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B.A. HOME SCINCE

SEM – IV
Core – 211

THEORY

Indian Traditional Textile and Embroidery

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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 – Rajkot 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 vignan
B.A. HOME SCINCE

SEM – IV

CORE – 212

THEORY

Women empowerment & Entrepreneurship

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**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:

(8) Singh R. N. – Sky is the limit _ Practical guide on – effective career planning Bombay – Bombay Schandra Publications.
# B.A. HOME SCIENCE

## SEM – IV

## CORE – 213

### THEORY

## Introduction to Community Nutrition

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**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 import 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-Role 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.


B.A. HOME SCINCE

SEM – IV

Elective – 211

Practical - Apparel Making and Embroidery

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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 embroders.
(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        4) Shadow work
2) Phulkari        5) Kantha
3) Luckhanavi      6) Silver and fancy
Unit – IV

4 practicals

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

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

Reference Book.

1- Nirmala Mistry- Embroidary Design, Gala Publication
B.A. HOME SCINCE

SEM – IV

Elective – 212

Practical - Personal Empowerment

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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

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

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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

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
6. Rastra Sevika Samiti, Gujarat: *Bhartiya AAharshastra Ahmedabad*