

“Education for knowledge, Science and Culture”  
Shikshanmaharshi Dr.Bapuji Salunkhe  
Shri Swami Vivekanand Shikshan Sanstha’s

**VIVEKANAND COLLEGE (AUTONOMOUS), KOLHAPUR**

**B .A. PART –III CBCS Syllabus with effect from June 2020**

**REVISED SYLLABUS (SEMESTER PATTERN) FOR B.A. III – HOME SCIENCE**

**CBCS PATTERN**

1. TITLE : B.A. Part III (Home–Science)  
Under Faculty of Interdisciplinary.
2. YEAR OF IMPLEMENTATION : New Syllabus (CBCS Pattern) (Semester Pattern)  
will be implemented from June 2020 onwards.
3. DURATION : B.A.III – Two Semesters (One Year)
4. PATTERN OF EXAMINATION : Semester (CBCS Pattern)  
Practical– Internal Evaluation .
5. MEDIUM OF INSTRUCTION : English or Marathi.
6. STRUCTURE OF COURSE : B.A. Part – III  
Twelve Papers for Two Semesters.  
(DSE-10 & SEC-2)

**B.A.III HOME SCIENCE UNDER CBCS SEMESTER PATTERN SYLLABUS  
STRUCTURE OF COURSE**

Sr. No	Course Type	Sem	Course Code	Course No.	Name of the Course	Distribution of Marks		
						Theory	Practical	Total
1	DSE	V	1023E1	VII	<i>Nutrition for the Family</i>	40	10	50
2	DSE	V	1023E2	VIII	Fundamentals of Textile Science Apparel Construction-II	40	10	50
3	DSE	V	1023E3	IX	Life Span Development	40	10	50
4	DSE	V	1023E4	X	Space Planning and Design	40	10	50
5	DSE	V	1023E5	XI	Research Methodology in Home Science	40	10	50
6	DSE			E-I	Fashion and Apparel Designing	40	10	50
7	SEC			III	(Home Based Catering –I)			
8	DSE	VI	1023F1	XII	Therapeutic Nutrition	40	10	50
9	DSE	VI	1023F2	XIII	Traditional Indian Textiles and Embroidery	40	10	50
10	DSE	VI	1023F3	XIV	Introduction to Guidance and Counselling	40	10	50
11	DSE	VI	1023F4	XV	Entrepreneurship Development	40	10	50
12	DSE	VI	1023F5	XVI	Extension for Development	40	10	50
13	DSE			E-II	Bakery Science	40	10	50
14	SEC			IV	(Home Based Catering -II)			

# Equivalence of Papers

## Semester V

Sr. No	Class	Sem	Course Code	Title of Paper	Course	Title of the Course	Course
1	B.A.III	V	1023E1	Nutrition for Family	7	Advanced Food Science	07
2	B.A.III	V	1023E2	Fundamentals of Textile Science and Apparel Construction	8	Fabric Ornamentation and Accessory Designing	9
3	B.A.III	V	1023E3	Life Span Development	9	Late Childhood to Adolescence	10
4	B.A.III	V	1023E4	Space Planning and Design	10	Interior Decoration	13
5	B.A.III	V	1023E5	Research Methodology in Home Science	11	Research Methodology	11
<b>Semester VI</b>							
6	B.A.III	VI	1023F1	Therapeutic Nutrition	12	Meal Management and Diet Therapy	12
7	B.A.III	VI	1023F2	Traditional Indian Textile and Embroideries	13	Fashion and Apparel Designing	14
8	B.A.III	VI	1023F3	Introduction to Guidance and Counseling	14	Dynamics of Marriage and Family	15
9	B.A.III	VI	1023F4	Entrepreneurship Development	15	Entrepreneurship Development	8
10	B.A.III	VI	1023F5	Extension For Development	16	Home Science Extension Education	16

**7. SCHEME OF TEACHING :**

Sr. No	Course Type	Course Code	Course No	Name of the Course	Total Credits	Teaching Scheme		
						Theory Lecturs / week	Practical's/ Lectures/ week/ batch	Total
1	DSE	1023-1	VII	<i>Nutrition for the Family</i>	5(3+2)	3	4	7
2	DSE	1023-2	VIII	Fundamentals of Textile Science Apparel Construction-II	6(4+2)	4	4	8
3	DSE	1023-3	IX	Life Span Development	4(4+0)	4	0	4
4	DSE	1023-4	X	Space Planning and Design	5(3+2)	3	4	7
5	DSE	1023-5	XI	Research Methodology in Home Science	4(4+0)	4	0	4
6	DSE		I	Fashion and Apparel Designing	6(4+2)	4	4	8
7	SEC		III	Home Based Catering –I	2(2+0)	2	0	2
8	DSE	1023F1	XII	Therapeutic Nutrition	5(3+2)	3	4	7
9	DSE	1023F2	XIII	Traditional Indian Textiles and Embroidery	6(4+2)	4	4	8
10	DSE	1023F3	XIV	Introduction to Guidance and Counselling	4(4+0)	4	0	4
11	DSE	1023F4	XV	Entrepreneurship Development	4(3+2)	3	4	7
12	DSE	1023F5	XVI	Extension for Development	4(4+0)	4	0	4
13	DSE		II	Bakery Science	5(3+2)	3	4	7
14	SEC		IV	Home Based Catering- II	2(2+0)	2	0	2

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**SYLLABUS**

**Choice Based Credit System**

**B.A. Part – III Semester-V**

**HOME SCIENCE,**

**June 2020 onwards**

**COURSE – VII . Nutrition for the Family**

**TOTAL CREDITS: 05**

**THEORY: 03**

**PRACTICAL: 02**

**Total Marks – 50 (Theory - 40, Practical- 10)**

**Workload: 7 lectures per week**

Theory: 3 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

**OBJECTIVES:**

- 1.To enable students regarding meal management and planning.
- 2.To develop an ability for meal management and preparation.

**COURSE OUTCOME:**

After completion of the course-

1. student will acquaint with the concept of RDA, nutritional guidelines, nutritional importance and healthy food choices.
2. students will understand the concept and application of food exchange list and nutrition in daily meal planning.
3. students will be able to apply knowledge of meal planning in day to day life.
- 4.

**THEORY**

**THEORY LECTURES: 45**

**Module 1. Principles of Meal Planning**

**14**

- 1.1 Concept and importance of Balanced Diet
- 1.2 Concept and use of Food Exchange List
- 1.3 Concept and importance of DRI( Dietary Reference Intakes) and RDA
- 1.4 Factors affecting Meal Planning
- 1.5 Dietary Guidelines for Indians and Food Pyramid

**Module II. Nutrition in Adulthood**

**08**

- 2.1 RDA, nutritional guidelines, nutritional importance and healthy food choices for Adult
- 2.2 Physiological changes, RDA, nutritional guidelines, nutritional and Importance and healthy food choice for Elderly

**Module III. Nutrition during pregnancy and lactation**

**08**

- 3.1 Physiological changes, RDA, nutritional guidelines, nutritional Importance and healthy food choice for Pregnant Woman
- 3.2 Physiological changes, RDA, nutritional guidelines, nutritional and Importance and healthy food choice for Lactating Mother

**Module IV. Nutrition during Infancy to Adolescent 15**

- 4.1 Growth and development, RDA, nutritional guidelines, nutritional importance and healthy choices for Infants
- 4.2 Growth and development, RDA, nutritional guidelines, nutritional importance and healthy choices for Preschool Children
- 4.3 Growth and development, RDA, nutritional guidelines, nutritional importance and healthy choices for School children
- 4.4 Physiological changes, RDA, nutritional guidelines, nutritional importance and healthy food choice for Adolescents

**PRACTICALS:**

**Practical lectures: 60**

**Objectives:**

1. To develop in students, the concept of portion size.
2. To impart skills of healthy cooking practices and its application in meal management.

**Practical 1.** Factors to be consider while meal planning

**Practical 2.** Use of food exchange list

**Practical 3.** Nutritive value calculations

**Practical 4.** Planning and preparation of diets with Nutritive value calculations for

- Adolescent/Young adult
- Pregnant / Lactating woman
- Infant (6 months to 2 years)
- Preschool child/ School age child
- Elderly person

**PRACTICAL ASSESSMENT: Internal Evaluation**

**Total Marks : 10**

**Scheme of Practical Assessment:**

Q. 1 Submission of Record book

**5 marks**

Q. 2 Viva voce

**5 marks**

**References:**

1. Edelstein S, Sharlin J (ed). Life Cycle Nutrition- An Evidence Based Approach; 2009; Jones and Barlett Publishers.
2. Khanna K et al. Textbook of nutrition and dietetics; 2013; Phoenix Publisher.
3. Sharma S, Wadhwa A. Nutrition in the community- A textbook; 2003; Elite Publishing House Pvt. Ltd.
4. Jain P et al. *Poshan va swasthya ke mool siddhant (Hindi)*; First Ed; 2007; Academic Pratibha.
5. Malhan, Gupta, Jain. *Aahar aayojan, khadya sangrakshan evam griha vyavastha (Hindi)*; 1993; Sultan Chand & Sons Publishing.
6. Vrinda S. *Aahar Vigyan (Hindi)*; 2003; Shyam Prakashan.
7. Ghosh S. Nutrition and child care- A practical guide; 1997; Jaypee Bros.

8. Savage King F, Burgess A. Nutrition for developing countries; Second Ed; 1993; Oxford University Press.
9. Dietary guidelines for Indians- A Manual; 2011; NIN, ICMR, Hyderabad.
10. Gopalan, C et al. Nutritive Value of Indian foods; 1994; NIN, ICMR, Hyderabad.
11. Raina U, Kashyap S et al. Basic Food Preparation-Complete Manual; 2005; Orient Longman
12. Seth V and Singh K (2006). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. Elite Publishing House Pvt. Ltd. New Delhi.
13. Chadha R and Mathur P eds. (2015) Nutrition: A Lifecycle Approach: Orient Blackswan, New Delhi.
14. Shreelaxmi B.(2007). Dietetics: New Age International(P) Limited,Publishers, New Delhi 15.Joshi Shubhangini H.(2012). Nutrition and Dietetics with Indian Case Studies,Tata McGraw Hill Education Private limited, New Delhi
16. Dr. Molavane Manjusha S.(2001). *Poshhan Shastra(Marathi)*: Kailash Publications, Aurangabad.
17. Dr. Molavane Manjusha S.(2016). *Annache Vidnyan-Poshhan Shastra(Marathi)*: Aatmbhan Prkashan, Hingoli. .
18. Farkade Triveni s. and Gonge Sulabha S.(2010). *Poshan Aani Aaharshastra(Marathi)*, Pimpalpure and co. Publishers, Nagpur.

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**HOME SCIENCE**  
**June 2020 onwards**

**COURSE VIII. Fundamentals of Textile Science and Apparel Construction –II**

**Total Credits: 6**  
 Theory: 4Credits  
 Practical: 2Credit

**Workload: 8 lectures per week**  
 Theory: 4 Lectures per week  
 Practical: 4 Lectures per week per batch  
 (Each batch consisting of 10to 12 students)

**Objectives:**

- 1 To enable students to gain knowledge of elements and principles of design.
- 2.To develop skills in making of croqui and its movement.
- 3 To develop skills in constructing apparel as per fashion trend.

## **Course Outcome:**

Students will be able to

1. understand the concept of textile printing and painting.
2. apply the knowledge of elements and principles of design in apparel construction.
3. describe basic concepts of croqui.
4. demonstrate the elements of apparel construction.

## **Theory:**

**Theory lectures: 60**

### **Module1 : Introduction to Textile Printing and Painting 15**

- 1.1 Concept of Textile printing and painting
- 1.2 Styles of printing - Direct, Resist, Discharge
- 1.3 Methods of Painting - Block, Stencil, Screen
- 1.4 Fabric painting - Plain, Dotted, Lining, Triangle, Shading

### **Module2 : Principles and Elements of Design in Apparel Construction 15**

- 2.1 Principles of Design - Proportion, Balance, Rhythm, Centre of Interest, Harmony
- 2.2 Elements of Design- Colour, Line, Texture, Space, Silhouette

### **Module3 : Basics of Croqui 15**

- 3.2 Ten Head Croqui - Front and Back view
- 3.3 Hand and Leg movements
- 3.4 Types of figure

### **Module 4 : Elements of Apparel Construction 15**

- 4.1 Necklines
- 4.2 Yokes
- 4.3 Sleeves
- 4.4 Collars
- 4.5 Fastener's

## **Practical:**

**Practical Lecture : 60**

1. Preparation of samples of the following:
  - i) Block printing, Stencil printing - One sample each
  - ii) Tie and dye (Bandhani) - Single colour and Double Colour
2. Construction of following apparels using elements of Apparel Construction
  - i) Kamiz / Designer Kurti/ Short top
  - ii) Salwar/Chudidar/ Patiala

## **PRACTICAL ASSESSMENT: Internal Evaluation**

**Total marks: 10**

**Q.1: Record Book**

**04 marks**

**Q.2: Submission of Garments (03 marks each)**

**06 marks**

## **References:**

1. Sodhia Manmeet, Dress Designing, Kalyani Publishers new Delhi.

- 2 Sodhia Manmeet, Designing Studies, Kalyani Publishers new Delhi
- 3 Sahu R. K. Handbook of Fashion and Textile Designing, Satyam Publishers and Distributors Jaipur
- 4 Khurana Kamal, Draping and Pattern Making for Fashion Designing , 2012 Sonali Publication New Delhi
- 5 Encyclopedia of Dress Making , 2010 A.P.H. Publishing House New Delhi
- 6 Gupta Sushma, Garg Neeru, Saini Renu , Text Book of Clothing and Textiles 2004 Kalyani Publishers New Delhi.
- 5 किटे कांचन, माळोदे भावना फॅशन डिझाईनिंगची मुलतत्वे २०१४ श्री साईनाथ प्रकाशन , नागपूर
- 6 . वैरागडे उज्ज्वला, अग्रवाल अन्विता , वस्त्रशास्त्राची संकल्पनाव फॅशन डिझाईनिंग 2009 विद्या बुक्स पब्लिशर्स औरंगाबाद .
7. काळे सुनिता, वस्त्रशास्त्र , पवन प्रकाशन , परभणी
8. झारापकर का.रा. शिवण शास्त्र भाग 1 व 2 नवनीत पब्लिकेशन्स मुंबई
9. भिसे पद्मावती , सोपे शिवणकाम , मॅजेस्टीक बुकस्टॉल मुंबई
10. हेगडे कृ.म. शास्त्रोक्त शिवणकला भाग १ व २ हेगडे टेलरिंग कॉलेज पुणे.

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**B.A. Part - III Semester – V**  
**Home Science**  
**June 2020 onwards**  
**DSE Course IX - Life Span Development**

**Total Credits: 4**  
**week**

Theory: 4 Credits

Total Marks: 50 (Theory-40, Sessional-10)

**Workload: 4 lectures per**

Theory: 4 Lectures per week

**Objectives:**

1. To development awareness about importance of development during Late childhood and Adolescence.
2. To acquaint with the social problems and interest during Adolescence.
3. To understand the socialization during Late childhood and Adolescence.

**Outcomes:**

The course will enable students-

1. To understand the changes in the physical and motor development during late childhood and adolescence.
2. To acquaint the students to the changes in cognitive and moral development during late childhood and adolescence.
3. To know about the effects and problems faced during adolescence.
4. To understand the changes in socialization during late childhood and adolescence and its impact on the relationship.
5. To understand the development of morality.
6. To identify the changes in emotionality of children and adolescence and the importance of self regulation.

**Theory:**

**Theory lectures: 60**

**Module 1 : Late Childhood (6 to 12 years): Physical, Motor Development, Emotional development. 15**

- 1.1 Characteristics of late childhood
- 1.2 Physical Development- height, weight, body proportion, muscle and fat, skeleton, brain.
- 1.3 Motor Development- Abilities for Motor Skills- flexibility, balance, agility, force, speed
- 1.4 Emotional Development- developing sense of self, self- esteem, self control, heightened emotionality, emotional catharsis

**Module 2 : Late Childhood- Cognitive development, Social and Moral development 15**

- 2.1 Cognitive Development- Logical thinking (concrete operations), development of concepts- conservation, seriation, classification, reversibility, numerate.
- 2.2 Social Development- Characteristics of child gangs, impact of gang behaviour, peers during late childhood, group leadership.
- 2.3 Moral Development- Parents and moral development, Kohlberg's theory ( pre-conventional, conventional, post-conventional) , discipline and its elements, role of family relationship.

**Module 3 : Adolescence (12-20 years): Physical Growth, Effects and Problems 15**

- 3.1 Meaning. definition and characteristics of Adolescence
- 3.2 Physical Growth- Height, weight, body proportion, changes in (primary and secondary) sex characteristics, growth spurt.
- 3.3 Effect of Puberty- Health ( importance of balanced diet, exercise, obesity, anaemia), attitude and behaviour, early and late maturity
- 3.4 Adolescent problems- Addictions (drugs, alcohol, mobile, gaming, social media), pre marital sex, teenage pregnancy, juvenile delinquency, Sexually Transmitted Diseases (STD's), depression and suicide, impulsive behaviours ( risks and accidents).

**Module 4 : Adolescence : Socialization 15**

- 4.1 Friendships - Importance, characteristics, types of friendships ( cliques, crowds, gang)

- 4.2 Relationship with family: Importance, causes of conflict with parents and siblings, Improvement
- 4.3 Relationship with peers: Importance, influence of peers
- 4.4 Gender equality: Concept and importance in socialization

**Sectional Work:**

1. Preparation of scrap book on Late Childhood
2. Preparation of scrap book on Adolescence.
3. Case Study-Late Childhood / Adolescence

**Internal Assessment**

**10 Marks**

1. Submission of scrap books -5 Marks
2. Viva-voice – 5 Marks

**References:**

- Dr. Khalane Shashikant, **वैकासिक मानसशास्त्र** (*Vaikasic Manasshashtra*)  
(*Marathi*), Atharv Publication, Dhule
- 2. Dr. Jadhv K. M., **वैकासिक मानसशास्त्र** (*Vaikasic Manasshashtra*) (*Marathi*), Diamand  
Publication, Pune
- 3. Hirave R. S. , Tadasare V. D. . **वैकासिक मानसशास्त्र** (*Vaikasic Manasshashtra*)  
(*Marathi*), Phadake Prakashan, Kolhapur
- 4. Santrock John. W : Life Span Development, McGrawhill higher education,  
Boston 2004
- 5. Laura E. Berk : Child Development Prentice Hall of India Private Ltd. New Delhi  
(India), 2007
- 6. Diane E. Papalia, Sally Wendkos, Ruth Duskin Felsman : Human Development,  
The McGraw Hill Company Limited, New Delhi, 2004.
- 7. Hurlock E. B. : Child Development, 6th Edition, International Student Edition.  
McGraw Hill Book Company, 1987.
- 8. Hurlock E. B. : Development Psychology, A life Span Approach. Tata Mc Graw  
- Hill Publishing Company Ltd. New Delhi., 1980
- 9. Steinberg L. and Belsky J. : Infancy, Childhood & Adolescence Development  
Context. McGraw - Hill, Inc. USA, 1991

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**B.A. Part - III Semester – V**  
**Home Science**  
**June 2020 onwards**

**Course – X. Space Planning and Design**

**TOTAL CREDITS: 05**

**THEORY: 03**

**PRACTICAL: 02**

**Total Marks – 50 (Theory - 40, Practical-10) (Each batch consisting of 10 to 12 students)**

**Workload: 7 lectures per week**

Theory: 3 Lectures per week

Practical: 4 Lectures per week per batch

**Objective:**

- 1.To enable the students to learn the concepts on space planning and design.
- 2.To enable the students to learn housing and interior environment and room by room space planning.

**Course Outcome:**

**Students will able to-**

1. prepare floor plan according to various income group.
2. utilizes the skills of Kitchen gardening and landscaping.

**THEORY**

**THEORY LECTURES: 45**

**Module I. Basic Concept in Space Planning and Design**

**07**

- 1.1 Concept of house and adequacy of space
- 1.2 Characteristics and Principles of Space Planning
- 1.3 Importance of Housing
- 1.4 Factors affecting of housing needs of the family

**Module II. Space Planning**

**08**

- 2.1 Factors in House planning- site selection (Soil, Health and Community facilities)
- 2.2 Types of houses
- 2.3 Symbols used in house plan
- 2.4 Types of House Plans.

**Module III Housing and Interior Environment**

**15**

- 3.1 Features of housing: Storage spaces, Kitchen, Terrace, Parking area, and Boundary walls.
- 3.2 Plumbing
- 3.3 Drainage facility.

**Module IV Room by Room space planning.****15**

- 4.1 Concept and Importance of room by room space planning.
- 4.2 Kitchen.
- 4.3 Drawing Room.
- 4.4 Bed Room
- 4.5 Other Area ; Balcony and passage

**Practical:****Practical Lectures:60**

1. Symbols used in House plan.
2. Draw ground floor plan for Low income group.
3. Draw ground floor plan for Middle income group.
4. Draw ground floor plan for High income group.
5. Space planning of kitchen and drawing room/ Bed room
6. Visit to Furniture mall Or Residential space.

**PRACTICAL ASSESSMENT: Internal Evaluation****Total Marks : 10****Scheme of Practical Assessment:**

Q. 1 Submission of Record book

**5 marks**

Q. 2 Draw ground floor plan for any income group

OR

Space planning of kitchen / drawing room/ Bed room

**Reference:**

1. 1. Mark Kerlen, Space planning Basics, 3<sup>rd</sup> Edition. John Willey and Amp.sons.
2. 2. Joseph De Chiara, Interior Design and Space, 2<sup>nd</sup> edition. Time Saver Standards
3. 3. Aadhunik Gruha Yojana va Antargat Sajavat (Marathi): Dr. Vairagade, Latakar, Mule; Vidya Publishers Aurangabad.
4. 4. Margaret G. and Greves Beryl, Fabric Furnishing Bulter, S. B.T. Batsford Ltd., London.
5. 5. Deongarikerry K.S., Interior Decoration in India.
6. 6. Encyclopedia of Interior Design and Decoration.
7. 4. Fauliner and Faulkner, Inside Todays Home, Helt Rinehort and Winstd, New York.
8. 5. Anna Rutt and Heng, Home Purnishing, Willey Eastern Pvt. Ltd., Delhi
9. 9. Purohit S.S., Home Gardening.

**10. Periodicals:**

1. Inside and Outside
2. Journal of Interior Design
3. Interior Architecture and Interior Design
4. Journal of Architecture, London

5. Human Factors: The Journal of Human factors and Ergonomics Society
6. International Journal of Occupational safety and Ergonomics

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**COURSE No. XI : Research Methodology in Home Science**

**Total Credits: 4**

Theory: 4 Credits

Total Marks: 50 (Theory-40,Sessional-10)

**Workload: 4 lectures per week**

Theory: 4 Lectures per week

**Objectives:**

1. To understand the concept and importance of research.
2. To understand the types, tools and methods of research.
3. To know the research application in Home science.

**Course Outcomes:**

Students will be able to -

1. understand the concept and importance of research
2. know tools and methods of research
3. apply research tools in Home Science

**Theory :**

**Theory Lectures-60**

**Module 1 : Introduction to Research**

15

- 1.1 Concept of Research
- 1.2 Need and Importance of Research
- 1.3 Types of Research
- 1.4 Steps of research

**Module 2: Research Methodology**

15

- 2.1 Concept and Types of data
- 2.2 Methods of Data collection

- 2.3 Sampling techniques
- 2.4 Interpretation of data - Measures of Central Tendency

**Module 3 – Researches in Home Science** 15

- 3.1 Scope of Home Science Education in Research
- 3.2 Facilities required for conducting research
- 3.3 Use of reference material
- 3.4 Report Writing - Concept and steps

**Module 4 – Thrust areas of Research in Home Science** 15

- 4.1 Food & Nutrition
- 4.2 Family Resource Management
- 4.3 Human Development & Family Studies
- 4.4 Textile Science and Apparel Construction
- 4.5 Communication and Extension

**Sessional works –** **Total 10 marks**  
Research Project on any topic related to Home Science

**Internal Assessment:**

Project Submission 05 marks  
Viva voce 05 marks

**References:**

- 1. Research Methodology – Kothari
- 2. Handbook of Statistics – Sukhatme
- 3. Statistical analysis for agricultural research – Gomez and Gomez
- 4. The quality of life : Valuation in social research – Mukharjee, R.

**Periodicals :**

- 1. Souvenir – HSAI
- 2. Souvenir – NSI

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**SYLLABUS**

**Choice Based Credit System**

**B.A. Part - III Semester – V**

**HOME SCIENCE**

**June 2020 onwards**

**DSE- COURSE E- I FASHION AND APPAREL DESIGNING**

**Total Credits: 6**

Theory: 4 Credits

Practical: 2 Credit

**Workload: 8 lectures per week**

Theory: 4 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

**Objective:**

1. To understand the elements and Principals of Design
2. To Develop Skill in constructing apparel as par Fashion trend

**Course Outcome:**

1. Student will be able to gain knowledge of elements and Principles of Design
2. Student will be able to Sketch of Garments
3. Student will be able to demonstrate the elements of apparel Constructions

**Theory:**

**Theory lectures: 60**

**Module I : Fashion Designing**

**15**

- 1.1 History of Fashion Designing, concept of Fashion.
- 1.2 Fashion Terminology
- 1.3 Factors influencing Fashion, Fashion Cycle
- 1.4 Sources of Fashion

**Module II : Adoption of Fashion**

**15**

- 2.1 Consumer groups – Fashion leaders - followers
- 2..2 Adoption Process- Trickle –Down Theory , Bottom up Theory and Trickle across Theory

**Module III : Design****15**

- 3.1 Elements and Principals of Design
- 3.2 Structural and applied design
- 3.3 Role of designer

**Module IV : Components of Apparel Construction****15**

- 4.1 Fabric ,Seems, Stitches ,Thread, Shaping Methods , dart ,equivalents
- 4.2 Sleeves Cuffs ,necklines collars Plackets Yokes Pockets.
- 4.3 Style variation : bodice skirts Trousers in Various Silhouettes.

**PRACTICAL****PRACTICAL LECTURES - 60**

1. Flat Sketching of garments
2. Study of collections of famous designers
3. Construction of skirt of self
4. Construction of skirt Top / kurta for self

**REFERENCE**

- Brown Patty ,Rice J, 1998, Ready to Wear Apparel Analysis Prentice Hall
- Tast S.L. Edwards M.S. 1982.
- .वैरागडे उज्ज्वला,अग्रवाल अन्विता ,वस्त्रशास्त्राचीसंकल्पनाव फॅशन डिझाईनिंग
- 2009 विद्या बुक्सपब्लिशर्सऔरंगाबाद .
- काळे सुनिता,वस्त्रशास्त्र ,पवन प्रकाशन ,परभणी
- झारापकर का.रा.शिवण शास्त्र भाग 1 व 2 नवनीत पब्लिकेशन्स मुंबई
- भिसे पद्मावती ,सोपे शिवणकाम ,मॅजेस्टीक बुकस्टॉल मुंबई
- हेगडे कृ.म.शास्त्रोक्त शिवणकला भाग १ व २ हेगडे टेलरिंग कॉलेज पुणे.

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**CBCS PATTERN**

**SEC III: Home Based Catering – I**

**(CREDITS: THEORY 2)**

**Course outcomes**

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

- 1. Understand the kinds of food service establishments**
- 2. Understand food production process**
- 3. Know the importance of hygiene and sanitization**
- 4. Know statewise Indian food and their history**

**Unit 1 Introduction to Food Service**

- Kinds of food service establishments
- Factors contributing to the growth of food service industry

**Unit 2 Food Production**

- Menu planning: Importance of menu, Factors affecting menu planning, Menu planning for different kinds of food service units
- Food Purchase and Storage
- Standardization of recipes
- Quality and Quantity of food preparation

**Unit 3 Hygiene and Sanitization**

- What is Hygiene
- Importance of hygiene and sanitization

**Unit 4 Indian Cookery**

- State wise Indian food & their history
  - a) Maharashtra
  - b) Gujarat
  - c) Rajasthan
  - d) Punjab

### **RECOMMENDED READINGS**

- West B Bessie & Wood Levelle (1988) Food Service in Institutions 6<sup>th</sup> Edition Revised By Hargar FV, Shuggart SG, &Palgne Palacio June, Macmillian Publishing Company New York.
- Sethi Mohini (2005) Institution Food Management New Age International Publishers
- Knight J B &Kotschevar LH (2000) Quantity Food Production Planning & Management 3<sup>rd</sup> edition John Wiley & Sons
- Philip E Thangam (2008) Modern Cookery for teaching and Trade Part I & II Orient Longman
- Taneja S and Gupta SL ( 2001) Enterpreneurship development, Galgotia Publishing

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**SYLLABUS**  
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Home Science  
June 2020 onwards

**COURSE XII : THERAPEUTIC NUTRITION**

**TOTAL CREDITS: 05**

**THEORY: 03**

**PRACTICAL: 02**

**Total Marks – 50 (Theory - 40, Practical- 10) (Each batch consisting of 10 to 12 students)**

**Workload: 8 lectures per week**

Theory: 3 Lectures per week

Practical: 4 Lectures per week per batch

**OBJECTIVES:**

1. To acquire ability regarding dietary treatment.
2. To modification in normal diet for various diseases.

**COURSE OUTCOME:**

After completion of the course-

1. Students will understand the etiology, clinical features , and types of various diseases.
2. Students will be able to modify normal diet according changing needs of various therapeutic conditions.

**THEORY:**

**THEORY LECTURES: 45**

**Module 1. Introduction to Therapeutic Nutrition**

**15**

1.1 Meaning and Objectives of Therapeutic Nutrition

1.2 Role of Dietician in Nutrition Care Process

1.3 Therapeutic adaptations of the normal diet

- a. Progressive diets—clear fluid, full fluid, soft and regular
- b. Method of Feeding-tube, pareneteral
- c. Modification of diet according nutrient requirement

**Module II: Etiology, clinical features, types and nutritional management of Infections and Fever** **15**

- 2.1 Typhoid
- 2.2 Tuberculosis
- 2.3 HIV

**Module III: Etiology, clinical features, types and nutritional management of G I Tract Disorders:** **07**

- 3.1 Diarrhoea
- 3.2 Constipation
- 3.3 Infective Hepatitis

**Module IV: Etiology, clinical features and nutritional management in following condition** **08**

- 4.1 Overweight and Obesity
- 4.2 Underweight
- 4.3 Eating Disorders: Anorexia Nervosa and Bulimia

**PRACTICALS:** **Practical Lectures:60**  
**Objectives:**

1. To develop in students, the basic concept of Nutrition care and Therapeutic nutrition.
2. To impart skills in planning and preparation of therapeutic diet.

**Practical 1.** Planning and preparation of Progressive diets—clear fluid, full fluid, soft and regular

**Practical 2.** Planning, preparation and nutritive value calculations of diet for Typhoid/Tuberculosis

**Practical 3.** Planning, preparation and nutritive value calculations of diet for Diarrhoea/Constipation and Infective Hepatitis

**Practical 4.** Planning, preparation and nutritive value calculations of diets for Obesity/Underweight

**PRACTICAL ASSESSMENT: Internal Examination** **Total Marks: 10**

**Scheme of Practical Assessment:**

- Q. 1 Submission of Record book **4 marks**
- Q. 2 Diet planning, preparation and nutritive value calculations of the following Therapeutic conditions (any one) **6 marks**  
( Diet plan, Preparation and Calculations 2 marks each)
  - Typhoid/ Tuberculosis/HIV
  - Diarrhoea/Constipation/Infection Hepatitis
  - Overweight / Obesity/ Underweight

**Refereces:**

1. Khanna, K, Gupta S, Seth, R, Passi, S. J, Mahna, R, Puri, S (2013). Text book of Nutrition• and Dietetics. Phoenix Publishing House Pvt. Ltd.
2. Mahan, L. K and Escott Stump, S (2013). Krause’s Food & Nutrition Therapy, 13thed. Saunders-Elsevier. Stacy, Nix (2009).
3. William’s Basic Nutrition and Diet Therapy, 13th Edition. Elsevier, Mosby.

4. ICMR (1999). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
5. Joshi Shubhangini H.(2012). Nutrition and Dietetics with Indian Case Studies,Tata McGraw Hill Education Private limited, New Delhi
6. Waghmare-Naik, Shobha(2010): *Aaharopchar Aani Samudayik Poshan(Marathi)*, Vidya Books Publishers, Aurangabad.
7. Shreelaxmi B.(2007). Dietetics: New Age International(P) Limited,Publishers, New Delhi.
8. Farkade Triveni s. and Gonge Sulabha S.(2010). *Poshan Aani Aaharshastra(Marathi)*, Pimpalpure and co. Publishers, Nagpur.

### **Periodicals:**

1. Asian Journal of Home Science
2. Indian Journal of Nutrition and Dietetics
3. Journal of Food Science and Technology
4. Indian Journal of Dairying, Food and Home Science
5. Indian Journal of Medical Research
6. American Journal of Clinical Nutrition
7. International Journal of Food Sciences and Nutrition
8. Journal of American Dietetics Association

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**Home Science**  
**June 2020 onwards**

**Paper Course XIII. Traditional Indian Textiles and Embroideries**

**Total Credits: 6**

**Workload: 8 lectures per week**

Theory: 4 Credits

Theory: 4 Lectures per week

Practical: 2 Credit

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

**Objective;**

1. To learn Traditional Textile and embroideries
2. To develop entrepreneurship skills in basic and traditional embroidery and stitches.

**Course Outcome:**

Students will be able to

1. understand the concept of Traditional Indian textile.
2. demonstrate skills in Traditional Indian Embroideries.
3. acquaint skill of basic and traditional embroidery.
4. develop entrepreneurship skills in traditional embroidery and stitches.

**Theory:**

**Theory lectures: 60**

**Module1 :Traditional Textiles of Maharashtra and Gujrat 15**

- 1.1 History, technique, designs and colour: Paithani of Maharashtra
- 1.2 History, technique, designs and colour: Patola of Gujrat

**Module2 :Traditional Textiles of Banaras and West Bengal 15**

- 2.1 History, technique, designs and colour: Brocades of Banasar
- 2.2 History, technique, designs and colour: Balucheri and Jamdani of West Bengal

**Module3 : Basic Indian Hand Embroidery Stitches 10**

- 3.1 Material required for Indian Hand Embroidery
- 3.2 Design and colour combination used in Hand Embroidery
- 3.3 Basic Hand Embroidery Stitches- Running, Back, Stem, Lazy-Dazy, Chain, French Knot, Feather, Bullion, Satin, Buttonhole and Herringbone Stitch

**Module4 :Traditional Indian Hand Embroideries 20**

History, Motiffs, Colour Combinations, Types of Threads and Stitches used in-

- 4.1Kantha of West Bengal
- 4.2 Kasuti of Karnataka
- 4.3 Chikankari of Utter Pradesh

#### 4.4 Kaida of kashmir

#### **Practicals:**

**Practical lectures; 60**

1. Material used in Indian Hand Embroidery.
2. Selection, drawing and tracing of motifs.
3. Preparation of embroidery samples of the following Stitches:

Running, Back, Stem, Lazy-Dazy, Chain, French Knot, Feather, Bullion, Satin, Buttonhole and Herringbone Stitch

4. Preparation of samples of the following:

1. Kantha of West Bengal
2. Kasuti of Karnataka
3. Chikankari of Uttar Pradesh
4. Phulkari of Panjab

**Methods of Evaluation: Internal Practical Examination**

**Total marks : 10**

#### **Nature of Question Paper**

**Q.1: Record Book**

**04 marks**

**Q.2: Preparation of the following sample (Any One)**

**06 marks**

Basic Hand Embroidery Stitches (Minimum Four Stitches)

OR

Kantha/Kasuti/Chikankari/Phulkari

(06 marks: 02 marks for colour combination, 02 marks for stitches uses, 02 marks for finishing and neatness)

Reference:

1. The Costumes and Textiles in India, By Bhushan Brij Jamila, 1958, D.B. Taraporwala Sons and Co. Ltd, Bombay
2. The Kanthas of Bengal, By Dhamija Jasleen, 1971, The Times of India Annual.
3. Indian Embroideries, By Irwin and Hall, published by S.R. Bastikar, P.B. 28, Ahmedabad

4. Kasuti of Karanataka, By Joshi Indira Popular prakashan , Bombay,1963
5. Indian Embroidery By Savitri Pandit
6. Traditional Indian Textiles by Parul B. Abhishek Publications
7. Colourful Textiles of Rajasthan by Gulab Kothari Jaipur Printers

References:

1. Bajaj Amrit ,Creating Sketching for Embroidery,Sonali Publications New Delhi.
2. Naik Shailaja,Traditional embroideries of India,A.P.H.Publishing Corporation New Delhi.
3. Irwin and Hall, Indian Embroideriespublished by S.R.Bastikar, P.B. 28, Ahmedabad
- 4 Joshi Indira .Kasuti of Karanataka1963Popular prakashan , Bombay
- 5 .Parul B. . Traditional Indian Textiles Abhishek Publications
- 6.Dhamija JasleenTheKanthas of Bengal 1971, The Times of India Annual.
7. Kothari Gulab. Colourful Textiles of Rajasthan, Jaipur Printers
- 8 The Costumes and Textiles in India, By BhushanBrij Jamila, 1958,
- 9 D.B.Taraporwala Sons and Co. Ltd, Bombay
- 10 Indian Embroidery BySavitriPandit
- 11 Choudapurkar Anita, कर्नाटकी कशिदा, स्वाती प्रकाशन, पुणे, २०१०
- 12 Tyagi Anita, Traditional Indian textiles, Sonali Publications, New Dehil, 20  
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**B.A. Part - III      Semester-VI**  
**Home Science**  
**June 2020 onwards**  
**DSE Course XIV. Introduction to Guidance and Counselling**

**Total Credits: 4**

Theory: 4 Credits

Total Marks:50 (Theory-40,Sessional-10)

**Workload : 4 lectures per week**

Theory : 4 Lectures per week

**Objectives :**

- 1.To create awareness about concept of guidance and counselling.
2. To understand the qualities and skills of a good counsellor.
- 3.To acquaint with different counselling process and techniques and application.

**Course Outcomes:**

**The course enables students -**

- 1.To understand the basic concepts of guidance and counselling and its importance
- 2.To know the qualities and skills of a good counsellor
- 3.To become aware of the ethical and professional issues
- 4.To understand the process of counselling
- 5.To get acquainted to educational and family counselling , role of teachers and its application in schools and colleges
- 6.To become aware of the application of counselling for parents, families, in marriage and career

**Theory:**

**Theory Lectures: 60**

**Module 1 : Introduction to Guidance and Counselling**

**15**

- 1.5 Definition and importance of Guidance and Counselling, difference between guidance and counselling.
- 1.6 Goals of Counselling
- 1.7 Professional and Ethical Issues
- 1.8 Characteristics and skills of a counsellor
- 1.9

**Module2 : Counselling Process and techniques.**

- 2.1 Preparation of Counselling
- 2.2 Counselling relationship
- 2.3 Techniques of counselling.
- 2.4 Factors affecting the counselling process

**Module 3 : Educational Counselling**

**15**

- 3.1 Counselling the Elementary school child
- 3.2 Counselling High school child
- 3.3 Counselling college student
- 3.4 Role of teacher in Counselling

**Module 4 : Counselling Application****15**

- 4.1 Family Counselling
- 4.2 Pre-marital and Marital Counselling
- 4.3 Career Counselling
- 4.4 Counselling for special children's.

**Sessional work:****10****Marks**

1. Preparation of resource file.
2. Visit to family court/ counselling centres/counselling centres for special children's and report writing

**References:**

- Rao N.S. (2006), Counselling and Guidance, ISBN 0-07-460474-0, Tata McGraw Hill Publishing Co. Ltd., New Delhi, India
- Gibson L.R., Mitchell H.M. (2005), Introduction to Counselling and Guidance, ISBN 81-297-1029-3, Pearson Education (Singapore) Pvt. Ltd., New Delhi India.
- "Marriage and Family in India", Kapadia K.M., Oxford University Press, Bombay.
- Marriage and Family Development, Durall, E.M. (1977), Lippincott Co., Philadelphia.
- Courtship, Marriage and Family, Dyer E.D. (1983), American Style, The Dorsey Press, Illinois.
- Personal Adjustment, Marriage and Family, Landis J.T. and Landis M.G., Prentice Hall International INC. 1975.
- Encyclopedia of Marriage and Family.
- The family, its structures and functions, Coser Rose (1975). Mcmillion Publication, New York.
- Counselling Psychology, Narayanrao S. (1991), 2<sup>nd</sup> edition, Reprint 2001, Tata McGraw Hill Publishing Company, New Delhi.
- The Indian Family in Transition, Augustine, J.S., Vikas Publishing House, New Delhi.
- Family and its relationship, Skinner

**Periodicals:**

1. Journal of Home Science, Vadodara
2. Research Reach, SNDT, Mumbai
3. Family

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**HOME SCIENCE,**  
**June 2020 onwards**  
**COURSE – XV. ENTERPRENEURSHIP DEVELOPMENT**

**Total Credits: 4**

Theory: 4 Credits

**Total Marks:50** (Theory-40,Sessional-10)

**Workload: 4 lectures per week**

Theory: 4 Lectures per week

**OBJECTIVES:**

1. To acquaint the students regarding entrepreneurship.
2. To understand qualities and problems of women entrepreneur.
3. To know scope of Home Science Education for entrepreneurship development

**COURSE OUTCOME:**

Students will be able to

1. Understand the concept of entrepreneurship
2. Prepare project proposal for new enterprise
3. Understand the policies and schemes of Go's and NGo's regarding start up of enterprise

**Theory:**

**Theory Lectures-60**

**Module 1. Entrepreneur 15**

- 1.1 Meaning and Definition of Entrepreneur
- 1.2 Qualities of Successful Entrepreneur
- 1.3 Types of Entrepreneur
- 1.4 Obstacles to Become an Entrepreneur
- 1.5 Challenges Before existing Entrepreneur

**Module II. Entrepreneurship Development 15**

- 2.1 Entrepreneurship - Concept, Definition and Importance
- 2.2 Entrepreneurship Development -Concept, Objective and Scope
- 2.3 Process of Entrepreneurship Development
- 2.4 Problems of Entrepreneurship Development

**Module III: Women Entrepreneurship 15**

- 3.1 Concept and Functions of Women Entrepreneurship
- 3.2 Qualities of Women Entrepreneur
- 3.3 Problems and Remedies for Women Entrepreneurship
- 3.4 Recent Trends in Women Entrepreneurship

**Module IV: Entrepreneurship Through Home Science Education** **15**

- 4.1 Scope of Home Science Education for Entrepreneurship
- 4.2 Micro, Small and Medium Enterprises – Definition, Importance, Problems
- 4.3 Policies and Schemes for Micro, Small and Medium Enterprises

**PRACTICALS:** **60**

- Practical 1.** Preparation of detail Project Report on any related topic
- Practical 2.** Study Visit to any Small or Large Scale Industry
- Practical 3.** Interview of Successful Women Enterprises in the Relevant Field
- Practical 4.** One week training for skill development in any field and submission of report

**Internal Assessment:** **Total Marks: 10**

**Scheme of Practical Assessment:**

- Q. 1 Submission of Record Book **05 marks**
- Q. 2 Submission of Training Report with Viva-Voce **05 marks**

**References:**

1. Taneja and Gupta S.L., Entrepreneurship Development, New Venture Creation, Galgeha Publication Company, New Delhi.
2. Desai V., Entrepreneurship Development, Himalaya publication House, Mumbai.
3. Khanna and Chand Company Ltd., Entrepreneurial Development, Ram Nagar New Delhi.
4. Deshpande Manohar Entrepreneurship of Small Scale Industries, Deep and Deep Publication New Delhi.
5. Dr. A.K. Gawai, Fundamentals of Entrepreneurship- Fadake Prakashan, Kolhapur.
6. सुधीर सेवेकर, उद्योजकता, संकल्पना आणि प्रेरणा
7. डॉ. जितेंद्र अहिरराव उद्योजकता, चिन्मय प्रकाशन औरंगाबाद
8. डॉ. शहा एन. व्ही., उद्योजकतेची मुलतत्वे, निराली प्रकाशन, पुणे

**PERIODICALS:**

1. Maharashtra Journal of extension education.
2. उद्योजक MITCON, AURANGABAD .
3. संपदा , मराठा चेंबर ऑफ कॉमर्स , मुंबई.

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**SYLLABUS**  
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**B.A. Part – III Semester -VI**  
**HOME SCIENCE,**  
**June 2020 onwards**

**DSE Course – XVI. Extension For Development**

**Total Credits: 4**  
**week**

Theory: 4 Credits

Total Marks:50 (Theory-40,Sessional-10)

**Workload: 4 lectures per**

Theory: 4 Lectures per week

**Objectives:**

- 1.To understand the concept of Education, Communication and Extension Education.
- 2.To know the principles and use of teaching methods.
3. To realize the use of the means of communication.

**Course Outcomes:**

The students will be able to-

1. understand the concept of extension for development
2. apply the principles and use of extension teaching methods
3. utilise the means of communication for extension development

**Theory :**

**THEORY LECTURES: 60**

**Module 1: Education & Communication**

**15**

- 1.1 Teaching – Definition and Principles
- 1.2 Learning – Definition and Principles
- 1.3 Education – Definition, Meaning and Types

**Module 2: Extension Education**

**15**

- 2.1 Introduction, Definition and Objectives
- 2.2 Principles of Extensions education
- 2.3 Extension Education process
- 2.4 Extension workers: Definition and Qualities

**Module 3:. Extension Teaching Methods**

**15**

- 3.1 Definition and Classification of Extension Teaching methods
- 3.2 Individual Contact Methods – Farm & home visit, Telephone call, Personal letters
- 3.3 Group Contact Methods – General meeting, Lecture, Demonstration, Workshop, Seminar, Conferences, Symposium
- 3.4 Mass contact methods – Radio, TV, Film shows, Puppet show, Drama, Street play

**Module 4. Means of Communication in Extension Education**

**15**

- 4.1 Communication – Definition, Process, Types
- 4.2 Audio visual aids - Meaning and Classification
- 4.3 Non projected Aids: Posters, Boards, Graphs, Charts, Flash cards, Exhibition, Booklets and Models
- 4.4 Projected Aids: LCD, Interactive board
- 4.5 Means of Advance Communication : ICT and Social Networking

**Sessional Work:**

1. Preparation of Chart /Poster
2. Preparation of Flash card/Folder
3. Preparation of Booklet/Model

**Internal Assessment:**

Project submission  
Viva -voce

**10 marks**  
05 marks  
05 marks

**References:**

1. Dhama O.P. and Bhatnagar O. P., (2003), Education for Communication, New
2. Kumar and Hansra, (1997), Extension Education for Human Resource Development, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi
3. Barker, L. (1990), 'Communication', New Jersey, Prentice Hall, Inc, 171
4. Devito, J. (1998), Human Communication, New York; Harper and Row
5. Patri and Patri (2002); Essentials of Communication, Greenspan Publications
6. A. Adivi Reddy, Extension Education
7. A. S. Sandhu, Text Book on Agricultural Communication
- 8 वैरागडे,मुळे (२०१२) सामुदायिक विकास,विस्तार शिक्षण व महिला सबलीकरण विद्या बुक्स पब्लिशर्स औरंगाबाद.
- 9 फरकाडे ,गोंगे(२००२) गृहविज्ञान विस्तार विद्या प्रकाशन नागपूर.

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June 2020 onwards

**DSE- COURSE No .E -2 Bakery Science**

**TOTAL CREDITS: 05**

**THEORY: 03**

**PRACTICAL: 02**

**Total Marks – 50 (Theory - 40, Practical- 10)**

**Workload: 8 lectures per week**

Theory: 3 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

**Objectives:**

1. To impart Students with Knowledge related to bakery Science.
2. To introduce them to the techniques of cakes, biscuits and pastry Processing.

**Course Outcomes:**

Students will be able to

1. understand the knowledge of bakery Science.
2. apply the techniques of cake,pastry and biscuit in own bakery business .
3. understand the concept of Food Safety & cost Control.

## **THEORY**

**THEORY LECTURES : 45**

### **Module I : Bakery Industry**

**05**

Bakery industry and its scope in the Indian economy.  
Present Trends and Prospects.

### **Module II : Cake and Pastry Science**

**20**

Preparation of cakes – types of cakes  
Ingredients used ; methods of batter  
Preparation ; steps in cake making ;balancing of  
Operational faults in cake Processing and the remedial measures  
Preparation of Pastry –  
types of Pastries (Short Crust Puff / Flaky and choux Pastry ) ; ingredients; Processing  
and evaluation  
Faults and remedies.

### **Module IV : Biscuit and Cooking Science**

**10**

Preparation of biscuits and cooking Types ; ingredients Processing and evaluation.

### **Module V : Food Safety & cost Control**

**10**

Key terms , factors affecting food Safety.  
Food additives used in baking.  
Cost control – food cost labour cost & other costs.

## **PRACTICAL**

**PRACTICAL LECTURES : 60**

### **Objective :**

To equip Students With the necessary skill for cake biscuits and Pastry  
Processing.

1. Weights and measures selection of raw material.
2. Preparation Sensory evaluation and Packaging of cakes
  - Fatless sponge cakes
  - Shortened cakes
  - Eggless cakes
  - Muffins and brownies
3. Preparation sensory evaluation and Packaging of Pastries
  - Short crust
  - Puff / flaky
  - Choux pastry
4. Preparation sensory evaluation and Packaging of biscuits

### **References:**

- Dubey SC Basic Baking Science and Craft Society of Indian Bakers ,Delhi 2007.
- Encyclopedia of Food Science and Technology ,Academic Press.1993.

- Khanna K Gupta s, Seth R, Mahana R, Rekhi T. The Art and Science of Cooking Phoenix Publishing House Private Limited ,Delhi.2004.
- Matz A. Bakery Technology and Engineering CBS Publishers,Delhi1998
- Da^ . rajakumaar kaMbaLo - Anna saMrxaNa maohtha ,piblaiSaMga ha}sa puNao
- BaalacaMd` jaaosal - fla saMrxaNa

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B .A. PART –III CBCS Syllabus with effect from June 2020

**REVISED SYLLABUS (SEMESTER PATTERN) FOR B.A. III – HOME SCIENCE  
CBCS PATTERN**

**SEC IV: Home Based Catering – II**

**(CREDITS: THEORY2)**

**Course outcomes**

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

- 1. Understand types of food service systems**
- 2. Understand resources required for food service systems**
- 3. How to plan and make a good project proposal**
- 4. Understand marketing and selling strategies**

**Unit I Food Service Systems**

- Types of food service systems

- Conventional
- Commissary
- Ready prepared
- Assembly/serve.

- Do’s&Don’ts in home-based catering

**Unit 2 Resources**

- Money

- Manpower
- Time
- Facilities and equipment
- Utilities

### **Unit 3 Planning of A Food Service Unit**

#### **• Preliminary Planning**

Survey of types of units, identifying customers, menu, operations and delivery

#### **• Planning the set up:**

- a) Identifying resources
- b) Developing Project plan
- c) Determining investments
- d) Project Proposal

### **Unit 4 Marketing & Selling strategies**

#### a) Marketing strategies –

1. Product strategy
2. Service strategy
3. Pricing strategy

#### b) Selling Strategies –

- 1: Build a Genuine Relationship with Your Prospect.
- 2: Give Before You Take.
- 3: Demonstrate Your Expertise and Credibility.
- 4: Use Time-Based Deadlines.

### **RECOMMENDED READINGS**

- West B Bessie & Wood Levelle (1988) Food Service in Institutions 6<sup>th</sup> Edition Revised By Hargar FV, Shuggart SG, &Palgne Palacio June, Macmillian Publishing Company New York.
- Sethi Mohini (2005) Institution Food Management New Age International Publishers
- Knight J B &Kotschevar LH (2000) Quantity Food Production Planning & Management 3<sup>rd</sup> edition John Wiley & Sons
- Philip E Thangam (2008) Modern Cookery for teaching and Trade Part I & II Orient Longman
- Taneja S and Gupta SL ( 2001) Entrepreneurship development, Galgotia Publishing

