



1.3.2

Percentage of Students Undertaking Project-Works

As per DVV suggestion we have changed input on the numbers of students undertaking project work from 450 to 165. Here, we have provided the e-copies of the syllabus of the department of Education and Community Science and declaration of not having the same by the departments – Philosophy and Hindi.

Shetia
21/10/2024

Principal
DIGBOI MAHILA MAHAVIDYALAYA

Dr. Sanjita Chetia

(Principal)

Digboi Mahila Mahavidyalaya

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED604: PROJECT REPORT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: *After completion of this course, the student will be able to :*

1. explain the process of conducting a Project.
2. identify the problems for Educational Project.
3. solve problems faced in educational field through project.
4. prepare a project report.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to the Project 1.1 Concept of Project 1.2 Characteristic of a good project 1.3 Steps of conducting a project <ul style="list-style-type: none"> • Identification of Problem • Formulation of Objective • Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc. • Selection of Sample • Collection of Data • Analysis and interpretation of data • Report Writing 1.4 Challenges of conducting a Project		10		

	(The teacher will have to take theory classes on the topics assigned in this unit)				
II	2.0 Preparation of Project report: The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> • Title of the Project • Introduction • Rationale of the study • Objectives of the Study • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) • Analysis and Interpretation of data with illustrations • Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i>		5		
	Total				

In-semester Assessment:

- **Conducting the project and preparing the report**
- **Sessional Tests on the content of the first unit:**
- **Attendance:**

Marks 20

Marks 5

Marks 10

Marks 5

End-Semester Assessment:

80

The end-semester assessment will be based on the project report and *viva voce*. The assessment will be carried out by a team of examiners consisting of at-least one external examiner and one internal examiner. The distribution of marks will be as follows:

- **Project report: 60**
- **Viva Voce: 20**

Suggested Readings:

1. Best, J.W. & Kahn, J.V. : *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Garrett,H.E. : *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Bulding, 9 Sprott Road, Ballard Estate, Bombay-400038
3. Koul, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
4. Sidhu, K.S. : *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
5. Singh, A.K.: *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003

Department of Community Science (Home Science)

- **Syllabus related to Field Work/Project Work**

2ND SEMESTER (GENERIC)

Course Code: HSCH –DSC 1103

Course Title: CARE AND WELL-BEING IN HUMAN DEVELOPMENT (T)

Nature of the Course: DSC (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Acquaint of basic concept on vulnerable periods in life.
2. Gain knowledge regarding care and well-being at different stages of life.
3. Understand about policies, services and programs for well being of human life.

Unit I: Care and Human Development 20

- Definition, concepts & relevance of care
- Vulnerable periods in life that require care
- Principles & components of care

Unit II: Well-being and Human Development 20

- Concept of well-being-- physical, psychological, spiritual
- Life crises and well-being
- Factors & experiences that promote well-being

Unit III: Care & well-being at different stages of life 25

- Childhood years
- Adolescence
- Adulthood and old age
- Well-being of caregivers

Unit IV: Policies, Services & Programs 15

- School health programs
- Nutrition & health for all
- Counselling & yoga

Course Code: HSCH – DSC 1104

Course Title: CARE AND WELL-BEING IN HUMAN DEVELOPMENT (P)

Nature of the Course: DSC (Practical)

Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. Observations of children (1 infant, 1 toddler) to understand their care needs | 10 |
| 2. Interview of a mother of a school-going child to understand her perspective of care and child's well-being | 5 |
| 3. Interaction with two adolescents (male, female) to explore their perspectives on well-being | 5 |
| 4. Visit to a senior citizens' home to study their care and well-being | 10 |
| 5. Lecture/workshop by a counselor on significance of counseling or participation in yoga/ self development session | 10 |

RECOMMENDED READINGS

- IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.
- Santrock, J.W. (2007). Life Span Development (3rd ed.). New Delhi: Tata McGraw-Hill.
- Seligman, M.E.P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.
- Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.
- Singhi, P.(1999). Child health & well-being: Psychosocial care within & beyond hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.

4TH SEMESTER (HONOURS)

Course Code: HSCH –CC 4105

Course Title: FASHION DESIGN CONCEPTS (T)

Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge regarding specific skills related to fashion designing.
2. Enable to acquaint with the different fashion illustrations, pattern drafting, fashion styling, design and garment construction.

Unit I: Fashion **20**

- Terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion
- Role of a Designer
- Leading Fashion centres and designers

Unit II: Importance of clothing **25**

- Clothing functions and theories of origin
- Clothing terminology
- Individuality and conformity, conspicuous consumption and emulation
- Selection of clothes for self
- Selection and Evaluation of ready-made garments

Unit III: Components of garment: classification and application **23**

- Fabric, seams, stitches, thread, shaping methods, dart equivalents
- Sleeves, cuffs, necklines, collars, plackets, yokes, pockets and trims
- Style variation: bodice, skirts, trousers in various silhouettes

Unit IV: Design **12**

- Elements and principles of design
- Structural and applied design

Course Code: HSCH –CC 4106

Course Title: FASHION DESIGN CONCEPTS (P)

Nature of the Course: Core (Practical)

Total Credit: 2

PRACTICAL

1. Flat sketching of garment components 10
2. Identification of garment components 10

3. Interpretation of elements and principles of design concepts from print and visual mediums

8

4. Field study and collections of famous designers designs /designs 12

RECOMMENDED READINGS:

- Brown, Patty, Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.
- Marshall S G, Jackson H O, Stanley MS, Kefgen M &Specht T, 2009, Individuality in Clothing & Personal Appearance, 6th Edition, Pearson Education, USA.
- Tate S.L., Edwards M.S., 1982, The Complete Book of Fashion Design, Harper and Row Publications, New York.

5TH SEMESTER (HONOURS)

Course Code: HSCH –DSE 1105

Course Title: INDIAN TEXTILE HERITAGE (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge about traditional Indian woven textiles and costumes
2. Know about traditional Indian embroidered and dyed textiles
3. Gain knowledge on different techniques of care and storage of traditional textiles

Unit 1: Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours and products 50

- Woven Textiles-Benaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir, Assamese textiles
- Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries
- Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan , Ajarakh prints of Gujarat
- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Telia Rumal

Unit 2: Conservation of Traditional Textiles **15**

- Factors influencing degradation of textiles
- Care and storage techniques

Unit 3: Status of Traditional Textiles in Modern India **15**

- Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector
- Sustenance of traditional textile crafts
- Interventions by organizations

Course Code: HSCH – DSE 1106

Course Title: INDIAN TEXTILE HERITAGE (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

1. Traditional Embroideries	6
2. Tie and dye	6
3. Batik	6
4. Block printing	6
5. Portfolio and product development	6
6. Visit to craft/ Handloom center	10

Recommended Readings:

1. Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
2. Chattopadhyaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi
3. Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi
4. Chetia, S. 2006. The Assamese handloom and textile tradition, Digboi Mahila Mahavidyalaya, Digboi
5. Baruah, Pallavi. 2008. The art of Tie and Dye and batik, kaustabh prakashan, Dibrugarh
6. Kakoti, S. 2013. A text book of Clothing & Textiles, Om books publishers & distributors, Guwahati
7. Phukon, R. 2011. Indigenous Dyes and Home Dyeing, Purbanchal Prakash, Guwahati, Assam.
8. Phukon, R. 2013. Prakjitik Rong: Boyan Silpol Yet Prayog Podhoti, Purbanchal Prakash (Guwahati)

Course Code: HSCH –DSE 1109

Course Title: THERAPEUTIC NUTRITION (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Received the train to provide dietary consultancy in various settings.
2. Enable to plan and prepare therapeutic diet.

Unit I Principles of nutrition care **10**

- Nutrition Care Process
- Therapeutic adaptations of the normal diet
- Progressive diets – clear fluid, full fluid, soft and regular

Unit II Etiology, clinical features and nutritional management of Infections and Fevers **12**

- Typhoid
- Tuberculosis
- HIV

Unit III Etiology, clinical features and nutritional management of the following **18**

- GI Tract Disorders:
 - o Diarrhoea
 - o Constipation
 - o Lactose intolerance
 - o Celiac disease.
- Liver: Infective Hepatitis

Unit IV Etiology, clinical features and nutritional management of **14**

- Weight Imbalances-Overweight and obesity; Underweight
- Eating disorder- anorexia nervosa and bulimia

Unit V Etiology, clinical features, basic diagnosis and nutritional management of the Following **18**

- Type 1 and Type 2 Diabetes Mellitus

- Metabolic Syndrome
- Hypertension and Coronary Heart Disease

Unit VI Food allergy and food intolerance

8

- Etiology, clinical features, diagnosis and nutritional management

Course Code: HSCH – DSE 1110

Course Title: THERAPEUTIC NUTRITION (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

Planning, preparation and service of diets for the following: Therapeutic Diets – Normal, Soft, Clear and full fluid

i. Fevers: acute and chronic	8
ii. Obesity	7
iii. Type 2 Diabetes	7
iv. Hypertension and CHD	8
v. Diet survey	10

RECOMMENDED READINGS

- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd.
- Mahan L K and Escott Stump S (2013). *Krause's Food & Nutrition Therapy*, 13th ed. Saunders-Elsevier.
- Stacy Nix (2009). *William's Basic Nutrition and Diet Therapy*, 13th Edition. Elsevier Mosby.
- ICMR (1999). *Nutritive Value of Indian Foods*. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Seth V and Singh K (2007). *Diet Planning through the Life Cycle Part II: Diet Therapy. A Practical Manual*, 4th edition. Elite Publishing House Pvt. Ltd.

6TH SEMESTER (HONOURS)

Course Code: HSCH –CC 6103

Course Title: SOCIO ECONOMIC ENVIRONMENT (T)

Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Establish value to make individual, family and social life meaningful.
2. Development of individual within family, community and culture.
3. Acquaint with current economic issues for analyze the Indian economic environment.

Part I: Sociological Concerns and Orientation **20**

Unit I Sociological Orientation

- Society, Culture and Institutions
- Family, Kinship and Relationships
- Social Groups and multiplicity
- Cultural diversity in contemporary life.

Unit II Emergence of New Ideological Orientations **20**

- Social mobility and social change
- Emergent Cultural Stereotypes
- Ethnographic approaches to the study of groups.
- Appreciating cultural plurality, Interconnection between the spheres
- Sociological Studies of Children, Youth and Women the aged: Empirical Problem & Frameworks.

Part II: Economic Theory and Environment

Unit III: Introduction -Economic system, Consumption and production and distribution

20

- Definition, scope of Economics, Central problems of an economy
- Wants - Classification and Characteristics.
- Utility - Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility Demand - Law of Demand, Elasticity of Demand.
- Engel's Law of Consumption, consumer's surplus

- Supply - Law of Supply, Elasticity of Supply, equilibrium of Demand and Supply.
- Factors of Production- land, labour and capital, National Income estimates
- Types of Markets
- Money – classification and functions, value of money - quantity theory, Inflation and deflation
- functions of Banks

Unit IV: Indian Economic Environment

20

- Structure of Indian Economy: Changing structure of India Economy in the planning period.
- Constraints on growth: issues of population, income distribution, poverty, unemployment, inequality and migration, food security.
- Role, importance and organization of Indian Agriculture.
- Role, importance and problems of Indian industries,
- Resent developmental programmes of the Government of India: Jana Dhana Yojna, Sarva Siksha Yojana.
- Issues related to health, education, environmental problems and gender.

Course Code: HSCH –CC 6104

Course Title: SOCIO ECONOMIC ENVIRONMENT (P)

Nature of the Course: Core (Practical)

Total Credit: 2

Part 1 Practical (project)

- Changing family trends. 5
- Individuals facing Conflicts and consensus in society. 5
- Case studies, narratives, films, fieldtrips to different regions, communities like tribal, rural, urban (any one method) 10

Part II Practical

- Field Visit (to do the comparative economic studies) 10
- Data interpretation and analysis (to see the trends of growth and development of certain sectors or vice versa.) 10

RECOMMENDED READINGS

- Abraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
- Beattie, J. (1964). Other cultures. Cohen and West.
- Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
- Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.
- Rawat, H.K. (2007). Sociology: Basic concepts. New Delhi: Rawat Publications.
- Srinivas, M.N. (Ed.) (1996). Caste: Its twentieth century avatar. New Delhi: Viking Penguin.
- Ahuja H.L., 2010, Modern Micro Economics. Sultan Chand & sons
- Dhingra IC and Garg VK, 2010, Introductory Economic Theory. Sultan Chand & Sons
- Mishra & Puri, Recent edition 2014, Indian Economy, Himalaya Publishing House.
- Mithani D.M., 2010 New Edition, Macro-Economics. Himalaya Publishing House
- Sundaram K.P.M., 2010, Introduction to Economics. Ratan Prakashan

Course Code: HSCH –DSE 1121

Course Title: BASICS OF INTERIOR DESIGN AND HOSPITALITY MANAGEMENT

(T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to develop an understanding to the application of colours and art of principles in design, composition of traditional and contemporary art, and architecture of interior design.

Unit: I Introduction to foundation of art and design

20

- Objectives of design: Beauty, Functionalism and Expressiveness
- Types of Design: Structural and decorative (Naturalistic, stylized, abstract and geometric; Modern and traditional design)

Unit II Introduction to Elements and Principles of Design **20**

- Elements of design: Line, Shape and form, Space, Pattern, Texture, Light, Color
- Principles of design: Balance, Harmony, Scale, Proportion, Rhythm, Emphasis

Unit: III Introduction to components of Interior Design **20**

- Surface in Interior: wall finishes, floor finishes, ceiling finishes
- Types of Furniture and furnishings
- Types of accessories

Unit: IV Introduction to Hospitality Industry **20**

- Importance & functions of housekeeping department in hospitality industry
- Functions and management of Food Service Department
- Introduction to front office department and personal management
- The functions of linen room and laundry
- Introduction to travel and tourism

Course Code: HSCH – DSE 1122

Course Title: BASICS OF INTERIOR DESIGN AND HOSPITALITY MANAGEMENT

(P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. Making drawing sheet on the following | 4 |
| a) Types of lines | |
| b) Patterns | |
| c) Textures | |
| d) Color | |
| 2. Designs-Types | 4 |
| 3. Making Accessories: Application of elements and principles of design in creating | 3 |
| 4. Visit to Architect Offices/ Interior Designs/ Sites/ ongoing completed projects | 10 |
| Exhibitions/House design by project. | |
| 5. Demonstration on flower arrangement in relation to hospitality industry | 3 |
| 6. Demonstration on Napkin folding | 3 |

7. Demonstration on Table setting in Restaurants & Banquettes.

3

8. Visit to hotels for providing exposure to various departments of hotels to documents records functions or Collect information regarding places of tourist interest from various states of India.

10

RECOMMENDED READINGS

- 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..
- A.K.Bhatia, (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 Faulkner Ray (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 Altert 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.



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Ref. Hin./DMM/MM/22/10/2024

Date : 22/10/2024

DECLARATION

I would like to declare that the field study is not in our syllabus. We arrange educational trips for the benefit of the students.

Nitamoni Bardaloi

Signature of HoD

Dr. Nitamoni Bardaloi

Department of Hindi

Digboi Mahila Mahavidyalaya

**Head of the Department
Department of Hindi
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DEPARTMENT OF PHILOSOPHY
DIGBOI MAHILA MAHAVIDYALAYA

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Ref. No.....

Date. 21/10/24

Department of Philosophy

I would like to declare that the field study is not in our syllabus. We arrange educational trips for the benefit of the students.

Jhuma Borthakur
21/10/24

Dr. Jhuma Borthakur
(Head of the Department of Philosophy)

Dr. Jhuma Borthakur
HOD Dept. of Philosophy
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