



13.08.2026

Proceedings of UGBOS

An online meeting of UGBOS, Home Science was held at 01:30 PM onwards on 13.08.2026. The following members were present:

01. Prof. Nikhilesh Yadav	Dean-Ex Officio
02. Prof. Baljeet S. Yadav	Outside Expert
03. Dr. Mithlesh Yadav	Member
04. Dr. Priti Dhankhar	Member
05. Dr. Priyanka	Member

The UGBOS deliberated on the following agenda items in detail and approved as under:-

01. Syllabus of UG Programme (Home Science) 5th & 6th Semester scheme 2024-25 in accordance with NEP-2020, overall scheme already approved.
02. Syllabus & Scheme of 1st and 2nd semester, UG programme (Home Science) in a new format (without any change in the syllabus or scheme), to be implemented from 2026-27, as per the format provided and approved by University authorities.
03. Scheme & Syllabus of MDC, SEC, VOC to be uploaded on the University Website with minor changes in course code.
04. The Dean, Faculty of Humanities is authorised to make minor changes in the Syllabus whenever and wherever required.

The meeting ended with Vote of Thanks to the Chair

On 13/08/2026
Prof. Nikhilesh Yadav

(Signed online)
Dr. Priti Dhankhar

(Joined online)
Prof. Baljeet S. Yadav

(Joined online)
Dr. Priyanka

(Joined online)
Dr. Mithlesh Yadav

Indira Gandhi University, Meerpur, Rewari

Scheme of Examination For Under-Graduate Programme in Subject Home Science as per NEP 2020

Under multiple Entry-Exit, Internship & CBCS-LOCF-CCF in accordance to
w.e.f. 2024-25 (in phased manner)

Home Science

SEMESTER-1

Course	Paper(s)	Nomenclature of Paper	Credits	Hours / Week	Internal marks	External Marks	Total Marks	Exam Duration
CC-1 4 credit	24L-4.5-HSE-101	Home and Interior Decor'	3	3	20	50	70	3 hrs.
		Practical	1	2	10	20	30	4 hrs.
CC-M1 2 credit	24L-4.5-HSE-102	Elementary Home Science I	1	1	10	20	30	3hrs.
		Practical	1	2	5	15	20	4hrs.
MDC-1 3 credits	24L-4.5-HSE-103	Basics of Home Science I	2	2	15	35	50	3 hrs.
		Practical	1	2	5	20	25	4 hrs.
AEC-1 2 credit	From available AEC-1 pool list of two credit as per NEP							
SEC-1 3 credit	From Available SEC-1 pool list of two credit as per NEP							
VAC-1 2 credit	From Available VAC-1 pool list of two credit as per NEP							

T & P : Theory and Practical ; CC- Core Course; MDC- Multidisciplinary Course; SEC-Skill Enhancement course; CCM1-Minor; AEC Ability Enhancement Course; VAV-Value Added Course

SEMESTER-2

Course	Paper(s)	Nomenclature of Paper	Credits	Hrs/Week	Internal marks	External Marks	Total Marks	Exam Duration
CC-2 4 credit	24L-4.5-HSE-201	Nutrition Science	3	3	20	50	70	3 hrs.
		Practical	1	2	10	20	30	4 hrs.
CC-M2 2 credit	24L-4.5-HSE-202	Elementary Home Science II	1	1	10	20	30	3hrs.
		Practical	1	2	5	15	20	4hrs.
MDC-2 3 credits	24L-4.5-HSE-203	Basics in Home Science II	2	2	15	35	50	3 hrs.
		Practical	1	2	5	20	25	4 hrs.
AEC-2 2 credit	From Available AEC-2 pool list of two credit as per NEP							
SEC-2 3 credit	From Available SEC-2 pool list of three credit as per NEP							
VAC-2 2 credit	From Available VAC-2 pool list of two credit as per NEP							

Internship of 4 credits of 4-6 weeks duration after 2nd semester

SEMESTER-3

Course	Paper(s)	Nomenclature of Paper	Credits	Hours/Week	Internal marks	External Marks	Total Marks	Exam Duration
CC-3 4 credit	24L5.0-HSE-301	Basics of Clothing Construction & Apparel Designing	3	3	20	50	70	3 hrs.
		Practical	1	2	10	20	30	4 hrs.
MDC-3 3 credits	24L5.0-HSE-302	Basics in Home Science- III	2	2	15	35	50	3 hrs.
		Practical	1	2	5	20	25	4 hrs.
AEC-3 2 credit	From Available AEC-3 pool list of three credit as per NEP							
SEC-3 3 credit	From Available SEC-3 pool list of three credit as per NEP							

SEMESTER-4

Course	Paper(s)	Nomenclature of Paper	Credits	Hours/Week	Internal marks	External Marks	Total Marks	Exam Duration
CC-4 4 credit	24L-5.0-HSE-401	Advanced Apparel & Textile Designing	3	3	20	50	70	3 hrs.
		Practical	1	2	10	20	30	4 hrs.

Session: 2026-27			
Part A - Introduction			
Subject	Home Science		
Semester	V		
Name of the Course	Diet Planning		
Course Code	24L5.5-HSE-501		
Course Type: (CC/MCC/MDC/CCM/DSEC/ VOC/DSE/PC/AEC/VAC)	CC-5/MCC-9		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	• Upon completion of this course, students will be able to: • Students will understand the principle of diet therapy and the nutrition care process. • Students will gain knowledge of common nutritional deficiencies, their management and prevention. • Students will develop an ability to modify a normal diet for therapeutic purposes. 5* Student will develop the knowledge, skills and attributes required to meet entry level competency required for a dietitian		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time: 3hrs (T) 4hrs(P)	

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set nine questions in all, selecting two questions from each unit and one compulsory.

Instructions for the Candidate: The candidates will attempt five questions in all, selecting one question from each unit and the compulsory question as well.

Unit	Topics	Contact Hours
I	➤ Introduction to Diet Therapy ➤ Importance of Diet Therapy ➤ Objectives of therapeutic Diet ➤ Principles of diet therapy ➤ Basic concepts of diet therapy ➤ Therapeutic modifications of the normal diet ➤ Role of different food groups in balanced diet	11
II	➤ Basic Concepts of Diet planning and Nutrition during childhood ➤ Growth and development, RDA, sources, healthy food choices for : ➤ Infants, ➤ School children and ➤ Adolescents	12
III	➤ Nutrition During Adult years ➤ Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices for ➤ Adult ➤ Pregnant Woman ➤ Lactating mother ➤ Elderly	11
IV	➤ Common diseases/ disorders ➤ Clinical features and Nutritional Management of: ➤ Diarrhoea, ➤ constipation ➤ Underweight, ➤ Overweight and obesity ➤ Diabetes and ➤ Cardiovascular diseases	11

V*	• Practical's ➤ Planning and preparation of diets/dishes for ➤ Preschool child ➤ Young adult ➤ Pregnant woman ➤ Elderly. ➤ Planning and preparation of diets/dishes for individuals suffering from: ➤ Diarrhoea ➤ Constipation ➤ Underweight ➤ Overweight/ obesity	30
Suggested Evaluation Methods		
Internal Assessment: ➤ Theory ● Class Participation: 05 ● Seminar/presentation/assignment/quiz/class test etc.:05 ● Mid-Term Exam: 10 ➤ Practical ● Class Participation: ● Seminar/Demonstration/Viva-voce/Lab records etc.:10 ● Mid-Term Exam:		End Term Examination: 50 20
Part C-Learning Resources		
Part C-Learning Resources • Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad. • ICMR (2011) Dietary Guidelines for Indians. Published by National Institute of Nutrition, Hyderabad. • Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. • Seth V and Singh K (2006). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. Elite Publishing House Pvt. Ltd. New Delhi. • Srilakshmi, B. (2002). Dietetics. New Age International Limited, Publishers, New Delhi. Wardlaw GM, Hampi JS, DiSilvestro RA (2004). Perspectives in Nutrition, 6th edition. McGraw Hill.		

Session: 2026-27**Part A - Introduction**

Subject	Bachelor of Arts (Home Science)		
Semester	V		
Name of the Course	Development during infancy and childhood		
Course Code	24L5.5-HSE- 502		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/DS EC/PC/AEC/VAC)	MCC-10		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Know about various developmental stages and trace domain milestones with individual differences. 2. Identify environmental impacts on development of children. 3. Locate best parenting and teaching-learning by studying child behaviour and know how environmental risk factors, cultural settings, and parenting styles shape a child's psychological resilience and trajectory. 5* Demonstrate proficiency in basic child research methodologies, including structured observations, running records.		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5

Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time:3hrs (T) 4hrs(P)
Part B- Content of the Course		
<u>Instructions for Paper- Setter</u> The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question. <u>Instructions for the candidate:</u> The candidates will attempt five questions in all, selecting two questions from each unit as well as compulsory questions.		
Unit	Topics	Contact Hours
I	➤ Introduction: Growth versus development, Principles of development, Nature versus nurture. ➤ Theories: Piaget's cognitive theory, Erikson's psychosocial theory, Vygotsky's sociocultural theory. ➤ Prenatal Period: Three stages of prenatal development. Environmental influences (teratogens). Maternal health. ➤ Neo-natal period:	12
II	➤ Infancy:(Birth to 2 years) ➤ Physical Growth: Brain development. Synaptogenesis. Motor milestones (gross and fine). ➤ Perceptual Development: Vision, hearing, touch, and depth perception (Visual Cliff experiment). ➤ Cognitive & Language: Sensorimotor stage, Object permanence. Pre-linguistic speech. First words. ➤ Socio-Emotional: Attachment styles (Bowlby and Ainsworth). Stranger anxiety, Temperament categories	1
III	➤ Early Childhood (2 to 6 years) ➤ Physical & Motor: Body proportions. Handedness. Fine motor advancement (drawing, writing). ➤ Cognitive Development: Preoperational thought, Egocentrism. Centration. Animism, Theory of Mind. ➤ Language Progression: Vocabulary explosion, Fast-mapping. Grammar development. Private speech. ➤ Socialization: Gender identity, Types of play (parallel, cooperative), Parenting styles (Baumrind)	11

Session: 2026-27			
Part A - Introduction			
Subject	Home Science		
Semester	V		
Name of the Course	Traditional embroideries of India		
Course Code	24L5.5-HSE-504		
Course Type: (CC/MCC/MDC/CCM/DSEC/ VOC/DSE/PC/AEC/VAC)	DSE-2 (Discipline Specific Elective Course)		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the Rich heritage of traditional embroideries of India. 2. Able to replicate traditional Indian embroidery stitches with accurate style, thread counts and neat finishing. 3. Able to distinguish between various regional embroideries of India by analysing their signature motifs, fabrics and stitches. 4. Able to develop and construct trendy products on basis of these skills. 5* Learn Preparing, Articles of embroidery and their application to raise trendy textiles.		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time: 3hrs (T) 4hrs(P)	

Instructions for Paper- Setter: The examiner will set nine questions in all, selecting two questions from each unit and one compulsory.

Instructions for the Candidate: The candidates will attempt five questions in all, selecting one question from each unit and the compulsory question as well.

Unit	Topics	Contact Hours
I	➤ A brief introduction of traditional embroideries of India ➤ Kashida of Kashmir: Motifs, fabrics, specific stitches (sozni, zalakdozi), and traditional shawls ➤ Chamba Rumal of Himachal Pradesh: Double satin stitch (do-rukha), mythological themes, and miniature painting influence	12
II	➤ Phulkari of Punjab: Cultural significance, types (Bagh Chope), darning stitch techniques and fabric used ➤ Chickankari of Uttar Pradesh: fabric used specific stitches such as Tepchi, Murri, Phanda ➤ Zardozi of Uttar Pradesh	11
III	➤ Embroidery of Gujarat: Abhla Bharat, Ari work ➤ Sindhi and Kutch embroidery ➤ Kantha of West Bengal: Stitches used, fabric, motifs, recycling old textiles ➤ Kasooti of Karnataka geometrical patterns based on counting threads stitches used Ganti Murgi Negi Menthi	11
IV	➤ Sujini of Bihar ➤ Kasuti of Karnataka: geometrical patterns based on counting threads stitches used Ganti Murgi Negi Methi ➤ Toda embroidery of Tamil Nadu	11
V	➤ Practical ➤ Swatch book containing at least 10 distinct regional embroidery samples with details of fabric, stitches, motif used ➤ Tracing of Design over fabric ➤ At least one commercially viable article with traditional embroidery	30

Suggested Evaluation Methods	
Internal Assessment: ➤ Theory • Class Participation: 05 • Seminar/presentation/assignment/quiz/class test etc.:05 • Mid-Term Exam: 10 ➤ Practical • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.:10 • Mid-Term Exam:	End Term Examination: 50 20
Part C-Learning Resources 1. Rustam J. Mehta, Masterpieces of Indian Textiles, (1970), D.B.Taraporevala Sons & Co., Pvt. Ltd. 2. Gupta Anu H. &Mehta S., Phulkari from Punjab: Embroidery in transition, 2019, Niyogi Books 3. Dongerkery, Kamala S. Romance of Indian Embroidery, 1951, Thacker& Co., Ltd. Bombay 4. Irwin John and Hall, Margaret, 1971, Indian Painted and Printed Fabrics, Vol I, Historic–Textiles of India at the Calico Museum, Calico Museum of Textiles, Ahmedabad. 5. Dhamija Jasleen. The Kanthas of Bengal, 1971, The Times of India Annual. 6. Das, Shukla, “Fabric Art- Heritage of India”, Abhinav Publications, New Delhi, 1992. 7. Gillow J and Barnard Nicholas N, “Traditional Indian Textiles, Thames and Hudson, 1993. 8. Chattopadhaya K, “Handicrafts of India”, Wilsey Eastern ltd., New Delhi, 1995. 9. Jamila B. B. (1958). Costumes and Textiles of India Bombay Taraporevala's treasure house of books. 10. Dhamija J. & Jain J. (1989) Hand woven Fabrics of India Mapin Publisher 11. Joshi I. (1963) Kasuti of Karnataka Bombay, Popular Prakashan 12. Marg Publication (1965) Textiles and Embroideries of India 13. Naik S. D. (1996) Traditional Embroidery of India. APH Publishing, 14. Chattopadhaya K. D. 1975, Indian Carpets and Floor Coverings, All India Handicrafts Board, New Delhi. 15. Naik Shailaja, “Traditional Embroideries of India”, APH Publication, New Delhi, 1996. 16. Crill R., Murphy M., (1991) Tie-dyed textiles of India, Victoria and albert museum, London 17. Desai C., (1988) Ikat textiles of India, chronical books, San Francisco.	

Session: 2026-27			
Part A - Introduction			
Subject	Home Science		
Semester	V		
Name of the Course	Surface embellishment of textiles		
Course Code	24L5.5-HSE-503		
Course Type: (CC/MCC/MDC/CCM/DSEC/ VOC/DSE/PC/AEC/VAC)	DSE-2		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: - Understand the Rich heritage of traditional embroideries of India. - Able to replicate traditional Indian embroidery stitches with accurate style, thread counts and neat finishing. - Able to distinguish between various regional embroideries of India by analysing their signature motifs, fabrics and stitches. - Able to develop and construct trendy products on basis of these skills. 5* Learn Preparing, Articles of trendy embellishment and their application to improve various textiles.		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time: 3hrs (T) 4hrs(P)	

Instructions for Paper- Setter: The examiner will set nine questions in all, selecting two questions from each unit and one compulsory.

Instructions for the Candidate: The candidates will attempt five questions in all, selecting one question from each unit and the compulsory question as well.

Unit	Topics	Contact Hours
I	➤ Basics: Definition, history, and scope of textile embellishment. ➤ Brief introduction of traditional Indian embroideries ➤ Kashmiri: Kashida embroidery motifs, stitches, and base fabrics. ➤ Punjabi: Phulkari varieties, darning stitch, and geometric layouts. ➤ Gujarati: Kutch mirror work, herringbone stitch, and vibrant color schemes. ➤ Uttar Pradesh: Chickankari shadow work, Jali work, Knot and flat stitches. ➤ Bengal: Kantha running stitch styles and recycling old textiles. ➤ Karnataka: Kasuti architectural motifs and counting-thread technique	11
II	➤ Trimmings: Attachment of laces, pom-poms, tassels, fringes etc. ➤ Beadwork: like bugle beads, seed beads, pearls, and sequins ➤ Crochet work/Macrame ➤ Zardozi: Metallic wire embroidery using dabka, salma, githa, and badla	11
III	➤ Machine Embroidery: Free-motion embroidery or computerized embroidery machine operations ➤ Appliqué Work: Clean-edge appliqué, raw-edge appliqué, and reverse appliqué technique ➤ Quilting: English quilting, Italian quilting, and trapunto padded effects	12
IV	➤ Fusion of Embellishments with ➤ Hand embroidery ➤ tie and dye ➤ Batik ➤ Hand Printings such as Block printing, stencil printing	11
V	➤ Practical ➤ Tools: Needles, threads, frames, and tracing materials. ➤ Swatch book containing at least 20 distinct embroidery stitches ➤ At least 10 samples of trimmings ➤ Professional designs portfolio ➤ At least one commercially viable article with traditional embroidery	30

PART-C Suggested Evaluation Methods	
Internal Assessment: ➤ Theory • Class Participation: 05 • Seminar/presentation/assignment/quiz/class test etc.:05 • Mid-Term Exam: 10 ➤ Practical • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.:10 • Mid-Term Exam:	End Term Examination: 50 20
Part C-Learning Resources 18. Rustam J. Mehta, Masterpieces of Indian Textiles, (1970), D.B.Taraporevala Sons & Co., Pvt. Ltd. 19. Gupta Anu H. &Mehta S., Phulkari from Punjab: Embroidery in transition, 2019, Niyogi Books 20. Dongerkery, Kamala S. Romance of Indian Embroidery, 1951, Thacker& Co., Ltd. Bombay 21. Irwin John and Hall, Margaret, 1971, Indian Painted and Printed Fabrics, Vol I, Historic–Textiles of India at the Calico Museum, Calico Museum of Textiles, Ahmedabad. 22. Dhamija Jasleen. The Kanthas of Bengal, 1971, The Times of India Annual. 23. Das, Shukla, “Fabric Art- Heritage of India”, Abhinav Publications, New Delhi, 1992. 24. Gillow J and Barnard Nicholas N, “Traditional Indian Textiles, Thames and Hudson, 1993. 25. Chattopadhaya K, “Handicrafts of India”, Wilsey Eastern ltd., New Delhi, 1995. 26. Jamila B. B. (1958). Costumes and Textiles of India Bombay Taraporevala's treasure house of books. 27. Dhamija J. & Jain J. (1989) Hand woven Fabrics of India Mapin Publisher 28. Joshi I. (1963) Kasuti of Karnataka Bombay, Popular Prakashan 29. Marg Publication (1965) Textiles and Embroideries of India 30. Naik S. D. (1996) Traditional Embroidery of India. APH Publishing, 31. Chattopadhaya K. D. 1975, Indian Carpets and Floor Coverings, All India Handicrafts Board, New Delhi. 32. Naik Shailaja, “Traditional Embroideries of India”, APH Publication, New Delhi, 1996. 33. Crill R., Murphy M., (1991) Tie-dyed textiles of India, Victoria and albert museum, London 34. Desai C., (1988) Ikat textiles of India, chronical books, San Francisco.	

Session: 2025-26			
Part A - Introduction			
Subject	Home Science		
Semester	V		
Name of the Course	Event Management		
Course Code	24L5.5-HSE-505		
Course Type: (CC/MCC/MDC/CCM/DSEC/ VOC/DSE/PC/AEC/VAC)	DSE-3 (Discipline Specific Elective Course)		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Address complex personal and professional challenges through the application of structured decision-making models. 2. Maximize overall family satisfaction by judicious utilization of human and non-human resources. 3. Learn to reduce physiological and psychological fatigue using standard work simplification techniques. 4. Draft balanced household budgets tailored to various income groups and economic climates. 5* Learn to increase ultimate psychic income of satisfaction through management of available resources		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time: 3hrs (T) 4hrs(P)	

Instructions for Paper- Setter: The examiner will set nine questions in all, selecting two questions from each unit and one compulsory.

Instructions for the Candidate: The candidates will attempt five questions in all, selecting one question from each unit and the compulsory question as well.

Unit	Topics	Contact Hours
I	➤ Fundamentals of Event Management ➤ Event Typology: Personal (weddings, birthdays), community (fairs, exhibitions), and corporate (seminars, product launches). ➤ Role of the Event Planner: Developing skills in leadership, communication, and decision-making	11
II	➤ Event Planning and Logistics ➤ The Planning Process: Objectives, target audience, and pre-event research. ➤ Venue & Ambience: Venue selection, spatial design, and seating layouts. ➤ Logistics: Crowd management, emergency action plans, and waste management. ➤ Legal and Safety Compliances: Permissions, licenses, and safety/insurance protocols	11
III	➤ Event Marketing & Financial Management ➤ Budgeting: Cost estimation, pricing strategies, and break-even analysis. ➤ Sponsorships: Identifying sponsors, creating proposals, and negotiation tactics. ➤ Marketing & Promotions: Advertising, public relations, digital media basics, and creating invitations	11
IV	➤ Specialized Event Services: ➤ Event Catering: Menu planning, food safety, portion sizing, and service styles. ➤ Decor & Styling: Principles of design, floral arrangements, thematic decorations, and lighting. ➤ Guest Relations & Hospitality: Hospitality protocols, RSVP tools, and VIP guest management	12
V	➤ Practical ➤ Practical 1: Designing an event layout (venue plan, seating arrangement, and decor theme using CAD or sketching). ➤ Practical 2: Menu and catering plan for a themed 50-person gathering (including cost analysis and food safety check). ➤ Practical 3: Group Event Project (plan, organize, and execute a minor departmental event like an exhibition or seminar).	30

Suggested Evaluation Methods	
Internal Assessment: ➤ Theory • Class Participation: 05 • Seminar/presentation/assignment/quiz/class test etc.:05 • Mid-Term Exam: 10 ➤ Practical • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.:10 • Mid-Term Exam:	End Term Examination: 50 20
Part C-Learning Material Global Standard Operations: <i>Event Planning and Management: Principles, Planning and Practice (4th Edition)</i> by Ruth Dowson, Bernadette Albert, and Dan Lomax. It contains practical templates, event life-cycle checklists, and risk assessments. Available on Amazon India. Public Safety & Legal Compliance: <i>The Event Manager's Bible (3rd Edition)</i> by D.G. Conway. Essential reading for crowdfunding, coordinating with local civic bodies, securing legal licenses, and building physical event safety guidelines. Available via Amazon India. Social & Theme Event Design: <i>Reunions Workbook: Essential Planners Guidebook</i>. Great source material for styling small-to-midscale parties, negotiating menu cards with venue vendors, and picking creative decor themes. Available through Amazon India. Family Resource Management (Concepts and Contexts): A highly recommended choice mapped to updated regional and national higher education structures is NEP Home Science: Resource Management Concepts and Contexts. It aligns explicitly with the unit structures covering values, family life cycles, ergonomics, and work simplification. Management in Family Living: The classic foundational book by P. Nickell and J.M. Dorsey, Management in Family Living, is heavily referenced across universities for explaining standard management processes. Family Resource Management Theories: Family Resource Management by Tami James Moore and Sylvia M. Asay provides a deep dive into the complex psychological and economic factors influencing family decision-making	

Session: 2025-26			
Part A - Introduction			
Subject	Home Science		
Semester	V		
Name of the Course	Resource Management		
Course Code	24L5.5-HSE-506		
Course Type: (CC/MCC/MDC/CCM/DSEC/ VOC/DSE/PC/AEC/VAC)	DSE-4 (Discipline Specific Elective Course)		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1.Address complex personal and professional challenges through the application of structured decision-making models. 2.Maximize overall family satisfaction by judicious utilization of human and non-human resources. 3. Know about time, money, energy and space management. 4. Draft balanced household budgets tailored to various income groups and economic climates. 5* Learn to manage an event through management of available resources		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time: 3hrs (T) 4hrs(P)	

Instructions for Paper- Setter: The examiner will set nine questions in all, selecting two questions from each unit and one compulsory.

Instructions for the Candidate: The candidates will attempt five questions in all, selecting one question from each unit and the compulsory question as well.

Unit	Topics	Contact Hours
I	➤ Unit I: Fundamentals of Family Resource Management ➤ Concept & Scope: Meaning of Home Management and Family Resource Management (FRM). ➤ Management Process: Steps involved in management (Planning, Organizing, Controlling, Evaluating). ➤ Decision-Making: Role, types, and steps in decision-making. ➤ Values, Goals & Standards: Understanding their interrelationship and importance in the family ecosystem	11
II	➤ Identification and Classification of Resources ➤ Defining Resources: What they are and their characteristics. ➤ Human vs. Non-Human Resources: Classification into human (time, energy, skills, knowledge) and non-human/material (money, space, community facilities) categories. ➤ Resource Conservation: Sustainable use of resources at the micro and macro levels. ➤ Maximizing Satisfaction: Strategies to optimize the use of available resources.	11
III	➤ Management of Time, Energy ➤ Time as a Resource: Time demands during different stages of the family life cycle. ➤ Time & Activity Plans: Value of time plans and factors considered in making them. ➤ Energy as a Resource: Human energy costs of household tasks and peak load periods. ➤ Fatigue & Work Simplification: Types of fatigue (physiological, psychological) and work simplification techniques (e.g., pathway charts, process charts).	11
IV	➤ Money and Space Management process ➤ Types of family income (money, real, psychological income) ➤ Types of budget ➤ Savings & Investments: Principles of saving, banking procedures, and investment avenues (insurance, mutual funds, etc.). ➤ Space Management: Principles of housing space, storage,	12

	and home planning	
V	➤ Practical ➤ Management of any event utilizing the management process. ➤ Time & Energy Studies: Creating a 3-day time-activity plan, evaluating it, and applying work simplification techniques (pathway or operation charts). ➤ Money Management: Planning budgets for different income groups and analyzing various banking/investment procedures. ➤ Work Area Design: Drafting floor plans, creating color schemes, or designing furniture placement utilizing templates.	30

Suggested Evaluation Methods		
Internal Assessment: ➤ Theory • Class Participation: 05 • Seminar/presentation/assignment/quiz/class test etc.:05 • Mid-Term Exam: 10 ➤ Practical • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.:10 • Mid-Term Exam:		End Term Examination: 50 20
Part C-Learning Material Family Resource Management (Concepts and Contexts): A highly recommended choice mapped to updated regional and national higher education structures is NEP Home Science: Resource Management Concepts and Contexts. It aligns explicitly with the unit structures covering values, family life cycles, ergonomics, and work simplification. Management in Family Living: The classic foundational book by P. Nickell and J.M. Dorsey, Management in Family Living, is heavily referenced across universities for explaining standard management processes. Foundations of Family Resource Management: Elizabeth B. Goldsmith's Foundations of Family Resource Management is an excellent choice for a contemporary, global perspective on sustainable consumption, household composition, and resource optimization. Family Resource Management Theories: Family Resource Management by Tami James Moore and Sylvia M. Asay provides a deep dive into the complex psychological and economic factors influencing family decision-making		

Session: 2024-25**Part A - Introduction**

Subject	Bachelor of Arts (Home Science)		
Semester	VI		
Name of the Course	Family Dynamics and Counselling		
Course Code	24L5.5-HSE-601		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/DS EC/PC/AEC/VAC)	MCC-11		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: • To understand the structure, functions, and changing patterns of families • To analyze family relationships and dynamics across the life cycle • To identify family stress, conflict, and adjustment issues • To develop basic counselling knowledge and skills for family settings *5. To acquire skill in making family genogram and identifying the family problem		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5

Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70	Time:3hrs (T) 4hrs(P)
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Part B- Content of the Course

Instructions for Paper- Setter The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.

Instructions for the candidate: The candidates will attempt five questions in all, selecting two questions from each unit as well as compulsory questions.

Unit	Topics	Contact Hours
I	Family Structure and Dynamics • Concept and definition of family • Types of families: nuclear, joint, extended, single-parent, blended • Functions of family • Family as a dynamic social system • Changing family patterns in contemporary Indian society • Family systems theory	10
II	Family Life Cycle and Interpersonal Relationships • Concept of family life cycle • Stages of family life cycle and developmental tasks • Marital relationships and adjustment • Parent–child relationships • Gender roles and role expectations in family	10
III	Family Problems, Stress, and Coping • Family roles, power, and decision-making • Communication patterns and barriers in families • Family stressors and coping strategies • Conflict and conflict resolution in families • Family crises: divorce, separation, domestic violence, substance abuse • Impact of social change on family functioning	10
IV	Counselling in Family Settings • Meaning, nature, and scope of counselling • Goals, principles, and process of counselling • Counselling approaches: individual, family, and marital counselling • Basic counselling skills: listening, empathy, questioning, rapport	10

Session: 2024-25			
Part A - Introduction			
Subject	Bachelor of Arts (Home Science)		
Semester	VI		
Name of the Course	Nutritional Biochemistry-I		
Course Code	24L5.5-HSE-602		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/DS EC/PC/AEC/VAC)	MCC-12		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand basic biochemical terms related to nutrition 2. Learn digestion and metabolism of carbohydrates, proteins, and fats 3. Know the role of vitamins and minerals in the body 4. Understand common nutritional disorders *5. To acquire skill for identification test for different nutrients and Interpretation of basic biochemical reports		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5

Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time:3hrs (T) 4hrs(P)
Part B- Content of the Course		
<u>Instructions for Paper- Setter</u> The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question. <u>Instructions for the candidate:</u> The candidates will attempt five questions in all, selecting two questions from each unit as well as compulsory questions.		
Unit	Topics	Contact Hours
I	Basics of Nutritional Biochemistry • Meaning of biochemistry and nutritional biochemistry • Importance of biochemistry in nutrition • Basic components of the body • Water: functions and importance • Acids, bases, and pH (simple explanation) • Enzymes: meaning, functions, and importance in digestion	10
II	Carbohydrate and Lipid Metabolism • Classification and functions of carbohydrates • Digestion, absorption, and metabolism of carbohydrates • Glycolysis – overview • Glycogenesis and glycogenolysis • Lipids: classification and functions • Digestion, absorption, and transport of lipids • β-oxidation of fatty acids (overview) • Lipogenesis	10
III	Protein Metabolism and Micronutrients • Proteins: classification and biological functions • Digestion and absorption of proteins • Amino acids and nitrogen balance • Transamination and deamination • Urea cycle (overview) • Vitamins: classification, biochemical role, deficiency disorders • Minerals: functions and deficiency state	10
IV	Energy Metabolism and Nutritional Disorders • Meaning of energy and calories • Energy metabolism (basic idea) • Basal metabolic rate (BMR) • Role of hormones in metabolism (simple)	10

Session: 2024-25**Part A - Introduction**

Subject	Bachelor of Arts (Home Science)		
Semester	VI		
Name of the Course	Trends in Nutrition		
Course Code	24L5.5-HSE-603		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/DS EC/PC/AEC/VAC)	DSE-4		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand changing trends in food and nutrition 2. Learn about modern diets and food choices 3. Understand the role of nutrition in lifestyle diseases 4. Gain awareness about future directions in nutrition *5. To explore variety of market products, analyse the role of functional foods, nutraceuticals, and dietary supplements in health management. • To plan recipes with functional foods and analyze nutritional labels		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5

Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time:3hrs (T) 4hrs(P)
Part B- Content of the Course		
<u>Instructions for Paper- Setter</u> The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question. <u>Instructions for the candidate:</u> The candidates will attempt five questions in all, selecting two questions from each unit as well as compulsory questions.		
Unit	Topics	Contact Hours
I	Emerging Trends in Nutrition • Meaning and importance of trends in nutrition • Changing food habits and lifestyles • Nutrition transition in India • Urbanization and its impact on diet • Role of media and technology in food choices	10
II	➤ Concept of Nutrition Enrichment • Definitions- Enrichment, Fortification, Nutrification, Restoration, Standardization, Supplementation • Concept and Principles of Food Fortification ➤ Emerging Diet Trends • Vegan diet • Intermittent fasting diet • Gluten free diet • Lactose free diet • Ketogenic Diet • Mediterranean Diet • Blood Group Diet , FODMAP Diet , DASH Diet	10
III	Functional Foods and Nutraceuticals • Meaning of functional foods • Fortified foods and enriched foods • Probiotics and prebiotics • Nutraceuticals: concept and uses • Traditional foods with health benefits • Role of antioxidants in health	10

IV	Global nutrition challenges and innovations ➤ Nutrition and lifestyle diseases • Obesity • Diabetes • Cardiovascular diseases ➤ Sustainable and eco-friendly diets ➤ Future trends in nutrition ➤ Role of digital tools in maintaining nutrition-based health (e.g. apps, trackers)	10
V*	Practical 1. Identifying functional foods available in the market • Probiotic rich products • Fortified Foods (cereals, dairy products) • Herbal teas • Plant based functional foods • Beverages with added nutrients • Snacks with functional properties • Omega-3 enriched products • Dietary fiber enriched foods 2. Preparing a functional food recipe, such as a probiotic smoothie or fortified snack. 3. Planning a day's menu based on sustainable food choices (plant-based, local, seasonal). 4. Study food labels for nutritional claims (e.g., low-fat, sugar-free, high-protein). Evaluate if the claims align with nutritional requirements and guidelines. 5. Develop a digital aid to sensitize masses on role of a specific functional food.	

Suggested Evaluation Methods

Internal Assessment:	End Term Examination:
➤ Theory • Class Participation: 05 • Seminar/presentation/assignment/quiz/class test etc.:05 • Mid-Term Exam: 10 ➤ Practical • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.:10 • Mid-Term Exam:	50 20

Part C-Learning Resources

Recommended Books/e-resources/LMS:

1. Agarwal, A. and Udipi, S. (2021) Textbook of Human Nutrition (2nd ed). Jaypee Brothers Medical Publishers.
2. Dietary Guideline for Indians, A Manual (2024) NIN, Hyderabad.
3. Indian Food Composition Tables (2017), T. Longvah, R.Ananthan, K.Bhaskarachary, K.Venkaiah, NIN, Hyderabad.
4. Joshi ,Shubhangini. A.(2021). Nutrition and Dietetics (5th ed). McGraw Hill
5. Wildman Robert EC (2001). Handbook of Nutraceuticals and Functional foods (1st ed.). CRC series
6. FSSAI (2016). Food Safety and Standards (Food or Health Supplements, Nutraceuticals, Foods for Special Dietary Uses, Foods for Special Medical Purpose, Functional Foods and Novel Food) Regulations. <http://www.fssai.gov.in/home/fss-legislation/fssregulations.html>

Session: 2024-25**Part A - Introduction**

Subject	Bachelor of Arts (Home Science)		
Semester	VI		
Name of the Course	Diets and Sustainable Nutrition		
Course Code	24L5.5-HSE- 604		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/D SEC/PC/AEC/VAC)	DSE-4		
Level of the course (As per Annexure-I	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: • To understand the concept of diet and balanced nutrition • To study sustainable nutrition and its importance in health and environment • To create awareness about traditional diets and sustainable food systems • To promote eco-friendly and healthy dietary practices 5*To acquire skill in making sustainable balanced diet plan and finding out methods for reducing food wastage		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5

Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70	Time:3hrs (T) 4hrs(P)
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Part B- Content of the Course

Instructions for Paper- Setter The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.

Instructions for the candidate: The candidates will attempt five questions in all, selecting two questions from each unit as well as compulsory questions.

Unit	Topics	Contact Hours
I	Introduction to Diets and Sustainable Nutrition • Meaning and definition of diet • Concept of nutrition and balanced diet • Introduction to sustainable nutrition • Relationship between diet, health, and environment • Goals and principles of sustainable nutrition • Importance of sustainable diets in present times	10
II	Types of Diets and Their Sustainability • Traditional diets and local food systems • Vegetarian, vegan, and plant-based diets • Mixed diets and their environmental impact • Seasonal and regional diets • Comparison of sustainable and non-sustainable diets • Role of dietary diversity in sustainability	10
III	Food Systems, Environment, and Sustainability • Food production systems: conventional vs sustainable • Impact of agriculture on environment • Food miles and carbon footprint of diets • Water use and food choices • Food waste: causes and prevention • Role of consumers in sustainable food systems	10
IV	Sustainable Nutrition for Health and Future • Sustainable diets for different age groups • Nutrition security and sustainable development • Role of sustainable nutrition in preventing lifestyle diseases • Government initiatives and programs related to nutrition sustainability • Role of Home Science professionals in promoting sustainable diets • Practical approaches to adopt sustainable nutrition in daily life	10

V	Practical: 1. Prepare a list of 10 local and seasonal foods available in your region and Write their nutritional and environmental benefits 2. Plan a one-day sustainable balanced diet for: • Child • Adolescent • Adult 3. Study one traditional meal (e.g., khichdi, millet roti, ragi dosa) and Write ingredients, method of preparation, nutritional value, and sustainability benefits 4. Maintain a one-week record of food waste at home and Suggest methods to reduce food wastage	10
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Internal Assessment: ➤ Theory • Class Participation: 05 • Seminar/presentation/assignment/quiz/class test etc.:05 • Mid-Term Exam: 10 ➤ Practical • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.:10 Mid-Term Exam:		End Term Examination: 50 20

Part C-Learning Resources

Recommended Books/e-resources/LMS:

1. Sustainable Diets: Concepts and Strategies” — *FAO Publication*
2. “Food Politics: How the Food Industry Influences Nutrition and Health” — *by Marion Nestle*
3. “Diet for a Small Planet” — *by Frances Moore Lappé*
4. “Sustainable Nutrition in a Changing World” — *edited by various authors*
5. “The Omnivore’s Dilemma: A Natural History of Four Meals” — *by Michael Pollan*

Session: 2024-25**Part A - Introduction**

Subject	Bachelor of Arts (Home Science)		
Semester	VI		
Name of the Course	Fashion Fads and Illustration		
Course Code	24L5.5-HSE-605		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/DS EC/PC/AEC/VAC)	DSE-5		
Level of the course (As per Annexure-I	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: Differentiate between fad, fashion, and style Explain the fashion cycle and trend adoption Create proportionate fashion figures <u>Illustrate garments, fabrics and accessories with clarity</u> *5. To acquire skill for making fashion figures, garments sketching and fashion portfolio		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5

Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time:3hrs (T) 4hrs(P)
Part B- Content of the Course		
<u>Instructions for Paper- Setter</u> The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question. <u>Instructions for the candidate:</u> The candidates will attempt five questions in all, selecting two questions from each unit as well as compulsory questions.		
Unit	Topics	Contact Hours
I	Fashion Fads and Fashion Cycle • Concept and definition of fashion • Difference between fashion, fad, and style • Characteristics of fashion fads • Fashion cycle: introduction, rise, peak, decline, obsolescence • Types of fashion adoption (early adopters, mass consumers) • Historical examples of fashion fads	10
II	Fashion Trends and Influencing Factors • Meaning of fashion trends • Trend forecasting: basic concepts and sources • Factors influencing fashion trends: ○ Social and cultural factors ○ Economic factors ○ Media and celebrities ○ Technology and globalization • Consumer response to fashion fads • Fashion fads in Indian and global context	10
III	Fundamentals of Fashion Illustration • Introduction to fashion illustration • Role of fashion illustration in design communication • Tools and materials used in illustration • Human body proportions for fashion figures (8–9 head theory) • Movement and poses in fashion drawing • Introduction to flat sketches Garment and Fabric Illustration Techniques Garment style features - Silhouettes - types of silhouettes Different types of Tops, skirts, trousers, dresses	10

	- Fabric rendering techniques: - Cotton, silk, wool - Color application techniques - Illustration of accessories: shoes, bags, jewellery - Fashion presentation boards and basic portfolio development	
V*	PRACTICAL - Practice of fashion figure drawing - Garment sketching using different silhouettes - Fabric texture rendering - Color application and shading - Preparation of a mini fashion illustration portfolio	

Suggested Evaluation Methods

Internal Assessment: ➤ Theory - Class Participation: 05 - Seminar/presentation/assignment/quiz/class test etc.:05 - Mid-Term Exam: 10 ➤ Practical - Class Participation: - Seminar/Demonstration/Viva-voce/Lab records etc.:10 - Mid-Term Exam:	End Term Examination: 50 20
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Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Fashion Illustration, Anna Kiper, David & Charles Book, 2011
- Fashion Illustration Children, Patric, John Ireland, BT Bastford Ltd, 2005
- New Fashion Illustration (New Illustration Series) English, Paperback, Martin Dawber 2006
- History of Fashion Illustration
- Fashion Illustrators Additional E BOOKS: Fashion Sketch Book
- http://msvetterochs.weebly.com/uploads/4/0/3/8/40384243/sketching_garments_&_details_.pdf
<https://www.udemy.com/learn-to-draw-fashion-with-adobe-illustrator-cc-beginners/?siteID=SAyYsTvLiGQuausPN8UukNxyGp.fl egTA&LSNPUBID=SAyYsTvLiGQ>
<https://www.milanfashioncampus.eu/fashion-illustration>

Session: 2024-25**Part A - Introduction**

Subject	Bachelor of Arts (Home Science)		
Semester	VI		
Name of the Course	Fashion Merchandising and Entrepreneurship		
Course Code	24L5.5-HSE- 606		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/D SEC/PC/AEC/VAC)	DSE-5		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the concept and functions of fashion merchandising 2. Learn the process of buying, pricing, and promotion of fashion products 3. Develop basic knowledge of entrepreneurship in the fashion sector 4. Gain skills to plan and manage a small fashion enterprise 5*To acquire skill for making a business plan and conduct survey of fashion retail outlet		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5

Max. Marks:100 Internal Assessment Marks:20(T)+10(P)=30 End Term Exam Marks: 50(T)+20(P)=70		Time:3hrs (T) 4hrs(P)
Part B- Content of the Course		
<u>Instructions for Paper- Setter</u> The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question. <u>Instructions for the candidate:</u> The candidates will attempt five questions in all, selecting two questions from each unit as well as compulsory questions.		
Unit	Topics	Contact Hours
I	Fashion Merchandising- • Definition & Importance • Role of a Fashion Merchandiser • Merchandise Planning, Assortment Planning, Qualifications for Merchandising Positions. • Forecasting- Introduction, Role, Agencies. • Types of fashion retail formats • Fashion supply chain: design to consumer	10
II	Merchandising Functions and Consumer Behaviour • Fashion marketing concepts • Understanding fashion consumers • Buying and assortment planning (basic) • Pricing of fashion products • Visual merchandising: concept and importance	10
III	Entrepreneurship in Fashion Industry • Meaning and importance of entrepreneurship • Characteristics of a successful entrepreneur • Opportunities in fashion entrepreneurship • Types of fashion enterprises: ○ Boutique ○ Designer studio ○ Online fashion business ○ Export house (overview)	10
IV	Planning and Managing a Fashion Enterprise • Steps in starting a fashion business • Business plan preparation (basic)	10

	• Sources of finance (basic) • Marketing and promotion strategies • Challenges faced by fashion entrepreneurs • Government support and schemes (overview)	
V	Practical • Market survey of a fashion retail outlet • Case study of a fashion entrepreneur • Preparation of a simple business plan	10
Suggested Evaluation Methods		
Internal Assessment: ➤ Theory • Class Participation: 05 • Seminar/presentation/assignment/quiz/class test etc.:05 • Mid-Term Exam: 10 ➤ Practical • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.:10 Mid-Term Exam:		End Term Examination: 50 20
Part C-Learning Resources Recommended Books/e-resources/LMS: Text Books 1. Apparel Merchandising, Jerry A and Rosenau, Fair child Publications, London, 2014 2. Apparel Merchandising, An integrated Approach, Krishna kumar, M, Abishek Publications, 2010 3. Reference Books: 1. Apparel Merchandising, Robin Mathew, Book Enclave Publishers, Jaipur, 2008. 2. Building Buyer Relationships, Daragh O-Reilly & Julian J Gibas, Mac Millan India Ltd, 1999 3. Fashion merchandising an introduction, Elaine Stone & Jean A. Samples, New York: Gregg Division, McGraw-Hill, 1985.		