



UNIVERSITY OF JAMMU

NOTIFICATION (18/March./Adp/94)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the Syllabi and Courses of Study in the subject of **B.A. Home Science** for the Vth and VIth Semesters under the **Choice Based Credit System** at the Undergraduate level (as given in the Annexure) for the Examinations to be held in the years indicated against each semester as under:-

Subject	Semester	For the examinations to be held in the year
B.A.(Home Science)	Semester-V	December 2018, 2019 and 2020
	Semester-VI	May 2019, 2020 and 2021

The Syllabi of the courses is available on the University website: www.jammuuniversity.in

Sd/-
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/18/17894-913
Dated: 13-3-2018

Copy for information and necessary action to:

1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs/ Dean Research Studies
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Dean, Faculty of Science
5. HOD/Convener, Board of Studies in Home Science
6. All members of the Board of Studies
7. C.A to the Controller of Examinations
8. I/c Director, Computer Centre, University of Jammu
9. Asst. Registrar (Conf. /Exams. UG/ Inf./Pub.)
10. Incharge, University Website for necessary action please.


Assistant Registrar (Academic)

ok

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UNIVERSITY OF JAMMU

SYLLABI AND COURSES OF STUDY FOR B.A. HOME SCIENCE SEMESTER Vth 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		

A CANDIDATE HAS TO CHOOSE ANY 3 OUT OF 5 DISCIPLINE SPECIFIC COURSES

UHSET501	Therapeutic Nutrition	80	20	4	2.5hrs
UHSEP 501	Practicals	25	25	2	3hrs
UHSET502	Processes in Apparel Design	80	20	4	2.5 hrs
UHSEP 502	Practicals	25	25	2	3 hrs
UHSET 503	Communication for Development	80	20	4	2.5 hrs
UHSEP503	Practicals	25	25	2	3hrs
UHSPS 506*	Activities and Resources for Child Development (Practical)	50	50	4	6 hrs
UHSPS 304*	Image Styling and Fashion Illustration (Practical)	50	50	4	6 hrs
UHSTS 305*	Nutrition Health Communication (Theory)	80	20	4	2.5 hrs

* Any one skill development course to be selected.

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE (DSE)
THERAPEUTIC NUTRITION

Course Code: UHSET 501
 Duration of Examination: 2.5 hrs

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

Syllabus for Examination to be held in the year 2018, 2019 & 2020
Recommended credits: 4(4 hrs. per week)

Objectives:

1. To understand principles of nutrition care and therapeutic adaptations of the normal diet
2. To familiarize the students with etiology, clinical features and nutritional management of different diseases

Theory

Unit 1 Principles of nutrition care

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

Unit 2 Etiology, clinical features and nutritional management of Infections and Fevers:

- Typhoid
- Tuberculosis
- HIV

Unit 3 Etiology, clinical features and nutritional management of the following:

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

Unit 4 Etiology, clinical features and nutritional management of:

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

Unit 5 Etiology, clinical features, basic diagnosis and nutritional management of the following:

- Type 1 and Type 2 Diabetes Mellitus
- Hypertension and Coronary Heart Disease

NOTE FOR PAPER SETTING: Theory Examination

The Question paper will consist of two sections.

◆ The external examinations in theory shall consist of the following.

- 1 Five (5) short answer 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) (3×5=15)

2. Five(5) medium answer 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) (7×5=35)
3. Five (5) along answer 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 15marks each answer (Any two to be attempted). (15×2=30)

RECOMMENDED READINGS

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

PRACTICALS

Course code: UHSEP 501

Duration of Examination: 3hrs

Recommended credits: 2 (3hrs. per week)

Max Marks: 50

External Assessment: 25

Internal Assessment: 25

1. Planning, preparation and service of diets for the following:
 - i. Fevers: acute and chronic
 - ii. Obesity
 - iii. Type 2 Diabetes
 - iv. Hypertension and CHD
2. Therapeutic Diets – Normal, Soft, Clear and full fluid
3. Survey of therapeutic foods in market

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

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE (DSE)
PROCESSES IN APPAREL DESIGN

Course code: UHSET 502
Duration of Examination: 2.5 hrs

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

Syllabus for Examination to be held in the year 2018, 2019 & 2020

Recommended credits : 4(4 hrs. per week)

THEORY

Objectives:

1. To acquaint the students with terminologies related to clothing and fashion.
2. To develop skills in identification of garment components
3. To acquaint them with the basic principles of pattern making and designing

Unit 1 Importance of Clothing

- Clothing functions and theories of origin
- Individuality and Conformity, Conspicuous Consumption and Emulation
- Selection of Clothes for self
- Selection and Evaluation of Readymade Garments
- Principles & Components of Clothing Construction
- Requirements for good garment construction

Unit 2 Fashion

- Terminology
- Fashion Cycle and Sources of Fashion
- Factors favoring and retarding fashion
- Consumer groups, Fashion leaders, followers
- Adoption Process: Trickle-down theory, bottom up and trickle across theory

Unit 3 Introduction to pattern making

- Anthropometric measurements and Taking accurate body measurement
- Importance of patterns and pattern information
- Methods of pattern making
- Pattern grading: Introduction and principles

Unit 4 Study of garment components: Classification and application

- Fabric, seams, stitches, threads, shaping methods, dart equivalents
- Sleeves, Collars, Cuffs, necklines, plackets, yokes, pockets and trims
- Style Variations: Bodice skirts, trousers in various silhouettes

Unit 5 Design

- Elements and principles of design
- Structural and applied design
- Designing for different figure types
- Use of trims and decorative features for designing Apparel.

NOTE FOR PAPER SETTING: Theory Examination

The Question paper will consist of two sections.

- ◆ The external examinations in theory shall consist of the following.
1. Five (5) short answer 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) (3×5=15)
 2. Five(5) medium answer 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) (7×5=35)
 3. Five (5) along answer 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 15marks each answer (Any two to be attempted). (15×2=30)

RECOMMENDED READINGS

- Armstrong, H.J.(2009), Pattern Making for Fashion Design, Harper Collins Publishers Inc., New York.
- Stamper, A. A., Sharp, S.H. and L.B. Donnell (1986) Evaluating Apparel Quality, Fairchild Publications, America
- Liechty, E.G., Potterberg, D.N., Rasband, J.A.(2010) Fitting and Pattern Alteration : A Multimethod Approach, Fairchild Publications, New York.
- Khurana, K.(2012). Fabrics for Fashion and Textile Design. Published by Sonali Publications. New Delhi.
- Roy, A.(2011) Fashion Designing and Technology. Published by Sonali Publications. New Delhi.

PRACTICALS**Course code: UHSEP 502**

Duration of Examination: 3hrs

Recommended credits: 2 (3hrs. per week)

Max Marks: 50

External Assessment: 25

Internal Assessment: 25

1. Development of bodice, skirt and various sleeves and collars
2. Develop style variations in adult bodice using dart manipulation on half scale standard block
3. Adaptation of basic skirt block into style variations (Half scale)
4. Construction of skirt for self
5. Construction of skirt top/ kurta for self

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

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE (DSE)
COMMUNICATION FOR DEVELOPMENT

Course code: UHSET 503
 Duration of Examination: 2.5hrs

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

Syllabus for Examination to be held in the year 2018, 2019 & 2020

Recommended credits : 4(4 hrs. per week)

THEORY

Objectives:

1. To acquaint students with the concept of development communication in the context of social change and India's development initiative.
2. To build an understanding of roles and responsibilities of a development reporter.
3. To understand the importance of various media in development communication.

Unit 1 Concept of Development Communication

- Concept of development, characteristics of developing countries
- Measuring development- Indices of measuring development and classification of countries based on development indices
- Development Communication- concept and genesis, characteristics, differences between communication and Development Communication
- Scope and use of development communication

Unit 2 Understanding Paradigms of Development

- Definition of Paradigm and Models of Development (Briefly)
- Press Theories: Authoritarian, Social responsibility
- Key issues about Development communication
- Sociological: Uses and gratification
- Psychological: Bullet Theory

Unit 3 Development reporting

- Roles and responsibilities of a development reporter
- Issues in development reporting
- Ethics in reporting
- Specialized skills required
- Reporting for different media -Print, Radio, Television, Web Media, Comparing the Differences.

Unit 4 News and News reporting

- News Reporting: Definition of News
- Ingredients and qualities of News
- News value, Role of News in Development Communication
- Types and Structure of News Reports
- Impact of Technology on News Reporting for Development

Unit 5 Development Communication using various Media

- Traditional Media: Types, characteristics, role in development communication
- Radio news, community radio and its role in development
- Television and its role in development communication.
- Cinema: Role in development communication.
- ICTs: Scope in development communication. Satellite Technology and Development Communication.

NOTE FOR PAPER SETTING: Theory Examination

The Question paper will consist of two sections.

- ◆ The external examinations in theory shall consist of the following.
- 1. Five (5) short answer 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) (3×5=15)
- 2. Five(5) medium answer 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) (7×5=35)

3. Five (5) along answer 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 15marks each answer (Any two to be attempted). (15×2=30)

RECOMMENDED READINGS

- Narula, Uma (1994) Development Communication, New Delhi, Har Anand Publication
- Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication
- Paulo Mefalopulos. Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank, 2008
- Obregen, Rafael, Wilkins, K.G., and Tufte, Thomas(2014). The Handbook of Development Communication and Social Change, Wiley.
- Vilanilun, J.V.(2009). Development Communication in Practice.India and the MDG, Sage Publications
- Prasad K.(2009)Communication for Development 2 Volumes, BR World of Books.
- Ray, G.L.(2006).Extension Communication and management, 8th Revised Ed.
- Dubey, V.K. &Bishnoi, I.(2008).Extension Education and Communication. New age international Pvt. Ltd.
- Dhama, O.P. &Bhatnagar O.P.(2010).Education and Communication for Development (Ind Ed.) Oxford & IBH Publishing Cooperative Pvt. Ltd.

PRACTICALS

Course code: UHSEP 503

Duration of Examination: 3hrs

Recommended credits: 2 (3hrs. per week)

Max marks: 50

External Assessment: 25

Internal Assessment: 25

1. Analysis of development indicators - national and international perspectives
2. Critical analysis of selected development communication initiatives in India: Any two
3. Analysis of media for development communication: Any two
4. Designing media for development communication: Any two

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

Vth SEMESTER**SKILL ENHANCEMENT COURSE (SEC)****Course code: UHSPS 506****ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT (PRACTICAL)****Max marks = 100****Duration of Examination: 3 hrs****External Assessment = 50****Internal Assessment = 50***Recommended credits: 4(6 hrs. per week)***Objectives:.**

1. To understand the specific needs of growing children.
2. To plan appropriate activities, which can be used for working with different age groups
3. To develop teaching skills through micro teaching techniques .
4. To encourage students to observe materials available in the locality.
5. To develop play materials suitable for each age group.
6. Developing **Portfolios** of Activities planned for children

Syllabus for the examination to be held in the year 2018, 2019 and 2020**Unit 1 Develop play materials suitable for 0-6 years:**

- List the major developments that take place during early childhood years- Physical-Motor, Cognitive, Emotional -Social
- List activities that promote -manipulation, sensory experiences, concepts and language during early childhood years
- Prepare materials and design activities for sensory development/ stimulation.
- Prepare materials and design activities for movement and manipulation

Unit 2 Art Activities - Painting and graphics:

- Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.
- Painting with different brushes, blow painting, block painting, finger painting, Painting on wet paper, painting masks.
- Drawing with crayons, dry and wet chalk.
- Tearing with all fingers, tearing with thumb and two fingers used in holding pencil, tearing on straight line and curved line, Cutting a design, Pasting- pieces of paper, cloth, sticks, leaves- in a collage or making a mosaic.

Unit 3 Art Activities:

- Modeling with clay, dough, plastacine, saw dust etc using accessories. Modeling with straw, match sticks, rope, wire, thick paper, fold and clot sculpture.
- Pasting papers on a balloon, when dry remove air and color to create material for teaching children
- Printing with strings, leaf, blocks, stencil printing, thumb, finger, spray painting, Printing on large pieces of paper (group activity).
- Decorating empty plastic bottles, boxes, masks etc.

Unit 4 Creative Activities:

- **Music and movements:** Learning to sign rhymes/songs with actions, Folksongs, Making simple musical instruments. Rhythmic body movements according to different beats and sounds. Dancing according to rhythm.
- **Puppetry:** Puppetry stick, singer, table top, rhythm, puppets glove puppets. Scripting for short puppet play.
- **Creative Drama:** Use of simple costumes and make-up to enhance characterization e.g. use of eye make-up to show different emotions or making simple caps and paper clothes for characters. Scripting simple dramatic presentation.

Unit 5 School Readiness Building Activities:**Communication – Language Arts**

- Promotion of language skills: listening, speaking, reading and writing. Sound games, talking, picture books, simple instructions, singing.
- Picture, object discussion. Reading and storytelling. Narration of stories, events in proper sequence. Poems, riddles.
- **Literature for Children:** Types of literature, appropriateness and criteria for selection of Books for infants and preschoolers: picture books, story books, information and concept books, number and alphabet books, poems. Story books – fable, folk tales, fairy tales and modern fantasy.
- **Mathematics, Environmental Science and Social Studies, Science Activities (Developing three each using the above mentioned techniques from Unit I to Unit V)**

Note: The students are required to develop Portfolio of the activities listed in the Units above. These are to be used for development stimulation during the Early Childhood Years

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

RECOMMENDED READINGS:

- Batra, P. (2010) Social Science learning in schools. Sage Publications.
- Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge
- Bruke, E. (1990). Literature for the young child, Needham Heights: Allyn and Bacon.
- Carol, S. & Barbour, N. (1990). Early Childhood Education : An Introduction, IInd Edition.
- Chambers, P. (2008) Teaching mathematics. Sage publications.
- Dave, A. (1987). Pre-Mathematics Experiences for Young Children.
- Deviries, R., Kohlberg, L. (1987). Programs of early education, New York: Longman.
- Huck, C. (1971). Children's literature in elementary school. New York: Holt, Rihehart and Winston.
- Kaul, V. (1991). Early Childhood Education Programme, New Delhi: NCERT.
- Krishna, S., Menezes, J. and Jayaram, K. (1993). Set of ten books on environment studies. NewDelhi 110 016. The schools Environment Studies Network, C-1/4, Safdarjung.
- Kurien, S. (1988). Helping children learn, Bombay. Orient Longman.
- Liebeck, Panmala, How children learn mathematics, London : Penguin.
- Swaminathan, M. (1991). Play Activities for Young Children: UNICEF.
- Tarang :UllasmayAbhyas (1995).
- Taylor, B.J. (1988). A child goes Forth. (6th ed.). Minneapolis: Burgess Publishing Co.

SEMESTER V
SKILL ENHANCEMENT COURSE (SEC)
IMAGE STYLING AND FASHION ILLUSTRATION (PRACTICAL)

Course Code: UHSPS 304

Max marks = 100

Duration of Examination: 3 hrs

External Assessment =50

Internal Assessment = 50

Recommended credits: 4(6 hrs. per week)

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

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 1 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 2 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 and brands in context to style, size and budget

Unit 3

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 4

Rendering fabric textures:

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

UNIT 5

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 Color, 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

SEMESTER V**SKILL ENHANCEMENT COURSE (SEC)****Course code: UHSTS 305****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)***Syllabus for the examination to be held in the year 2018, 2019 and 2020****THEORY****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 1 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 2 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 3 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 4 Programs and Experiences of NHC: Global and Indian perspective:

- NHC in developed and developing nations: some example
- Evolution of NHC in India: Traditional folk media to modern methods of communication
- Communication for urban and rural environment; for target specific audience.

Unit 5 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

The Question paper will consist of two sections.

- ♦ The external examinations in theory shall consist of the following.

1. Five (5) short answer 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) (3×5=15)
2. Five(5) medium answer 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) (7×5=35)
3. Five (5) along answer 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 15marks each answer (Any two to be attempted). (15×2=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 BehaviourChange 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 Preventiveand Social Medicine, 21st Edition. M/s BanarasidasBhanot Publishers, Jabalpur, India.
11. Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009). Textbook of Human Nutrition, 3rd
12. Ed. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
13. ICMR (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
14. ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
15. Jelliffe DB, Jelliffe ERP, Zervas A and Neumann CG (1989). Community Nutritional Assessment with special reference to lesstechnically developed countries. Oxford University Press. Oxford.
16. 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 VI** FOR THE EXAMINATION TO BE HELD IN THE YEARS **2019, 2020 and 2021**

Course Code	Subject	Maximum Marks			Credits	Duration Of Examination
		University Examination	Internal Assessment	Internal Assessment		

A CANDIDATE HAS TO CHOOSE ANY 1OUT OF 3 DISCIPLINE SPECIFIC COURSES

UHSET 602	Traditional Indian Textiles	80	20	4	2.5 hrs
UHSEP 602	Practicals	25	25	2	3hrs
UHSET 603	Children with Disabilities	80	20	4	2.5 hrs
UHSEP 603	Practicals	25	25	2	3 hrs
UHSET 604	Basics of Design Application	80	20	4	2.5 hrs
UHSEP 604	(Practicals)	25	25	2	3hrs
UHSTS 606*	Life Skill Education (Theory)	80	20	4	2.5 hrs
UHSPS 404*	Basic Bakery Technology & Entrepreneurship (Practicals)	50	50	4	6 hrs
UHSPS 405*	Textile Design (Practicals)	50	50	4	6 hrs

*Students to select any **one** from the three Skill Based Courses

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE (DSE)
TRADITIONAL INDIAN TEXTILES

Course code: UHSET 602
Duration of Examination: 2.5 hrs

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

Syllabus for Examination to be held in the year 2019, 2020 & 2021

Recommended credits : 4(4 hrs. per week)

THEORY

Objectives:

1. To enable students to gain knowledge of traditional textiles of India
2. To understand the status of traditional textiles in modern India
3. To understand the importance of conservation and care of traditional textiles

Unit 1 Study of Woven textiles with reference to history, production centers, techniques, designs, colors and products

- Benaras Brocades , Jamdanis and Balucharis of Bengal, Kani Shawls of Kashmir, Patt of Bhaderwah, Ladakhi Textiles

Unit 2 Study of embroidered textiles with reference to history, production techniques, design, colours & products

- Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries, Rumal of Jammu and Chamba

Unit 3 Study of Textile Crafts of India: Dyed, Painted and Printed Textiles: with reference to history, production centers, techniques, designs, colours and products

- Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan , Ajarakh prints of Gujarat, Samba Cheent
- Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Telia Rumal

Unit 4 Status of Traditional Textiles in Modern India:

- Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector
- Sustenance of traditional textile crafts: Issues and Governmental Initiatives
- Interventions by organizations: Governmental and NGO's

Unit 5 Conservation of Textiles

- Factors affecting deterioration of textiles
- Care and storage of textiles
- Current practices, ethics and material used in conservation of textiles in museums.

NOTE FOR PAPER SETTING: Theory Examination

The Question paper will consist of two sections.

◆ The external examinations in theory shall consist of the following.

1. Five (5) short answer 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) (3×5=15)
2. Five(5) medium answer 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) (7×5=35)
3. Five (5) along answer 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). (15×2=30)

RECOMMENDED READINGS

1. Agarwal, O.P., (1977), Care and Presentation of Museum projects – II, NRL
2. Chattopadhaya, K.D., (1995), Handicrafts of India, Wiley Eastern Limited, N Delhi
3. Das, Shukla, (1992), Fabric Art- Heritage of India, Abhinav Publications, N Delhi

PRACTICALS

Course code: UHSEP 602

Duration of Examination: 3hrs

Recommended credits: 2 (3hrs. per week)

Max marks: 50

External Assessment: 25

Internal Assessment: 25

1. Embroidery stitches of traditional embroideries especially from J and K
2. Product Development: Designing and construction of one costume using traditional art.
3. Development of motifs (geometrical, floral, stylized and abstract motifs) using different color schemes
4. Portfolio development-Traditional textile crafts:
 - Woven
 - Painted/printed
 - Embroideries
5. Visit to any Craft Center in Jammu

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

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE (DSE)
CHILDREN WITH DISABILITIES

Course code: UHSET 603
Duration of Examination: 2.30 hrs

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

Syllabus for Examination to be held in the year 2019, 2020& 2021

Recommended credits : 4(4 hrs. per week)

THEORY

Objectives:

1. *To understand different types of disabilities among children.*
2. *To identify common needs and challenges facing families caring for children with special needs.*
3. *To understand the Socio-cultural and Educational Context of the children with disabilities*
4. *To know about laws and policies for Children with Disabilities.*

THEORY

Unit 1 Introduction to Childhood Disabilities

- Defining disabilities
- Models of disability
- Classifying disabilities
- Demography of childhood disabilities in India

Unit 2 Common Childhood Disabilities

Identification, Assessment and etiology with reference to:

- Locomotor disability
- Visual disability
- Auditory and Speech disability

Unit 3 Common Childhood Disabilities

Identification, Assessment and etiology with reference to:

- Intellectual disability
- Autism
- Learning Disability

Unit 4 Children with Disabilities and Society

- Prevention and management of different disabilities
- Perspectives on disability: Individual and social
- Families of Children with disability- Issues and support
- Social construction of disability: Attitude towards disability-family, school, society and media

Unit 5 Educational Practices for children with Disabilities

- Educational provisions for children with special needs
- Rights of Person with Disability
- UNCRPD
- Special policies and laws - PWD Act of India

NOTE FOR PAPER SETTING: Theory Examination

The Question paper will consist of two sections.

- ♦ The external examinations in theory shall consist of the following.

1. Five (5) short answer 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) (3×5=15)
2. Five(5) medium answer 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) (7×5=35)

3. Five (5) long answer 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). (15×2=30)

RECOMMENDED READINGS:

- Chopra,G. (2012). *Early Detection of Disabilities and Persons with Disabilities in the Community*. New Delhi: Engage publications
- Chopra,G. (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- Sharma, N. (Ed)(2010). *The Social Ecology of Disability-Technical Series -3*, Lady Irwin College. Delhi:Academic Excellence.
- Mangal, S. K. (2007).*Exceptional children: An introduction to Special Education*. New Delhi: Prentice Hall of India.
- Jangira, N.K.(1997) “Special Educational Needs of Children and Young Adults: An Unfinished Agenda,” *Education and Children with Special Needs: From Segregation to Inclusion*, Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage Publications Inc.
- Karna, G. N. (1999). *United Nations and Rights of Disabled Persons: A study in Indian Perspective*. New Delhi: A.P.H. Publishing Corporation.
- Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The Inclusive Classroom: Strategies for Effective Instruction*. NY: Pearson.
- Bhumali, a.(2009).rights of Disabled women and Children in India.published by Serial publications.New Delhi.
- Reddy, G.L. & Sujathamalini, J.(2010).Children with Disabilities: Awareness, Attitude and Competencies of Teachers.discovery Publishing House.
- Shah,R.K.(2005).Learning Disabilities: Aavirkhar Publishers, Distributors Jaipur.
- Biswas, P.c.(2004).education of children with Visual Impairment (In inclusive School).Abhijeet publications. Delhi.

PRACTICALS

Course code: UHSEP 603

Duration of Examination: 3hrs

Recommended credits: 2 (3hrs. per week)

Max Marks: 50

External Assessment: 25

Internal Assessment: 25

1. Visits to organisations working with children with disabilities in Jammu to know about their Management, Funding & Facilities provided
2. Observing children with disabilities in families and institutions
3. Planning developmentally appropriate material for children with disabilities: Any 2
4. Exploring audio-visual sources with reference to children with disabilities and their families

Note for practical examination (total marks: 50)

Practical	Syllabus to be covered in examination	% weightage (Marks)
Daily evaluation of practical records/ viva vose/ attendance etc		25 (including 20% for attendance, 40% for viva vose + test and 40% for day to day performance)
Final practical performance + viva vose (external examination)	100% syllabus	25 (40% paper + 10% viva vose)
Total		50

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE (DSE)
BASICS OF DESIGN APPLICATION

Course Code: UHSET 604

Duration of Examination: 2.30 hrs

Max marks = 100

External assessment =80

Internal assessment = 20

Syllabus for Examination to be held in the year 2019, 2020 & 2021

Recommended credits : 4(4 hrs. per week)

THEORY

Objectives:

1. *To create awareness about art and interior design*
2. *To acquaint students with principles of selection and care of furniture and furnishings*

Unit 1

Design Fundamentals

- Objectives of Art & Interior Design.
- Types of Design: Structural & Decorative.
- Elements of Content: Space, Point, Line, Shape, Form, Texture, Light & Color.
- Elements of Order: Scale, Similarity, Proximity, Sequence, Trends, Themes, Geometrical Organization.

Unit 2 Color & its Application

- Basics of color
- Dimensions of color.
- Importance of color & its role in creation of the design.
- Color Harmonies
- Colour Theories
 - Pigment Theory
 - Psychologist Theory
 - Chemist Theory
 - Physicist Theory
- Principles of design as applied to color use

Unit 3 Principles of Design and Interior Decoration

- Principles of Composition – Rhythm, Balance, Proportion, Emphasis, Unity
- Composition of a Drawing – Harmony, Clarity, Adequacy
- Floor decoration
- Flower decoration
- Design Drawing - Drawing as a language to explore communicate Ideas

Unit 4 Furniture & Furnishings:

- Contemporary Trends in Interior Design with respect to furniture, furnishings & accessories.
 - Furniture – Types, Construction, Selection and purchase, Arrangement, Care and maintenance
- Furnishings – Selection, care and maintenance of fabrics used for -Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
- Floor coverings

Unit 5 Accessories:

- Uses, Classification, Design, Selection & Arrangement of accessories
- Traditional and Modern Surface Finishes – types and uses
 - Furniture
 - Wall
 - Floor
 - Ceilings
 - Roofing
- Lighting applications - Energy efficient lighting design – number and type of lamps and luminaries for efficiency in lighting

NOTE FOR PAPER SETTING: Theory Examination

The Question paper will consist of two sections.

- ◆ The external examinations in theory shall consist of the following.
1. Five (5) short answer 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) (3×5=15)
 2. Five(5) medium answer 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) (7×5=35)
 3. Five (5) long answer 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). (15×2=30)

RECOMMENDED READINGS:

- Lawrence M, (1987), Interior Decoration, New Jersey: Chartwell Books.
- Riley & Bayen., (2003), The Elements of Design, Mitchell Beazley.
- Mehta, J.S. (2011). Text Book of Home Science.Prem C. Bakliwal for Aavirkar publishers, Distributors Jaipur.
- Srinivasan, K., Verghese, M.A. and Ogala, N.N.(2017). Home Management. Edition 2nd.

PRACTICALS

Course code: UHSEP 604

Duration of Examination: 3hrs

Recommended credits: 2 (3hrs. per week)

Max marks: 50

External Assessment: 25

Internal Assessment: 25

- Drawing - Introduction to drawing instruments & tools
 - Drawing lines
 - Lettering
 - Sketching (figures, buildings, trees & plants, vehicles)
- Preparation of catalogue comprising pictures denoting application of Art & Elements of Design
- Drawing Colour Wheel, Dimension & Harmonies of Colour.
- Floor plans with rendering
 - Making different types of designs
 - Showing various color schemes on any design

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

SEMESTER VI
SKILL ENHANCEMENT COURSE (SEC)
LIFE SKILLS EDUCATION (THEORY)

Course code: UHSTS 606

Duration of Examination: 2.30 hrs

Recommended credits: 4 (6hrs. per week)

External Assessment: 80

Internal Assessment: 20

Objectives:

1. *To equip youth with the social and interpersonal **skills** that enable them to cope with the demands of everyday life.*
2. *To build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively.*
3. *To equip youth to cope with the increasing pace and change of modern life.*
4. *To assess life skills, and to plan and conduct Life skill trainings.*

THEORY

Unit 1 Concept and Meaning of life skills

- Definitions and concept of life skills and life skills education, Evolution of Life Skills
- Importance in daily living; Criteria for using life skills.
- Core Life Skills - classification and concept
- Theoretical perspectives and models to understand life skills education.

Unit 2 Components for Planning & Organizing Life Skills Programs: Understanding group characteristics and needs

- Life skills in context
- Focusing on cultural practices that govern everyday life.
- Analyzing the gender nuances that exist within the group.
- Self components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self management skills, etc.

Unit 3 Importance of communication in imparting life skills education

- Concept and Importance of communication
- Aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities)
- Understanding and developing self-skills/potential: self-awareness, self-esteem self confidence, creative thinking, interpersonal skills, etc.
- Use of participatory techniques and methods: Individual exercises, Group activities, games etc.
- Communicating with the audience: receiving feedback, handling questions, etc.

Unit 4 Organizing a Life Skills Program and Assessing Life skills

- Planning a need based viable life skills program (select components)
- Determining the purpose, collecting materials, organizing content.
- Getting prepared for the presentation: psychological level
- Delivering the presentation
- **Life Skills Assessment:** Scales and quantitative techniques, Qualitative approaches

Unit 5 Life Skills and Youth Development

- Adolescence and Youth- Definitions, Conception- socio cultural perspectives
- Youth demographics and role in society
- Challenges of adolescence and youth development
- Formal and Non formal approaches to youth development
- Positive Youth Development

Learning Experiences

1. Students may be given several in house experiences to observe and evaluate existing life skills programs. They may also get experiences to interact with experts in the discipline through panel discussions and similar organized experiences.
2. Visiting and observing Life skills education programme
3. Critique formal and non-formal life skills programmes
4. Evaluate approaches and activities of life skills education for different target groups

NOTE FOR PAPER SETTING: Theory Examination

The Question paper will consist of two sections.

◆The external examinations in theory shall consist of the following.

1. Five (5) short answer 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) (3×5=15)
2. Five(5) medium answer 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) (7×5=35)
3. Five (5) along answer 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). (15×2=30)

RECOMMENDED READINGS

1. Agochiya D. 2010, life competencies for adolescents. Training manual for facilitators, teacher and parents. Sage Publications.
2. Dakar Framework for Action,(2000).Education for All: Meeting our Collective Commitments, Dakar, Senegal
3. Peace Corps, OPATS.2001, Life Skills Manual.
4. Robbins S.P, Hunsaker P.L, Training in Interpersonal Skills (5th eds), PHI Learning Pvt. Ltd.
5. National Aids Control Orgnization, 2008, Adolsecence Education Programme, Life Skills Development.
6. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
9. Url: multimedia.peacecorps.gov/.../pdf/.../M0063_lifeskillscomplete.pdf
10. Url: www.nacoonline.org/.../AEP%20-%20Teachers%20Workbook.pdf

**SEMESTER VI
SKILL ENHANCEMENT COURSE (SEC)**

**Course Code: UHSPS 404 BASIC BAKERY TECHNOLOGY AND ENTREPRENEURSHIP
(PRACTICAL)**

Duration of Examination: 3 hrs

**Max marks = 100
External Assessment =50
Internal Assessment = 50**

Syllabus for Examination to be held in the year 2019, 2020 & 2021

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 requirement

Unit 1

- 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 2

- 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 3

- 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 4

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

Unit 5

- 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

SEMESTER VI
SKILL ENHANCEMENT COURSE (SEC)
TEXTILE DESIGN (PRACTICALS)

Course Code: UHSPS 405

Duration of Examination: 3 hrs
Recommended credits: 4 (6hrs. per week)

Max marks: 100
External Assessment: 50
Internal Assessment: 50

Syllabus for Examination to be held in the year 2019, 2020 & 2021

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, shadematching: 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