PANJAB UNIVERSITY, CHANDIGARH
(Estted. Under the Panjab University Act VII of 1947-enacted by Govt. of India)

FACULTY OF SCIENCE

SYLLABI

FOR

B.Sc. HOME SCIENCE (PASS COURSE)

3\textsuperscript{RD} YEAR

FOR
Examinations, 2011

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## B.Sc. Home Science  Part III (Pass Course), 2011

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
<th>Th. Max. Marks</th>
<th>Teaching Periods</th>
<th>Teaching Load (Pr.)</th>
<th>Practical Max. Marks</th>
<th>Teaching periods</th>
<th>Teaching Load (Pr.)</th>
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<tbody>
<tr>
<td>122</td>
<td>Community Nutrition &amp; Dietetics</td>
<td>100</td>
<td>3/w</td>
<td>75-75/y</td>
<td>50</td>
<td>2/w</td>
<td>22-25/y</td>
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<td>123</td>
<td>Entrepreneurship &amp; Extension</td>
<td>100</td>
<td>3/w</td>
<td>75-75/y</td>
<td>50</td>
<td>2/w</td>
<td>22-25/y</td>
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<td>124</td>
<td>Development in Adolescence &amp; Adulthood</td>
<td>100</td>
<td>3/w</td>
<td>75-75/y</td>
<td>50</td>
<td>2/w</td>
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<td>125</td>
<td>Apparel Construction</td>
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<td>2/w</td>
<td>45-50/y</td>
<td>100</td>
<td>2/w</td>
<td>45-50/y</td>
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<td>126</td>
<td>Family Finance &amp; Consumer Education</td>
<td>50</td>
<td>2/w</td>
<td>45-50/y</td>
<td>25</td>
<td>3/w</td>
<td>22-25/y</td>
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<td>127</td>
<td>Internship (Cottage Training)</td>
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<td>Total (iii , a)</td>
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<td>300</td>
<td>13/w</td>
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<td>(Total 150 Marks)</td>
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<tr>
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<td>(a) Nutritional Bio-Chemistry</td>
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<td>75-75/y</td>
<td>50</td>
<td>2/w</td>
<td>22-25/y</td>
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<tr>
<td></td>
<td>(b) Interior Space Designing</td>
<td>100</td>
<td>3/w</td>
<td>75-75/y</td>
<td>50</td>
<td>2/w</td>
<td>22-25/y</td>
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<td>(c) Human Rights &amp; Family Empowerment</td>
<td>100</td>
<td>3/w</td>
<td>75-75/y</td>
<td>50</td>
<td>2/w</td>
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<td>(d) Apparel &amp; Textile Designing</td>
<td>50</td>
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<td>45-50/y</td>
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<td>(e) Development Journalism</td>
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<td>3/w</td>
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<td>19/w</td>
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Teaching Period = 1 Hour /Period (as per UGC norms)
OBJECTIVES

To enable the students to understand the-
1. Basic Principles of diet therapy.
2. Skills of dietary counseling.
3. Modification of the normal diet for therapeutic purposes.
4. Dietary Management of common disease conditions and nutritional deficiencies.
5. Use of Computers in diet therapy

CONTENTS

SECTION -- I

Concept and scope of community health and community nutrition
Assessment of nutritional status, Methods and their interpretation.
   • Direct Methods – Anthropometry, biochemical and clinical examination.
   • Indirect Methods- Dietary surveys.

Food safety – HACCP
Nutritional Problems of community
Etiology, clinical features, prevention and management of
   • PEM
   • Vitamin and mineral deficiency disorders: VIT-A,VIT-D, Calcium Iron, Iodine

Objectives, principles and scope of nutrition education.
SECTION-II

Principles of Diet Therapy and the Nutrition Care Process.
- Basic concept of Diet Therapy.
- Normal diet as the basis of therapeutic diets.
- Use of nutrition guide for computer based dietary calculations.

Etiology, clinical features, Basic diagnosis and nutritional management of
- Infections and Fevers – Short term and long term.
- Stomach – Gastritis and Ulcer.
- Small and Large Intestines – Diarrhea, Lactose intolerance, constipation.
- Liver – Infective hepatitis.
- HIV and AID

Nutritional care for weight management, Etiology, clinical features. Basic dietary counseling.
- Overweight and Obesity
- Underweight.

Nutritional care for chronic degenerative disorders. Etiology, clinical features, basic diagnosis, complication nutritional management and dietary counseling for

- COMMON Metabolic Disorders – IDDM and NIDDM
- Coronary Heart Diseases -----
  Hyperlipidemias, Atherosclerosis and Hypertension.
RECOMMENDED READINGS

OBJECTIVES

Enable the students to understand the-

1. Application of the principles of normal nutrition for planning therapeutic diets.
2. Planning and Preparation of diets for various disease conditions and nutritional deficiency disorders.
3. Use of software in nutrition for diet therapy and counseling

CONTENTS

1. Development of low cost nutritious snacks for children and pregnant and nursing mothers.
2. Simple techniques for assessment of nutritional status.
   (i) 24 hour recall
   (ii) Anthropometry
3. (i) Clinical manifestations of common nutritional deficiency disorders.
   (ii) Planning, calculation, preparation and sensory evolution of diets for PEM, vitamin A deficiency and anemia.
4. Diets for Weight Management:
   (i) Obesity
   (ii) Under nutrition/ Under weight
5. Diet in fevers.
   (i) Diarrhea
   (ii) Constipation
7. Diet for Infective Hepatitis.
8. Diet for Diabetes- NIDDM
9. Diets for Cardiovascular Disorders:
   (i) Hypertension
   (ii) Atherosclerosis
OBJECTIVES:

1. To orient the students to the concept, need and process of entrepreneurship.
2. To understand the market, types of business, the parameters for selecting and running an enterprise successfully.
3. To orient the students to the significance of programme design with focus on planning, implementation and evaluation.

CONTENTS

SECTION-A: ENTREPRENEUSHIP

UNIT-I

Conceptual Framework
- Entrepreneurship, Self-employment, income generation.
- Need for entrepreneurship development.
- Economic, socio-political, legal environment and entrepreneurs.
- Process of entrepreneurship

Women Entrepreneurs
- Characteristics of women entrepreneurs
- Role, demand and challenges

UNIT-II

Enterprise Planning
- Types of business and self employment opportunities with respect to capital, product and process
- Sensing business opportunities
- Assessing market potential
UNIT-III
Enterprise launching
  o Identification and selection of a project plan.
  o Formulation of a project plan
  o Estimation and mobilization of resources

UNIT-IV
Enterprise Management
  o Personal: Selection, training, retraining, team building, worker’s participation in management.
  o Productions: Inventory, production cycle, production control.
  o Marketing: Price, product, promotion, placement and cutting edge technologies
  o Financial: Planning for fixed and working capital, cash flow maintenance and profitability ratios.
  o Quality Control: Standards, precision in performance, quality, assurance, timely services, research and development.
  o Feedback, monitoring and evaluation

SECTION –B: EXTENTION PROGRAMME MANAGEMENT

UNIT-V
Designing Extension Programme
  o Objectives and components of Extension Programme Design.
  o Scope of Extension Programme.
  o Principles of Programme Designing.
  o People’s participation in implementation of Programme

UNIT-VI
Extension Programme Planning
  o Process of Programme Planning.
  o Situation analysis and need identification
  o Formulating Programme Objectives

UNIT-VII
Programme Evaluation
  o Steps in Project Evaluation
  o Difference between Monitoring and Evaluation
- SWOT analysis
- Project Management
- Network Analysis (PERT, CPM)

RECOMMENDED READINGS

12. Supe, S.V. 1984; An introduction to extension education, New Delhi, Oxford and IBH.
PAPER – 123: ENTREPRENEURSHIP AND EXTENSION

PRACTICAL

Maximum Marks: 50
Practical: 1/ week (3 periods)
Practical Load: 22-25 / Periods year.

Objectives:
1. To develop human competencies for Entrepreneurship.
2. To develop skills in Program management.
3. To analyze the issue and problems of a specific community for need assessment.
4. To develop skills in the use of participatory approaches in program planning and evaluation.

Contents
1. Case study and analyses of one women headed micro enterprise/ small scale enterprise.
2. Developing a business plan for a micro enterprise. Calculation of break even point, product cycle.
3. Developing marketing, sales and promotional strategy for an enterprise.
4. Portfolio on legislation, governing small scale enterprising.
5. Planning, Organization, implementation and evaluation of a need base extension program for the selected community in relation to anyone.
   - Literacy
   - Income Generation
   - Health
   - Maternal and Child care
   - Social Evils.
Objectives:

- To introduce the students to various aspects of development during adolescence.
- To sensitize the students to impart issue pertaining to development of adolescents and adults in contemporary society.

1. Physical development in adolescence - Body image, Pubertal changes, Early and late maturation, Physical fitness and nutrition.
2. Cognitive development in adolescence
   - Piaget’s stages of formal operations
   - Role of school and education
   - Role of culture and environment
   - Moral development as given by Kohlberg
3. Emotional development in adolescence
   - Development of positive self concept: Role of parenting
   - Emotional disorder: Depression, Loneliness, Eating disorder, Phobic disorder, Suicide, Drug abuse, Juvenile delinquency.
4. Social: Peer relationships, Heterosexual relationships, Gender identity.
5. Adolescents in their families- Roles and Expectations, Adolescent parent conflict, Single Parent families, Factors influencing family relationships.
7. Young adulthood
   - Cognitive continuity and change, Developmental tasks of adulthood
   - Forming intimate relationship
   - Parenthood and other roles
   - Occupational cycles, work and gender
8. Middle adulthood
   - Physical continuity and change
   - Middle life changes- Roles and responsibilities
   - Menopause in women
   - Health and disease

9. Late adulthood
   - Personality changes
   - Grand parenting: Inter generational relations
   - The changing family life
   - Occupational continuity and change, preparation for retirement.

Instructions for Paper Setters:

Note:
1. Each theory paper will be of 3 hours duration.
2. Question should cover all topics of syllabus
3. There should be 8 questions in all with an internal choice in at least two questions.
4. The students are required to attempt only 5 in all.

References:
Objectives:

1. To enhance students’ awareness of developmental issues among adolescents and adults.
2. To acquaint the students with methods and techniques of collecting and analyzing data.

1) To administer psychological tests:
   - Adjustment Inventory
   - Projective Technique (any one)
   - Family Environment Scale
   - Mental Health Scale

2) Develop an interview schedule for assessing adolescents’ problem behavior.
3) Conduct a case study of an adolescent or an adult with any specific psycho-social problem.
4) Institutional visit to agencies working for the welfare of adolescents and the aged. Identify gaps in services.
OBJECTIVES

1. To acquaint the students with social and psychological aspects of clothing.
2. To provide comprehensive knowledge about the selection of suitable fabrics and garments.
3. To introduce the concepts of drafting and paper patterns
4. To impart the knowledge of fashion and concepts related to fashion.

CONTENTS

UNIT-I
Social and Psychological aspects of Clothing
- Functions of Clothing
- Theories of origin of clothing
- Clothing in relation to status, culture and rituals
- Individuality and conformity

UNIT-II
Selection of suitable fabrics and garments according to
- Age-infants, toddlers, pre-school and school going children, adolescents and elderly
- Climate, occasion, occupation, fashion, figure

UNIT-III
Methods of pattern making
- Drafting
- Flat pattern-principles and rules.
- Draping
UNIT-IV
Fitting- Principles of good fit, common problems and remedies for fitting defects.

UNIT-V
Fashion
- Components of fashion-Silhouette, fabric, colour, texture and details
- Inspiration of fashion-media, history, theatre and films
- Theories of fashion adoption
- Fashion designers with special reference to India.

RECOMMENDED READING
5. Dress, Bess V Orke, Chas A Bennett Co. Inc.Peoria, Illnoiis 61614, 1956
CONTENTS

1. Edge finishing bias bindings and bands, bias facing
2. Plackets, Even hem, wrap and projection, continuous wrap, kurtapalacket & slit opening with suitable fasteners including zipper.
3. Disposal of fullness
   • Tucks gathers
   • Pleat-knife box
   • Godets
4. Drafting and construction of samples for
   • Plain and puff sleeve
   • Mandarin and peter pan collar
5. Adaptation and development of drafts for slim, flared skirt, A-line, paneled, wrap.
6. Development of design drafts for five frocks incorporating the following
   • A-line frocks with variations of sleeves and collar
   • Frock with bodices with gathers/Pleats/Flare
   • Yoked frocks with gathers/pleats/flare
7. Drafting and construction of the following garments
   • Frock
   • Skirt-top
   • Sari blouse
   • Churidar/Salwar
   • Ladies kameez/ kurta
Objectives

1. To understand the fundamentals of family finance and consumer education.
2. To develop sound purchasing ability among the students.
3. To bring awareness on the different types of equipments used at household level.

Unit-I Family Finance

- Types of Income
- Management of income in general and at different stages of family life cycle
- Methods of handling money and record keeping

Unit- II Savings and investments

- Need for savings- Security, bulk expenditure, pre-planned and unforeseen
- Principles of investing savings
- Selection of saving agencies
- Types of institutions and facilities
  (a) Banks-Types of accounts, post office, Life insurance, Property insurance.
  (b) Unit trust and other bonds and certificates.

Unit-III Consumer education

- Meaning and scope of consumer education
- Consumer problems- Choice and buying problems of consumers, frauds, weights and measures, adulteration and other malpractices, causes and consequences.
- Consumer rights and responsibilities
- Proper aids to consumer- Advertisement brands, packaging, labeling, grading, fair trade practices, consumer associations.
- Sound buying practices- Planning purchases- what, where, how, and when to make purchases.
- Consumer protection- Public and private aids, standardization, ISI, Ag mark and other assurance sales.
PAPER – 126 : FAMILY FINANCE AND CONSUMER EDUCATION

PRACTICAL

Time- 3 hrs/week                      Marks-25+25=50
(Only internal)

1. Comparative study of various household equipment/ consumer durables available in the market in terms of labels, packaging, advertising, price vs. quality, marketing strategy (sales and promotion etc)

2. Portfolio comprising consumer organizations their role and activities, consumer redressal systems (consumer courts and other systems)


4. (a) Analysis of any five advertisements from T.V., magazines or any other media and submission of a report
   (b) Market survey of consumer problems faced by consumers in their daily routine

Note:
1. There will be no final practical examination.
2. Students will be evaluated internally on the basis of their project reports.

PAPER-127: INTERNSHIP (COTTAGE TRAINING)

Marks : 25 (Only Internal)
PAPER – 128(a) : NUTRITIONAL BIOCHEMISTRY

THEORY

Max. Marks 100
Paper 75
Int. Asstt. 25

Time: 4 Periods/week

Note:

1. The theory paper will be of 3 hours.
2. There will be eight questions in all the question paper with internal choice in at least two questions.
3. The question paper will be divided into four sections. Each section will have two questions from each part of the syllabus. The students will be asked to attempt five questions in all selecting a minimum of one question from each section.
4. Some of the questions should be short and each of these questions may have 3 to 4 parts or more.

Syllabus for B.Sc Home Science (Pass Course)

Part-I

Definition composition, classification and properties of:

(a) Monogachharides: Glucose, Fructose
(b) Disachharides: Maltose, Lactose, Sucrose.
(c) Polysachharides: Starch, Glycogen.

(a) Definition, Composition, classification and properties of amino acids and peptides.
(b) Classification and functions of proteins.
(c) Hydrolytic breakdown of proteins.

(i) Definition, Composition and Classification of lipids.
(ii) Classification and properties of:-
(a) Fatry acide: Saturated and unsaturated fatty acids, Essential fatty acids
(b) Triglycrides
(c) Phospholipids.
(iii) Rancidity of fats and its prevention.
(iv) Acid value and saponification value of fats.
Part II

Study of Intermediate Metabolism of:

(a) Carbohydrates: Glycolysis (Anaerobic and aerobic), alcoholic fermentation, Tricarboxylic acid cycle, Gluconeogenesis.

(b) Proteins: Building up and utilization of amino acids pool, general reactions of amino acid Catabolism, urea cycle.

(c) Fats Oxidation (B-oxidation) and biosynthesis of saturated fatty acids.

Part III

1. Enzymes: Definition, Classification, substrate specificity of enzymes, enzyme co-factors. Factors affecting rate of enzyme catalyzed reactions.

2. Vitamins: Definition, classification and biochemical role of fat soluble and water soluble (Thiamine, Niacin riboflavin, pyridoxine, pantothenic acid and B12 Vitamins (structures not required).

3. Biochemical role of inorganic elements-calcium, phosphorous, magnesium and iron.

Part IV

1. Urine: Composition, normal and abnormal constituents of urine.

2. Calorimetry:-
   (i) Energy value of foods:-
      (a) Method of determination.
      (b) Total value and physiological value.
   
   (ii) Measurement of heat production of the body. (direct and indirect calorimetry). Factors affecting energy requirements of the body).

   (iii) Basal Metabolism: Method of determination and factors affecting Basal Metabolic rate.

   (iv) Specific dynamic action of foodstuffs.

I. Qualitative analysis of monosaccharides, disaccharides and polysaccharides.

II. Quantitative estimation glucose.

III. To find out the adulteration in milk by quantitative estimation of lactose in

IV. General reactions of fats and oils.

V. Qualitative tests of amino acids and proteins.

VI. To test the reaction of proteins, fats and carbohydrates : in milk, egg and wheat flour.

VII. Determination of acid value and saponification value of fats and oils.

VIII. Qualitative estimation of calcium and ascorbic acid.

IX. Qualitative tests of normal and abnormal constituents of urine.

References

PAPER - 128(b) : INTERIOR SPACE DESIGN (ELECTIVE)

THEORY

Time-3hrs Max.marks:90+10=100

Objectives-
To enable students to-

1. Gain better understanding of the application of art principles in interior designing.
2. Provide adequate facility for work, relaxation, rest, privacy, maintenance and aesthetics etc. through interiors.
3. Understanding the application of ergonomics in space designing for various activities.

Unit-I Introduction to interior designing
Unit –II Factors influencing furnishing decisions

- Climatic conditions
- Family needs and preferences
- Availability of materials in the market
- Principles of design
- Financial Limit

Unit- III Design Specifies

- Planning and designing spaces: Ergonomic consideration
- The architectural lingo: Symbols and Common term user in house planning

Unit- IV Alternative means of improving furnishing conditions

- Elimination
- Rearrangement
- Concealment
- Supplementation

Unit- V Furniture in Interiors

- Furniture needs in different zones in house
- Constructional details of furniture
Unit – VI Application of element of art
  • Color
  • Texture
  • Pattern and their psychological effects

Unit – VII Surface treatments in interiors
  • Walls and windows
  • Floors
  • Ceilings

Unit – VIII Lighting in interiors
  • Lighting for various residential areas
  • Effect of light in interiors

Unit – IX Indoor gardening
  • Types and suitability of plants and their care.

Practical

Time-3hrs/week Max.marks:30+20=50

1. Analysis of blue prints
2. Elevated plans for various areas of a house showing furniture, storage and light fixtures- kitchen, bed-room. Drawing, dining
3. Plans for different income groups- Economically weaker section, lower income group, middle income group and higher income group.
4. CAD
5. Preparation of portfolio based on Historical Designs and market review( Group work)
  • Wall coverings and decoratives
  • Floor coverings and decoratives
  • Window and door treatments
  • Lighting system
• Artifacts (Sculptures, ceramics/terracotta, handicrafts, flower arrangements etc.
• Furniture
• Furnishing materials (Upholstery, curtains and draperies, bed and table Lenin)
• Wood

6. Setting of interiors

Note: Practical No. 06 will be evaluated internally.

PAPER -128 (c) :HUMAN RIGHTS & FAMILY EMPOWERMENT(ELECTIVE)

THEORY

Paper: 90
Internal Assessment: 10
Total: 100
Periods per weeks: 3

Objectives

- To sensitize the students on the prevalence of human rights and violations in different contexts.
- To enhance the understanding among students of family in the context of changing socio-economic scenario in the country.
- To create awareness among the students on issues related to family empowerment in relation to programs and policies prevalent in the country.

1. An introduction to human rights: Towards the creation of a human rights culture; the interrelationship between human rights and social policy.
4. Social changes affecting the family: Changing pattern of family in India. Structural and functional changes in the joint family system. Crises situations and exploitation as contributory factors for problems of the family.
6. Implications of family changes: Female headed households, single parent families, dual-earner families.
7. Problems and needs of families in specific situations:
   i. Families affected by natural calamities – earthquake, flood, famine.
ii. Families affected by war, riots, terrorism.

iii. Families with chronically ill patients – cancer, AIDS, disabilities.

iv. Families in adverse situations: homeless families, pavement dwellers, urban slums.

v. Families with marital discord.

8. Overview of Child Welfare and Family Empowerment schemes in India

    Programs and policies for the following:

    i. Children
    ii. Women
    iii. Families in adverse situations
    iv. Elderly
    v. Disabled

References:


**PAPER -128 (c) : HUMAN RIGHTS & FAMILY EMPOWERMENT**

**PRACTICAL**

- Paper:45
- Internal Assessment:5
- Total: 50
- Periods per week:3

1. Preparing a file on human rights documents (Child rights, women’s rights, rights of the disabled).
2. Report writing on family empowerment and human rights activism in India with special emphasis on the role of NGO’s.
3. Organizing awareness campaigns related to child rights, domestic violence, or other violations of human rights using panel discussion/ posters/ talks involving NGO’s/ human right lawyers, and other practitioners at the city level.
4. Conduct a case study on a human rights violation case such as, related to child labour, women exploitation, gender.

**References :**


THEORY

Maximum Marks: 50
Teaching Periods: 2/week (2 Periods)
Teaching Load: 45-50 Periods/year

Objectives:
To create awareness about-
1. Design and its interpretation
2. Role of a designer
3. Traditional textiles of India

CONTENTS
Part- A

Unit- I
Design interpretation
• Elements of design
• Principles of design

Unit- II
Role of a designer
(Fashion designer and textile designer)
• Forecasting trends
• Theme interpretation
• Design development- seasons. Elements and principles of design and their relationship in the finished product.

Part- B

Unit- I
Development of different fiber products (study with reference to the origin, textures achieved, colours and designs incorporated and articles produced.)
• Cotton- Muslins and Jamdanis of Bengal and U.P.
• Silk and Brocades of Varanasi (Kinkhabs), Bengal (Baluchari), Maharashtra (Himru, Amru, Paithani), Gujrat (Tanchois), Andhra Pradesh, Karnataka and Tamil Nadu.
• Woolen- Shawls of Kashmir and Himachal Pradesh.

Unit –II
Development of different fiber products (study with reference to the origin, textures achieved, colours and designs incorporated and articles produced.)
Classification of types of Embroideries
Embroideries of different regions, Kashmir, Panjab, Haryana, Himachal Pradesh, Uttar Pradesh, Bihar, Bengal, Orissa, Rajasthan, Gujarat, Manipur, Karnataka and Tamil Nadu.
Unit- III

Dyeing and Printing – study with reference to the antiquity of the art of dyeing and printing, style incorporated effects achieved and articles produced.

Resist dyeing
a) Fabric resist dyeing- Bandhanis of Rajasthan and Gujarat, Batik of Coromandal.
b) Yarn resist dyeing of Gujarat, Orissa and Andhra Pradesh.

Printing and Painting- Style and methods of printing, centre of Gujarat, Andhra Pradesh, Madhya Pradesh and Rajasthan.

REFERENCES
3. Chattopadhya, kamaladevi, Handicrafts of India, All India Handicraft Board, New Delhi, 1975
7. Metha , R J The Handicrafts and Industrial Arts of India, Taraporewala and Sons, Mumbai, 1960

PAPER 128(d) APPAREL AND TEXTILES DESIGN PRACTICAL)

Maximum marks 100
Teaching periods 2/Week (2periods)
Teaching load 45/50 Periods/Year

Objectives:-
To create awareness about-
1. The drawing tools
2. Elements of design
3. Development the motif and design
4. Fashion sketching
5. Design portfolio

Instructions for paper setters:-
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus
CONTENTS

Part- A

1. Tools and equipments
   • Pens
   • Pencils
   • Brushes
   • Inks

2. Introduction to elements of design
   • Lines and form- geometric, simplified, naturalized, stylized and abstract
   • Colour- Colour wheel, value scale, intensity scale, colour harmonies and colour ways

3. Creating design ornaments
   • Development of motif
   • Big and small motif
   • Placements for all over patterns

4. Preparation of design portfolio using traditional motifs

5. Fashion Sketching
   • 8-head croqui and 10-head croqui
   • Lines and muscular croqui
   • Dressing up of croqui

Part- B

1. Dyeing
   • Use of various dyes for preparation of shade-card on cotton, wool and silk
   • Tie and dye using various techniques on cotton, wool and silk
   • Batik on cotton

2. Printing using pigment binder
   • Block printing
   • Screen printing

3. Preparation of articles using various techniques of applied design
   • Household textiles
   • Apparel draped and stitched

Part- B

4. Dyeing
   • Use of various dyes for preparation of shade-card on cotton, wool and silk
   • Tie and dye using various techniques on cotton, wool and silk
   • Batik on cotton

5. Printing using pigment binder
   • Block printing
   • Screen printing

6. Preparation of articles using various techniques of applied design
   • Household textiles
   • Apparel draped and stitched
THEORY

Maximum Marks : 100
Teaching Period : 3/week
Teaching Load : 70-75 Periods/year

OBJECTIVES

• To understand the Indian socio-economic scenario in the context of development.
• To understand the concept of development and development communication.
• To gain Knowledge about the relevance, potential and use of various media as tools of development.
• To understand the process, functions and techniques of development journalism with reference to print, electronic and other modern media.

CONTENTS

UNIT I
Indian socio-economic scenario
• Urban rural dichotomy, problems of poverty, illiteracy, migration, unemployment, underemployment and disguised unemployment.
• Social and economic hierarchies and barriers.
• Problems and Concerns of Women in India.
• Understanding and analysis of the ongoing Government and Non-Government efforts on Development Communication.

UNIT II
Concept of Development
• Definitions, Functions and nature of development.
• Models of Development.
• Interrelation between development, development communication and journalism.
• Approaches and strategies of development communication.
UNIT III
Media and Development

- Use of traditional and modern media on development communication.
- Concept of development journalism-health, nutrition, literacy, agriculture, etc.
- Information technology-Its role in development communication.

UNIT IV
Journalism and various media

- Analysis of mass media programmes-print and electronic media.
- Scripting for traditional media for education and entertainment-street plays, puppet shows.
- Scripting for newspapers and magazines-articles, features, editorials and stories.
- Script writing and editing for radio and television Script.
- Scripting for cinema and documentaries.
- Computer applications.

RECOMMENDED READINGS


12. IGNOU study material, JMC 1-3

**Note:**

B.Sc. Home Science – 3rd Year (Pass Course) is eligible only for this academic session 2010-2011. So it is requested to use the syllabus as it is.

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