

# SNDT Women's University

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## Syllabus for Degree of Bachelor of Science (Under Faculty of Home Science)

Textile Science & Apparel Design, Apparel Design, Fashion Apparel Design  
For Semester I, II, III, IV, V, VI



With effect from  
Academic Year 2013-14

**Shreemati Nathibai Damodar Thackersey Women's University  
1, Nathibai Thackersey Road, Mumbai – 400 020.**

**Promotion to Various Semesters (SNDT Women's University rules from time to time are applicable)**

Grading System :

<b>Grade</b>	<b>Grade Points</b>	<b>Percentage Equivalent</b>
'O' = Outstanding	6.00	80-100
'A+' = Very Good	5.00 - 5.99	70-79
'A' = Good	4.00 - 4.99	60-69
'B' = Average	3.00 - 3.99	50-59
'C' = Below Average	2.00 - 2.99	45-49
'D' = Poor	1.00 - 1.99	40-44
'F' = Fail	0 - 0.99	<=39

## Structure of Home Science Curricula:

### Total Credits for Semester I-VI

Type of Component	Weight age	No. of Credits	No. of Courses (Subject Paper)
a. Core Courses	48%	58	14.5
b. Applied Courses	27%	32	8.0
c. Foundation Courses	5%	6	1.5
d. Inter & Intra Discipline Courses	20%	24	6.0
	<b>100%</b>	<b>120</b>	<b>30</b>

\*\*\* Note : Women Studies Course of 2 credits as Foundation Course is introduced in Sem V with Seminar (Seminar (b) 2 credits + Women Studies (c) 2 Credits)

### Detailed distribution of Credits (Component wise & Semester wise)

Component	Sem I	Sem II	Sem II	Sem IV	SemV	Sem VI	Total
a	-	-	-	20	18	20	58
b	8	12	12	-	-	-	32
c	4	-	-	-	2	-	06
d	8	8	8	-	-	-	24
	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>120</b>

a – Core Courses

b – Applied Courses

c – Foundation Courses

d – Inter & Intra disciplinary Courses. The above course structure of Semesters I to III is common for all programmes under B.Sc. Home Science except FSQC & FAD (Voc).

**FRAMEWORK OF SEMESTERS**  
**CODE NO: 10**

Specialization : **Textile Science & Apparel Design** Sub Specialization: **Fashion Apparel Design (Vocational)**

**SEMESTER I**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
1011	Language Skills French/German (c)	4	3	1	25	75	100
1012	Introduction to Textile Sc. (a)	4	4	-	25	75	100
1013	Introduction to Clothing (a)	4	2	2	25	75	100
1014	Elements of Design & Fashion (d)	4	2	2	25	75	100
9105	Environment Studies (c)	4	4	-	25	75	100
	<b>TOTAL</b>	<b>20</b>	15	05	175	375	<b>500</b>

**SEMESTER II**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
1021	Language Skills & Basic Communication(c)	4	3	1	25	75	100
1022	Basic Pattern making & Basic Clothing Construction (a)	4	-	4	25	75	100
1023	Essentials of Management (b)	4	4	-	25	75	100
1024	Garment Production, Machinery & Equipment (a)	4	-	4	25	75	100
1025	Textile Designing & Surface Ornamentation Technique (b)	4	-	4	100	-	100
	<b>TOTAL</b>	<b>20</b>	07	13	200	300	<b>500</b>

**SEMESTER III**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
1031	Consumer Studies (b)	4	4	-	25	75	100
1032	Pattern Making & Clothing Construction (a)	4	-	4	25	75	100

1033	Textile & Garment Quality Analysis Assurance (a)	4	4	-	25	75	100
1034	Fashion Merchandising & Marketing (b)	4	3	1	100	-	100
1035	Basic Fashion Drawing & Design Development (a)	4	-	4	100	-	100
	<b>TOTAL</b>	<b>20</b>	<b>11</b>	<b>09</b>	<b>275</b>	<b>225</b>	<b>500</b>

**Fashion Apparel Design (Vocational)**  
**SEMESTER IV**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0544	Traditional Textiles & Embroideries of India (a)	4	3	1	25	75	100
1041	Accounting & Costing (b)	4	4	--	25	75	100
1042	Entrepreneurial Skills Development (b)	4	-	4	100	-	100
1043	Costumes of India (a)	4	4	-	25	75	100
1044	Basics of Styling & Portfolio Development (a)	4	-	4	100	-	100
	<b>TOTAL</b>	<b>20</b>	<b>11</b>	<b>09</b>	<b>275</b>	<b>225</b>	<b>500</b>

**SEMESTER V**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
1052	World Costumes (a)	4	4	-	25	75	100
1053	Garment Grading & Draping (a)	4	-	4	25	75	100
1054	Advance Computer Application in FAD & Advance Fashion Illustration (a)	4	-	4	100	-	100
1055	Recent Advances in Textile Science and Apparel Design (Seminar) (b)	2	-	2	50	-	50
1051	Dyeing & Printing (b)	4	3	1	25	75	100
9356	Women's Studies (c)	2	2	-	50	-	50
	<b>TOTAL</b>	<b>20</b>	<b>09</b>	<b>11</b>	<b>275</b>	<b>225</b>	<b>500</b>

**SEMESTER VI**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
1061	Fashion Retailing	4	-	4	100	-	100

1062	Fashion Styling & Forecasting (a)	4	4	-	25	75	100
1063	Knitwear Designing (a)	4	4	-	25	75	100
1064	Professional Application in Textile Sc. & Apparel Design (Internship) (b)	8	-	8	100	100	200
	<b>TOTAL</b>	<b>20</b>	<b>08</b>	<b>12</b>	<b>250</b>	<b>250</b>	<b>500</b>

**TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits**

**Int M = Internal Marks, Ext M = External Marks**

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester I (Vocational)**

**OBJECTIVES:**

1. To understand the importance of knowledge of additional language in the garment industry.
2. To make students confident while communicating on behalf of your company with people from other countries like Germany or France.
3. To have an understanding of better communication from the business point of view.

Course	TC	Th C	Pr C	Int	Ext M	Total
<b>Language Skills French /German</b>	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	To interact with people <ul style="list-style-type: none"> <li>• Exchange personal details.</li> <li>• To know the life style</li> <li>• Understand work details</li> </ul>	<b>Introducing yourself</b> <ul style="list-style-type: none"> <li>• Getting to know someone (by asking questions and otherwise)</li> <li>• Describing persons</li> <li>• Hobbies and special interests</li> </ul> <b>Work field</b> <ul style="list-style-type: none"> <li>• Describing the present or past job (hrs. per week, pay, prospects, job satisfaction)</li> <li>• Describing of daily routine.</li> <li>• Modes and mechanisms of transport.</li> </ul>	Interaction-communication with the class  25 marks
Module No.	Objective	Content	Evaluation
2	<ul style="list-style-type: none"> <li>• To know about religion</li> <li>• Area of residence</li> <li>• Personal likes and</li> </ul>	<b>Personal Life</b> <ul style="list-style-type: none"> <li>• Home, house, residence (description, advantages, disadvantages, rent, location)</li> </ul>	25 marks

	dislikes • To know mode of transport • Means of postal communication	• Purchases, shopping, meals and foodstuffs. • Customs religions ceremonies, etc. • Post, telephone, telegrams, etc., letters, registers, parcels, e-mail etc.	
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Module No.	Objective	Content	Evaluation
3	<ul style="list-style-type: none"> <li>Understanding environment</li> <li>Costumes and materials</li> <li>To know about medical information about a person</li> </ul>	<b>Intimation of personal details</b> <ul style="list-style-type: none"> <li>Measurements, dimensions, etc. as needed for daily life.</li> <li>Weather.</li> </ul> <b>Dresses, materials, prices, etc.</b> <b>Matters relating to health</b> <ul style="list-style-type: none"> <li>Health and illnesses, hospital, tests and treatment, visits to specialists, etc.</li> </ul>	25 marks

Language Skills: French /German (Tutorials)

Module No.	Objective	Content	Evaluation
4	<ul style="list-style-type: none"> <li>To be able to use proper tenses verbs and words for communication</li> <li>To get acquainted with terminology</li> </ul>	<b>Knowledge of Grammar</b> <ul style="list-style-type: none"> <li>Conjugation of weak, strong, special &amp; important verbs (mainly the present and the present perfect).</li> <li>Conjugation of Modal verben (the present and the past).</li> <li>Passive voice.</li> <li>Declension of nouns, all types (together with adjectives).</li> <li>Use of pronouns, and other syntactical words (conjunctions, prepositions, etc.)</li> <li>Conjugation of verbs (mainly the present and the present perfect)</li> </ul> <b>Terms used in Fashion</b>	Assignments on use of grammar-sentence formation  25 marks

**EVALUATION:**

1. On any one project; on modules - 25 marks
2. External examination -75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

<b>S. No.</b>	<b>Title of the Book</b>	<b>Author</b>
<b>1</b>	Collins gen French dictionary	Collins
<b>2</b>	Cours De Lange Civilization	Mauger



**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester I (Vocational)**

**OBJECTIVES:**

- 1) To educate students about the various stages from fibre to fabric.
- 2) To familiarize the fabric properties to enable better design skills..
- 3) To aid the fabric choice as per the design, budget and client

Course	TC	Th C	Pr C	Int M	Ext M	Total
Introduction to Textile Science	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	<ul style="list-style-type: none"><li>• To gain knowledge about textile industry.</li><li>• To know basic classification of fibers, their properties / characteristic, their application</li></ul>	<p>The Textile Industry Fibers:</p> <ul style="list-style-type: none"><li>- Classification</li><li>- Composition/Origin/ manufacture of natural and man-made fibers</li><li>- Performance criteria of fibers</li><li>- Properties and characteristics of natural and man-made fibers</li><li>- Fiber blends</li></ul>	25 marks

Module No.	Objective	Content	Evaluation
2	To know basic classification of yarns/ types of yarns their properties / characteristics, their application	<p><b>Yarns</b></p> <ul style="list-style-type: none"><li>- Spinning of natural and man-made fiber</li><li>- Types of yarn</li><li>- Yarns properties</li></ul>	Visit 25 marks

Module No.	Objective	Content	Evaluation
3	To know techniques of fabric	Fabric Construction -Weaving	25 marks

	construction.	- Knitting - Lacing - Netting - Felting	Visit to knitting and weaving units / any fabric manufacturing unit. Making samples on hand looms.
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Module No.	Objective	Content	Evaluation
4	To know techniques of fabric construction.	Finishes - Classification of finishes - Preparatory finishes - Aesthetic finishes - Functional finishes	25 marks Visit to weaving units /visit any fabric manufacturing unit. Dyeing & printing units

#### EVALUATION:

Internal : Report to be prepared on visit + samples prepared = 25 marks

External examination - 75 marks

Total : Internal - 25 + External - 75 = 100 marks

#### REFERENCES:

S. No.	Title of the Book	Author
1	Textile from fibre to fabric	Berard Cobman
2	Understanding Textiles	Phyllis Toratora
3	J.J. Pizzuto's Fabric Science	Arthur Price
4	Clothing Technology	Europa Lehrmittal
5	Textiles	Wayne,A,Macmillan, London

**PROGRAMME: BSc. IN HOME SCIENCE**

**Semester I (Vocational)**

**OBJECTIVES:**

- 1) To understand human anatomy and anthropometric measurements.
- 2) To impart the knowledge related to the need for clothing, factors affecting clothing and effective clothing for an individual.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Introduction to Clothing	4	2	2	25	75	100

Module No.	Objective	Content	Evaluation
1	To understand the future scope of clothing To understand different physic and measurement To be able to understand and select clothing	<b>Scope &amp; Importance of Clothing.</b> <b>Human Anatomy &amp; Anthropometrical measurements</b>  <b>Selection of clothing based on the following factors-</b> <ul style="list-style-type: none"><li>• Seasonal</li><li>• Occasional</li><li>• Occupational</li></ul>	Project on selection of clothing according to selection criteria 25 marks
Module No.	Objective	Content	Evaluation
2	To know different personality types and factors affecting selection To apply knowledge of art in clothing. To understand the activities and requirements of clothing for various age groups	<b>Art in Clothing selection -</b> <ul style="list-style-type: none"><li>• Attitudes</li><li>• Personality types</li><li>• Suitability of design</li></ul> Various other factors affecting clothing decisions. <b>Clothing for -</b> <ul style="list-style-type: none"><li>• Infants-Toddlers, School going children, Teenagers,</li><li>• Adults - Male, Female</li><li>• Middle age - Male, Female</li><li>• Old age - Male, Female</li></ul>	Collection of various patterns according to personality types.  25 marks

**EVALUATION:**

1. Projects -25 marks External examination -75 marks
2. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

S. No.	Title of the Book	Author
1	Textile from fiber to fabric	Berard Cobman
2	Understanding Textiles	Phyllis Toratora
3	J.J. Pizzuto's Fabric Science	Arthur Price
4	Clothing Technology	Europa Lehrmittal
5	Textiles	Wayne A. Macmillan, London

(Practical)

Module No.	Objective	Content	Evaluation
3	<p>To be able to make basic boys for different age groups</p> <p>To learn to make different techniques in clothing construction</p>	<p><b>Introduction to human body measurements</b></p> <p>a) Men b) Women c) kids d) junior e) sub-junior</p> <p><b>Basic bodices –</b></p> <p>a) Women b) Children c) Adults</p> <p><b>Construction details –</b></p> <p>a) Types of seams b) Types of seam finishes c) Types of Necklines d) Neckline and armhole finishes f) Types of plackets</p>	<p>Samples made by students can be evaluated 25 marks</p>

Module No.	Objective	Content	Evaluation
4	To be able to construct garments including above features according to age groups.	Development of 3 garments each for women and children	On 3 garments to be evaluated. 25 marks

#### EVALUATION:

Continuous evaluation of class work 25 Marks/Module – internal

External – 75 marks

**REFERENCES:**

<b>S. No.</b>	<b>Title of the Book</b>	<b>Author</b>
1	Dress fitting	Natalie Bray
2	Sewing for Fashion Design	Nurie Relis & Gail Strauss
3	Pattern Cutting	Gerry Cookilin

\*Average of Theory & Practical Projects can be converted to 25 as internal marks.

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester I (Vocational)**

**OBJECTIVES:**

- 1) To develop understanding of elements of design (point, line, pattern, shape, texture, color form& space).
- 2) To develop understanding of principles of design (balance, rhythm, harmony, proportion, emphasis & variety).
- 3) To understand & analyze the effective use of elements / principle of design & fashion in the garment design

Course		TC	Th C	Pr C	Int M	Ext M	Total
<b>Elements of Design &amp; Fashion</b>		4	2	2	25	75	100
Module No.	Objective	Content				Evaluation	
1	<p>To understand importance of elements of design with relation to fashion</p> <p>To make use of different shapes in designing.</p> <p>To create Effect through texture in fashion</p> <p>To make perfect use of colors/color combinations</p>	<p>Importance of Elements of Design and Fashion</p> <p>Line –</p> <ul style="list-style-type: none"> <li>• Directing</li> <li>• Dividing</li> <li>• Psychological effects of line</li> <li>• Optical Illusion</li> </ul> <p>Shape –</p> <ul style="list-style-type: none"> <li>• Geometric</li> <li>• Natural</li> <li>• Non-objective</li> <li>• Silhouettes</li> </ul> <p>Texture –</p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Tactile</li> <li>• Audible</li> </ul> <p>Value &amp; Color –</p> <ul style="list-style-type: none"> <li>• Color wheel</li> <li>• Color schemes</li> <li>• Color psychology</li> </ul>				<p>Project on applications of elements of design to create fashion.</p> <p>25 marks</p>	

Module No.	Objective	Content	Evaluation
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2	To create rhythm, balance and emphasis through all the principles in fashion	<p style="text-align: center;"><b>Principles of Design</b></p> <ul style="list-style-type: none"> <li>• Rhythm,</li> <li>• Balance,</li> <li>• Emphasis</li> <li>• Harmony, Scale</li> <li>• Proportion, Variety</li> </ul>	Project on.  25 marks
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Module No.	Objective	Content	Evaluation
3	To use all the principles of design and elements of design to create unique patterns	Elements of Fashion – <ul style="list-style-type: none"> <li>• Skirts</li> <li>• Dresses</li> <li>• Trousers</li> <li>• Tops</li> <li>• Jackets</li> <li>• Coats</li> <li>• Necklines</li> <li>• Collars</li> <li>• Sleeves</li> <li>• Cuffs</li> <li>• Pockets</li> <li>• Yoke</li> </ul>	Project 25 marks

Module No.	Objective	Content	Evaluation
4	To use all the principles of design and elements of design to create unique patterns	Application of all the principles and elements in garment designing.	Project on developing 5 patterns by combining different features.

			25 marks
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**EVALUATION:**

1. Average of Theory & Practical projects can be converted to 25 as internal marks
2. .External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

<b>S. No.</b>	<b>Title of the Book</b>	<b>Author</b>
1	Elements of Design – Space & Form Elements of Design –Line	Albert W. Porter
2	Basic Principles of Design (Vol. 1-4)	Manfred Maier
3	Basic Design: The Dynamics of visual form	Sansmarg
4	Principles of Color	Birren & Fabersvan
5	Clothing Technology	Hannelore Eberle, Hermann Hermeling, Marianne Horaberger, Dieter Menzer, Warner Ribng



**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester I (Vocational)**

**OBJECTIVES:**

1. To make students aware about the importance, current situation of natural resources and the need to conserve them
2. To give information about concept, types of various ecosystems
3. To make aware about biodiversity and the need of conservation
4. To create awareness about social issues and the solutions to solve them

<b>Course</b>		<b>TC</b>	<b>Th C</b>	<b>Pr C</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
<b>Environment Studies</b>		4	4	0	25	75	100
<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>					<b>Evaluation</b>

1.	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Get acquainted with physical environment and its components</li> <li>2. Know various natural resources, their importance, over use</li> <li>3. Develop the concept of sustainable development</li> </ol>	<p><b>The Multidisciplinary Nature of Environmental Studies</b></p> <ul style="list-style-type: none"> <li>• Definition, Scope and Importance, Need for public awareness</li> </ul> <p><b>Natural Resources</b></p> <ul style="list-style-type: none"> <li>• Renewable and Non-Renewable Resources</li> <li>• Natural Resources and Associated Problem</li> </ul> <p><b>Forest Resources:</b> Use and Over exploration, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</p> <p><b>Water Resources:</b> Use and over utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p><b>Mineral Resources:</b> Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p><b>Food Resources:</b> World food problems, changes cause by agriculture and over grazing, effects of modern agriculture, fertilizers, pesticide problems, water logging, salinity, case studies.</p> <p><b>Energy Resources:</b> Growing energy needs, renewable and non-renewable energy sources and use of alternate energy sources, case studies.</p> <p><b>Land Resources:</b> Land as a resources, land degradation, man induced landslides, soil erosion and desertification</p> <ul style="list-style-type: none"> <li>• Role of individual in conservation of natural resources</li> <li>• Equitable use of resources for sustainable lifestyles</li> </ul> <p><b>Ecosystems</b></p> <p>Concept of ecosystem  Structure and function of ecosystem  Producers, consumers and decomposers  Energy flow in the ecosystem</p>	<p>Short Questions/ Multiple Choice Questions <b>Assignment or display on ecosystems</b></p> <p>25 marks</p>
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Module No.	Objectives	Content	Evaluation
2	<ol style="list-style-type: none"> <li>1. Develop the concept of ecology and its components</li> <li>2. Study the impact of human activities and ecology and need to</li> </ol>	<p><b>Biodiversity and its Conservation</b></p> <ul style="list-style-type: none"> <li>• Introduction-Definition: Genetic, Species and Ecosystem Diversity</li> <li>• Bio-geographical classification of India</li> <li>• Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values</li> <li>• India as a mega-diversity nation</li> <li>• Hot-spots of biodiversity</li> <li>• Threats to biodiversity: habitat, loss, poaching</li> </ul>	<p>Display/ Assignment</p> <p>25 marks</p>

	conserve the resources	of wild life, man wildlife conflicts <ul style="list-style-type: none"> <li>• Endangered and endemic species of India</li> <li>• Conservation of bio-diversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity.</li> </ul>	
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Module No.	Objectives	Content	Evaluation
3	1. Make the students aware of various types of pollutions and solutions to the problem. 2. Make the students aware of social problems.	<b>Environmental Pollution:</b> <ul style="list-style-type: none"> <li>• Definition, causes, effects and control measures of - Air, water, soil, marine, noise and thermal pollutions; Nuclear hazards</li> <li>• Solid Waste Management: causes, effects and control measures of urban and industrial waste</li> <li>• Role of individual in prevention of pollution</li> <li>• Pollution case studies</li> <li>• Disaster Management: Floods, earthquake, cyclone and landslides</li> </ul> <b>Social Issues and the Environment:</b> <ul style="list-style-type: none"> <li>• From unsustainable to sustainable development</li> <li>• Urban problems related to energy</li> <li>• Water conservation, rain water harvesting, water shed management</li> <li>• Resettlement and rehabilitation of people, its problem and concerns. case studies</li> <li>• Environmental ethics: Issues and possible solutions</li> <li>• Climate changes, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case studies</li> <li>• Waste land reclamation</li> <li>• Consumerism and waste products</li> <li>• Environment Protection Act</li> <li>• Air, Water (Prevention and control of pollution) Act</li> <li>• Wildlife Protection Act</li> <li>• Forest Conservation Act</li> <li>• Issues involved in enforcement of environmental legislation</li> <li>• Public awareness</li> </ul>	Assignment on local problems  25 marks

Module No.	Objectives	Content	Evaluation
	1. Make the students	<b>Human Population and the Environment</b> <ul style="list-style-type: none"> <li>• Population growth, variation among nation</li> </ul>	Report on the local

4	<p>aware of population problems.</p> <p>2. Develop the love and interest about nature by being in nature itself.</p> <p>3. Create awareness about Biodiversity pollution and social issues.</p>	<ul style="list-style-type: none"> <li>• Population explosion-family welfare programme</li> <li>• Environment and Human Health</li> <li>• Human Rights</li> <li>• Value Education</li> <li>• HIV/AIDS</li> <li>• Women and child welfare</li> <li>• Role of Information Technology in Environment and Human health</li> <li>• Case studies</li> </ul> <p><b>Visit</b> to local area to document environmental assets-</p> <p>a) Rivers/forest/grassland/ hill/mountain.</p> <p>b) Local Pollution Site-Urban/Rural/Industrial/ Agricultural</p> <p>c) Study of common plants/insects/birds</p> <p>d) Study of simple ecosystems-ponds, rivers, hill, slopes etc.</p>	<p>visit</p> <p>25 marks</p>
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**EVALUATION:**

1. On four Modules, 1 or 2 assignments of 25 marks
2. External exam - 75 marks
3. Total : Internal - 25 + External – 75 = 100 marks

**REFERENCES:**

S. No.	Title of the Book	Author
1	Environmental Biology (2001), Nidi Publication Ltd. Bikaner.	Agarwal, K.C.
2	The Biodiversity of India, Mapin Publising Pvt. Ltd., Ahamadabad-380013	Bharucha Erach
3	Hazardous Waste Incineration	Brunner R. C.

	(1989) McGraw Hill Inc. 480p	
4	Marine Pollution Clanderson Press Oxford (TP)	Clark R. S.
5	Environmental Encyclopedia, (2001), Jaico Publ. House Mumbai, 1196p	Cunnigham W. P. Cooper, T. H. Gorhani, E & Hepworth, M. T.
6	Environmental Chemistry, Wileely Eastem Ltd.	De A. K.
7	Water in Crisis, (1993), Pacifics Institute for Studies in Dev., Environment & Security, Stockholm Env. Institute, Oxford University, Press. 473p	Gleick, H. P.
8	Down to Earth	Center for Science and Environment

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester II (Vocational)**

**OBJECTIVES:**

1. To understand the importance of knowledge of additional language
2. To understand the importance of the language for daily routine
3. To make students confident while communicating
4. To understand the modes of communication
5. To impart the knowledge for the personal details
6. To impart knowledge of language for safety

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Language Skills and Basic Communication</b>	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<ul style="list-style-type: none"><li>• To interact with people</li><li>• exchange personal details.</li></ul>	<b>Introduction to communication</b> <ul style="list-style-type: none"><li>• Meaning &amp; Definition of communication</li><li>• Characteristics of communication</li><li>• Objectives of communication</li></ul>	25 marks

Module No.	Objective	Content	Evaluation
2	<ul style="list-style-type: none"><li>• To know about Different channels of communication</li><li>• To know the application of knowledge</li></ul>	<b>Channels of communication</b> <ul style="list-style-type: none"><li>• Downward channels of communication</li><li>• Upward channels of communication</li><li>• Horizontal communication</li></ul>	25 marks

Module No.	Objective	Content	Evaluation
	<ul style="list-style-type: none"><li>• Understanding</li></ul>	<b>Media of communication</b>	

3	various medias available • Their uses and effectiveness. In communication.	<ul style="list-style-type: none"> <li>• Oral media</li> <li>• Written media</li> <li>• Non-verbal media</li> </ul>	25 marks
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Language Skills and Basic Communication (Tutorials)

Module No.	Objective	Content	Evaluation
4	To be able to understand difficulties in communication. Learn effective communication	<ul style="list-style-type: none"> <li>• Barriers to communication</li> <li>• Essentials of effective communication.</li> </ul>	25 marks

**EVALUATION:**

1. Any one project on 1 module of 25 marks
2. External examination -75 marks
3. Total : Internal 25 + External 75 = 100 marks

**REFERENCES:**

S. No.	Title of the Book	Author
1	Collins Gen French Dictionary	Collins
2	Cours De Lange Civilization	Mauger

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester II (Vocational)**

**OBJECTIVES:**

1. To understand basics of pattern making
2. To acquire the knowledge of Manipulation Principle
3. To acquire the knowledge & actual implementation of Dart Manipulation
4. To acquire the skills of stitching various types of pockets and waistband
5. To acquire the skills of stitching various types of collars and sleeves
6. To acquire the skills of stitching gathers and pleats and zippers
7. To acquire the skills of stitching of night wear
8. To acquire the skills of stitching various types of collars and sleeves

Course	TC	Th C	Pr C	Int M	Ext M	Total
Basic Pattern Making & Basic Clothing Construction	4	-	4	25	75	100

Module No.	Objective	Content	Evaluation
1	To know importance of pattern making.  To get acquainted with terminology and tools used in pattern making.  To be able to change patterns according to dart manipulation	Introduction to pattern making <ul style="list-style-type: none"><li>• Importance of pattern making in fashion industry</li><li>• Tools, instruments used.</li><li>• Terminology &amp; indications used.</li></ul> Standard body measurement chart Dart Manipulation <ul style="list-style-type: none"><li>• Slash and spared technique</li><li>• Pivot transfer technique</li><li>• Single dart series</li><li>• Double dart series -Dart manipulation</li><li>• Curved</li><li>• Parallel</li><li>• Dart Equivalentents</li><li>• Asymmetrical</li></ul>	25 marks  Practical journal to be maintained with paper work

Module No.	Objective	Content	Evaluation
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2	To understand basic collars, sleeves and its variation.	Collars Convertible Non convertible Sleeves Set in sleeves Sleeves bodice combination	25 marks  Adaptations to be shown Along with paper work
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Module No.	Objective	Content	Evaluation
3	To know different types of pockets Zippers Tucks, Pleats, Gathers. To learn technique of Waistband (Fused Elasticized )	Types of pockets Zippers 1. Centre 2. Lapped 3. Invisible Waistband • Fused • Elasticized Tucks, Pleats, Gathers	25 marks  Small samples can be prepared

Module No.	Objective	Content	Evaluation
4	Apply knowledge of collars, sleeves etc., to construct • Pajama • Top	Collars • Non convertible • Convertible Sleeves Construction of Nightwear • Pajama Top	25 marks Garments made to be evaluated.

#### EVALUATION:

Internal : One project on pattern making (adaptation) - 25 marks; evaluation of garments with adaptation - 25 marks =  $(50/2) = 25$  marks

External examination -75 marks

Total : Internal - 25 + External - 75 = 100 marks

#### REFERENCES:

S. No.	Title of the Book	Author
1	Dress fitting	Natalie Bray

2	Sewing for Fashion Design	Nurie Relis & Gail Strauss
3	Pattern Cutting	Gerry Cookilin
4	Dress Pattern Designing	Natalie Bray
5	Patternmaking for Fashion Design	Helen Joseph Armstrong

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester II (Vocational)**

**OBJECTIVES:**

1. To create awareness among the students the importance of management of resources, both human and non human resources.
2. To enable the students to be aware of consumer problems, their rights and responsibilities and also consumer protection organization

Course	TC	Th	Pr	Int M	Ext M	Total
Essentials of Management	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	To understand the importance of decision making in management.  Its definition and importance.  To learn to solve problem with creativity	<b>Decision Making:</b> Importance of decision making; process: Problem recognition, analyzing the problem, generating alternatives, evaluating the alternatives, choosing the best alternative, implementation and verifying the decision. Innovation, its definition; importance and essence of management; Process of innovation. The role of creativity in decision-making and problem solving; importance, basics and how to improve creative abilities.	25 marks

Module No.	Objective	Content	Evaluation
2	To know what is communication and its importance in management	Communication Meaning and importance of communication in management	25 marks

Module No.	Objective	Content	Evaluation
		Financial Management	

3	To know technical aspect of finance management.	Importance, steps, principles, limitations of financial plans; Income management; Factors affecting expenditure (relevant to the specialization). Credit & Taxation: Meaning, sources, types of credit, Meaning and types of taxation.	25 marks
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Module No.	Objective	Content	Evaluation
4	To understand consumer and their problems	Consumer Education Definition: Problems of consumers; Rights and Responsibilities of consumers; Consumer protection and redressal	25 marks

**EVALUATION:**

- 1) One unit test of 25 marks+average of 4 modules =25=(50/2)=25 internal marks
- 2) External examination - 75 marks
- 3) Total: Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

S. No.	Title of the Book	Author
1	Principles of Management	Tripathi P.C, P.N Reddy
2	Kings Principles of Management	Rao V S P , P S Narayanan
3	Consumer Protection and Satisfaction	Gulshan S S
4	Business Administration and Management	Saksena S C
5	Principles of Managerial Finance	Gitman, Lawrence J

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester II (Vocational)**

**OBJECTIVES:**

1. To create awareness among of the types of garments machinery available in the industry.
2. To develop an understanding about the selection of the right machinery for production of the required garment.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Garment Production, Machinery &amp; Equipment</b>	4	-	4	25	75	100

Module No.	Objective	Content	Evaluation
1	To know the basics of mass production. To understand different stages of production.	Overview of the Garment mass production setup- <ul style="list-style-type: none"><li>• Marker making</li><li>• Spreading</li><li>• Cutting</li><li>• Ticketing</li><li>• Bundling</li><li>• Sewing</li><li>• Finishing</li><li>• Quality Checking</li></ul>	Visit to garment manufacturing units & report presentation of it. 25 marks
Module No.	Objective	Content	Evaluation
2	To gain knowledge of various types of cutting and sewing machines According to their functions & applications.	Classification of cutting machines and their application <ul style="list-style-type: none"><li>• Straight Knife Cutting Machines</li><li>• Band Knife Cutting Machines</li><li>• Servo Assisted Cutting Machines</li><li>• Computer Controlled Cutting Machines</li><li>• Round Knife Cutting Machines</li><li>• Hot notcher cutting machines</li></ul> Classification - Introduction to Sewing Machines attachments and their applications Classification of Sewing Machines and their applications <ul style="list-style-type: none"><li>• Horizontal bed Machines</li><li>• Vertical bed machines</li></ul>	Visit to garment manufacturing units & report presentation of it. 25 marks

Module No.	Objective	Content	Evaluation
3	To create awareness among of the types of garments machinery available in the industry.	Stitch type analysis, classification and their applications <ul style="list-style-type: none"> <li>• 100 Class</li> <li>• 200 Class</li> <li>• 300 Class</li> <li>• 400 Class</li> <li>• 500 Class</li> <li>• 600 Class</li> </ul> Feed Mechanisms <ul style="list-style-type: none"> <li>• Drop Feed</li> <li>• Differential Feed</li> <li>• Unison Feed</li> <li>• Compound Feed</li> <li>• Roller Feed</li> </ul>	25 marks

Module No.	Objective	Content	Evaluation
4	To know different finishing equipments and their applications.	Classification of Finishing Equipments and their applications <ul style="list-style-type: none"> <li>• The purpose of pressing</li> <li>• Categories of pressing</li> <li>• Pressing Equipments and methods</li> <li>• Stain removal</li> <li>• Packaging</li> </ul>	25 marks Visit to garment manufacturing units & report presentation of it.

**EVALUATION:**

1. Internal : Evaluation of report of any visit - 25 marks
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

S. No.	Title of the Book	Author
1	Clothing Technology	Europa Lehrmittel
2	Technology of Clothing Manufacture	Harold Carr and Barbara Latham

**PROGRAMME: B.Sc. IN HOME SCIENCE**

## Semester II (Vocational)

### OBJECTIVES:

1. To understand the different types of textile and surface ornamentation designs and techniques and to use them effectively and designing the garments.
2. To know the various methods of surface ornamentation & to select the appropriate method of ornamentation for a specific product or fabric.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Textile Designing and Surface Ornamentation Technique</b>	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1	To understand basic repeats, its importance in textile design To use them effectively and designing the garments.	Repeats  Families of Textile Design: i. Floral ii. Geometric iii. Conversational iv. Ethnic	25 marks Projects on collection of different repeats (fabric swatches).

Module No.	Objective	Content	Evaluation
2	To gain knowledge about different techniques available in the market.	<b>Printing Techniques</b> 1) Screen printing 2) Block printing 3) Stencil printing 4) Fabric painting	25 marks Visit to manufacturing/ printing units.

Module No.	Objective	Content	Evaluation
3	To know basic stitches and decorative stitches to be use for ornamentation	Embroidery stitches (min.40 types) To be learned on sample or to make samples with different combinations of stitches.	25 marks  Sample to be evaluated

Module No.	Objective	Content	Evaluation
4	To learn techniques of appliqué, patch and Tie and dye/batik	Appliqué and patch work Tie and dye/batik To be learned on sample or to make samples with different combinations of stitches.	25 marks  Sample to be evaluated

**EVALUATION:**

Continuous evaluation of each module can be done = 100 marks

**REFERENCES:**

<b>S. No.</b>	<b>Title of the Book</b>	<b>Author</b>
1	Textile Design	Susan Meller & Joost Q. Elffers
2	Encyclopedia of embroidery stitches including crewel	Marion Nicholas
3	Quilters work book	Pam Lonttot & Rosemary



**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**Semester III (Vocational)**

**OBJECTIVES:**

1. Be aware of the consumer problems in the market
2. Become Aware of the rights and responsibilities of enlightened consumer
3. Realize the importance of the effective role of consumers in the market
4. Develop good buy man ship skill in the selection of goods in the market
5. Be aware of consumer protective services.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Consumer Studies	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	To gain knowledge about consumer problems in the market	<p style="text-align: center;"><b>CONSUMER AND CONSUMER PROBLEMS -</b></p> <ol style="list-style-type: none"> <li>1. Definition of consumer</li> <li>2. Problems of consumer</li> <li>3. Adulteration</li> <li>4. Faculty weights and measures</li> <li>5. Misleading Advertisement</li> </ol> <p>Other malpractices such as lack of safety and quality control, regulations, imitation, misuse of colour matter, sales gimmicks, unfair warranties, massive profiteering, illegal trading</p>	<p>25 marks</p> <p>Project</p>

Module No.	Objective	Content	Evaluation
2	To learn various techniques of advertisement. To get information about different Acts./ marks. Realize the importance of the effective role of consumers in the market	<p style="text-align: center;"><b>ADVERTISEMENTS AS CONSUMER GUIDES -</b></p> <ol style="list-style-type: none"> <li>1. Advertisement - features, importance, media for advertisement - (indoor/outdoor), essentials of Good advertisements.</li> <li>2. Brands, trademarks, quality marks-meaning, types of brands, essential of good branding.</li> <li>3. Labels - meaning, types, need of labels and benefits.</li> </ol> <p>Grading and Standardization to include meaning of grading and standardization, basis of grading (size, quality, standards), types of standards, qualitative, quantitative, safety and benefits of standards and roles of BIS, AGMARK, FPO.</p> <p style="text-align: center;"><b>CONSUMER DECISION MAKING PROCESS -</b></p>	<p>25 marks</p> <p>Project</p>

		<p>1. What is consumer decision – types of consumer decisions (what, when, how much, who) Decision making process to include problem recognition, information seeking, equation of alternatives, buying decisions, post purchase evaluation.</p> <p>Good buy man ship</p>	
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Module No.	Objective	Content	Evaluation
3	Become aware of the rights and responsibilities of enlightened consumer	<p><b>CONSUMER MOVEMENT AND CONSUMERISM –</b></p> <p>1. Introduction of consumer movement and Consumerism.</p> <p>2. Consumer rights (right to be heard, right to choose, right to be informed, right to seek, right to redressed, right for protection, right to basic needs, right to consumer education and right to secure ecological balance.</p> <p>Consumer responsibilities – critical awareness, action, social responsibilities, environmental awareness, solidarity.</p>	<p>25 marks</p> <p>Project</p>

Module No.	Objective	Content	Evaluation
4	Be aware of consumer protective services.	<p><b>CONSUMER PROTECTION AND GUIDANCE</b></p> <p>–</p> <p>1. What is consumer protection</p> <p>2. Need for consumer protection</p> <p>3. How to provide protection</p> <p>4. Protect themselves through self help, through various consumer organizations, different types of organizations, their functions and listing of various organizations such as CGSI, CERC, FDA, CFBP, Local Grahak Panchayats.</p> <p>5. Government’s control and legislation: Various government acts such as COPRA (Consumer Protection Act) Food Adulteration Act, Essential Commodities Act, Packaged Commodities Act, Weights and Measures Act.</p> <p>6. Redressal through MRTP Commission.</p> <p>7. Consumer dispute redressal commission and forum</p> <p>8. Ombudsman</p> <p>Business by improving ethics &amp; standards.</p>	<p>25 marks</p> <p>Project</p>

**EVALUATION:**

1. One unit test of 25 marks
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

<b>S. No.</b>	<b>Title of the Book</b>	<b>Author</b>
1	Commentary on Consumer Behavior	Chunawalla. S. A
2	Consumer Protection And Satisfaction	Gulshan S.S
3	Marketing and Salesmanship	Sherlikar S.A

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**Semester III (Vocational)**

**OBJECTIVES:**

1. To acquire the knowledge of Manipulation Principle
2. To acquire the knowledge of Making a skirt pattern
3. To acquire the knowledge to develop the torso block
4. To acquire the knowledge to develop the trouser pattern
5. To acquire the knowledge to develop the patterns with various elements.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Pattern Making &amp; Clothing Construction</b>	4	-	4	25	75	100

Module No.	Objective	Content	Evaluation
1	To acquire knowledge of dart manipulation principles To acquire knowledge of developing the patterns with various elements.	<b>Dart Manipulation</b> Slash & Cut Method, Pivot, Single dart series, Double dart series, Curved darts, Asymmetrical darts Developments of 4 muslin patterns for slash and cut method blocks. <b>Development of patterns in :</b> – <b>Sleeves:</b> Plain sleeve, Puff sleeve(4 types), Leg-o-mutton, Bishop, Lantern. – <b>Types of Yokes</b> – <b>Collars:</b> peter pan,(partial roll and full roll), cape, bishops, sailors, convertible, mandarin.	25 marks Can be evaluated on 4 muslin patterns

Module No.	Objective	Content	Evaluation
2	To acquire knowledge of making a skirt pattern	<b>Skirt Block</b> Single dart Double dart <b>Skirts:-</b> paneled, godet, flounce, pencil. <b>Basic skirts on muslin</b> – With invisible waist band – With visible waist band	25 marks Evaluation of skirt can be done.

Module No.	Objective	Content	Evaluation
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3	To acquire knowledge to develop the torso block	<b>Torso Block</b> Development of torso block using basic bodice and basic skirt block Shoulder princess Armhole princess <b>Stitching of Torso Block</b> – with Shoulder princess with Armhole princess Construction of total 3 garments in muslin, each garment Dart, yoke, sleeves, collars/neckline.	25 marks Evaluation of 3 garments done on muslin
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Module No.	Objective	Content	Evaluation
4	To acquire knowledge to develop a trouser pattern	<b>Trouser Block –</b> Women’s basic trouser block Basic Trouser on muslin and on other fabric	25 marks Evaluation of garments done on muslin

**EVALUATION:**

- 1) Internal : Evaluation on any One module **OR** average of all 4 modules =25 marks
- 2) External examination - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

S. No.	Title of the Book	Author
1	Commentary on consumer Behavior	Chunawalla. S. A
2	Consumer Protection And Satisfaction	Gulshan S.S
3	Marketing and Salesmanship	Sherlikar S.A
5	Patternmaking for Fashion Design	Helen Joseph Armstrong
6	Dress Fitting	Natalie Bray

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**Semester III (Vocational)**

**OBJECTIVES:**

1. To impart the knowledge of quality and assurance and its importance.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Textile &amp; Garment Quality Analysis Assurance</b>	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	To know the meaning of quality	<p style="text-align: center;"><b>Introduction -</b></p> <ul style="list-style-type: none"> <li>▪ What is quality?</li> <li>▪ Why quality is important</li> </ul>	25 marks

Module No.	Objective	Content	Evaluation
2	To know standards inspection –aspects to be checked defects	<p style="text-align: center;"><b>Inspection -</b></p> <ul style="list-style-type: none"> <li>▪ Raw material inspection</li> <li>▪ In process inspection</li> <li>▪ Final inspection</li> <li>▪ How much to inspect</li> <li>▪ Definitions of fabric defects</li> <li>▪ British standards of interest to garment manufacturers</li> <li>▪ ISO standards of interests to garment manufacturers</li> </ul>	Visit to manufacturing units. 25 marks

Module No.	Objective	Content	Evaluation
3	To know different aspects of physical testing.	<p style="text-align: center;"><b>Precision &amp; Accuracy of Test Methods</b></p> <ul style="list-style-type: none"> <li>▪ Atmospheric conditions for testing</li> <li>▪ Strength properties of apparel</li> <li>▪ Fabric stretch properties</li> <li>▪ Dimensional changes in apparel due to laundering, dry-cleaning, steaming &amp; pressing.</li> <li>▪ Needle cutting / yarn severance</li> <li>▪ Sew-ability of fabrics</li> <li>▪ Bow and skewness (Bias) in woven and knitted fabrics</li> <li>▪ Soil and stain release testing</li> <li>▪ Fabric thickness</li> <li>▪ Abrasion resistance</li> <li>▪ Color fastness</li> <li>▪ Testing of fusible interlinings</li> <li>▪ Testing of zippers</li> <li>▪ Elastic waistband testing</li> <li>▪ Yarn strength and elongation</li> <li>▪ Yarn number</li> </ul>	Project 25 marks

		<ul style="list-style-type: none"> <li>▪ Yarn twist</li> <li>▪ Sewing Threads</li> <li>▪ Wear testing</li> </ul>	
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<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
4	To know signs & symbols	Care labeling of apparel and textiles Objective evaluation of fabric hand Quality management	25 marks

**EVALUATION:**

- 1) One unit test of 25 marks
- 2) External examination - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

<b>S. No.</b>	<b>Title of the Book</b>	<b>Author</b>
1	Clothing Technology	Europa Lehrmittel
2	Technology of Clothing Manufacture	Harold Carr and Barbara Latham

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**Semester III (Vocational)**

**OBJECTIVES**

1. To understand the market dynamics and gain ability to market one's design and product
2. To be able to understand merchandising functions and work in the capacity of a merchandiser/ buyer

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Fashion Merchandising &amp; Marketing</b>	4	3	1	100	-	100

Module No.	Objective	Content	Evaluation
1	To understand the market dynamics and gain ability to market one's design and product	Meaning of Marketing <ul style="list-style-type: none"> <li>• Core Concepts of Marketing</li> <li>• Needs, wants &amp; demand</li> <li>• Products (goods, services and ideas)</li> <li>• Value, cost and satisfaction</li> <li>• Exchange &amp; transactions</li> <li>• Relationships and networks</li> <li>• Markets &amp; Prospect</li> </ul> <b>Marketing Management</b> Company Orientation towards the marketing place <ul style="list-style-type: none"> <li>• The production &amp; product concept</li> <li>• The selling concept / sales concept</li> <li>• The marketing concept ,The social marketing concept, Integrated marketing</li> <li>• Profitability</li> </ul>	25 marks Project

Module No.	Objective	Content	Evaluation
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2	<p>To learn how to retain customers</p> <p>To know the importance of Market Research</p>	<p><i>The rapid adoption of Marketing Management</i></p> <ul style="list-style-type: none"> <li>• Building customer satisfaction through quality, service &amp; value</li> <li>• Customer value, customer satisfaction</li> <li>• The need for Attracting &amp; Retaining customers</li> <li>• Relationship Marketing – The key</li> <li>• Adding financial benefits</li> <li>• Customer profitability – The ultimate test</li> </ul> <p>Implementing Total Quality</p> <p><i>Marketing Information &amp; Measuring market demand</i></p> <p>Meaning of Marketing Information System</p> <ul style="list-style-type: none"> <li>• Internal Records System</li> <li>• Marketing Research System</li> <li>• Suppliers of Marketing Research</li> <li>• The Marketing Research Process</li> <li>• Characteristics of good marketing research</li> <li>• Overcoming Barriers to use of Market Research <ul style="list-style-type: none"> <li>• Marketing Decision Support System</li> </ul> </li> </ul>	<p>To carry market research on any product/ consumer survey</p> <p>25 marks</p>
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Module No.	Objective	Content	Evaluation
3	To know what is Merchandising & Merchandising Planning	<p>Introduction to merchandising</p> <ul style="list-style-type: none"> <li>• Definition of Merchandising</li> <li>• Characteristics of Merchandising</li> <li>• Cycle of Merchandising Distribution</li> <li>• Value Components in Merchandising</li> <li>• Merchandising Planning</li> <li>• Identifying your customers</li> </ul>	<p>25 marks</p> <p>Project</p>

(Practical )

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
4	To know about fashion  To know Accelerating Factors, Retarding Factors	<b>Introduction to fashion</b> <ul style="list-style-type: none"> <li>• Definition &amp; History of Fashion</li> <li>• Misconceptions about fashion</li> <li>• Fashion Language- Style, Design, Taste, Classic Fad</li> <li>• Components of Fashion (Elements of Design) - Silhouette, Texture, Colour, Detail, Trim</li> <li>• Principles of Fashion</li> <li>• Fashion Cycles</li> <li>• Consumer Identification – Fashion Leader, Fashion Follower</li> <li>• Adoption of Fashion – Traditional Adoption, Reverse Adoption, Mass Dissemination</li> <li>• Factors influencing Fashion</li> <li>• Accelerating Factors, Retarding Factors</li> </ul> <b>Fashion research &amp; analysis</b> <b>Forecasting trends, fashion research International market – international fashion centers</b>	25 marks  Project on recent fashion trends, fashion forecasting etc. to be evaluated

**EVALUATION:**

Continuous assessment for each module - 25 marks each =100 marks internal

**REFERENCES:**

<b>S. No.</b>	<b>Title of the Book</b>	<b>Author</b>
1	Marketing Management	Philip Kotler
2	Marketing Management	Ramaswamy
3	Principles of merchandising	Stone
4	Fashion from concept to consumer	Fair Child

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**Semester III (Vocational)**

**OBJECTIVES:**

To be able to represent one's design in an attractive way through illustration..

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Basic Fashion Drawing &amp; Design Development</b>	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1	To understand ten head system and movements of different parts.	<ul style="list-style-type: none"> <li>• Leg movement, hand movement of ten head croque</li> <li>• Front view, back view, 3/4th view of the ten head croque</li> </ul>	Project 25 marks

Module No.	Objective	Content	Evaluation
2	To learn techniques of sketching	<ul style="list-style-type: none"> <li>• Face drawing</li> <li>• Features drawing.</li> </ul>	Project 25 marks

Module No.	Objective	Content	Evaluation
3	To be able to analyze fabric samples according to technique	<ul style="list-style-type: none"> <li>• Fabric Rendering- completing 30 samples of fabric rendering (fabrics of different varieties)</li> </ul>	Swatch book can be maintained. 25 marks

Module No.	Objective	Content	Evaluation
4	To be able to use drawing technique to design costumes To be able to analyze pattern from photo	<ul style="list-style-type: none"> <li>• Development of costumes on croque, using elements of fashions (Min. 12 costumes).</li> <li>• Photo analysis</li> </ul>	12 costume designs can be evaluated 25 marks

**EVALUATION:**

Continues evaluation of each module - 25 marks each =100 marks internal

**REFERENCES:**

S. No.	Title of the Book	Author
1	Encyclopedia of fashion details	Patrick John Ireland
2	Fashion Guide	Haurent Hartung
3	The snap fashion sketch book	Sharol lee late

		Bill Glazer
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**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER IV (Vocational)**

**OBJECTIVES:**

1. To acquire knowledge of different textiles produced in different states of India.
2. To acquaint the students with the different motifs, colors and weaving techniques used in the textiles along with their significance.
3. To acquire knowledge of various embroideries done in India with the historical background of each.
4. To learn different types of stitches, motifs, colors and materials used in the embroideries and their significance
5. To acquaint the students with the work of handloom board, khadi board in India.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Traditional Textiles &amp; Embroideries of India</b>	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1.	1. To acquire knowledge of different textiles produced in different states of India. 2. To acquaint the students with the different motifs, colors and weaving techniques used in the textiles along with their significance.	<b>1. Introduction in brief about the Traditional Textiles and Embroideries in India.</b> <ul style="list-style-type: none"> <li>• Influence of foreign countries on Indian Embroidery.</li> </ul> <b>2. Textiles of the following States listed below:</b> 1: Fiber used colors, motifs and weaving techniques used for the producing traditional textiles. Maharashtra, West Bengal, Andhra Pradesh, Gujarat, Saurashtra, Kutch, Rajasthan, Uttar Pradesh, Orissa, Karnataka, Kerala, Madhya Pradesh, Tamil Nadu, Assam, Jammu & Kashmir, Punjab, Manipur.	25 marks  Traditional textiles—state wise (Group project)

Module No.	Objectives	Content	Evaluation
2.	1. To acquire knowledge of various embroideries done in India with the historical background of each. 2. To learn	<b>1. Embroideries of the following states listed below.</b> <ul style="list-style-type: none"> <li>• Embroidery of the following States regarding history, materials used, stitches, motifs, colors, their significance and descriptive terms used per motifs.</li> </ul> 1. Kasturi of Karanataka 2. Embroidery of Sindh, Kutch and Kathiawar 3. Kashida of Kashmir	25 marks  Collection of designs Statewise

	different types of stitches, motifs, colors and materials used in the embroideries and their significance	4. Kantha of Bengal 5. Chikankari of Uttar Pradesh 6. Manipuri Embroidery 7. Applique work of Bihar and Orissa 8. Phulkari of Punjab 9. Chamba Rumal 10. Gold and silver	
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Module No.	Objectives	Content	Evaluation
3.	To acquaint the students with the work of handloom board, khadi board in India.	<b>Handloom Industry of India</b> 1 History of Handloom Board 2 Functions of Handloom Board 3 Weaver's service centers <b>Khadi Board</b> 1 Structure of Khadi Board 2 Functions of Khadi Board	25 marks Visit any sector and report presentation on it. Visit an Industrial & small scale embroidery unit

Module No.	Objectives	Content	Evaluation
4.	1. To learn the stitches used in the Embroidery of different states. 2. To acquire knowledge of different motifs and colors used in the Indian Embroidery with their significance.	1. Frame and prepare a sampler with Traditional embroidery motifs. Any 5 embroidery <i>motifs</i> to be done on the sample 2. Plan and design any one article/garment by application of the traditional embroidery stitches.	25 marks Application of embroidery on garment Or Samples

#### EVALUATION:

- 1] Internal: Continuous evaluation of all 4 Module = 25 Marks
- 2] External exam :Theory = 60 marks
- 3] Total :External Practical 15

#### REFERENCES:

1. Chattopadhyaya Kamaladevi Carpets & Floor covering of India,
2. Brij Bhushan Jamila Costumes and Textiles of India,
3. Jasleen Dhamija and Jay Jyotindra Hand woven Fabrics of India,
4. Mehta Rustam J. Handicrafts of India, Indian Embroidery, Pandit Savitri
5. Kasuti of Karnataka, Joshi Indira
6. Mehta Rustom J. Masterpieces of Indian Textiles,
7. Dongerkery Kamala Romance of Indian Embroidery,

8. Marg Publication Textiles and Embroideries of India,

9. Naik Shailja Traditional Embroidery of India,

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**SEMESTER IV (Vocational)**

**OBJECTIVES:**

To be able to do costing and pricing, take entrepreneurial and manage the enterprise's account.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Accounting & Costing	4	4	-	25	75	100

Module No.	Objectives	Content	Evaluation
1	To understand basics of accounting	<b>Management Accounting</b> – Meaning scope and uses to management	25 marks

Module No.	Objectives	Content	Evaluation
2	To know how costing is done. To know factors affecting costing	<b>Cost –Volume</b> 1. Profit Analysis for decision-making 2. Cost analysis (including relevant cost and opportunity) 3. Decision making – alternative choices-pricing decisions. <b>Standard costing &amp; variance analysis</b>	25 marks

Module No.	Objectives	Content	Evaluation
3	To know aspects of budgeting & budget control	<b>Budgeting and Budgetary Control</b> 1. Budgeting & budgetary control 2. Behavioral aspects of control	25 marks

Module No.	Objectives	Content	Evaluation
4	To understand how costing for garments is done, & various aspects of it.	<b>Costing a Garment</b> 1. Wholesale price structure 2. Costing functions 3. Pre cost 4. Final costing 5. The cost sheet 6. Wholesale pricing 7. Cost merchandising	25 marks A project on costing of any/particular garment can be done

**EVALUATION:**

1. Internal Average of all 4 modules to be taken as 25 marks internal
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

- 1) Saxena, Vashista . Advance cost and management Accounting Text- Problem and solution,
- 2) Gini Stephens Frings Fashion from Concept to Consumer

**PROGRAMME: B.Sc. IN HOME SCIENCE  
SEMESTER IV**

**Objectives:**

The course will enable the student to:

1. understand the concept of Entrepreneurship
2. acquire knowledge about the world of entrepreneurs
3. understand and inculcate entrepreneurial values, attitudes, qualities and desires
4. sow the seed of entrepreneurship

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Entrepreneurial Skills Development</b>	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1	1. The student will- understand the concept of Entrepreneurship  2. acquire knowledge about the world of entrepreneurs	<b>Introduction to Entrepreneurship :</b> Definition, Concept and Need for Entrepreneurship. Types of Entrepreneurs : Spontaneous, Motivated and Induced with case studies to be discussed. Entrepreneurs may be invited to share their experiences and talk about the advantages and disadvantages of proprietary, partnership and group enterprises Kinds of Entrepreneurships : Proprietary, Partnership and Group Enterprises	<b>Projects</b>  25 marks

Module No.	Objective	Content	Evaluation
2	The course will – enable the student to understand and inculcate entrepreneurial values, attitudes, qualities and desires	<b>Exploring the world of Entrepreneurs:</b> Legendary, Business, Social and Environmental, Artistic and Aesthetic Entrepreneurs. (Students to Document case studies and present using different audiovisual aids, of either individual or group activity). Entrepreneurs in shadows, failed entrepreneurship (Students to document case studies and present using different audio visual aids, of either individual or group activity). New Internet Entrepreneurs (Students to document case studies and present using different audio visual aids, of either individual or group activity).	Project 25 marks



Module No.	Objective	Content	Evaluation
3	The course will – enable the student to acquire knowledge about the world of entrepreneurs	<p><b>Entrepreneurial Assets</b>            Entrepreneurial values and attitudes            Entrepreneurial qualities            Role demands and requirements of entrepreneurs.            Barriers to Entrepreneurship. (Entrepreneurs may be invited to share their views and importance they give to particular entrepreneurial values, attitudes, qualities, role demands, requirements and barriers)</p> <p><b>Entrepreneurial Motivation</b>            Definition and Meaning of achievement motivation            Need for Achievement Motivation            Motivating Factors : Internal and External</p> <p><b>Gaining Personal Focus :</b>            Defining one’s own intentions, goals and purpose</p> <p><b>Internal Intentions:</b> (Students to share what her business will accomplish for her in her life like prestige, economic independence, etc.  <b>External Intentions:</b> (Students to describe how and who the business will help.</p>	Project 25 marks

Module No.	Objective	Content	Evaluation
4	The course will – sow the seed of entrepreneurship	<p><b>Entrepreneurial Ideas</b>            Creativity and Idea Generation            Searching and selecting Entrepreneurial Ideas            Dynamics of Project Identification            Matching Project and Enterprise            Gather information on what works, how to succeed and mistakes to avoid (Students to interact with particular business persons related to their identified project/field of interest, have brainstorming sessions and share ideas and strategies in class)            Research select articles written about the industry related to their product or service</p> <p><b>Organize visits :</b>            Industries and Organisations helping entrepreneurship</p>	Project 25 marks

**EVALUATION :**

Continuous evaluation of all the modules for 100 marks.

**REFERENCES:****S. No., Title of the Book, Author**

- 1, Bolton, B. & Thompson, J Entrepreneurs : Talent, Temperament, Technique  
(2001) Replika Press Pvt. Ltd. Delhi,
- 2, Taneja, S. & Gupta, S.L. Entrepreneurship Development, New Venture Creation  
(1992) Galgotia Publishing Company, New Delhi.,
- 3, Hisrich, R.D. & Peters, M.P. Entrepreneurship : Starting, Developing and Managing a New  
Enterprise (1995) USA, Irwin Inc.,
- 4, Desai V. Entrepreneurial Development (1995, 97, 99 – Vol I & II) Himalaya Publishing House,  
Mumbai,

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER IV (Vocational)**

**OBJECTIVES :**

1. To develop a sound attitude and interest regarding styles and patterns of Costumes of India.
2. To gain in-depth knowledge of costumes of male , female, and children of various states of India.
3. To learn to identify the costume of states in accordance to status, profession , tradition, and customs.
4. To understand the philosophy and sociology of costumes.
5. To learn the relationship between social, political, historical, geographical, economical and spiritual effects of traditional costumes.
6. To identify the tribal costume, ordinary and bridal costumes of various states of India.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Costumes of India	4	4	-	25	75	100

Module No.	Objectives	Content	Evaluation
1	To gain information regarding styles and patterns of Costumes of India. To know the changes in costumes along with time	<b>History of Costume.</b> Classification of Indian history period-wise from prehistoric period to 20 <sup>th</sup> century history and modern history <b>Evolution of costumes pertaining to inner, outer, upper and lower garments</b>	25 marks

Module No.	Objectives	Content	Evaluation
2	To gain in-depth knowledge of costumes & accessories of male , female, and children of various states of India.	Accessories used in costumes with reference to design, material (metal) colour texture and suitability	25 marks

Module No.	Objectives	Content	Evaluation
3	To learn the costume of states in accordance to status, profession , tradition, and customs. To understand the philosophy and sociology of costumes	Study of traditional basic costume and their patterns like Doti, Lungi, Pyjama, Blouse, Mantle (Odhani), Shirts, Skirts, Coats, Kurta, Sari, Caps and Footwear.	25 marks



**PROGRAMME: B.Sc. IN HOME SCIENCE**

**SEMESTER IV (Vocational)**

**OBJECTIVES:**

- To understand what styles and patterns means .
- To gain in-depth knowledge of various styles of garments worn by male , female.
- To learn to develop patterns as per the requirement of an individual or end use.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Basic Styling and Portfolio Development</b>	4	-	4	100	-	100

Module No.	Objectives	Content	Evaluation
1	To study various styles of Men & women outfits.	<b>Women's Outfit</b> <ol style="list-style-type: none"><li>1. Tailored Suit</li><li>2. Chanel Suit</li><li>3. Casual Suit</li><li>4. 2-Piece, Trouser Suit</li><li>5. Co-ordinates</li><li>6. Separates</li><li>7. Ensemble</li><li>8. Complete Compose</li></ol> <b>Men's Outfit</b> <ol style="list-style-type: none"><li>1. Single breasted with one button</li><li>2. Single breasted with two buttons</li><li>3. Single breasted with three buttons</li><li>4. Double breasted with lapels</li><li>5. Double breasted with pointed lapels</li><li>6. Blazer combination</li><li>7. Business suit</li><li>8. Sports suit</li><li>9. Leisure suit</li><li>10. Traditional suit</li></ol>	25 marks  Project  To develop 5 each design for women & men

Module No.	Objectives	Content	Evaluation
2	To study various styles of jackets and coats  To develop designs as per the endues	<b>Jackets</b> <ol style="list-style-type: none"><li>1. Bolero</li><li>2. Waist Coat</li><li>3. Short jacket</li><li>4. Spencer</li><li>5. Blouson</li><li>6. Lumber</li><li>7. Tyrolene</li></ol>	25 marks  Project  To develop 5 designs each

	requirement	8. Long waist coat 9. Cardigan style 10. Donkey Jacket, Flared 11. Long blouson, coat jacket 12. Tailored, Blazer 13. Shirt jacket, safari styles  <b>Coats</b>  1. Straight 2. Flared 3. Blazer style 4. Redingote 5. Wrap 6. Cape 7. Trench Coat 8. Sport Coat 9. Duffle Coat 10. Raglan 11. Great Coat	of jacket & coats
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Module No.	Objectives	Content	Evaluation
3	To study various styles of Men & women outfits  Specially lower garments for men and women	<b>Trousers</b> 1. Tapered 2. Straight 3. Flared 4. Wide legs-bags 5. Baggy 6. Ski pants – stirrup trousers 7. Pleated 8. Turn-ups 9. Jeans, knee 10. Breeches 11. Knickers-boxers 12. Harem pants 13. Shorts 14. Bermuda shorts 15. Capri pants 16. Three-quarter length 17. Gaucho’s 18. Salvar-Chalvar  <b>Skirts</b> 1. Narrow 2. Straight 3. Semi-flared 4. Flared paneled	25 marks  Project  To develop 5 designs each of Trousers & Skirts

		<ol style="list-style-type: none"> <li>5. Bell</li> <li>6. Full</li> <li>7. Gored</li> <li>8. Straight</li> <li>9. Paneled</li> <li>10. Godet, tiered</li> <li>11. Flounced</li> <li>12. Frilled hemline</li> <li>13. Yoke style</li> <li>14. Fit &amp; flare</li> <li>15. Tiered-pleated</li> <li>16. Puff-ball</li> <li>17. Handkerchief hemline</li> <li>18. Draped accordion pleats</li> <li>19. Sunray pleats</li> <li>20. Inverted pleats</li> <li>21. Knife pleats</li> <li>22. Country style</li> <li>23. Soft pleats</li> <li>24. Wrap-around</li> <li>25. Kilt</li> </ol> <ol style="list-style-type: none"> <li>1. Casual style culottes.</li> </ol>	
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Module No.	Objectives	Content	Evaluation
4	To understand different styles of blouses & Dresses	<p><b>Blouses</b></p> <ol style="list-style-type: none"> <li>1. Shirt style</li> <li>2. Revere collar</li> <li>3. Stand collar</li> <li>4. Polo shirt</li> <li>5. Tie-neck</li> <li>6. Slip-on</li> <li>7. Tunic camisole</li> <li>8. Cossack tunic</li> <li>9. Blouson</li> <li>10. Peplum</li> <li>11. Wrap-over</li> <li>12. Traditional style</li> <li>13. Carmen</li> <li>14. Safari</li> <li>15. Jumper</li> <li>16. Cap sleeve Safari</li> <li>17. Jumper</li> <li>18. Cap sleeve</li> </ol> <p><b>Dresses</b></p> <ol style="list-style-type: none"> <li>1. Fitted</li> <li>2. Shift</li> <li>3. Flared</li> </ol>	<p>25 marks</p> <p>To develop 5 designs each of Blouses &amp; Dresses</p>

		<ol style="list-style-type: none"><li>4. Princess</li><li>5. Empire</li><li>6. Straight</li><li>7. Shirt dress</li><li>8. Coat dress</li><li>9. Strapless</li><li>10. Day dress</li><li>11. Traditional</li></ol>	
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**EVALUATION :** Continuous evaluation of all 4 modules for 100 marks

**REFERENCE BOOKS**

1, Clothing technology,

2, Linda tain Portfolio presentation for fashion designers,



**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER V**

**OBJECTIVE:**

- To understand the characteristics of costumes of various parts of the world like the Middle East
- To study the change happened in clothing styles from 300 BC till 20<sup>th</sup> century

Course	TC	Th C	Pr C	Int M	Ext M	Total
World Costumes	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1		<ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Germanic (Pre-history &amp; Easy times)</li> <li>• Ancient Greece</li> <li>• Ancient Rome</li> <li>• Byzantine - middle age</li> <li>• Romanesque</li> <li>• Gothic</li> </ul>	Project 25 marks

Module No.	Objective	Content	Evaluation
2		<u>Modern Age –</u> <ul style="list-style-type: none"> <li>• <i>Renaissance - Renaissance Fashion</i></li> <li>• The Landsknecht</li> <li>• Spanish Fashion Broque</li> <li>• Netherlands Fashion</li> <li>• Rhineland Fashion</li> <li>• Rococo</li> </ul> <p style="text-align: center;">Rococo Fashion</p>	Project 25 marks

Module No.	Objective	Content	Evaluation
3		<u>Recent Times</u> <ul style="list-style-type: none"> <li>• Neoclassicism</li> <li>• English Fashion</li> <li>• Directoire &amp; Empire</li> <li>• Biedermeier</li> <li>• Romanticism</li> <li>• Neo - Rococo</li> <li>• The Victorian Era</li> <li>• Art Nouveau</li> </ul> <p style="text-align: center;">Belle Epoque</p>	Project 25 marks

Module No.	Objective	Content	Evaluation
4		<p><i>Present Day</i></p> <hr/> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> Century</li> <li>• The Twenties</li> <li>• The Thirties</li> <li>• The Forties</li> <li>• The Fifties</li> <li>• The Sixties</li> <li>• The Seventies</li> <li>• The Eighties</li> </ul> <p>Indian Traditional Costumes: Rajasthan, Maharashtra, Gujarat, Andhra Pradesh, Uttar Pradesh, Madhya Pradesh, Arunachal Pradesh, Meghalaya, Assam</p>	Project 25 marks

**EVALUATION:**

1. One unit test of 25 marks + average of all 4 modules= 50/2=25 marks internal
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

- 1) Clothing Technology,
- 2) Phyllis Tortora Keith eu Ban .Survey of Historic Costumes,
- 3) Indian Costumes,

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER V (Vocational)**

**OBJECTIVE:**

To understand how to make sizing of the patterns.

To be able to construct garment patterns using the draping method

Course	TC	Th C	Pr C	Int M	Ext M	Total
Garment Grading & Draping	4	-	4	25	75	100

Module No.	Objective	Content	Evaluation
1	To know what is grading and methods of grading	<b>Introduction to grading technique -</b> i) Direction wise ii) Access of movements	25 marks-----

Module No.	Objective	Content	Evaluation
2	To learn how grading is done for different body parts	<i>Grading of basic bodice</i> <i>Grading of darts, collar, yokes, sleeves, skirt, trouser</i>	Project 25 marks

Module No.	Objective	Content	Evaluation
3	To learn draping techniques according to age and sex.	Development of basic bodice block with draping technique- 1. Female basic bodice block 2. Male basic bodice block 3. Children's basic bodice block Dart manipulation using draping technique	25 marks

Module No.	Objective	Content	Evaluation
4	To learn to drape on body forms.	Development of skirt basic blocks using draping technique. Development of two garment using darts, pleats, tucks or cowl effect with draping technique	Draping on actual body form with combination of draping technique 25 marks

**EVALUATION :**

1. Internal of module 1-4 =100/4=25 marks
2. External examination 75 marks
3. Total : Internal -25 + external 75 = 100 marks

## REFERENCES:

1. Bishop Edua B. and Arch M.S.Z..The Bishop method of clothing construction. Revised Edition.
2. Bray Natalie \_Dress Pattern Designing 4<sup>th</sup> Edition,
3. Bray Natalie \_More Dress pattern Designing.
4. Brenda Maylar\_The technique of Dress Design.
5. Campbell, H. & Davies, M.S. Designing Patterns: A Fresh Approach to Pattern Cutting,-, Australasian Education Press Pvt. Ltd.
6. Cooklin Gerry\_Pattern Grading for Women's Clothes,
7. Dunn Bailey A. & Vensickle Wands. Steps in clothing skills,
8. Ervin Mabel D. \_Practical Dress Design,
9. Jeanne Price & Bernard Zamkoff\_Grading Techniques for Modern Design,
10. Murray Scheier (Zarapkar A.). The ABC's of Grading,

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER V (Vocational)**

**OBJECTIVE:**

To understand and be able to use Computer aided designing software for garment production.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Advanced Computer Application in Fashion Illustration</b>	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1	To understand and be able to use Computer aided designing software for garment production	Introduction to CAD System	Project 25 marks

Module No.	Objective	Content	Evaluation
2	To learn to use various tools	<b>Using tools of CAD system for developing the following patterns:</b> 1. Basic bodies block for the size 6 & 8 2. Basic Torso block for the size 6 & 8 3. Basic skirts block for the size 6 & 8 4. Basic sleeve block	Project 25 marks

Module No.	Objective	Content	Evaluation
3	To learn digitization	Digitizing the block	25 marks

Module No.	Objective	Content	Evaluation
4	To learn computer aided grading	Grading Marker making	25 marks

**EVALUATION:**

1. Continues evaluation for each module = 100 marks

**REFERENCES:**

- 1) Lectra System Manual,
- 2) Fashion Studio manual,

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER V (Vocational)**

**OBJECTIVES:**

1. Students learn to trace reference material, analyze, evaluate and condense articles, reports or research articles.
2. Students gain experience of group discussion on various topics.
3. The learner develops ability to collect and effectively present information before students.
4. The learner learns to prepare review and present on selected articles.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Recent advances in Textile Science &amp; Apparel Design</b>	2	-	2	50	-	50

**COURSE CONTENT :**

**• For Practical**

**Each student has to select one latest topic related to the subject, collect information from literature, industry, library and other sources, compile it and present it in class.**

**EVALUATION: (For Practical)**

**Student's presentation to be evaluated based on the given format –**

Language/ Body language	-	10 marks
Audio Visual Aids	-	10 marks
References / Bibliography	-	20 marks
Overall Presentation	-	20 marks
File Matter and Presentation	-	20 marks
Ability to Explain the Topic	-	10 marks
Ability to answer the audience's queries	-	<u>10 marks</u>

**Total** - 100 marks – divide by 2 = 50 marks

**Note: Only internal evaluation, no examination**

**PROGRAMME: B.Sc. IN HOME SCIENCE**

**Semester V**

**WOMEN'S STUDIES**

**Objectives:**

- 1.To help students to know the demographic profile of women in India.
- 2.To help students to understand the present situation and changes in the status of women.

Course	Total credits	Th	Pr	Int	Ext	Total
WOMEN'S STUDIES	2	2	-	50	-	50

Module No	Objectives	Content	Evaluation
			25 Marks
1.Demographic profile of women in India and towards change	This module will enable students to:  1. Understand the demographic profile of women in India.  2. To create awareness about the role and importance of media portraying women	1.Sex Ratio 2.Health 3.Education 4.Employment 5.National Policy of Empowerment of women 2001 6.The role and importance of media portraying women	Debate 5 marks  Discussion 10 marks  Presentation 10 marks

Module No	Objectives	Content	Evaluation
			25 Marks
2.Women, work and development	This module will enable students to:  1. Understand the present situation and changes in the status of women.	1. Women in the unorganized sector.  2. Women in the Organized sector.  3.Legal provision for the protection of	Discussion 10 marks  Presentation 15 marks

	2. Create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development.	working women 4.Governmental policies and strategies for women's development 5.Role of voluntary organizations and NGO's in women's development	
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### References:

- Bansal S. (2007): Women in Developing Countries, Sumit Enterprises, New Delhi.
- Bhadoria M (1997): Women in India (Some Issues), APH Publication, New Delhi.
- Chaudhuri M (ed.) (2004): Feminism In India, Women Unlimited, New Delhi.
- Ghadially Rehana (ed.) \*1998): Women In Indian Society: A Reader Sage Publications, New Delhi.
- Gopalan S.(2002): Towards Equality- The Unfinished Agenda, Status of Women in India. National Commission for Women, New Delhi.
- Iyer P (2007): women and Social Revolution: Strategies and Policy, Insights from India, Women's Press. New Delhi.
- Kumar S.A (2007): Women in the face of Globalization, Serial Publication, New Delhi.
- Mishra R.B (1992):Indian Women Challenges and Change., Commonwealth Publishers, New Delhi.
- MadunuriLaxmipatti R (ed.) (2007):Women Empowerment: Challenges and Strategies,, Mayur Enterprises, New Delhi.
- Panday R. (2008): Women Welfare and Empowerment in India, New Delhi, India.
- Panday R. (2008): Women Welfare and Empowerment in India Vision for 21 century. New Century Publications,New Delhi.
- Patel v (2002): Women's Challenges in the New Millennium. Gyan Publishing House, New Delhi.
- Sapru R.K.(1989): Women and Development. Ashish Publication House, New Delhi.
- Singh K.V (2007): Women Issues- Empowerment and Gender Discrimination. Vista International Publishing House, Delhi,



Tandon R.K. (1994): Women in Modern India. Indian Publication Distributors. Delhi.

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER V**

**OBJECTIVES:**

1. Students acquire knowledge on classification of dyes.
2. Students learn about various dyes
3. Learner learns methods and procedures of application of dyes
4. They understand the preparatory processes

Course	TC	Th C	Pr C	Int M	Ext M	Total
Dyeing and Printing	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<ol style="list-style-type: none"> <li>1. The learner will know the different preparatory and post processes of textile fabrics.</li> <li>2. The learner will know about the chemicals used on textile fabrics during these processes.</li> </ol>	<p><b>PREPARATORY AND POST-PROCESS FOR DYEING AND PRINTING</b></p> <p>Unit 1: Singeing, De-sizing, Scouring, Bleaching (with H<sub>2</sub>O<sub>2</sub>), Mercerization (All Processes for cotton only and to be taught in brief).</p> <p>Unit-2: Post process for dyed and printed fabrics -Soaping, Steaming, Ageing, Curing (in brief).</p>	<p>Project</p> <p>25 marks</p>

Module No.	Objective	Content	Evaluation
2	<ol style="list-style-type: none"> <li>1. After learning this, the learners will understand the classification of dyes.</li> <li>2. The learner will acquire knowledge of various dyes used on textile fibers.</li> <li>3. The learner will learn the procedure of dyeing different textile materials.</li> <li>4. The learner will get knowledge of the different machinery used for the same.</li> </ol>	<p><b>DYES AND METHODS OF DYEING</b></p> <p>Unit 1: Classification of dyes.</p> <p>Unit 2: Process of dyeing and fibers dyed by the following-Basic dyes, Acid dyes, Direct dyes, Disperse dyes, Reactive dye &amp; Vat dyes. ( in short )</p> <p>Unit 3: Cross dyeing, Solution dyeing, Union dyeing</p> <p>Unit 4: Stock dyeing, Top dyeing, Yarn dyeing, Piece dyeing (winch, jigger and padding mangle).</p>	<p>Project</p> <p>25 marks</p>

Module No	Objective	Content	Evaluation
3	To learn different styles and methods of printing	<p><b>PRINTING:</b>  <b>Introduction to Styles of Printing -</b>  <b>Unit 1 Direct Printing</b></p> <ul style="list-style-type: none"> <li>- Different methods of printing</li> <li>- Block Printing, Stencil Printing, Duplex Printing, Warp Printing, Screen Printing (hand and flat- bed), Transfer Printing.</li> </ul> <p><b>Unit 2 Discharge Printing</b>  <b>Unit 3 Resist Printing</b></p> <ul style="list-style-type: none"> <li>- History of Tie and Dye.</li> <li>- History of Batik</li> </ul> <p>(Methods to be taught in module 4)</p>	Project 25 marks

Module No	Objective	Content	Evaluation
4	<ol style="list-style-type: none"> <li>1. To learn different techniques of Tie and Dye.</li> <li>2. To learn different techniques of batik.</li> </ol>	<p><b>TIE AND DYE</b>  <b>Unit 1 Different methods of Tie and Dye :</b></p> <ul style="list-style-type: none"> <li>- Different methods of Tie and Dye</li> <li>- Marbling, Folding, Knotting, Stitching, Binding, Laheria, Rutching, Chevron, Batik effect, Pleating with pegs, Twisting and Coiling</li> </ul> <p><b>Unit-2 Batik :</b>  Crack, scratch, splash, batik painting and combination (Demonstration of these methods to be shown to students)</p>	<p><b>Assignment</b>  Samples to be made by each student.  25 marks</p>

**EVALUATION:**

1. Continous evaluation of all 4 modules = 25 marks
2. External examination - 60 marks
3. External practical 15 marks

**REFERENCES:**

1. Barbhaiya B. Batik for Beginners M.S. University, Baroda.,
2. Shenai V.A. Technology of dyeing ,Vol. II & VI Sevak Publication, Bombay. ,
3. Shenai V.A. Technology of printing ,Vol. IV,
4. Prayag R.S. Dyeing for wool, silk and man – made Fibers Court press, Salem.,
5. Joseph M.L Introductory Textile Science
6. The Dryden Press New York.,
7. Trotman E.R.: Bleaching & Dyeing & Chemical Technology of Textile Fibers,
8. Marsh J.T. An Introduction to Textile finishing ,
9. Prayag R.S. Printing,
10. Prayag R.S. Technology of Dyeing Court press, Salem.,

**PROGRAMME: B.Sc. IN HOME SCIENCE  
SEMESTER VI (Vocational)**

**OBJECTIVES**

- To understand the concept of retailing
- To acquire knowledge about retail stores
- To learn about merchandising, pricing, selling, in retail stores

Course	TC	Th C	Pr C	Int M	Ext M	Total
Fashion Retailing	4	-	4	100	-	100

Module No.	Objectives	Content	Evaluation
1	To gain knowledge of retail in India & abroad	Retailing: An Overview Retail Marketing Store format Nature & Classification of Retail Store Franchising & product labels.	Project 25 marks

Module No.	Objectives	Content	Evaluation
2	To understand the importance of location & functioning of Retail Store	Site Selection Store Layout & Design Analysis of trade area & site selection SPF calculations	Project 25 marks

Module No.	Objectives	Content	Evaluation
3	To understand requirement of store for display & design accordingly To know various sales promotional techniques.	Store interior & Design Promotions & display	Project 25 marks

Module No.	Objectives	Content	Evaluation
4	To understand the functioning of Retail store.	Departmentalization Layout Planning & Space Allocation Promotion Calendar Signage Policies	Project 25 marks

**EVALUATION:**

Continuous evaluation of all 4 modules for 100 marks .

**REFERENCES:**

- 1) Patricia and Peterson. Retail management,
- 2) Ronal W Hasty . Retail management,
- 3) Larson , Carl.s Basic Retailing,
- 4) Bolen & Willam Effective Retailing,
- 5) Davidson, Sweeney, Stamp. Retail management,

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER VI (Vocational)**

**OBJECTIVES:**

1. To understand the forecasting techniques to determine market demands
2. To be able to make use of the forecasts to design collection.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Fashion Styling and Forecasting</b>	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	Meaning of Fashion Forecasting  The structure of the fashion industry	<b>Introduction</b> 1. Meaning of Fashion 2. Meaning of Forecasting 3. The role of a forecaster 4. The precision of the forecast 5. The fashion industry's components 6. The structure of the fashion industry 7. The fashion timetable 8. Information Network • The selling strategy	25 marks Project

Module No.	Objective	Content	Evaluation
2		<b>Research Process in Forecasting</b> 1. Primary sources 2. Secondary sources 3. Tertiary sources 4. Tracking sales 5. Competition 6. Demographics 7. Value & life style 8. Publication 9. Forecasting services 10. Plethora influences 11. Observation posts 12. The new technology 13. Fashion of involvement 14. New uses of products 15. Old neighborhoods • Related industries	25 marks Project

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
3		<u>Processes of Reporting</u> 1. Process of implementation 2. Promotion • Making the fashion happen	25 marks Project

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
4	To be able to make use of the forecasts to design collection.	To find out demand for particular product and make fashion forecasting for it.	25 marks Project

**EVALUATION:**

1. Internals : Evaluation of 4 modules -25 marks
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

- 1 Rita Perna, Fashion Forecasting

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER VI (Vocational)**

**Objectives:**

To acquire knowledge of knitting fabrics and garments for effective knitwear design

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Knitwear Designing</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>25</b>	<b>75</b>	<b>100</b>

Module No.	Objective	Content	Evaluation
1	To know different terms and types of knitted fabrics	<b>Knitted Garments</b> 1. Fully cut 2. Stitch shaped cut 3. Fully fashioned 4. Integral for it.	25 marks

Module No.	Objective	Content	Evaluation
2	Classification and differences between -	Weft knitted fabrics Warp knitted fabrics Plain fabrics & its properties	25 marks

Module No.	Objective	Content	Evaluation
3	Types of fabrics and stitches used in knitting	Rib fabric & its properties Purl fabrics & its properties Tuck stitches Miss stitches Transferred Loops	25 marks

Module No.	Objective	Content	Evaluation
4	How the quality of knitted garments is control	Stitch geometry seams and seaming for knitwear Quality control of knitted garment	25 marks

**EVALUATION:**

1. One unit test of 25 marks + average of 4 modules =  $50/2=25$  marks internal
2. External examination -75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

- 1) Terry Brackenbury Knitted Clothing Technology,
- 2) Peter and Corbman Fiber To Fabric,

**PROGRAMME: B.Sc. IN HOME SCIENCE**  
**SEMESTER VI (Vocational)**

**OBJECTIVES:**

1. To give the students practical knowledge of the actual working conditions in the industry
2. To acquaint the students with the systems followed in the industry.

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Professional Application in Textile Science and Apparel Design (Internship)</b>	8	-	8	100	100	100

Module No.	Topic/Content Analysis
1	The students of each specialization are required to have work experience with reference to thrust areas in their fields. This could be for duration of four weeks in consultation with different agencies/industry. The students will be placed in various units of textiles such as mills, testing laboratories, garment export houses, designing centers, etc. where they will gain practical knowledge.

**EVALUATION:**

The evaluation of the performance of the students during their internship period will be done by the authorities in the firm where they are placed and the teacher guiding students in consultation with each other.

**[A] Evaluation Format for Industry :**

Knowledge & application of knowledge	- 10 marks
Working relationship (interaction/ cooperation /coordination)	- 10 marks
Subject interest & involvement	- 10 marks
Creativity / skills	- 10 marks
Overall behavior ( punctuality / sincerity)	- <u>10 marks</u>
<b>Total</b>	<b>50 marks</b>
To be converted out of 100 marks	

**[B] Evaluation Format for College:**

Individual file	- 20 marks
Presentation	- 10 marks
Group file	- 10 marks
Attendance	- <u>10 marks</u>
<b>Total</b>	<b>50 marks</b>
To be converted out of 100 marks	

**Total evaluation of [A] + [B] to be done out of 200 marks**

Total workload to be counted as 8 credits only