

**Model Curriculum
of
B.A/ B.Sc Home Science
as a Major (Honours)
3rd and 4th Semester
(Model II A)**

Karnataka State Higher Education Council



Government of Karnataka

Model Curriculum

Program Name	B.A/B.Sc. Honours'	Total Credits for the Program	265 Credits
Discipline Core	Home Science	Starting year of implementation	2021-22

Program Outcomes: At the end of the program the student should be able to:

(Refer to literature on outcome-based education (OBE) for details on Program Outcomes)

- PO1. Deliver quality tertiary education through learning while doing.
- PO2. Reflect universal and domain-specific values in Home Science.
- PO3. Involve, communicate, and engage key stakeholders.
- PO4. Preach and practice change as a continuum.
- PO5. Develop the ability to address the complexities and interface among of self, societal and national priorities.
- PO6. Generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- PO7. Instill both generic and subject-specific skills to succeed in the employment market.
- PO8. Foster a genre of responsible students with a passion for lifelong learning and entrepreneurship.
- PO9. Develop sensitivity, resourcefulness, and competence to render service to families, communities, and the nation at large.
- PO10. Promote research, innovation, and design (product) development favouring all the disciplines in Home Science.
- PO11. Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
- PO12. Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science – Resource Management, Food Science and Nutrition,
- PO13. Textiles and Clothing, Human Development and Family Studies and Extension and Communication

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	25	25
Projects	-	-
Experiential Learning (Internships etc.)	-	-

Contents of Courses for BA/B.Sc. Home Science as Major Subject

Model II A

Semester	Course Name	Course Category	Theory / Practical	Credits	Paper Title	Marks	
						S. A	I.A
3.	HSCT3.1	DSC- A3	Theory	4	Early Childhood Care and Education	60	40
	HSCP3.1		Practical	2	Early Childhood Care and Education	25	25
	HSCT3.2	OE-3	Theory	3	Fundamentals of Interior Decoration	60	40
4.	HSCT4.1	DSC- A4	Theory	4	Introduction to Textiles	60	40
	HSCP4.1		Practical	2	Introduction to Textiles	25	25
	HSCT4.2	OE-4	Theory	3	Fashion Designing	60	40
Exit Option with Diploma in Home Science (100 Credits)							

Note: In Semester 3 open elective has been changed from Income Generating skills to Fundamentals of Interior Decoration



Government of Karnataka

Model Curriculum

Program Name	BA/BSc Home Science		Semester	Third Sem
Course Title	Early Childhood Care and Education (Theory)			
Course No.	HSCT3.1	DSC A-3	No. of Credits	4+2
Contact hours	52Hrs		Duration of SEA/Exam	2 Hours
Formative Assessment Marks	40		Summative Assessment Marks	60

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

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

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. Analyse curriculum models and pedagogical approaches in early childhood education.
5. Create developmentally appropriate programs for young children.

Content	52Hrs
Unit-I Early Childhood Care and Education	13 Hrs
Chapter 1 Meaning, Importance and Need for ECCE, Objectives of ECCE.	2 Hrs
Chapter 2- Types of ECCE Programmes – Day care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche and Play Group	4 Hrs
Chapter 3- Historical overview of Early Childhood Care and Education – Contributions of Western and Indian Educators- Gandhiji, Montessori, Froebel, and John Dewey	5 Hrs
Chapter 4- Policies and Contributions of Agencies to ECCE in India	2 Hrs
Unit -II - Organizational Setup and Material Management	13 Hrs
Chapter 5: Organizational Setup and Material Management – Place/Building/Space – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, playground, storage	5 Hrs

Chapter 6: Equipments and Materials required for Play and Learning – Selection and Care of equipments; Equipments needed for Urban and Rural preschools.	4 Hrs
Chapter 7: Curriculum models and Programme Planning – Meaning of curriculum, curriculum models, Programme planning – Principles, Types and Factors influencing Programme planning, Programme evaluation	4 Hrs
Unit -III	13 Hrs
Chapter 8: Activities for Young children in ECCE – Age/Developmentally appropriate activities, Art and creative activities, Music and Rhythmic Activities, Mathematic, Language and Communication activities; Nature and Science Activities.	5 Hrs
Chapter 9: 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.	4 Hrs
Chapter 10: Parent Education and Involvement – Needs and Importance, Methods, Planning, Implementing and Evaluation of parent education program.	4 Hrs
Unit -IV	13 Hrs
Chapter 11: Personnel Management – Personnel required in ECCE centre – Selection and recruitment, qualities, roles, duties and responsibilities; Supervision and monitoring, Evaluation of personnel – Cooperation and Coordination of personnel	8Hrs
Chapter 12: Documentation and Financial Management – Importance and Principles of Record keeping, Types of records; Financial allocations and budgetary considerations, budget making and Resource generation avenues	5 Hrs

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

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)											
	1	2	3	4	5	6	7	8	9	10	11	12
1 Explain the importance of early childhood years and significance of intervention programs for early childhood development.		X		X	X						X	
2. Describe the historical developments –global and Indian including the current programs and policies in ECCE								X	X		X	

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)											
	1	2	3	4	5	6	7	8	9	10	11	12
3. Identify various indigenous(Indian) models of Early Childhood Education and apply it to understand the current early childhood								X		X		X
4. Analyze curriculum models and pedagogical approaches in earlychildhood education.			X	X				X				
5 Create developmentally appropriateprograms for young children.			X	X					X			

Pedagogy-Theory

Formative Assessment :40 MARKS	
Assessment Occasion/ type	Weightage in Marks
Test 1	15
Test 2	15
Assignment / Project	5+5
Total	THEORY 60 MARKS + 40 Marks =100

Course Title	Early Childhood Care and Education (Practical)	Practical Credits	2
Course No.	HSCP3.1	Contact Hours	52/13 sessions
List of Experiments to be conducted			
Unit-I: Visit to Nursery School, Day Care/ Crèches, Anganwadi/ Balwadi – Observe the early childhood education programme and write a report			4 Hrs
Unit-II: Plan and prepare teaching aids for physical development, storytelling, creative activities, nature and science activities			15 Hrs
Unit-III: a) Develop low cost and indigenous play materials for cognitive development b) Prepare a Scrap Book/picture book/ resource book for toddlers			6 Hrs

Unit-IV: a) Plan daily schedules on any three themes used in the ECE b) Design a parent handbook/ brochure to provide information about an early childhood education centre	5 Hrs
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Pedagogy-Practical:

Formative Assessment :25 MARKS	
Assessment Occasion/ type	Weightage in Marks
Test 1	15
Test 2	15
Assignment / Project	5+5
Total	Exam 25 Marks + IA 25 Marks =50

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	OECD. (2004). Curricula and pedagogies in early childhood education and care. Retrieved from http://www.oecd.org/education/school/31672150.pdf
4	Burtonwood, N. (2002). Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society. Pedagogy, Culture and Society. 10(3), 367-387.
5	Clarke, P. (2001). Teaching & learning: the culture of pedagogy. New York: Sage
6	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
7	Moyles, J. & Hargreaves, L. (1998). The primary curriculum. Learning from international perspectives. London: Routledge
8	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.

References	
9	NCERT (2007). Handbook of arts in education
10	Neuman, S., Dwyer, J. & Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House.

Date:

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Program Name	B.A/B.Sc Home Science		Semester	Third Sem
Course Title	Fundamentals of Interior Decoration (Theory)			
Course No.	HSCT3.2	OE-3	No. of Credits	3
Contact hours	45 Hrs		Duration of SEA/Exam	2Hours
Formative Assessment Marks	40		Summative Assessment Marks	60

Course Pre-requisite(s): Standard 12 and its equivalence with minimum 35%	
Course Outcomes (COs): At the end of the course the student should be able to: 1. Appreciate growth and development of interior design and decoration in India 2. Enabling students distinguish between Interior decoration and Interior design 3. Analyse place of elements and principles in interior designing 4. Use of Accessories in interiors	
Content	45 Hrs
Unit-I Interior Design vs. Interior Decoration	
1.1 Interior Design and Interior Decoration: concept and basic differences 1.2 Aims of Interior Design: Beauty, Expressiveness and Functionalism 1.3 Interior decoration in India: History	5 Hrs
Unit -II - Fundamentals in Designing	
2.1 Design: Definition and classification, Structural and Decorative design – importance and requirements of good structural design. Classification of decorative design- naturalistic, conventional, geometric, and abstract. 2.2 Elements of Art- Line- meaning and definition, types; Shape and form; Texture – meaning and classification- tactile and visual textures; Light- types	15 Hrs
2.3 Colour –The Prang Colour System, Dimensions of Colour, Colour schemes (related, contrasting), consideration for the choice of colour in different rooms.	15 Hrs

2.4 Principles of design - Balance: meaning and definition, classification - Rhythm: meaning and definition, types - Emphasis– meaning and definition, types, and methods of achieving - Proportion: meaning and definition, - Harmony: meaning and definition, methods of achieving.	
Unit -III Accessories in Interiors	
3.1 Accessories: Definition and importance Classification – functional, decorative and both	10 Hrs
3.2 Selection and placement of accessories	
3.3 Types of accessories	

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

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)											
	1	2	3	4	5	6	7	8	9	10	11	12
Know the elements of Art			X		X							
Understand the use of Light in interiors.				X	X							
Acquire skills to formulate colour schemes in interiors.							X	X				
Explore the principles of design							X		X			
Skills in arranging and placement of accessories.					X		X					

Pedagogy

Formative Assessment :40 MARKS	
Assessment Occasion/ type	Weightage in Marks
Test 1	15
Test 2	15
Assignment / Project	5+5
Total	60 Marks + 40 Marks =100

References	
1	Gandotra, V., Shukul, M., and Jaiswal, N .(2010-11). Introduction to Interior Design & Decoration. New Delhi: Dominant Publishers and Distributors. (ISBN No.81-7888-295-7)
2	Goldstein., and Goldstein, V. (1967).Art in Everyday Life. New Delhi: Oxford and IBH Publishing Co.

3	Kasu, A.A (2005).InteriorDesign. Delhi: Ashish Book Centre
References	
4	Mullick, P. (2016).Text Book of Home Science.(4th Ed.).Kalyani Publishers(ISBN13 9789327262766)
5	Seetharaman, P., and Pannu, P.(2010). Interior Design and Decoration.New Delhi : CBS Publishers & Distributors Pvt. Ltd(ISBN No. 81-239-1192-0).
6	Bhatt,P. (2011). Foundation of Art and Design. Mumbai: The Lakhani Book Depot.
7	Gandotra, V. ,Shukul, M., and Jaiswal, N .(2010-11). Introduction to Interior Design & Decoration

Date:

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Program Name	B.A/B.Sc Home Science		Semester	Fourth Sem
Course Title	Introduction to Textiles (Theory)			
Course No.	HSCT4.1	DSC A4	No. of Credits	4+2
Contact hours	52 Hrs		Duration of SEA/Exam	2 Hours
Formative Assessment Marks	40		Summative Assessment Marks	60

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 fiber, yarn and fabrics.
5. To introduce the basic scientific concepts related to processing and production of textiles.

Content	52Hrs
Unit-I Textile, Yarn and Fabric Construction	16 Hrs
Chapter 1 Meaning, Importance and Scope of Textiles, Classification of Natural and Manmade fiber.	2 Hrs
Chapter 2- Manufacturing process and properties of Cotton, Silk, Wool, Nylon, Polyester, Classification of Yarns, Yarn Twists and Counts	8 Hrs
Chapter 3- Parts of a Basic Loom – Shuttle, Heddle, Reed, Warp beam & Cloth Beam Basic; Weaving operation – Shedding, Picking, Beating, taking in and Letting off	2 Hrs
Chapter 4- Basic Weaves – Plain Weave, Basket Weave, Rib, Twill, Satin, Fancy weaves –Leno, Pile and Jacquard.	4 Hrs
Unit -II - Finishing	12 Hrs
Chapter 5: Objectives, Classification Finishes - Aesthetic Finishes (Singing, Bleaching, Mercerization, Tentering, Shrinking, Weighting, Calendaring, Sizing, Embossing and Napping).	7 Hrs

Chapter 6: Finishes for enhancing special character-Functional Finishes (Fireproof, Waterproof, proof, and Mildew proof)	5 Hrs
Unit -III Care of Clothing	6 Hrs
Chapter 7: Laundering of Cotton, Silk and Wool and Storage	4 Hrs
Chapter 8: Dry Cleaning – Meaning, Methods and Advantages & Disadvantages.	2 Hrs
Unit -IV Processing of Fabric	18 Hrs
(a) DYEING	4 Hrs
Chapter 9: Introduction, Principles of dyeing, Methods of dyeing (dope, fiber, yarn, fabric and garment)	
Chapter 10: Synthetic Dyes: (Direct, Azoic, Basic, Vat, Solubilized vat dyes, Sulphur, Acid, Mordant, Natural, Reactive and Disperse)	5 Hrs
Chapter 11: Natural Dyes: (Classification, their application and ecological concern)	4 Hrs
(b) PRINTING	4 Hrs
Chapter 12: Introduction to printing and Various methods of Printing	
Chapter 13: Difference between Dyeing and Printing.	1 Hrs

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

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)											
	1	2	3	4	5	6	7	8	9	10	11	12
Understand the structure and production techniques of various natural and manmade fibers and their physical properties.			X	X			X					
Understand the various conventional and non-conventional techniques of yarn spinning.				X				X				
Demonstrate an understanding of various types of fabric forming methods.	X			X				X				
Gain understanding of quality parameters for fibre, yarn, and fabrics.			X	X			X					
To introduce the basic scientific concepts related to processing and production of textiles.			X				X	X				

Pedagogy-Theory

Formative Assessment :40 MARKS	
Assessment Occasion/ type	Weightage in Marks
Test 1	15
Test 2	15
Assignment / Project	5+5
Total	THEORY 60 MARKS + 40 Marks =100

Course Title	Introduction to textiles (Practical)	Practical Credits	2
Course No.	HSCP4.1	Contact hours	52 hrs / 13 Sessions

List of Experiments to be conducted
1. Fiber Identification Test- A) Visual test. B) Solubility test. C) Burning test and D) Microscopic test (Cotton, Silk, Wool, Rayon, Polyester & Nylon fibers) 2. Yarn Identification- Single, Ply, Cord, elastic, Monofilament, Multifilament and Spun Yarn 3. Identification of fiber, yarn, weave, print & dyeing 4. Weaving- Making samples of the following: A) Plain- Basket Ribbed. B) Twill- Even and Uneven C) Sateen Warp and Weft Face 5. Dyeing & Printing –Block/spray/stencil/tie &dye/batik 6. Visit to spinning/weaving/dyeing/printing unit

Pedagogy-Practical:

Formative Assessment : 25 MARKS	
Assessment Occasion/ type	Weightage in Marks
Test 1	15
Test 2	15
Assignment / Project	5+5
Total	Exam 25 Marks + IA 25 Marks =50

References	
1	Hollen and Saddler J (1995): Textiles latest Ed., Mac Millan and Co., New York.
2	Mullick P.,(2012), “Text Book of Home Science ”Kalyani Publishers. New Delhi.
3	Potter and Cob man “Fiber to Fabric”.
4	Dorothy Burhan “A Textile Terminology”
5	Hert K.P.” Textiles fibers and their use”, IBH Publishing co.
6	Durga.Denikar “Household Textiles and Laundry” Abnaram L Sons Delhi.
7	Corbman. B. P (2001): Textile Fiber to Fabric, McGraw Hill, New York
8	Peter. R. Lord, (2003). Handbook of Yarn Production, Wood head Publishing Ltd, England.
9	Kothari, V. K, (2010). Progress in Textile Science, Vol I, II and III, IAFL Publications, New Delhi.
10	Seema Sekhri, (2011). Textbook of Fabric Science, Fundamentals to finishing, PHI Learning Private limited, New Delhi.

Date:

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Program Name	B.A/B.Sc Home Science		Semester	Fourth Sem
Course Title	FASHION DESIGNING (Theory)			
Course No.	HSCT4.2	OE-4	No. of Credits	3
Contact hours	45 Hrs		Duration of SEA/Exam	2 Hours
Formative Assessment Marks	40		Summative Assessment Marks	60

Course Pre-requisite(s): Standard 12 and its equivalence with minimum 35%	
Course Outcomes (COs): At the end of the course the student should be able to: 1. To obtain basic knowledge on Fashion and Fashion terminology 2. To acquire conceptual knowledge of elements and principles of design. 3. To enable students to gain knowledge of design, textile design and fashion. 4. To understand the fashion design concept and process. 5. To obtain knowledge on fashion designers	
Content	45 Hrs
Unit-I- Introduction to Fashion	
1.1 Fashion – Definition, Classification, terminologies, 1.2 Fashion cycle, Factor influencing the fashion trends, 1.3 Fashion psychology and forecasting	5 Hrs
Unit -II- Elements and Principles of Design	
2.1 Introduction to textile, Textile terminology 2.2 Textile fibres and their classification, physical and chemical properties of fibres. 2.3 Elements of Design and colour– Definition, Types, Elements, Principles and its application in dress design in dress design. 2.4 Selection of suitable clothing and design, factors affecting selection of clothing, Clothing of different age groups.	25 Hrs

Unit -III- Fashion Design	
3.1 Fashion illustration: - Definition, terminology, importance and theories, tools for fashion drawing, sketching principles, Human anatomy: - Basic human proportion of male and female.	15 Hrs
3.2 Illustration for apparels using the themes- Casual, formal, ethnic, office wear, winter, summer, and spring	
3.3 Fashion Designer – meaning, classification, Male and Female Designers of National repute	

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

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)											
	1	2	3	4	5	6	7	8	9	10	11	12
Know the Fashion terminology			X		X							
Understand the fashion cycle and factors influencing the fashion trends.				X	X							
Acquire skills in recognizing different fibres.							X	X				
Explore the principles and elements of Art and Design							X		X			
Skills in illustrating apparel using themes.					X		X					

Pedagogy

Formative Assessment : 40 MARKS	
Assessment Occasion/ type	Weightage in Marks
Test 1	15
Test 2	15
Assignment / Project	5+5
Total	60 Marks + 40 Marks =100

References	
1	Derrick, L. (2018) Fashion Sketchbook: Fashion Sketchbook with figure templates (Fashion Croquis), Create Space Independent Publishing Platform
2	Elaine, S. (2013) The Dynamics of Fashion. 4th Ed. New York: Bloomsbury publication.

3	Patrick, J. I. (2003) Introduction to Fashion Design, London: B.T. Batsford
References	
4	Sharon L. T. and Glazer, S.S. (2017), Illustrating Fashion, 4th Ed. New York: Fairchild Books. The Snap Fashion Sketch Book, Prentice Hall, NewJersey.
5	Stipelman, S. (2017) Illustrating Fashion, 4th Ed. New York: Fairchild Books.
6	Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
7	Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers.
8	Tyagi, A. (2016). Handbook of Fashion and Textile Design. New Delhi: Sonali publication
9	Wynne. A.,(1997).Textiles, The Motivate Series Mcmillain Education Ltd. ,London.

Date:

Subject Committee Chairperson

