

NATIONAL EDUCATION POLICY-2020



Syllabus Structure of B.Sc. HOME SCIENCE

2023-24

**Sri Dev Suman Uttarakhand
University Badshahithol, Tehri
(Garhwal)**

Faculty of B.Sc. HOME SCIENCE

B.Sc. Home Science (NEP -2020)

Learning outcomes of 3yr degree programme BSc. Home Science:

The objectives of the present B.Sc. Program Home Science course are:

- Understand and appreciate the role of interdisciplinary sciences in the development and well- being of individuals, families and communities
- Learn about the sciences and technologies that enhance quality of life of people
- Acquire professional and entrepreneurial skills for economic empowerment of the student in particular, and community in general
- Develop professional skills in food and nutrition, textiles, housing, product making, communication technologies and human development
- Take science from the laboratory to the people to improve quality of life of people.

GENERAL INSTRUCTIONS

- The duration of the course Bachelor of Science in Home Science (B.Sc. Home Science) shall be of three years.
- In each year, students have to opt for the papers according to the University norms.
- Passing marks for the theory paper and practical is 33 per cent.
- 80 % attendance of the student is mandatory in the course.
- Each theory and practical papers will be of 100 marks, which includes 75 marks external and 25 marks for internal evaluation.

INSTRUCTIONS FOR PRACTICAL

- 80 % attendance of the student is mandatory in the practical.
- Practical record file must be maintained by the student. Record file must be duly signed by the concerned teacher of the department.
- The students have to submit the practical record file to the Department/ College, for record documentation.
- The practical exam will be held on the date fixed by the University.
- The sum of practical exam marks will be forwarded to University jointly by the external and internal examiner.

Structure of the Question Paper : As per University norms

Distribution of Groups :

Group 1	Group 2	Group 3
A) Foods & Nutrition खाद्य एवं पोषण	A) Clothing and Textile Sciences परिधान एवं वस्त्र विज्ञान	A) Extension Education प्रसारशिक्षा
B) Human Development and Family Studies मानव विकास एवं पारिवारिक अध्ययन	B) FamilyResource Management पारिवारिक संसाधन प्रबंध	
C)		

		Subject 1	Subject 2	Subject 3	Subject 4	Vocational	Co-curricular	Research project/ industrial training/ survey work	Minimum Credits for the year	(Cumulative minimum credits) required for award of certificate/ Diploma/ Degree
		Major 1	Major 2	Major 3	Minor	Minor	Minor	Major		
		4/5/6 credits	4/5/6 credits	4/5/6 credits	4/5/6 credits	3 credits	-	4 credits		
Year	Sem.	Own Faculty	Own Faculty	Own / other Faculty	Own / other Faculty	Vocational/skill/ Development course	Co-curricular Course Qualifying)	Inter/Intra Faculty related to main subject		
1	I	Principle of human nutrition	Introduction to textile Science	Introduction to extension education	Consumer Education	Vocational elective	Communication Skills	--	21	46 certificate in B.Sc Home Science
	II	Introduction to human development	Resource & financial management for family	Communication & instructional technology		Vocational elective	Environment studies and value education	--	25	
2	III	Life span development	Fabric finishes	Entrepreneurship Development	Training methods for rural population	Vocational elective	Management paradigms from Bhagwat Geeta	--	21	92 Diploma in B.Sc Home Science
	IV	Nutrition: A life cycle approach	Art principle & Interior decoration	Program development for rural families		Vocational elective	Vedic Science	--	25	
3	V	Human physiology	Fashion studies	--	--	--	Meditation	Qualifying	20	132 Degree in B.Sc Home Science
		Food preservation	Apparel Designing							
	VI	Therapeutic nutrition	Housing & Space Design	-	--	--	Essence of Indian traditional knowledge	Qualifying	20	
		Children with special needs	Traditional Indian Textiles							

LIST OF COURSES B. Sc. HOME SCIENCE

SEMESTER-I

S. No	Course No.	Name of Course	L-T-P	Credits
1.	BHS-101	Principles of human nutrition	6-0-0	6
2.	BHS-102	Introduction to textile science	4-0-2	6
3.	BHS-103	Introduction to extension education	6-0-0	6
4.	BHS-104	Vocational course	0-0-3	3
5.	BHS-105	Communication Skills	1-0-0	1*
		TOTAL	16-0-5	21

*- co-curricular course (Qualifying)

SEMESTER-II

S. No	Course No.	Name of Course	L-T-P	Credits
1.	BHS-201	Introduction to human development	6-0-0	6
2.	BHS-202	Resource & financial management for family	6-0-0	6
3.	BHS-203	Communication & instructional technology	4-0-2	6
4.	BHS-204	Consumer Education (Minor Elective)	4-0-0	4
5.	BHS-205	Vocational course	0-0-3	3
5.	BHS-206	Environment studies and value education	1-0-0	1*
		TOTAL	20-0-5	25

*- co-curricular course (Qualifying)

SEMESTER-III

S. No	Course No.	Name of Course	L-T-P	Credits
1.	BHS-301	Life span development	4-0-2	6
2.	BHS-302	Fabric finishes	4-0-2	6
3.	BHS-303	Entrepreneurship Development	6-0-0	6
4	BHS-304	Vocational course	0-0-3	3
5.	BHS-305	Management paradigms from Bhagwat Geeta	1-0-0	1*
		TOTAL	14-0-7	21

*- co-curricular course (Qualifying)

SEMESTER-IV

S. No	Course No.	Name of Course	L-T-P	Credits
1.	BHS-401	Nutrition: A life cycle approach	4-0-2	6
2.	BHS-402	Art principle & Interior decoration	4-0-2	6
3.	BHS-403	Program development for rural families	6-0-0	6
4.	BHS-404	Training methods for rural population(minor elective)	4-0-0	4
5.	BHS-405	Vocational course	0-0-3	3
6.	BHS-406	Vedic Science	1-0-0	1*
		TOTAL	18-0-7	25

*- co-curricular course (Qualifying)

SEMESTER-V

S. No	Course No.	Name of Course	L-T-P	Credits
1.	BHS-501	Human physiology	4-0-1	5
2.	BHS-502	Food preservation	4-0-1	5
3.	BHS-503	Fashion studies	4-0-1	5
4.	BHS-504	Apparel Designing	4-0-1	5
5.	BHS-505	Research project/ industrial training/ survey work	0-0-4	4*
6.	BHS-506	Meditation	1-0-0	1*
		TOTAL	16-0-4	20

*- co-curricular course (Qualifying)

SEMESTER-VI

S. No	Course No.	Name of Course	L-T-P	Credits
1.	BHS-601	Therapeutic nutrition	4-0-1	5
2.	BHS-602	Children with special needs	4-0-1	5
3.	BHS-603	Housing & Space Design	4-0-1	5
4.	BHS-604	Traditional Indian Textiles	4-0-1	5
5.	BHS-605	Research project/ industrial training/ survey work	0-0-4	4*
6.	BHS-606	Essence of Indian traditional knowledge	1-0-0	1*
		TOTAL	16-0-4	20

*- co-curricular course (Qualifying)

Semester- I

BHS-101 : Principles of Human Nutrition (L-T-P: 6-0-0)

COURSE OBJECTIVES

- To understand the relationship between food, nutrition and health.
- To describe the functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients.

THEORY:

Units	Course details
Unit 1	Terms and definitions used in nutrition History of nutrition and important landmarks Classification and functions of food
Unit 2	Macro nutrients (i) Carbohydrates: Types of carbohydrates in food, digestion, metabolism and functions of carbohydrates, Health conditions affected by excess and lack of carbohydrates.
Unit 3	(ii) Lipids: Types of lipids in foods, digestion, metabolism and functions of lipids, Health problems associated with lipids. (iii) Proteins: Amino acids as building blocks of proteins, classification, structure of protein, metabolism and functions of protein, Health conditions affected by protein. (iv) Energy source: Dietary carbohydrates, proteins, fats and alcohol. three basic functions of energy, basal metabolic rate, physical activity and thermo genesis and factors influencing them.
Unit 4	Micronutrients Vitamins: Requirement, sources, function, toxicities and signs and symptoms of deficiencies of: Fat soluble vitamins; water soluble vitamins Minerals: Requirement, sources, functions, deficiencies and toxicities Water its metabolism, sources, distribution of water, structural and regulatory functions

Recommended readings:

1. Wilson E D, Fisher K H and Garcia P A 1980 Principles of Nutrition. Jhon Wiley & Sons, New York
2. Bamji M S ; Rao P N and Reddy V; 1997 Textbook of Human Nutrition. Oxford and IBH Publishing Co.
3. आहार एवं पोषण । पंचशील प्रकाशन। वृन्दा सिंह
4. आहार एवं पोषण। रीना खनूजा

BHS-102: Introduction to Textile Science. (L-T-P: 4-0-2)

COURSE OBJECTIVES

- To impart the knowledge of textiles fibers and yarns in terms of their production, properties and application.
- To equip the students with an in-depth information regarding the various fabric construction.
- Develop the skill of identifying and analyzing various types of fibres, yarns and fabrics.
- Knowledge of textile care and maintenance.
- Awareness on sustainable textiles and its application daily life.

Theory:

Units	Course details
Unit1	Textile: definition and forms of textiles. a) Classification of fibers and their properties: Primary and secondary properties of textile fibers with reference to their effect on fiber characteristics, structure of fibers. b) Origin, production, manufacturing and properties of various fibers: Natural- cotton, linen, jute, hemp, ramie, wool, and silk. Man-made rayon, polyester and nylon.
Unit2	Introduction of yarn: a) Basic principle of yarn making: Mechanical spinning (cotton system, wool system, worsted system), Chemical spinning (wet, dry and melt). b) Classification of yarns: simple, ply and cord. c) Types of yarns: Textured and Novelty. d) Twist in yarns “s” and “z”, number of twist. e) Properties of yarns: Strength, extension, fineness, length.
Unit3	Woven Fabrics: a) Loom and its parts. Processing/ function of loom machine. b) Classification of basic weaves -plain, twill and satin. c) Weaves : construction, characteristics and usage.
Unit4	Knitting: Classification, construction, characteristics and usage, Non-woven and felts- construction, properties and usage.

Practical:

1. Fiber Identification tests: Visual test, Microscopic view, Burning test, Chemical test,
Collection of natural, manmade and synthetic fiber /fabric samples.
2. Yarn Identification: –Single yarn, ply yarn, cord, textured yarn, elastic, monofilament yarn, multifilament yarn and spun yarn.
3. Handloom: Parts, Accessories and their use.
4. Identification, Graphical representation and Sample preparation of basic weave: plain weave, basket weave, twill weave.
5. Identification and Collection of different knitted sample: plain, purl, rib.
6. Identification and collection of knitting samples.

7. Fabric analysis of light, medium & heavy weight fabrics (five each):-
Fiber type, Yarn type, Weave, GSM, End use, Trade name.

Suggested readings:

- Cobman, P.B (1985) Textiles Fibre to Fabrics. 6th edition Mc Graw Hill Book Co, US.
- Sekheri S, (2013) Text book of Fabric Science, Fundamentals to finishing PHI Learning, Delhi.
- वस्त्र विज्ञान एवं परिधान निर्माण । पंचशील प्रकाशन वृन्दा सिंह ।

BHS-103: Introduction to Extension Education (L-T-P:6-0-0)

Course outcomes:

- Understand the principles, theories, and concepts of extension education.
- Recognize the role of extension in promoting social change and development.
- Apply effective communication and teaching methods in extension work.
- Plan and implement extension programs to address community needs.

Units	Course details
Unit 1	Extension Education: concept, definition, meaning, objectives, principles, scope, and Philosophy. Home science extension – Concept, definition, objectives, and philosophy, Contribution of Home Science Extension towards development of society
Unit 2	Extension Teaching Methods & Media Communication: Definition, Aim, objectives, classification, merits and limitations of Extension methods Audio-Visual aids (AV aids) – definition, importance and role of visual aids, audio, extension methods for effective teaching.
Unit 3	Visual Media - Electronic Media – Radio, Television, Films, Group Media and its usage in Extension Print Media - News Paper, Magazines. Mass media and their uses for extension.
Unit 4	Diffusion and Adoption: concept, Definition, Innovation decision process, its stages, four main elements in diffusion of innovations. Difference between communication and diffusion. Steps in adoption process, important factors related to adoption of practices.

Recommended readings:

1. Dhama, O.P. and Bhatnagar, O.P. (1980). Extension and Communication for Development. Oxford and IBH.
2. Dhama, O.P. (1986) Extension and Rural Welfare. Rural Prasad and Sons, Agra.
3. Singh, Ranjit (1987). A Text Book of Extension Education, SahityaKala Prakashan, Ludhiana.
4. Supe S.V. (1987). An Introduction to Extension Education , Oxford and IBH

Publishing Co.New Delhi.

BHS- 104 vocational/skill course would be selected by the student from the list of vocational/skill subjects list.

SEMESTER- II

BHS-201 : Introduction to Human Development (L-T-P: 6-0-0)

COURSE OUTCOMES:

- Detailed understanding of development.
- Knowledge on developmental theories.

Units	Course details
Unit1	Importance of Human Development from a Life-span perspective. Issues in Human Development: Nature vs. nurture Continuity vs. discontinuity. Organism vs. Mechanistic. Individual differences. Stages of Human Development
Unit2	Growth and development – definition, concepts, determinants and principles. Difference between growth and development. Factor affecting growth and development. Domains of development. Principles of growth and development
Unit3	Methods of Studying Human Development: Steps of studying behavior scientifically. Case study, interview, naturalistic observation, laboratory observation, Experimental methods, cross-sectional, longitudinal and sequential studies. Ethics of research with human subjects – written consent, privacy, no harm, no Plagiarism, debriefing.
Unit4	Major development theories: Freud’s theory of psychosexual development Erikson’s theory of psychosocial development Piaget’s theory of cognitive development Kohlberg’s moral understanding theory.

Suggested readings:

1. Papalia DE and Olds SW; 1978 Human Development. McGraw Hill. New York.
2. Munsinger H.; 1971 Fundamentals of Child Development. Holt Reinhart and Wilson Inc.
3. Hall, Calvin S. and Lindsey G 1978. Theories of Personality; John Wiley & Sons.

BHS-202: Resource & Financial Management for Family (L-T-P: 6-0-0)

COURSE OBJECTIVES

- To impart knowledge of various concepts and principles of resource management.
- To create awareness of resource their availability, generation and allocation for improvement in the quality of life of families.
- To develop understanding of concepts of income and expenditure among families.

Units	Course details
Unit1	Resource classification, availability, generation and allocation a) Role and scope of resources b) Classification , types and characteristics of resources,. Principles in the use of resources; scarcity, utility, accessibility, exchange, transferability, substitution, reuse and investing
Unit2	Definition, concept and process of management Motivation for management – values goals and standards and their origin classification, role in management, interlinking of values goals and standards. Decision making : Role and scope, Classification- technical, economic, social, legal, political decision, Decision making process, Decision conflict
Unit3	Importance of personal and family finance, Income concepts : production income, money income, hidden income, flow of goods and services, Financial Planning i) Steps of successful financial planning; Analysing income, income profiles, methods of handling money; Family life stages and use of money.
Unit4	Budget; types, steps, advantages and disadvantages Credit, types, sources(rural-urban), use of credit and Saving and investment; objectives, types of saving/ investment, saving institutions. Taxation: objectives, characteristics, classification, advantages and disadvantages

Suggested readings:

1. Koontz.H. and O'Donnel C., 2005, Management – A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company
2. Kreitner. 2009, Management Theory and Applications, Cengage Learning: India
3. Rao V.S. and Narayana P.S., Principles and Practices of Management, 2007, Konark Publishers Pvt. Ltd.
4. Sawhney, H.K. & Mital, M.,2007, Family Finance & Consumer Studies, Elite Publishing House Pvt. Ltd.
5. Seetharaman, P. and Sethi, M.,2001, Consumerism: Strength and Tactics, New Delhi: CBS Publishers.

BHS-203: Communication and Instructional Technology (L-T-P: 4-0-2)

Course Outcomes (COs):

- To Understand the concept and process of communication.
- To aware about the importance of teaching aids in learning

Units	Course details
Unit1	Communication- concept, Meaning, definition, function, problem and barrier in communication. a) Element of communication. b) Communication models. c) Awareness of self in communication, Intrapersonal Communication.
Unit2	Interpersonal Communication : a) Concept, meaning, definition of interpersonal communication. b) Types: Dyadic, small and large group communication and functions of interpersonal communication, Stages in human relationship development. c) Small group communication: types and function. d) Non-projected communication aids: chalkboard, flat pictures, diagrams, photographs, charts, posters, flash cards.
Unit3	Mass Media: a) Mass Media- characteristics and significance of print, electronic and web based media. b) Print Media: types, nature, characteristics, reach and access. c) Radio: types, nature, characteristics reach and access. d) Television and cinema: types, nature, characteristics reach and access. e) ICTs: types, characteristics, reach and access.
Unit4	InstructionalTechnology-meaning,importance,scope,selection,useandclassification

Practical:

- Preparation and use of instructional media: Chart, Poster, Flash cards, Graphs, Flannel graphs, models, use of black board, use of bulletin board
- Preparation and use of slides.
- Use and handling of instruction aids overhead projector/slide projectors/ camcorder/tape recorder and public-address system.

- Demonstration as instructional technology.: Result demonstration and method demonstration
- Organizing and participating in various types of group discussions.
- Lesson planning, presentation and evaluation

Recommended readings:

1. Dhama Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc.
2. Dhama, O.P. and Bhatnagar O.P. Education and communication for development (1985) Oxford and IBH Publishing Co. Pvt, New Delhi.
3. Devito, J. (1998) Human Communication. New York: Harper & Row.
4. Patri and Patri (2002); Essentials of Communication. Greenspan Publications.
5. Gupta, D. (2007). Development Communication in Rural Sector. New Delhi: Mukhopadhyay Abhijeet Publication

BHS-204 : Consumer Education(L-T-P: 6-0-0) (Minor elective)

Course outcomes:

1. Students will be aware about Reasons for protection, Agencies involved, Legislation (elementary knowledge) and Procedure for redress.

Units	Course details
Unit 1	Definition of consumer, rural vs urban consumer characteristics and problems.
Unit 2	Types of consumer problems, Changing nature of the business world –e-commerce, e-business.
Unit 3	Consumer protection, History of consumer movement in the developed and developing countries. Consumer rights and responsibilities, Consumer organizations – origin, functioning, role and types. Consumer protection and Government legislation – Act and orders.
Unit 4	Consumer cooperatives – role, history and growth in India, PDS Kendriya Bhandars. Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Consumer protection act 2019 salient features. Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling.

Suggested readings:

- Khanna S.R., Hanspal S., Kapoor S. & Awasthi H.K., 2007, Consumer Affairs, Universities Press India Pvt. Ltd.
- Sawhney, H.K. & Mital, M., 2007, Family Finance & Consumer Studies, Elite Publishing House Pvt. Ltd.

- Seetharaman, P. and Sethi, M.,2001, Consumerism: Strength and Tactics, New Delhi: CBS Publishers.

SEMESTER- III

BHS-301 Life span Development (L-T-P:4-0-2)

Course Outcomes (COs):

- Understand the development of in school age and adolescence in different areas.
- Aware of different factors for areas of development during school age and adolescence.
- Understand the role of Family, School and Peers on Overall development of children in School age and adolescence.
- Understand the transitions in adolescence period.
- Recognize the problems during adolescence, old age.
- Gain knowledge on areas need to be focused in counselling adolescence.

Units	Course details
Unit 1	Stages of the Life span Stages of Prenatal Development, Genetic and Environmental Influences on Prenatal Development
Unit 2	Infancy/Toddlerhood (birth to 2 years) - Physical and Sensory Development, Cognitive, Language and Social development. early childhood(2-6 years): Characteristics of early Childhood Physical, Cognitive , Social, Moral Development in Childhood
Unit 3	Adolescence: Characteristics of Adolescence, Physical, Cognitive, Social and Emotional Development in adolescence. Issues in Adolescence – Problems of Adjustment, Identity Crisis, Career choices, Teenage Pregnancies, Teenage Suicides and Depression Adulthood: characteristics of Adulthood, Physical, social Changes in adulthood, Social and Emotional Development in adulthood. Problems of Adjustment in adulthood. Mid-life crisis and pre-retirement planning
Unit 4	Old Age: Characteristics of Old Age, Biological, Psychological and Social Changes in old age. Leisure and Recreation in old age.

Life Span Development (Practical)

- Preparation of an album on developmental milestones of children.

- Visit to an Aganwadi and analysis of teaching methods used for educating children and make a report on that.
- Plotting growth monitoring chart and interpretation.
- Observation of motor activities of an infant and toddler.
- Observation of Social activities of a toddler.
- Carry out case studies to know more about the different life stages, e.g., school going children, adolescents, middle adults.
- Observations of infant child rearing practices in families from different social classes.

Recommended readings:

- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education
- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata.McGraw-Hill.
- Singh,A.(Ed).2015.FoundationsofHumanDevelopment:Alifespanapproach.NewDelhi: Orient BlackSwan.
- Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall.
- Bhangaokar, R.,&Kapadia, S. (in press). Human Development Research in India: A historical overview. In G. Misra (Ed.), Hundred years of Psychology in India. New Delhi: Springer.
- Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson
- Kakar, S. (1998). The inner world. Psychoanalytic study of childhood and society in India.Delhi: Oxford University Press.
- Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
- Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.

BHS-302: Fabric finishes (L-T-P:4-0-2)

Course outcomes:

- Understand the principles and elements of textile design.
- Demonstrate proficiency in various techniques of textile designing.
- Analyze different types of finishes and their effects on textile materials.
- Apply appropriate finishes to enhance the aesthetics and functionality of textiles.
- Evaluate the quality and durability of finished textile products.

Theory

Units	Course details
Unit1	Introduction to textile design: a) Woven designs: simple and compound structures of fabrics b) Decorative designs: Naturalistic, conventional, abstract and geometric designs. c) Application of design principles in textile designing.
Unit2	Textile finishes and their importance. Classification of textile finishes: chemical, mechanical, temporary, renewable, durable, permanent finishes. Introduction to fabric finishes: a) Processes of removing impurities from fabrics, scouring, desizing, degumming, carbonization. b) Basic finishes that alter hand or texture: Felting, singeing, stiffing, decatizing c) Surface finishes- bleaching, delustering, calendaring, beetling, napping, flocking, burnt out design, acid design, plisse design, tentering shearing and brushing. d) Functional finishes: water proof and water repellent finish, shrinkage control, wrinkle resistance, durable press and flame retardant finish.
Unit3	A) - Dyes and their classification. Dyeing techniques: solution dyeing, fibre and yarn dyeing, piece dyeing, tie and dye method. B) - Printing and techniques of printing: Direct, discharge and resist printing. Method of printing -block, screen, stencil, roller, heat transfer and resist printing and batik.
Unit4	Labeling and labeling act. Care Labels and tags used in textiles. Certification marks used in textiles: GOTS, Wool mark, Silk Mark, Eco-Mark.

Practical

1. Basic fabric finishes: scouring, bleaching and mercerization.
2. Preparations of tie and dye samples using various techniques.
3. Preparation of batik samples using various techniques.
4. Preparation of block printing sample.
5. Preparation of screen printing sample.
6. Prepare an article with the use of any three style of dyeing and printing.
7. Removal of different stains from fabric.
8. Identification of care-label on garments.
9. Certification marks used in textiles

Recommended readings:

- Birkar, H.1968. Screen Printing. New York, Sterling Publishing Co.Inc.
- Muehling, E. 1967. The book of Batik. London, Mills and Boons Limited.
- Anderson, F.1974. Tie- Dyeing and Batik. London, Octopus Editorial Production by Berkeley Publishers Ltd.
- Clake, W. 1974. An Introduction to Textile Printing. London, Newness Butter Worth.

BHS-303: Entrepreneurship Development (L-T-P:6-0-0)

Course outcomes:

- To learn about the importance of entrepreneurship Development in the development of Indian economy
- Creating awareness regarding entrepreneurial traits, entrepreneurial support system, opportunity identification, understanding of legal and managerial aspects.

Units	Course details
Unit 1	Introduction, Concept of Entrepreneur, Entrepreneurship and Enterprise, need and significance of entrepreneurship development in India, entrepreneurship growth process, Definition of Entrepreneurship
Unit 2	Types of entrepreneurs, characteristics of entrepreneurs. Entrepreneurial Motivation, challenges faced by women entrepreneurs.
Unit 3	Types of enterprises, market research, Managing marketing, understanding markets and marketing, functions of marketing, 4Ps of Marketing
Unit 4	Financial Management –Concept, types and sources of finance, SWOT analysis

Suggested Readings:

1. Gundry Lisa K. & Kickul Jill R., 2007, Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, SAGE Publications, Inc.
2. Bhawal, C. P. 2005. Entrepreneurship and Entrepreneurial Development. New Royal Company, Lucknow
3. 2. Vasant Desai. (2011). Entrepreneurial Development Potential beyond Boundaries; Himalaya Publishing House.
4. Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company.

Suggested Digital Platform:

[https://www.nios.ac.in/online-course-material/secondary-courses/entrepreneurship-\(249\).aspx](https://www.nios.ac.in/online-course-material/secondary-courses/entrepreneurship-(249).aspx)

<http://ecoursesonline.iasri.res.in/course/view.php?id=242>

SEMESTER-IV

BHS-401: Nutrition: A life cycle approach (L-T-P:4-0-2)

Course Outcomes:

- Comprehend the nutritional requirements at different stages of the life cycle.
- Evaluate the impact of nutrition on growth, development, and overall health.
- Analyze dietary patterns and their implications for various life stages.
- Develop appropriate dietary plans and recommendations for different age groups.
- Promote healthy eating habits and preventive nutrition strategies.

Theory:

Units	Course details
Unit 1	Principles of meal planning: Food group and food exchange list, factor affecting meal planning and food related behaviour, method of assessment of nutrient requirements, dietary guidelines for Indians, RDA.
Unit 2	Nutrition during childhood : Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices for infants, preschool children, school children and adolescence.
Unit 3	Nutrition during adulthood: RDA, physiological changes, nutritional guidelines nutritional concerns and healthy food choices for adults and elderly.
Unit 4	Nutrition during pregnancy and lactation: RDA, physiological changes, nutritional guidelines nutritional concerns and healthy food choices for pregnant and lactation mothers.

Practical

- Introduction to meal planning: rich sources of nutrients, Use of food exchange lists.
- Planning and preparation of nutritious diets for: preschooler, school age child
- Formulation of nutritious diets for: adolescent and young adult.
- Preparation of nutritious diets for: pregnant/lactating woman/elderly.
- Planning nutrient rich snacks/dishes: Infants (Complementary foods)/children/ adult.

Recommended readings:

- Nutrition and Dietetics: B. Srilakshmi, New age international.
- Life Cycle Nutrition: Sari Edelstein, Jones and Bartlette Publishers Inc
- Fundamentals of Food, Nutrition and Diet Therapy: Sumati R Mudambi and MVRajagopal, New age international
- Textbook of Human Nutrition: Anjana Agarwal and Shobha A Udipi, Jaypee brothers Medical Publishers(P) Ltd.
- Textbook of Nutrition and Dietetics: Kumud Khanna, Sharda Gupta and *et.al.*

BHS-402: Art principle & Interior decoration (L-T-P: 4-0-2)**Course outcome:**

- To learn about elements and principles of art and their application in interior designing

Theory:

Units	Course details
Unit 1	Design fundamental: concept of design, types of design, Elements of Design and its application: Line, Form and Shape, Texture, Pattern, Colour, Light, Space. Principles of Design and its application: Proportion, Balance, Rhythm, Harmony, Emphasis.
Unit 2	Colours: characteristics of colour, Colour Spectrum –VIBGYOR, Dimension/ properties of colour, Colour schemes, Colour psychology. Importance of colour & its role in creation of the design. Colour Systems: Prang and Munsell colour systems
Unit 3	Furniture: types of material, selection and arrangement, Wall and wall coverings. Floor and floor covering, furnishing and upholstery.
Unit 4	Window and window treatment, Accessories for interior, flower arrangements. Table setting, lighting as an element of interior.

Practical

- Development of designs.
- Colour wheel and planning colour schemes of different rooms.
- Market Survey on lighting accessories, furnishings and Furniture
- Traditional Alpana designs for decoration in rooms/ cards.
- Pottery painting and decoration.
- Paper cutting for decorating a house for special occasions.
- Use of waste materials for making utility/ decorative articles.
- Table setting, Napkin folding and flower arrangements.

Recommended readings:

- Dorothy Stepat De Van.(1980). Introduction to Interior Design, Macmillan, N.Y
- Peter Green. 1967. Introducing Surface Painting, Br.Bestford Lt., UK.
- Rowland Hilder. 1966. Starting with water, Colour, Studio Vista, U.K.
- Bhawanani Enakshi 1969. Decorative Designs and Craftsmanship of India, B. TaraporeniaSons and Co. Pvt Ltd., Bombay.
- Ball, Victoria .K (2001), The Art of Interior Design, McMillan and Co, New York.
- Bhatt.P.D, Goenka.S(2003). Foundation of Art Design, Lakshmi Book Depot, Mumbai.
- GopalKrishna, K.R, (2006), Fundamentals of Drawing, Subhas Stores Book Corner,Bangalore.
- Pratap Rao M, (2002) Interior Design, Principles and Practices, Standard

Publishers and Distributors

BHS-403: Programme Development for Rural Families(L-T-P:6-0-0)

Course Outcomes:

- Understand the needs and challenges of rural families.
- Analyze the social, economic, and cultural context of rural communities.
- Design and develop effective programs to address the specific needs of rural families.
- Implement and evaluate the impact of rural development programs.
- Promote sustainable development and empowerment among rural families.

Theory:

Units	Course details
Unit1	Programme Development: a) Definition, scope, principles, objectives, Steps in program development. Programme planning: concepts, principles, components. b) Steps in programme planning. c) Professional abilities needed by planners, d) Criteria for good programme planning.
Unit2	Programme implementation, identification of local leaders, local bodies, and govt. organization for development of family orient program.
Unit3	Role of local leaders, extension agencies, voluntary and non-voluntary organization for planning and execution of programmes. Constraints in Implementing development programmes at grass root level.
Unit4	Monitoring and evaluation of extension programmes.

Suggested readings:

1. Dhama, O.P. and Bhatnagar, O.P. (1980). Extension and Communication for Development. Oxford and IBH.
2. Dhama, O.P. (1986) Extension and Rural Welfare. Rural Prasad and Sons, Agra.
3. Singh, Ranjit (1987). A Text Book of Extension Education, Sahitya Kala Prakashan, Ludhiana.
4. Supe S.V. (1987). An Introduction to Extension Education, Oxford and IBH Publishing Co. New Delhi.

BHS-404: Training methods for rural population(L-T-P:4-0-0)(Minor elective)

Course outcomes:

- To learn about the concept of training
- To enhance the students in the selection and use of different training methods

Theory

Units	Course details
Unit 1	Meaning ,definition and concept of training,, need and importance, training skills, characteristics, types of trainings, training process: phases of training process, difference between training and education, Padagogy and andragogy
Unit 2	Extension training methods- individual, group, mass contact Characteristics of adult learners, Factors affecting learners, functions of trainer for successful training
Unit 3	Participating techniques (PRA) for training, Designing and conducting training: steps for designing training
Unit 4	Evaluation of training: Meaning of evaluation, areas and tools of evaluation, criteria for selecting evaluation technique ,Training for HRD in Home Science: objectives of training and development , approaches, Phases of training

Suggested Readings:

1. Anandaram K.S. 2009 Human Resource Development and Training Symbiosis Center for Distance Learning Pune.
2. Punna Rao P. and Sudarshan Reddy M. 2001 Human Resources Development Mechanisms for Extension Organizations Kalyani Publishers, Hyderabad.Rolf P Lynton and Udai Pareek 1990. Training for Development Second Edition. Vistaar Publications

SEMESTER-V

BHS-501 Human Physiology (L-T-P:4-0-1)

Course Outcomes:

- Gain the basic knowledge of human anatomy and physiology.
- Define the main structures composing human body.
- Explains structure and functions of cells, tissues and organs, systems of the human body
- Relates structure and functions of tissue.

Theory:

Units	Course details
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Unit1	<p>Introduction to Human body:</p> <p>a) Organs, tissue and cell, b) Cell structure, cellular organ cell and their functions.</p> <p>Introduction to blood system:</p> <p>a) Blood - Composition and functions, b) Plasma Protein -Composition and functions.</p>
Unit2	<p>Endocrine system</p> <p>a) Overview of endocrine system, feedback mechanism/cascade. b) Structure of main endocrine glands and their functions: Pituitary, Thyroid and Pancreatic hormones.</p> <p>Cardiovascular system:</p> <p>a) Structure of heart, circulations, cardiac output (Definition and factors affecting), b) Blood pressure (Definition and factors affecting)</p>
Unit3	<p>Digestive system:</p> <p>a) Overview of the Gastrointestinal Tract, Organization and functions. b) Structure and functions of Stomach, Liver, Gallbladder, Pancreas</p>
Unit4	<p>Excretory System:</p> <p>a) Structure and functions of kidney and nephrons. b) Process of urine formation.</p>

Practical

- Identification of Elementary tissues.
- Recording pulse rate, heart sound and blood pressure measurement.
- Visit in nearby pathology lab to observe the determination of blood composition, blood group, blood glucose level and hemoglobin.
- Visit to nearby hospital/primary health centre /anganwadi centres to examine first aid in wounds, shock, burn, heat bite, artificial respiration and bed making for the patient.

Recommended readings:

- Ganong WF (2014). Review of Medical Physiology, 24th ed. McGraw Hill.
- Auther, J. Vendors (2014) Human Physiology Mechanism of body function McGraw Hill Book Co.
- Ross and Wilson (2013). Anatomy and Physiology in health and illness, 11th ed. Medical Division of Longman Group Ltd.
- Guyton, A. C. and Hall, J.E. (2000) Textbook of Medical Physiology. 10th ed. India: Harcourt Asia
- Daş, A. (2004) Medical Physiology - Vol. I and II 3rd Books and Allied (P) Ltd.
- Tortora, G.J and Grabowski, S.R. (2000) Principles of Anatomy and Physiology. 9th ed. John Wiley and Sons. Inc.
- Chaudhari S K. (2000) Concise Medical Physiology, 3rd Edition. Central.
- Mahapatra, A.B.S. (2003): Essentials of Medical Physiology. 3rd Edition. Current Books International.

BHS-502: Food Preservation (L-T-P:4-0-1)

Course Outcomes:

- Understand the principles and methods of food preservation.
- Identify different preservation techniques and their applications.
- Evaluate the quality and safety of preserved food products.
- Apply appropriate preservation methods to extend the shelf life of perishable foods.
- Demonstrate knowledge of food preservation regulations and standards.

Theory:

Units	Course details
Unit 1	Food preservation: Concept, significance, need, benefits and aim of food preservation. Food deterioration, causes of food spoilage, factors affecting it and control of microorganism, and other factors, Selection and purchase of fruits and vegetables for preservation.
Unit 2	a) Principles and method of food preservation. b) Principles and methods of food dry and concentration- sun drying freeze drying, spray drying, drying by osmosis, factors in control of drying. c) Preservation by the use of heat- Sterilization, pasteurization, blanching and canning. d) Preservation by cold- Distinction between refrigeration and freezing; freezing preservation- air freezing, quick freezing, slow freezing, cryogenic freezing.
Unit 3	a) Preservation with the use of chemical preservatives: salt, sugar and other additives. b) Principles of food preservation by irradiation and refrigerated gas storage of various foods.
Unit 4	a) Effect of food preservation on nutritive value of food. b) Enhancing nutritional quality of the food c) Fermentation: role of microorganism and benefits of fermentation. d) Sprouting, food fortification, supplementation and enrichment. e) Storage stability of preserved products, objective test of quality of stored like odour, texture etc.

Practical

- Preparation of fruit juices/ squashes/syrup.
- Preparation of jams/ jellies/ sauces/ chutney/murabbas.
- Preparation of dehydrated vegetables and fruit toffees
- Preparation of pickles, cereals/ legume product using food preservation and processing techniques.
- Preparation of weaning mix through sprouting, malting using indigenous food crops.
- To prepare food products using fermentation/sprouting methods.

- Visit to a food factory/ women self-help group working on areas of food preservation.

Recommended readings:

1. Manay, Sakuntala and Shadaksharaswamy, M. (2001). Food Facts and Principles, 2nd edition. New Age International Publishers.
2. Srilakshmi, B.(2001). Food Science. New Age International Publishers.
3. Sivasankar, B. (2014). Food processing and preservation: Hall of India Pvt., New Delhi.

BHS-503: Fashion studies(L-T-P:4-0-1)

Course outcomes:

- Adapt their artistic abilities to support their future design careers.
- Develop a systematic, critical approach to problem solving at all levels of the design process.
- Students will be able to do trend forecast that is a fundamental requisite while working as a fashion designer/ merchandiser. 2. They will be able to create a sustainable design with limited resources which is an essential quality of a designer, merchandiser or researcher.

Theory:

Units	Course details
Unit 1	Importance of clothing: Clothing functions and theories of origin, Clothing terminology, Selection of clothes for different age, climate, personality, sex, and occasions. Selection and Evaluation of ready-made garments. Body adornment in some societies.
Unit 2	Fashion: Fashion terminology, Fashion cycle, Sources of fashion, Factors favoring and retarding fashion, Fashion Forecasting-Seasons, sources, steps in forecasting.
Unit 3	Adoption of fashion: Consumer groups- fashion leaders, followers Adoption process: Trickle-down theory, Trickle across theory, bottom-up theory
Unit 4	Fashion centers and designers of the world Role of designer Fashion centers and leading designers' designs, Accessories, Elements and principles of design, Structural and applied design

Practical:

- Creating prints from Flora and Fauna.
- Design products with self-generated prints, inspired from nature.
- Creation of pattern by using food products for dyeing process
- Creation of design using stencil.
- Identification of body adornment types in some societies

- Flat sketching of garments
- Study of collections of famous designers

Suggested readings:

1. Brown, Patty, Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.
2. Marshall S G, Jackson H O, Stanley MS, Kefgen M & Specht T, 2009, Individuality in Clothing & Personal Appearance, edition, Pearson Education, USA Tate.
3. S.L., Edwards M.S., 1982, The Complete Book of Fashion Design, Harper and Row Publications, New York.
4. Corbman, P.B., (1985) Textiles- Fiber to Fabric, Gregg Corbman, P.B.

BHS-504: Apparel Designing (L-T-P:4-0-1)

Course Outcomes:

1. Evaluate the functionality and suitability of apparel designs for specific purposes
2. Understand the principles of apparel design and fashion aesthetics.
3. Analyze current trends and styles in the apparel industry.
4. Apply design elements and principles in creating apparel prototypes.

Theory:

Units	Course details
Unit 1	History, origin, function, and importance of clothing. Clothing requirements of infants, toddlers, preschool and elementary school children, adults and old age person. Factors affecting selection of garment.
Unit 2	1. Sewing machine: <ol style="list-style-type: none"> a) Types of sewing machine- Mechanical, electronic, computer/ automated and embroidery sewing Machine. b) Parts of sewing machine. 2. Tools and equipment used for garment construction: <ol style="list-style-type: none"> a) Measuring tool. b) Drafting tool. c) Marking tool. d) Cutting tool. e) Stitching tool. f) Pressing tool. g) Needles, threads and their relation to fabric

Unit 3	Construction processes: Hand stitches, seam and seam finishes, disposal of fullness, plackets and edge finishing, Preparation of fabric for layout and cutting, stay stitching. Unit construction methods. Surface layering □ Applique- simple, cut, felt Quilting- hand and machine Pleats□□Tucks and gather
Unit 4	a) Anthropometric measurements: Importance and techniques. b) Garment designing: Techniques and importance. c) Flat patter making: Basic paper pattern, types of basic pattern, process of designing by flat pattern method. d) Standard of good fit and fitting problems

Practical:

- Demonstration on Sewing Equipment and tool, sewing machine and its care.
- Taking measurements directly from body
- Preparation of fabric for cutting: Preshrinking, Identification and straightening of Grain.
- Basic hand stitches- basting, back stitch, hemming visible/invisible, Lock stitch.
- Seams- plain seams and decorative seams.
- Fullness :
 - a. Darts-Single point, Fish dart
 - b. Tucks- Pin tucks, wide tucks, corded tucks, crossed tucks
 - c. Pleats- Knife, box, inverted box, accordion pleat
 - d. Gathers – Hand and machine
 - e. Shirring
 - f. Ruffles and frills
- Introduction to drafting method and stitching of Petticoat/ Apron/ Kalidar Kurta:
 - a) Drafting on paper
 - b) Transferring pattern markings from paper
 - c) Fabric cutting
 - d) Stay stitching
 - e) Sewing on machine

Recommended readings:

1. Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., New York.
2. Stamper, A.A., S.H. Sharpe and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America.
3. Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, Fitting and Pattern Alteration: A Multimethod Approach, Fairchild Publications, New York.
4. Thomas, A, (1986), the Art of Sewing UBSPD Publishers Distributors Ltd. New Delhi.
5. Readers, Digest, Complete Guide to Sewing, The Reader's Digest Associations (Canada) Ltd. Montreal, Pleasantville, New York.

6. Kallal, Mary Jo, (1985), Clothing Construction, Mc Millan Publishing Company New York.
7. Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York.
8. Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)

BHS-505:Research project/ industrial training/ survey work(0-0-4)

SEMESTER-VI

BHS-601: Therapeutic nutrition (L-T-P:4-0-1)

Course Outcomes:

- Knowledge of principles of diet therapy
- Understanding the various therapeutic modification of normal diet
- Ability to counsel the persons and individuals about dietary intakes and modifications

Theory:

Units	Course details
Unit 1	Principles of nutrition care: nutrition care process, therapeutic adaptation of the normal diet, progressive diets: clear fluid, full fluid, soft and regular.
Unit 2	Metabolic alteration during fever of short and long duration, etiology, clinical features and nutritional management of infections and fevers: typhoid, tuberculosis
Unit 3	Etiology, clinical features, and nutritional management of weight imbalances, overweight/ obesity, underweight. Eating disorders and its types. Etiology, clinical features, basic diagnosis and nutritional management of diarrhea, constipation, peptic ulcer, gastritis, ulcerative colitis.
Unit 4	Clinical characteristics, risk factors, dietary management and complications in diabetes mellitus, liver diseases: Hepatitis, cirrhosis, kidney diseases: Glomerulonephritis, nephrosis, renal failure, urolithiasis (kidney stones)

Practical:

- Planning and preparation of diets using exchange lists.
- High fibre and low residue diet.
- Diet planning during gastrointestinal disorders.
- Diet planning during liver disorders.
- Diet planning in diabetes.
- Diet planning in heart diseases/ fat-controlled diet.

- Diet planning in Kidney diseases.
- Visit to a hospital which have dietetics department to get an insight of diet counseling of the patients.

Suggested readings:

1. Dietetics: B Srilakshmi, New age international
2. Normal and therapeutic nutrition: C.H Robinson
3. Clinical Dietetics and Nutrition: F.P Antia and Philip Abraham
4. Manual of Nutrition and Therapeutic Diet: T.K Indrani
5. Principles of Therapeutic Nutrition and Dietetics: Avantika Sharma

BHS-602: Children with special needs(L-T-P:4-0-1)

Course outcomes:

- Understand the characteristics and challenges faced by children with special needs.
- Identify various disabilities and disorders affecting children's development.
- Apply appropriate teaching and intervention strategies for children with special needs.
- Advocate for inclusive education and support services for children with disabilities.

Units	Course details
Unit 1	Introduction to Childhood Disability: Defining disabilities, models of disability, Classifying disabilities, Social construction of disability, demography.
Unit 2	Common Childhood Disabilities: Identification, assessment and etiology with reference to locomotor disability, visual disability.
Unit 3	Identification, assessment and etiology with reference to auditory and speech disability, intellectual disability, autism, learning disability
Unit 4	Children with Disabilities and Society: Families of children with disability, prevention and management of different disabilities, educational practices- Special education and inclusion, policy and laws.

Practical

- Visits to organizations working with children with disabilities.
- Observing children with disabilities in families and institutions.
- Planning developmentally appropriate material for children with disabilities.
- Exploring audio-visual sources with reference to children with disabilities and their families.
- Prepare a case study of a special child.

Suggested readings:

1. Chopra,G., (2012). Early Detection of Disabilities and persons with disabilities in the community. New Delhi: Engage publications
2. Chopra,G., (2012). Stimulating Development of Young Children with

Disabilities at Anganwadi and at Home: A Practical Guide. New Delhi: Engage publications.

3. Sharma, N. (Ed)(2010). The Social Ecology of Disability-Technical Series - 3 Lady Irwin College. Delhi: Academic Excellence
4. Mangal, S. K. (2007). Exceptional children: An introduction to special education. New Delhi: Prentice Hall of India
5. Jangira, N.K.(1997) "Special Educational Needs of Children and Young Adults: An Unfinished Agenda," Education and Children with Special Needs: From Segregation to Inclusion, Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage Publications Inc.
6. Karna, G. N. (1999). United Nations and rights of disabled persons: A study in Indian perspective. New Delhi: A.P.H. Publishing Corporation.

BHS-603: Housing and space management (L-T-P:4-0-1)

Course outcomes:

- Understand the principles and factors influencing housing design and layout.
- Analyze spatial needs and functionality in residential and commercial spaces.
- Apply principles of space planning and utilization for optimal use of available space.
- Evaluate the impact of environmental factors on housing and space management.
- Design and recommend appropriate interior arrangements for different settings.

Theory:

Units	Course details
Unit1	Importance /needs of house: physiological needs, affectional needs, socio-economic needs, psychological needs. Site selection: Soil, Location, Effect of winds, the surrounding environment. Characteristics of the plot - size, proportion, shape, types of houses, Urban bye laws.
Unit2	General principles of Housing- aspect, prospect, grouping, roominess, flexibility, lighting, ventilation and sanitation. Classification of house – Flats; studio apartment; condominium; villas; pent house Economy in construction
Unit3	Need of planning homes, Open & closed plans, Planning aspects of Living Room, Drawing & Dining Room, Bedrooms. Kitchen planning- its need, Type of kitchen plans, Work triangle, Standard measurement.
Unit4	Landscape- Importance, Planning – Hard & Soft landscape, Design Process. Dealing with external agencies- legal aspect & procedures involved in buying a land & construction of house.

Practical

- Use of architectural symbols in designing a house.

- Develop a house plan/ floor plan for low income group
- Develop a house plan/ floor plan for Middle income group
- Develop a house plan/ floor plan for High income group
- Visit an onsite project related to housing to get deep insight of practical implication.

Recommended readings:

1. Design Fundamentals in Architecture: V.S Pramar
2. Management in Family Living: Paulena Nickell and Jean Muir Dorsey
3. Home Management: MA Varghese, N N Ogale and K Srinivasan, New Age International Publishers.
4. How to build a House: Saskia Lacey
5. Dwelling House Construction: Albert G.H Dietz

BHS-604: Traditional Indian Textiles (L-T-P:4-0-1)

Course outcomes:

- Explore the rich heritage and diversity of traditional Indian textiles.
- Understand the techniques, motifs, and cultural significance of Indian textiles.
- Analyse the historical and socio-economic context of traditional textile production.
- Evaluate the current trends and market potential of Indian textiles.
- Promote the preservation and sustainable development of traditional textile crafts.

Theory:

Units	Course details
Unit 1	Traditional woven textiles of India: Decca muslin and jamdani sarees, Baluchar sarees, Pochampalli sarees, Patola and Ikat sarees, Kanchipuram sarees, Chanderi Sarees, Maheswari sarees, Vichitrapuri sarees and Brocades. Woven shawls of Kashmir, Himanchal Pradesh and North- eastern states.
Unit 2	Printed and painted textiles: Block printed textiles, Tie and Dyed textiles, Kalamkari and Madhubani.
Unit 3	Embroideries of different states of India: Kashida of Kashmir, kantha of Bengal, Phulkari of Punjab, ,Kasuti of Karnataka, Chikankari of Luck now Embroidery of Kutch and Kathiawar, Zari embroidery – Types, Colours, Motiffs, Fabric used and their historical importance and patch work of Bihar.
Unit 4	Traditional costumes of India: Kashmir, Punjab, Uttar Pradesh, West Bengal, North-eastern states, Rajasthan, Gujrat, Maharashtra, Uttarakhand. Status of Traditional Textiles in Modern India: Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector. Sustenance of traditional textile crafts. Conservation of Textiles: Factors affecting deterioration of textiles, Care

	and storage of textiles.
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Practical:

- Sample preparation of traditional Indian embroideries and machine embroideries:
 1. Kashida of Kashmir
 2. Chamba of Himachal Pradesh
 3. Phulkari and Bagh of Punjab
 4. Chikankari of Uttar Pradesh
 5. Kantha of Bengal
 6. Embroideries of Manipur
 7. Embroideries of Gujarat
 8. Bead work

- Preparation of an article using different hand embroideries.
- Documentation of Indian textile and costumes with pictures and descriptive analysis.
- Creative projects in sketching and preparing geometrical, abstract, stylized, natural, ethnic and traditional motifs with different colour schemes
- Visit museum/ gallery/ self-help group textile centers to get an in-depth knowledge about traditional/ local textile.

Recommended readings:

1. Flynn, D. 1971. Costumes of India. New Delhi, Oxford and IBH Publishing Company.
2. Fabin, C. 1977. Indian Dress. New Delhi, Orient Longman Ltd.
3. Pandit, S. 1976. Indian Embroidery: Its Variegated Charms. Baroda.
4. Chattopadhyaya, K. 1985. The Glory of Indian Handicraft. New Delhi Calrion Books.

**BHS-605: Research project/ industrial training/ survey work
(L-T-P:0-0-4)**