Inc.
- Nickell, P., and Dorsey, J. M. (2002). Management in Family Living. New Delhi: CBS Publishers (ISBN 13: 9788123908519).
- Rao V.S.P., and Narayana P.S. (2008). Principles and Practices of Management. New Delhi: Konark Publishers Pvt. Ltd. (ISBN 13: 9788122000283).
- Seetharaman, P., Batra, S., and Mehra, P. (2005). An Introduction to Family Resource Management. New Delhi: CBS Publishers & Distributors (ISBN 13: 9788123911861).
- Shukul, M., and Gandotra, V. (2006). Home Management and Family Finance. New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-403-8).

- Swanson, B. (1983). Introduction to Home Management. New York: Macmillan Publishing Co. Inc.
- Varghese, M. A., Ogale. N., and Srinivasan, K. (1985). Home Management. New Delhi: New Age International (P) Limited, Publishers (ISBN 13: 9780852269046).

CC4: Human Physiology

Course Outcomes

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

- CO1:** Gain the basic knowledge of human anatomy and physiology.
CO2: Define the main structures composing human body.
CO3: Explains structure and functions of cells, tissues and organ system of the human body.
CO4: Relates structure and functions of tissue.
CO5: Provides excellent preparation for careers in the health professions and/or biomedical research.

CC4 : Human Physiology (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to Human Body <ul style="list-style-type: none"> • Basic concepts of Organs, tissue and cell, Cell structure, cellular organelle and their functions, Blood- Composition, blood groups and Functions, 	8
2	Cardiovascular System and Respiratory Systems Cardiovascular System <ul style="list-style-type: none"> • Structure and functions of heart • Blood Pressure (Systolic & Diastolic Blood pressure) Respiratory System <ul style="list-style-type: none"> • Physiological Anatomy of Respiratory Tract • Transport of Respiratory Gases in Blood 	12
3	Digestive System and Excretory Systems Digestive System <ul style="list-style-type: none"> • Principal organs of the digestive system – Mouth, tongue, Teeth, Esophagus, Stomach, Small Intestine, Large Intestine, Rectum, Anus- structure & function • Role of hormones & enzymes in Digestion Excretory System <ul style="list-style-type: none"> • Structure of Excretory System- Kidney, Nephron, Urinary Bladder 	14
4	Endocrine, Nervous and Reproductive System Endocrine Systems <ul style="list-style-type: none"> • Introduction to Endocrinology • Functions of Hormones secreted by Pituitary Gland, Thyroid Gland and Parathyroid Gland and Adrenal Gland , Sex glands Nervous System <ul style="list-style-type: none"> • Structure and functions of Neuron, Brain and Central nervous system 	16
5	Reproductive System <ul style="list-style-type: none"> • Structure, hormones secreted and functions of Male and Female Reproductive Organs • Pregnancy and associated changes • Physiology of lactation. 	10
	TOTAL	60

Reading List :

- Chatterjee C.C (2016), Human Physiology Volume I, Medical Allied Agency, Kolkata
- Chatterjee C.C (2004), Human Physiology Volume II, Medical Allied Agency, Kolkata.

- Chaudhri, K. (1993) Concise Medical Physiology, New Central Book Agency (Parental) Ltd., Calcutta.
- Kathleen J. W. Wilson, Anne Waugh, Allison Grant. Ross and Wilson Anatomy (2014), Physiology in Health and Illness. 12th Edition, Elsevier Publication, New Delhi
- Sembulingam, K. (2000) Essentials of Medical Physiology, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi

SEMESTER – III

CC5: Communication and Extension

Course Outcomes

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

- CO1:** Gain knowledge on the need and importance of communication and its significance in exchange of information
- CO2:** Analyze the models of Communication and role of media in societal development
- CO3:** Perceive the importance of extension education
- CO4:** Acquire knowledge on the extension models and approaches

CC5 : Communication and Extension (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	<ul style="list-style-type: none"> • Meaning, definition, nature, scope and importance of communication • Functions of communication–in formation function, command constructive function, influencers, persuasive function and integrative function. • Elements of Communication – three elements – source, message, receiver, four elements – encoding, decoding, sender and receiver, five elements– communicator, communicate, message, channel and feedback • Means of Communication –Oral, Written, Sign/signal, action, object • Types of Communication–Formal and Informal Communication • Pattern-one way, two-way, circular • Communication media– Printed electronic media • Advantages and Limitations of communication media 	14
2	<ul style="list-style-type: none"> • Importance of communication in extension • Models of Communication-Aristotle Model, Shanon – Weaver Model, Berlo Model, Scharmm Model • Concept, purposes and significance of model in communication Barriers to Communication –semantic, psychological, organizational and personal 	10
3	<ul style="list-style-type: none"> • Meaning, Scope, Objectives, Need of Extension Education • Philosophy and principles of extension education • Steps in extension teaching • Extension teaching methods • Audio Visual Aids 	10
4	<p>Rural Sociology</p> <ul style="list-style-type: none"> • Meaning and definition of rural sociology • Scope of rural sociology • Characteristics of rural society • Elements of rural sociology • Importance of rural sociology for extension workers <p>Rural Leadership</p> <ul style="list-style-type: none"> • Meaning and definition • Classification of leadership • Qualities of a leader 	14

	<ul style="list-style-type: none"> • Role of a leadership • Identifying local leadership • Methods of leadership training 	
	TOTAL	48

Reading List :

- Dahama, O. P and Bhatnagar O.P.(1995) .Education and Communication for Development. New Delhi: Oxford and IBH Co.
- Gupta, D.(2007). Development Communication in Rural Sector. New Delhi: Mukhopadhyay Abhijeet Publication
- Nisha, M.(2006).Understanding Extension Education. New Delhi: Kalpay Publications
- Reddy, A.A.(2001).Extension Education. Bapatla: Sri Lakshmi Press
- Rogers Everett, M.(2003).Diffusion of Innovations,5th Ed. NewYork: The Free Press
- Singh, U.K and Nayak, A.K.(2007). Extension Education. New Delhi: Common Wealth Publishers
- Wilson , M.C. ,and Gallup, G.(1955). Extension Teaching Methods.Washington: US Department of Agriculture

CC5 : Communication and Extension(Practical) (Practical: 2 credits)	
Practical	<ol style="list-style-type: none"> 1. Preparation of Audio-Visual Aids 2. Visit to a community 3. Interaction with people and understand the felt and unfelt need

CC6: Introduction to Textile

Course Outcomes

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

- CO1:** Develop an understanding of concepts and basics of textiles.
- CO2:** Understands and define the key textile terms.
- CO3:** Develop critical understanding of the techniques of yarn and fabric manufacture.
- CO4:** Identify the fibers, yarn and fabrics for its appropriate use.
- CO5:** Analyze and asses dyed and printed textiles. Recommend the dyes, printing and finishing of textiles for specific use

CC6 : Introduction to Textile (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to Textiles <ul style="list-style-type: none"> • Definition and Classification of textile fibers • Physical and Chemical properties of fibers 	6
2	Fibers <ul style="list-style-type: none"> • Natural fibers - Cellulosic (Cotton, Jute) - Protein (Silk, Wool) • Man-made fibers (Manufacturing process, chemical spinning, properties) • Viscose Rayon • Acetate Rayon • Nylon • Polyester • Acrylic • Elastomeric 	9
3	Yarn and Fabric <ul style="list-style-type: none"> • Classification of yarns 	14

	<ul style="list-style-type: none"> • Types of Yarn: Textured and novelty • Twist in yarn: “s” and “z”, number of twist • Properties of yarn: strength, extension, fineness, length, diameter, composition. <p>Woven fabrics</p> <ul style="list-style-type: none"> • Looms and its part • Classification Basic weaves Plain, Twill, Satin. • Novelty weaves • Pile, Leno • Gauze, Honeycomb <p>Knitted fabrics</p> <ul style="list-style-type: none"> • Types of knitted fabrics • Hand knitting • Machine knitting • Nonwoven fabrics 	
4	<p>Coloration and Finishing of Textiles</p> <p>Dyes</p> <ul style="list-style-type: none"> • Classification of dyes <p>- Direct, Acid, Basic and Reactive dyes</p> <p>Printing</p> <ul style="list-style-type: none"> • Styles of printing • Modern methods of printing <p>Finishing</p> <ul style="list-style-type: none"> • Basic finishes • Singeing, Scouring, Bleaching, Sizing, Weighting, Degumming, Mercerizing, Sanforizing and Calendaring • Special finishes 	13
5	<p>Laundry, storage and care of textiles</p> <ul style="list-style-type: none"> • Methods and care during laundering of different textiles 	6
	TOTAL	48

Reading List :

- Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt.Ltd.
- Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers.
- Collier, B.J., & Epps, H.H. (1998). Textile testing and analysis. Prentice Hall Publishers. Sizing, Weighting, Degumming, Mercerizing, Sanforizing and Calendaring - Special finishes V 5.1 Laundry, storage and care of textiles Methods and care during laundering of different textiles 5 Practicals 1. Fiber identification: Identification of natural and manmade fibers i.e. burning test method 2. Dyeing: Dyeing of yarn/fabric with different classes of dyes a. Dyeing of cotton yarn and fabric with direct dyes 3. Printing of fabrics using: i. Direct style - block, stencil and screen ii. Resist style - Tie &Dye, Batik 4. Care of Textiles i. Stain removal 20 Total 60
- Dantiyagi, S. (1996). Fundamentals of Textiles and their Care. India: Orient Black swan Private Limited.
- D’Souza, N. (2014). Fabric Care. New Delhi: New Age International Publishers.
- Greaves, P.H., Saville, B. P. (1995). Microscopy of textile fibres. Bios Scientific Publishers Gohl, E., Vilesky, L. (2003), Textile Science: an explanation of fiber properties (2 edition), New Delhi.
- Hollen, R. N., Saddler, J., & Langford, A. (1979). Textiles. Macmillan Publishers.
- Joseph, M. (1992), Introductory Textile Science. Sixth edition, California: Harcourt College Publishers
- Kadolph, S.J. 2009. Textiles. Tenth edition. New Delhi: Dorling Kindersley (India)
- Madhulika, P. (2013). Weaving. New Delhi: Random Publishing.
- Mahapatra, N.N. (2015). Textile Technology. New Delhi: A.P.H. Publishing Co-operation.
- Needles, L.H. (1986). Textile Fibers, Dyes, Finishes, and Processes. USA, New Jersey: Noyes Publications.
- Rastogi, D., & Chopra, S. (2017). Textile Science. India: Orient Blackswan Private Limited.

- Robert, R. & Mather, R. H. (2015). The Chemistry of Textile Fibers. Cambridge: RSC Publishers.
- Sekhri, S. (2011).Textbook of Fabric Science: Fundamentals to Finishing. India: PHI Learning Pvt. Ltd.
- Smith, J.L. (2015).Textile Processing: Printing Dyeing Finishing. Chandigarh: Abhishek Publication.
- Tyagi, A. (2016).Handbook of Fashion and Textile Design. New Delhi: Sonali publication.
- Wynne,A., (1997).Textiles, The Motivate Series Mcmillain Education Ltd., London.

CC6 : Introduction to Textile (Practical) (Practical: 2 credits)	
Practical :	
<ol style="list-style-type: none"> 1. Fiber identification: Identification of natural and manmade fibers i.e. burning test method 2. Dyeing: Dyeing of yarn/fabric with different classes of dyes i. Dyeing of cotton yarn and fabric with direct dyes 3. Printing of fabrics using: <ol style="list-style-type: none"> i. Direct style - block, stencil and screen ii. Resist style - Tie &Dye, Batik 4. Care of Textiles <ol style="list-style-type: none"> i. Stain removal 	

CC7: Dietetics

Course Outcomes

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

- CO1:** Understand balanced diet and meal planning
CO2: Describe the nutritional requirements and concerns of children adolescents and adulthood
CO3: Know the physiological, metabolic conditions and nutritional need during old age
CO4: Gain skills in planning diet during varies stages of life

CC7 : Dietetics (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Basic Concepts of Diet Therapy <ul style="list-style-type: none"> • Nutrition Care Process: Nutritional Assessment (ABCD) , Nutrition Intervention , Monitoring & Evaluation of Nutritional Care. Modifications of the Normal Diet <ul style="list-style-type: none"> • General or Regular, Adequate or House Diet, • Soft Diet • Liquid Diets- Clear Liquid Diet, Full Liquid Diet • Mode of Feeding- Internal or Oral Route -Internal (via) tube feeding – Peripheral Vein Feeding 	11
2	Nutrition during Febrile Disorders: <ul style="list-style-type: none"> • Classification of fever (Acute & chronic fevers -Typhoid & Tuberculosis) • Metabolism • General Dietary Considerations Nutrition for Weight Management <ul style="list-style-type: none"> • Assessment of obesity – BMI, Waist Hip-Ratios, Skin folds Thickness • Etiology – Genetic Factors, Physiological Factors, Behavioral factors • Treatment – Dietary Management, Fad diets and their (consequence) Underweight – Etiology, Health hazards, Treatments. 	13
3	General Dietary Considerations for	12

	<ul style="list-style-type: none"> ● Peptic Ulcer –Definition, Classification, Etiology, Symptoms & Dietary Management ● Constipation- Meaning, Etiology, Symptoms and Dietary Management <p>Cardiovascular Disease –</p> <ul style="list-style-type: none"> ● Chronic Coronary Heart Disease – Meaning, Classification, Risk Factor, Symptoms and Dietary Management ● Hypertension – Classification, Risk Factors, Symptoms and Dietary Management 	
4	<p>Diseases of the Liver</p> <ul style="list-style-type: none"> ● Hepatitis-Types, Etiology, Symptoms and Treatment ● Cirrhosis- Etiology, Clinical Symptoms and Treatment ● Hepatic Encephalopathy- Etiology, Clinical Symptoms, Treatment ● Jaundice- Types, Etiology, Symptoms, Treatment ● Diseases of the Gall Bladder- Etiology, Symptoms and Treatment 	12
	TOTAL	48

Reading List:

- Antia, F.P. (2005): Clinical Nutrition and Dietetics, Oxford University Press, Delhi
- Mahan, L.K., Arlin, M.T. (2000): Krause's Food, Nutrition and Diet therapy, 11th edition, W.B. Saunders Company, London.
- Robinson, C.H; Lawler, M.R. Chenoweth, W.L; and Garwick, A.E (1986): Normal and
- Shubhangini A Joshi (2002): Nutrition and Dietetics 2nd edition, Tata Mc Graw-Hill Publishing Company Limited, New Delhi.
- Srilakshmi, B.(2005):Dietetics,5th edition, New Age International(P) Limited Publishers, New Delhi Therapeutic Nutrition,17th Ed., Mac Millan Publishing Co
- Williams's (1989): Nutrition and diet Therapy.6th edition. Times Mirror/Mosby College Publishing, St.Louis

CC7 :Dietetics (Practical) (Practical: 2 credits)
<p>Practical</p> <ol style="list-style-type: none"> 1. Planning and preparing diets for diarrhea, constipation febrile conditions - Typhoid and Tuberculosis, obese and underweight patients, Peptic Ulcer, viral hepatitis and cirrhosis of liver. 2. Diet planning and calculation of important nutrients for various age groups: Pre-school, School going adolescents, pregnancy, lactation and old age.

SEMESTER – IV

CC8: Child Psychology

Course Outcomes

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

- CO1:** Explain the need and importance of studying children.
- CO2:** Develop an understanding and awareness of the basic psychological aspects of development.
- CO3:** Develop an understanding among the students about the importance of studying old age problem and adjustment.
- CO4:** Explain the need and importance of studying children with different disabilities.
- CO5:** Describe the causes, the characteristics, assessment and intervention of various disabilities.
- CO6:** Identify the common disabilities prevalent in childhood.
- CO7:** Demonstrate first- hand experience of interacting and understanding children with disabilities.

- CO8:** Distinguish the education patterns between children with disability and other children.
- CO9:** Describe the coping strategies adopted by parents and family while dealing with children with Disabilities.
- CO10:** Design academic and extra- curricular activities for children with special need.

CC8 : Child Psychology (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Methods of Child Study <ul style="list-style-type: none"> • Biographical Method • Case Study and Clinical Method • Observation Method • Longitudinal and cross sectional method 	08
2	Behavioral Psychology <ul style="list-style-type: none"> • Role of Play in Child Development • Thinking and learning in children • Measurement of Intelligence, Factors effacing of Intelligence development • Counseling – Educational and vocational guidance for the development of right personality 	12
3	Old Age <ul style="list-style-type: none"> • Characteristics of old age • Attitude of old age person • Adjustment in old age with other family members 	10
4	Common Childhood Developmental Disorders and Disabilities <ul style="list-style-type: none"> • Demography of disability in India • Causes, Characteristic, identification, assessment and intervention with reference to Loco motor disability • Visual disability • Auditory and speech disability • Epileptic Children • Learning disability • Cerebral Palsy • Social and Emotional Disability • Mentally retarded • Backward children • Delinquency 	15
5	Programs and policies for families with differently abled children. <ul style="list-style-type: none"> • Role of parents in upbringing special children • Parental acceptance and coping with the presence of special child in the family • Rights of the child with disability • Policy and laws related to children with disability • Issues related to policies and programs in the area of special needs in India 	15
TOTAL		60

Reading List :

- Balsara, M. (2011). Inclusive education for special children. New Delhi: Kanishka Publishers.
- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Chopra, G. (2012). Early detection of disabilities and persons with disabilities in the community. New Delhi: Engage Publications.
- Chopra, G. (2012). Stimulating development of young children with disabilities at anganwadi and at home: A practical guide. New Delhi: Engage Publications.
- Dhawan, M. (2011). Education of children with special needs. New Delhi: Isha Books.
- Haring, N. G. (1974). Behavior of exceptional children: An introduction to special education. New Jersey: Prentice Hall Inc.

- Hegarty, S., & Alur, M. (Eds.). (2002). Education and children with special needs: From segregation to inclusion. New Delhi: Sage.
- Karna, G. N. (1999). United Nations and rights of disabled persons: A study in Indian perspective. New Delhi: A.P.H. Publishing Corporation.
- Kumar, S.G., Roy, G., & Kar, S.S. (2012). Disability and rehabilitation services in India: Issues and Challenges. Journal of Family Medicine and Primary Care, 1(1), 69– 73. doi: 10.4103/2249-4863.94458
- Mani, R. (1988). Physically handicapped in India. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). The inclusive classroom: Strategies for effective instruction. New York, NY: Pearson
- Mangal, S. K. (2007). Exceptional children: An introduction to special education. New Delhi: Prentice Hall of India
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw-Hill.
- Sharma, N. (2010). The social ecology of disability. Technical Series-3. New Delhi: Academic Excellence.
- Singh, A. (Ed). (2015). Foundations of human development: A life span approach. New Delhi: Orient Black Swan.

CC9: Family Finance and Consumer Behavior

Course Outcomes

After the completion of the course, the student will have to:

- CO1:** Becoming familiarized to the Family finance and changing trends in consumerism
CO2: Enriched Knowledge on market systems
CO3: Emerge as informed consumers

CC9 : Family Finance and Consumer Behavior (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Household Income and Expenditure <ul style="list-style-type: none"> • Household Income – Types, Sources, use of family income • Household expenditure: items of expenditure • Factors influencing expenditure pattern 	06
2	Family Security Arrangements <ul style="list-style-type: none"> • Difference between savings and investment • Need, principles and channels of investment • Consumer credit- needs, sources, credit cards 	07
3	Personal finance management <ul style="list-style-type: none"> • Meaning • Steps of effective Personal finance management • Process of budgeting- steps in drafting a family budget • Engel’s Laws of consumption • Account keeping - balance sheets, account books, ledgers, income-expenditure records • Tax implications, calculation of personal income tax, 	10

4	<p>Consumer problems and education</p> <ul style="list-style-type: none"> • Definition of a consumer • Role of consumers in the economy • Types -goods and services • Consumer demand and supply • Consumer behavior--Meaning, characteristics of buyer behaviour, consumer buying process • Factors influencing Consumer behaviour 16 • Change in consumer purchase practices in the modern market (concept of e-commerce, m-commerce, online shopping) • Consumer education – definition, meaning, need and scope, objectives, methods, contents and resources, problems • Consumer problems – Types, Causes and Solutions 	19
5	<p>Consumer Protection Laws in India</p> <ul style="list-style-type: none"> • Consumer protection- concept, need and significance • Consumer rights and responsibilities • Consumer organizations – origin, functioning, role and types. • Consumer cooperatives – role, history and growth in India, PDS Kendriya Bhandars. • Consumer aids: classification – Labels, Trademarks, Brand Names, Patents, Warranty, Guarantee, Quality Control and After Sales Service, Government and Voluntary Agencies, • Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms • Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling and others • Regulations on Food Labelling and Claims: FSSAI, Codex for consumers 	18
	TOTAL	60

Reading List :

- Khanna S.R., Hanspal S., Kapoor S. & Awasthi H.K., 2007, Consumer Affairs, Universities Press India Pvt. Ltd.
- Sawhney, H.K. &Mital, M., 2007, Family Finance & Consumer Studies, Elite Publishing House Pvt. Ltd.
- Seetharaman, P. and Sethi, M., 2001, Consumerism: Strength and Tactics, New Delhi: CBS Publishers.
- East, Robert (1990). Changing Consumer Behaviour. Cassel Educational Limited, Artillery House, Artillery Row, London
- Engel, J.F. and Black, Well R.D. (1990). Consumer Behaviour, 4th Edition. Holt Sanders International Edition.
- Gangawane, L. V., and Khilare V. C. (2007).Sustainable Environmental Management: Dr Jayshree Deshpande Festschrift Volume. Delhi: Daya (ISBN 13: 9788170354741)
- Gupta, C.B., and Nair, R.N. (2004). Marketing Management. New Delhi: Sultan Chand and Sons
- Kathiresan, S., and Radha, V. (2004). Marketing. Chennai: Prasanna Publishers
- Nair R., and Nair S, R. (2003).Marketing. New Delhi: Sultan Chand and Sons
- Nair, S (2002). Consumer Behaviour. New Delhi: Sultan Chand and Sons
- Pattanchetti, C.C., and Reddy (2002). Principles of Marketing. Coimbatore: Rainbow Publishers
- Verma, B.P. (2003).Civil Engineering Drawing, Drawing and House Planning. New Delhi: Khanna Publishers

CC10: Non-formal, Adult and Life-long Education

Course Outcomes

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

- CO1:** Develop an understanding of concept of non-formal, adult and lifelong education
CO2: Acquire understanding on the selection of the methods and material for non-formal, adult and lifelong education
CO3: Analyze and assess programs of non-formal, adult and lifelong education.

CC10 : Non-formal , Adult and Life-long Education (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Non-Formal Education, <ul style="list-style-type: none"> • Difference between formal & Non-Formal Education, Significance of Non-Formal Education in India • New education policy & NFE • Scope of NFE in communities- Techniques of community study, Domains of Non-Formal Education • Organizing NFE program- target group; Physical aspects; organizing and implementation • Publicity of Non-Formal Program; Planning and implementing publicity plan 	12
2	Adult Education <ul style="list-style-type: none"> • Meaning, concept and scope of Adult Education • Adult Education program in India • Adult Education and Extension • Characteristics of Adult Learners; Difference between Adult & Child learning • Learning theories; Characteristics of Adult learning, developmental tasks of adults • Factors associated with adult learning. Motivating and sustaining adult learners 	12
3	Life Long Education <ul style="list-style-type: none"> • Definition, meaning and concept of Life Long Education • Life Long Education: Historical and contemporary perspectives • Components and objectives of Life Long Education • Significance of Life Long Education in contemporary society • Forms and domains of Life Long Education • Principles of Life Long Education 	12
4	Methods and Material for Non-Formal/Adult/Life Long Education <ul style="list-style-type: none"> • Methods and approaches for organizing NFE program for different target groups • Scope of communication methods and materials for NFE objectives 	10
5	Program of Non-Formal/Adult/Life Long and Continuing Education <ul style="list-style-type: none"> • National and international program • Local, State, National and international agencies- policy and program • Monitoring and evaluation of NFE /Adult/ Life Long and Continuing Education program 	14
	TOTAL	60

Reading List :

- Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.
- Chandra A., Shah A.1987, Non- F o r m a l Education for All, Sterling Publishers, New Delhi.

- Singh M., 2007, New Companion to Adult Educators, International Institute of II Adult Education
- Meaning, concept and scope of Adult Education
- Adult Education program in India
- Adult Education and Extension
- Characteristics of Adult Learners; Difference between Adult & Child learning
- Learning theories; Characteristics of Adult learning, developmental tasks of adults
- Factors associated with adult learning. Motivating and sustaining adult learners 12 III Life Long Education
- Definition, meaning and concept of Life Long Education
- Life Long Education: Historical and contemporary perspectives
- Components and objectives of Life Long Education
- Significance of Life Long Education in contemporary society
- Forms and domains of Life Long Education
- Principles of Life Long Education 12 IV Methods and Material for Non-Formal/Adult/Life Long Education
- Methods and approaches for organizing NFE program for different target groups
- Scope of communication methods and materials for NFE objectives 10 V Program of Non-Formal/Adult/Life Long and Continuing Education
- National and international program
- Local, State, National and international agencies- policy and program
- Monitoring and evaluation of NFE /Adult/ Life Long and Continuing Education program 14 TOTAL 60 Adult and Life Long Education, New Delhi.
- Singh N.K, 2010, Adult Education, Saurabh Publishing House, New Delhi.
- Khajuria D.P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

SEMESTER – V

CC11: Research Methodology in Home Science

Course Outcomes

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

- CO1:** Develop understanding on various kinds of research, objectives of doing research, research process, research design and sampling.
- CO2:** Basic knowledge on qualitative research techniques and quantitative data analysis.
- CO3:** Basic awareness of hypothesis testing.

CC11 : Research Methodology in Home Science (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Research- Meaning, purpose and approaches <ul style="list-style-type: none"> • Exploration, Description, Explanation • Scientific method and research • Quantitative and Qualitative approaches • Research Designs –Experimental and Observational 	10
2	Conceptualization and Measurement <ul style="list-style-type: none"> • Variables, concepts and measurement • Levels of measurement • Units of analysis 	06
3	Sampling & Tools	15

	<ul style="list-style-type: none"> • Role of sampling in research • Types of Sampling Research Tools and Techniques • Validity and Reliability • Interviewing and Observational Methods • Scales 	
4	The Research Process <ul style="list-style-type: none"> • Defining the problem, research questions, objectives, hypotheses • Review of related literature and originality in writing • Planning the research • Subjects context and ethics • Methodology and tools • Data reduction, analysis and representation • Citation formats: in medical sciences, social sciences 	12
5	Report Writing	05
	TOTAL	48

Reading List :

- Black, J.A. and Champion, D. J. (1976). Methods and Issues in Social Research. New York: John Wiley and Sons.
- Gupta, S.P. (1994). Statistical Method. Sultan Chand and Sons, New Delhi.
- Jain, Gopal Lal. (1998). Research Methodology, Methods, Tools and Techniques. Mangal Deep Publications, Jaipur.
- Kerlinger, F. N. and Lee, H.B. (2000). Foundations of Behavioral Research .4th Ed. Harcourt College Publishers.
- Kothari, C. R. (2008). Research Methodology: Methods and Techniques. 2nd Ed. New Age International Private Ltd, New Delhi.
- Kumar, R. (2005). Research Methodology: A Step by Step Guide for Beginners. Sage Publications, New Delhi.
- Ramamurthy, G.C. (2011). Research Methodology. Dreamtech Press India Private Limited, New Delhi.

CC11 : Research Methodology in Home Science (Practical) (Practical: 2 credits)
Practical : <ol style="list-style-type: none"> 1. Probability and Non Probability sampling methods 2. Designing data collection tools and planning their analysis: In depth interviews, questionnaire, FGDs, Case studies. 3. Data collection process: conducting interviews, FGDs, case studies 4. Compiling data and data reduction 5. Making and analysis of tables and graphs.

CC12: Planning and Designing Interior Space

Course Outcomes

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

- CO1:** Practicing knowledge gained on selection of site and building principles in real life situations
- CO2:** Enable reading and comprehending building plans, evaluating and drafting them
- CO3:** Examining market trends, merits and demerits of building materials and finishes
- CO4:** Appreciate principles of design and the contributing factors and refine personal aesthetic senses

CC12 : Planning and Designing Interior Space (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Concept of Housing: <ul style="list-style-type: none"> • Definition, importance and functions of a house; Family's housing needs; Housing as a symbol of standard of living • Housing standards- role of ISI and BIS • Residential structural features of Indian houses and cultural influences 	08
2	Constructional Considerations in Designing Interior Spaces: <ul style="list-style-type: none"> • Selection of site for houses: Factors influencing and legal aspects • Building materials: materials for foundation, construction and finishes – types, characteristics and use • Concept of green buildings and eco-friendly materials as modern trends in building construction • Housing finance: Availability and supporting agencies - Government and non-governmental agencies 	12
3	Design Fundamentals in Designing Interior Space: <ul style="list-style-type: none"> • Concept and meaning of aesthetics, perception and good taste in designing • Design: Definition, types and classification • Plastic elements - elements of design – application in interiors • Principles of design – application in interiors 	10
4	Aesthetic and Functional Considerations in Designing Interior Space: <ul style="list-style-type: none"> • Color – color harmonies – use and application in interiors • Furniture – classification, styles, use, factors influencing selection and placement, • Lighting –requirements of good lighting, use/ role, brightness - measurement for adequacy, • Accessories in the interior – definition, , use, role in completing a design needs in an interior 	10
5	Building Services in an Interior: <ul style="list-style-type: none"> • Waste disposal methods and provisions • Rain water harvesting units • Ergonomic considerations ensuring health and safety of inmates 	08
	TOTAL	48

Reading List :

- Alexander, N.J. (1972). Designing Interior Environment. New York: Harcourt Brace, Johanovich Inc.
- Ball, V. K. (1982). Art of Interior Design. New York: John Wiley & Sons.
- Bhargava, B. (2001). Family Resource Management and Interior Decoration, Delhi: University Book House.
- Bhargava, B. (2001). Housing and Space Management. Jaipur: University Book House Ltd.
- Bharucha, E. (2005). Text Book of Environmental Studies. University Grants Commission.
- Bhatt P.D., and Goenka, S. (1990). Foundation of Arts Design. Bombay: Lakhari Book Depot.
- Bonda, P. and Sonsnowchik, K. (2007). Sustainable Commercial Interiors. Jaipur: John Wiley and Book House Ltd.
- Chauhan, B.C. (2008). Environmental Studies. New Delhi: University Science Press.
- Cherunilam, F. and Hedggade, O. D. (1987). Housing in India. Bombay: Himalaya Publishing House.
- Crafti (2004). The office – Designing for Success. Jaipur: Images Publication.
- De, A.K. (2010). Environmental Chemistry, New Delhi: Willey Eastern Ltd.,
- Deshpande, R. S. (1980). Modern Ideal Homes for India. Poona: United Book Corporation.
- Deshpande, R.S. (2000). Build Your Own Home. Pune: United book Corporation.
- Duffy ,F. (1997). The New Office. USA: Conran Octopus Publication.
- Faulkner, R. and Faulkner, S. (1975). Inside Today's Home, New York: Rinehart.
- Grandjean, E. (1979). Human Dimensions and Interior Space. New York: Whitney

- Grondzik, W.T., Kwok, A.G., Stein, B and Reynolds, J.S (2010).Mechanical and Electrical Equipment for Buildings (11th Ed).New York: Wiley, ISBN: 978-0-470-62106-6.
- Harmon. S. and Kennon, K. (2018). The Codes Guidebook for Interiors (5thEd.). New York: Wiley (ISBN: 978-1-119-34319-6).
- Karen, G. and Robert,Y. (1983). Corporate Design, London: Thomas and Hudson.
- Kasu, A.A.(2005). Interior Design. Mumbai: Ashish Book Center.
- Leger, E. (2003). Complete Building Construction. (4th Ed.). New Delhi: Wiley India.
- Leibing, W. R. (1999). Architectural Working Drawings (4th Ed).New York: John Wiley and sons.
- Leinbac (1986). Visualisation Techniques. New Jersey: McMillan (Prentice Hall).
- Leach, S. D.(1978). Techniques of Interior Design Rendering and Presentation (1st Ed.). Architectural record Books (ISBN-13: 978-0070368057).
- Margaret, G.B. and Beryl, S. G. (1980): Fabric Furnishing. London: E.T. Badsford Ltd.
- Mohanty, A.B. (1985). Guide to House Buildings. New Delhi: Inter India Publications.
- National Building Organization- Monograph of Housing Statistics.
- Park, K. (2003). Preventive and Social Medicine, Jabalpur: M/s Banarsi das Bhanot Publishers. • Piotrowski, C. and Rogers, E. (1999). Designing Commercial Interiors (2ndEd.). London: John Wiley.
- Robert, G.V. (1983). Rendering with pen + Ink. London: Thames, Hudson,
- Seetharaman, P. and Sethi, M. (2002). Interior Design and Decoration, New Delhi: CBS Publishers and Distributors.
- Singh, G. (1985). Bhavan Nirman Samagri. New Delhi: Standard Publishers Distributors, Delhi Sons Publication, University Press.
- Encyclopedia of Interior Design

CC12 : Planning and Designing Interior Space (Practical) (Practical: 2 credits)	No. of Lectures
<ol style="list-style-type: none"> 1. Market Study on: <ol style="list-style-type: none"> i Availability and popularity of eco-friendly materials ii. Availability and cost of building materials and finishes 2. Submission of layout drawings for different rooms& and furniture using cut outs 3. Making accessories of functional and aesthetic value like pottery, paintings (different types), floor decorations, flower arrangement 4. Working drawings 5. Prang color system, Color harmonies, Color schemes for various rooms 6. Submission of a complete record 	

SEMESTER – VI

CC13: Clothing Construction

Course Outcomes

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

- CO1:** Understand basic principles of clothing construction.
- CO2:** Comprehend the importance and function of clothes.
- CO3:** Identify the common fabrics used for clothing construction
- CO4:** Utilize design components in garment construction
- CO5:** Gain an insight of various sewing machines and other sewing equipment's available in the market, their functioning & common problems faced while usage.
- CO6:** Understands various garment construction process.
- CO7:** Co-ordinates fabrics, patterns and supportive materials
- CO8:** Construct the garment

CC13 : Clothing Construction (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	History of Clothing. <ul style="list-style-type: none"> • Functions and theories of clothing in relation to culture • Psychological aspects of clothing • Socio-psychological aspects of clothing among Children Clothes for conformity, mobility and aesthetic appearance. 	7
2	Sewing Machines <ul style="list-style-type: none"> • Sewing machine: Parts of sewing machine, function and Types Maintenances Common problems and its remedies. Tools and equipment used for clothing construction <ul style="list-style-type: none"> • Measuring tool • Drafting tool • Marketing Tool • Stitching tool • Needles, threads and their relations to fabric • Types of needles for hand and machine sewing • Types of threads hand and machine sewing • Selection of right thread, needle for the fabric to be sewn. 	12
3	Introduction to Clothing Construction <ul style="list-style-type: none"> • Introduction to Clothing Construction • Anthropometric measurements • Introduction and importance • Instruments used for anthropometric measurements standardization and size charts, importance. • Factors affecting selection of fabrics: • Social factors • Economic factors • Physiological factors • Environmental factors 	12
4	Design Components <ul style="list-style-type: none"> • Introduction : Basic elements and principles of design • Relation between elements and principles of design to the Clothing and fashion Color, line and texture in relation to : <ul style="list-style-type: none"> • Age • Season • Occasion • Figure and • Complexion 	10
5	Components of Garments <ul style="list-style-type: none"> • Introduction to basic garments Skirts, blouse Introduction to Garments detailing for <ul style="list-style-type: none"> • Necklines • Fullness • Pockets, Sleeves 	7
	TOTAL	48

Reading List:

- Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)

- Cream, Penelope.(1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York,
- Dorothy wood, the practical encyclopedia of sewing, Anneess publishing Ltd, London.
- Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP.
- Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York.
- Kallal, Mary Jo, (1985), Clothing Construction, Mc Millan Publishing Company, New York.
- Norma Hollen, Jane Saddler, Anna L. Langford & Sara, J.,(1988) Textiles 6th ed., Macmillan Publication, New York
- Readers, Digest, Complete Guide to Sewing, The Reader's Digest Associations (Canada)Ltd. Montreal, Pleasantville, New York.
- Thomas, A, (1986), the Art of Sewing UBSPD Publishers Distributors Ltd. New Delhi.

CC13 : Clothing Construction (Practical: 2 credits)	
Practical	
1. Tools and Equipment used in Garment Construction: 2. Squares and Scales, French curves – for armhole, necklines etc. 3. Preparing sample of: i. Seams- plain seams and decorative seams 4. Fullness i. Darts-Single point, Fish dart ii. Tucks iii. Pleats iv. Gathers v. Shirring vi. Ruffles and Frills	

CC14: Early Childhood Care and Education

Course Outcomes

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

- CO1:** Explain the importance of early childhood years and significance of intervention programs for early childhood development.
- CO2:** Describe the historical developments – global and Indian including the current programs and policies in ECCE.
- CO3:** Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
- CO4:** Analyze curriculum models and pedagogical approaches in early childhood education.
- CO5:** Create developmentally appropriate programs for young children.

CC -14 : Early Childhood Care and Education (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to Early Childhood Care and Education <ul style="list-style-type: none"> • Concept, meaning, scope and significance of ECCE • Difference between Day Care and ECCE • Aims and objectives of ECCE • Types of ECCE service delivery – Formal and informal; Government funded, Philosophy oriented, Laboratory nursery school, Franchise oriented 	12
2	ECCE in India <ul style="list-style-type: none"> • History of Early Childhood Care and Education in India. • Overview of ECCE in pre and post independence period. Preschool education in the pre and post-independence era (very 	12

	<p>brief). How the international trends have influenced the national trends.</p> <ul style="list-style-type: none"> Contributions of educational philosophers: global and Indian perspective- views of educationists and philosophers: Rousseau, Pestalozzi, Froebel, McMillan Sisters, John Dewey and Montessori, Sri Aurobindo, Tagore, Mahatma Gandhi 	
3	<p>Policies in ECCE-Variou s Education commissions of India</p> <ul style="list-style-type: none"> National Policy on Education (1986) Programmes/schemes and innovations in ECCE – ICDS, Balwadis, mobile crèches National Curriculum Framework 2005 National Policy on Early Childhood Care and Education 2013 Curriculum Framework for Early Childhood Care and Education 2012/2013 	12
4	<p>New Education Policy, 2020</p> <ul style="list-style-type: none"> Basic Infrastructure Entrance process Record, register, ECCE calendar Administration, training, capacity building Health, hygiene and Nutrition Security, sample for maintaining emergency contact Role of play overall development of children List of proposed sports equipment and other equipment ECCE staff – number, eligibility, role and responsibility 	12
5		
	TOTAL	48

Reading List :

<p>CC -14 : Early Childhood Care and Education (Practical: 2 credits)</p>
<p>Topics to be covered</p>
<p>Practical :</p> <ol style="list-style-type: none"> 1. Observation of early childhood programs at government and nongovernmental institution 2. List the activities for each domain to promote all round development in young children. 3. Plan and record activities and methods of playful interactions to foster development in children (birth –two years and two –six years) 4. Prepare a developmentally appropriate plan and its implementation 5. Methods and tools to assess progress of children and program 6. Prepare low cost play materials/equipment's

Discipline Specific Elective (DSE)

SEMESTER – V

DSE1: Public Health Nutrition

Course Outcomes

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

- CO1:** To develop physiological well-being and overall health.
CO2: Identify some of the social and cultural influences on food habits and activity patterns.
CO3: Evaluate current nutritional information with regard to its contribution to Health.

<p>DSE1 : Public Health Nutrition (Theory: 6 credits)</p>
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Unit	Topics to be covered	No. of Lectures
1	Concept of Public Health <ul style="list-style-type: none"> • Introduction to population and health: definition, scope, Concept of demography, Population components • Introduction to determinants of Health 	06
2	Introduction to Public Health Nutrition <ul style="list-style-type: none"> • Importance of Nutrition for Health • Under Nutrition: global and Indian prevalence of under nutrition, risk factors consequences • Micronutrient deficiency disorders: prevalence, risk factors. • Over Nutrition, Obesity: prevalence and risk factors: Physical activity and inactivity 	18
3	Inequalities and Disparities in Health <ul style="list-style-type: none"> • Inequalities and Disparities in Health: Poverty, discrimination, vulnerability, income inequality and impact on health outcome, • Social determinants of health: socio economic position, education, occupation, ethnicity, income, education, gender bias, violence etc 	06
4	Understanding Health Policy and Systems <ul style="list-style-type: none"> • Functional organization of the public health system in India • Evolution of global public health initiatives: primary health care, selective primary health care, MDGs, SDGS • Challenges in Public health delivery system: with ref to delivery, performance, effectiveness, efficiency, and equity, discussion about the sources of problems and potential solutions 	10
5	National, international and voluntary organizations to combat malnutrition <ul style="list-style-type: none"> • Strategies for improving nutrition and health status of the community: Appropriate interventions involving different sectors such as Food, Health and Education • Role of Nutrition in Achieving Global Targets • Nutrition Intervention programmes in India – Integrated Child Development Services (ICDS), Supplementary Nutrition, Bal bhog, Sakhibhog, Shishubhog ,Mid-Day Meal program, National Nutritional Anemia Control Program, Nutritional Program for Control of Anemia among Adolescent Girls, National Iron Plus Initiative (NIPI), Vitamin A Prophylaxis Program (VAPP), National Iodine Deficiency Disorders Control Program (NIDDCP), Universal Salt Iodization (USI), Double Fortified Salt (DFS), Diarrhea Control Program, Fluorosis Control Program • Organizations Working towards Meeting Global Nutrition Targets • National organization – ICAR, ICMR, CSWB, SSWB, NNMB, NIN, CFTRI, DFRL, NIPCCD and NFI, Save the Children, Tata Trusts • International Organizations - World Bank, World Health Organization (WHO), United Nations International Children’s Emergency Fund (UNICEF), World Food Programme (WFP), Bill and Melinda Gates Foundation • Voluntary organizations – Global Alliance for Improved Nutrition(GAIN) Micronutrient Initiatives, CARE, CRS, AFPRO, IDA; World Alliance for Breastfeeding Action (WABA) 	20
	TOTAL	60

Reading List :

- Wadhwa, A. and Sharma, S., (2003). Nutrition in the Community - A Textbook. Elite Publishing House Pvt. Ltd., New Delhi.
- Park, K., (2011). Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
- Bamji, M.S., Krishna swamy K. and Brahmam, GNV. (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
- Gibney M.J., (2005). Public Health Nutrition.
- Vir, S. (2011). Public Health Nutrition in Developing Countries, Vol 1 and 2

- ICMR (1989). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- ICMR (2011). Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Wardlaw, Smith. Contemporary Nutrition: A Functional Approach. 2nd ed: 2012. Mc Graw Hill.
- Williams Melvin. Nutrition for health, fitness and sports. 2004. Mc Graw Hill
- Joshi AS. Nutrition and Dietetics 2010. Tata Mc Graw Hill.

DSE2: Entrepreneurship Development

Course Outcomes

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

- CO1:** Understand the concept of entrepreneurship, entrepreneur and enterprise
CO2: Identify ways to approach supportive Institutions and Banks for starting an enterprise
CO3: Analyze the steps in product selection and form of ownership
CO4: Focus on the formation of project proposal and practice effective accounting processes

DSE2 : Entrepreneurship Development (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Concept of Entrepreneurship <ul style="list-style-type: none"> • Concept, definition and scope of entrepreneurship • Significance of entrepreneurship development in India • Entrepreneur- meaning, qualities, functions, types and challenges of entrepreneur 	07
2	Launching a Small Scale Enterprise <ul style="list-style-type: none"> • Meaning and features of Small-Scale Industry • Types of Small-Scale industries • Importance and advantages of small-scale industries • Steps of launching a Small Scale Enterprise • Concept and Classification – Product identification and product selection • Infrastructure – Plant Location, Land, building, water and power • 6MS – Man power, method, machine, material, marketing, mother nature • START - UPS –concept and definition 	18
3	Enterprise Management <ul style="list-style-type: none"> • Managing Production • Organizing Production; input-output cycle • Ensuring Quality Managing Marketing <ul style="list-style-type: none"> • Understanding markets and marketing • Functions of Marketing • 4Ps of Marketing (same as marketing mix) Financial Management <ul style="list-style-type: none"> • Meaning of Finance • Types and Sources of Finance • Estimation of project cost • Profit Assessment 	17
4	Institutional Support For Small Scale Enterprise <ul style="list-style-type: none"> • Commercial Bank • Assistance on Central level (SSIB, NSIC, SIDO, KVIC, NIESBUD, NABARD) • State Level Assistance (DIC, SFC, SSIDC, SIDBI, SISI, ICICI) 	08
5	Formulating a Project	10

	<ul style="list-style-type: none"> • Meaning and definition of project • Project formulation techniques – Quantifiable and Non quantifiable projects, Sectoral project, and Techno economic project • Project appraisal – market feasibility, technical feasibility, financial and economic feasibility • Carryout market survey 	
	TOTAL	60

Reading List :

- Anilkumar, S. Poornima S.C. Mini K. Abraham and Jayashree, K. (2012). Entrepreneurship Development. New Delhi: New Age International Pvt. Ltd., Publishers
- Badi, R. V. and Badi N. V. (2011), Entrepreneurship. New Delhi: Vrinda Publications Pvt. Limited
- Gordon, E., and Natarajan, K. (2013), Entrepreneurship Development. Mumbai: Himalaya Publishing House
- Gundry Lisa K. & Kickul Jill R., 2007, Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, SAGE Publications, Inc.
- Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company
- Jayashree Suresh. (2016). Entrepreneurial Development. Chennai: Margham Publication
- Khanka, S.S. (2006). Entrepreneurial Development. New Delhi: S. Chand and Company Limited
- Radha, V. (2015). Entrepreneurial Development. Chennai: Prasanna Publishers and Distributors
- Robert, N.A. Hawkins, F. Kernelt, A. (2009). Accounting. New Delhi: Tata Me Graw – Hill Publishing Company Limited
- Sundara Pandian, P. (2002). Entrepreneurship Development. Virudhu nagar: M.M. Publishers

SEMESTER – VI

DSE3: Non-government Organization Management

Course Outcomes

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

- CO1:** Explain the needs and importance of NGO's and Management
CO2: Learn the legal frame work for establishing NGO's
CO3: Describe the concepts, principles of Project Management and Formulation of Detail Project Report
CO4: Analyze the key issues in Government policies and program

DSE3 : Non-government Organization Management (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Concept of NGO <ul style="list-style-type: none"> • Meaning of NGO and GO • Difference between government organization(GO) and Non government Organization(NGO) • Principles of NGO • Characteristics of good NGO • Structure and functions of NGO • Classification of NGO • Origin and development of NGO 	12
2	Legal Frame Work for Establishing NGO <ul style="list-style-type: none"> • Legal-rational structure of Non profits 	12

	<ul style="list-style-type: none"> Trust and Societies with special reference to Trust and Registration Acts Foreign contributions and Regulation Act(FCRA) Statutory obligations, Income Tax Exemption (80-G,12-Aand35NC) 2.5 Rules and Regulations–Resource Mobilization Methods and Techniques of fundraising International, national and local levels Schemes for NGO sunder various Ministries of Government of India 2.9 NABARD and Human Rights Commission 	
3	Project and Management in NGO <ul style="list-style-type: none"> Concept, objectives, principles and Types of projects Project implementation and management Project planning matrix, project cycle management, identification and formulation of Detail project Report (DPR) with reference to action AID Monitoring and Evaluation– Network Analysis Program(Project) Management and Review Techniques(PERT),CriticalPathMethod(CPM),ParticipatoryRural Appraisal(PR A)– Tool sand Techniques, Strength, Weakness, Opportunity and Challenges(SWOC)analysis.\ 	12
4	Policies and Program <ul style="list-style-type: none"> Government laws, partnership p-model, Governing Schemes through minis tries/ Department/Bodies, government grant-in-aid New regulations for NGO and government control National policy on voluntary sector under five-year plans. 	12
	TOTAL	48

Reading List :

- ClarkJohn.(1991). VoluntaryOrganizations:TheirContributiontoDevelopment.Lond on: Earth Scan
- Dorothea Hilhorbat.(2003).the real world of NGO’s, Discourses, Diversity and Development. New Delhi: Zed books Ltd.
- Jain R.B.(1995). NGOs in Development Perspective. New Delhi: Vivek Prakasan
- Joel, S.G.R., and Bhose.(2003).NGO’s and Rural Development– Theoryand Practice. NewDelhi: Concept Publishing Company
- JohnM.Riley.(2002). Stakeholdersin Rural Development– Critical Collaboration in State–NGO Partnerships. New Delhi: Sage Publications
- Julie Fisher.(2003). Governments, NGO’s and the Political Development of the Third World. Jaipur: Rawat Publications
- Kalyan Sengupta.(2013). An Easy Guide to NGO. Kolkata: Book Corporation
- Kumar, A.(2003).Social Change through NGO’s. New Delhi: Anmol Publishers
- Ravi Shankar Kumar Singh.(2003). Role of NGO’s in Developing Countries (Potentials, Constraints and Policies). New Delhi: Deep & Deep Publications (P) Ltd

DSE3 : Non-government Organization Management (Practical: 2 credits)
Topics to be covered
Practical : <ol style="list-style-type: none"> 1. Visit an NGO and learn the aspect of formation, management and administration • Carry out a case study on NGO’s and understand the techniques of NGO’s 2. Preparation of model project report with reference to action AID 3. Apply Network analysis and PRA techniques to find out the available resources in the target area of NGO 4. Interaction with NGO’s officials and find out their problems and prospects Interact with NGO’s officials and how the Government policies and program(NGO’s)

DSE4: Basics of Interior Design and Hospitality Management

Course Outcomes

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

- CO1:** Comprehend the concept of design applicable to interior spaces in hospitality
CO2: Proficiency in presentation drawing to be used in hospitality management
CO3: Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors

DSE4 : Basics of Interior Design and Hospitality Management (Theory: 4 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to foundation of art and design <ul style="list-style-type: none"> • Objectives of design : Beauty, Functionalism and Expressiveness • Types of Design: Structural and decorative (Naturalistic, stylized, abstract and geometric; Modern and traditional design) 	09
2	Introduction to Elements and Principles of Design <ul style="list-style-type: none"> • Elements of design: Line, Shape and form, Space, Pattern, Texture, Light, Color • Principles of design: Balance, Harmony, Scale, Proportion, Rhythm, Emphasis 	10
3	Introduction to components of Interior Design <ul style="list-style-type: none"> • Surface in Interior: wall finishes, floor finishes, ceiling finishes • Types of Furniture and furnishing items • Types of accessories 	10
4	Introduction to Hospitality Industry <ul style="list-style-type: none"> • Meaning ,scope and importance of hospitality Industry • Importance and functions of housekeeping department in hospitality industry • Introduction to front office department and personal management 	10
5	Management of Hospitality Industry <ul style="list-style-type: none"> • Functions of Food Service Department • The functions of linen and room laundry 	09
	TOTAL	48

Reading List :

- Andrews, S. (1982).”Hotel Front Office Training Manual”. Tata McGraw Hill Publishing Co. Ltd, New Delhi.
- Andrews, S. (2000), “Food and Beverage Management,” Tata McGraw Hill Publishing Co. Ltd, New Delhi.
- Bhatia, A.K. (1983). Tourism Development: Principles and Practices, 2nd Edition, Stealing Publishing Co., (Unit I-VII, IX), New Delhi.
- Andrew, Sudhir (1985).Hotel Housekeeping- training manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi. .
- Botter and Lockart (1961). Design for you, John Willey & Sons Inc. New York.
- Bhatt, Pranav and Goenka, Shanita (1990). The Foundation of Art and Design, Lakhani Book Depot, Bombay.
- Birrel, Verla Leone (1967). Color and Design: A Basic Text (Vol.I& II) Digest Submitted in requirement for the degree of education in Teacher College Columbia University.
- Craig , Hazel and Rush, Ole (1962). Homes with Character, Boston: D.C. Health and Co., U.K.
- Duncan, Miller (1949).Interior Decoration, London, The Publications, New York.
- Faulkner , Sarah and Ray, Faulkner (1960). Inside Today’s Homes, Holt Rinchart and Winston Inc., New York.

- Gilliat, Mary (1981).The Decorating Book, Dorling Kinderley Limited, London.
- Goldstein, H. and Goldstein, V. (1967).Art in Everyday Life, Oxford & IBH Publishing Co., New Delhi.
- Gravas, Maitland (1951). The art of Color and Design (2nd Edition), McGraw Hill books Comp. Ltd., New York.
- Halse, Alvert O. (1978). The Use of Color in Interior (2nd Ed.), McGraw Hill books Comp. Ltd., New York.
- Rutt, Anna Hong (1949).Home Furnishing, John Willey and Sons Inc., New York.
- Gandotra, V.,Shukul, M. and Jaiswal, N. (2010).Introduction to Interior Design and Decoration, Dominant Publishers and Distributors, Delhi.
- Seetharaman , P. and Pannu, P. (2005).Interior Design & Decoration, CBS Publishers & Distribution, New Delhi.

DSE4 : Basics of Interior Design and Hospitality Management (Practical: 2 credits)	
Topics to be covered	
Practical :	
<ol style="list-style-type: none"> 1. Demonstration on flower arrangement in relation to hospitality industry 2. Demonstration on Napkin folding 3. Demonstration on Table setting in Restaurants & Banquettes. 4. Visit to a hotel for providing exposure to various departments of hotel to document records and functions. 	