

**(Family and Community Sciences)**  
**HOME SCIENCE UNDERGRADUATE PROGRAMME**  
**COURSE STRUCTURE FOR C.B.C.S**  
**June 2018**

**S.Y B.A HOME SCIENCE**  
**SEM IV**

SR NO	COURSE TYPE	NAME OF COURSE	CREDITS/WEEKS				CONTACT HOURS
			Theory		Practical	Total	
			L	O			
1	CORE 211	Indian Traditional Textile and Embroidery	3	1	--	4	4
2	CORE 212	Women empowerment & Entrepreneurship	3	1	--	4	4
3	CORE 213	Introduction to Community Nutrition	3	1	--	4	4
4	ELECTIVE-I 211 Practical	Apparel Making and Embroidery	--	--	4	4	1.5/L Cr (6 Hrs)
5	ELECTIVE-I 212 Practical	Personal Empowerment	--	--	4	4	1.5/L Cr (6 Hrs)
6	ELECTIVE-2 214	Heritage of Indian Cuisine	2	1	--	3	3
7	COMP	English	2	--		2	2
			13	4	8	25	29

## B.A. HOME SCIENCE

SEM – IV

Core – 211

THEORY

### Indian Traditional Textile and Embroidery

Lectures Per Week			Total Credits	Marks Per Paper				Duration of Exam	
Theory	Practical	Other		Internal		External		Hour	
			Theory	Practical	Theory	Practical	Theory	Practical	
3	-	1	4					3	-

#### FOCUS :

This course builds upon the core course Indian Traditional Textile and it provides detail information. It gives some basic concept of embroidery.

#### Objectives :-

This course will enable the students to :

1. Understand basic concept of Indian Traditional Textile, use of machine and hand embroidery.
2. Get knowledge regarding different state Textile.
3. Basic skills required for embroidery.

## **Unit – I**

### **Traditional Textile of India**

1. Traditional Textile of India.

Kalamkari painted and block printed.  
Patala – Rajkoti and Patan's patola.

Pochampally of Andra Pradesh.  
Bandhani – Gujarat.

2. Woven Textile of India

Brocades – its types like kinkhab. Ab-e-rava  
(Ahmadabad, Surat and Banaras

Shawls of Kashmir

Silk of Karnataka

3. Woven Sarees of India

Madhya Pradesh – Maheswari and Chanderi

Maharashtra – Paithani and Narayan peth

Bengal – Balushari and Mekhala, Tant

Orissa – Sambalpuri (Ikkat)

Utter Pradesh – Banarasi Sari

## **Unit – II**

### **Fundamentals of Embroidery**

1. Meaning of Embroidery

2. Types of Embroidery

3. Suitability of Embroidery

4. Study of the types of various contemporary embroideries like – Shadow work, Cut work, Drawn Thread work, Smoking & Appliqué work.

## Unit – III

### Knitting and Khadi

- (1) Knitting
  - Technology
  - Types of knits and their use
  - Merits and demerits
- (2) Khadi
  - Requirement of Khadi for benefit of women begins.
  - Advantages of Khadi Production.
  - Different Handloom products of Khadi.
  - Khadibhandar.

## Unit – IV

### Colour and Design

- (1) Colour :-
  - Colour wheel, Colour combination and its use in various embroidery
- (2) Design :-
  - Principals and its Application on Embroidery
- (3) Types of Threads
- (4) Types of Needles, use on different fabric.

### Reference Books :-

- 1 Pramila Verma, “Vastra Vighnan evam Pridhan.”
- 2 Durga Deakae, “Fundamentals of Textile and its care.”
- 3 Amita Patel, Anita Patel “Kashida”
- 4 Vrunda Singh, “Vastra evam tantu vighnan

**B.A. HOME SCINCE**

**SEM – IV**

**CORE – 212**

**THEORY**

**Women empowerment & Entrepreneurship**

Lectures Per Week			Total Credits	Marks Per Paper				Duration of Exam	
Theory	Practical	Other		Internal		External		Hour	
			Theory	Practical	Theory	Practical	Theory	Practical	
3	-	1	4					3	-

**FOCUS :** This course is designed to provide the skills in various articles and awakens regarding personal grooming.

**Objectives :-**

- 1-To enable students for development of balanced personality & Stress management.
- 2-To enable students to achieve the goal of women empowerment & motivated for self-improvement.
- 3-To develop understanding for beauty care & maintaining physical fitness in scientific manner.
- 4-To enable students to take up entrepreneurship as a career.
- 5-To develop skill for production of various handicraft articles leading to entrepreneurship.

## Unit – 1

### Women empowerment

- 1 Concept, need & importance of women-empowerment.
- 2 Women & development the personal, social & national perspectives.
- 3 Capacity building for women education decision making abilities & opportunities, awareness & information on legal & political issues, gender issues, and substance abuse.
- 4 Role of Home Science education for personal growth & professional development.

## Unit – II

### Personality Development & Personal Grooming

- (1) Personality development & concept, factors & influences emotional & motivational aspects, assertion vs. aggression.
- (2) Significance concept personal grooming.
- (3) Areas of personal grooming.
  - Physical fitness, body care & beauty-treatment.
  - Physical Exercises & Aerobics
  - Healthy Habits.

## Unit – III

### Etiquette.

- (1) Definition & Concept of etiquette.
- (2) Adoption of manners & etiquette at –
  - i- Daily life.
  - ii- Educational institutions-
    - as a student
    - as a teacher
  - iii- Party place
  - iv- Etiquettes during interview
  - v- Table etiquette(Meal table)
  - vi- Religious function & places
  - vii- Telephone talk
  - viii- Etiquettes in public places

## Unit – IV

### Entrepreneurship development

A-(a) Definition, need, scope & characteristics of entrepreneurship;  
Types of industries.

(b) Area of Entrepreneurship under Home-Science.

(c) Contemporary government policies for entrepreneurship development.

B-(a) Preliminary preparations to start small scale industry.

(b) Steps for selecting of products.

i -Market Survey

ii -Visualizing the risks

iii-Identification of the product

C-Resource management & Budgeting

D-Production & marketing

E-Quality control & Taxation

### Reference books :

- (1) Antony M. J. (1989) women's rights, New Delhi.
- (2) Bhattacharya R. Career Management, A new Challenge Vol : 1, New Delhi.
- (3) Chandra Shekhar ® 1992 – Women's Resource & National Development A – Perspective New Delhi – (Publishing House)
- (4) Gove. M. S. India Youth – Process of Socialization – New Delhi, 8, Vishva Yuvak Kendra.
- (5) Gupta J. L. (1988) Challenge to their Sex, Indian women's problems.
- (6) Khandwala P. (1984) Fourth Eye : Excellence Through Creativity, Allahabad – A. W. Wheeler.
- (7) Rathus S. & Brid J. (1983) Adjust & Growth : The challenge of life : New Yowrk : C. B. S. College Publishing Co.
- (8) Singh R. N. – Sky is the limit \_ Practical guide on – effective career planning Bombay – Bombay Schandra Publications.
- (9) Batra G. S. (1999) Entrepreneurship & small scale industries. Deep & deep Pub., New Delhi.
- (10) Dargulkar M. D. (1983) Udyogdeep, Udyog Sachitra, Prakashan, Mathora sadan, Bombay.
- (11) Kulshrestha (1999) Successful Entrepreneurship Karishka Pub. Co. New Delhi.
- (12) Mathew J. Marimulla (1999) Enter. Theory at crossword, whuler Pub. Co. New Delhi.
- (13) Patri C. N. (1999) Self-employment & Successful entrepreneurship, Kanishta Pub. Co. New Delhi.

# B.A. HOME SCINCE

## SEM – IV

### CORE – 213

#### THEORY

### Introduction to Community Nutrition

Lectures Per Week			Total Credits	Marks Per Paper				Duration of Exam	
Theory	Practical	Other		Internal		External		Hour	
			Theory	Practical	Theory	Practical	Theory	Practical	
3	-	1	4					3	-

#### FOCUS :

This course is intended to student's nutritional problems prevailing in the country, their causes and implication and the Government policies and programmes for control and/or prevention of the same.

**Objectives :-** This course will enable the students to :

- 1 Be familiar with the basic concept of community Nutrition and role of Home Science to impart nutrition education in community.
- 2 Be familiar with the communal problems of the community, their causes, symptoms, treatment and prevention.
- 3 Be familiar with the schemes, programmes and policies of Government of India to combat Nutritional problem.
- 4 Be aware of importance and aims of Nutritional assessment.
- 5 Get exposed to the role of National and International agents in combating Nutritional problems, in India.



## **Unit – 1**

### **Basic concept & scope of community Nutrition**

A- Definition, Concept & importance of community Nutrition.

B-Role of Home-Science in community Nutrition.

C-Importance, aims and methods of Nutritional Assessment

- a Anthropometric methods
- b Clinical methods
- c Biochemical methods
- d Diet survey.

## **Unit – 2**

### **Nutritional problems of community**

A- Common problems in India.

B-Causes (Nutritional and Non- Nutritional)

C-Mal Nutrition, PEM, Micro- Nutrient deficiencies & it's

Preservation (Vit. – A) Iron, Iodine, Fluoric, Macro Nutrient deficiencies & it's preservation (Protein, Fat, Carbohydrate)

## **Unit – 3**

### **Notional Schemes and Programmes**

A-ICDS

B-Nutritional Anemia Control Programme

C-Vitamin-A prophylaxis Programme

D-National Iodine deficiency disorder.

## **Unit – 4**

### **National and International agencies**

A-R ole of National and International agencies in combating Nutritional problems in India.

## References :-

- 1)-Shri Laxmi, "Dietetics", New age International (P) Limited Publisher, New Delhi.
- 2)-Shukla P. K., Nutritional Problems of India.
- 3)-Rabinson, C.H., Lawler, M. R. , Chenoweth, W. L. and Garwick, A. E. (1986); "Normal and Therapeutic Nutrition", 17<sup>th</sup> Ed., MacMillan Publishing Co.
- 4)-Anderson, L., Dibble, M.V., Turkki, P.R. Mitchell, (1982), "Nutrition in Health and Disease", 17<sup>th</sup> ed. J. B. Lippincott & Co., Philadel

**B.A. HOME SCINCE**

**SEM – IV**

**Elective – 211**

**Practical -Apparel Making and Embroidery**

Lectures Per Week			Total Credits	Marks Per Paper				Duration of Exam	
Theory	Practical	Other		Internal		External		Hour	
			Theory	Practical	Theory	Practical	Theory	Practical	
-	4	-	4					-	3

**FOCUS :**

This course is designed to provide the skills in using embroidery, basic embroidery, techniques with special embroidery stitching in Hand and Machine embroidery to design party wear cloths.

**Objectives :-**

This course will enable the students to :

- (1) Get skills in embroiders.
- (2) Get skills in using sewing machine for embroidering.
- (3) Develop basic skills in children clothing.
- (4) Develop entrepreneurship skill in Hand and Machine embroidery.

**Total :24 Practicals**

## Unit – I

### Design and color –

**6 practical**

- (1) Preparation of colour wheels -1 practical
  - a) Basic
  - b) Primary
- (2) Application of design for different cloths – 1 practical
- (3) Methods of designing – 2 practical
  - a- Tracing
  - b-Block
  - c-Use of carbon paper
- (4)Prepare Consumer Garment
  - a) Hand Beg – 1 Practical
  - b) Pillow covers (2 piece) – 1 practical.

## Unit – II

### Apparel Making -

**6 Practicals**

- (1) Baby Frock with Smoking or Honeycomb – 2 practicals
- (2) Half Pant for a boy (5 to 7 years) 2 practicals
- (3) Shirt for a boy (5 to 7 years) – 2 practicals

## Unit – III

**8 practicals**

### Make one-one sample each of Hand Embroideries from North Zone.

- 1) Kashmiri
- 2) Phulkari
- 3) Luckhanavi
- 4) Shadow work
- 5) Kantha
- 6) Silver and fancy

## Unit – IV

**4 practicals**

**Make one-one sample each of Hand Embroideries from South Zone.**

- |                    |  |
|--------------------|--|
| 1) Rabari – Mirror | 4) Gold  |
| 2) Kuttchi         | 5) Make any one sample by crochet                |
| 3) Dharwadi        | 6) Make any one sample by two niddle<br>knitting |

### **Reference Book.**

- 1- Nirmala Mistry- Embroidary Design, Gala Publication

## B.A. HOME SCINCE

### SEM – IV

#### Elective – 212

#### Practical - Personal Empowerment

Lectures Per Week			Total Credits	Marks Per Paper				Duration of Exam	
Theory	Practical	Other		Internal		External		Hour	
			Theory	Practical	Theory	Practical	Theory	Practical	
-	4	-	4					-	3

#### FOCUS :

This course is designed to provide the skills in various articles and awareness regarding personal grooming.

#### Objectives :-

This course will enable the students to :

- 1 To be Similar with various artistic articles.
- 2 To develops skill in preparing various decorative articles and gift articles.
- 3 Develop skills in preparing paper articles and candle making.
- 4 Develop skill in preparing artificial ornaments.
- 5 Develop skill to bring awareness regarding personal grooming.
- 6 To bring awareness regarding working procedure of Bank.

## **Unit – I**

**(29Practicals)**

1. Glass Painting on flat glass.
2. Frame work – (any one)
3. Pot Decoration
4. Fabric painting – Basic Techniques on handkerchiefs.
5. Fabric painting – Utility Garment (any one)

## **Unit – II**

6. Gift packing with Paper & Cloth.
7. Molded Candle
8. Soft Toy – any one
9. Paper Bag – any one
10. Cards with envelopes – Two

## **Unit – III**

11. Bookmarks – Five
12. Traditional Ornament Set
13. Western type ornament set
14. Jute article
15. One article incorporating artificial flower.

## **Unit – IV**

16. Project Proposal for entrepreneurship development (group work)
17. Producing any Product in group and writing report (group)
18. A visit to bank (group)
  - a- To understand procedure of banks.
  - b- To understand loan related points to Start small scale Industry.
19. Table-mats. (Either Embroidery / Fabric Painting)
20. Nail art (Basic)

### **Body and Beautician (Demonstration only)**

- 1- Facial (Normal and Herbal)
- 2- Mahanadi (Simple)
- 3- Tattoo (Simple)
- 4- Threading
- 5- Waxing
- 6- Make-up (basic and bridal)
- 7- Meni cure
- 8- Pedicure

# **BA-HOME SCIENCE PROGRAMME**

## **SEM –IV**

### **HERITAGE OF INDIAN CUISINE**

**Elective-II - 214**

#### **THEORY**

Lectures Per Week			Total Credits	Mark Per Paper				Duration of Exam Hour	
Theory	Practical	Other		Internal		External		Theory	Practical
3	-	1	4					3	-

Focus:

This Course is designed to provide information of the concept of Indian food heritage, history of Indian Cuisine with Influences **and the** geographical varieties Of Indian Cuisine.

#### **Objectives:-**

This course will enable the students to:

- 1) To know about of the concept of Indian food heritage
- 2) To learn about Philosophy Of Indian Food
- 3) To impart basic Knowledge of History OF Indian Cuisine with Influences
- 4) To enable the students to familiarize with the Geographical Varieties Of Indian Cuisine



## Unit – 1

### Concept OF Indian Cuisine

1. Meaning and Importance of Indian Cuisine/ Culinary
2. Eating Habits And Etiquette Of The Indians
3. Philosophy Of Indian Food
4. **The Ayurvedic Diet**

## Unit – 2

### History OF Indian Cuisine And Influences

1. Indian Diet in the Vedas- Food in Upanishads, Samhitas, Manusmriti and Sutras, Dharmaśāstras
2. History, Evolution and influences of Indian Culinary
  - The Formation Stage
  - Diversification And Amalgamation Stage
  - The Modernizations Stage
3. Popularity and influence of Indian Culinary outside India

## Unit – 3

### Geographical Varieties Of Indian Cuisine

1. Indian Culinary styles
2. Eastern Indian Cuisine
3. Southern Indian Cuisine
4. Western Indian Cuisine

## Unit – 4

### Cuisine Of Gujarat

1. Gujarati Food and ethics
2. Flavours of India - commonly Used Spices & Seasonings
3. **The Four Pillars Of Gujarati Food Culture- Kathiyawadi Cuisine, Surti Cuisine, Amdavadi Cuisine, Kutchi Cuisine**
4. Distinct Features Of Gujarati Food
5. **Traditional Gujarati *Thali***

## References

1. Achaya, K.T. *Indian Food: A Historical Companion* Delhi: Oxford University Press, 1994.
2. Hospodar, Miriam Kasin. *Heaven's Banquet: Vegetarian Cooking for Lifelong Health the Ayurveda Way* E.P. Dutton, 1999.
3. Dr. Bhave and Dr. Bhave, :*Tame Ane Tamaru Arogya* National Book Trust India,1995.
4. Indira Chakravarti: *Bhartiya Ahar* Sterling Publishers, New Delhi, 1957
5. Madhav Chaudhari: *Aahar Ej Aaushadh* Navneet Publication, Ahmedabad.
6. Rastra Sevika Samiti, Gujarat: *Bhartiya AAharshastra Ahmedabad*