



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/SSL-394A/2022-23/1056

Date: 23 SEP 2022

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳಿಗೆ 3 ಮತ್ತು 4ನೇ ಸೆಮೆಸ್ಟರ್

NEP-2020 ಮಾದರಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ
ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1), ದಿ:7.8.2021.
2. ವಿಜ್ಞಾನ & ತಂತ್ರಜ್ಞಾನ ನಿಖಾಯ ಸಭೆಯ ಠರಾವುಗಳ ದಿನಾಂಕ: 06.09.2022
3. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂ. 01, ದಿನಾಂಕ: 17.09.2022
4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 22-09-2022

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ವಿಜ್ಞಾನ & ತಂತ್ರಜ್ಞಾನ ನಿಖಾಯದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)-2020 ರಂತೆ 3 ಮತ್ತು 4ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗಾಗಿ ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಪ್ರಕಟಪಡಿಸಿದ್ದು, ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. www.kud.ac.in ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತಾ, ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿವಿ ಅಧೀನದ / ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

ಕುಲಸಚಿವರು.

ಗೆ,

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚೆ ಮೂಲಕ ಬಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

Karnatak University, Dharwad

Four Years Under Graduate Program in Home Science for B. Sc (Hons)

Effective from 2022-23

Sem	Type of Course & Course No.	Theory/Practical	Instruction hour per week	Total hours of Syllabus/Sem	Duration of Exams	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
3	DSCC 5 033HSC011	Early Childhood Care and Education	04	56	2 hrs	40	60	100	04
	DSCC 6 033HSC012	Early Childhood Care and Education (Practical)	04	52	3 hrs	25	25	50	02
	OEC 3 033HSC051	Early Childhood Education	03	42	2 hrs	40	60	100	03
4	DSCC 7 034HSC011	Introduction to Textiles	04	56	2 hrs	40	60	100	04
	DSCC 8 034HSC012	Introduction to Textiles (Practical)	04	52	3 hrs	25	25	50	02
	OEC 4 034HSC051	Fashion Designing	03	42	2 hrs	40	60	100	03

Program Specific Outcomes:

By the end of the program the students will be able to:

1. Deliver quality tertiary education through learning while doing.
2. Reflect universal and domain-specific values in Home Science.
3. Involve, communicate and engage key stakeholders.
4. Preach and practice change as a continuum.
5. Develop the ability to address the complexities and interface among of self, societal and national priorities.
6. Generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
7. Instill both generic and subject-specific skills to succeed in the employment market.
8. Foster a genre of responsible students with a passion for lifelong learning and entrepreneurship.
9. Develop sensitivity, resourcefulness, and competence to render service to families, communities, and the nation at large.
10. Promote research, innovation, and design (product) development favoring all the disciplines in Home Science.
11. Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
12. Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science – Resource Management, Food Science and Nutrition, Textiles and Clothing, Human Development and Family Studies and Extension and Communication

Home Science Semester-3 (B. Sc)

Subject – Early Childhood Care and Education Discipline Specific Course (DSC)

The course HOME SCIENCE – Early Childhood Care and Education in III semester has two papers (Theory Paper –I for 04 credits & Practical Paper -II for 2 credits) for 06 credits: Both the papers are compulsory. Details of the courses are as under.

Course No.-1 (Theory)

CourseNo.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
033HSC011	DSCC5	Theory	04	04	56 hrs	2hrs	40	60	100

Course No. 1 (Theory): Title of the Course (Theory):- HOME SCIENCE – Early Childhood Care and Education

Course Pre-requisite(s): Certificate with minimum 45%

Course Outcomes (COs):

1. Explain the importance of early childhood years and significance of intervention programs for early childhood development.
2. Describe the historical developments – global and Indian including the current programs and policies in ECCE
3. Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4. Analyze curriculum models and pedagogical approaches in early childhood education.
5. Create developmentally appropriate programs for young children.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program

Outcomes (POs 1-12)

Content of Theory Course	56Hrs.
Unit – 1 Early Childhood Care and Education	14 hrs
Meaning, Importance and Need for ECCE, Objectives of ECCE. Types of ECCE programmes - Day care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche and Play Group Historical overview of Early Childhood Care and Education – Contributions of Western and Indian Educators- Gandhiji, Montessori, Froebel and John Dewey Policies and Contributions of Agencies to ECCE in India	8hrs 6 hrs
Unit – 2 Organizational Setup and Material Management	14 hrs
Organizational Setup and Material Management – Place/Building/Space – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, playground, storage. Equipment and Materials required for Play and Learning – Selection and Care of equipment; Equipment needed for Urban and Rural preschools. Curriculum models and Programme Planning – Meaning of curriculum, curriculum models, Programme planning – Principles, Types and Factors influencing Programme planning, Programme evaluation	4hrs 4hrs 6hrs

Unit – 3 Activities for Young children in ECCE	14 hrs
Age/Developmentally appropriate activities, Art and creative activities, Music and Rhythmic Activities, Mathematic, Language and Communication activities; Nature and Science Activities.	8Hrs
3 Rs – Reading readiness, writing readiness and readiness for arithmetic; Literature for Children; Indoor and outdoor Play activities – Role of teacher in planning and implementing the activities	6hrs
Unit 4 :Parent Education , Personnel and Financial Management	14Hrs
Needs and Importance, Methods, Planning, Implementing and Evaluation of parent education program.	3hrs
Personnel required in ECCE centre – Selection and recruitment, qualities, roles, duties and responsibilities; Supervision and monitoring, Evaluation of personnel - Cooperation and Coordination of personnel.	5hrs
Documentation and Financial Management – Importance and Principles of Record keeping, Types of records; Financial allocations and budgetary considerations, budget making and Resource generation avenues	6Hrs

References

1. Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra
2. Agarwal, S.P. and Usmani, M. (2000). Children's education in India: from Vedic times to twenty first century New Delhi: Shipra.
3. Burtonwood, N. (2002). Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society. Pedagogy, Culture and Society. 10(3), 367-387.
4. 5 Clarke, P. (2001). Teaching & learning: the culture of pedagogy. New York: Sage
5. Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. American Journal of Education, 111 (1), pp 66-89
6. Moyles, J. & Hargreaves, L. (1998). The primary curriculum. Learning from international perspectives. London: routledge
7. National association for the education of young children, July 1998. Learning to read and Write: developmentally appropriate practices for young children. 53 (4), 30-46.
8. NCERT (2007). Handbook of arts in education
9. Neuman, S., Dwyer, J. & Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House

Pedagogy: Lecture, Assignments, Interactive Sessions, ICT, Group Discussion

Formative Assessment 40 (Weightage in Marks includes: Written Tests, Activities/Assignment/Seminar/Presentation & Attendance)			
Assessment Occasion/type	C1	C2	Total Marks
Written Test (2)	10	10	20
Seminar/Presentation/Activity	10	---	10
Case work/Assignment/Field work/Project work etc	---	10	10
Total	20	20	40

Home Science
Semester-3 (B. Sc)
Project Work/Practical

Course Title:– **Early Childhood Care and Education**

CourseNo.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
033BCH012	DSCC6	Practical	02	04	52 hrs	3hrs	25	25	50

Content of Course	56Hrs.
Unit – 1 Early Childhood Care and Education	14 hrs
Meaning, Importance and Need for ECCE, Objectives of ECCE. Types of ECCE programmes - Day care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche and Play Group Historical overview of Early Childhood Care and Education – Contributions of Western and Indian Educators- Gandhiji, Montessori, Froebel and John Dewey Policies and Contributions of Agencies to ECCE in India	8hrs 6 hrs
Unit – 2 Organizational Setup and Material Management	14 hrs
Organizational Setup and Material Management – Place/Building/Space – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, playground, storage. Equipment and Materials required for Play and Learning – Selection and Care of equipment; Equipment needed for Urban and Rural preschools. Curriculum models and Programme Planning – Meaning of curriculum, curriculum models, Programme planning – Principles, Types and Factors influencing Programme planning, Programme evaluation	4hrs 4hrs 6hrs
Unit – 3 Activities for Young children in ECCE	14 hrs
Age/Developmentally appropriate activities, Art and creative activities, Music and Rhythmic Activities, Mathematic, Language and Communication activities; Nature and Science Activities. 3 Rs – Reading readiness, writing readiness and readiness for arithmetic; Literature for Children; Indoor and outdoor Play activities – Role of teacher in planning and implementing the activities	8Hrs 6hrs
Unit 4 :Parent Education , Personnel and Financial Management	14Hrs
Needs and Importance, Methods, Planning, Implementing and Evaluation of parent education program. Personnel required in ECCE centre – Selection and recruitment, qualities, roles, duties and responsibilities; Supervision and monitoring, Evaluation of personnel - Cooperation and Coordination of personnel. Documentation and Financial Management – Importance and Principles of Record keeping, Types of records; Financial allocations and budgetary considerations, budget making and Resource generation avenues	3hrs 5hrs 6Hrs

References

1. Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra
2. Agarwal, S.P. and Usmani, M. (2000). Children's education in India: from Vedic times to twenty first century New Delhi: Shipra.
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4. 5 Clarke, P. (2001). Teaching & learning: the culture of pedagogy. New York: Sage
5. Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. *American Journal of Education*, 111 (1), pp 66-89
6. Moyles, J. & Hargreaves, L. (1998). The primary curriculum. Learning from international perspectives. London: routledge
7. National association for the education of young children, July 1998. Learning to read and Write: developmentally appropriate practices for young children. 53 (4), 30-46.
8. NCERT (2007). Handbook of arts in education
9. Neuman, S., Dwyer, J. & Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House

Project Work on (Any One)

1. Case Study of Nursery School/Day Care/ Crèches, Anganwadi/ Balwadi – Observe the early childhood education programme and write a report .
2. Plan and prepare teaching aids for - physical development, story-telling, creative activities, nature and science activities.
3. Develop low cost and indigenous play materials and Prepare a Scrap Book/picture book/ resource book for cognitive development
4. Plan daily schedules on any six themes used in the ECE and Design a parent handbook/ brochure to provide information about an early childhood education centre.
5. Case Study of Nursery School/Day Care/ Crèches, Anganwadi/ Balwadi – Observe the early childhood education programme and write a report .
6. Plan and prepare teaching aids for - physical development, story-telling, creative activities, nature and science activities.
7. Develop low cost and indigenous play materials and Prepare a Scrap Book/picture book/ resource book for cognitive development

8. Plan daily schedules on any six themes used in the ECE and Design a parent handbook/ brochure to provide information about an early childhood education centre.
9. Case Study of Nursery School/Day Care/ Crèches, Anganwadi/ Balwadi – Observe the early childhood education programme and write a report .
10. Plan and prepare teaching aids for - physical development, story-telling, creative activities, nature and science activities.
11. Develop low cost and indigenous play materials and Prepare a Scrap Book/picture book/ resource book for cognitive development
12. Plan daily schedules on any six themes used in the ECE and Design a parent handbook/ brochure to provide information about an early childhood education centre

General instructions: *10
students per batch

Scheme of Practical Examination (distribution of marks): 25 marks for Semester endexamination

1. Plan and procedure	05 Marks
2. Conducting experiment	05 Marks
3. Results	05 Marks
4. Viva-----	05 Marks
5. Journal -----	05 Marks
25 Marks for IA (Formative Assessment) Examination	
Journal	05
IA Test 1 st & 2 nd	20 (10+10)
Total.....	25

HOME SCIENCE
OEC 3 - SEMESTER 3

Early Childhood Education

Subject: Early Childhood Education Open Elective Course (OEC-2)(OEC for o the students)

CourseNo.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
003HSC051	OEC 3	Theory	03	03	42 hrs	2hrs	40	60	100

Course Description This course helps us to understand what is possible in the world of Early childhood education. Employment & Self employment opportunities in the field of ECE.

Learning Objectives:

Knowledge based

- To learn the principles behind the ECE
- To understand the Organizational Setup and Material Management
- To understand Equipment and Materials required for Play and Learning
- Activities for Young children in ECE

Learning outcomes:

1. Explain the importance of early childhood years and significance of intervention programs for early childhood development.
2. Describe the historical developments – global and Indian including the current programs and policies in ECCE
3. Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4. Analyze curriculum models and pedagogical approaches in early childhood education.
5. Create developmentally appropriate programs for young children.

Content of Course OEC	42Hrs.
Unit – 1 Early Childhood Education	14 hrs
Meaning, Importance and Need for ECE, Objectives of ECE. Types of ECE programmes - Day care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche and Play Group	8hrs
Historical overview of Early Childhood Care and Education – Contributions of Western and Indian Educators- Gandhiji, Montessori, Frobel and John Dewey Policies and Contributions of Agencies to ECE in India	6 hrs

Unit – 2 Organizational Setup and Material Management	14 hrs
Organizational Setup and Material Management – Place/Building/Space – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, playground, storage.	4hrs
Equipment and Materials required for Play and Learning – Selection and Care of equipment; Equipment needed for Urban and Rural preschools.	4hrs
Curriculum models and Programme Planning – Meaning of curriculum, curriculum models, Programme planning – Principles, Types and Factors influencing Programme planning, Programme evaluation	6hrs
Unit – 3 Activities for Young children in ECE	14 hrs
Age/Developmentally appropriate activities, Art and creative activities, Music and Rhythmic Activities, Mathematic, Language and Communication activities; Nature and Science Activities.	8Hrs
3 Rs – Reading readiness, writing readiness and readiness for arithmetic; Literature for Children; Indoor and outdoor Play activities – Role of teacher in planning and implementing the activities	6hrs

References

1. Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra
2. Agarwal, S.P. and Usmani, M. (2000). Children's education in India: from Vedic times to twenty first century New Delhi: Shipra.
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6. Moyles, J. & Hargreaves, L. (1998). The primary curriculum. Learning from international perspectives. London: routledge
7. National association for the education of young children, July 1998. Learning to read and Write: developmentally appropriate practices for young children. 53 (4), 30-46.
8. NCERT (2007). Handbook of arts in education
9. Neuman, S., Dwyer, J. & Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House

Pedagogy: Lecture, Assignments, Interactive Sessions, ICT, Group Discussion

Formative Assessment 40 (Weightage in Marks includes: Written Tests, Activities/Assignment/Seminar/Presentation & Attendance)			
Assessment Occasion/type	C1	C2	Total Marks
Written Test (2)	10	10	20
Seminar/Presentation/Activity	10	---	10
Case work/Assignment/Field work/Project work etc	---	10	10
Total	20	20	40

GENERAL PATTERN OF THEORY QUESTION PAPER FOR DSCC/ OEC
(60 marks for semester end Examination with 2 hrs duration)

Part-A

1. Question number 1-06 carries 2 marks each. Answer any 05 questions :
10marks

Part-B

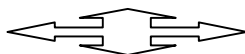
2. Question number 07- 11 carries 05Marks each. Answer any 04 questions :
20 marks

Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions: 30 marks(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary

Total: 60 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours prescribed.



Home Science Semester-4 (B. Sc)

Subject:- **Introduction to Textiles**

The course HOME SCIENCE – Introduction to Textiles in IV semester has two papers (Theory Paper –I for 04 credits & Practical Paper -II for 2 credits) for 06 credits: Both the papers are compulsory. Details of the courses are as under.

CourseNo.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
034HSC011	DSCC7	Theory	04	04	56 hrs	2hrs	40	60	100

Course No. 1 (Theory): Title of the Course (Theory):- HOME SCIENCE – Early Childhood Care and Education

Course Pre-requisite(s): Certificate with minimum 45%

Course Outcomes (COs): At the end of the course the student should be able to:

1. Understand the structure and production techniques of various natural and manmade fibers and their physical properties.
2. Understand the various conventional and non-conventional techniques of yarn spinning.
3. Demonstrate an understanding of various types of fabric forming methods.
4. Gain understanding of quality parameters for fibre, yarn and fabrics.
5. To introduce the basic scientific concepts related to processing and production of textiles.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Content of Theory Course	56hrs
Unit – 1 Fiber to Fabric	14hrs
FIBRE AND THEIR PROPERTIES Meaning, Importance and Scope of Textiles. Classification of fiber Natural and Manmade. Manufacturing process and properties of Cotton, Silk, Wool, Nylon, Polyester and Gauze	6hrs 8hrs
Unit – 2 YARN AND WEAVING OPERATION	14hrs
Introduction, Types, Classification of Yarns, Yarn Twists and Counts Parts of a Basic Loom – Shuttle, Heddle, Reed, Warp beam & Cloth Beam Basic Weaving operation – Shedding, Picking, Beating, taking in and letting off Parts of a fabric – Warp, Weft, Grain, Bias and Selvedge Basic Weaves – Plain Weave, Basket Weave, Rib, Twill, Satin Fancy weaves – Leno, Pile and Jacquard.	6hrs 8hrs

Unit – 3 FINISHING AND CARE OF FABRIC	14hrs
Aims of finishing, Finishes affecting appearance and texture. Aesthetic Finishes (Singeing, Bleaching, Mercerization, Tenting, Shrinking, Weighting, Calendaring, Sizing, Embossing and Napping). Finishes for enhancing special character-Functional Finishes (Fire proof, Water proof, proof, and Mildew proof).	9hrs
Care Of Clothing –Laundering of Cotton, Silk and Wool and Storage of these. Stain Removal – Meaning, Classification of stains and Stain removal methods Dry Cleaning – Meaning, Methods and Advantages & Disadvantages.	5hrs
Unit 4 :PROCESSING OF FABRIC	14hrs
Dyeing - Introduction, Principles of dyeing, Methods of dyeing (dope, fiber, yarn, fabric and garment)	4hrs
Synthetic Dyes: (Direct, Azoic, Basic, Vat, Solubilized vat dyes, Sulphur, Acid, Mordant, Reactive and Disperse), Natural Dyes: (Classification, their application and ecological concern)	4hrs
Printing - Introduction to printing and Various methods of Printing.Difference between Dyeing and Printing.	6hr

References

1. Hollen and Saddler J (1995):Textiles latest Edn.,Mac Millan and Co .,New York.
2. MullickP.,(2012), “Text Book of Home Science”KalyaniPublishers.New Delhi.
3. Potter and Cob man “Fiber to Fabric”.
4. DoraltyK.Burhhan “A Textile Terminology”
5. Holeen and Sddlev – “Textiles”
6. HertK.P.”Textiles fibers and their use”, IBH Publishing co.
7. Durga.Denikar “Household Textiles and laundry” Abnaram L Sons Delhi.
8. Corbman.B.P(2001):Textile fibre to fabric,McGraw Hill ,New York
9. Wingato “Selection and Care of Textiles”.
10. Bev Ashford, (2014). Fibers to fabrics, Author house, USA.
11. Peter. R. Lord, (2003). Hand book of yarn production, Wood head Publishing Ltd, England.
12. Kothari, V. K, (2010). Progress in Textile Science, Vol I, II and III, IAFL Publications, New Delhi.
13. Seema Sekhri, (2011). Textbook of Fabric science, Fundamentals to finishing, PHI Learning Private limited, New Delhi.

Pedagogy: Lecture, Assignments, Interactive Sessions, ICT, Group Discussion

Formative Assessment 40 (Weightage in Marks includes: Written Tests, Activities/Assignment/Seminar/Presentation &Attendance)			
Assessment Occasion/type	C1	C2	Total Marks
Written Test (2)	10	10	20
Seminar/Presentation/Activity	10	---	10
Case work/Assignment/Field work/Project work etc	---	10	10
Total	20	20	40

Home Science
Semester-4 (B. Sc)
Project Work/Practical

Course Title:– **Introduction to Textiles**

CourseNo.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
033BCH012	DSCC8	Practical	02	04	52 hrs	3hrs	25	25	50

50 marks (40 marks for Project Report + 10 Marks for VV)

Project Work On (Any One)

- 1) Case study of a spinning/weaving/dyeing/printing unit.
- 2) Dyeing and Printing
- 3) Weaving methods
- 4) Fiber and Yarn Identification.

Content of Course	56hrs
Unit – 1 Fiber to Fabric	14hrs
FIBRE AND THEIR PROPERTIES Meaning, Importance and Scope of Textiles. Classification of fiber Natural and Manmade. Manufacturing process and properties of Cotton, Silk, Wool, Nylon, Polyester and Gauze	6hrs 8hrs
Unit – 2 YARN AND WEAVING OPERATION	14hrs
Introduction, Types, Classification of Yarns, Yarn Twists and Counts Parts of a Basic Loom – Shuttle, Heddle, Reed, Warp beam & Cloth Beam Basic Weaving operation – Shedding, Picking, Beating, taking in and letting off Parts of a fabric – Warp, Weft, Grain, Bias and Selvage Basic Weaves – Plain Weave, Basket Weave, Rib, Twill, Satin Fancy weaves – Leno, Pile and Jacquard.	6hrs 8hrs
Unit – 3 FINISHING AND CARE OF FABRIC	14hrs
Aims of finishing, Finishes affecting appearance and texture. Aesthetic Finishes (Singeing, Bleaching, Mercerization, Tentering, Shrinking, Weighting, Calendaring, Sizing, Embossing and Napping). Finishes for enhancing special character-Functional Finishes (Fire proof, Water proof, proof, and Mildew proof). Care Of Clothing –Laundering of Cotton, Silk and Wool and Storage of these. Stain Removal – Meaning, Classification of stains and Stain removal methods Dry Cleaning – Meaning, Methods and Advantages & Disadvantages.	9hrs 5hrs

Unit 4 :PROCESSING OF FABRIC	14hrs
Dyeing - Introduction, Principles of dyeing, Methods of dyeing (dope, fiber, yarn, fabric and garment)	4hrs
Synthetic Dyes: (Direct, Azoic, Basic, Vat, Solubilized vat dyes, Sulphur, Acid, Mordant, Reactive and Disperse), Natural Dyes: (Classification, their application and ecological concern)	4hrs
Printing - Introduction to printing and Various methods of Printing.Difference between Dyeing and Printing.	6hr

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- 1 Hollen and Saddler J (1995):Textiles latest Edn.,Mac Millan and Co .,New York.
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- 7 Durga.Denikar "Household Textiles and laundry" Abnaram L Sons Delhi.
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- 13 Seema Sekhri, (2011). Textbook of Fabric science, Fundamentals to finishing, PHI Learning Private limited, New Delhi.

Home Science
Semester-4 (B. Sc)
Fashion Designing
OEC - 4

Subject: Early Childhood Education Open Elective Course (OEC-2)(OEC for o the students)

CourseNo.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
003HSC051	OEC 4	Theory	03	03	42 hrs	2hrs	40	60	100

50 marks (40 marks for Project Report + 10 Marks for VV)

Objectives:

The course will enable the student to

1. Concept & need for fashion designing
2. Understand the elements of art & principles of design in fashion designing
- 3 Understand the concept of fashion illustrations.

Learning Outcomes:

- ❖ To obtain basic knowledge on Fashion and Fashion terminology
- ❖ The objective of this course is to help the students to acquire conceptual knowledge of elements and principles of design.
- ❖ To enable students to gain knowledge of design, textile design and fashion.
- ❖ Understanding the role of colour in everything that surrounds us and learning how to appreciate and explore the same
- ❖ To understand the fashion design concept and process.
- ❖ To obtain knowledge on fashion designers

Content of Course	42Hrs.
Unit – 1 Introduction to textiles & Fashion	14 hrs
Introduction to textile, Textile terminology, textile fibres and their classification, physical and chemical properties of fibres.	8hrs
Fashion – Definition, Classification, terminologies, Factors affecting fashion, Fashion psychology and forecasting.	6hrs
Unit – 2 Elements of Arts & Principles of Design	14 hrs
Definition, Types, and its application in dress design.	14 hrs
Unit – 3 Fashion Illustrations	14 hrs
Definition, terminology, importance and theories, tools for fashion drawing, sketching principles, Basic human proportion of male and female.	6Hrs
Illustration for apparels using the themes- Casual, formal, ethnic, office wear, winter, summer and spring.	6hrs
Fashion Designer – meaning, classification, Male and Female Designers of National repute Reference	2hrs

References:

1. Derrick, L. (2018) Fashion Sketchbook: Fashion Sketchbook with figure templates(Fashion Croquis), Create Space Independent Publishing Platform
2. Elaine,S.(2013)TheDynamicsofFashion.4thEd.NewYork:Bloomsburypublication.
3. Julia Y.,& Donna G., (2011), the Fashion Careers Guidebook: A Guide to Every Career in the Fashion Industry and How to Get It, Barron's EducationalSeries.
4. Linda,T.,(2010), Portfolio Presentation for Fashion Designers, 3rd Edition, Fairchild books, NewYork.
5. Mary,L.G.,(2008), The Fairchild Encyclopedia of Menswear, Fairchild Publications, NewYork. Michele W.B., Diane D., (2006), the Spec Manual, Fairchild Publications, NewYork.
6. Patrick, J. I. (2009) New Encyclopedia of Fashion Details: Over 1000 FashionDetails, London: B.T.Batsford.
7. Patrick, J. I. (1996) Fashion Design Illustration - men, London: B.T.Batsford.
8. Patrick, J. I. (2005) Fashion Design Illustration - men, London: B.T.Batsford
9. Patrick, J. I. (2003) Introduction to Fashion Design, London: B.T. Batsford
10. Sharon L. T. and Glazer, S.S. (2017), Illustrating Fashion, 4th Ed. New York: Fairchild Books. The Snap Fashion Sketch Book, Prentice Hall,NewJersey.
11. Stipelman, S. (2017) Illustrating Fashion, 4th Ed. New York: FairchildBooks.
12. Tate, S. L. & Glazer, B. (2007) The Snap Fashion Sketchbook, New Jersey: PrenticeHall.

Model Question Paper

Home Science DSCC& OEC

Note: All Sections are Compulsory

Time: 03 hrs

Max Marks: 60

I) Answer any Five of the following. (5x2=10)

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

II) Answer any Four of the following. (4x5=20)

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

III) Answer any Three of the following. (10x3=30)

- 1)
- 2)
- 3)
- 4)

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