



DEPARTMENT OF HOME SCIENCE

Syllabus of
**Bachelor's Degree in
Home Science**

**CHOICE BASED CREDIT SYSTEM
SEMESTER SCHEME
UNDER NEW EDUCATION POLICY 2020
2021-22 ONWARDS**

**Approved BOS meeting held on 12th November, 2021
Approved Academic Council meeting, held on 10-12-2021**



HOME SCIENCE AS A DISCIPLINE

PREAMBLE

The role of education is paramount in nation building. One of the major objectives of UGC is maintenance of standards of higher education. Over the past decades the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of Choice Based Credit System (CBCS) which further expects Learning Outcome-Based curriculum to maximize the benefits of the newly designed curriculum. The Learning Outcome-Based Curriculum in Home Science/ Family and Community Sciences will help the teachers of the discipline to visualize the curriculum more specifically in terms of the learning outcomes expected from the students at the end of the instructional process. The commission strives to promote the link of students with the society/industry such that majority of the students engage in socially productive activities during their period of study in the institutions and at least half of the graduate students will secure access to employment/self-employment or engage themselves in pursuit of higher education. The model curriculum envisages to cater to the developmental trends in higher education, incorporating multi-disciplinary skills, professional and soft skills such as team work, communication skills, leadership skills, time management skills and inculcate human values, professional ethics, and the spirit of Innovation /entrepreneurship and critical thinking among students and promote avenues for display of these talents, linking general studies with professional courses. Besides imparting disciplinary knowledge to the learners, curriculum should aim to equip the students with competencies like problem solving, analytical reasoning and moral and ethical awareness. Introduction of internship and appropriate fieldwork/case studies are embedded in the curriculum for providing wider exposure to the students and enhancing their employability.

Learning outcomes specify what exactly the graduates are expected to know after completing a programme of study. The expected learning outcomes are used as reference points to help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. Keeping the above objectives of higher education in mind the Learning Outcome-Based Curriculum Framework (LOCF) for the discipline of Home Science has been prepared and presented here.



Model Curriculum

Name of the Degree Program: BA

Total Credits for the Program: 6

Starting year of implementation: 2021-22

Eligibility:

- II year PUC passed in any discipline (Science, Commerce, Arts)

Course Objectives

- To introduce the students to the field of Home Science.
- To produce comprehensive knowledge of each approaches.
- Put into practice decision making and problem solving skills to make informed choices, develop sensitivity towards the need of family and society.
- To help and execute need based, multidisciplinary action oriented activities for improving the quality of life.
- Develop lifelong ability to absorb knowledge and apply effectively to meet the challenges to ever changing life.
- Promote entrepreneurship skill
- Develop the skills required to opt for higher education and career.

Learning outcomes

By learning Home Science, the students will be capable of

1. Deliver quality tertiary education through learning while doing.
2. Reflect universal and domain-specific values in Home Science.
3. Involve, communicate and engage key stakeholders.
4. Develop the ability to address the complexities and interface among of self, societal and national priorities.
5. Generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
6. Instill both generic and subject-specific skills to succeed in the employment market.
7. Foster a genre of responsible students with a passion for lifelong learning and entrepreneurship.
8. Develop sensitivity, resourcefulness and competence to render service to families, communities, and the nation at large.
9. Promote research, innovation and design (product) development favoring all the disciplines in Home Science.



10. Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
11. Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science.

Contents of Courses for BA Home Science

| Semester | Course No. | Course Category | Theory/ Practical | Credits | Paper Title | Marks | |
|----------|------------|-----------------|----------------------|---------|-------------------------------------|-------|-----|
| | | | | | | S.A | I.A |
| 1. | HSFRM1.2 | OEC-1 | Theory | 3 | Basics of art and design | 60 | 40 |
| 2. | HSFRMT2.2 | OEC-2 | Theory | 3 | Fundamentals of Resource Management | 60 | 40 |



B.Sc. HOME SCIENCE SEMESTER 1

| | |
|---|--------------------------------------|
| Course Title: Basics of Art and Design (OE-1) | |
| Total Contact Hours: 45 Hrs | Course Credits: 3 |
| Formative Assessment Marks: 40 marks | Duration of ESA / Exam: 2 Hrs |
| Model Syllabus Authors: | Summative Assessment Marks: 60 marks |

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. Understand the design fundamentals in interiors.
2. Gain knowledge on application of elements of art and principles of design in Interiors.
3. Analyze the traditional and contemporary furniture designs and furnishing styles
4. Evaluate case studies on global market trends and techniques in the area of design.

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

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Understand the design fundamentals in interiors. | × | | × | | × | | | | | | | |
| Gain knowledge on application of elements of art and principles of design in Interiors. | × | | | | | | | × | × | | | |
| Analyze the traditional and contemporary furniture designs and furnishing styles | | | | | | | | × | | | | × |
| Evaluate case studies on global market trends and techniques in the area of design | | | | | | | | × | | × | | |



B.A/B.Sc. HOME SCIENCE SEMESTER 1

Title: Basics of Art and Design

| | |
|---------------------------------|---|
| Course : OE-1 | |
| Number of Theory Credits | Number of lecture hours/semester |
| 3 | 45 |

| CONTENT | 45 Hrs |
|--|---------------|
| Unit – 1 DESIGN Fundamentals | 12 Hrs |
| Chapter No.1: Objectives of aesthetic planning – Beauty, Expressiveness, Functionalism, significance of good taste. Definition of Design, Characteristics and Types of Design – Structural and Decorative Design: Naturalistic, Stylized, Geometric and Abstract. | 5 Hrs |
| Chapter No. 2: Elements of Art – Line, size, Shape, Form, Texture, Pattern, Space, Colour and Light. Principles of Design: Proportion, Balance, Rhythm, Emphasis, and Harmony. | 7 Hrs |
| Unit – 2 Interior decoration | 15 Hrs |
| Chapter No. 3: Fundamentals of Colour: Prang Colour Wheel, Dimensions of Colour, Colour Harmonies, Planning colour schemes for different areas. | 8 Hrs |
| Chapter No. 4: Decoration - Flower arrangement, Rangoli and Floral Decorations and Accessories | 7Hrs |
| Unit – 3 FURNITURE DESIGN | 18 Hrs |
| Chapter No. 5: Window Treatments - Types of Windows, Window treatment and Mechanics of Window Treatment. | 9 Hrs |
| Chapter No. 6: History of Furniture Design, Types of Furniture, Factors to be considered in selecting furniture. Principles of furniture arrangement | 9 Hrs |



| Formative Assessment = 100 marks | |
|---|--|
| Assessment Occasion / type | Weightage in Marks |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment + Project | 10 +10 |
| Total | 60 marks + 40 marks = 100 marks |

References

1. Ball, Victoria. K (2001), The Art of Interior Design, McMillan and Co, New York.
2. Bhatt.P.D, Goenka.S(2003). Foundation of Art Design, Lakshmi Book Depot, Mumbai.
3. GopalKrishna, K.R, (2006), Fundamentals of Drawing, Subhas Stores Book Corner, Bangalore.
4. Pratap Rao M, (2002) Interior Design, Principles and Practices, Standard Publishers and Distributors
5. John Pile and Judith (2013). A History of Interior Design, Wiley Publishers
6. Penny Spark (2009). Designing the Modern Interior, Berg Publishers
7. Choudhary, A.K.R. (2000). Modern Concepts of Colour and Appearance, Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
8. Hilliard, E. (2000). Brilliant Colour at Home, Kyle Cathie Ltd, London



SEMESTER 2

| | |
|---|--------------------------------------|
| Course Title: Fundamentals of Resource Management (OE -2) | |
| Total Contact Hours: 45 Hrs | Course Credits: 3 |
| Formative Assessment Marks: 40 marks | Duration of ESA / Exam: 2 Hrs |
| Model Syllabus Authors: | Summative Assessment Marks: 60 marks |

Course Pre-requisite(s): Standard 12 and its equivalence with minimum 35%

Course Outcomes (COs):

1. Discuss the need for and importance of studying the concepts of management
2. Describe the characteristics and needs of resources at different stages in the Family life cycle
3. Explain the broad theoretical perspectives and frameworks of Family Resources of management
4. Identify understand the importance of management in everyday life
5. Application of Management process to resources- particularly time, and energy

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

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|
| Critically discuss and understand the concept and components of Resource management | | × | | × | × | | | | | | × | |
| Able to Describe the characteristics and needs of resources at different stages in the Family life cycle | | | | | | | | × | × | | × | |
| Understand the broad theoretical perspectives and frameworks of Family Resources of management | | | | | | | | × | | × | | × |
| Understand the importance of management in everyday life | | | | | | | × | × | | × | | |
| Application of Management process to resources- particularly time, and energy | | | | X | | | X | X | | | | |



B.A/B.Sc. HOME SCIENCE

SEMESTER 2

Title: Fundamentals of Resource Management

| | |
|---------------------------------|---|
| Course : OEC-2 | |
| Number of Theory Credits | Number of lecture hours/semester |
| 3 | 45 |

| CONTENT | 45 Hrs |
|--|---------------|
| Unit – 1 Fundamentals of resource Management | 12Hrs |
| Chapter No. 1: Concepts of management: Definition and importance of management. Management Process, Planning – Types and Importance. Controlling – steps in controlling, Evaluation – Types and Importance, Styles in management | 7 Hrs |
| Chapter No. 2: Resource Management: Introduction and Classification of Resources. Characteristics of resources, Factors affecting the use of resources | 5 Hrs |
| Unit – 2 Motivating factors and Decision making process | 15 Hrs |
| Chapter No. 3: : Motivating factors in decision making – Values: meaning, Types of values. Parker values Goals: Meaning, Types of goals Standards: Meaning, Types of standards Inter relationship between Values, Goals and Standards | 9 Hrs |
| Chapter No. 4: Decision making in management: Definition and importance of decision making, Types of decision, Process of decision making, Methods of resolving conflicts | 6Hrs |



| | |
|---|---------------|
| Unit – 3 Management of resources: Time and Energy | 18 Hrs |
| Chapter No. 5: Time management: Importance of time, Tools in time management, Time management process. | 8Hrs |
| Chapter No. 6: Energy Management: Importance of energy, Types of efforts required for various activities, Fatigue – Types, methods of over- coming fatigue, Work simplification – Definition, Techniques, Mundell’s classification | 10 Hrs |

| | |
|---|--|
| Formative Assessment = 100 marks | |
| Assessment Occasion / type | Weightage in Marks |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment + Project | 10 + 10 |
| Total | 60 marks + 40 marks = 100 marks |

REFERENCES

1. Sushma Gupta and Anita Aggrawal, (2005), Text Book of Family Resource Management – Hygiene and physiology, Kalyani Publishers, New Delhi.
2. Shashi k, Gupta, Neeti Gupta, (2004), Management Concepts and Strategies, Kalyani Publishers, New Delhi.
3. Trupathi.P.C, Reddy. (2006), Principles of Management, Tata McGraw Hills Publishing company Limited, New Delhi.
4. Verghese.M.A, Saha, P.N.Atreya.N,(2000), Ergonomics of Women at Works, Allied Publishers, Mumbai
5. Nickell and Dorsey – Management of Family Living (2002) 4th edition CBS Publishers and Distributers, New Delhi.



Question Paper Pattern

OPEN ELECTIVE PAPER 1: BASICS OF ART AND DESIGN

TIME : 2HRS

MAX MARKS: 60

I Answer any ten of the following

10X2=20

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.
- k.
- l.

II Answer the following question

4X 10=40

1.

- | | |
|----|---|
| a) | 5 |
| b) | 5 |

OR

2.

- | | |
|----|---|
| a) | 5 |
| b) | 5 |

3.

- | | |
|----|---|
| a) | 5 |
| b) | 5 |

OR

4.

- | | |
|----|---|
| a) | 5 |
| b) | 5 |



5.
a) 5
b) 5

OR

6.
a) 5
b) 5

7.
a) 5
b) 5

OR

8.
a) 5
b) 5

