

7.1.1 GENDER EQUITY IN CURRICULAR AND CO-CURRICULAR COURSES

7.1.1.Details of courses focusing on Gender Equity				
School	Department	Programme Name	Course Code and Name	
Home Science	Resource Management	M.Sc. Interior Design and Resource Management	21MIRC11 - Advanced Resource Management	
	Textiles and Clothing	M.Sc. BioTextiles	21MBXC11 - Pattern Making and Sewing (Practical)	
			21MBXC18 - Computer Aided Fashion Designing (P)	
			21MBXC19 - Apparel Designing and Sewing (P)	
		M.Sc. Textiles and Fashion Apparel	21MTFC01 - World Costumes	
			21MTFC05 - Fashion Portfolio (Practical)	
			21MTFC18 - Advanced Fashion Apparel Designing (P)	
			21MTFC19- CAD for Fashion Apparel (P)	
		B.Sc. Textiles and Apparel Designing	21BTDC16 - Textiles and Costumes of India	
			21BTDC26 - Computer Aided Apparel Designing (Practical)	
			21BTDC27 - Women's Apparel (P)	
			21BTDC31 - Fashion Accessories	
			21BTDC35 - Fashion Illustration - III (Practical)	
			21BTDC36 - Men's Apparel (P)	
			B.Voc Textile Dyeing and Printing	
			21VTDS06- Skill Training in Garment Construction - I	
			21VTDS08 - Skill Training in Garment Construction-II	
		Human Development	M.Sc. Human Development	21MHDC02 Family Dynamics
			M.Sc. Human Development	21MHDC17 Human Rights (Open Book)
			M.Sc. Human Development	21MHDC22 Appraisal of Child, Women and Family Welfare Programmes (<i>Self study</i>)
		B.Sc. Human Development	21BHDC13 Marriage and Family Relations	
Arts and Social Sciences	Economics	B.A. Economics	21BECC18-Economics of Gender	

	Music	MA	23MMUC02 Biography - I
		MA	21MMUM01 Multi Disciplinary Course Life history of eminent Musicians
		BA	21BMUC10 Biography of Musicians
		BA	21BTMI04/21BFHI04 Tamil Isai
		BA	21BMUO01 Generic Elective Course-Penmaiym Bharathiyum – Practical
Commerce and Management6	Tourism Management	MBA Tourism Management	21MTAC02 – The Business of Tourism
			21MTAC03 – Human Resource For Service Industry
			21MTAC10 – Accounting And Financial Management
			21MTAC13A – Mice And Event Management
			21MTAC13B – Strategic Human Resource Development
			21MTAC16 – Business Etiquettes And Tourism Entrepreneurship
			21MTAC21B – Airfare Construction And Ticketing
		BBA Tourism	21BTOI02 – Entrepreneurship Development (Tourism)
			21BTOC01 – Principles of Business Organisation
Education	Special Education	M.Ed. Special Education (Visual Impairment/Hearing Impairment)	21MDSC01 – Developments in Education and Special Education
		B.Sc. Special Education and Mathematics	21BSEC01-Developments in Special Education
Allied and Healthcare Sciences	Physician Assistant	B.Sc. Physician Assistant	22BPAC05 Human Genetics
	Clinical Embryology	M.Sc Clinical Embryology	22MCEC02- Fertility and Infertility -Basics
			22MCEC014- Choosing the Right Embryo& chromosomal abnormalities (self study)

Advanced Resource Management

Semester II

Hours of Instruction/week:5

21MIRC11

No.of Credits: 5

Objectives: Enable students to:

1. Understand the interplay of the concepts of management, managerial abilities, philosophy, values and goals in life
2. Comprehend issues of stress, violence, family crisis and problems of elderly
3. Develop skills to supervise Undergraduate students during the residence stay training programme

Unit1 Family and Management as a System

Family system–Concepts, functions, microandmacroenvironment. 15
Management as a system – systems approach – meaning and components; process of management–planning, implementation, evaluation, constraints in family management – Family life cycle – Stages of family life cycle. Family Relationships –Relationship between parents, grandparents, children, siblings. Factors influencing sibling relationships. (An enquiry into managerial practices of selected families under different stages of family lifecycle)

Unit2 Resources, Values and Demands

Resources - meaning, classification, characteristics, role of resources in management. Values - nature, characteristics, types of values, factors contributing towards value changes. Parker, Rotech and Gandhian values. Goals as demand - goal attributes, types, motivation and setting goals, obstacles to goal achievement. Events as demands-external events, internal events. 25
(Factors affecting the use of resources, enhancing and conserving resources, locating resources available to rural and urban families, and assessment of value changes among the youth)

Unit3 Decision Making and Communication

Decision making-Definition, types, decision making process, decision tree. 10
Conflicts methods to resolve conflicts, a study of problem situations and decision making practices of homemakers. Communication-meaning, significance, key elements in communication, means of effective communication, barriers/noise in communication (Utility of media for communication effectiveness).

Unit4 Family Crisis

Types of stress, violence, separation, divorce, Problems of elderly, single parent families. 10
Impact of crisis on family management
(General measures to overcome crisis situation, Preparing News album on family crisis).

Unit5 Residence Course

Practical Experience for Application of Home Management Principles. 15
History of Home Management House, Functions and duties in the residence, Supervisor's role. One week stay in the residence -
Organizing Undergraduate students for house experience and submission of report
(Minimum equipment needed for organizing residence stay)

Total Hours 75

TextBooks

1. Deacon,R.E.andFirebaugh,F.M.1988,FamilyResourceManagement, PrinciplesandApplication,Allyn and Bacon, Boston, USA.
2. Goldsmith, E. 1996, Resource Management for individuals and Families, West PublishingCompany,New York.
3. Nickel, P. and Dorsey, J.M. 1970, Management in Family Living, Sterling Publishers. NewDelhi.
4. Gross, IH.,Crandall,E.W.,Knoll,M.M.1973.ManagementforModernFamilies.PrenticeHall,New Jersey.

References:-

- 1.Seetharaman,P.,Bata,S.,Mehra,P,(2005),An IntroductiontoFamilyResourceManagement,CBSPublishers & Distributors, New Delhi.
- 2.Singal S and Gandotra V., (2014) Family Resource Management Historical and ContemporaryDevelopment,Dominantpublishersand distributors PvtLtd., New Delhi2006 .
- 3.ShukulandGandotra,(2006),HomeManagementand FamilyFinance, DominantpublishersandDistribution New Delhi.

CourseOutcomes: Oncompletionofthe Course, studentswill be able to:

1. Applymanagerialabilities,philosophyandvaluesindailylivingandexhibiteffectivemanagementskills
2. Planandmanagefamilyresourcesefficiently3. Practicetheconservationofresources
4. Copeupsuccessfullywithstressandunexpectedfamilycrisis
5. Preachandpracticeefficientmanagementskillsathomeandworkplace

CO /PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H	M	-	-	-	M	H	H	H	M	H	M	M	H
CO 2	H	H	M	-	M	M	M	H	H	L	H	H	H	H
CO 3	H	H	H	M	M	M	H	H	H	M	H	M	H	M
CO 4	M	M	M	M	M	-	M	H	H	L	H	H	M	M
CO 5	H	H	H	M	M	M	M	H	H	L	L	-	-	

Pattern Making and Sewing (Practical)

Semester II

21MBXC11

Hrs of Instruction /Week: 5

No. of Credits: 4

Course Objectives:

- To acquire practical knowledge about pattern making
- To acquire skill in flat pattern technique, alteration and grading

Unit 1: Pattern Making -	Body measurements-Measurements for Children, Women and Men	15 hrs
, Basic pattern making- Drafting- drafting of basic patterns- front and back bodice, sleeve, skirt front and back with marking details. Draping- methods of making patterns with marking details. Flat pattern techniques– Pivot methods, Slash and spread and measurement method. Adding fullness, adding extra fullness on the bodice and skirt patterns.		
Unit 2: Pattern Alteration, Grading and Layout		15 hrs
Pattern alteration - slash and spread Slash and overlapping techniques. Grading- Increasing, Decreasing Narrowing and Widening patterns. Layout- Lengthwise centre fold, Off centre lengthwise fold, Crosswise centre fold, off centre crosswise fold, Double fold, Combination fold, Open layout, economical pattern placement and spec sheet.		
Unit 3: Basic Sewing I - Sewing Machine-	Parts and functions, Common problems and remedies. Hand stitches - Temporary stitches: even basting, uneven basting, slip basting and tailor's tacking. Permanent stitches: running, back, run and back slip hem. Seams: plain, Flat Fell, Slot, Piped and French seam Seam finishes – Pinked, Edge Stitched, Double Stitch, Overcast, Herringbone	15 hrs
Unit 4: Basic Sewing – II -Darts –	Standard Dart, Double Pointed Dart. Tucks - Pin Tuck, Cross Tucks. Pleat – Knife Pleat, Box Pleat, Inverted Box Pleat. Gathers- Hand, Machine, Elastic, Godets, Shirring, Ruffles and flare. Neck finishes – Bias binding, facing, fitted facing. Plackets – Continuous Bound Placket, Two Piece Plackets, Bound Neck Opening, Zipper Placket And Tailored Placket. Fasteners – button and button hole, press buttons, hook and eyes.	15 hrs
Unit 5: Sleeve –	plain, puff at top, bottom, top and bottom, bell sleeve. Collar – peter pan, cape, chinese , shawl collar and shirt collar. Yoke - yoke with fullness, yoke without fullness, partial yoke, midriff yoke, panel yoke. Pocket – patch pocket, set in pocket, pocket set into a seam and bound pocket. Skirt - Gathered, pleated, godet, wrap around, circular and layered skirt.	15 hrs

Total Hours: 75

References:

Text Books :

1. *Julie Cole, Sharon Czacor*, (2014). Professional Sewing Techniques for designers, Second Edition, Bloom surry publishing, USA.
2. *Lorna Kngh*, (2010). Sewing Tips, techniques and trade secrets, St Martin Press, New York.
3. *Helen Joseph*,(2013). Pattern Making for Fashion Design, Peason Education, New Delhi

Reference Books:

1. *Karthik.T, Ganesan.P, Gopalakrishnan.D*, (2016). Apparel Manufacturing Technology, CRC Press, U.S.
2. *Helen JosephArmstrong*, (2013).Pattern Making for Fashion Design, Pearson Educations, New Delhi.
3. *Jaffe*. (2012). Draping fashion design, Sonali Publications, New Delhi.
4. *Khurana . K*,(2012). Draping and Pattern Making for Fashion Design, Sonali Publications, New Delhi.

Course Learning Outcomes:

- Describe and Explain methods of pattern making and sewing.
- Implement and execute appropriate type and method for drafting and sewing.
- Experiment different styles in designing a garment.
- Assess the suitable design and components for development of garments.
- Design and Construct garment of various styles.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	1	2	-	-	-	-	-	-	2	2	-	3	2	-
CLO 2	2	-	2	-	2	-	-	1	2	2	-	2	3	-
CLO 3	1	-	3	-	3	-	-	2	2	1	3	2	2	-
CLO 4	1	-	2	-	1	-	-	-	2	-	-	2	2	-
CLO 5	2	1	2	-	3	-	-	3	2	1	3	2	2	-

Objectives:

- To enable the application of CAD software's for designing
- To understand the basic tools, explore and use them to create garments and accessories

Unit I	Introduction to the different tools, creating basic shapes and motifs. Design development: Motif development and application: Designing motifs – Conventional and Trendy. Sari Design: Printing and Embroidery (Detailing with names of stitches) Home Textile and Made ups design: Designing and motif, creating repeats (All over design, Straight, cross, drop, half drop, diamond, mirror, brick - any 3). Placement of motif on Pillow cover and bedsheet. Logo - Recreating/ redesigning a popular logo, creating logo for the selected brand, Business essentials: Designing of Visiting card, Letter head, Pamphlet on company's discount sale and Brochure on the company.	15 hrs
Unit II	Digital Fashion Illustration: Drawing Croquis: Basic 9 ½" Male and Female Croquis, Fashionable poses (2), Illustration of Face, Illustration of Accessories: Necklace and earring, bag and footwear.	15 hrs
Unit III	T-Shirt Designing: Designing the basic T-shirt, Creation of colour ways, Captions in t-shirt, Photo printing on t-shirt, Development of Flats (with Tech pack/ spec sheet) Illustrating Fashionable Men's Garment* - Formal (Office, Semiformal), Casual (Street, Sports, Party, Essentials), Lounge (Evening, Active, Beach), Inner (Brief, Vest, Swim), Ethnic (Traditional, Fusion, Contemporary), Institutional (Office, School, Factory, Department) and Accessories (Tie, Bow, Belt, Chain) <i>*Two in each category</i>	15 hrs
Unit IV	Illustrating Kids wear: Girl and boy (two garment each) Illustrating Fashionable Women's Garment* - Formal (Office, Semiformal), Casual (Sports, Party, Essentials), Lounge (Evening, Active, Beach), Inner (Panty, Vest, Swim, Lingerie), Ethnic (Traditional, Fusion, Contemporary), Institutional (Office, School, Factory, Department) and Accessories (Tie, Bow, Belt, Chain, Scarf, Hankie) <i>*Two in each category</i>	15 hrs
Unit V	Digital Fashion portfolio: Selection of a theme and developing – Inspiration/ theme board, mood board, story board, accessory board, Pantone colour board, flat sketches and final portfolio presentation (with background and property recreating a professional portfolio photoshoot)	15 hrs

*Self study

Total Hours- 75

Course Outcomes:

- Learn the use of computers for designing
- Understand the different methods to design the garments and accessories
- Develop a portfolio of designs for kids, men and women
- Identify the techniques to create design board
- Prepare a professional digital portfolio

References:**Text Books**

1. *Shailaja D. Naik, (2006)*. Surface Designing of Textile Fabrics, New Age International.
2. *Kevin Tallon, (2008)*. Digital Fashion Illustration: With Photoshop and Illustrator, Batsford Ltd.
3. *Jenny Udale, (2008)*. Basics Fashion Design 02: Textiles and Fashion, Bloomsbury Publishing India Private Limited.

Reference Books

1. *Gary David Bouton, (2011)*. CorelDraw X5 The Official Guide, McGraw-Hill Education.
2. *Jinlian Hu, (2011)*. Computer Technology for Textiles and Apparel, Woodhead Publishing Series.
3. *Calvin Wong, (2017)*. Applications of Computer Vision in Fashion and Textiles, Woodhead Publishing Series.

SEMESTER III
21MBXC19

Apparel Designing and Sewing
(Practical)

Hours of Instruction/week:6
No. of credits:2

Objectives:

- To gain practical skill in drafting, pattern making and constructing apparels.
- To gain knowledge in estimating the material required for the designed garments.

Unit I	Designing, drafting, pattern making and constructing children's garments – Jabla and Panty, Frock- Baby Frock / A line frock / Plain Frock, Boys shirt and shorts	20 hrs
Unit II	Designing, drafting, pattern making and constructing women's garments - Kameez and Salwar, waist coat	20 hrs
Unit III	Designing, drafting, pattern making and constructing women's garments - Party wear Full Skirt and Top, Saree blouse	20 hrs
Unit IV	Designing, drafting, pattern making and constructing men's garments - Shirt with pocket, yoke, collar and full sleeve, Men's Trousers	15 hrs
Unit V	Designing, drafting, pattern making and constructing – Men's Kurta and Pyjama	15 hrs

Total Hours: 90

Course Outcomes:

- Recall the pattern drafting techniques for apparels of different age group.
- Choose appropriate garment details and styles for children and adults.
- Plan economical layouts for all patterns.
- Select appropriate material for garment making.
- Develop skill in sewing different garments. / Interpret the pattern alterations based on designs.

References:

Text Books

1. *Mary Mathews, (1991)* Practical Clothing Construction Part II Designing, Drafting and Tailoring and I. Chennai,
2. *Manmeet Sodhia, (2008)*, Advanced Drafting and draping, Kalyani Publishers, New Delhi.
3. *Gerry Cooklin, (2005)* Pattern Cutting for women, Om Books International, Daryajanji New Delhi,.

Reference Books

1. *Mary Mulasi, (1995)*. Garments with style, Chilton Book Company, Pennsylvania.
2. *Batsford B.T, (1972)*. Basic Fashion Design-Ireland, Patrick, London, Ltd.
3. *Prem Lata Mullick, (2002)*. Garment construction Skills

World Costumes

Semester I
21MTFC01

Hrs of instruction/week-4
No of credits-4

Course Objectives:

- To gain knowledge on traditional costumes of various countries.
- To learn the ancient world art.

Unit I	Ancient Indian costumes - Gupta period, Kushan period, Satavahana period, Maurya and Sunga period - Costumes of male and female, ornaments, accessories and head wears*.	10 hrs
Unit II	European Costumes – British, Greece, Roman, Egypt, Sweden, Denmark, Germany, Switzerland, Poland and Netherland Men – Women-accessories	15hrs
Unit III	Costumes of far Eastern Countries – Japan, Hong Kong, Srilanka, Pakistan, Malaysia, China, Burma and Thailand- Men and Women Costume*.	15hrs
Unit IV	American Costumes – Men’s and Women’s Costume – 17 th , 18 th , 19th and 21 th Century*.	10hrs
Unit V	World art – Gond art, Madhubani art, Cubism, Futurism*, Dada, Pop art, German expression, Romantism and Futurism*.	10 hrs

*Self Study

Total Hours: 60

References:

Text Books:

1. *RoshenAlkaz*, (1983) “Ancient Indian Costumes”. Art Heritage, New Delhi
2. *VishuArora*,(2108) “Suvasas The Beautiful Costumes”, Abhishek Publication, Chandigarh, India.
3. *Dorling Kindersley* (2112), Fashion, The Ultimate Book of Costume and Style, Published by Dorling Kindersley Limited; London

Reference Books:

1. *Carolyn G. Bradley*,(2101) “Western World Costume an Outline History”. Dover Publications, Mineola.
2. *Mary G Houston*. (2103)Ancient Greek, Roman and Byzantine Costume, Dover Publications, Mineola.
3. *Valarie Burnham Oliver* (1996) “Fashion and Costume in American Popular Culture” Greenwood Publishing Group, Inc.,

Course Learning Outcomes:

- Understand the ethnicity of historical costumes and arts around the world.
- Interpret the periodical costumes of men and women with reference to style and fabric.
- Differentiate the accessories of men and women in ancient period of various regions.
- Evaluate the uniqueness of the world costumes and the art forms.
- Develop an ancient costume inspired fashion garment with accessories.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	3	-	-	1	-	-	-	1	3	2	-	2	-	-
CLO 2	3	-	-	1	1	-	-	-	2	2	1	2	-	-
CLO 3	3	-	1	-	-	-	-	-	2	3	-	2	-	-
CLO 4	3	-	2	1	1	-	-	-	2	3	1	3	-	2
CLO 5	3	1	2	2	1	2	3	-	3	3	1	3	-	2

Fashion Portfolio (Practical)

Semester I
21MTFC05

Hrs of instruction/week-6
No of credits-4

Course Objectives:

- To enable the students to source designs and visualize the concepts
- To enable the students to present portfolio and construct theme based garments.

Unit I	Fashion Research and Inspiration – Sketching of silhouettes inspired from pre historic and ancient era for men, women and children's wear.	15 hrs
Unit II	Visual Design Concepts – Sketching male and female fashion figures- front, turned and back views. Sketching and Rendering, Rendering textures on garment, Sketching of garment details on croquis with suitable hair styles and accessories.	15 hrs
Unit III	Sketching from Photograph and imagination – Sketch fashion figures for men, women and children from photographs and manipulate for various occasions.	20 hrs
Unit IV	Fashion Portfolio Presentation – Development of fashion portfolio – customer profile, theme board, mood board, colour board, fabric board, flat presentation, story board and accessory board.	20 hrs
Unit V	Construction of theme based garment – pattern development, sourcing of materials and accessories, garment construction and fit analysis. Presenting theme based garment on ramp.	20 hrs

Total Hours:90

References:

Text Books:

1. *Veronica Kemskey, (2117)*, Fashion Illustration Gowns and Dresses Inspiration, Design Media Publishing Limited, UK.
2. *Navneet Kaur, (2110)* Comdex fashion design, Vol III, Designing and showcasing a fashion collection, Dream Tech Press, New Delhi
3. *Tiziana Paci, (2118)* Colour in Fashion Illustration: Drawing and Painting Techniques, Hoaki Books SL, Italy.

Reference Books:

1. *Anna Kiper, (2116)* Fashion Portfolio Design and Presentation, Pavilion Books, Batsford.
2. *Patrick John Ireland, (2105)* Fashion Design Illustration, Om Book International, New Delhi.
3. *Ritu Bhargae, (2105)*, Fashion Illustration and Rendering, B.Jain Publisher Ltd, New Delhi.

Course Learning Outcomes:

- Illustrate the silhouettes and garment styles inspired from prehistoric and ancient era.
- Identify silhouettes to render theme based garments and accessories for developing visual design concepts
- Experiment various rendering techniques to illustrate garment details, accessories, trimmings and decorations and hair styles
- Select appropriate styles suitable for various occasion based on themes
- Design, develop and construct theme based garments

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	1	1	-	-	-	-	--	-	1	3	-	3	3	-
CLO 2	1	1	-	-	-	1	-	-	1	2	1	3	3	-
CLO 3	1	3	1	1	-	-	-	-	1	2	1	3	3	-
CLO 4	1	3	1	2	-	1	2	-	2	2	1	3	3	-
CLO 5	1	3	2	2	1	1	2	2	3	3	2	3	3	1

Objectives:

- To enable the students to design and draft patterns for different garments
- To facilitate the students to handle different fabrics and finishing garments.

Unit I	Designing, drafting and Construction of apparel for <ul style="list-style-type: none">• Girls wear<ul style="list-style-type: none">Lehenga Choli - skirt and blousePalazzo Pant and Crop Top	15 hrs
Unit II	Boys wear <ul style="list-style-type: none">Casual shirtShorts (Any style)	20 hrs
Unit III	Men's Wear <ul style="list-style-type: none">Bush shirtDouble breasted coatPleated Pant	20hrs
Unit IV	Women's wear <ul style="list-style-type: none">Party Wear – Churidar and KurtaPrincess blouse	20 hrs
Unit V	Persons with special needs <ul style="list-style-type: none">Lactation /Maternity dressPhysically challenged (Any One Style)	15 hrs

Total Hours: 90

Course Outcomes:

- Prepare patterns and construct theme based Girls wear garments
- Design styles of casual wear garments for boys groups.
- Create pattern design for different garment styles to men.
- Choose and construct garments for women's garments
- Learns specific requirements for persons with special needs.

References:**Text Books:**

1. **Zarapkar, K.R.,(2010)** System of cutting- Navneet Publication, Zarapkar Tailoring College, Bombay
2. **B.T. Batsford,(1972)** Basic Fashion Design-Ireland, Patrick, London, Ltd.,
3. **Armstrong, H. (1987)** Pattern Making for Fashion Designing, New York Harpes and Row Publishers.

References:

1. **Goulbourn, M. (1971)** Introducing Pattern Cutting, Grading and Modeling- London: B.T. Batsford Ltd.
2. **Minott, J.(1978)** Fitting Commercial Patterns- Mineapolis: Minnesold Burgess Publishing Co.
3. **Stanley H.(1977)** Modeling and Flat Cutting for Fashion- London: Hutchison and Co., Publishers Ltd.

SEMESTER II
21MTFC19

CAD for Fashion Apparel
(Practical)

Hrs of instruction/week-5
No of credits-2

Objectives:

- To enable students gain knowledge in computers aided textile designing
- To understand the tools of Adobe Photoshop and its application for apparel designing
- To enable computer aided fashion portfolio designing

Unit I	Adobe Photoshop –Tools and their application, basic tools, image editing, cropping, resizing, correcting, layers, blend, filters and group. Designing motifs – Traditional and abstract designs: centre design and border designs. Logo creating, pamphlet creation, letter head, visiting card creation for a store / company.	15hrs
Unit II	Adobe Illustrator –Fashion silhouette sketching, Basic 9 ½” Male and Female Croquis. Fashionable poses, Illustration of Face, Illustration of Accessories: Necklace and earring, bag and footwear.	20 hrs
Unit III	Textile designing –Design development for Printing- Print repeat, All over design, Straight, cross, drop, half drop, diamond, mirror, brick repeats. Design for different weaves – plain, rib, twill and dobby.	15 hrs
Unit IV	Designing Kids apparel: Girl and boy – Ethnic / Casual wear with Technical sketch – garment construction details, point of measure. Packing designs – Trims, designing main tag, care label.	10 hrs
Unit V	Fashion portfolio preparation - Selection of a theme and developing – Inspiration/ theme board, mood board, story board, accessory board, Pantone colour board, flat sketches and final portfolio presentation, Techpack preparation based on seasons/ occasion for women/men.	15hrs

Total Hours: 75

Course Outcomes

- Learn the use of tools in computers for textile designing
- Understand the different methods to design the garments and accessories
- Develop computer aided designs for kids
- Identity the techniques to create design board for men and women
- Prepare a digital fashion portfolio

References:

Text books

1. *Bittu Kumar*,(2015), Adobe Photoshop,V and S Publishers, Mumbai..
2. *Kevin Tallon*, (2008), Digital Fashion Illustration: With Photoshop and Illustrator, Batsford Ltd.
3. *Jenny Udale*, (2008), Basics Fashion Design Textiles and Fashion, Bloomsbury Publishing India Private Limited.

References

1. *Marianne Centner and Frances Vereker*, (2011), Fashion Designers' Handbook for Adobe Illustration, Wiley and Sons Ltd. Publications, U.K.
2. *Susan Lazean* ,(2012), Adobe Illustrator for Fashion Design, Prentice Hall
3. *Calvin Wong* (2017), Applications of Computer Vision in Fashion and Textiles, Woodhead Publishing Series.UK

Department of Textiles and Clothing

Semester IV
21BTDC16

Textiles and Costumes of India

Hours of Instruction/week: 4

No. of credits: 3

Objectives:

1. To understand study the origin of Indian costumes
2. To acquire knowledge about Indian traditional textiles and embroidery.
3. To understand the present trend in different states of India

Unit I	History of costumes – Introduction; Beginning of costume- Body decorations, body staining, tattooing, cutting and scarification; Clothing of different periods- Egyptian costumes, Ancient costumes and developments during various periods. Factors affecting early costumes, Sources and Types of early costumes.	10
Unit II	Costumes and Accessories of East and West –Men’s attire, women’s attire; upper wear, bottom wear and accessories used in different states; Gujarat, Madhya Pradesh, Rajasthan, Orissa, West Bengal, Manipur, Assam, Haryana and Maharashtra, Nagaland, Bihar.	15
Unit III	Costumes and Accessories of South and North - Men’s attire, women’s attire: upper wear, bottom wear and accessories used in different states: Tamil Nadu, Kerala, Andra Pradesh and Karnataka, Jammu and Kashmir, Punjab, Himachal Pradesh, Uttar Pradesh.	10
Unit IV	Traditional Woven, Dyed and Printed Textiles of India – Woven textiles- Dacca Muslin, Jamdhani, Chanderi, Brocades, Balucher, Kashmir shawls- colour, motifs, techniques and materials used. Dyed and Printed textiles- Bandhani, Patola, Kalamkari and Block printing – colour, motifs, techniques and materials used.	15
Unit V	Traditional Embroideries of India – Phulkari of Punjab, Chikankari of Lucknow, Kantha of West Bengal, Kutch of Gujarat, Kathiawar of Gujarat, Sindh, Kasuthi of Karnataka and Chamba Roomal of Himachal Pradesh - colour, motifs, techniques and materials used.	10

Total Hours: 60

Reference Books:

1. *Carl Kohler, (2012), A History of Costume, Dover Publications, INC, New York.*
2. *Shailaja. D. Naik (2012), Traditional embroideries of India, APH publications, New Delhi*
3. *Sankar K. Roy, (2008), Textile traditions of northeast india, Indira Gandhi Rashtriya Manav Sangrahalaya, Bopal and orient publishers, New Delhi*
4. *Ritu Kumar (2008), Costumes and Textiles of Royal India, Antique collectors club.*
5. *Parul Bhatnagar, (2004), Traditional Indian Textiles, Abhishek publications, Chandigarh.*

Course Outcome

- Outline the early development in textiles and costumes
- Understanding about ancient and contemporary costumes of India
- Classify the traditional costumes of India
- Identify a specific embroidery style of India on the basis of colors, motifs and layout.
- Choose and utilize traditional accessories in costumes designing.

Semester V
21BTDC26

**Computer Aided
Apparel designing (Practical)**

**Hours of Instruction/week: 5
No. of credits: 2**

Objectives:

1. To develop garments for kids, men and women using CAD.
2. To create designs, logos and labels through CAD
3. To enlighten with the knowledge of various CAD software's for designing textiles

Unit I	CAD and Design development using Photoshop and Illustrator software - Drawing tools and functions; Creating motifs for print and embroidery design on fabric: Creating logos and label for apparel industries. Fashion boutiques.	15
Unit II	Textile Design using Illustrator Design Studio: Creating plain weave, types of twill weave stripped pattern; vertical and horizontal, checked pattern, Dobby design pattern and Jacquard pattern design.	15
Unit III	CAD for Women's garment using Illustrator Design Studio : Designing salwar, kameez, middi and top, Princess line Dress, aprons and ladies tops.	15
Unit IV	CAD for Kid's garment using Illustrator Design Studio: Designing Jabla, romper, T- Shirt and Shorts, Frocks and knee length/calf length pant.	15
Unit V	CAD for Men's garment using Illustrator Design Studio: Designing T- Shirt, shirts, kurta- pyjama , bermudas and pant.	15

Total Hours: 75

References:

1. Alikhan (2013), Computer Application in Textiles, Random Publications, New Delhi.
2. Frederick L. Chipkin (2012), Adobe Photoshop for Textile Design, Origin Inc, New York.
3. Frankie Ng and Jiu Zhou (2008), Innovative Jacquard Textile Design using digital technologies, Woodhead Publishing, London.
4. Kathryn McKelvey and Janine Munslow(2005), Fashion Design: Process, Innovation and Practice, BlackWell Science Ltd., Blackwell Publishing Company. United Kingdom.
5. Sandra Burke (2006), Fashion Computing: Design Techniques and CAD. Burke Publishing. London.

Course Outcome:

- Select the drawing tools in CAD.
- Make use of different tools in Computer Aided garment designing.
- Choose CAD software's for designing textiles.
- Select the suitable designs for designing logo, label and various garments.
- Design and Develop Computer Aided Textiles Patterns and Garment Style

Semester V

Women's Apparel (Practical)

Hours of Instruction/week: 5

21BTDC27

No. of credits: 2

Objectives:

1. To acquire practical skill in designing, drafting patterns for women's apparels.
2. To understand selection of layout for the garment designs
3. To construct apparel for women.

INSTRUCTIONS: DESIGNING, MARKER PLANNING AND CONSTRUCTION

Unit I	Kameez / Kurti and salwar	15
Unit II	Saree blouse and saree petticoat	15
Unit III	Party wear full skirt and top / Maxi	15
Unit IV	Formal pant and shirt	15
Unit V	Bath robe/ night suit	15

Total Hours: 75

References:

1. **Pattern maker with Marie Clayton (2008), Make your own COthes – 20 custom fit pattern to sew, Collins and Brown, London.**
2. **Gerry Cooklin, (2005), Pattern cutting for Women's outer wear, Om books international, New Delhi.**
3. **Zarapkar K.R. (2005), System of Cutting, Navneet Publications, India.**
4. **Khurana K. (2012), Draping and Pattern Making for Fashion Design, Sonali Publications, New Delhi.**
5. **Jaffe (2012), Draping fashion Design, Sonali Publication, New Delhi**

Course Outcomes:

- List various women garment styles
- Illustrate various styles of women's outfits.
- Develop patterns for the women wear.
- Select appropriate layout and suitable fabric for the various garment styles.
- Construct various styles of garments for women

Objectives:

1. To impart knowledge about the significance of accessories and styles available
2. To understand the history and fashion using the accessory
3. To enable them to understand about care for skin and hair

Unit I	Bags and Belt: History, significance, top brands, anatomy, Classification, raw materials used in making them. Fashion using bags and belt. Factors involved in selection of bags and belt.	15
Unit II	Footwear and hosiery Footwear: History, types, materials used, anatomy of shoe, styles of footwear for men and women, Types of heels, types of foot styles in footwear. Problems with foot wear-blisters and foul odor – remedy. Factors to remember while selecting footwear. Fashion using footwear, care for footwear. Hosiery: Socks, stockinet, Panty hose – styles, care and fashion using hosiery.	15
Unit III	Minor Fashion accessories: Glove and scarf: History, materials used, styles available, fashion using gloves and scarf, care and maintenance. Hats, Umbrellas – History component parts, size and construction, style and care. Watches and Eyewear :Introduction, parts, fashion, suitability based on body (watches) and face type (eyewear) and care	10
Unit IV	Jewelry and fragrance: History, significance, types of jewelry – traditional and latest styles of jewelry. Major and minor jewelry types. Fragrance: For men and women. Formats and imitators.	10
Unit V	Care for skin and hair: Basic structure of skin and hair, Products available, skin and hair care, make up for face and hairdo styles	10

Total Hours: 60

References:

1. *Eileen Figure Sandlin (2009), Start your own fashion, Accessories Business*, Entrepreneur press, Canada.
2. *Olivier Gerval (2009), Fashion Accessories*, A and C Black Publishing's, Great Britain.
3. *Diamond Jay (2008), Fashion Apparel, Accessories and home Furnishings*, Pearson Education India, New Delhi.
4. *Phyllis Tortora (2005), EncycOpedia of Fashion Accessories*, OM books international, New Delhi.
5. *Jay dimond Ellen diomand.(2008), Fashion apparel accessories and homefurnishing*, Pearson Education,Inc. , India.
6. *Nirupama Pundir(2007) Fashion technology today's and tomorrow*, A Mittalpublication New Delhi.

Course Outcomes:

- Understand the significance of fashion accessories.
- Classify different types of accessories.
- Identify the raw materials used for various accessories.
- Choose fashion accessory for a specific theme.
- Design and develop various fashion products.

Semester VI
21BTDC35

Fashion Illustration-III
(Practical)

Hours of Instruction/week: 5
No. of credits: 2

Objectives:

1. To illustrate apparels suitable for different seasons and occasion.
2. To develop skills in applying colour, texture, trimmings
3. To enable them to render accessories suitable for different garment

Unit I	Casual-wear for Men, Women and Children (each 2) - Illustrating casual wear with suitable accessories	15
Unit II	Party-wear and Bridal wear (each 1) – Illustrating party wear for Men, Women and Children with suitable accessories Illustrating Bridal wear (Any 3 Religions)	15
Unit III	Summer-wear for Men, Women and Children (each 2) - Illustrating summer wear with suitable accessories	15
Unit IV	Winter-wear for Men, Women and Children (each 1) - Illustrating Winter wear with suitable accessories	15
Unit V	Preparation of portfolio – Preparing mood board, story board, accessory board, colour palette, flat sketches final presentation and customer profile.	15

Total no of hours: 75

References:

1. **Bill Glazer (2007)**, *The Snap Fashion Sketch Book: Sketching, Design and Trend Analysis the Fast Way*, Pearson Prentice Hall, New Jersey.
2. **Patricia Lingane Rowe (2009)**, *Short Hand Fashion Sketching*, Fairchild Publications, New Delhi.
3. **Irina V. Ivanova (2015)**, *Children's Wear Fashion Illustration Resource Book: Children's Figure Drawing Templates with Fashion Design Sketches, Art Design Project, Incorporated*, New Delhi.
4. **ZeshuTakamura (2012)**, *Fashion Illustration Techniques: A Super References Book for Beginners*, Rockport Publishers
5. **John Hopkins, (2010)**, *Fashion Drawing*, AVA publishing SA, Switzerland..

Course Outcome:

- List and sketch garments for various age groups.
- Illustrate appropriate garment for different seasons.
- Make use of various rendering techniques.
- Select the accessories suitable for various apparels.
- Design theme based garments.

Semester VI
21BTDC36

Men's Apparel
(Practical)

Hours of Instruction/week: 5
No. of credits: 2

Objectives:

1. To incorporate different styles in fashion for men's wear
2. To acquire practical skill in designing, drafting and constructing men's apparel.
3. To acquire knowledge for calculating the material required for the designed garment

INSTRUCTION: DESIGNING, MARKER PLANNING AND CONSTRUCTION

Unit I	T-shirt with placket, collar and a variation of sleeve and Bermuda.	15
Unit II	Kurta and Pyjama with pocket/ shervani and pyjama with pocket.	15
Unit III	Shirt with pocket, yoke, collar and full sleeve.	15
Unit IV	Pant with pleats and side seam pockets/ Jeans.	20
Unit V	Bath robe with shawl collar / night suit with collar and pocket.	10
		Total Hours: 75

References

1. *Peg Couch* (2011), *Garment Construction: A Complete course on making Clothing for fit and Fashion*, Fox Chapel Publishing. USA
2. *Samantha Me Nes*(2005), *Baby Couture*, K.P. Books, USA.
3. *Winifred Aldrich* (2007), *Metric Pattern Cutting for Childrens Wear and Baby Wear – Third Edition*, Black Well Publishing, New Delhi
4. *Winifred Aldrich* (2004), *Metric Pattern Cutting for menswear*, Blackwell Publishing, Om Books International, New Delhi.
5. *Zarapkar, K.R.* (2005),*system of Cutting*, Navneet Publications, India.

Course Outcomes:

- Name the styles of men's garment based on fashion trend
- Illustrate designs for men's outfits
- Develop patterns for the garment design
- Choose economical layouts and propose the suitable fabric for various garment styles
- Construct various garments for men, incorporating different style aspects

Skill Training in Garment Construction - I

Semester IV
21VTDS06

Hours of Instruction/week: 2T+6P
No. of credits: 11

Course Objectives:

- To acquire practical skill in designing, drafting and pattern making for children's apparels.
- To gain knowledge in calculating the material required for the designed garments and estimate the cost.
- To understand the techniques for construction of Children's garment.

Instruction: Designing, Marker Planning and Construction

- Unit 1: **Infant garments**-Jabla, Panty and Bib for 0-1 years
- Unit 2: **Toddler's garments**- Romper, shorts – Elastic at Waistline for 2-4 years
- Unit 3: **Pre-schooler garments**- Baby Frock / A line frock with puff sleeve / Frock with yoke and collar for 3-5 years
- Unit 4: **School going boys garments** - Yoke less Shirt with sleeve and collar 6 -8 years
- Unit 5: **School going girls garments** - Middy and Middy Top 6-8 years

Total Hours:

120

Reference Books:

1. Anita Tyagi (2012), *Handbook of fashion Technology*, Sonali Publications, New Delhi.
2. Nancy J. S. Langdon and Sabine Pollehn (2010), *Sewing COthes Kid;s Love*, Creative Publishing International Inc. USA.
3. Peg Couch (2011), *Garment Construction: A Complete course on making COthing for fit and Fashion*, Fox Chapel Publishing. USA
4. Samantha Me Nes(2005), *Baby Couture*, K.P. Books, USA.
5. Mary Mathews, (1986)—Practical COthing Construction Part I and II Cosmic press, Chennai.
Winifred Aldrich (2007), *Metric Pattern Cutting for Childrens Wear and Baby Wear* – Third Edition, Black Well Publishing, New Delhi.

Course Outcomes:

- Select suitable design and draft pattern for children's garments
- Choose appropriate fabric designs for different types of garments
- Explain the fabric preparation process for sewing
- Assess the proper layout for pattern laying
- Construct various styles of garments for children.

Objectives:

1. To incorporate different styles for Women's and men's fashion wear
2. To acquire practical skill in designing, drafting and constructing Women's and men's apparel.

Course Outcomes:

At the end of the course the student will be able to

CO 1: Know to design draft pattern and construct the Women's and men's garments

CO 2: Gain knowledge in preparing different layouts

CO 3: Demonstrate the fabric preparation process for construction

CO 4: Select suitable fabric designs for different types of garments

CO 5: Construct various styles of garments for women and men.

Instruction: Designing, Marker Planning And Construction

Unit I	Basic Wear Women: Kameez / Kurti and salwar Men: T-shirt with placket, collar, sleeve and Bermuda.	35
Unit II	Traditional Wear Women: Saree blouse and saree petticoat Men: Kurta /shervani and pyjama with pocket.	35
Unit III	Formal Wear Women: Formal pant and shirt Men: Shirt with pocket, yoke, collar and full sleeve.	35
Unit IV	Party Wear Women: Party wear full skirt and top / Maxi Men: Pant with pleats and side seam pockets/ Jeans.	35
Unit V	Night Wear Bath robe with shawl collar / night suit with collar and pocket.	25

Total Hours: 165

References:

1. **Gerry Cooklin, (2005)**. Pattern cutting for Women's outer wear, Om books international, New Delhi.
2. **Khurana K.,(2012)**. Draping and Pattern Making for Fashion Design, Sonali Publications, New Delhi
3. **Pattern maker with Marie Clayton, (2008)**. Make your own clothes – 20 custom fit pattern to sew, Collins and Brown, London.
4. **Peg Couch,(2011)**. Garment Construction: A Complete course on making clothing for fit and Fashion, Fox Chapel Publishing, USA.
5. **Winifred Aldrich, (2004)**. Metric Pattern Cutting for menswear, Blackwell Publishing, Om Books International, New Delhi.
6. **Helen Joseph Armstrong, (2005)** —Pattern Making for Fashion Design, Pearson Education, (Singapore)Pvt. Ltd.

7. **Mary Mathews, (1986)**—Practical Clothing Construction Part I and II Cosmic press, Chennai.

Course Outcomes:

- Demonstrate the design, draft pattern and construct the garments
- Select different pattern layouts
- Make use of various fabrics for garment construction
- Select suitable fabric patterns for different types of garments
- Design various styles of garments for all types of wears

Family Dynamics

Semester – I
21MHDC02

Hours of instruction/week: 3
No. of credits: 4

Course Objectives

To understand the concept of marriage, its relationships, maturity adjustment required and marriage laws
To acquire knowledge about changing trends in the family

Unit-I Perspectives of Marriage

9

Marriage - Definition, Concept, Types, Goals And Functions
Marital Adjustments - Debilitating & Facilitating factors
Theories of Marriage - Theory of Complementary Needs, Theory of Love, Filter Theory, Stimulus - Value - Role Theory

Unit-II Perspectives of Family

9

Family - Definition, Concept, Goals And Functions.
Types and Characteristics of Family - Typical and Alternative Forms- Merits and Demerits
Theories and Approaches in Family - Family Life Cycle, Conflict Theory, Structural Functionalism Theory, Symbolic Interaction Theory, Social Exchange Theory, Family System Theory

Unit-III Issues and Challenges in Family

9

Changing trends in Marriage and Family, Challenges in modern family
Family crisis - Causes, Types, Management and Intervention.
Family disorganization - Divorce, Separation, Desertion, Infidelity, Extra marital Affairs, Domestic violence; Effect of family disorganization on family and children.
Family life education - reproductive health care, sex education (Self study)

Unit IV Parenthood and Parenting

9

Definition, Concept, Significance
Roles and responsibilities of parenthood – Fathering, Mothering
Parenting styles - Authoritarian or Disciplinarian, Permissive or Indulgent, Uninvolved, Authoritative
Child rearing practices
Role of parents in early enrichment and stimulation
Need and importance of parent education (Self Study)

Unit-V Legal issues in marriage and family

9

Registration of marriage.
Hindu Marriage Act, Muslim Marriage Act, Christian Marriage Act, Special Marriage Act, Dowry Prohibition Act, Adoption and Maintenance Act, Widow Remarriage Act, Divorce and Family laws.

Total Hours **45**

References:**Books**

1. Andersen. M. L and Taylour. H.F., (2006), Sociology, Thomson Wardsworth, Australia
2. Baral, J.K, and Chowdhry. A (2002), A Family in transition- power and development, Northern Book Center, New Delhi
3. Carr. A., (2003), Family therapy - concepts, process and practice, John Wiley and Sons, Ltd., New Delhi
4. Ratra .A, Kaur .P and Chhikara. S (2006), Marriage and family in divorce and changingscenario, Deep and Deep Publications Pvt. Ltd, New Delhi
5. Roy. P.K (2004), Family diversity in India, patterns, practices and ethics, Gyan Publishing House, New Delhi
6. Roy.P.K (2003), Family diversity in India, Gyan publishing House, New Delhi
7. Sheela. J (2003), Women's marriage in Indian cultural practice, Dominant Publishers and Distributors, New Delhi

Journals

1. Social change, Council for Social Development, New Delhi.
2. Social Welfare, Central Social Welfare Board, Samaj Kalyan Bhavan, New Delhi.
3. Vikasini Center for Women's Education, New Delhi.

Course Learning Outcomes:

1. Understand the concept of marriage, family and parenthood and identify the types, goals and functions
2. Comprehend the theoretical perspectives of marriage and family
3. Analyze the challenges and changing trends in marriage, family and parenthood
4. Appraise the legal issues related to marriage and family
5. Devise a family dynamics model to promote family welfare

Human Rights (Open Book)

Semester - III

21MHDC17

Course Objectives

To enable the students to understand the concept and significance of human rights and gender issues.

Hours of Instruction/week: 3

No. of credits: 4

Unit-I Human Rights – an overview

9

Concept and definition, need and significance of Human Rights
Evolution of Human Rights, Charter, International convention of Human Rights,
Universal Declaration of Human Rights (UDHR)

Unit-II Human Rights in India

9

Human Rights in India – Fundamental rights, Directive principles, Fundamental duties
and advocacy.
Classification - Civil and Political Rights, Economic, Social and Cultural Rights,
Emotional Rights, Moral and Legal Rights

Unit-III Women Rights

9

Women and Human Rights in India – Women in India, Constitutional rights of women
Convention on the Elimination of All Forms of Discrimination Against Women
(CEDAW),
Violence against women and women's rights – sexual harassment and rape, health and
nutritional deprivation, gender disparities and political discrimination; Reproductive rights
of women, National commission for women

Unit-IV Child rights

9

Children in India – Health, nutrition and educational status of children in India,
Convention on the Rights of the Child (CRC), Rights of children - Fundamental Rights
and Directive Principles under the Indian Constitution; Violation of child rights – child
labour, gender disparities – Infanticide, Foeticide, Girl child, Children of prostitutes, Child
prostitutes and trafficked children, Street children, Refugee children and Child victims of
war and Children with special needs; National Commission for Protection of Child Rights
(NCPCR)

Unit-V Gender Issues

9

Definition and concept of gender; Difference between sex and gender
Gender disparity – concept, areas, impact and remedies
Gender mainstreaming - Meaning / concept; Need for gender mainstreaming
Gender Sensitization - Need for gender sensitization, Preparation of model for gender
sensitization
Status of Women in Contemporary Indian Society-Poverty, Illiteracy, Lack of
Independence, Oppressive Social Customs and Gender Bias; Violence against Women at
Public and Private Domain; Government laws and constitutional measures; Indicators of
women empowerment, Amartya Sen's inequality

Total Hours 45

References Books

1. Candrasekaran.A., (2000). Human rights awareness in education- Human Rights in India – Historical, social, political Perspectives, Oxford University Press, NewYork
2. Chan,J,(2007). Education for human rights, Anshah publishing house,Delhi
3. Clattion, R., and Tomlinson, H., (2000). The law related to human rights, Oxford University press, NewYork
4. Das, A. and mohanty, P.K. (2004). Human Rights in India, Sarup and Sons,New Delhi
5. Gopalkrishnan, B., (2004). Rights of Children, Awishkar publishers,Jaipur
6. Goyal .P.K., (2005), Human Rights and Humanitarian affairs, Vista International Publishing House,Delhi
7. Reicheert,E (2008). challenges in human rights, Chaman enterprises, NewDelhi
8. Roy, A.N.(2007). Human rights, tasks, duties, functions, Sheetal printers,Jaipur
9. Srivastava, D.K.(2009). Human rights in India, Annbhav publishing house, Allahbad
10. Symonides. J., (2002). Human Rights concept and standards, UNESCO publishing, Rawat publications, New Delhi

Journals

1. Journal of family welfare, FPA,India
2. Kurukshetra – A journal of rural development, SoochanaBhavan, NewDelhi
3. Manushi, Manushi trust, NewDelhi
4. Research Highlights, Saradalaya press, Coimbatore

Reports

1. Human Development Index Trends.
2. UN center for Human rights, The Rights of Indigeneuos peoples (Geneva : World campaign for Human Rights,1997)

Course Learning Outcomes:

1. Identify the concept, classification and significance of human, women and rights
2. Understand the human rights issues in India with reference to vulnerable groups
3. Apply the knowledge of gender issues in formulating strategies for promoting gender equality
4. Evaluate the effectiveness of human rights in the current scenario in view of the present status of vulnerable group

Analyze the strategies for advocating human rights in the society

Appraisal of Child, Women and Family Welfare Programmes (*Self study*)

Semester - III

Hours of instruction/week: 1

21MHDC22

No. of credits: 4

Course Objectives

To develop awareness on the status of children and women in India

To be aware and gain insight on welfare programmes for children and women and help utilize the same for the benefit of women and children in difficult circumstances

Unit I Meaning and Concept of welfare programme

3

The concept of Women, Child and Family Welfare, Objectives and Needs, Classification and types of welfare programmes for women child and family; History of women, child and family welfare in India, Social change and Social welfare, Role of central and state welfare boards and local bodies, Promotion and advocacy of welfare programmes.

Unit II Welfare programmes for children

3

Status of children in India – Demographic picture of health, nutrition and education; Compulsory and free education for children, child health and nutrition policy, national policy for children – salient features and priority areas; Girl child protection and welfare schemes, Gender inequality – infanticide and foeticide, Pre-Natal Diagnostic Act, Disabled Children Act, Juvenile justice Act (2004, 2015) Juvenile Justice (care and protection of children) amendment bill, 2018, Hindu Law of Adoption, Guardianship and Wards Act; Demographic condition of children in difficult circumstances – Child labour, street children, destitute children, refugee children, trafficked and children of prostitutes, children victims of abuse- Child Labour Prohibition Act, intervention and rehabilitation programmes.

Unit III Welfare programmes for Women

3

Status of women in India – Issues and challenges of women in India, demographic picture of women's health, nutrition and education, political and economic status. Women in difficult circumstance – destitute and deserted women, trafficked women and prostitutes – policies and programmes for protection and rehabilitation.

Women victims of domestic violence, sexual harassment and rape– Protection of Women from Domestic Violence Act 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women, National Policy for Women, National Commission for women.

Unit IV Family welfare programmes

3

Rationale for Family welfare and implications, Legal Provisions Against Dowry and its Implications, Poverty Alleviation programmes in India, Saksharatha andolana (Literacy programme), Sarvashiksha abhiyan, Housing schemes, Food for work programmes, Employment Programmes for youth in India, Policies and Programmes of International Planned Parenthood Federation (IPPF) and Family Planning Association of India (FPAI), Maternity /Paternity benefits.

Unit V National programmes and International agencies of child, women and family welfare

3

Objectives and functions of national programmes/schemes – ICDS, NRHM, NIPPCD, NREGA/MGNREGA, NABARD, Central Government employment schemes for youth and unemployed.

Objectives and functions of international agencies – WHO, UNICEF, UNESCO, World Bank, Red Cross Society.

References

1. Arunachalam. J., (2005). Women's Equality, Gyan Publishing house, New Delhi
2. Bakshi, S.R., (2000). Child welfare and development, Deep and Deep Publications, New Delhi
3. Barret. P.M., and Ottendick. T.H., (2004), Interventions that work with children and adolescents, John Wiley and Sons, Chidrester
4. Kumar. A. S., (2007). Child Development – Issues and regulations, Cyber Tech Publications, New Delhi
5. Niranjana (2000). Status of women and family welfare, Kanishka Publications, New Delhi
6. Park. J.E., and Park. K., (2000). Preventive and social medicine, Banarsidar Bhanat Publishers, Jabalpur.
7. Sachedeva. D.R., (2008). Social welfare administration in India, Kitab Mahal Agencies, Allahabad
8. Singh. M., (2007). Women and child, Kalpaz Publications, New Delhi
9. Usmani, B.D., (2007). Social organization, Anmol Publications, New Delhi

Reports

1. National Reports on Welfare Programmes.

Course Learning Outcomes:

1. Recognize the meaning and concept of welfare programmes in India.
2. Identify various family, women and child welfare programmes and the agencies functioning for the same.
3. Understand the need and importance of welfare programmes in the development and wellbeing of the people.
4. Analyze the objectives and purpose welfare programmes and its impact on the status of children, women and families
5. Appraise the level of utilization of benefits of the welfare programmes and its impact on the national development.

Marriage and Family Relations

Semester – V instruction: 5 21BHDC13 credits: 3	Hours No.	of of
Course Objectives <ul style="list-style-type: none">To understand the institution of marriage and familyTo realize the functions of marriage and family and its required adjustmentsTo create awareness on the laws, legislation and policies concerned with marriage and family		
Unit I – Marriage Marriage - Definition, types, characteristics and functions Factors influencing marital adjustment - physical, social, emotional, psychological and financial Selection of mate Marriage counseling - premarital and post marital counseling		15
Unit II – Family Family – Definition, types, characteristics and functions Family pattern in India – nuclear, joint, extended - advantages and disadvantages Family structures - residence, lineage and size; Changes and factors influencing Changing role of parents in families		15
Unit III– Approaches to marriage and family Family life cycle approach General system theory Ethnographic and demographic approach		15
Unit IV – Marital Distress and Disorganized family Causes for marital distress – gender discrimination, violence and abuse – physical, emotional, sexual, substance abuse – alcohol and drugs, Causes for disorganization of family – extramarital relations, infidelity, desertion, separation and divorce Effects of marital distress and family disorganization on children and family members		15
Unit V – Laws and Legislation policies of marriage and family Marriage Act – Hindu, Muslim and Christian Marriage Acts, Special Marriage Act, issues related to child marriage and widow remarriage Family Court Act – Laws and issues related to divorce, maintenance, custody of children, succession, dowry prohibition act, legislation policies against domestic violence and rape		15
		Total hours 75

Course Learning outcomes

1. Understand the concept, functions and factors associated with marriage and family
2. Comprehend the problems in marriage and family and examine the effect of the problems on the children, family and on the society and explore its remedial measures
3. Recognize current issues in marriage and family setting and changing patterns
4. Analyze the approaches and therapies for families
5. Appraise the legislation policies for marriage and family services, and plan education intervention

Text books

1. Anderson. M .L. and Taylor. H.F. (2006), Sociology, Thomson Wardsworth, Australia

2. Baral, J. K. Chowdhry, A. (2002), A family in transition – power and development, Northern Book Center, New Delhi
3. Berns. R.M., (2007), Child, family, school, community, socialization and support, Thomson Wardsworth, Australia

Reference books

1. Roy, P.K. (2004), Family diversity in India, patterns, practices and ethics, Gyan publishing house, New Delhi
2. James M White and David M Klein (2008) Family theories, Sage publications

Human Rights and Welfare Programmes

Semester-VI
21BHDC25

Hours of instruction: 4
No. of credits: 3

Objective:

To enable students to understand human rights

To create awareness among students about the welfare programmes for children and women

To enable students to understand incidents and relate to child and women rights

Unit-I Human Rights

Meaning and concept; Evolution of Human Rights 12

International Convention of Human rights, Charter and Advocacy for Human rights

Unit-II Classification of Human Rights

Civil and Political Rights, Economic and Social Rights, Moral and Legal Rights, Social 12

Emotional and Cultural Rights

Unit-III Child Rights

Meanings and concept 12

Status of children in India

Convention on Child Rights

Classification of child rights - Right to survival and Right to development

Unit-IV Women Rights

Meaning and concept

Status of women in India

Women empowerment

Convention on rights of women

Classification of women's rights – Gender equity, Property Rights, Reproductive Rights and Rights to Work and Equal Pay

Unit-V Legislative and Policy for children and women

Objectives of welfare programme and need for welfare services for children and women in India 12

Child welfare programmes – compulsory and free education for children, Child Labour

Prohibition and Regulation Act, Disabled Children Act, Girl Child Protection Scheme, Juvenile

Delinquent Act (2004, 2014) , Child Health And Nutrition Policy, POSCO Act, Legal provisions

against violence against women – domestic violence, dowry, workplace harassment – sexual harassment and rape, Political discrimination; National policy for empowerment of women

Related experience : Visit to family courts / Juvenile Justice courts

Total hours 60

Course outcome

- Understand the importance of human rights
- Recognize the approaches of human rights towards diverse societal setting
- Appraise the framework of child and women rights for transformative learning process
- Analyse about the implementation of rights and laws in the national setting
- Evaluate rights, laws and policies in contextual with potentialities and limitations

Textbooks

1. Bhagwati.P.N.,(2000), Law relating to human rights , S.P.Gogia, Hyderabad
2. Symonides.J.,(2002), Human rights concept and standards, UNESCO publishing, Rawat Publications, New Delhi
3. Basu,L.N.,(2006) Human rights practice and limitations, Pointer publishers, Jaipur

Reference books:

1. Codaty.J.(2002), Understanding emotional IQ, Pustak Mahal, New Delhi.
2. Rao.V.S.P.,(2002), Human resource management, Excel books, New Delhi

Economics of Gender (Self Study)

Semester: V Hours of Instructions/week: 5hr

21BECC18 No of Credits: 3

Objectives

1. To enable the students to understand the importance of women in development.
2. To recognize the development perspectives that address gender issues.
3. To evaluate policy issues pertaining to women empowerment.

Unit - I Introduction

15hrs.

Basic concepts – Differences between gender and sex – Gender Bias - Gender Division of Labour – Gender segregation – Gender Mainstreaming – Gender Discrimination – Importance and need for the study of Economics of Gender.

Unit–II Gender Equity and Decision making Status

15hrs.

Gender Equity and Equality – Gender Development – Human Development Index – Gender Development Index – Gender Disparity Index – Gender Empowerment Index –Happiness Index - power of decision making at Household, Class, Community level – Factors affecting Decision Making – Property Rights, Access to control over Economic Resources.

Unit –III Gender and Demographic Issues

15hrs.

Gender Differences in India – Demographical Differences; Age structure – Mortality Rates – Sex Ratio – Causes for Declining Sex Ratio – Differences in access to Health and Education – Inter-State Differences – Rural-Urban Differences (Census report 2001, 2011).

Unit – IV Gender and Labour Force Participation

15hrs.

Trends in labour force participation – Factors affecting labour force participation – Gender Discrimination – Occupational Segregation and Wage Differences – Determinants of Wage Differences – Valuation of Women’s work – Paid and Unpaid work – Valuation of productive and Unproductive work, Visible and Invisible work – Women in Formal and Informal Employment – Social Security Issues.

Unit – V Gender Issues in Contemporary World

15hrs.

Women in Development (WID), Women and Development (WAD) – From Welfare to Empowerment approach – New Economic Policy and its impact on Women – Science and Technology and Women’s Development.

Total hours: 75**Course Outcomes:**

CO 1 : Know the basic concepts in gender and development

CO 2 : Assess women work participation in various sectors in the economy

CO 3 : Comprehend the role of women in decision making.

CO 4 : Have knowledge about the legal status of women in India.

CO 5 : Critically evaluate policy measures for women empowerment.

Text Books:

1. Joyce Jacobsen (2007), Economics of Gender, Wiley-Blackwell, London
2. Monica Chawla (2006) , Gender Justice: women and Law in India, Deep and Deep Publications, New Delhi
3. Vijaya., K. (2013) , Gender Relations and Government Policies, MJP Publishers, New Delhi.

Reference Books:

1. Seth, M. (2000), Women and Development: The Indian Experience, Sage Publications, New Delhi
2. Linda L.Lindsey (2011), Gender roles: A sociological Perspective, PHI Learning Pvt. Ltd, U.S.A.
3. Rashmi Sharma (2009), Women Development; New approaches and Innovations, Regal Publications, New Delhi.

Biography -I

SEMESTER-I
21MMUC02

Hours of Instructions / week:4
No.of credits:3

Objectives:

- 1.To enable the students to know about various musicians and their contributions
- 2.To gather information about ancient composers
- 3.Awareness about prominent musicians, musicologists and instrumentalists

Unit I	BharadrachalaRamadas, SubbaramaDikishitar.	12hrs
Unit II	PallaviSeshaiyar,PattnamSubramaniyer.	12hrs
Unit III	PoochiSrinivasaiyengar, Mysore Vasudevacharya.	12hrs
Unit IV	ThirukkodikavalKrishnaiyar, SadasivaBrahmendirai.	12hrs
Unit V	VeenaiSeshanna,MahaVaidhyaNadhaiyar. (Self Study).	12hrs

Total Hours: 60

Course Outcomes

- 1.Students get information regarding the music and other details of ancient musicians
- 2.Attain knowledge about the musicians who were exponent in particular type of musical form
- 3.Students could analyse different schools of music by way of learning about musicians
- 4.Gather details among the disciples of prominent musicians
- 5.Get knowledge about the music of different periods through the composers of related periods

Reference Books:

- 1.Prof.P. Sambamoorthy - Great Composers – (Book I and II),
The Indian Music Publishing House.
- 2.Prof.P. Sambamoorthy - Great Musicians – (Book I and II),
The Indian Music Publishing House.
- 3.GnanaKulendiran - Isai Methayargal

Multi Disciplinary Course
Life history of eminent musicians

SEMESTER - III
21MMUM01

Hours of Instructions : (2 hrs/ week)
No.of.credits:2

Objectives:

- 1.Understand **biography of eminent musicians**
- 2.Know various talents and awards
- 3.Familiarize with the contributions towards music.

Unit I	MS Subbulakshmi	6 hrs
Unit II	PanditRavishankar	6 hrs
Unit III	Billie Hollday	6 hrs
Unit IV	Bhimsen Joshi	6 hrs
Unit V	Palghat Mani Iyer	6 hrs

Total Hours: 30

Course Outcomes

- 1.Students get information regarding the music and other details of ancient musicians
- 2.Attain knowledge about the musicians who were exponent in particular type of musical form
- 3.Students could analyse different schools of music by way of learning about musicians
- 4.Gather details among the disciples of prominent musicians
- 5.Get knowledge about the music of different periods through the composers of related periods

Biography of Musicians

Semester IV

21BMUC10

Hours of instruction/week:4

No. of Credits: 3

Objectives:

1. To have knowledge about the life history of Tamil composers
2. To interpret the variations in the types of compositions
3. To analyze the beauty of lyrics

Unit I Muthuthandavar and Oothukkadu Venkata Subbaiyer 12hrs

Karaikal Ammaiyar - Early life, Divine miracle, Karaikal Ammaiyar and Pans.

Oothukkadu Venkata Subbaiyer - Early life, Contribution to Music

Unit II Thayumanavar and Arunachala Kavirayar 12hrs

Thayumanavar - Early life, Contribution to Music

Arunachala Kavirayar - Early life, Opera and Music

Unit III Marimutha Pillai and Ramalinga Adigalar 12hrs

Marimutha Pillai - Early life, Contributions to music.

Ramalinga Adigalar - Early life, Notable incidents in his childhood, teachings, Chennai kandha kottam, Literary works, Ramalinga adigalar's disappearance, Arutpas.

Unit IV Neelakanda Sivan and Annamalai Reddiyar 12hrs

Neelakanda Sivan - His life, compositions, descendants.

Annamalai Reddiyar - His life, Compositions, Kavadi Chindu.

Unit V Bharathiyar and Papanasam Sivan 12hrs

Bharathiyar - His life, later years and death, Works, Bharathi on feminism, Bharathi on caste system.

Muthuthandavar - Early life, Compositions, Padams. **Total: 60 hrs**

Course Outcomes:

1. Understand the life of various composers
2. Acquire knowledge about the divine miracle happened in life of composers
3. Attain knowledge about various patterns of compositions
4. Knowledge about the Shishya Paramparas and tribute to their Gurus
5. Gain knowledge about how far the compositions of different composers are in vogue

Reference Books:

1. Dr.K.A.Pakkirisamibharathi Indiya Isai Karuvoolam, Kuselar Pathipagam, Chennai, 2006.
2. Prof.P.Sambamoorthy A Dictionary of South Indian Music and Musician, The Indian Music Publication House, Chennai 2010.
- 3.T.V.Kuppuswamy Carnatic Music and the Tamils,Kalinga Publications,Delhi1992

Discipline Specific Elective Course

Tamil Isai

Semester VI

Hours of Instruction/week:2+3

18BTM104/18BFHI04

No. of credits:2

Objectives:

1. To learn life history and compositions of different composers.
2. Enable the students to know about different musical forms of Tamil literature.
3. To learn about the role of Tamil literature in Carnatic music.

Unit I **Life History**

Appar, Sundarar, Sambandar, Andal, Manikka Vachagar, Arunagirinathar,
Gopalakrishna Bharathiar and Papanasam Sivan

Unit II Tamil names for sapta svaras, Pann, Tiram system, Sacred and secular literature-
Tevaram and Divya Prabandham, basic knowledge of Talas (sapta Talas)

Tamil Isai – Practical

Unit I **Tevaram**

Appar- 1, Sundarar – 1, Sambandar – 1, Divya Prabandham-2

Unit II Arunachala Kavirayar (or) Vedanayakampillai-1, Oothukkadu Venkata

Subbayyer- 2, Muthuthandavar-1

Unit III Tiruppugazha – 3, Gopalakrishna Bharati – 1, Papanasam Sivan-1

Course Learning Outcomes:

1. Obtain knowledge about the relevance of ancient Tamil composers in Carnatic music.
2. Achieve knowledge about different aspects of Tamil music which comprise sacred literature, knowledge of Talas and so on.
3. By learning sacred musical form students come to know about the first musical compositions in the history of music.
4. Learning the compositions of modern composers, students could understand and differentiate the different styles of both ancient and modern composers
5. By learning different types of musical forms, students would expertise in different ragas and talas.

Generic Elective Course-Penmaiym Bharathiyamum – Practical

Semester V

Hours of Instruction/week: 2

21BMUO01

No. of credits: 2

Objectives:

1. To learn Bharathiar songs on feminism.
2. To aware about the women empowerment through Bharathiar songs.
3. To understand the depth of compositions of Bharathiar.

Unit I

1. Ujjayani nithiya Kalyani
2. Om shakthi shakthi shakthi endure solo

Unit II

1. Tagat tagat tagat tagat yendromo
2. Thunbam illadha nillayae shakthi

Unit III

1. Vaiyam Muzhudum
2. Yadum Magi nindrai

Unit IV

1. Pottri pottri oorayiram pottri
2. Penmai Vaalga yendru

Unit V

1. Viduthalaiku magalirellorum
2. Matha Parashakthi

Course outcomes

1. Gain knowledge about the musical and lyrical values of Bharathiar composition
2. Got awareness about the women empowerment
3. Gain knowledge about Bharathiar as a poet
4. Acquire knowledge about how Patriotic Songs are important for National Integraton
5. Obtain understanding about Bharathiar as a musician.

DSE – II: Entrepreneurship Development (Tourism)

Semester II	Hours of instruction/week: 4
21BTOI02	No of credits : 3

Objectives

1. To understand the need and importance of Entrepreneurship.
2. To familiarize students with financial and economic feasibility.
3. To enable the growth of women entrepreneurs in India.

Unit 1 Basics of Entrepreneurship 15

Meaning, concept, characteristics, qualities of successful entrepreneur, functions, types of entrepreneur, entrepreneur, similarities, differences - institutions conducting entrepreneurial development programme.

Unit 2 Entrepreneurial Scene in India 10

Evolution of Indian entrepreneurship - Ideology of Mahatma Gandhi on entrepreneurship, current scenario - future for Youth Entrepreneurship.

Unit 3 Women Entrepreneurs 15

Sociological and cultural characteristics setup for women in India, importance of promoting women entrepreneurs in India women entrepreneurs - past, present and future scenario - successful women entrepreneurs globally.

Unit 4 Financial and Economic Feasibility 10

Methods of evaluating financial feasibility - cost of production - break even analysis - capital requirements, capital Structure - classification of projects, project proposals, project appraisal, Performa project report

Unit 5 Entrepreneurial Growth and Problems of Entrepreneurs 10

Entrepreneurial growth, role of government - NGO's - Entrepreneurship development programmes -rural entrepreneurship, definition, problems, steps to promote rural entrepreneurship - startups in rural entrepreneurship

Total Hours: 60

Principles of Business Organization

Semester I	Hours of Instruction / Week: 5
21BTOC01	No. of Credits : 3

Objectives:

1. To understand the fundamentals of Business Management.
2. To enable the students to explore various horizons and to develop business traits.
3. To make aware of office management in an organization.

Unit 1 Business Organization 10

Nature and Scope of Business, Essential of successful business, Setting up a new enterprise, Essentials of good manager and entrepreneur, forms of business organization, Sole trader, Partnership, Joint Hindu family, Joint stock company, Cooperative organization, Public enterprise.

Unit 2 Location and Layout 20

Location and layout, Factor influencing location, Importance of balanced growth, Government policies for decentralization, Size of business units, Large scale vs. Small scale business, Optimum firm, Factors affecting optimum size.

Unit 3 Business combinations 15

Business combinations, Causes, Types and Forms, Effects of business combinations, an overview of industrial policy in India.

Unit 4 Trade and Types 15

Trade, Types, Inland trade, Wholesale trade, Retail trade, foreign trade, import and export procedures.

Unit 5 Office Organization 15

Office organization, Functions, Office management, Appliances, File Management, Indexing, Office environment.

Total Hours: 75

The Business of Tourism

Semester I
21MTAC02

Hours of Instruction/Week: 5
No of Credits : 3

Objectives:

1. To educate the students with basic concepts and components of Tourism
2. To understand different tourism organizations and travel behavior.
3. To study travel behavior and roles and functions of travel businesses.

Unit-I Introduction Tourism

15

Tourism: Meaning and Definitions, Characteristics of Tourism, Need for Measurement of Tourism, Interdisciplinary Approaches- Types & Forms of Tourism, Components of Tourism, Basic 5 A's of tourism - Early and Medieval Period of Travel, Renaissance and its Effects on Tourism, Evolution of Transport and Accommodation- Modern Tourism Business , Origin and Concept of Travel Intermediary Business, Old and New Age Tourism- International Tourism Organisations (UNWTO,ICAO, PATA,UFTAA,ASTA,IATA)- National, Regional, State & Community Organisation their aims, objectives and activities.

Unit-II Travel Behaviour & Motivation

15

Origin of Travel Motivation, Meaning of Motivation & Behaviour, Theory of Travel Motivations, Typology of Tourists, Different Travel Motives, Tourist Centric Approach, Leisure Travel Motivations- Different Tourism Systems - Leiper's Geo-spatial Model, Mill-Morrison, Mathieson & Wall, Butler's Tourism Area Life Cycle (TALC) - Doxey's Index - Demonstration Effect - Crompton's Push and Pull Theory, Stanley Plog's Allo-centric and Psycho-centric Model of Destination Preferences.

Unit-III Tour Whole Sale & Retailing

15

Tourism Supply-Tourism Supply chain Management ,The role of tour operator, The specialized roles of tour operators- Planning, Marketing and operating package tours, Pricing the package tour-Tour Brochure-Travel Agency and Tour Operation Business - Functions of Travel Agency - Setting up a full-fledged Travel Agency - Sources of Revenue- Diversification of Business-Travel Insurance, Forex, Cargo & MICE -Documentation-IATA Accreditation.

Unit-IV Passenger Transportation

15

Tourism Transport Systems in the World & India -History and Evolution:- Airline industry- Rail Industry- Major Railway Systems and Networks - Water Transport: International Inland and Ocean Transport Networks - Road Transportation: Major Transcontinental, International and National Highways-cruises-Automobiles and other modes.

Unit-V Travel Documents and Tour Packaging

15

Passport, Visa, Health Certificates, Customs, Tax, Insurance, Foreign Registration -**Women travellers schemes**.-Tour Packaging: Definition, Types, Forms and Components of Package Tour,Tour Packaging & Costing - Components of Package Tours- Itinerary Planning & Development, Types of Itinerary-Resources and Steps for Itinerary Planning.

Total Hours: 75

Human Resource Management for Service Industry

Semester I	Hours of Instruction/ Week:5
21MTAC03	No. of Credits :3

Objectives:

1. Familiarize the students about handling the people in work by using various techniques of human resource management.
2. Provide knowledge about management issues related to staffing, training, performance compensation, human factors.
3. To describe about the case study of different kind of Industry.

Unit-I Introduction to Human Resource Management 15

Nature of HRM, Scope, Objectives (Self Study), Importance, Functions, Organization of HR Department, Systems Approach to HRM, HRM and Competitive advantage, Traditional HR Versus Modern HR, Evolution of the Concept of HRM - Functions and Qualities of a Human Resource Manager.

Unit-II Recruitment, Selection Procedures & Performance Appraisal 15

Recruitment, Definition, Sources of Recruitment, Methods of Recruitment - Selection, Definition, Purpose, Process of Selection - Training and Development - Performance Appraisal, Process of Appraisal, Methods of Appraisal, 360-Degree Feedback System, Problems, Essentials of an Effective Appraisal System, MBO (Self Study).

Unit-III Human Resource Planning & Development 15

Introduction to HRP, Objectives, Importance, Process, Responsibility for HRP, Effective HRP HRD Concept, HRD Functions, Role of HRD Professionals, HRD Programme Implementation and Evaluation (Self Study).

Unit-IV Industrial Relations 15

Industrial Relations, Objectives, Approaches - HRD Approach to Industrial Relations, Essential Conditions for Sound Industrial Relations - Industrial Conflict (Self Study) - Forms of Industrial Disputes, Causes of Industrial Disputes, Industrial Disputes in India, Industrial Disputes: Preventive Machinery, Industrial Disputes: Settlement Machinery, **Women Labour- Protective provisions for women employees, Safety and Health measures, Prohibitions, Maternity Benefit, Welfare Programs**

Unit-V Tourism Sector in India:A Profile 15

Significance of Tourism Sector, Economic Aspect, Employment Aspect, Tourism Publicity, Social Prospective, Environmental Aspect, Cultural Aspect, Invisible Exports-Ancillary Industries, Private Investments - Planned Tourism Development, Five Year Plan, Forms and Products of Indian Tourism- Case Study of Air Sahara, Jet Airways, ITDC (Self Study).

Total Hours: 75

Accounting and Financial Management

Semester II

Hours of Instruction/Week: 5

21MTAC10

No of Credits :3

Objectives:

1. To provide basic knowledge on principles of accounting
2. To apply accounting techniques and financial strategies in tourism industry.
3. To be familiar with analysis and management of funds in an organisation.

Unit-I Financial Accounting

15

Concepts and conventions–double entry system–preparation of journal, ledger and trial balance–preparation of final accounts: trading, profit and loss account and balance sheet.

Unit-II Accounting Information

15

Accounts of non-profit organizations –income and expenditure account–receipts and payments-travel agency accounting–**women leaders in financial services**.

Unit-III Financial Statement Analysis and Interpretation

15

Meaning, types of analysis, objectives, importance, tools of analysis marginal costing, concept, techniques & applications–cost volume profit relationship–break-even analysis.

Unit-IV Cost Accounting

15

Meaning, concept, distinction between costing and cost accounting, elements of cost preparation of cost sheet–Types of costs.

Unit-V Financial Management

15

Scope, objectives–finance functions–major financial decisions–sources of finance, long term and short term, advantages and disadvantages of different sources of funds.

Total Hours: 75

MICE and Event Management

Semester II
21MTAC13A

Hours of Instructions/ Week:5
No of Credits: 5

Objectives:

1. To enable the students to familiarize with events and activities
2. To understand the techniques and strategies required to plan an event
3. To learn about supporting services of Event Management

Unit-I Introduction to Events

15

Definition, 5C's of events (self study)- event designing, event as marketing tool- brand building focusing the target market – evolution of event management -types of events – unique features and similarities – practices in event management- key steps to a successful event.

Unit-II Key elements of Events

15

Event infrastructure- core concept– people – event organizer- targeting clients – selecting event categories – venue - in house venue - external venue - media (self study) - three stages of media campaign for events.

Unit-III Principles of MICE & Women Event Planners

15

Introduction - history of meetings - players in the industry (self study) - responsibilities of meeting planners - meeting technology – role, scope - **women as event planners – Career for women as event managers.**

Unit-IV Planning of MICE

15

General considerations – infrastructure – planning – venues – transport – accommodation (self study) - private sector and government policies- sustainable planning for MICE - layout of conference and convention centres (self study)-guest material.

Unit-V Supporting services of Event Management

15

Support services, activities in event management (self study), pre event, during event, post event activities, planning, organizing, staffing, coordinating & controlling

Total Hours: 75

Strategic Human Resource Development

Semester II

Hours of Instruction/Week:5

21MTAC13B

No of Credits

5

Objectives:

1. To help students understand the transformation in the role of HR functions
2. To study the techniques used by organizations to meet current challenges.
3. To apply HR key concepts in different cross-cultures

Unit-I Human Resource Development

15

Meaning, Strategic framework for HRD – Vision, Mission and Values-Importance, Challenges to Organizations –HRD Functions - Roles of HRD Professionals - HRD Needs Assessment – HRD practices– Measures of HRD performance- Links to HR, Strategy and Business Goals, HRD Program Implementation and Evaluation.

Unit-II E-HRM

15

E- Employee profile, E- selection and recruitment - Virtual learning and Orientation –E training and development - E- Performance management - Compensation design - Development and Implementation of HRIS - Designing HR portals - Issues in employee privacy – Employee surveys online.

Unit- III Cross Cultural HRM

15

Domestic Vs International HRM - Cultural Dynamics, Culture Assessment, Cross Cultural Education and Training Programs- Leadership and Strategic HR Issues in International Assignments- Current challenges in Outsourcing- Crossborder Mergers and Acquisitions.

Unit-IV Career & Competency Development

15

Career Concepts, Roles, Career stages, Career planning and Process – Career development Models– Career Motivation and Enrichment –Managing Career plateaus- Designing Effective Career Development Systems – Competencies and Career Management, Competency Mapping Models.

Unit-V Employee Coaching & Counseling for Women

15

Need for Coaching, Role of HR in coaching, Coaching and Performance – Skills for Effective Coaching–Coaching Effectiveness–Need for Counseling–Role of HR in Counseling–Components of Counseling Programs – Counseling Effectiveness –Counseling for women, the need, key concepts, sexual harassment, Work life balance, Trauma, Survival strategies and Empowerment–Work Stress, Sources, Consequences.

Business Etiquettes and Tourism Entrepreneurship

Semester III
21MTAC16

Hours of Instruction / Week: 5
No. of Credits : 3

Objectives:

1. To provide basic knowledge of concepts and characteristics of entrepreneurship
2. To equip the learners with entrepreneurial skills and understand the feasibility in starting a new business
3. To give an insight on different aspects of etiquettes and morals in Industry

Unit – I Introduction to Entrepreneurship 15

Meaning, Concept, Characteristics, Qualities of Successful Entrepreneur (Self Study), Functions, Classification of Entrepreneurs, Types of Entrepreneurs, Similarities, Differences, Institutions Conducting EDP, Factors Influencing Entrepreneurial Growth.

Unit – II Entrepreneurship & Issues in India 15

The past scenario, The Current Scenario, The Future, Women Entrepreneurs, Opportunities and problems of Women Entrepreneurs, Rural Entrepreneurship, Rural and Urban Markets, Promoting Rural Entrepreneurship, Small Exporters, Small Scale Entrepreneurs (Self Study), Different Forms of Organization, Identification of Appropriate Management.

Unit – III Enterprise and Project Planning 15

Business Ideas, Marketing feasibility (Self study). Demand and Forecasting techniques, Competitive Analysis, Market Share Estimation, Pricing Decision, Franchising, Classification of projects, Project Appraisal, Meaning & Contents of project Report, Market Research Analysis, Critical Risk, Problems and Assumptions, Financial plan.

Unit-IV Business Etiquette 15

Business Etiquette – Office protocol and etiquette, professional conduct, use of courteous phrases in the workplace, business dress, grooming, communication Etiquette – Written communication manners, listening skills, body language, voice tone and eye contact, telephone etiquette, e-mail, voice mail etiquette, extending, accepting and declining invitations

Unit – V Global Manners 15

Business Meetings and Dining Etiquette – Attending business functions, etiquette in meetings, business socialization, organizing social events for business, dining manners, banquet etiquette, Global Manners – Importance of awareness of international customs, cultural taboos and practices, traveling etiquette, business etiquette in USA, Europe, Africa, Middle East, Latin America

Total Hours: 75

Airfare Construction and Ticketing

Semester III	Hours of Instruction / Week: 5
21MTAC21B	No of Credits : 5

Objectives:

1. To understand the basics of air travel, traffic conference areas, air codes
2. To learn about, one way and CT airfare construction and ticketing procedures.
3. To study various travel documents and reservation procedures.

Unit – I Basics of Airfares

15

History of aviation in India; freedom of air -international conventions - Warsaw, Bermuda and Chicago convention. Referring PAT - Coding and Decoding (Self study)- Journey Concept - Anatomy of a Journey (Self Study)- IATA Areas of the World, TCA1,TCA2,TCA3 Areas and subareas- 3letter city codes and airport codes, airline designated code, Currency Codes - Global indicators.

Unit-II Fare Constructions: One Way

15

Introduction to International Airfare Calculation-Types of journeys-Transfer, Transit and Stopovers- - Fare Selection Criteria - Fare Type - Currencies rules - NUC conversion Procedure - Rounding of NUC and Local Currency Fares - Point to Point fare calculation - Specified Routing - One Way through Fare Construction, Neutral Unit of Construction (NUC)-Maximum Permitted Mileage (MPM)- Ticketed Point Mileage (TPM)-Extra mileage Allowance(EMA),Excess Mileage Surcharge (EMS)-Higher Intermediate Point (HIP)- Backhaul Check(BHC).

Unit- III Fare constructions: RT and CT

15

RT and CT Formula Selecting a Fare Break Point, General Guidelines - Circle Trip Minimum (CTM)-Rounding of Local Currency Fares, CTM Check - **Children and Infants Fare**, Importance of stopovers and connections, World Time Zones- calculating time differences, Finding elapsed time for flights.

Unit-IV Ticketing and BSP

15

Basics of Ticketing - MCO, MPD, TFCs - Aims and Background of BSP, BSP Advantage, Operations and Link, Validation Equipment, Commissions and Service Fee - CRS (Self Study) - Airline Consolidators. Airline Reservation System - CRS (Self Study) , Galileo , Sky Line - PNR - Airline Consolidators - Standby - Flight Interruption Manifest - ARNK - Codes Share Agreements.

Unit-V Travel Documents

15

Passport-Definition, types, Documents needed for passport- VISA- Definition, types, Schengen VISA, Emigration, Immigration, Conditions of issue- Customs ,Import, Export regulations in India- Currency, Foreign Exchange , FERA, FEMA- Health documents and Travel Insurance.

Total Hours:75

M.Ed. Special Education (Visual Impairment/Hearing Impairment)

Developments in Education and Special Education

Semester I
21MDSC01

Hours of instruction/week: 5(T)+2(P)
No. of credits: 4

Course Objectives

To enable the students to:

1. trace development of general and special education system for PwDs in India
2. comprehend the implications of recommendations made by the various Committees and Commissions for general and special developments educational in India
3. understand important quality related issues which need to be taken into account for revision/development of new education policy
4. overview current trends and future perspectives in education
5. identify development indicator for individual and national development

Unit 1 An Overview of Development of Education System

(15+6) Hours

- 1.1 Shaping of Education in Pre Independence India
- 1.2 Shaping of Education in Post-Independence India
- 1.3 Emerging Education in India and in the Global Context
- 1.4 Perspectives of Education for the Persons with Disabilities
- 1.5 Constitutional Provisions and Directive Principles Related to Education and Special Education.

Unit 2 Issues in Indian Education with Special Reference to Persons with Disabilities

(15+6) Hours

- 2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers.
- 2.2 Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps
- 2.3 **Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems**
- 2.4 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives
- 2.5 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support

Unit 3 Policies and Legislations for Education & Special Education - Development of Special Education in India. (15+6) Hours

- 3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework)
- 3.2 International Legislations for Special Education and International Organisations (UN - ESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM).
- 3.3 National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities
- 3.4 Role of Governmental and non-governmental agencies in general and special education.
- 3.5 Current issues - Identifications, Labelling, cultural and linguistic diversity & advocacy.

Unit 4 Quality Issues in Education (15+6) Hours

- 4.1. Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment
- 4.2. Linking pedagogy with curriculum, contextual constructivism.
- 4.3 Ensuring standards in Open distance learning system - non formal education, face to face vs. Distance mode.
- 4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up
- 4.5. Quality enhancement in service delivery and community rehabilitation

Unit 5 Current Trends and Future Perspective (15+6) Hours

- 5.1 Education as a development indicator, and enhancer of development indicators
- 5.2 Education for sustainable development & Right based approach
- 5.3 International curriculum framework in the light of changing priorities and international perspectives.
- 5.4 Education for conservation of environment and social change
- 5.5 Education for individual and national development.

Course work/Assignments

- Trace development of education in India during pre-Independence
- Identify Constitutional provisions ensuring equity and protection of human rights as well as non-discrimination
- Study factors influencing special education as a discipline in India
- Identify quality related issues of your State and suggest strategies to address them.

Total Hours: 75(T)+30(P)

Text Books:

1. Kaushal Sharma. (2007). Emerging Trends in Inclusive Education. IVY Publication.

2. Agasthya, R. (1976). A Hand Book of Education in India. Wardha.
3. Chaube, S. N. (2011). A Text Book of Educational Philosophy. Wisdom Press.
4. Lulla, B. P. (1978). Current Trends in Modern Education. Prakash Brothers

References:

1. Bryk, A. (2018). Charting Chicago School Reform: Democratic Localism as a Lever for Change. London, Routledge.
2. Department of Education, NCERT(2002). National Policy on Education, 1986, New Delhi: Seventh All India School Education Survey, Ministry of HRD.
3. Govt. of India. (1992). Report of Core group on Value Orientation to Education. New Delhi: Planning commission.
4. Govt. of India. (1986). National Policy on Education. New Delhi: Ministry of HRD.
5. Govt. of India (1992). Programme of Action (NPE). New Delhi: Ministry of HRD.
6. Govt. of India. (2009). Right to Education: UNESCO's Report on Education for Sustainable Development. New Delhi: Ministry of Law and Justice.
7. Kumar.A. (2003). Environmental Challenges of the 21st Century. New Delhi: APH Publishing Corporation.
8. Levin, H. (2018). Privatizing education: Can the School Marketplace Deliver Freedom of Choice, Efficiency, Equity, and Social Cohesion? London: Routledge.
9. Meltzer, L. (Ed.). (2018). Executive function in education: From theory to practice. New York: Guilford Publications.
10. Ministry of Education. (1964-1966). 'Education Commission "Kothari Commission"'. Education and National Development. New Delhi:Ministry of Education.
11. Suvarna, K. S., Layton, C., & Bancroft, J. D. (Eds.). (2018). Bancroft's Theory and Practice of Histological Techniques E-Book. Gurgaon, Elsevier Health Sciences.
12. UNDP. Human Development Reports. New Delhi. Oxford: Oxford University Press.
13. UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
14. Wiseman, A. W. (Ed.). (2018). Annual Review of Comparative and International Education 2017. UK, Emerald Publishing Limited.
15. Wilmshurst, L., & Brue, A. W. (2018). The Complete Guide to Special Education: Expert Advice on Evaluations, IEPs, and helping kids succeed. London: Routledge.

Web Links:

1. <http://www.d.umn.edu/~fguldbra/educ1101/chapter8.html>
2. <http://www.kkhsou.in/eslm/DIPLOMA/D.El.Ed/2nd%20Year/English/Course%2012D/75-94.pdf>
3. http://shodhganga.inflibnet.ac.in/bitstream/10603/11248/11/11_chapter%204.pdf
4. http://content.inflibnet.ac.in/data-server/eacharya-documents/548158e2e41301125fd790cf_INFIEP_72/79/ET/72-79-ET-V1-S1_1.pdf

Course Outcomes:**On successful completion of the course, the students will be able to:**

- CO1. trace the development of educational system in India specific to Special Education
- CO2. seek solutions for the issues and challenges of present day education system
- CO3. transfer knowledge on the Policies and Legislations related to Special Education to the School Authorities and other Stake holders
- CO4. demonstrate quality teaching - learning strategies in classroom environment, and student assessment
- CO5. critically analyse the current trends in educating the younger generation for national development

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	L			M		L	L	M	M	M	L	H	H
CO 2	H	M		M	L		M	M	H	L	H	H	H	H
CO 3	H	L		H	L		L	M	H	M	M	L	M	M
CO 4	L	L	L		H	H	H	L		M	M	H	H	H
CO 5	M	M		L			M			L	H	H	L	H

B.Sc. Special Education and Mathematics

Developments in Special Education

Semester I
21BSEC01

Hours of Instruction/week : 4
No. of Credits : 3

Objectives:

The students are expected to

1. summarize the historical perspectives of Special Education
2. explain the concept, nature and characteristics of various disabilities
3. identify the types of sensory and neurological disabilities
4. examine the policies and legislations at the National and International levels.
5. estimate the current needs, trends and issues related to Education and Special Education.

Unit 1 Historical Perspectives of Special Education

Historical development in India and Abroad. Evolutionary process in attitudinal change towards persons with special needs. Philosophical approaches to Special Education, Psychological and Sociological perspectives of Special Education 12

Unit 2 Overview of Sensory Disabilities

Concept, nature, and characteristics of Visual Impairment, Concept, nature, and characteristics of Mental Retardation, Concept, nature and characteristics of Hearing and Speech impairment, Concept, nature and characteristics of Locomotor disability, Concept, nature and characteristics of Deaf Blindness 12

Unit 3 Overview of Neurological Disabilities

Concept, nature, and characteristics of Learning disability, Concept, nature, and characteristics of Behavioural and Emotional disorders, Concept, nature, and characteristics of Cerebral Palsy, Concept, nature, and characteristics of Autism, Concept, nature, and characteristics of multiple disabilities 12

Unit 4 Legislations for Special Needs Education & Rehabilitation

RCI Act (1992), National Trust Act (1999), UNCRPD (2006), Right to Education Act (2009), RPwD Act (2016) 12

Mainstreaming , Inclusive Education, Cross Disability Approach, Open Distance Learning System, Parent and Community Involvement

Total Hours 60

Text Books :

1. Hambury. M. (2006). Educating Pupils with Autism Spectrum Disorders. New Delhi. Paul Chapman.
2. Narayan, J. (2003). Educating Children with Learning Problems in Primary Schools. Book for Teachers, Secunderabad, NIMH
3. Pebbett. K. (2006). Management of Cerebral Palsy. New Delhi. Sage Publishers.

Reference Books :

1. Madhubala. J. (2007). Hearing Impaired Students, New Delhi: Discovery Publishers.
2. Prasaad . J and Prakash. R (2007). Education of the Handicapped Children. New Delhi. Kanishka Publishers.
3. Reddy .G. L. and Kusuma. M. (2000). Education of Children with Special Needs. New Delhi. Discovery Publishers.
4. Rehabilitation Council of India (2003). Status of Disability in India – 2003, New Delhi. RCI.
5. Vijayan.P. and Geetha.T. (2006). Integrated and Inclusive Education. New Delhi. Kanishka Publishers.
6. Vijayan P. and Naomi V. G., (2005), Handbook: Education of Visually Impaired Children with Additional Disabilities. New Delhi. Rehabilitation Council of India.

Course Learning Outcomes:

On completion of the course the student will be able to

1. describe the historical perspectives of special education
2. define different categories of sensory disabilities
3. predict the different types of neurological disabilities
4. restate the major national and international acts and policies for PwDs
5. outline the educational services for children with disabilities

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1		M		L			L		L			H		
CLO 2	H		M	L	L								H	
CLO 3	H		M	L	L								H	
CLO 4							L		L	M		M		
CLO 5			M				L			M	L	L		M

Human Genetics

Semester I
22BPAC05 No of Credits: 4

Hours of Instruction/week: 5

Objectives:

- To understand basics of genetics , chromosomes and mutation
- To understand maternal, prenatal and genetic influences
- To understand congenital malformations and other genetic conditions
- To develop skills in laboratory genetics

UNIT I Introduction 15

Review of cellular division mitosis and meiosis, Characteristics and structure of genes, Chromosomes – sex determination, Law of inheritance, Basic principles of genetics, Medallion theory of inheritance, Multiple allots and blood groups, Sex linked inheritance, Mechanism of inheritance, Errors in transmission (Mutation)

UNIT II Maternal, prenatal and genetic influences on development of defects and diseases 15

Conditions affecting the mother: genetic and infections, Consanguinity atopy, Prenatal nutrition and food allergies, Maternal age, Maternal drug therapy, Prenatal testing and diagnosis, Effect of radiation, drugs and chemicals, Infertility, Spontaneous abortion

UNIT III Genetic conditions in neonates, children, adolescents and adults 15

Congenital malformation and teratogenesis, Developmental delay, Dysmorphism, Inborn errors of metabolism – Phenylketonuria, Maple Syrup urine syndrome, Mucopolysaccharidosis, Galactosemia, Neural tube defects and the role of folic acid in lowering the risk, Down syndrome (Trisomy 21), Cancer genetics, , hematological disorders, Genetic haemochromatosis, Huntington's disease, Mental illness

UNIT IV Laboratory genetics 15

Introduction to genetic testing and its types Sterilization methods, Human chromosome preparation (Peripheral blood lymphocyte culture), Screening for Congenital abnormalities, Karyotyping, Recording of family and personal history, Pedigree construction, pre and post test counseling and evaluation

UNIT V Services related to Genetics 15

Genetic testing, Human genome project, Gene therapy, The Eugenics movement, Genetic counseling and its types, Legal and ethical issues

Total hours: 75

Course Outcomes:

On the successful completion of the course, students will be able to,

CO1: Understand the basic concepts of genetics

CO2: Understand maternal, prenatal and genetic influences on development of defects and diseases

CO3: Understand the significance of genetic testing.

CO4: Understand genetic disorders in various age groups.

CO5: Appreciate services related to genetics

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO 10	PO1 1	PSO 1	PSO 2
CO1	M	-	M	L	M	L	M	M	M	L	H	H	H
CO2	M	M	M	L	M	M	M	M	M	M	H	H	H
CO3	M	M	M	L	L	M	M	M	M	M	H	M	M
CO4	M	H	M	H	H	M	M	M	M	H	H	H	H
CO5	M	M	M	L	L	M	M	H	H	L	H	H	H

Reference Books:

1. Mandal: Fundamentals of Human Genetics II Edition New Central Book Agency, Kolkata 1996
2. S D Gangane : Human Genetics II Edition, Saurabh Printers, Noida
3. Jorde Carey BamshadWhite : Medical Genetics, Mosby 2003
4. Ching Chun L : Human Genetics- Principles and methods , Mcgeaw hill book company, Newyork 1961
5. Moore, Keith L: Developing Human Clinically oriented Embryology, II Edition, W B Saunders company, Philadelphia 1977

Fertility and Infertility - Basics

Semester – I	Hours of Instruction/Week: 5
22MCEC02	No. of Credits: 3

Course Objectives: To enable students to

1. Understand the biology of in vivo fertilization and implantation
2. Learn the basics of the causes and diagnosis of male and female infertility
3. Acquire knowledge about the prognosis of diagnostic procedures

Unit 1: In Vivo Fertilization and Implantation– An Overview **15 hours**

Genetics of fertilization – Sperm and oocyte structure - Stages of fertilization – Gamete interaction (1st cleavage) – Embryo development (1st cleavage to implantation) – Implantation – Post implantation embryology – Early pregnancy

Unit 2: Causes of Infertility **15 hours**

Female fertility causes – Male fertility causes – Unexplained infertility - Prognostic factors involved in infertility

Unit 3: Male Examination and Diagnostic Procedures **15 hours**

Physical examination of the male – Basic examination of the sperm sample – Testicular sperm – Pre and post examination procedures – WHO norms and basic examination of sperm

Unit 4: Female Examination and Diagnosis **15 hours**

Physical examination of the female – Ovulation – Pelvic ultrasonography – Tubal function – Endometrium and receptivity

Unit 5: Reproductive Immunology **15 hours**

Antigens tolerance for testis and ovary – autoimmune disease in testis and ovary – Antisperm antibodies – Pathogenesis of immunological infertility – Laboratory assays for immunological infertility – Treatment of immunological infertility

Total hours: 75

Reference Books:

1. Larsen's Human Embryology, 6th edition, 2021, Schoenwolf
2. The infertility manual by Dr. Kamini.A.Rao
3. Walter K.H.Krause and Rajesh K Naz, 2nd edition, Immune infertility: Impact of immune reactions on human fertility
4. John Aitken, David Mortimer, Gabor Kovacs, Male and sperm factors that maximize IVF

Choosing the Right Embryo and Chromosomal Abnormalities (Self Study)

Semester – III
22MCEC14

Hours of Instruction/Week: 1
No. of Credits: 4

Course Objectives: To enable students to

1. Understand the embryo loading and transfer techniques
2. Acquire knowledge about the in vitro implantation process
3. Obtain the know-how of the choosing the right embryo for maximizing IVF success rate
4. Understand the diagnosis of diseases in preimplantation embryos

Unit 1: Handling of the Embryo and Embryo Transfer

3 hours

Choosing the right embryo for transfer and cryopreservation – Embryo catheter loading – Embryo transfer technique – Segregating embryo for cryopreservation and freezing methodologies – Maintenance of embryo in liquid nitrogen – Thawing of embryos

Unit 2: Fertility Preservation in Females

3 hours

Oocyte vitrification for cancer affected girls, adolescent girls and adult women – ovarian tissue cryopreservation and transplantation – Fertility preservation for social and other indications

Unit 3: Cryopreservation of Gametes and Embryos

3 hours

Principles of cryobiology – Cryopreservation protocols – Potential contamination during cooling and storage of cryopreserved samples – Embryo cryopreservation policies – Embryo selection for freezing – Ice Nucleation – Blastocyst cryopreservation – Clinical aspects of frozen embryo transfer – Ovarian tissue cryopreservation – Semen cryopreservation – TESE and TESA sperm cryopreservation

Unit 4: Implantation and Genetic Disease

3 hours

Embryonic regulation in the implantation process – use of biomarkers for the assessment of endometrial receptivity – chromosomal abnormalities in human embryos – genetic analysis of the embryo – polar body biopsy – blastomere biopsy – blastocyst biopsy

Unit 5: Essentials of ART Unit

3 hours

Data management and interpretation – Evidence based medicine – KPI's and statistics – Example template forms for reports and lab charts – Consent forms for various procedures – National guidelines for ART clinics, banks and surrogacy clinics

Total hours: 15

Reference Books:

1. Text book of Assisted Reproductive Techniques (2 volumes) by David Gardner, Ariel Weissman, Colin Howles, Zeev Shoham
2. Organization and management of IVF clinics, Alex 26arghese