

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: I

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours/ Week	Exam Duration in hrs.	Component of Marks*		
							Internal	External	Total
Ability Enhancement Course									
	UHA1AECSE01	Communication Skills in English - I	T	2	2	1:30	25	25	50
Major Course (Any One Subject)									
Food, Nutrition and Dietetics	UHA1MAFDN01	Theory-Basics of Foods	T	2	2	1:30	25	25	50
	UHA1MAFDN02	Practical-Basics of Foods	P	2	4	2	25	25	50
	UHA1MAFDN03	Theory-Fundamentals of Nutrition	T	2	2	1:30	25	25	50
	UHA1MAFDN04	Practical-Fundamentals of Nutrition	P	2	4	2	25	25	50
Family Resource Management	UHA1MAFRM01	Theory-Fundamentals of Resource Management	T	2	2	1:30	25	25	50
	UHA1MAFRM02	Practical -Fundamentals of Resource Management	P	2	4	2	25	25	50
	UHA1MAFRM03	Theory-Introduction to Hospitality	T	2	2	1:30	25	25	50
	UHA1MAFRM04	Practical-Introduction to Hospitality	P	2	4	2	25	25	50
Human Development	UHA1MAHUD01	Theory- Fundamentals of Human Development	T	2	2	1:30	25	25	50

	UHA1MAHUD02	Practical- Fundamentals of Human Development	P	2	4	2	25	25	50
	UHA1MAHUD03	Theory- Prenatal and Infant Development	T	2	2	1:30	25	25	50
	UHA1MAHUD04	Practical- Prenatal and Infant Development	P	2	4	2	25	25	50
Textiles & Clothing	UHA1MATCL01	Theory- Introduction to Clothing	T	2	2	1:30	25	25	50
	UHA1MATCL02	Practical- Introduction to Clothing	P	2	4	2	25	25	50
	UHA1MATCL03	Theory- Fundamentals of Fashion Design	T	2	2	1:30	25	25	50
	UHA1MATCL04	Practical- Fashion Sketching	P	2	4	2	25	25	50

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours/ Week	Exam Duration in hrs	Component of Marks*		
							Internal	External	Total
Minor Course (Any One Group)									
Food, Nutrition and Dietetics (Group-1)	UHA1MIFDN01	Theory-Techniques of Food Preparation	T	2	2	1:30	25	25	50
	UHA1MIFDN02	Practical-Techniques of Food Preparation	P	2	4	2	25	25	50
Family Resource Management (Group-2)	UHA1MIFRM01	Theory-Time and Energy Management	T	2	2	1:30	25	25	50
	UHA1MIFRM02	Practical- Time and Energy Management	P	2	4	2	25	25	50
Human Development (Group-3)	UHA1MIHUD01	Theory-Introduction to Human Development	T	2	2	1:30	25	25	50
	UHA1MIHUD02	Practical- Introduction to Human Development	P	2	4	2	25	25	50
Textiles & Clothing	UHA1MITCL01	Theory - Textile Surface Ornamentation	T	2	2	1:30	25	25	50

(Group-4)	UHA1MITCL02	Practical- Textile Surface Ornamentation	P	2	4	2	25	25	50
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Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs.	Component of Marks*		
							Internal	External	Total
Multi / Inter Disciplinary	UHA1IDBSC01	Theory-Basic Science I	T	2	2	1:30	25	25	50
	UHA1IDBSC02	Practical-Basic Science I	P	2	4	2	25	25	50

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs.	Component of Marks*		
							Internal	External	Total
Skill Enhancement Course (Any One Subject)	UHA1SEFDN01	Theory -Basic Food Safety	T	2	2	1:30	25	25	50
	UHA1SEFRM01	Theory- Drawing Techniques	T	2	2	1:30	25	25	50
	UHA1SEHUD01	Theory - Child Health, Safety and Nutrition	T	2	2	1:30	25	25	50
	UHA1SETCL01	Theory- Fashion Grooming and Styling	T	2	2	1:30	25	25	50

Value Added Course / <u>Indian Knowledge System</u> (Any One)	UHA1IKHSC01	Theory- Introduction to Indian Knowledge Systems	T	2	2	1:30	25	25	50
	UHA1IKHSC02	Theory- Arthaveda	T	2	2	1:30	25	25	50
	UHA1IKHSC03	Theory- Astrology	T	2	2	1:30	25	25	50
	UHA1IKHSC04	Theory- Dhanurveda	T	2	2	1:30	25	25	50
	UHA1IKHSC05	Theory- Gandharvaveda	T	2	2	1:30	25	25	50
	UHA1IKHSC06	Theory- Kalp Shashtra	T	2	2	1:30	25	25	50
	UHA1IKHSC07	Theory- Ayurveda	T	2	2	1:30	25	25	50
	UHA1IKHSC08	Theory- Chhand Rhythm	T	2	2	1:30	25	25	50

*Passing marks 36%



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B.Sc. (Home Science) Semester: I

Course Code	UHA1AECSE01	Title of the Course	Communication Skills in English-I
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. Enhance reading comprehension skills to understand short stories, newspaper articles, and passages by Indian authors and classic texts. 2. Develop writing skills to produce clear, coherent short messages, paragraphs, notices, and instructions in formal and informal contexts. 3. Strengthen grammar proficiency to support accurate reading and writing at a B1 level. 4. Expand vocabulary related to reading and writing tasks to improve expression and comprehension. 5. Build confidence in using English for academic, social, and real-life communication scenarios
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Course Content		
Unit	Description	Weightage (%)
1	READING: Developing reading comprehension skills through short stories, paragraphs, Indian newspaper articles, classic texts, brochure, schedules, time tables, invitations, labels etc. (a) Vocabulary-in-context exercises from articles and stories. (b) Understanding the sequencing of events in the passages/ stories (c) Skimming and scanning (d) Matching text with purpose (e) Guessing meaning from context (f) Arranging the sentences in proper order to make it meaningful (g) Identifying topic sentences, supporting sentences, concluding sentences	25 %

2	WRITING Writing clear and purposeful texts in formal and informal contexts Paragraph writing Short messages (Formal and Informal) Notices, Instructions, Formal & Informal notes (a) Sentence construction (b) Guided paragraph writing from prompts (c) Techniques of paragraph writing (topic sentence, supporting details) (d) Informal messages (e.g., short SMS or Whats App messages to friends about a given situation) (e) Formal messages (From teacher to students etc) (f) Paragraph writing (e.g., describing a festival, a favorite story, or a healthy lifestyle). (g) Notices (e.g., for a school exhibition or workshop /Lost & Found). (h) Instructions (e.g about filling a form, any particular task)	25%
3	GRAMMAR (a) Sentence structures (simple, compound, and basic complex sentences). (b) Tenses: Present simple, past simple, present continuous, future simple (will). (c) Articles (a, an, the, zero article). (d) Prepositions (time, place, movement: in, on, at, to, from). (e) Adjectives and adverbs (comparative and superlative forms: bigger, biggest; more carefully). (f) Question formation (Wh-questions, yes/no questions, tag questions). (g) Connectors (e.g., and, but, because, so).	25%
4	VOCABULARY (a) Words from Indian contexts (e.g., festival, tradition, media community, recipe). (b) Vocabulary from Stories and passages (c) Synonyms/antonyms (e.g., happy/joyful, big/large, sad/unhappy). (d) Collocations (e.g., make a plan, take part, healthy diet). (e) Word formation (e.g., create → creation, happy → happiness).	25%

Teaching Learning Methodology	Lectures, PowerPoint Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market surveys, discussions, assignments, Presentations, Individual / group project Activities: • Practice structuring paragraphs (introduction, body, conclusion). • Sentence-building exercises. • Error correction in sample sentences.
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	• Writing short paragraphs Strategies: Grammar & Vocabulary: • Articles: <i>a, an, the</i> • Prepositions of place and time: <i>in, on, at, under</i> • Vocabulary sets: time, places, public signs, daily routines Output Task: • Fill out a form (Forms used in bank / railway station) • Read and answer comprehension questions • Match headings to texts
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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:
By the end of the course, students will be able to: 1. Comprehend and analyze short stories, Indian newspaper articles, and passages, identifying main ideas, themes, and details. 2. Write clear, well-structured short messages, paragraphs, notices, and instructions with appropriate tone and format. 3. Apply grammar structures accurately to construct varied and complex sentences. 4. Use an expanded range of vocabulary to express ideas clearly and appropriately in written and spoken communication. 5. Demonstrate improved fluency and confidence in using English in academic and everyday situations at a B1 level.

Suggested References:	
Sr. No	References
1	A.J. Thomas & A.V. Martinet. Practical English Grammar
2	Standard Allen Longman. Living English Structure
3	Chanadak Chatterjee, Orient Longman. A Comprehensive English Language Course
4	K. Mohan and M. Banerji, McMillan, Chennai. Developing Communication Skills
5	Grant Taylor, (Tata McGraw Hill, New Delhi) English Conversation Practice
6	R. P. Bhatnagar and R T Bell (1999) Communication in English
7	Essay and Letter Writing (Longman) L G Alexander
8	Advanced English for Non- Native Speakers (OUP)

Suggestions:

” From Advanced English for Non- Native Speakers, the following can be well used:

1) The Story “ Lady or the Tiger”

2) Tusker’s Trail

3) Mark Twain’s White Washing the Fence from Adventures of Tom Sawyer



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

Course Code	UHA1MAFDN01	Title of the Course	Theory-Basics of Foods
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To aware students with the basic food groups. 2. To aware students with the terminologies of cooking. 3. To remember the various cooking techniques.
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Unit	Description	Weightage*(%)
1.	Definition of food, Nutrition, functions of Foods, Basic five food groups, my plate concept, food pyramid, food exchanges and their contribution to balanced diet.	25
2.	Introduction, Aims and Objectives of Cooking, (a) Definition: Cooking, (b) History of cooking– Origin of Cookery (c) Ancient cooking techniques of India.	25
3.	Pre-preparation techniques used in cooking –Washing, Peeling, Scraping, Pairing, Cutting, Grating, Grinding ,Mashing, Sieving Milling, Steeping, Centrifuging, Emulsifying, Evaporation Homogenization, Beating, Blending, Cutting in, Creaming, Folding, Kneading, Rubbing in, Rolling in, Stirring	25
4.	(a) Heat Transfer & its relationship to Food Preparation i. Heat Fusion ii. Thermal Conductivity iii. Induction Cooking iv. Heat Removal-Cooling v. Freezing of Foods vi. Thawing of Foods vii. Re-heating of Food viii. Effects of Heat on Foods (b) Moist Heat Methods: (Merits and Demerits) i. Scalding ii. Poaching iii. Simmering iv. Stewing	25

	v. Braising vi. Boiling vii. Blanching viii. Steaming ix. Pressure cooking (c) Dry Heat Methods: (Merits and Demerits) i. Baking ii. Toasting iii. Grilling iv. Roasting v. Sautéing vi. Frying vii. Broiling (d) Combination Cooking Methods: (Merits and Demerits) (e) Microwave Cooking (f) Solar Cooking	
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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.	Recall the terminologies of cooking
2.	Identify the various cooking techniques
3.	Sort the differences in various cooking methods

References	
Sr. No	References
1.	Educational Planning group. (1991). <i>Food and Nutrition: Textbook of home science for senior students</i> . (3 rd ed). New Delhi: Arya publishing house.
2.	Raina, U et al (2015) Fourth Edition, Basic Food Preparation- A Complete Manual, Orient Longman Publication
3.	Mudambi, S. (2007). <i>Fundamentals of Foods, Nutrition and Diet Therapy</i> New Age Publications.
4.	Thangham. P,(2004)Vol-1 and 2, Modern Cookery for teaching and the trade, Orient Longman Publication

On-line resources to be used if available as reference material
On-line Resources
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B.Sc. (Home Science) Semester: I
Food, Nutrition and Dietetics

Course Code	UHA1MAFDN02	Title of the Course	Practical-Basics of Foods
Total Credits of the Course	02	Hours per Week	04

Course Objectives	1. To enable students to gain practical knowledge of cooking. 2. To enable students to learn the differences in various cooking methods. 3. To enable students to Identify various types of pre-preparatory techniques
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Unit	Description	Weightage *(%)
1.	Practical based on concept of five food groups, My Plate, food exchanges and food pyramid.	10
2.	Learning various types of cutting techniques and pre-preparation techniques: Washing, Peeling & Scraping, Pairing, Grinding, Mashing, Sieving, Steeping, Emulsifying, Evaporation. Fine Dice, Shredding, Match stick cuts, Small dice, Medium dice, Large Dice, Slicing. Beating, Blending, Creaming, Folding, Kneading, Pressing, Rubbing in, Rolling in, And Stirring.	5
3.	Prepare 3 recipes using Boiling method of cooking and discussing on the advantages and disadvantages of the method.	5
4.	Prepare 3 recipes using Steaming method of cooking and discussing on the advantages and disadvantages of the method.	10
5.	Prepare 3 recipes using Pressure cooking and discussing on the advantages and disadvantages of the method	10
6.	Prepare 3 recipes using baking and discussing on the advantages and disadvantages of the method	10
7.	Prepare 3 recipes using Toasting and discussing on the advantages and disadvantages of the method	10
8.	Prepare 3 recipes using Grilling and discussing on the advantages and disadvantages of the method	10
9.	Prepare 3 recipes using Sautéing and discussing on the advantages and disadvantages of the method	5
10.	Prepare 3 recipes using Frying and discussing on the advantages and disadvantages of the method	10

11.	Prepare 3 recipes using Microwave Cooking and discussing on the advantages and disadvantages of the method	10
12.	Prepare 3 recipes using Solar Cooking and discussing on the advantages and disadvantages of the method	5

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.	Do basic cooking
2.	Identify various types of pre-preparatory techniques
3.	Identify the differences between various cooking methods

References	
Sr.No	References
1.	Raina, U et al (2015) Fourth Edition, Basic Food Preparation -A Complete Manual, Orient Longman Publication
2.	Thangham. P,(2004)Vol-1 and 2, Modern Cookery for teaching and the trade, Orient Longman Publication

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

Course Code	UHA1MAFDN03	Title of the Course	Theory-Fundamental of Nutrition
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To enable students to understand the functions of various nutrients and their requirements, effect of deficiency and excess. 2. To enable students to understand the effect of deficiency and excess of nutrient.
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Unit	Description	Weightage* (%)
1.	Definition of Nutrition, Malnutrition and Health (a) History of Nutrition: (b) Role of nutrition in maintaining health (c) Elements of Nutrition: Macro and micro (d) Calorie, BMR (e) Water – Functions, sources and water balance (f) Fibre – Functions and sources, (g) Energy – Factors affecting BMR	25
2.	Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of (a) Protein (b) Carbohydrate (c) Fat	25
3.	(a) Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of Fat-soluble vitamins: Vitamin A,D,E, K (b) Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of water-soluble vitamins: Thiamine, Riboflavin, Niacin, Pyridoxine, B12, Folic acid and vitamin C	25
4.	Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of Minerals: Calcium, Phosphorus, Sodium, Potassium, Iron, Zinc, Fluorine, Iodine, Selenium, Magnesium	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	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.	Identify various nutrients and would be able to judiciously use according to the source of availability
2.	Identify various macro and micronutrient deficiency in the body.

References	
Sr. No	References
1.	Educational Planning group. (1991). <i>Food and Nutrition: Textbook of home science for senior students</i> . (3rd ed). New Delhi: Arya publishing house.
2.	Mudambi, S. (2007). <i>Fundamentals of Foods, Nutrition and Diet Therapy</i> New Age Publications.

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

Course Code	UHA1MAFDN04	Title of the Course	Practical-Fundamentals of Nutrition
Total Credits of the Course	02	Hours per Week	04

Course Objectives	1. To enable students to understand the functions of various nutrients and their requirements, effect of deficiency and excess. 2. To enable students to understand the effect of deficiency and excess of nutrient.
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Unit	Description	Weightage *(%)
1.	Market survey of locally available food items viz. cereals, pulses, fruits, vegetables, milk and milk products, fats and oils, nuts and oilseeds, sugar and Jaggery, meat, fish, and poultry and miscellaneous food items like biscuits, jams, jellies, ketchup etc. and their cost	5
2.	Calculate the cost of food required for providing a given amount of nutrient To calculate the amount of food required for obtaining a given amount of nutrient.	5
3.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Carbohydrates	10
4.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Protein	10
5.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Fat	10
6.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Vitamin A	10
7.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Vitamin C	5
8.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Thiamine	10

9.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Riboflavin	5
10.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Niacin	10
11.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Calcium	10
12.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Iron	10

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.	Identify various nutrients and would be able to judiciously use according to the source of availability
2.	Learn the basics of planning a recipe

References	
Sr.No	References
1.	Educational Planning group. (1991). <i>Food and Nutrition: Textbook of home science for senior students</i> . (3rd ed). New Delhi: Arya publishing house.
2.	Mudambi, S. (2007). <i>Fundamentals of Foods, Nutrition and Diet Therapy</i> New Age Publications.

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

Course Code	UHA1MAFRM01	Title of the Course	Theory-Fundamentals of Resource Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. To familiarize the students with various concepts of managing resources. 2. To apply knowledge of the basic process of management in solving problems. 3. To comprehend the purpose and services in the hospitality industry. 4. To familiarize the students with the perception of tourism.
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Course Content		
Unit	Description	Weightage*(%)
1.	Meaning and scope of Resource Management: (a) Definition, purpose, and obstacles of management (b) Concepts and characteristics of management (c) Motivation theory: Maslow's hierarchy of needs (d) Motivating factors of resource management: Values, Goals, Standards	25
2.	Resources (a) Importance, types, and characteristics of human and non-human resources (b) Maximizing the use of resources and resource conservation	25
3.	Functions of Management (a) Decision Making: Importance, steps in decision making, type of decisions, factors affecting decision making (b) Management Process: Definition, Steps: Planning, organizing, controlling and evaluation	25
4.	Application of Management process to specific resources (a) Money: Functions of money, Meaning of Income and expenditure, types and sources of income (b) Time Management: Need, tools, and steps in time management. (c) Energy Management: Need, types of fatigue, steps in energy management. (d) Work Simplification: Techniques and Mundell's Classes of Change.	25

Teaching-Assignments, Learning	Lectures, PowerPoint Presentations, ICT-enabled Teaching, Individual/group projects, Group discussions, Guest speakers, Quizzes Methodology, blackboard, and chalk.	
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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 available resources and make the maximum use of resources to achieve the goals.
2.	Acquire basic knowledge about the process of management and apply managerial skills.
3.	Develop the aptitude to manage money, time, and energy effectively and be more productive.

Suggested References:	
Sr. No.	References
1.	Ogle, N., Srinivasan, K., and Varghese, M.A. (2020). <i>Home Management</i> . New Delhi: New Age International House.
2.	The Educational Planning Group Delhi. (2015). <i>Home Management</i> . New Delhi: Arya Publishing House.
3.	Shukul, M., and Gandotra, V. (2006). <i>Home Management and Family Finance</i> . New Delhi: Dominant Publishers and Distributors.
4.	Nickell P., & Dorsey, J.M. (2002). <i>Management in Family Living</i> . New Delhi: CBS Publications and Distributors Pvt. Ltd.
5.	Seetharaman, P., Batra S., and Mehra, P.(2005). <i>An Introduction to Family Resource Management</i> . New Delhi: CBS Publishers and Distributors.
6.	Bhat, A. Arya Kumar (2016). <i>Principles of Management Competencies, processes and Practices</i> .

7.	Anupama Rani.(2010). <i>Home Budget and Time Management</i> . New Delhi: Sonali Publications.
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Online Resources
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827 P-03 Family Resource Management
http://ecoursesonline.iasri.res.in/course/view.php?id=218
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A== P-01 Tourism and Hospitality: concept, component, trends & status (M 11)



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

Course Code	UHA1MAFRM02	Title of the Course	Practical- Fundamentals of Resource Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives	1. Learning to identify and manage the resources available for functional use. 2. To manage limited resources by making smart decisions.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understand the concept of resource management and classify the resources with examples. Identify various community resources within your area.	10
2.	Identification of individual and family values. Select one person you know well and identify his/her values.	05
4.	List five short-term, intermediate, and long-term goals. Mention the resources required to achieve those goals.	10
5.	List down any five qualitative and quantitative standards that you follow in your day-to-day life	05
6.	Mention any five goals and its related values, standards and resources	05
7.	Record all the decisions made in the last week and classify them.	05
8.	Describe the steps in the decision-making process to make the final choice for the given situation.	10
9.	Building Decision Making abilities through management games.	05
10.	Identify and classify the various sources of income.	05
11.	Develop a time plan schedule for the coming week. Calculate time required for various activities and display through the graph. Identify the ways to use leisure time effectively.	10

12.	Apply the principles of body mechanics in day-to-day life.	10
13.	Calculate the minimum and maximum reach and design a workstation for yourself.	10
14.	Application of management process to organize an event– planning, organization, evaluation. (a) Identification of the aim/objectives of the event (b) Preparing proposal – Time schedule, list of invitees, planning for menu (c) Planning of resources (d) Planning for invitation and decoration (e) Budget planning (f) Executing an event (g) Event evaluation and reporting	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.	Appreciate the significance of the management processes for efficient use of resources.
2.	Demonstrate decision-making abilities in given situations.
3.	Manage the money, time, and energy effectively and be more productive.

Suggested References:	
Sr. No.	References
1.	Ogle N., Srinivasan K., and Varghese M.A. (1996). <i>Home Management.</i> , New Delhi: New Age International House.

2.	The Educational Planning Group Delhi (1993), <i>Home Management</i> . New Delhi: Arya Publishing House.
3.	Shukul, M., and Gandotra, V. (2006). <i>Home Management and Family Finance</i> . New Delhi: Dominant Publishers and Distributors.
4.	ગંડોત્રા, વી., મજમુદાર જે. (2007) , “ ગૃહવ્યવસ્થાપન, અનડા બુક ડીપો, અમદાવાદ.
5.	ઠક્કર, એમ. પુજારા જે. , (2001), “ગૃહવ્યવસ્થાપનનો પરિચય”, પ્રવિણ પુસ્તક ભંડાર, રાજકોટ.

On-line resources to be used if available as reference material
Online Resources
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827 P-03 Family Resource Management
http://ecoursesonline.iasri.res.in/course/view.php?id=218



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

Course Code	UHA1MAFRM03	Title of the Course	Theory-Introduction to Hospitality
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. To appraise various aspects of hospitality for guest satisfaction. 2. To impart knowledge on the organizational and practical features of front office and housekeeping departments of hospitality institutions. 3. To accomplish effective communication etiquette and manners in dealing with guests, colleagues, and management. 4. To familiarize the students with the perception of hospitality in tourism.
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Course Content		
Unit	Description	Weightage*(%)
1.	The Hospitality Industry (a) Overview of the hospitality industry: i. Significance & sectors of the hospitality industry ii. Organizational structure iii. Departments in the hotel iv. Hotel classification (b) Front Office: i. Role & Functions ii. Organization structure iii. Qualities of front office staff iv. Types of food plans & rooms	25
2.	Housekeeping and Guest Room Management (a) Functions of Housekeeping: i. Necessity & structure of Housekeeping Department ii. Responsibilities and qualities of the staff iii. Type of registers and files maintained iv. Scope of Housekeeping in various institutions (b) Guest Room Management: i. Cleaning of guest room ii. Guest supplies iii. Setting up Maid's cart	25

3.	Linen room and laundry management: (a) Linen Management i. Types of linen ii. Location of linen room iii. Responsibilities of linen room iv. Storage of linen (b) Laundry i. Types of laundry ii. Equipment iii. Stain removal iv. Valet Service	25
4.	Hospitality and Tourism (a) Characteristics and skills of hospitality personnel (b) Tourism: Definition and forms - Inbound and Outbound (c) Components of Tourism (d) Opportunities in the Hospitality and Tourism Industry	25

Teaching-Assignments, Learning	Lecture, PowerPoint Presentations, ICT enabled Teaching, Individual/group projects, Group discussions, Guest speakers, Quizzes Methodology, blackboard and chalk.
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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 Genesis of the hospitality industry.
2.	Acquire the basic knowledge about the type of hotels and other hospitality institutions.
3.	Apprises with the functions of the front office and housekeeping.
4.	Recognize the characteristics and professional skills required in the field of hospitality industry.

Suggested References:	
Sr. No.	References
1.	Andrews S., (2000) Hotel Front Office Training Manual, Tata Mc Graw Hill Publications, New Delhi
2.	Andrews S., (2000) Hotel Housekeeping Training Manual, Tata Mc Graw Hill Publications, New Delhi
3.	Malini Singh, Jaya.B. George, Housekeeping, Operation, Design & Management, Jaico Publishing House.
4.	Chakravarti, B.K., (2011). <i>Hotel and Hospitality Management</i> . New Delhi: Aph Publishing Corporation.
5.	Chakravarti, B.K., (2009). <i>Hotel Management Theory</i> . New Delhi: Aph Publishing Corporation.
6.	Chakravarti, B.K., (2014). <i>Technical Guide to Hotel Operation</i> . New Delhi: Cbs Publishers & Distributors Pvt. Ltd.
7.	Dharmarajan.S. And R. Seth, <i>Tourism in India-Trends and Issues</i> , Har Anand Publications Pvt. Ltd. New Delhi, First edition.
8.	Sharma. R.B., <i>World Tourism in 21st Century</i> , Alfa Publications, New Delhi, First edition.

Online Resources
P-04. Front Office and Housekeeping (40) https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==
http://ecoursesonline.iasri.res.in/course/view.php?id=218
P-01 Tourism and Hospitality: concept, component, trends & status (M 11) https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==



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

Course Code	UHA1MAFRM04	Title of the Course	Practical- Introduction to Hospitality
Total Credits of the Course	02	Hours per Week	04

Course Objectives	1. To acquaint with categories and chains of hotels globally. 2. To provide training, skill development, and education needed to prepare individuals for effective job performance in hospitality. 3. To recognize the services given to the guests.
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Course Content		
Unit	Description	Weightage* (%)
1.	Classification of hotels.	05
2.	Identification of various Hotel Chains in India.	05
3.	Front office organization structure in small, Medium, and Large Hotels.	10
4.	Housekeeping organization structure in small and large hotels.	10
5.	Procedure for change of guest room.	05
6.	Layout of Linen room.	05
7.	Layout of Laundry.	05
8.	Lay out of Lounge	05
9.	Lay out of Front office / Reception area	05
10.	Maintaining Records and Registers by the housekeeping Department.	10
11.	The procedure of setting maid's cart.	10
12.	Method of bed-making in a guest room.	10
13.	Arrangement of flowers in different areas of a hotel.	10
14.	Preparation of First aid box.	05

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.	Appreciate the significance of the hospitality industry.
2.	To understand the importance of outstanding guest-service quality.
3.	Comprehend the various roles and functions in the hospitality industry

Suggested References:	
Sr. No.	References
1.	Andrews S., (2000) Hotel Front Office Training Manual, Tata Mc Graw Hill Publications, New Delhi
2.	Andrews S., (2000) Hotel Housekeeping Training Manual, Tata Mc Graw Hill Publications, New Delhi
3.	Malini Singh, Jaya. B. George, Housekeeping, Operation, Design & Management, Jaico Publishing House.
4.	Chakravarti, B.K., (2011). <i>Hotel and Hospitality Management</i> . New Delhi: Aph Publishing Corporation.
5.	Chakravarti, B.K., (2014). <i>Technical Guide to Hotel Operation</i> . New Delhi: Cbs Publishers & Distributors Pvt. Ltd.
6.	Dharmarajan. S. And R. Seth, <i>Tourism in India-Trends and Issues</i> , Har Anand Publications Pvt. Ltd. New Delhi, First edition.



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

Course Code	UHA1MAHUD01	Title of the Course	Theory-Fundamentals of Human Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To develop an understanding about the need and importance of studying human growth and development across life span 2. To learn about the characteristics, needs and developmental tasks of different stages in the human life cycle 3. To develop an understanding of different aspects of child's physical, motor social and emotional development. 4. To learn different methods of human development.
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Course Content		
Unit	Description	Weightage*(%)
1.	History and Evolution of Human Development (a) Introduction to Human Development- Definition, needs and goals (b) Scope of Human Development (c) Growth and Development i. Meaning, concept of growth and development ii. Domains of growth and development- Physical, Cognitive, Language, Social, Emotional, Moral and Spiritual iii. Factors influencing Growth and Development	25
2.	Stages of Human development (a) Stages i. Prenatal Development – Conception ii. Infancy- Characteristics, Developmental tasks iii. Early Childhood - Characteristics, Developmental tasks iv. Middle Childhood - Characteristics, Developmental tasks v. Adolescence - Characteristics, Developmental tasks vi. Adulthood - Characteristics, Developmental tasks. vii. Old Age – Physical changes, Developmental tasks (b) Principles of Human Development (c) Perspectives of Lifespan Development	25

3.	Need to study Human development (a) Approaches to the study of human development– Longitudinal and Cross–Sectional (b) Methods of studying human development i. Observation ii. Interview iii. Questionnaire iv. Case Study (c) Early Stimulation and Intervention	25
4.	Concept of Heredity and Environment (a) Nature and nurture (b) Maturation and learning (c) Brain structure and development (d) Sensory- Basic concepts, Types of Senses- visual, auditory, gustatory, olfactory, tactile, vestibular, kinaesthetic and organic senses	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.	Develop an understanding about the discipline of Human Development.
2.	Acquire a detailed understanding of developmental milestones of Human development.
3.	Understand the characteristics, needs and significance of stages in the human life cycle.
4.	Acquire a detailed understanding of the broad perspectives of Human Development

Suggested References:	
Sr.No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3

3.	Bhangaokar, R., & Kapadia, S. (in press). Human Development Research in India: A historical overview. New Delhi: In G. Misra (Ed.), Hundred years of Psychology in India.
4.	Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson.
5.	Kakar, S. (1978). The Inner World: A Psycho-Analytic Study of Childhood and Society in India.
6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7th ed.). New York: Worth Publishers.
9.	Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.

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



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

Course Code	UHA1MAHUD02	Title of the Course	Practical - Fundamentals of Human Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. To acquaint the students about growth monitoring & anthropometric measurements of a child. 2. To develop hands-on experiences to interact with children. 3. To introduce and apply the basic tools of research in the field of human development to the students.
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Course Content		
Unit	Description	Weightage (%)
1.	Anthropometric measurements of a child: Ht. Wt., circumferences etc. (by the use of Salter Scale and MUAC strip).	10
2.	Growth monitoring, plotting on growth monitoring chart and interpretation. Comparison of Growth chart between Boys and Girls.	10
3.	Prepare an album for stages of human development.	10
4.	Plan five activities for children on physical, cognitive, language, social, emotional, moral development.	05
5.	Preparation of chart on developmental milestones of Infancy/ Childhood/ Adolescence/ Adulthood/ Old Age.	10
6.	Prepare a low cost indigenous material for infants.	05
7.	Observe behaviour of children during Infancy period.	05
8.	Visit to an Anganwadi/ ECCE centre and write a report.	10
9.	Carry out case studies on Early childhood/ Late Childhood.	10
10.	Prepare a questionnaire on Adulthood/ Old age.	10
11.	Interviews of adolescent girls to understand their life style and behaviour based on gender and socio-economic status.	05

12.	Find out current trends in Human Development and Family Studies.	10
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Teaching-Learning Methodology	Practical, Field visits, Interview 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.	Develop an understanding about the discipline of Human Development.
2.	Acquire a detailed understanding of developmental milestones , characteristics, need of different stages in the human life cycle
3.	Acquire a detailed understanding of the major tools of research in child study

Suggested References:	
Sr. No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R.,&Kapadia, S. (in press). <i>Human Development Research in India: A historical overview</i> . In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> . New Delhi: Springer.
4.	Feldman, R., &Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson
5.	Kakar, S. (1998). <i>The inner world. Psychoanalytic study of childhood and society in India</i> . Delhi: Oxford University Press.
6.	Kapadia, S. (2011). <i>Psychology and human development in India</i> . Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage.

8.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children</i> (7thed.). NewYork: Worth Publishers.
9.	Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.:Mcgraw-Hill Higher Education.
11.	Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.
13.	Walsh, B.A., Deflorio, L., Burnham, M.M., & Weiser, D.A. (2017). <i>Introduction to Human Development and Family Studies</i> . NY: Rutledge

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



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

Course Code	UHA1MAHUD03	Title of the Course	Theory-Prenatal and Infant Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To develop an understanding about the need and importance of studying prenatal development conception and birth process. 2. To learn about the characteristics, needs and developmental tasks of infancy period. 3. To understand the different prenatal and infant care for future aspect. 4. To learn about the complication and problems during prenatal and infancy period.
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Course Content		
Unit	Description	Weightage*(%)
1.	Prenatal Development and Birth Process (a) Prenatal Development– Meaning and process of conception. (b) Stages of Prenatal Development - Germinal stage, Embryonic stage, Foetal stage. (c) Factors affecting prenatal growth and development – maternal and paternal factors, genetically and environmental factors (d) Birth process (e) Types of delivery- Natural, C-section, breech, home vs. assisted delivery (f) Infertility and assisted reproduction	25
2.	Prenatal Care (a) Prenatal care – Healthy eating and nutrition requirement, physical and emotional fitness, (b) Regular Medical check-up and monitoring (c) Care for High-risk pregnancy i. Miscarriages and abortions, ii. Intrauterine growth retardation, iii. Low pregnancy weight gain, iv. Health issues	25

3.	Infant Development (a) Physical characteristics of the neonate size, weight, height, body proportions. (b) Development tasks, milestones, physical, cognitive, language, social and emotional development. (c) Infants at risk conditions. (d) Problems faced during the infancy period.	25
4.	Infant Care (a) Feeding Practices- Breast feeding and complementary food (b) Nutritional requirements and nutritional problems (c) Sleep cycles (d) Premature and low birth weight infants (e) Health Check-ups, immunization, vaccination, toilet training. (f) Types of feeding - natural and artificial	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.	Develop an understanding about the need and importance of studying prenatal development conception and birth process
2.	Acquire a detailed understanding of developmental milestones of prenatal development.
3.	Understand the characteristics, needs and developmental tasks of s of infancy period.

Suggested References:	
Sr.No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3

3.	Bhangaokar, R., & Kapadia, S. (in press). Human Development Research in India: A historical overview. New Delhi: In G. Misra (Ed.), Hundred years of Psychology in India.
4.	Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson.
5.	Kakar, S. (1978). The Inner World: A Psycho-Analytic Study of Childhood and Society in India.
6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7thed.). NewYork: Worth Publishers.
9.	Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. W. (2009). A topical approach to life-span development (custom ed.).
11.	Singh, A. (2015). Foundations of Human Development. New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan.
13.	Walsh, B. A., DeFlorio, L., Burnham, M. M., & Weiser, D. A. (2017). Introduction to human development and family studies. Psychology Press.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica
https://www.tnpsc.gov.in/static_pdf/syllabus/pgchilddevelopment.pdf
https://mpbou.edu.in/ss/syllabus/d.el.ed_detail_syllabus.pdf
https://bcmcollege.ac.in/wp-content/uploads/2022/01/CHILD-DEVELOPMENT-syll-2019.pdf



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

Course Code	UHA1MAHUD04	Title of the Course	Practical – Prenatal and Infant Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. To acquaint the students about growth monitoring & anthropometric measurements of a child. 2. To introduction and application of the basic tools of research in the field of human development to the students. 3. To acquaint the students about prenatal growth and assessment. 4. To impart knowledge on prenatal and infant period.
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Course Content		
Unit	Description	Weightage*(%)
1.	Visit to a neonatal care centre and maternity home.	10
2.	Prepare a questionnaire on developmental assessment of infants using APGAR Scale.	10
3.	Prepare album on prenatal development (month wise)	10
4.	Collection of Lullabies for Infants.	5
5.	Plan of activities for Garbh- Sanskar Kendra.	5
6.	Show short film on kangaroo mother care and write a report	5
7.	Prepare a mobile/ push toy/ pull toy.	10
8.	Prepare PPT on infant development from birth to 2 years.	10
9.	Prepare a booklet on nutritional recipes for pregnant lady and infants.	10
10.	Case study of pregnant women.	5
11.	Prepare one item for infants on sensory development.	10
12.	Prepare Immunization card.	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.	Develop an understanding about the Lullabies.
2.	Acquire a detailed understanding of developmental milestones, characteristics, neonatal stages in the human life cycle.
3.	Acquire a detailed understanding of the prenatal and infant period.

Suggested References:	
Sr. No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R., & Kapadia, S. (in press). <i>Human Development Research in India: A historical overview</i> . In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> . New Delhi: Springer.
4.	Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson
5.	Kakar, S. (1998). <i>The inner world. Psychoanalytic study of childhood and society in India</i> . Delhi: Oxford University Press.
6.	Kapadia, S. (2011). <i>Psychology and human development in India</i> . Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children</i> (7th ed.). New York: Worth Publishers.
9.	Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.:Mcgraw-Hill Higher Education.

11.	Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.
13.	Walsh, B.A., Deflorio, L., Burnham, M.M., & Weiser, D.A. (2017). <i>Introduction to Human Development and Family Studies</i> . NY: Rutledge

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



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Under Graduate Programme (Honors) Grant-in-Aid
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B.Sc. (Home Science) Semester: I
Textiles and Clothing

Course Code	UHA1MATCL01	Title of the Course	Theory-Introduction to Clothing
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	After the completion of course students will: 1. Understand importance of clothing 2. Develop basic skills in clothing construction 3. Gain understanding related to clothing requirement and fashion
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction of Clothing (a) Clothing terms (b) Importance of study of Clothing (c) Origin of clothing (d) Social and psychology function of clothing	25
2.	Understanding the clothing requirements as per (a) Age (b) Occasion (c) Clothing for Special Needs	25
3.	Tools for Sewing Technology (a) Measuring Tools (b) Marking Tools (c) Cutting Tools (d) Pressing Tools (e) Sewing Tools	25
4.	Sewing technology (a) Garment Components: stitches, seams, edge finishing (b) Designing, cutting, sewing, finishing (c) Fasteners and Textile Components- their applications and uses (d) Selection and evaluation of readymade garments	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.	Understand and analyse basics of garment design.
2.	Acquire skills in appropriate selection of readymade garments.
3.	Wise selection of Indian readymade garment brands

Suggested References:	
Sr. No.	References
1.	Narang, M.(2007). <i>Handbook of Fashion Technology</i> . Delhi:Asia Pacific Business Press Inc.
2.	Sumathi. (2002). <i>Elements of Fashion & Apparel Design</i> .G.I. New Age International Ltd.
3	Colchester, C. (1993). <i>The new Textiles</i> .Thames & Hudson Ltd.
4.	Carr, H., &Pomeroy,J.,(1992). <i>Fashion Design & product development</i> .BlackwellScientific Publication.
5.	Kumar, A. (2010). <i>Fashion Tourism</i> . New Delhi: Sonali Publication.
6.	Pundir, N. (2007). <i>Fashion Technology, today &tomorrow</i> . New Delhi: Mittal Publication.
7.	Doongaji, S.C.,& Deshpande. (1964). <i>Basic process & Clothing Construction</i> .New Delhi: NewRaj Book.
8.	Shaeffer, C. (2000). <i>Sewing for Apparel Industry</i> .New Jersey: Prentice Hall.

9.	Dawn, J. (1999). <i>Textile technology to GCSE</i> . Oxford university press.
10.	Jefferson, S. (2012), Know all about clothing technology. Punchkula: Holiday book store
11.	Sinha, P. (2014), Clothing. New Delhi: Crescent Publications.

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: I
Textiles and Clothing

Course Code	UHA1MATCL02	Title of the Course	Practical –Introduction to Clothing
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	After the completion of course students will: 1. Understand, identify and acquire skills in basics of apparel construction 2. Understand and analyse the garment components.
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Sewing machine (a) Care, threading & use of sewing machine. (b) Various attachments of sewing machine	05
2	Preparation of samples: Hand stitches - Tacking, Hemming, Running	10
3	Development and identification of Seams and finishing edges: super-imposed seam, lapped seam, bound seam, flat seam, ornamental seam, applied seamse.g.piping seam	10
4	Development and identification of finishing edges Edge machine-1/4 th , 1/2, 1/6 th	10
5	Neck line Finishes: Bias binding, bias facing, shaped facing, edge machine, top stitching, groove stitching	10
6	Darts: Waist dart, Single pointed darts or standard darts- waist, bust, French, Double pointed dart, dart tucks	05
7.	Attachments of Fastening (Button, Button hole, Press button, Hooks, Eyelet etc.)	10
8.	Additional seam techniques: clipping, notching, grading, trimming, easing, under stitching, stay stitching, trimming a corner	10
9.	Preparation of samples of with Basic stitches: Hand stitches-stem stitch, chain stitch, French knot stitch, laisy daisy stitch, satin stitch	10

10.	Collection of textile components, its application & use- Buttons, stud fastenings, eyelets, ribbon, lace, braid, buckle, chain, safety pins, rivets, toggles, zip	10
11	Analysis of Readymade garments: Structural design features-Seam type, neckline finishes, fullness, trims etc.	05
12	Analysis of Readymade garments Surface design features-embroidery, printing, painting etc. 1. ladies top or kurta, 2. Men's trouser or shorts, 3. Children unisex garment	05

Teaching-Learning Methodology	Demonstration, 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.	Understand basic hand stitches and embroidery stitches
2.	Acquire skills in analysing the quality of construction and finishing of garments and its components

Suggested References:	
Sr. No.	References
1.	Shaeffer, C. (2000). <i>Sewing for Apparel Industry</i> . New Jersey:Prentice Hall.

2.	Dawn, J. (1999). <i>Textile technology to GCSE</i> . Oxford university press.
3.	Doongaji, S.C.& Deshpande. (1964). <i>Basic process& Clothing Construction</i> . New Delhi:New Raj Book.
4.	Sumathi. (2002). <i>Elements of Fashion & Apparel Design</i> .G.I. New Age International Ltd.
5.	Tate,S.L.,&Edwards, M.S. (1982). <i>The Complete Book of Fashion Design</i> .New York:Harper and Row Publications.
6.	Jefferson, S. (2012), Know all about clothing technology. Punchkula: Holiday book store
7.	Sinha, P. (2014), Clothing. New Delhi: Crescent Publications.
8.	Saunders, S. (2005). Royal School of Needlework Embroidery Techniques. London: Bostdort.



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

Course Code	UHA1MATCL03	Title of the Course	Theory- Fundamentals of Fashion Design
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	After the completion of course students will: 1. Understand basic principles and techniques of fashion design 2. Learn all the fashion terminologies. 3. Gain understanding related to clothing requirement and fashion 4. Understand the principles of colour theory and their application.
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Course Content		
Unit	Description	Weightage* (%)
1.	Fashion – (a) Introduction, terminologies - fashion, style, taste, trend, fad, classics, cycle, boutique, haute couture, designer, Prêt a Porter, silhouette - types of silhouettes – natural body, slim line, wedge, hour glass, extreme volume silhouette, croqui, muse, knock off, avant-garde, toile, atelier, bespoke, collage, frottage, montage. (b) Principles of fashion (c) Fashion Cycle	25
2.	Design (a) Meaning of design (b) Types of Design – structural and decorative design - Natural/ geometric/ abstract/ stylized/ ethnic/ conventional, requirements of a good structural and decorative/applied design (c) Application of structural and decorative design in a dress, selection and application of trimmings and decorations.	25
3.	(a) Elements of design: Line, shape or form, colour, size and texture. (b) Principles of design: Balance – formal, informal and radial, rhythm-through repetition, radiation and gradation, emphasis, harmony and proportion. (c) Advantages and uses in fashion	25

4.	(a) Types of fashion design drawings: Flat sketch, Tech sketch, Spec, Working drawing, Presentation drawing, Fashion croquis (b) Factors influencing fashion	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 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.	Present designs on the basis of elements and principles of fashion.
2.	Understand different languages of fashion.
3.	Understand the concept and origin of fashion.

Suggested References:	
Sr. No.	References
1.	Elisabetta Drudi, Tiziana Paci, "Figure Drawing for Fashion Design", Pepin Press Publication, 2002.
2.	Gavin Ambrose, Paul Harris, "The Visual Dictionary of Fashion Design", Bloomsbury
3	Publishing India Private Limited, 2007. James Stockton, "Designers Guide to Colour", Chronicle Books, San Francisco, 1984
4.	Maier, Manfred, "Basic Principles of Design", Van Nostrand Reinhold, 1980.
5.	Sharon L Tate, Mona S Edwards, "Inside Fashion Design", Pearson Education India, 2006

6.	Stanyer Peter, “The Complete Book of Drawing Techniques”, Arcturus Publishing Ltd., 2003
7.	Bhatt, P. (1990). Fundamentals of Art and Design, Nasik: Square Arts
8.	Jay, P. (2015). Fashion India, UK: Thames & Hudson

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: I
Textiles and Clothing

Course Code	UHA1MATCL04	Title of the Course	Practical – Fashion Sketching
Total Credits of the Course	2	Hours per Week	4

Course Objectives:	After the completion of course students will: 1. Be able to open up with new approaches of design 2. Develop skill in garment and figure drawing 3. Be able to create advance fashion figures.
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Course Content		
Unit	Description	Weightage*(%)
1	Introduction to art media and its applications	05
2	Line sketching and painting techniques, object drawing, still life of simple objects	05
3	Fabrics draped at a distance using wet media, simple rendering of art materials using pencil and colour pencils nature sketch of flowers and leaves using pastels and charcoal, Landscape painting using mix media.	10
4	Free hand drawing and grid technique of rendering. Design – natural/ geometric/abstract/ stylized/ conventional. Principles of perspective drawing – Horizon, vanishing points, landscape drawing. One point, two point and three point perspective drawing.	10
5	Colour wheel – primary, secondary and tertiary. Colour Dimensions – Hue, value and chroma, tint, tone, shade Colour harmony – related & contrasting colour harmonies & its sub divisions.	10
6	Human Anatomy- 10/12 head fashion figure	05
7	Movements and gestures: Face sketching, Body Movements (kids, female and male)	05
8	Basic sketching: Types of necklines, sleeves, collars, yokes, skirt, pockets	10

9	Drawing Croquis- Drawing different leg and hand poses (03 each of male, female and kid)	10
10	Drawing Fashion Accessories and Hair styles –Hairstyles drawing (Male, Female and Child), hand bags, shoes, hats/capes, ties.	10
11	Stylization: Stylization of model figures – poses (different angles with all details – kids, male, female)	10
12	Techniques of fashion sketching: Rapid sketching, working from photograph, Sketching body features	10

Teaching-Learning Methodology	Demonstration, visual sample analysis, discussion, assignments, laboratory performance
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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, 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 Basic theory of fashion and body postures
2.	Understand the concept and origin of fashion.
3.	Explore the function of tools like pencil, poster colors, pencil colors as media

Suggested References:	
Sr. No.	References
1	Figure Drawing for Fashion Design by Elisabetta Drudi published by The Peppin Press 2001

2.	Fashion Drawing in Vogue –William Packer, Thames & Hudson Ltd, 240 pages
3	Yajima, I. (1987), Figure Drawing for Fashion Design by, Graphic-Sha; First Edition (stated) edition, 128 Pages
4	Gold, S And Gold, S (1972), “Art In Every Day Life”, Calcutta- IBH Publishing Co.,
5	Tate Sharon Lee, (1977) “Inside Fashion Design”, Francisco Canfield Press
6	Whelan, B. M. (1992) “ Colour Harmony”” Rockfort Publishers
7	Stockton And James, “Designers Guide To Colour”, Chronicle Books, San Francisco, 1984
8	Chijiwa, H (1992), “Colour Harmony”, Rockfort Publishers, USA, 10111 Editions
9	Nunnelley, C. (2010). Fashion Illustration School, UK: Thames & Hudson
10	Gumbach, D. (2014). History of International Fashion, UK: Thames & Hudson

On-line resources to be used if available as reference material
On-line Resources https://www.amikosimonetti.com/life/drawing-the-fashion-figure-with-9-heads-proportion-part-1 https://www.pinterest.com/cls1956/croquis/ https://www.fashionistasketch.com/draw-fashion-croquis/
Relevant entries on Wikipedia and Encyclopaedia Britannica



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

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

Course Code	UHA1MIFDN01	Title of the Course	Theory -Techniques of Food Preparation
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. Students will be able to show proficiency in dry, moist, and combination heat cooking methods. 2. Students will be able to implement professional standards in food preparation. 3. Students will be able to apply general (Basic) culinary product knowledge. 4. Students will be able to demonstrate skill in knife, tool and equipment handling. 5. Students will be able to operate equipment safely and correctly. 6. Students will be able to apply principles of food hygiene.
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Unit	Description	Weightage*(%)
1.	(a) Introduction, definition, aims and objectives, advantages importance of Cooking (b) History of cooking– Culinary history of India-Early cooking techniques and modern cooking	25
2.	(a) Pre-preparation techniques of food-washing, peeling & scraping, pairing, cutting, grating, grinding, mashing, sieving, etc. (b) Combining and Mixing in the preparation of foods (c) Centrifuging (d) Emulsifying (e) Evaporation (f) Homogenization	25
3.	(a) Heat Transfer & its relationship to Food Preparation i. Meaning, types of heat transfer ii. Thermal Conductivity iii. Induction Cooking iv. Heat Removal-Cooling v. Freezing of Foods vi. Thawing of Foods vii. Re-heating of Food	25

	(b) Action of Heat on nutrients - Action of heat on carbohydrates - Action of heat on fats - Action of heat on proteins - Action of heat on minerals - Action of heat on vitamins	
4.	(a) Moist Heat Methods: (Merits and Demerits) Scalding, poaching, simmering, stewing, braising, boiling blanching, steaming, pressure cooking. (b) Dry Heat Methods: (Merits and Demerits) baking, toasting, grilling, roasting, sautéing, frying, broiling (c) Combination Cooking Methods: (Merits and Demerits) (d) Microwave Cooking (e) Solar Cooking	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 E-learning resources: e-reading assignments and practice quizzes through Google classroom and Google forms
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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.	To aware the terminologies of cooking
2.	Identify various cooking techniques of food preparation
3.	Understand the differences in various cooking method
4.	Identify safety hazards, employ preventative safety measures.

References	
Sr No	References
1.	Raina, U et al (2015) Fourth Edition, Basic Food Preparation- A Complete Manual, Orient Longman Publication
2.	Thangham. P,(2004)Vol-1 and 2, Modern Cookery for teaching and the trade, Orient Longman Publication

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: I
Food, Nutrition and Dietetics

Course Code	UHA1MIFDN02	Title of the Course	Practical- Techniques of Food Preparation
Total Credits of the Course	2	Hours per Week	4

Course Objectives	1. To demonstrate skill in knife, tool and equipment handling. 2. To gain practical knowledge of cooking. 3. To learn the differences in various cooking methods
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Unit	Description	Weightage*(%)
1.	Practicing various Pre-preparation techniques: Washing, Peeling & Scraping, Pairing, Grinding, Mashing, Sieving, Steeping, Centrifuging, Emulsifying, Evaporation, Homogenization	10
2.	Learning various types of cutting techniques: Fine Dice, Shredding, Match stick cuts, Small dice, Medium dice, Large Dice, Slicing. Beating, Blending, Creaming, Folding, Kneading, Pressing, Rubbing in, Rolling in, And Stirring	10
3.	Prepare one recipe using each method of the following: Boiling and blanching	10
4.	Prepare one recipe using Steaming method	10
	Prepare one recipe using Pressure cooking method	5
5.	Prepare one recipe using Baking method	10
6.	Prepare one recipe using Toasting method	5
7.	Prepare one recipe using Grilling method	5
8.	Prepare one recipe using Roasting method	10
9.	Prepare one recipe using Sautéing method	5
10.	Prepare one recipe using Grilling method	5
11.	Prepare one recipe using Frying method	10
12.	Prepare one recipe using Microwave Cooking method	5

Teaching-Learning Methodology	Experiential learning, Audio visual aids, Workshops. group 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.	Do basic cooking
2.	Identify various types of pre-preparatory techniques
3.	Identify the differences between various cooking methods

References	
Sr No	References
1.	Raina, U.(2015) <i>Basic Food Preparation- A Complete Manual</i> , Orient Longman Publication,4 th Edition.
2.	Thangham. P,(2004) <i>Modern Cookery for teaching and the trade</i> , Orient Longman Publication,Vol-1 and 2.

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

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

Course Code	UHA1MIFRM01	Title of the Course	Theory- Time and Energy Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To familiarize the students with the term time plan and its significance. 2. To develop an understanding of the importance of energy management. 3. To acquaint the students with the types and remedies of fatigue.
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Course Content		
Unit	Description	Weightage*(%)
1.	Time (a) Time as a resource (b) Constraints of time (c) Time demand in different stages of the life cycle (d) Tools of time management: Time sense, time cost, work unit, peak load, work curve, and rest periods.	25
2.	Time Management (a) Goal of time management (b) Advantages of time plan (c) Steps of time plan (d) Leisure time	25
3.	Energy Management (a) Energy as a resource, energy output, and work (b) Energy demands in different stages of the family life cycle (c) Fatigue: Forms, effects, causes and remedies (d) Management process applied to energy	25
4.	Work Simplification (a) Definition, need and advantages (b) Body mechanics (c) Techniques of work simplification (d) Mervin Mundel's classes of change	25

Teaching-Assignments, Learning	Lectures, Individual / Group projects, Group discussion, Guest speakers, Seminars, Quizzes Methodology, PowerPoint 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 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.	Strengthen the skills of coping with different types of fatigue.
2.	Appreciate the ways of work simplification.
3.	Critically analyse and apply time and energy management for more productive work.

Suggested References:	
Sr No	References
1.	Ogle N., Srinivasan K., and Varghese M.A. (1996). <i>Home Management</i> . , New Delhi: New age International House.
2.	The Educational Planning Group Delhi (1993), <i>Home Management</i> . New Delhi: Arya Publishing House.
3.	Shukul, M., and Gandotra, V. (2006). <i>Home Management and Family Finance</i> . New Delhi: Dominant Publishers and Distributors.
4.	Gandotra Veena, Jaiswal Neerja (2008). <i>Management of Work in Home</i> ., New Delhi: Dominant Publishers and Distributors.
5.	ગંડોત્રા, વી., મજમુદાર જે. (2007) , “ ગૃહવ્યવસ્થાપન, અનંડા બુક ડીપો, અમદાવાદ.
6.	ઠક્કર, એમ. પુજારા જે. , (2001), “ગૃહવ્યવસ્થાપનનો પરિચય”, પ્રવિણ પુસ્તક ભંડાર, રાજકોટ.

On-line resources to be used if available as reference material	
Online Resources	
1.	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ== P-03 Resource Management (40) M-13 Time Management, M-14, M-17, M-18, M-19



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Course Structure with effect from: 2024-2025 (NEP-2020)

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

Course Code	UHA1MIFRM02	Title of the Course	Practical – Time and Energy Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives	1. To acquaint with various equipment saving time and energy. 2. To appraise the time, use a pattern. 3. To understand types of activities and energy requirements.
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Course Content		
Unit	Description	Weightage* (%)
1.	Market survey of time & energy saving equipment.	10
2.	Make a list of time and energy-saving equipment at your home.	05
3.	Make a work curve for two days of activities and find out the peak load time and rest period.	10
4.	Develop a time plan schedule for the coming week. Calculate time required for various activities and display through graph.	10
5.	Identify ways and activities to use leisure time effectively.	05
6.	Prepare a list of types of activities and the amount of energy required for: Heavy, Moderate, and light work.	10
7.	Apply the principles of body mechanics in day-to-day life.	10
8.	Calculate the minimum and maximum reach and design a workstation for yourself.	10
9.	Identify various activities that your mother performs at home in a day. List five activities and suggest how they can be dovetailed.	10
10.	Identify types of fatigue and ways of overcoming those fatigue.	10
11.	Application of work simplification techniques.	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.	Appreciate the management of time and energy.
2.	Realize the implication of work simplification.
3.	Comprehend the ways to save time and energy

Suggested References:	
Sr. No.	References
1.	Ogle N., Srinivasan K., and Varghese M.A. (1996). <i>Home Management</i> . , New Delhi: New Age International House.
2.	The Educational Planning Group Delhi (1993), <i>Home Management</i> . New Delhi: Arya Publishing House.
3.	Shukul, M., and Gandotra, V. (2006). <i>Home Management and Family Finance</i> . New Delhi: Dominant Publishers and Distributors.
4.	Gandotra Veena, Jaiswal Neerja (2008). <i>Management of Work in Home</i> ., New Delhi: Dominant Publishers and Distributors.
5.	ગંડોત્રા, વી., મજમુદાર જે. (2007) , “ ગૃહવ્યવસ્થાપન, અનડા બુક ડીપો, અમદાવાદ.
6.	ઠક્કર, એમ. પુજારા જે. , (2001), “ગૃહવ્યવસ્થાપનનો પરિચય”, પ્રવિણ પુસ્તક ભંડાર, રાજકોટ.



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

Course Code	UHA1MIHUD01	Title of the Course	Theory - Introduction to Human Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To develop an understanding about the need and importance of studying human growth and development across life span 2. To learn about the characteristics, needs and developmental tasks of different stages in the human life cycle.
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Course Content		
Unit	Description	Weightage*(%)
1.	Overview of Human Development (a) Concept of human development. (b) Need & scope of studying human development (c) Heredity and environment i. Nature and nurture ii. Maturation and learning iii. Sensory- Basic concepts, Types of senses- visual, auditory, gustatory, olfactory, tactile, vestibular, kinaesthetic and organic senses	25
2.	Stages of Human Development (a) Prenatal (b) Infancy (c) Early Childhood (d) Late Childhood (e) Adolescence (f) Adulthood (g) Old Age	25
3.	Growth and Development (a) Meaning and concept of growth and development (b) Domains of growth and development- Physical, Cognitive, Language, Social, Emotional, Moral and Spiritual (c) Factors influencing growth and development	25
4.	Method and Approaches of Human Development (a) Approaches to the study of human development– Longitudinal and Cross–Sectional	25

	(b) Methods of studying human development i. Observation ii. Interview iii. Questionnaire iv. Case Study	
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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.	The student will be able to develop an understanding about the discipline of Human Development.
2.	The student will acquire a detailed understanding of developmental milestones of Human development.
3.	The students will understand the characteristics, needs and significance of stages in the human life cycle.
4.	The student will acquire a detailed understanding of the broad perspectives of Human Development.

Suggested References:	
Sr.No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R.,&Kapadia, S. (in press). <i>Human Development Research in India: A historical overview</i> . New Delhi: In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> .
4.	Feldman, R., &Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
5.	Kakar, S. (1978). <i>The Inner World: A Psycho-Analytic Study of Childhood and Society in India</i> .

6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7thed.). NewYork: Worth Publishers.
9.	Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. W. (2009). A topical approach to life-span development (custom ed.).
11.	Singh, A. (2015). Foundations of Human Development. New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan.
13.	Walsh, B. A., DeFlorio, L., Burnham, M. M., & Weiser, D. A. (2017). Introduction to human development and family studies. Psychology Press.

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: I
Human Development and Family Studies

Course Code	UHA1MIHUD02	Title of the Course	Practical – Introduction to Human Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives	1. To acquaint the students about growth monitoring & anthropometric measurements of a child. 2. To introduction and application of the basic tools of research in the field of Human Development to the students.
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Course Content		
Unit	Description	Weightage*(%)
1.	Anthropometric measurements of a child: Ht. Wt., circumferences etc. (by the use of Salter Scale and MUAC strip).	5
2.	Growth monitoring, plotting growth monitoring chart and interpretation between boys and girls.	10
3.	Prepare an album for stages of human development.	10
4.	Plan five activities for children on physical, cognitive, language, social, emotional and moral development.	5
5.	Prepare a low cost indigenous material for infants.	5
6.	Observe behaviour of children during infancy period.	10
7.	Show short film on kangaroo mother care and write a report.	5
8.	Visit to an Anganwadi/ ECCE centre and write a report.	10
9.	Survey of play materials for children (different age groups) available in the market.	10
10.	Carry out case studies of school going children.	10
11.	Interview schedule for adolescent girls to understand their life style and behaviour.	10
12.	Prepare a Questionnaire on Adulthood/ Old Age.	10

Teaching-Assignments, Learning	Practical, Field visits, Interview 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.	Develop an understanding about the discipline of Human Development.
2.	Acquire a detailed understanding of developmental milestones of Human development.
3.	Understand the characteristics, needs and significance of stages in the human life cycle.
4.	Acquire a detailed understanding of the broad perspectives of Human Development

Suggested References:	
Sr.No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R., & Kapadia, S. (in press). <i>Human Development Research in India: A historical overview</i> . In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> . New Delhi: Springer.
4.	Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson
5.	Kakar, S. (1998). <i>The inner world. Psychoanalytic study of childhood and society in India</i> . Delhi: Oxford University Press.
6.	Kapadia, S. (2011). <i>Psychology and human development in India</i> . Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children</i> (7th ed.). New York: Worth Publishers.

9.	Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.:Mcgraw-Hill Higher Education.
11.	Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.

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



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

Course Code	UHA1MITCL01	Title of the Course	Theory- Textile Surface Ornamentation
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	After the completion of course students will: 1. Develop knowledge on textile and apparel design its rough surface and structural ornamentation. 2. Developing skills in enhancement of fabrics and garments.
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Course Content		
Unit	Description	Weightage* (%)
1.	(a) Understand meaning, importance and significance of surface ornamentation. (b) Role of different techniques of painting, printing and needle craft in surface embellishments towards value addition. (Recognize the significance of surface embellishment techniques as value addition with the use of different painting, printing and needlecraft techniques.) (c) Sources & Inspiration of Design Elements/ Parameters of motif designing – i. Brief idea about motif. ii. Types of motif-geometric, realistic/ natural, stylized and traditional iii. Repeat techniques of motifs. iv. Direction and orientation of motifs	25
2.	(a) Analyse the process of Drawing, creating & placing free hand designs of various types of motifs. (b) Design transferring method & study of fabric(Methods to transfer design patterns on fabric), carbon paper, tissue paper, tracing paper, water soluble pen, tracing box (light box), hot pressing and wooden block method	25
3.	Surface ornamentation in Textiles/fabrics- Meaning, Importance and uses/application (a) Printing	25

	(b) Painting (c) Appliqué work (d) Quilting (e) Basic stitches/embroidery	
4.	Surface design/ornamentation in apparels- Meaning, Importance and uses (a) Accessories (b) Hand and machine Embroidery (c) Ruffles (d) Braiding (e) Ribbon and Laces (f) Buttons (g) Piping (h) Trims	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 analyse basics of garment design.
2.	Identify fabric and apparel designing with the help of basic stitches ,printing and painting

Suggested References:	
Sr. No.	References
1.	Neelima (2009).Fashion & textile design. New Delhi: Sonali Publications Ltd.
2.	Carr, H. &Pomery J.(1992).Fashion Design & Product Development. New Jersey: Blackwell Scientific Publication

3.	Murphy V & Gill (2000). Tie- Dyed textiles of India, Traditions & Trade; Chandigarh: Abhishek Publications
4.	Panda M. (1999). Modern Technology of Textiles Dyes & Pigments; NIIIR, New Delhi.
5.	Saunders, S. (2005). Royal School of Needlework Embroidery Techniques. London: Bostdart



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

Course Code	UHA1MITCL02	Title of the Course	Practical – Textile Surface Ornamentation
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	After the completion of course students will: 1. Understand, identify and acquire skills in basics of surface designing of fabric and apparels 2. Understand and analyse the garment components.
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Course Content		
Sr.No.	Description	Weightage* (%)
1.	Collection of various types of motifs, Creating motifs using different sources, Developing motif design using different repeat techniques	05
2.	Preparation of samples using printing techniques: Block, stencil, marbelling, blowing	10
3.	Preparation of samples using impression printing: vegetable, thread, leaf, tooth brush, pin or needle	10
4.	Preparation of samples of hand embroidery stitches: Stem, chain, French knot, satin, laisy daisy, feather Stitch, couching Stitch, bullion knot	10
5.	Preparation of sample using quilting	05
6.	Preparation of samples using applique work	05
7.	Preparation of samples using fabric painting techniques	10
8.	Preparation of sample using salt diffusion technique	05
9.	Collection of swatches of (a) Hand and machine Embroidery (b) Types of Ruffles (c) Types of Braids	10

	(d) Ribbon and Laces (e) Buttons, studs, eyelets (f) Piping (g) Trims	
10.	Collection of textile components, its application & use- buckle, chain, safety pins, rivets, toggles, zip	10
11.	Designing and preparing a household article/ garment using combination of any two of the above (Embroidery, Printing and painting) methods	10
12.	Prepare a portfolio of the motifs, embroidered & printed fabric samples.	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.	Acquire skills in analysing the quality of construction and finishing of garments and its components
2.	Demonstrate sample of hand embroidery stitches.
3.	Identify proper fabric to embellish the surface with various Techniques.
4.	Analyse the process of Drawing, creating & placing free hand designs of various type of motifs.

Suggested References:	
Sr. No.	References

1.	Sumathi. (2002). Elements of Fashion and Apparel Design. G.I. New Age InternationalLtd.
2.	Tate, S.L., and Edwards, M.S. (1982).The Complete Book of Fashion Design. NewYork: Harper and Row Publications.
3.	Chattopadhyay Kamaladevi (1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
4.	Saunders, S. (2005). Royal School of Needlework Embroidery Techniques. London: Bostdort.



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B.Sc. (Home Science) Semester: I

Course Code	UHA1IDBSC01	Title of the Course	Theory-Basic Science I
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	1. To impart basic information about the fundamentals of chemistry. 2. To provide knowledge regarding various acids, bases and salts. 3. To explain the concepts of cell structure and reproduction in plants. 4. To acquaint the students with fundamentals of heat transfer.
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Course Content		
Unit	Description	Weightage* (%)
1.	Fundamentals of Chemistry: (a) Scope, usefulness and branches (b) Classification of matter and Laws of chemical combination, (c) Structure of atom, Bohr's Model of atom, Electronic Configuration, Atomic number, Mass number, Valence shell, and Valence electrons. (d) Modern Periodic table, Symbols, Radicals, Chemical Formulas, (e) Chemical Bonding and Chemical Reactions Fire Extinguishers: (a) Types of Fire (b) Methods for extinguishing fire (c) Chemical fire extinguishers	25
2.	Solutions, Acid, Base and Salts: (a) Solution: Types of Solution, Methods for representing Concentration of solution, Molarity, Normality, Formality, Molality, Percentage W/W, W/V, V/V, Mole Concept. (b) Acid, Base and salts/ pH: Acid (Definition, Properties and types), Base (Definition, Properties and types), pH- Definition, pH Scale, Explanation, Usefulness of pH, Indicator, Buffer Solution.	25

3.	Biological Science: (a) Introduction: Definition, Salient features, Importance on the frontiers of science and technology, major branches and brief history of biology. (b) Plant and animal cell (c) Plant metabolism: Photosynthesis and Respiration (d) Transport of materials in living systems: Diffusion, Osmosis	25
4.	Plant Morphology (a) Form, Structure and function of vegetative and reproductive parts of seed bearing plants (b) Unisexual and bisexual flowers. (c) Pollination, fertilization and reproduction in plants.	25

Teaching-Learning Methodology	Lectures, Interactive sessions, ICT enabled teaching and learning experiences in terms of video lessons, Discussion, Project Work ,Demonstrations, Practical guidance
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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.	Revive their knowledge and understand the basic concepts in science.
2.	Understand fundamental aspects of science and have a profound pillar for upcoming syllabus.

Suggested References:	
Sr. No.	References
1.	G. D. Tuli., & B. S. Bahl. (1983). <i>Intermediate Inorganic Chemistry</i> .S. New Delhi:Ram Nagar,Chand & Company LTD.

2.	P.L. Soni.,& Katyal M. (2007). <i>Textbook of Inorganic Chemistry</i> . Sultan: Chand & Sons.
3.	Dutta A.C. (1980). <i>A class book of Botany</i> . John Brown, Calcutta- 13: Oxford university press. Faraday House.
4.	Sharma V.K. (1990). <i>Biology class XI</i> . Daryaganj: Publishers 23.
5.	Maheshwari P. Manoharlal (1996). <i>Biology Part 1-7</i> . New Delhi-110002: NCERT
6.	Thankamma Jacob (1979) A text book of Applied Chemistry for Home Science and allied Science

On-line resources to be used if available as reference material
On-line Resources
http://www.edudel.nic.in/



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B.Sc. (Home Science) Semester: I

Course Code	UHA1IDBSC02	Title of the Course	Practical-Basic Science I
Total Credits of the Course	2	Hours per Week	4

Course Objectives:	1.To make them understand Volumetric and inorganic Qualitative analysis. 2. To demonstrate parts of microscope and prepare slides. 3. To recognize the various parts of flowering plants.
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Course Content		
Unit	Description	Weightage* (%)
1.	Volumetric analysis of strong acid (HCl) against Strong Base (NaOH, KOH) and Strong acid (HCl) against Weak Base (Na ₂ CO ₃)	10
2.	Qualitative analysis of water-soluble Inorganic Compounds containing one Positive and one Negative Radicals. (a) Positive radicals- Ag ⁺ , Pb ²⁺ , Cu ²⁺ , Bi ³⁺ , Al ³⁺ & Negative radicals - SO ₄ ⁻ , NO ₃ ⁻ , Cl ⁻ (b) Positive radicals- Fe ³⁺ , Fe ²⁺ , Mn ²⁺ , Zn ²⁺ , Ni ²⁺ , CO ²⁺ , & Negative radicals - SO ₄ ⁻ , NO ₃ ⁻ , Cl ⁻ (c) Positive radicals- Ca ²⁺ , Ba ²⁺ , Mg ²⁺ , NH ₄ ⁺ , K ⁺ , & Negative radicals - CrO ₄ ⁻² , Cr ₂ O ₇ ⁻² , Cl ⁻ , Br ⁻ , I ⁻ , OH ⁻	10 10 10
3.	To study the parts of Compound Microscope and its Uses.	10
4.	To prepare temporary slides of onion peels for studying the cell Structure.	10
5.	To prepare temporary slides of Rhoeo peel for studying the stomata and chloroplast.	05
6.	To study a typical flowering plant body.	05
7.	To study Unisexual and Bisexual flowers through dissection method (Dhatura, Hibiscus, Sunflower, Cucurbits)	10
8.	Plant physiology :(Photosynthesis and Respiration)	15
9.	To study of Osmosis and Diffusion.	05

Teaching-Learning Methodology	Practical, ICT enabled teaching and learning experiences in terms of video lessons Discussion, By way of Demonstrations.
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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.	Apply scientific methodology and demonstrate the ability to draw conclusions based on observation and analysis.
2.	Recognize and apply concepts and theories of basic biological sciences.
3.	Demonstrate connections with other subject areas.

Suggested References:	
Sr. No.	References
1.	Mendham, J., R, Denney., J Barnes., K, Thomas. <i>Vogel's textbook of Quantitative Chemical Analysis</i> . (6 th ed.).
2.	<i>An Advanced course in Practical Chemistry</i> , Ghoshal, Mahapatra ,Nad.
3	Dutta A.C., John Brown, (1980) <i>A class book of Botany</i> , Calcutta: oxford university press. Faraday House.
4	Sharma V.K. (1990) <i>Biology class XI</i> , New Delhi: 23, Daryaganj Publishers.



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

Subject Code	UHA1SEFDN01	Title of the Course	Theory-Basic Food safety
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. The Students will be able to learn about the basics of food safety. 2. The Students will be able to learn how food safety procedures work in terms of location cooking storing etc.
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Unit	Description	Weightage* (%)
1.	Introduction to Food Safety & Food Safety Hazards, Food spoilage.	25
2.	Food Safety at - (a) Location, layout facilities Location surroundings (b) Layout & design of food establishment premises (c) Equipment & containers Facilities	25
3.	Food safety at- (a) Receiving & Storage (b) Pre-Preparation Cooking (c) Distribution Serving (d) Waste Disposal	25
4.	Pest control in Food Industry (a) Types of Pest and (b) Methods used to control pest.	25

Teaching-Learning Methodology	Lecture, Group Discussion, Quizzes, Expert talk, 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	
1.	Discuss how contamination of food can occur in a food service establishment.
2.	The effect and consequences of food borne illness and display sound practices to prevent the possibility of food poisoning.

Sr No	References
1.	Food Safety and Standards Act,2006 –Published by Commercial law Publishers- Edition -2021
2.	Text book of Food Safety and Quality Control- Pulkit Mathur , Published by The Orient Black Swan
3.	Hand book of Food Safety by Dilip Khatekar,Published by Step Up Academy-2023
4.	Fundamentals of Food Hygiene Safety and Quality by Kumar Alok published by I.K. Publishers.

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: I
Family Resource Management

Course Code	UHA1SEFRM01	Title of the Course	Theory: Drawing Techniques
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To introduce students to the principles and techniques of drawing. 2. To develop students' observational and visual interpretation skills. 3. To familiarize students with various drawing tools and materials.
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Course Content		
Unit	Description	Weightage (%)
1.	Introduction to Drawing (a) Definition of drawing and its importance (b) The elements of art (line, shape, value, texture, space, color) and their application in drawing (c) Drawing materials and tools (pencils, charcoal, pens, inks, brushes, etc.)	25
2.	Freehand Sketching (a) Basic principles of freehand sketching (b) Techniques for capturing shapes, proportions, and perspectives (c) Sketching exercises focusing on objects, still life, and interior spaces	25
3.	Rendering Techniques (a) Principles of rendering: shading, hatching, cross-hatching, stippling (b) Techniques for adding depth, texture, and realism to drawings (c) Rendering exercises focusing on materials, textures, and surfaces	25
4	Perspective Drawing (a) Understanding perspective: one-point, two-point, and three-point perspective (b) Exercises in drawing geometric shapes in perspective (c) Applying perspective to create spatial illusion in still life drawings	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		
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	Acquire skills in various drawing techniques
2	Comprehend the techniques of perspective drawing.
3	Develop the skill of rendering in interiors.

Suggested References:	
Sr. No	References
1	Gandotra, V., Shukul,M. and Jaiswal N. (2011). Introduction to Interior Design and Decoration. New Delhi: Dominant publisher, India.
2	Bhatt, P. (2008). Foundation of Art and Design. Bombay: The Lakhani Book Depot.
3	Premavathy, S. (2005). Interior Design and Decoration. New Delhi: CBS Publishers and Distributors, India.

On-line resources to be used if available as reference material	
On-line Resources	
https://foyr.com/learn/accessories-in-interior-design/	
https://masterstouchweb.com/interior-design-importance-accessorizing/	
https://ebooks.inflibnet.ac.in/hsp02/chapter/accessories/	
Relevant entries on Wikipedia and Encyclopedia Britannica	
https://en.wikipedia.org/wiki/Interior_design	



S. M. PATEL COLLEGE OF HOME SCIENCE
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Under Graduate Programme (Honors) Grant-in-Aid
Course Structure with effect from: 2024-2025 (NEP-2020)

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

Course Code	UHA1SEHUD01	Title of the Course	Theory – Child Health, Safety and Nutrition
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To understand the concepts of Growth, Development and Health. 2. To provide information about various parameters used to assess growth, health & nutrition status. 3. To provide information about child safety that influence physical growth & health. 4. To gain an insight the health & nutritional needs of child.
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Course Content		
Unit	Description	Weightage*(%)
1.	Growth and Development of Child (a) Definition and dimension of health (b) Factors influencing health. (c) Creating high quality environments (d) Assessment of child's health status. (e) Programmes for promoting child's health (ICDS)	25
2.	Child Health (a) Immunization. (b) Infant feeding practices and concerns (c) Issues of feeding toddlers and young children (d) Care and management of malnourished child (e) Health and safety education (f) Cultural and social factors affecting children's health.	25
3.	Nutrition and Young Children (a) Meal planning (b) Food safety (c) Maternal health care (d) Lactation- Importance of breastfeed, complimentary food (e) Nutritional deficiency diseases (f) Nutritional guidelines (g) Role of nutrition on children's health	25

4.	Promoting Children's Safety and Care (a) Management of injuries and acute illness (b) Child safety at home (c) Assessing children's health (d) Common chronic medical conditions affecting children's health (e) Child safety guidelines	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.	Gain knowledge of dimension of health and nutritional needs.
2.	Understand about physical growth and health and various factors influence it.

Suggested References:	
Sr. No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R., & Kapadia, S. (in press). Human Development Research in India: A historical overview. New Delhi: In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> .
4.	Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
5.	Kakar, S. (1978). <i>The Inner World: A Psycho-Analytic Study of Childhood and Society in India</i> .
6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> .

	Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7thed.). New York: Worth Publishers.
9.	Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. W. (2009). A topical approach to life-span development (custom ed.).
11.	Singh, A. (2015). Foundations of Human Development. New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan.
13.	Walsh, B. A., DeFlorio, L., Burnham, M. M., & Weiser, D. A. (2017). Introduction to human development and family studies. Psychology Press.

On-line resources to be used if available as reference material
On-line Resources
https://senior.dbqschools.org/wp-content/uploads/sites/20/2017/03/FCS_Barber_CHSN.pdf
Relevant entries on Wikipedia and Encyclopaedia Britannica



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Course Structure with effect from: 2024-2025 (NEP-2020)

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

Course Code	UHA1SETCL01	Title of the Course	Theory-Fashion Grooming and Styling
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	After the completion of course students will: 1. Acquire knowledge and understanding of the fashion grooming and styling 2. Understand different types of styles 3. Acquire knowledge of wardrobe management
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction of Fashion Styles (a) Importance and need of fashion styling (b) History of fashion styles in 19 th and 20 th century (c) Types of fashion styles: casual, chic, bohemian, preppy, classic, street wear, Avant- grade, punk etc. (d) Difference between Style and Fashion	25
2.	Body types and dressing (a) Elements of Fashion Styling: Bottom wear, Shorts, Suits, Classic shirts and it's types (b) Importance and need of fashion styling (c) Sources for Trend and Fashion Information	25
3.	Personal Grooming and Image management (a) Dressing sense (b) Grooming tips for men and women (c) Power of dressing for men and women- business meeting, job interview, formal and informal events, office parties etc.	25
4	Wardrobe styling and Management (a) Essentials of a basic wardrobe (b) Organization and categorization of wardrobe (c) Wardrobe style identification	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.	Understand and analyse basics of good grooming for men and women
2.	Build a positive personality selecting garments as per their figure.
3.	Boost self- image and get empowered to face the world with confidence

Suggested References:	
Sr. No.	References
1.	Dandekar, V. (2019). Communication skills and personality development. New Delhi: Mangalam Publications.
2.	Narang, M. (2007). <i>Handbook of Fashion Technology</i> . Delhi: Asia Pacific Business Press Inc.
3.	Sumathi. (2002). <i>Elements of Fashion & Apparel Design</i> . G.I. New Age International Ltd.
4.	Bytra, C. (1969). How You Look and Dress. Webster Division, McGraw Hill Co.
5.	Pandit, S.& Elizabeth,T.(1972). Grooming Selection & Care. Baroda , Unity Printers
6.	Pundir, N. (2007). <i>Fashion Technology, today & tomorrow</i> . New Delhi: Mittal Publication.

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: I

Course Code	UHA1IKHSC07	Title of the Course	Ayurveda
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	The course will enable the learners to 1. Explain importance of holistic health care system through Ayurveda. 2. Derive general contribution of Ayurveda in perspectives of health. 3. Explain the contribution of charka in an area of health care. 4. Differentiate Tridosha, Kapha, Pitta and Vayu. 5. Elicit health habits for sound health.
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Course Content		
Unit	Description	Weightage* (%)
1	(a) Ayurveda as a sub system of Atharvaveda and Rigveda (b) Definition and meaning of Ayurveda. Charka Samhita main points only.	25
2	The concept of Tridosha and its effect on body. The concept of Holistic health care, psychosomatic aspects and health. Brief on Diagnosis and treatment in Ayurveda	25
3	(a) Life style management through Ayurveda. (b) Water, food, and system of digestion related	25
4	Aspects: (a) Satva, Rajas, Tamas, and qualities of a person. (b) Health care through Ayurveda (c) Contribution of Vagbhata and Madhava in brief.	25

Teaching-Learning Methodology	Seminar, Assignment, Quiz, and Identification of some medicinal plants.
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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.	Explain the meaning of Ayurveda.
2.	Exemplify Tridosha with elaboration.
3.	Derive the importance of health habits.
4.	Discuss the contribution of Ayurveda for holistic health care.
5.	Elaborate the importance of life style management through ayurvedic practices

Suggested References:
Charka Samhita, CHAUKHAMBHA PRAKASHAK

Online Resources :
https://archive.org/ https://web.archive.org/web/2/http://ayurved-online.com/
