

UNIVERSITY OF JAMMU

SYLLABI AND COURSES OF STUDY FOR B A HOME SCIENCE SEMESTER III FOR
THE EXAMINATION TO BE HELD IN THE YEARS 2017, 2018 AND 2019

Course Code	Subject	Maximum Marks		Credits	Duration Of Examination
		University Examination	Internal Assessment		
UHSTC301	Human Development	80	20	4	2.30hrs
UHSPC301	Practical	25	25	2	3hrs
UHSPS302*	Image styling and Fashion Illustration (Practical)	50	50	4	6.hrs
UHSTS303 *	Nutrition Health Communication (Theory)	80	20	4	2.30hrs

*The candidates are required to select any one of the Skill Enhancement Courses

B.A. Home Science –3RD Semester**Core Course****Course code:UHSTC301****HUMAN DEVELOPMENT****Duration of Examination: 2.30hrs****Max marks = 100****External Assessment =80****Internal Assessment = 20***Recommended credits: 4(4hrs. per week)***Syllabus for the examination to be held in the year 2017, 2018 and 2019****Theory****OBJECTIVES:-***The course aims to help students to:*

- 1) *Understand the need and scope of studying Human development*
- 2) *Learn about the theoretical frameworks for understanding human development.*
- 3) *Become acquainted with developmental stages, their characteristics and milestones/ developmental tasks from a life span perspective.*
- 4) *Understand specific issues related to different developmental stages.*

UNIT –I Introduction

- Human Development and Child Development- Definition, Need, Scope, Vocational Avenues.
- Methods of Child Study: Interview, Observation, Case studies, Psychological tests & Intelligence Tests (in brief)
- Growth and Development-Definition, Principles, Related factors, Stages of development, Need to study development through the life cycle.
- Theories of Human Development (in brief) - Freud's Psychoanalytic Theory, Erikson's Psychosexual Theory, Piaget's Cognitive Development Theory

UNIT- II Infancy and Childhood

- Pre-natal period:- Course of prenatal development, Overview of birth process and complications, Conditions affecting pre-natal development, Hazards during pre-natal development.
- Infancy :-Physical changes, Language development ,Social– Emotional development and Cognitive /Intellectual development during infancy.
- Early Childhood:- Overview of early childhood years- Importance, development tasks, and Milestones, Preschool- Orientation to pre-school education and significance.
- Middle Childhood:- Development tasks, Milestones of development, School: Significance and functions, Influence of peer group.

UNIT-III Adolescence

- Puberty and adjustment to pubertal changes,
- Adolescence (13-18 Yrs):- Definition, Characteristics, Developmental Tasks, Intellectual Development
- Identity formation, Preparation for vocation, Sexual Orientation and Need for Developing healthy sexual behaviors
- Problems of adolescence- substance abuse, mental health problems, STD, AID's, Teenage pregnancies.
- Life Skill Education

UNIT IV: Adulthood

- Definitions, transition from adolescence to adulthood
- Developmental tasks of adulthood
- Physical and physiological changes from young adulthood to late adulthood
- Preparation for Marriage and Parenthood, Pre marital counseling, Career Development
- Family Life Cycle and adjustments required during different stages
- Midlife Transition, Significance of health, nutrition, and well being

UNIT-V: Ageing

- Definition and characteristics of old age
- Ageing Process-Biological , Physiological, Psychological and Sociological aspects of ageing
- Developmental issues and problems in ageing and health.
- Importance of maintaining good health during ageing process
- Work and retirement, Death and bereavement

NOTE FOR PAPER SETTING: THEORY EXAMINATION**Total time 2 ½ hours only**❖ ***The external examinations in theory shall consist of the following***

1. Five (5) short answers to the questions representing all units/syllabi i.e. at least one from each unit (without detailed explanation having 70 to 80 words, to be completed in approximately 6 minutes) and having 3 marks for each answer . ***(All Compulsory)*** (3x5=15)
2. Five (5) medium answers to the questions representing all units/syllabi i.e. at least one from each unit (with explanation having 250-300 words, to be completed in approximately 12 minutes) and having 7 marks for each answer ***(All Compulsory)*** (7x5=35)
3. Five (5) along answers to the questions representing whole of the syllabi (with detailed analysis/explanation/critical evaluation/solution to the stated problems ,within 500-300 words, to be completed in approximately 30 minutes) and having 15 marks each answer. ***(Any two to be attempted)*** (15x2=30)

REFERENCES:- .

1. Bee, H, & Boyd, D.(2002).Life Span Development. Allyn & Bacon: Boston.
2. Crain William ,(2010) (6th ed).Theories of Human Development :Concepts and Applications, Prentice Hall Publication: New Jersey.
3. Chaube, S.P,(1996), Child Psychology, Lakshmi Narain Aggarwal, Publisher Agra
4. Devdas, R.P and Jay, N.A (1989).Text Book on Child Development, McMillan: India
5. Devi,L.(1998) ,Child Development :An Introduction .Anmol Publication Pvt.Ltd ,New Delhi.
6. Hurlock , E.B .(2002). Developmental Psychology (5th ed.). Tata Mc Graw Hill Pub.:New Delhi.
7. Papila, D.E and Olds. Human Development. (New Ed) Mc Graw Hills. Pub.: New Delhi
8. Sharma, N. (2009). Understanding Adolescence, New Delhi: National Book Trust.
9. Rice, F. P. (2007). Adolescent: Development, Relationships and Culture.
10. Santrock, J. W. (2014). Life Span Development: A Topical Approach,(15th Ed). McGraw Hill.
11. Singh, A. (Ed). (2015). Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.

PRACTICALS**Course Code : UHSPC301**

Recommended credits: 2 (3hrs. per week)

Duration of Examination: 3hrs

Maximum Marks: 50**Internal Assessment: 2****External Assessment: 25**

1. Interviewing Pregnant or Lactating women to study their problems and health care during prenatal period.
2. Observation of all round development of Infants.
3. Interview Adolescents to study their personal and social changes.
4. Visit to any one of the following to know the issues related to the inmates/ students: Old age Home/Early Childhood Centers / Centre for Differently Abled Children
5. Interview aged to study various problems/issues in aging

Note for practical examination (Total marks: 50)

Practical	Syllabus to be covered in examination	Weightage (Marks)
Daily evaluation of practical records/ viva voce/ attendance etc		25 (including 20% for attendance, 40% for viva voce + test and 40% for day to day performance)
Final practical performance + viva voce (external examination)	100% syllabus	25 (40% paper + 10% viva voce)

Total		50
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B.A. Home Science –3RD Semester
Skill Enhancement Course (SEC)

Course code: UHSPS302

**IMAGE STYLING AND FASHION ILLUSTRATION
(PRACTICALS)**

Max marks = 100

Duration of Examination: 2.30hrs

External Assessment =50

Internal Assessment = 50

Recommended credits: 4(6 hrs. per week)

Syllabus for the examination to be held in the year 2017, 2018 and 2019

Objectives:

1. To understand the practical aspects of the Clothing and Textiles
2. To introduce the concept of fashion illustrations to enable the students to benefit vocationally
3. To develop, in students, skills related to Image styling and Fashion Illustration.
4. To develop among students skills for garment designing.

Unit I Physical traits and personality

- ❖ Body and figure types ,Body proportion ,Figure type & problems ,Personality
- ❖ Figure analysis – identifying your physical self and Sketching body features, Stylization of model figures
- ❖ Developing a fashion figure male, female and children
- ❖ Basic figure drawing varying postures

Unit II Identifying clothing needs and wardrobe planning

- ❖ Elements of a basic wardrobe
Wardrobe analysis and organization
Wardrobe style identification
Organization and categorization of wardrobe, Optimizing wardrobe
- ❖ Personal shopping
Preview of apparel / accessory stores ad brands in context to style, size and budget

Unit III Introduction to fashion illustration

- ❖ Vocabulary, Tools
- ❖ Creating textures using different mediums
- Collecting and studying textures

- Working with different media and techniques to simulate textures

UNIT IV. Rendering fabric textures

- ❖ Sketching silhouettes in various fabric textures :fur, satin, denim, tissue, silk, chiffon, knits, plaids, corduroy and others

UNIT V Garment types and its features in appropriate textures and styles

- ❖ Garment details (neckline, sleeves, pockets etc.)
 - ❖ Sketching garments
 - ❖ Design a costume for a specific event or profession

RECOMMENDED READINGS

1. Funder, D.C. 2001, The Personality Puzzle (2nded), New York: W.W. Norton
2. Phares, J.E. 1991, Introduction to Personality (3rded), New York: Harper Collins
3. Abling, B. 2001, Fashion Rendering with Colour, Illustrated ed. Prentice and Hall.
4. Ireland, P.J. 1996, Fashion Design Illustration- Men, B.T. Batsford, London.
5. Ireland, P.J. 2003, Introduction to Fashion Design, B.T. Batsford, London.

Note for practical examination (Total marks: 100)

Practical	Syllabus to be covered in examination	Weightage (Marks)
Daily evaluation of practical records/ viva voce/ attendance etc		50 (including 20% for attendance, 40% for viva voce + test and 40% for day to day performance)
Final practical performance + viva voce (external examination)	100% syllabus	50 (40% paper + 10% viva voce)
Total		100

B.A. Home Science –3RD Semester
Skill Enhancement Course (SEC)

Course code: UHSTS303

NUTRITION HEALTH COMMUNICATION
(THEORY)

Max marks = 100
External Assessment =80
Internal Assessment = 20

Duration of Examination: 2.30hrs

Recommended credits: 4(4 hrs. per week)

Objectives:

1. To develop among students an understanding of the Need for Nutrition Health Communication
2. To make them aware about different nutrition health programmes operational in India
3. To introduce them to various communication techniques for Behaviour Change and application of these on ground

Unit I Nutrition and Health Education

- ❖ Objectives, principles and scope of nutrition and health education and promotion
- ❖ Need for Nutrition Health Education in India
- ❖ National Nutrition Policy and Programmes - Integrated Child Development Services (ICDS) Scheme, Mid Day Meal Programme (MDMP), National Programmes for Prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders

Unit II Concepts and Theories of Communication in Nutrition – Health

- ❖ Definitions of concepts
- ❖ Formal – Non-formal Communication, Participatory communication
- ❖ History, need and relevance of NHC in India

Unit III The Components and Processes of NHC

- ❖ Concept of Behavior Change Communication (BCC) from imparting information to focusing on changing practices.
- ❖ Components of BCC: Sender, Message, Channel, Receiver
- ❖ Various types of communication – interpersonal, mass media, visual, verbal/ non-verbal.
- ❖ Features of successful BCC

Unit IV Programs and Experiences of NHC: Global and Indian perspective

- ❖ NHC in developed and developing nations: some examples
- ❖ Evolution of NHC in India: Traditional folk media to modern methods of communication.

- ❖ Communication for urban and rural environment; for target specific audience.
- Unit V Nutrition - Health – Communication in Government Programs and NGOs**
- ❖ Evolution of NHC/ IEC in Government nutrition health programs - shift in focus from knowledge gain to change in practices.
- ❖ Overview of NHC/IEC in government programs (Activities, strengths and limitations)
- ❖ NHC in ICDS, RKSK
- ❖ Nutritional counseling in micronutrient deficiency control programs: Control of IDA

Learning Activities:

1. Visit to an ongoing NHC program in ICDS: one rural, one urban.
2. Visit to a health centre (ANC clinic run by Government health department and observe quality of counseling imparted to pregnant women (especially awareness of anemia, importance of IFA). [All the above will be assessed by the students for the plus and minus points from the NHC perspective].
3. To visit an NGO either rural or urban and observe one NHC program implemented for women, school children or adolescence (For all the above observation appropriate observation check lists will be made and used)
4. Based on the above observations and interviews
 - a. To design and plan NHC sessions on a specific nutrition topic for any vulnerable group: children, adolescents, women taking into account all components of NHC.
 - b. Submit the visual, the script of the session: Hindi / English , the communication strategy and evaluation plan.
 - c. To implement one NHC session in the field.

NOTE FOR PAPER SETTING: *THEORY EXAMINATION*

Total time 2 ½ hours only

- ❖ ***The external examinations in theory shall consist of the following(Learning activities shall be a part of the theory examinations)***
- 4. Five (5) short answers to the questions representing all units/syllabi i.e. at least one from each unit (without detailed explanation having 70 to 80 words, to be completed in approximately 6 minutes) and having 3 marks for each answer . (***All Compulsory***) **(3x5=15)**
- 5. Five (5) medium answers to the questions representing all units/syllabi i.e. at least one from each unit (with explanation having 250-300 words, to be completed in approximately 12 minutes) and having 7 marks for each answer (***All Compulsory***) **(7x5=35)**
- 6. Five (5) long answers to the questions representing whole of the syllabi (with detailed analysis/explanation/critical evaluation/solution to the stated problems ,within 500-300 words, to be completed in approximately 30 minutes) and having 15 marks each answer. (***Any two to be attempted***) **(15x2=30)**

RECOMMENDED READINGS

1. Field Guide to Designing Communication Strategy, WHO publication-2007.

2. Behaviour Change Consortium Summary(1999-2003), <https://www.ncbi.nlm.nih.gov> › NCBI › Literature
3. Communication Strategy to Conserve/Improve Public Health. John Hopkins University- Centre for Communication Programs.
4. Michael Favin and Marcia Griffiths (1999), Nutrition Tool Kit-09-Communication for Behaviour Change in Nutrition Projects. Human Development Network-The World Bank -1999
5. Harvard Institute of International Development (1981) Nutrition Education in Developing Countries, New York: Oelgeschlager Gunn and Hain Publishers Inc.
6. Hubley. J (1993) Communicating Health. London: Teaching Aids at Low Cost, London, UK
7. Academy for Educational Development (1988). Communication for Child Survival, AED, USA.
8. Facts for Life (1990). A Communication Challenge. UNICEF / WHO / UNESCO / UNFPA, UK.
9. Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.
10. Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
11. Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009). Textbook of Human Nutrition, 3rd Ed. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
12. ICMR (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
13. ICMR (2011) Dietary Guidelines for Indians - A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
14. Jelliffe DB, Jelliffe ERP, Zerfas A and Neumann CG (1989). Community Nutritional Assessment with special reference to less technically developed countries. Oxford University Press. Oxford.
15. World Health Organization (2006). WHO Child Growth Standards: Methods and development: Length/height-for-age, weight-for-age, weight-for-length, weight-for-height and body mass index-for-age (<http://www.who.int/childgrowth/standards/en/>).

UNIVERSITY OF JAMMU

SYLLABI AND COURSES OF STUDY FOR B A HOME SCIENCE SEMESTER IV FOR
THE EXAMINATION TO BE HELD IN THE YEARS 2018, 2019 AND 2020

Course Code	Subject	Maximum Marks		Credits	Duration Of Examination
		University Examination	Internal Assessment		
UHSTC401	Human Development	80	20	4	2.30hrs
UHSPC401	Practical	25	25	2	3hrs
UHSPS402 *	Basic Bakery Technology and Entrepreneurship (Practical)	50	50	4	6.hrs
UHSPS403 *	Textile Design (Practical)	80	20	4	2.30hrs

*The candidates are required to select any one of the Skill Enhancement Courses

B.A.Home Science –4th Semester
Core Course

Course Code: UHSTC401 Fundamental Textile Science and Apparel Construction

Duration of Examination: 2.30hrs

Max marks = 100

External Assessment =80

Internal Assessment = 20

Recommended credits: 4(4 hrs. per week)

Objectives:

Syllabus for the examination to be held in the year 2018, 2019 and 2020

Theory

Objectives:

The Course is designed to enable the students to:

1. *Understand the textile fibers, fabrics and their uses*
2. *Understand the basic applications of textiles in apparel and furnishings*
3. *Understand the usage of textiles in apparel construction*
4. *Understand Apparel construction procedures*

UNIT I Introduction to textile fibers

- Introduction to textiles, definition of textile terms – fiber, yarn, textile, polymerization, polymer orientation.
- Textile fibers: Classification.
- History, origin, production and properties of natural fibers: Cotton, wool, silk
- History, origin, production and properties of :manmade fibers: rayon, polyester, nylon

UNIT II Fabric finishes and colour application

- Importance and classification of finishes.
- Physical: Singeing, napping, brushing, shearing, sizing, sanforizing, tentering and calendaring.
- Chemical : Scouring, desizing, bleaching, mercerization
- Dyes and their types
- Printing and their types

Unit III Use and Selection of Fabrics

- Application of textiles –Apparel, Home, Industry and factors affecting choices.

- Fabric characteristics: Construction, Texture, Hand, weight, width
- Linings and interlinings (types and their application)
- Home furnishings: Standard size and selection of common household linen-towel, cushion cover, table linen, bed sheets and pillow covers
- Selection of fabrics and clothing for infants and children

Unit IV Introduction to Apparel Construction

- Introduction to fabric
- Woven fabric structure: warp, weft, selvedge, fabric grain–types, identification and Importance in apparel construction
- Sewing: Common terms: Seam allowance, Pattern, Grading, Notch, Stay stitching, Yoke, Gusset Tools and equipment required for measuring, drafting, pinning, marking and cutting, sewing, pressing
- Preparation of fabric for clothing construction-shrinking, straightening, layout, marking and cutting of patterns
- Sewing machine: its parts and functions, working defects and remedies, care and maintenance

Unit V Apparel Construction Procedures

- Correct procedure of taking body measurements, size charts.
- Clothing concepts: Ease type and amount in different garment, Dart–importance and types
- General principles of clothing construction: Methods of pattern development : Drafting, Flat patternmaking, Draping Kinds of paper pattern–blocks, commercial pattern, Pattern information, marking symbols.

NOTE FOR PAPER SETTING: *THEORY EXAMINATION*

Total time 2 ½ hours only

❖ ***The external examinations in theory shall consist of the following***

7. Five (5) short answers to the questions representing all units/syllabi i.e. at least one from each unit (without detailed explanation having 70 to 80 words, to be completed in approximately 6 minutes) and having 3 marks for each answer. (***All Compulsory***) (3x5=15)
8. Five (5) medium answers to the questions representing all units/syllabi i.e. at least one from each unit (with explanation having 250-300 words, to be completed in approximately 12 minutes) and having 7 marks for each answer (***All Compulsory***) (7x5=35)
9. Five (5) long answers to the questions representing whole of the syllabi (with detailed analysis/explanation/critical evaluation/solution to the stated problems, within 500-300 words, to be completed in approximately 30 minutes) and having 15 marks each answer. (***Any two to be attempted***) (15x2=30)

REFERENCES:

1. Susheela Dhsntyagi,(1983). Fundamental of Textiles and their Care, Orient Longman Ltd, Fourth edition.
2. Durga Deulkar, (1944) ,Household and Laundry Work, Atma Ram and sons, Kashmere Gate, New Delhi,
3. Gupta and Garg, (1988), Test Book of Home Science, Kalayani Publishers, Ludhiana
4. Gupta, Garg, & Saini, (1989). Text Book of Clothing & Textile, Kalayani publishers, New Delhi,
5. Marsh,J.T.,An Introduction to TextileFinishing,B.I.Publishers,1979
6. Corbman,P.B., Textiles- Fibre to Fabric, Gregg Division/McGraw Hill BookCo.,US,1985.
7. Joseph M.L., Essentials of Textiles (5th Edition) ,Holt, Rinehart and WinstonInc.,Florida,1988.
8. Tortora, G, Phyllis, Understanding Textiles (2ndEdition), McMillan Co., USA,1987
9. Bains,S.and Hutton,J.,Singer Sewing Book, Hamlyn,London,1972
10. Patternmaking for Fashion Designers, Lori A. Knowles, 2006,Fairchild Publications Inc.
11. Principles of Flat Pattern Design,4thEdition,Nora M.MacDonald, Fairchild PublicationsInc.,2009.
12. Armstrong,Helen.,Pattern Making for FashionDesign,HarperCollins Publishers.,1997.
13. Kindersley,Dorling.,TheCompleteBookofSewing,DorlingKindersleyLimited,1992.

PRACTICALS

Course Code : UHSPC401

Maximum Marks: 50
Internal Assessment: 25
External Assessment: 25

1. Collecting samples of various fibers and fabrics used for apparel construction.
2. Introduction to a sewing machine with a demonstration and practice of learning the running of Sewing machine fabric paper on straight lines, curved lines and corners
3. Basic stitches: tacking and hemming, and any two embroidery stitches
4. Construction of a pillow cover
5. Household Dyeing- Tie and Dye.
6. Drafts: Childs bodice block and adaptation of Childs bodice block for making any one garment.

Note for practical examination (Total marks: 50)

Practical	Syllabus to be covered in examination	Weightage (Marks)
Daily evaluation of practical records/ viva voce/ attendance etc		25 (including 20% for attendance, 40% for viva voce + test and 40% for day to day performance)
Final practical performance + viva	100% syllabus	25 (40% paper + 10% viva voce)

voce (external examination)		
Total		50

BA Home Science, University of Jammu

B.A.Home Science –4th Semester**Skill Enhancement Course (SEC)****Course code: UHSPS402 BASIC BAKERY TECHNOLOGY
AND ENTREPRENEURSHIP****(PRACTICAL)****Duration of Examination: 2.30hrs****Max marks = 100****External Assessment = 50****Internal Assessment = 50***Recommended credits: 4(6 hrs. per week)**Objectives:*

1. To develop in students awareness and skills related to vocation in Baking Technology
2. To introduce basic baking techniques- Indian and Non Indian
3. To give them hands on training to enable them to set up their own Baking Units
4. To give them concept of Modification of bakery products to make them nutritious and applicable for persons with different requirements

Unit-I

- History of Bakery, Current status, economic importance of Bakery Industry in India.
- Product types, nutritional quality and safety of products, pertinent standards & regulations. Present Trends - Prospects of Bakery
- Nutrition facts of Bakery.
- Raw materials used in Bakery - Wheat: Structure and Composition of wheat, Varieties of Wheat, Wheat products - Whole wheat flour, Maida, semolina, Role of Gluten

Unit-II

- Yeast, Yeast Production
- Enzymes - their functions in dough,
- Sugar and Milk - Properties and Role of milk and Sugar in Bakery,
- Leavening, flavouring, Nuts and fruits - their function in bread making, Cocoa and Chocolate

Unit-III

- Types of breads, bread faults and remedies.
- Biscuits: Ingredients - Types of biscuits - Processing of biscuits - faults & Remedies. Cream crackers, soda crackers, wafer biscuits & matzos, puff biscuits, Short dough biscuits, Wafers,
- Cakes - types - Ingredients - Processing of cakes - Problems - Remedies
- Pizza and pastries - their ingredients and Processing

Unit-IV

- Indian traditional baked products
- Modified bakery Modification of bakery products for people with special nutritional requirements e.g. high fibre, low sugar, low fat, gluten free bakery products.

Unit-V

- Setting up of a Bakery Unit - Bakery equipment required - types - Selection – Maintenance
- Bakery norms and Standards, materials of construction of Food Equipments.
- Illumination and ventilation. Cleaning & sanitization
- Maintenance of Food Plant Building : Safety Color Code, Roof Inspection, Care of Concrete floors

REFERENCES

1. Dubey, S.C. (2007). Basic Baking 5th Ed. Chanakya Mudrak Pvt. Ltd.
2. Raina et.al. (2003). Basic Food Preparation-A complete Manual. 3rd Ed. Orient Longman Pvt. Ltd.
3. Manay, S. & Shadaksharaswami, M. (2004). Foods: Facts and Principles, New Age Publishers.
4. Barndt R. L. (1993). Fat & Calorie – Modified Bakery Products, Springer US.
5. Samuel A. Matz (1999). Bakery Technology and Engineering, PAN-TECH International Incorporated.
6. Faridi Faubion (1997). Dough Rheology and Baked Product Texture, CBS Publications.
8. Samuel A. Matz (1992). Cookies & Cracker Technology, Van Nostrand Reinhold

Note for practical examination (Total marks: 100)

Practical	Syllabus to be covered in examination	Weightage (Marks)
Daily evaluation of practical records/ viva voce/ attendance etc		50(including 20% for attendance, 40% for viva voce + test and 40% for day to day performance)
Final practical performance + viva voce (external examination)	100% syllabus	50 (40% paper + 10% viva voce)
Total		100

B.A Home Science (Semester IV)**Skill Enhancement Course (SEC)****Course code: UHSPS403****TEXTILE DESIGN
(PRACTICALS)**

Max marks: 100

Duration of Examination: 2.30 hrs

External Assessment: 50

Recommended credits: 4 (6hrs. per week)

Internal Assessment: 50

Objectives:

1. Developing among students skills to start a vocation in Textile Designing
2. To make them understand the basic requirements and principles of textile designing
3. Illustrate various types of designs and techniques in different colour media
4. Implement craft based work for fabrics
5. Use different textile designing techniques to develop apparel.

Unit I Basic Requirements for Textile Design

- Drawing tools and equipment
- Drawing forms: dot to form; geometric, simplified, naturalized, stylised, abstract
- Design development by placements
- Fabric manipulation –cuts, removal of threads

Unit II Applications of Principles of Design

- Color study -color wheel, value, intensity, harmonies
- Lines-Aspects and effects of lines - curved, structural, visual, illusion
- Application of principles of design - proportion, balance, rhythm, emphasis and unity

Unit III Making Designs through Color Application

- Painting
- Dyeing- Dyeing of yarns and fabrics with different fiber and fiber blend, shade matching: Tie and dye, Batik
- Printing- Developing designs for block, stencil, screen printing and hand painting.

Unit IV Surface Decoration –

- Embroidery, Embellishments: Learning different stitches from different regions of India
- Surface layering:
 - Appliqué
 - Patchwork
 - Quilting
 - Pleats
 - Tucks

V Product development using the above designing techniques

- Preparing a Project Report / Design Proposal.
- Screen Printing (Towels)
- Hand painting with Dye ,Tie and Dye, Block printing (Sarees or Bed Cover)
- Combination of relief & resist method
- of printing. (Designing or Batik)-Wall hanging.
- Spray Painting (Table Mats)
- Fabric Painting, Organdy table cloth painting in Floral/ Traditional using center line designs
- Making Apron by combining any three different types of textures.

RECOMMENDED READINGS

1. Juracek, A. Judy,2000,Soft Surface, Thames & Hudson Ltd.
2. Milne D'Arcy Jean,2006, Fabric Left Overs, Octopus Publishing Group Ltd.
3. Singer Margo,2007.Textile Surface Decoration-Silk & Velvet, A&C Black Ltd
4. Susan Miller & Joost Elfers, 2003. TextileDesign, London : Thames & Hudson
5. Norah Gillah, 2003. Design and Patterns, London : Thames & Hudson .

Note for practical examination (Total marks: 100)

Practical	Syllabus to be covered in examination	Weightage (Marks)
Daily evaluation of practical records/ viva voce/ attendance etc		50(including 20% for attendance, 40% for viva voce + test and 40% for day to day performance)
Final practical performance + viva voce (external examination)	100% syllabus	50 (40% paper + 10% viva voce)
Total		100