

**First Year B.Sc. (Home) I-Semester  
ENGLISH  
Course Code: UH01FENG21**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. To develop basic English reading and writing skills.
2. To familiarize learners with English structure.

**Note:-** Three Short stories selected from prescribed collection  
Name of the Text: Ten Short Stories Edited by Jatin Mohanty. Universities Press  
(Story No. 2. Romance of a Busy Broker, 4. The Earth, 5. A case of Identity)

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit :I</b>	Questions based on short stories to be asked	30%
<b>Unit :II</b>	a) Short notes based on short story (any one) b) B. Paragraph Writing	20%
<b>Unit :III</b>	Grammar and Vocabulary a) Tenses b) Prepositions c) Antonyms and Synonyms	30%
<b>Unit :IV</b>	Reading Comprehension	20%

**Learning Outcome:**

1. At the end of this course learner will be able:
2. To develop basic English reading and writing skills.
3. To read and write grammatically correct English

**References :**

1. Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)
2. Modern Commercial Communication – BS Shah Publication, Ahmedabad
3. Cambridge International Dictionary of Phrasal Verbs – Cambridge University Press
4. Developing Communication Skills – Krishna Mohan & Meera Benerji (Macmillan)
5. Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)

**First Year B.Sc. (Home) I-Semester  
ENVIRONMENT STUDIES  
Course Code: UH01FENV22**

**Credit : 02**    **Theory**    **Marks: 50**  
**Pd/Wk: 02**

**Objectives:**

1. To create environmental awareness among the students
2. To create an pro-environmental attitude for sustainable development
3. To make them understand the importance of conserving natural resources.
4. To study the impact of population explosion and social issues related to it.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	<b>The multidisciplinary nature of environmental studies</b> a) Definition, Scope and Importance b) Objectives of environment education c) Need for public awareness	5%
<b>Unit-II</b>	<b>Natural Resources</b> a) Forest Resources: Use and over exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. b) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. c) Role of an individual in conservation of natural resources.	15%
<b>Unit-III</b>	<b>Ecosystems &amp; Biodiversity</b> a) Concept of an ecosystem b) Structure and function of an ecosystem c) Food chains, food webs and ecological pyramids d) Introduction, types, characteristic features, structure and function of the following ecosystems. <ul style="list-style-type: none"><li>• Forest Ecosystems</li><li>• Desert ecosystems</li><li>• Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</li></ul> e) Biodiversity: <ul style="list-style-type: none"><li>• Definition:</li><li>• Types of biodiversity</li><li>• Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li></ul>	25%

<b>Unit-IV</b>	<b>Environmental Pollution</b> a) Definition b) Air Pollution c) Water Pollution d) Soil Pollution e) Noise Pollution	25%
<b>Unit-V</b>	<b>Human Population, Social issues and the Environment</b> a) From unsustainable to sustainable development b) Water conservation, rain water harvesting, watershed management. c) Human population and the environment.	20%
<b>Unit-VI</b>	<b>Disaster management</b> a) Floods b) Earthquakes c) Cyclones and landslides.	10%

**Outcome :**

The student should be able to understand the difference between sustainable and unsustainable development and predict problems that future generation has to face if use of non-renewable resources is not restricted and clearly understand their role in preventing pollution and conserving natural resources.

**References:**

1. Bhatt, Patel and Gohil, "Paryavaran, Environmental Studies" New Popular Prakashan, Surat (2008)
2. Tiwari, Khulbe and Tiwari", Environmental Studies" I.K. International Publishing House Pvt. Ltd., New Delhi (2007).
3. Kaur H. "Environmental Studies" PragatiPrakashan, Meerut (2005).
4. BharuchaErach "A Textbook of Environmental Studies" University Grant Commission, University Press Pvt. Ltd., Hyderabad (2005).
5. Sharma P.D. "Ecology and Environmental" Rastogi Publications, New Delhi (2003)

**First Year B.Sc. (Home) I-Semester  
CHEMISTRY  
Course Code: UH01CCHE23**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. To explain the students with the basic information about the chemical formula, chemical reactions and various types of solutions.
2. To provide knowledge regarding various acid (strong and weak) and bases.
3. To give a knowledge of electro-chemistry. and rate of chemical reaction.
4. Use of the various metals including precious metals and also with chemical formulas, its use and reactions with atmospheric changes.
5. To prepare him for other related course by providing basic knowledge in this course.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit -I</b>	<b>Fundamentals of Chemistry</b> a) Scope and usefulness of chemistry b) Branches of Chemistry c) Classification of matter d) Laws of chemical Combination e) Structure of atom f) Bohr's Model of atom g) Electronic Configuration h) Atomic number i) Mass number j) Valence shell and Valence electrons k) Modern Periodic table l) Symbols m) Radicals n) Chemical Formula o) Chemical Bonding and Types of Bonding p) Types of Chemical Reactions q) Chemical Reactions Complete and balance	20%
<b>Unit -II</b>	<b>Solution</b> a) Types of Solution b) Methods for representing Concentration of solution c) Molarity d) Normality e) Formality	20%

- f) Molality
- g) Percentage W/W, W/V, V/V
- h) Mole Concept
- i) Diffusion and Osmosis

**Colloids**

- a) Types of Colloids
- b) Difference of True, Colloidal and Suspension solution
- c) Properties of Colloids
- d) Gel and Emulsion
- e) Application of Colloids

**Unit -III Acid, base, pH**

20%

- a) Acid Definition
- b) General Properties of acid
- c) Types of acid
- d) Preparation, Properties and uses of useful acids
- e) ( HCl, H<sub>2</sub>SO<sub>4</sub>, HNO<sub>3</sub>)
- f) Base-Definition
- g) General Properties of base
- h) Types of base
- i) Preparation, Properties and uses of useful base
- j) ( NaOH, Na<sub>2</sub>CO<sub>3</sub>, NaHCO<sub>3</sub> )
- k) pH- Definition ,
- l) pH Scale, Explanation
- m) Usefulness of pH
- n) Indicator
- o) Buffer Solution

**Chemical Formula, Properties and uses of following**

**Compounds**

- a) Chlorine
- b) Ammonia
- c) Carbon dioxide
- d) Potassium permanganate
- e) Hydrogen peroxide
- f) Boric acid
- g) Bleaching powder
- h) Potash alum

<b>Unit -IV</b>	<b>Electro chemistry</b>	20%
	<ul style="list-style-type: none"> <li>a) Redox reaction</li> <li>b) Definition</li> <li>c) Electrochemical cell</li> <li>d) Electrode potential</li> <li>e) Dry cell</li> <li>f) Lead Storage cell</li> <li>g) Corrosion</li> </ul>	
	<b>Rate of Chemical reaction</b>	
	<ul style="list-style-type: none"> <li>a) Definition and explanation</li> <li>b) Rate of Chemical reaction and factors affecting it</li> <li>c) Nature of reactant, Concentration of reactant, Temperature, Catalyst</li> </ul>	

<b>Unit -V</b>	<b>Metals</b>	20%
	<ul style="list-style-type: none"> <li>a) Classification of metals</li> <li>b) Difference between Metal and non metal</li> <li>c) General properties of metal</li> <li>d) Properties, uses and alloys of Copper, Aluminum, Iron</li> <li>e) Precious metals: Silver ,Gold and platinum</li> <li>f) Properties, uses and care of them</li> </ul>	
	<b>Fire Extinguisher</b>	
	<ul style="list-style-type: none"> <li>a) Type of fire</li> <li>b) Methods for extinguishing fire</li> <li>c) Chemical fire extinguishers</li> <li>d) Dry powder</li> <li>e) Carbon dioxide</li> <li>f) Foam types.</li> </ul>	

**OUT COMES:**

1. Students completing this course will be able to give answer about uses of inorganic chemistry in various branches of home science.
2. Students will be able to make a chemical formula, chemical reactions. student also gain knowledge about solution preparation, acid and base and pH and various house hold chemicals ,metals and their uses.

**REFERENCES:**

- |                           |  |
|---------------------------|--|
| (1) Fundamental chemistry | (P. L .Soni )                              |
| (2) Applied Chemistry     | (Thankama Jacob)                           |
| (3) Inorganic Chemistry   | (Gehani, Parekh, Bhagvat )                 |
| (4) Inorganic Chemistry   | (B.D. Madam, B.S. Bisht)                   |
| (5) Chemistry-Std.XI      | (Gujarat State boards of School text book) |
| (6) Chemistry-Std.XII     | (Gujarat State boards of School text book) |

**First Year B.Sc. (Home) I-Semester  
CHEMISTRY  
Course Code: UH01CCHE24**

**Credit : 01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

**Practicals :**

- (1) Qualitative analysis of water Soluble inorganic Compounds containing one Positive radical and one negative radical
  
- (2) Acid base titration :

Strong acid	Strong base
Strong acid	Weak base
Strong base	Weak acid

**First Year B.Sc. (Home) I-Semester  
BIOLOGY  
Course Code: UH01CBIO25**

**Theory**  
**Pd/Wk: 02** **Marks: 50**

**Credit : 02**

**Objectives:-**

To Enable Students-

1. To acquaint the students with fundamentals of Biosciences.
2. To enable the students understand the significance and utilization of plants and animals in general.
3. To familiarize the students with genetic concept.

**Note:** Plant body: Life processes, economic importance, cell and tissue.

Animal cell and tissue, useful and harmful organisms, Micro-organisms, Genetics, Health and diseases.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit I</b>	<ol style="list-style-type: none"><li>1. Biological Science: Introduction, major branches of Biology, its significance.</li><li>2. Elementary study of plant and animal cell.</li><li>3. Composition of protoplasm.</li><li>4. Brief study of cell division.</li><li>5. Study of plant and animal tissues.</li></ol>	25%
<b>Unit II</b>	<ol style="list-style-type: none"><li>1. Form, structure and functions of vegetative and reproductive parts of seed bearing plants.</li><li>2. Study of unisexual and bisexual flowers.</li><li>3. Elementary study of pollination, fertilization and reproduction in plants.</li><li>4. Plant metabolism: Transpiration, Photosynthesis and respiration.</li></ol>	25%
<b>Unit III</b>	<ol style="list-style-type: none"><li>1. Heredity and variations.</li><li>2. Sex determination in man and multiple birth.</li><li>3. General Health care and common diseases in human.</li><li>4. Economic importance of plants and animals.</li></ol>	25%
<b>Unit IV</b>	<ol style="list-style-type: none"><li>1. Transport of materials in living systems<ol style="list-style-type: none"><li>a. Diffusion</li><li>b. Exchange of substances between cells and their environment.</li><li>c. Intracellular exchange of substances.</li><li>d. Water and food transport</li></ol></li></ol>	25%



2. Brief account of Virus, Bacteria and yeast, Commercial importance of Microbes.

**OUTCOME:**

The students would get familiar with the basics of biology, they would gain knowledge regarding the plant and animal kingdom as well as the importance of genetics in human life.

**REFERENCES:**

1. Dutta A.C.,(1980) ‘ A class book of Botany’ John Brown, oxford university press. Faraday House, Calcutta- 13.
2. Apsangikar D.K. and Rane K.T.(1975): ‘Introduction to Botany’: Popular Publication Surat.
3. Sharma V.K. (1990) ‘Biology class XI’ Publishers 23,Daryaganj New Delhi-110002.
4. Sankaram M.S.(1990) ‘Biology for Class XII’Tata McGraw-Hill Publishing Company Limited 4/12 Asaf Ali Road New Delhi.
5. Gujarat State Board of school Text books (1994) ‘Biology Standard 12’: old assembly Building Sector 17,Gandhinagar.
6. Gujarat State Board of school Text books (1996) ‘Biology Standard 12’: old assembly Building Sector 17,Gandhinagar.
7. Maheshwari P.Manoharlal (1996) ‘Biology Part 1-7’ NCERT New Delhi.

**First Year B.Sc. (Home) I-Semester  
BIOLOGY  
Course Code: UH01CBIO26**

**Credit : 01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

Practicals will be conducted related to theory course and the records will be maintained by each candidate in a special record book, journal.

<b>Practical</b>	<b>Content</b>
1.	Simple and compound Microscope.
2.	Typical flowering plant body.
3.	Unisexual and Bisexual flowers (Datura, Hibiscus, Sunflower, Cucurbits)
4.	Cell and tissue (Plant and Animal)
5.	Friend and foe animals.
6.	1. Sexual and asexual reproduction in plants (Seed germination and vegetative propagation) 2. Common economic plants.
7.	Sexual and asexual reproduction in plants (Seed germination and vegetative propagation)
8.	Common economic plants.
9.	Plant physiology (transpiration, Photosynthesis and Respiration)
10.	Mountings – Preparation and observation of Slides

**First Year B.Sc. (Home) I-Semester**  
**INTRODUCTION TO FAMILY RESOURCE MANAGEMENT**  
**Course Code: UH01CFRM27**

**Credit : 02**

**Theory**  
**Pd/Wk: 02**

**Marks: 50**

**Objectives:**

1. To help students in learning various concepts of resource management.
2. To help students learn the basic process of management.
3. To recognize the importance of wise use of resources in order to achieve goals.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	<b>1. Meaning and scope of resource management</b>	<b>15%</b>
	<ol style="list-style-type: none"><li>a) Definition of resource management</li><li>b) Purpose of resource management</li><li>c) Obstacles in resource management and ways to overcome them</li></ol>	
	<b>2. Resources</b>	
	<ol style="list-style-type: none"><li>a) Definition and its importance of resources in effective management</li><li>b) Characteristics of resources</li><li>c) Types of resources<ul style="list-style-type: none"><li>• Human Resources</li><li>• Non Human Resources</li></ul></li></ol>	
<b>Unit-II</b>	<b>Factors motivating resource management</b>	<b>20%</b>
	<ol style="list-style-type: none"><li>1. Values:<ol style="list-style-type: none"><li>a) Definition and its importance in human life,</li><li>b) Types of values<ul style="list-style-type: none"><li>• Extrinsic</li><li>• Intrinsic</li></ul></li></ol></li><li>2. Goals:<ol style="list-style-type: none"><li>a) Definition and its importance in human life</li><li>b) Types of goals:<ul style="list-style-type: none"><li>• Short term goals</li><li>• Intermediate goals</li><li>• Long term goals</li></ul></li></ol></li><li>3. Standards.<ol style="list-style-type: none"><li>a) Definition and its importance,</li><li>b) Classification of standards<ul style="list-style-type: none"><li>• Conventional / Non Conventional</li><li>• Qualitative / Quantitative</li></ul></li></ol></li></ol>	

**Unit III : Decision Making :** 10%

- a) Definition and its importance
- b) Steps involved in decision making
- c) Types of decision
  - Individual Decision
  - Group Decision

**Unit IV : Management Process** 20%

- a) Definition and its importance in daily life
- b) Steps involved in management process
  - Planning : Definition, importance of planning and steps in successful planning, types of plans, characteristics of planning.
  - Controlling: Definition and important steps involved in controlling phase: energizing, checking and adjusting.
  - Evaluation : Feedback : Definition and its importance, type of evaluation.

**Unit V : Time Management and Energy Management** 35%

1. Time Management

- a) Meaning and need of time management
- b) Tools of time management
- c) Management applied to time
  - Planning
  - Controlling
  - Evaluating

2. Energy Management

- a) Meaning and need of energy Management
- b) Fatigue: Definition, types, methods to avoid fatigue
- c) Management applied to energy
  - Planning
  - Controlling : Principles of body mechanics
  - Evaluating
- d) Work simplification : Definition, Techniques of work simplification, Classes of change
  - Class A : Change in product
  - Class B : Change in household environment
  - Class C : Change in hand and body motion

**OUTCOMES:**

By the end of this course, students will be able to:

1. recognize the available resources and make the maximum use of resources to achieve the goals..
2. learn the basic process of management.
3. Critically analyze and apply the managerial skills in any situation.
4. manage the time and energy effectively and be more productive.

**REFERENCES :**

1. Ogle N. Srinivasan K. Varghese M.A.(1996) “Home Management” New age International House, New Delhi.
2. The Educational Planning Group Delhi (1993), “Home Management” Arya Publishing House, New Delhi.
3. Nickell P. And Dorsey J.M.,(2002) “Management in Family Living”, CBS Publications and Distributors Pvt. Ltd. New Delhi.
4. Shukul M. Gandotra V. ,(2006) “Home Management and Family Finance”, Dominant Publishers and Distributors, New Delhi.
5. ગાંડોત્રા વી., મજમુદાર જે. (2007) , “ ગૃહવ્યવસ્થાપન, અનડા બુક ડીપો, અમદાવાદ.
6. ઠક્કર એમ. પુજારા જે. , (2001) , “ગૃહવ્યવસ્થાપન નો પરિચય” ,પ્રવિણ પુસ્તક ભંડાર, રાજકોટ.

**First Year B.Sc. (Home) I-Semester**  
**INTRODUCTION TO FAMILY RESOURCE MANAGEMENT**  
**Course code: UH01CFRM28**

**Credit :01**

**Practical**  
**Pd/Wk: 02**

**Marks: 50**

**Practicals:**

1. a) Diagrammatic presentation of resources under different categories with examples.  
b) Identify and list various community resources within your area.
2. Application of management process in day to day life activities.
3. Enlist and categorize various human values.
4. List five short term, intermediate and long term goals. Mention the resources required to achieve those goals.
5. a) Record all the decisions made in last three days and classify.  
b) Describe the steps in decision making process to make the final choice for the given situation.
6. Develop a time plan schedule for the coming week and learn how much time spending on various activities.
7. Apply work simplification techniques in day to day life.
8. Finding minimum and maximum vertical and horizontal reach of individuals.

**First Year B.Sc. (Home) I-Semester  
INTRODUCTION TO CLOTHING  
Course Code: UH01CTCL29**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives :**

1. To impart knowledge on the elements & principles of dress design.
2. To gain knowledge of the readymade garment industry.
3. To develop basic skills in clothing construction

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit- I</b>	<b>Importance of Clothing</b> a) Brief overview of how clothing originated. b) Importance of Clothing ( why it originated)	20%
<b>Unit- II</b>	<b>Elements of dress design &amp; it's effect</b> a) Line, Color, Silhouette, Texture	20%
<b>Unit- III</b>	<b>Principles of dress design &amp; it's effect</b> a) Harmony, Balance, Proportion, Rhythm, and Emphasis.	20%
<b>Unit- IV</b>	<b>Introduction to garment construction</b> a) Designing, cutting, sewing, finishing b) Readymade garment manufacturers their brands	20%
<b>Unit- V</b>	<b>Fashion Industry</b> a. Fashion designers- Indian and world. b. Medium of fashion information- T.V., Fashion blogs, Fashion shows, Newspaper	20%

**REFERENCES:**

1. Fashion Technology M. Narang; Asia Pacific Business Press Inc. Delhi
2. Elements of Fashion & Apparel Design; Sumathi G.I. New Age International Ltd, 2002
3. The new Textiles; 1993 C.Colchester; thames & Hudson Ltd;
4. Fashion Design & product development ; 1992 H.Carr & J. Pomeroy, Blackwell Scientific Publication ;
5. Fashion Tourism(2010) Kumar A., Sonali Publication, New Delhi. India.
6. Fashion Technology, today & tomorrow; N. Pundir, Mittal Publication New Delhi;2007
7. Basic process & Clothing Construction. Doongaji S.C.& Deshpande(1964),New Raj Book, New Delhi.
8. Sewing for Apparel Industry, Shaeffer C (2000); Prentice Hall New Jersey.
9. Textile technology to GCSE(1999), Dawn J., Oxford university press

**First Year B.Sc. (Home) I-Semester  
INTRODUCTION TO CLOTHING  
Course Code: UH01CTCL30**

**Credit : 01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

**Practical:**

1. Sewing machine- Care, threading & use of machine.
  - a) Sewing machine attachments
  
2. Make samples of the following
  - a) Plain seam, flat-filled seam, French seam
  - b) Edge machine- $1/4^{\text{th}}$ ,  $1/3^{\text{rd}}$ ,  $1/6^{\text{th}}$
  - c) over-lock seam
  - d) rolled/ bidding seam
  - e) bias binding, bias facing
  - f) shaped facing
  - g) darts
  - h) side pleat
  - i) Full opening placket
  - j) skirt placket
  - k) continuous placket
  - l) hemming
  - m) tacking
  - n) running
  
3. Collection of textile components, its application & use
  - a) Buttons, stud fastenings, eyelets, ribbon, lace, braid, buckle, chain, safety pins, rivets, poggles, zip
  
4. Readymade garment analysis- seam type, neckline finishes, fullness etc.
  
5. Related glossary



**First Year B.Sc. (Home) I-Semester**  
**INTRODUCTION TO HUMAN DEVELOPMENT**  
**Course code: UH01CHUD31**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. Introducing the students to the field of human development
2. To sensitize the students to social and cultural context in human development

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit -I</b>	<b>An Overview of the field</b> <ul style="list-style-type: none"><li>a) What is human development</li><li>b) Need &amp; importance of studying human development</li><li>c) Historical view</li><li>d) Scope of the field of human development</li></ul>	10%
<b>Unit -II</b>	<b>Orientation to Growth and Development</b> <ul style="list-style-type: none"><li>a) Meaning and definition of growth and development</li><li>b) Principles of development</li><li>c) Factors affecting growth and development</li></ul>	15%
<b>Unit -III</b>	<b>Pre-natal Development</b> <ul style="list-style-type: none"><li>a) The beginning of a new life prenatal development</li><li>b) Factors influencing prenatal development</li><li>c) Signs of pregnancy</li><li>d) Care of pregnant women</li><li>e) Birth Process</li><li>f) Types of birth and effect on child</li></ul>	15%
<b>Unit -IV</b>	<b>Stages of life span meaning and introduction of different stages in Life.</b> <ul style="list-style-type: none"><li>a) Infancy</li><li>b) Physical development, physical growth, change in body proposition ,</li><li>c) Change in height, baby weight.</li><li>d) Brain development.</li></ul> <b>Baby hood</b> <ul style="list-style-type: none"><li>a) Babyhood skills</li><li>b) Speech development (crying, babbling, gestures)</li></ul> <b>Early childhood:-</b> <ul style="list-style-type: none"><li>a) Social development</li><li>b) Development of emotion</li></ul>	60%

- c) Common emotions of early childhood (Anger, fear, jealous, curiosity, joy, affection)
- d) Factors influencing social development.

Late childhood

- a) Skills of late childhood.
- b) Speech improvement in late childhood (pronunciations, forming sentences and speech)
- c) Moral development
- d) Socialization
- e) Developments of concepts
- f) Factors influencing moral development

Adolescence:-

- a) Need, problems and interest in Adolescence.
- b) Guidance to Adolescence.
- c) Social and emotional maturity

Characteristics of Adulthood

- a) Adjustment to change family patterns in middle age
- b) Vocational and family life hazards

**OUTCOME:**

1. They will understand all the stages of lifespan.
2. They will come to know about various developments.
3. Students will learn about principles of growth and development.

**REFERENCES:**

1. Mussen, P. N Conger, J.J. Kagar, J & Huston, A C(1990) Child Development & Personality(7ed) N. Y Harper Collins.
2. Cole M & Cole. S (1993) : The development of children. New York: Scientific American Books.
3. Hurlock “ development and psychology”
4. Pappalia “ human development”
5. Berk L.E. “child development” new delhi
6. Craig G. “human development” N.J. Prentice Hall
7. Cole M. and Cole S. “The development of Children

**First Year B.Sc. (Home) I-Semester**  
**INTRODUCTION TO HUMAN DEVELOPMENT**  
**Course code: UH01CHUD32**

**Credit: 01**

**Practical**  
**Pd/ Wk: 02**

**Marks: 50**

**Objectives:-**

1. To acquaint the students about growth monitoring & anthropometric Measurements of a child.
2. The introduction and application of the basic tools of research in the field of Human Development to the students

**Practical:**

1. Growth monitoring.  
Anthropometric measurements of a child. Ht. Wt., circumferences etc. [by the use of Salter Scale and MUAC]
2. Observation of individuals of different stages of life with the help of checklist.
  1. Neonate
  2. Infancy
  3. Early childhood
  4. Late childhood
  5. Adolescence
  6. Young adulthood
  7. Middle age
  8. Late adulthood
3. The major tools of research in child study/ the field of human development.
  - a. Case study
  - b. Interview
  - c. Questionnaire
4. Organize film show/slide show/PPT for the students:
  - a) Stages of pregnancy
  - b) Types of birth
  - c) Neonate care

**First Year B.Sc. (Home) I-Semester**  
**INTRODUCTION TO FOODS AND NUTRITION**  
**Course Code: UH01CFDN33**

**Credit : 02** **Theory** **Pd/Wk: 02** **Marks: 50**

**Objectives:**

1. To understand the functions of food and the role of the various nutrients and their requirements
2. To be familiar with different methods of cooking, their advantages and disadvantages.
3. To gain knowledge of improving nutritional quality of food

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit -I</b>	<ol style="list-style-type: none"> <li>1. Concept of Nutrition, function of Foods, Basic five food and their contribution to balanced diet.</li> <li>2. Method of cooking –advantages and disadvantages ,its effect on nutritive value,</li> <li>3. Improving nutritional quality foods(germination,fermentation,substitution,fortification,enrichment and Supplementation)</li> </ol>	30%
<b>Unit -II</b>	Classification ,sources, function, RDA of Protein ,Carbohydrate and Fats	20%
<b>Unit -III</b>	Classification ,sources, function, RDA of water soluble vitamins: Thiamine, Riboflavin, Niacin, Pyridoxine, Pantothenic acid ,vitamin B12, folic acid and vitamin C	20%
<b>Unit-IV</b>	Classification ,sources, function, RDA of Fat soluble vitamins: Vitamin A,D,E,K	15%
<b>Unit-V</b>	Classification ,sources, functions of RDA of Mineral: Calcium, Phosphorus, Iron, Zinc, Fluorine, Iodine ,Selenium, Magnesium	15%

**OUTCOMES:**

1. The students will learn to identify and classify rich sources of nutrients and it will help them to improve quality of life

**REFERENCES:**

1. Educational Planning group(1991) : “Food and Nutrition, Text book of home science For senior students.”3rd Edition, Arya publishing house, New Delhi.
2. Mudambi, S.R and Rajagopal M.V . Fundamentals of Nutrition, New Age International Ltd.
3. Food science and Nutrition by SunetraRoday, Oxford publication
4. Fundamentals of Foods, Nutrition and Diet Therapy  
MudambiSumati R.

**First Year B.Sc. (Home) I-Semester**  
**INTRODUCTION TO FOODS AND NUTRITION**  
**Course Code: UH01CFDN34**

**Credit : 01**

**Practical**  
**Pd/Wk: 02**

**Marks: 50**

**Practicals:**

**Plan and Prepare rich recipes for the following :**

- 1 Carbohydrates
- 2 Protein(incorporating combination of cereals and pulses)
- 3 Fat
- 4 Vitamin B1(Incorporating fermentation and germination)
- 5 Vitamin B2
- 6 Vitamin C
- 7 Vitamin A
- 8 Iron
- 9 Calcium

**First Year B.Sc. (Home) I-Semester  
COMPUTER BASIC  
Course Code: UH01EHSC01**

<b>Credit : 01</b>	<b>Theory Pd/Wk: 02</b>	<b>Marks: 50</b>
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**Objective**

1. To familiarize with basics of computer.
2. To develop basic skills of using computer.
3. To develop basic understanding of computer system operation and information accessing tools.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit –I</b>	<p><b>A. History of Computer</b></p> <ul style="list-style-type: none"> <li>• Early computing machines</li> <li>• Classification of computers</li> </ul> <p><b>B. The computer system – Input-output Devices and data recording media</b></p> <ul style="list-style-type: none"> <li>• Characteristics of a computer</li> <li>• Components of a computer system</li> </ul> <p><b>C. Computer peripherals</b></p> <ul style="list-style-type: none"> <li>• Input Devices</li> </ul> <p><b>D. Data recording media</b></p> <ul style="list-style-type: none"> <li>• Primary memory</li> <li>• Secondary memory</li> </ul>	<ul style="list-style-type: none"> <li>• Generation of computers</li> <li>• Basic applications of a computer</li> <li>• Output Devices</li> <li>• Representing characters in memory</li> <li>• Cache memory</li> </ul>
<b>Unit –II</b>	<p><b>A. Computer Languages and communication technology.</b></p> <p><b>B. MS windows</b></p> <ul style="list-style-type: none"> <li>• Introduction to window</li> <li>• Window 95/98/XP in brief</li> <li>• Component of start menu</li> </ul>	<ul style="list-style-type: none"> <li>• Desktop</li> <li>• Taskbar</li> </ul>
<b>Unit –III</b>	<p><b>(A) Data organization</b></p> <ul style="list-style-type: none"> <li>• Windows explorer</li> <li>• Controlling window sizes</li> </ul> <p><b>(B) Window Accessories</b></p> <ul style="list-style-type: none"> <li>• Notepad</li> <li>• Paint</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Basic components of window</li> <li>• Shortcuts</li> <li>• WordPad</li> <li>• Clipboard</li> </ul>

**Unit –IV A. Microsoft word**

30 %

- Features of word processor
- Introduction MS-word
- Creating / Saving / Opening / Closing document

**B. Editing and Formatting a Documents**

- Selecting text
- Moving Text
- Moving the insertion point
- Formatting the document
- Inserting Text/Overtyping Text
- Headers and footers
- Inserting a line
- Using Grammar and spell check
- Deleting Text
- Using thesaurus
- Undo command
- Using Tab
- Redo command
- Newspaper style columns
- Copying Text
- Printing & document

**C. Word art**

- Inserting word art
- Inserting clipart
- Drawing art objects
- Bullets and numbering
- Find and replace
- Mail merge
- Inserting Tables



**First Year B.Sc. (Home) I-Semester  
COMPUTER BASIC  
Course Code: UH01EHSC02**

**Credit : 01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

**Practicals:**

1. Make a list of the storage devices that are used to store the data, used in your computer lab and also write the configuration of your computer Ram, Hard-disk, etc.
2. Practical on use of basic window Accessories (2 exercise)
3. Create a new document & type a (Letter/Paragraph/ Article).
4. By using different icons change document as per instructions.
5. Search, Collect & Save the given topic on different search engine and create your account on Gmail & send mail to your friend.

**First Year B.Sc. (Home) I-Semester  
NATIONAL SERVICE SCHEME  
Course Code: UH01EHSC03**

<b>Credit : 01</b>	<b>Theory Pd/Wk: 02</b>	<b>Marks: 50</b>
<b>Unit -I: Introduction and Basic Concepts of NSS</b>		10%
a) History, philosophy, aims & objectives of NSS		
b) Emblem, flag, motto, song, badge etc.		
c) Organizational structure, roles and responsibilities of various NSS		
d) functionaries		
<b>Unit -II: NSS Programmes and Activities</b>		30%
a) Concept of regular activities, special camping, Day Camps		
b) Basis of adoption of village/slums, Methodology of conducting Survey		
c) Financial pattern of the scheme		
d) Other youth prog./schemes of GOI		
e) Coordination with different agencies		
f) Maintenance of the Diary		
<b>Unit -III: Understanding Youth</b>		10%
a) Definition, profile of youth, categories of youth		
b) Issues, challenges and opportunities for youth		
c) Youth as an agent of social change		
<b>Unit -IV: Community Mobilisation</b>		30%
a) Mapping of community stakeholders		
b) Designing the message in the context of the problem and the culture of the community		
c) Identifying methods of mobilisation		
d) Youth-adult partnership		
<b>Unit -V: Volunteerism and Shramdan</b>		20%
a) Indian Tradition of volunteerism		
b) Needs & importance of volunteerism		
c) Motivation and Constraints of Volunteerism		
d) Shramdan as a part of volunteerism		

**First Year B.Sc. (Home) II-Semester  
ENGLISH  
Course Code: UH02FENG21**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. To develop advanced reading and writing skills among learners.
2. To enhance core vocabulary to be conversant in English

**Note:-** Three Short stories selected from prescribed collection  
Name of the Text: Ten Short Stories  
Edited by Jatin Mohanty. Universities Press  
(Story No. 1. What Men Live By, 3. A Cup of Tea, 7. The Bet)

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit :I</b>	Questions based on short stories to be asked.	30%
<b>Unit :II</b>	(A) Short notes based on short stories. (Any One) (B) Report Writing	10% 10%
<b>Unit :III</b>	Grammar and Vocabulary a) Jumbled Up Sentences b) Prefix and Suffix c) Confused Words (Match A with B)	30%
<b>Unit :IV</b>	Letter Writing: Formal and Informal letters to be asked (any one)	20%

**OUTCOME:**

- At the end of this course learners will be able to:
1. To write formal Write –ups like reports etc.
  2. To use essential words in English to communicate

**REFERENCES:**

1. Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)
2. Modern Commercial Communication – BS Shah Publication, Ahmedabad
3. Cambridge International Dictionary of Phrasal Verbs – Cambridge University Press
4. Developing Communication Skills – Krishna Mohan & Meera Benerji (Macmillan)
5. Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)

**First Year B.Sc. (Home) II-Semester  
EFFECTIVE SPEAKING AND WRITING  
Course Code: UH02FESW22**

**Theory**

**Credit : 02** **Pd/Wk: 02** **Marks: 50**

**Objectives:-**

The syllabus tends to make the students aware about

1. The importance of speaking and writing skills
2. Overcome self-consciousness and physical tension when speaking.
3. Understand the communication process as it pertains to public speaking.
4. Develop good listening habits in a wide variety of speech situations.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	<b>Basics of Effective Speaking</b> Need Based <ol style="list-style-type: none"><li>a) Commonness and Uniqueness among Audience Focused and Target Oriented</li><li>b) Interest and Level of Audience Selection of Topic</li><li>c) As per the Demand of the Situation Content Briefing</li><li>d) A Sense of Timing</li><li>e) A Systematic Approach</li><li>f) Planning</li><li>g) Beginning</li><li>h) Middle</li><li>i) End</li></ol> Logical and Constructive Evaluation <ol style="list-style-type: none"><li>a) Evaluating Impact of One's Speaking</li><li>b) Review of Results</li><li>c) Future Scope</li></ol>	10%
<b>Unit-II</b>	<b>Essentials of Good Writing</b> <ol style="list-style-type: none"><li>a) Effective and Direct Words</li><li>b) Comprehensive Language</li><li>c) Importance of Bullets, Highlighters, Subheading and Punctuations</li><li>d) Scientific Writing and its Application</li><li>e) Outlining</li><li>f) Drafting</li><li>g) Editing</li></ol>	10%

<b>Unit-III</b>	<b>Ways and Approaches of Addressing Public</b>	10%
	<ul style="list-style-type: none"> <li>a) Up-beat Body Language</li> <li>b) Preparing &amp; Crafting a Speech</li> <li>c) Citation of day-to-day Examples</li> <li>d) Analyzing Impact and Influence of Speech on Audience</li> <li>e) Taking Appropriate Pauses</li> <li>f) Verbal and Visual Support</li> </ul>	
<b>Unit-IV</b>	<b>Types of Speeches</b>	10%
	<ul style="list-style-type: none"> <li>a) Informative</li> <li>b) Persuasive</li> <li>c) Entertaining</li> </ul> <p>Importance of Ice-Breakers</p> <ul style="list-style-type: none"> <li>a) At Formal and Informal Gathering</li> <li>b) Effective during Team Building Event</li> </ul>	
<b>Unit-V</b>	<b>Qualities of a Presenter or a Communicator</b>	30%
	<ul style="list-style-type: none"> <li>a) Personal Appearance</li> <li>b) Vocal Delivery</li> <li>c) Body Language</li> <li>d) Gestures and Facial Expressions</li> <li>e) Awareness about Latest Multimedia Tools and its Applications</li> <li>f) Clarity of Pronunciations</li> <li>g) Acknowledgement of the Subject</li> <li>h) Etiquettes and Mannerism</li> </ul>	

**OUTCOME:**

1. The students shall be able to understand the importance of Speaking and writing effectively in every walk of life.
2. At the end of the course, the students shall become more confident in presenting their views and opinions in front of public.
3. It also shall enhance the personality of the student.

**REFERENCES:**

1. The Small Book of Big Presentation Skills: R.K.Bali, A.Dwivedi and Rajeev K.Bali  
Publisher: Lexden Publishing
2. Effective Communication and Public Speaking: S.K.Mandal Publisher: Jaico Publishing House
3. Corridors to Communication: Ranu Vanikar Publisher: Orient Longman

**First Year B.Sc. (Home) II-Semester  
CHEMISTRY  
Course Code: UHO2CCHE23**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. To provide basic knowledge related to organic chemistry including petroleum products.
2. To acquaint students with the application of basic knowledge of chemical ingredient and various organic products.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	<ol style="list-style-type: none"><li>a) <b>Introduction to organic chemistry</b><ol style="list-style-type: none"><li>a) Introduction</li><li>b) sources</li><li>c) importance</li><li>d) petroleum</li></ol></li><li>b) <b>Organic compounds</b><ol style="list-style-type: none"><li>a) Hydrocarbons</li><li>b) Functional Groups</li><li>c) IUPAC nomenclature</li><li>d) Examples of aliphatic and aromatic compounds</li><li>e) Isomerism</li><li>f) Homologues series</li><li>g) Properties of alkane, alkene, alkyne.</li></ol></li></ol>	<b>20%</b>
<b>Unit-II</b>	<ol style="list-style-type: none"><li>a) <b>Structures, Properties And Uses Of Organic Compound</b><ol style="list-style-type: none"><li>a) Citric Acid</li><li>b) Tartaric Acid</li><li>c) Phenol</li><li>d) Acetone</li><li>e) Ethyl Alcohol,</li><li>f) Glycerin,</li><li>g) Glucose</li><li>h) Formaldehyde,</li><li>i) Carbon Tetra Chloride,</li><li>j) Naphthalene,</li><li>k) Paracetamol</li><li>l) Aspirine</li></ol></li></ol>	<b>20%</b>

- b) **Fuels**
  - a) Classification
  - b) Characteristics
  - c) Important properties
  - d) Units
  - e) Types of fuels

**Unit-III**

**20%**

- a) **Soap and Detergent**
  - a) Soap
  - b) Preparation
  - c) Cleansing action
  - d) Advantages and limitations,
  - e) Detergent
  - f) Classification
  - g) Bio soft and bio hard
  - h) Advantages and limitations
  - i) Difference between Soap and Detergent
  - j) Ingredients
  - k) Preparation of dish washing powder
  - l) Liquid soap,
  - m) Phenyl
  - n) Detergent
- b) **Pesticides**
  - a) Definition and explanation
  - b) Classification
  - c) Some important Pesticides (DDT, BHC)

**Unit-IV**

**20%**

- a) **Polymer**
  - a) Definition and explanation
  - b) Classification
  - c) General Properties
  - d) Structures, properties and uses of following Polymers
    - (1) Polythene
    - (2) Polystyrene
    - (3) Polypropylene
    - (4) Polyvinylchloride
    - (5) Teflon
    - (6) Nylon
    - (7) Polyester
    - (8) Bakelite
    - (9) Melamine
    - (10) UFR.
- b) **Dyes and drug**
  - a) Definition and explanation
  - b) Classification with example.

**Unit-V****20%**

- a) **The molecule of life**
  - a) Carbohydrates
  - b) Lipids
  - c) Proteins
  - d) Enzymes
  - e) Nucleic acids
  - f) Vitamin
  - g) Hormones.
- b) **Water**
  - a) Sources
  - b) Types of impurities
  - c) Effect of impurities
  - d) Hardness
  - e) Types of hardness
  - f) Units of hardness
  - g) Water treatment for domestic purpose.

**Out come**

1. Students completing this course will be able to give answer about uses of organic chemistry in various branches of home science.
2. Students will be able to make a chemical structures, properties of some important organic chemicals . student also gain knowledge about dyes, drugs, fibers ,polymers and various house hold organic chemicals.
3. Students will also be able to know molecule required for life and about water.

**Reference:**

- (1) Chemistry for F. Y. B. Sc. Home Science
- (2) Fundamental Chemistry by P. L. Soni
- (3) Organic Chemistry by B.S. Bhal
- (4) Chemistry –Std- XI (Gujarat State boards of School text book)
- (5) Chemistry –Std-XII (Gujarat State boards of School text book)
- (6) Chemistry for XI & XII by R.D. Madan &B.S. Bisht
- (7) A text book of Applied Chemistry for Home Science and allied Science by thankamma Jacob.
- (8) Understanding Chemistry by CNR Rao
- (9) Synthetic Organic Chemistry by Gurdeep R. Chatwal.
- (10) Chemical technology in Gujarati by Yogi Prakashan.



**First Year B.Sc. (Home) II-Semester  
CHEMISTRY  
Course Code: UHO2CCHE24**

**Credit : 01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

**Practical :**

- (1) Identification of Functional group from mono substituted Organic Compounds.
- (2) Redox titration :  $\text{KMnO}_4 \rightarrow \text{FeSO}_4, 7\text{H}_2\text{O}$   
 $\text{KMnO}_4 \rightarrow \text{Oxalic acid}$   
 $\text{K}_2\text{Cr}_2\text{O}_7 \rightarrow \text{FeSO}_4, 7\text{H}_2\text{O}$

**First Year B.Sc. (Home) II-Semester  
BIOLOGY  
Course Code: UH02CBIO25**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. To acquaint the students with the practices of gardening
2. Training the students to learn the garden operations and take care of indoor/outdoor plants and make use of cut flowers.
3. To make them understand the significance of growing vegetable in the home garden.

<b>Theory</b>	<b>Content</b>	<b>Weight age</b>
<b>Unit-I</b>		<b>25%</b>
	<ol style="list-style-type: none"><li>1. Horticulture<ol style="list-style-type: none"><li>a) Introduction,</li><li>b) Significance and scope</li><li>c) Different branches</li></ol></li><li>2. Landscaping<ol style="list-style-type: none"><li>a) Design and lay-out of a garden (essential and decorative features)</li></ol></li><li>3. Vegetables<ol style="list-style-type: none"><li>a) Kitchen garden, Planning and vegetable culture</li></ol></li><li>4. Making of a lawn and its maintenance</li></ol>	
<b>Unit-II</b>		<b>25%</b>
	<ol style="list-style-type: none"><li>1. Summer, winter and rainy season common annuals, Herbs shrubs, creepers, trees, Edge Plants and hedge plants</li><li>2. Propagation methods</li><li>3. Rose cultivation and maintenance</li><li>4. Cacti and bulbous plants</li></ol>	
<b>Unit-III</b>		<b>25%</b>
	<ol style="list-style-type: none"><li>1. Pot culture and Indoor gardening selection and placement of indoor plants first aid,</li><li>2. Grooming and general care of house plants.</li><li>3. Cut flowers – varieties, care and handling</li></ol>	

**Unit -IV****25%**

1. Garden operations and Nursery management
  - a) Staking, Budding, Disbudding,
  - b) Types of soil enrichment, Organic and Inorganic Manures  
Compost making.
2. Common pest and diseases of plants.

**Outcome:**

- 1) At the end of the course students would learn the fundamentals of Horticulture and landscaping.
- 2) They learn about creation and maintains of Home garden.
- 3) Knowledge of Horticulture might enable the students to establish a nursery and generate Income.

**First Year B.Sc. (Home) II-Semester  
BIOLOGY  
Course Code: UH02CBIO26**

**Practical**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Practicals:**

Practicals will be conducted related to theory course and the records will be maintained by each candidate in a special record book / journal

**Contents of the practicals:**

1. Garden tools
2. types of pot filling and repotting
3. methods of plant propagation division, cutting layering graft age
4. study of flowering annuals shrubs creepers and trees
5. ornamental plants foliage
6. Cacti and bulbous plants
7. preparing seed bed and transplanting seeding and growing vegetables
8. preparing a plan of home garden
9. use of cut flowers
10. learning garden operation and study of pests & diseases
11. Organic and inorganic fertilize and compost making

**Reference Books**

1. Gopalswamiengar (1970) : 'Complete Gardening in India : G. Kasturi Rangan, 177, 5<sup>th</sup> Rd. CHAMARJPET, Banglore-18
2. Grindal E. W. 1968 : Everyday Gardening in India : D.B. Taraporevala Sons & Co. Dr. Dadabhai Naorojo Road Fort Bombay – 1
3. Trivedi P.P 1983 : Home Gardening ; Indian council of Agricultural Research New Delhi
4. Bose T.K.& Mukharjee D. 1977 Gardening in India Gulab Primalani oxford & IBH Publishing Co. 17 Park Street Calcutta 700016.
5. Manibhushan Rao K. 1991 : Text books of Horticulture , Macmillan India Ltd. 2/10

Ansari Rd: Daryaganj New Delhi 110002.

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**First Year B.Sc. (Home) II-Semester  
FAMILY DYNAMICS  
Course Code: UH02CHUD27**

<b>Credit : 01</b>	<b>Theory Pd/Wk: 01</b>	<b>Marks: 25</b>
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**Objectives:**

1. To acquaint the students with the dynamics of contemporary marriage and its alternatives.
2. To sensitize the students to the dynamics of family systems in India.
3. To make the students aware of some pertinent contemporary issues that affect the quality of life of individual families and community.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	<ol style="list-style-type: none"> <li>1. Definition of family</li> <li>2. Functions of family</li> <li>3. Types of family with reference to India</li> </ol>	10%
<b>Unit-II</b>	<ol style="list-style-type: none"> <li>1. Family life cycle – stages and sub stages</li> <li>2. Changing trends in India regarding family pattern – structural, functional</li> <li>3. Alternate family life styles               <ol style="list-style-type: none"> <li>a) Female headed households</li> <li>b) Single parent families</li> <li>c) Working families</li> <li>d) Families with adopted children</li> <li>e) Voluntary childlessness</li> <li>f) Live in relationship</li> </ol> </li> </ol>	15%
<b>Unit-III</b>	<ol style="list-style-type: none"> <li>1. Marriage as an institution               <ol style="list-style-type: none"> <li>a) Definition of marriage</li> <li>b) Need of marriage</li> <li>c) Types of marriage</li> <li>d) Changes and challenges in marriage</li> </ol> </li> <li>2. Selection of a life partner               <ol style="list-style-type: none"> <li>a) Factors influencing</li> <li>b) Changing trends [sources]</li> <li>c) Arranged and personal choices</li> </ol> </li> <li>3. Preparation for marriage               <ol style="list-style-type: none"> <li>a) Social and emotional issues</li> <li>b) Financial concerns</li> </ol> </li> </ol>	10%   10%   10%

	4. Marital adjustments	10%
	a) Individual roles, rights and responsibilities within the family	
	b) Areas of adjustment within the family.	
	c) Ways of dealing with adjustment	
	d) Planned parenthood	
	e) Qualities for enhancement of marital adjustment	
<b>Unit-IV</b>	Significant contemporary issues and concerns:	35%
	a) Families with marital disharmony and crisis, casual factor responsible for stress in family.	
	b) Violence in the family, children, women and elderly.	
	c) Interventions for families in trouble scope, needs and assessment 15%	
	d) Counselling – premarital and marital	
	e) Help lines and welfare programs.	

**OUT COME:**

1. It will help in mate selection, preparation of marriage, adjustment in marriage.
2. Students will learn about the dynamics of family system in india.
3. Students will come to know contemporary issues related to marriage and family.

**REFERENCES:**

1. Mussen, P. N Conger, J.J. Kagar, J & Huston, A C(1990) Child Development & Personality(7ed) N. Y Harper Collins.
2. Cole M & Cole. S (1993) : The development of children. New York: Scientific American Books.
3. Hurlock “ development and psychology”
4. Pappalia “ human development”
5. Berk L.E. “child development” new delhi
6. Craig G. “human development” N.J. Prentice Hall

**First Year B.Sc. (Home) II-Semester  
INTRODUCTION TO TEXTILES  
Course Code: UHO2CTCL28**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. To impart knowledge of various fibers, yarns and fabrics used in textiles.
2. To gain knowledge on various fabric construction techniques, its fabric count and relation to the weight of fabric.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	<b>Classification of Textile fibers</b>	<b>10%</b>
<b>Unit-II</b>	<b>Properties, use &amp; care of the natural fibers</b>  1. Animal/ Protein fiber 2. Plant/ Cellulosic fiber 3. Natural Rubber 4. Natural Mineral	<b>20%</b>
<b>Unit-III</b>	<b>Properties, use &amp; care of the manufactured fibers</b>  1. Regenerated fiber 2. Synthetic fiber 3. Inorganic fiber	<b>20%</b>
<b>Unit-IV</b>	<b>Yarns</b>  1. Classification of yarns 2. Types of yarns – Simple, Novelty , Textured, Threads	<b>20%</b>
<b>Unit-IV</b>	<b>Methods of Fabric construction</b>  1. Weaving-properties, uses and care 2. Knitting- properties, uses and care 3. Non-woven- properties, uses and care 4. Other methods- laces, braiding, tufting etc.	<b>20%</b>

**Unit-V      Textile Finishes**

**10%**

1. Classification- temporary, durable, permanent
2. Importance

**References:**

1. Fiber Science And Technology, Nakamar A (1996), Oxford & IBH Pub. Bombay.
2. Fundamentals of Textiles and Their Care, (1996), Dantyagi Sushila
3. Modern Home Laundry Work, Hentry E, Byett J.D
4. Fabric Structure & Design;( 2009) N. Gokaneshan; New Age International (P) Ltd. New Delhi;
5. Textile-Fibers to Fabrics, (1983) B.P.Corbman; M.C.grow Hill International Editions;
6. Textile technology to GCSE(1999), Dawn J., Oxford university press



**First Year B.Sc. (Home) II-Semester  
INTRODUCTION TO TEXTILES  
Course Code: UHO2CTCL29**

**Credit : 02**

**Practical  
Pd/Wk: 02**

**Marks: 50**

**Practical :**

1. Fiber identification(microscopic appearance)
  - a) cotton, jute, silk, wool, rayon, acetate, polyester, nylon
  
2. Calculate fabric count
  - a) poplin, muslin, buckram/canvas, kantaan, lizy bazy, art silk,
  
3. Study the weight per unit area
  - a) georgette, jean, poplin, flannel, jersey, marquise/ net, velvet
  
4. Sample collection and fabric identification(any 05 each)
  - a) Woven fabrics
  - b) knitted fabrics
  - c) non-woven fabrics
  
5. Sample Collection of types of yarn
  - a) Simple yarn- single, ply, cord
  - b) Novelty yarn- loop, slub, ratine, metallic
  - c) Textured yarn

**Second Year B.Sc. (Home) II-Semester**  
**BASICS OF DESIGN APPLICATION**  
**Course code: UHO2CFRM30**

**Theory**  
**Credit: 03 Pd/Wk: 03 Marks: 100**

**Objectives:**

1. To guide students gain an understanding of basic art principles
2. To learn to appreciate art.
3. To develop skill in creating designs and making art objects
4. To develop an understanding to the application of principles of art and design in decoration.
5. To develop ability of using colors effectively.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	<b>Design Fundamentals</b>	<b>30%</b>
	<ol style="list-style-type: none"><li>1. Objectives of Art &amp; Interior Design.</li><li>2. Types of Design: Structural &amp; Decorative.</li><li>3. Elements of Art: Space, Point, Line, Shape, Form, Texture, Light &amp; Color.</li><li>4. Principles of Art – Rhythm, Balance, Proportion, Emphasis, Unity</li></ol>	
<b>Unit-II</b>	<b>Color And its application</b>	<b>35%</b>
	<ol style="list-style-type: none"><li>1. Importance of color and its role in Art</li><li>2. Dimensions of color: hue, value and intensity</li><li>3. Classification of color: primary, secondary, intermediate, tertiary and quaternary colors.</li><li>4. Color harmonies: Related and contrast</li><li>5. Effect of color</li></ol>	
<b>Unit-III</b>	<b>Flower arrangement as an Art</b>	<b>15%</b>
	<ol style="list-style-type: none"><li>1. Importance and types</li><li>2. Application of Principle of Art</li><li>3. Equipments and accessories</li></ol>	
<b>Unit-IV</b>		
	<ol style="list-style-type: none"><li>1. Lights and its use in interiors( Direct and indirect Light)</li><li>2. Accessories in interior</li></ol>	<b>20%</b>

**OUTCOMES:**

1. The students will be able to understand the basic concept of design and principle of art.
2. The students will be enlightened regarding color and its usage.
3. The course will help them to understand the art of flower arrangement.
4. The course is designed to prepare the students to recognize the significance of light and accessories as an art.

**REFERENCES:**

1. Anna Hong Rutt (1948) "Home Furnishing" Joh Wiley and Sons, New Yourk.
2. Bhatt Pranav and Goenka Shantika, (1990) "Foundation of Art and Design: The lakperw book depot Bombay.
3. Crag Hazel and Rush Day (1952) "Homes with Character" Bosten D. C. Health and Co.
4. Varghesem N.N.Ogale K. Srinivasan (1996) "Home Management" New Age International Ltd.
5. "Home Management" (1993) Arya publishing House, New Delhi.
6. Han Hall, "The Creative book of Flower Arranging" Salmander Books Ltd., London.
7. "Creative Ideas with color from creating a h\Home Series" (1997), Ward lock, UK.

**Second Year B.Sc. (Home) II-Semester  
BASICS OF DESIGN APPLICATION  
Course code: UHO2CFRM31**

**Credit: 01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

**Practical: Maintaining a scrap book on**

1. Color wheel
2. Classes of color
3. Properties of color
4. Color harmonies
5. Types of printing
6. Flower arrangements
7. Rangoli
8. Greeting cards
9. Preparation of one accessory

**First Year B.Sc. (Home) II-Semester  
NUTRITION FOR FAMILY  
Course Code: UH02CFDN32**

**Theory**  
**Credit: 02 Pd/Wk: 02 Marks: 50**

**Objectives:-**

To Enable Students-

1. To learn the principles of meal planning.
2. To be able to plan and prepare a balanced meal for different age groups and special group.
3. Plan meal for different income and activity groups.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit-I</b>	Meaning, Objectives, Factors affecting meal planning, basic meal of the day, basic meal pattern and its modification to suit different levels, use of food groups in meal planning. MEAL PLANNING DURING VARIOUS PHASES OF LIFE.	15%
<b>Unit-II</b>	1. Adolescent age 2. Adulthood	10% 15%
<b>Unit-III</b>	1. Pregnancy-reasons for increased requirements. 2. Lactation- reasons for increased requirements.	10% 10%
<b>Unit-IV</b>	1. Infancy and preschoolers 2. Importance-Breast Feeding, ARF, Weaning 3. School going children	15% 10%
<b>Unit-V</b>	1. Athlete 2. Geriatrics	05% 10%

**OUTCOMES:**

The students will learn to plan meals with reference to age, gender, occupation, income and nutritional needs.

**REFERENCE:**

1. Educational Planning group(1991) : "Food and Nutrition, Text book of home Science. For senior students." 3rd Edition, Arya publishing house, New Delhi.
2. Mudambi, S.R and Rajagopal M.V . Fundamentals of Nutrition, New Age International Ltd.

**First Year B.Sc. (Home) II-Semester  
NUTRITION FOR FAMILY  
Course Code: UH02CFDN33**

<b>Credit: 01</b>	<b>Practical Pd/Wk: 02</b>	<b>Marks: 50</b>
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**Objectives:**

1. To familiarize the students with planning of balanced meals.
2. To sensitize the students to differences in dietary requirements and nutritional needs
3. through the different stages of lifespan
4. To equip the students with skills to plan balanced meals

\*Record of one's own diet based on factors affecting balanced diet.

**MEAL PLANNING THROUGH VARIOUS STAGES OF LIFE SPAN.**

\*Meal planning according to meal times viz. – breakfast, lunch, dinner and contribution of each meal to meal planning

<b>Practical</b>	<b>Content</b>
1	Meal planning with the use of five food groups (balanced meal)
2	Meal planning for Adolescent boy and girl-(Differences
3	Meal planning for Adult Men
4	Meal planning for Adult Women
5	Meal planning for Pregnant women(different income)
6	Meal planning for Lactating women (different income)
7	Meal planning for infants (6-12 months)
8	Meal planning for pre-school child
9	Meal planning for school age children (including packed lunch)
10	Meal planning for Geriatric age.

**First Year B.Sc. (Home) II-Semester**  
**PERSONAL EMPOWERMENT**  
**Course Code: UHO2CHUD12**

**Theory**

**Credit: T2 +P0**                      **Pd /WK: 2+0**                      **Marks: 100**

**Objectives:**

- i) To make the students aware of their own potential.
- ii) To empower the students for self improvement and self enhancement

<b>Unit</b>	<b>Content</b>	<b>Weightage</b>
I		
	1. The challenge – understanding oneself and being aware of one’s strengths and weaknesses.	10%
	2. Personality development	20%
	i) Concept of positive self and negative self.	
	ii) Impact of personality.	
	iii) Coping strategies	
	iv) Factors influencing personality development	
II	Peer pressure	
	a)	20%
	i) Issues and management	
	ii) Group conformity	
	iii) Individualism as co existing aspects	
	iv) Changing relationships [ hetero sexual ]	
	v) Conflicts and stress	
	vi) Simple coping strategies	
	b) Adjustment and readjustment to changing needs and condition of contemporary society	15%
	i) Adjustment to technological changes	
	ii) Adjustment to social changes	
	iii) Changes in values	
	iv) Development of identity	
III	Some significant contemporary issues of concern	
	a) Gender issues	10%
	i) Inequities and discriminations	
	ii) Biases and stereo types	
	iii) Myths and facts	
	b) Substance abuse	10%
	i) Causes	
	ii) Types	
	iii) Remedial measures	

- |    |  |     |
|----|--|-----|
| c) | Healthy habits   | 10% |
|    | i) Importance of health checkups                               |     |
|    | ii) Mental health  |     |
|    | iii) Importance of recreation / hobbies in one's own life.     |     |
| d) | AIDS and sexually transmitted diseases awareness and education | 5%  |

**References:**

- Mussen, P. N Conger, J.J. Kagar, J & Huston, A C(1990) Child Development & Personality(7ed) N. Y Harper Collins.
- Cole M & Cole. S (1993) : The development of children. New York: Scientific American Books.
- Hurlock “ development and psychology”
- Pappalia “ human development”
- Berk L.E. “child development” new delhi
- Craig G. “human development” N.J. Prentice Hall
- Cole M. and Cole S. “The development of Children ”



**First Year B.Sc. (Home) II-Semester**  
**COMPUTER APPLICATION**  
**Course Code: UH02EHSC01**

**Theory**  
**Credit: 01 Pd/Wk: 02 Marks: 50**

**Objectives:**

1. To develop skills in using tools of word processor, to manage data base, to make graphs, to analyze reports using spread sheet.
2. To make the students aware about various services offered by the internet.
3. To give knowledge about troubleshooting tips for software.

<b>Theory</b>	<b>Content</b>	<b>Weightage</b>
<b>Unit –I MS-Powerpoint</b>		20 %
a) Starting powerpoint	i) Adding new text boxes	
b) Creating a presentation	j) Working with text levels	
c) Saving the presentation	k) Selecting text	
d) Naming presentations	l) Editing text and formatting text	
e) Opening a presentation	m) Changing the layout of a slide	
f) Powerpoint views	n) Displaying the ruler	
g) Creating and Editing slides	o) Applying a new design	
h) Entering text in a placeholder	p) Changing the slide background	

**Unit –II (A) Charts and Drawing objects** 20 %

- |                                    |                    |
|------------------------------------|--------------------|
| a) Inserting an organization chart | b) Drawing objects |
| c) Inserting a clipart picture     |                    |

**(B) Giving life to a presentation**

- |                               |  |
|-------------------------------|--|
| a) Adding Sound               | e) Saving a presentation to<br>always open as a slide show |
| b) Animating text and objects | f) Setting timing for a slide show                         |
| c) Side transition            | g) Printing presentation items                             |
| d) Starting a slide show      |  |

**Unit –III (A) MS-Excel**

20 %

- a) Advantages of spreadsheets (Excel)
- b) Starting Excel
- c) Workbook, Worksheets and cells
- d) Saving a workbook
- e) Entering information (Date in worksheet)
- f) Types of Data

**(B) Editing and formatting data in worksheet**

- a) Selecting a range
- b) Editing cell contents
- c) Undo/Redo command
- d) Deleting data
- e) Copying data
- f) Moving data
- g) Inserting rows and columns
- h) Deleting Row/Columns
- i) Inserting / Deleting cells
- j) Changing row height
- k) Changing columns width
- l) Formatting data
- m) Formatting data
- n) Formatting text
- o) Adding comments
- p) Using auto fill
- q) Creating custom lists

**Unit –IV Formulas in Excel**

20 %

- a) Formula in Text
- b) Formula in Numeric
- c) Auto sum feature
- d) Auto calculate
- e) Cell referencing in worksheet
- f) Using simple statistical functions
- g) What-if analysis
- h) Data tables

**Unit –V Creating charts in excel**

20 %

- a) Chart types of MS-Excel
- b) Components of chart
- c) Creating a chart in MS-Excel
- d) Editing a chart
- e) Printing worksheets

**First Year B.Sc. (Home) II-Semester  
NATIONAL SERVICE SCHEME  
Course Code: UH02EHSC03**

**Theory**  
**Credit: 01 Pd/Wk: 02 Marks: 50**

**Unit -I: Importance and Role of Youth Leadership** 15%

- a) Meaning and types of leadership
- b) Qualities of good leaders; traits of leadership
- c) Importance and role of youth leadership

**Unit -II: Life Competencies** 35%

- a) Definition and importance of life competencies
- b) Communication
- c) Inter Personal
- d) Problem-solving and decision-making

**Unit -III: Social Harmony and National Integration** 25%

- a) Indian history and culture
- b) Role of youth in peace-building and conflict resolution
- c) Role of youth in Nation building

**Unit -IV: Youth Development Programmes in India** 25%

- a) National Youth Policy
- b) Youth development programmes at the National Level, State Level and voluntary sector
- c) Youth-focused and Youth-led organisations

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - THIRD (FOODS AND NUTRITION)**

IN EFFECT FROM 2019-2020

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T)	Credit	Contact hrs/ week	Exam	Marks		
				Practical (P)			Duration in hrs	Internal	External	Total
1	Foundation Courses	UH03FENG21	English	T	2	2	2	15	35	50
2		UH03FEEH22	Extension Education in Home Science	T	2	2	2	15	35	50
3	Core Courses	UH03CFDN23	Community Nutrition	T	3	3	3	30	70	100
4		UH03CFDN24	Community Nutrition	P	1	2	3	15	35	50
5		UH03CFRM25	Personal Finance and Consumer studies.	T	3	3	3	30	70	100
6		UH03CFRM26	Personal Finance and Consumer studies.	P	1	2	3	15	35	50
7		UH03CTCL27	Clothes & Individual	T	3	3	3	30	70	100
8		UH03CTCL28	Clothes & Individual	P	1	2	3	15	35	50
9		UH03CHUD29	Early Child hood Care & Education	T	3	3	3	30	70	100
10		UH03CHUD30	Early Child hood Care & Education	P	1	2	3	15	35	50
11		UH03CFDN31	Institutional Food Service Management	P	2	4	3	30	70	100
<b>Elective Course (Any one 12 &amp; 13, 14&amp;15, 16&amp;17)</b>										
12	Elective Courses	UH03EHSC01	Applied & Allied Chemistry	T	1	1	Internal	25	0	25
13		UH03EHSC02	Applied & Allied Chemistry	P	1	2	3	15	35	50
14		UH03EHSC03	Health & Herbs	T	1	1	Internal	25	0	25
15		UH03EHSC04	Health & Herbs	P	1	2	3	15	35	50
16		UH03EHSC05	Landscaping and Gardening	T	1	1	Internal	25	0	25
17		UH03EHSC06	Landscaping and Gardening	P	1	2	3	15	35	50
<b>Total</b>					<b>24</b>	<b>31</b>		<b>280</b>	<b>595</b>	<b>875</b>

**SECOND YEAR B.SC (HOME) III -SEMESTER**  
**ENGLISH**  
**COURSE CODE: UH03FENG21**

**Credit:02**

**Theory**  
**Pd/wk: 02**

**Marks :50**

**OBJECTIVES:**

1. To develop basic research skills among students.
2. To develop communication skills for employment.
3. To develop skills of precise writing and vocabulary

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Drafting of Questionnaire 1. Library going habits of college students 2. Socio-economic conditions of college students 3. Shopping Habits of working women 4. Students' participation in sports at college	25%
<b>II</b>	Precise Writing	20%
<b>III</b>	Grammar & Vocabulary 1. Degree 2. Phrasal Verbs 3. One word substitute	30%
<b>IV</b>	Resume Writing: Application for the Post of lecturer, Lab Assistant, Dietitian etc.	25%

**OUTCOME:**

At the end of this course learner will be able to:

1. Develop basic research skills.
2. Write resumes and Job application
3. Develop advanced grammar skills

**REFERENCES:**

1. Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)
2. Modern Commercial Communication – BS Shah Publication, Ahmedabad
3. Cambridge International Dictionary of Phrasal Verbs – Cambridge University Press
4. Developing Communication Skills – Krishna Mohan & Meera Benerji (Macmillan)
5. Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)

**SECOND YEAR B.SC.(HOME), III- SEMESTER  
EXTENSION EDUCATION IN HOME SCIENCE  
COURSE CODE: UH03FEEH22**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. Students will gain knowledge of Extension Education and its concept in rural development.
2. Students can get insight on approaches and models of extension system

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Home Science Extension Education: 1. Extension Education- Meaning, importance and need 2. Aims and objectives of Extension education 3. Characteristics and principles of extension education 4. Functions and components of extension Education 5. Role and qualities of Home Science extension worker	30%
II	Extension models Technology transfer model, social education model, social action model, participation model, combination models.	20%
III	Approaches of Extension Education Agricultural extension, commodity specialized, participatory approach, project, faming systems	20%
IV	National Extension Systems-Year of implementation, Objectives, functions of ICAR extension system, Agricultural Universities, KVK, ATIC, ATMA,EEL, programmes related to Child and Women Development, self- help group, Development work by NGO	30%

**OUTCOME:**

Course will enable students with National Extension programmes and its implementation in rural development.

**REFERENCES:**

1. Dhama, O.P. and Bhatnagar O.P. (1991). Education and communication for development. Oxford IBH Publishing Co., New Delhi.
2. Singh, Ranjit (1987). A textbook of Extension Education, Sahitya Kala Prakashna, Ludhiana.
3. Venkataiah, N. (1996) Educational Technology, New Delhi, IBH Publishing Corporations.
4. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
5. Extension Educatioin in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi. 4.

**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN23  
Theory**

**Credits:02**

**Pd/Wk:03**

**Marks:100**

**OBJECTIVES:-** This course will enable students to:-

1. To sensitize students to the concept of community nutrition and its relevance to developing countries.
2. To acquaint the students with the common nutritional problems.
3. To familiarize the students with the measures taken by the government to improve the Nutritional status of the community.
4. To sensitize the students to differences in dietary patterns of the populations.
5. To enable the students to plan appropriate interventional foods for the vulnerable groups.
6. To enable the students to perform simple tests for detection of food adulteration.

UNIT	CONTENT	WEIGHTAGE
<b>I</b>	<p>Concept of community nutrition Relevance of community nutrition for a developing country like India.</p> <ol style="list-style-type: none"> <li>1. Nutritional Problems of the community .Important Nutritional disorders in India. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for :               <ol style="list-style-type: none"> <li>a. Protein Calorie Malnutrition-SAM and MAM</li> <li>b. Iron and Folic acid deficiency Anemia</li> <li>c. Vitamin A deficiency</li> <li>d. Iodine deficiency</li> <li>e. Fluorosis</li> <li>f. Life style and nutritional disorders –obesity, diabetes mellitus, hypertension, cancer, AIDS, alcoholism, Lack of exercise.</li> </ol> </li> </ol>	<b>30%</b>
<b>II</b>	<ol style="list-style-type: none"> <li>1. Current National policies in India focused on improving nutritional and health status (National Nutrition Policy &amp; Gujarat state Nutrition Policy and national/state plan of action.</li> <li>2. National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Impact Operational Hurdles, Successes, Constraints Recommendations, Newer Initiatives-           <ol style="list-style-type: none"> <li>a. Integrated Child Development Services Scheme- Universalization of ICDS with quality, ICDS in mission mode</li> </ol> </li> </ol>	<b>30%</b>

- b. Mid Day/ Nutritious meal Program
- c. National Nutritional Anemia Control Program, National Iron Plus initiative
- d. Nutritional Program for Control of Anemia among Adolescent Girls
- e. National Program to control Iodine deficiency disorders
- f. Vitamin A prophylaxis programmes
- g. Diarrheal control program
- h. Janani Suraksha yojana/ IGMSY/ Chiranjeevi yojana etc. (Gujarat)

- III**
- 1. Identification of at risk group-Infants & Mothers.
  - 2. National plan of action for nutrition & IYCF  
Use of premixes, ARF for supplementary feeding
  - 3. Universal Immunization Programme and its importance

**20%**

**IV MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6)**

**20%**

- 1. Four Core Themes of the United Nations Millennium Development Goals
- 2. Introduction to the specific MDGs/SDGs
- 3. MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's
- 4. WHO Nutrition targets to WHO Nutrition targets to be achieved by 2025
- 5. Institutional framework for implementing MDG/ SDG & Nutrition targets in India and the role of different stake holders
- 6. National & State progress on health & nutrition related goals & targets
- 7. Possible required/alternative strategies for accelerating achieving specific SDG's & Nutrition targets

**OUTCOME:**

At the end of the course, the students will have the knowledge of:

- 1. To enable students to know the policies concerning health and nutrition
- 2. To become familiar with the ongoing schemes and programs for combating nutrition and health problems currently in use in the country and the developing world



## REFERENCES:

1. K. Park (2011).Text Book of Preventive and Social Medicine, 21 EDITION. Banarsidas Bhanot Publishers. Jabalpur. ISBN13: 9788190607995. 868 pages.
2. Lal S. (2009) Textbook of Community Medicine, CBS Publication
3. Tracking progress on child and maternal Nutrition UNICEF (2009)
4. International Institute for Population Sciences (IIPS) and Macro International. 2007. National Family Health Survey (NFHS-3), 2005-06: India: Volume I. Mumbai: IIPS.
5. Vir Sheila (2011). Public Health Nutrition in Developing Countries published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
6. Census India, [www.censusindia.gov.in](http://www.censusindia.gov.in)
7. Census Gujarat, [www.censusgujarat.gov.in](http://www.censusgujarat.gov.in)
8. Socioeconomic & cast census, [www.secc.gov.in](http://www.secc.gov.in)
9. United Nations Millennium Developmental Goals, [www.un.org millennium goals](http://www.un.org/millenniumgoals)
10. Millennium Development Report, India country report, 2014.  
[http://www.in.undp.org/content/dam/india/docs/MDG %20-20India%20Report%202014.pdf](http://www.in.undp.org/content/dam/india/docs/MDG%20-20India%20Report%202014.pdf)
11. WHO Global Targets 2025, [www.who.int/nutrition/topics/nutrition\\_globaltargets2025/en/](http://www.who.int/nutrition/topics/nutrition_globaltargets2025/en/)
12. Role of health systems in improving child nutrition in India, India Health Beat, Vol5 (7) June 2011
13. Repositioning Nutrition as central to development- A study for large scale development. The World Bank Report (2006)

**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN24  
Practical**

**Credits:01**

**Pd/Wk:02**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. To study variations in the diet due to different factors.
2. Planning and Preparation of low cost recipes for-
  - a. Protein Calorie Malnutrition
  - b. Iron and Folic acid Deficiency
  - c. Vitamin A deficiency
  - d. Complementary Foods (emphases of premixes and ARF)
  - e. School going children(1-5 years and 6 to 10 years)
  - f. Pregnant woman
  - g. Lactating mother
3. Use of growth charts for nutrition assessment of child
4. Detection of common adulterants in food by use of simple adultration tests.

**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM25**

**Theory**

**Credit: 03**

**Pd/Wk: 03**

**Marks: 100**

**OBJECTIVES:**

1. To recognize the importance of wise use of money as a resource.
2. To develop an appreciation for financial management in family living.
3. To enlighten them with the role of consumers in the Indian economy.
4. To create awareness of marketing conditions, rights and responsibilities of consumers

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Income and Expenditure</b> <ol style="list-style-type: none"> <li>1. Household Income               <ol style="list-style-type: none"> <li>a. Types</li> <li>b. Sources</li> </ol> </li> <li>2. Supplementation of Family income</li> <li>3. Use of family income</li> <li>4. Budget</li> <li>5. Maintaining household accounts</li> </ol>	30%
<b>II</b>	<b>Factors influencing expenditure pattern</b>	10%
<b>III</b>	<ol style="list-style-type: none"> <li>1. <b>Family savings and investments –</b> <ol style="list-style-type: none"> <li>a. Need</li> <li>b. Principles</li> <li>c. Channels of investment</li> </ol> </li> <li>2. <b>Consumer Credit</b> <ol style="list-style-type: none"> <li>a. Need</li> <li>b. Sources</li> <li>c. Credit cards</li> <li>d. Housing finance</li> </ol> </li> </ol>	20%
<b>IV</b>	<b>Personal finance management</b> <ol style="list-style-type: none"> <li>1. Tax implications</li> <li>2. Calculation of personal income tax</li> </ol>	10%
<b>V</b>	<b>Consumer in India : Consumer problems and education</b> <ol style="list-style-type: none"> <li>1. Definition of a consumer</li> <li>2. Types of consumer problems - Products and service related, investment and infrastructure related, Causes and solution</li> <li>3. Consumer Protection</li> <li>4. Consumer rights and responsibilities</li> </ol>	30%

## 5.Guidelines for wise buying practices

### **OUTCOMES:**

This course will enable the students to:

1. Understand the importance of wise use of money as a resource.
2. Develop an appreciation of role of financial management in family living.
3. Understand the role of consumer in the market.
4. Become aware of marketing conditions, rights and responsibilities of consumers.
5. Recognize the problem while purchasing goods / services from market.

### **REFERENCES:**

1. Ogle N. Srinivasan K. Varghese M.A.(1996) "Home Management" New age International House, New Delhi.
2. The Educational Planning Group Delhi (1993), "Home Management" Arya Publishing House, New Delhi.
3. Shukul M. Gandotra V.,(2006) "Home Management and Family Finance", Dominant Publishers and Distributors, New Delhi.
4. Sawhney H. K. and Mital M.,(2007), Family Finance and Consumer Studies, Elite Publishing House Pvt. Ltd.
5. Sarkar A. (1989) 'Problems of consumer in modern India' Discovery publishing House, Delhi
6. Agarawal Anju (1989) 'A practical handbook for consumer' Bombay, India book house

**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM26**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

1. To understand the types of income and their sources.
2. Planning family budget for various income groups
  - a. Low income group family.
  - b. Middle income group family
  - c. High Income group family.
3. To learn the methods of account keeping for families.
4. Learning to fill various bank forms.
5. To find out current saving and investment schemes from various financial institutions.
6. To make students aware about consumer rights and responsibilities.
7. To prepare handouts to create consumer awareness.
8. To study the malpractices existing in the market.
9. Evaluating the information given on the labels.

**SECOND YEAR B.SC.(HOME), III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL27**

**Theory**

**Credit: 03**

**PD/WK: 03**

**Marks: 100**

**OBJECTIVES:**

1. To acquaint students with impact of clothes on figure type.
2. To develop understanding for labels on textiles and garments and its interpretations.
3. To acquire knowledge of wardrobe, its storage and care.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Clothes and figure 1. Clothes as per figure type 2. Clothes and occasion – office wear, casual wear, evening wear, clothes for travel etc. 3. Formal and informal wear.	30%
II	Wardrobe and wardrobe planning 1. Identifying clothing needs and wardrobe planning 2. Organization and categorization of wardrobe 3. Essentials of basic wardrobe 4. Wardrobe expansion	20%
III	Storage and care of garments / textiles 1. as per occasion 2. as per the textile fabrics.	30%
IV	Labels and labeling on garments and textiles 1. Importance & Meaning of label 2. Types of label 3. Labels and its understanding	10%
V	Stain and stain removal 1. Meaning of stain 2. Classification of stain 3. Techniques of stain removal	10%

**OUTCOMES:**

1. At the end of course student will be able to build a positive personality by selecting garments as per their figure.
2. Students can store and take proper care of garments and textiles.
3. Course will enable learner to develop self sufficient wardrobe.

## **REFERENCES:**

1. How You Look and Dress (1969); Carson Bytra; Webster Division, McGraw Hill Co.
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH Bombay
3. Textile Fabrics and Their Selection (1976); Wingate I.B.; Prentice Hall Inc, New Jersey
4. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. Boston
5. Textile technology to GCSE(1999); Dawn J.; Oxford university press.
6. The new Textiles (1993); C.Colchester; thames & Hudson Ltd;

**SECOND YEAR B.SC. (HOME) III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL28**

**Practical**

**Credit: 01**

**PD/WK: 02**

**Marks: 50**

**PRACTICAL:**

1. Basic sketching and labeling of the following:
  - a. Types of necklines
  - b. Types of sleeves
  - c. Types of silhouette
  - d. Types of collars
  - e. Types of yokes
  - f. Types of pockets
2. Collection and analysis of on apparels and textile
3. Identifying the stain and its removal techniques-blood, grass, mud, oil/ghee, lipstick, nail polish, ink, grease, milk, shoe polish etc.
4. Application of elements of dress design as per figure type – line, colour, silhouette, texture.

**Note: Make a portfolio of the sketches of the practical conducted.**

**OUTCOMES:**

1. It will make student understand basics of garment detailing.
2. Course will enable students to create various styles in dresses.
3. Students will achieve consumer skills for textile & apparels.
4. Students will be able to indentify stains & remove stains from textiles.

**REFERENCES:**

1. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. ,Boston
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH ,Bombay
3. Elements of fashion and apparel design (2002) ; Sumathi,G.J ; New age International (P) Ltd .
4. Fashion design process, innovation and practice(2003) , Kathryn Mckelvey and Janine munslow: Blackwell science Ltd.
5. Handbook of fashion designing (1998); Ritu jindal; K.M.Rai Mittal for Mittal publication , New Delhi
6. Designing and pattern cutting for children’s clothes (1973); Peter morgan; B.T. Batsford limited , London
7. Fashion source book second edition (2006) ;Kathryn Mckelvey,; Blackwell Publishing Ltd.
8. Figure drawing for fashion design (2001); Elisabetta drudi and Tiziana paci; The pepin press BV P.O.Box. 10349



**SECOND YEAR B.SC. (HOME) III SEMESTER  
EARLY CHILDHOOD CARE AND EDUCATION  
Course Code: UH03HUD29**

**Theory**  
**Credits: 03 Pd/wk:03 Marks:100**

**OBJECTIVES:**

1. To know the importance of early childhood years and significance of intervention programmes for early child development.
2. To develop an insight into planning the programme
3. To understand major theoretical approaches and implications for early child Development.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<b>Significance and objectives of early childhood care and education.</b> 1. Meaning, definition, Importance and scope of early childhood education 2. Significance of early childhood years in individual development 3. Objectives of ECCE 4. Emerging issues and trends in ECCE	20%
II	<b>Teacher of ECCE</b> 1. Qualification, role and responsibilities, Qualities and Resourcefulness of teacher 2. Parents and community involvement in ECCE	10%
III	<b>ECCE programmes in Indian settings</b> 1. Programmes in ECCE an overview 2. Objectives of the programmes, daily routine and target group covered by each of the following:- Balwadi, Anganwadi, Nursery school, Kinder garden, Montessori, Laboratory Nursery School, Crèche, Mobile Creche, Play centre, Day care, Hobby centre, Franchises etc.	20%
IV	<b>Stimulation in ECCE</b> 1. Introduction to stimulation 2. Importance of stimulation in early year 3. Objectives of early childhood stimulation a. Effects of stimulation on overall development b. Developmental rhythm of children for 0-6m, 6 to 12 m, 1 to 2 year, 2 to 3 year, 3 to 4 year, 4 to 5 year, 5 to 5	20%

to 6 year, 6 to 8 year.

**Unit-V Programme planning in ECCE**

30%

1. Meaning, need & importance of curriculum.
2. Factors to be taken care while making the curriculum
3. Principles of programme planning.
  - a. Incidental and Planned learning,
  - b. Know to Unknown,
  - c. Simple to Complex,
  - d. Concrete to abstract,
  - e. Balanced between individual and group activity, indoor and outdoor play quiet and active play, guided and free play)
4. Factors influencing programme planning.
  - a. Meaning and importance of planning
  - b. Short term and Long term

**OUTCOMES:**

1. Student will come to know importance of ECCE and stimulation in early years.
2. They will learn about principles of preschool programme planning.
3. It will enhance qualities of good teacher in students.
4. Students will learn about planning and curriculum.

**REFERENCES:**

1. Bose .A.(1987) Encyclopedia of social work in India”Vol.2.New Delhi.
2. George S.Morrison (1998) Early Childhood Education Today, Merrill-Prentice hall.
3. Mechingses Fred M., “Preschool Education”
4. MuralidharnaRajlaxmi(1969), “A Guide for Nursery School Teacher”,NCERT. Preschool in India”(1975) NIPCCID.
5. PreranaMahite&Savita Amin (1999) Groming& Learning: The preschoolyears. BSST Vadodara.
6. Reed .K.(1969), “The Nursery School”, Oxford I.B.H. Publication Co.
7. Rajammal P. Devadas N. Jaya (2008) ‘A Text book on Child Devolepment
8. ThakkarAruna (1986), “Perspective in preschool education”, Popular prakasan.

**SECOND YEAR B.SC. (HOME) III SEMESTER  
EARLY CHILDHOOD CARE AND EDUCATION  
COURSE CODE: UH03HUD30**

**Theory**  
**Credit: 01**                      **pd/wk: 0:2**                      **Marks: 50**

**PRACTICAL**

**Content**

**Preparing and planning low cost indigenous play materials for stimulating and developing children in early years.**

- |     |  |
|-----|--|
| I   | Prepare any stimulating material for 2 to 3 years old child for his physical development             |
| II  | Prepare any manipulative material for 3 to 4 years old child to stimulate for his motor development. |
| III | Prepare any stimulating material for 4 to 5 years old child for his language development.            |
| IV  | Prepare any stimulating material for 5 to 6 years old child for his emotional development.           |
| V   | Prepare any stimulating material for 6 to 8 years old child for his cognitive development.           |
| VI  | <b>Weekly programme programme planning for Balwadi, NurserySchool.</b><br>3-Hours <b>Or</b> 4- hours |

**SECOND YEAR B. SC (HOME) III SEMESTER  
INSTITUTIONAL FOOD SERVICE MANAGEMENT  
COURSE CODE- UH03CFDN31  
Practical**

**Credits:2**

**Pd/Wk:04**

**Marks-100**

**OBJECTIVES:**

- (1) It will enable students to learn the concept of institutional management

**PRACTICAL**

content

- 1 Survey to find out the prevailing pricing of various food stuff.
- 2 Analysis of relationship between the purchase amount, edible portion and cooked weight of foodstuff
- 3 Quantity cooking- concept, principals, and techniques
- 4 Planning and organizing a mid day snack for pre school children.
- 5 Planning and organizing meals for college canteen.
- 6 Planning and organizing meals for college hostel mess
- 7 Planning and organizing meals for working women hostel
- 8 Planning and organizing meals for Industrial canteen.
- 9 Planning and organizing meals for different occasion  
( birthday, cocktail party, conferences etc)

**OUTCOMES:**

The students will learn to plan meals and do quantity cookery

REFERENCES:

- Sethi M.,Malhan, S. (1993) Catering Management –An integrated Approach,2<sup>nd</sup>Edidtion ,New Age International Publishers,New Delhi.
- Sethi.M. (2004) Institutional Food Management. New Age International Publishers,New Delhi.
- Mudambi.S.R.,Rajagopal M.V.(2007)Fundamentals of Foods , Nutrition and Diet therapy. New Age International Publishers,New Delhi.
- .Ronald. .F.(1994) Quality Sanitation and Management,Educational Institute of the American Hotel and Motel Association,U.S.A.

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC01  
Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 25**

**OBJECTIVES:**

1. To provide knowledge regarding various chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more scientific.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Cleansing agents - Body, Textiles, and Home cleaners.	30%
<b>II</b>	Cosmetics: a. Advantages and disadvantages of Natural and Synthetic cosmetics, Cosmetic hazard b. Properties, Ingredients and uses of the following. 1. Face, Lips, Eyes, Nails, Body 2. Dentifrices 3. Perfumes and Deodorants 4. Herbal cosmetics	50%
<b>III</b>	Food and Hazardous Chemicals Food additives- colour, preservatives etc.	20%

**OUT COME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product . student also gain knowledge about Food and Hazardous Chemicals, Food color, Chemical poison in food

**REFERENCES:**

- a. Jacob, T. (1987). Poisons in our Food.
- b. A text book of Applied Chemistry for Home Science and allied Science by thankamma Jacob.
- c. A text book of Applied Chemistry by S.N. Narkhede, M.M. Thatte and K.M.Gokhale
- d. Panda, H. (2000). Herbal Cosmetics Hand Book. National Institute of Industrial Re.
- e. Panda, H Handbook on Soaps, Detergents & Acid Slurry

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC02**

**Practical**

**Credit : 01**

**Pd/Wk: 02**

**Marks: 50**

**OBJECTIVES:**

1. To provide knowledge regarding various House hold chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more Scientific.

**PRACTICAL:**

Preparation of following households chemicals:

Washing Soap, Bathing Soap , Dish Washing Soap, Liquid Soap,  
Detergent Cake, Detergent Powder, Dish Washing Powder

1. White Phenyl ,Black Phenyl
2. Cold Cream, Shampoo, Face Wash, Hand Wash(Any One)
3. Tooth Powder, Herbal Cosmetic (Any One)

**ESTIMATION:**

1. Determination of available oxygen in a Hydrogen Peroxide Solution
2. Determination of available Chlorine in a Belching powder Solution.
3. Determination of total hardness in a given water Samples.
4. Determination of total alkali from the given Soap Solution.

**OUTCOME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product .

**REFERENCES:**

1. Technology of Gums, Adhesive and Sealants with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 81-86732-73-X
2. Complete Technology book on detergents with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772448
3. Handbook of Synthetic Detergent with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9788186732434
4. Manufacture Of Disinfectants, Cleaners, Phenyl, Repellents, Deodorants, Dishwashing Detergents And Aerosols With Formulations written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772455

5. Manufacture Of Washing Soap, Toilet Soap, Detergent Powders, Liquid Soap, Herbal And Paste Detergent And Perfumes With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772530
6. Manufacture Of House Hold Soaps, Toilet Soaps And Other Soaps With Formulation, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-53-5
7. Candle Making Process And Formulations Hand Book, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-62-4
8. Herbal Cosmetics And Beauty Products With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-45-4
9. Synthetic Detergents, Cleaners, Soap And Shampoo (Hindi), Written By Krishnakumar Agrawal, Published By Manoj Publication, Delhi, ISBN: 978-81-8133-663-7



**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC03**

**Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 50**

**OBJECTIVE:-**

1. To help students learn about our Herbal Wealth in nature.
2. To familiarize the students about Herbs and their prophylactic uses.
3. To teach the students about the alternative Herbal remedies and treatment of common diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>MARKS</b>
<b>I</b>	<ol style="list-style-type: none"><li>a. History of Herbs and indigenous system of medicines</li><li>b. Use of Herbs for Optimal Health.</li><li>c. Sources of drugs: plant roots, stems, bark, leaf, flowers and seeds.</li></ol>	
<b>II</b>	<ol style="list-style-type: none"><li>a. Cultivation, collection, processing and storage of crude drugs.</li><li>b. Factors influencing cultivation of medicinal plants- Types of soil and common fertilizers used.</li><li>c. Quality control of crude drugs.</li></ol>	
<b>III</b>	Identification and Morphological characters of selected medicinal plants. <ol style="list-style-type: none"><li>a. Creepers - Asparagus (Satavari), Tinospora Cordifolia(Gado)</li><li>b. Trees - arjun, amla, neem, saragva, jambu, bel</li><li>c. Herbs - tulsi, mint, arduci, asvagandha, lemon grass, kuvaar pathu</li></ol>	
<b>IV</b>	<ol style="list-style-type: none"><li>a. Nutraceutical.</li><li>b. Herbal tonics.</li><li>c. Herbal cosmetics</li></ol>	
<b>V</b>	<b>Herbal remedies for common diseases- (Prophylactic and curatives)</b> <ol style="list-style-type: none"><li>a. Digestive disorders</li><li>b. Respiratory infections</li><li>c. Skin</li><li>d. Urinary disorders</li><li>e. Diabetes</li><li>f. Cardiac care</li><li>g. Herbal first aid</li></ol>	

**REFERENCES:**

1. Medicinal plants for primary health care compiled and edited by Goraya GS and B.S. Somashakher.
2. Glossary of Indian Medicinal plants, CSIR 1956.
3. Ayurved Jadi/Buti Rahasya by Acharya Balkrishna, Divya Prakashan

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC04  
Practical**

**Credit:01**

**Pd/Wk:2**

**Marks: 50**

**PRACTICALS:**

1. Collection of local medicinal herbs and making herbarium.
2. Preparation of household natural health drinks.
3. Curative and prophylactic preparation for digestive disorders.
4. Curative and prophylactic preparation for skin diseases.
5. Herbal mouth fresheners.
6. Herbal first aid.

**SECOND YEAR B.SC. (HOME) III SEMESTER  
LANDSCAPING AND GARDENING  
COURSE CODE: UH03EHSC05  
Theory**

**Credit:01**

**Pd/Wk:01**

**Marks:25 (Internal)**

**OBJECTIVES:**

1. To develop skills of landscape planning.
2. To give them opportunity to utilize available land effectively.
3. To gain insight into various decorative features of garden.
4. To understand effect of light and colour in the garden.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Landscaping</b> <ol style="list-style-type: none"><li>1. Definition</li><li>2. Importance</li><li>3. Objectives</li><li>4. Factors affecting landscape planning</li></ol>	<b>20%</b>
<b>II</b>	<b>Landscape Planning</b> <ol style="list-style-type: none"><li>1. Principles of planning</li><li>2. Division of space<ol style="list-style-type: none"><li>a. The approach to house from main street to<ol style="list-style-type: none"><li>1. The main entrance</li><li>2. The back entrance</li></ol></li><li>b. Division of grounds in front yard<ol style="list-style-type: none"><li>1. Lawns</li><li>2. Flower beds</li><li>3. Shrubs, vines</li><li>4. Trees and plants</li></ol></li><li>c. Division of space in back yard<ol style="list-style-type: none"><li>1. Place for drying laundry</li><li>2. Place for washing</li><li>3. Place for garbage disposal</li><li>4. Kitchen garden</li></ol></li></ol></li></ol>	<b>35%</b>
<b>III</b>	<b>Selection of plants</b> <ol style="list-style-type: none"><li>1. All year round plants grass for lawn, hedges, shrubs</li><li>2. Indoor plants</li><li>3. Decorative plants</li></ol>	<b>20%</b>

**V Landscape design**

**25%**

1. Light and colour in the garden
2. Other garden features
  - a. Landscape paths
  - b. Rock garden
  - c. Water garden
  - d. Miniature garden
  - e. Green house and summer house

**OUTCOME:**

After completion of this course the students will be able to

1. Learn division of exterior space effectively.
2. Generate productive income by developing kitchen garden.
3. They can work as a counselor for landscape planning.

**REFERENCES:**

1. Michael Wright, "The Complete Book of Gardening", Published by Ebury Press.
2. S. Percy. Lancaster (1977), "Gardening in India", Published by Oxford and IBH Publishing Co. Pvt. Ltd.
3. Peter Mchay (1987) "Anatomy of Garden", Published by Wendward.
4. Trivedi P.P (1983) "home Gardening" Published by ICAR, New Delhi.

**SECOND YEAR B.SC.(HOME) III SEMESTER  
LANDSCAPING AND GARDENING  
COURSE CODE: UH03EHSC06**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks:50**

1. Identification and drawing of various garden tools and machines.
2. To draw symbols used in landscape planning.
3. To visit various nurseries.
4. Preparing chart for seasonal fruits vegetables and flowers.
5. Make a layout of landscape plans.
6. Kitchen garden layout.
7. Aesthetic arrangement of plants.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - THIRD (FAMILY RESOURCE MANAGEMENT)**

IN EFFECT FROM 2019-2020

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T)	Credit	Contact hrs/ week	Exam	Marks		
				Practical (P)			Duration in hrs	Internal	External	Total
1	Foundation Courses	UH03FENG21	English	T	2	2	2	15	35	50
2		UH03FEEH22	Extension Education in Home Science	T	2	2	2	15	35	50
3	Core Courses	UH03CFDN23	Community Nutrition	T	3	3	3	30	70	100
4		UH03CFDN24	Community Nutrition	P	1	2	3	15	35	50
5		UH03CFRM25	Personal Finance and Consumer studies.	T	3	3	3	30	70	100
6		UH03CFRM26	Personal Finance and Consumer studies.	P	1	2	3	15	35	50
7		UH03CTCL27	Clothes & Individual	T	3	3	3	30	70	100
8		UH03CTCL28	Clothes & Individual	P	1	2	3	15	35	50
9		UH03CHUD29	Early Child hood Care & Education	T	3	3	3	30	70	100
10		UH03CHUD30	Early Child hood Care & Education	P	1	2	3	15	35	50
11		UH03CFRM31	Practicum in Interiors	P	2	4	3	30	70	100
<b>Elective Course (Any one 12 &amp; 13, 14&amp;15, 16&amp;17)</b>										
12	Elective Courses	UH03EHSC01	Applied & Allied Chemistry	T	1	1	Internal	25	0	25
13		UH03EHSC02	Applied & Allied Chemistry	P	1	2	3	15	35	50
14		UH03EHSC03	Health & Herbs	T	1	1	Internal	25	0	25
15		UH03EHSC04	Health & Herbs	P	1	2	3	15	35	50
16		UH03EHSC05	Landscaping and Gardening	T	1	1	Internal	25	0	25
17		UH03EHSC06	Landscaping and Gardening	P	1	2	3	15	35	50
<b>Total</b>					<b>24</b>	<b>31</b>		<b>280</b>	<b>595</b>	<b>875</b>

**SECOND YEAR B.SC (HOME) III -SEMESTER  
ENGLISH  
COURSE CODE: UH03FENG21**

**Credit:02**

**Theory  
Pd/wk: 02**

**Marks :50**

**OBJECTIVES:**

1. To develop basic research skills among students.
2. To develop communication skills for employment.
3. To develop skills of precise writing and vocabulary

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Drafting of Questionnaire 1. Library going habits of college students 2. Socio-economic conditions of college students 3. Shopping Habits of working women 4. Students' participation in sports at college	25%
<b>II</b>	Precise Writing	20%
<b>III</b>	Grammar & Vocabulary 1. Degree 2. Phrasal Verbs 3. One word substitute	30%
<b>IV</b>	Resume Writing: Application for the Post of lecturer, Lab Assistant, Dietitian etc.	25%

**OUTCOME:**

At the end of this course learner will be able to:

1. Develop basic research skills.
2. Write resumes and Job application
3. Develop advanced grammar skills

**REFERENCES:**

1. Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)
2. Modern Commercial Communication – BS Shah Publication, Ahmedabad
3. Cambridge International Dictionary of Phrasal Verbs – CambridgeUniversity Press
4. Developing Communication Skills – Krishna Mohan &MeeraBenerji (Macmillan)
5. Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)

**SECOND YEAR B.SC.(HOME), III- SEMESTER  
EXTENSION EDUCATION IN HOME SCIENCE  
COURSE CODE: UH03FEEH22**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. Students will gain knowledge of Extension Education and its concept in rural development.
2. Students can get insight on approaches and models of extension system

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Home Science Extension Education: 1. Extension Education- Meaning, importance and need 2. Aims and objectives of Extension education 3. Characteristics and principles of extension education 4. Functions and components of extension Education 5. Role and qualities of Home Science extension worker	30%
II	Extension models Technology transfer model, social education model, social action model, participation model, combination models.	20%
III	Approaches of Extension Education Agricultural extension, commodity specialized, participatory approach, project, faming systems	20%
IV	National Extension Systems-Year of implementation, Objectives, functions of ICAR extension system, Agricultural Universities, KVK, ATIC, ATMA,EEL, programmes related to Child and Women Development, self- help group, Development work by NGO	30%

**OUTCOME:**

Course will enable students with National Extension programmes and its implementation in rural development.

**REFERENCES:**

1. Dhama, O.P. and Bhatnagar O.P. (1991). Education and communication for development. Oxford IBH Publishing Co., New Delhi.
2. Singh, Ranjit (1987). A textbook of Extension Education, Sahitya Kala Prakashna, Ludhiana.
3. Venkataiah, N. (1996) Educational Technology, New Delhi, IBH Publishing Corporations.
4. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
5. Extension Educatioin in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi. 4.



**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN23  
Theory**

**Credits:02**

**Pd/Wk:3**

**Marks:100**

**OBJECTIVES:-** This course will enable students to:-

1. To sensitize students to the concept of community nutrition and its relevance to developing countries.
2. To acquaint the students with the common nutritional problems.
3. To familiarize the students with the measures taken by the government to improve the Nutritional status of the community.
4. To sensitize the students to differences in dietary patterns of the populations.
5. To enable the students to plan appropriate interventional foods for the vulnerable groups.
6. To enable the students to perform simple tests for detection of food adulteration.

UNIT	CONTENT	WEIGHTAGE
<b>I</b>	<p>Concept of community nutrition Relevance of community nutrition for a developing country like India.</p> <ol style="list-style-type: none"> <li>1. Nutritional Problems of the community .Important Nutritional disorders in India. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for :               <ol style="list-style-type: none"> <li>a. Protein Calorie Malnutrition-SAM and MAM</li> <li>b. Iron and Folic acid deficiency Anemia</li> <li>c. Vitamin A deficiency</li> <li>d. Iodine deficiency</li> <li>e. Fluorosis</li> <li>f. Life style and nutritional disorders –obesity, diabetes mellitus, hypertension, cancer, AIDS, alcoholism, Lack of exercise.</li> </ol> </li> </ol>	<b>30%</b>
<b>II</b>	<ol style="list-style-type: none"> <li>1. Current National policies in India focused on improving nutritional and health status (National Nutrition Policy &amp; Gujarat state Nutrition Policy and national/state plan of action.</li> <li>2. National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Impact Operational Hurdles, Successes, Constraints Recommendations, Newer Initiatives-               <ol style="list-style-type: none"> <li>a. Integrated Child Development Services Scheme- Universalization of ICDS with quality, ICDS in mission mode</li> </ol> </li> </ol>	<b>30%</b>

- b. Mid Day/ Nutritious meal Program
- c. National Nutritional Anemia Control Program, National Iron Plus initiative
- d. Nutritional Program for Control of Anemia among Adolescent Girls
- e. National Program to control Iodine deficiency disorders
- f. Vitamin A prophylaxis programmes
- g. Diarrheal control program
- h. Janani Suraksha yojana/ IGMSY/ Chiranjeevi yojana etc. (Gujarat)

- III**
- 1. Identification of at risk group-Infants & Mothers.
  - 2. National plan of action for nutrition & IYCF  
Use of premixes, ARF for supplementary feeding
  - 3. Universal Immunization Programme and its importance

**20%**

**IV MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6)**

**20%**

- 1. Four Core Themes of the United Nations Millennium Development Goals
- 2. Introduction to the specific MDGs/SDGs
- 3. MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's
- 4. WHO Nutrition targets to WHO Nutrition targets to be achieved by 2025
- 5. Institutional framework for implementing MDG/ SDG & Nutrition targets in India and the role of different stake holders
- 6. National & State progress on health & nutrition related goals & targets
- 7. Possible required/alternative strategies for accelerating achieving specific SDG's & Nutrition targets

**OUTCOME:**

At the end of the course, the students will have the knowledge of:

- 1. To enable students to know the policies concerning health and nutrition
- 2. To become familiar with the ongoing schemes and programs for combating nutrition and health problems currently in use in the country and the developing world

**REFERENCES:**

- 1. K. Park (2011). Text Book of Preventive and Social Medicine, 21 EDITION. Banarsidas Bhanot Publishers. Jabalpur. ISBN13: 9788190607995. 868 pages.
- 2. Lal S. (2009) Textbook of Community Medicine, CBS Publication
- 3. Tracking progress on child and maternal Nutrition UNICEF (2009)
- 4. International Institute for Population Sciences (IIPS) and Macro International. 2007.

- National Family Health Survey (NFHS-3), 2005-06: India: Volume I. Mumbai: IIPS.
5. Vir Sheila (2011). Public Health Nutrition in Developing Countries published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
  6. Census India, [www.censusindia.gov.in](http://www.censusindia.gov.in)
  7. Census Gujarat, [www.censusgujarat.gov.in](http://www.censusgujarat.gov.in)
  8. Socioeconomic & cast census, [www.secc.gov.in](http://www.secc.gov.in)
  9. United Nations Millennium Developmental Goals, [www.un.org](http://www.un.org) millennium goals
  10. Millennium Development Report, India country report, 2014.  
[http://www.in.undp.org/content/dam/india/docs/MDG %20-20India%20Report%202014.pdf](http://www.in.undp.org/content/dam/india/docs/MDG%20-20India%20Report%202014.pdf)
  11. WHO Global Targets 2025, [www.who.int/nutrition/topics/nutrition\\_globaltargets2025/en/](http://www.who.int/nutrition/topics/nutrition_globaltargets2025/en/)
  12. Role of health systems in improving child nutrition in India, India Health Beat, Vol5 (7) June 2011
  13. Repositioning Nutrition as central to development- A study for large scale development. The World Bank Report (2006)

**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN24  
Practical**

**Credits:01**

**Pd/Wk:02**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. To study variations in the diet due to different factors.
2. Planning and Preparation of low cost recipes for-
  - a. Protein Calorie Malnutrition
  - b. Iron and Folic acid Deficiency
  - c. Vitamin A deficiency
  - d. Complementary Foods (emphases of premixes and ARF)
  - e. School going children(1-5 years and 6 to 10 years)
  - f. Pregnant woman
  - g. Lactating mother
3. Use of growth charts for nutrition assessment of child
4. Detection of common adulterants in food by use of simple adultration tests.

**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM25**

**Theory**

**Credit: 03**

**Pd/Wk: 03**

**Marks: 100**

**OBJECTIVES:**

1. To recognize the importance of wise use of money as a resource.
2. To develop an appreciation for financial management in family living.
3. To enlighten them with the role of consumers in the Indian economy.
4. To create awareness of marketing conditions, rights and responsibilities of consumers

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Income and Expenditure</b> 1. Household Income a. Types b. Sources 2. Supplementation of Family income 3. Use of family income 4. Budget 5. Maintaining household accounts	30%
<b>II</b>	<b>Factors influencing expenditure pattern</b>	10%
<b>III</b>	1. <b>Family savings and investments –</b> a. Need b. Principles c. Channels of investment  2. <b>Consumer Credit</b> a. Need b. Sources c. Credit cards d. Housing finance	20%
<b>IV</b>	<b>Personal finance management</b> 1. Tax implications 2. Calculation of personal income tax	10%
<b>V</b>	<b>Consumer in India : Consumer problems and education</b> 1. Definition of a consumer 2. Types of consumer problems - Products and service related, investment and infrastructure related, Causes and solution 3. Consumer Protection 4. Consumer rights and responsibilities 5. Guidelines for wise buying practices	30%

**OUTCOMES:**

This course will enable the students to:

1. Understand the importance of wise use of money as a resource.
2. Develop an appreciation of role of financial management in family living.
3. Understand the role of consumer in the market.
4. Become aware of marketing conditions, rights and responsibilities of consumers.
5. Recognize the problem while purchasing goods / services from market.

**REFERENCES:**

1. Ogle N. Srinivasan K. Varghese M.A.(1996) "Home Management" New age International House, New Delhi.
2. The Educational Planning Group Delhi (1993), "Home Management" Arya Publishing House, New Delhi.
3. Shukul M. Gandotra V.,(2006) "Home Management and Family Finance", Dominant Publishers and Distributors, New Delhi.
4. Sawhney H. K. and Mital M.,(2007), Family Finance and Consumer Studies, Elite Publishing House Pvt. Ltd.
5. Sarkar A. (1989) 'Problems of consumer in modern India' Discovery publishing House, Delhi
6. Agarawal Anju (1989) 'A practical handbook for consumer' Bombay, India book house

**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM26**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

1. To understand the types of income and their sources.
2. Planning family budget for various income groups
  - a. Low income group family.
  - b. Middle income group family
  - c. High Income group family.
3. To learn the methods of account keeping for families.
4. Learning to fill various bank forms.
5. To find out current saving and investment schemes from various financial institutions.
6. To make students aware about consumer rights and responsibilities.
7. To prepare handouts to create consumer awareness.
8. To study the malpractices existing in the market.
9. Evaluating the information given on the labels.

**SECOND YEAR B.SC.(HOME), III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL27**

**Theory**

**Credit: 03**

**PD/WK: 03**

**Marks: 100**

**OBJECTIVES:**

1. To acquaint students with impact of clothes on figure type.
2. To develop understanding for labels on textiles and garments and its interpretations.
3. To acquire knowledge of wardrobe, its storage and care.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Clothes and figure 1. Clothes as per figure type 2. Clothes and occasion – office wear, casual wear, evening wear, clothes for travel etc. 3. Formal and informal wear.	30%
II	Wardrobe and wardrobe planning 1. Identifying clothing needs and wardrobe planning 2. Organization and categorization of wardrobe 3. Essentials of basic wardrobe 4. Wardrobe expansion	20%
III	Storage and care of garments / textiles 1. as per occasion 2. as per the textile fabrics.	30%
IV	Labels and labeling on garments and textiles 1. Importance & Meaning of label 2. Types of label 3. Labels and its understanding	10%
V	Stain and stain removal 1. Meaning of stain 2. Classification of stain 3. Techniques of stain removal	10%

**OUTCOMES:**

1. At the end of course student will be able to build a positive personality by selecting garments as per their figure.
2. Students can store and take proper care of garments and textiles.
3. Course will enable learner to develop self sufficient wardrobe.



**REFERENCES:**

1. How You Look and Dress (1969); Carson Bytra; Webster Division, McGraw Hill Co.
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH Bombay
3. Textile Fabrics and Their Selection (1976); Wingate I.B.; Prentice Hall Inc, New Jersey
4. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. Boston
5. Textile technology to GCSE(1999); Dawn J.; Oxford university press.
6. The new Textiles (1993); C.Colchester; thames & Hudson Ltd;

**SECOND YEAR B.SC. (HOME) III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL28**

**Practical**

**Credit: 01**

**PD/WK: 02**

**Marks: 50**

**PRACTICAL:**

1. Basic sketching and labeling of the following:
  - a. Types of necklines
  - b. Types of sleeves
  - c. Types of silhouette
  - d. Types of collars
  - e. Types of yokes
  - f. Types of pockets
2. Collection and analysis of on apparels and textile
3. Identifying the stain and its removal techniques-blood, grass, mud, oil/ghee, lipstick, nail polish, ink, grease, milk, shoe polish etc.
4. Application of elements of dress design as per figure type – line, colour, silhouette, texture.

**Note: Make a portfolio of the sketches of the practical conducted.**

**OUTCOMES:**

1. It will make student understand basics of garment detailing.
2. Course will enable students to create various styles in dresses.
3. Students will achieve consumer skills for textile & apparels.
4. Students will be able to indentify stains & remove stains from textiles.

**REFERENCES:**

1. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. ,Boston
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH ,Bombay
3. Elements of fashion and apparel design (2002) ; Sumathi,G.J ; New age International (P) Ltd .
4. Fashion design process, innovation and practice(2003) , Kathryn Mckelvey and Janine munslow: Blackwell science Ltd.
5. Handbook of fashion designing (1998); Ritu jindal; K.M.Rai Mittal for Mittal publication , New Delhi
6. Designing and pattern cutting for children’s clothes (1973); Peter morgan; B.T. Batsford limited , London
7. Fashion source book second edition (2006) ;Kathryn Mckelvey,; Blackwell Publishing Ltd.
8. Figure drawing for fashion design (2001); Elisabetta drudi and Tiziana paci; The pepin press BV P.O.Box. 10349

**SECOND YEAR B.SC. (HOME) III SEMESTER  
EARLY CHILDHOOD CARE AND EDUCATION  
Course Code: UH03HUD29**

**Theory**

**Credits: 03**

**Pd/wk:03**

**Marks:100**

**OBJECTIVES:**

1. To know the importance of early childhood years and significance of intervention programmes for early child development.
2. To develop an insight into planning the programme
3. To understand major theoretical approaches and implications for early child Development.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Significance and objectives of early childhood care and education. 1. Meaning, definition, Importance and scope of early childhood education 2. Significance of early childhood years in individual development 3. Objectives of ECCE 4. Emerging issues and trends in ECCE	20%
II	Teacher of ECCE 1. Qualification, role and responsibilities, Qualities and Resourcefulness of teacher 2. Parents and community involvement in ECCE	10%
III	ECCE programmes in Indian settings 1. Programmes in ECCE an overview 2. Objectives of the programmes, daily routine and target group covered by each of the following:- Balwadi, Anganwadi, Nursery school, Kinder garden, Montessori, Laboratory Nursery School, Crèche, Mobile Creche, Play centre, Day care, Hobby centre, Franchises etc.	20%
IV	Stimulation in ECCE 1. Introduction to stimulation 2. Importance of stimulation in early year 3. Objectives of early childhood stimulation a. Effects of stimulation on overall development b. Developmental rhythm of children for 0-6m, 6 to 12 m, 1 to 2 year, 2 to 3 year, 3 to 4 year, 4 to 5 year, 5 to 6 year, 6 to 8 year.	20%

**Unit-V Programme planning in ECCE**

30%

1. Meaning, need & importance of curriculum.
2. Factors to be taken care while making the curriculum
3. Principles of programme planning.
  - a. Incidental and Planned learning,
  - b. Know to Unknown,
  - c. Simple to Complex,
  - d. Concrete to abstract,
  - e. Balanced between individual and group activity, indoor and outdoor play quiet and active play, guided and free play)
4. Factors influencing programme planning.
  - a. Meaning and importance of planning
  - b. Short term and Long term

**OUTCOMES:**

1. Student will come to know importance of ECCE and stimulation in early years.
2. They will learn about principles of preschool programme planning.
3. It will enhance qualities of good teacher in students.
4. Students will learn about planning and curriculum.

**REFERENCES:**

1. Bose .A.(1987) Encyclopedia of social work in India”Vol.2.New Delhi.
2. George S.Morrison (1998) Early Childhood Education Today, Merrill- Prentice hall.
3. Mechingses Fred M., “Preschool Education”
4. MuralidharnaRajlaxmi(1969), “A Guide for Nursery School Teacher”, NCERT. Preschool in India”(1975) NIPCCID.
5. PreranaMahite&Savita Amin (1999) Groming& Learning: The preschool years. BSST Vadodara.
6. Reed .K.(1969), “The Nursery School”, Oxford I.B.H. Publication Co.
7. Rajammal P. Devadas N. Jaya (2008) ‘A Text book on Child Devolepment
- 8.ThakkarAruna (1986), “Perspective in preschool education”, Popular prakasan.

**SECOND YEAR B.SC. (HOME) III SEMESTER  
EARLY CHILDHOOD CARE AND EDUCATION  
COURSE CODE: UH03HUD30**

**Theory**  
**Credit: 01**                      **pd/wk: 0:2**                      **Marks: 50**

**PRACTICAL**

**CONTENT**

- Preparing and planning low cost indigenous play materials for stimulating and developing children in early years.
- I            Prepare any stimulating material for 2 to 3 years old child for his physical development
  - II           Prepare any manipulative material for 3 to 4 years old child to stimulate for his motor development.
  - III           Prepare any stimulating material for 4 to 5 years old child for his language development.
  - IV           Prepare any stimulating material for 5 to 6 years old child for his emotional development.
  - V            Prepare any stimulating material for 6 to 8 years old child for his cognitive development.
  - VI           Weekly programme programme planning for Balwadi, NurserySchool.  
                 3-Hours Or 4- hours

**Second Year B.Sc. (HOME) III Semester  
PRACTICUM IN INTERIORS  
Course Code: UH03CFRM31**

**Practical**

**Credit: 02**

**Pd/Wk: 04**

**Marks: 100**

**OBJECTIVES:**

1. To nurture the competency for practical application of fundamentals of art & design.
2. To develop the skill of creating contemporary furnishings and artifacts.
3. To give entrepreneurial motivation to students.

**PRACTICAL:**

1. Preparing a portfolio of furnishing and artifacts (sculptures, ceramics, terracotta, handicrafts, flower arrangements)
  1. Planning for the portfolios
  2. Selection of furnishing/design/texture/color
  3. Selection of artifacts as per theme
2. Creation of various furnishings and artifacts.
  1. Selection of room for creation of furnishings and artifacts
  2. Selection of design, material and color scheme for different furnishings.
  3. Preparation of five furnishing and artifacts.

**OUTCOMES:**

1. The students would learn to become an entrepreneur.
2. They would also acquire the knowledge of various furnishings and artifacts of contemporary trends.
3. The course would help the students to understand the concepts and use of fundamentals of art & design.

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC01  
Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 25**

**OBJECTIVES:**

1. To provide knowledge regarding various chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more scientific.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Cleansing agents - Body, Textiles, and Home cleaners.	30%
<b>II</b>	Cosmetics: a. Advantages and disadvantages of Natural and Synthetic cosmetics, Cosmetic hazard b. Properties, Ingredients and uses of the following. 1. Face, Lips, Eyes, Nails, Body 2. Dentifrices 3. Perfumes and Deodorants 4. Herbal cosmetics	50%
<b>III</b>	Food and Hazardous Chemicals Food additives- colour, preservatives etc.	20%

**OUT COME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product . student also gain knowledge about Food and Hazardous Chemicals, Food color, Chemical poison in food

**REFERENCES:**

1. Jacob, T. (1987). Poisons in our Food.
2. A text book of Applied Chemistry for Home Science and allied Science by thankamma Jacob.
3. A text book of Applied Chemistryby S.N. Narkhede, M.M. Thatte and K.M.Gokhale
4. Panda, H. (2000). Herbal Cosmetics Hand Book. National Institute of Industrial Re.
5. Panda, H Handbook on Soaps, Detergents & Acid Slurry

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC02**

**Practical**

**Credit : 01**

**Pd/Wk: 02**

**Marks: 50**

**OBJECTIVES:**

1. To provide knowledge regarding various House hold chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more Scientific.

**PRACTICAL:**

Preparation of following households chemicals:

Washing Soap, Bathing Soap , Dish Washing Soap, Liquid Soap,

1. Detergent Cake, Detergent Powder, Dish Washing Powder
2. White Phenyl ,Black Phenyl
3. Cold Cream, Shampoo, Face Wash, Hand Wash(Any One)
4. Tooth Powder, Herbal Cosmetic (Any One)

**ESTIMATION:**

1. Determination of available oxygen in a Hydrogen Peroxide Solution
2. Determination of available Chlorine in a Belching powder Solution.
3. Determination of total hardness in a given water Samples.
4. Determination of total alkali from the given Soap Solution.

**OUTCOME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product .

**REFERENCES:**

1. Technology of Gums, Adhesive and Sealants with formulation, written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-73-X
2. Complete Technology book on detergents with formulation, written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772448
3. Handbook of Synthetic Detergent with formulation, written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9788186732434
4. Manufacture Of Disinfectants, Cleaners, Phenyl, Repellents, Deodorants, Dishwashing Detergents And Aerosols With Formulations written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772455



5. Manufacture Of Washing Soap, Toilet Soap, Detergent Powders, Liquid Soap, Herbal And Paste Detergent And Perfumes With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772530
6. Manufacture Of House Hold Soaps, Toilet Soaps And Other Soaps With Formulation, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-53-5
7. Candle Making Process And Formulations Hand Book, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-62-4
8. Herbal Cosmetics And Beauty Products With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-45-4
9. Synthetic Detergents, Cleaners, Soap And Shampoo (Hindi), Written By Krishnakumar Agrawal, Published By Manoj Publication, Delhi, ISBN: 978-81-8133-663-7

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC03**

**Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 50**

**OBJECTIVE:-**

1. To help students learn about our Herbal Wealth in nature.
2. To familiarize the students about Herbs and their prophylactic uses.
3. To teach the students about the alternative Herbal remedies and treatment of common diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>MARKS</b>
<b>I</b>	<ol style="list-style-type: none"><li>1. History of Herbs and indigenous system of medicines</li><li>2. Use of Herbs for Optimal Health.</li><li>3. Sources of drugs: plant roots, stems, bark, leaf, flowers and seeds.</li><li>4. Cultivation, collection, processing and storage of crude drugs.</li><li>5. Factors influencing cultivation of medicinal plants- Types of soil and common fertilizers used.</li><li>6. Quality control of crude drugs.</li></ol>	
<b>III</b>	Identification and Morphological characters of selected medicinal plants. <ol style="list-style-type: none"><li>1. Creepers - Asparagus (Satavari), Tinospora Cordifolia(Gado)</li><li>2. Trees - arjun, amla, neem, saragva, jambu, bel</li><li>3. Herbs - tulsi, mint, arduisi, asvagandha, lemon grass, kuvaar pathu</li></ol>	
<b>IV</b>	<ol style="list-style-type: none"><li>1. Nutraceutical.</li><li>2. Herbal tonics.</li><li>3. Herbal cosmetics</li></ol>	
<b>V</b>	<b>Herbal remedies for common diseases- (Prophylactic and curatives)</b> <ol style="list-style-type: none"><li>1. Digestive disorders</li><li>2. Respiratory infections</li><li>3. Skin</li><li>4. Urinary disorders</li><li>5. Diabetes</li><li>6. Cardiac care</li><li>7. Herbal first aid</li></ol>	

**REFERENCES:**

1. Medicinal plants for primary health care compiled and edited by Goraya GS and B.S. Somashakher.
2. Glossary of Indian Medicinal plants, CSIR 1956.
3. Ayurved Jadi/Buti Rahasya by Acharya Balkrishna, Divya Prakashan

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC04  
Practical**

**Credit:01**

**Pd/Wk:2**

**Marks: 50**

**PRACTICALS:**

1. Collection of local medicinal herbs and making herbarium.
2. Preparation of household natural health drinks.
3. Curative and prophylactic preparation for digestive disorders.
4. Curative and prophylactic preparation for skin diseases.
5. Herbal mouth fresheners.
6. Herbal first aid.

**SECOND YEAR B.SC. (HOME) III SEMESTER**  
**LANDSCAPING AND GARDENING**  
**COURSE CODE: UH03EHSC05**  
**Theory**

**Credit:01**

**Pd/Wk:01**

**Marks:25 (Internal)**

**OBJECTIVES:**

1. To develop skills of landscape planning.
2. To give them opportunity to utilize available land effectively.
3. To gain insight into various decorative features of garden.
4. To understand effect of light and colour in the garden.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Landscaping</b> <ol style="list-style-type: none"><li>1. Definition</li><li>2. Importance</li><li>3. Objectives</li><li>4. Factors affecting landscape planning</li></ol>	<b>20%</b>
<b>II</b>	<b>Landscape Planning</b> <ol style="list-style-type: none"><li>1. Principles of planning</li><li>2. Division of space<ol style="list-style-type: none"><li>a. The approach to house from main street to<ol style="list-style-type: none"><li>1. The main entrance</li><li>2. The back entrance</li></ol></li><li>b. Division of grounds in front yard<ol style="list-style-type: none"><li>1. Lawns</li><li>2. Flower beds</li><li>3. Shrubs, vines</li><li>4. Trees and plants</li></ol></li><li>c. Division of space in back yard<ol style="list-style-type: none"><li>1. Place for drying laundry</li><li>2. Place for washing</li><li>3. Place for garbage disposal</li><li>4. Kitchen garden</li></ol></li></ol></li></ol>	<b>35%</b>
<b>III</b>	<b>Selection of plants</b> <ol style="list-style-type: none"><li>1. All year round plants grass for lawn, hedges, shrubs</li><li>2. Indoor plants</li><li>3. Decorative plants</li></ol>	<b>20%</b>

**V Landscape design**

**25%**

1. Light and colour in the garden
2. Other garden features
  - a. Landscape paths
  - b. Rock garden
  - c. Water garden
  - d. Miniature garden
  - e. Green house and summer house

**OUTCOME:**

After completion of this course the students will be able to

1. Learn division of exterior space effectively.
2. Generate productive income by developing kitchen garden.
3. They can work as a counselor for landscape planning.

**REFERENCES:**

1. Michael Wright, "The Complete Book of Gardening", Published by Ebury Press.
2. S. Percy. Lancaster (1977), "Gardening in India", Published by Oxford and IBH Publishing Co. Pvt. Ltd.
3. Peter Mchay (1987) "Anatomy of Garden", Published by Wendward.
4. Trivedi P.P (1983) "home Gardening" Published by ICAR, New Delhi.

**SECOND YEAR B.SC.(HOME) III SEMESTER  
LANDSCAPING AND GARDENING  
COURSE CODE: UH03EHSC06**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks:50**

1. Identification and drawing of various garden tools and machines.
2. To draw symbols used in landscape planning.
3. To visit various nurseries.
4. Preparing chart for seasonal fruits vegetables and flowers.
5. Make a layout of landscape plans.
6. Kitchen garden layout.
7. Aesthetic arrangement of plants.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**  
**B.Sc. Home Science**  
**(Under Choice Based Credit Scheme)**  
**Semester - THIRD (FOODS Science and Quality Control)Vocational**  
**IN EFFECT FROM 2019-2020**

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T)		Credit	Contact hrs/ week	Exam Duration in hrs	Marks		Total
				Practical (P)					External		
1	Foundation Courses	UH03FENG21	English	T		2	2	2	15	35	50
2		UH03FSOC22	Extension Education in Home Science	T		2	2	2	15	35	50
3	Core Courses	UH03CFDN23	Community Nutrition	T		3	3	3	30	70	100
4		UH03CFDN24	Community Nutrition	P		1	2	2	15	35	50
5		UH03CFDN32	Institutional Food Service Management	P		2	4	3	30	70	100
6		UH03CVFN41	Food Packaging	T		3	3	3	30	70	100
7		UH03CVFN42	Food Packaging	P		1	2	2	15	35	50
8		UH03CVFN43	Food costing	T		2	2	2	15	35	50
9		UH03CVFN44	Entrepreneurship	T		3	3	3	30	70	100
10		UH03CVFN45	Entrepreneurship	P		1	2	2	15	35	50
11		UH03CVFN46	Biophysics	T		2	2	2	15	35	50
<b>Elective Course (Any one 12 &amp; 13, 14&amp;15, 16&amp;17)</b>											
12	Elective Courses	UH03EHSC01	Applied & Allied Chemistry	T		1	1	Internal	25	-	25
13		UH03EHSC02	Applied & Allied Chemistry	P		1	2	3	15	35	50
14		UH03EHSC03	Health & Herbs	T		1	1	Internal	25	0	25
15		UH03EHSC04	Health & Herbs	P		1	2	3	15	35	50
16		UH03EHSC05	Landscaping and Gardening	T		1	1	Internal	25	-	25
17		UH03EHSC06	Landscaping and Gardening	P		1	2	3	15	35	50
<b>Total</b>						<b>24</b>	<b>30</b>		<b>265</b>	<b>560</b>	<b>825</b>

**SECOND YEAR B.SC (HOME) III -SEMESTER**  
**ENGLISH**  
**COURSE CODE: UH03FENG21**

**Credit:02**

**Theory**  
**Pd/wk: 02**

**Marks :50**

**OBJECTIVES:**

1. To develop basic research skills among students.
2. To develop communication skills for employment.
3. To develop skills of precise writing and vocabulary

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Drafting of Questionnaire 1. Library going habits of college students 2. Socio-economic conditions of college students 3. Shopping Habits of working women 4. Students' participation in sports at college	25%
<b>II</b>	Precise Writing	20%
<b>III</b>	Grammar & Vocabulary 1. Degree 2. Phrasal Verbs 3. One word substitute	30%
<b>IV</b>	Resume Writing: Application for the Post of lecturer, Lab Assistant, Dietitian etc.	25%

**OUTCOME:**

At the end of this course learner will be able to:

1. Develop basic research skills.
2. Write resumes and Job application
3. Develop advanced grammar skills

**REFERENCES:**

1. Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)
2. Modern Commercial Communication – BS Shah Publication, Ahmedabad
3. Cambridge International Dictionary of Phrasal Verbs – Cambridge University Press
4. Developing Communication Skills – Krishna Mohan & Meera Benerji (Macmillan)
5. Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)



**SECOND YEAR B.SC.(HOME), III- SEMESTER  
EXTENSION EDUCATION IN HOME SCIENCE  
COURSE CODE: UH03FEEH22**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. Students will gain knowledge of Extension Education and its concept in rural development.
2. Students can get insight on approaches and models of extension system

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Home Science Extension Education: 1. Extension Education- Meaning, importance and need 2. Aims and objectives of Extension education 3. Characteristics and principles of extension education 4. Functions and components of extension Education 5. Role and qualities of Home Science extension worker	30%
II	Extension models Technology transfer model, social education model, social action model, participation model, combination models.	20%
III	Approaches of Extension Education Agricultural extension, commodity specialized, participatory approach, project, faming systems	20%
IV	National Extension Systems-Year of implementation, Objectives, functions of ICAR extension system, Agricultural Universities, KVK, ATIC, ATMA,EEL, programmes related to Child and Women Development, self- help group, Development work by NGO	30%

**OUTCOME:**

Course will enable students with National Extension programmes and its implementation in rural development.

**REFERENCES:**

1. Dhama, O.P. and Bhatnagar O.P. (1991). Education and communication for development. Oxford IBH Publishing Co., New Delhi.
2. Singh, Ranjit (1987). A textbook of Extension Education, Sahitya Kala Prakashna, Ludhiana.
3. Venkataiah, N. (1996) Educational Technology, New Delhi, IBH Publishing Corporations.
4. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
5. Extension Educatioin in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi. 4.

**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN23  
Theory**

**Credits:02**

**Pd/Wk:3**

**Marks:100**

**OBJECTIVES:-** This course will enable students to:-

1. To sensitize students to the concept of community nutrition and its relevance to developing countries.
2. To acquaint the students with the common nutritional problems.
3. To familiarize the students with the measures taken by the government to improve the Nutritional status of the community.
4. To sensitize the students to differences in dietary patterns of the populations.
5. To enable the students to plan appropriate interventional foods for the vulnerable groups.
6. To enable the students to perform simple tests for detection of food adulteration.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<p>Concept of community nutrition Relevance of community nutrition for a developing country like India.</p> <ol style="list-style-type: none"> <li>1. Nutritional Problems of the community .Important Nutritional disorders in India. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for :               <ol style="list-style-type: none"> <li>a. Protein Calorie Malnutrition-SAM and MAM</li> <li>b. Iron and Folic acid deficiency Anemia</li> <li>c. Vitamin A deficiency</li> <li>d. Iodine deficiency</li> <li>e. Fluorosis</li> <li>f. Life style and nutritional disorders –obesity, diabetes mellitus, hypertension, cancer, AIDS, alcoholism, Lack of exercise.</li> </ol> </li> </ol>	<b>30%</b>
<b>II</b>	<ol style="list-style-type: none"> <li>1. Current National policies in India focused on improving nutritional and health status (National Nutrition Policy &amp; Gujarat state Nutrition Policy and national/state plan of action.</li> <li>2. National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Impact Operational Hurdles, Successes, Constraints Recommendations, Newer Initiatives-               <ol style="list-style-type: none"> <li>a. Integrated Child Development Services Scheme- Universalization of ICDS with quality, ICDS in mission mode</li> <li>b. Mid Day/ Nutritious meal Program</li> </ol> </li> </ol>	<b>30%</b>

- c. National Nutritional Anemia Control Program, National Iron Plus initiative
- d. Nutritional Program for Control of Anemia among Adolescent Girls
- e. National Program to control Iodine deficiency disorders
- f. Vitamin A prophylaxis programmes
- g. Diarrheal control program
- h. Janani Suraksha yojana/ IGMSY/ Chiranjeevi yojana etc. (Gujarat)

- III**
- 1. Identification of at risk group-Infants & Mothers.
  - 2. National plan of action for nutrition & IYCF  
Use of premixes, ARF for supplementary feeding
  - 3. Universal Immunization Programme and its importance

**20%**

**IV MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6)**

**20%**

- 1. Four Core Themes of the United Nations Millennium Development Goals
- 2. Introduction to the specific MDGs/SDGs
- 3. MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's
- 4. WHO Nutrition targets to WHO Nutrition targets to be achieved by 2025
- 5. Institutional framework for implementing MDG/ SDG & Nutrition targets in India and the role of different stake holders
- 6. National & State progress on health & nutrition related goals & targets
- 7. Possible required/alternative strategies for accelerating achieving specific SDG's & Nutrition targets

**OUTCOME:**

At the end of the course, the students will have the knowledge of:

- 1. To enable students to know the policies concerning health and nutrition
- 2. To become familiar with the ongoing schemes and programs for combating nutrition and health problems currently in use in the country and the developing world

**REFERENCES:**

- 1. K. Park (2011). Text Book of Preventive and Social Medicine, 21 EDITION. Banarsidas Bhanot Publishers. Jabalpur. ISBN13: 9788190607995. 868 pages.
- 2. Lal S. (2009) Textbook of Community Medicine, CBS Publication
- 3. Tracking progress on child and maternal Nutrition UNICEF (2009)
- 4. International Institute for Population Sciences (IIPS) and Macro International. 2007. National Family Health Survey (NFHS-3), 2005-06: India: Volume I. Mumbai: IIPS.

5. Vir Sheila (2011). Public Health Nutrition in Developing Countries published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
6. Census India, [www.censusindia.gov.in](http://www.censusindia.gov.in)
7. Census Gujarat, [www.censusgujarat.gov.in](http://www.censusgujarat.gov.in)
8. Socioeconomic & cast census, [www.secc.gov.in](http://www.secc.gov.in)
9. United Nations Millennium Developmental Goals, [www.un.org](http://www.un.org) millennium goals
10. Millennium Development Report, India country report, 2014.  
[http://www.in.undp.org/content/dam/india/docs/MDG %20-20India%20Report%202014.pdf](http://www.in.undp.org/content/dam/india/docs/MDG%20-20India%20Report%202014.pdf)
11. WHO Global Targets 2025, [www.who.int/nutrition/topics/nutrition\\_globaltargets2025/en/](http://www.who.int/nutrition/topics/nutrition_globaltargets2025/en/)
12. Role of health systems in improving child nutrition in India, India Health Beat, Vol5 (7) June 2011
13. Repositioning Nutrition as central to development- A study for large scale development. The World Bank Report (2006)

**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN24  
Practical**

**Credits:01**

**Pd/Wk:02**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. To study variations in the diet due to different factors.
2. Planning and Preparation of low cost recipes for-
  - a. Protein Calorie Malnutrition
  - b. Iron and Folic acid Deficiency
  - c. Vitamin A deficiency
  - d. Complementary Foods (emphases of premixes and ARF)
  - e. School going children(1-5 years and 6 to 10 years)
  - f. Pregnant woman
  - g. Lactating mother
3. Use of growth charts for nutrition assessment of child
4. Detection of common adulterants in food by use of simple adultration tests.

**SECOND YEAR B. SC (HOME) III SEMESTER  
INSTITUTIONAL FOOD SERVICE MANAGEMENT  
COURSE CODE:UH03CFDN32  
Practical**

**Credits:2**

**Pd/Wk:04**

**Marks:100**

**OBJECTIVES:**

- (1) It will enable students to learn the concept of institutional management

**PRACTICAL CONTENT**

- 1 Survey to find out the prevailing pricing of various food stuff.
- 2 Analysis of relationship between the purchase amount, edible portion and cooked weight of foodstuff
- 3 Quantity cooking- concept, principals, and techniques
- 4 Planning and organizing a mid day snack for pre school children.
- 5 Planning and organizing meals for college canteen.
- 6 Planning and organizing meals for college hostel mess
- 7 Planning and organizing meals for working women hostel
- 8 Planning and organizing meals for Industrial canteen.
- 9 Planning and organizing meals for different occasion  
( birthday, cocktail party, conferences etc)

**OUTCOMES:**

The students will learn to plan meals and do quantity cookery

**REFERENCES:**

1. Sethi M.,Malhan, S. (1993) Catering Management –An integrated Approach,2<sup>nd</sup>Edidtion ,New Age International Publishers,New Delhi.
2. Sethi.M. (2004) Institutional Food Management. New Age International Publishers,New Delhi.
3. Mudambi.S.R.,Rajagopal M.V.(2007)Fundamentals of Foods , Nutrition and Diet therapy. New Age International Publishers,New Delhi.
4. .Ronald. .F.(1994) Quality Sanitation and Management,Educational Institute of the American Hotel and Motel Association,U.S.A.

**SECOND YEAR B. SC (FSQC) III SEMESTER  
FOOD PACKAGING  
COURSE CODE:UH03CVFN41  
Theory**

**Credits: 3**

**Pd/Wk: 3**

**Marks:100**

**OBJECTIVES:** This course will enable students to:-

1. Know different packaging materials available.
2. Be aware of new advance and state of the art in food packaging.
3. Select appropriate packaging materials for varied food products.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<ol style="list-style-type: none"> <li>1. Introduction to food packaging</li> <li>2. Classification of packaging material, component of packaging</li> <li>3. Functions of packaging and packing</li> <li>4. Requirement or characteristics of an ideal package</li> <li>5. Packaging design consideration</li> </ol>	<b>20%</b>
<b>II</b>	Properties, advantage & limitations of packaging material Glass container Metal container (tin & aluminum) Paper, paperboard and corrugated boxes Plastic (thermo-plastic- PE, PP, PET, BOPP, EVOH, PVC, Nylon, thermoset- epoxy resins, phenol formaldehyde) Edible films/ coatings Flexible and retortable pouches Blister Packaging	<b>30%</b>
<b>III</b>	Modern techniques in food packaging Modified & controlled atmosphere packaging Aseptic packaging Active packaging, RFID indicator (intelligent packaging) Shelf life testing	<b>25%</b>
<b>IV</b>	Food packaging and laws FSSAI AGMARK BIS	<b>20%</b>
<b>V</b>	Testing and identification of packaging material	<b>5%</b>

**OUTCOME:**

1. Students will understand different properties of packaging material and its application in food packaging.
2. Students will also understand legal aspects of food product labeling.

**REFERENCES:**

1. Sakharov, S.and Griffin. (1980): Principles of food Packaging AVI Publication Co.
2. Briston and Neil: Packaging Management Gower press.
3. Horchikess Food and Packaging Interaction American Chemical Society.
4. Cairns Oswin Pline Newness Packaging for Climatic Protection Butter Worth.



**SECOND YEAR B. SC (FSQC) III SEMESTER  
FOOD PACKAGING  
COURSE CODE:UH03CVFN42  
Practical**

**Credits: 1**

**Pd/Wk: 1**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. Designing of food product label.
2. Determination of thickness of packaging material by using micrometer
3. Determination of GSM ( $\text{gm}^2$ )unit of packaging material by using micrometer
4. Performance of thermal shock resistance test for glass bottle.
5. Study of corrugated boxes.
6. Determination of cobb Value.
7. Determination of densile strength of packaging.
8. Determination of compression strength of packaging of corrugated boxes.
9. Performance of drop test.

**SECOND YEAR B. SC (FSQC) III SEMESTER**  
**FOOD COSTING**  
**COURSE CODE:UH03CVFN43**  
**Theory**

**Credits: 2**

**Pd/Wk: 2**

**Marks:50**

**OBJECTIVES:**

This course will enable students to:-

1. Know the importance of cost control.
2. Be familiar with costing and pricing of food products.
3. Be familiar with cost reporting system.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	1. Costing: meaning & importance of costing, methods of costing, cost centre, cost unit and cost control. 2. Elements of cost: materials, labour and overheads.	20%
II	1. Materials: concept, types of materials, material control- purchase of materials, receipts & inspection of materials, storage of materials and issue of materials 2. Levels of materials: minimum level, maximum level, re-order level, danger level, economic order quantity.	25%
III	1. Cost of labour: concept time keeping, methods of wage payment- time wage, piece wage, Halsey plan and Rowan plan, labour turnover Overheads: concept, functional classification: manufacturing, administration, selling and distribution overhead. 2. Behavior wise classification: fixed cost, variable cost and semi-variable cost.	25%
IV	1. Management accounting: Accounting ratios: meaning and importance of accounting ratios. Profitability ratios, liquidity ratios, activity ratios with simple workouts. 2. Break-even analysis: break even point (BEP), contribution, margin of safety, profit-volume ratio with simple workouts.	30%

**OUTCOMES:** Students will learn to do cost analysis.

## REFERENCES:

1. Bhar, B.K. (1977): Cost Accounting, Academic Publishers Calcutta.
2. Matz, A; Curry, O and Frank G.W. (1970) Cost Accounting, Taporewala & Sons Co. Pvt Ltd. Bombay.
3. Prasad N.K. (1979) Principles and Practice of cost accounting Book Syndicate Pvt. Ltd. Calcutta.
4. Food and Beverage control, Prentice Hall Inc New Jersey Clister D.C. (1977)
5. Kotas R: An Approach to food costing Berrie and Rockuffe Ltd. London.
6. Paige G. (1979): Catering cost and control, Casell London.

**SECOND YEAR B. SC (FSQC) III SEMESTER  
ENTREPRENEURSHIP  
COURSE CODE: UH03CVFN44  
Theory**

Credits: 3

Pd/Wk: 3

Marks: 100

**OBJECTIVES:**

The students can understand the need to become entrepreneur.

They get awareness to plan and manage own small scale industry.

UNITS	CONTENT	WEIGHTAGE
1	Entrepreneurship Concepts of entrepreneur and entrepreneurship, nature, Scope and need of entrepreneurship, Qualities of entrepreneur, Soft skills for entrepreneur; Role of entrepreneurship in economic development in India;	15%
2	Women entrepreneurship, Special schemes for women entrepreneurship; Rural entrepreneurship.	10%
3	The food processing sector in India Broad categorization (structure and composition) of food processing enterprises and their present status; India's strengths in food processing; Critical success factors for manufacturers in the sector; Policy initiatives, Challenges and constraints; Business opportunity identification; incentives given to ssi sector; future prospects of Indian food processing industries.	25%
4	Planning a small-scale unit: project identification, requirements to start a business, government formalities and procedures.	15%
5	Project formulation: need, concept, significance & elements of project formulation, feasibility analysis, project report, project selection, checklist of feasibility report.	10%

**OUTCOMES:**

The students can develop a skill to start own small scale industry.

## REFERENCES:

1. [Vasantdesai](#); dynamics of entrepreneurial development and management: entrepreneurship, project management, finances, programmes, and problems, himalaya publishing house.
2. Deshpande v., entrepreneurship of small scale food industries, concept, growth and mangement, deep and deep publication, new delhi.
3. A manual for entrepreneurs: food processing industry; dinesh awasthi, raman jaggi, v padman and entrepreneurship development institute of india, ahmedabad.
4. Dr. C b gupta & dr. M p srinivasan; entrepreneurship development in india, sultan chan & sons.
5. R v badi & n v badi; entrepreneurship, vrinda publication (p) ltd

**SECOND YEAR B. SC (FSQC) III SEMESTER  
ENTREPRENUERSHIP  
COURSE CODE: UH03CVFN45  
Practical**

Credit: 1

Pd/Wk: 2

Marks: 50

<b>NUMBER</b>	<b>EXPERIMENT</b>
1	Conduct mini market survey, data collection through questionnaire and personal visit.
2	Entrepreneurial motivation training through games, role playing, discussion and exercise.
3	a. Working Capital and fixed capital calculation practice. b. Exercise on working capital and fixed capital calculation practice.
4	a. Analysis of sample project report discussion. b. Break even analysis - practices
5	Food costing calculation using relevant information.
6	Communication written and oral practice.
7	Planning of a plant layout with references to processing of various food products.
8	Visit to a SSI /FOOD ENTERPRIZE and report on the same.

**SECOND YEAR B. SC (FSQC) III SEMESTER  
BIOPHYSICS  
COURSE NO: UH03CVFN46  
Theory**

**CREDIT: 2**

**PD/WK: 2**

**Marks: 50**

**OBJECTIVES:**

- (1) To understand basics aspects of biophysics
- (2) To be familiar with different principles and concepts of basic and advance instruments.

<b>Unit</b>	<b>Content</b>	<b>weightage</b>
I.	Basic aspects of biophysics: 1. Measurements of units: system of unit, fundamental and derived unit, mass and weights, density and specific gravity, pressure, energy and units. 2. Heat and light: heat and temperatures, thermometer and scales, expansion, specific heat latent heat,, mode of transfer of heat, electromagnetic radiations and its properties	30%
II.	Biophysical phenomena : 1. Concept and application in field of nutrition like viscosity ,surface tension, adsorption	20%
III.	Principles and working of basic instruments: 1. Balances, pH meter, centrifuge muffle furnace ,pressure cookers and autoclaves, viscometer	25%
IV.	Principles and working of advanced instruments: 1. DEXA,BMD, ultrasound, and sonography, CT scan, MRI,dialysis atomic absorption spectroscopy , echocardiography	25%

**OUTCOMES:**

1. The students will learn different principles and concepts of basic and advance instruments.

**REFERENCES:**

1. Wilson K and Walker J (1994) principle and technique of Practical biochemistry published by foundation books ,Newdelhi.
2. Srivastava VK and Srivastava KK (1987). Introduction to chromatography- theory and practice .Published by S.Chand& Co., New Delhi.
3. Pomeranz Y and Meleon CE (1996). Food Analysis : Theory andpracticepublished by CBS New Delhi
4. Raghuramulu N, Nair M, K , KalyanSundaram(1983) A manual of laboratory techniques.NIN, ICMR

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC01**

**Theory**  
**Credit : 02 Pd/Wk: 02 Marks: 50**

**OBJECTIVES:**

1. To provide knowledge regarding various chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more Scientific.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Soaps, Detergents and Cleansing agent	30%
<b>II</b>	Cosmetics: a) Advantages and disadvantages of Natural and Synthetic cosmetics, Cosmetic hazard b) Ingredients, Properties and uses of following c) Face Pac d) Lipstick e) Eye Make Up f) Nail Polish g) Face Powder h) Baby Powder i) Talcum Powder j) Shampoo k) Rouge l) dentifrices m) Herbal cosmetics	50%
<b>III</b>	Food and Hazardous Chemicals Food color Chemical poison in food	20%

**OUT COME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product . student also gain knowledge about Food and Hazardous Chemicals, Food color, Chemical poison in food



**REFERENCES:**

- a) Jacob, T. (1987). Poisons in our Food.
- b) A text book of Applied Chemistry for Home Science and allied Science by thankamma Jacob.
- c) A text book of Applied Chemistry by S.N. Narkhede, M.M. Thatte and K.M.Gokhale
- d) Panda, H. (2000). Herbal Cosmetics Hand Book. National Institute of Industrial Re.
- e) Panda, H Handbook on Soaps, Detergents & Acid Slurry

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC02**

**Credit : 02**

**Practical  
Pd/Wk: 02**

**Marks: 50**

**OBJECTIVES:**

1. To provide knowledge regarding various House hold chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more Scientific.

**PRACTICAL:**

Preparation of following households chemicals:

- a) Washing Soap, Bathing Soap , Dish Washing Soap, Liquid Soap,
- b) Detergent Cake, Detergent Powder, Dish Washing Powder
- c) White Phenyl ,Black Phenyl
- d) Cold Cream, Shampoo, Face Wash, Hand Wash(Any One)
- e) Tooth Powder, Herbal Cosmetic (Any One)

**ESTIMATION:**

- a) Determination of available oxygen in a Hydrogen Peroxide Solution
- b) Determination of available Chlorine in a Belching powder Solution.
- c) Determination of total hardness in a given water Sample.
- d) Determination of total alkali from the given Soap Solution.

**OUT COME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product .

**REFERENCES:**

1. Technology of Gums, Adhesive and Sealants with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 81-86732-73-X
2. Complete Technology book on detergents with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772448
3. Handbook of Synthetic Detergent with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9788186732434
4. Manufacture Of Disinfectants, Cleaners, Phenyl, Repellents, Deodorants, Dishwashing Detergents And Aerosols With Formulations written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772455

5. Manufacture Of Washing Soap, Toilet Soap, Detergent Powders, Liquid Soap, Herbal And Paste Detergent And Perfumes With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772530
6. Manufacture Of House Hold Soaps, Toilet Soaps And Other Soaps With Formulation, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-53-5
7. Candle Making Process And Formulations Hand Book, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-62-4
8. Herbal Cosmetics And Beauty Products With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-45-4
9. Synthetic Detergents, Cleaners, Soap And Shampoo (Hindi), Written By Krishnakumar Agrawal, Published By Manoj Publication, Delhi, ISBN: 978-81-8133-663-7

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC03**

**Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 50**

**OBJECTIVE:-**

1. To help students learn about our Herbal Wealth in nature.
2. To familiarize the students about Herbs and their prophylactic uses.
3. To teach the students about the alternative Herbal remedies and treatment of common diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<ol style="list-style-type: none"><li>1. History of Herbs and indigenous system of medicines</li><li>2. Use of Herbs for Optimal Health.</li><li>3. Sources of drugs: plant roots, stems, bark, leaf, flowers and seeds.</li></ol>	20%
<b>II</b>	<ol style="list-style-type: none"><li>1. Cultivation, collection, processing and storage of crude drugs.</li><li>2. Factors influencing cultivation of medicinal plants- Types of soil and common fertilizers used.</li><li>3. Quality control of crude drugs.</li></ol>	15%
<b>III</b>	Identification and Morphological characters of selected medicinal plants. <ol style="list-style-type: none"><li>1. Creepers - Asparagus (Satavari), Tinospora Cordifolia(Gado)</li><li>2. Trees - arjun, amla, neem, saragva, jambu, bel</li><li>3. Herbs - tulsi, mint, arduci, asvagandha, lemon grass, kuvaar pathu</li></ol>	25%
<b>IV</b>	<ol style="list-style-type: none"><li>1. Nutraceutical.</li><li>2. Herbal tonics.</li><li>3. Herbal cosmetics</li></ol>	20%
<b>V</b>	<b>Herbal remedies for common diseases- (Prophylactic and curatives)</b> <ol style="list-style-type: none"><li>1. Digestive disorders</li><li>2. Respiratory infections</li><li>3. Skin</li><li>4. Urinary disorders</li><li>5. Diabetes</li><li>6. Cardiac care</li><li>7. Herbal first aid</li></ol>	20%

**REFERENCES:**

1. Medicinal plants for primary health care compiled and edited by Goraya GS and B.S. Somashakher.
2. Glossary of Indian Medicinal plants, CSIR 1956.
3. Ayurved Jadi/Buti Rahasya by Acharya Balkrishna, Divya Prakashan

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC04  
Practical**

**Credit: 1**

**Pd/Wk: 2**

**Marks: 50**

**PRACTICALS:**

1. Collection of local medicinal herbs and making herbarium.
2. Preparation of household natural health drinks.
3. Curative and prophylactic preparation for digestive disorders.
4. Curative and prophylactic preparation for skin diseases.
5. Herbal mouth fresheners.
6. Herbal first aid.

**SECOND YEAR B.SC. (HOME) III SEMESTER  
LANDSCAPING AND GARDENING  
COURSE CODE: UH03EHSC05  
Theory**

**Credit:01**

**Pd/Wk:01**

**Marks:25 (Internal)**

**Objectives:**

1. To develop skills of landscape planning.
2. To give them opportunity to utilize available land effectively.
3. To gain insight into various decorative features of garden.
4. To understand effect of light and colour in the garden.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Landscaping</b> <ol style="list-style-type: none"><li>1. Definition</li><li>2. Importance</li><li>3. Objectives</li><li>4. Factors affecting landscape planning</li></ol>	<b>20%</b>
<b>II</b>	<b>Landscape Planning</b> <ol style="list-style-type: none"><li>1. Principles of planning</li><li>2. Division of space<ol style="list-style-type: none"><li>a. The approach to house from main street to<ul style="list-style-type: none"><li>• The main entrance</li><li>• The back entrance</li></ul></li><li>b. Division of grounds in front yard<ul style="list-style-type: none"><li>• Lawns</li><li>• Flower beds</li><li>• Shrubs, vines</li><li>• Trees and plants</li></ul></li><li>c. Division of space in back yard<ul style="list-style-type: none"><li>• Place for drying laundry</li><li>• Place for washing</li><li>• Place for garbage disposal</li><li>• Kitchen garden</li></ul></li></ol></li></ol>	<b>35%</b>
<b>III</b>	<b>Selection of plants</b> <ol style="list-style-type: none"><li>1. All year round plants grass for lawn, hedges, shrubs</li><li>2. Indoor plants</li><li>3. Decorative plants</li></ol>	<b>20%</b>

- V      Landscape design      25%**
1. Light and colour in the garden
  2. Other garden features
    - a. Landscape paths
    - b. Rock garden
    - c. Water garden
    - d. Miniature garden
    - e. Green house and summer house

**OUTCOME:**

After completion of this course the students will be able to

1. Learn division of exterior space effectively.
2. Generate productive income by developing kitchen garden.
3. They can work as a counselor for landscape planning.

**REFERENCES:**

1. Michael Wright, "The Complete Book of Gardening", Published by Ebury Press.
2. S. Percy. Lancaster (1977), "Gardening in India", Published by Oxford and IBH Publishing Co. Pvt. Ltd.
3. Peter Mchay (1987) "Anatomy of Garden", Published by Wendward.
4. Trivedi P.P (1983) "home Gardening" Published by ICAR, New Delhi.



**SECOND YEAR B.SC.(HOME) III SEMESTER  
LANDSCAPING AND GARDENING  
COURSE CODE: UH03EHSC06**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks:50**

1. Identification and drawing of various garden tools and machines.
2. To draw symbols used in landscape planning.
3. To visit various nurseries.
4. Preparing chart for seasonal fruits vegetables and flowers.
5. Make a layout of landscape plans.
6. Kitchen garden layout.
7. Aesthetic arrangement of plants.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - THIRD (HUMAN DEVELOPMENT)**

IN EFFECT FROM 2019-2020

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T)		Credit	Contact hrs/ week	Exam Duration in hrs	Marks		
				Practical (P)					Internal	External	Total
1	Foundation Courses	UH03FENG21	English	T		2	2	2	15	35	50
2		UH03FEEH22	Extension Education in Home Science	T		2	2	2	15	35	50
3	Core Courses	UH03CFDN23	Community Nutrition	T		3	3	3	30	70	100
4		UH03CFDN24	Community Nutrition	P		1	2	3	15	35	50
5		UH03CFRM25	Personal Finance and Consumer studies.	T		3	3	3	30	70	100
6		UH03CFRM26	Personal Finance and Consumer studies.	P		1	2	3	15	35	50
7		UH03CTCL27	Clothes & Individual	T		3	3	3	30	70	100
8		UH03CTCL28	Clothes & Individual	P		1	2	3	15	35	50
9		UH03CHUD29	Early Child hood Care & Education	T		3	3	3	30	70	100
10		UH03CHUD30	Early Child hood Care & Education	P		1	2	3	15	35	50
11		UH03CHUD31	Programme Planning in E.C.C.E	P		2	4	3	30	70	100
<b>Elective Course (Any one 12 &amp; 13, 14&amp;15, 16&amp;17)</b>											
12	Elective Courses	UH03EHSC01	Applied & Allied Chemistry	T		1	1	Internal	25	0	25
13		UH03EHSC02	Applied & Allied Chemistry	P		1	2	3	15	35	50
14		UH03EHSC03	Health & Herbs	T		1	1	Internal	25	0	25
15		UH03EHSC04	Health & Herbs	P		1	2	3	15	35	50
16		UH03EHSC05	Landscaping and Gardening	T		1	1	Internal	25	0	25
17		UH03EHSC06	Landscaping and Gardening	P		1	2	3	15	35	50
<b>Total</b>						<b>24</b>	<b>31</b>		<b>280</b>	<b>595</b>	<b>875</b>



**SECOND YEAR B.SC.(HOME), III- SEMESTER  
EXTENSION EDUCATION IN HOME SCIENCE  
COURSE CODE: UH03FEEH22**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. Students will gain knowledge of Extension Education and its concept in rural development.
2. Students can get insight on approaches and models of extension system

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Home Science Extension Education: 1. Extension Education- Meaning, importance and need 2. Aims and objectives of Extension education 3. Characteristics and principles of extension education 4. Functions and components of extension Education 5. Role and qualities of Home Science extension worker	30%
II	Extension models Technology transfer model, social education model, social action model, participation model, combination models.	20%
III	Approaches of Extension Education Agricultural extension, commodity specialized, participatory approach, project, faming systems	20%
IV	National Extension Systems-Year of implementation, Objectives, functions of ICAR extension system, Agricultural Universities, KVK, ATIC, ATMA,EEL, programmes related to Child and Women Development, self- help group, Development work by NGO	30%

**OUTCOME:**

Course will enable students with National Extension programmes and its implementation in rural development.

**REFERENCES:**

1. Dhama, O.P. and Bhatnagar O.P. (1991). Education and communication for development. Oxford IBH Publishing Co., New Delhi.
2. Singh, Ranjit (1987). A textbook of Extension Education, Sahitya Kala Prakashna, Ludhiana.
3. Venkataiah, N. (1996) Educational Technology, New Delhi, IBH Publishing Corporations.
4. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
5. Extension Educatioin in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi. 4.

**SECOND YEAR B. SC (HOME) III SEMESTER**

**COMMUNITY NUTRITION**

**COURSE CODE-UH03CFDN23**

**Theory**

**Credits:02**

**Pd/Wk:3**

**Marks:100**

**OBJECTIVES:-** This course will enable students to:-

1. To sensitize students to the concept of community nutrition and its relevance to developing countries.
2. To acquaint the students with the common nutritional problems.
3. To familiarize the students with the measures taken by the government to improve the Nutritional status of the community.
4. To sensitize the students to differences in dietary patterns of the populations.
5. To enable the students to plan appropriate interventional foods for the vulnerable groups.
6. To enable the students to perform simple tests for detection of food adulteration.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Concept of community nutrition Relevance of community nutrition for a developing country like India.  1. Nutritional Problems of the community .Important Nutritional disorders in India. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for : a. Protein Calorie Malnutrition-SAM and MAM b. Iron and Folic acid deficiency Anemia c. Vitamin A deficiency d. Iodine deficiency e. Fluorosis f. Life style and nutritional disorders –obesity, diabetes mellitus, hypertension, cancer, AIDS, alcoholism, Lack of exercise.	<b>30%</b>
<b>II</b>	1. Current National policies in India focused on improving nutritional and health status (National Nutrition Policy & Gujarat state Nutrition Policy and national/state plan of action.  2. National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Impact Operational Hurdles, Successes, Constraints Recommendations, Newer Initiatives-	<b>30%</b>

- a. Integrated Child Development Services Scheme- Universalization of ICDS with quality, ICDS in mission mode
- b. Mid Day/ Nutritious meal Program
- c. National Nutritional Anemia Control Program, National Iron Plus initiative
- d. Nutritional Program for Control of Anemia among Adolescent Girls
- e. National Program to control Iodine deficiency disorders
- f. Vitamin A prophylaxis programmes
- g. Diarrheal control program
- h. Janani Suraksha yojana/ IGMSY/ Chiranjeevi yojana etc. (Gujarat)

- III**
1. Identification of at risk group-Infants & Mothers.
  2. National plan of action for nutrition & IYCF  
Use of premixes, ARF for supplementary feeding
  3. Universal Immunization Programme and its importance

**20%**

**IV MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6)**

**20%**

1. Four Core Themes of the United Nations Millennium Development Goals
2. Introduction to the specific MDGs/SDGs
3. MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's
4. WHO Nutrition targets to WHO Nutrition targets to be achieved by 2025
5. Institutional framework for implementing MDG/ SDG & Nutrition targets in India and the role of different stake holders
6. National & State progress on health & nutrition related goals & targets
7. Possible required/alternative strategies for accelerating achieving specific SDG's & Nutrition targets

**OUTCOME:**

At the end of the course, the students will have the knowledge of:

1. To enable students to know the policies concerning health and nutrition
2. To become familiar with the ongoing schemes and programs for combating nutrition and health problems currently in use in the country and the developing world

## REFERENCES:

1. K. Park (2011).Text Book of Preventive and Social Medicine, 21 EDITION. Banarsidas Bhanot Publishers. Jabalpur. ISBN13: 9788190607995. 868 pages.
2. Lal S. (2009) Textbook of Community Medicine, CBS Publication
3. Tracking progress on child and maternal Nutrition UNICEF (2009)
4. International Institute for Population Sciences (IIPS) and Macro International. 2007. National Family Health Survey (NFHS-3), 2005-06: India: Volume I. Mumbai: IIPS.
5. Vir Sheila (2011). Public Health Nutrition in Developing Countries published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
6. Census India, [www.censusindia.gov.in](http://www.censusindia.gov.in)
7. Census Gujarat, [www.censusgujarat.gov.in](http://www.censusgujarat.gov.in)
8. Socioeconomic & cast census, [www.secc.gov.in](http://www.secc.gov.in)
9. United Nations Millennium Developmental Goals, [www.un.org](http://www.un.org) millennium goals
10. Millennium Development Report, India country report, 2014.  
[http://www.in.undp.org/content/dam/india/docs/MDG %20-20India%20Report%202014.pdf](http://www.in.undp.org/content/dam/india/docs/MDG%20-20India%20Report%202014.pdf)
11. WHO Global Targets 2025, [www.who.int/nutrition/topics/nutrition\\_globaltargets2025/en/](http://www.who.int/nutrition/topics/nutrition_globaltargets2025/en/)
12. Role of health systems in improving child nutrition in India, India Health Beat, Vol5 (7) June 2011
13. Repositioning Nutrition as central to development- A study for large scale development. The World Bank Report (2006)

**SECOND YEAR B. SC (HOME) III SEMESTER**

**COMMUNITY NUTRITION**

**COURSE CODE-UH03CFDN24**

**Practical**

**Credits:01**

**Pd/Wk:02**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. To study variations in the diet due to different factors.
2. Planning and Preparation of low cost recipes for-
  - a. Protein Calorie Malnutrition
  - b. Iron and Folic acid Deficiency
  - c. Vitamin A deficiency
  - d. Complementary Foods (emphases of premixes and ARF)
  - e. School going children(1-5 years and 6 to 10 years)
  - f. Pregnant woman
  - g. Lactating mother
3. Use of growth charts for nutrition assessment of child
4. Detection of common adulterants in food by use of simple adultration tests.



**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM25**

**Theory**

**Credit: 03**

**Pd/Wk: 03**

**Marks: 100**

**OBJECTIVES:**

1. To recognize the importance of wise use of money as a resource.
2. To develop an appreciation for financial management in family living.
3. To enlighten them with the role of consumers in the Indian economy.
4. To create awareness of marketing conditions, rights and responsibilities of consumers

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Income and Expenditure</b>	30%
	<ol style="list-style-type: none"><li>1. Household Income<ol style="list-style-type: none"><li>a. Types</li><li>b. Sources</li></ol></li><li>2. Supplementation of Family income</li><li>3. Use of family income</li><li>4. Budget</li><li>5. Maintaining household accounts</li></ol>	
<b>II</b>	<b>Factors influencing expenditure pattern</b>	10%
<b>III</b>	<ol style="list-style-type: none"><li>1. <b>Family savings and investments –</b><ol style="list-style-type: none"><li>a. Need</li><li>b. Principles</li><li>c. Channels of investment</li></ol></li><li>2. <b>Consumer Credit</b><ol style="list-style-type: none"><li>a. Need</li><li>b. Sources</li><li>c. Credit cards</li><li>d. Housing finance</li></ol></li></ol>	20%
<b>IV</b>	<b>Personal finance management</b>	10%
	<ol style="list-style-type: none"><li>1. Tax implications</li><li>2. Calculation of personal income tax</li></ol>	
<b>V</b>	<b>Consumer in India : Consumer problems and education</b>	30%
	<ol style="list-style-type: none"><li>1. Definition of a consumer</li><li>2. Types of consumer problems - Products and service related, investment and infrastructure related, Causes</li></ol>	

- and solution
3. Consumer Protection
  4. Consumer rights and responsibilities
  5. Guidelines for wise buying practices

### **OUTCOMES:**

This course will enable the students to:

1. Understand the importance of wise use of money as a resource.
2. Develop an appreciation of role of financial management in family living.
3. Understand the role of consumer in the market.
4. Become aware of marketing conditions, rights and responsibilities of consumers.
5. Recognize the problem while purchasing goods / services from market.

### **REFERENCES:**

1. Ogle N. Srinivasan K. Varghese M.A.(1996) "Home Management" New age International House, New Delhi.
2. The Educational Planning Group Delhi (1993), "Home Management" Arya Publishing House, New Delhi.
3. Shukul M. Gandotra V.,(2006) "Home Management and Family Finance", Dominant Publishers and Distributors, New Delhi.
4. Sawhney H. K. and Mital M.,(2007), Family Finance and Consumer Studies, Elite Publishing House Pvt. Ltd.
5. Sarkar A. (1989) 'Problems of consumer in modern India' Discovery publishing House, Delhi
6. Agarawal Anju (1989) 'A practical handbook for consumer' Bombay, India book house

**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM26**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

1. To understand the types of income and their sources.
2. Planning family budget for various income groups
  - a. Low income group family.
  - b. Middle income group family
  - c. High Income group family.
3. To learn the methods of account keeping for families.
4. Learning to fill various bank forms.
5. To find out current saving and investment schemes from various financial institutions.
6. To make students aware about consumer rights and responsibilities.
7. To prepare handouts to create consumer awareness.
8. To study the malpractices existing in the market.
9. Evaluating the information given on the labels.

**SECOND YEAR B.SC.(HOME), III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL27**

**Theory**

**Credit: 03**

**PD/WK: 03**

**Marks: 100**

**OBJECTIVES:**

1. To acquaint students with impact of clothes on figure type.
2. To develop understanding for labels on textiles and garments and its interpretations.
3. To acquire knowledge of wardrobe, its storage and care.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Clothes and figure <ol style="list-style-type: none"><li>1. Clothes as per figure type</li><li>2. Clothes and occasion – office wear, casual wear, evening wear, clothes for travel etc.</li><li>3. Formal and informal wear.</li></ol>	30%
II	Wardrobe and wardrobe planning <ol style="list-style-type: none"><li>1. Identifying clothing needs and wardrobe planning</li><li>2. Organization and categorization of wardrobe</li><li>3. Essentials of basic wardrobe</li><li>4. Wardrobe expansion</li></ol>	20%
III	Storage and care of garments / textiles <ol style="list-style-type: none"><li>1. as per occasion</li><li>2. as per the textile fabrics.</li></ol>	30%
IV	Labels and labeling on garments and textiles <ol style="list-style-type: none"><li>1. Importance &amp; Meaning of label</li><li>2. Types of label</li><li>3. Labels and its understanding</li></ol>	10%
V	Stain and stain removal <ol style="list-style-type: none"><li>1. Meaning of stain</li><li>2. Classification of stain</li><li>3. Techniques of stain removal</li></ol>	10%

**OUTCOMES:**

1. At the end of course student will be able to build a positive personality by selecting garments as per their figure.
2. Students can store and take proper care of garments and textiles.
3. Course will enable learner to develop self sufficient wardrobe.

**REFERENCES:**

1. How You Look and Dress (1969); Carson Bytra; Webster Division, McGraw Hill Co.
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH Bombay
3. Textile Fabrics and Their Selection (1976); Wingate I.B.; Prentice Hall Inc, New Jersey
4. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. Boston
5. Textile technology to GCSE(1999); Dawn J.; Oxford university press.
6. The new Textiles (1993); C.Colchester; thames & Hudson Ltd;

**SECOND YEAR B.SC. (HOME) III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL28**

**Practical**

**Credit: 01**

**PD/WK: 02**

**Marks: 50**

**PRACTICAL:**

1. Basic sketching and labeling of the following:
  - a. Types of necklines
  - b. Types of sleeves
  - c. Types of silhouette
  - d. Types of collars
  - e. Types of yokes
  - f. Types of pockets
2. Collection and analysis of on apparels and textile
3. Identifying the stain and its removal techniques-blood, grass, mud, oil/ghee, lipstick, nail polish, ink, grease, milk, shoe polish etc.
4. Application of elements of dress design as per figure type – line, colour, silhouette, texture.

**Note: Make a portfolio of the sketches of the practical conducted.**

**OUTCOMES:**

1. It will make student understand basics of garment detailing.
2. Course will enable students to create various styles in dresses.
3. Students will achieve consumer skills for textile & apparels.
4. Students will be able to indentify stains & remove stains from textiles.

**REFERENCES:**

1. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. ,Boston
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH ,Bombay
3. Elements of fashion and apparel design (2002) ; Sumathi,G.J ; New age International (P) Ltd .
4. Fashion design process, innovation and practice(2003) , Kathryn Mckelvey and Janine munslow: Blackwell science Ltd.
5. Handbook of fashion designing (1998); Ritu jindal; K.M.Rai Mittal for Mittal publication , New Delhi
6. Designing and pattern cutting for children’s clothes (1973); Peter morgan; B.T. Batsford limited , London
7. Fashion source book second edition (2006) ;Kathryn Mckelvey,; Blackwell Publishing Ltd.
8. Figure drawing for fashion design (2001); Elisabetta drudi and Tiziana paci; The pepin press BV P.O.Box. 10349

**SECOND YEAR B.SC. (HOME) III SEMESTER  
EARLY CHILDHOOD CARE AND EDUCATION  
Course Code: UH03HUD29**

**Theory**

**Credits: 03**

**Pd/wk:03**

**Marks:100**

**OBJECTIVES:**

1. To know the importance of early childhood years and significance of intervention programmes for early child development.
2. To develop an insight into planning the programme
3. To understand major theoretical approaches and implications for early child Development.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<b>Significance and objectives of early childhood care and education.</b> 1. Meaning, definition, Importance and scope of early childhood education 2. Significance of early childhood years in individual development 3. Objectives of ECCE 4. Emerging issues and trends in ECCE	20%
II	<b>Teacher of ECCE</b> 1. Qualification, role and responsibilities, Qualities and Resourcefulness of teacher 2. Parents and community involvement in ECCE	10%
III	<b>ECCE programmes in Indian settings</b> 1. Programmes in ECCE an overview 2. Objectives of the programmes, daily routine and target group covered by each of the following:- Balwadi, Anganwadi, Nursery school, Kinder garden, Montessori, Laboratory Nursery School, Crèche, Mobile Creche, Play centre, Day care, Hobby centre, Franchises etc.	20%
IV	<b>Stimulation in ECCE</b> 1. Introduction to stimulation 2. Importance of stimulation in early year 3. Objectives of early childhood stimulation a. Effects of stimulation on overall development b. Developmental rhythm of children for 0-6m, 6 to 12 m, 1 to 2 year, 2 to 3 year, 3 to 4 year, 4 to 5 year, 5 to 6 year, 6 to 8 year.	20%

Unit-V **Programme planning in ECCE**

30%

1. Meaning, need & importance of curriculum.
2. Factors to be taken care while making the curriculum
3. Principles of programme planning.
  - a. Incidental and Planned learning,
  - b. Know to Unknown,
  - c. Simple to Complex,
  - d. Concrete to abstract,
  - e. Balanced between individual and group activity, indoor and outdoor play quiet and active play, guided and free play)
4. Factors influencing programme planning.
  - a. Meaning and importance of planning
  - b. Short term and Long term

**OUTCOMES:**

1. Student will come to know importance of ECCE and stimulation in early years.
2. They will learn about principles of preschool programme planning.
3. It will enhance qualities of good teacher in students.
4. Students will learn about planning and curriculum.

**REFERENCES:**

1. Bose .A.(1987) Encyclopedia of social work in India”Vol.2.New Delhi.
2. George S.Morrison (1998) Early Childhood Education Today, Merrill- Prentice hall.
3. Mechingses Fred M., “Preschool Education”
4. MuralidharnaRajlaxmi(1969), “A Guide for Nursery School Teacher”, NCERT. Preschool in India”(1975) NIPCCID.
5. PreranaMahite&Savita Amin (1999) Groming& Learning: The preschool years. BSST Vadodara.
6. Reed .K.(1969), “The Nursery School”, Oxford I.B.H. Publication Co.
7. Rajammal P. Devadas N. Jaya (2008) ‘A Text book on Child Devolepment
- 8.ThakkarAruna (1986), “Perspective in preschool education”, Popular prakasan.





**SECOND YEAR B.SC. (HOME) III SEMESTER  
PROGRAMME PLANNING IN EARLY CHILDHOOD EDUCATION  
COURSE CODE: UH03CHUD31**

**Practical**

**Credit:02**

**Pd/wk :04**

**Marks:100**

**Particles**

**Content**

1. Programme planning:-
  - 1.Short term and Long term
  - 2.Write Project talk and list down the material needed
  - 3.Collect 5 rhymes and singing with action
  - 4.Collect 5 stories and tell in the class.
  
2. Planning the daily schedule and list down the teaching aid / material needed
  - 1.Three hour
  - 2.Four hour
  - 3.For day car
  
3. Compilation of nutritious recipes for young children
  
4. Plan a field trip and execute with nursery school children
  
5. Plan science activities and execute
  
6. Visit of ICDS Aganawadi /Day Care Centre/ Franchise and report writing

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC01  
Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 25**

**OBJECTIVES:**

1. To provide knowledge regarding various chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more scientific.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Cleansing agents - Body, Textiles, and Home cleaners.	30%
<b>II</b>	Cosmetics: a. Advantages and disadvantages of Natural and Synthetic cosmetics, Cosmetic hazard b. Properties, Ingredients and uses of the following. 1. Face, Lips, Eyes, Nails, Body 2. Dentifrices 3. Perfumes and Deodorants 4. Herbal cosmetics	50%
<b>III</b>	Food and Hazardous Chemicals Food additives- colour, preservatives etc.	20%

**OUT COME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product . student also gain knowledge about Food and Hazardous Chemicals, Food color, Chemical poison in food

**REFERENCES:**

- a. Jacob, T. (1987). Poisons in our Food.
- b. A text book of Applied Chemistry for Home Science and allied Science by thankamma Jacob.
- c. A text book of Applied Chemistry by S.N. Narkhede, M.M. Thatte and K.M.Gokhale
- d. Panda, H. (2000). Herbal Cosmetics Hand Book. National Institute of Industrial Re.
- e. Panda, H Handbook on Soaps, Detergents & Acid Slurry

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC02**

**Practical**

**Credit : 01**

**Pd/Wk: 02**

**Marks: 50**

**OBJECTIVES:**

1. To provide knowledge regarding various House hold chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more Scientific.

**PRACTICAL:**

Preparation of following households chemicals:

Washing Soap, Bathing Soap , Dish Washing Soap, Liquid Soap,

- a. Detergent Cake, Detergent Powder, Dish Washing Powder
- b. White Phenyl ,Black Phenyl
- c. Cold Cream, Shampoo, Face Wash, Hand Wash(Any One)
- d. Tooth Powder, Herbal Cosmetic (Any One)

**ESTIMATION:**

- a. Determination of available oxygen in a Hydrogen Peroxide Solution
- b. Determination of available Chlorine in a Belching powder Solution.
- c. Determination of total hardness in a given water Samples.
- d. Determination of total alkali from the given Soap Solution.

**OUTCOME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product .

**REFERENCES:**

1. Technology of Gums, Adhesive and Sealants with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 81-86732-73-X
2. Complete Technology book on detergents with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772448
3. Handbook of Synthetic Detergent with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9788186732434
4. Manufacture Of Disinfectants, Cleaners, Phenyl, Repellents, Deodorants, Dishwashing Detergents And Aerosols With Formulations written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772455

5. Manufacture Of Washing Soap, Toilet Soap, Detergent Powders, Liquid Soap, Herbal And Paste Detergent And Perfumes With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772530
6. Manufacture Of House Hold Soaps, Toilet Soaps And Other Soaps With Formulation, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-53-5
7. Candle Making Process And Formulations Hand Book, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-62-4
8. Herbal Cosmetics And Beauty Products With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-45-4
9. Synthetic Detergents, Cleaners, Soap And Shampoo (Hindi), Written By Krishnakumar Agrawal, Published By Manoj Publication, Delhi, ISBN: 978-81-8133-663-7

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC03**

**Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 50**

**OBJECTIVE:-**

1. To help students learn about our Herbal Wealth in nature.
2. To familiarize the students about Herbs and their prophylactic uses.
3. To teach the students about the alternative Herbal remedies and treatment of common diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>MARKS</b>
<b>I</b>	<ol style="list-style-type: none"><li>1. History of Herbs and indigenous system of medicines</li><li>2. Use of Herbs for Optimal Health.</li><li>3. Sources of drugs: plant roots, stems, bark, leaf, flowers and seeds.</li><li>4. Cultivation, collection, processing and storage of crude drugs.</li><li>5. Factors influencing cultivation of medicinal plants- Types of soil and common fertilizers used.</li><li>6. Quality control of crude drugs.</li></ol>	
<b>III</b>	Identification and Morphological characters of selected medicinal plants. <ol style="list-style-type: none"><li>1. Creepers - Asparagus (Satavari), Tinospora Cordifolia(Gado)</li><li>2. Trees - arjun, amla, neem, saragva, jambu, bel</li><li>3. Herbs - tulsi, mint, arduisi, asvagandha, lemon grass, kuvaar pathu</li></ol>	
<b>IV</b>	<ol style="list-style-type: none"><li>1. Nutraceutical.</li><li>2. Herbal tonics.</li><li>3. Herbal cosmetics</li></ol>	
<b>V</b>	<b>Herbal remedies for common diseases- (Prophylactic and curatives)</b> <ol style="list-style-type: none"><li>1. Digestive disorders</li><li>2. Respiratory infections</li><li>3. Skin</li><li>4. Urinary disorders</li><li>5. Diabetes</li><li>6. Cardiac care</li><li>7. Herbal first aid</li></ol>	

**REFERENCES:**

1. Medicinal plants for primary health care compiled and edited by Goraya GS and B.S. Somashakher.
2. Glossary of Indian Medicinal plants, CSIR 1956.
3. Ayurved Jadi/Buti Rahasya by Acharya Balkrishna, Divya Prakashan

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC04  
Practical**

**Credit:01**

**Pd/Wk:2**

**Marks: 50**

**PRACTICALS:**

1. Collection of local medicinal herbs and making herbarium.
2. Preparation of household natural health drinks.
3. Curative and prophylactic preparation for digestive disorders.
4. Curative and prophylactic preparation for skin diseases.
5. Herbal mouth fresheners.
6. Herbal first aid.

**SECOND YEAR B.SC. (HOME) III SEMESTER**  
**LANDSCAPING AND GARDENING**  
**COURSE CODE: UH03EHSC05**  
**Theory**

**Credit:01**

**Pd/Wk:01**

**Marks:25 (Internal)**

**OBJECTIVES:**

1. To develop skills of landscape planning.
2. To give them opportunity to utilize available land effectively.
3. To gain insight into various decorative features of garden.
4. To understand effect of light and colour in the garden.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Landscaping</b> <ol style="list-style-type: none"><li>1. Definition</li><li>2. Importance</li><li>3. Objectives</li><li>4. Factors affecting landscape planning</li></ol>	<b>20%</b>
<b>II</b>	<b>Landscape Planning</b> <ol style="list-style-type: none"><li>1. Principles of planning</li><li>2. Division of space<ol style="list-style-type: none"><li>a. The approach to house from main street to<ul style="list-style-type: none"><li>• The main entrance</li><li>• The back entrance</li></ul></li><li>b. Division of grounds in front yard<ul style="list-style-type: none"><li>• Lawns</li><li>• Flower beds</li><li>• Shrubs, vines</li><li>• Trees and plants</li></ul></li><li>c. Division of space in back yard<ul style="list-style-type: none"><li>• Place for drying laundry</li><li>• Place for washing</li><li>• Place for garbage disposal</li><li>• Kitchen garden</li></ul></li></ol></li></ol>	<b>35%</b>
<b>III</b>	<b>Selection of plants</b> <ol style="list-style-type: none"><li>1. All year round plants grass for lawn, hedges, shrubs</li><li>2. Indoor plants</li><li>3. Decorative plants</li></ol>	<b>20%</b>



- V      Landscape design      25%**
1. Light and colour in the garden
  2. Other garden features
    - a. Landscape paths
    - b. Rock garden
    - c. Water garden
    - d. Miniature garden
    - e. Green house and summer house

**OUTCOME:**

After completion of this course the students will be able to

1. Learn division of exterior space effectively.
2. Generate productive income by developing kitchen garden.
3. They can work as a counselor for landscape planning.

**REFERENCES:**

1. Michael Wright, "The Complete Book of Gardening", Published by Ebury Press.
2. S. Percy. Lancaster (1977), "Gardening in India", Published by Oxford and IBH Publishing Co. Pvt. Ltd.
3. Peter Mchay (1987) "Anatomy of Garden", Published by Wendward.
4. Trivedi P.P (1983) "home Gardening" Published by ICAR, New Delhi.

**SECOND YEAR B.SC.(HOME) III SEMESTER  
LANDSCAPING AND GARDENING  
COURSE CODE: UH03EHSC06**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks:50**

1. Identification and drawing of various garden tools and machines.
2. To draw symbols used in landscape planning.
3. To visit various nurseries.
4. Preparing chart for seasonal fruits vegetables and flowers.
5. Make a layout of landscape plans.
6. Kitchen garden layout.
7. Aesthetic arrangement of plants.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - THIRD (TEXTILE AND CLOTHING)**

IN EFFECT FROM 2019-2020

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T)	Credit	Contact hrs/ week	Exam	Marks		
				Practical (P)			Duration in hrs	Internal	External	Total
1	Foundation Courses	UH03FENG21	English	T	2	2	2	15	35	50
2		UH03FEEH22	Extension Education in Home Science	T	2	2	2	15	35	50
3	Core Courses	UH03CFDN23	Community Nutrition	T	3	3	3	30	70	100
4		UH03CFDN24	Community Nutrition	P	1	2	3	15	35	50
5		UH03CFRM25	Personal Finance and Consumer studies.	T	3	3	3	30	70	100
6		UH03CFRM26	Personal Finance and Consumer studies.	P	1	2	3	15	35	50
7		UH03CTCL27	Clothes & Individual	T	3	3	3	30	70	100
8		UH03CTCL28	Clothes & Individual	P	1	2	3	15	35	50
9		UH03CHUD29	Early Child hood Care & Education	T	3	3	3	30	70	100
10		UH03CHUD30	Early Child hood Care & Education	P	1	2	3	15	35	50
11		UH03CTCL31	Basics of Clothing Construction	P	2	4	3	30	70	100
<b>Elective Course (Any one 12 &amp; 13, 14&amp;15, 16&amp;17)</b>										
12	Elective Courses	UH03EHSC01	Applied & Allied Chemistry	T	1	1	Internal	25	0	25
13		UH03EHSC02	Applied & Allied Chemistry	P	1	2	3	15	35	50
14		UH03EHSC03	Health & Herbs	T	1	1	Internal	25	0	25
15		UH03EHSC04	Health & Herbs	P	1	2	3	15	35	50
16		UH03EHSC05	Landscaping and Gardening	T	1	1	Internal	25	0	25
17		UH03EHSC06	Landscaping and Gardening	P	1	2	3	15	35	50
<b>Total</b>					<b>24</b>	<b>31</b>		<b>280</b>	<b>595</b>	<b>875</b>



**SECOND YEAR B.SC.(HOME), III- SEMESTER  
EXTENSION EDUCATION IN HOME SCIENCE  
COURSE CODE: UH03FEEH22**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. Students will gain knowledge of Extension Education and its concept in rural development.
2. Students can get insight on approaches and models of extension system

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Home Science Extension Education: 1. Extension Education- Meaning, importance and need 2. Aims and objectives of Extension education 3. Characteristics and principles of extension education 4. Functions and components of extension Education 5. Role and qualities of Home Science extension worker	30%
II	Extension models Technology transfer model, social education model, social action model, participation model, combination models.	20%
III	Approaches of Extension Education Agricultural extension, commodity specialized, participatory approach, project, faming systems	20%
IV	National Extension Systems-Year of implementation, Objectives, functions of ICAR extension system, Agricultural Universities, KVK, ATIC, ATMA,EEL, programmes related to Child and Women Development, self- help group, Development work by NGO	30%

**OUTCOME:**

Course will enable students with National Extension programmes and its implementation in rural development.

**REFERENCES:**

1. Dhama, O.P. and Bhatnagar O.P. (1991). Education and communication for development. Oxford IBH Publishing Co., New Delhi.
2. Singh, Ranjit (1987). A textbook of Extension Education, Sahitya Kala Prakashna, Ludhiana.
3. Venkataiah, N. (1996) Educational Technology, New Delhi, IBH Publishing Corporations.
4. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
5. Extension Educatioin in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi. 4.

**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN23  
Theory**

**Credits:02**

**Pd/Wk:3**

**Marks:100**

**OBJECTIVES:-** This course will enable students to:-

1. To sensitize students to the concept of community nutrition and its relevance to developing countries.
2. To acquaint the students with the common nutritional problems.
3. To familiarize the students with the measures taken by the government to improve the Nutritional status of the community.
4. To sensitize the students to differences in dietary patterns of the populations.
5. To enable the students to plan appropriate interventional foods for the vulnerable groups.
6. To enable the students to perform simple tests for detection of food adulteration.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<p>Concept of community nutrition Relevance of community nutrition for a developing country like India.</p> <ol style="list-style-type: none"> <li>1. Nutritional Problems of the community .Important Nutritional disorders in India. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for :               <ol style="list-style-type: none"> <li>a. Protein Calorie Malnutrition-SAM and MAM</li> <li>b. Iron and Folic acid deficiency Anemia</li> <li>c. Vitamin A deficiency</li> <li>d. Iodine deficiency</li> <li>e. Fluorosis</li> <li>f. Life style and nutritional disorders –obesity, diabetes mellitus, hypertension, cancer, AIDS, alcoholism, Lack of exercise.</li> </ol> </li> </ol>	<b>30%</b>
<b>II</b>	<ol style="list-style-type: none"> <li>1. Current National policies in India focused on improving nutritional and health status (National Nutrition Policy &amp; Gujarat state Nutrition Policy and national/state plan of action.</li> <li>2. National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Impact Operational Hurdles, Successes, Constraints Recommendations, Newer Initiatives-           <ol style="list-style-type: none"> <li>a. Integrated Child Development Services Scheme- Universalization of ICDS with quality, ICDS in mission mode</li> </ol> </li> </ol>	<b>30%</b>

- b. Mid Day/ Nutritious meal Program
- c. National Nutritional Anemia Control Program, National Iron Plus initiative
- d. Nutritional Program for Control of Anemia among Adolescent Girls
- e. National Program to control Iodine deficiency disorders
- f. Vitamin A prophylaxis programmes
- g. Diarrheal control program
- h. Janani Suraksha yojana/ IGMSY/ Chiranjeevi yojana etc. (Gujarat)

- III**
- 1. Identification of at risk group-Infants & Mothers.
  - 2. National plan of action for nutrition & IYCF  
Use of premixes, ARF for supplementary feeding
  - 3. Universal Immunization Programme and its importance
- 20%**

**IV MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6) 20%**

- 1. Four Core Themes of the United Nations Millennium Development Goals
- 2. Introduction to the specific MDGs/SDGs
- 3. MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's
- 4. WHO Nutrition targets to WHO Nutrition targets to be achieved by 2025
- 5. Institutional framework for implementing MDG/ SDG & Nutrition targets in India and the role of different stake holders
- 6. National & State progress on health & nutrition related goals & targets
- 7. Possible required/alternative strategies for accelerating achieving specific SDG's & Nutrition targets

**OUTCOME:**

At the end of the course, the students will have the knowledge of:

- 1. To enable students to know the policies concerning health and nutrition
- 2. To become familiar with the ongoing schemes and programs for combating nutrition and health problems currently in use in the country and the developing world

## REFERENCES:

1. K. Park (2011).Text Book of Preventive and Social Medicine, 21 EDITION. Banarsidas Bhanot Publishers. Jabalpur. ISBN13: 9788190607995. 868 pages.
2. Lal S. (2009) Textbook of Community Medicine, CBS Publication
3. Tracking progress on child and maternal Nutrition UNICEF (2009)
4. International Institute for Population Sciences (IIPS) and Macro International. 2007. National Family Health Survey (NFHS-3), 2005-06: India: Volume I. Mumbai: IIPS.
5. Vir Sheila (2011). Public Health Nutrition in Developing Countries published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
6. Census India, [www.censusindia.gov.in](http://www.censusindia.gov.in)
7. Census Gujarat, [www.censusgujarat.gov.in](http://www.censusgujarat.gov.in)
8. Socioeconomic & cast census, [www.secc.gov.in](http://www.secc.gov.in)
9. United Nations Millennium Developmental Goals, [www.un.org millennium goals](http://www.un.org/millenniumgoals)
10. Millennium Development Report, India country report, 2014.  
[http://www.in.undp.org/content/dam/india/docs/MDG %20-20India%20Report%202014.pdf](http://www.in.undp.org/content/dam/india/docs/MDG%20-20India%20Report%202014.pdf)
11. WHO Global Targets 2025, [www.who.int/nutrition/topics/nutrition\\_globaltargets2025/en/](http://www.who.int/nutrition/topics/nutrition_globaltargets2025/en/)
12. Role of health systems in improving child nutrition in India, India Health Beat, Vol5 (7) June 2011
13. Repositioning Nutrition as central to development- A study for large scale development. The World Bank Report (2006)



**SECOND YEAR B. SC (HOME) III SEMESTER  
COMMUNITY NUTRITION  
COURSE CODE-UH03CFDN24**

**Credits:01**

**Practical  
Pd/Wk:02**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. To study variations in the diet due to different factors.
2. Planning and Preparation of low cost recipes for-
  - a. Protein Calorie Malnutrition
  - b. Iron and Folic acid Deficiency
  - c. Vitamin A deficiency
  - d. Complementary Foods (emphases of premixes and ARF)
  - e. School going children(1-5 years and 6 to 10 years)
  - f. Pregnant woman
  - g. Lactating mother
3. Use of growth charts for nutrition assessment of child
4. Detection of common adulterants in food by use of simple adultration tests.

**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM25**

**Theory**

**Credit: 03**

**Pd/Wk: 03**

**Marks: 100**

**OBJECTIVES:**

1. To recognize the importance of wise use of money as a resource.
2. To develop an appreciation for financial management in family living.
3. To enlighten them with the role of consumers in the Indian economy.
4. To create awareness of marketing conditions, rights and responsibilities of consumers

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Income and Expenditure</b>  1. Household Income a. Types b. Sources 2. Supplementation of Family income 3. Use of family income 4. Budget 5. Maintaining household accounts	30%
<b>II</b>	<b>Factors influencing expenditure pattern</b>	10%
<b>III</b>	1. <b>Family savings and investments –</b> a. Need b. Principles c. Channels of investment  2. <b>Consumer Credit</b> a. Need b. Sources c. Credit cards d. Housing finance	20%
<b>IV</b>	<b>Personal finance management</b>  1. Tax implications 2. Calculation of personal income tax	10%
<b>V</b>	<b>Consumer in India : Consumer problems and education</b>  1. Definition of a consumer 2. Types of consumer problems - Products and service related, investment and infrastructure related, Causes and solution 3. Consumer Protection	30%

4. Consumer rights and responsibilities
5. Guidelines for wise buying practices

### **OUTCOMES:**

This course will enable the students to:

1. Understand the importance of wise use of money as a resource.
2. Develop an appreciation of role of financial management in family living.
3. Understand the role of consumer in the market.
4. Become aware of marketing conditions, rights and responsibilities of consumers.
5. Recognize the problem while purchasing goods / services from market.

### **REFERENCES:**

1. Ogle N. Srinivasan K. Varghese M.A.(1996) “Home Management” New age International House, New Delhi.
2. The Educational Planning Group Delhi (1993), “Home Management”Arya Publishing House, New Delhi.
3. Shukul M. GandotraV.,(2006) “Home Management and Family Finance”, Dominant Publishers and Distributors, New Delhi.
4. Sawhney H. K. and Mital M.,(2007), Family Finance and Consumer Studies, Elite Publishing House Pvt. Ltd.
5. Sarkar A. (1989) ‘Problems of consumer in modern India’ Discovery publishing House, Delhi
6. Agarawal Anju (1989) ‘A practical handbook for consumer’ Bombay, India book house

**SECOND YEAR B.SC. (HOME) III SEMESTER  
PERSONAL FINANCE AND CONSUMER STUDIES  
COURSE CODE: UH03CFRM26**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks: 50**

1. To understand the types of income and their sources.
2. Planning family budget for various income groups
  - a. Low income group family.
  - b. Middle income group family
  - c. High Income group family.
3. To learn the methods of account keeping for families.
4. Learning to fill various bank forms.
5. To find out current saving and investment schemes from various financial institutions.
6. To make students aware about consumer rights and responsibilities.
7. To prepare handouts to create consumer awareness.
8. To study the malpractices existing in the market.
9. Evaluating the information given on the labels.

**SECOND YEAR B.SC.(HOME), III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL27**

**Theory**

**Credit: 03**

**PD/WK: 03**

**Marks: 100**

**OBJECTIVES:**

1. To acquaint students with impact of clothes on figure type.
2. To develop understanding for labels on textiles and garments and its interpretations.
3. To acquire knowledge of wardrobe, its storage and care.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Clothes and figure 1. Clothes as per figure type 2. Clothes and occasion – office wear, casual wear, evening wear, clothes for travel etc. 3. Formal and informal wear.	30%
II	Wardrobe and wardrobe planning 1. Identifying clothing needs and wardrobe planning 2. Organization and categorization of wardrobe 3. Essentials of basic wardrobe 4. Wardrobe expansion	20%
III	Storage and care of garments / textiles 1. as per occasion 2. as per the textile fabrics.	30%
IV	Labels and labeling on garments and textiles 1. Importance & Meaning of label 2. Types of label 3. Labels and its understanding	10%
V	Stain and stain removal 1. Meaning of stain 2. Classification of stain 3. Techniques of stain removal	10%

**OUTCOMES:**

1. At the end of course student will be able to build a positive personality by selecting garments as per their figure.

2. Students can store and take proper care of garments and textiles.
3. Course will enable learner to develop self sufficient wardrobe.

**REFERENCES:**

1. How You Look and Dress (1969); Carson Bytra; Webster Division, McGraw Hill Co.
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH Bombay
3. Textile Fabrics and Their Selection (1976); Wingate I.B.; Prentice Hall Inc, New Jersey
4. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. Boston
5. Textile technology to GCSE (1999); Dawn J.; Oxford university press.
6. The new Textiles (1993); C.Colchester; thames & Hudson Ltd;

**SECOND YEAR B.SC. (HOME) III SEMESTER  
CLOTHES AND INDIVIDUAL  
COURSE CODE: UH03CTCL28**

**Practical**

**Credit: 01**

**PD/WK: 02**

**Marks: 50**

**PRACTICAL:**

1. Basic sketching and labeling of the following:
  - a. Types of necklines
  - b. Types of sleeves
  - c. Types of silhouette
  - d. Types of collars
  - e. Types of yokes
  - f. Types of pockets
2. Collection and analysis of on apparels and textile
3. Identifying the stain and its removal techniques-blood, grass, mud, oil/ghee, lipstick, nail polish, ink, grease, milk, shoe polish etc.
4. Application of elements of dress design as per figure type – line, colour, silhouette, texture.

**Note: Make a portfolio of the sketches of the practical conducted.**

**OUTCOMES:**

1. It will make student understand basics of garment detailing.
2. Course will enable students to create various styles in dresses.
3. Students will achieve consumer skills for textile & apparels.
4. Students will be able to indentify stains & remove stains from textiles.

**REFERENCES:**

1. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. ,Boston
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH ,Bombay
3. Elements of fashion and apparel design (2002) ; Sumathi,G.J ; New age International (P) Ltd .
4. Fashion design process, innovation and practice(2003) , Kathryn Mckelvey and Janine munslow: Blackwell science Ltd.
5. Handbook of fashion designing (1998); Ritu jindal; K.M.Rai Mittal for Mittal publication , New Delhi
6. Designing and pattern cutting for children’s clothes (1973); Peter morgan; B.T. Batsford limited , London
7. Fashion source book second edition (2006) ;Kathryn Mckelvey,; Blackwell Publishing Ltd.
8. Figure drawing for fashion design (2001); Elisabetta drudi and Tiziana paci; The pepin press BV P.O.Box. 10349

**SECOND YEAR B.SC. (HOME) III SEMESTER  
EARLY CHILDHOOD CARE AND EDUCATION  
Course Code: UH03HUD29**

**Theory**

**Credits: 03**

**Pd/wk:03**

**Marks:100**

**OBJECTIVES:**

1. To know the importance of early childhood years and significance of intervention programmes for early child development.
2. To develop an insight into planning the programme
3. To understand major theoretical approaches and implications for early child Development.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<b>Significance and objectives of early childhood care and education.</b> 1. Meaning, definition, Importance and scope of early childhood education 2. Significance of early childhood years in individual development 3. Objectives of ECCE 4. Emerging issues and trends in ECCE	20%
II	<b>Teacher of ECCE</b> 1. Qualification, role and responsibilities, Qualities and Resourcefulness of teacher 2. Parents and community involvement in ECCE	10%
III	<b>ECCE programmes in Indian settings</b> 1. Programmes in ECCE an overview 2. Objectives of the programmes, daily routine and target group covered by each of the following:- Balwadi, Anganwadi, Nursery school, Kinder garden, Montessori, Laboratory Nursery School, Crèche, Mobile Creche, Play centre, Day care, Hobby centre, Franchises etc.	20%
IV	<b>Stimulation in ECCE</b> 1. Introduction to stimulation 2. Importance of stimulation in early year 3. Objectives of early childhood stimulation a. Effects of stimulation on overall development b. Developmental rhythm of children for 0-6m, 6 to 12 m, 1 to 2 year, 2 to 3 year, 3 to 4 year, 4 to 5 year, 5 to 6 year, 6 to 8 year.	20%



Unit-V **Programme planning in ECCE**

30%

1. Meaning, need & importance of curriculum.
2. Factors to be taken care while making the curriculum
3. Principles of programme planning.
  - a. Incidental and Planned learning,
  - b. Know to Unknown,
  - c. Simple to Complex,
  - d. Concrete to abstract,
  - e. Balanced between individual and group activity, indoor and outdoor play quiet and active play, guided and free play)
4. Factors influencing programme planning.
  - a. Meaning and importance of planning
  - b. Short term and Long term

**OUTCOMES:**

1. Student will come to know importance of ECCE and stimulation in early years.
2. They will learn about principles of preschool programme planning.
3. It will enhance qualities of good teacher in students.
4. Students will learn about planning and curriculum.

**REFERENCES:**

1. Bose .A.(1987) Encyclopedia of social work in India”Vol.2.New Delhi.
2. George S.Morrison (1998) Early Childhood Education Today, Merrill- Prentice hall.
3. Mechingses Fred M., “Preschool Education”
4. MuralidharnaRajlaxmi(1969), “A Guide for Nursery School Teacher”, NCERT. Preschool in India”(1975) NIPCCID.
5. PreranaMahite&Savita Amin (1999) Groming& Learning: The preschool years. BSST Vadodara.
6. Reed .K.(1969), “The Nursery School”, Oxford I.B.H. Publication Co.
7. Rajammal P. Devadas N. Jaya (2008) ‘A Text book on Child Devolepment
- 8.ThakkarAruna (1986), “Perspective in preschool education”, Popular prakasan.



**Second Year B.Sc.(Home), III Semester  
BASICS OF CLOTHING CONSTRUCTION**

**Course Code: UH03CTCL31**

**Practical**

**Credit: 02**

**PD/WK: 04**

**Marks: 100**

**OBJECTIVES:**

1. To develop skills in clothing construction techniques
2. To impart knowledge on basic industrial constructions techniques for sleeves, collars, pockets, plackets, zipper attachments.

**PRACTICAL:**

Preparing samples of the following:

1. Types of collars – straight band, peter pan, flat, shirt
2. Types of Sleeves - set in, puff, flared bottom, cape raglan
3. Types of plackets – Continuous opening, skirt placket, full opening.
4. Types of pockets - patch, welt, side-slit inset, waist line, flap
5. Types of Flies – Children trouser, adult trouser
6. Types of zipper attachments - Invisible, metal

**Note: Make a portfolio of the drafts and samples done.**

**OUTCOME:**

After the course students will achieve skills in basics of commercial clothing.

**REFERENCES:**

1. Zarapkar System Of Cutting; Zarapkar K.R.; Bombay
2. Matric Pattern For Women's wear; F. Aldrich
3. The Art of Sewing (1998) ; Anna Jacob; B.S. Publishers Ltd, New Delhi
4. Family Clothing, (1961) ; Tate and Glisson
5. Dress Pattern Designing (1970); Bray Natlie ; Cross lockwood & Son Ltd., London
6. Basic Processes and Clothing Construction( 1970); Doongaji & Deshpande; New Raj Book Depot, Delhi

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC01  
Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 25**

**OBJECTIVES:**

1. To provide knowledge regarding various chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more scientific.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Cleansing agents - Body, Textiles, and Home cleaners.	30%
<b>II</b>	Cosmetics: a. Advantages and disadvantages of Natural and Synthetic cosmetics, Cosmetic hazard b. Properties, Ingredients and uses of the following. 1. Face, Lips, Eyes, Nails, Body 2. Dentifrices 3. Perfumes and Deodorants 4. Herbal cosmetics	50%
<b>III</b>	Food and Hazardous Chemicals Food additives- colour, preservatives etc.	20%

**OUT COME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product . student also gain knowledge about Food and Hazardous Chemicals, Food color, Chemical poison in food

**REFERENCES:**

- a. Jacob, T. (1987). Poisons in our Food.
- b. A text book of Applied Chemistry for Home Science and allied Science by thankamma Jacob.
- c. A text book of Applied Chemistry by S.N. Narkhede, M.M. Thatte and K.M.Gokhale
- d. Panda, H. (2000). Herbal Cosmetics Hand Book. National Institute of Industrial Re.
- e. Panda, H Handbook on Soaps, Detergents & Acid Slurry

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
APPLIED AND ALLIED CHEMISTRY  
COURSE CODE: UH03EHSC02**

**Practical**

**Credit : 01**

**Pd/Wk: 02**

**Marks: 50**

**OBJECTIVES:**

1. To provide knowledge regarding various House hold chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more Scientific.

**PRACTICAL:**

Preparation of following households chemicals:

Washing Soap, Bathing Soap , Dish Washing Soap, Liquid Soap,

- a. Detergent Cake, Detergent Powder, Dish Washing Powder
- b. White Phenyl ,Black Phenyl
- c. Cold Cream, Shampoo, Face Wash, Hand Wash(Any One)
- d. Tooth Powder, Herbal Cosmetic (Any One)

**ESTIMATION:**

- a. Determination of available oxygen in a Hydrogen Peroxide Solution
- b. Determination of available Chlorine in a Belching powder Solution.
- c. Determination of total hardness in a given water Samples.
- d. Determination of total alkali from the given Soap Solution.

**OUTCOME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product .

**REFERENCES:**

1. Technology of Gums, Adhesive and Sealants with formulation, written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-73-X
2. Complete Technology book on detergents with formulation, written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772448
3. Handbook of Synthetic Detergent with formulation, written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9788186732434
4. Manufacture Of Disinfectants, Cleaners, Phenyl, Repellents, Deodorants, Dishwashing Detergents And Aerosols With Formulations written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772455

5. Manufacture Of Washing Soap, Toilet Soap, Detergent Powders, Liquid Soap, Herbal And Paste Detergent And Perfumes With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 9789380772530
6. Manufacture Of House Hold Soaps, Toilet Soaps And Other Soaps With Formulation, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-53-5
7. Candle Making Process And Formulations Hand Book, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-62-4
8. Herbal Cosmetics And Beauty Products With Formulations, Written by EIRI BOARD OF CUNSLANTS AND ENGINEERS,ISBN: 81-86732-45-4
9. Synthetic Detergents, Cleaners, Soap And Shampoo (Hindi), Written By Krishnakumar Agrawal, Published By Manoj Publication, Delhi, ISBN: 978-81-8133-663-7

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC03**

**Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 50**

**OBJECTIVE:-**

1. To help students learn about our Herbal Wealth in nature.
2. To familiarize the students about Herbs and their prophylactic uses.
3. To teach the students about the alternative Herbal remedies and treatment of common diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>MARKS</b>
<b>I</b>	<ol style="list-style-type: none"><li>a. History of Herbs and indigenous system of medicines</li><li>b. Use of Herbs for Optimal Health.</li><li>c. Sources of drugs: plant roots, stems, bark, leaf, flowers and seeds.</li></ol>	
<b>II</b>	<ol style="list-style-type: none"><li>a. Cultivation, collection, processing and storage of crude drugs.</li><li>b. Factors influencing cultivation of medicinal plants- Types of soil and common fertilizers used.</li><li>c. Quality control of crude drugs.</li></ol>	
<b>III</b>	Identification and Morphological characters of selected medicinal plants. <ol style="list-style-type: none"><li>a. Creepers - Asparagus (Satavari), Tinospora Cordifolia(Gado)</li><li>b. Trees - arjun, amla, neem, saragva, jambu, bel</li><li>c. Herbs - tulsi, mint, arduci, asvagandha, lemon grass, kuvaar pathu</li></ol>	
<b>IV</b>	<ol style="list-style-type: none"><li>a. Nutraceutical.</li><li>b. Herbal tonics.</li><li>c. Herbal cosmetics</li></ol>	
<b>V</b>	<b>Herbal remedies for common diseases- (Prophylactic and curatives)</b> <ol style="list-style-type: none"><li>a. Digestive disorders</li><li>b. Respiratory infections</li><li>c. Skin</li><li>d. Urinary disorders</li><li>e. Diabetes</li><li>f. Cardiac care</li><li>g. Herbal first aid</li></ol>	

**REFERENCES:**

1. Medicinal plants for primary health care compiled and edited by Goraya GS and B.S. Somashakher.
2. Glossary of Indian Medicinal plants, CSIR 1956.
3. Ayurved Jadi/Buti Rahasya by Acharya Balkrishna, Divya Prakashan

**SECOND YEAR B.SC. (HOME) III-SEMESTER  
HEALTH & HERBS  
COURSE CODE: UH03EHSC04  
Practical**

**Credit:01**

**Pd/Wk:2**

**Marks: 50**

**PRACTICALS:**

1. Collection of local medicinal herbs and making herbarium.
2. Preparation of household natural health drinks.
3. Curative and prophylactic preparation for digestive disorders.
4. Curative and prophylactic preparation for skin diseases.
5. Herbal mouth fresheners.
6. Herbal first aid.



**SECOND YEAR B.SC. (HOME) III SEMESTER**  
**LANDSCAPING AND GARDENING**  
**COURSE CODE: UH03EHSC05**  
**Theory**

**Credit:01**

**Pd/Wk:01**

**Marks:25 (Internal)**

**OBJECTIVES:**

1. To develop skills of landscape planning.
2. To give them opportunity to utilize available land effectively.
3. To gain insight into various decorative features of garden.
4. To understand effect of light and colour in the garden.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Landscaping</b> <ol style="list-style-type: none"><li>1. Definition</li><li>2. Importance</li><li>3. Objectives</li><li>4. Factors affecting landscape planning</li></ol>	<b>20%</b>
<b>II</b>	<b>Landscape Planning</b> <ol style="list-style-type: none"><li>1. Principles of planning</li><li>2. Division of space<ol style="list-style-type: none"><li>a. The approach to house from main street to<ul style="list-style-type: none"><li>• The main entrance</li><li>• The back entrance</li></ul></li><li>b. Division of grounds in front yard<ul style="list-style-type: none"><li>• Lawns</li><li>• Flower beds</li><li>• Shrubs, vines</li><li>• Trees and plants</li></ul></li><li>c. Division of space in back yard<ul style="list-style-type: none"><li>• Place for drying laundry</li><li>• Place for washing</li><li>• Place for garbage disposal</li><li>• Kitchen garden</li></ul></li></ol></li></ol>	<b>35%</b>
<b>III</b>	<b>Selection of plants</b> <ol style="list-style-type: none"><li>1. All year round plants grass for lawn, hedges, shrubs</li><li>2. Indoor plants</li><li>3. Decorative plants</li></ol>	<b>20%</b>

- V      Landscape design      25%**
1. Light and colour in the garden
  2. Other garden features
    - a. Landscape paths
    - b. Rock garden
    - c. Water garden
    - d. Miniature garden
    - e. Green house and summer house

**OUTCOME:**

After completion of this course the students will be able to

1. Learn division of exterior space effectively.
2. Generate productive income by developing kitchen garden.
3. They can work as a counselor for landscape planning.

**REFERENCES:**

1. Michael Wright, "The Complete Book of Gardening", Published by Ebury Press.
2. S. Percy. Lancaster (1977), "Gardening in India", Published by Oxford and IBH Publishing Co. Pvt. Ltd.
3. Peter Mchay (1987) "Anatomy of Garden", Published by Wendward.
4. Trivedi P.P (1983) "home Gardening" Published by ICAR, New Delhi.

**SECOND YEAR B.SC.(HOME) III SEMESTER  
LANDSCAPING AND GARDENING  
COURSE CODE: UH03EHSC06**

**Credit:01**

**Practical  
Pd/Wk: 02**

**Marks:50**

1. Identification and drawing of various garden tools and machines.
2. To draw symbols used in landscape planning.
3. To visit various nurseries.
4. Preparing chart for seasonal fruits vegetables and flowers.
5. Make a layout of landscape plans.
6. Kitchen garden layout.
7. Aesthetic arrangement of plants.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - Fourth (Foods and Nutrition)**

IN EFFECT FROM : 2019-2020

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Durati on in hrs	Marks		
								Internal	External	Total
1	<b>Foundation Courses</b>	UH04FCOM21	Communication process in development	T	3	3	2	30	70	100
2		UH04FCOM22	Communication process in development	p	1	2	3	15	35	50
3	<b>Core Courses</b>	UH04CFDN23	Human Nutrition	T	3	3	3	30	70	100
4		UH04CFDN24	Food Science	T	3	3	3	30	70	100
5		UH04CFDN25	Food Science	P	1	2	3	15	35	50
6		UH04CFDN26	Biochemistry	T	3	3	3	30	70	100
7		UH04CFDN27	Biochemistry	P	2	4	3	30	70	100
8		UH04CFDN28	Food Microbiology	T	2	2	2	15	35	50
9		UH04CFDN29	Food Microbiology	P	1	2	3	15	35	50
10		UH04CFDN30	Anatomy and Physiology	T	2	2	2	15	35	50
11		UH04CFDN31	Anatomy and Physiology	P	1	2	3	15	35	50
<b>Elective Courses (Any One 12,13,14,15)</b>										
12	<b>Elective Courses</b>	UH04EHSC01	Counselling Technique	T	2	2	2	15	35	50
13		UH04EHSC02	Basics of Fashion	T	2	2	2	15	35	50
14		UH04EHSC03	First Aid and Home Nursing	T	2	2	2	15	35	50
15		UH04EHSC04	Event Management	T	2	2	2	15	35	50
16		UH04EHSC05	Therapeutic Diets	T	2	2	2	15	35	50
<b>Total</b>					<b>24</b>	<b>30</b>		<b>255</b>	<b>595</b>	<b>850</b>

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM21**

**Theory**

**Credit: 3**

**Pd/Wk: 3**

**Marks: 100**

**OBJECTIVE:**

1. To make the students understand the importance of communication in their day to day life
2. To acquaint the students with the types of communication and process of communication.
3. To shape the students future as a better citizen in the social networking.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I.	Concepts of development communication Meaning and importance need of communication in development, Purpose and characteristics of communication, Existing patterns and types of communication, Role of communication in development and social change, Effective communication in Home Science.	30%
II	Communication Process One-way and two-way or interactive communication, Gaps in communication or distortions in transmission of message and their causes, Importance of two-way communication, Basis for effective, interactive, communication critical reflection of one-self in communication, Attitude of respect for others, Distinctions between information dissemination, Education and propaganda, Communication on educational process.	30%
III	Methods of Communication in Development methods to reach Individuals: (A) Personal conference, Interview, House visits, Exhibits, Clinics to solve individual problems of consultations, Methods to reach small groups, Illustrated lecture ,Group discussion a. Fish bowl b. Small group (B) Stimulation Exercises , Trust – building in groups, Co-operation, Affirmative environment creation , Role plays, Demonstrations, Workshops, Camps , Methods to reach masses, Radio announcements / programmes, Newspaper stories, Posters, exhibits in strategic plans, Video, films, Television programmes , Letters, folders and pamphlets, Public meetings, Selection and effective use of methods.	20%
IV	Media for developments communication:	20%

- (A) Folk media, Songs, Stories, Street – theatre, Games, Arts , Riddles – proverbs, Puppet ,Print media, Posters, Pamphlets, leaflets, Newspapers – articles, stories, Periodicals – articles, stories, songs, Books, Cartoons, Audio/visual, audio-video media, Audio – tapes, radio broadcasts, Slides, pictures, drawings, photographs etc., Video, telecasts, Films – documentary features
- (B) Selection preparation and effective use of media in development ,education and evaluation of the effectiveness of the media

**OUTCOMES:**

1. Improved personal relations with immediate and extended communication.
2. Students will function more effectively & assertively in public and work environment..
3. Students will be able to identify their strengths & weaknesses and improve on weakness.
4. Students will be better equipped to use media in their professional endeavors.

**REFERENCES:**

1. Media and Methods of Education by Dr. Sita Ram Sharma
2. Mass Communication in India by Keval J. Kumar
3. Media and Communication Management by C.S.Rayudu
4. Designing Messages for Development Communication: An Audience Participation Based Approach by Bella Mody
5. Mass Media and Communication by Narendra Ojha  
Education and Communication for Development 2<sup>nd</sup> edition: by O.P. Dharma and O.P Bhatnagar.

**SECOND YEAR B.SC. (HOME) IV SEMESTER**  
**FOUNDATION COURSE**  
**COMMUNICATION PROCESS IN DEVELOPMENT**  
**UHO4FCOM22**

**Credits:1**

**Practical**  
**Pd/Wk:2**

**Marks:50**

**OBJECTIVES:**

1. To Develop skill for mass communication
  2. To prepare effective communication aids
  3. To develop an ability to communicate in various situations.
- 
1. Communication methods for rural and urban communities.
    - a. Making charts / posters / cartoons
    - b. Preparing leaflets / folders
    - c. Preparing slides for power point Presentation
  2. Demonstration methods / techniques or any innovative method for
    - a. Communication.
    - b. Preparing scripts for role play/ street play/ puppet shows /Radio and T.V talk show
    - c. Preparing puppets for puppet show
  3. Organizing an exhibition of various products related to their respective fields.
  4. To sensitize the students about the power of various media.
    - a. Print media
    - b. Electronic media

**SECOND YEAR .B.SC. (HOME) IV-SEMESTER  
HUMAN NUTRITION  
COURSE CODE:UH04CFDN23  
Theory**

**Credit: 3**

**PD/WK: 3**

**Marks: 100**

**OBJECTIVES:**

This course will enable the students to:

1. Understand the functions and sources of nutrients.
2. Apply the knowledge in maintenance of good health for the individual and the community.
3. Be familiar with the factors affecting availability and requirements.

UNIT	CONTENT	WEIGHTAGE
I	Concept and definition of terms Nutrition, malnutrition and health. Brief history of Nutritional Science. Scope of Nutrition. Minimal nutrition requirements and RDA- formulation of RDA and dietary guidelines- Reference man and reference woman.	15%
II	Body composition and changes through the life cycle. . Water- functions and requirements	20%
III	Proteins- Assessment of protein quality (BV, PER, NPU), digestion and absorption, Factors affecting bioavailability.	15%
IV	Lipids- digestion and absorption, intestinal resynthesis of triglycerides. Types of fatty Acids.	15%
V	Energy in Human Nutrition- Energy Balance, Assessment of energy requirements.  Carbohydrates- digestion and absorption, blood glucose and effect of different Carbohydrates on blood glucose, Glycemic index.	20%
VI	Minerals and Trace elements- digestion, absorption and bioavailability (Calcium, Phosphorus, Iron, Fluoride, Zinc, Selenium, Iodine).	15%
VII	Vitamins- Fat soluble and Water soluble.	15%



**OUTCOMES:**

1. The students will get the knowledge of sources and functions of various nutrients.
2. They are familiar with digestion, metabolism and bioavailability of nutrients in our body.

**REFERENCES:**

1. Guthrie A.H. (1986) Introductory Nutrition 6<sup>th</sup> Ed. The C.V. Mos by company.
2. Robinsin C.H. Laweler M.N. Chenoweth W.L. and Garwicl A.E. (1986) Normal and therapeutic nutrition 17<sup>th</sup> Ed. Mac Millan publishing Co.
3. Indian council of medical research (198) Nutrient requirements and recommended dietary allowances for Indians, New Delhi.
4. FAO/WHO/UNU: Technical report series, 74 (1985) energy and protein requirements Geneva.
5. WHO Technical reports series for different nutrients. .

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD SCIENCE  
COURSE CODE:UH04CFDN24**

**Credits: 3**

**Theory  
Pd/Wk: 3**

**Marks: 100**

**OBJECTIVES:**

Course will enable students to:-

1. Get acquainted with the composition of different food stuffs.
2. Understand the chemistry of foods and food systems.
3. Apply the theoretical aspects in ensuring food quality.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	1. Introduction to food science, approach to the study of food science and its scope. 2. Physical foundation of food science solids and amorphous foods, liquids and role in food products, gases and role in products, true solutions, dispersions & suspensions, sols, gels, foams and emulsions.	15%
II	Moisture in foods, structure & hydrogen bonds & states of water, water activity & food stability	10%
III	Carbohydrates: Classes and types, chemical reaction in food hydrolysis, thermal degradation, dehydration, caramelization, maillard reaction, applications in food industry & other sweetening agents	15%
IV	Lipids: Physio-chemical properties of fat & application in food preparation, shortenings- shortening value and factors affecting it, fat substitutes determination of fats/oils rancidity reversion & polymerization	15%
V	Proteins: Physio-chemical properties of protein, hydration solubility viscosity gelation emulsification binding foams changes on cooking, denaturation, coagulation etc.	20%
VI	Enzymes: Nomenclature definite specificity, catalysis regulation enzyme modification of food by endogenous enzyme, enzyme inhibitor in food Vitamins and mineral structure (in brief)	10%

VII	1. Pigments endogenous to food, structure, chemical and physical properties, effect of processing and storage	15%
	2. Flavours- vegetables and fruits and spice flavours.	

### **OUTCOME:**

The students can learn about the properties of food.

### **REFERENCES:**

1. Birch, G.G.(1977) Sensory properties of foods applied science Publication
2. Charley Helen (1982) Food Science 2<sup>nd</sup> edition Macmillan Publishing Co.
3. Encyclopedia of Food technology AVI Publications.
4. Fennema, O.R. (1985) Food Chemistry 2<sup>nd</sup> edition Macrel Dekker inc. N.Y.
5. Ronsivalli, L.J. and Vieira, E.R. (1992) Elementary food science 3<sup>rd</sup> edition Chapman & Hall New York.
6. Swaminathan, M. (1982) Food Science, Chemistry, and Experimental foods Bangalore printing and publishing co. ltd. (BAPPCO).

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD SCIENCE  
COURSE CODE:UH04CFDN25**

**Credits: 1**

**Practical  
Pd/Wk: 2**

**Marks: 50**

**PRACTICAL**

**CONTENT**

1. Carbohydrate:  
Preparation of starch from potatoes.  
Microscopic examination of starch.  
Effect of blending on distribution of starch granules in suspension.  
Effect of adding sugar and other factors in gelatinization (heat, agitation etc).
2. Proteins:  
To determine gluten from different flours.  
To study the different methods of storage on quality of eggs.  
Functional role of egg in cookery.  
Factors contributing to the volume and stability of egg white foam.  
Milk protein- coagulation of milk.
3. Fat:  
Functional role of fat.  
Melting point of fats and oils, smoke and flash points.  
Factors affecting fat absorption and emulsion, frying (role of moisture and Surface area).
4. Pigments:  
Factors affecting color, pH, time and cooking.
5. Enzymes:  
Browning reactions- to study different types of browning reactions.

**SECOND YEAR B. SC (HOME) IV SEMESTER  
BIOCHEMISTRY  
COURSE CODE:UH04CFDN26**

**Credits: 3**

**Theory  
Pd/Wk: 3**

**Marks: 100**

**OBJECTIVES:**

1. It will enable students to develop the principles of biochemistry as applicable to human nutrition.
2. Obtain an insight into chemistry of major nutrients and physiologically important compounds.
3. Understand the biological process and system as applicable to human nutrition

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to biochemistry (physiochemical principles): 1. pH and Buffer solution 2. Bonding types 3. Osmosis and Diffusion 4. Electrophoresis.	15%
II	Carbohydrate – 1. Classification, General structure , Properties	15%
III	Metabolism – 1. Glycolysis ,Citric acid cycle, Gluconeogenesis, glycogen synthesis and degradation, HMP shunt, electron Transport chain, Oxidative phosphorylation	20%
IV	Proteins- 1. Classification, General structure , Properties 2. Biosynthesis of protein, degradation(transamination, deamination, urea cycle)	25%
V	Fat – 1. Classification, General structure , Properties 2. Oxidation of fatty acids( $\alpha,\beta$ )biosynthesis of lipids(ketone bodies formation, Cholesterol, Synthesis,etc)	25%

**OUTCOME:**

1. The students will learn develop the principles of biochemistry as applicable to human nutrition.

**REFERENCES:**

1. West .S.Todd,W.R. Mason, H.S. Brugen,J.T(1974) Text Book of Biochemistry,Amerind Publishng co pvt .ltd.
2. Biochemistry for Medial students by Vasudevan
3. Biochemistry by Satynarayan
4. LehningerA.l.NelsonD.L.and Cox M.M. (1930) Principles of Biochemistry

**SECOND YEAR B. SC (HOME) IV SEMESTER  
BIOCHEMISTRY  
COURSE CODE:UH04CFDN27**

**Credits: 2**

**Practical  
Pd/Wk: 4**

**Marks: 100**

**PRACTICALS**

- 1 To determine acid value of given sample of oil or fat
- 2 To determine saponification value of given sample of oil or fat
- 3 To determine iodine value of a given sample of fat and oil
- 4 Qualitative tests for carbohydrates, find out unknown sugar.
- 5 Qualitative tests for Protein
- 6 Qualitative tests for oils and fat
- 7 To detect the presence of carbohydrate ,fat and proteins in food stuff
- 8 To measure pH of different solution wiith help of pH meter.
- 9 To study principle and working of colorimeter
- 10 To determine protein content of given sample by biuret method.
- 11 To determine Glucose content by Fehlings Soxhlets method

**REFERENCES:**

1. West .S.Todd,W.R. Mason, H.S. Brugen,J.T(1974)  
Text Book of Biochemistry,Amerind Publishng co  
pvt .ltd.
2. Biochemistry for Medial students by Vasudevan
3. Biochemistry by Satynarayan
4. LehningerA.I.NelsonD.L.and Cox M.M. (1930)  
Principles of Biochemistry

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD MICROBIOLOGY  
COURSE CODE: UH04CFDN28**

**Theory  
Pd/Wk: 2**

**Credits: 2**

**Marks:50**

**OBJECTIVES:** This course will enable students to:

1. Understand the nature of microorganisms involved in food spoilage, food infections, and intoxication.
2. Understand the importance of microorganism in biotechnology.
3. Understand the principles of various methods used in the prevention and control of the microorganisms in food.
4. Understand the criteria for microbiological safety in various food operations to avoid public health hazards due to contaminated foods.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<ol style="list-style-type: none"><li>1. Brief history of microbiology</li><li>2. Introduction to important microorganisms in foods- Bacteria,Fungi(mould and yeast),Algae,Protozoa and Virus</li><li>3. Microbes used in food biotechnology, fermented foods,prebiotics and probiotics and their benefits.</li></ol>	20%
II	<ol style="list-style-type: none"><li>a. Factors affecting growth of micro organism-Extrinsic and intrinsic parameters affecting growth and survival of Microbes</li><li>b. Control and destruction of microorganism-physical and chemical methods used in destruction of Microorganisms,Use of high and low temperature, dehydration, Freeze drying, irradiation and disinfectants.</li></ol>	25%
III	<p>Food spoilage: Contamination and microorganism involved in the spoilage of different kind of foods and their prevention in brief.</p> <ul style="list-style-type: none"><li>• Cereal and cereal products</li><li>• Vegetable and fruits</li><li>• Fish and other sea foods</li><li>• Meat products</li><li>• Egg and poultry</li><li>• Milk and milk products</li></ul>	30%



- IV a. Public health hazards due to contaminated food: 25%  
food borne infections and intoxication- symptoms, mode and  
sources of transmission and methods of prevention.
- b. HACCP-Food safety assurance system

**OUTCOME:**

1. This course will extend the student's knowledge and understanding of the attributes of micro-organisms.
2. It will develop depth of understanding of the microbiology of food, food-borne diseases, food spoilage and how to control them as well as fermentation of food.
3. It will help to evaluate different microorganisms through practicals in the laboratory.

**REFERENCES:**

1. Frazier, W.C. and Westhoff, D.C. (1988): fourth edition.
2. Food microbiology, Mc Graw Hill Inc, Jay James M. (1986) Third Edition
3. Modern Food Microbiology, Van Nostrand Reinhold company Inc. Pelzar, M.T. and Reid, R.D. (1978): Microbiology, Mc Graw Hill book company, New York.
4. Benson Harold J. (1990): Microbiological applications Wn. C. Brown Publishers U.S.A.
5. Collins C.H. and Layne, P.M. (1996) microbiological methods Buttersworth London.

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD MICROBIOLOGY  
COURSE CODE:UH04CFDN29**

**Credits: 1**

**Practical  
Pd/Wk: 2**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. Introduction to laboratory, demonstration of different parts of the microscope, the use and care of the microscope, including oil immersion lens and Autoclave
2. Preparation of bacterial smears & simple staining
3. To carry out Differential staining- Gram staining
4. To carry out Metachromatic staining- lactobacilli staining.
5. Preparation of common laboratory media for isolation and cultivation of bacteria,different isolation methods and types of media.
6. To carry out Qualitative analysis of Milk by Methylene blue reducteise test.
7. To carry out qualitative & quantitative analysis of water (E-coli)
8. To carry out qualitative & quantitative analysis of soil
9. To study the quality of water using Presumptive test for detection of E-coli.[Multiple tube fermentation test]

**SECOND YEAR B. SC (HOME) IV SEMESTER  
ANATOMY AND PHYSIOLOGY  
COURSE CODE:UH04CFDN30**

**Theory**  
**Pd/Wk: 2**

**Credits: 2** **Marks: 50**

**OBJECTIVES:** This course will enable students to:

1. To identify basic anatomy and physiology concepts.
2. To identify the anatomy and physiology of all the systems of the body .

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Structure and Functions – Cardiovascular Systems and Digestive System 1. Blood and its composition, blood groups, coagulation of blood.  2. Structure and function of heart, heart rate, cardiac cycle, cardiac output, blood pressure and their regulation, circulation of blood (general course of circulation)  3. Gastrointestinal System: Structure and function of various organ of the GI tract, digestion and absorption of food and the role of enzymes and hormones.	30%
II	Urino-Genital Systems 1. Excretory System: Structure and function of kidney, bladder, formation of temperature of the body. 2. Reproductive System: Structure and function of Sex glands and organs including hormones, Menstrual cycle, parturition.	25%
III	Respiratory System: Structure of respiratory System. Mechanism of respiration.	15%
IV	1. Elementary anatomy of nervous system. Function of different parts of the brain in brief. Sympathetic and parasympathetic nervous system. Special senses 2. Sensory organs: Eyes, Ears and Skin 3. Skeletal System	30%

**OUTCOME:**

1. The students can apply concepts and knowledge of general anatomical terminology and physiology towards clinical problem solving.
2. The students can develop scientific reasoning and the ability to interpret patient data.
3. The students will be able to correct terminology to communicate anatomical features and physiological processes.

**REFERENCES:**

1. Guyton, A.C, Hall, J. E. (1966) : Text book of Medical Physiology. 9<sup>th</sup> Ed. Prism Books (Pvt.) Ltd. Bangalore.
2. Winword (1988): Sear's Anatomy and Physiology for Nurses. London, Edward Arno ll.
3. Wilson (1989): Anatomy and Physiology and Health and illness, Edinburgh, churchil Livingstone.
4. Chatterjee,Chandni Charan (1998):Text book of Medical Physiology

**SECOND YEAR B. SC (HOME) IV SEMESTER  
ANATOMY AND PHYSIOLOGY  
COURSE CODE: UH04CFDN31**

**Credits: 1**

**Theory  
Pd/Wk: 2**

**Marks: 50**

**PRACTICAL**

**CONTENT**

1. Identification of prepared slides :  
  
(a) Lungs , (b) Suprarenal gland, (c) Thyroid, (d) Pituitary, (e) Testis, (f) Ovary, (g) Kidney, (h) Liver, (i) Pancreas, (j) Small intestine, (k) Large intestine, (l) Spinal cord, (m) Cerebellum (n) other tissues.
2. Preparation of blood film and identification of white blood cell, counting of blood cells.
3. Determination of hemoglobin.
4. Preparation of Haematin Crystals.
5. Determination of bleeding time and clotting time of blood.
6. Determination of clothing time of blood.
7. Estimation of Blood group.
8. Measurement of blood pressure with digital instrument and Sphygmomanometer and measuring pulse rate
9. Study of muscles fibres and squamous epithelium

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
COUNSELING TECHNIQUES  
COURSE CODE: UHO4EHSC01**

**Theory**  
**Pd/wk: 2**

**Credits: 2** **Marks: 50**

**OBJECTIVES:-**

1. To sensitize the students towards the need and value of counselling.
2. To understand the counselling process and its needs.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Concept of counselling 1. Meaning 2. Definition 3. Characteristic of Counselor 4. Elements of counselling 5. Principles of counseling 6. Need of counselling	30%
II	1. Goals of counselling 2. Characteristics of an effective counsellor 3. Values in counselling	25%
III	1. The counselling process 2. Techniques of counselling 3. Personal problems & Counselling 4. Counselling for school children	25%
IV	Approaches to counseling 1. Development counseling 2. Reality therapy 3. Rational emotive counseling	20%

**OUTCOMES :**

1. The student will learn about the importance of counseling in reducing the problems of an individual.
2. They will come to know about counseling techniques.

**REFERENCES:**

1. R.A.Sharma, Fundamentals of Guidance and Counseling, R. Lall Book Depot, Near Govt, Inter College, Meerut (U.E) 2010
2. Kavita Singh Counseling Skills for Managers, PHI Learning Pvt. Ltd, New Delhi 2010
3. Dr. Ramesh Chatarvedi Guidance and Counseling Skills, Crescent, Publishing Corporation New Delhi 2007.
4. Sister Mary Vishala SND Guidance & Counseling. S. Chand & Company Ltd. Ram Nagar, New Delhi 110055, 2008.
5. Dr. B.G. Barki, Dr. B. Mukhopadhyay, Sterling Publishers Pvt Ltd-1989.

**SECOND YEAR B.SC.(HOME), IV SEMESTER**

**BASICS OF FASHION**

**COURSE CODE: UH04EHSC02**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. To enable students with concepts of fashion and fashion world.
2. To develop an understanding of the factors affecting fashion and fashion cycle.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to fashion 1. Meaning 2. Terminologies 3. Areas of fashion design	20%
II	1. History of fashion design 2. Fashion life cycle	20%
III	Factors affecting fashion 1. Accelerating fashion 2. Receding fashion 3. Fashion tourism	30%
IV	Theories of fashion change 1. Trickle down theories 2. Trickle up theories 3. Trickle across theories	30%

**Outcome:**

1. The course will enable learner to understand the fashion world.
2. The learner can select her personal clothing as per the fashion

**Reference:**

1. Introduction to Fashion Design; Patrick John Ireland; B.T. Bradford , London
2. Basic Fashion Design (1975); Ireland John Patrick; B.T .Bradford Ltd., London.
3. Elements of Fashion Design and Apparel Design (2002); Sumathi G.J.; New Age International Publishers, New Delhi
4. Textile Products, Selection, Use & Care(1977) ; Alexander; R.R Houghton Mifflin Co. Boston
5. Grooming Selection & Care(1972) ; Pandit Savitri & Tarpley Elizabeth; Unity Printers, Baroda



**SECOND YEAR B. SC (HOME) IV SEMESTER  
FIRST AID AND HOME NURSING  
COURSE CODE:UH04EHSC03**

**Theory**  
**Pd/Wk: 2**

**Credits: 2** **Marks-50**

**OBJECTIVES:** To enable the students to understand about first aid and its tricks.  
To create awareness about home nursing.

UNIT	CONTENT	WEIGHTAGE
1	1. Definition of first aid. Qualities of first aider. An ideal First aid kit.	10%
2	2. Introduction to home nursing. Qualities of a nurse.	
2	1. Recent rules and awareness of road accidents. 2. First aid during road accident and our role during road accidents.	15%
3	1. First aid of individual fractures, dislocations, sprains, strains, wound and hemorrhages.	15%
	2. First aid of burns, scalds, snakebites, scorpion and rabid dog bites.	15%
	3. Foreign bodies in eye, ear, nose and their removal.	15%
4	1. Respiration - types and methods.	15%
5	1. The sick room: care, preparation, cleaning, ventilation and lighting.	10%
	2. Feeding the sick at home.	05%

**OUTCOMES:** The students will learn to first aid process

**REFERENCES:**

1. G. Shahajadi Begum , S. Anuradha(2014) Textbook of Fundamental of Nursing for GNM First Year ((First Aid & Personal Hygiene) As per Indian Nursing Council (INC) Syllabus) 1st/2014, 1<sup>st</sup> Edition, Vijayam Publications
2. Swapna N. Williamson & Mala Goswami (2014) First Aid and Emergency Care, 3<sup>rd</sup> Edition, K P H Nursing Books Student Edition.
3. Clement I (2012) Textbook on First Aid and Emergency Nursing, 1/e, Jaypee Digital

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
EVENT MANAGEMENT  
COURSE CODE: UH04EHSC04  
Theory**

**Credit: 2**

**Pd/Wk: 2**

**Marks: 50**

**OBJECTIVES:**

1. To make them understand the event planning process.
2. To inculcate the management skills required for managing an event effectively.
3. To find out the resources required in the staging of events.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<ol style="list-style-type: none"><li>1. Introduction to Event Planning<ol style="list-style-type: none"><li>a. Basics of Event Planning</li><li>b. Benefits of Successful and Safe Events</li></ol></li><li>2. Role of an Event Planner<ol style="list-style-type: none"><li>a. Tasks Involved in Event Planning</li><li>b. Skills Required for Event Planner</li></ol></li></ol>	20%
II	<p>Types of Events</p> <ol style="list-style-type: none"><li>1. Corporate Events : Conferences, Seminars, Meetings, Conventions, Educational or Training Events</li><li>2. Leisure Events: Sport Events, Festivals, Concerts, Fashion Shows</li><li>3. Private Events: Weddings, Special Party Celebrations,</li></ol>	15%
III	<p>Event Planning Process</p> <ol style="list-style-type: none"><li>1. Establishing a theme</li><li>2. Setting objectives</li><li>3. Determining the Event Feasibility</li><li>4. Preparing an Event Management Plan</li><li>5. Key Steps in Event Marketing</li></ol>	35%
IV	<p>Event Budgeting</p> <ol style="list-style-type: none"><li>1. Preparing Budget</li><li>2. Monitoring the Budget</li><li>3. Budget Review</li></ol>	30%

**OUTCOMES:**

1. The students can execute a successful event in-line with the needs and requirements of the client.
2. After the completion of the course the students will become a successful event planner.

**REFERENCES:**

1. Logan Gaspar “A Textbook of Event Management”
2. D.G. Conway “The Event Manager’s Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event”, Viva Books
3. Shannon Kilkenny, “ The Complete Guide to Successful Event”
4. Laura Capell, “Event Management for Dummies”, Willey Publication
5. Alex Genadinik 2015, “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication

**SECOND YEAR B. SC (HOME) IV SEMESTER  
THERAPEUTIC DIETS  
COURSE CODE:UH04EHSC05**

**Theory  
Pd/Wk:2**

**Credits: 2**

**Marks:50**

**OBJECTIVE:**

To aware students with role of nutrition in management of different diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction and objectives of therapeutic Nutrition a) What id Therapeutic Nutrition b) Where is it Applied c) Nutritional Supplement d) Artifical Nutrition e) Types of Hospital diets- Clear/full liquid diets, soft and blend diets f) Enteral Nutrition g) Parenteral Nutrition	25%
II	Dietary Management Allergies and Intolerances a) Food Allergy b) Food Intoleranse c) Peanut Allergy d) Milk Allergy (Gluten Enteropathy)	20%
III	(A)Therapeutic Nutrition & Diabetes-Meaning, low carbohydrate diets and Glycaemia Index/load in brief  (B) Restricted and high residue diet- in prescribed conditions	25%
IV	(A)Therapeutic Nutrition & Heart Disease, Hyperlipidemia and Arteriosclerosis- Dietary Fat & Cholesteroland other dietary Factors  (B) Renal/Kidney Conditions- Eating the right amount of Energy a) Fluid Restrictions b) Sodium Restrictions c) Diet & Kidney Stones	30%

**OUTCOME:**

1. The course will help to understand the importance of dietary modification for different types of patients.
2. Students will get familiar with the basic definitions of common therapeutic diets.

**REFERENCE:**

1. Joshi S.A.(1992)Nutrition and Dietetics Tata Mc Graw Hill Publications New Delhi
2. Anderson, L,Dibble, M.U. Turkki,P.R.Mitchell, H.S. and Rynbergin, H.J.(1982) Nutrition In Health and Disease 17<sup>th</sup> ed,J.B.Lippincott & Co. Philadelphia.
3. Antia, F.P.(1973) Clinical Dietetics and nutrition 2<sup>nd</sup> ed,Oxford University press New Delhi.
4. Mahan, L.K.Arli, M.T.(1992) Krause Food nutrition and Diet Therapy 8<sup>th</sup> ed. W.B. Saunders Co. London.
5. Robinson,C.H.Lawer, M.R.,Chenoweth,W.L.and Garwlic, A.E.(1986)normal and therapeutic nutrition 17<sup>th</sup> ed. Mac.Millsn Publishing Co.
6. Williams S.R.(1989)Nutrition and Diet therapy 6<sup>th</sup> ed. Tumes mirror/Mobsy College publishing St.Louis.
7. Raheena Begum (1989) A Text book of Food Nutrition and Dietetics Sterling Publisher New Delhi.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - FOURTH (Family Resource Management)**

IN EFFECT FROM : 2019-2020

Sr. No.	Course Type	Course Code	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Duration in hrs	Marks		
								Internal	External	Total
1	<b>Foundation Courses</b>	UH04FCOM21	Communication Process In Development	T	3	3	3	30	70	100
2		UH04FCOM22	Communication Process In Development	P	1	2	3	15	35	50
3	<b>Core Courses</b>	UH04CFRM23	Fundamentals of Interiors & Furnishing (FRM & GEN.)	T	2	2	2	15	35	50
4		UH04CFRM24	Fundamentals of Interiors & Furnishing (FRM & GEN.)	P	1	2	3	15	35	50
5		UH04CFRM25	Residential Space Design	T	3	3	3	30	70	100
6		UH04CFRM26	Residential Space Design	P	2	4	3	30	70	100
7		UH04CFRM27	Household Equipment	T	3	3	3	30	70	100
8		UH04CFRM28	Household Equipment	P	1	2	3	15	35	50
9		UH04CFRM29	Front Office Management	T	2	2	2	15	35	50
10		UH04CFRM30	Front Office Management	P	1	2	3	15	35	50
11		UH04CFRM31	Internship	P	3	6	3	150	-	150
<b>Elective Courses (Any One 12,13,14,15)</b>										
12	<b>Elective Courses</b>	UH04EHSC01	Counselling Technique	T	2	2	2	15	35	50
13		UH04EHSC02	Basics of Fashion	T	2	2	2	15	35	50
14		UH04EHSC03	First Aid and Home Nursing	T	2	2	2	15	35	50
15		UH04EHSC04	Event Management	T	2	2	2	15	35	50
16		UH04EHSC05	Therapeutic Diets	T	2	2	2	15	35	50
<b>Total</b>					<b>24</b>	<b>33</b>		<b>375</b>	<b>525</b>	<b>900</b>

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM21**

**Theory**

**Credit: 3**

**Pd/Wk: 3**

**Marks: 100**

**OBJECTIVE:**

1. To make the students understand the importance of communication in their day to day life
2. To acquaint the students with the types of communication and process of communication.
3. To shape the students future as a better citizen in the social networking.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I.	<p>Concepts of development communication</p> <p>Meaning and importance need of communication in development, Purpose and characteristics of communication, Existing patterns and types of communication, Role of communication in development and social change, Effective communication in Home Science.</p>	30%
II	<p>Communication Process</p> <p>One-way and two-way or interactive communication, Gaps in communication or distortions in transmission of message and their causes, Importance of two-way communication, Basis for effective, interactive, communication critical reflection of one-self in communication, Attitude of respect for others, Distinctions between information dissemination, Education and propaganda, Communication on educational process.</p>	30%
III	<p>Methods of Communication in Development methods to reach Individuals:</p> <p>(A) Personal conference, Interview, House visits, Exhibits, Clinics to solve individual problems of consultations, Methods to reach small groups, Illustrated lecture ,Group discussion</p> <p style="margin-left: 20px;">a. Fish bowl</p> <p style="margin-left: 20px;">b. Small group</p> <p>(B) Stimulation Exercises , Trust – building in groups, Co-operation, Affirmative environment creation , Role plays, Demonstrations, Workshops, Camps , Methods to reach masses, Radio announcements / programmes, Newspaper stories, Posters, exhibits in strategic plans, Video, films, Television programmes , Letters, folders and pamphlets, Public meetings, Selection and effective use of methods.</p>	20%
IV	<p>Media for developments communication:</p> <p>(A) Folk media, Songs, Stories, Street – theatre, Games, Arts , Riddles – proverbs, Puppet ,Print media, Posters, Pamphlets, leaflets, Newspapers –</p>	20%

articles, stories, Periodicals – articles, stories, songs, Books, Cartoons, Audio/visual, audio-video media, Audio – tapes, radio broadcasts, Slides, pictures, drawings, photographs etc., Video, telecasts, Films – documentary features

(B) Selection preparation and effective use of media in development ,education and evaluation of the effectiveness of the media

**OUTCOMES:**

1. Improved personal relations with immediate and extended communication.
2. Students will function more effectively & assertively in public and work environment..
3. Students will be able to identify their strengths & weaknesses and improve on weakness.
4. Students will be better equipped to use media in their professional endeavors.

**REFERENCES:**

1. Media and Methods of Education by Dr. Sita Ram Sharma
2. Mass Communication in India by Keval J. Kumar
3. Media and Communication Management by C.S.Rayudu
4. Designing Messages for Development Communication: An Audience Participation Based Approach by Bella Mody
5. Mass Media and Communication by Narendra Ojha  
Education and Communication for Development 2<sup>nd</sup> edition: by O.P. Dharma and O.P Bhatnagar.



**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM22**

**Credits:1**

**Practical  
Pd/Wk:2**

**Marks:50**

**OBJECTIVES:**

1. To Develop skill for mass communication
  2. To prepare effective communication aids
  3. To develop an ability to communicate in various situations.
- 
1. Communication methods for rural and urban communities.
    - a. Making charts / posters / cartoons
    - b. Preparing leaflets / folders
    - c. Preparing slides for power point Presentation
  2. Demonstration methods / techniques or any innovative method for
    - a. Communication.
    - b. Preparing scripts for role play/ street play/ puppet shows /Radio and T.V talk show
    - c. Preparing puppets for puppet show
  3. Organizing an exhibition of various products related to their respective fields.
  4. To sensitize the students about the power of various media.
    - a. Print media
    - b. Electronic media

**SECOND YEAR B.SC. (HOME) IV SEMESTER (FRM+GEN)**  
**FUNDAMENTALS OF INTERIORS AND FURNISHINGS**  
**COURSE CODE:UH04CFRM23**

**Theory**

**Credit:02**

**Pd/Wk: 02**

**Marks: 50**

**OBJECTIVES:**

1. To give knowledge regarding basic principles of home decoration.
2. Preparing students to develop skills in home decor.
3. To create awareness in students about various materials used in interiors.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I.</b>	<p><b>Importance of Furnishing</b></p> <ol style="list-style-type: none"> <li>1. Importance and objectives of furnishing: beauty, expressiveness, functionalism</li> <li>2. Contemporary Trends in furniture and furnishings</li> <li>3. Factors influencing furnishing decisions               <ol style="list-style-type: none"> <li>a. Climatic condition</li> <li>b. Family preferences</li> <li>c. Availability in the market</li> <li>d. Budget</li> </ol> </li> </ol>	15%
<b>II.</b>	<p><b>Furniture and furniture arrangement</b></p> <ol style="list-style-type: none"> <li>a. Importance and types of furnitures</li> <li>b. Selection of furniture</li> <li>c. Material used in furnitures</li> <li>d. Furniture joints</li> <li>e. Principles of furniture arrangements</li> </ol>	20%
<b>III.</b>	<p><b>Surface treatment in Interiors on :</b></p> <ol style="list-style-type: none"> <li>1. <b>Floors :</b> Floor covering-           <ol style="list-style-type: none"> <li>a. Importance</li> <li>b. Selection of floor coverings</li> <li>c. Types of floor coverings</li> <li>d. Material used in floor coverings</li> </ol> </li> <li>2. <b>Walls :</b> Wall covering-           <ol style="list-style-type: none"> <li>a. Importance</li> <li>b. Selection of wall coverings</li> <li>c. Materials used for wall coverings</li> </ol> </li> <li>3. <b>Ceiling :</b> <ol style="list-style-type: none"> <li>a. Importance</li> <li>b. Materials and finishes used on ceiling</li> </ol> </li> </ol>	30

- IV. Importance of lighting in Interiors** 15%
1. Importance
  2. Types
    - a. Natural
    - b. Artificial—fluorescent, incandescent, coloured
  3. Lighting fixtures
  4. Lights used for different rooms
- V. Accessories:** 20%
- a. Importance & selection of different types of accessories
  - b. Placement of accessories
  - c. Types of accessories
  - d. Japanese Flower Arrangements

**OUTCOME:**

1. The students will learn to become an entrepreneur.
2. They would also acquire the knowledge of various furnishings and furniture material and arrangement.
3. The course will help the students to understand the concepts and use of fundamentals of art & design.
4. Students will develop skills of flower arrangement.

**REFERENCES:**

1. Anna. Hong Rutt (1948) "Home Furnishing", John Willey and Sons. New York.
2. Bhatt Pranav, GoenkerShentika(1990) "Foundation of Art And Design", The Lakhani BookDepot, Bombay
3. Crag Hazel and Rush Day (1952) "Homes with Character", Boston D.C. Healthand Company.
4. Ogle N.,Srinivasan K.,Vargheese M.A.(1996),"Home Management", New Age International Ltd,New Delhi.
5. The Educational Planning Group Delhi (1993),"Home management" Arya Publishing House, New Delhi.
6. Gandotra V.,Shukul M., Jaiswal N.,(2011)," Introdcion to Interior Design and Decoration",Dominant Publishers and Distributors New Delhi-110002

**SECOND YEAR B.SC. (HOME) IV SEMESTER (FRM+GEN)**  
**FUNDAMENTALS OF INTERIORS AND FURNISHINGS**  
**COURSE: UH04CFRM24**

**Credit:01**

**Practical**  
**Pd/Wk: 02**

**Marks: 50**

1. Draw furniture with standard dimensions
2. Furniture layout of living, dining, kitchen, and bedroom
3. Drawings of joints
4. Flower arrangements (Japanese)
5. Market Survey for availability of different furnishing materials
6. Preparing any one accessory

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
RESIDENTIAL SPACE DESIGN  
COURSE CODE: UH04CFRM25**

**Theory**  
**Credit:03 Pd/Wk: 03 Marks: 100**

**OBJECTIVES:**

1. To gain knowledge of planning principles for designing residential spaces
2. To acquaint them with factors affecting choice of housing
3. To develop ability of understanding various interior and exterior plans.
4. To inculcate the skill in the students to plan beautiful and harmonious exteriors.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Importance of space in residential buildings <ol style="list-style-type: none"><li>1. Functions of house</li><li>2. Classification of residential buildings</li><li>3. Factors influencing selection of housing<ol style="list-style-type: none"><li>a. Family needs</li><li>b. Income</li><li>c. Space requirement for various activities</li><li>d. Housing values</li><li>e. Availability of housing</li></ol></li></ol>	20%
II	Housing Decisions <ol style="list-style-type: none"><li>1. Renting and owning a house</li><li>2. Buying a new house</li><li>3. Buying existing house</li><li>4. Building a house<ol style="list-style-type: none"><li>a. House Planning</li><li>b. Selection of site</li><li>c. Building byelaws</li><li>d. Types of plans</li></ol></li></ol>	20%
III	<ol style="list-style-type: none"><li>1. Basic principles of interior space planning: Aspect. Prospect. Privacy, Grouping, Roominess, Furniture requirements, Sanitation, Flexibility, Circulation</li><li>2. Basic principles in exterior space planning: Line, Form, Texture, Colour, Variety, Repetition, Balance, Emphasis, Fragrance, Character, Harmony.</li></ol>	35%

- |    |  |     |
|----|--|-----|
| IV | Exterior space design elements:<br>Water, Rocks, Roads and Pathways, Arches and Bridges,<br>Lawns, Plant containers and stands, Outdoor Garden Rooms,<br>Outdoor Furniture, Light and Sound Effects, Children's<br>playground, Greenhouse and Glasshouse | 15% |
| V  | Housing finance schemes :<br>1. Government<br>2. Semi government<br>3. Private   | 10% |

**OUTCOME :**

1. After the completion of this course the student should be able to clearly classify types of building and confidently take various decisions related to housing.
2. They can apply the principles of interior and exterior space design while making or evaluating the house plans.

**REFERENCES:**

1. Deshpande R.S.(1997) "Build your own Homes" United Book Corp, Poona.
2. Deshpande R.S.(1978) "Modern ideal homes for Indians", United Book Corp.
3. Bindra S P & Arora S P(2003) "Building Construction", Ganpatrai Pub, New Delhi.
4. RessieAgan M.S.1970 "The house its plan and use", Oxford & IBH pub.co, New Delhi.
5. "Budget wise House Plans"pub, House plan HeadquartersInc. 48 Street New York.10036.
6. "Money saving House Plans" 85 & 87 Houseplan Head Quarters, Inc 48 West Street New York.
7. Deshpande R. S.(2000) "House of Middle Class Family", Rangwala S.C. "Town planning" Charotar Pub House, Anand.
8. Ruth F Sherwood (1972) "Homes today and tomorrow" chesAbenettCo.Inc, Peoria.
9. Michael Wright, "The Complete Book of Gardening", Published by Ebury Press.
10. S. Percy. Lancaster (1977), "Gardening in India", Published by Oxford and IBH Publishing Co. Pvt. Ltd.
11. Peter Mchay (1987) "Anatomy of Garden", Published by Wendward.
12. Trivedi P.P (1983) "Home Gardening" Published by ICAR, New Delhi.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
RESIDENTIAL SPACE DESIGN  
COURSE CODE: UH04CFRM26**

**Practical**

**Credit:02**

**Pd/Wk:04**

**Marks: 100**

1. Collection of various pictures of space design and their evaluation according to the principles.
2. Draw architectural blue print symbols used in house plans for exterior and interior space design.
3. Drawing floor plans of houses for different income groups.
4. Visits to some beautiful gardens and draw the drawings of the same.
5. Visit to nursery to get the knowledge about various plants, flowers, shrubs and hedges to be used for exterior space.
6. Drawing plans of exterior space for various places. Collecting information on different elements of exterior space design.

**SECOND YEAR B.SC. (HOME) IV SEMESTER**

**HOUSEHOLD EQUIPMENT**

**COURSE CODE: UH04CFRM27**

**Theory**

**Credit: 03**

**Pd/Wk: 03**

**Marks: 100**

**OBJECTIVES:**

1. To gain an insight of selecting factors for purchasing the household equipment.
2. Learn to identify various materials, finishes, construction and finishes used in manufacturing household equipments.
3. To make the students understand basic terms and concepts about electricity.
4. To make them understand the principles, use, care and maintenance of electrical and non electrical equipments used in home.
5. To familiarize them with the importance and process of standardization.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Importance and selection of Household Equipment <ol style="list-style-type: none"><li>1. Definition and importance</li><li>2. Factors affecting selection of equipments.</li><li>3. Base materials-aluminum, iron, stainless steel, copper, brass, glass and plastic</li><li>4. Finishes-mechanical and applied</li><li>5. Insulating materials- Fiber, glass, mica, mineral wool, rock wool etc.</li></ol>	20%
II	Basic facts about Electricity <ol style="list-style-type: none"><li>1. Current, Resistance, Voltage, Power, Energy</li><li>2. Different types of motors, Thermostatic control</li><li>3. General precautions while using electrical appliances.</li></ol>	10%
III	Kitchen Cookware and Essentials (Non-electrical equipment) <ol style="list-style-type: none"><li>1. Surface cookery</li><li>2. Oven cookery</li><li>3. Kitchen essentials</li></ol>	15%
IV	Electrical Equipment: Scientific Principle , Construction, Cleaning and Care <ol style="list-style-type: none"><li>1. Cooking equipment: Sandwich maker, toaster, microwave oven, food processor, refrigerator, ice-cream maker, flour mill, rice cooker, coffee maker, Air fryer, induction cooktop etc.</li><li>2. Cleaning equipment : Vacuum cleaner, Dish washer</li><li>3. Laundry equipment : Washing machine, Iron</li></ol>	35%



- V Standardization
1. Need and importance.
  2. Process of standardization

10%

**OUTCOME:**

After completion of this course the students will be able:

1. To identify the materials and finishes used in the household equipments.
2. To understand the basic concepts of electricity and the scientific principle of the equipments.
3. To operate and take care of the equipments effectively.

**REFERENCES:**

1. Peet and picket, “Young homemaker’s Equipment Guide”, The IOWA State University press.
2. Peet, picket and Arnold “House Hold Equipment Guide”, The IOWA State University press.
3. University press.
4. Jagjit Kaur Dhesei “ Improving the Household Equipment”.
5. આચાર્ય મંજરી, “ ગૃહઉપકરણોની ઓળખાણ” દીપ પ્રકાશન , વિદ્યાનગર

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
HOUSEHOLD EQUIPMENT  
COURSE CODE: UH04CFRM28  
Practical**

**Credit: 01**

**Pd/Wk:02**

**Marks: 50**

1. Classification of equipment.
2. Identify materials, finishes, and joints used in non-electrical equipment.
3. Demonstration and use of various electrical equipment available in the lab.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FRONT OFFICE MANAGEMENT  
COURSE NO: UHO4CFRM29  
Theory**

**Credits: 2**

**Pd/Wk: 2**

**Marks: 50**

**OBJECTIVES:**

To enable the students to

1. Understand the organizational procedure of the front office.
2. Comprehend the functions of front office.
3. Develop effective communication skills and the art of dealing with People.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Introduction 1. Importance of the hospitality industry and its relationship to tourism. 2. Classifications of hotels. 3. Major departments and Management of a hotel 4. Types of room and Numbering of rooms 5. Types food plans. 6. Tariff structure and basis of charging tariff. 7. Communication of front office with other departments.	20%
<b>II</b>	Front Office Organization and Operation 1. Basic terminology 2. Organizational structure 3. Layout, equipment and furniture 4. Duties of front office personnel 5. Attributes of front office personnel.	<b>30%</b>
<b>III</b>	Hotel Guests 1. Types of Guests and their needs. 2. The guest cycle. 3. Interaction between guest and front office personnel. 4. Information center	10%
<b>IV</b>	A. Reservation 1. Modes of room reservation. 2. System of room reservation 3. Recording room reservation. 4. Filing system.  B. Reception 1. Expected arrival and departure list. 2. VIP procedure. 3. Functions of all room rack and mail rack. 4. Change of guest room. 5. Key handling and control.	15%
		25%

6. Preparing various reports
7. Rules regarding foreign currency.

**OUTCOME:**

1. At the end of the course, the students are expected to establish knowledge and skills of the Front Office Management operation.
2. The students would understand the vital role of Front Office Management in the hotel operation, customer service relation, and revenues.

**REFERENCES:**

1. Anutosh Bhakta, Professional Hotel Front Office Management, Publisher: Tata McGraw Hill Education Private Ltd., New Delhi
2. Sudhir Andrews, Hotel Front Office: Training Manual, Publisher: Tata McGraw Hill Education Private Ltd., New Delhi
3. Peter Abbot and Sue Lewry, Front Office-Procedures, social skills, yield and management, Publisher: Elsevier Private Ltd. Lajpat Nagar-IV, New Delhi

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FRONT OFFICE MANAGEMENT  
COURSE CODE: UH04CFRM30**

**Practical  
Pd/Wk: 2**

**Credit: 1**

**Marks: 50**

1. To acquire Telephone etiquettes and manners for front desk.
2. Learn to fill up various forms and its purpose:
  - a) Registration Card
  - b) Reservation Form
  - c) Amendment/ Move notification Slip
  - d) Cancellation Slip
  - e) Arrival/departure notification slip
  - f) Key control slip
  - g) Change of room
  - h) VIP amenities voucher
  - i) Miscellaneous charge voucher
  - j) Message slip
3. Role play on:
  - a) Welcoming of guest
  - b) Taking Reservation
  - c) Arrivals of the guest
  - d) Luggage handling
  - e) Message and mail handling
4. Preparing a report on currency of different countries.
5. Training on computer software related to Front Office Management
6. Visit to Hotel / Resort.

**SECOND YEAR B.SC. (HOME) IV SEMESTER**

**INTERNSHIP**

**COURSE CODE: UH04CFRM31**

**Practical**

**Credit: 03**

**PD/WK: 06**

**Marks: 150 (Internal)**

**OBJECTIVES:**

1. To provide students with practical experience in institutions.
2. To develop skills to apply their acquired knowledge into practice

**COURSE CONTENT**

The students will be placed in a agency/institutions/industry for a period of 15 days for intensive work experience.

1. Hotels
2. Resorts
3. Small scale entrepreneurs
4. NGOs/VCOs
5. Architects
6. Interior designer
7. Industries related to furnishings and accessories.

**Evaluation** will be done on the basis of report writing, agency's evaluation and seminar.

*The internship will be conducted during summer vacations.*

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
COUNSELING TECHNIQUES  
COURSE CODE: UHO4EHSC01  
Theory**

**Credits: T2**

**Pd/wk: 2**

**Marks: 50**

**OBJECTIVES:-**

1. To sensitize the students towards the need and value of counselling.
2. To understand the counselling process and its needs.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Concept of counselling 1. Meaning 2. Definition 3. Characteristic of Counselor 4. Elements of counselling 5. Principles of counseling 6. Need of counselling	30%
II	1. Goals of counselling 2. Characteristics of an effective counsellor 3. Values in counseling	25%
III	1. The counselling process 2. Techniques of counselling 3. Personal problems & Counselling 4. Counselling for school children	25%
IV	Approaches to counseling 1. Development counseling 2. Reality therapy 3. Rational emotive counseling	20%

**OUTCOMES :**

1. The student will learn about the importance of counseling in reducing the problems of an individual.
2. They will come to know about counseling techniques.

**REFERENCES:**

1. R.A.Sharma, Fundamentals of Guidance and Counseling, R. Lall Book Depot, Near Govt, Inter College, Meerut (U.E) 2010
2. Kavita Singh Counseling Skills for Managers, PHI Learning Pvt. Ltd, New Delhi 2010
3. Dr. Ramesh Chararvedi Guidance and Counseling Skills, Crescent, Publishing Corporation New Delhi 2007.
4. Sister Mary Vishala SND Guidance & Counseling. S. Chand & Company Ltd. Ram Nagar, New Delhi 110055, 2008.
5. Dr. B.G. Barki, Dr. B. Mukhopadhyay, Sterling Publishers Pvt Ltd-1989.



**SECOND YEAR B.SC.(HOME), IV SEMESTER**

**BASICS OF FASHION**

**COURSE CODE: UH04EHSC02**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. To enable students with concepts of fashion and fashion world.
2. To develop an understanding of the factors affecting fashion and fashion cycle.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to fashion 1. Meaning 2. Terminologies 3. Areas of fashion design	20%
II	1. History of fashion design 2. Fashion life cycle	20%
III	Factors affecting fashion 1. Accelerating fashion 2. Receding fashion 3. Fashion tourism	30%
IV	Theories of fashion change 1. Trickle down theories 2. Trickle up theories 3. Trickle across theories	30%

**OUTCOME:**

1. The course will enable learner to understand the fashion world.
2. The learner can select her personal clothing as per the fashion

**REFERENCE:**

1. Introduction to Fashion Design; Patrick John Ireland; B.T. Bradford , London
2. Basic Fashion Design (1975); Ireland John Patrick; B.T .Bradford Ltd., London.
3. Elements of Fashion Design and Apparel Design (2002); Sumathi G.J.; New Age International Publishers, New Delhi
4. Textile Products, Selection, Use & Care(1977) ; Alexander; R.R Houghton Mifflin Co. Boston
5. Grooming Selection & Care(1972) ; Pandit Savitri & Tarpley Elizabeth; Unity Printers, Baroda

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FIRST AID AND HOME NURSING  
COURSE CODE:UH04EHSC03**

**Theory**

**Credits:T2**

**Pd/Wk:2**

**Marks:50**

**OBJECTIVES:**

To enable the students to understand about first aid and its tricks.

To create awareness about home nursing.

UNIT	CONTENT	WEIGHTAGE
I	1. Definition of first aid. Qualities of first aider. An ideal First aid kit.	10%
II	1. Introduction to home nursing. Qualities of a nurse. 2. Recent rules and awareness of road accidents. 2. First aid during road accident and our role during road accidents.	15%
III	1. First aid of individual fractures, dislocations, sprains, strains, wound and hemorrhages. 2. First aid of burns, scalds, snakebites, scorpion and rabid dog bites. 3. Foreign bodies in eye, ear, nose and their removal.	15% 15% 15%
IV	1. Respiration - types and methods.	15%
V	1. The sick room: care, preparation, cleaning, ventilation and lighting. 2. Feeding the sick at home.	10% 05%

**OUTCOMES:**

The students will learn to first aid process

**REFERENCES**

1. G. Shahajadi Begum , S. Anuradha(2014) Textbook of Fundamental of Nursing for GNM First Year ((First Aid & Personal Hygiene) As per Indian Nursing Council (INC) Syllabus) 1st/2014, 1<sup>st</sup> Edition, Vijayam Publications
2. Swapna N. Williamson & Mala Goswami (2014) First Aid and Emergency Care, 3<sup>rd</sup> Edition, K P H Nursing Books Student Edition.
3. Clement I (2012) Textbook on First Aid and Emergency Nursing, 1/e, Jaypee Digital

**SECOND YEAR B.SC. (HOME) IV SEMESTER**  
**EVENT MANAGEMENT**  
**COURSE CODE: UH04EHSC04**  
**Theory**

**Credit: 2**

**Pd/Wk: 2**

**Marks: 50**

**OBJECTIVES:**

1. To make them understand the event planning process.
2. To inculcate the management skills required for managing an event effectively.
3. To find out the resources required in the staging of events.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	1. Introduction to Event Planning a) Basics of event planning b) Benefits of successful and safe Events 2. Role of an event planner a) Tasks involved in event planning b) Skills required for event planner	20%
II	Types of Events 1. Corporate Events : Conferences, Seminars, Meetings, Conventions, Educational or Training Events 2. Leisure Events: Sport Events, Festivals, Concerts, Fashion Shows 3. Private Events: Weddings, Special Party Celebrations.	15%
III	Event Planning Process 1. Establishing a theme 2. Setting objectives 3. Determining the event feasibility 4. Preparing an event management plan 5. Key steps in event marketing	35%
IV	Event Budgeting 1. Preparing budget 2. Monitoring the budget 3. Budget review	30%

**OUTCOMES:**

1. The students can execute a successful event in-line with the needs and requirements of the client.
2. After the completion of the course the students will become a successful event planner.

**REFERENCES:**

1. Logan Gaspar “A Textbook of Event Management”
2. D.G. Conway “The Event Manager’s Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event”, Viva Books
3. Shannon Kilkenny, “ The Complete Guide to Successful Event”
4. Laura Capell, “Event Management for Dummies”, Willey Publication
5. Alex Genadinik 2015, “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication

**SECOND YEAR B. SC (HOME) IV SEMESTER  
THERAPEUTIC DIETS  
COURSE CODE:UH04EHSC05**

**Theory  
Pd/Wk:2**

**Credits: 2**

**Marks:50**

**OBJECTIVE:**

To aware students with role of nutrition in management of different diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction and objectives of therapeutic Nutrition a) What id Therapeutic Nutrition b) Where is it Applied c) Nutritional Supplement d) Artifical Nutrition e) Types of Hospital diets- Clear/full liquid diets, soft and blend diets f) Enteral Nutrition g) Parenteral Nutrition	20%
II	Allergies and Intolerances a) Food Allergy b) Food Intoleranse c) Dietary Management of Food Allergy and Intolerance d) Peanut Allergy e) Milk Allergy (Gluten Enteropathy)	20%
III	Therapeutic Nutrition & Diabetes-Meaning, low carbohydrate diets and Glycaemia Index/load in brief	15%
IV	Therapeutic Nutrition & Heart Disease, Hyperlipidemia and Arteriosclerosis- Dietary Fat & Cholesteroland other dietary Factors	15%
V	Renal/Kidney Conditions- Eating the right amount of Energy a) Fluid Restrictions b) Sodium Restrictions c) Diet & Kidney Stones	15%
VI	Restricted and high residue diet- in prescribed conditions	15%

**OUTCOME:**

1. The course will help to understand the importance of dietary modification for different types of patients.
2. Students will get familiar with the basic definitions of common therapeutic diets.

**REFERENCE:**

1. Joshi S.A.(1992)Nutrition and Dietitics Tata Mc Graw Hill Publications New Delhi
2. Anderson, L.,Dibble, M.U. Turkki,P.R.Mitchell, H.S. and Rynbergin, H.J.(1982) Nutrition In Health and Disease 17<sup>th</sup> ed,J.B.Lippincott & Co. Philadelphia.
3. Antia, F.P.(1973) Clinical Dietitics and nutrition 2<sup>nd</sup> ed,Oxford University press New Delhi.
4. Mahan, L.K.Arli, M.T.(1992) Krause Food nutrition and Diet Therapy 8<sup>th</sup> ed. W.B. Saunders Co. London.
5. Robinson,C.H.Lawer, M.R.,Chenoweth,W.L.and Garwlic, A.E.(1986)normal and therapeutic nutrition 17<sup>th</sup> ed. Mac.Millsn Publishing Co.
6. Williams S.R.(1989)Nutrition and Diet therapy 6<sup>th</sup> ed. Tumes mirror/Mobsy College publishing St.Louis.
7. Raheena Begum (1989) A Text book of Food Nutrition and Dietitics Sterling Publisher New Delhi.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - Fourth (Food Science and Quality Control) Vocational**

IN EFFECT FROM : 2019-2020

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Durati on in hrs	Marks		
								Internal	External	Total
1	Foundation Courses	UH04FCOM21	Communication process in development	T	3	3	2	30	70	100
2		UH04FCOM22	Communication process in development	p	1	2	3	15	35	50
3	Core Courses	UH04CFDN23	Human Nutrition	T	3	3	3	30	70	100
4		UH04CFDN24	Food science	T	3	3	3	30	70	100
5		UH04CFDN25	Food science	P	1	2	3	15	35	50
6		UH04CFDN26	Biochemistry	T	3	3	3	30	70	100
7		UH04CFDN27	Biochemistry	P	2	4	3	30	70	100
8		UH04CFDN28	Food Microbiology	T	2	2	2	15	35	50
9		UH04CFDN29	Food Microbiology	P	1	2	3	15	35	50
10		UH04CFDN30	Anatomy and Physiology	T	2	2	2	15	35	50
11		UH04CFDN31	Anatomy and Physiology	P	1	2	3	15	35	50
<b>Elective Course (Any One12,13,14,15)</b>										
12	Elective Courses	UH04EHSC01	Counselling Technique	T	2	2	2	15	35	50
13		UH04EHSC02	Basics of Fashion	T	2	2	2	15	35	50
14		UH04EHSC03	First aid and Home Nursing	T	2	2	2	15	35	50
15		UH04EHSC04	Event Management	T	2	2	2	15	35	50
16		UH04EHSC05	Therapeutic Diets	T	2	2	2	15	35	50
<b>Total</b>					<b>24</b>	<b>30</b>		<b>255</b>	<b>595</b>	<b>850</b>

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM21**

**Theory**

**Credit: 3**

**Pd/Wk: 3**

**Marks: 100**

**OBJECTIVE:**

1. To make the students understand the importance of communication in their day to day life
2. To acquaint the students with the types of communication and process of communication.
3. To shape the students future as a better citizen in the social networking.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I.	<p>Concepts of development communication</p> <p>Meaning and importance need of communication in development, Purpose and characteristics of communication, Existing patterns and types of communication, Role of communication in development and social change, Effective communication in Home Science.</p>	30%
II	<p>Communication Process</p> <p>One-way and two-way or interactive communication, Gaps in communication or distortions in transmission of message and their causes, Importance of two-way communication, Basis for effective, interactive, communication critical reflection of one-self in communication, Attitude of respect for others, Distinctions between information dissemination, Education and propaganda, Communication on educational process.</p>	30%
III	<p>Methods of Communication in Development methods to reach Individuals:</p> <p>(A) Personal conference, Interview, House visits, Exhibits, Clinics to solve individual problems of consultations, Methods to reach small groups, Illustrated lecture ,Group discussion</p> <p style="margin-left: 20px;">a. Fish bowl</p> <p style="margin-left: 20px;">b. Small group</p> <p>(B) Stimulation Exercises , Trust – building in groups, Co-operation, Affirmative environment creation , Role plays, Demonstrations, Workshops, Camps , Methods to reach masses, Radio announcements / programmes, Newspaper stories, Posters, exhibits in strategic plans, Video, films, Television programmes , Letters, folders and pamphlets, Public meetings, Selection and effective use of methods.</p>	20%
IV	<p>Media for developments communication:</p>	20%



- (A) Folk media, Songs, Stories, Street – theatre, Games, Arts , Riddles – proverbs, Puppet ,Print media, Posters, Pamphlets, leaflets, Newspapers – articles, stories, Periodicals – articles, stories, songs, Books, Cartoons, Audio/visual, audio-video media, Audio – tapes, radio broadcasts, Slides, pictures, drawings, photographs etc., Video, telecasts, Films – documentary features
- (B) Selection preparation and effective use of media in development ,education and evaluation of the effectiveness of the media

**OUTCOMES:**

1. Improved personal relations with immediate and extended communication.
2. Students will function more effectively & assertively in public and work environment..
3. Students will be able to identify their strengths & weaknesses and improve on weakness.
4. Students will be better equipped to use media in their professional endeavors.

**REFERENCES:**

1. Media and Methods of Education by Dr. Sita Ram Sharma
2. Mass Communication in India by Keval J. Kumar
3. Media and Communication Management by C.S.Rayudu
4. Designing Messages for Development Communication: An Audience Participation Based Approach by Bella Mody
5. Mass Media and Communication by Narendra Ojha  
Education and Communication for Development 2<sup>nd</sup> edition: by O.P. Dharma and O.P Bhatnagar.

**SECOND YEAR B.SC. (HOME) IV SEMESTER**  
**FOUNDATION COURSE**  
**COMMUNICATION PROCESS IN DEVELOPMENT**  
**UHO4FCOM22**

**Credits:1**

**Practical**  
**Pd/Wk:2**

**Marks:50**

**Objectives:**

1. To Develop skill for mass communication
  2. To prepare effective communication aids
  3. To develop an ability to communicate in various situations.
- 
1. Communication methods for rural and urban communities.
    - a. Making charts / posters / cartoons
    - b. Preparing leaflets / folders
    - c. Preparing slides for power point Presentation
  2. Demonstration methods / techniques or any innovative method for
    - a. Communication.
    - b. Preparing scripts for role play/ street play/ puppet shows /Radio and T.V talk show
    - c. Preparing puppets for puppet show
  3. Organizing an exhibition of various products related to their respective fields.
  4. To sensitize the students about the power of various media.
    - a. Print media
    - b. Electronic media

**SECOND YEAR .B.SC. (HOME) IV-SEMESTER  
HUMAN NUTRITION  
COURSE CODE:UH04CFDN23  
Theory**

**Credit: 3**

**PD/WK: 3**

**Marks: 100**

**OBJECTIVES:**

This course will enable the students to:

1. Understand the functions and sources of nutrients.
2. Apply the knowledge in maintenance of good health for the individual and the community.
3. Be familiar with the factors affecting availability and requirements.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Concept and definition of terms Nutrition, malnutrition and health. Brief history of Nutritional Science. Scope of Nutrition. Minimal nutrition requirements and RDA- formulation of RDA and dietary guidelines- Reference man and reference woman.	15%
II	Body composition and changes through the life cycle. . Water- functions and requirements	20%
III	Proteins- Assessment of protein quality (BV, PER, NPU), digestion and absorption, Factors affecting bioavailability.	15%
IV	Lipids- digestion and absorption, intestinal resynthesis of triglycerides. Types of fatty Acids.	15%
V	Energy in Human Nutrition- Energy Balance, Assessment of energy requirements.  Carbohydrates- digestion and absorption, blood glucose and effect of different Carbohydrates on blood glucose, Glycemic index.	20%
VI	Minerals and Trace elements- digestion, absorption and bioavailability (Calcium, Phosphorus, Iron, Fluoride, Zinc, Selenium, Iodine).	15%
VII	Vitamins- Fat soluble and Water soluble.	15%

**OUTCOMES:**

1. The students will get the knowledge of sources and functions of various nutrients.
2. They are familiar with digestion, metabolism and bioavailability of nutrients in our body.

## **REFERENCES:**

1. Guthrie A.H. (1986) Introductory Nutrition 6<sup>th</sup> Ed. The C.V. Mos by company.
2. Robinsin C.H. Laweler M.N. Chenoweth W.L. and Garwicl A.E. (1986) Normal and therapeutic nutrition 17<sup>th</sup> Ed. Mac Millan publishing Co.
3. Indian council of medical research (198) Nutrient requirements and recommended dietary allowances for Indians, New Delhi.
4. FAO/WHO/UNU: Technical report series, 74 (1985) energy and protein requirements Geneva.
5. WHO Technical reports series for different nutrients. .

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD SCIENCE  
COURSE CODE:UH04CFDN24**

**Credits: 3**

**Theory  
Pd/Wk: 3**

**Marks: 100**

**OBJECTIVES:**

Course will enable students to:-

1. Get acquainted with the composition of different food stuffs.
2. Understand the chemistry of foods and food systems.
3. Apply the theoretical aspects in ensuring food quality.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I.	a) Introduction to food science, approach to the study of food science and its scope.  b) Physical foundation of food science solids and amorphous foods, liquids and role in food products, gases and role in products, true solutions, dispersions & suspensions, sols, gels, foams and emulsions.	15%
II.	Moisture in foods, structure & hydrogen bonds & states of water, water activity & food stability	10%
III.	Carbohydrates:  Classes and types, chemical reaction in food hydrolysis, thermal degradation, dehydration, caramalization, maillard reaction, applications in food industry & other sweetening agents	15%
IV.	Lipids:  Physio-chemical properties of fat & application in food preparation, shortenings- shortening value and factors affecting it, fat substitutes determination of fats/oils rancidity reversion & polymerization	15%
V.	Proteins:  Physio-chemical properties of protein, hydration solubility viscosity gelation emulsification binding foams changes on cooking, denaturation, coagulation etc.	20%
VI.	Enzymes:	10%

Nomenclature definite specificity, catalysis regulation enzyme modification of food by endogenous enzyme, enzyme inhibitor in food

Vitamins and mineral structure (in brief)

- VII. a) Pigments endogenous to food, structure, chemical and physical properties, effect of processing and storage 15%
- b) Flavours- vegetables and fruits and spice flavours.

### **OUTCOMES:**

1. The students can learn about the properties of food.

### **REFERENCES:**

1. Birch, G.G.(1977) Sensory properties of foods applied science Publication
2. Charley Helen (1982) Food Science 2<sup>nd</sup> edition Macmillan Publishing Co.
3. Encyclopedia of Food technology AVI Publications.
4. Fennema, O.R. (1985) Food Chemistry 2<sup>nd</sup> edition Macrel Dekker inc. N.Y.
5. Ronsivalli, L.J. and Vieira, E.R. (1992) Elementary food science 3<sup>rd</sup> edition Chapman & Hall New York.
6. Swaminathan, M. (1982) Food Science, Chemistry, and Experimental foods Bangalore printing and publishing co. ltd. (BAPPCO).

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD SCIENCE  
COURSE CODE:UH04CFDN25**

**Credits: 1**

**Practical  
Pd/Wk: 2**

**Marks: 50**

**PRACTICAL**

**CONTENT**

- Practical : 1      Carbohydrate:
- Preparation of starch from potatoes.
  - Microscopic examination of starch.
  - Effect of blending on distribution of starch granules in suspension.
  - Effect of adding sugar and other factors in gelatinization (heat, agitation etc).
- Practical: 2      Proteins:
- To determine gluten from different flours.
  - To study the different methods of storage on quality of eggs.
  - Functional role of egg in cookery.
  - Factors contributing to the volume and stability of egg white foam.
  - Milk protein- coagulation of milk.
- Practical : 3      Fat:
- Functional role of fat.
  - Melting point of fats and oils, smoke and flash points.
  - Factors affecting fat absorption and emulsion, frying (role of moisture and Surface area).
- Practical :4      Pigments:
- Factors affecting color, pH, time and cooking.
- Practical 5      Enzymes:
- Browning reactions- to study different types of browning reactions.

**SECOND YEAR B. SC (HOME) IV SEMESTER  
BIOCHEMISTRY  
COURSE CODE:UH04CFDN26**

**Credits: 3**

**Theory  
Pd/Wk: 3**

**Marks: 100**

**OBJECTIVES:**

- (1) It will enable students to develop the principles of biochemistry as applicable to human nutrition.
- (2) Obtain an insight into chemistry of major nutrients and physiologically important compounds.
- (3) Understand the biological process and system as applicable to human nutrition

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to biochemistry (physiochemical principles): 1. pH and Buffer solution 2. Bonding types 3. Osmosis and Diffusion 4. Electrophoresis.	15%
II	Carbohydrate – 1. Classification, General structure , Properties	15%
III	Metabolism – 1. Glycolysis ,Citric acid cycle, Gluconeogenesis, glycogen synthesis and degradation, HMP shunt, electron Transport chain, Oxidative phosphorylation	20%
IV	Proteins- 1. Classification, General structure , Properties 2. Biosynthesis of protein, degradation(transamination, deamination, urea cycle)	25%
V	Fat – 1. Classification, General structure , Properties 2. Oxidation of fatty acids( $\alpha,\beta$ )biosynthesis of lipids(ketone bodies formation, Cholesterol, Synthesis,etc)	25%

**OUTCOMES:**

1. The students will learn develop the principles of biochemistry as applicable to human nutrition.



**REFERENCES:**

1. West .S.Todd,W.R. Mason, H.S. Brugen,J.T(1974) Text Book of Biochemistry,Amerind Publishng co pvt .ltd.
2. Biochemistry for Medial students by Vasudevan
3. Biochemistry by Satynarayan
4. LehningerA.I.NelsonD.L.and Cox M.M. (1930) Principles of Biochemistry

**SECOND YEAR B. SC (HOME) IV SEMESTER  
BIOCHEMISTRY  
COURSE CODE:UH04CFDN27**

**Credits: 2**

**Practical  
Pd/Wk: 4**

**Marks: 100**

**PRACTICALS**

- 1 To determine acid value of given sample of oil or fat
- 2 To determine saponification value of given sample of oil or fat
- 3 To determine iodine value of a given sample of fat and oil
- 4 Qualitative tests for carbohydrates, find out unknown sugar.
- 5 Qualitative tests for Protein
- 6 Qualitative tests for oils and fat
- 7 To detect the presence of carbohydrate ,fat and proteins in food stuff
- 8 To measure pH of different solution wiith help of pH meter.
- 9 To study principle and working of colorimeter
- 10 To determine protein content of given sample by biuret method.
- 11 To determine Glucose content by Fehlings Soxhlets method

**REFERENCES:**

5. West .S.Todd,W.R. Mason, H.S. Brugen,J.T(1974)  
Text Book of Biochemistry,Amerind Publishng co  
pvt .ltd.
6. Biochemistry for Medial students by Vasudevan
7. Biochemistry by Satynarayan
8. LehningerA.I.NelsonD.L.and Cox M.M. (1930)  
Principles of Biochemistry

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD MICROBIOLOGY  
COURSE CODE: UH04CFDN28**

**Theory  
Pd/Wk: 2**

**Credits: 2**

**Marks:50**

**OBJECTIVES:** This course will enable students to:

1. Understand the nature of microorganisms involved in food spoilage, food infections, and intoxication.
2. Understand the importance of microorganism in biotechnology.
3. Understand the principles of various methods used in the prevention and control of the microorganisms in food.
4. Understand the criteria for microbiological safety in various food operations to avoid public health hazards due to contaminated foods.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	(a) Brief history of microbiology (b) Introduction to important microorganisms in foods- Bacteria,Fungi(mould and yeast),Algae,Protozoa and Virus (c) Microbes used in food biotechnology, fermented foods,prebiotics and probiotics and their benefits.	20%
II	a. Factors affecting growth of micro organism-Extrinsic and intrinsic parameters affecting growth and survival of Microbes  b. Control and destruction of microorganism-physical and chemical methods used in destruction of Microorganisms,Use of high and low temperature, dehydration, Freeze drying, irradiation and disinfectants.	25%
III	Food spoilage: Contamination and microorganism involved in the spoilage of different kind of foods and their prevention in brief. <ul style="list-style-type: none"><li>• Cereal and cereal products</li><li>• Vegetable and fruits</li><li>• Fish and other sea foods</li><li>• Meat products</li><li>• Egg and poultry</li><li>• Milk and milk products</li></ul>	30%

- IV a. Public health hazards due to contaminated food: 25%  
food borne infections and intoxication- symptoms, mode and  
sources of transmission and methods of prevention.
- b. HACCP-Food safety assurance system

**OUTCOME:**

1. This course will extend the student's knowledge and understanding of the attributes of micro-organisms.
2. It will develop depth of understanding of the microbiology of food, food-borne diseases, food spoilage and how to control them as well as fermentation of food.
3. It will help to evaluate different microorganisms through practicals in the laboratory.

**REFERENCES:**

1. Frazier, W.C. and Westhoff, D.C. (1988): fourth edition.
2. Food microbiology, Mc Graw Hill Inc, Jay James M. (1986) Third Edition
3. Modern Food Microbiology, Van Nostrand Reinhold company Inc. Pelzar, M.T. and Reid, R.D. (1978): Microbiology, Mc Graw Hill book company, New York.
4. Benson Harold J. (1990): Microbiological applications Wn. C. Brown Publishers U.S.A.
5. Collins C.H. and Layne, P.M. (1996) microbiological methods Buttersworth London.

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FOOD MICROBIOLOGY  
COURSE CODE:UH04CFDN29**

**Credits: 1**

**Practical  
Pd/Wk: 2**

**Marks:50**

**PRACTICAL**

**CONTENT**

1. Introduction to laboratory, demonstration of different parts of the microscope, the use and care of the microscope, including oil immersion lens and Autoclave
2. Preparation of bacterial smears & simple staining
3. To carry out Differential staining- Gram staining
4. To carry out Metachromatic staining- lactobacilli staining.
5. Preparation of common laboratory media for isolation and cultivation of bacteria,different isolation methods and types of media.
6. To carry out Qualitative analysis of Milk by Methylene blue reducteise test.
7. To carry out qualitative & quantitative analysis of water (E-coli)
8. To carry out qualitative & quantitative analysis of soil
9. To study the quality of water using Presumptive test for detection of E-coli.[Multiple tube fermentation test]

**SECOND YEAR B. SC (HOME) IV SEMESTER  
ANATOMY AND PHYSIOLOGY  
COURSE CODE:UH04CFDN30**

**Credits: 2**

**Theory  
Pd/Wk: 2**

**Marks: 50**

**OBJECTIVES:** This course will enable students to:

1. To identify basic anatomy and physiology concepts.
2. To identify the anatomy and physiology of all the systems of the body .

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Structure and Functions – Cardiovascular Systems and Digestive System 1. Blood and its composition, blood groups, coagulation of blood.  2. Structure and function of heart, heart rate, cardiac cycle, cardiac output, blood pressure and their regulation, circulation of blood (general course of circulation)  3. Gastrointestinal System: Structure and function of various organ of the GI tract, digestion and absorption of food and the role of enzymes and hormones.	30%
II	Urino-Genital Systems  1. Excretory System: Structure and function of kidney, bladder, formation of temperature of the body.  2. Reproductive System: Structure and function of Sex glands and organs including hormones, Menstrual cycle, parturition.	25%
III	Respiratory System: Structure of respiratory System. Mechanism of respiration.	15%
IV	1. Elementary anatomy of nervous system. Function of different parts of the brain in brief. Sympathetic and parasympathetic nervous system.  Special senses  2. Sensory organs: Eyes, Ears and Skin  3. Skeletal System	30%

**OUTCOME:**

1. The students can apply concepts and knowledge of general anatomical terminology and physiology towards clinical problem solving.
2. The students can develop scientific reasoning and the ability to interpret patient data.
3. The students will be able to correct terminology to communicate anatomical features and physiological processes.

**REFERENCES:**

1. Guyton, A.C, Hall, J. E. (1966) : Text book of Medical Physiology. 9<sup>th</sup> Ed. Prism Books (Pvt.) Ltd. Bangalore.
2. Winword (1988): Sear's Anatomy and Physiology for Nurses. London, Edward Arno ll.
3. Wilson (1989): Anatomy and Physiology and Health and illness, Edinburgh, churchil Livingstone.
4. Chatterjee, Chandni Charan (1998):Text book of Medical Physiology

**SECOND YEAR B. SC (HOME) IV SEMESTER  
ANATOMY AND PHYSIOLOGY  
COURSE CODE: UH04CFDN31**

**Credits: 1**

**Theory  
Pd/Wk: 2**

**Marks: 50**

**PRACTICAL**

**CONTENT**

1. Identification of prepared slides :  
  
(a) Lungs , (b) Suprarenal gland, (c) Thyroid, (d) Pituitary, (e) Testis, (f) Ovary, (g) Kidney, (h) Liver, (i) Pancreas, (j) Small intestine, (k) Large intestine, (l) Spinal cord, (m) Cerebellum (n) other tissues.
2. Preparation of blood film and identification of white blood cell, counting of blood cells.
3. Determination of hemoglobin.
4. Preparation of Haematin Crystals.
5. Determination of bleeding time and clotting time of blood.
6. Determination of clothing time of blood.
7. Estimation of Blood group.
8. Measurement of blood pressure with digital instrument and Spymomanometer and measuring pulse rate
9. Study of muscles fibres and squamous epithelium



**SECOND YEAR B.SC. (HOME) IV SEMESTER  
COUNSELING TECHNIQUES  
COURSE CODE: UHO4EHSC01**

**Theory**  
**Credits: 2 Pd/wk: 2 Marks: 50**

**OBJECTIVES:-**

1. To sensitize the students towards the need and value of counselling.
2. To understand the counselling process and its needs.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Concept of counselling 1. Meaning 2. Definition 3. Characteristic of Counselor 4. Elements of counselling 5. Principles of counseling 6. Need of counselling	30%
II	1. Goals of counselling 2. Characteristics of an effective counsellor 3. Values in counselling	25%
III	1. The counselling process 2. Techniques of counselling 3. Personal problems & Counselling 4. Counselling for school children	25%
IV	Approaches to counseling 1. Development counseling 2. Reality therapy 3. Rational emotive counseling	20%

**OUTCOMES :**

1. The student will learn about the importance of counseling in reducing the problems of an individual.
2. They will come to know about counseling techniques.

**REFERENCES:**

1. R.A.Sharma, Fundamentals of Guidance and Counseling, R. Lall Book Depot, Near Govt, Inter College, Meerut (U.E) 2010
2. Kavita Singh Counseling Skills for Managers, PHI Learning Pvt. Ltd, New Delhi 2010
3. Dr. Ramesh Chatarvedi Guidance and Counseling Skills, Crescent, Publishing Corporation New Delhi 2007.
4. Sister Mary Vishala SND Guidance & Counseling. S. Chand & Company Ltd. Ram Nagar, New Delhi 110055, 2008.
5. Dr. B.G. Barki, Dr. B. Mukhopadhyay, Sterling Publishers Pvt Ltd-1989.

**SECOND YEAR B.SC.(HOME), IV SEMESTER**

**BASICS OF FASHION**

**COURSE CODE: UH04EHSC02**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. To enable students with concepts of fashion and fashion world.
2. To develop an understanding of the factors affecting fashion and fashion cycle.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to fashion 1. Meaning 2. Terminologies 3. Areas of fashion design	20%
II	1. History of fashion design 2. Fashion life cycle	20%
III	Factors affecting fashion 1. Accelerating fashion 2. Receding fashion 3. Fashion tourism	30%
IV	Theories of fashion change 1. Trickle down theories 2. Trickle up theories 3. Trickle across theories	30%

**OUTCOME:**

1. The course will enable learner to understand the fashion world.
2. The learner can select her personal clothing as per the fashion

**REFERENCE:**

1. Introduction to Fashion Design; Patrick John Ireland; B.T. Bradford , London
2. Basic Fashion Design (1975); Ireland John Patrick; B.T .Bradford Ltd., London.
3. Elements of Fashion Design and Apparel Design (2002); Sumathi G.J.; New Age International Publishers, New Delhi
4. Textile Products, Selection, Use & Care(1977) ; Alexander; R.R Houghton Mifflin Co. Boston
5. Grooming Selection & Care(1972) ; Pandit Savitri & Tarpley Elizabeth; Unity Printers, Baroda

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FIRST AID AND HOME NURSING  
COURSE CODE:UH04EHSC03**

**Theory**  
**Pd/Wk: 2**

**Credits: 2** **Marks-50**

**OBJECTIVES:** To enable the students to understand about first aid and its tricks.  
To create awareness about home nursing.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
1	1. Definition of first aid. Qualities of first aider. An ideal First aid kit.	10%
	2. Introduction to home nursing. Qualities of a nurse.	
2	1. Recent rules and awareness of road accidents. 2. First aid during road accident and our role during road accidents.	15%
3	1. First aid of individual fractures, dislocations, sprains, strains, wound and hemorrhages. 2. First aid of burns, scalds, snakebites, scorpion and rabid dog bites. 3. Foreign bodies in eye, ear, nose and their removal.	15% 15% 15%
4	1. Respiration - types and methods.	15%
5	1. The sick room: care, preparation, cleaning, ventilation and lighting. 2. Feeding the sick at home.	10% 05%

**OUTCOMES:** The students will learn to first aid process

- REFERENCES:**
1. G. Shahajadi Begum , S. Anuradha(2014) Textbook of Fundamental of Nursing for GNM First Year ((First Aid & Personal Hygiene) As per Indian Nursing Council (INC) Syllabus) 1st/2014, 1<sup>st</sup> Edition, Vijayam Publications
  2. Swapna N. Williamson & Mala Goswami (2014) First Aid and Emergency Care, 3<sup>rd</sup> Edition, K P H Nursing Books Student Edition.
  3. Clement I (2012) Textbook on First Aid and Emergency Nursing, 1/e, Jaypee Digital

**SECOND YEAR B.SC. (HOME) IV SEMESTER**  
**EVENT MANAGEMENT**  
**COURSE CODE: UH04EHSC04**  
**Theory**

**Credit: 2**

**Pd/Wk: 2**

**Marks: 50**

**OBJECTIVES:**

1. To make them understand the event planning process.
2. To inculcate the management skills required for managing an event effectively.
3. To find out the resources required in the staging of events.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	1. Introduction to Event Planning a) Basics of Event Planning b) Benefits of Successful and Safe Events 2. Role of an Event Planner a) Tasks Involved in Event Planning b) Skills Required for Event Planner	20%
II	Types of Events 1. Corporate Events : Conferences, Seminars, Meetings, Conventions, Educational or Training Events 2. Leisure Events: Sport Events, Festivals, Concerts, Fashion Shows 3. Private Events: Weddings, Special Party Celebrations,	15%
III	Event Planning Process 1. Establishing a theme 2. Setting objectives 3. Determining the Event Feasibility 4. Preparing an Event Management Plan 5. Key Steps in Event Marketing	35%
IV	Event Budgeting 1. Preparing Budget 2. Monitoring the Budget 3. Budget Review	30%

**OUTCOMES:**

1. The students can execute a successful event in-line with the needs and requirements of the client.
2. After the completion of the course the students will become a successful event planner.

**REFERENCES:**

1. Logan Gaspar “A Textbook of Event Management”
2. D.G. Conway “The Event Manager’s Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event”, Viva Books
3. Shannon Kilkenny, “ The Complete Guide to Successful Event”
4. Laura Capell, “Event Management for Dummies”, Willey Publication
5. Alex Genadinik 2015, “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication

**SECOND YEAR B. SC (HOME) IV SEMESTER  
THERAPEUTIC DIETS  
COURSE CODE:UH04EHSC05**

**Credits: 2**

**Theory  
Pd/Wk:2**

**Marks:50**

**OBJECTIVE:**

To aware students with role of nutrition in management of different diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction and objectives of therapeutic Nutrition	
	a) What id Therapeutic Nutrition	25%
	b) Where is it Applied	
	c) Nutritional Supplement	
	d) Artifical Nutrition	
	e) Types of Hospital diets- Clear/full liquid diets, soft and blend diets	
	f) Enteral Nutrition	
	g) Parenteral Nutrition	
II	Dietary Management Allergies and Intolerances	
	a) Food Allergy	20%
	b) Food Intoleranse	
	c) Peanut Allergy	
	d) Milk Allergy (Gluten Enteropathy)	
III	(A)Therapeutic Nutrition & Diabetes-Meaning, low carbohydrate diets and Glycaemia Index/load in brief	25%
	(B) Restricted and high residue diet- in prescribed conditions	
IV	(A)Therapeutic Nutrition & Heart Disease, Hyperlipidemia and Arteriosclerosis- Dietary Fat & Cholesteroland other dietary Factors	30%
	(B) Renal/Kidney Conditions- Eating the right amount of Energy	
	a) Fluid Restrictions	
	b) Sodium Restrictions	
	c) Diet & Kidney Stones	

**OUTCOME:**

1. The course will help to understand the importance of dietary modification for different types of patients.
2. Students will get familiar with the basic definitions of common therapeutic diets.

**REFERENCE:**

1. Joshi S.A.(1992)Nutrition and Dietetics Tata Mc Graw Hill Publications New Delhi
2. Anderson, L,Dibble, M.U. Turkki,P.R.Mitchell, H.S. and Rynbergin, H.J.(1982) Nutrition In Health and Disease 17<sup>th</sup> ed,J.B.Lippincott & Co. Philadelphia.
3. Antia, F.P.(1973) Clinical Dietetics and nutrition 2<sup>nd</sup> ed,Oxford University press New Delhi.
4. Mahan, L.K.Arli, M.T.(1992) Krause Food nutrition and Diet Therapy 8<sup>th</sup> ed. W.B. Saunders Co. London.
5. Robinson,C.H.Lawer, M.R.,Chenoweth,W.L.and Garwlic, A.E.(1986)normal and therapeutic nutrition 17<sup>th</sup> ed. Mac.Millsn Publishing Co.
6. Williams S.R.(1989)Nutrition and Diet therapy 6<sup>th</sup> ed. Tumes mirror/Mobsy College publishing St.Louis.
7. Raheena Begum (1989) A Text book of Food Nutrition and Dietetics Sterling Publisher New Delhi.



**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - FOURTH (Human Development)**

IN EFFECT FROM : 2019-2020

Sr.No.	Course Type	Course Code (10Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Durati on in hrs	Marks		
								Internal	External	Total
								Total	Total	Total
1	Foundation Courses	UH04FCOM21	Communication Process in Development	T	3	3	3	30	70	100
2		UH04FCOM22	Communication Process in Development	P	1	2	3	15	35	50
3	Core Courses	UH04CHUD23	Guidance & Counseling	T	2	2	2	15	35	50
5		UH04CHUD24	Physical Growth & Health	T	2	2	2	15	35	50
6		UH04CHUD25	Physical Growth & Health	P	1	2	3	15	35	50
7		UH04CHUD26	Learning in Early Years	T	3	3	3	30	70	100
8		UH04CHUD27	Learning in Early Years	P	2	4	3	30	70	100
9		UH04CHUD28	Methods & Material for Working with Children -I	T	3	3	3	30	70	100
10		UH04CHUD29	Methods & Material for Working with Children -I	P	2	4	3	30	70	100
11		UH04CHUD30	Life Span Development-I	T	3	3	2	15	35	50
<b>Elective Courses (Any One 12,13,14,15)</b>										
12	Elective Courses	UH04EHSC01	Counselling Technique	T	2	2	2	15	35	50
13		UH04EHSC02	Basics of Fashion	T	2	2	2	15	35	50
14		UH04EHSC03	First Aid and Home Nursing	T	2	2	2	15	35	50
15		UH04EHSC04	Event Management	T	2	2	2	15	35	50
		UH04EHSC05	Therapeutic Diets	T	2	2	2	15	35	50
<b>Total</b>					<b>24</b>	<b>30</b>		<b>240</b>	<b>560</b>	<b>800</b>

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM21**

**Theory**

**Credit: 3**

**Pd/Wk: 3**

**Marks: 100**

**OBJECTIVE:**

1. To make the students understand the importance of communication in their day to day life
2. To acquaint the students with the types of communication and process of communication.
3. To shape the students future as a better citizen in the social networking.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I.	<p>Concepts of development communication</p> <p>Meaning and importance need of communication in development, Purpose and characteristics of communication, Existing patterns and types of communication, Role of communication in development and social change, Effective communication in Home Science.</p>	30%
II	<p>Communication Process</p> <p>One-way and two-way or interactive communication, Gaps in communication or distortions in transmission of message and their causes, Importance of two-way communication, Basis for effective, interactive, communication critical reflection of one-self in communication, Attitude of respect for others, Distinctions between information dissemination, Education and propaganda, Communication on educational process.</p>	30%
III	<p>Methods of Communication in Development methods to reach Individuals:</p> <p>(A) Personal conference, Interview, House visits, Exhibits, Clinics to solve individual problems of consultations, Methods to reach small groups, Illustrated lecture ,Group discussion</p> <p style="margin-left: 20px;">a. Fish bowl</p> <p style="margin-left: 20px;">b. Small group</p> <p>(B) Stimulation Exercises , Trust – building in groups, Co-operation, Affirmative environment creation , Role plays, Demonstrations, Workshops, Camps , Methods to reach masses, Radio announcements / programmes, Newspaper stories, Posters, exhibits in strategic plans, Video, films, Television programmes , Letters, folders and pamphlets, Public meetings, Selection and effective use of methods.</p>	20%
IV	<p>Media for developments communication:</p> <p>(A) Folk media, Songs, Stories, Street – theatre, Games, Arts , Riddles –</p>	20%

proverbs, Puppet ,Print media, Posters, Pamphlets, leaflets, Newspapers – articles, stories, Periodicals – articles, stories, songs, Books, Cartoons, Audio/visual, audio-video media, Audio – tapes, radio broadcasts, Slides, pictures, drawings, photographs etc., Video, telecasts, Films – documentary features

(B) Selection preparation and effective use of media in development ,education and evaluation of the effectiveness of the media

**OUTCOMES:**

1. Improved personal relations with immediate and extended communication.
2. Students will function more effectively & assertively in public and work environment..
3. Students will be able to identify their strengths & weaknesses and improve on weakness.
4. Students will be better equipped to use media in their professional endeavors.

**REFERENCES:**

1. Media and Methods of Education by Dr. Sita Ram Sharma
2. Mass Communication in India by Keval J. Kumar
3. Media and Communication Management by C.S.Rayudu
4. Designing Messages for Development Communication: An Audience Participation Based Approach by Bella Mody
5. Mass Media and Communication by Narendra Ojha  
Education and Communication for Development 2<sup>nd</sup> edition: by O.P. Dharma and O.P Bhatnagar.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM22**

**Credits:1**

**Practical  
Pd/Wk:2**

**Marks:50**

**OBJECTIVES:**

1. To Develop skill for mass communication
2. To prepare effective communication aids
3. To develop an ability to communicate in various situations.

**PRACTICAL**

1. Communication methods for rural and urban communities.
  - a. Making charts / posters / cartoons
  - b. Preparing leaflets / folders
  - c. Preparing slides for power point Presentation
2. Demonstration methods / techniques or any innovative method for
  - a. Communication.
  - b. Preparing scripts for role play/ street play/ puppet shows /Radio and T.V talk show
  - c. Preparing puppets for puppet show
3. Organizing an exhibition of various products related to their respective fields.
4. To sensitize the students about the power of various media.
  - a. Print media
  - b. Electronic media

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
GUIDANCE AND COUNSELING  
COURSE CODE: UHO4CHUDO23  
Theory**

**Credits: 2**

**pd/wk:2**

**Marks: 50**

**OBJECTIVES:-**

- 1) To understand the need and importance in present context.
- 2) To acquaint with various guidance procedure.
- 3) To understand behavioral problems of children.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<b>Meaning of guidance and counseling.</b>  1. Need of guidance and counseling 2. Scope of guidance and counseling 3. Principles of guidance and counseling 4. Role and qualities of counselor	20%
II	<b>Types of counseling</b>  1. Individual counseling 2. Group counseling 3. Counseling in community agencies 4. Community resources as an aid in counseling	15%
III	<b>Educational guidance and vocational guidance</b>	10%
IV	<b>Importance of guiding children</b>  1) Importance of guiding children 2) Guidance and counseling for parenthood, marriage, 3) Pre-post marital problems, adolescence, vocation and old age. 4) Guidance for parents of young children 5) Behavioral problem and guidance.	30%
V	<b>Guidance and counseling for parents in reference to behavioral problems of children</b>  1) Delinquency 2) Aggressiveness 3) Stubbornness 4) Thumb sucking 5) Nail biting 6) Sex perversion	25%

- 7) Fear and anxiety
- 8) Hyper active
- 9) Euresis

**OUTCOMES:**

- 1) It will develop the counseling skill in students.
- 2) They will be able to give educational & vocational guidance to needed individuals.
- 3) They will come to know about child's behavioral problems, causes & solutions.

**REFERENCES :**

- 1) Bakri B.G. and Mukhopadhyay B.(2000) Guidance and Counseling manual. Sterling publishers private ltd.
- 2) Sarsawat R.K. and J.S.Gaur, 1994 NCERT Delhi.
- 3) Lewis E. Patterson and Elizabeth Reynolds Welf V edition .The Counseling Process:1999 Brooks/Cole Thomas Learning, U.S.A.
- 4) Indu Dave 1989, "Basic Essential of Counseling" Starling pub.pvt.ltd.
- 5) Vasantha R. Patri, Counseling Psychology, 2001 Author press New Delhi.
- 6) Anthony Grouch(1997), "Inside Counseling " Sage publication, New Delhi.
- 7) Indira madhukar 2000 G "Guidance and Counseling " Author's press New Delhi..Anne Jones, 1987 2<sup>nd</sup> edition "Counseling adolescents school and after koganpage.London
- 8) NeelamSood 1997 "Behavior problems in children"

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
PHYSICAL GROWTH AND HEALTH  
COURSE CODE: UHO4CHUD24**

**Credits: 2**

**Theory**

**Pd/wk: 2**

**Marks:50**

**OBJECTIVES:-**

1. To understand the concepts of growth , development and health
2. To provide information about various parameters used to assess growth, health & nutrition status.
3. To provide information about various factors influence physical growth & health.
4. To gain an insight into the health & nutritional needs of child.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<ol style="list-style-type: none"><li>1. Definition of growth, development and factors influencing growth and development.</li><li>2. Definition and Dimensions of health and factors influencing health.</li><li>3. Assessment of child's health status.</li></ol>	20%
II	<ol style="list-style-type: none"><li>1. Programmes for promoting child's health - ICDS and other related programmes</li></ol>	20%
III	<ol style="list-style-type: none"><li>1. Maternal health care.</li><li>2. Lactation: - Importance of breastfeed, complimentary food.</li><li>3. Nutritional deficiency diseases.</li><li>4. At risk Infants</li><li>5. Care and management of malnourished child</li><li>6. Minor-elements in children &amp; management of childhood diseases like diarrhea and upper respiratory infection.</li><li>7. Pattern of mortality and morbidity in children.</li><li>8. Growth monitoring and promotion.</li><li>9. Immunization.</li></ol>	35%
V	Health care during. <ol style="list-style-type: none"><li>1. Middle childhood</li><li>2. Adolescence</li><li>3. Geriatric care</li><li>4. Coping strategies</li></ol>	25%

**OUTCOME:-**

1. Students will gain knowledge of dimension of health and nutritional needs.
2. Students will understand about physical growth and health and various factors influence it.

## **REFERENCES:-**

1. Shanti ghosh,(1976).”The feeding and care of infant and young children” UNICEF, Scar, New Delhi.
2. D.B.Jelliffe,(1975). “Child health in tropics” IVth Edition. The English language book society and Edward Arnold publication ltd. London.
3. Park and J.E. Park ( 2011 ). Textbook of preventive and social medicene.13 Ed. Banarsides Bhanot.1167 Premnager, Jabalpur.
4. Various publication of UNICEF, CHETANA etc.



**SECOND YEAR B.SC. (HOME) IV SEMESTER  
PHYSICAL GROWTH AND HEALTH  
COURSE CODE: UHO4CHUD25  
Practical**

**Credits: 1**

**pd/wk: 2**

**Total marks: 50**

**PRACTICALS**

**CONTENTS**

1. Anthropometrics measurements
2. Growth assessment and plotting of the growth chart.
3. Planning various complementary foods.
4. Interviewing mothers on feeding and complementary food practices.
5. Organizing recreational programmes to promote mental health for various stages of life.
6. Case study of a child suffering from any diseases.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
LEARNING IN EARLY YEARS  
COURSE CODE: UHO4CHUD26**

**Credits: 3**

**Theory  
Pd/Wk: 3**

**Marks:100**

**OBJECTIVES:**

1. To understand the meaning of program planning in early years.
2. To acquaint the students with various components to be included in programme planning and to recognize the advantage of project method and to learn to use integrated approach in the development of daily programme.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<p><b>Introduction</b></p> <p>a) Importance of early years. b) children's need of movement, exploration, discovery, expression, achievement, success and recognition c) Principles of curriculum design.</p>	20%
II	<p><b>1. Learning approaches</b></p> <p>a) Teaching learning methods used in early years b) Principles of learning in early years c) Incidental and planned learning d) Learning approaches - Formal , Informal and Integrated e) Learning difficulties and ways to overcome</p> <p><b>2. Principles of Programme planning from</b></p> <p>a) Known to unknown, b) Simple to complex c) Concrete to abstract d) Balance between individual and group activity, indoor and outdoor play, quiet and active play, guided and free play. e) Assessment of learning</p>	30%
III	<p><b>1. Readiness programme</b></p> <p>a) Meaning and signs of readiness. b) Factors to be considered for readiness : Age, Vision, Hearing, Physical coordination, reading from left to right. c) Promotion of various skills required for reading and writing. d) Goals of language teaching.</p> <p><b>2. Counting readiness</b></p>	30%

- a) Importance of number and mathematics
- b) Operation and relevant rules and properties :  
Addition, Subtraction , Multiplication and  
Division
- c) Two and three dimension shapes, properties,  
characteristics

### 3. Environmental studies

- a) Scope of environmental studies
- b) Importance and goals of environmental studies.

## IV Teaching Techniques in early years 20%

### 1. Project method

- a) Meaning and advantages of using project method.
- b) Planning
- c) Resource unit

### 2 Alternative to home work

- a) Disadvantage of rote learning
- b) Suitable alternative such as observations, exploration,  
experimentation and reporting orally, picture of  
something related to concept covered in classroom.

## OUTCOMES:

1. Student will come to know the importance of early years.
2. They will learn the programme planning.
3. They will learn about the reading, writing & number readiness related activities.

## REFERENCES:

1. Adler S.,Farrar C “ A Curriculum for developing communication skills in pre school
2. Anderson P. Laop D.: “ Language skills in elementary education”, New york mac millan
3. Armstrong D. Savage T “ Effective teaching elementary education , New york mac millan
4. Gelman R, Gallistelc “ The child’s understanding of numbers ”Ambridge Harward university press
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6. Kaul, Venita (1991) Early Childhood Education Programme, NCERT, New Delhi.

7. Liebreck P. "how children learn mathematics London Punguin
8. Loyd I. Richard son K. " A mathematics activity curriculum for early childhood and special education" New york mac millan
9. Robinson H " Exploring teaching " London Allyn and bacon
10. Skill Training On ECCE for Instructors Of AWTCs/ MLTCs, Compendium of References Materials (2015) National Institute of Public Cooperation and Child Development, New Delhi.
11. Tarapore F. Kettis G. " Benniger C. "Child's right to play", Pune SNTD collage of Home Science

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
LEARNING IN EARLY YEARS  
COURSE CODE: UHO4CHUD27  
Practical**

**Credits: 2**

**Pd/Wk:4**

**Marks: 100**

**PRACTICALS            CONTENT**

1. Plan and presentation of three activities for children: List objectives, select and organize instructional and learning materials, role of the teacher.
2. Prepare reading readiness material on visual discrimination
3. Prepare reading readiness material on visual memory
4. Prepare reading readiness material on auditory discrimination
5. Prepare booklet on pre writing activities
6. Prepare material on pre counting activities - Materials for classifying, comparing, seriation, patterning, counting shapes, fractions, list 8 vocabulary related to mathematical concepts  
Materials for addition, subtractions, multiplication and division .Experiences for understanding time, distances, weight, capacity and money.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
METHODS AND MATERIALS FOR WORKING WITH CHILDREN-I  
COURSE CODE: UHO4CHUD28**

**Theory**

**Credits:3**

**Pd/Wk:3**

**Marks:100**

**OBJECTIVES:**

1. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience.
2. To understand the significance of various creative activities and teacher's role in implementing them.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<p>Creativity</p> <ol style="list-style-type: none"><li>1. Importance of creativity.</li><li>2. Helping children express creativity.</li><li>3. Activities to develop creativity.</li><li>4. Creative activities of young children.</li></ol>	10%
II	<p>Art Activities</p> <p><u>Paintings and Graphics</u></p> <ol style="list-style-type: none"><li>1. Paintings with brush, drawings with crayon, chalk, rangoli on floor, finger paintings.(Some Special Characteristics of this medium)</li><li>2. Values, material required, use of substitutes from indigenous materials.</li><li>3. Teacher's role in Conducting activities.</li><li>4. Stage in child art.</li></ol> <p><u>Tearing, cutting, pasting and collage, mural</u></p> <ol style="list-style-type: none"><li>1. Value, materials required, Teacher role in Conducting activities.</li><li>2. Development Stage.</li></ol> <p><u>Modeling</u></p> <ol style="list-style-type: none"><li>1. Values, Special Characteristics of this medium.</li><li>2. Techniques used, rolling, pressing, pinching, pasting, folding.</li><li>3. Materials required i.e. clay, dough, plasticine, thick paper folding, stocking</li><li>4. paper on hollows objects i.e. balloon, cartons, paper machine, wire, rope.</li><li>5. Teacher's role.</li></ol> <p><u>Printing</u></p> <ol style="list-style-type: none"><li>1. Type of printing i.e. block, vegetable, string, leaf stencils, spray, crumpled</li><li>2. paper, different textured surfaces.</li><li>3. Values, materials required techniques.</li><li>4. Teacher's role, stage in printing.</li></ol> <p><u>Blocks</u></p> <ol style="list-style-type: none"><li>1. Types of blocks: hollow large blocks, unit blocks, and small blocks.</li><li>2. Stage in block play</li></ol>	40%

	<ol style="list-style-type: none"> <li>3. Values, materials and accessories for block play.</li> <li>4. Teacher's role.</li> </ol>	
III	<p>Two dimensional activities:-</p> <ol style="list-style-type: none"> <li>1. Picture making</li> <li>2. Paint with brush</li> <li>3. Crayon</li> <li>4. Scissoring skills</li> <li>5. Torn paper and pasting</li> <li>6. Mural.</li> <li>7. Printmaking</li> <li>8. Paper stencils</li> <li>9. collage</li> </ol> <p>Three dimensional activities:-</p> <ol style="list-style-type: none"> <li>1. Clay Modeling.</li> <li>2. Modeling</li> <li>3. Assemblage</li> <li>4. Wood working</li> <li>5. Cardboard-construction.</li> <li>6. Water and sand activities</li> </ol>	20%
IV	<p>Music and Rhythm</p> <ol style="list-style-type: none"> <li>1. Importance of music in child's life and teacher's role in providing</li> <li>2. Appropriate experience.</li> <li>3. Criteria for selection of songs</li> <li>4. Developmental stages in musical Activities</li> <li>5. Rhythmic Movement, body and with simple musical instruments.</li> </ol>	15%
V	<p>Creative Drama</p> <p>Meaning and value.</p> <p>Kind of puppets –finger,gloves,stick and string puppet</p>	10%
VI	<p>Science –</p> <ol style="list-style-type: none"> <li>1. Importance of science</li> <li>2. Types of science</li> <li>3. Activities related to science</li> </ol>	05%

**OUTCOMES:-**

1. Students will prepare create play materials with different use of indigenous materials.
2. Students will implement their knowledge in early childhood care and education.
3. Students will develop their creativity with the use of art materials, indigenous materials, waste materials and low cost materials.

## REFERENCES:

1. Contractor M (1984): Creative drama and puppetry in education, New Delhi: National book trust of India.
2. Curell D. (1985) : the complete book of puppet theatre, London.
3. Beaty, J.J. (1996). Preschool Appropriate Practices. London : Harcourt Brace College Publishers.
4. Publishers.
5. Carol, S. & Barbour, N. (1990). Early Childhood Education : An Introduction : IInd Edition.
6. Contractor, M. (1984). Creative drama and puppetry in education, Delhi : National Book trust of India.
7. Johnson, A.P. (1998). How to use creative dramatics in the classroom. Childhood Education, 2
8. Kaul, V. (1991). Early Childhood Education Programme. New Delhi : NCERT.
9. Lasky, L. & Mukerjee, R. (1980). Art Basic for Young Children, Washington, D.C., NAEYC.
10. Moomaw, S. (1984). Discovering Music in Early Childhood. Boston : Allyn and Bacon, Inc.
11. Swaminathan, M. (1984). Play activities for young children, New Delhi : UNICEF.
12. Swaminathan, M. (1991). Play Activities for Young Children . UNICEF.
13. Taylor, B.J. (1985). A Child Goes Forth Minneapolis : Burgess Publishing Co. (6th Ed.).
14. Adler, S., Farrar, C. (1983). A curriculum guide for developing communication skills in preschool Child, Illinois: Thomas publications.
15. Batra, P. (2010) Social Science learning in schools. Sage Publications.
16. Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge
17. Bruke, E. (1990). Literature for the young child, Needham Heights: Allyn and Bacon.
18. Carol, S. & Barbour, N. (1990). Early Childhood Education : An Introduction, IInd Edition.
19. Chambers, P. (2008) Teaching mathematics. Sage publications.
20. Dave, A. (1987). Pre-Mathematics Experiences for Young Children.
21. Deviries, R., Kohlberg, L. (1987). Programs of early education, New York: Longman.
22. Gelman, R. Gallistel, C.R. (1986). The child's understanding of numbers, Cambridge: Harvard
23. university press. Huck, C. (1971). Children's literature in elementary school. New York: Holt, Rinehart and Winston.
24. Kaul, V. (1991). Early Childhood Education Programme, New Delhi: NCERT.
25. Krishna Kumar (1986). The child's language and the teacher, New Delhi: UNICEF



**SECOND YEAR B.SC. (HOME) IV SEMESTER  
METHODS AND MATERIALS FOR WORKING WITH CHILDREN-I  
COURSE CODE: UHO4CHUD29**

**Credits: 2**

**Practical  
Pd/Wk:4**

**Marks:100**

**PRACTICALS**

**CONTENTS**

- I            . Paintings and graphics.
1. Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc. where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paste, paint with starch, dry colors etc.
  2. Drawing with crayons, dry and wet chalk.
  3. Wet paints, painting masks, brush music.
- II            Tearing, cutting, pasting.
1. Tearing with all finger, tearing with thumb, and two fingers as used in holding pencil, tearing on straight line, curved line.
  2. Tearing circular rings starting from one corner of the page till center of page, making designs.
  3. Cutting a design, pasting, pieces of paper, cloth, stick, leaf, collage, and mosaic.
  4. Tracing and cutting designs, creating design.
  5. Pasting mosaic, paper balls, and glass pieces. Etc.
- III           Modeling
1. Modeling with clay, dough, plastacine, saw dust, providing accessories.
  2. Beside above medium, modeling with straw, match sticks rope, wire, thick paper fold and slot sculpture.
  3. Pasting papers on a balloon, when dry remove air and colors to create accessories for clay sculpture/ crumbled paper pasting designs.
- IV           Printing
1. Printing with strings, leaf, vegetable blocks, stencil printing, thumb, finger, spray printing.
  2. Keepings coins, leaves with veins below paper and gently coloring with crayon.
  3. Older children to make their own stencil.
- V            Music and movement

1. Making simple musical instruments.
2. Rhythmic body movement according to different beats and sound.
3. Dancing according to the rhythm.
4. Musical instruments from waste like old pots, tins, sticks.

VI Music and movement

1. Making simple musical instruments.
2. Rhythmic body movement according to different beats and sound.
3. Dancing according to the rhythm.
4. Musical instruments from waste like old pots, tins, sticks.

VII Activities for children 2 to 5 years regarding their skills characteristics.

1. Small motor activities and large motor activities.
2. Activities for sense
3. Hearing activities
4. Smelling and testing activities.
5. Children's drawing.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
LIFE SPAN DEVELOPMENT -I  
COURSE CODE: UHO4CHUD30  
Theory**

**Credits: 3**

**Pd/Wk: 3**

**Marks: 50**

**OBJECTIVES:**

1. To become acquainted with developmental stages from birth to late childhood.
2. To develop awareness of important aspects of development during the whole life span.
3. To understand the issues faced and adjustment required for each stage across the life span.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction: 1. Meaning of developmental changes 2. Inter relationship between various aspects of development.	10%
II	Pre-natal and Post natal period Pre-natal period 1. Stages of prenatal development 2. Characteristics of prenatal period Infancy 1. Major adjustment of infancy period 2. New born reflexes 3. Physical growth 4. Gross and fine motor development in first two years. 5. Hazards during infancy	35%
III	Early childhood 1. Aspect of physical development 2. Concept development 3. Play and its value 4. Skill of early childhood	30%
IV	Late childhood 1. Physical development 2. Motor skills 3. Speech improvement 4. Emotions and emotional expression 5. Social group in and social behavior 6. Moral attitude and behavior	25%

**OUTCOME:-**

1. They will understand the development stages from birth to late childhood.
2. Students will gain knowledge of important aspects of development from pre-natal to late childhood.
3. Students will learn about the issues & challenges appearing in different stages and prepare themselves for adjustment.

**REFERENCES:**

1. Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
2. Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
3. Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
4. Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New
5. Delhi: Orient BlackSwan
6. Hurlock “ development and psychology”
7. Pappalia “ human development”
8. Berk L.E. “child development” new delhi
9. Craig G. “human development” N.J. Prentice Hall
10. Cole M. and Cole S. “The development of Children ”

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
COUNSELING TECHNIQUES  
COURSE CODE: UHO4EHSC01  
Theory**

**Credits: 2**

**Pd/wk: 2**

**Marks: 50**

**OBJECTIVES:-**

1. To sensitize the students towards the need and value of counselling.
2. To understand the counselling process and its needs.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Concept of counselling 1. Meaning 2. Definition 3. Characteristic of Counselor 4. Elements of counselling 5. Principles of counseling 6. Need of counselling	30%
II	1. Goals of counselling 2. Characteristics of an effective counsellor 3. Values in counseling	25%
III	1. The counselling process 2. Techniques of counselling 3. Personal problems & Counselling 4. Counselling for school children	25%
IV	Approaches to counseling 1. Development counseling 2. Reality therapy 3. Rational emotive counseling	20%

**OUTCOMES :**

1. The student will learn about the importance of counseling in reducing the problems of an individual.
2. They will come to know about counseling techniques.

**REFERENCES:**

1. R.A.Sharma, Fundamentals of Guidance and Counseling, R. Lall Book Depot, Near Govt, Inter College, Meerut (U.E) 2010
2. Kavita Singh Counseling Skills for Managers, PHI Learning Pvt. Ltd, New Delhi 2010
3. Dr. Ramesh Chararvedi Guidance and Counseling Skills, Crescent, Publishing Corporation New Delhi 2007.
4. Sister Mary Vishala SND Guidance & Counseling. S. Chand & Company Ltd. Ram Nagar, New Delhi 110055, 2008.
5. Dr. B.G. Barki, Dr. B. Mukhopadhyay, Sterling Publishers Pvt Ltd-1989.

**SECOND YEAR B.SC.(HOME), IV SEMESTER**

**BASICS OF FASHION**

**COURSE CODE: UH04EHSC02**

**Theory**

**Credit: 02**

**PD/WK: 02**

**Marks: 50**

**OBJECTIVES:**

1. To enable students with concepts of fashion and fashion world.
2. To develop an understanding of the factors affecting fashion and fashion cycle.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to fashion 1. Meaning 2. Terminologies 3. Areas of fashion design	20%
II	1. History of fashion design 2. Fashion life cycle	20%
III	Factors affecting fashion 1. Accelerating fashion 2. Receding fashion 3. Fashion tourism	30%
IV	Theories of fashion change 1. Trickle down theories 2. Trickle up theories 3. Trickle across theories	30%

**OUTCOME:**

1. The course will enable learner to understand the fashion world.
2. The learner can select her personal clothing as per the fashion

**REFERENCE:**

1. Introduction to Fashion Design; Patrick John Ireland; B.T. Bradford , London
2. Basic Fashion Design (1975); Ireland John Patrick; B.T .Bradford Ltd., London.
3. Elements of Fashion Design and Apparel Design (2002); Sumathi G.J.; New Age International Publishers, New Delhi
4. Textile Products, Selection, Use & Care(1977) ; Alexander; R.R Houghton Mifflin Co. Boston
5. Grooming Selection & Care(1972) ; Pandit Savitri & Tarpley Elizabeth; Unity Printers, Baroda

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FIRST AID AND HOME NURSING  
COURSE CODE-UH04EHSC03  
THEORY**

**Credits:2**

**Pd/Wk: 2**

**Marks-50**

**OBJECTIVES:**

1. To enable the students to understand about first aid and its tricks.
2. To create awareness about home nursing.

UNIT	CONTENT	WEIGHTAGE
I.	1. Definition of first aid. Qualities of first aider. An ideal First aid kit.	10%
II.	1. Introduction to home nursing. Qualities of a nurse. 2. Recent rules and awareness of road accidents. 3. First aid during road accident and our role during road accidents.	15%
III.	1. First aid of individual fractures, dislocations, sprains, strains, wound and hemorrhages. 2. First aid of burns, scalds, snakebites, scorpion and rabid dog bites. 3. Foreign bodies in eye, ear, nose and their removal.	15%
IV.	1. Respiration - types and methods.	15%
V.	1. The sick room: care, preparation, cleaning, ventilation and lighting. 2. Feeding the sick at home.	15%

**OUTCOMES:**

1. The students will learn to first aid process

**REFERENCES**

1. G. Shahajadi Begum , S. Anuradha(2014) Textbook of Fundamental of Nursing for GNM First Year ((First Aid & Personal Hygiene) As per Indian Nursing Council (INC) Syllabus) 1st/2014, 1<sup>st</sup> Edition, Vijayam Publications
2. Swapna N. Williamson & Mala Goswami (2014) First Aid and Emergency Care, 3<sup>rd</sup> Edition, K P H Nursing Books Student Edition.
3. Clement I (2012) Textbook on First Aid and Emergency Nursing, 1/e, Jaypee Digital



**SECOND YEAR B.SC. (HOME) IV SEMESTER  
EVENT MANAGEMENT  
COURSE CODE: UH04EHSC04  
Theory**

**Credit: 2**

**Pd/Wk: 2**

**Marks: 50**

**OBJECTIVES:**

1. To make them understand the event planning process.
2. To inculcate the management skills required for managing an event effectively.
3. To find out the resources required in the staging of events.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<b>1. Introduction to Event Planning</b> a) Basics of Event Planning b) Benefits of Successful and Safe Events <b>2. Role of an Event Planner</b> a) Tasks Involved in Event Planning b) Skills Required for Event Planner	20%
II	<b>Types of Events</b> 1. <b>Corporate Events</b> : Conferences, Seminars, Meetings, Conventions, Educational or Training Events 2. <b>Leisure Events</b> : Sport Events, Festivals, Concerts, Fashion Shows 3. <b>Private Events</b> : Weddings, Special Party Celebrations,	15%
III	<b>Event Planning Process</b> 1. Establishing a theme 2. Setting objectives 3. Determining the Event Feasibility 4. Preparing an Event Management Plan 5. Key Steps in Event Marketing	35%
IV	<b>Event Budgeting</b> 1. Preparing Budget 2. Monitoring the Budget 3. Budget Review	30%

**OUTCOMES:**

1. The students can execute a successful event in-line with the needs and requirements of the client.
2. After the completion of the course the students will become a successful event planner.

**REFERENCES:**

1. Logan Gaspar “A Textbook of Event Management”
2. D.G. Conway “The Event Manager’s Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event”, Viva Books
3. Shannon Kilkenny, “ The Complete Guide to Successful Event”
4. Laura Capell, “Event Management for Dummies”, Willey Publication
5. Alex Genadinik 2015, “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication

**SECOND YEAR B. SC (HOME) IV SEMESTER  
THERAPEUTIC DIETS  
COURSE CODE:UH04EHSC05**

**Credits: 2**

**Theory  
Pd/Wk:2**

**Marks:50**

**OBJECTIVE:**

To aware students with role of nutrition in management of different diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction and objectives of therapeutic Nutrition 1. What id Therapeutic Nutrition 2. Where is it Applied 3. Nutritional Supplement 4. Artifical Nutrition 5. Types of Hospital diets- Clear/full liquid diets, soft and blend diets 6. Enteral Nutrition 7. Parenteral Nutrition	20%
II	Allergies and Intolerances 1. Food Allergy 2. Food Intoleranse 3. Dietary Management of Food Allergy and Intolerance 4. Peanut Allergy 5. Milk Allergy (Gluten Enteropathy)	20%
III	Therapeutic Nutrition & Diabetes-Meaning, low carbohydrate diets and Glycaemia Index/load in brief	15%
IV	Therapeutic Nutrition & Heart Disease, Hyperlipidemia and Arteriosclerosis- Dietary Fat & Cholesteroland other dietary Factors	15%
V	Renal/Kidney Conditions- Eating the right amount of Energy 1. Fluid Restrictions 2. Sodium Restrictions 3. Diet & Kidney Stones	15%
VI	Restricted and high residue diet- in prescribed conditions	15%

**OUTCOME:**

1. The course will help to understand the importance of dietary modification for different types of patients.
2. Students will get familiar with the basic definitions of common therapeutic diets.

**REFERENCE:**

- Joshi S.A.(1992)Nutrition and Dietetics Tata Mc Graw Hill Publications New Delhi
- Anderson, L.,Dibble, M.U. Turkki,P.R.Mitchell, H.S. and Rynbergin, H.J.(1982) Nutrition In Health and Disease 17<sup>th</sup> ed,J.B.Lippincott & Co. Philadelphia.
- Antia, F.P.(1973) Clinical Dietetics and nutrition 2<sup>nd</sup> ed,Oxford University press New Delhi.
- Mahan, L.K.Arl, M.T.(1992) Krause Food nutrition and Diet Therapy 8<sup>th</sup> ed. W.B. Saunders Co. London.
- Robinson,C.H.Lawer, M.R.,Chenoweth,W.L.and Garwlic, A.E.(1986)normal and therapeutic nutrition 17<sup>th</sup> ed. Mac.Millsn Publishing Co.
- Williams S.R.(1989)Nutrition and Diet therapy 6<sup>th</sup> ed. Tumes mirror/Mobsy College publishing St.Louis.
- Raheena Begum (1989) A Text book of Food Nutrition and Dietetics Sterling Publisher New Delhi.

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

**B.Sc. Home Science**

**(Under Choice Based Credit Scheme)**

**Semester - FOURTH (Textile & Clothing)**

IN EFFECT FROM : 2019-20

Sr. No.	Course Type	Course Code  (10 Digit)	Name of Course	Theory (T)  Practical (P)	Credit	Contact  hrs/ week	Exam Durati on in hrs.	Marks		
								Internal	External	Total
								Total	Total	Total
1	Foundation Courses	UH04FCOM21	Communication Process In Development	T	3	3	3	30	70	100
2		UH04FCOM22	Communication Process In Development	P	1	2	3	15	35	50
3	Core Courses	UH04CTCL23	Indian Embroidery	T	3	3	3	30	70	100
4		UH04CTCL24	Indian Embroidery	P	1	2	3	15	35	50
5		UH04CTCL25	Family Clothing	T	2	2	2	15	35	50
6		UH04CTCL26	Family Clothing	P	2	4	3	30	70	100
7		UH04CTCL27	Marketing-Textiles & Apparel	T	3	3	3	30	70	100
8		UH04CTCL28	Textile Science	T	2	2	2	15	35	50
9		UH04CTCL29	Textile Dyes	T	2	2	2	15	35	50
10		UH04CTCL30	Flat Pattern Methods	P	1	2	3	15	35	50
11		UH04CTCL31	Fashion Illustration	P	2	4	3	30	70	100
<b>Elective Course (Any One 12,13,14,15)</b>										
12	<b>Elective Courses</b>	UH04EHSC01	Counselling Tecnique	T	2	2	2	15	35	50
13		UH04EHSC02	Basics of Fashion	T	2	2	2	15	35	50
14		UH04EHSC03	First aid and Home Nursing	T	2	2	2	15	35	50
15		UH04EHSC04	Event Management	T	2	2	2	15	35	50
16		UH04EHSC05	Therapeutic Diets	T	2	2	2	15	35	50
<b>Total</b>					<b>24</b>	<b>30</b>		<b>255</b>	<b>595</b>	<b>850</b>

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM21**

**Theory**

**Credit: 3**

**Pd/Wk: 3**

**Marks: 100**

**OBJECTIVE:**

1. To make the students understand the importance of communication in their day to day life
2. To acquaint the students with the types of communication and process of communication.
3. To shape the students future as a better citizen in the social networking.

**UNIT**

**CONTENT**

**WEIGHTAGE**

I. Concepts of development communication Meaning and importance need of communication in development, Purpose and characteristics of communication, Existing patterns and types of communication, Role of communication in development and social change, Effective communication in Home Science.	30%
II Communication Process One-way and two-way or interactive communication, Gaps in communication or distortions in transmission of message and their causes, Importance of two-way communication, Basis for effective, interactive, communication critical reflection of one-self in communication, Attitude of respect for others, Distinctions between information dissemination, Education and propaganda, Communication on educational process.	30%
III Methods of Communication in Development methods to reach Individuals: (A) Personal conference, Interview, House visits, Exhibits, Clinics to solve individual problems of consultations, Methods to reach small groups, Illustrated lecture ,Group discussion a. Fish bowl b. Small group (B) Stimulation Exercises , Trust – building in groups, Co-operation, Affirmative environment creation , Role plays, Demonstrations, Workshops, Camps , Methods to reach masses, Radio announcements / programmes, Newspaper stories, Posters, exhibits in strategic plans, Video, films, Television programmes , Letters, folders and pamphlets,	20%

Public meetings, Selection and effective use of methods.

IV Media for developments communication:

20%

- (A) Folk media, Songs, Stories, Street – theatre, Games, Arts , Riddles – proverbs, Puppet ,Print media, Posters, Pamphlets, leaflets, Newspapers – articles, stories, Periodicals – articles, stories, songs, Books, Cartoons, Audio/visual, audio-video media, Audio – tapes, radio broadcasts, Slides, pictures, drawings, photographs etc., Video, telecasts, Films – documentary features
- (B) Selection preparation and effective use of media in development ,education and evaluation of the effectiveness of the media

**OUTCOMES:**

1. Improved personal relations with immediate and extended communication.
2. Students will function more effectively & assertively in public and work environment..
3. Students will be able to identify their strengths & weaknesses and improve on weakness.
4. Students will be better equipped to use media in their professional endeavors.

**REFERENCES:**

1. Media and Methods of Education by Dr. Sita Ram Sharma
2. Mass Communication in India by Keval J. Kumar
3. Media and Communication Management by C.S.Rayudu
4. Designing Messages for Development Communication: An Audience Participation Based Approach by Bella Mody
5. Mass Media and Communication by Narendra Ojha  
Education and Communication for Development 2<sup>nd</sup> edition:  
by O.P. Dharma and O.P Bhatnagar.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
FOUNDATION COURSE  
COMMUNICATION PROCESS IN DEVELOPMENT  
UHO4FCOM22**

<b>Credits:1</b>	<b>Practical Pd/Wk:2</b>	<b>Marks:50</b>
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**OBJECTIVES:**

1. To Develop skill for mass communication
  2. To prepare effective communication aids
  3. To develop an ability to communicate in various situations.
- 
1. Communication methods for rural and urban communities.
    - a. Making charts / posters / cartoons
    - b. Preparing leaflets / folders
    - c. Preparing slides for power point Presentation
  2. Demonstration methods / techniques or any innovative method for
    - a. Communication.
    - b. Preparing scripts for role play/ street play/ puppet shows /Radio and T.V talk show
    - c. Preparing puppets for puppet show
  3. Organizing an exhibition of various products related to their respective fields.
  4. To sensitize the students about the power of various media.
    - a. Print media
    - b. Electronic media



**SECOND YEAR B.SC. (HOME) IV SEMESTER**

**INDIAN EMBROIDERY**

**COURSE CODE: UH04CTCL23**

**Theory:**

**Credit:3**

**PD/WK: 3**

**Marks: 100**

**OBJECTIVES:**

1. To impart knowledge and develop skills in Indian traditional embroidery.
2. To manipulate traditional motifs as embellishment on textiles and apparel.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Importance and application of Indian Embroidery. -Textiles -Apparel A brief study of various traditional embroideries.	10%
II	1. Kashmir Embroidery 2. Kasuti of Karnataka 3. Kantha of Bengal	30%
III	1. Chikenkari of Uttar Pradesh 2. Chamba Embroidery 3. Manipur Embroidery	20%
IV	1. Phulkari of Punjab 2. Gujarat Embroideries – Kutch and Kathiawar	20%
V	Other Embroideries 1. Applique Work – Gujarat, Bihar, Orisa, Utter Pradesh 2. Gold & Silver Embroidery – Utter Pradesh & Gujarat 3. Bead Work- Gujarat & Telangana	20%

**OUTCOME:**

Student will be able to identify heritage of Indian embroidery and can use it in textiles and garments.

**REFERENCE:**

1. Donger Kery, S.(1951): The Romance of Indian Embroidery, Bombay, Thacker Company Ltd.
2. Pandit Savitri (1975) : Indian Embroidery Its Variginating Charm, Baroda, Faculty of Home Science.
3. Chattopadhyay Kamaladevi (1977): Indian Embroidery
4. Chattopadhyay Kamaladevi (1963): Indian Handicrafts
5. Chattopadhyay Kamaladevi (1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
6. Gostelow Mary (1978) : Embroidery

7. Thomas Mary : Embroidery
8. Jones Nora : Embroidery
9. Shrikant Usha (1998): Ethnic Embroidery of India, Honesty Publishers & Distributors, Mumbai
10. Naik Shailaja D. (1996) : Traditional Embroideries of India A.P.H. Publishing Corporation, New Delhi.

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
INDIAN EMBROIDERY  
COURSE CODE: UH04CTCL24  
Practical**

**Credit: 1**

**PD/WK: 02**

**Marks: 50**

**PRACTICAL:**

1. Study of motifs of Traditional Indian Embroideries.
2. Preparing samples of Following Indian embroideries using traditional motifs, stitches, colors & yarns.
  - a. Kashmir
  - b. Kasuti
  - c. Kantha
  - d. Kutch
  - e. Kathiawar
  - f. Chikankari
  - g. Chamba
  - h. Phulkari
  - i. Manipur
  - j. Gold & Silver
3. Prepare a port folio of traditional motifs of different state embroideries and the above embroidered samples.

**SECOND YEAR B.SC.(HOME), IV SEMESTER**

**FAMILY CLOTHING**

**COURSE CODE: UH04CTCL25**

**Theory**

**Credits: 2**

**PD/WK: 2**

**Marks: 50**

**OBJECTIVES:**

1. To acquire knowledge of family clothing
2. To develop consumer awareness in clothing
3. To familiarize students with home textiles
4. To develop skills in selection and construction of garments and home textiles for family.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Clothing for the family 1. Clothes as per age - infants, children, adolescent, teenage, young adults, adult, elderly.	30%
II	1. Clothes for people with special needs Physically handicapped, blind, lactating mother, pregnant lady.  2. Clothing for a. Sports b. Industry	25%
III	Home textiles 1. Classification of home textiles 2. Selection, sizes and care of a. Kitchen linens b. Table linens c. Bath linens d. Bed linens	30%
IV	Draperies and curtains	15%

**OUTCOME:**

1. Students can select material, color and style suitable to the family members of all age groups and specially challenged too.
2. Students will able to develop consumer skills for various types of home textiles, its characteristics and care properties.

**REFERENCES:**

1. Family Clothing, (1961) ; Tate and Glisson
2. Dress Pattern Designing (1970); Bray Natlie ; Cross lockwood & Son Ltd., London
3. Basic Processes and Clothing Construction( 1970); Doongaji & Deshpande;New Raj Book Depot, Delhi
4. Textile Fabrics and Their Selection (1976) ; Wingate I.B; Prentice Hall Inc, New Jersey

5. Textile Products, Selection, Use & Care(1977) ; Alexander; R.R Houghton Mifflin Co. Boston
6. Grooming Selection & Care(1972) ; Pandit Savitri & Tarpley Elizabeth; Unity Printers Baroda
7. Dictionary of Textiles (1988);Wingate I.B.; Universal Pub. Corporation Bombay.
8. More Dress Pattern Designing(1997); Bray Natlie; Blackwell Science
9. The Art of Sewing (1998) ; Anna Jacob; B.S. Publishers Ltd, New Delhi
10. How You Look and Dress (1969); Carson Bytra; Webster Division, McGraw Hill Co.
11. Textiles Fibers And Their Use ;Hess Katharine ; Oxford of IBH; Bombay
12. Zarapkar System Of Cutting; Zarapkar K.R.; Bombay
13. Matric Pattern For Women's wear; F. Aldrich
14. Magazines related to Textiles and Clothing – Apparel, Cloths line, Cloth Market, The Indian Textile Journal

**SECOND YEAR B.SC.(HOME), IV SEMESTER  
FAMILY CLOTHING  
COURSE CODE: UH04CTCL26  
Practical**

**Credits: 2**

**PD/WK: 4**

**Marks: 100**

**PRACTICAL:**

1. Study and analysis of fabrics for home textile (05 samples each for kitchen linen, table linen, bath linen, bed linen, draperies and curtains)
  - a. Analyze the fabric, its name, type of yarn, feel and texture, characteristics.
2. Basic block making.
  - a. Study of anthropometric measurements.
  - b. Drafting and construction of basic bodice block for self
  - c. Trying out and altering the basic block.
3. Drafting and construction of A- Line frock for child
4. Drafting and construction of shirt (men/women) with collar (Chinese/Flat/Peterpan/Shirt)
5. Drafting and construction of kurta for young girl.

**Note: Make a portfolio of the drafts using scale.**

**SECOND YEAR B.SC.(HOME), IV SEMESTER  
MARKETING-TEXTILES AND APPAREL  
COURSE CODE: UH04CTCL27**

**Theory**

**Credits: 3**

**PD/WK: 3**

**Marks: 100**

**OBJECTIVES:**

1. To develop an understanding of concept of marketing
2. To orient with marketing strategies.
3. To create awareness regarding rights of consumers

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Importance of marketing and meaning and importance of marketing 1. Concepts of marketing 2. Functions of marketing 3. 4 P's of marketing 4. Market research process	20%
II	Distribution system 1. Channels of distribution – types and function 2. Choice of distribution system with reference to clothing	20%
III	Promotional Devices 1. Mass Selling- Importance, types and medias of advertising, publicity, 2. Personal Selling 3. Sales Promotion 4. Branding in textile industry	40%
IV	Product Plan 1. Product meaning 2. Product planning and process 3. Product life cycle	
V	Standards and standardization of textile production 1. National and international standard Organization 2. Certification Marks – Importance, type, registration and institutes (ANSI, AATT, ASTM, AATCC, BIS, CICO, TWC, ISO)	20%

**OUTCOME:**

Learners will understand marketing strategies ,thus, can make clothing purchases smartly.

**REFERENCE:**

1. Evaluating Apparel Quality (1986); Stampller A, Sharp S., Donnell Linda; Fairchild Publications, New York
2. Essentials of Marketing; Mccarthy E. Jerome, Perreault William D. (1991);, IRWIN series in marketing, Home wood I.,Boston
3. How to Export Garments Successfully (1995); Shukla R.S.
4. Effective Export Marketing of Apparel (1995); Koshy Darli O; Global Business press.
5. Fundamentals of Marketing; Stanten William J; McGraw Hill Book Co. V Edition, New York
6. Consumer Economics; Color Jesale
7. Export Marketing; Rather B.SC
8. Advertising Theory and Practice; Sethi K.C.; Himalaya Publishing House
9. Opportunities in Clothing; Dermott Irene, Norrosis, Bannett ;Chess A co. Inc. Illinois
10. Textile Performance Standards and Textile Associated Organizations
11. Marketing Management; Kotler P
12. Performance of Textiles (1977);Lily Dorothy; John. Wiley & Sons
13. Teach Yourself Marketing; Stapleton , Hodder & Stoughton
14. Textile Industry Problems & Prospects in the 21<sup>st</sup> Century (2002) Rai Inderpal; Books Treasure, Jodhpur.
15. Research Methodology Methods & Techniques; Kothari C.R(1999); Wishwa Prakashan, Mumbai
16. The Indian Textile Journal ; Business Press Pvt. Ltd. Bombay.  
Textiles & Apparel in the International Economy ;Dickerson Kitty G.
17. ISO 9000 Quality Management Systems ;Trade Market Series, International Trade Center & International Organization for Standardization
18. Textile Products- Slection, Use and Care(1977); Alexander; Houghton Mifflin Co.
19. Introduction to Textiles; Stout Evelyn E
20. Elements of Textiles; Labarth Jules
21. Magazines related to Textiles and Apparel



**SECOND YEAR B.SC.(HOME), IV SEMESTER  
TEXTILE SCIENCE  
COURSE CODE: UH04CTCL28  
Theory**

**Credits: 2**

**PD/WK: 2**

**Marks: 50**

**OBJECTIVES:**

To acquire knowledge about type, structures and properties of textile fibers

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to textile fibers 1. Classification of textile fibers 2. Introduction to fiber polymers – micro structure and macro structure 3. General properties of fiber	10%
II	Structure, microscopic appearance and properties of natural fibers 1. Cotton 2. Jute 3. Linen 4. Mineral 5. Rubber	30%
III	Structure, microscopic appearance and properties of natural animal fibers 1. Wool 2. Silk	20%
IV	Structure, microscopic appearance and properties of regenerated fibers 1. Rayon 2. Acetate	20%
V	Structure, microscopic appearance and properties of synthetic fibers. 1. Nylon 2. Polyester 3. Acrylic 4. Elastane	20%

**OUTCOME:**

1. Students will develop knowledge on textile fibres, its structure and properties.
2. Student can identify the natural, regenerated and synthetic fibers and fabrics through appearance and properties.

## REFERENCES:

1. Textile Science, An Explanation of Fiber Properties (1983); Gohl, E.P.G., & Vilensky, L.D. Longman Chesire, Melbourne, 48.
2. Introduction to Textiles (1969);Cowan, Jungerman; Appleton Century Crafts, Meredith Corporation, New York.
3. Textiles (1979); Norma Hollen, Jone Saddler, Anna Longford ; Macmillan Company.
4. Textile fibers to fabric (1985); Corbman B.P.; MacGraw- Hill Book Co.
5. Essentials of Textiles(1980); Joseph, Marjoy L ;Rinehart and Winston, New York.
6. Textile, Fibers and Nonwoven Fabrics (1984); Edi Grayson Martin; John Wiley and Sons, New York.
7. Textiles – The Motivate Series(1997); Wynne Andrea; Macmillan Education Ltd.
8. Textile Fiber Vol. 1(2000);Shenai V.A; Sevak Publication, Mumbai.
9. A Text Book of fiber Science and Technology(2000); Mishra S.P; New Age International Publishers, New Delhi.
10. Technology of Textile Processing (2000); Shenai V.A; Vol. IX Sevak Publication, Mumbai.
11. Elements of fiber science (2002); Murphy W.S; Abhishek Publication; Chandigarh.
12. Fiber Science And Technology (2000); Nakamura A; Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
13. Manmade Fibers; Moncrieff; Newness Buffer Worths
14. Textile fibers and their use; Hess (1996);, Oxford & IBH Publishing Co. Pvt. Ltd., Bombay.
15. Introduction to textiles(1980); Cowan Mary ,L. Jungerman; D.B. Taraporwala
16. Introduction to textiles (1970); Stout.; John Wiley and Sons, Inc, New York.
17. Modern Textiles (1997); Dorothy Lyle; John Wiley and Sons, Inc, New York.

**SECOND YEAR B.SC.(HOME),IV SEMESTER**

**TEXTILE DYES**

**COURSE CODE: UH04CTCL29**

**Theory**

**Credits: 2**

**PD/WK: 2**

**Marks: 50**

**OBJECTIVES:**

1. To gain knowledge about dyes used in ancient era.
2. To acquaint students with contemporary industrial textile dyes.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Evolution and classification 1. Natural dyes 2. Synthetic dyes 3. Difference between dye and pigment 4. Chromophores, auxochromes & true dyes	20%
II	Dyes, Characteristics & its application on fibers 1. Direct dye 2. Azoic dye 3. Reactive dye 4. Vat dye 5. Sulphur dye 6. Acid dye 7. Metal complex dyes 8. Chrome dyes 9. Disperse dye 10. Basic dyes	40%
III	Auxiliaries used for dyeing 1. Leveling agents 2. Swelling agents 3. Dispersing agents 4. Wetting agents 5. Dye fixing agents	20%
IV	Methods used for dyeing 1. Stock dyeing 2. Top dyeing 3. Yarn dyeing 4. Piece dyeing 5. Dope dyeing 6. Garment dyeing	20%

**OUTCOME:**

- 1 .Students completing this course will be able to understand the chemistry of dyes in relation to textile fibers and fabrics.
2. Students will also able to know about dyeing methods, its application and importance & role of auxiliaries used in textile dyeing.

**REFERENCES:**

1. Textile Science, An Explanation of Fiber Properties(1983); Gohl, E. P. G., & Vilensky L. D; Longman Chesire, Melbourne, 48.
2. Handbook on natural dyes for industrial applications (2007); Vankar, P. S. national institute of industrial research.
3. Industrial dyes: chemistry, properties, applications (2007); Hunger, K. (Ed.) ;John Wiley & Sons.
4. The chemistry and application of dyes (2013); Waring, D. R., & Hallas, G. (Eds.);Springer Science & Business Media.
5. Synthetic dyes (2009); Chatwal, G. R ;Himalaya Publishing House.
6. The Complete Technology Book on Dyes & Dye Intermediates (2003); Board; National institute of industrial research.
7. Color chemistry: syntheses, properties, and applications of organic dyes and pigments (2003); Zollinger, H ; John Wiley & Sons.

**SECOND YEAR B.SC. (HOME), IV SEMESTER  
FLAT PATTERN METHODS FOR APPARELS  
COURSE CODE: UH04CTCL30**

**Practical**

**Credit: 1**

**PD/WK: 2**

**Marks50**

**OBJECTIVES:**

1. To gain knowledge and develop skills in flat pattern methods
2. To develop ability in manipulating the dress design according to trends.

**PRACTICAL:**

1. Prepare a standard block for teenager (viz., size 30,32,34)
2. Dart Manipulation
  - a. Slash- spread technique –single dart series, two dart series
  - b. Pivotal – transfer technique - single dart series, two dart series
3. Fullness through
  - a. Tuck
  - b. Gathers
  - c. Pleats
4. Contouring
  - a. The Classic Empire –Princess line
5. Types of
  - a. Yoke- V, Round
  - b. Collars – Flat, Chinese
  - c. Sleeves – set –in, Cap, Puff
  - d. Pockets- Patch
6. Prepare any 2 ready –to-use paper patterns according to trends for teenager/ college going girl/ young woman.

**OUTCOME:**

Learner will develop skill in garment design for people with various figure types.  
Students can prepare ready-to-use paper patterns.

**REFERENCE:**

1. Practical Dress Design (1969); Ervin M.D. ; The Macmillan Company
2. Clothing for Moderns (1970); Ervin, Kinchen ; The Macmillan Company
3. Dress Pattern Designing (1970); Natlie Bray; Crosby Lockwood and Son Ltd., London
4. Clothing Construction (1974); Mansfield Evelyn A., Lucas Ethel L; Houghton Mifflin Company Boston
5. More Dress Pattern Designing (1978); Natlie Bray; Garnate Publishing, London.
6. Encyclopedia of Fashion Details (1987); Ireland Patrick John
7. Flat Pattern Cutting And Modeling For Fashion (1995); Helen Stanley; Thorns (Publishers) Ltd.
8. Pattern Grading For Women’s Clothes (The Technology of Sizing) (1996); Gerry

Cooklin; Blackwell Science

9. Fabric for Flat Pattern Cutting (1996); Winefred Aldrich; Blackwell Science
10. Elements of Fashion Design and Apparel Design (2002); Sumathi G.J.; New Age International Publishers, New Delhi
11. Pattern Making For Fashion Design; Armstrong H.J.
12. Flat Pattern Method- Dress Designing; Hill Howl
13. Introducing Pattern Cutting, Grading And Modeling; Goul Bourn ; B.T. Bradford Ltd., London

**SECOND YEAR B.SC.(HOME), IV SEMESTER  
FASHION ILLUSTRATION  
COURSE CODE: UH04CTCL31  
Practical**

**Credits: 2**

**PD/WK: 4**

**Marks: 100**

**OBJECTIVES:**

1. To understand fashion illustration
2. To develop skill in fashion drawing

**PRACTICAL:**

1. Introduction to fashion drawing:
  - a. Fashion glossary
  - b. Scrap book, its importance and maintenance
  - c. Tools and equipment required
2. Sketching the human figure
  - a. Basic figure drawing (Male, female & children)
  - b. Flash figure drawing (Male, female & children)
  - c. Fashion figures in different poses (Male, female & children)
3. Creating different textures and exploring color medias:  
Knits, denims, silk, fur, satin, net, brocade, stripes, checks, prints etc.
4. Developing different types of Boards
  - a. Mood Board
  - b. Color Board
  - c. Theme Board
5. Drawing different silhouettes on fashion figure
  - a. Body Fit
  - b. Medium Fit
  - c. Loose Silhouette
  - d. With flare
6. Sketching any two dresses as per trend for
  - a. Casual wear
  - b. Office wear
  - c. Sports wear
  - d. Occasional wear

Application of different mediums of colour to the above dresses

**OUTCOME:**

1. students will be able to design garments as per design and fashion trend.
2. course will enable skills in fashion drawing & designing.

**REFERENCE:**

1. Basic Fashion Design (1975); Ireland John Patrick; B.T .Bradford Ltd., London
2. Drawing and Designing Men's wear (1976); Ireland John Patrick, B.T. Bradford Ltd., London
3. The Complete Book of Fashion Illustration (1987); Tate, Edwards; Harper & Row Publications, New York
4. Fashion Drawing- Basic Principles (1993); Allen, Anne & Seaman, Julian; B.T Bradford Ltd., London
5. Encyclopedia of Fashion Details; Ireland John Patrick; B.T .Bradford Ltd., London
6. Handbook of Fashion Designing: Best drafting techniques (1998); Jindal Ritu; Mittal Publication, New Delhi.
7. Fashion Design Illustration; Patrick John Ireland; B.T .Bradford , London
8. Introduction to Fashion Design; Patrick John Ireland; B.T. Bradford , London
9. The Fashion Design Manual (1996); Stecker, Pamela; The Macmillan Company, South Yarra.



**SECOND YEAR B.SC. (HOME) IV SEMESTER  
COUNSELING TECHNIQUES  
COURSE CODE: UHO4EHSC01  
Theory**

**Credits: 2**

**Pd/wk:2**

**Marks: 50**

**OBJECTIVES:-**

1. To sensitize the students towards the need and value of counselling.
2. To understand the counselling process and its needs.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Concept of counselling 1. Meaning 2. Definition 3. Characteristic of Counselor 4. Elements of counselling 5. Principles of counseling 6. Need of counselling	30%
II	1. Goals of counselling 2. Characteristics of an effective counsellor 3. Values in counseling	25%
III	1. The counselling process 2. Techniques of counselling 3. Personal problems & Counselling 4. Counselling for school children	25%
IV	Approaches to counseling 1. Development counseling 2. Reality therapy 3. Rational emotive counseling	20%

**OUTCOMES :**

1. The student will learn about the importance of counseling in reducing the problems of an individual.
2. They will come to know about counseling techniques.

**REFERENCES:**

1. R.A.Sharma, Fundamentals of Guidance and Counseling, R. Lall Book Depot, Near Govt, Inter College, Meerut (U.E) 2010
2. Kavita Singh Counseling Skills for Managers, PHI Learning Pvt. Ltd, New Delhi 2010

3. Dr. Ramesh Chatarvedi Guidance and Counseling Skills, Crescent, Publishing Corporation  
New Delhi 2007.
4. Sister Mary Vishala SND Guidance & Counseling. S. Chand & Company Ltd. Ram Nagar,  
New Delhi 110055, 2008.
5. Dr. B.G. Barki, Dr. B. Mukhopadhyay, Sterling Publishers Pvt Ltd-1989.

**SECOND YEAR B.SC.(HOME), IV SEMESTER**

**BASICS OF FASHION**

**COURSE CODE: UH04EHSC02**

**Theory**

**Credit: 2**

**PD/WK: 2**

**Marks: 50**

**OBJECTIVES:**

1. To enable students with concepts of fashion and fashion world.
2. To develop an understanding of the factors affecting fashion and fashion cycle.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction to fashion 1. Meaning 2. Terminologies 3. Areas of fashion design	20%
II	1. History of fashion design 2. Fashion life cycle	20%
III	Factors affecting fashion 1. Accelerating fashion 2. Receding fashion 3. Fashion tourism	30%
IV	Theories of fashion change 1. Trickle down theories 2. Trickle up theories 3. Trickle across theories	30%

**OUTCOME:**

1. The course will enable learner to understand the fashion world.
2. The learner can select her personal clothing as per the fashion

**REFERENCE:**

1. Introduction to Fashion Design; Patrick John Ireland; B.T. Bradford , London
2. Basic Fashion Design (1975); Ireland John Patrick; B.T .Bradford Ltd., London.
3. Elements of Fashion Design and Apparel Design (2002); Sumathi G.J.; New Age International Publishers, New Delhi
4. Textile Products, Selection, Use & Care(1977) ; Alexander; R.R Houghton Mifflin Co. Boston
5. Grooming Selection & Care(1972) ; Pandit Savitri & Tarpley Elizabeth; Unity Printers, Baroda

**SECOND YEAR B. SC (HOME) IV SEMESTER  
FIRST AID AND HOME NURSING  
COURSE CODE-UH04EHSC03**

**Theory**

**Credits:2**

**Pd/Wk:2**

**Marks-50**

**OBJECTIVES:** To enable the students to understand about first aid and its tricks.  
To create awareness about home nursing.

UNIT	CONTENT	WEIGHTAGE
I	1. Definition of first aid. Qualities of first aider. An ideal First aid kit. 2. Introduction to home nursing. Qualities of a nurse.	10%
II	1. Recent rules and awareness of road accidents. 2. First aid during road accident and our role during road accidents.	15%
III	1. First aid of individual fractures, dislocations, sprains, strains, wound and hemorrhages. 2. First aid of burns, scalds, snakebites, scorpion and rabid dog bites. 3. Foreign bodies in eye, ear, nose and their removal.	15% 15% 15%
IV	1. Respiration - types and methods.	15%
V	1. The sick room: care, preparation, cleaning, ventilation and lighting. 2. Feeding the sick at home.	10% 05%

**OUTCOMES:** 1. The students will learn to first aid process

**REFERENCES:**

- G. Shahajadi Begum , S. Anuradha(2014) Textbook of Fundamental of Nursing for GNM First Year ((First Aid & Personal Hygiene) As per Indian Nursing Council (INC) Syllabus) 1st/2014, 1<sup>st</sup> Edition, Vijayam Publications
- Swapna N. Williamson & Mala Goswami (2014) First Aid and Emergency Care, 3<sup>rd</sup> Edition, K P H Nursing Books Student Edition.
- Clement I (2012) Textbook on First Aid and Emergency Nursing, 1/e, Jaypee Digital

**SECOND YEAR B.SC. (HOME) IV SEMESTER  
EVENT MANAGEMENT  
COURSE CODE: UH04EHSC04  
Theory**

**Credit: 2**

**Pd/Wk: 2**

**Marks: 50**

**OBJECTIVES:**

1. To make them understand the event planning process.
2. To inculcate the management skills required for managing an event effectively.
3. To find out the resources required in the staging of events.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	<b>1. Introduction to Event Planning</b> a) Basics of Event Planning b) Benefits of Successful and Safe Events <b>2. Role of an Event Planner</b> a) Tasks Involved in Event Planning b) Skills Required for Event Planner	20%
II	<b>Types of Events</b> 1. <b>Corporate Events</b> : Conferences, Seminars, Meetings, Conventions, Educational or Training Events 2. <b>Leisure Events</b> : Sport Events, Festivals, Concerts, Fashion Shows 3. <b>Private Events</b> : Weddings, Special Party Celebrations,	15%
III	<b>Event Planning Process</b> 1. Establishing a theme 2. Setting objectives 3. Determining the Event Feasibility 4. Preparing an Event Management Plan 5. Key Steps in Event Marketing	35%
IV	<b>Event Budgeting</b> 1. Preparing Budget 2. Monitoring the Budget 3. Budget Review	30%

**OUTCOMES:**

1. The students can execute a successful event in-line with the needs and requirements of the client.
2. After the completion of the course the students will become a successful event planner.

**REFERENCES:**

1. Logan Gaspar “A Textbook of Event Management”
2. D.G. Conway “The Event Manager’s Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event”, Viva Books
3. Shannon Kilkenny, “ The Complete Guide to Successful Event”
4. Laura Capell, “Event Management for Dummies”, Willey Publication
5. Alex Genadinik 2015, “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication

**SECOND YEAR B. SC (HOME) IV SEMESTER  
THERAPEUTIC DIETS  
COURSE CODE:UH04EHSC05**

**Credits: 2**  
**Theory**  
**Pd/Wk:2**

**Marks:50**

**OBJECTIVE:**

To aware students with role of nutrition in management of different diseases.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Introduction and objectives of therapeutic Nutrition 1. What id Therapeutic Nutrition 2. Where is it Applied 3. Nutritional Supplement 4. Artifical Nutrition 5. Types of Hospital diets- Clear/full liquid diets, soft and blend diets 6. Enteral Nutrition 7. Parenteral Nutrition	20%
II	Allergies and Intolerances 1. Food Allergy 2. Food Intoleranse 3. Dietary Management of Food Allergy and Intolerance 4. Peanut Allergy 5. Milk Allergy (Gluten Enteropathy)	20%
III	Therapeutic Nutrition & Diabetes-Meaning, low carbohydrate diets and Glycaemia Index/load in brief	15%
IV	Therapeutic Nutrition & Heart Disease, Hyperlipidemia and Arteriosclerosis- Dietary Fat & Cholesteroland other dietary Factors	15%
V	Renal/Kidney Conditions- Eating the right amount of Energy 1. Fluid Restrictions 2. Sodium Restrictions 3. Diet & Kidney Stones	15%
VI	Restricted and high residue diet- in prescribed conditions	15%

**OUTCOME:**

1. The course will help to understand the importance of dietary modification for different types of patients.
2. Students will get familiar with the basic definitions of common therapeutic diets.

**REFERENCE:**

1. Joshi S.A.(1992)Nutrition and Dietitics Tata Mc Graw Hill Publications New Delhi
2. Anderson, L,Dibble, M.U. Turkki,P.R.Mitchell, H.S. and Rynbergin, H.J.(1982) Nutrition In Health and Disease 17<sup>th</sup> ed,J.B.Lippincott & Co. Philadelphia.
3. Antia, F.P.(1973) Clinical Dietitics and nutrition 2<sup>nd</sup> ed,Oxford University press New Delhi.
4. Mahan, L.K.Arl, M.T.(1992) Krause Food nutrition and Diet Therapy 8<sup>th</sup> ed. W.B. Saunders Co. London.
5. Robinson,C.H.Lawer, M.R.,Chenoweth,W.L.and Garwlic, A.E.(1986)normal and therapeutic nutrition 17<sup>th</sup> ed. Mac.Millsn Publishing Co.
6. Williams S.R.(1989)Nutrition and Diet therapy 6<sup>th</sup> ed. Tumes mirror/Mobsy College publishing St.Louis.
7. Raheena Begum (1989) A Text book of Food Nutrition and Dietitics Sterling Publisher New Delhi.