



**SEVA MANDAL EDUCATION SOCIETY'S
Dr. BHANUBEN MAHENDRA NANAVATI COLLEGE OF HOME SCIENCE
(Autonomous)**

**NAAC Re-accredited 'A+' Grade with CGPA 3.69/4 (3rd Cycle)
UGC Status: College with Potential for Excellence
BEST COLLEGE AWARD 2016-17 adjudged BY S.N.D.T. Women's University
338, R.A Kidwai Road, Matunga, Mumbai 400019**

Program- BSc Home Science

**Syllabus – 3rd Semester
Academic year- 2020-2021**



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STRUCTURE

| SYBSC-SEMESTER 3 (Structure and Weightage) | | | | | | |
|--|----------------------|-------------|-------------|------------|------------|--------------|
| Course and Code | Total Credits | Th C | Pr C | Int | Ext | Total |
| BSc 301 Family Dynamics | 4 | 3 | 1 | 50 | 50 | 100 |
| BSc 302 Consumer Studies | 4 | 4 | - | 50 | 50 | 100 |
| BSc 303 Nutrition for life Span | 4 | | 4 | 50 | 50 | 100 |
| BSc 304 Fabric Ornamentation & Accessory Design | 4 | | 4 | 50 | 50 | 100 |
| BSc 304 B Value Addition & Product Development in Textiles (offered to Nutrition and Dietetics) | | | | | | |
| BSc 305 Media Skill Development | 4 | 3 | 1 | 50 | 50 | 100 |
| TOTAL | 20 | | | 250 | 250 | 500 |

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APPROVED SYLLABUS UNDER AUTONOMY

PROGRAMME: B.Sc. in Home Science

SEMESTER 3

Course name: Family Dynamics

Marriage and family, the two basic institutions of society are undergoing a change to accommodate the changing needs and demands of society. In the future, both marriage and family will experience fresh challenges and will undergo further transformation. The focus of this subject is to encourage students to reflect on the kind of changes that are taking place in the institution of marriage, importance of marriage in current times, and views regarding various aspects of family life.

Learning Outcomes:

After the completion of the course, the students will be able to:

- Acquire knowledge about the dynamics of contemporary families and marriages, areas of adjustments, and healthy coping strategies
- Analyse the aspects involved in forming and sustaining healthy long-term relationships within marriage and family
- Examine the concept and significance of parenthood, family planning, and parenting at different ages
- Develop practical skills and acquire experiential knowledge of analyzing family dynamics.

| Code No. | COURSE | TC | Th C | Pr C | Int M | Ext M | Total |
|-----------------|-----------------|-----------|-------------|-------------|--------------|--------------|--------------|
| 301 | Family Dynamics | 4 | 3 | 1 | 50 | 50 | 100 |

Family Dynamics – Course Outline

| Module | Content | Evaluation |
|-------------------------------------|---|-------------------------------|
| (I) Family and its structure | 1)The Study of Families: Introduction to the Basic Concepts | Unit Test 25 marks |
| | 2) Family Life Cycle: Meaning, Definition, and Stages (Duvall and Miller) | |
| | 3)Types of family • Practices and patterns of family • Changing family patterns | |
| | 4) Changes in the Family Over Time Alternate family patterns – Marital and Non-marital Lifestyles | |
| | 5) Adjustment and crisis within the family 1. Areas and patterns of adjustment 2. Crisis and meaning 3. Types of family crisis and coping strategies | |

| Module | Content | Evaluation |
|-----------------------------------|---|---|
| (II) Forming Relationships | <p>1) The Many Faces of Love</p> <p>2) Dating and Mate Selection</p> <ul style="list-style-type: none"> • Dating • Mate Selection <ul style="list-style-type: none"> o Meeting partners: Where and how? (Sources /modes of mate selection) o Factors in selecting a life partner <p>Conscious factors Unconscious factors</p> <p>3)Engagement</p> <ul style="list-style-type: none"> • Meaning of engagement • Functions of engagement <ul style="list-style-type: none"> • Broken Engagement <p>4) Marriage and Wedding Rites & Rituals• Meaning and importance of marriage</p> <ul style="list-style-type: none"> • Characteristics of a high-quality marriage • Wedding rites and rituals <p>5) The Honeymoon Phase Importance /value of honeymoon</p> | <p>Group activity on any of the topics from Module 2</p> <p>Marks: 10</p> |

| Module | Content | Evaluation |
|---|---|---|
| (III) Reproduction and Parenting | 1) Joys and hazards of parenting 2) Concept and significance of planned parenthood 3) Birth control and abortion 4) Reproduction without sex: The New Technologies 5) Parenthood (parenting at different ages) | Quiz and Multiple Choice Questions Marks: 15 |

| | | |
|------------------------|---|--|
| (IV) Practicals | <p>1) Premarital and Post Marital Counseling • Overview of premarital counseling and post marital counseling</p> <ul style="list-style-type: none"> • Issues <ol style="list-style-type: none"> 1. Physical–teenage pregnancy, HIV, STD 2. Psychological–guilt and anxiety 3. Social–shame, not accepted in society • Role of marriage counselor <p>2) Family Dysfunctions The students will identify different dysfunctions of families and prepare a report on the same. (Small group project where they can demonstrate through skits, drama, documentaries, video filming, mobile picturisation, or any other creative method)</p> <p>3) Field visits: hands-on training The students will visit and collect information from organizations like :</p> <ol style="list-style-type: none"> 1. Adoption centre 2. Infertility clinic 3. Family courts 4. NGOs working for gay and lesbians, substance abuse, orphanages 5. Genetic counseling 6. Church (premarital counseling) 7. Parent support groups 8. Special children 9. Old age homes 10. Sexologist 11. Transgender 12. Women entrepreneurs 13. Family Planning Association of India (FPA) 14. Counseling centre 15. Marriage bureau | <p>For awareness and experiential learning</p> <p>Individual presentations: 10 marks</p> <p>Small group presentations: 10 marks Inclass activities- 5 marks</p> |
|------------------------|---|--|

| | | |
|--|---|--|
| | <p>4) Other methodologies like survey, debates, article review, making journals, case study analysis, preparation of genogram/family map/family tree or creating virtual family, reviews of movies, teleserials, web series, and advertisements.</p> | |
|--|---|--|

Please note that the students are required to do activities from each of the above four categories. Within the category, choices can be made permitted.

REFERENCES:

- Bigner, J.J., & Gerhardt, C. (2014). Parent-child relations: an introduction to parenting. (9th ed.). NY: Pearson Inc.
- Duvall, E. R. M. & Miller, B. C. (1985). Family & Relationships. Harper & Row
- Dyer, E. D. (1983). Courtship, marriage, and family--American style (The Dorsey series in sociology). The Dorsey series in sociology Paperback.
- Lamanna, M. A., Riedmann, A., & Stewart, S. D. (2018). Marriages, Families, and Relationships: Making Choices in a Diverse Society. Cengage Learning: Boston
- Ratra, A., Kaur, P. & Chhikara, S. (2006). Marriage and Family: In Diverse and Changing Scenario. Deep and Deep, New Delhi.
- Sandhu, J. (2016). Marriage and Family in India: Trends and Emerging Challenges, Rawat Pubns.

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PROGRAMME: B.Sc. in Home Science

Semester III

CONSUMER STUDIES

COURSE OUTCOME:

1. The overall goal of consumer studies is to create awareness about consumer problems in the market.
2. To impart knowledge regarding the role of consumer guides and agencies.
3. To enable the students to develop good buy man-ship skills in the selection of goods and services in the market.
4. To help the students to realize their rights and responsibilities as informed consumers.

| Code No. | Course | TC | Th C | Pr C | Int M | Ext M | Total |
|-----------------|-------------------------|-----------|-------------|-------------|--------------|--------------|--------------|
| 302 | Consumer Studies | 4+0 | 4 | - | 50 | 50 | 100 |

MODULE 1: CONSUMER AND CONSUMER PROBLEMS

| Module No. | Objectives | Content | Evaluation |
|-------------------|--|--|--|
| | The learner understands the term consumer & can define it. | .1 DEFINITION AND NEED OF CONSUMER EDUCATION Introduction to Consumer Problems related to goods & services Meaning and Objectives of Consumer Education | Students have to choose any one malpractice / other malpractice, carry out a complete market |

| | | | |
|---|--|--|---|
| 1 | <p>To provide information regarding the need for consumer education.</p> <p>To create awareness regarding consumer problems.</p> | <p>1.2 CONSUMER PROBLEMS</p> <ul style="list-style-type: none"> • Adulteration • Faulty Weights and Measures • Misleading Advertisements • Consumer Services <p>Other Malpractices such as sales gimmicks, unfair warranties, massive profiteering and illegal trading.</p> | <p>survey and present the project with analysis (10 Marks)</p> <p>Presentation of the report (15 Marks)</p> |
|---|--|--|---|

MODULE 2: CONSUMER GUIDES

| Module No. | Objectives | Content | Evaluation |
|------------|--|--|---|
| 2 | <p>To provide knowledge regarding various consumer guides</p> <p>To create an understanding of different brands, labels and grading and standardization.</p> | <p>CONSUMER GUIDES</p> <p>2.1 BRANDS</p> <ul style="list-style-type: none"> • Meaning • Types of brands such as Individual, Family, Umbrella, Combination device and Private or Middleman's brand. <p>2.2. LABELS</p> <ul style="list-style-type: none"> • Meaning and types of labels • Essentials of labels <p>2.3 PACKAGING</p> <ul style="list-style-type: none"> • Meaning and Need • Essentials of a good package • Advantages and Disadvantages of Packaging • Materials used in Packaging <p>2.4 GRADING AND STANDARDIZATION</p> <ul style="list-style-type: none"> • Meaning of Grading • Standardization process - grading, sampling, sorting and packaging | <p>Collect 5 samples for labels from various products such as food / medicines/cosmetics /clothing. (10Marks)</p> <p>Write a detailed report regarding the information given to the consumers through these labels followed by a discussion in the class regarding the positive and negative points of the labels. (5 Marks)</p> <p>Observe & critically analyse 5 advertisements from any media like Television/radio/print media & write a detailed report followed by a discussion in the class (10 Marks)</p> |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> Differentiation between Grading and Standardization. <p>2.5 ADVERTISEMENTS</p> <ul style="list-style-type: none"> Usefulness of advertisements to consumers Misleading advertisements <p>2.6 ROLE OF CONSUMER AGENCIES</p> <ul style="list-style-type: none"> Role of BIS, AGMARK, FPO, ECO MARK, FSSAI and HALLMARK | |
|--|--|---|--|

MODULE 3: CONSUMER DECISION MAKING

| Module No. | Objectives | Content | Evaluation |
|-------------------|--|--|--|
| 3 | To help students make better decisions in the market as a wise consumer. | <p>3.1 CONSUMER DECISIONS</p> <p>Decision making process</p> <ul style="list-style-type: none"> Problem recognition Information seeking Equation of alternatives Buying decisions Post purchase evaluation <p>3.2 GOOD BUYMANSHIP</p> | Observe how decision making process is used, in your own family for the purchase of some consumer product like refrigerator/television/food processor/ washing machine and write a report (25 Marks) |

MODULE 4: CONSUMER PROTECTION

| Module No. | Objectives | Content | Evaluation |
|------------|---|--|--|
| 4 | <p>To make the learners aware about their protection from the malpractices in the market.</p> <p>To create an understanding about different rights and responsibilities among the students.</p> <p>To inform the students regarding various Acts and Agencies</p> | <p>4.1 NEED FOR CONSUMER PROTECTION 4.2 CONSUMER RIGHTS</p> <ul style="list-style-type: none"> • Right to be heard • Right to choose • Right to be informed • Right to seek redressal • Right for Protection • Right to Basic needs • Right to Consumer Education • Right to secure ecological balance <p>4.3 Consumer Responsibilities 4.4 Consumer Acts And Agencies • Acts: Copra, Agencies: Cgsi, Cerc, Cfbp 4.5 How To File A Consumer Complaint</p> | <p>A written report on Role of Consumer Agencies like CGSI/ CERC/CFBP in consumer protection. (10 Marks)</p> <p>Procedure for Redressal for a consumer problem. (15M arks)</p> |

EVALUATION:

- 1) On Four Modules of 50 marks
- 2) External examination - 50 marks
- 3) Total : Internal - 50 + External - 50 = 100 marks

REFERENCES:

- Aggarwal Anju D., "A practical Handbook for Consumers", 1989, India Book House (Pvt) Ltd. Mumbai, India.
- C. N. Sontakki, R.G. Deshpande, "Marketing, Salesmanship and Advertising" – Kalyani Publishers, New Delhi, Ludhiana, 1984.
- Dr. S. C. Saxena, "Business Administration and Management".
- Kotler Philip, "Principles of Marketing". Prentice Hall of India Pvt Ltd, New Delhi, 1985.
- Nair Suja, "Consumer Behaviour". Text and Cases, Himalaya Publishing House, 1999.
- Niraj Kumar, "Consumer Protection in India". Himalaya Publishing House, New Delhi.
- S.A. Chunawala, "Commentary on Consumer Behaviour". Himalaya Publishing House, New Delhi.
- S. A. Sherlekar, P.N. Reddy, H.R. Appannaiah, "Essentials of Marketing Management". Himalaya Publishing House, Mumbai, 1995.
- S.S. Gulshan "Consumer Protection & Satisfaction" Wiley Eastern Ltd New Delhi 1996.
- Sheth J.N., "Model of Industrial Behaviour". Journal of Marketing 1973, 37 [4].
- Sundaram I.S., "Consumer Protection in India". B.R. Publishing Corporation, Delhi, 1985.
- V.S. Ramaswamy, S.Namakumari, "Marketing Management", Second Edition, McMillian India Ltd, New Delhi, 1997.

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PROGRAMME: B.Sc. in Home Science

SEMESTER 3

Department of Food Science and Nutrition

Semester III

Nutrition for Life span

Course Description:

This course helps in developing skills in diet planning for different stages in the life cycle keeping the principles of Nutrition in mind.

Objectives:

The course will enable the students to:

1. Understand the Nutritional requirements and the concept of RDA in different stages of life.
2. Understand the effect of physiological changes on Nutritional requirements and be able to plan entire day's diet.

Learning Outcome: (Practical) The course will enable students to:

- ✓ Understand the physiological changes, special needs and health concerns of people at different stages of life
- ✓ Understand the importance of Nutrition to physical, psychological growth and development and ageing.
- ✓ Plan entire day's diet, suitable for different stages of life keeping the principles of Nutrition in mind.

| Code No. | Course | TC | Th C | Pr C | Int M | Ext M | Total |
|----------|-------------------------|----|------|------|-------|-------|-------|
| BSc 303 | Nutrition for life Span | 4 | - | 4 | 50 | 50 | 100 |

| Module No. | Objectives | Content | Assessment |
|------------|--|--|--|
| 1 | This will enable students to: <ol style="list-style-type: none"> 1. Know the nutritional requirements and understand the concept of RDA 2. Comprehend the concept of food guide and translate the same into planning | <p style="text-align: center;">Basics of Meal</p> <p>Planning Unit 1. Basic Concepts-</p> <ol style="list-style-type: none"> 1. Overview of nutritional requirements 2. Food Guide/ Food Pyramid and its use 3. Food Exchange List 4. Balanced diet 5. Factors affecting meal planning 6. Maintaining a dietary record 7. | Quiz/ Assignments / Projects Viva |
| 2 | This will enable students to: Plan balanced diets for individuals keeping in mind their physical activity, income group, social and cultural background | <p style="text-align: center;">Nutrition in Adulthood</p> <p>Unit 1-Basis for justification of RDA Unit 2- Planning meals for sedentary, moderate and heavy workers</p> | Quiz Planning and Cooking Practical Viva |
| 3 | This will enable students to: <ol style="list-style-type: none"> 1. Learn the physiological changes during pregnancy and lactation 2. Understand the effect of physiological changes on nutritional requirements Understand the role of nutrition in pregnancy outcome and lactation | <p style="text-align: center;">Importance of Nutrition during the first 1000 days of life</p> <p>Planning meals for various physiological conditions</p> <p>Pregnancy</p> <p>Unit 1 Importance of nutrition prior to and during pregnancy. Pre-requisites for successful outcome. Effect of under-nutrition on short- term and long-term outcome</p> <p>Unit 2- Physiology of pregnancy and embryonic and fetal growth and development.</p> <p>Unit 3- Basic screening tests for Pregnant women</p> <p>Unit 4- Nutritional requirement during pregnancy.</p> <p style="text-align: center;">Lactation</p> <p>Unit 1. Physiology of lactation- Development of Mammary tissue and Role of Hormones in Lactation. Synthesis of milk components, let down reflex, lactation amenorrhea, effect of breast feeding on maternal health</p> <p>Unit 2- Factors affecting breast feeding, Maternal nutritional status and milk composition</p> <p>Unit 4 Exclusive breast feeding, Baby friendly hospital initiative(Briefly)</p> | Quiz Planning and Cooking Practical Viva |

| | | | |
|---|--|---|--|
| | | <p>Unit 5 Nutritional requirement during Lactation Unit 6- Galactogogues (Recipes to be included in the menu plan)</p> <p>Infancy Unit 1 Growth & development during infancy Unit 2 Human milk composition and factors affecting breast feeding, Maternal nutritional status and milk composition Unit 4 Exclusive breast feeding, Baby friendly hospital initiative(Briefly) Unit 3 Weaning, issues related to weaning Unit 4 Consequences of delayed or late weaning Unit 5 Concept of ARF, How to Make ARF Food at Home</p> | |
| 4 | <p>This will enable students to: Understand the physiological changes during growth, development and ageing and their effect on nutritional needs</p> | <p>Nutrition during Life cycle Planning meals for different age groups-</p> <p>Childhood- Preschool years (4-6 year old) Unit 1 Nutritional problems and its Management (Vitamin A deficiency, PEM, Anemia)</p> <p>School Going Child- plan for packed lunch</p> <p>Adolescence Unit 1 Factors affecting selection of food Unit 2 Potential Nutrition-related problems for adolescent boys & Girls. High-risk adolescent groups Unit 3 Healthy eating tips for adolescents</p> <p>Old age Unit 1 Physiological changes that affect Food intake Unit 2 Dietary modification in old age Unit 3 Changes in organ function which may influence Nutrition</p> | <p>Quiz Planning and Cooking Practical Viva</p> |

Evaluation –

Internal

- **Planning = 25 marks** (including projects and assignments)
(Each plan to be evaluated out of 10 marks and average to be taken)
- **Cooking practical = 15 marks**
(Each cooking practical to be evaluated out of 10 marks and average to be taken)
- **Quiz = 10 marks** (including viva)
- **Total- 50 marks**

- **Final-**
- **Planning = 25 marks**
- **Cooking practical = 15 marks**
- **Quiz = 10 marks**
- **Total = 50 marks.**

REFERENCES:

1. Mudambi, S.R., Rajgopal, M.V.(2012), Fundamentals of Foods and Nutrition, New Age International Pvt. Ltd.
2. Food Science (2012), Maharashtra State Board of Secondary and Higher Secondary education Pune, 1st Edition, Sheth Publications.
3. Roday Sunetra, (2012), Food Science and Nutrition, 2nd Edition, Oxford University Press.
4. Joshi, Shubhangini (2009), Nutrition and Dietetics, Mcgraw Hill Higher Education.
5. I.C.M.R. Publications 2010, Nutrient requirement and recommended Dietary Allowances for Indians.
6. C. Gopalan, B.V. Rama Sastri and S.C. Balasubramaniam, Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad.

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Semester III

Fabric Ornamentation & Accessory Design

Course Outcome: (Practical)

1. Learn various techniques of value addition on textiles and garments
2. Understand and select right material for ornamentation
3. Learn to mix and match various materials and techniques
4. Develop skills in innovation and creativity

| Code No. | Course | TC | Th C | Pr C | Int M | Ext M | Total |
|----------|---|----|------|------|-------|-------|-------|
| 304 | Fabric Ornamentation & Accessory Design | 4 | - | 4 | 100 | - | 100 |

| Module No. | Objective | Content | Evaluation |
|------------|--|---|--|
| 1 | <p>1. Learn various painting techniques</p> <p>2. Learn various embroidery stitches</p> <p>2. Learn application of painting techniques on textiles</p> <p>3. Learn the technique of tie and dye to create various patterns</p> | <p>Fabric ornamentation by Fabric painting or Embroideries</p> <p>To make article using fabric painting technique : T- Shirt</p> <p>OR</p> <p>To make article using embroidery stitches on sets of handkerchiefs / Table cloth/ Stole / Top</p> <p>Fabric ornamentation by Tie and Dye</p> <p>To make dupatta using tie and dye technique</p> | <p>Total =25 Marks</p> <p>15 Marks</p> <p>10 Marks</p> |

| Module No. | Objective | Content | Evaluation |
|------------|--|---|------------|
| 2 | 1. Learn various knots of macramé. 2. Develop article of macramé with combinations of knots | Fashion accessory by Macramé Technique To make articles using macramé technique such as Wall hanging, Dream catcher, Pot holder etc (With combination of 2-3 knots) Tiny articles using fine cords | 25 Marks |

| Module No. | Objective | Content | Evaluation |
|------------|--|---|------------------------------|
| 3 | 1. Learn various methods of making jewelry. 2. Learn finishing techniques of jewelry making 3. Effective use of textile waste for sustainability | A. Fashion Jewelry To make any one set of jewelry Necklace, bangle/bracelet, earrings with suitable material. (Traditional or funky type) B. Best Out of Waste (Textile Waste) Any article by using textile material. For example - borders /jean fabrics, dupatta, left over fabric pieces, etc. to make wall hangings or decorative pieces, etc. | 15 Marks 10 Marks |

| Module No. | Objective | Content | Evaluation |
|------------|--|---|------------|
| 4 | 1. Develop skills in Product Design and Development with costing | Project - Textile Product Development with costing | 25 Marks |

EVALUATION:

1. Continuous internal evaluation of 100 marks (each module 25 marks)
2. No External evaluation to be conducted.

REFERENCES:

1. www.pinterest.com (for motifs and pictures)
2. www.doityourself.com (embroidery stitches)
3. www.googleimages.com (for motifs and pictures)
4. www.textilelearner.com
5. www.fibretofabric.com
6. Anchor Needle and thread (2007 & 2008 series)
7. Chattopadhyaya K. (1985). Handicrafts of India. (Revised edition). New Delhi: Indian Council for Cultural Relations.
8. Creating fashion accessories / Cy Decosse Incorporated, 1993. - Minnetonka: Cowles Publishing, Inc.
9. Gillow J and Barnad. (1991) Traditional Indian Textiles London: Thames and Hudson Ltd.
10. Irwin J. and Hall M. (1971). Indian Painted and Printed Fabrics Ahmadabad: Calico Museum of Textiles.
11. Kathryn M. K. and Munslow J. (2003). Fashion Design process, innovation and practice, published by Blackwell science LTD
12. Maria di spirito (2006). Designs for beaded Jewelry, II Castello collane
13. Murphy V. and Gill R. (1991). Tie –dyed textiles of London: Victoria and Albert Museum.
14. Naik Shailaja (1996), Traditional Embroidery of India, published by S.B. Nangia
15. Robinson Rossi (1994), Decorative fabric painting
16. Techniques of dyeing and printing, Jain H. (2010). Ane Books Pvt Ltd

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PROGRAMME: B.Sc. in Home Science

Semester III

Value Addition & Product Development in Textiles

Course Outcome: (Practical)

1. Learn various techniques of value addition on textiles and garments
2. Understand and select right material for ornamentation
3. Learn to mix and match various materials and techniques
4. Develop skills in Product Design and Development using textile materials

| Code No. | Course | TC | Th C | Pr C | Int M | Ext M | Total |
|-----------------|---|-----------|-------------|-------------|--------------|--------------|--------------|
| 304 B | Value Addition & Product Development In Textiles | 4 | - | 4 | 100 | - | 100 |

| Module No. | Objective | Content | Evaluation |
|-------------------|---|--|---|
| 1 | 1.Learn various painting techniques 2 .Learn application of painting techniques on textiles 3.Learn the technique of tie and dye to create various patterns | Fabric ornamentation by Fabric painting. To make article using fabric painting technique : T- Shirt Fabric ornamentation by Tie and Dye To make dupatta using tie and dye technique | Total =25 Marks 15 Marks 10 Marks |

| Module No. | Objective | Content | Evaluation |
|-------------------|---|--|-------------------|
| 2 | 1. Learn various knots of macramé. 2. Develop article of macramé with combinations of knots | Fashion accessory by Macramé Technique To make articles using macramé technique such as Wall hanging , Dream catcher, Pot holder etc (With combination of 2-3 knots) Tiny articles using fine cords | 25 Marks |

| Module No. | Objective | Content | Evaluation |
|-------------------|--|--|-------------------|
| 3 | 1. Learn various methods of making jewelry. 2. Learn finishing techniques of jewelry making 3. Effective use of textile waste for sustainability | B. Best Out of Waste (Textile Waste) Any article by using textile material. For example - borders /jean fabrics, dupatta, left over fabric pieces, etc. to make wall hangings or decorative pieces, etc. | 25 Marks |

| Module No. | Objective | Content | Evaluation |
|-------------------|--|---|-------------------|
| 4 | 1. Develop skills in Product Design and Development with costing | Project - Textile Product Development with costing (Home textiles product) | 25 Marks |

EVALUATION:

- 1) Continuous internal evaluation of 100 marks (each module 25 marks)
- 2) No External evaluation to be conducted.

REFERENCES:

1. www.pinterest.com (for motifs and pictures)
2. www.doityourself.com (embroidery stitches)
3. www.googleimages.com (for motifs and pictures)
4. www.textilelearner.com
5. www.fibretofabric.com
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13. Murphy V. and Gill R. (1991). Tie –dyed textiles of London: Victoria and Albert Museum.
14. Naik Shailaja (1996), Traditional Embroidery of India, published by S.B. Nangia
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**SEVA MANDAL EDUCATION SOCIETY'S
DR. BHANUBEN MAHENDRA NANAVATI COLLEGE OF HOME SCIENCE
(AUTONOMOUS)
NAAC Re-accredited 'A+' Grade with CGPA 3.69 / 4 (3rd Cycle)
UGC Status: College with Potential for Excellence
BEST COLLEGE AWARD 2016-17: Adjudged by S.N.D.T. Women's University
338, R.A. Kidwai Road, Matunga, Mumbai – 400019**

APPROVED SYLLABUS UNDER AUTONOMY

PROGRAMME: B.Sc. in Home Science

Semester III

Name of the Course: Media Skill Development

Brief Description: The course will help to develop the communication skills of students by making them familiar with the different forms of mass media. It will create an understanding of the process involved while writing for different media forms and explore the possibilities of being able to creatively write for the mass media,

Learning Outcomes:

The course will enable the students to:

1. To develop awareness about various forms of mass media.
2. To analyze the role of media in educating the masses.
3. To acquire the skills to design messages for development communication.
4. To develop skills in preparing and analyzing scripts using the different forms of media.

| Code No. | Course | TC | Th C | Pr C | Int M | Ext M | Total |
|-----------------|-------------------------|-----------|-------------|-------------|--------------|--------------|--------------|
| 305 | Media Skill Development | 4 | 3 | 1 | 50 | 50 | 100 |

| Module No. | Objectives | Content | Evaluation |
|------------|--|---|---|
| 1 | <p>2. The students will develop awareness of the need and importance of Mass Media.</p> <p>2.The students will be able to understand the different forms of media used for development communication</p> | <p style="text-align: center;"><u>Mass Media</u></p> <p>Unit 1-Concept of Mass Media, its characteristics functions. importance and its role in development of society</p> <p>Unit 2.Ethics in media</p> <p>Unit3.Development communication-meaning, its significance in India.</p> <p>Unit 4: Core areas of development. Forms of media used for development communication</p> | <p>Preparation of messages on Development issues</p> <p>5 marks</p> |
| Module No. | Objectives | Content | Evaluation |
| 2 | <p>1. The students will become aware of different forms of media.</p> <p>2. Understand the role and importance of print, electronic, new media for development.</p> <p>. Be able to select the appropriate form of media for dissemination of information.</p> | <p><u>Forms of Media:</u></p> <p>Unit1: Print Media Newspapers, Magazines, Periodicals. Growth development, types and importance</p> <p>Unit2: Electronic Media Television, Radio, films. Formats, Growth and importance for development</p> <p>Unit3.New Media- Cell phones and Internet, Wed Technology, Videos and Teleconferences (Mobile Apps) Characteristics and importance</p> | <p>Unit test of module 1&2=20marks</p> |

| Module No. | Objectives | Content | Evaluation |
|------------|--|---|--|
| 3 | This module will enable students to: 1. Understand the various folk forms. and be able to learn to create educational messages based on the culture and traditions of the society | <u>Traditional Media:</u> Unit1:Nature.Advantages and Disadvantages of various folk forms. Unit 2:Folk Media – forms of folk theaters of different region Unit 3: current status and potential of each form. Unit 4: puppetry and its types. | Sharing of information on various folk forms |

PRACTICAL

| Module No. | Objectives | Content: | Evaluation |
|------------|---|--|--|
| 4 | This will enable students to: 1. Develop skills in writing for print media. Be able to develop programme for radio. 3. Acquire skills in preparing the different forms of traditional media. | <u>Media Skills:</u> 1. Planning and writing an article for Newspapers, Magazines on developmental issues. Preparing a format for radio programme/Analysis of the formats of television programmes 3. Preparation and presentation of traditional media- puppets / Street plays. | 7 marks 8 marks Group presentation- 10 marks |

EVALUATION:

Internal-50 marks

External -50 marks

Total-100 marks

Total hours-60 hours

References:

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