

SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR

B.Sc. Home Science

(Under Choice Based Credit Scheme)

Semester - FIFTH (GENERAL) YEAR 2023-2024

Sr. No.	Course Type	Course Code (10 Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Duration in hrs	Marks		
								Internal	External	Total
1	Ability Enhancement Courses	UH05AHSC51	Basics of Research	T	2	2	3	15/5	35/14	50/20
2	Core Courses	UH05CGEN51	Maternal and Child Nutrition	T	4	4	3	30/10	70/28	100/40
3		UH05CGEN52	Working With Parents and Community	T	2	2	2	15/5	35/14	50/20
4		UH05CGEN53	Working With Parents and Community	P	2	4	3	15/5	35/14	50/20
5		UH05CGEN54	Historic Textiles and Costumes	T	4	4	3	30/10	70/28	100/40
6		UH05CGEN55	Communication Model in Extension	T	4	4	3	30/10	70/28	100/40
7		UH05CGEN56	Communication Model in Extension	P	2	4	3	15/5	35/14	50/20
8	Skill Enhancement Courses	UH05SGEN51	Application of Managerial Skills	P	2	4	3	15/5	35/14	50/20
9	Elective Courses (Any One)	UH05EHSC51	Consumerism	T	2	2	2	15/5	35/14	50/20
10		UH05EHSC52	NGO Management	T	2	2	2	15/5	35/14	50/20
11		UH05EHSC53	Accessories and Adornment	T	2	2	2	15/5	35/14	50/20
12		UH05EHSC54	Food Adulteration	T	2	2	2	15/5	35/14	50/20
Total					24	30		180	420	600



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2023-2024

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Home Science) Semester (V)

Course Code	UH05AHSC51	Title of the Course	Programmes for Rural and Urban Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To develop understanding regarding the nation towards urban and rural development2. To examine the cumulative impact of these developmental efforts in quantitative and qualitative dimensions
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none">a. Introduction to Rural and Urban Development Programmes.b. Role of Home Science in rural and urban development.c. Five year plan and their focus, brief on Niti Ayog	20
2.	<ol style="list-style-type: none">a. Thrust of agricultureb. National food production programmesc. National health mission (NRHM, NUHM, NRLM)	20
3.	Poverty alleviation efforts: <ol style="list-style-type: none">a. Rural and Urban communities, characteristics, nature, difference, village organization, rural and urban development(NGOs working), role of CAPARTb. Programmes for poverty alleviation for rural and urban areas, employment generation and social inputs.c. Current programmes for rural and urban poor,	30
4.	Programmes for women and children: <ol style="list-style-type: none">a. Women as target groups, Specific measures for women and children such as DWCRA, ICDS, IMY, ANARDE, SEWA, CHETNA, TF, SGSY, ARSP.b. Current programmes for women as initiated and implemented by the different ministries and departments.	30

Teaching-Learning Methodology	Class Discussions/ Demonstrations, Power point presentations, Class activities/ assignments, group discussions, Field visits, chalk and board
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The students can get the knowledge of different five years plan.
2.	They use the knowledge in self empowerment and indirectly help the society in poverty alleviation.

Suggested References:	
Sr. No.	References
1.	Upadhyay, H.C. (1991): Modernization and Rural Development New Delhi, Anmol publications
2.	National institute of Rural development, Hyderabad, 1991.Rural development statistics NIRD
3.	Narayan Manohar S (1989) Integrated Rural energy programmes, Delhi Shree Hari printers.
4.	Ghosh Bahanisikha (1990) The Indian population problem, Madras, Sage publications.
5.	Thingalaya N. K (1986) Rural India-Real India, Bombay, Himalaya Publishing House.
6.	Journal of Social welfare, Journal of Rural development ,Journal of Yojana, Journal of Family welfare, Journal of extension education

On-line resources to be used if available as reference material
On-line Resources
http://egyankosh.ac.in/





Bachelor of Science -Home Science
 (B.Sc. –H. Sc.) (General) Semester (V)

Course Code	UH05CGEN51	Title of the Course	Maternal and Child Nutrition
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Understand the nutritional needs during pregnancy, lactation, infancy and preschool years. 2. Understand the relationship between maternal health and birth outcome. 3. Aware of problems encountered in pregnancy during breast feeding and menopause and how to cope with these problems. 4. Understand the concept of infant and young child feeding practices.
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Course Content		
Unit	Description	Weightage* (%)
1.	Nutrition during pregnancy: Current scenario of maternal and child nutrition, Placental development and function, embryonic and fetal growth and development, physiological changes during pregnancy, Factors affecting outcome of pregnancy(nutritional and non-nutritional),common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension, Gestational diabetes),Eating disorders (ED) during pregnancy, Complications of pregnancy and management and importance of antenatal care of at – risk mothers.	30
2.	Nutrition during Lactation: Development of mammary tissue ,Nutrition during lactation and dietary management, lactogogues, Physiology of lactation, Factors affecting lactation, Rooming in lactation problems –sore nipples, engorged breast, inverted nipples etc., HIV and breast feeding, drug abuse and breast feeding, milk bank in India and its function.	25
3.	Infant and young child feeding and care - Current infant feeding practices, guidelines, nutritional concerns and complementary feeding, Human milk composition, role of BPNI in promotion of breast feeding in India, importance of world breast feeding week. Care and management of the preterm and LBW infants.	20
4.	Adolescent Nutrition and health, physical changes, malnutrition and adolescent pregnancy, Eating disorders (ED) during adolescents, recent advances	15





5.	Nutrition during Menopause-Sign and symptoms, Problems, Management of dietary needs and health	10
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Teaching-Learning Methodology	Chalk and board, Power point presentations, Class Discussions, small Group activities / assignments, case studies, video clips
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand current health problems and nutritional deficiency diseases affecting pregnant women, infants and adolescents.
2.	Aware of problems encountered in pregnancy during breast feeding and menopause and how to cope with these problems.
3.	Understand the concept of infant and young child feeding practices.
4.	Provide skills that allow students to objectively analyses new nutrition concepts and research, allowing them to consider which public health programs can be implemented to promote maternal and child health as well as adolescent health.

Suggested References:	
Sr. No.	References
1.	Mudambi, S. R. (2007). <i>Fundamentals of foods, nutrition and diet therapy</i> . New Delhi: New Age International.
2.	Requirement, I. N. (2010). <i>Recommended dietary allowances for Indians</i> . New Delhi: A report of the Expert Group of the Indian Council of Medical Research.
3.	Park, K. (2011). <i>Park's textbook of preventive and social medicine</i> . Jabalpur:





	BanarasidasBhanot, 463.
4.	Srilakshmi, B. (2014). <i>Dietetics</i> , New Delhi: New Age International (P) Ltd. Publishers.
5.	Williams, S. R. (2005). <i>Basic Nutrition and Diet Therapy</i> . (Ed. 12).
6.	Chadha, R., & Mathur, P. (2015). <i>A Textbook on Nutrition: A Lifecycle Approach</i> . Published by New Delhi: Orient Blackswan Private Limited.
7.	Robinson, C. H., & Lawler, M. R. (1982). <i>Normal and therapeutic nutrition</i> (No. Ed. 16). New York: Collier Macmillan Publishers.
8.	Joshi, S. A. (1995). <i>Nutrition and dietetics</i> . Ahmedabad: McGraw-Hill Education.
9.	Rani.A.(2017). <i>Nutrition of child,pregnant and lactating mother</i> . New Delhi : Sonali Publications

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

On-line Resources

<http://egyankosh.ac.in/>

Epgp.inflibnet.ac.in/Home





Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (General) Semester (V)

Course Code	UH05CGEN52	Title of the Course	Working with Parents and Community
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To give knowledge about parents & community involvement in the overall development of young children.2. To acquaint them about methods, materials, techniques & approaches.3. To teach them about programme planning for parents education.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Need and importance of Parent Education and involvement</p> <ul style="list-style-type: none">(a) Understanding the concepts – parent education, parent involvement, community education, community involvement and community mobilization.(b) Need and importance of parent education for building better home school, relationship for overall development of children for smooth functioning of school programme.(c) Understanding different kinds of parent education programmes and roles parents can play as participators, planners of programmes, advisors, volunteers and resource persons.(d) Constraints in parent involvement and factors influencing a successful parent involvement programme.	20
2.	<p>Parenthood and Parenting:</p> <ul style="list-style-type: none">(a) Parenthood, its importance in child rearing practices(b) Issues emerging in the child rearing practices from the complexities in relation to modern technology.(c) Parenting style	20
3.	<p>Community Education:</p> <p>Understanding the concept of community education and community involvement.</p>	20





	<ul style="list-style-type: none"> (a) Types of community(rural, urban, tribal, slum) (b) Characteristics and needs of community. (c) Agencies & services available in community. (d) Their role in providing supportive services to parents. 	
4.	Ways & Means of Parents contact- <ul style="list-style-type: none"> (a) Individual contact, group contact, mass contact - news sletter, resource centre for parents. (b) Parents meeting: planning, organizing, execution, evaluation. 	20
5.	Communication Strategies <ul style="list-style-type: none"> (a) Importance of communication. (b) Factors determining the selection of appropriate methods and techniques of communication (c) Different approaches for communication individual, group & mass media. (d) Role of Mobile Internet Technology and Social Media in communication. 	20

Teaching-Learning Methodology	Lecture method, 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 CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will appreciate the importance of Parent and community involvement for overall development of young children.





2.	Students will be able to use effective methods technique for parent and community involvement
3.	Students will be enabled to develop appropriate skills to work with and the community.
4.	Students will be able to plan programme for parent education and involvement in school related activities & the community mobilization.

Suggested References:

Sr. No.	References
1.	Kulkarni, S. (1988). <i>Parent education: perspectives and approaches</i> .
2.	Sharma, V.P (1981). <i>Indian Urban Families: Child rearing & child Growth</i> . New Delhi: NCERT
3.	Hildebrand, V. <i>Parenting & Teaching</i> . New Delhi: Macmillan Publishers.
4.	Menon, R. <i>The Teacher & the parent</i> . New Delhi: Ministry of Education, Government of India.





Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (General) Semester (V)

Course Code	UH05CGEN53	Title of the Course	Practical - Working with Parents and Community
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To give knowledge about parents & community involvement in the overall development of young children.2. To acquaint them about methods, materials, techniques & approaches.3. To teach them about programme planning for parents education.
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Course Content		
Unit	Description	Weightage* (%)
1.	Developing techniques for parents & community education & involvements.	10
2.	Preparing booklets for parents	10
3.	Prepare Slogan making & writing	15
4.	Prepare display material.	10
5.	Plan a parent education programme.	10
6.	Prepare an invitation card for parent meeting meeting of preschooler	10
7.	Organize exhibition of the prepared materials.	10
8.	Collect useful material and distribute in the community	15
9.	Product develop form west out of best	10

Teaching-Learning Methodology	Group discussions Method, Power Point Presentation , Audio Visual methods, Games ,Field visit, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will give knowledge about parents & community involvement in the overall development of young children.
2.	Students will acquaint them about methods, materials, techniques & approaches.
3.	Students teach them about programme planning for parents education.

Suggested References:	
Sr. No.	References
1.	Kulkarni, S. (1988). <i>Parent education: perspectives and approaches</i> .
2.	Sharma, V.P. (1981). <i>Indian Urban Families: Child rearing & child Growth</i> . New Delhi: NCERT.
3.	Hildebrand, V. <i>Parenting & Teaching</i> . New Delhi: Macmillan Publishers
4.	Menon, R. <i>The Teacher & the Parent</i> . Ministry of Education. New Delhi: Govt. of India.





Bachelor of Science - Home Science
(B.Sc. - H.Sc.) (General) Semester (V)

Course Code	UH05CGEN54	Title of the Course	Historic Textiles and Costumes
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Gain knowledge about history of costumes and textiles.2. Develop understanding in application of knowledge of historic textiles and Costumes in fashion.
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Course Content		
Unit	Description	Weightage* (%)
1.	Importance and sources of information for Historic textiles & costumes	10
2.	Traditional textiles of oriental countries (a) Spain, (b) China, (c) Africa	20
3.	Textiles and costumes of ancient times (a) Egypt (b) Greece (c) Rome (d) France	20
4.	Textiles and costumes of medieval Europe (a) Middle ages (b) 18 to 20 centuries	30
5.	Costumes of ancient India (a) Vedic (b) Mughal (c) Rajput	20

Teaching-Learning Methodology	Lecture and discussion using multimedia and powerpoint presentation, assignments, videos, film, visits to museum, theatre events,
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gain knowledge of world textiles and costume and its impact on today's fashion world.
2.	Design speciality apparels for special events, theatre's, stage shows, fashion events

Suggested References:	
Sr. No.	References
1.	Laver, J. (1967). <i>Costumes through the ages</i> . New York: Simon & Schaster.
2.	Boucher, F. (1987). <i>A History of Costumes in the West</i> . London: Thames and Hudson Ltd.
3.	Gillow & Polly. (1999). <i>World textiles</i> . London: Thames and Hudson Ltd.
4.	Osborne H. (1975). <i>The Oxford Companion to the Decorative arts</i> . England: Clarendon Press
5.	(1980). <i>Treasures of Indian Textiles</i> . Bombay: The Calico Museum, Marg Publication.





Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (General) Semester (V)

Course Code	UH05CGEN55	Title of the Course	Communication Model in Extension
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Understand the concept and process of communication for development.2. Acquire skill in information education and communication.3. Learn the concept of diffusion and acquires skill to transfer the Innovation.4. Strengthen the knowledge of traditional and modern media in development communication.
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Course Content		
Unit	Description	Weightage* (%)
1.	Communication Model (a) Concept of communication model and significance (b) Functions – teaching elements of communication process, conducting research, predicting the success of failures of communication process. (c) Importance of communication model – easy understanding of communication process, showing information flow, introducing the parts of communication process, easy presentation of communication process and understanding the communication process.	25
2.	Methods of Communication (a) Extension methods of communication – Individual method – Farm and home visit, farmer’s call, personal letter, adaptive or minikit trial, farm clinic (b) Group method – result demonstration, method demonstration, group meeting, small group training, field day or farmer’s day and study tour Elements of extension communication system – communicator, message, channel treatment and presentation, audience, audience response (c) Characteristics of change agent – empathy, linkage, structure, synergy, energy, proximity, opens 2.5 Role and competencies of change agent – broad knowledge, operational and relational knowledge, sensitivity and maturity, authenticity	25





3.	<p>Media in Development Communication</p> <p>(a) Traditional media – types (folk songs, drama, and puppetry) characteristics and role in development communication</p> <p>(b) Radio – Origin and history, news, features and commentaries, role in development communication</p> <p>3.3 Television and cinema– history, features and role in development communication</p> <p>3.4 ICTs – scope and development communication</p>	25
4.	<p>Diffusion of Innovations</p> <p>(a) Diffusion-concept, elements of diffusion, difference between communication and diffusion</p> <p>(b) Innovation - form, functions and meaning of innovation, perceived attributes of innovation, preventive innovation Adoption</p> <p>(c) Definition, adoption process – diffusion network – the innovation decision process, the innovation decision period, rate of adoption, mandates for adoption, over adoption, adopter categories, measurement of adoption, role of extension agent in the adoption and diffusion of innovation.</p>	25

Teaching-Learning Methodology	Regular lectures, exercises on innovations and adoption and group discussion, case studies, films and documentaries
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the basic concept, nature and significance of Communication model
2.	Learn the communication channel and skill





3.	Analyze the media in development communication
4.	Understand the adoption and diffusion process to help the extension agents to accelerate them

Suggested References:

Sr. No.	References
1.	Gupta, D. (2007). <i>“Development communication in Rural Sector.”</i> New Delhi: Abhijeet Publishers.
2.	Meenakshi Raman and Sangeetha Sharma. (2013). <i>“Technical Communication-Principles and Practice.”</i> New Delhi: Oxford University Press MukhopadhyayAbhijeet Publication
3.	Nair, R. (1993). <i>“Perspectives in Development Communication.”</i> New Delhi: Sage Publications.
4.	Nisha, M. (2006). <i>“Understanding Extension Education.”</i> New Delhi: Kalpay Publications
5.	ParveenPannu and Yuki AzaadTomer. (2012). <i>“Communication Technology for Development.”</i> New Delhi: International Publishing House Pvt Ltd.
6.	Ray, G.L. (2015). <i>“Extension Communication and Management.”</i> Ludhiana: Kalyani Publishers
7.	Reddy, A.A. (2001). <i>“Extension Education.”</i> Bapatla: Sri Lakshmi Press
8.	Rogers Everett, M. (2003). <i>“Diffusions of Innovations.”</i> 5th Edition. New York: Sage Publication.
9.	Singh, U.K. and Nayak, A.K. (2007). <i>“Extension Education.”</i> New Delhi: Common The Free Press, Wealth Publishers.





Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (General) Semester (V)

Course Code	UH05CGEN56	Title of the Course	Practical - Communication Model in Extension
Total Credits of the Course	2	Hours per Week	4

Course Objectives:	<ol style="list-style-type: none">1. Understand the concept and process of communication for development .2. Acquire skill in information education and communication.3. Learn the concept of diffusion and acquires skill to transfer the Innovation.4. Strengthen the knowledge of traditional and modern media in development communication.
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Course Content		
Unit	Description	Weightage* (%)
1.	Preparation of charts, posters, flash cards	20
2.	Preparation of IEC material on various topics for different	20
3.	Target audience	20
4.	Project preparation on specific area in development communication	20
5.	Case studies in development communication	20

Teaching-Learning Methodology	Exercises on innovations and adoption and group discussion, case studies, films and documentaries
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%





2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance, Project Preparation, Report & Records, Journal/Portfolio (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the basic concept, nature and significance of Communication model
2.	Learn the communication channel and skill
3.	Analyze the media in development communication
4.	Understand the adoption and diffusion process to help the extension agents to accelerate them

Suggested References:	
Sr. No.	References
1.	Gupta, D. (2007). <i>“Development communication in Rural Sector.”</i> New Delhi: Abhijeet Publishers.
2.	Meenakshi Raman and Sangeetha Sharma. (2013). <i>“Technical Communication-Principles and Practice.”</i> New Delhi: Oxford University Press MukhopadhyayAbhijeet Publication
3.	Nair, R. (1993). <i>“Perspectives in Development Communication.”</i> New Delhi: Sage Publications.
4.	Nisha, M. (2006). <i>“Understanding Extension Education.”</i> New Delhi: Kalpay Publications
5.	ParveenPannu and Yuki AzaadTomer. (2012). <i>“Communication Technology for Development.”</i> New Delhi: International Publishing House Pvt Ltd.
6.	Ray, G.L. (2015). <i>“Extension Communication and Management.”</i> Ludhiana: Kalyani Publishers
7.	Reddy, A.A. (2001). <i>“Extension Education.”</i> Bapatla: Sri Lakshmi Press
8.	Rogers Everett, M. (2003). <i>“Diffusions of Innovations.”</i> 5th Edition. New York:





	Sage Publication.
9.	Singh, U.K. and Nayak, A.K. (2007). " <i>Extension Education.</i> " New Delhi: Common The Free Press, Wealth Publishers.





Bachelor of Science - Home Science
(B.Sc.- H. Sc.) (General) Semester (V)

Course Code	UH05SGEN51	Title of the Course	Practical - Application of Managerial Skills
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To inculcate the understanding of managerial skills.2. To make them aware about concepts of management.3. To raise the competency of recognizing the obstacles of good management.4. To cultivate the aptitude of organizing events / functions by application of various managerial skills
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Course Content		
Unit	Description	Weightage* (%)
1.	Significance of managerial skills in group activity	05
2.	Basic table manners & etiquettes	10
3.	Styles of food service: Traditional and Contemporary	10
4.	Types of napkin fold	05
5.	Types of table settings and table decorations	10
6.	Flower arrangements & decorations for different occasions.	10
7.	Planning of an event.	20
8.	Application of managerial skills in shaping various events.	10
9.	Recognizing and solving different managerial problems in organizing the events.	10
10.	Prepare of a report of the event organized.	10
11.	Personal evaluation and analysis	





Teaching-Learning Methodology	Demonstration, Power Point Presentations, Bulletin boards, Collaborative learning spaces, Hands-on activities, Problem solving activities, Student-conceived projects.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Evolve the ability of solving conflicts.
2.	Turnout to be a good manager.
3.	Organize various events and become an event manager.

Suggested References:	
Sr. No.	References
1.	Deacon, R.E. and Firebough, F.M. (1975). <i>Home Management: Context and Concept</i> . Boston: Houghton Mifflin crop.
2.	Gandotra, V., Jaiswal, N., and Ajwani, D. (2004). <i>Home Management Residence Manual</i> Vadodara: Department of Home Management, Faculty of Home Science, M.S. University of Baroda.
3.	Gross, I., Crandall, E., and Knoll, M. (1980). <i>Management for Modern Families</i> . New Jersey: Prentice-Hall Inc.
4.	Arora, R. (2011). <i>Napkin Folding</i> . New Delhi: APH Publishing Corporation.
5.	Sharma, S. (2011). <i>Event Planning and Management</i> . Jaipur: Aadi Publications.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2023-2024





Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Home Science) Semester (V)

Course Code	UH05EHSC51	Title of the Course	Consumerism
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To make them understand the role of consumer in the market.2. To increase their awareness about consumer buying behaviour, their rights and responsibilities.3. To familiarize them with various consumer problems.4. To enhance their knowledge base about redressal agencies.
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Course Content		
Unit	Description	Weightage * (%)
1.	Consumer and consumer problems (a) Definition of a consumer. (b) Problems of consumer (including services as water, gas, electricity etc.) (c) Unfair consumer practices: adulteration and faulty weights and measures	25
2.	Consumer Buying Behaviour (a) Factors influencing buying behaviour (b) Consumer aids: classification – Labels, Trademarks, Brand Names, Patents, Warranty, Guarantee, Quality Control and After Sales Service (c) Advertisement features, importance, media, usefulness	25
3.	Consumer protection (a) Meaning, characteristics and objectives (b) Need and ways for providing consumer education (c) Consumer rights and responsibilities (d) Consumer Laws	25
4.	Consumer protection agencies (a) Consumer organizations – origin, functioning, role and types (b) Consumer cooperatives – role, history and growth in India (c) Consumer redress: role of consumer forums and consumer	25





	courts in safeguarding consumers	
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Teaching-Learning Methodology	Lectures, active learning, reflective learning, written exercises, collaborative learning, problem solving, case studies, ICT enabled 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)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Emerge as informed consumers
2.	Becoming familiarized to the changing trends in consumerism
3.	It also provides an understanding of the procedure of redress of consumer complaints, and the role of different agencies in establishing product and service standards

Suggested References:	
Sr. No.	References
1.	Misra S., Sree Kumaran G. N., and Chadah, S. (2015). <i>Consumer Handbook</i> . New Delhi: Department of Consumer Affairs.
2.	Singh, G. (1990). <i>Law of Consumer Protection</i> . Jaipur: Bharat law publishers.
3.	Agarwal, A. (1989). <i>A practical handbook for consumers</i> . Bombay: India book house.
4.	Sarkar, A.(1989). <i>Problems of Consumers in Modern India</i> . New Delhi: Discovery publishing House.





5.	<i>Recent issues of magazines: Insight, Ahmedabad : CERC.</i>
6.	<i>Consumer Voice:New Delhi: VOICE Society.</i>

On-line resources to be used if available as reference material
On-line Resources
Consumer handbook English https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook_H.pdf
Consumer handbook Hindi https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook.pdf





Bachelor of Science - Home Science
(B.Sc.- H.Sc) (Home Science) Semester (V)

Course Code	UH05EHSC52	Title of the Course	NGO Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Acquaint students regarding Non-Government Organizations (NGO).2. Acquaint them about the steps of starting the NGO.3. Enable the students to manage the NGO consequently, which enhance the employability.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Concept of NGO</p> <ol style="list-style-type: none">(a) Meaning of NGO and GO(b) Difference between Government Organization and NGO(c) Characteristics of good NGO(d) Structure of NGO(e) Functions of NGO(f) Advantages of NGO(g) Present status of NGO(h) Contribution of NGO in the development	25
2.	<p>Legal Frame Work for Establishing NGO</p> <ol style="list-style-type: none">(a) Steps for starting NGO(b) Registration of NGO(c) Identifying Funding agencies(d) Resource Mobilization(e) Methods and Techniques of fund raising(f) Foreign contributions and Regulation Act (FCRA)(g) Statutory obligations, Income Tax Exemption (80-G, 12-A and 35 NC)	25
3.	<p>NGO Management</p> <ol style="list-style-type: none">(a) Managing people and teams in NGOs(b) NGO Management competencies(c) Applying NGO principles and values <p>Policies and Programmes</p> <ol style="list-style-type: none">(a) New regulations for NGO and government control(b) Government laws, partnership model, Governing Schemes through ministries /Department / Bodies, government grant-in-	25





	aid	
4.	Problems of NGO (a) Training (b) Recruitment (c) Funding (d) Resource Mobilization (e) Documentation	25

Teaching-Learning Methodology	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Seminar, Assignment, Quiz, Field visit, debates
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Know the concept of NGO and present status of NGO.
2.	Manage NGO & required resource mobilization.
3.	Enhance employability in NGO.

Suggested References:	
Sr. No.	References
1.	Abraham A. <i>Formation and Manage ment of NGOs</i> (2003). New Delhi: Third Edition, Published by Univarsal Law publishing Co. Pvt Ltd.
2.	Clark J. (1991). <i>Voluntary Organizations: Their Contribution to Development.</i>





	London: Earth Scan
3.	Lewis D. <i>Management of Non Governmental Development Organization</i> (2001). Newyork: Second Edition, Published by Routledge.
4.	Dorothea H. (2003). <i>the real world of NGO's, Discourses, Diversity and Development</i> . New Delhi: Zed books Ltd.
5.	Jain R.B. (1995). <i>NGO's in Development Perspective</i> . New Delhi: Vivek Prakasan.
6.	Joel, S.G.R., and Bhose. (2003). <i>NGO's and Rural Development – Theory and Practice</i> . New Delhi: Concept Publishing Company.
7.	John M. R. (2002). <i>Stakeholders in Rural Development – Critical Collaboration in State – NGO Partnerships</i> . New Delhi: Sage Publications.
8.	Julie F. (2003). <i>Governments, NGO's and the Political Development of the Third World</i> . Jaipur: Rawat Publications.
9.	Julie F. (2003). <i>Non Governments – NGO's and the Political Development of the Third World</i> . New Delhi: Rawat Publications.
10.	Kalyan S. (2013). <i>An Easy Guide to NGO</i> . Kolkata: Book Corporation.
11.	Kumar, A. (2003). <i>Social Change through NGO's</i> . New Delhi: Anmol Publishers.
12.	Kavita K. et al (2010). <i>Status of Child and Welfare Originations</i> , Jaipur: Aaviskar Publishers.
13.	Singh R.S. (2003). <i>Role of NGO's in Developing Countries (Potentials, Constraints and Policies)</i> . New Delhi: Deep & Deep Publications (P) Ltd.
14.	Chandra S. (2003). <i>Guidelines for NGO Management in India</i> . New Delhi: Published by Kanishka Distributors.





Bachelor of Science – Home Science
(B.Sc. – H.Sc.) (Home Science) Semester (V)

Course Code	UH05EHSC53	Title of the Course	Accessories and Adornment
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Gain knowledge on importance of accessories & adornments in dress design.2. Enable students gather knowledge on accessories & adornment used in garments.3. Make students aware of the materials, styles and placement of accessories and adornments.
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Course Content		
Unit	Description	Weightage* (%)
1.	Importance of adornment and accessories	10
2.	Accessories & adornments during middle age	20
3.	Accessories in modern times: (a) Hats & headgear (b) Jewellery (c) Sash (d) Shoes & boots (e) Muffs & gloves (f) Handbags	30
4.	Adornments: (a) Buttons (b) Lapel pins (c) Laces & ruffles (d) Ribbons (e) Braids (f) Through surface ornamentation (g) Hand & machine embroidery	30
5.	Innovations in adornment & accessories	10

Teaching-Learning	Lectures, Power -point Presentations, blackboard and chalk, Field Visits,
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Methodology	ICT enabled Teaching, market survey, 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 CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appreciate the role of accessories in fashion.
2.	Comprehend the techniques of adornment.
3.	Develop the skill to coordinate adornments & accessories in garments.

Suggested References:	
Sr. No.	References
1.	Dickerson K.G. (2003), <i>Inside the Fashion Business</i> . New Delhi: VII Edition, Person Education Pvt. Ltd., Indian Branch.
2.	Jarnow, Guerreiro, Judelle, (1987), <i>Inside the Fashion Business</i> , New York: IV Edition, Macmillan Publishing Company.
3.	Kumar. A. (2010), <i>Fashion Tourism</i> , New Delhi: Sonali Publication, India.
4.	Makelvey K. (2006), <i>Fashion Source Book</i> , U.S.A.: II Edition, Blackwell Publishing Ltd.
5.	Pundir N., (2007), <i>Fashion Technology- Today & Tomorrow</i> , New Delhi: Mittal Publication, India.
6.	Neelima, (2009), <i>Fashion & Textile Design</i> , New Delhi: Sonali Publications.





Bachelor of Science -Home Science
(B.Sc. – H. Sc.) (Home Science) Semester (V)

Course Code	UH05EHSC54	Title of the Course	Food Adulteration
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Familiarize students with food standards.2. Enable testing of different foods for their quality.3. Familiarize students with tests used for finding adulterations and quality assessments.
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Course Content		
Unit	Description	Weightage* (%)
1.	Food Adulteration – Definition, types.	15
2.	(a) Food Laws Voluntary /Mandatory. Role of National & International Voluntary Agencies and legal aspects of consumer protection. (b) Food Standards.	25
3.	Specifications for the following (a) Milk & milk products (b) Oil and Fats (c) Spices & Condiments (d) Food grains. (e) Flours. (f) Canned Foods (g) Fruits and vegetable products (h) Flesh Foods (i) Sugar & preserves (j) Beverages- alcoholic & non-alcoholic	35
4.	(a) Contaminants, residues & pollutants (b) Conditions for Sale & License	25

Teaching-Learning Methodology	Chalk and board, Power point presentations, Class Discussions, Class activities / assignments, quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Conduct adulteration test on a small scale basis, enterprise, and household level will gain knowledge of agencies working for it.

Suggested References:	
Sr. No.	References
1.	ISI Publications on above topics
2.	Association of Official Agricultural Chemists, & Horwitz, W. (1975). <i>Official methods of analysis</i> (Vol. 222). Washington, DC: Association of Official Analytical Chemists.
3.	Raghuramulu, N., Nair, K. M., & Kalyanasundaram, S. (Eds.). (1983). <i>A manual of laboratory techniques</i> . New Delhi: National Institute of Nutrition, Indian Council of Medical Research.

On-line resources to be used if available as reference material
On-line Resources
Epgp.inflibnet.ac.in/Home

