

**S. M. PATEL COLLEGE OF HOME SCIENCE**  
(AN AUTONOMOUS INSTITUTE AFFILIATED WITH SARDAR PATEL UNIVERSITY)

Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2024-2025 (NEP-2020)

**B.Sc. (Home Science) Semester: IV**

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
<b>Ability Enhancement Course</b>									
	UHA4AEENT01	Theory – Entrepreneurship Management	T	2	2	1 ½	25/9	25/9	50/18
<b>Major Course (Any One Subject)</b>									

<b>Foods, Nutrition and Dietetics</b>	UHA4MAFDN01	Theory-Institutional Food Service Management	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MAFDN02	Practical-Institutional Food Service Management	P	2	4	2	25/9	25/9	50/18
	UHA4MAFDN03	Theory-Food Preservation	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MAFDN04	Practical-Food Preservation	P	2	4	2	25/9	25/9	50/18
	UHA4MAFDN05	Theory-Biochemistry	T	4	4	2 ½	50/18	50/18	100/36
<b>Family Resource Management</b>	UHA4MAFRM01	Theory- Furniture Design and Arrangement	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MAFRM02	Practical - Furniture Design and Arrangement	P	2	4	2	25/9	25/9	50/18

	UHA4MAFRM03	Theory-Front Office Management	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MAFRM04	Practical- Front Office Management	P	2	4	2	25/9	25/9	50/18
	UHA4MAFRM05	Theory-Interior Space & Landscape Planning	T	4	4	2 ½	50/18	50/18	100/36
<b>Human Development and Family Studies</b>	UHA4MAHUD01	Theory-Adulthood and Aging	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MAHUD02	Practical-Adulthood and Aging	P	2	4	2	25/9	25/9	50/18
	UHA4MAHUD03	Theory-Welfare Programme and Community Involvement	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MAHUD04	Practical-Welfare Programme and Community Involvement	P	2	4	2	25/9	25/9	50/18
	UHA4MAHUD05	Theory-Principles and Programme in ECCE	T	4	4	2 ½	50/18	50/18	100/36
<b>Textiles &amp; Clothing</b>	UHA4MATCL01	Theory- Textiles and Apparel Care	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MATCL02	Practical- Textiles and Apparel Care	P	2	4	2	25/9	25/9	50/18
	UHA4MATCL03	Theory- Textile Science and Analysis	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MATCL04	Practical- Textile Science and Analysis	P	2	4	2	25/9	25/9	50/18
	UHA4MATCL05	Theory- Clothes, Self and Family	T	4	4	2 ½	50/18	50/18	100/36

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
<b>Minor Course (Any One Subject)</b>									
<b>Foods and Nutrition</b>	UHA4MIFDN01	Theory-Family Meal Management	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MIFDN02	Practical-Family Meal Management	P	2	4	2	25/9	25/9	50/18
<b>Family Resource Management</b>	UHA4MIFRM01	Theory- Fundamentals of Art and Design	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MIFRM02	Practical- Fundamentals of Art and Design	P	2	4	2	25/9	25/9	50/18
<b>Human Development and Family Studies</b>	UHA4MIHUD01	Theory-Behavioural Problems in Children	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MIHUD02	Practical- Behavioural Problems in Children	P	2	4	2	25/9	25/9	50/18
<b>Textiles &amp; Clothing</b>	UHA4MITCL01	Theory-Furnishing Textiles	T	2	2	1 ½	25/9	25/9	50/18
	UHA4MITCL02	Practical-Furnishing Textiles	P	2	4	2	25/9	25/9	50/18

Course Type	Course Code	Name of Course	T/ P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
<b>Skill Enhancement Course (Any One Subject)</b>	UHA4SEFDN01	Practical-Practical Biochemistry	P	2	4	2	25/9	25/9	50/18
	UHA4SEFRM01	Practical: Scale & Perspective Drawing	P	2	4	2	25/9	25/9	50/18
	UHA4SEHUD01	Practical-Montessori Teachers Training Education	P	2	4	2	25/9	25/9	50/18
	UHA4SETCL01	Practical-Flat Pattern Methods	P	2	4	2	25/9	25/9	50/18

<b>Value Added Course / <u>Indian Knowledge System</u> (Any One)</b>	UHA4VADMT01	Theory-Disaster Management	T	2	2	1 ½	25/9	25/9	50/18
	UHA4VAATH02	Theory- Approaches to Happiness	T	2	2	1 ½	25/9	25/9	50/18



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**B.Sc. (Home Science) Semester: IV**



Course Code	UHA4AEENT01	Title of the Course	Theory – Entrepreneurship Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. Understand the basic concepts of entrepreneurship and qualities of an entrepreneur.</li><li>2. Identify simple and feasible business ideas related to Home Science.</li><li>3. Prepare a basic business plan including costing, pricing, and marketing.</li><li>4. Learn about government schemes and financial support for small businesses.</li><li>5. Develop awareness of online marketing, sustainability, and small-scale enterprise management.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<b>Introduction to Entrepreneurship</b> (a) Meaning and definition of entrepreneurship (b) Characteristics and functions of an entrepreneur (c) Types of entrepreneurs: women entrepreneurs, small-scale entrepreneurs, rural entrepreneurs, social entrepreneurs (d) Success stories of Indian entrepreneurs	25
2.	<b>Business Ideas and Feasibility</b> (a) Sources of sustainable business ideas (Home Science-based opportunities: food products, tailoring, crafts, décor items, eco-friendly items, organic products, services) (b) Steps in selecting a good idea (c) Innovation and basics of export documentation (d) Basic feasibility study: market need, competitors, approximate cost (e) Introduction to the Business Model Canvas (simple version)	25

3.	<b>Business Planning and Finance</b> (a) Components of a simple business plan (b) Costing of products and services (c) Pricing methods (d) Basic break-even concept (e) Sources of finance: self-finance, banks, microcredit, government schemes (f) Basic legal requirements: registrations, licenses, permits based on type of enterprise	25
4.	<b>Marketing and Support Systems</b> (a) Basics of marketing: product, price, place, promotion (b) Simple promotional tools: social media, WhatsApp promotions, flyers, exhibitions (c) Modes of digital marketing for small entrepreneurs (d) Government support systems: Startup India, MSME schemes, Women Entrepreneurship schemes	25

Teaching-Learning Methodology	The course would be taught /learnt through ICT (e.g Power Point presentation, Audio-Visual Presentation), Lectures, Group Discussions, Role Playing, Practical's, Assignments and Case Studies.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the procedure to start a Small Scale Industry.
2.	Identify the type of risk factors of Small Scale Industry.
3.	Develop business skills.

Sr. No.	References
1.	Kuratko, D. F. (2023). <i>Entrepreneurship: Theory, Process, and Practice</i> (12th ed.). Cengage Learning.
2.	Charantimath, P. M. (2020). <i>Entrepreneurship Development and Small Business Enterprises</i> (3rd ed.). Pearson Education.
3.	Startup India. (n.d.). Government of India Initiative. <a href="https://www.startupindia.gov.in/">https://www.startupindia.gov.in/</a>
4.	Startup India. (2021). Seed Fund Scheme Guidelines. <a href="https://www.startupindia.gov.in/">https://www.startupindia.gov.in/</a>
5.	Gadekar, S. (2024). Role of entrepreneurship in bringing social change. <i>Indian Journal of Social Development</i> , 24(3), 112–120.

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**B.Sc. (Home Science) Semester: IV**  
**Food, Nutrition and Dietetics**



Course Code	UH04MAFDN01	Title of the Course	Theory-Institutional Food Service Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To manage human resources within food service organization or department.</li><li>2. To develop key managerial skills ranging from leadership to the ability to take complex decision, team work and multicultural dimension.</li></ol>
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Course Content		
Unit	Description	Weightage (%)
1.	Food Service Management: (a) History and development. (b) Factors affecting development of Food service institutions. (c) Recent trends in food service system including In-flight catering, cloud kitchen, railway catering. (d) Principles of management. (e) Functions of management.	30
2.	Planning and setting a food service unit: (a) Prospectus/planning guide of food service unit. (b) Registration of the unit. (c) System approach in food service.	25
3.	Food Management- (a) Definitions and functions and types of menus. (b) Purchase and storage of food. (c) Records and controls.	25
4	Personnel management (a) Staff recruitment and selection (b) Induction and staff training	20

Teaching Learning Methodology	Lectures, PowerPoint Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market surveys, discussions, assignments, Presentations, Individual / group project
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to:	
1	Open entrepreneurial venture in field of catering.
2	Apply strategic solutions to respond to the challenges of commercial and group catering.

Suggested References:	
Sr. No	References
1	Payne. J, Palacio. M, (2019) <i>Food Service Management, Principles and Practices</i> 13ed. Published by Pearson Education, ISBN-13-978-9353066987
2	Arora. R, (2007) <i>Food service and Catering Management</i> , APH publication.
3	Sethi. M. <i>Institutional Food Management</i> , 2ed New age publication
4	<i>Food and Beverage Approach</i> , Chadha. R, Orient Blackwell Publications
5	<i>Practical cookery for level 2 Commis chef Apprentices and nvqs</i> , 14 <sup>th</sup> ed, Foskett, Hodder education

On-line resources to be used if available as reference material
On-line Resources
<a href="https://books.google.com.vc/books">https://books.google.com.vc/books</a>
<a href="http://ecoursesonline.iasri.res.in/course">http://ecoursesonline.iasri.res.in/course</a>

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**Food, Nutrition and Dietetics**



Course Code	UHA4MAFDN02	Title of the Course	Practical- Institutional Food Service Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To comprehend fundamentals of menu planning through management of resources in food service establishment.</li><li>2. To develop insight for recipe standardization and apply acquired skills in menu planning and quantity food production.</li><li>3. To use knowledge of preliminary steps for starting an entrepreneurial unit.</li></ol>
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Sr. No.	Description	Weightage *(%)
1.	Survey to find out the prevailing pricing of various food stuff.	10
2.	Analysis of relationship between the purchase amount, edible portion and cooked weight of foodstuff)	05
3.	Planning a layout -various phases for kitchen	05
4.	Prospectus /planning guide of a food service unit.	10
5.	Planning different types of menus.	10
6.	Planning and organizing a midday snack for preschool children.	10
7.	Planning and organizing meals for college canteen.	10
8.	Planning and organizing meals for college hostel mess	10
9.	Planning and organizing meals for working women hostel	05
10.	Planning and organizing meals for Industrial canteen	10
11.	Planning and organizing meals for different occasion (birthday, cocktail party, conferences etc.)	10
12.	Planning and organizing meal for Sports Academy	05

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	The students will be able to put into practice the knowledge gained in management of resources for planning quantity cookery.
2.	They will be able to standardize recipes for quantity food production.
3.	They will be able to use this knowledge for startups.

References	
Sr. No	References
1.	Sethi M (2005) <i>Institutional Food Management</i> , New Age International Publisher

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**Food, Nutrition and Dietetics**



Course Code	UHA4MAFDN03	Title of the Course	Theory-Food Preservation
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To acquire knowledge regarding principles and methods of preserving foods.</li><li>2. To gain knowledge concerning nutritive value of preserved foods and packaging.</li><li>3. To develop ability in preparing and preserving various foods by household methods.</li></ol>
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Unit	Description	Weightage* (%)
1.	(a) Introduction to food preservation, Concept, importance of food preservation. (b) Principles of preservation, Principles involved in preserving foods by different methods, preservation by salting, sugar, chemicals, fermentation antibiotics, Preservation techniques	25
2.	Preparation of different products for preservation: (a) Fruit juice, Squashes: Types of fruit beverages, Steps involved in preparation and preservation. (b) Jams, Jellies and Marmalades: composition, Fruits rich in pectin and acid, Methods of determining pectin content in fruit extract, Extraction of pectin from fruit, Theory of jelly formation, Difficulties in jelly making.	25
3.	Preparation of different products for preservation and Steps involved in preparation (a) Tomato products: Different tomato products, Effect of heat on tomato pigments. (b) Pickling: Principles involved, Types of Pickles, Spoilage of pickle.	25
4.	(a) Processing methods for food preservation: Canning & bottling steps involved, Principle of processing acid & non- acid foods (one each). (b) Preservation by use of low temperature, Principles involved, Types of low temperature, Storage, Types of freezing changes during freezing & thawing	25

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion	
Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Develop skill of food preservation by different methods.
2.	Preserve food on small scale industry and household purpose and can learn about by products.

References	
Sr. No	References
1.	Kalia, M., Kalia, M., & Sood, S. (2004). <i>Food preservation and processing</i> . Kalyani Publishers.
2.	Srivastava, R. P., & Kumar, S. (2007). <i>Fruits and vegetables preservation-principles and practices</i> , (Edn 3), International Book Distribution Company.
3.	Lal, G., Siddappa, G. S., & Tandon, G. L. (2011). <i>Preservation of fruits and vegetables</i> . Publications and Information Division, Indian Council of Agricultural Research.

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**Food, Nutrition and Dietetics**



Course Code	UHA4MAFDN04	Title of the Course	Practical-Food Preservation
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To acquire knowledge regarding principles of methods of preserving foods.</li><li>2. To acquire knowledge concerning nutritive value of preserved foods.</li><li>3. To develop ability in preparing &amp; preserving various foods by household and commercial methods.</li></ol>
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Sr. No.	Description	Weightage *(%)
1.	Sterilization of equipment.	05
2.	Labeling and costing of preserved products.	05
3.	Preparation of fruit products (any one): Fruit juice, squash and fruit juice cordial.	10
4.	Preparations of mix fruit jam, jelly or marmalade (any one).	10
5.	Blanching of vegetables by different methods.	10
6.	Preparation of pickle: mixed vegetables or lemon pickle	10
7.	Preparation of tomato product (any one): ketchup, sauce and chutney.	10
8.	Preparation of instant mix (any one): upma /dhokla /wadas	10
9.	Preparation of dehydrated products: Cereals, pulses (any one)	10
10.	Preparation of dehydrated products : Roots and tubers (any one)	10
11.	Dehydration of fruits and vegetables.	05
12.	Reconstitution of dried fruits and vegetables.	05

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Demonstration Method, Questions-Answer method, Discussion method , Audio video aids
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Learn skills of food preservation by different methods on household and commercial basis.
2.	Acquainted with basic principles involved in food preservation.

References	
Sr. No	References
1.	Kalia, M., Kalia, M., & Sood, S. (2004). <i>Food preservation and processing</i> . Kalyani Publishers.
2.	Srivastava, R. P., & Kumar, S. (2007). <i>Fruits and vegetables preservation-principles and practices</i> , (Edn 3), International Book Distribution Company.
3.	Lal, G., Siddappa, G. S., & Tandon, G. L. (2011). <i>Preservation of fruits and vegetables</i> . Publications and Information Division, Indian Council of Agricultural Research.

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Course Code	UHA4MAFDN05	Title of the Course	Theory-Biochemistry
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To develop the principles of biochemistry as applicable to human nutrition.</li><li>2. To obtain an insight into chemistry of major nutrients and physiologically important compounds.</li><li>3. To comprehend the biological process and system as applicable to human nutrition.</li></ol>
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Unit	Description	Weightage *(%)
1.	Carbohydrates – (a) Classification, General structure, Properties. (b) Metabolism – Glycolysis, Citric acid cycle, Gluconeogenesis, glycogen synthesis and degradation, HMP shunt, Electron, Transport chain, Oxidative phosphorylation	25
2.	Proteins- (a) Classification, General structure, Properties (b) Biosynthesis of protein, degradation (transamination, deamination, urea cycle)	25
3.	Fat – (a) Classification, General structure, Properties (b) Oxidation of fatty acids ( $\alpha$ , $\beta$ ) biosynthesis of lipids (ketone bodies formation, Cholesterol, Synthesis, etc)	25
4.	Hormones Definition, classification and functions of Hormone	10
5.	Enzymes Introduction to Enzymes, Classification, nomenclature and properties of Enzymes, Co-enzymes, Enzyme Inhibition	15

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Audio video aids and active classroom-based discussion
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Understand the importance of biological macromolecules and their functions.
2.	Acquire knowledge in the quantitative and qualitative estimation of biomolecules
3.	Study the influence and role of structure in reactivity of biomolecules

References	
Sr. No	References
1.	West, E. S., Todd, W. R., Mason, H. S., & Van Bruggen, J. T. (1974). <i>Textbook of Biochemistry</i> , New Delhi: Amerind Publ. Co. Pvt. Ltd.
2.	Vasudevan, D. M., Sreekumari, S., & Vaidyanathan, K. (2016). <i>Textbook of biochemistry for medical students</i> . New Delhi: Jaypee Medical Ltd.
3.	Nelson, D. L., Lehninger, A. L., & Cox, M. M. (2008). <i>Lehninger principles of biochemistry</i> . Ahmedabad: Macmillan India Ltd.

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**B.Sc. (Home Science) Semester: IV**  
**Family Resource Management**



Course Code	UHA4MAFRM01	Title of the Course	Theory: Furniture Design and Arrangement
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To provide foundational knowledge of furniture design, its evolution, and the principles that guide its aesthetics and functionality.</li><li>2. To develop an understanding of various furniture materials, construction techniques, and sustainable design practices.</li><li>3. To enhance skills in furniture arrangement, considering ergonomic principles, space planning, and user needs.</li><li>4. To instill awareness about furniture care, maintenance, and the importance of eco-friendly practices in design.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Furniture Design and Arrangement <ol style="list-style-type: none"><li>a) History and Evolution of Furniture Design<ol style="list-style-type: none"><li>i. Traditional vs. Contemporary Furniture.</li><li>ii. Global influences on furniture styles.</li></ol></li><li>b) Principles of Furniture Design<ol style="list-style-type: none"><li>i. Balance, proportion, harmony, and functionality.</li><li>ii. Ergonomics in furniture design</li></ol></li></ol>	25
2	Materials and Construction <ol style="list-style-type: none"><li>a) Furniture Materials<ol style="list-style-type: none"><li>i. Wood (types, properties, and uses).</li><li>ii. Metals, plastics, glass, and upholstered materials.</li><li>iii. Sustainable and eco-friendly materials.</li></ol></li><li>b) Construction Techniques<ol style="list-style-type: none"><li>i. Traditional joinery techniques.</li><li>ii. Modern manufacturing methods and modular designs</li></ol></li></ol>	25
3.	Planning and Layout <ol style="list-style-type: none"><li>a) Understanding Spaces</li></ol>	25

	<ul style="list-style-type: none"> <li>i. Types of spaces (living, dining, bedroom, study, and outdoor spaces).</li> <li>ii. Functional requirements and space utilization.</li> </ul> <p>c) Furniture Arrangement</p> <ul style="list-style-type: none"> <li>i. Guidelines for furniture placement.</li> <li>ii. Traffic flow, comfort, and accessibility</li> </ul>	
4.	<p>Furniture Aesthetics, Trends &amp; maintenance</p> <p>a) Furniture Styles and Themes</p> <ul style="list-style-type: none"> <li>i. Minimalist, vintage, industrial, and eclectic styles.</li> <li>ii. Impact of cultural and regional aesthetics.</li> </ul> <p>b) Modern Trends in Furniture Design</p> <ul style="list-style-type: none"> <li>i. Multi-functional and smart furniture.</li> <li>ii. Innovations in furniture materials and design</li> </ul> <p>c) Maintenance and Furniture Care and Maintenance</p> <ul style="list-style-type: none"> <li>i. Cleaning and preservation techniques for different materials.</li> </ul>	25

Teaching-Learning Methodology	Lectures, Power -point Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market survey, discussions, assignments, Presentations, Individual / group project.
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Evaluation Pattern		
S.N.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Demonstrate knowledge of furniture design principles, styles, and trends, and apply them in real-life scenarios.
2.	Identify and evaluate materials used in furniture making, considering their properties, sustainability, and applications.
3.	Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors.
4.	Gain knowledge of materials and construction techniques used in furniture and furnishings.

Suggested References:	
S.No.	References
1.	Vyas, S. (2019). Fundamentals of interior design and furniture. [Available via NDLI].
2.	Rao, R., Singh, S., & Dinesh, S. (2024). Habitats: Holistic approaches to building, interiors, and technical systems. Noble Science Press. Delhi
3.	Gandotra, V., Shukul, M. and Jaiswal N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant publishers, India.
4.	Bhatt, P. (2008). <i>Foundation of Art and Design</i> . Bombay: The Lakhani Book Depot.
5.	Ogle, N., Srinivasan, K. & Varghese, M. A. (1996). <i>Home Management</i> . New Delhi: New Age International Ltd.
6.	The Educational Planning Group Delhi. (1993). <i>Home management</i> . New Delhi: Arya Publishing House.
7.	Faulkner, R. and Faulkner, S. (1987). <i>Inside Today's Home</i> . New York: Rinehart Winston, India.
8.	Kasu, A. A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre.
9.	Premavathy, S. (2005). <i>Interior Design and Decoration</i> . New Delhi: CBS Publishers and Distributors, India.
10.	Bhatt, P., Goenka, P., & Sharma, S. (2010). <i>Design of furniture and interior elements</i> . Tata McGraw Hill.

On-line resources to be used if available as reference material
<a href="http://ecoursesonline.iasri.res.in/mod/page/view.php?id=27384">http://ecoursesonline.iasri.res.in/mod/page/view.php?id=27384</a>
<a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827</a> P-02. Decorating the Interiors (Module16-27)
ePG Pathshala. (n.d.). Interior design and furniture design modules. Retrieved from <a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827</a>
SWAYAM. (n.d.). Interior design and resource management courses. Retrieved from <a href="https://swayam.gov.in/">https://swayam.gov.in/</a>

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**B.Sc. (Home Science) Semester: IV**  
**Family Resource Management**



Course Code	UHA4MAFRM02	Title of the Course	Practical: Furniture Designing and Arrangement
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To gain better understanding of interior enrichment.</li><li>2. To encourage creativity, innovation and exploratory thinking.</li><li>3. To impart knowledge on factors influencing planning of life space.</li></ol>
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Course Content		
Sr. No.	Description	Weightage * (%)
1.	Listing furniture requirements for various activities carried out in a household and categorized them according to various rooms	05
2.	Draw commonly used furniture with measurements for Living room and Dining room	05
3.	Draw commonly used furniture with measurements for Bed room and Kitchen	05
4.	Make templates of various furniture for Living room and make four arrangements.	10
5.	Make templates of various furniture for Dining Room and make four arrangements.	10
6.	Make templates of various furniture for Bed room and make four arrangements.	10
7.	Make templates of various furniture for Kitchen and make four arrangements.	10
8.	Write about types of various surface finishes on furniture with steps involved in the process	05
9.	Drawing various joints used in construction of furniture.	10

10.	Demonstration of upholstered furniture and flowchart of various steps involved in construction of upholstery.	10
11.	Creating a small furniture piece from scrap / waste material.	10
12.	Making 3D model for living room showing arrangement of furniture and furnishing.	10

Teaching-Learning Methodology	Practical Implementation, Scrapbook, Demonstration, Blended Learning, Workshops, DIY activities.
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Evaluation Pattern		
Sr.No	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the specific furniture needs for different rooms in a household, considering factors like functionality, aesthetics, and ergonomics.
2.	Gain insights into various furniture construction techniques, including jointing methods and upholstery processes
3.	Develop knowledge of standard furniture dimensions and proportions for common furniture pieces
4.	Learn techniques for removing stains from household linens

Suggested References:	
Sr.No.	References
1.	Bhatt, P., (2018). <i>Foundation of Art and Design</i> . Nasik: Mr. Sharad Dalal Square Arts.
2.	Varghese, M. A., Ogale. N. and Srinivasan K. (2020). <i>Home Management</i> . New Delhi: New Age International (P) Limited.

3.	Faulkner, R. and Faulkner, S. (1975). <i>Inside Today's Home</i> . New York: Rinehart
4.	Gandotra, V., Shukul, M., and Jaiswal, N. (2010-11). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant Publishers and Distributors.

On-line resources to be used if available as reference material
On-line Resources
<a href="http://ecoursesonline.iasri.res.in/mod/page/view.php?id=27384">http://ecoursesonline.iasri.res.in/mod/page/view.php?id=27384</a>
<a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827</a> P-02. Decorating the Interiors (Module16-27)
ePG Pathshala. (n.d.). Interior design and furniture design modules. Retrieved from <a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827</a>
SWAYAM. (n.d.). Interior design and resource management courses. Retrieved from <a href="https://swayam.gov.in/">https://swayam.gov.in/</a>

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**Family Resource Management**



Course Code	UHA4MAFRM03	Title of the Course	Theory: Front Office Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To comprehend the role of front office in hotels.</li><li>2. To understand the organizational procedure of the front office.</li><li>3. To acquaint with the functions of front office personnel.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Hotel industry (a) Major departments in a hotel (b) Hotel tariff (c) The guest cycles (d) Types of hotel guest and their needs	25
2	Front Office Operation and Organization (a) Front Office Operation: Duties of front office personnel, Attributes of front office personnel, co-ordination with other departments. (b) Front office organization: Layout of a front office, equipment and furniture for front office, organizational structure of a front office.	25
3.	Reservation: (a) Modes and Types of Reservation, (b) Recording Reservation-Charts, Hotel Diaries, Forms (c) Room status codes and occupancy report (d) Advance Booking and overbooking	25

4.	Reception (a) Expected arrival and departure (b) VIP guest procedure (c) Procedure for change of guest room (d) Key handling and control	25
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Teaching-Learning Methodology	Lectures, Demonstrations, Workshops, Field Visits, ICT based exposures.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appreciate aesthetics of arts and crafts
2.	Inculcate skills through hands – on experience in applied arts
3.	Apprehend learning as an enjoyable stress-free experience resulting in lifelong learning.

Suggested References:	
Sr. No.	References
1.	Kasu, A.A. (2005), " <i>Interior Design</i> ", Delhi: Ashish Book Centre
2.	Faulkner, R., and Faulkner, S. (1986), " <i>Inside Today's Home</i> ", New York: Rinehart
3.	Shaw, R.B. (2003). " <i>Interiors by Design</i> ", London, New York: Ruland Peters and Small
4.	Seymour, P. (2003). " <i>The Artist's Hand Book – A Complete Professional Guide to Materials and Techniques</i> ". London: Arctarus Publishing limited

On-line resources to be used if available as reference material

On-line Resources

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827>  
P-04. Front Office and Housekeeping ( Module - 1to 12)

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**Family Resource Management**



Course Code	UHA4MAFRM04	Title of the Course	Practical – Front Office Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To develop effective and strong interpersonal and communication skills.</li><li>2. Inculcate the efficacy of handling guest inquiries, complaints, and special requests with professionalism and empathy.</li><li>3. To acquaint with the Check-In and Check-Out Procedures.</li></ol>
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Course Content		
Unit	Description	Weightage *(%)
1.	Identification and learning the procedure of filling various vouchers: <ul style="list-style-type: none"><li>· Registration Card</li><li>· Reservation Form</li><li>· Amendment Slip</li></ul>	05
2	Understand the system of filling various vouchers: <ul style="list-style-type: none"><li>· Arrival/departure notification slip</li><li>· Cancellation Slip</li><li>· VIP amenities voucher</li><li>· Message slip</li></ul>	10
3.	Learning Telephone Etiquettes to practice answering calls, transferring calls, and handling guest inquiries over the phone.	10
4.	Role plays on Check-In and Check-Out Procedures where students can practice the complete check-in and check-out process, including greeting guests, verifying reservations, assigning rooms, and processing payments.	10

5.	Role plays to realize inter departmental coordination where front office staff needs to coordinate with housekeeping, maintenance, and other departments to meet guest requests and solve issues.	10
6.	Understand the importance and learn the method of preparing a room occupancy report.	05
7.	Preparation of a Tariff Card.	10
8.	Develop the skills required to compose letters or emails for room reservations and cancellations.	05
9.	Write a script for the VIP guest handling and perform the roles of both front office personnel and guests.	10
10.	Gain expertise in addressing guest complaints in the hotel, specifically related to electrical issues, room service, food, and housekeeping.	05
11.	Prepare an itinerary for guests featuring various information about your city, including places to visit, shopping spots, dining options, and entertainment activities.	10
12.	Visit of a hotel and present a report on functions of Front Office.	10

Teaching-Learning Methodology	Practical Implementation, Blended Learning, Role plays, Field Visit, Workshops, DIY activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Comprehend the knowledge and skills related to Front Office Management operations.
2.	Recognize the vital role of Front Office Management in the hotel operation and customer service relation.
3.	Nurture themselves as a professional for hospitality industry

Suggested References:	
Sr. No.	References
1.	Ganguly Suvojit, Mukherjee Sudipta. (2021), Front Office Operations and Management, Bharti Publications, Darya Ganj, New Delhi
2.	Tewari Jatashankar. (2016), Hotel Front Office: Operations and Management, 2nd Edition. Oxford University Press
3.	Andrews S. (2000), "Hotel Front Office", Tata Mc Graw Hill Publications, New Delhi
4.	Andrews S. (2000), "Hotel Front Office Training Manual", Tata Mc Graw Hill Publications, New Delhi
5.	Deepak Singh Negi, Dr. Shiv Mohan Verma, (2022), Fundamentals of Hotel Housekeeping: Operations & Management, Bharti Publications, New Delhi
6.	Andrews, S. (2017). Textbook Of Hotel Housekeeping Management and Operations, McGraw Hill Education; 1st edition (1 July 2017)
7.	Andrews, S. (2008). Hotel Housekeeping Management and Operations. New Delhi: Tata McGraw Hill Education Pvt. Ltd.

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**Family Resource Management**



Course Code	UH04MAFRM05	Title of the Course	Theory- Interior Space & Landscape Planning
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To gain knowledge of planning principles for planning &amp; designing Interior spaces.</li><li>2. To acquaint them with factors affecting choice of housing.</li><li>3. To learn fundamentals of landscape planning for residential and small institutional spaces</li><li>4. To inculcate the skill in the students to consider factors for Housing finance</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Functions and Classification of Housing (a) Functions of house (b) Classification of residential buildings (c) Factors influencing selection of housing	20
2.	Housing Decisions (a) Renting and owning a house (b) Buying a new house (c) Buying existing house (d) Building a house: Selection of site	20
3.	House Planning (a) Types of plans (b) Building byelaws (c) Efficient space requirement for various rooms of interior space	20
4.	Interior Space Planning (a) Need for Space Management (b) Principles of Space Management: Aspect. Prospect, Privacy, Grouping, Roominess, Furniture requirements, Sanitation, Flexibility, Circulation (c) Space planning process: analysis, design brief, bubble diagram, adjacency planning	20

5.	Landscape planning (a) Components of landscape design: softscape (plants, lawns, shrubs, trees), hardscape (paths, patios, paving, decks, pergolas) (b) Principles of landscape design (unity, scale, balance, rhythm, focal point, transition) (c) Types of gardens: formal, informal, contemporary, home gardens	20
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Teaching-Assignments, Learning	Lecture, Role play, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes Methodology, Power -point Presentations, ICT enabled Teaching, Market survey
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Clearly classify types of building and confidently take various decisions related to housing.
2.	Practicing knowledge gained on selection of site and building principles in real life situations
3.	Apply the principles of interior and exterior space design while making or evaluating the house plans.

Suggested References:	
Sr No	References
1.	Deshpande, R.S.(1997). <i>Build your own Homes</i> . Poona: United Book Corporation.
2.	Deshpande, R.S.(1978), <i>Modern ideal homes for Indians</i> . Poona: United Book Corp.
3.	Bindra, S.P. and Arora, S.P. (2003). <i>Building Construction</i> . New Delhi: Ganpatrai Publication.
4.	Agan, M.S.(1970). <i>The house its plan and use</i> . New Delhi: Oxford & IBH pub.co.

5.	Deshpande, R.S.(2000). <i>House of Middle Class Family</i> . Anand: Charotar Pub House.
6.	Sherwood, R. F. (1972). <i>Homes today and tomorrow</i> . Peoria: Populux Books.
7.	Lancaster, S. P. (1977). <i>Gardening in India</i> . Published by Oxford and IBH Publishing Co. Pvt. Ltd.
8.	Trivedi, P.P. (1983). <i>Home Gardening</i> . New Delhi: Published by ICAR.
9.	Bhattacharjee, S.K. (2004) <i>Landscape Gardening and Design With Plants</i> . Jaipur: Aavishkar Publishers, Distributors
10	Bhatt, P., (2018). <i>Foundation of Art and Design</i> . Nasik: Mr. Sharad Dalal Square Arts.
11.	Vyas, S. (2019). <i>Fundamentals of interior design and furniture</i> . [Available via NDLI].
12.	Rao, R., Singh, S., & Dinesh, S. (2024). <i>Habitats: Holistic approaches to building, interiors, and technical systems</i> . Noble Science Press.Delhi
13.	Gandotra, V., Shukul, M. and Jaiswal N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant publishers, India.

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**B.Sc. (Home Science) Semester: IV**  
**Human Development and Family Studies**



Course Code	UHA4MAHUD01	Title of the Course	Theory- Adulthood and Aging
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To understand the theoretical significance of adulthood in life span development with special reference to aging.</li><li>2. To develop a culturally relevant understanding of issues and concerns of adulthood and aging.</li><li>3. To sensitize students to transitions in adult life and preparation for old age from a gender perspective.</li></ol>
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Course Content		
Unit	Description	Weightage *(%)
1.	<b>Introduction to Adulthood and Aging</b> (a) Meaning and scope of adulthood and aging (b) Contemporary changes- i. Increase in life expectancy ii. Decrease in death rate (c) Differences between adulthood and old age (d) Problems and needs in different stages of adulthood	25
2.	<b>Development in Emerging or Early Adulthood</b> (a) Definition, characteristics, developmental tasks (b) Physical changes - Cardiovascular and Respiratory systems, Motor performance, Immune system (c) Cognitive development - Changes in mental abilities (d) Challenges and needs in early adulthood (e) Life transitions and adjustments during early adulthood	25
3.	<b>Development in Middle Adulthood</b> (a) Definition, characteristics, developmental tasks (b) Physical and cognitive changes (c) Relationships at midlife (d) Social Responsibility and Leisure time activities (e) Preparation for old age	25

4.	Development in Late Adulthood/ Old Age (a) The phenomenon of aging (b) Changing relationships (c) Physical and mental changes (d) Leisure and Technology (e) Vocational adjustments (f) Coping with stressful life events	25
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Teaching-Assignments, Learning	Lectures, PowerPoint Presentations, blackboard and chalk, field visits, ICT enabled teaching, market surveys, discussions, assignments, individual/ group project.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The students will explain variations in the experiences of adulthood and old age across cultures and genders.
2.	The students will discuss factors that affect physical, cognitive and socio-emotional development during adulthood and old age.
3.	The students will identify developmental needs of varied groups of adults and elderly across contexts.
4.	The students will execute developmental programs of intervention for varied groups of adults and elderly.

Suggested References:	
Sr. No.	References
1.	Brubaker, T. H. (1987). <i>Aging, Health, and Family</i> . SAGE Publications.
2.	Dubey, J. P. & Sharma, A. (2014). <i>Care for the Ailing Senior Citizens</i> . Mittal Publications. New Delhi.
3.	Hurlock, B. E. (2016). <i>Child Development</i> (6 <sup>th</sup> ed.). Delhi: Tata McGraw-Hill.
4.	Hurlock, B. E. (2016). <i>Developmental psychology: A life-span approach</i> (5 <sup>th</sup> ed.). Delhi: Tata McGraw-Hill.
5.	Feldman, R. & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.

6.	Feldman, R. S. & Babu, N. (2018). <i>Development Across the Life Span</i> . (8 <sup>th</sup> ed). Pearson India Education Services Pvt. Ltd.
7.	Bhatt, N. (2017). <i>Human Development</i> . Aavishkar Publishers, Distributors.
8.	Papalia, D. E. & Olds, S. W. (2003). <i>Human Development</i> . New York: McGraw Hill Higher Education.

On-line resources to be used if available as reference material
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On-line Resources
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<a href="https://bseh.org.in/uploads/files/5a59e8aa8fce02c51d1d1ca87adda3de.pdf">https://bseh.org.in/uploads/files/5a59e8aa8fce02c51d1d1ca87adda3de.pdf</a>
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<a href="https://nios.ac.in/media/documents/376_ECCE_PDF/Practical_Manual/Practical_Manual.pdf">https://nios.ac.in/media/documents/376_ECCE_PDF/Practical_Manual/Practical_Manual.pdf</a>
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<a href="https://www.ugc.gov.in/pdfnews/3880686_b.sc-home-science.pdf">https://www.ugc.gov.in/pdfnews/3880686_b.sc-home-science.pdf</a>
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<a href="https://www.ugc.gov.in/pdfnews/0794736_LOCF-Home-Science-Final-Report.pdf">https://www.ugc.gov.in/pdfnews/0794736_LOCF-Home-Science-Final-Report.pdf</a>
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**Human Development and Family Studies**



Course Code	UHA4MAHUD02	Title of the Course	Practical – Adulthood and Aging
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop an understanding about the need and importance of studying adulthood and aging.</li><li>2. To understand the stages of adulthood and aging and their physical, cognitive, social, and emotional characteristics.</li><li>3. To identify developmental tasks, challenges, and needs at different stages of adult life.</li><li>4. To understand changes in relationships, roles, and responsibilities across emerging, middle, and late adulthood.</li></ol>
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Course Content		
Sr.No.	Description	Weightage (%)
1.	Prepare a questionnaire on adulthood challenges and problems.	10
2.	Prepare a checklist on elderly lifestyles.	10
3.	Case study on elderly people welfare institution.	10
4.	Visit to an old age home.	10
5.	Prepare a plan of activities for leisure activities or social engagement for adults in midlife.	05
6.	Prepare a poster comparing traditional and modern perspectives on adulthood and aging.	10
7.	Prepare a game for adulthood or aging.	10
8.	Interviewing young adulthood about their marriage relationship, life challenges and job satisfactions.	10

9.	Organize an awareness campaign in the community about healthy aging practices and preventive health measures.	05
10.	Design a photo-frame for newly married couple.	05
11.	Prepare flashcards showing various life transitions (career start, marriage, parenting etc.).	10
12.	Collection and discussion of handmade items by older adults such as crafts, embroidery, knitting, pottery, or artwork	05

Teaching-Learning Methodology	Practical, Field visits, Interview method, Observation, Survey, Questionnaire, Check list, DIY activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students teach them culturally relevant understanding of issues and concerns of adulthood and aging.
2.	Students will acquire knowledge for outreach activities with varied groups of adults and elderly.
3.	The students will identify developmental needs of varied groups of adults and elderly across contexts.
4.	The students will execute developmental programs of intervention for varied groups of adults and elderly.

Suggested References:	
Sr. No.	References
1.	Brubaker, T. H. (1987). <i>Aging, Health, and Family</i> . SAGE Publications.
2.	Dubey, J. P. & Sharma, A. (2014). <i>Care for the Ailing Senior Citizens</i> . Mittal Publications. New Delhi.

3.	Hurlock, B. E. (2016). <i>Child Development</i> (6 <sup>th</sup> ed.). Delhi: Tata McGraw-Hill.
4.	Hurlock, B. E. (2016). <i>Developmental psychology: A life-span approach</i> (5 <sup>th</sup> ed.). Delhi: Tata McGraw-Hill.
5.	Feldman, R. & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
6.	Feldman, R. S. & Babu, N. (2018). <i>Development Across the Life Span</i> . (8 <sup>th</sup> ed). Pearson India Education Services Pvt. Ltd.
7.	Bhatt, N. (2017). <i>Human Development</i> . Aavishkar Publishers, Distributors.
8.	Papalia, D. E. & Olds, S. W. (2003). <i>Human Development</i> . New York: McGraw Hill Higher Education.

On-line resources to be used if available as reference material
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On-line Resources
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<a href="https://nios.ac.in/media/documents/376_ECCE_PDF/Practical_Manual/Practical_Manual.pdf">https://nios.ac.in/media/documents/376_ECCE_PDF/Practical_Manual/Practical_Manual.pdf</a>
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<a href="https://bseh.org.in/uploads/files/5a59e8aa8fce02c51d1d1ca87adda3de.pdf">https://bseh.org.in/uploads/files/5a59e8aa8fce02c51d1d1ca87adda3de.pdf</a>
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<a href="https://www.ugc.gov.in/pdfnews/3880686_b.sc-home-science.pdf">https://www.ugc.gov.in/pdfnews/3880686_b.sc-home-science.pdf</a>
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<a href="https://www.ugc.gov.in/pdfnews/0794736_LOCF-Home-Science-Final-Report.pdf">https://www.ugc.gov.in/pdfnews/0794736_LOCF-Home-Science-Final-Report.pdf</a>
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**B.Sc. (Home Science) Semester: IV**  
**Human Development and Family Studies**



Course Code	UHA4MAHUD03	Title of the Course	Theory – Welfare Programme and Community Involvement
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To get acquainted with the child and family welfare services provided by Government and non Government organization at the state, national and international level</li><li>2. To provide the information about national, international, Government &amp; voluntary agencies working in the field.</li><li>3. To gain knowledge on various policies related to children, youth, women and the aged.</li><li>4. To enable students to become aware and sensitised to issues related to welfare of child, women &amp; elderly.</li><li>5. To give knowledge about parents &amp; community involvement in the overall development of young children.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Welfare Services to Community introduction (a) Concept of Welfare of women, child & elderly. (b) History of Women & child welfare in India. (c) Agencies working for children <ol style="list-style-type: none"><li>i. Indian Council for child Welfare (ICCW)</li><li>ii. Indian Association for the pre school Education (IAPE)</li><li>iii. National Institute for Public Cooperation &amp; Child Development (NIPCCD)</li><li>iv. UNICEF, UNESCO, WHO, CARE, CRY.</li><li>v. Central Social Welfare Board(CSWB)</li></ol>	25
2.	Agencies working for Youth, Women Welfare (a) Support services for youth development- Counseling, employment bureaus. (b) Agencies working for youth- Ministry of HRD, Development of Sports & youth affairs, Nehru Yuvak Kendra, Yuvak Mandal . (c) National Welfare Programmes/Services for Women- – RCH services, Family Planning services, short stay homes.	25

	(d) Women' study centre and Women's Universities. (e) The Women Helpline (WHL) Scheme	
3.	Community welfare Agencies working for the specific groups.  i. Services for orphan, destitute, neglected, delinquent children, ii. Street children, working children, abused children, children for prostitutes.  iii. Institutional services, SOS children's village, Orphanage, Foster care, Adoption, School social work.	25
4.	Community Involvement and Communication with Parents (a) Understanding the concepts –parent involvement, community involvement and community mobilization. (b) Importance of community participation and empowerment (c) Constraints in parent involvement and factors influencing a successful parent involvement programme. (d) Individual contact, group contact, mass contact - newsletter, resource centre for parents. (e) Parents meeting – Planning, Organizing, Execution, Evaluation.	25

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will gain knowledge of child and family related policies.
2.	Student will become aware about national international, Government and Voluntary agencies.
3.	It will prepare students to take join in welfare centres.

4.	Students will appreciate the importance of Parent and community involvement for overall development of young children.
5.	Students will be enabled to develop appropriate skills to work with and the community.

Suggested References:	
Sr.No.	References
1	Ajpai Pramod Kumar(1992): <i>Youth Education and Employment</i> ,NewDelhi: Ashish Publishing House,UnitVIII,ChapterIi(pp.15-94)
2	Kavita Koradia et all(2010) <i>Status of Child and Welfare Originations</i> , AaviskarPublishers, Distributors 807,Vyaa Building,Chaura Rasta Jaipur 302 003 (Raj.) India .
3	Menon R <i>The Teacher &amp; the parent</i> , Ministry of educaton. Govt. ofIndia, New Delhi.
4	NIPCCD(1994): <i>Child in India:A Statistical Profile</i> , NewDelhi: NIPCCD.
5	Sharma, V.P (1981) <i>Indian Urban Families: Child rearing &amp; child Growth</i> . New Delhi. NCERT
6	TISS(1994): <i>Enhancing the Role of Family as Agency for Social and Economic Development</i> ,Bombay:TIIS, Vol.II.Part II,pp.337-373,Units I,II,V,pp.16-60,128-140.
7	UNICEF(1990): <i>Children and Women in India:A Situation Analysis</i> ,UnitVI,VII.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopedia Britannica
<a href="https://uni-mysore.ac.in/english-version/sites/default/files/content/human_development_nomenclature_nep_syllabus.pdf">https://uni-mysore.ac.in/english-version/sites/default/files/content/human_development_nomenclature_nep_syllabus.pdf</a>
<a href="https://sntd.ac.in/pdf/academics/syllabus-as-per-nep/faculty-of-science-and-technology/bsc-in-human-development.pdf">https://sntd.ac.in/pdf/academics/syllabus-as-per-nep/faculty-of-science-and-technology/bsc-in-human-development.pdf</a>
<a href="https://caluniv.ac.in/syllabus/Human_Development.pdf">https://caluniv.ac.in/syllabus/Human_Development.pdf</a>

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**Human Development and Family Studies**



Course Code	UHA4MAHUD04	Title of the Course	Practical – Welfare Programme and Community Involvement
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To gain knowledge on various policies related to children, youth, women and the aged.</li><li>2. To enable students to become aware and sensitised to issues related to welfare of child, women &amp; elderly.</li><li>3. To give knowledge about parents &amp; community involvement in the overall development of young children.</li></ol>
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Course Content		
Sr. No.	Description	Weightage *(%)
1.	Collection of paper cutting / pamphlets related to any specific topic. Panchayatraj, household industry, family court / Legal aid centres. Social Welfare Department..	5
2.	Developing clip audio programmes for parents / community.	10
3.	Survey of child labour (minimum Ten) and report writing. / Visit to NGOs working for women./ Visit to Remand home/ Orphanage.	10
4.	Prepare display material/ slide on any concerned topic.	5
5.	Plan a parent education programme.	10
6.	Go for visit any government department.eg. Women Welfare Department ,Child Welfare Department	10
7.	Organize exhibition of the prepared materials.	10
8.	Collect useful material and distribute in the community	10
9.	Prepare Poster/ Slogan making & writing for community.	10
10.	Product development from Best out of Waste.	5
11.	Practical life activities for families for a cohesive family environment at home.	5
12.	Prepare a module on cross cutting issues related to community	10

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student will become aware about national international, Government and Voluntary agencies.
2.	Students will prepare students to take join in welfare centers.
3.	Students will appreciate the importance of Parent and community involvement for overall development of young children
4.	Students will be enabled to develop appropriate skills to work with and the community

Suggested References:	
Sr.No.	References
1.	Ajpai Pramod Kumar(1992): <i>Youth Education and Employment</i> , NewDelhi: Ashish Publishing House, Unit VIII, Chapter Ii(pp.15-94)
2.	Kavita Koradia et all(2010) <i>Status of Child and Welfare Originations</i> , Aaviskar Publishers, Distributors 807, Vyaa Building, Chaura Rasta Jaipur 302 003 (Raj.) India .
3.	Geetha C Anitha B(2015) <i>Welfare Programmes and Schemes in India</i> . Selfypage Developers. PVT. Ltd. ISBN978-6252-802-5
4.	NIPCCD(1994): <i>Child in India:A Statistical Profile</i> , NewDelhi: NIPCCD.
5.	Sharma, V.P (1981) <i>Indian Urban Families: Child rearing &amp; child Growth</i> . New Delhi. NCERT
6.	TISS(1994): <i>Enhancing the Role of Family as Agency for Social and Economic Development</i> , Bombay: TIIS, Vol.II. Part II,pp.337-373,Units I,II,V,pp.16-60,128-140.
7.	UNICEF(1990): <i>Children and Women in India:A Situation Analysis</i> ,UnitVI,VII.

On-line resources to be used if available as reference material
On-line Resources
<a href="https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf">https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf</a>
<a href="https://www.who.int/childgrowth/publications/monitoring/en/">https://www.who.int/childgrowth/publications/monitoring/en/</a>

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**Human Development and Family Studies**



Course Code	UHA4MAHUD05	Title of the Course	Theory- Principles and Programme in ECCE
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To help the students understand various approaches to child education their understanding principles and applicability to the Indian Education system.</li><li>2. To acquaint the students with the contemporary programmes of child education evolved in India and abroad.</li><li>3. To help the students to integrate knowledge of child education by a study of various approaches</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Eminent Indian and Western educators in ECCE (a) Meaning of education (b) Pioneers of ECCE in India (c) Contribution of Indian philosophers in early childhood care (d) Early Childhood Education History: Theorists & Theories (e) Global situation for ECCE (f) ECE changed over the years (g) Recommendations highlighted in the global report on ECCE (h) UNESCO's approach: UNESCO work to promote ECCE	20
2.	Eminent Indian educators in ECCE (a) Mahatma Gandhi's Basic Education i. Aims ii. Principles iii. Method of teaching iv. Curriculum (b) Gijubhai Badheka (1885-1939) i. Gijubhai Badheka philosophy for education ii. Gijubhai Badheka's Child-Centered Education: Learning through Freedom and Play iii. Nutan Bal Shikshan Sangh	20

	<ul style="list-style-type: none"> <li>iv. Relevance of Gijubhai Badheka's Philosophy in Context to Nep-2020</li> <li>(c) Padma Bhushan Tarabai Modak (1892-1973) <ul style="list-style-type: none"> <li>i. Life Sketch of Tarabai Modak</li> <li>ii. Tarabai's Contribution to Pre School Education in India.</li> <li>iii. Types of Balwadi</li> </ul> </li> </ul>	
3.	<p>Contributions of Indian philosophers to early childhood education</p> <ul style="list-style-type: none"> <li>(a) Rabindranath Tagore <ul style="list-style-type: none"> <li>i. Educational Philosophy of Rabindranath Tagore</li> <li>ii. Method of Teaching and Rabindranath Tagore</li> <li>iii. Aims and method</li> <li>iv. Curriculum</li> </ul> </li> <li>(b) J. Krishnamurthy's views of education <ul style="list-style-type: none"> <li>i. Krishnamurthy's philosophy of education</li> <li>ii. Aims of Education, Curriculum</li> <li>iii. Methods of Teaching</li> <li>iv. Reflections of Krishnamurti's philosophy of education in National Education Policy 2020</li> </ul> </li> <li>(c) Shri Aurobindo Ghosh (1872-1950) <ul style="list-style-type: none"> <li>i. Sketch of Sri Aurobindo's Life</li> <li>ii. Principles</li> <li>iii. Sri Aurobindo's thoughts on education</li> <li>iv. Relevance of Aurobindo's educational philosophy for holistic learning</li> <li>v. Implication of Aurobindo's philosophy in the modern and global era</li> </ul> </li> </ul>	20
4.	<p>Western Philosophers and their contributions for ECCE</p> <ul style="list-style-type: none"> <li>(a) Frobel's Kindergarten method <ul style="list-style-type: none"> <li>i. Aims and principles</li> <li>ii. Methods of teaching:, Merits and demerits</li> <li>iii. Methods used in kindergarten school</li> <li>iv. Philosophical thought of Frobel</li> </ul> </li> <li>(b) Maria Montessori's house of children <ul style="list-style-type: none"> <li>i. Principles</li> <li>ii. Equipment and their use</li> <li>iii. Montessori Education: The Philosophy and How it Works</li> </ul> </li> </ul>	20

5.	Western philosophers and their contributions for ECCE (a) John Dewey's concept of Education i. Dewey's educational philosophy ii. Method iii. Curriculum (b) Mac Millan Sister's Nursery School i. Aims ii. Principles iii. Method iv. Contribution to Early Years Education	20
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Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Student will learn about the Indian and western educators involved in ECCE.
2.	They will learn about the educators views, approaches & philosophy toward ECCE.
3.	The aforesaid knowledge will help them in preparing ECCE curriculum

Suggested References:	
Sr.No.	References
1.	Gill, S. (1993). <i>Child Care Programmes in India: Changing Trends In Saraewati</i> , S.S and Kaur, B New Delhi: Sage Publications, Unit II.
2.	Indian Association for Preschool Education (1976): <i>New approaches to child education: Children in rural and tribal settings</i> ,12 <sup>th</sup> annual conferences of IAPE, Unit I.
3.	Khalakdina. M. (1995). <i>Insight-Onsight Madras: M. S. Swaminathan Research Foundation</i> , Unit I
4.	Saxena, S. (2003). " <i>Principles of Education</i> ", Meerat, Surya Publication.

5.	Tandan, S. (2016). " <i>Teachers in the Making</i> ", New Delhi, Classical Publishing Company.
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On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica
<a href="https://uni-mysore.ac.in/english-version/sites/default/files/content/human_development_nomenclature_nep_syllabus.pdf">https://uni-mysore.ac.in/english-version/sites/default/files/content/human_development_nomenclature_nep_syllabus.pdf</a>
<a href="https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/faculty-of-science-and-technology/bsc-in-human-development.pdf">https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/faculty-of-science-and-technology/bsc-in-human-development.pdf</a>
<a href="https://caluniv.ac.in/syllabus/Human_Development.pdf">https://caluniv.ac.in/syllabus/Human_Development.pdf</a>
<a href="https://rms.wa.edu.au/montessori-education-the-philosophy-and-how-it-works/#:~:text=Montessori%20developed%20her%20educational%20philosophy,things%20at%20their%20own%20pace.">https://rms.wa.edu.au/montessori-education-the-philosophy-and-how-it-works/#:~:text=Montessori%20developed%20her%20educational%20philosophy,things%20at%20their%20own%20pace.</a>
<a href="https://childcarestudies.co.uk/blog/margaret-mcmillan/">https://childcarestudies.co.uk/blog/margaret-mcmillan/</a>
<a href="https://theeducationhub.org.nz/deweys-educational-philosophy/">https://theeducationhub.org.nz/deweys-educational-philosophy/</a>
<a href="https://dspmuranchi.ac.in/pdf/Blog/111.pdf">https://dspmuranchi.ac.in/pdf/Blog/111.pdf</a>
<a href="https://teachers.institute/education-nature-purposes/gijubhai-badheka-child-centered-education/">https://teachers.institute/education-nature-purposes/gijubhai-badheka-child-centered-education/</a>
<a href="https://www.slideshare.net/jasvinderkaur46/gijubhai-badheka-philosophy-for-education">https://www.slideshare.net/jasvinderkaur46/gijubhai-badheka-philosophy-for-education</a>
<a href="https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10_early_childhood_care_education_and_development/14_aurobindo_gijubhai_badheka_tarabai_modak/et/6716_et_et.pdf">https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10_early_childhood_care_education_and_development/14_aurobindo_gijubhai_badheka_tarabai_modak/et/6716_et_et.pdf</a>
<a href="https://www.neuroquantology.com/open-access/RELEVANCE+OF+GIJUBHAI+BADHEKA%25E2%2580%2599S+PHILOSOPHY+IN+CONTEXT+TO+NEP-2020_12379/?download=true">https://www.neuroquantology.com/open-access/RELEVANCE+OF+GIJUBHAI+BADHEKA%25E2%2580%2599S+PHILOSOPHY+IN+CONTEXT+TO+NEP-2020_12379/?download=true</a>
<a href="http://ecoursesonline.iasri.res.in/mod/page/view.php?id=105060">http://ecoursesonline.iasri.res.in/mod/page/view.php?id=105060</a>
<a href="https://earlychildcareeducation.wordpress.com/about/philosophers/tarabai-modak/">https://earlychildcareeducation.wordpress.com/about/philosophers/tarabai-modak/</a>
<a href="https://ijfans.org/uploads/paper/bff483c86fd641862d86dffa280b39ae.pdf">https://ijfans.org/uploads/paper/bff483c86fd641862d86dffa280b39ae.pdf</a>
<a href="https://www.raijmr.com/ijrsml/wp-content/uploads/2020/12/IJRSML_2020_vol08_issue_8_Eng_01.pdf">https://www.raijmr.com/ijrsml/wp-content/uploads/2020/12/IJRSML_2020_vol08_issue_8_Eng_01.pdf</a>

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**B.Sc. (Home Science) Semester: IV**  
**Textiles and Clothing**



Course Code	UHA4MATCL01	Title of the Course	Theory-Textiles and Apparel Care
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	<ol style="list-style-type: none"><li>1. To impart knowledge of the laundry reagents.</li><li>2. To gain knowledge on the additives used in laundry on various fibres &amp; fabrics.</li><li>3. To acquaint knowledge about clothing care</li><li>4. To know about various process in maintenance of clothing.</li><li>5. To create sustainable method for caring the wardrobe.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Water and its treatment (a) Water hardness- temporary and permanent (b) Problems caused by hard water (c) Chelating and sequestering agents (d) Methods of softening water	25
2.	Stain removal and care of textile (a) Ways of Stain Removal: Classification, types, principles and techniques of stain removal. (b) Alkaline and Acidic agents of stain removal (c) Care of Apparels: Dry cleaning, starches, stiffeners and softeners, polishing (d) Care labels: Importance, symbols, uses Indian care Labelling System, International Care Labelling System(GINETEX), The Japanese Care Labelling System, The Canadian Care Labelling System, The European Care Labelling System, The American Care Labelling System, ASTM care Labelling System.	25

3.	Soaps & Detergents: (a) Definition and types (b) Composition and cleansing action (c) Builders and their function (d) Ingredients of laundry soaps and detergents	25
4.	Whiteners, Stiffeners and Softeners (a) Bleaches-Classification, commercial products, application of Bleaches to various fibers and fabrics. (b) Bluing agents- various types & characteristics, application to various fabrics. (c) Optical brighteners and fluorescent whiteners (d) Stiffeners and Softeners	25

Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of actual garments.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gain insight on the concepts of textile cleaning and laundering.
2.	Acquire knowledge of laundry agents, role of additives used in them and its application on textile materials.

Suggested References:	
Sr. No.	References
1.	Deulkar, D. (1980). <i>A guide to Household Textiles and Laundry Work</i> . Delhi: Atma Ram & sons.

2.	Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i> . Bombay: Orient Longmans.
3	Brown, D. (1955). <i>The Principles of Laundering</i> . London: Heywood and Company LTD
4.	Shenai, V.A. (2000). <i>Technology of Textile Processing</i> . A Sevak Publication
5.	Trotmen,E.R. (1968). <i>Textile scouring &amp; bleaching</i> . London: Griffin Press.
6.	Marsh, J.T. (1979). <i>An Introduction of Textile Finishing</i> . Bombay: B.I. Publications

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopedia Britannica

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**B.Sc. (Home Science) Semester: IV**  
**Textiles and Clothing**



Course Code	UHA4MATCL02	Title of the Course	Practical –Textiles and Apparel Care
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To impart knowledge of washing methods.</li><li>2. To identify the type of stain and its removal process.</li><li>3. To prepare soap and detergent for washing.</li><li>4. To select starches, blues for different fabric.</li></ol>
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Study of laundry equipment- laundrettes, washing machines and Dryers, irons and form finishers.	10
2	Stain removal techniques for protein-based stains. (Baby food, Milk, Blood, Cream, Cheese sauce, Pudding, Egg, Gelatin, White glue, Ice cream)	10
3	Stain removal techniques for tannin-based stains. (Alcoholic beverages, Beer, Berries, Coffee, Tea, Juice, Cologne, Washable ink, Soft drinks.)	10
4	Stain removal techniques for oil-based stains. (Automobile oil, Hair oil, Lotion, Butter, Grease, Cooking oil, Creams Collar, Cuff greasing rings.)	10
5	Stain removal techniques for dye-based stains. (Cherry, blue berry, colour bleeding in wash (dye transfer) Grass, Indian IWL, Paint, Felt tip pen ink and mustard.)	10
6	Stain removal techniques for combination stains Group A Ball point link, Candle wax, Carbon paper, Crayon, Eye make-up pencils, Floor wax, resin, shoe polish, Tar. Group B Calamine lotion ketchup / tomato sauce, Cocoa or Chocolate, Face make up (power, rouge, foundation) Gravy or Hair spray	10
7.	Removal of Stains that require special treatment methods	10

8.	Analyzing color fastness properties of fabrics using natural and synthetic soaps and detergents	10
9.	Uses of starch and blues on fabrics.	05
10.	Uses of optical brighteners and fluorescent Whiteners on fabrics.	05
11	Use and Comparison of stiffeners and softeners on various fabrics.	05
12	Collection of textiles and apparels care labels	05

Teaching-Learning Methodology	Demonstration, Laboratory experiments, actual sample collection and discussion, Survey, Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gain insight on the concepts of laundry reagents.
2.	Acquire knowledge of auxiliaries used for washing and stain removal.
3.	Disinfect clothes for better hygiene.

Suggested References:	
Sr. No.	References
1.	Deulkar, D. (1980). <i>A guide to Household Textiles and Laundry Work</i> . Delhi: Atma Ram & sons.
2.	Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i> . Bombay: Orient Longmans.

3.	Brown, D. (1955). <i>The Principles of Laundering</i> . London: Heywood and Company LTD
4.	Shenai, V.A. (2000). <i>Technology of Textile Processing</i> . A Sevak Publication
5.	Trotmen,E.R. (1968). <i>Textile scouring &amp; bleaching</i> . London: Griffin Press.
6.	Marsh, J.T. (1979). <i>An Introduction of Textile Finishing</i> . Bombay: B.I. Publications

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**Textiles and Clothing**



Course Code	UHA4MATCL03	Title of the Course	Theory-Textile Science and Analysis
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To understand the desirable properties of textile fibres.</li><li>2. To acquire knowledge about various natural, synthetic, regenerated and major fibers.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<b>Introduction to Textile Fibres</b> (a) Classification of textile fibres based on sources, polymer, thermos plasticity. (b) Polymers and polymerization, Degree of polymerization (c) Crystalline and Amorphous structure of fibres and its influence on fibre properties. (d) General properties of fibres: essential and desirable properties (e) Introduction & importance of textile testing, Standard atmospheric condition for testing, Sampling & its importance.	25
2.	<b>Natural cellulosic fibres: Impact of chemical composition, structure, microscopic appearance on physical, chemical and biological properties of fibre:</b> (a) Cotton (b) Jute (c) Linen (d) Minor fibres: Bamboo, Pineapple, Banana, Sisal, Hemp, Ramie, Coir, Abaca	25
3.	<b>Natural protein fibres: Chemical composition, microscopic appearance, physical &amp; chemical properties and its application:</b> (a) Wool (b) Silk	25

4.	Regenerated and synthetic fibres: Chemical composition, microscopic appearance, physical and chemical properties: (a) Rayon- viscose and cuprammonium (b) Acetate (c) Polyester (d) Nylon (e) Acrylic	25
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Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of actual fabrics.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the natural, regenerated and synthetic fibers and fabrics through appearance and properties.
2.	Selection of appropriate fiber for its usage

Suggested References:	
Sr. No.	References
1.	Corbman, B.P.(1985). <i>Textile fibers to fabric</i> . MacGraw- Hill Book Co.
2.	Gohl, E.P.G., & Vilensky, L.D. (1983). <i>Textile Science, An Explanation of Fiber Properties</i> . Melbourne, 48: Longman Chesire.
3.	Newness B. W. <i>Manmade Fibers</i> , Moncrieff

4.	Braddock, S.& Mahony, M.O.(1997). <i>Techno Textiles</i> . London: Thames& Hudson Ltd.
5.	Namkar, A.(1996). <i>Fiber Science and Technology</i> . Bombay: Oxford & IBH Publication
6.	Murphy, W.S. (2002). <i>Elements of fiber science</i> . Abhishek Publication, Chandigarh
7.	Cowan, Jungerman. (1980). <i>Introduction to Textiles</i> . New York. :Appleton Century Crafts, Meredith Corporation

On-line resources to be used if available as reference material
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On-line Resources
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Relevant entries on Wikipedia and Encyclopaedia Britannica
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**Textiles and Clothing**



Course Code	UHA4MATCL04	Title of the Course	Practical- Textile Science and Analysis
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To gain knowledge of physical properties of different textile fibres, yarns and fabrics.</li><li>2. To ensure the quality and durability of products.</li></ol>
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Introduction & importance of textile testing. Standard atmospheric condition for testing, Sampling & its importance	05
2.	Identification of textile fibres using microscopic test method.	10
3.	Identification of textile fibres using burning test method.	10
4.	Identification of textile fibres using solubility test method.	10
Yarn testing:		
5.	Determine the yarn twist using yarn twist tester.	05
6.	Determine the yarn count by using yarn count balance.	10
7.	Determine the linear density of yarn in the terms of denier and tex.	10
Fabric testing:		
8.	Determine the crease recovery of fabric and observe the effect of loading time and recovery time on crease recovery.	10
9.	Determine the thickness of a fabric using compressible thickness tester.	10
10.	Determine the stiffness of given fabrics using stiffness tester.	10
11.	Determine weight per unit area of the different fabrics using GSM cutter.	05

12.	Determine the thread count by using counting glass.	05
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Teaching-Learning Methodology	Laboratory experiments, assignments, analysis, etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Measure property of textile material and determine the result for specific end use or next process.
2.	Analyze any deficit in the process using the result of testing and take remedial measures to ensure the quality.

Suggested References:	
Sr. No.	References
1.	Basu, A. (2001). <i>Textile Testing Fibre, Yarn &amp; Fabric</i> . Coimbatore: The South India.
2.	Kothary, V.K. (1999). <i>Progress in Textiles &amp; Quality Management</i> . New Delhi: Lafi Publication.
3.	Skinle, J. (1972). <i>Textiles Testing</i> . Bombay: Taraporewala publications
4.	Angappan P. (2002). <i>Textiles Testing</i> . Tamilnadu: SSMIIT.
5.	Grover, E.B. & Hamby, D. S. (1988). <i>Handbook of textile testing and quality control</i> . New Delhi: 2nd Ed. Wiley Eastman Ltd.
6.	J.E. Booth (1996). <i>Principle of Textile Testing</i> . CBS Publisher. 3 <sup>rd</sup> Ed.

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**Textiles and Clothing**



Course Code	UHA4MATCL05	Title of the Course	Theory-Clothes, Self and Family
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To impart knowledge for selection of family clothing with reference to age, occasion, figure type and special needs.</li><li>2. To develop consumer awareness in clothing.</li><li>3. To acquire knowledge of wardrobe, its storage and care</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p><b>Clothing:</b></p> <p>(a) Clothing based on needs: Comfort, functionality, and fashion/trend-based clothing, reversible and convertible clothing</p> <p>(b) Clothing based on environmental context: Weather-appropriate, outdoor/adventure, and indoor clothing.</p> <p>(c) Clothing based on cultural and social context: Traditional clothing and occasion-based wear (office, casual, evening, etc.).</p> <p>(d) Clothing for pregnant and lactating mother</p>	25
2.	<p><b>Clothing for people with physical disabilities:</b></p> <p>(a) Classification of Disabilities: By birth, accidental, and due to disuse or illness.</p> <p>(b) Common Disabilities: Mobility disabilities, amputations, arthritis, paralysis, cerebral palsy, visual impairments.</p> <p>(c) Clothing Needs: Adaptive features for easy dressing, accommodating prosthetics, functional designs for wheelchair users, etc.</p> <p>(d) Design Features: Adjustable waistbands, velcro closures, tactile tags, cushioned fabrics.</p> <p>(e) Fabric Use: Hypoallergenic, moisture-wicking, stretchable, and durable fabrics.</p>	25

3.	<p>Clothing culture:</p> <p>(a) First Impression</p> <p>i. Self-Concept</p> <p>ii. Clothes, Self and society</p> <p>(b) Clothing relationships</p> <p>i. Class consciousness</p> <p>ii. Class Distinction</p> <p>iii. Social mobility and dress</p> <p>(c) Attitudes and values</p> <p>(d) Their roles and status</p>	25
4.	<p>Clothing Brands:</p> <p>(a) Introduction of clothing brands</p> <p>(b) Importance and need of clothing brands</p> <p>(c) National and International clothing brands</p>	10
5.	<p>Care and Maintenance of Fabric</p> <p>(a) Role of shaking, brushing, airing and laundering cloth.</p> <p>(b) Getting ready to launder clothes at home.</p> <p>(c) Check stains and remove them.</p> <p>(d) Laundering (soaking, ironing, rinsing, washing, drying, finishing and storing)</p> <p>(e) Laundering of specific fabric</p> <p>(f) Handy hints for ironing</p>	15

Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of actual garments.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Select material, color and style suitable to the family member of various age groups and special needs.
2.	Build a positive personality selecting garments as per their figure.
3.	Store and take proper care of garments and enable them to develop self-sufficient wardrobe.

Suggested References:	
Sr. No.	References
1.	Tate, M. B. T., & Glisson, O. (1961). <i>Family clothing</i> . Wiley.
2.	Armstrong, H. <i>Patternmaking for Fashion Design</i> , 5 <sup>th</sup> Ed.
3.	Alexander. (1977). <i>Textile Products, Selection, Use &amp; Care</i> . Boston, R.R Houghton Mifflin Co.
4.	Pandit, S.& Elizabeth,T.(1972). <i>Grooming Selection &amp; Care</i> . Baroda , Unity Printers
5.	Wingate, I.B. (1988). <i>Dictionary of Textiles</i> . Bombay. Universal Pub. Corporation
6.	Wingate, I.B. (1976). <i>Textile Fabrics and Their Selection</i> . New Jersey, Prentice Hall Inc
7.	Doongaji & Deshpande.(1970). <i>Basic Processes and Clothing Construction</i> , Delhi, New Raj Book Depot.
8.	Jacob, A. (1998). <i>The Art of Sewing</i> . New Delhi, B.S. Publishers Ltd,
9.	Katharine, H. <i>Textiles Fibers And Their Use</i> . Bombay, Oxford of IBH
10.	Zarapkar, K.R. <i>Zarapkar-System Of Cutting</i> . Bombay.
11.	Aldrich, F. <i>Matric Pattern For Women's wear</i> .
12.	Magazines related to Textiles and Clothing – Apparel, Cloths line, Cloth Market, The Indian Textile Journal

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica

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**B.Sc. (Home Science) Semester: IV**  
**Food, Nutrition and Dietetics**



Course Code	UHA4MIFDN01	Title of the Course	Theory-Family Meal Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To gain knowledge about the nutritional requirements and the basics of meal planning for various physiological age groups.</li><li>2. To Design food plans to meet the needs of humans at various life cycle stages.</li><li>3. To Describe how socioeconomic, cultural and environmental factors Influence nutrient needs across the lifecycle.</li></ol>
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Unit	Description	Weightage (%)
1.	Principles of meal planning (a) Terms related to efficient menu planning, Importance of meal planning (b) Factors effecting meal planning (c) Concept of Dietary Reference Intakes (d) Socioeconomic, cultural and environmental factors influence nutrient needs across the life cycle	25
2.	Nutrition during the adult and Old Age (a) Nutritional and Food requirements for of Adults (b) Dietary guidelines as per activity and income (c) Nutritional and Food requirements during old age (d) Dietary guidelines during old age	25
3.	Nutrition during Infancy, Preschool Age and School age (a) Advantages Breast feeding and Weaning foods (b) Nutritional requirements for Preschool and School age children	25
4.	Nutrition during Adolescent, Pregnant and Lactating Mother (a) Nutrition and Food requirements of Adolescents (b) Nutritional Problems during adolescents (c) Nutrition and Food requirements of Expectant Mother (d) Nutrition and Food requirements of Lactating Mother	25

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC.-4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per R.AUG.HSC.-7)	25%
3.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Explore how nutrient needs vary during the lifespan, from nutrition during pregnancy and lactation, infant nutrition, childhood and adolescent nutrition, as well as adult and older adult Nutrition.
2.	Plan meals with enough nutrition requirements for family members, food selection, catering to individual family members' food preferences, healthy diets according to their ages, and energy, time, and money savings.

References	
Sr. No	References
1.	Mudambi, Sumati, R, Rajagopal, MV, (2012) <i>Fundamentals Of Foods, Nutrition And Diet Therapy</i> . 6 <sup>th</sup> Edition, New Age International (P) Ltd Publishers
2.	Swaminathan, D. M. (2013). <i>Handbook of food and nutrition</i> . The Bangalore Printing & Publishing Co. Ltd.
3.	Sharda Gupta, Santosh Jain Passi, Rama Seth, Ranjana Mahna, Seema Puri, Kumud Khanna, <i>Textbook of Nutrition and Dietetics</i> . Elite Publishing House Pvt. Ltd

On-line resources to be used if available as reference material
Relevant entries on Wikipedia and Encyclopaedia Britannica

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**Food, Nutrition and Dietetics**



Course Code	UHA4MIFDN02	Title of the Course	Practical-Family Meal Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To familiarize the students with planning of balanced meals.</li><li>2. To sensitize the students to differences in dietary requirements and nutritional needs through the different stages of lifespan</li><li>3. To equip the students with skills to plan balanced meals</li></ol>
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Sr. No.	Description	Weightage* (%)
1.	Introduction to meal planning— Factors to be considered while planning meal. 24 hour dietary recall Use of food exchange list	10
2.	Diet during Infancy: Planning nutrient rich recipes for Infants (Complementary foods)	10
3.	Diet during Pre-schoolers (a) Food habits and Nutritional requirements (b) Planning nutrient rich recipes for pre-schoolers	10
4.	Diet during school age: (a) Food habits and Nutritional requirements (b) Planning nutrient rich recipes for school going child	10
5.	Diet during adolescent: (a) Food habits and Nutritional requirements (b) Planning whole day's meal for an adolescent(Boy and Girl)	10
6.	Adult man (Sedentary) (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult man as per different activities	10

7.	Adult man (Heavy) (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult man as per different activities	05
8.	Adult women (Sedentary) (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult women as per different activities	10
9.	Adult women (Heavy) (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult women as per different activities	05
10.	Nutrition during Pregnancy (a) Food habits and Nutritional requirements (b) Planning whole day's meal for pregnant mother	10
11.	Nutrition during Lactation (a) Food habits and Nutritional requirements (b) Planning whole day's meal for lactating mother	05
12.	Geriatric (elderly )Nutrition: (a) Physiological changes, Nutritional Requirement and Dietary Modification. (b) Planning nutrient rich recipes for an elderly	05

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids Group activities, Experiential learning.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Understand the basics of meal planning and to gain knowledge in meal preparation.
2.	Gain knowledge in calculation of nutrients.

References	
Sr. No	References
1.	ICMR (2020) <i>Recommended Dietary Allowances for Indians</i> .Published by National Institute of Nutrition, Hyderabad.
2.	Chadha R and Mathur P eds.(2015) <i>Nutrition: A Lifecycle Approach</i> . Orient Blackswan. New Delhi.
3.	Seth V and Singh K (2006). <i>Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual</i> . Elite Publishing House Pvt. Ltd. New Delhi.
4.	Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) <u>Nutritive Value of Indian Foods</u> . National Institute of Nutrition, ICMR, Hyderabad
5.	“DietCal” Software for calculation

On-line resources to be used if available as reference material
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**B.Sc. (Home Science) Semester: IV**



**Family Resource Management**

Course Code	UHA4MIFRM01	Title of the Course	Theory: Fundamentals of Art and Design
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To comprehend the fundamentals of art and design.</li><li>2. To appraise the effect of colours in interiors.</li><li>3. To acquaint the students with various techniques of art.</li></ol>
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Course Content		
Unit	Description	Weightage (%)
1.	Fundamentals of Art and Design (a) Elements of Art: Space, Point, Line, Shape, Form, Texture, Light & Colour. (b) Principles of Art: Rhythm, Balance, Proportion, Emphasis, Unity (c) Types of designs: Structural and Decorative	25
2.	Colour and Its Application (a) Significance of colour (b) Classification of colour: Primary, Secondary, Intermediate (c) Colour schemes	25
3.	Traditional & Contemporary Art (a) Tie & Dye (b) Alpana and Rangoli (c) Marble Printing (d) Stencil Printing	25
4.	Art of Floral Arrangement (a) Importance (b) Basic styles of arrangements (c) Equipment and Accessories	25

Teaching-Learning Methodology	Lecture, Smart Board, PowerPoint Presentation, Class Discussion, Guest speaker, Quizzes Methodology, Collaborative Learning.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Recognize the significance and application of fundamentals of Art and Design.
2.	Acquire the competency in assessing and implementing the true colours.
3.	Inculcate the skills in different traditional and contemporary arts.

Suggested References:	
Sr. No.	References
1.	Bhatt, P., (2018). <i>Foundation of Art and Design</i> . Nasik: Mr. Sharad Dalal Square Arts.
2.	Han Hall, <i>The Creative book of Flower Arranging</i> . London: Salmander Books Ltd.
3.	Hazel Crag., and Rush Day (1952). <i>Homes with Character</i> . Bosten: D. C. Health and Co.
4.	The Educational Planning Group Delhi. (2015). <i>Home Management</i> . New Delhi: Arya Publishing House.
5.	Rutt Anna Hong (1948). <i>Home Furnishing</i> . New York: Joh Wiley and Sons.
6.	Varghese, M.A., Ogale N.N., and Srinivasan, K. (2020). <i>Home Management</i> . New Age International Ltd.

On-line resources to be used if available as reference material
<a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==</a> P-02. Decorating the Interiors – M-08/09/11

<http://www.smphomescience.edu.in/lSource.htm>

Principles of Design

Colour Schemes

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**Family Resource Management**

Course Code	UHA4MIFRM02	Title of the Course	Practical: Fundamentals of Art and Design
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To acquaint with the elements and principles of design.</li><li>2. To understand the properties of colours.</li><li>3. Learn to formulate different colours and colour schemes.</li></ol>
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Course Content		
Sr. No.	Description	Weightage* (%)
1.	Learn types of design: Structural/ Decorative	05
2	Drawing of Colour Wheel	10
3	Filling of Colour Wheel	05
4.	Prepare motifs of classes of Primary and Secondary Colour	08
5.	Prepare colour Harmonies (Monochromatic, Complimentary, Triad)	10
6.	Application of techniques of Printing. (Marble, leaf)	05
7.	Application of techniques of Printing. (Stencil)	05
8.	Learning forms of Flower Arrangements	10
9.	Generate different floor Decoration. (Rangoli, Alpana)	10
10.	Designing Two Greeting Cards for various Occasions (Birthday, Anniversary)	10
11.	Prepare a creative styles of gift wrapping.	10
12.	Evaluation of any one art object in terms of Design, Elements, Principles, Colour, Material and Purpose.	10

Teaching-Learning Methodology	Practical Implementation, Scrapbook, Demonstration, Blended Learning, Workshops, DIY activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop the competency in application of principle of design and colours artistically in interiors.
2.	Work as a colour consultant for Interiors.
3.	Create a well-balanced piece of Art.

Suggested References:	
Sr.No.	References
1.	Bhatt, P., (2018). Foundation of Art and Design. Nasik: Mr. Sharad Dalal Square Arts.
2.	Varghese, M. A., Ogale. N. and Srinivasan K. (2020). Home Management. New Delhi: New Age International (P) Limited
3.	Faulkner, R. and Faulkner, S. (1975). Inside Today's Home. New York: Rinehart
4.	Gandotra, V., Shukul, M., and Jaiswal, N. (2010-11). Introduction to Interior Design and Decoration. New Delhi: Dominant Publishers and Distributors.

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Under Graduate Programme (Honors) Grant-in-Aid  
Syllabus with effect from: 2024-2025 (NEP-2020)  
**B.Sc. (Home Science) Semester: IV**  
**Human Development and Family Studies**



Course Code	UHA4MIHUD01	Title of the Course	Theory – Behavioural Problems in Children
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To identify childhood behaviour problems.</li><li>2. To distinguish between types of behavioural problems in children.</li><li>3. To understand risk factors of childhood behaviour disorders</li><li>4. To acquire in-depth knowledge of behavioural problems in children and its remedies.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Introduction <ol style="list-style-type: none"><li>(a) Meaning of behaviour and behavioural problems</li><li>(b) Normal vs. abnormal behaviour</li><li>(c) Causes of behavioural problems</li><li>(d) Risk factors affecting child behaviour</li><li>(e) Consequences of behavioural and emotional Disorders</li></ol>	25
2.	Childhood Behaviour Disorders <ol style="list-style-type: none"><li>(a) Attention Deficit Hyperactivity Disorder (ADHD)</li><li>(b) Oppositional Defiant Disorder (ODD)</li><li>(c) Conduct Disorder (CD)</li><li>(d) Anxiety disorders</li><li>(e) Mood disorders</li><li>(f) Eating disorders</li></ol>	25
3.	Childhood Behavioural Problems <ol style="list-style-type: none"><li>(a) Child maltreatment and trauma</li><li>(b) Depression in Children</li><li>(c) Social and emotional problems</li><li>(d) Temper tantrums</li><li>(e) Habit disorders</li><li>(f) School-related behaviour problems</li></ol>	25

4.	Remedial Measures (a) Behaviour modification techniques (b) Counselling and guidance (c) Child-rearing practices (d) Community and health support (e) Family conflict and resolution (f) Healthy home and safe environment	25
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Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Understand and explain the concepts of behaviour, childhood behavioural problems, and common behavioural disorders.
2.	Identify and assess causes, risk factors, and symptoms of behavioural and emotional problems in children.
3.	Observe, record, and analyze childhood behaviours in home, school, and social settings.
4.	Apply remedial measures including behaviour modification, counselling, and supportive strategies to promote healthy child development.
5.	Differentiate between types of behavioural problems in children.

Suggested References:	
Sr.No.	References
1.	Amy L. Paine, Oliver Perra, Rebecca Anthony, and Katherine H. Shelton (August 2021). "Charting the trajectories of adopted children's emotional and behavioral problems: The impact of early adversity and post-adoptive parental warmth". <i>Development and Psychopathology</i> . 33 (3): 922–936. <a href="https://doi.org/10.1017/S0954579420000231">doi:10.1017/S0954579420000231</a> . PMC 8374623. PMID 32366341.
2.	Barlow, D. H., & Durand, V. M. (2015). <i>Abnormal psychology: An integrative approach</i> (7th ed.). Cengage Learning.
3.	Bennett, N., & Blankenship, A. P. (2020). Behavioral problems in children. In L. T. Benuto, F. R. Gonzalez, & J. Singer (Eds.), <i>Handbook of cultural factors in behavioral health: A guide for the helping professional</i> (pp. 419–430). Springer Nature Switzerland AG. <a href="https://doi.org/10.1007/978-3-030-32229-8_29">https://doi.org/10.1007/978-3-030-32229-8_29</a>
4.	Chauhan, M. S. (2015). <i>Childhood and growing up</i> . Vikas Publishing House.

5.	Daley, Rebekah, and David Daley. <i>Helping Your Child with Behaviour Problems: A Self-Help Guide for Parents</i> . Little, Brown Book Group Limited, 2023.
6.	Dosani, Sabina. <i>Calm your hyperactive child: Coping with ADHD and other behavioural problems</i> . Oxford: Infinite Ideas, 2008.
7.	Hurlock, E. B. (2010). <i>Child psychology (7th ed.)</i> . Tata McGraw-Hill Education.
8.	Hurlock, E. B. (2001). <i>Developmental psychology: A life-span approach (5th ed.)</i> . Tata McGraw-Hill Education.

On-line resources to be used if available as reference material
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On-line Resources
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Relevant entries on Wikipedia and Encyclopaedia Britannica
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<a href="https://uni-mysore.ac.in/english-version/sites/default/files/content/human_development_nomenclature_nep_syllabus.pdf">https://uni-mysore.ac.in/english-version/sites/default/files/content/human_development_nomenclature_nep_syllabus.pdf</a>
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<a href="https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/faculty-of-science-and-technology/bsc-in-human-development.pdf">https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/faculty-of-science-and-technology/bsc-in-human-development.pdf</a>
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<a href="https://caluniv.ac.in/syllabus/Human_Development.pdf">https://caluniv.ac.in/syllabus/Human_Development.pdf</a>
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**B.Sc. (Home Science) Semester: IV**  
**Human Development and Family Studies**



Course Code	UHA4MIHUD02	Title of the Course	Practical – Behavioural Problems in Children
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To identify behaviour problems.</li><li>2. To distinguish between types of behavioural problems in children.</li><li>3. To understand risk factors of childhood behaviour disorders</li><li>4. To acquire in-depth knowledge of behavioural problems in children and its remedies.</li></ol>
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Course Content		
Sr.No.	Description	Weightage*(%)
1.	Observe 2 children and note differences in behaviour, attention, communication, and social skills.	10
2.	Prepare a poster on child behavioural problems	05
3.	Prepare a checklist to assess attention, aggression, anxiety etc.	05
4.	Case study of childhood behavioural problems and rearing practices.	10
5.	Observe a child's eating habits and write a report of it.	10
6.	Collect five newspaper articles on childhood behavioural problems.	05
7.	Use pictures of facial expressions and ask children to identify emotions.	10
8.	Interview schedule on factors affecting child's behaviour.	10
9.	Observe and record child's eating and sleep disorders.	10
10.	Prepare a list of things that make a home healthy and safe for children.	05
11.	Conduct a discussion with teachers/ parents on positive discipline	10
12.	Role play on family conflict and resolution.	10

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the students will be able to	
1.	Distinguish between types of behavioural problems in children.
2.	Acquire a detailed understanding of the different behavioural category.
3.	Understand the remedial measures for behaviour modification.
4.	Acquire knowledge of the relationship between home, school, and child behaviour.

Suggested References:	
Sr.No.	References
1.	Amy L. Paine, Oliver Perra, Rebecca Anthony, and Katherine H. Shelton (August 2021). "Charting the trajectories of adopted children's emotional and behavioral problems: The impact of early adversity and post-adoptive parental warmth". <i>Development and Psychopathology</i> . 33 (3): 922–936. <a href="https://doi.org/10.1017/S0954579420000231">doi:10.1017/S0954579420000231</a> . PMC 8374623. PMID 32366341.
2.	Barlow, D. H., & Durand, V. M. (2015). <i>Abnormal psychology: An integrative approach</i> (7th ed.). Cengage Learning.
3.	Bennett, N., & Blankenship, A. P. (2020). Behavioral problems in children. In L. T. Benuto, F. R. Gonzalez, & J. Singer (Eds.), <i>Handbook of cultural factors in behavioral health: A guide for the helping professional</i> (pp. 419–430). Springer Nature Switzerland AG. <a href="https://doi.org/10.1007/978-3-030-32229-8_29">https://doi.org/10.1007/978-3-030-32229-8_29</a>
4.	Chauhan, M. S. (2015). <i>Childhood and growing up</i> . Vikas Publishing House.
5.	Daley, Rebekah, and David Daley. <i>Helping Your Child with Behaviour Problems: A Self-Help Guide for Parents</i> . Little, Brown Book Group Limited, 2023.
6.	Dosani, Sabina. <i>Calm your hyperactive child: Coping with ADHD and other behavioural problems</i> . Oxford: Infinite Ideas, 2008.
7.	Hurlock, E. B. (2010). <i>Child psychology</i> (7th ed.). Tata McGraw-Hill Education.
8.	Hurlock, E. B. (2001). <i>Developmental psychology: A life-span approach</i> (5th ed.). Tata McGraw-Hill Education.

On-line resources to be used if available as reference material
On-line Resources
<a href="https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf">https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf</a>
<a href="https://www.who.int/childgrowth/publications/monitoring/en/">https://www.who.int/childgrowth/publications/monitoring/en/</a>

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Syllabus with effect from: 2024-2025 (NEP-2020)  
**B.Sc. (Home Science) Semester: IV**  
**Textiles and Clothing**



Course Code	UHA4MITCL01	Title of the Course	Theory- Furnishing Textiles
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To gain insight of textile finishing, its Standard size care and maintenance.</li><li>2. To understand the relationship between designing and functional properties of various textiles furnishing.</li><li>3. To understand the structure, trends, and sustainability practices in the Indian household textile industry.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Textile Furnishing: (a) Meaning and Terminologies of Textile Furnishing (b) Classification of Textile Furnishing (c) Factors affecting selection of materials for Textile Furnishing (d) Understanding pattern and repeat patterns	25
2.	Types and Applications of Textile Furnishings (a) Standard size, Material Selection, and care of i. Bed linens ii. Table linens iii. Bath linens iv. Kitchen linens v. Curtains, Pillow Covers (b) Standard size, Material Selection, and care of i. Draperies and Curtains ii. Tapestries for sofa iii. Rugs iv. Floor coverings v. Door mats	25
3.	Functional aspects and care labels in Textile Furnishing.	25

	<p>(a) Functional Properties: Durability, stain resistance, ease of maintenance, Comfort and usability, Light control and UV protection</p> <p>(b) Care labels in Textile Furnishing</p>	
4.	<p>Market Overview of the Indian Household Textile Industry</p> <p>(a) Overview of the Indian Household Textile Industry</p> <p>(b) Household Textile Brands in India: Overview of popular brands.</p> <p>(c) Sustainable Choices: Eco-friendly and sustainable options for household textiles</p>	25

Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of actual garments, market survey and collection of sample pieces
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and select textile furnishing according to requirement and its application.
2.	Take appropriate Standard size, care and maintenance of textile furnishing.
3.	Identify key market trends, major brands, and sustainable practices in the household textile sector.

Suggested References:	
Sr. No.	References

1.	Khurana S, (2012) <i>Fabrics for Fashion and Textile Design</i> Sonali Publication, New Delhi.
2.	D'Souza, N. (1998). <i>Fabric care: General information</i> . New Age International (P) Ltd.
3.	Anita Tyagi, (2011), <i>Textiles for Apparel and Home Furnishing</i> , Sonali Publication New Delhi.
5.	Deulkar, D. <i>Household and laundry work</i> . Lady Irwin College for Women

On-line resources to be used if available as reference material
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On-line Resources
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Parmar, S., & Malik, T. (2018). <i>Home Textiles: A Review</i> . Retrieved from <a href="https://www.researchgate.net/publication/326508042_Home_Textiles-A_Review">https://www.researchgate.net/publication/326508042_Home_Textiles-A_Review</a>
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Geddes-Brown, L. (1980). <i>Home furnishing with fabrics</i> . Van Nostrand Reinhold. Retrieved from <a href="https://archive.org/details/homefurnishingwi0000gedd/mode/1up">https://archive.org/details/homefurnishingwi0000gedd/mode/1up</a>
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**B.Sc. (Home Science) Semester: IV**  
**Textiles and Clothing**



Course Code	UHA4MITCL02	Title of the Course	Practical – Furnishing Textiles
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To gain insight of textile furnishing, its care and maintenance.</li><li>2. To design and construction of furnishing product.</li><li>3. To understand the relationship between fibers and functional properties of various household textiles</li></ol>
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Course Content		
Sr.No.	Description	Weightage* (%)
1.	Motif development (Natural, Geometric, Stylized and Abstract) for furnishing product	05
2.	Creating design layout (Create A/3 size draft and application on product) by regular repeat, full repeat, full drop repeat, half drop repeat, alternate repeat, mirror image	10
3.	Theme Selection: Create Inspiration board / Theme board	05
4.	Preparation of mood board based on Inspiration board and Theme Board	05
5.	Creating colour board based on inspiration and mood board	05
6.	Collection of the fabric swatches used for Bed linen, kitchen linen, Table linen.	10
7.	Three types of Product illustration (Bed linen, kitchen linen, Table linen and curtain, pillow covers etc.)	10
8.	Product development of Textile furnishing from the above illustrated products.	10

9.	Selection of Suitable surface ornamentation techniques (Printing, Painting, embroidery, Patch and Applique work etc.) for the developed product.	10
10.	Prepare the tech pack for developed Product.	10
11.	Prepare the cost sheet for developed Product.	10
12.	Photoshoot of the developed Product.	10

Teaching-Learning Methodology	Demonstration, Actual sample collection and discussion Survey and Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and select home textiles according to requirement and its application.
2.	Take appropriate care and maintenance of household textiles.

Suggested References:	
Sr. No.	References
1.	Barrett and Joanne C. (2013), Designing your Fashion portfolio from Concept to presentation, Fairchild Books
2.	D'Souza, N. (1998). <i>Fabric care: General information</i> . New Age International (P) Ltd.
3.	Geddes-Brown, L. (1980). <i>Home furnishing with fabrics</i> . Van Nostrand Reinhold. Retrieved from <a href="https://archive.org/details/homefurnishingwi0000gedd/mode/1up">https://archive.org/details/homefurnishingwi0000gedd/mode/1up</a>

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**B.Sc. (Home Science) Semester: IV**  
**Food, Nutrition and Dietetics**



Course Code	UHA4SEFDN01	Title of the Course	Practical- Practical Biochemistry
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To develop the principles of biochemistry as applicable to human nutrition.</li><li>2. To obtain an insight into chemistry of major nutrients and physiologically important compounds.</li><li>3. To comprehend the biological process and system as applicable to human nutrition</li></ol>
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Sr. No.	Description	Weightage* (%)
1.	Determination of acid value of given sample of oil or fat	10
2.	Determination of saponification value of given sample of oil or fat	10
3.	Determination of iodine value of a given sample of fat and oil	10
4.	Measurement of pH of different solution with help of pH meter.	05
5.	Principle and working of colorimeter	05
6.	Qualitative tests for carbohydrates, find out unknown sugar.	10
7.	Qualitative tests for Protein	05
8.	Qualitative tests for oils and fat	05
9.	Detection of the presence of carbohydrate in food stuff	10
10.	Detection of the presence of fat and proteins in food stuff	10
11.	Determination of protein content of given sample by biuret method	10
12.	Determination of Glucose by Fehling's method	10

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Audio video aids, surveys and data Collection, presentation and active classroom-based discussion
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

**Course Outcomes:**

Having completed this course, the learner will be able to

Sr. No.	
1.	Develop an understanding of the principles of biochemistry ( as applicable to human nutrition )
2.	Learn develop the principles of biochemistry as applicable to human nutrition and dietetics.
3.	Obtain an insight into the chemistry of major nutrients and physiologically important compounds.

**References**

Sr.No	References
1.	Vasudevan, D. M., Sreekumari, S., & Vaidyanathan, K. (2016). <i>Textbook of biochemistry for medical students</i> . New Delhi: Jaypee Medical Ltd.
2.	West, E. S., Todd, W. R., Mason, H. S., & Van Bruggen, J. T. (1974). <i>Textbook of Biochemistry</i> , New Delhi: Amerind Publ. Co. Pvt. Ltd.
3.	Nelson, D. L., Lehninger, A. L., & Cox, M. M. (2008). <i>Lehninger principles of biochemistry</i> . Ahmedabad: Macmillan India Ltd

On-line resources to be used if available as reference material

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

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**B.Sc. (Home Science) Semester: IV**  
**Family Resource Management**



Course Code	UHA4SEFRM01	Title of the Course	Practical - Scale & Perspective Drawing
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To develop the ability of understanding various architecture scales.</li><li>2. To inculcate the skill in the students to plan beautiful and harmonious interior &amp; exterior floor plans</li><li>3. To understand perspective and cross section plans</li><li>4. To know about various types of indoor and outdoor plants.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Draw sun diagram and find out the direction of various rooms as per the diagram	05
2.	Draw architectural blue print symbols used in house plans for interior and exterior space design.	05
3.	Understanding architecture scales for making house plans and Make a floor plan of one room kitchen Preparing enlarged, reduced & full-size scales	10
4	Scaled floor plan of a small room (living/bedroom/kitchen)	10
5	One-point perspective of simple geometric objects	05
6	One-point perspective of a room interior	10
7	Two-point perspective of simple block objects	05
8	Two-point perspective of a corner of a room	10
9	Two-point perspective of a furnished interior space	10
10	Shading and shadow rendering techniques in perspective	10
11	Final composition: Perspective drawing of a selected room with furniture	10
12.	Drawing landscape plans of house for High income groups.	10

Teaching- Assignments, Learning	Lecture, Role play, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes Methodology, Power -point Presentations, ICT enabled Teaching, Market survey
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand space design organization for optimum comfort and functionalism.
2.	Apply the principles of interior and exterior space design while making or evaluating the house plans
3.	Draft house plans based on standard guidelines and principles
4.	Identify various materials used in the construction of the building.
5.	Know various structural features and types of latest trends in a building.
6.	Determine the materials best suited for a particular building.

Suggested References:	
Sr No	References
1.	Agan, M.S.(1970). <i>The house its plan and use</i> . New Delhi: Oxford & IBH pub.Co.
2.	Bindra, S.P. & Arora,S. P.(2003). <i>Building Construction</i> . New Delhi: Dhanpat Rai Pub.
3.	Deshpande, R.S. (1978). <i>Modern ideal homes for Indians</i> . New Delhi: United Book Corp.
4.	Arora, S.P. & Bindra, S.P. (2013). <i>A Text book of Building Construction</i> . New Delhi: Dhanpat Rai Publications.
5.	Lancaster, S. P. (1977). <i>Gardening in India</i> . Published by Oxford and IBH Publishing Co. Pvt. Ltd.
6.	Deshpande, R.S.(2000). <i>House of Middle Class Family</i> . Anand: Charotar Pub House.
7.	Deshpande, R.S.(1978). <i>Modern ideal homes for Indians</i> . Poona: United Book Corp.

8.	Vyas, S. (2019). Fundamentals of interior design and furniture. [Available via NDLI].
9.	Rao, R., Singh, S., & Dinesh, S. (2024). <i>Habitats: Holistic approaches to building, interiors, and technical systems</i> . Noble Science Press. Delhi
10.	Gandotra, V., Shukul, M. and Jaiswal N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant publishers, India.

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**B.Sc. (Home Science) Semester: IV**  
**Human Development and Family Studies**



Course Code	UHA4SEHUD01	Title of the Course	Practical – Montessori Teachers Training Education
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To gain the knowledge and skills necessary to teach in a Montessori environment.</li><li>2. To be able to create a positive and nurturing learning environment for all children.</li><li>3. To be able to help children reach their full potential.</li><li>4. To be able to make a difference in the lives of young children</li></ol>
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Course Content		
Unit	Description	Weightage *(%)
1.	List down and do five Sensorial activities in Montessori House of Children by using all five imaginary senses.	5
2.	Prepare a 10 minute lesson plan on sensory/language/cognitive development for the classroom.	10
3.	Prepare a lesson plan for half day and full day.(3 hours and 4 hours)	5
4.	Hands-on experience on the practical teacher training of 15 hours in a classroom, 2 hours of SIL training and 120 minutes of guidance.	10
5.	Prepare a 3 minute video of Montessori school publicity and upload it on You tube.	10
6.	Prepares questions regarding Montessori Theory & Methods and conducts a Quiz competition in class.	5
7.	Observation through Internet: Watch the different images of Montessori Learning Materials in Montessori House of Children through Internet.	10
8.	Prepare an album on language and mathematical activities.	10

9.	Group Discussion: “The school should be the second house of children. The teacher should be the mother in the school”. Discuss this subject by forming trainees into 5 or 6 members groups	10
10.	Prepare a layout of classroom arrangement. (Doll house, block corner, library, music area etc.)	5
11.	Role Play/ Prepare a folder on school publicity/ Activities related to science experiment	10
12.	Face to face Interview: Two pupils sit face to face like a TV interview. One acts as Dr. Maria Montessori. The other one asks questions to her regarding the idea behind mixing different age groups in her school, imagining that she is Dr. Maria Montessori and write a report.	10

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Student will become aware about the knowledge and skills necessary to teach in a Montessori environment.
2.	Students will Create a positive and nurturing learning environment for all children.
3.	Students will appreciate help children reach their full potential
4.	Students will be enabled make a difference in the lives of young children

Suggested References:	
Sr.No.	References
1.	Gordon, Cam. (2001). <i>Together with Montessori: The Guide to Help Montessori Teachers, Assistant Teachers, Resource Teachers, Administrators &amp; Parents Work in Harmony to Create Great Schools</i> . 2nd ed. Minneapolis, MN: Jola Publications. Nienhuis Montessori USA and The Montessori Foundation.

2.	Hardinge, Joy. (1992). <i>The Voice of Dr. Maria Montessori: Lectures</i> , Madras, India, 1941-1942. Lectures taken in shorthand. Silver Spring, MD: International Montessori Society.
3.	Hardinge, Joy. (1993). <i>Montessori Method. Lecture notes</i> , India, 1941-42. Silver Spring, MD: International Montessori Society.
4.	Kaul, V. (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
5.	Krishna Kumar (1986). <i>The child's language and the teacher</i> , New Delhi: UNICEF
6.	Montessori, Maria. (1997). <i>Basic Ideas of Montessori's Educational Theory: Extracts from Maria Montessori's Writings and Teachings</i> . Comp. Paul Oswald; GÃ¼nter Schulz-Benesch. Trans. Lawrence Salmon. Oxford, England: Clio Press.
7.	Montessori, Maria. (1997). <i>The California Lectures of Maria Montessori, 1915: Collected Speeches and Writings</i> . Ed. Robert G. Bucken-Meyer. Oxford, England: Clio Press.
8.	Swaminathan, M. (1984). <i>Play activities for young children</i> , New Delhi : UNICEF.
9.	Swaminathan, M. (1991). <i>Play Activities for Young Children</i> . UNICEF.

On-line resources to be used if available as reference material
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On-line Resources
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<a href="https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf">https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf</a>
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<a href="https://www.who.int/childgrowth/publications/monitoring/en/">https://www.who.int/childgrowth/publications/monitoring/en/</a>
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**S. M PATEL COLLEGE OF HOME SCIENCE**  
(AN AUTONOMOUS INSTITUTE AFFILIATED WITH SARDAR PATEL UNIVERSITY)  
Under Graduate Programme (Honors) Grant-in-Aid  
Syllabus with effect from: 2024-2025 (NEP-2020)  
**B.Sc. (Home Science) Semester: IV**  
**Textiles and Clothing**



Course Code	UHA4SETCL01	Title of the Course	Practical - Flat Pattern Methods
Total Credits of the Course	02	Hours per Week	04
Course Objectives:	1. To gain knowledge and develop skills in flat pattern methods 2. To develop ability in manipulating the dress design according to trends.		

Course Content		
Sr. No	Description	Weightage* (%)
1.	Prepare a standard block for child, teenage girl and boy	05
2.	Dart Manipulation: Slash- spread technique –single dart series, two dart series	10
3.	Dart Manipulation: Pivotal – transfer technique - single dart series, two dart series	10
4.	Fullness through Tucks	10
5.	Fullness through Gathers in upper and lower garment	10
6.	Fullness through Pleats in frock, skirt etc.	10
7.	Contouring: The Classic Empire –Princess line	05
8.	Types of Yokes - V, Round	05
9.	Types of Collars – Flat, Chinese, Peter pan, shirt	05
10.	Types of Sleeves – set –in, Cap, Puff, bottom flared	10
11	Drafting of 1 patterns using flat pattern techniques- for male, female and unisex dress (shirt/ frock/ trouser or short)	10
12.	Prepare Readymade patterns of the above drafted garments	10

Teaching-Learning Methodology	Draft making, Demonstration and talks by experts, visual sample analysis, discussion, assignments, field trips
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop skill in garment design for people with different figure types.
2.	Create pattern and selection of bodice, skirt, collars and necklines.
3.	Use all pattern making tools, truing, and altering pattern manipulations.
3.	Prepare ready-to-use paper patterns for commercial application

Suggested References:	
Sr. No.	References
1.	Ervin M.D. (1969). <i>Practical Dress Design</i> . The Macmillan Company
2.	Kinchen, E. (1970). <i>Clothing for Moderns</i> . The Macmillan Company
3.	Natie, B. (1970). <i>Dress Pattern Designing</i> . London, Crosby Lockwood and Son
4.	Natie, B. (1978). <i>More Dress Pattern Designing</i> . London, Garnate Publishing.
5.	Stanley, H.(1995). <i>Flat Pattern Cutting And Modeling For Fashion</i> . Thorns Publishers Ltd.
6.	Gerry, C.(1996). <i>Pattern Grading For Women's Clothes (The Technology of Sizing)</i> . Blackwell Science.
7.	Goul B. <i>Introducing Pattern Cutting, Grading and Modelling</i> . London B.T. Bradford Ltd.
8.	Ireland P.J. (1987). <i>Encyclopaedia of Fashion Details</i> .
9.	Pattern Making for Fashion Design; Armstrong H.J.

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Under Graduate Programme (Honors) Grant-in-Aid  
Syllabus with effect from: 2024-2025 (NEP-2020)  
**B.Sc. (Home Science) Semester: IV**



Course Code	UHA4VADMT01	Title of the Course	Theory- Disaster Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. Make students aware with concepts of natural disasters. 2. Sensitize students with issues concerned with disaster management. 3. Impart Knowledge of measures to be taken during Disasters
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Disaster- (a) Meaning and types (b) Natural Calamities and disasters-Types, its effect and its mitigation- Flood, earthquake, drought, cyclonic storms, global warming, Heat and cold waves, volcano blast, Tsunami, forest fire, landslides etc. (c) Manmade disasters- Types, its effects and its mitigation. Technological disasters, Chemical, biological, nuclear, building fire, deforestation, air pollution, Water pollution, soil/land pollution, industrial effluents etc.	25
2.	Disaster Management (a) Importance and concepts of disaster management. (b) Role of police, armed forces, health workers, media, humanitarian organizations in disaster management	25
3.	(a) Framework and policies of government for disaster management. (b) Funds and financial aids for disaster management.	25
4.	Basic First Aid: Training on how to treat wounds, fractures, and other Common injuries. CPR Training: Learn Cardiopulmonary resuscitation techniques. Demonstration Fire Safety: Past Disaster Analysis:	25

Teaching-Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brainstorming method, Observational method, Use of ICT
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course,	
1.	Students will be able to cope up with any situations during natural or manmade disasters.

Suggested References:	
Sr. No.	References
1.	H.K. Gupta. <i>Disaster Management</i> . (2003). Hyderabad, University Press (India) Private Ltd.
2.	Sinha P.C. <i>Disaster Mitigation, Preparedness, Recovery and Response</i> . (2007). New Delhi, SBS Publishers and Distributers Pvt. Ltd.
3.	Singh, R.B. <i>Natural Hazard &amp; Disaster Management Vulnerability and Mitigation</i> . Jaipur, Rawat Publication.
4.	Singh, R.B. (2016). <i>Disaster Management of Mitigation</i> . New Delhi. World Focus Publisher.
5.	Sumit Malhotra (2005) <i>Natural Disaster Management</i> . Jaipur, Avishkar Publishers

On-line resources to be used if available as reference material
<a href="http://Epgp.inflibnet.ac.in/Home">Epgp.inflibnet.ac.in/Home</a>

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