

SNDT Women's University

(sndt.ac.in)

Syllabus for Degree of Bachelor of Science (Under Faculty of Home Science)

Textile Science & Apparel Design, Apparel Design, Fashion Apparel Design
For Semester IV, V, VI



With effect from
Academic Year 2013-14

**Shreemati Nathibai Damodar Thackersey Women's University
1, Nathibai Thackersey Road, Mumbai – 400 020.**

Promotion to Various Semesters (SNDT Women's University rules from time to time are applicable)

Grading System :

Grade	Grade Points	Percentage Equivalent
'O' = Outstanding	6.00	80-100
'A+' = Very Good	5.00 - 5.99	70-79
'A' = Good	4.00 - 4.99	60-69
'B' = Average	3.00 - 3.99	50-59
'C' = Below Average	2.00 - 2.99	45-49
'D' = Poor	1.00 - 1.99	40-44
'F' = Fail	0 - 0.99	<=39

Structure of Home Science Curricula:

Total Credits for Semester I-VI

Type of Component	Weight age	No. of Credits	No. of Courses (Subject Paper)
a. Core Courses	48%	58	14.5
b. Applied Courses	27%	32	8.0
c. Foundation Courses	5%	6	1.5
d. Inter & Intra Discipline Courses	20%	24	6.0
	100%	120	30

*** Note : Women Studies Course of 2 credits as Foundation Course is introduced in Sem V with Seminar (Seminar (b) 2 credits + Women Studies (c) 2 Credits)

Detailed distribution of Credits (Component wise & Semester wise)

Component	Sem I	Sem II	Sem II	Sem IV	SemV	Sem VI	Total
a	-	-	-	20	18	20	58
b	8	12	12	-	-	-	32
c	4	-	-	-	2	-	06
d	8	8	8	-	-	-	24
	20	20	20	20	20	20	120

a – Core Courses

b – Applied Courses

c – Foundation Courses

d – Inter & Intra disciplinary Courses. The above course structure of Semesters I to III is common for all programmes under B.Sc. Home Science except FSQC & FAD (Voc).

SNDT Women's University
Framework for
Degree of Bachelor of Science
(Under Faculty of Home Science)
With effect from
Academic year 2013-2014

Faculty of Home Science- UG Programme

NOTE : Code Number is in 4 digits
 First Two numbers are of specialization (as below)
 3rd digit is of Semester
 4th digit is Sr.No.

Specialization Programme	Code No.	Board of Studies
Extension Education	01	Extension Education
Nutrition Dietetics	02	Food Science & Nutrition
Hospitality Management	03	Resource Management
Human Development	04	Human Development
Textile Science & Apparel Design	05	Textile Science & Apparel Design
Human Ecology & Consumer Services	06	Human Ecology & Consumer Services
Food Science & Nutrition	07	Food Science & Nutrition
Interior Space Design	08	Resource Management
Food Science & Quality Control	09	Food Science & Nutrition
Fashion Apparel Design	10	Textile Science & Apparel Design
Apparel Design	11	Textile Science & Apparel Design
Early Childhood Education	12	Human Development

I NOMENCLATURE

Bachelor of Science in Food Science & Nutrition

1. Bachelor of Science in Food Science & Nutrition
2. Bachelor of Science in Nutrition & Dietetics
3. Bachelor of Science in Food Science & Quality Control (Vocational Course)

Bachelor of Science in Textile Science & Apparel Design

4. Bachelor of Science in Textile Science & Apparel Design
5. Bachelor of Science in Apparel Design
6. Bachelor of Science in Fashion Apparel Design (Vocational Course)

Bachelor of Science in Resource Management

7. Bachelor of Science in Interior Space Design & Management
8. Bachelor of Science in Hospitality Management

Bachelor of Science in Human Development

9. Bachelor of Science in Early Childhood Education
10. Bachelor of Science in Human Development

Bachelor of Science in Extension Education

11. Bachelor of Science in Extension Education & Communication

Bachelor of Science in Human Ecology and Consumer Services

Structure of Home Science Curricula:

Total Credits for Semester I - VI

Type of Component	Weight age	No. of Credits	No. of Courses (Subject Paper)
a. Core Courses	48%	58	14.5
b. Applied Courses	27%	32	8.0
c. Foundation Courses	5%	6	1.5
d. Inter & Intra Discipline Courses	20%	24	6.0
	100%	120	30

***** Note : Women Studies Course of 2 credits as Foundation Course is introduced in Sem V with Seminar (Seminar (b) 2 credits +Women Studies (c) 2 credits)**

Detailed distribution of Credits (Component wise & Semester wise)

Component	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total
a	-	-	-	20	18	20	58
b	8	12	12	-	-	-	32
c	4	-	-	-	2	-	06
d	8	8	8	-	-	-	24
	20	20	20	20	20	20	120

a - Core Courses

b - Applied Courses

c - Foundation Courses

d - Inter & Intra Discipline Courses

The above course structure of Semesters I to III is common for all programmes under B.Sc. Home Science except FSQC & FAD (Voc).

FRAMEWORK OF SEMESTERS

SEMESTER I

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101 9101(A)	English I (H.L.) (d) English I (L.L.)	4	3	1	25	75	100
9102	Applied Science (d)	4	2	2	50	50	100
9103	Design & Aesthetics (b)	4	2	2	50	50	100
9104	Life Span Development (b)	4	4	-	25	75	100
9105	Environment Studies (c)	4	4	-	25	75	100
	TOTAL	20	15	05	125	375	500

SEMESTER II

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9201 9201(A)	English II (H.L.) (d) English II (L.L.)	4	3	1	25	75	100
9202	Human Physiology (d)	4	3	1	25	75	100
9203	Textile Sc. & Apparel Design (b)	4	2	2	50	50	100
9204	Fundamentals of Food Science & Nutrition (b)	4	2	2	50	50	100
9205	Extension & Communication (b)	4	3	1	25	75	100
	TOTAL	20	13	07	125	375	500

Textile Science and Apparel Design (Apparel Design)
SEMESTER III

Code No.	Course	TC	Th C	Pr C	C / U	Int M	Ext M	Passing		Total	Final Total
								Int	Ext		
9301	Nutrition for Life Span (b)	4	-	4	C	100	-	40	-	40	100
9302	Consumer Studies (d)	4	4	-	U	25	75	10	30	40	100
9303	Family Dynamics (b)	4	3	1	U C	25	75	10	30	40	100
9304	Media Skill Development (d)	4	3	1	U C	25	75	10	30	40	100
9305	Fabric Ornamentation and Accessory Design (b)	4	-	4	C	100	-	40	-	40	100
	TOTAL	20	10	10		275	225	110	90	200	500

The above course structure of Semesters I to III is common for all Specializations under B.Sc. Home Science programme except FSQC & FAD (Voc).

TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits
Int M = Internal Marks, Ext M = External Marks

SEMESTER IV

Code No.	Course	TC	Th C	Pr C	C/U	Int M	Ext M	Passing		Total	Final Total
								Int	Ext		
1141	Textile Science (a)	4	3	1	U C	25	75	10	30	40	100
1142	Basic Pattern Making & Grading (a)	4	-	4	C	100	-	40	-	40	100
1143	Fundamentals of Apparel Merchandising & Marketing (b)	4	4	-	U	25	75	10	30	40	100
1144	Traditional Textiles and Embroideries of India (b)	4	3	1	U C	25	75	10	30	40	100
1145	Essentials of Clothing Construction (a)	4	-	4	C	100	-	40	-	40	100
TOTAL		20	10	10		275	225	110	90	200	500

Textile Science and Apparel Design (Apparel Design)

SEMESTER V

Code No.	Course	TC	Th C	Pr C	C/U	Int M	Ext M	Passing		Total	Final Total
								Int	Ext		
1151	Basic Fashion Illustration (b)	4	-	4	C	100	-	40	-	40	100
1152	Aesthetics in Clothing & Textiles (a)	4	2	2	C U	50	50	20	20	40	100
1153	Fashion Apparel Design (a)	4	-	4	C	100	-			40	100

								40	-		
1154	Dyeing & Printing (b)	4	3	1	U C	25	75	10	30	40	100
1155	Recent Advances in Textile Science and Apparel Design (Seminar)(b)	2	-	2	C	50	-	40	-	40	50
9356	Women's Studies(c)	2	2	-	C	50	-	40	-	40	50
	TOTAL	20	07	13		375	125	190	50	240	500

SEMESTER VI

Code No.	Course	TC	Th C	Pr C	C/ U	Int M	Ext M	Passing		Total	Final Total
								Int	Ext		
1161	Advance Fashion Illustration (b)	4	-	4	C	100	-	40	-	40	100
1162	Commercial Clothing (a)	4	-	4	C	100	-	40	-	40	100
1163	Fabric Structure (a)	4	3	1	U C	25	75	10	30	40	100
1164	Professional Application in Textile Sc. & Apparel Design (Internship) (b)	8	-	8	C	100	100	40	40	80	200

	TOTAL	20	03	17		325	175	130	70	200	500
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TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits
Int M = Internal Marks, Ext M = External Marks
U = Exam at University level C = Exam at College level

Semester I
English I (H.L.)

OBJECTIVES:

1. To enable the student to read with fluency while simultaneously comprehending passages in English
2. To equip the student with skills to participate independently in conversations and discussions conducted in English
3. To develop written communication skills for everyday and professional communication
4. To develop the student's creativity so that she may express her ideas descriptively and creatively.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101	English I (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
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1	<p>The learners will be able to -</p> <ul style="list-style-type: none"> To understand the structure of different types of letter patterns To write social and business letters effectively 	<p>Written communication skills</p> <ol style="list-style-type: none"> Types of layout Social correspondence: Request/apology/ thank you Letters of enquiry/ complaints (both personal and social) Letters to the editor / Appeals (social/ civic issues) <p>Assignment:</p> <ol style="list-style-type: none"> Writing a letter to the editor on a relevant social issue Invitation letter (formal) Thank you letter (formal) Consumer complaint letter Request letter (formal) 	<p>(5 marks per letter)</p> <p>25 marks</p>
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Module No.	Objective	Content	Evaluation
2	<p>The learner will be able to -</p> <ul style="list-style-type: none"> identify different types of reports understand sequencing in a project report use the correct tense while writing a report effectively present a report verbally 	<p>Report Writing</p> <p>Kinds of reports</p> <ol style="list-style-type: none"> Sequencing Use of correct tense Reporting an event Structure of a project report <p>Assignments :</p> <ol style="list-style-type: none"> Preparing a simple project report based on class assignment Presenting the same as group of 3-4 students 	<p>Assign.1:(structure/outline) - 5 marks</p> <p>(delivery) - 5 marks = 10 marks</p> <p>Assign.2:(15 marks)</p>

Module No.	Objective	Content	Evaluation
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3	<p>The learner will be able to -</p> <ul style="list-style-type: none"> • read the narrative with understanding and enjoyment • enhance their vocabulary • express their personal responses descriptively • express ideas lucidly 	<p>Enhancing Comprehension skills</p> <p>Exercises based on Selections from prescribed text <i>Insight: A course in English Literature and Language</i>.By K. Elango. (Orient Black Swan).</p> <p>Unit IV (life stories) and</p> <p>Unit VII (Mass media)</p> <ol style="list-style-type: none"> 1. Comprehending narratives 2. Articulating ideas /critical analysis using descriptive language 3. Expressing personal responses creatively 4. Vocabulary enhancement <p>Assignments :</p> <ol style="list-style-type: none"> 1. Comprehension 2. Articulating ideas/critical analysis 3. Expressing personal response to the select narratives 	<p>Assign.1:(5 marks)</p> <p>Assign.2:(10 marks)</p> <p>Assign.3:(10 marks)</p>
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Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to -</p> <ul style="list-style-type: none"> • Participate independently in conversations and discussions conducted in English • familiarize them with formal and non-formal modes of conversation • develop questioning skills 	<p>Interpersonal communication skills:</p> <p>Conventions of Social Interaction</p> <ol style="list-style-type: none"> 1. Greetings 2. Starting a conversation 3. Introducing self and others 4. Asking questions 5. Requesting 6. Apologizing 7. Thanking 8. Inviting 9. Accepting 10. Ending a conversation <p>Conventions of public speaking:</p> <p>Hints on effective delivery (verbal and non-verbal)</p>	<ol style="list-style-type: none"> 1. (written dialogue 10 + delivery of dialogue 5) = 15 marks 2. 5 marks 3. 5 marks

		Assignments: <ol style="list-style-type: none">1. Pair work for dialogue writing2. Oral presentation on an everyday situation3. Descriptive question on conventions of public speaking	
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EVALUATION :

1. Continuous Evaluation of all four Modules = Internal - 25 marks
2. External - 75 marks
3. Total : Internal – 25 + External – 75 = 100 marks

English I (L.L.)

OBJECTIVES:

1. To enable the student to read with fluency while simultaneously comprehending passages in English
2. To equip the student with skills to participate independently in conversations and discussions conducted in English
3. To develop written communication skills for everyday and professional communication
4. To develop the student's creativity so that she may express her ideas descriptively and creatively

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101A	English I (Lower Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to :</p> <ul style="list-style-type: none"> • employ techniques of skimming and scanning while reading a passage • identify key points while summarizing • make notes effectively so as to improve study skills 	<ol style="list-style-type: none"> 1. Skimming and Scanning 2. Note taking 3. Note Making 4. Summary <p>Assignments:</p> <ol style="list-style-type: none"> 1. Passages for note taking 2. Exercises on note making 3. Passage for summarization 4. Passage for skimming and scanning 	<ol style="list-style-type: none"> 1. 5 marks 2. 10 marks 3. 5 marks 4. 5 marks

Module No.	Objective	Content	Evaluation
2	<p>The learner will be able to -</p> <ul style="list-style-type: none"> • familiarize themselves with basic letter patterns 	<p>Written Communication Skills</p> <p>Basic Letter patterns</p> <p>(i) Invitation/request/ apology /</p>	<p>Assign.1:</p> <p>(Written -10 marks +</p>

	<ul style="list-style-type: none"> prepare a report of an event with correct usage of grammar and tense understand the importance of linking words required when reporting an event 	<p>thank you (ii) Letters of enquiry/complaints/ Report writing</p> <ol style="list-style-type: none"> Types of reports Reporting an event Linking devices <p>Assignments:</p> <p>Letter writing. Any 3 of the following:</p> <ol style="list-style-type: none"> Invitation or Request or Apology or Thank you or enquiry or Complaint Reporting an event in college 	<p>oral delivery - 5 marks) = 15 marks</p> <p>Assign.2: 5 marks per letter 2x 5= 10 marks</p>
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Module No.	Objective	Content	Evaluation
3	<p>The learner will be able to -</p> <ul style="list-style-type: none"> develop effective reading skills express their ideas coherently write with proper sentence construction and paragraph development enhance their vocabulary 	<p>Developing Reading and Writing Skills</p> <p>1st + 2nd story from the Prescribed Text Yuva Katha 7</p> <ol style="list-style-type: none"> Sentence construction for grammatically correct English Paragraph development Vocabulary building Expressing ideas Reading with fluency <p>Assignments:</p> <ol style="list-style-type: none"> Comprehension of story Vocabulary based exercises Personal responses to the narrative 	<p>1.10 marks 2. 5 “ 3. 10 ”</p>

Module No.	Objective	Content	Evaluation
	<p>The learners will be able to -</p> <ul style="list-style-type: none"> familiarize themselves with formal and informal modes of 	<p>Conventions of Social Interaction</p> <p>Conventions of Social Interaction</p> <ol style="list-style-type: none"> Starting a conversation Greetings Introducing self and others 	<p>Assign 1: Written</p>

4	social interaction <ul style="list-style-type: none"> • confidently converse in English • confidently make short presentations in English 	<ol style="list-style-type: none"> 4. Asking questions 5. Requesting 6. Apologizing 7. Thanking 8. Inviting 9. Accepting 10. Ending a conversation Conventions of public speaking : Hints on effective delivery (verbal and non-verbal) Assignments: <ol style="list-style-type: none"> 1. Pair work-dialogue writing 2. Oral presentation on an everyday situation 	script =10 marks + Oralpresen-tation = 5 marks Assign 2: Written outline = 5 marks + Delivery =5 marks
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Prescribed Texts: (Lower Level)

KeertiRamachandran.1996 (rpt 2010).YuvakathaVol 7.Katha Books. New Delhi.

(Higher Level English)

K. Elango. (2009). *Insight.A course in English Literature and Language* .Orient Black Swan. Hyderabad, ()

REFERENCE BOOKS:

1. Asoka Rani, T. (1989). *English for career development: A course in functional English*. Hyderabad: Orient Longman Ltd.
2. Baker, Joanna (2003). *Essential speaking skills. A handbook for English language teachers*. Westrup, Heaths: London Continuum.
3. David, A. (2005). *Teaching English as a second language*. New Delhi: Commonwealth Publishers.
4. Das, Susmita (2004). *English language and grammar a resource book of ideas and activities for teachers*. Jaipur: Mangal Deep Publications.
5. Gibson, Miiko Tan (2003). *Creative English - a comprehensive approach: 6*. Singapore: Singapore Federal Publications.
6. McArthur, Tom (1983). *A Foundation course for language teachers*. Cambridge: Cambridge University Press.
7. Nagaraj, Geetha (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
8. Ur, Penny and Wright, Andre (1996). *Five-minute activities*. Cambridge: Cambridge University Press.
9. Reutten, Mary K. (2004). *Focus on writing: 1: developing composition skills through instruction and practice*. Singapore: Singapore Learners Publishing.
10. Sood, S.C.(ed) et al. (1991). *Developing language skills: 1: oral communication and reading comprehension, writing skills and words*. New Delhi: Manohar.

Semester I

Applied Science

OBJECTIVES:

1. To know the importance of science in daily life
2. To develop analytical attitude.
3. To develop scientific way of thinking.
4. To impart knowledge to apply.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9102	Applied Science	4	2	2	25	75	100

Theory

Module No.	Objectives	Content	Evaluation
1	<p>This will enable students to:</p> <p>1) Inculcate scientific temper in the students and develop scientific, analytical attitude.</p> <p>2) Develop to understand the importance of knowledge of chemistry with respect to food, textiles, medicine, harmful chemicals & industries.</p> <p>3) Understand the use and importance of chemistry in day to day life.</p>	<p>Applied Chemistry</p> <p>1) Review of Basic Chemistry</p> <ul style="list-style-type: none"> • Important definitions • Difference between Organic & Inorganic compounds • Functional groups • Bohr's model of atom • Atomic number & electronic configuration <p>2) Soaps & Detergents</p> <ul style="list-style-type: none"> • Saponification reaction • Cold and hot process of soap making • Difference between soaps and detergents • Cleansing action <p>3) Drugs and Pharmaceuticals</p> <ul style="list-style-type: none"> • Properties of good drug • Meaning of important terms with e.g. Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulfa drugs • Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide <p>4) Dyes</p> <ul style="list-style-type: none"> • Definition, important terms like chromophore, Auxochrome, chromogen • Classification based on application • e.g. and uses of different dyes in food, textile, medicine, laboratory, etc. & their hazards <p>5) Polymers</p>	<p>Assignment / Quiz</p> <p>(1) Multiple Choice Questions (MCQs)</p> <p>2) Objective</p> <p>3) Descriptive</p> <p>= 10 marks</p>

		<ul style="list-style-type: none"> • Introduction • Define-monomer, polymer, polymerization <p>Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride</p>	
Module No.	Objective	Content	Evaluation
2	<p>This will enable the students to -</p> <p>1) Acquire the basic knowledge of the fundamentals of biological sciences.</p> <p>2) Apply the knowledge of the biological processes to everyday life.</p>	<p>Cell</p> <ul style="list-style-type: none"> • As the basic unit of life • Types of cells • Salient features of animal cell <p>Introduction to Micro-organism</p> <ul style="list-style-type: none"> • Bacteria-Structure, Classification based on response to O₂, nutrition, Importance of bacteria • Fungi- Morphology of molds and yeasts, classification, beneficial and harmful aspects • Virus- Morphology, Classification based on nucleic acid content and hosts <p>Genetics and Heredity</p> <ul style="list-style-type: none"> • Origin of the term gene • Chemical basis of heredity- organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance • Mutation and its type, abnormalities in chromosome number <p>Genetic Engineering and Biotechnology</p> <ul style="list-style-type: none"> • Definition of the terms • Methodology of gene cloning-in brief <ol style="list-style-type: none"> 1. Application of genetic engineering in plants- insects & virus resistant plants, plants with improved characters. 2. Application in human medicine- pharmaceuticals, thallemia oncogenes, interferon, production of growth hormone, human insulin ELISA. 	<p>Assignment / Quiz</p> <p>1 Multiple Choice Questions (MCQs)</p> <p>2 Objective</p> <p>3 Descriptive</p> <p>15 marks</p>

EVALUATION :

- 1) Internal (Practical) - 25 marks Internal (Theory) - 25 marks. Total Internal = 50/2 = 25
- 2) External Practical - 25 marks + Theory - 50 marks = 75 marks
- 3) Internal-25 + External - 75 marks = 100 marks

REFERENCES:

- George A. (1984): Shreeve's Chemical Process Industries
- Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.
- K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.
- Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.
- Loewy A. and Skevitz (1995) Cell Structure and Functions, Hold, New-York
- Nicholl D.S.T. (1994) An Introduction to Genetic Engineering-Cambridge University, Press.
- Pelczar N.S, Chan F.C.S. Krieg N.R.(1998) Microbiology, Tata Mc Grow Hill.
- Person D. (1983): The Chemical Analysis of Food, Churchill Livingstone, Edinburgh, London, New York.
- Porter K.R., Bonneville M.A. (1964) Fine Structure of Cells and Tissues,**Lea & Blanchard, Philadelphia.**
- Prof. V. A. Shenal (1991): Introduction to the Chemistry of Dyestuffs, sevsk Publications.
- Rao C.V. (1994) Foundation to Mol. Biol, R. Chenda. Co. Publisher
- Thomsen E.G. (1985): Modern Cosmetics Universal publishing corp
- Zhdanov L.S. (1980): Physics for the Technician, MIR Publications. Moscow.

Applied Science Practical

Module No	Objective	Content	Evaluation
3	<p>This will enable student to:</p> <p>1) Develop in students the ability to work systematically in laboratory.</p> <p>2) Develop in them the skill for simple chemical procedures</p>	<p>Applied Chemistry</p> <p>1) Introduction to chemistry lab & apparatus.</p> <p>2) Neutralization of strong acid with strong base (HCl&NaOH)</p> <p>3) Neutralization of weak base with strong acid (Na₂CO₃& H₂SO₄)</p> <p>4) Neutralization of weak acid with strong base (Oxalic acid &NaOH)</p> <p>5) Oxidation- reduction reaction (Oxalic acid & KMnO₄)</p> <p>6) pH determination of various solutions: acid, base and neutral (two household example for each)</p> <p>7) Preparation of soap bar</p> <p>8) Viscosity measurement: water, oil, shampoo by Oswald's viscometer</p>	<p>Daily work</p> <p>Journal</p> <p>Performing experiment</p> <p>8 marks</p>

Module No.	Objective	Content	Evaluation
4	<p>This will enable student to:</p> <p>1) Acquire knowledge of various micro-organisms and the required skills to study them.</p> <p>2) Apply this knowledge in day to day life</p>	<p>Applied Biology</p> <p>1) Study and care of microscope</p> <p>2) Observation of motility of bacteria by Hanging drop method (<i>E.coli/ Proteus</i>)</p> <p>3) Observation of bacteria by the simple: monochrome staining method (Hay infusion culture or milk)</p> <p>4) Gram staining of bacteria in buttermilk</p> <p>5) To observe common pathogenic bacteria (any 6 – permanent slides)</p> <p>6) Observation of fungi on different food materials</p> <p>7) To observe common pathogenic protozoa (permanent slides of <i>Entamoebahistoltytica</i> and <i>Plasmodium vivax</i>)</p> <p>8) Study of medicinally important plants (projects)</p>	<p>Daily work</p> <p>Journal</p> <p>Performing experiment</p> <p>7 marks</p>

REFERENCES:

George A. (1984): Shreeve's Chemical Process Industries

Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.

K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.

Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.

Loewy A. and Sckevilz (1995) Cell Structure and Functions, Hold, New-York

Nicholl D.S.T. (1994) An Introduction to Genetic Engineering-Cambridge University, Press.

Pelczar N.S, Chan F.C.S. Krieg N.R.(1998) Microbiology, Tata Mc Grow Hill.

Person D. (1983): The Chemical Analysis of Food, Churchill Livings Tone, Edunburgh, London, New York.

Porter K.R., Bonneville M.A. (1964) Fine Structure of Cells and Tissues,**Lea& Blanchard, Philadelphia.**

Prof. V. A. Shenal (1991): Introduction to the Chemistry of Dyestuffs, sevsk Publications.

Rao C.V. (1994) Foundation to Mol. Biol, R. Chenda. Co. Publisher

Thomsen E.G. (1985): Modern Cosmetics Universal publishing corp

Zhdanov L.S. (1980): Physics for the Technician, MIR Publications. Moscow.

Semester I

Design & Aesthetics

OBJECTIVES:

1. To enable the students to understand the elements and principles of design.
2. To enable the students to develop the skills to appreciate the aesthetics of art and design.
3. To develop in the students an understanding of the application of art principles in various areas of Home Science.
4. To promote group learning in the study of arts and crafts.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9103	Design & Aesthetics	4	2	2	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>To enable the students to understand the various elements of art for creating designs.</p> <p>To develop a understanding in color perception and various textures</p> <p>To enhance the ability of students to visualize space and lighting</p>	<p style="text-align: center;"><u>ELEMENTS OF DESIGN</u></p> <p>1.1. BASIC ELEMENTS Introduction, types, importance, application and psychological effects of each element.</p> <ol style="list-style-type: none"> a. Point b. Line c. Shape d. Form e. Texture f. Light g. Space <p>1.2. INTRODUCTION TO COLOUR</p> <ol style="list-style-type: none"> a. Color wheel (Primary, Secondary and Intermediate colors) b. Introduction to Various Color Schemes (Color Harmonies) c. Dimensions of color d. Classification of colors (warm & Cool color and Advancing and Receding Colours) <p>1.3. PRINCIPLES OF DESIGN Introduction, types and application</p> <ol style="list-style-type: none"> a. Harmony b. Balance c. Rhythm d. Scale and Proportion 	<p>Collect pictures of all the basic elements from nature as well manmade objects 5 Marks</p> <p>Journal work for the entire color chapter 10 Marks</p> <p>One journal assignment comprising of all the principles 10 Marks</p>

	e. Emphasis	
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Module No.	Objective	Content	Evaluation
2	<p>To help students to -- understand good and better design concepts</p> <p>- develop the skills to appreciate the aesthetics of art and design.</p> <p>-have an understanding of the application of art principles in various areas of Home Science</p>	<p>2.1 CONCEPT OF DESIGNING</p> <p>a. Meaning of structural design and decorative design</p> <p>b. Requirements of structural design and decorative design</p> <p>2.2 AESTHETICS OF ART AND DESIGN</p> <p>a. Understanding of aesthetics and art</p> <p>b. Optical illusion</p> <p>2.3 APPLICATION OF ART ELEMENTS AND PRINCIPLES OF DESIGN</p> <p>Related to Interior Design/ Hospitality, Textile Design, Food Decoration, Visual Communication, Curriculum planning</p>	<p>Group Presentation (Charts, pictures) related to all specializations 10 Marks</p> <p>Optical Illusions (3 Pictures to be collected and Submitted) 5 Marks</p> <p>To conduct group activity (article making) 10 Marks</p>

Module No.	Objective	Content	Evaluation
3	<p>To develop students with various drawing skills.</p> <p>To help students learn different colour combination and its visual effects</p> <p>To promote group learning in the study of arts and crafts</p> <p>To develop skill in making different crafts</p>	<p>3.1 USE OF VARIOUS MEDIUM TO CREATE DESIGNS</p> <p>a) Pencil</p> <p>b) Pen & ink</p> <p>c) Color</p> <p>3.2 CREATING TEXTURES</p> <p>Fabric, Paper, Sticks, Saw dust, Pearls etc.</p> <p>3.3 COLOR SCHEMES</p> <p>Color harmony, Monochromatic, Achromatic, Chromatic color schemes.</p> <p>3.4 ACCESSORY DESIGN</p> <p>Paintings / pot painting / 3D Murals/ Stain Glass Painting (Innovative Work)</p>	<p>Journal Work for the first 3 blocks (5 marks each) = (15 Marks)</p> <p>Accessory Design (10 Marks)</p> <p>Concept (2 Marks)</p> <p>Creativity (3 Marks)</p> <p>Workmanship (3 Marks)</p> <p>Overall presentation (2 Marks)</p>

Module No.	Objective	Content	Evaluation
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4	<p>To enable the students to -</p> <ul style="list-style-type: none"> - create concept designing with themes - understand basic principle of geometry and shapes; and the concept of form follows function with the help of 3D modeling. 	<p>4.1 SCALE DRAWING</p> <ul style="list-style-type: none"> a) Understanding Scales b) Enlargement c) Reduction <p>4.2 GEOMETRICAL DESIGN PATTERN</p> <ul style="list-style-type: none"> 4.2.1 Symmetry and asymmetrical designs 4.2.2 Abstract pattern <p>4.3 APPLICATION OF ART IN DESIGN</p> <ul style="list-style-type: none"> 4.3.1 Flower Arrangement 4.3.2 Fabric design/Embroidery 4.3.3 Salad carving/Food presentation 4.3.4 Flash cards/puppets <p>4.4 BEST OUT WASTE</p> <ul style="list-style-type: none"> 4.4.1 Paperbags / Paper collage etc. 	<p>Scale drawing and Geometric work</p> <p>3 D form object</p> <ul style="list-style-type: none"> • Best out of waste
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EVALUATION:

- 2) On Four Modules of 25 marks
- 3) External examination of 75 marks
- 4) Total : Internal - 25 + External - 75 = 100marks

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Semester I

Life Span Development

OBJECTIVES:

1. To become acquainted with the development stage from birth to old age.
2. To develop awareness of important aspects of development during the whole life span.
3. To understand the problems and hazards faced by an individual throughout the life span.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9104	Life Span Development	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	This will enable students to:- 1. To know and comprehend the meaning of life span development. 2. To develop awareness of advancements in the stage of pre natal and infancy	Introduction to Life Span Development 0-2 years 1. Meaning and definition of life span development and various stages in life span development. 2. Conception and development during pre natal stage. 3. Neonatal stage a) Physical appearance b) Reflexes c) Perceptual Skills 4. Infancy a) Physical & Motor Development b) Developmental Task	Practical Component: Project on Child rearing practices 5 marks

Module No.	Objective	Content	Evaluation
2	This will enable students to- 1. Acquaint student with the developmental changes during early & middle childhood. 2. Develop understanding about significance of preschool and school in the process of development.	Childhood 1. Early & Late childhood – Definition & Developmental tasks 2. Physical, Social & Emotional development	Practical Component: Visit to a preschool & Group presentation in class 10 marks

Module No	Objective	Content	Evaluation
3	This will enable students to: 1. To gain deeper knowledge of various domains of adolescent development. 2. Develop awareness about career planning/sex education during adolescence.	Adolescence 1. Definition and characteristics of adolescence. 2. Physical, Social & Emotional development.	Practical Component: Guest Lecture on career choice/sex education, report on it 5 marks

Module No	Objective	Content	Evaluation
4	This will enable students to: 1. Develop awareness about characteristics of early, middle & late adulthood. 2. Create awareness about problems & issues of middle & late adulthood.	Adulthood 1. Definition of young, middle & late adulthood & development tasks of each stage. 2. Physical, Social & Emotional Development	Practical Component: Visit & write a report on old age home 5 marks

EVALUATION:

1. On Four Modules of 25 marks
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100marks

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Semester I

Environment Studies

OBJECTIVES:

1. To make students aware about the importance, current situation of natural resources and the need to conserve them.
2. To give information about concept, types of various ecosystems.
3. To make aware about biodiversity, and need of conservation.
4. To create awareness about social issues and the solutions to solve them.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9105	Environment Studies	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Get acquainted with physical environment and its components 2. Know various natural resources, their importance, over use 3. Develop the concept of sustainable development 	<p>The Multidisciplinary Nature of Environmental Studies</p> <ul style="list-style-type: none"> • Definition, Scope and Importance, Need for public awareness <p>Natural Resources</p> <ul style="list-style-type: none"> • Renewable and Non-Renewable Resources • Natural Resources and Associated Problem <p>Forest Resources: Use and Over exploration, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</p> <p>Water Resources: Use and over utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p>Mineral Resources:</p> <p>Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>Food Resources:</p> <p>World food problems, changes cause by agriculture and over grazing, effects of modern agriculture, fertilizers, pesticide problems, water logging, salinity, case studies.</p>	<ul style="list-style-type: none"> • Short Questions/Multiple Choice Questions <p>Assignment or display on ecosystems</p> <p>10 marks</p>

		<p>Energy Resources:</p> <p>Growing energy needs, renewable and non-renewable energy sources and use of alternate energy sources, case studies.</p> <p>Land Resources:</p> <p>Land as a resources, land degradation, man induced landslides, soil erosion and desertification</p> <ul style="list-style-type: none"> • Role of individual in conservation of natural resources • Equitable use of resources for sustainable lifestyles <p>Ecosystems</p> <p>Concept of ecosystem</p> <p>Structure and function of ecosystem</p> <p>Producers, consumers and decomposers</p> <p>Energy flow in the ecosystem</p>	
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Module No.	Objective	Content	Evaluation
2	<ol style="list-style-type: none"> 1. Develop the concept of ecology and its components 2. Study the impact of human activities and ecology and need to conserve the resources 	<p>Biodiversity and its Conservation</p> <ul style="list-style-type: none"> • Introduction-Definition: Genetic, Species and Ecosystem Diversity • Bio-geographical classification of India • Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values • India as a mega-diversity nation • Hot-spots of biodiversity • Threats to biodiversity: habitat, loss, poaching of wild life, man wildlife conflicts • Endangered and endemic species of India • Conservation of bio-diversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity. 	<p>Display/ Assignment</p> <p>5 marks</p>

Module No.	Objective	Content	Evaluation
	<ol style="list-style-type: none"> 1. Make the students aware of various types of pollutions and solutions to the problem. 2. Make the 	<p>Environmental Pollution:</p> <ul style="list-style-type: none"> • Definition, causes, effects and control measures of - Air, water, soil, marine, noise and thermal pollutions; Nuclear hazards • Solid Waste Management: causes, effects and control measures of urban and industrial waste 	<p>Assignment on local problems</p> <p>5 marks</p>

3	students aware of social problems.	<ul style="list-style-type: none"> • Role of individual in prevention of pollution • Pollution case studies • Disaster Management: Floods, earthquake, cyclone and landslides <p>Social Issues and the Environment:</p> <ul style="list-style-type: none"> • From unsustainable to sustainable development • Urban problems related to energy • Water conservation, rain water harvesting, water shed management • Resettlement and rehabilitation of people, its problem and concerns. case studies • Environmental ethics: Issues and possible solutions • Climate changes, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case studies • Waste land reclamation • Consumerism and waste products • Environment Protection Act • Air, Water (Prevention and control of pollution) Act • Wildlife Protection Act • Forest Conservation Act • Issues involved in enforcement of environmental legislation • Public awareness 	
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Module No.	Objective	Content	Evaluation
4	1. Make the students aware of population problems. 2. Develop the love and interest about nature by being in nature itself. 3. Create awareness about Biodiversity pollution and social issues.	<p>Human Population and the Environment</p> <ul style="list-style-type: none"> • Population growth, variation among nation • Population explosion-family welfare programme • Environment and Human Health • Human Rights • Value Education • HIV/AIDS • Women and child welfare • Role of Information Technology in Environment and Human health • Case studies <p>Visitto local area to document environmental assets</p> <p>a) Rivers/forest/grassland/ hill/ mountain b) Local Pollution Site-Urban/Rural/Industrial/ Agricultural</p>	Report on the local visit 5 marks

		c) Study of common plants/ insects/ birds d) Study of simple ecosystems-ponds, rivers, hill, slopes etc.	
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EVALUATION:

- 1) On Four Modules, 1 or 2 assignments = 25 marks
- 2) External - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

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SEMESTER II

English II (H.L.)

OBJECTIVES:

The student should be able to -

1. Prepare and deliver an effective presentation
2. Write an effective resume
3. Appear for an interview process with confidence
4. Develop skills of reading literary narratives with understanding and appreciation

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9201	English II (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • understand the different techniques of presentations • understand the concept of sequencing of presentations • be equipped with the required vocabulary and correct use of grammar • be competent enough to give an effective presentation 	<p>Presentation Skills :</p> <ol style="list-style-type: none"> 1. Structure of a presentation 2. Sequencing 3. Commonly used verbs 4. Use of signaling, signposting and listing techniques 5. Use of visual and electronic aids (OHP/PPT etc.) <p>Assignments:</p> <ol style="list-style-type: none"> 1. Structure of a presentation – (descriptive question) 2. Small group presentation on a given topic 	<p>Assign.1 :Written script - 5 marks + orals -10 marks Assign.2 Group presentation - 10 = 20 marks</p>

Module No.	Objective	Content	Evaluation
2	The learners will -	Job Applications	

	<ul style="list-style-type: none"> familiarize themselves with basic norms of business correspondence produce effective resumes in accordance with various contexts 	<ol style="list-style-type: none"> How to write applications for jobs in response to advertisements Types of resume Electronic formats for resumes <p>Assignments:</p> <ol style="list-style-type: none"> Job Application Letters in response to advertisement Writing a student's resume 	<p>Assign.1: 2 x 5 = 10 marks</p> <p>Assign.2</p> <p>15 marks</p>
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Module No.	Objective	Content	Evaluation
3	<p>The learners will -</p> <ul style="list-style-type: none"> develop skills of literary appreciation enhance their descriptive writing skills enrich their vocabulary 	<p>Literary Appreciation</p> <p>The following stories from the prescribed Text 'Let's Go Home and Other Stories' . Ed. By Meenakshi Mukherjee.</p> <p>"The Shadow"</p> <p>"Meeting Pool"</p> <p>"Death of a Hero"</p> <p>"White Dove"</p> <p>"Zamindar of Palipuram"</p> <p>Assignments:</p> <ol style="list-style-type: none"> 2 Questions on expressing personal responses 2 Character sketches Vocabulary enhancement exercises 	<p>Assign.</p> <p>1:(2 x 5) = 10 marks</p> <p>2. (2 x 5) =10</p> <p>3. 5 marks</p>

Module No.	Objective	Content	Evaluation
4	<p>The learners will -</p> <ul style="list-style-type: none"> be competent enough to appear for an 	<p>Soft skills enhancement through effective communication in English</p> <p>Content-point (only of that module):</p>	

	<p>interview process</p> <ul style="list-style-type: none"> • confidently participate in a group discussion 	<ol style="list-style-type: none"> 1. Types of Interviews 2. How to prepare for an interview 3. Language and Etiquette 4. Role play/mock interviews 5. Methods and Procedures of Group Discussions 6. Practice sessions in Group Discussions <p>Assignments:</p> <ol style="list-style-type: none"> 1. Descriptive question on how to prepare for an interview 2. Mock Interview 3. Mock Group Discussion 	<p>Assign.</p> <ol style="list-style-type: none"> 1. 5 marks 2. 10 marks 3. 10 marks
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EVALUATION :

4. Internal= Continuous Evaluation of all four Modules to be taken = 25 marks
5. External = 75 marks
6. Total : Internal = 25 + External =75 = 100 marks

English II (L.L.)

OBJECTIVES:

The student should be able to -

1. Prepare and deliver an effective presentation
2. Write an effective resume
3. Appear for an interview process with confidence
4. Develop skills of reading literary narratives with understanding and appreciation

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
9201A	English II (Lower Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to -</p> <ul style="list-style-type: none"> • use appropriate technical words, tense and linking devices • adopt different techniques of presentations • be competent enough to give an effective presentation in English 	<p>Presentation Skills</p> <p>Structure of a presentation</p> <ol style="list-style-type: none"> 1. How to prepare the outline of a presentation 2. Commonly used verbs and connectors 3. Use of signaling, signposting and listing techniques 4. Use of visual and electronic aids (OHP/PPT etc.) <p>Assignments:</p> <ol style="list-style-type: none"> 1. Exercise based on use of signposting and listing techniques 2. Preparing outline of presentation 3. Presentation on given topic (oral) 	<p>Assign.</p> <ol style="list-style-type: none"> 1. 5 marks 2. 10 marks 3. 10 marks

Module No.	Objective	Content	Evaluation
2	<p>The learners will -</p> <ul style="list-style-type: none"> • be familiar with the requirements of a job application letter • be able to write an effective resume 	<p>Job Applications</p> <ol style="list-style-type: none"> 1. How to respond to an advertisement and write job applications 2. How to write an effective resume 3. Electronic formats for resumes <p>Assignments:</p> <ol style="list-style-type: none"> 1. Job Application Letters in response to an advertisement 2. Writing a student's resume : 	<p>Assign.</p> <p>1. (2 x 5)= 10 marks</p> <p>2.15 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>The learner will learn how to -</p> <ul style="list-style-type: none"> • read with emphasis on fluency, tone and voice modulation • enhance their vocabulary • express themselves creatively • be able to connect the narrative to the larger society and their lives 	<p>Reading and comprehension skills:</p> <p>3rd and 4th stories from Prescribed Text 'YuvaKatha 7'</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with fluency, tone, modulation, fluency 3. Personal responses to the prescribed stories 4. Vocabulary building 5. Expressing ideas creatively <p>Assignment:</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with - fluency, tone, modulation 3. Personal responses to the prescribed stories 	<p>Assign.</p> <p>1. 10 marks</p> <p>2. 5 marks</p> <p>3.10 marks</p>

Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to-</p> <ul style="list-style-type: none"> verbally describe objects, images and pictures use appropriate words and sentence structures to seek information, give replies, instructions etc. confidently appear for an interview 	<p>Verbal communication skills for interpersonal communication</p> <ol style="list-style-type: none"> Asking for information and replying Giving instructions and replying Visual to verbal communication : interpreting pictures Describing objects Verbal skills required during an interview <p>Assignments:</p> <ol style="list-style-type: none"> Visual to verbal interpretation Writing instructions/asking for information Describing objects Mock Interview <p>References (for all module):</p>	<p>Assign.</p> <p>1. 5 marks</p> <p>2. 5 marks</p> <p>3. 5 marks</p> <p>4.10 marks</p>

Prescribed Texts: (Lower Level)

- Yuvakatha 7

(Higher Level)

- Mukherjee, Meenakshi (ed.), Let's Go Home and Other Stories.

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Semester II

Human Physiology

OBJECTIVES:

1. The students will understand the basic structure and functions of the human body
2. Student will be acquainted with common diseases/disorders of each system

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9202	Human Physiology	4	3	1	25	75	100

Human Physiology Theory

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Introduce students to basic terminologies 2. Understand the basic structure of human body 3. Understand the functioning of cardio vascular, respiratory , gastro intestinal 4. Brief knowledge about common diseases affecting each system. 5. To create awareness about interdependence and co- 	<p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • General terms- anatomy, physiology, symmetrical arrangement, anatomical position. Median plane / lateral plane, internal/ external, superficial /deep, superior/ inferior, anterior/posterior. • Basic human tissues. • Introduction to human skeleton. • Structure of bone and cartilage. • Classification of various types of muscle. <p><u>BLOOD AND LYMPHATIC SYSTEM</u></p> <ul style="list-style-type: none"> • Physical characteristics of blood • Blood volume, composition of plasma and functions of plasma protein • RBC formation and functions • Information about anaemia and thalessemia. • Blood groups, their importance , Rh-incompatibility. • WBC- types, functions, importance of CBC • Platelets and mechanism of coagulation • Lymph and lymphatic system, spleen and 	<ul style="list-style-type: none"> • Multiple choice questions • Short notes • Display • Quiz <p style="text-align: center;">5 marks</p>

	<p>ordination between different systems of the body for normal functioning.</p>	<p>its functions.</p> <p><u>HEART</u></p> <ul style="list-style-type: none"> • Its structure and circulation of blood. • Cardiac cycle • Information about hypertension & ischemic heart disease <p><u>RESPIRATORY SYSTEM</u></p> <p>Respiratory organs-nose, sinuses, larynx, trachea, bronchi lung brief structure and functions. Mechanism of respiration, factors affecting efficacy of respiration. Various lung volumes and capacities.</p> <p>Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis.</p> <p><u>GASTRO - INTESTINAL SYSTEM</u></p> <p>Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions.</p> <p>Liver, gall bladder, pancreas structure and functions.</p> <p>Common disorders- Dental caries, vomiting, diarrhoea, constipation. Hyperacidity, diabetes.</p>	
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Module No.	Objective	Content	Evaluation
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. understand the functioning of excretory system and brief knowledge about common diseases affecting this system. 2. know more about the nervous system 	<p><u>EXCRETORY SYSTEM</u></p> <ul style="list-style-type: none"> • Structure and function of organs of urinary system (in brief). • Mechanism of urine formation • Common diseases- urinary tract infection and renal stones. • Structure and function of skin • Regulation of body temperature • Common disorders - acne dandruff and burns. <p><u>NERVOUS SYSTEM</u></p> <ul style="list-style-type: none"> • Classification of nervous system • Structure and functions of different parts of brain, spinal cord and reflex action. • Eye - structure and mechanism of vision • Common problems - conjunctivitis, cataract. • Ear - structure and mechanism of hearing • Common problems - deafness, vertigo, motion sickness 	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>5 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. know more about the endocrine system 2. Have knowledge of reproductive system and importance of reproductive health 	<p><u>ENDOCRINE SYSTEM</u></p> <ul style="list-style-type: none"> • Listing of endocrine glands and their location • Functions of pituitary, thyroid, parathyroid and adrenal. <p><u>REPRODUCTIVE SYSTEM</u></p> <p><u>FEMALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Menstrual cycle • Fertilization • Breast- Structure, function, importance of breast hygiene and breast feeding • Physiological changes in pregnancy • Importance of ante-natal care. <p><u>MALE REPRODUCTIVE SYSTEM</u></p>	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>5 marks</p>

		<ul style="list-style-type: none"> • Structure • Sex education • Contraception and infertility • Sexually transmitted diseases-syphilis, gonorrhoea, AIDS 	
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EVALUATION:

- 1) Internal – Theory 15 marks + Practical 10 marks = 25 marks
- 2) External : Theory 50 marks + Practical 25 marks = 75 marks
- 3) Total : Internal -25 + External - 75 = 100marks

REFERENCES:

- 1) Guyton, A.C., Hall J.E.- Textbook of Medical Physiology - Prism Books Pvt Ltd., Bangalore.
- 2) Concise Medical Physiology - Chaudhari.
- 3) API Text Book of Medicine.
- 4) Textbook of Gynaecology - Datta.
- 5) Winwood - Sear's Anatomy and Physiology for Nurses - London, Edward Arnold .
- 6) Wilson -Anatomy and Physiology in Health and Illness, Edinburgh, Churchill Livingstone.
- 7)ChatterjeeChandiCharan -Textbook of Medical Physiology - London. W.B. Saunder's company.

Human Physiology Practical

ModuleNo.	Objective	Content	Evaluation
4	<p>This will enable students to:</p> <p>1- Introduce the students to human skeleton and enable them to identify various bones in the body</p> <p>2- perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure</p> <p>3- Utilize the knowledge learnt to administer first aid for common emergency situations.</p> <p>4- Acquaint the students with the basic principles of home nursing.</p>	<p>1.Study of human skeleton and identification of bones.</p> <p>2.Estimation of haemoglobin</p> <p>3.Estimation of blood groups,</p> <p>4.Demonstration of peripheral blood smear. Importance of complete blood count.</p> <p>5.Measurement of pulse rate and blood pressure.</p> <p>6.Discussion of normal components of urine. Test for abnormal components like sugar, albumin and acetone and discussion on diseases in which they are found.</p> <p>7.FIRST AID</p> <p>-Definition, aims, qualities of first aider, contents of first aid box.</p> <p>-Different types of bandages and bandaging techniques.</p> <p>WOUNDS</p> <p>-Classification, dressing and management of haemorrhage- basic principles and discussion about bleeding from various parts of body.</p> <p>FRACTURE</p> <p>-Types, symptoms, management.</p> <p>Sprain and dislocation</p> <p>First Aid for- foreign bodies in eye, ear, nose, skin.</p> <p>First Aid for - fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack.</p> <p>First Aid for - common poisoning, dog bite, snake bite, bee-sting and scorpion bite.</p> <p>BASIC PRINCIPLES OF HOME NURSING-</p> <p>Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema.</p> <p>8)Cardio pulmonary resuscitation</p>	10 marks

External : Practical exam - 25 marks + Theory - 50 marks = 75 marks

REFERENCES :

S. No.	Title of the Book	Author
1.	Book of Clinical Medicine	Hutchinson's
2.	First Aid	St .John's Ambulance Association

Semester II

Textile Science and Apparel Design

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
9203	Textile Science and Apparel Design	4	2	2	25	75	100

OBJECTIVES: (THEORY)

1. Students gain knowledge of nomenclature and classification of Fibers, yarns, and fabrics in pure and blended form.
2. Students learn about general principles of clothing construction, selection, use and scope.
3. Makes the students wise and responsible consumer with good values.
4. Students to get knowledge and information related to legislation, labeling, and standards to enhance the consumer's understanding of textiles and clothing.

Module No.	Objective	Content	Evaluation
1	The learner will - 1. Become wise and a responsible consumer with good values. 2. Understand the essentials of textile terms and concepts	<u>Understanding basics of textiles</u> Introduction to textiles: <ul style="list-style-type: none"> • Scope & importance of textiles & Clothing, general properties and classification of textile fibers by Textile Fiber Product Identification Act. Concept of green fibers & Eco friendly textiles. (Definition- Importance Any three symbols) • Care labels, Silk mark, Wool mark, and Handloom mark Yarn Construction: <ul style="list-style-type: none"> • Types of yarns-single, ply, cable and cord & texturized yarns 	Individual Assignment – 10 marks

Module No.	Objective	Content	Evaluation
2	The learner will: 1. Get acquainted with general principles of clothing construction, their selection	<u>Textiles: Construction, clothing and selection</u> <u>Fabric construction</u> <ul style="list-style-type: none"> • Introduction to fabric construction & basic weaves. (Concept of weaving, knitting and non woven to be explained.) • Definitions, uses, advantages and disadvantages of unions & blends. 	Group Assignment – 15 marks

	use and care. 2. Understand different factors affecting selection of clothing.	<u>Selection of clothing.</u> <ul style="list-style-type: none"> • Buying points for readymade garments – size, suitability, durability, aesthetic appeal, fiber content, labels (basic information & care labels), brand, purchasing power, socio economic – conditions, location etc. • Selection of clothing based on silhouette & occasional wear (casual, party, sports, travel, corporate) 	
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EVALUATION:

1. Internal: Theory Modules 1 & 2 = 25 marks + Practical 50 marks= 75/3= 25 marks
2. External - Theory examination on all 4 modules = 75 marks
3. Total: Internal - 25 + External - 75 = 100 marks

OBJECTIVES: PRACTICAL

1. Make students aware of the use and care of sewing machine.
2. Learn the drafting, placement and cutting of basic garments.
3. Develop skill in stitching the garments with good finishing in stipulated time.
4. Generate awareness regarding different fabrics available in the market.

Module No.	Objective	Content	Evaluation
3	The learner will..... 1.learn the use and care of sewing. 2.Generate awareness regarding different fabrics available in the market.	<u>Basics of clothing construction</u> 1. Introduction to sewing machine. <ul style="list-style-type: none"> • Basics of clothing- Basic seams -Plain, French, Flat & fell, Lap- plain & with gathers),Bias strip cutting-joining, Neckline finishing (round, square, V neck) 2. Definition, terms and uses of 25 fabrics namely – <ul style="list-style-type: none"> • For Personal Clothing-Lawn, poplin, cambric, 2 x 2, organdy, voile, denim, drill, seer sucker, jute, khadi& other handloom fabrics. • Home Textiles-Casement, terrycloth, jacquard, cut pile, knitted, bonded, laminated, embossed, linen • Fashion Fabrics- Satin, tissue, crape, georgette, chiffon, knitted, knotted, braided, narrow fabrics, wrinkled, brasso, and suede. 	10 Marks 10 Marks

Module No.	Objective	Content	Evaluation
4	<p>The learner will-</p> <p>1. Learn the method of taking Body measurements for garment stitching.</p> <p>2. Develop skill in stitching the garments with good finishing</p>	<p><u>Personal clothing construction & stitching</u></p> <ul style="list-style-type: none"> • Stitching of the following garment <p>1. Skirt (As per trend)</p> <p>Without yoke -Simple pattern</p> <p>2. Simple Top (As per trend).</p> <p>Simple pattern, without darts,</p> <p>Simple sleeves</p> <p>Without <i>placket</i></p> <p>Side slits – as per choice</p> <p>No collar</p>	<p>Skirt -10 Marks</p> <p>Top-15 Marks</p>

Practical: Evaluation of Module 1 + Module 2 (25 marks each) = 50 /2= 25 marks

Unit Test (Practical): Stitching of one neckline (10 marks) and 2 seams (10 marks)

REFERENCES:

S. No.	Title of the Book	Author
1	Creative clothing Construction New York: McGraw hill Book Co., 1956	Bane A :
2	Ready to Wear Apparel Analysis, 2nd edition Prentices Hall, 1998	Brown Rice
3	How you look to dress St.Louis. McGraw Hill, 1969.	Carson
4	Basic Processes & Clothing Construction.	Doongaji S. &Deshpande R

- | | | |
|----|---|----------------------------|
| 5 | Textiles : properties &behaviour in clothing use
London: B.T. Bradsford, 1992 | Edward Miller |
| 6 | Fashion from Concept to Consumer 7th Ed
New Jersey Prentice Hall Inc 2002 | Gin StiphensFrings |
| 7 | Textile Science
Melbourne: Longman Cheshire Pvt.Ltd.,1983 | Gohl E.P. and Velensky L.D |
| 8 | Handbooks of American Association of Home Economics. | |
| 9 | Textiles, 16th Edition
New York, Macmillan publishing Co, 1998 | Hollan, Norma & Saddler |
| 10 | Essentials of Textiles
Holt, Rinehart & Winston, New York, 1976. | Joseph M. |
| 11 | Introductory Textile Science. – 6th Ed.
Fort WorthHarcourt Brace Jovanovich College Publishers. 1993 | Joseph M. – |
| 12 | Khadi, The fabric of freedom, AmrVastraKosh Trust Publication
2002. | |
| 13 | Individuality in clothing Selection & Personal Appearance – a
guide for the consumer, :Specht& Mac Million publication, Upper
Saddle River, Prentice Hall Inc., 2000. | Kefgan& Phyllis T |
| 14 | Performance of Textile for Testing
New York: John Wiley & Sons,1977. | Lyle Dorothy |
| 15 | Clothing for Moderns, 3rd edition
New York: Mac Million publication | Mabel D.E. & A.K. |
| 16 | Clothing – A study in Human Behavior | Mary R.S.: |
| 17 | Art in clothing selection
New York: Harper & Row, 1963 | Mc. Jimsey |
| 18 | Textile – Fiber to Fabric, 6th edition
New York: McGraw hill Book Co., 1983. | Potter &Corbman |
| 19 | Introduction to Textiles | Stout E |

- New York: John Wiley & Sons,1970
- 20 Family Clothing
New York: John Wiley, 1961
Tate & Glisson
- 21 Textile Fabrics and their selection (8th Ed.)
Engle wood cliffe
Wingate I.B., Mohler J.F
- 22 Fairchild's Dictionary, 6th edition
New Delhi: Universal Pub. Corporation, 1988.
Wingate Isable B.:
- 23 Understanding Textiles – Upper Saddle River, Merrill Publishing –
5th Edition. Prentice Hall Inc, 1985
Tortora, Phyllis G.
- 24 Textiles – motivates series
London , Macmillan Education Ltd. 1997
Wynne A
- 25 Sewing Fabrics
London: Mitchell Beazley International, Ltd., 1978
Ann Ladbury
- 26 Designing Patterns
A. E. Press Melberne, 1985.
Campbell H. & Davies M.
- 27 Clothing for Moderns III and V Editions
New York, McMillan.
Ervin M.D. Knichen L.A. and
Peters K:
- 28 Singer sewing Book
London: Hamlyn, 1972
Hultin J.C.
- 29 Performance of textile for testing
New York: John Wiley & Sons, 1977.
Lyle D.

Semester II

Fundamentals of Food Science and Nutrition

Objectives:

The course will enable the students to:

1. Understand the inter-relationship between food, nutrition and health
2. Know the methods and principles involved in cooking.
3. Understand the knowledge of food science and the changes occurring during food preparation
4. Know the methods and principles involved in cooking.
5. Learn to relate foods with their nutrient content

Code No.	Course	T C	Pr C	Th C	Int M	Ext M	Total
9204	Fundamentals of Food Science and Nutrition	4	2	2	25	75	100

Fundamentals of Food Science and Nutrition Theory

Module No.	Objectives	Content	Assessment
1	<p>This will enable students to:</p> <ol style="list-style-type: none">1. Know nutritional aspects of foods and their functions.2. Understand the importance and role of macronutrients in health3. Identify food sources4. Understand the principles of food science and discuss the relation between Food Science and Nutrition	<p>Introduction to Nutrition</p> <p>1: Terms used in Nutrition and Health. Definitions - Health, Nutrition, Nutrients, Foods, Diet, R.D.A., Balanced diet, Malnutrition, Under nutrition, Over nutrition, Optimum nutrition.</p> <p>2: Five Food Groups and Food guide, relationship between food and nutrition, functions of food, classification of nutrients, factors affecting food consumption and food acceptance.</p> <p>Macronutrients</p> <ol style="list-style-type: none">1. Carbohydrates2. Proteins3. Fats4. Water <p>- Classification, functions, sources, requirements, deficiencies</p>	<p>25 Marks</p> <p>Quiz / assignments</p>

		<ul style="list-style-type: none"> - Digestion, Absorption, Transport - Food Science principles 	
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Know the role of Vitamins and minerals in health 2. Identify the color pigments in foods 3. Understand the changes in color pigments 	<p>Micronutrients:</p> <p>Classification of Vitamins: A, D, E, K, Thiamin, Riboflavin, Niacin, Ascorbic Acid and Minerals: Calcium, Iron and Iodine</p> <ul style="list-style-type: none"> - Functions, deficiencies sources, requirements - Digestion, Absorption, transport - Conservation of nutrients <p>Color Pigments</p>	<p>25 Marks</p> <p>Quiz / assignments</p>

Fundamentals of Food Science and Nutrition Practical

Objectives:

The course will enable the students to:

1. Relate weight and measures of raw foods with cooked amounts and associate them with serving size.
2. Apply the knowledge of food science and observe the changes occurring during food preparation.
3. List rich food sources of various nutrients and plan and prepare recipes

Module No.	Objectives	Content	Assessment
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Understand the concept of portion size 2. Know the specified amounts and proportion of ingredients used in the recipe 3. Understand the basic scientific principles and the preparation of food 4. Learn the preparation methods to optimize nutrient content and conserve nutrients 	<p>Basics of Food Preparation</p> <ol style="list-style-type: none"> 1. Cereal, pulse, milk, egg and vegetable and fruit preparation - Weights and measures - Standardization, portion size - Methods of food preparation - Food Science principles - Calculation of nutrients - Conservation of nutrients 	<p>25 marks</p> <p style="text-align: center;">Quiz</p>
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Plan recipes and calculate nutrients 2. Understand and relate the principles of food science to the preparation and methods to conserve nutrients 	<p>Plan and Prepare Recipes for One Serving:</p> <ul style="list-style-type: none"> - Energy: high and low calorie - Proteins - Calcium - Iron - Vitamin C - Vitamin A B- complex vitamins 	<p>25 marks</p> <p style="text-align: center;">Planning and Cooking</p>

References:

1. Mudambi, S.R. and Rajgopal, M.V. (2012), *Fundamentals of Foods and Nutrition* New Age International Pvt. Ltd.
2. Food Science 1st Edition (2012) Sheth Publications. Maharashtra State Board of Secondary and Higher Secondary education Pune.
3. Roday S. (2012) *Food Science and Nutrition* (2nd Ed.) Oxford University Press.
4. Joshi S. (2009) *Nutrition and Dietetics* McGraw Hill Higher Education
5. Robinson, and Lawler (1990) *Normal and Therapeutic Nutrition* (17th Edn) Macmillan Pub. Co.
6. Guthrie Helen (1986) *Introductory Nutrition*, Mosby College Publishing. Times Mirror
7. Wardlaw G.M (1997) *Contemporary Nutrition, Issues and Insights*, 3rd Edition Tata McGrawHill Inc. Boston.
8. Guthrie H. A. and Frances M. (1994) *Human Nutrition* William C Brown Pub.

Semester II

Extension and Communication

Objectives:

1. To develop understanding about the concept of Extension Education.
2. To comprehend the role and importance of communication in Extension.
3. To be able to understand the needs of the community by using enquiry techniques.
4. To be able to plan, prepare and use the different communication methods.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9205	Extension and Communication	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1	The students will learn to: <ol style="list-style-type: none"> 1. Develop an understanding about the concept of Extension. 2. Become aware of the significance of Home Science Extension. 3. Develop an understanding of different Audio-Visual Aids available for Extension and Communication. 	<p style="text-align: center;">Concept of Extension:</p> <ol style="list-style-type: none"> 1. Concept, Need and Scope of Extension. 2. Principles, philosophy and trends of Extension Education. 3. Home Science Extension- Need and Significance. 4. Qualities of an extension worker 5. Introduction to Right to information Act (RTI). 	<p>Assignment</p> <p>25 marks</p>

Module No.	Objectives	Content	Evaluation
2	This will enable students to: <ol style="list-style-type: none"> 1. Understand concept and importance of communication. 2. Comprehend the different models of communication. 3. Identify and use different methods of communication. 	<p style="text-align: center;">Communication for Extension:</p> <ol style="list-style-type: none"> 1. Concepts, Nature (Upward, Downward and Horizontal), elements, functions, barriers of communication. 2. Importance of communication for Extension Work. 3. Models of communication. 4. Communication Methods: Individual Methods- Interview, home and 	<p>Project on methods of communication</p>

		farm visits. Group Methods- Demonstration, Lecture, Workshop and Discussions. Mass Methods- Campaign, Exhibitions and Radio programme.	25 marks
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Module No.	Objectives	Content	Evaluation
3	This will enable students to: 1. Develop an understanding of different audio visual aids available for communication and extension	Audio visual aids 1. Audiovisual aids-Meaning, importance and selection 2. Classification –Edgardales cone of experience 3. Importance of the cone of experience in learning	Brain storming on the different topics and innovative ways of making audio visual aids 25 marks

Module No.	Objectives	Content	Evaluation
4	This will enable students to: 1 Develop an understanding of community for Extension activities. 2 Get acquainted with Extension Work. 3 Explore community opinions and field conditions 4 Develop skills in preparing graphic aids.	Need Assessments of Community Assessing prevailing conditions of community focusing on aspects such as Health, Population, Housing, Education, Sanitation, etc. Compilation of data collected utilizing it for preparing Community Contact Methods 1. Preparation of Graphic Aids- Posters, Charts, Leaflets etc. for selected target group.	Conducting a survey on different issues and preparing a report Planning and preparing - Different teaching aids 25 marks

EVALUATION:

Continuous Evaluation = 25 Marks per Module
 Internal : (Theory -15 +Practical - 10)= 25 marks
 External: (Theory -50+Practical – 25) =75 marks
 Total :Internal - 25 +External– 75 = 100 marks

REFERENCES:

1. Chandra, A., A. Shah, U. Joshi (1989) Fundamentals of Teaching Home Science, Sterling Publication, New Delhi.
2. Dahama, O.P., O. P. Bhatnagar (1995) Education and Communication for Extension, Communication and Management, NayaPrakash, Calcutta Development, Oxford and IBH Publication, New Delhi. Ray, G. L. (1991)

Semester III

Nutrition for Life span

Objectives:

The course will enable students to -

- Understand the physiological changes, special needs and health concerns of people at different stages of life
- Understand the importance of nutrition to physical, psychological growth and development and ageing.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9301	Nutrition for Life span	4	-	4	100	-	100

Module No.	Objectives	Content	Assessment
1	This will enable students to: 1. Know the nutritional requirements and understand the concept of RDA 2. Comprehend the concept of food guide and translate the same into planning	Basics of Meal Planning 1. Overview of nutritional requirements 2. Food Guide/ Food Pyramid and its use 3. Food Exchange List 4. Balanced diet 5. Factors affecting meal planning 6. Maintaining a dietary record	Quiz/ Assignments / Projects Viva
2	This will enable students to: 1. Plan balanced diets for individuals keeping in mind their physical activity, income group, social and cultural background 2. Suggest dietary modifications for common ailments	Nutrition in Adulthood 1. Planning meals for sedentary, moderate and heavy workers 2. Dietary modifications for common ailments: diarrhea, constipation, Underweight, obesity and fever	Quiz Planning and Cooking Practical Viva
3	This will enable students to: 1. Learn the physiological changes during pregnancy and lactation 2. Understand the effect of physiological changes on nutritional requirements Understand the role of	Nutrition during Pregnancy and Lactation Planning meals for various physiological conditions - Pregnancy - Lactation	Quiz Planning and Cooking Practical Viva

	nutrition in pregnancy outcome and during lactation		
4	This will enable students to: Understand the physiological changes during growth, development and ageing and their effect on nutritional needs	Nutrition during Life cycle 1. Planning meals for different age groups - Infancy - Childhood - Adolescence - Old age	Quiz Planning and Cooking Practical Viva

Evaluation:

- **Planning = 50 marks** (including projects and assignments)
(Each plan to be evaluated out of 10 marks and average to be taken)
- **Cooking practical = 30 marks**
(Each cooking practical to be evaluated out of 10 marks and average to be taken)
- **Quiz = 20 marks** (including viva)
- **Total = 100 marks.**

REFERENCES:

1. Mudambi, S.R., Rajgopal, M.V.(2012), Fundamentals of Foods and Nutrition, New Age International Pvt. Ltd.
2. Food Science (2012), Maharashtra State Board of Secondary and Higher Secondary education Pune, 1st Edition, Sheth Publications.
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7. Robinson, and Lawler, (1990), Normal and Therapeutic Nutrition 17th Edition MacMillan Pub. Co.
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9. Wardlaw G.M, (1997), Contemporary Nutrition, Issues and Insights, 3rd Edition Tata McGrawHill Inc. Boston.
10. Guthrie, Helen (1994), Human Nutrition, William C Brown Pub.

Semester III

Consumer Studies

OBJECTIVES:

1. The overall goal of consumer studies is to create awareness about consumer problems in the market.
2. To impart knowledge regarding the role of consumer guides and agencies.
3. To enable the students to develop good buymanship skills in the selection of goods and services in the market.
4. To help the students to realize their rights and responsibilities as informed consumers

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9302	Consumer Studies	4	4	-	25	75	100

Module No.	Objectives	Content	Evaluation
1	<p>The learner understands the term consumer and can define it.</p> <p>To provide information regarding the need for consumer education.</p> <p>To create awareness regarding consumer problems.</p>	<p>CONSUMER AND CONSUMER PROBLEMS</p> <p>1.1 DEFINITION AND NEED OF CONSUMER EDUCATION</p> <ul style="list-style-type: none"> • Introduction to Consumer Problems related to goods and services • Meaning and Objectives of Consumer Education <p>1.1. CONSUMER MOVEMENT</p> <ul style="list-style-type: none"> • Background/History of Consumer Movement • Emergence of Consumer Movement in India • Causes for slow growth of Consumer Movement in India <p>1.2. CONSUMER PROBLEMS</p> <ul style="list-style-type: none"> • Adulteration • Faulty Weights and Measures • Misleading Advertisements • Other Malpractices such as lack of safety and quality control regulations, sales gimmicks, unfair warranties, massive profiteering and illegal trading. 	<p>Identify 5 consumer problems related to food adulteration/ faulty weights and measures/ sales gimmicks.</p> <p>Interview a consumer who has faced some problem related to any one of the areas mentioned above, in the market and document the same.</p> <p>10 Marks</p> <p>Presentation of the report 15 Marks</p>

Module No.	Objectives	Content	Evaluation
2	To provide knowledge regarding various consumer guides To create an understanding of different brands, labels and grading and standardization.	<p>CONSUMER GUIDES</p> <p>2.1 BRANDS</p> <ul style="list-style-type: none"> • Meaning • Types of brands such as Individual, Family, Umbrella, Combination device and Private or Middleman's brand. <p>2.2. LABELS</p> <ul style="list-style-type: none"> • Meaning and types of labels • Essentials of labels <p>2.3 GRADING AND STANDARDIZATION</p> <ul style="list-style-type: none"> • Meaning and types (Qualitative and Quantitative) • Standardization process - grading, sampling, sorting and packaging <p>2.4 ADVERTISEMENTS</p> <ul style="list-style-type: none"> • Influence of advertisements on consumers • Usefulness of advertisements to consumers • Misleading advertisements <p>2.5 ROLE OF CONSUMER AGENCIES</p> <ul style="list-style-type: none"> • Role of BIS, AGMARK, FPO and ECO MARKS 	Collect 5 samples for labels from various products such as food/ medicines/cosmetics/clothing. 10Marks Write a detailed report regarding the information given to the Consumers through these labels followed by a discussion in the class regarding the positive and negative points of the labels. 5 Marks Observe and critically analyze 5 advertisements from any media like Television/ radio / print media and write a detailed report followed by a discussion in the class. 10 Marks

Module No.	Objectives	Content	Evaluation
3	To help students make better decisions in the market as a wise consumer.	<p>CONSUMER DECISION MAKING</p> <p>3.1 CONSUMER DECISIONS Decision making process</p> <ul style="list-style-type: none"> • Problem recognition • Information seeking • Equation of alternatives • Buying decisions • Post purchase evaluation <p>3.2 GOOD BUYMANSHIP</p>	Observe how decision making process is used, in your own family for the purchase of some consumer product like refrigerator/television/ food processor/ washing machine and write a report 25 Marks

Module	Objectives	Content	Evaluation
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No.			
4	<p>To make the learners aware about their protection from the malpractices in the market.</p> <p>To create an understanding about different rights and responsibilities among the students.</p> <p>To inform the students regarding various Acts and Agencies</p>	<p>CONSUMER PROTECTION</p> <p>4.1 NEED FOR CONSUMER PROTECTION</p> <p>4.2 CONSUMER RIGHTS</p> <ul style="list-style-type: none"> • Right to be heard • Right to choose • Right to be informed • Right to seek redressal • Right for Protection • Right to Basic needs • Right to Consumer Education • Right to secure ecological balance <p>4.3 CONSUMER RESPONSIBILITIES</p> <p>4.4 CONSUMER ACTS AND AGENCIES</p> <ul style="list-style-type: none"> • Acts: COPRA, Agencies: CGSI, CERC, CFBP 	<p>A written report on Role of Consumer Agencies like CGSI/ CERC/CFBP in consumer protection. 10 Marks</p> <p>Procedure for Redressal for a consumer problem. 15Marks</p>

EVALUATION:

- 1) On Four Modules of 25 marks
- 2) External examination - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

REFERENCES:

1. Aggarwal Anju D. – “A practical Handbook for Consumers”, 1989, India Book House (Pvt) Ltd. Mumbai, India.
2. C.N.Sontakki, R.G. Deshpande – “Marketing, Salesmanship and Advertising” – Kalyani Publishers, New Delhi – Ludhiana, 1984.
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5. Nair Suja – “consumer Behaviour” – Text and Cases – Himalaya Publishing House, 1999.
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Semester III

Family Dynamics

OBJECTIVES:

1. To sensitize the student towards marriage and family life.
2. To understand the traditional and changing norms of the institution of the family with reference to its social environment.
3. To get familiar with the concept of marriage and the areas of adjustments within the family
4. To become aware about dynamics of family interactions and developmental tasks through family life
5. To become aware of problems in families and ways of coping

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9303	Family Dynamics	4	3	1	25	75	100

(THEORY)

Module No	Objective	Content	Evaluation
1	<p>This will enable students to:-</p> <ol style="list-style-type: none"> 1. To analyze the traditional and changing norms of institution of family. 2. Be sensitive to variations in family practices of different ethnic groups. 3. Understand stages of family life cycle. 4. Create insight about the types of family. 5. Identify alternate family patterns. 6. Explore the dyadic relationships in family. 7. Analyze the areas & patterns of adjustments 8. Bring awareness & sensitize oneself about crisis in family life. 	<p>Family & its structure</p> <ol style="list-style-type: none"> 1. Meaning of the term family <ul style="list-style-type: none"> • Family composition & structure • Practices & Patterns of family • Changing family patterns 2. Family life cycle: meanings, definition & stages. 3. Types of family 4. Alternate family patterns: Causes, characteristics & implications. 5. Dyadic relationships Family Responsibilities <p>Adjustments & Crises within the family</p> <ol style="list-style-type: none"> 1. Areas & patterns of Adjustment 2. Meaning of crisis ; Types of family crises & ways of coping 	<p>Use of experiential method by students: Role play, skit. etc. 5 marks</p> <p>Poster making and exhibition 5 marks</p>

Module	Objective	Content	Evaluation
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No.			
2	<p>This will enable students to:-</p> <ol style="list-style-type: none"> To understand the institute of marriage Develop awareness in mate selection process. Understand the goals of modern marriage. Know and realize the importance and need for pre & post marital counseling. Create deeper insight into the concept of engagement. Understand the functions of traditional marriage. Gain knowledge about types of marriage. 	<p>Marriage</p> <ol style="list-style-type: none"> To understand the concept of "Marriage as an Institution" Mate Selection Goals of modern marriage Preparing oneself for marriage Pre marital and post marital counseling Engagement Marriage rituals & Court marriage Honeymoon Annulment & Divorce & Marriage Counselling 	<p>Group presentation on any above topics, 10 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to:-</p> <ol style="list-style-type: none"> Understand know how of Planned Parenthood. Get acquainted with family planning methods. 	<p>Planned Parenthood</p> <ol style="list-style-type: none"> Concept & significance of Planned Parenthood. Joys and hazards of parenting Birth control Parenthood (parenting at different ages) 	<p>Guest Lecture on family planning methods followed by objective test. 5 marks</p>

EVALUATION:

- Internal : Continuous evaluation on Four Modules = 25 marks
- External examination -75 marks
- Total : Internal - 25 + External - 75 = 100 marks

(PRACTICAL)

Module No.	Objectives	Content	Evaluation
4	<p>This will enable students to -</p> <ol style="list-style-type: none"> understand and become aware about different alternate families have an exposure through media get acquainted with different family 	<p>Family and its structure</p> <ol style="list-style-type: none"> Survey report: different alternate families. Role play and skits <p>2. Films ,Movies, Review of the tele-</p>	<p>5marks</p> <p>5marks</p>

	planning methods 4. get knowledge and aware about pre and post marital counseling	serials presenting/ focusing families 3. Guest lecture and resource person. 4.seminar and workshops on counseling	5marks 10marks
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Semester III

Media Skill Development

Objectives:

1. To develop awareness about various forms of mass media.
2. To analyze the role of media in educating the masses.
3. To acquire the skills to design messages for communication
4. To develop skills in preparing and presentation of the different forms of media

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9304	Media Skill Development	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1	<ol style="list-style-type: none">1. Develop awareness of the need and importance of Mass-Media.2. Analyze the relationship between media and message.3. Learn writing for different media.	<p><u>Mass Media:</u></p> <ol style="list-style-type: none">1. Concept of Mass Media, its importance and its role in development of society.2. Relationship of Medium and Message.3. Writing for different Media.	Continuous assessment and project 25 marks

Module No.	Objectives	Content	Evaluation
2	<ol style="list-style-type: none">1. Become aware of different forms of media.2. Understand the role and importance of print, electronic, new and traditional media for development.3. Be able to select the appropriate form of media for Extension activities.	<p><u>Forms of Media:</u></p> <ol style="list-style-type: none">1. Print Media- Newspapers, Magazines, Periodicals.2. Electronic Media- Television, Radio, films.3. New Media- Cell phones and Internet.4. Traditional Media- Folk Media including puppetry.	Continuous assessment 25 marks

EVALUATION:

Internal :Continuous evaluation - 25 Marks

External :75 Marks

Total : Internal - 25 + External - 75 = 100 marks

Module No.	Objectives	Content:	Evaluation
3	This module will enable students to: 1. Understand how to identify and analyze articles on social issues in print media. 2. Be able to analyze the content and form of electronic media. 3. Develop the skill of preparing A.V. clipping	Forms of Media: 1. Identify and analyze articles on social issues in Newspapers, Periodicals and Magazines. 2. Analysis of the content and form of Television Programmes. 3. Preparation of clippings on contemporary issues.	5 marks 5 marks 10 marks

Module No.	Objectives	Content:	Evaluation
4	This will enable students to: 1. Develop skills in writing for print media. 2. Be able to develop programme for radio. 3. Acquire skills in preparing the different forms of traditional media.	Media Skills: 1. Planning and writing an article for Newspapers, Magazines on developmental issues. 2. Preparing a format for radio programme. 3. Preparation and presentation of traditional media- puppets and Street plays.	7 marks 8 marks 15 marks

REFERENCES:

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2. Modi, Bella (1991) Designing Messages for Development Communication- audience participation based approach, Sage Publication, New Delhi
3. Raidu C.S. (1993) Media and Communication Management, Himalaya Publishing House, New Delhi

Semester III
Fabric Ornamentation & Accessory Design

OBJECTIVES:

- 1.To familiarize the student with the role and application of various types of accessories used in Fashion Business.
- 2.To get acquainted with various materials used as accessories.
- 3.To learn to mix match different materials and accessories to suit.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9305	Fabric Ornamentation & Accessory Design	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1	1.To learn various embroidery stitches 2.To learn various painting techniques 3.To learn application of beads, sequences etc.	Fabric ornamentation by Embroidery/ fabric painting. To make any two articles with given techniques. 1. Kantha / Kasuti embroidery on dupatta/stole. OR 2. Satin embroidery on dupatta/ stole. 1. Fabric painting on handkerchiefs/ Table cover/ Apparel OR 2. Tie and dye on scarf/ dupatta/ stole	For any two articles or applications 15+10 marks (25 Marks)

Module No.	Objective	Content	Evaluation
	1. To learn various knots of macramé. 2.To learn various techniques of	Ornamentation To make any two articles with suitable techniques.	25 Marks For any two

2	crochet 3. To learn technique of appliqué/patch work.	1. Smocking technique on cushion cover OR 2. Bag/ purse with appliqué work/patch work. OR 3. Waist belt by Macrame OR 4. Edgings with crochet dupatta/ handkerchief/ sleeve/neck lines.	articles or applications 15+10 marks (25 Marks)
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Module No.	Objective	Content	Evaluation
3	1. To learn various methods of making jewelry. 2. To learn finishing techniques. 3. To learn to use various materials for making jewelry	Fashion Jewelry/Shoe decoration To make any one set of jewelry (necklace, bangle/bracelet, earrings) with suitable material. (Traditional or funky type) OR Shoe decoration with suitable technique.	25 Marks For any one article or application

Module No.	Objective	Content	Evaluation
4	To apply learned technique to make the article	Best of waste Any article by using textile material. For example - borders /jean fabrics, dupatta, left over fabric pieces, etc. to make wall hangings or decorative pieces, etc.	25 Marks For selection of article and application

EVALUATION:

1. Continuous internal evaluation of 100 marks (each module 25 marks)
2. No External to be conducted.

REFERENCES:

S. No.	Title of the Book	Author
1	Anchor-educational service-(2007 & 2008 series)	

2	Anchor needle & thread (2007 & 08 series)	
3	The step by step Art of Ribbon work	Anita Aarrison
4	The complete book of needle craft	Caroline Ollard
5	Making leather handbags	Ellen Goldstein Lyrich Sarah, &Micole Malone
6	The new needle craft project book	Lucinda Ganderton
7	Creative crochet	Locias Calder's
8	Fabulous Fabrics	Mary Jo Hinely
9	Making handbags—Retro/Chic/Luxurious	
10	Complete guide to crochet	Pam Dawson

PROGRAMME: B.Sc. in Home Science

Semester IV

OBJECTIVES:

The students will -

1. Acquire the knowledge of different kinds of natural and man-made fibers.
2. Understand the fabric behavior with reference to fiber, yarn and fabric properties
3. Develop an understanding of different kinds of blends.
4. Acquire the knowledge of different types of finishes.
5. Learn to identify fiber blends and their percentage.
6. Acquire the knowledge of various application of Textile fibers.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1141	Textile Science	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	The students will: 1. Acquire the knowledge of different kinds of natural and man-made fibers. 2. Learn to identify fiber blends and their percentage. 3. Develop an understanding of different kinds of blends. 4. To understand the fabric behavior with reference to fiber, yarn and fabric properties.	FIBRES CLASSIFICATION, PROPERTIES BLENDING & FABRIC GEOMETRY 1. Fiber classification (TFPIA) Primary and secondary properties 2. Fiber identification 3. Polymerization 4. Chemical spinning 5. Mixtures and Blended Fabrics i. Definition of blended & mixed fabrics as ASTM ii. Reasons for mixing and blending. iii. Problems with mixtures and blends. iv. Advantages & disadvantages of blending v. Methods of blending. 6. Fabric Geometry i. Definition. ii. Geometric factors: Durability factors- Strength, Abrasion Resistance. Aesthetic factors -Wrinkle Recovery Comfort factors- Air Permeability, Moisture Relationship	Assignment Individual : 25 Marks

Module No.	Objective	Content	Evaluation
2	<p>The students will:</p> <p>1.Acquire the knowledge of different kinds of man-made fibers.</p> <p>2. Acquire the knowledge of various applications of Textile fibers</p>	<p>MANUFACTURING PROCESSES, PROPERTIES AND USES OF TEXTILE FIBRES</p> <ol style="list-style-type: none"> 1. Man-made Regenerated cellulosic fibres Viscose Rayon, and Polynosic Rayon 2. Modified Cellulosic Fibres – Acetate. 3. Polyamide fibres – Nylon 6 and Nylon 66, Nomex & Kevlar (in short) 4. Polyester fibres – Terelene 5. Acrylic and Modacrylic fibres 6. Olefin fibres – Polythylene, Polypropylene (Properties & application only) 7. Elastomeric Fibres – Spandex, Lycra 	<p>Assignment</p> <p>Group</p> <p>25 Marks</p>

Module No.	Objective	Content	Evaluation
3	<p>The students will:</p> <p>1.Acquire the knowledge of different types of finishes.</p> <p>2.Learn about classification of textile finishes.</p> <p>3.Gain knowledge about functions of different textile finishes.</p>	<p>TEXTILE FINISHES</p> <ol style="list-style-type: none"> 1. Classification of finishes 2. Definitions and uses of following finishes <ol style="list-style-type: none"> I. Basic routine finish – Tentering, Mercerization, Calendaring II. Special finishes - Carbonizing, Weighting, Degumming. III. Finishes for appearance, hand - Heat setting, Embossing surfaces, IV. Special finishes to improve performance of fabrics- Antistatic finish, , Flame Retardant finish, Moth proofing finish, Stain -& Soil Resistant finish, Water –Repellent & Waterproof finish 	<p>Assignment</p> <p>Quiz- 25 marks</p>

EVALUATION:

Theory: Internal: 100/4=25 marks

External 75 marks

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7. Joseph M.(1988), Essentials of Textile Science, 4th Ed, Fort Worth Harcourt Brace Jovanovich College Publishers.
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11. Prayag R. S., (1989) Textile Finishing L.R.Prayag Publication, Dharwad
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- 18 Wynne (1997) – Textiles – Motivate series, London, Macmillan Education, Ltd
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PROGRAMME: B.Sc. in Home Science

Semester IV

OBJECTIVES:

1. To understand three methods of clothing construction.
2. To understand flat pattern method to design Apparel with various patterns.

3. To develop skills in designing various apparels as per fashion trend.
4. To acquire skills in sewing variety of patterns with accuracy, good taste by basic pattern adaptations.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1142	Basic Pattern Making & Grading	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1.	<ol style="list-style-type: none"> 1. To recognize the importance of accurate body measurements in order to make standard garments. 2. To become aware of various types of standard measurement charts. 3. To understand three methods of clothing construction 	<ul style="list-style-type: none"> • Tools and Equipments required for pattern making and grading. • Study of standard measurement charts and various types of figures (example ladies figure, men's figure) • Introduction to three methods of clothing constructions namely drafting, flat pattern method, and draping method. • Introduction to Flat Pattern Method: <ul style="list-style-type: none"> ○ Slash and Spread method ○ Pivot method. 	<p>Journal</p> <p>25 marks</p>

Module No.	Objective	Content	Evaluation
	<ol style="list-style-type: none"> 1. To learn slash & spread method to adopt various basic patterns. 2. To understand flat 	<p>The following adaptations with slash and spread method on half scales 'Basic Bodice Blocks':</p> <ul style="list-style-type: none"> • DARTS, • YOKES AND FULLNESS 	

2.	pattern method to design apparels with various pattern.	<ul style="list-style-type: none"> • SLEEVES • COLLARS Any six Patterns of each unit to be made on half size bodice basic block on paper only. <ul style="list-style-type: none"> • SKIRTS Any four Patterns to be made on half size bodice basic block on paper only	Journal 25 marks
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Module No.	Objective	Content	Evaluation
3.	1. To develop skills in designing various apparels as per fashion trend. 2.To develop skills in sewing variety of patterns with accuracy, good taste by basic pattern adaptations.	<ul style="list-style-type: none"> • Any one pattern on full scale basic bodice block to be made on fabric. • Any two patterns on full scale combining the features from Module 2. (Kurta & Top) 	25 marks

Module No.	Objective	Content	Evaluation
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4.	<ol style="list-style-type: none"> 1. To understand the various types of Grading. 2. To develop an ability to grade various patterns to desired sizes. 	<ul style="list-style-type: none"> • Definition of grading • Making of Split diagrams using various standard measurement charts. • Converting split diagrams into grade plans • Various types of grading <ul style="list-style-type: none"> - Nested Grading - Track Grading - Stock Grading • Grading with any one method <ol style="list-style-type: none"> a - skirt (A line only) b - Basic Front and Back bodice d - Basic set in Sleeves e - Collar (Any one basic) 	Journal 25 marks
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EVALUATION

1] Continuous Internal Assessment of 100 Marks.

REFERENCES:

- 1 Alpha Latzake E.J. and Ocrks B.V., (1969), Dress & Clothing Text book -3rd Ed. Chass A. Bewnel Co..
- 2 Bishop Edua B. and Arch M.S.Z. (1960), The Bishop method of clothing construction. Revised Edition, J.B. Lippmeof .
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- 4 Bray Natalie, (1979), Dress Pattern Designing- 4th Edition, Ravada Publishing.
- 5 Bray Natalie, (1978), More Dress pattern Designing , Ravada Publishing.
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- 19 Staurma, Mary M.(1973) Guide to Modern Clothing 3rd Edition, Mcgrow Hill Company.
- 20 Tanous, (1984), Designing Dress Pattern.
- 21 Zarapkar A,(1987), The ABC's of Grading by Murray Scheier.

PROGRAMME: B.Sc. in Home Science

Semester IV

OBJECTIVES:

1. To understand the concept of marketing.
2. To learn general principles of marketing, sales, quality, packaging, distribution, advertising, branding, marketing research etc.
3. To understand the current scenario of business.
4. To gain the basic knowledge of international marketing.
5. To gain knowledge about the merchandising activities.
6. To develop skills and qualities needed for merchandiser
7. To learn framework for practical application of merchandising tools in solving problems and in taking correct business decisions. .
8. To enhance organizational performance by utilizing concepts involving individual behavior within an organization

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1143	Fundamentals Of Apparel Merchandising And Marketing	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	<ol style="list-style-type: none"> 1. Gain Knowledge about the merchandising activities. 2. Develop skills and qualities needed for a merchandiser. 	<p>1. Introduction</p> <ol style="list-style-type: none"> 1. Definition 2. Functions of Merchandising Organizing structure. 3. Scope of Activities. 4. Qualities needed, skills required. 5. Role of Merchandiser in Garment production Units. 6. Sampling and Sourcing 7. Sampling Process and Garment development <ul style="list-style-type: none"> • Buyer's specifications • Pattern Making, Cutting, Stitching, Finishing and Accessories. • Selection, Product design and development. 	<p>25 marks</p> <p>Assignment</p> <p>To prepare buyer's specification sheet.</p> <p>To design a product to be developed</p>

Module No.	Objective	Content	Evaluation
2	<ol style="list-style-type: none"> 1. Explore the practical application of merchandising in solving problems and in taking correct business decisions. 2. Understand the current scenario of business 3. Understand the various domains of costing and budgeting. 4. Develop awareness about International commercial Terms. 	<p>1. Merchandising Calendar</p> <ul style="list-style-type: none"> • Current Market trends • 3 Fashion Trends <p>2. Costing/ Pricing and Budgeting</p> <ul style="list-style-type: none"> • Preparation of budget, Cash Flow, Break Even Point • Elements of Costing of different Garments. <p>3. Pricing Decisions</p> <ul style="list-style-type: none"> • Objectives • Importance • Factors affecting pricing <p>4. International Commercial Terms (In brief)</p> <ul style="list-style-type: none"> • Cost Insurance • Buyers Documents • Purchase Requisitions • Purchase Order • Export documentations like Letter of credit, Performa Invoice, Sellers bill to buyer, Quality and Inspection Documents. 	<p>25 marks</p> <p>To prepare budget or costing for designed product</p>

Module No.	Objective	Content	Evaluation
3	Understand the concept of Marketing.	1. The Basics of Marketing <ul style="list-style-type: none"> • Definition and Importance of Marketing • Role of Marketers and Marketing 2. Marketing research <ul style="list-style-type: none"> • Definition of Marketing Research • Role of Marketing Research 3. Consumer Behaviour- Product and Brand	2 5 Marks To collect information data of consumer buying behavior, product / brand preferences etc.

Module No.	Objective	Content	Evaluation
4	Learn the general principles of marketing, sales, quality, packaging, distribution, advertising, branding, marketing research etc.	1. Advertising and sales promotion <ul style="list-style-type: none"> • Advertising and importance of advertising. • Sales promotion and their objectives Types of customer sales promotion <ul style="list-style-type: none"> ▪ Coupons ▪ Rebates ▪ Samples ▪ Free Product ▪ Demo Indoor/ Outdoor ▪ Point of purchase (POP) ▪ Trade fair ▪ Incentive allowance ▪ Back to Back sales promotion ▪ Window displays ▪ Fashion Shows 2. Strategic planning <ul style="list-style-type: none"> • Importance/objective • Marketing plans & types • Types MP 	25 marks To find out different sales promotional techniques used in textiles/ apparel industry. Or To find out effective sales promotional technique in textiles. Or To prepare a marketing plan to introduce or promote product.

EVALUATION :

1. Internal :4 modules to be converted to $100/4 = 25$ marks
- 2.External- 75 marks
3. Total :Internal - 25 + External -75 = 100 marks

REFERENCES:

- 1) Bateman, Thomas S.Snell, Scott A, 2003: Management: Competing in the new era.(5th Ed), New Delhi, Tata Mcgraw-Hill Publishing Co-Ltd.
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- 3) Kotler, Philip & Keller, Kevin Lane, Marketing Management.
- 4) Govindarajan, M & Natrajan, S, 2005: Principles of Management, New Delhi, Prentice Hall of India Pvt Ltd.
- 5) Stone, E., 1985, Fashion Merchandising 4th Ed, New York Macmillan Book.
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- 8) Swapna Pradhan, Retail Management, Tata Mcgraw Hill Pub, Co, Ltd, New Delhi.

PROGRAMME: B.Sc. IN HOME SCIENCE

Semester IV

OBJECTIVES:

1. To acquire knowledge of different textiles produced in different states of India.
2. To acquaint the students with the different motifs, colors and weaving techniques used in the textiles along with their significance.
3. To acquire knowledge of various embroideries done in India with the historical background of each.
4. To learn different types of stitches, motifs, colors and materials used in the embroideries and their significance
5. To acquaint the students with the work of handloom board, khadi board in India.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1144	Traditional Textiles & Embroideries of India	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1.	<p>1. To acquire knowledge of different textiles produced in different states of India.</p> <p>2. To acquaint the students with the different motifs, colors and weaving techniques used in the textiles along with their significance.</p>	<p>1. Introduction in brief about the Traditional Textiles and Embroideries in India.</p> <ul style="list-style-type: none">• Influence of foreign countries on Indian Embroidery. <p>2. Textiles of the following States listed below:</p> <p>Fiber used colors, motifs and weaving techniques used for the producing traditional textiles.</p> <p>Maharashtra, West Bengal, Andhra Pradesh, Gujarat, Saurashtra, Kutch, Rajasthan, Uttar Pradesh, Orissa, Karnataka, Kerala, Madhya</p>	<p>20 marks</p> <p>Traditional textiles - state wise</p> <p>(Group project)</p>

		Pradesh, Tamil Nadu, Assam, Jammu & Kashmir, Punjab, Manipur.	
Module No.	Objectives	Content	Evaluation
2.	<p>1. To acquire knowledge of various embroideries done in India with the historical background of each.</p> <p>2. To learn different types of stitches, motifs, colors and materials used in the embroideries and their significance</p>	<p>1. Embroideries of the following states listed below.</p> <ul style="list-style-type: none"> • Embroidery of the following States regarding history, materials used, stitches, motifs, colors, their significance and descriptive terms used per motifs. <ol style="list-style-type: none"> 1. Kasturi of Karanataka 2. Embroidery of Sindh, Kutch and Kathiawar 3. Kashida of Kashmir 4. Kantha of Bengal 5. Chikankari of Uttar Pradesh 6. Manipuri Embroidery 7. Applique work of Bihar and Orissa 8. Phulkari of Punjab 9. Chamba Rumal 10. Gold and silver 	<p>25 marks</p> <p>Collection of designs Statewise</p>
Module No.	Objectives	Content	Evaluation
3.	To acquaint the students with the work of handloom board, khadi board in India.	<p>Handloom Industry of India</p> <ol style="list-style-type: none"> 1 History of Handloom Board 2 Functions of Handloom Board 3 Weaver's service centers <p>Khadi Board</p> <ol style="list-style-type: none"> 1 Structure of Khadi Board 	<p>25 marks</p> <p>Visit any sector and report presentation on it.</p> <p>Visit an Industrial & small scale</p>

		2 Functions of Khadi Board	embroidery unit
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Module No.	Objectives	Content	Evaluation
4.	<p>1. To learn the stitches used in the Embroidery of different states.</p> <p>2. To acquire knowledge of different motifs and colors used in the Indian Embroidery with their significance.</p>	<p>1. Frame and prepare a samples with Traditional embroidery motifs. Any 5 embroidery <i>motifs</i> to be done on the sample</p> <p>2. Plan and design any one article/garment by application of the traditional embroidery stitches.</p>	<p>25 marks</p> <p>Application of embroidery on garment</p> <p>Or</p> <p>Samples</p>

EVALUATION:

1] Internal assessment for module 1-4= $100/4=25$

2] Theory External Marks = 75

References:

- 1) Jamila B. B. (1958). *Costumes and Textiles of India* Bombay Taraporevala's treasure house of books.
- 2) Chattopadhyaya K. (1969) *Carpets & Floor covering of India*. Taraporevala.
- 3) Dongerkery Kamala (1951) *Romance of Indian Embroidery* Mumbai Thacker & Company.
- 4) DhamijaJ. & JainJ. (1989) *Hand woven Fabrics of India* Mapin Publisher
- 5) Joshi I. (1963) *Kasuti of Karnataka* Bombay, Popular Prakashan
- 6) Marg Publication (1965) *Textiles and Embroideries of India*
- 7) Mehta R.J. *Masterpieces of Indian Textiles*
- 8) Naik S. D. (1996) *Traditional Embroidery of India*. APH Publishing,
- 9) Pandit S. (1976) *Indian Embroidery*
- 10) Chattopadhyaya K. (1985). *Handicrafts of India*. (Revised Edition). New Delhi: Indian Council for Cultural Relations.
- 11) Gillow J and Barnard N. (1991). *Traditional Indian Textiles* London: Thames and Hudson Ltd
- 12) Irwin J. and Hall M. (1971). *Indian Painted and Printed Fabrics* Ahmadabad: Calico Museum of Textiles.
- 13) Lynton L. (1995). *The Sari* London: Thames and Hudson Ltd.
- 14) Murphy V. and Gill R. (1991). *Tie-dyed Textiles of India* London: Victoria and Albert Museum.
- 15) Naik S. (1996). *Traditional Embroideries of India* New Delhi: A.P.H. Publishing Corporation.
- 16) Pathak A. (2005). *Pashmina* New Delhi: Roli Books.
- 17) Untracht O. (1997). *Traditional Jewellery of India* London: Thames and Hudson Ltd.

PROGRAMME: B.Sc. in Home Science

Semester IV

OBJECTIVES:

1. The students learn different types of stitching and finishing of seams, bias, plackets, fasteners, pleats etc.
2. They learn to select appropriate stitching procedure to suit the item of clothing.
3. The learner learns the essential steps and procedures of clothing construction and acquires skills of finishing methods.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1145	ESSENTIALS OF CLOTHING CONSTRUCTION	04	-	04	100	-	100

Module no	Objective	Content	Evaluation
1)SEAMS, FRILLS & RUFFLES	<p>1) The learner learns to make different types of seams and its uses.</p> <p>2) The learner learns to use frills and ruffles for decorating the garments.</p>	<p><u>Unit-1</u> :- Bound seam ,overcasts seam, pinked seam, corded seam, ove locking (knitted fabric).</p> <p><u>Unit-2</u> :- Hemming , slip hemming, lock stitch, catch stitch hemming,</p> <p><u>Unit-3</u> :- Attaching of bands to sleeve, belt.</p> <p>Finishing of hemlines and edges with frills and ruffles.</p> <p><u>Unit-4</u> :- Use of fagotting</p>	25

Module no	Objective	Content	Evaluation
2)PLACKES& FASTENERS	<p>1) The learner acquire skills in making different types of placket suitable for various garments.</p>	<p><u>Plackets</u></p> <p><u>Unit-1</u> :- Plain, continuous wrap, zippers, kurta placket.</p> <p><u>Fasteners</u></p> <p><u>Unit-1</u> :- Buttons, hooks, snaps, Velcro,</p>	25

	2) The learner learns the use of different types of fasteners	fancy buttons with cord loops.	
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Module no	Objective	Content	Evaluation
3)NECKLINES & POCKETS	1) The learner learns to finish necklines in different ways. 2) The learner knows about various types of pockets.	<u>Unit-1</u> :- Cutting and joining of bias. <u>Unit-2</u> :- Bias facing, bias binding, shaped facing, shaped binding. <u>Unit-3</u> :- Use of mitered binding. <u>Unit-4</u> :- Patch, seam pocket, welt & flap pocket.	25

Module no	Objective	Content	Evaluation
4)FULLNESS SMOCKING & SHIRRING	1)The learner gets knowledge of imparting fullness in garments by various methods. 2)The learner gets acquainted with various techniques of smocking	<u>Unit-1</u> :- Pleats – knife, box, inverted box. <u>Unit-2</u> :- Gathers. <u>Unit-3</u> :- Tucks – pin, cross and variation. <u>Unit-4</u> :- Darts –Half and Full <u>Unit-5</u> :- Smocking – cable, herringbone, wave, diamond, honey comb. <u>Unit-6</u> :- Shirring and its variations.	25

EVALUATION:

[1] Continuous evaluation of the work done by the students out of 100 marks.

[2] No external examination to be conducted.

REFERENCE BOOKS

[1] Ann Ladbury; (1978), The Sewing Book, London Michell Beazley International Ltd

[2] Nurie Rlis / Gails Strauss; (1997) Sewing for Fashion Design, 2nd ED Upper Saddle River
: Prentice Hall Inc.

[3] Raul Jewel; Encyclopedia of Dress Making. A.P.H. pub. Co. New Delhi.

[4] Readers Digest; 1976, Complete Guide to Sewing, New York : The Reader's Digest
Association

PROGRAMME: B.Sc. in Home Science

Semester V

OBJECTIVES:

1. The learner develops the ability to dress aesthetically.
2. The learner learns to identify various figure irregularities and to design garments accordingly.
3. Students learn to understand and appreciate becoming colours, designs, patterns, fabrics and clothes.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1152	AESTHETICS OF CLOTHING & TEXTILES	4	2	2	25	75	100

Module no	Objective	Content	Evaluation
1)INTRODUCTION TO DRESS DESIGNING AND CREATING OPTICAL ILLUSION.	1) To Introduce concept of dress designing. 2) Bringing awareness in creating optical illusions to enhance the personality. 3) To know the colours and various colour schemes. 4) To recognize the importance of colour in dress.	<u>Unit- 1</u> :- Principles of designing. <u>Unit- 2</u> :- Figure irregularities and their types. <u>Unit- 3</u> :- Yin and Yang types of personalities. <u>Unit- 4</u> :- Optical illusion identification and creating illusion to conceal the figure irregularities. <u>Unit- 5</u> :- Physical properties of colour –hue, value and intensity. <u>Unit- 6</u> :- Colour schemes, Psychological effect of colour.	25

Module no	Objective	Content	Evaluation
2) WARDROBE PLANNING	1) To learn the concept of creating and managing a wardrobe.	<u>Unit-1</u> :- Wardrobe Planning Factors related to the size of wardrobe, Aids in wardrobe building- [Family wardrobe procedures] <u>Unit 2</u> :- Clothing Management	25

Module no	Objective	Content	Evaluation
3) FASHION CYCLE, THEORIES OF FASHION	1) To understand the sociological and psychological effects of clothing 2) To gain knowledge and understanding of fashion cycles. 3) To be familiar with fashion theories and concepts. 4) To study fashion leaders, followers and know fashion forecasting	<u>Unit -1</u> :- Theories of clothing. <u>Unit- 2</u> :- Psychological and social effects of clothing. <u>Unit- 3</u> :- Fashion cycles, length of cycles. <u>Unit- 4</u> :- Theories of fashion. <u>Unit-5</u> :- Fashion leaders, fashion followers . <u>Unit- 6</u> :- Fashion forecasting.	25

Module no	Objective	Content	Evaluation
4)PRACTICAL APPLICATION ON DRESS FORM TO UNDERSTAND THE DRAPABILITY OF DIFFERENT FABRICS	1) To enable the students to understand the drapability and fall of different fabrics . 2) The learner learns practical application on dress form.	<u>Unit 1</u> :- Drape various textured fabrics on the dress forms . <u>Unit 2</u> :- Study the drapability and combination of different textures.	Each student shall demonstrate at least two patterns using different fabrics and textures on the dress form in the class. (The above module to be evaluated out of 25 marks.)

EVALUATION:

[1] One unit test of 15 marks.

[2] Module 4 to be completed as practical course of internal evaluation of 10 marks.

[3] 15 marks practical project to be counted as external practical.

[4] University External Theory examination of 60 marks.

REFERENCE BOOKS:

- [1] Bane Allyn ; Creative Clothing Construction, New York Mc Graw Hill Book Co. 1956
- [2] Carson ; How you look and Dress,St. Louis. Mc Graw Hill Book Co. 1969
- [3] Ervin and Kinchen ;Clothing for Moderns, 3rd Edition, The Macmilan Co.. New York.
- [4] Gini Stephens Frings; Fashion – from concept to consumer, London Prentice Hall 1999.
- [5] Goldstein & Goldstein; Art in every day Life, Calcutta : Oxford & IBNPublishing,1968.
- [6] H.T. Macjimsey; Costume Selection, Burgess Publishing Company, Minneapolis Minn.
- [7] Keygens and Specfit; Art in Clothing Selection and Personal Appearance , Uppu
Saddle River Prentice Hall Inc.,2000
- [8] Macjimsey; Art in Clothing selection, New York : Harper & Raw, 1963
- [9] Mary R.S; Clothing- A Study in Human Behaviour, Holt Rinchart and Winslon, Inc.

PROGRAMME: B.Sc. in Home Science

Semester V

OBJECTIVES:

After completing this course the students will:

1. Acquire skills in handling different types of fashion fabrics.
2. Develop skills in sewing variety of patterns.
3. Understand flat pattern method and design for self and others.
4. Finish the garments as per standard methods.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1153	Fashion and Apparel Design	4	-	4	25	75	100

Module No.	Objectives	Content	Evaluation
1	The learners will - <ul style="list-style-type: none">• be able to design, select fabric and trimmings as per fashion trends.• Will adapt basic patterns and stitch salwar and kurta by standard methods.	Construct the following Apparels considering suitability of patterns Personality wise. <ul style="list-style-type: none">• Salwar - Pattern to be selected as per fashion trend.• Kameez/ Designer Kurta - Any Designer pattern with fancy neckline and sleeves.	10 + 10 marks

Module No.	Objectives	Content	Evaluation
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2	<p>The learners will -</p> <ul style="list-style-type: none"> • learn the principles of flat pattern method for yokes and fullness. • be able to draft, cut and stitch different types of collars and sleeves. • adapt the basic skirt draft to different patterns and construct the same. 	<p>Construct the following Fashion Apparels as per current trends.</p> <ul style="list-style-type: none"> • Western Top with suitable fullness, yoke, Collar and sleeves • Skirt :Pattern with Pleats/ Yoke & gathers /Wrapper round/ Umbrella /Tiered 	10+10 marks
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Module No.	Objectives	Content	Evaluation
3	<p>The learners will -</p> <ul style="list-style-type: none"> • be able to adapt the basic block to western outfit/jacket. • procure suitable fabrics, cut, stitch and finish the garment by standard methods. 	<p>Construct the following Fashion Apparels as per current trends-</p> <ul style="list-style-type: none"> • Western Outfit (1piece) OR • Jacket: Pattern with Princess line or as per fashion trend. 	Continuous assessment 10 marks

Module No.	Objectives	Content	Evaluation
4	<p>The learners will -</p> <ul style="list-style-type: none"> • Will design, adapt, cut, stitch and finish the party wear garment as per fashion trends. • Be able to handle and use lining and trimmings. 	<p>Construct the following Fashion Apparels as per current trends.</p> <ul style="list-style-type: none"> • Kids Wear-Party Frock/ Gown <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Party wear Pattern with lining & use of Trimmings Frills/Ruffles/laces/ Show Buttons etc. 	15 marks

EVALUATION:

1] First 5 garments(10 marks each) =50 marks + Party wear-15 marks + Journal-10 marks
= 75 marks

2] One unit test of 25 marks to be conducted. Duration = 5 hours.

(Drafting of basic block to be brought from home).

3] Internal 100 Marks to be converted into 25 marks.

4] External - 75 Marks Practical (Drafting of basic block to be brought from home)

5] Total : Internal - 25 + External -75 = 100 Marks

REFERENCES:

1. Aldrich Winfred, (1996) Fabric form and flat pattern cutting ,Oxford Blackwell Science Ltd.
2. Armstong Helen Joseph,(2006),Pattern Making for Fashion Design ,3rd Edition, New Jersey Prentice Hall Inc.
3. Bray Natalie,(1978), Dress Fitting (Basic Principles and Practice) ,Graduate Publishing.
4. Bray Natalie, (1979),Dress Pattern Designing ,4th Edition, Ravada Publishing.
5. Bray Natalie, (1978) More Dress Pattern Designing, Ravada Publishing.
6. Cambell H. & Davies M.S, (1986),Designing Patterns, A Fresh Approach to Pattern Cutting, Australian Edition, A.E.Press Melbourne.
7. Cooklin Gerry, Pattern cutting for women's future wear ,Blackwell Sciences.
8. Jindal Ritu, (1989),Hand Book for Fabric Designing ,Mittal Publication, New Delhi.
9. Norma Hollen & Kundel, (1993), Pattern Making by Flat Pattern Method ,7th Ed. MacmillanPublishing Co. New Co. New York.
10. Reader's Digest,(1976) Complete Guide to Sewing ,Reader's Digest Association.
- 11.Zarapkar, (1980), System of Cutting ,Navneet Pub. Ltd.

PROGRAMME: B.Sc. IN HOME SCIENCE
SEMESTER V

OBJECTIVES:

1. Students acquire knowledge on classification of dyes.
2. Students learn about various dyes
3. Learner learns methods and procedures of application of dyes
4. They understand the preparatory processes

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1154	Dyeing and Printing	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<ol style="list-style-type: none"> 1. The learner will know the different preparatory and post processes of textile fabrics. 2. The learner will know about the chemicals used on textile fabrics during these processes. 	<p>PREPARATORY AND POST-PROCESS FOR DYEING AND PRINTING</p> <p>Unit1: Singeing, De-sizing, Scouring, Bleaching(with H₂O₂), Mercerization(All Processes for cotton only and to be taught in brief).</p> <p>Unit-2: Post process for dyed and printed fabrics -Soaping, Steaming, Ageing, Curing (in brief).</p>	<p>Project</p> <p>25 marks</p>

Module No.	Objective	Content	Evaluation
2	<ol style="list-style-type: none"> 1. After learning this, the learners will understand the classification of dyes. 2. The learner will acquire knowledge of various dyes used on textile fibers. 3. The learner will learn the procedure of dyeing different textile materials. 4. The learner will get knowledge of the different machinery used for the same. 	<p>DYES AND METHODS OF DYEING</p> <p>Unit 1: Classification of dyes.</p> <p>Unit 2: Process of dyeing and fibers dyed by the following-Basic dyes, Acid dyes, Direct dyes, Disperse dyes, Reactive dye & Vat dyes. (in short)</p> <p>Unit 3: Cross dyeing, Solution dyeing, Union dyeing</p> <p>Unit 4: Stock dyeing, Top dyeing, Yarn dyeing, Piece dyeing (winch, jigger and padding mangle).</p>	<p>Project</p> <p>25 marks</p>

Module No	Objective	Content	Evaluation
3	To learn different styles and methods of printing	<p>PRINTING: Introduction to Styles of Printing – Unit1 Direct Printing</p> <ul style="list-style-type: none"> - Different methods of printing - Block Printing, Stencil Printing, Duplex Printing, Warp Printing, Screen Printing (hand and flat- bed), Transfer Printing. <p>Unit2 Discharge Printing Unit3 Resist Printing</p> <ul style="list-style-type: none"> - History of Tie and Dye. - History of Batik <p>(Methods to be taught in module 4)</p>	Project 25 marks

Module No	Objective	Content	Evaluation
4	<ol style="list-style-type: none"> 1. To learn different techniques of Tie and Dye. 2. To learn different techniques of batik. 	<p>TIE AND DYE Unit1 Different methods of Tie and Dye :</p> <ul style="list-style-type: none"> -Different methods of Tie and Dye - Marbling, Folding, Knotting, Stitching, Binding, Laheria, Rutching, Chevron, Batik effect, Pleating with pegs, Twisting and Coiling <p>Unit-2 Batik : Crack, scratch, splash, batik painting and combination (Demonstration of these methods to be shown to students)</p>	<p>Assignment Samples to be made by each student. 25 marks</p>

EVALUATION:

1. Continous evaluation of all 4 modules = 25 marks
2. External examination - 60 marks
3. External practical 15 marks

REFERENCES:

1. Barbhaiya B. Batik for Beginners M.S. University, Baroda.,
2. Shenai V.A. Technology of dyeing ,Vol. II & VI Sevak Publication, Bombay. ,
3. Shenai V.A. Technology of printing ,Vol. IV,
4. Prayag R.S. Dyeing for wool, silk and man – made Fibers Court press, Salem.,
5. Joseph M.L. Introductory Textile Science
6. The Dryden Press New York.,
7. Trotman E.R.: Bleaching & Dyeing & Chemical Technology of Textile Fibers,
8. Marsh J.T. An Introduction to Textile finishing ,
9. Prayag R.S. Printing,
10. Prayag R.S. Technology of Dyeing Court press, Salem.,

PROGRAMME: B.Sc. in Home Science

Semester V

OBJECTIVES:

1. Students learn to trace reference material, analyze, evaluate and condense articles, reports or research articles.
2. Students gain experience of group discussion on various topics.
3. The learner develops ability to collect and effectively present information before students.
3. The learner learns to prepare review and present on selected articles.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1155	Recent advances in Textile Science & Apparel Design	2	-	2	50	-	50

COURSE CONTENT :

•For Practical

Each student has to select one latest topic related to the subject, collect information from literature, industry, library and other sources, compile it and present it in class.

EVALUATION:- (For Practical)

Evaluation of the student's presentation to be done on the given format –

Language/ Body language –	10 marks
Audio Visual Aids –	10 marks
References / Bibliography –	20 marks
Overall Presentation –	20 marks
File Matter and Presentation –	20 marks

Ability to Explain the Topic – 10 marks
 Ability to answer the audience's queries – 10 marks

Total- 100 marks – divide by 2 = 50 marks

Note: Only internal evaluation, no examination.

PROGRAMME: B.Sc. IN HOME SCIENCE

Semester V

WOMEN'S STUDIES

Objectives:

1. To help students to know the demographic profile of women in India.
2. To help students to understand the present situation and changes in the status of women.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
9356	WOMEN'S STUDIES	2	2	-	50	-	50

Module No	Objectives	Content	Evaluation
			25 Marks
1.Demographic profile of women in India and towards change	This module will enable students to: 1. Understand the demographic profile of women in India. 2. To create awareness about the role and importance of media portraying women	1.Sex Ratio 2.Health 3.Education 4.Employment 5.National Policy of Empowerment of women 2001 6.The role and importance of media portraying women	Debate 5 marks Discussion 10 marks Presentation 10 marks

Module No	Objectives	Content	Evaluation
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			25 Marks
2.Women, work and development	This module will enable students to: 1. Understand the present situation and changes in the status of women. 2. Create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development.	1. Women in the unorganized sector. 2. Women in the Organized sector. 3. Legal provision for the protection of working women 4. Governmental policies and strategies for women's development 5. Role of voluntary organizations and NGO's in women's development	Discussion 10 marks Presentation 15 marks

References:

Bansal S. (2007): Women in Developing Countries, Sumit Enterprises, New Delhi.

Bhadoria M (1997): Women in India (Some Issues), APH Publication, New Delhi.

Chaudhuri M (ed.) (2004): Feminism In India, Women Unlimited, New Delhi.

Ghadially Rehana (ed.) *1998): Women In Indian Society: A Reader Sage Publications, New Delhi.

Gopalan S.(2002): Towards Equality- The Unfinished Agenda, Status of Women in India. National Commission for Women, New Delhi.

Iyer P (2007): women and Social Revolution: Strategies and Policy, Insights from India, Women's Press. New Delhi.

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Mishra R.B (1992): Indian Women Challenges and Change., Commonwealth Publishers, New Delhi.

MadunuriLaxmipatti R (ed.) (2007): Women Empowerment: Challenges and Strategies,, Mayur Enterprises, New Delhi.

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PROGRAMME: B.Sc. in Home Science
Semester VI

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1163	FABRIC STRUCTURE	4	3	1	25	75	100

Module no	Objective	Content	Evaluation
Module : 1: <u>INTRODUCTION</u> <u>TO FABRIC</u> <u>CONSTRUCTION</u>	<p>1) The learner gets acquainted with different techniques of fabric construction.</p> <p>2) The learner gets acquainted with various types of looms and it's functions.</p> <p>3) To learner knows the characteristics of different weaves.</p>	<p>Unit-1:- Introduction to Fabric construction:- Weaving, Knitting, Non-woven, Felting, Knotting, Braiding, Bonding, Laminating (definitions only).</p> <p>Unit-2 :- Looms:- Classification, Parts, Basic weaving operations (primary, secondary, ancillary).</p> <p>Unit-3 :- Weaving :- Classification of weaves, Fundamentals of woven design, Construction and characteristics of the following weaves-</p> <ul style="list-style-type: none"> • Plain, Basket, Ribbed • Twill & it's variation • Satin, Sateen, Corkscrew • Simple pile • Mockleno • Huck-a-back • Honeycomb • Crepe 	25 marks
Module no	Objective	Content	Evaluation

<p>Module: 2 : <u>KNITTING</u></p>	<p>1) The learner gets to learn the knitted fabric structure. 2) The learner learns the characteristics of various knitted structure.</p>	<p>Unit-1 :- Knitting:- Structure of knitted fabrics, Classification, Warp and weft knit fabrics and it's characteristics</p>	<p>25 marks</p>
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Module no	Objective	Content	Evaluation
<p>Module: 3: NON-WOVENS</p>	<p>1) The learner learns the techniques of non-woven fabric formation. 2) The learner learns & knows the uses and care of non-woven fabrics</p>	<p>Unit-1 :- Non-woven Fabrics:- Introduction and definition of non-woven fabrics. Unit-2 :- Webs:- Staple fiber , wet-laid, dry-laid, parallel-laid, cross-laid and random-laid webs. Continuous filament webs- spun-laid, melt-laid webs. Unit-3 :- Non-woven Fabric Forming Techniques:- Adhesive bonding, thermal bonding, needle punching, hydro-entangling, stitch bonding, bonding of spun-laid webs. Unit-4 :- Film-fabrics:- Types of film, coated fabrics. Unit-5 :- Finishing , end-uses and care of non-woven fabrics.</p>	<p>25</p>

Module no	Objective	Content	Evaluation
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Module : 4; <u>WEAVING- SAMPLES</u>	To learn to construct samples of different weaves	Two Samples of different weaves to be constructed by each student.	25 marks

EVALUATION:

- [1] Total internal of 75 marks to be converted out of 15 marks.
- [2] Module 4 to be completed as practical course of internal evaluation of 10 marks.
- [3] 15 marks of practical assignment to be counted as external practical marks.
- [4] University external theory examination of 60 marks.
- [5] **Total 100 marks.**

REFERENCE BOOKS:

- [1] Billie J. Collier & Phyllis G. Tortora; (1983) Understanding Textiles ; 6th Edition
Prentice – Hall Inc. New Jersey-
- [2] Marjory Joseph; (1993.)Introductory Textile Science ;5th Edition, Fort Worth Harcourt
Brace Jovanovich College Publishers.
- [3] N. Gokarneshan ; Fabric Structure and Design, New Age International (P) LtdNew Delhi.
- [4] Nisbet H; (1961).Grammar of Textile Design, 3rd Edition, Bombay, Taraporewala and
Sons,
- [5] Norma Hollen, Jane Saddler; (1998).“Textiles “; 6th Edition Macmillan Publishing Co.
New York,
- [6] P.V. Vidyasagar; Handbook of Textiles; Mittal Publication New Delhi
- [7] Potter & Corbman; (1975)Textile – Fiber to Fabric; 5th Edition, Bernard Publ. New York
- [8]John Tovey, The Technique of Weaving ;B. T. Bastford Ltd. London 1965
- [9] Susheela Dhantyagi; Fundamentals of Textiles & their Care; Orient Longman, 3rd
Edition
- [10] Terry Brackenbury; Knitted Clothing Technology ; Blackwell science

PROGRAMME: B.Sc. in Home Science

Semester V

OBJECTIVES:

1. Students learn to trace reference material, analyze, evaluate and condense articles, reports or research articles.
2. Students gain experience of group discussion on various topics.
3. The learner develops ability to collect and effectively present information before students.
5. The learner learns to prepare review and present on selected articles.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1163	FABRIC STRUCTURE	4	3	1	25	75	100

Module no	Objective	Content	Evaluation
Module : 1: <u>INTRODUCTION</u> <u>TO FABRIC</u> <u>CONSTRUCTION</u>	<p>1) The learner gets acquainted with different techniques of fabric construction.</p> <p>2) The learner gets acquainted with various types of looms and it's functions.</p> <p>3) To learner knows the characteristics of different</p>	<p>Unit-1:- Introduction to Fabric construction:- Weaving, Knitting, Non-woven, Felting, Knotting, Braiding, Bonding, Laminating (definitions only).</p> <p>Unit-2 :- Looms:- Classification, Parts, Basic weaving operations (primary, secondary, ancillary).</p> <p>Unit-3 :- Weaving :- Classification of weaves, Fundamentals of woven design, Construction and characteristics of the following weaves-</p> <ul style="list-style-type: none">• Plain, Basket, Ribbed• Twill & it's variation• Satin, Sateen, Corkscrew• Simple pile• Mockleno• Huck-a-back• Honeycomb• Crepe	25 marks

	weaves.		
Module no	Objective	Content	Evaluation
Module: 2 ; <u>KNITTING</u>	1) The learner gets to learn the knitted fabric structure. 2) The learner learns the characteristics of various knitted structure.	Unit-1 :- Knitting:- Structure of knitted fabrics, Classification, Warp and weft knit fabrics and its characteristics	25 marks

Module no	Objective	Content	Evaluation
Module: 3: NON-WOVENS	1) The learner learns the techniques of non-woven fabric formation. 2) The learner learns & knows the uses and care of non-woven fabrics	Unit-1 :- Non-woven Fabrics:- Introduction and definition of non-woven fabrics. Unit-2 :- Webs:- Staple fiber , wet-laid, dry-laid, parallel-laid, cross-laid and random-laid webs. Continuous filament webs- spun-laid, melt-laid webs. Unit-3 :- Non-woven Fabric Forming Techniques:- Adhesive bonding, thermal bonding, needle punching, hydro-entangling, stitch bonding, bonding of spun-laid webs. Unit-4 :- Film-fabrics:- Types of film, coated fabrics. Unit-5 :- Finishing , end-uses and care of non-woven fabrics.	25

Module no	Objective	Content	Evaluation
Module : 4; <u>WEAVING-</u> <u>SAMPLES</u>	To learn to construct samples of different weaves	Two Samples of different weaves to be constructed by each student.	25 marks

EVALUATION:

- [1] Total internal of 75 marks to be converted out of 15 marks.
- [2] Module 4 to be completed as practical course of internal evaluation of 10 marks.
- [3] 15 marks of practical assignment to be counted as external practical marks.
- [4] University external theory examination of 60 marks.
- [5] **Total 100 marks.**

REFERENCE BOOKS:

- [1] Billie J. Collier & Phyllis G. Tortora; (1983) Understanding Textiles ; 6th Edition
Prentice – Hall Inc. New Jersey-
- [2] Marjory Joseph; (1993.)Introductory Textile Science ;5th Edition, Fort Worth Harcourt
Brace Jovanovich College Publishers.
- [3] N. Gokarneshan ; Fabric Structure and Design, New Age International (P) LtdNew Delhi.
- [4] Nisbet H; (1961).Grammar of Textile Design, 3rd Edition, Bombay, Taraporewala and
Sons,
- [5] Norma Hollen, Jane Saddler; (1998).“Textiles “; 6th Edition Macmillan Publishing Co.
New York,
- [6] P.V. Vidyasagar; Handbook of Textiles; Mittal Publication New Delhi
- [7] Potter & Corbman; (1975)Textile – Fiber to Fabric; 5th Edition, Bernard Publ. New York
- [8]John Tovey, The Technique of Weaving ;B. T. Bastford Ltd. London 1965
- [9] Susheela Dhantyagi; Fundamentals of Textiles & their Care; Orient Longman, 3rd
Edition

[10] Terry Brackenbury; Knitted Clothing Technology ; Blackwell science

PROGRAMME: B.Sc. in Home Science

Semester VI

OBJECTIVES:

1. Students learn to develop skills in garment designing.
2. Students develop skills in making basic child and male croquie.
3. Students learn to draw various textures and use them effectively in illustration and rendering.
4. Students learn to design portfolio.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1161	ADVANCE FASHION ILLUSTRATION	04	-	04	100	-	100

Module no	Objective	Content	Evaluation
Module:1 BASIC FEMALE CROQUIE	1) Students learn to draw various views of female croquie. 2) Students will learn to draw features & different hairstyles of female croquie. 3) Students learn to drape croquie with different garments.	<u>Unit-1</u> :- Fleshing out croquie- Front view, Side view, Back view. <u>Unit-2</u> :- Female face drawing- Features & hairstyle (in detail). <u>Unit-3</u> :- Garment Draping- a) One Indian dress b) Two western garments c) Saree d) Evening gown e) One piece dress	25 marks

Module no	Objective	Content	Evaluation
Module:2 BASIC MALE & CHILD CROQUIE	1) Students learn to draw basic male & child croquie. 2) Students learn to drape he garments on the croquies	<u>Unit-1</u> :- Basic child croquie. (5-6 yrs old – 5 Heads) <u>Unit-2</u> :- Draping any two childrens garments on the croquie. <u>Unit-3</u> :- Basic illustration of male croquie(10 / 12 Heads). <u>Unit-4</u> :- Draping any two male garments on the croquie.	25 marks

Module no	Objective	Content	Evaluation
Module: 3: TEXTURES	Students learn drawing different textures . Students learn to use various medias for rendering	<u>Unit-1</u> :- Drawing various textures (minimum 10 different textures to be done with samples) <u>Unit-2</u> :- Use of different medias for rendering	25 marks

Module no	Objective	Content	Evaluation
Module: 4: PORTFOLIO DESIGNING	Students will learn to design Portfolio.	<u>Unit-1</u> :- To design a Portfolio on a selected theme	25 marks

EVALUATION:

- [1] Each module carries 25 marks.
- [2] Internal evaluation only`
- [3] No examination
- [4] **Total 100 marks.**

REFERENCE BOOKS:

- [1] Anne Allen and Julian Seaman ; (1996) The Basic Principles, B.T Bats Ford Ltd.
London, , Ist Edition
- [2] Bilia Abling; . (2001)Fashion Rendering With Colour, Prentice Hall INC, New Jersey
- [3] Linda Tain; (2003)Portfolio Presentation For Fashion Designers, Fairchild
Publications, INC, New York Ist Edition.
- [4] Maite Lafuente & Aitana Leonart; (2007)Fashion Illustration Figure Drawing,Parragon
books Limited , UK, 1st Edition.
- [5] Maite Lafuente & Daniela Santos; (2007) Fashion Illustration Flat Drawing, 1st Edition,
Parragon books Limited , UK,.
- [6] Patrick John Ireland; (2005,)Fashion Design Illustration For Women, 1st Edition, B. T.
Bats Ford , London
- [7] Ritu Bhargava; (2005)Fashion Illustration & Rendering, 1st Edition , B. Jain Publishers
(P) Ltd.

PROGRAMME: B.Sc. in Home Science

Semester VI

OBJECTIVES:

1. The students learn to design garments in vogue.
2. They learn to make a resource book for procuring order for a variety of garments.
3. They learn to create the garments as per the selected designs.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1162	COMMERCIAL CLOTHING	04	-	04	25	75	100

Module no	Objective	Content	Evaluation
1)CHANIA CHOLI	1) The learner will learn to create different styles of chania choli. 2) The learner learns to apply the knowledge of surface ornamentation for creating the garment.	<u>Unit-1</u> :- Chania pattern A Line, Umbrella, Gored, Pleated or any other pattern as per liking.Lining- Satin , Cotton etc. <u>Unit-2</u> :- Choli Any pattern adapted from basic bodice block. Shaped neckline with shaped facing or piping. Shoulder and sides should be finished with French seam. Fabrics- Satin ,Silk, Tissue, Net, Lace, Brocade or any other suitable fabric	25

Module no	Objective	Content	Evaluation
<p>2)INDIAN FEMALE DESIGNER GARMENT (As per trend)</p>	<p>1) The learners learns different ways of drafting and cutting the Indian garment.</p> <p>2) The learner gets to learn various styles of lower garments.</p>	<p><u>Unit-1</u> :- Kameez Anarkali Kurta with lining (or any other pattern in trend).</p> <p><u>Unit-2</u> :- Chudidar/ Salwar / Any Pattern</p> <p>Features of the garment may vary with the style and pattern</p> <p>Fabrics- Cotton, Khadi, Blends, Synthetic , Silk, Organza or any other suitable fabric</p>	<p>25 marks</p>

Module no	Objective	Content	Evaluation
<u>3)WESTERN OUTFIT / TWO PIECE NIGHT WEAR.</u>	<p>1) The learner learns to create a one piece dress.</p> <p>2) The learner learns to stitch different styles of night wears</p>	<p><u>Unit-1</u> :- western outfit</p> <p>Variation in bodice can be done by princess line, collar, boat neck, off shoulder etc.</p> <p><u>Unit-2</u> :- Two piece night wear Shirt- Any pattern can be created using collar , yoke etc Elasticized Pyjama.</p> <p>(Fabrics: Satin, Chiffon, Crepe, or any fabric with good drape suitable for the garment.)</p>	25 marks

Module no	Objective	Content	Evaluation
<u>4) ONE LATEST GARMENT IN VOGUE</u>	<p>1) Students learn to create garments according to latest fashion trends.</p> <p>2) Students learn to design according to the figure types.</p>	<p><u>Unit-1</u> :- Designer garment</p> <p>Students can create garment As per their choice.</p>	25

EVALUATION:

- [1] Each module carries 25 marks .
- [2] Internal marks 100 to be converted into 25 marks.
- [3] External exam of 75 marks at university level. (Drafting to be brought from home)
- [4] Internal 25 marks & external examination 75 marks = Total 100 marks.
- [5] Duration of external examination 5 hours.

REFERENCE BOOKS:

- [1] Aldrich Winfred; (1996), Fabric form and flat pattern cutting , Oxford Blackwell Science Ltd,
- [2] Armstrong Helen Joseph; 2006. Pattern Making for Fashion Design, 3rd Edition , New Jersey
Prentice Hall Inc.
- [3] Bray Natalie; Dress Fitting- Second Edition; Blackwell Sci.
- [4] Bray Natalie; Dress Pattern Designing, Fifth Edition, Blackwell Sci.
- [5] Bray Natalie; More Dress Pattern Designing. Fourth Edition , Blackwell Sci
- [6] Cloake Dawn; Cutting and Draping Special Occasion Clothes- B.T. Bastford Ltd.
- [7] Cooklin Gerry; Pattern Cutting For Womens Outer wear Blackwell Sci.
- [8] Jindal Ritu Hand Book for Fashion designing- Mittal Publication , Delhi
- [9] Readers Digest; Complete Guide to Sewing, Readers Digest Association
- [10] Zarakar; System of Cutting- Navneet Pub. Ltd.

PROGRAMME: B.Sc. in Home Science
Semester VI

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1163	FABRIC STRUCTURE	4	3	1	25	75	100

Module no	Objective	Content	Evaluation
Module : 1: <u>INTRODUCTION TO FABRIC CONSTRUCTION</u>	<p>1) The learner gets acquainted with different techniques of fabric construction.</p> <p>2) The learner gets acquainted with various types of looms and it's functions.</p> <p>3) To learner knows the characteristics of different</p>	<p>Unit-1:- Introduction to Fabric construction:- Weaving, Knitting, Non-woven, Felting, Knotting, Braiding, Bonding, Laminating (definitions only).</p> <p>Unit-2 :- Looms:- Classification, Parts, Basic weaving operations (primary, secondary, ancillary).</p> <p>Unit-3 :- Weaving :- Classification of weaves, Fundamentals of woven design, Construction and characteristics of the following weaves-</p> <ul style="list-style-type: none"> • Plain, Basket, Ribbed • Twill & it's variation • Satin, Sateen, Corkscrew • Simple pile • Mockleno • Huck-a-back • Honeycomb • Crepe 	25 marks

	weaves.		
Module no	Objective	Content	Evaluation
Module: 2 ; <u>KNITTING</u>	1) The learner gets to learn the knitted fabric structure. 2) The learner learns the characteristics of various knitted structure.	Unit-1 :- Knitting:- Structure of knitted fabrics, Classification, Warp and weft knit fabrics and its characteristics	25 marks

Module no	Objective	Content	Evaluation
Module: 3: NON-WOVENS	1) The learner learns the techniques of non-woven fabric formation. 2) The learner learns & knows the uses and care of non-woven fabrics	Unit-1 :- Non-woven Fabrics:- Introduction and definition of non-woven fabrics. Unit-2 :- Webs:- Staple fiber , wet-laid, dry-laid, parallel-laid, cross-laid and random-laid webs. Continuous filament webs- spun-laid, melt-laid webs. Unit-3 :- Non-woven Fabric Forming Techniques:- Adhesive bonding, thermal bonding, needle punching, hydro-entangling, stitch bonding, bonding of spun-laid webs. Unit-4 :- Film-fabrics:- Types of film, coated fabrics. Unit-5 :- Finishing , end-uses and care of non-woven fabrics.	25

Module no	Objective	Content	Evaluation
Module : 4; <u>WEAVING-</u> <u>SAMPLES</u>	To learn to construct samples of different weaves	Two Samples of different weaves to be constructed by each student.	25 marks

EVALUATION:

- [1] Total internal of 75 marks to be converted out of 15 marks.
- [2] Module 4 to be completed as practical course of internal evaluation of 10 marks.
- [3] 15 marks of practical assignment to be counted as external practical marks.
- [4] University external theory examination of 60 marks.
- [5] **Total 100 marks.**

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- [1] Billie J. Collier & Phyllis G. Tortora; (1983) Understanding Textiles ; 6th Edition
Prentice – Hall Inc. New Jersey-
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Brace Jovanovich College Publishers.
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Sons,
- [5] Norma Hollen, Jane Saddler; (1998).“Textiles “; 6th Edition Macmillan Publishing Co.
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[10] Terry Brackenbury; Knitted Clothing Technology ; Blackwell science

PROGRAMME: B.Sc. in Home Science
Semester VI

OBJECTIVES:

1. Students acquire practical knowledge of the actual working conditions in the industry.
3. Students get acquainted with the application systems followed in the industry.

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
1164	PROFESSIONAL APPLICATION IN TEXTILE SCIENCE & APPAREL DESIGN	08	-	08	100	100	200

COURSE CONTENT:-

The students are required to have work experience with reference to the thrust areas in the field of textiles and apparels. This would be for the duration of six weeks in consultation with the industry. The students will be placed in various units of textiles and apparels such as mills, testing laboratories, garment export houses, designing studios etc. where they will gain practical knowledge.

EVALUATION:-

The evaluation of the performance of the students during their internship period will be done by the authorities in the firm where they are placed and the teacher guiding students in consultation with each other.

[A] Evaluation Format for Industry :

Knowledge & application of knowledge - 10 marks
Working relationship (interaction/ cooperation /coordination) – 10 marks
Subject interest & involvement – 10 marks
Creativity / skills – 10 marks
Overall behavior (punctuality / sincerity) – 10 marks
Total of 50marks

To be converted out of 100.

[B] Evaluation Format for College:

Individual file – 20 marks

Presentation- 10 marks

Group file- 10 marks

Attendance – 10 marks

Total of 50 marks .

To be converted out of 100marks

Total evaluation of [A] + [B] to be done out of 200 marks.

Note :- Total workload to be counted as 8 credits only.

