

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: III

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Ability Enhancement Course									
	UHA3AECSE01	Communication Skills in English - II	T	2	2	1 ½	25/9	25/9	50/18
Major Course (Any One Subject)									
Food, Nutrition and Dietetics	UHA3MAFDN01	Theory-Human Physiology	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MAFDN02	Practical-Human Physiology	P	2	4	2	25/9	25/9	50/18
	UHA3MAFDN03	Theory-Advance Food Science	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MAFDN04	Practical-Advance Food Science	P	2	4	2	25/9	25/9	50/18
	UHA3MAFDN05	Theory-Human Nutrition	T	4	4	2 ½	50/18	50/18	100/36
Family Resource Management	UHA3MAFRM01	Theory- Managing Family Finance	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MAFRM02	Practical- Managing Family Finance	P	2	4	2	25/9	25/9	50/18
	UHA3MAFRM03	Theory- Event Management	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MAFRM04	Practical- Event Management	P	2	4	2	25/9	25/9	50/18

	UHA3MAFRM05	Theory-Household Equipment	T	4	4	2 ½	50/18	50/18	100/36
Human Development	UHA3MAHUD01	Theory- Childhood Studies	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MAHUD02	Practical- Childhood Studies	P	2	4	2	25/9	25/9	50/18
	UHA3MAHUD03	Theory-Adolescence Development	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MAHUD04	Practical-Adolescence Development	P	2	4	2	25/9	25/9	50/18
	UHA3MAHUD05	Theory-Activities and Resources for Child Development	T	4	4	2 ½	50/18	50/18	100/36
Textiles & Clothing	UHA3MATCL01	Theory- Indian Embroidery	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MATCL02	Practical- Indian Embroidery	P	2	4	2	25/9	25/9	50/18
	UHA3MATCL03	Theory- Basics of Dyeing and Printing	T	2	2	1 ½	25/9	25/9	50/18
	UHA3MATCL04	Practical- Basics of Dyeing and Printing	P	2	4	2	25/9	25/9	50/18
	UHA3MATCL05	Theory-Traditional Textiles and Costumes of India	T	4	4	2 ½	50/18	50/18	100/36

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Multi / Inter Disciplinary	UHA3IDBSC01	Theory- Consumer Education	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IDBSC02	Practical- Consumer Education	P	2	4	2	25/9	25/9	50/18

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Skill Enhancement Course (Any One Subject)	UHA3SEFDN01	Practical-Functional Foods in Health and Disease	P	2	4	2	25/9	25/9	50/18
	UHA3SEFRM01	Practical-Household Equipment	P	2	4	2	25/9	25/9	50/18
	UHA3SEHUD01	Practical-Activities and Resources for Child Development	P	2	4	2	25/9	25/9	50/18
	UHA3SETCL01	Practical-Basic Clothing Construction	P	2	4	2	25/9	25/9	50/18

Value Added Course / <u>Indian Knowledge System</u> (Any One)	UHA3IKHSC01	Introduction to Indian Knowledge Systems	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IKHSC02	Atharvaveda	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IKHSC03	Astrology	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IKHSC04	Dhanurveda	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IKHSC05	Gandharvaveda	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IKHSC06	Kalp Shashtra	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IKHSC07	Dharm Shashtra	T	2	2	1 ½	25/9	25/9	50/18
	UHA3IKHSC08	Chhand Rhythm	T	2	2	1 ½	25/9	25/9	50/18



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B.Sc. (Home Science) Semester: III



Course Code	UHA3AECSE01	Title of the Course	Communication Skills in English-II
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ul style="list-style-type: none">• Develop reading comprehension skills to understand and analyze texts effectively.• Enable students to identify and extract the main ideas, themes, and essential details from texts, reinforcing their understanding• Enhance the ability to predict word meanings from context and infer deeper meanings.• Foster critical thinking through "What if...?" scenarios and analytical reading exercises.• Equip students with practical writing skills for various types of formal and informal letters.• Train students in email etiquette and composing different types of emails• Build confidence in drafting complaint letters, request letters, permission letters, and invitations
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Course Content		
Unit	Description	Weightage (%)
1	<p>Reading Comprehension, Summary Writing & Critical Thinking</p> <p>Understanding main ideas and supporting details in short texts (narratives, articles, essays/ stories).</p> <p>(a) Predicting word meanings from context.</p> <p>(b) Inferring implied meanings and author's intent.</p> <p>(c) Answering "What if...?" questions to develop critical thinking</p>	25 %

2	<p>Letter Writing: Leave applications, Apology letters, Request letters, Invitation Letter, Acceptance of Invitation Declining invitation Complaining (Product/ services/ people)</p> <p>(a) Structure and tone of formal letters (complaint, request, permission). (b) Structure and tone of informal letters (invitations: accepting, declining, inviting). (c) Common phrases and formats for different letter types.</p>	25%
3	<p>Email Writing and Etiquette</p> <p>(a) Email structure: subject line, salutation, body, closing. (b) Types of emails: formal (job applications, inquiries), informal (personal communication). (c) Email etiquette: tone, clarity, brevity, and professionalism.</p>	25 %
4	<p>Grammar and Vocabulary</p> <p>(a) Grammar: sentence structure, verb tenses (present, past, future), subject-verb agreement, prepositions, and conjunctions used in letters and emails. (b) Vocabulary: synonyms, antonyms, and word families relevant to reading passages, letters, and emails. (c) Contextual application of grammar and vocabulary in writing tasks.</p>	25 %

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

Course Outcomes: Having completed this course, the learner will be able to	
<ul style="list-style-type: none"> • Demonstrate improved reading comprehension by summarizing texts and answering inferential questions. • Predict meanings of unfamiliar words using contextual clues with at least 70% accuracy. • Apply critical thinking to analyze texts and respond to "What if...?" scenarios with logical reasoning. • Show understanding of texts by summarizing the central messages of stories / essays / passages • Write clear, concise, and appropriately formatted emails following standard etiquette. • Compose effective complaint letters, request letters, permission letters, and invitations (accepting/declining/inviting) with proper tone and structure. • Communicate ideas in writing with clarity, coherence, and grammatical accuracy suitable for A1-B2 proficiency levels. 	
Suggested References:	
Sr. No	References
1	A.J. Thomas & A.V. Martinet. Practical English Grammar
2	<i>English Grammar in Use</i> by Raymond Murphy (Cambridge)
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

Recommended Readings

- 1) Lawley Road by R K Narayan (Short Story)
 - 2) An Astrologer's Day by R K Narayan (Short Story)
 - 3) The Man who Hated Time by Victor Canning (Short Story) (If available)
- (From --Advanced English for Non- Native Speakers – 4 to 7 & Any**
- 4) A letter to a well-Intentioned Parent by Norman Peale (Letter)
 - 5) Superstition Must Give to Science n By Dr Jayent Narlkar (Article)
 - 6) Ratan Tata by Kumar Ketkar (Interview)
 - 7) The Lady or the Tiger (Story)
 - 8) On Not Answering the Telephone by William Plomer (Article) (College English, Jay publishers)

On-line resources to be used if available as reference material
On-line Resources
https://www.englishgrammarinuse.com/
https://www.ef.com/english-resources/



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Food, Nutrition and Dietetics



Course Code	UHA3MAFDN01	Title of the Course	Theory-Human Physiology
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To identify anatomical features of the body, including cells, tissues, organs and organs systems2. To describe the gross anatomy of the organs composing organ systems.3. To relate biological structure and function of various organ systems.
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Unit	Description	Weightage (%)
1.	<ol style="list-style-type: none">(a) Introduction to the human body<ol style="list-style-type: none">i. The cellular level of organizationii. The tissue level of organization(b) Support and Movement<ol style="list-style-type: none">i. The Integumentary systemii. Bone tissue and Skeletal systemiii. Jointsiv. Muscle tissue(c) The Reproductive System: (Male and Female) Structure and function of Sex glands and organs, Menstrual cycle	30
2.	<ol style="list-style-type: none">(a) The Gastrointestinal System: Structure and function of various organ of the GI tract, digestion and absorption of food and the role of enzymes and hormones.(b) The Urinary System Structure and function of kidney, bladder, formation of temperature of the body.	25
3.	<ol style="list-style-type: none">(a) The Nervous System<ol style="list-style-type: none">i. Central Nervous Systemii. Peripheral Nervous System(b) The lymphatic and Immune system	20
4.	<ol style="list-style-type: none">(a) The Cardiovascular System: Blood and its composition, blood groups, coagulation of blood. Structure and function of heart, heart rate, cardiac cycle, cardiac output, blood pressure and their regulation, circulation of blood (general course of circulation)(b) The Respiratory System: Structure of Respiratory System. Mechanism of respiration.	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 terminologies used in Anatomy and Physiology.
2.	Describe the anatomical structure of the various body organs.
3.	Describe the normal physiology of the various body organs.

References	
Sr. No	References
1.	Hall, J. E., & Hall, M. E. (2020). Guyton and Hall <i>Textbook of Medical Physiology</i> : Guyton and Hall Textbook of Medical Physiology. Elsevier Health Sciences.
2.	Peate, I. (2022). <i>Anatomy and Physiology for Nursing and Healthcare Students at a Glance</i> . John Wiley & Sons.
3.	Waugh, A., & Grant, A. (2010). Ross & Wilson <i>Anatomy and physiology in health and illness</i> E-book. Elsevier Health Sciences.

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



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Course Code	UHA3MAFDN02	Title of the Course	Practical-Human Physiology
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To learn the blood group types. 2. To learn the Use of Sphygmomanometer. 3. To learn to check pulse rate. 4. To sensitize to the various types of cells and tissues. 5. To learn the use of Glucometer.
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Sr. No.	Description	Weightage* (%)
1.	Estimation of Blood group	10
2.	Estimation of number of Red Blood Cell & comparison with a patient's blood report	10
3.	Estimation of number of White Blood Cell & comparison with a patient's blood report.	10
4.	Recording of BP by using a Sphygmomanometer in Standing, sitting and recumbent positions and electronic meter and compare the differences.	10
5.	Pulse rate measurement by at least two methods – a) at rest b) after physical activity and c) of a child and an elderly person- Comparative analysis	10
6.	Determination of haemoglobin.	10
7.	Determination of bleeding time and clotting time of blood	10
8.	Clinical significance of variations in blood glucose and Diabetes Mellitus.	05
9.	Use of Glucometer and importance of HbA1c values.	05
10.	Determination of heart rate and calculation of VO ₂ Max	05
11.	Learning use of compound microscope.	05
12.	Identification of prepared slides: Ten histological slides- description, diagrams and correlation with respective theoretical understanding	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 Group activities, Experiential 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	
Sr. No.	
1.	Identify various blood groups
2.	Demonstrate the use of Glucometer
3.	Differentiate between RBC and WBC
4.	Categorise various types of tissues

References	
Sr. No	References
1.	Pal, G. K. (2006). <i>Textbook Of Practical Physiology-2Nd Edn.</i> Orient Blackswan.
2.	Ghai, C. L. (2012). <i>A textbook of practical physiology.</i> JP Medical Ltd.

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Course Code	UHA3MAFDN03	Title of the Course	Theory-Advance Food Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To learn the relationships between science, food, and nutrition.2. To explore the characteristics of each component found in food.3. To understand and analyse how scientific principles are applied to creating nutritious food products and understanding the relationship between food and science will help students evaluate the health impact of different foods.
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Unit	Description	Weightage*(%)
1.	(a) Colloids, Colloidal systems and Applications of Colloidal Chemistry to Food i. Classification of Colloidal Systems and properties of Colloidal Systems ii. Sols, Gels and Suspensions ,Properties of Sols ,Gels and its Properties Suspensions, Foams ,Emulsions (b) Carbohydrates: i. Classification of carbohydrates, Classification of sugars and their functional role. ii. Food polysaccharides-types, functional role and their application in food industry	35
2.	Lipids: (a) Classification of fats and oils. (b) Functional properties of fat and oils. (c) Deteriorative changes in fats and oils	20
3.	Proteins: (a) Classification, Composition and Biological Functions (b) Food Sources of Proteins (c) Functional Properties of Proteins (d) Protein Concentrates, Isolates and Hydro lysates and their applications in food industry	25
4.	(a) Pigments ,classification, natural colours Used in Foods (b) Novel Sources of Natural Colorants (c) Flavours- Vegetables, Fruits and Spices and Condiments. (d) Enzyme Utilization in Food Industry	20

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%

References	
Sr. No	References
1.	Pruthi J.S. (1979). <i>Spices & Condiments</i> National Book Trust, New Delhi
2.	Meyer H.L. (1987). <i>Food Chemistry</i> . Litton Educational Publication. USA
3.	N.ShakuntalaManay& M. Shadaksharswamy.(2001). <i>Foods- Facts and Principles</i> , second edition, New Age International Publishers, New Delhi.
4.	<u>B Srilakshmi</u> (2018) <i>Food Science</i> Seventh Publisher New Age International Publishers ISBN-13 -978-9386418890

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Deal with different foods and principles involved in processing.
2.	Strengthen their skills to work in different groups as well as an individual while they enter into the food industries, institutions, research and quality control laboratories, academic institutions and governmental agencies.

On-line resources to be used if available as reference material
On-line Resources
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Course Code	UHA3MAFDN04	Title of the Course	Practical-Advance Food science
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To gain knowledge of different techniques used in food science.2. To incorporate the knowledge in development of novel foods.
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Sr. No.	Description	Weightage *(%)
1.	Determination of moisture content of different flour	05
2.	Physical evaluation of cereal grains	05
3.	Determination peroxide value of given sample of fat or oil	10
4.	Presence of mineral oil in given sample.	10
5.	Determination of fat content from given sample of milk	10
6.	Determination of solid non-fat and total solids from given sample of milk	05
7.	Determination of the protein content from given sample of milk	10
8.	Effect of additives on stability of egg white foam	10
9.	Best method to prepare stable emulsion	10
10.	Methods of blanching vegetables.	10
11.	Effect of acid alkali, temperature on pigments.	10
12.	Moisture removal techniques in food	05

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Use these techniques to develop novel foods.
2.	Learn the science behind food.

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

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Food, Nutrition and Dietetics



Course Code	UHA3MAFDN05	Title of the Course	Theory-Human Nutrition
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To understand the functions and sources of nutrients. 2. To apply the knowledge in maintenance of good health for the individual and the community. 3. To familiar with the factors affecting availability and requirements.
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Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"> (a) Brief history of Nutritional Science. (b) Minimal nutrition requirements and RDA- formulation of RDA and dietary guidelines- Reference man and reference woman. 	15
2.	<ol style="list-style-type: none"> (a) Energy in Human Nutrition- Energy Balance, Energy System, Assessment of energy requirements. (b) Proteins- Classification of Protein, Assessment of protein quality (BV, PER, NPU), digestion and absorption, Factors affecting bioavailability. 	20
3.	<ol style="list-style-type: none"> (a) Lipids- Classification of Lipids, digestion and absorption, intestinal re-synthesis of triglycerides. (b) Types of fatty acids. 	15
4.	<ol style="list-style-type: none"> (a) Carbohydrates- Classification of Carbohydrates, digestion and absorption, blood glucose and effect of different Carbohydrates on blood glucose, Glycemic index. (b) Dietary Fiber- Types and Importance 	20
5.	<ol style="list-style-type: none"> (a) Minerals – Classification of Minerals, digestion, absorption and bioavailability Calcium, Phosphorus, Iron, Fluoride, Zinc, Selenium, Iodine. (b) Vitamins- Classification of Vitamins, Fat soluble (Vitamin - A, D, E and K) and Water soluble (Vitamin B1, B2, B3, B12 and Vitamin -C) digestion, absorption and bioavailability 	30

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Get the knowledge of sources and functions of various nutrients.
2.	Get familiar with digestion, metabolism and bioavailability of nutrients in our body.

References	
Sr. No	References
1.	Bamji, M. S., Krishnaswamy, K., & Brahman, G. N. V. (Eds.). (2016). Textbook of human nutrition. Oxford & IBH.
2.	WHO Technical reports series for different nutrients.
3.	Guthrie, A.H. (1986). Introductory Nutrition U.S.: 6th Ed. The C.V. Mosby Company.
4.	Robinson, C. H., & Lawler, M. R. (1982). Normal and therapeutic nutrition Germany: (Ed. 16). Collier Macmillan Publishers.
5.	Indian council of medical research (1988) Nutrient requirements and recommended dietary allowances for Indians, New Delhi.
6.	Sri Lakshmi, B. (2000). Nutrition Science. New Age International (P) Ltd. Pub. New Delhi
7.	Swaminathan, M. (2009). Textbook of Food and Nutrition. Bappco publishers, Bangalore.

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Family Resource Management



Course Code	UHA3MAFRM01	Title of the Course	Theory-Managing Family Finances
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. To identify the importance of wise use of money as a resource. 2. To develop an appreciation for financial management in family living. 3. To analyze the components of Family Budgeting 4. To understand Financial Risk Management 5. To explore Consumer Credit and Loans
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Course Content		
Unit	Description	Weightage* (%)
1.	Income and financial management (a) Meaning and importance of financial management (b) Types of household income (c) Methods of handling money (d) Account keeping (e) Cost of living and consumer price index	25
2.	Family budget and account-keeping (a) Importance of Budgeting (b) Factors influencing the budget (c) Advantages and disadvantages of making a budget (d) Steps in making a budget	25
3.	Family Savings and Investment (a) Savings and savings institutions, types of Saving, merits and demerits of each, Guidelines for wise savings practices (b) Modes of Investment: Systematic Investment Plans, Shares, Mutual funds, Equity and Bonds	25
4.	Family Credits, Mortgages and Taxation (a) Consumer credit and Mortgages- Concept, meaning, need, sources, credit cards, credit services availed by the family members, types of loans availed by families (b) Personal finance management: Tax implications, principles of Taxation, type of Taxes	25

Teaching-Learning Methodology	Participatory lectures with active learning, reflective learning, written exercises, collaborative learning, problem-solving, lectures(black-board and chalk), tutorials, library use, and e-learning through videos coupled with a market survey, field-based learning, Assignments
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the importance of wise use of money as a resource.
2.	Develop an appreciation of the role of financial management in family living.
3.	Develop Effective Family Budgets
4.	Plan for Savings and Investments
5.	Interpret Tax Implications on Family Budgets

Suggested References:	
Sr. No.	References
1.	Ogle, N., Srinivasan, K., 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.	Sawhney, H. K., and Mital, M. (2007), <i>Family Finance and Consumer Studies</i> . New Delhi: Elite Publishing House Pvt. Ltd.
6.	Agarwal, Anju (1989). <i>A Practical Handbook for Consumer</i> . Bombay: India book house.

7.	Schiffman, L. G., & Kanuk, L. L. (2014). <i>Consumer behaviour</i> (11th ed.). Pearson Education.
8.	Singh, S. (2023). Family finance and consumption economics. Himanshu Publication, Udaipur (India)
9.	Singh, S., Rao, R., & Vyas, R. (2025). Consumer rise: Information, safety, and education. Noble Science Press

On-line resources to be used if available as reference material	
1.	National Institute of Open Schooling (NIOS). (n.d.). <i>Home science resources</i> . Retrieved from https://nios.ac.in
2.	Khan Academy. (n.d.). <i>Personal finance</i> . Retrieved from https://www.khanacademy.org



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



Course Code	UHA3MAFRM02	Title of the Course	Practical: Managing Family Finance
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To identify the importance of wise use of money as a resource.2. To develop an appreciation for financial management in family living.
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Course Content		
Sr. No.	Description	Weightage* (%)
1.	Calculate the family income from all sources and enlist the categories of family budget.	05
2.	Record keeping of various household expenditure for a month and write long-term goals for your family.	10
3.	Analyse the income for a short-term period of a time through annual profiles.	05
4.	Analyse the income through life time profiles.	05
5.	Draw and write various methods of handling money in a household.	10
6.	Write steps required in making a budget and draft a budget for three income groups. (Low, Middle, High)	10
7.	Drafting Family Budget for Low- income groups by giving situations.	10
8.	Drafting Family Budget for Medium- income groups by giving situations.	10
9.	Drafting Family Budget for High- income groups by giving situations.	10
10.	Prepare a customized budget for your own family.	10
11	Learn to fill various forms (opening account, deposit/ Withdrawal) and digital money transfer	05
12.	Find out current tax slabs, and learn to calculate personal income tax.	10

Teaching-Learning Methodology	Participatory lectures with active learning, reflective learning, written exercises, collaborative learning, problem-solving, lectures(black-board and chalk), tutorials, library use, and e-learning through videos coupled with a market survey, field-based learning, Assignments
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Evaluation Pattern		
Sr.No	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the importance of wise use of money as a resource.
2.	Develop an appreciation of role of financial management in family living.
3.	Understand the role of consumer in the market.
4.	Become aware of marketing conditions, rights and responsibilities of consumers.
5.	Recognize the problem while purchasing goods / services from market.

Suggested References:	
Sr.No.	References
1.	Ogle, N., Srinivasan, K., 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.	Sawhney, H. K., and Mital, M. (2007), <i>Family Finance and Consumer Studies</i> . New Delhi: Elite Publishing House Pvt. Ltd.
5.	Sarkar, A. (1989). <i>Problems of Consumer in Modern India</i> . Delhi: Discovery Publishing House.
6.	Agarwal, Anju (1989). <i>A Practical Handbook for Consumer</i> . Bombay: India book house.

7.	Singh, S. (2023). Family finance and consumption economics. Himanshu Publication, Udaipur (India)
8.	Singh, S., Rao, R., & Vyas, R. (2025). Consumer rise: Information, safety, and education. Noble Science Press



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Family Resource Management



Course Code	UHA3MAFRM03	Title of the Course	Theory: Event Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To understand the concept of event management.2. To study the different types of events.3. To make them understand the event planning process.4. Recognize the resources required in the staging of events.
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Course Content		
Unit	Description	Weightage (%)
1.	Introduction to Event Management (a) Concept and Need for Event Management (b) Basic qualities of event management person (c) Types of Events: Corporate Events, Recreational Events, Sport Events, Private Events, Cultural Events (d) Scope of Event Management	25
2.	Event Planning Process (a) Establishing a theme (b) Settling objectives (c) Determining the venue feasibility (d) Preparing an event management plan (e) Key steps in event marketing	25
3.	Budgeting in Event Management (a) Criteria in Budget Development (b) Preparing a budget (c) Monitoring the budget (d) Budget review	25
4.	Different Aspects of Event Management (a) Stage Management: Responsibilities and duties of Stage Manager (b) Brand Management: Determinants of Brand Management, Designing Brand Strategy (c) Success of the Event: Understanding Key Performance Areas, Event Feedback (d) Greening The Event	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Acquaints with the concepts related to various events.
2.	Appraise the role of a successful event planner.
3.	Execute a successful event in-line with the needs and requirements of the client.

Suggested References:	
Sr. No.	References
1.	D.G. Conway (2007)“The Event Manager’s Bible: The Complete Guide to Planning and Organizing a Voluntary or Public Event”, Viva Books
2.	Shannon Kilkenny, (2016), “The Complete Guide to Successful Event Planning”, Atlantic Publishing Group, Inc. ISBN 978-1620231562
3.	Laura Capell, (2013), “Event Management for Dummies”, Willey Publication, ISBN, 978-1118591109
4.	Alex Genadinik, (2015), “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication, New Delhi
5.	Sharma S. (2011) “Event Planning and Management” Aadi Publications, Jaipur, India
6.	Logan Gaspar, (2014), “A Textbook of Event Management” Publication: New Delhi: Random Publications

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



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Family Resource Management



Course Code	UHA3MAFRM04	Title of the Course	Practical: Event Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To inculcate the management skills required for managing an event effectively.2. To acquaint the students with the planning of different events.3. To acquire proficiency in organizing an event.
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Course Content		
Sr. No.	Description	Weightage* (%)
1.	Recognize the skills required for an event planner.	05
2.	Identify the principles and resources for event planning.	05
3.	Understand the headings of expenditure for specific event.	10
4.	Draft a plan for specific event.	10
5.	Preparation and allocation of budget for the event selected.	10
6.	Identify the areas and steps of Marketing and communication of the event.	05
7.	Creation of Marketing and communication aids for the selected event.	10
8.	Formulation of a checklist for event planning and organization.	05
9.	Making of invitations and signage boards for the specific event.	10
10.	Pre – preparation for organizing a specific event: corporate / leisure /private	10
11.	Organizing a specific event: corporate / leisure /private	10
12.	Evaluation and report writing of the event organized.	10

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gain insight into designing layouts, managing aesthetics, and creating memorable guest experiences.
2.	Learn to create and manage event budgets, handle cost estimations, and track expenses.
3.	Understand how to promote events through digital marketing, social media, and traditional advertising.
4.	Accomplish a successful event in-line with the required wants and necessities.
5.	Evolve themselves as a professional event organizer.

Suggested References:	
Sr. No.	References
1.	D.G. Conway (2007) “The Event Manager’s Bible: The Complete Guide to Planning and Organizing a Voluntary or Public Event”, Viva Books
2.	Shannon Kilkenny, (2016), “The Complete Guide to Successful Event Planning”, Atlantic Publishing Group, Inc. ISBN 978-1620231562
3.	Laura Capell, (2013), “Event Management for Dummies”, Willey Publication, ISBN, 978-1118591109
4.	Alex Genadinik, (2015), “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication, New Delhi
5.	Sharma S. (2011) “Event Planning and Management” Aadi Publications, Jaipur, India
6.	Logan Gaspar, (2014), “A Textbook of Event Management” Publication: New Delhi: Random Publications



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Family Resource Management



Course Code	UHA3MAFRM05	Title of the Course	Theory: Household Equipment
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To gain knowledge of the principles governing the operation, proper use, maintenance, and storage of electrical and non-electrical household equipment.2. To recognize various materials, finishes, construction techniques, and manufacturing processes associated with household equipment.3. To enhance understanding of fundamental terms and concepts related to electricity.4. To develop an awareness of the standardization process and its significance.
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Course Content		
Unit	Description	Weightage * (%)
1.	<p>Introduction to Household Equipment</p> <p>(a) Importance and classification of Household Equipment: Portable/non-portable, electrical/non-electrical, motor driven/ hand operated, equipment related to preparation, cooking, cleaning, and servicing.</p> <p>(b) Factors affecting the selection of major appliances.</p> <p>(c) General precautions while using electrical appliances and Handling Minor Problems.</p> <p>(d) Different types of motors and thermostatic controls.</p>	25
2.	<p>Non-Electrical Equipment</p> <p>(a) Surface cookery; Oven cookery & Kitchen tools</p> <p>(b) Base materials: aluminum, iron, stainless steel, copper, brass, glass, and plastic.</p> <p>(c) Finishes: Mechanical and applied insulating materials: Fibre, glass, mica, mineral wool, rock wool, etc.</p> <p>(d) Types of Joints and Formation</p>	25

3.	Electrical Equipment: Scientific Principle, Construction, Cleaning and Care: (a) General Purpose Use Equipment: sandwich maker, toaster, mixer, food processor, juicer, air fryer, water purifier, electric fan (b) Large Appliances: washing machine, dishwasher, vacuum cleaner (simple and robotic), Refrigerator, microwave oven. (c) Small Appliances: chopper, iron and steamer, hand blender and whisker, electrical kettle, rice cooker, coffee maker, hair dryer, massager	25
4.	Standardization: Need and importance; Process of standardization; Consumer's role in the purchase of equipment. (Purchase of efficient, safe, and quality appliances, guarantee and warranty, trends in the availability of equipment in the market)	25

Teaching-Learning Methodology	PowerPoint Presentations, YouTube videos, Lectures, discussions, Market surveys, ICT-enabled teaching, project work, and Assignments.
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Evaluation Pattern		
Sr.No	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the materials and finishes utilized in household equipment.
2.	Apply fundamental concepts of electricity and the scientific principles underlying the operation of household equipment.
3.	Select, operate, and maintain both electrical and non-electrical household equipment effectively.
4.	Acquire knowledge of electrical safety, including proper handling and maintenance of appliances to prevent hazards such as electric shocks, fires, or equipment damage.

Suggested References:

Sr.No.	References
1.	Jaiswal, N., Patel, S., Gandotra, V. (2017). <i>Household Equipment for Homemakers</i> . New Delhi: Q-2A Hauz Khas Enclave.
2.	Peet, Picket and Arnold. (1963) <i>Household Equipment Guide</i> . IOWA: The IOWA State University Press.
3.	Kaur, D.J. (1976). <i>Improving the Household Equipment</i> . Punjab: Communication Centre, Punjab Agricultural University.
4.	Acharya, M. (1995). ગૃહ ઉપકરણોની ઓળખાણ Vallabh Vidyanagar: Deep Prakashan.

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

On-line Resources

<https://in.pinterest.com/hotkart/electronics-items>

<https://smarterhouse.org/appliances-energy/home-electronics>

<https://www.iloencyclopaedia.org/contents/part-xiii-12343/electrical-appliances-and-equipment>



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Human Development and Family Studies



Course Code	UHA3MAHUD01	Title of the Course	Theory- Childhood Studies
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> 1. To understand development of children in diverse socio-cultural context. 2. To encourage students to reflect upon, question, and critique socially constructed beliefs about children and childhood. 3. To develop an understanding about the need and importance of childhood years. 4. To develop an understanding of different aspects of child's physical, motor social and emotional development.
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Course Content		
Unit	Description	Weightage*(%)
1.	Introduction to Early Childhood (3-6 years) <ol style="list-style-type: none"> (a) Meaning, Characteristics and Developmental Task (b) Development : Physical, Improvements in Speech, Socialization, Moral, Cognitive (c) Skills of Early Childhood (d) Common Interests in Early Childhood (e) Personality development 	25
2.	Introduction to Childhood (6-12 years) <ol style="list-style-type: none"> (a) Meaning, characteristics and developmental task (b) Development across late childhood <ol style="list-style-type: none"> i. Physical development- body growth and brain development, motor development, handedness ii. Cognitive development- The Concrete Operational stage iii. Language development- vocabulary development, grammatical development, pragmatics, Bilingualism, Multilingualism iv. Social development- Peer relations, peer groups, friendships, family, school. v. Emotional development- Self-understanding, changes in complex emotions, improvements in emotional self-regulation, understanding others. vi. Moral development- Moral attitudes and behaviour in childhood- Habit formation (c) Personality Changes in Childhood 	25

3.	Familial and Social Influences on Childhood Development (a) Role of family (parents), school (teachers) and society in overall development of children (b) Influence of various parenting styles on development, behaviour and functioning during childhood. (c) Influence of peer relationships on development (d) Impact of media on development and learning (e) Role of nutrition in childhood development.	25
4.	Problems and Issues during Childhood (a) Aggression, friendship, popularity and rejection, sibling relations (b) Gender roles and stereotypes (c) Eating disorders during childhood years (d) Classroom environment for childhood (e) Concepts of critical periods and hazards during Childhood.	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop an understanding about the Childhood Development.
2.	Acquire a detailed understanding of characteristics and developmental milestones of childhood development.
3.	Understand the characteristics, needs and significance of early development and childhood in the human life cycle.
4.	Acquire a detailed understanding of the broad perspectives of development during early childhood and childhood years.

Suggested References:	
Sr. No.	References
1.	Feldman, R. & Babu, N. (2009). Discovering the life span. New Delhi: Pearson.
2.	Feldman, R. S. & Babu, N. (2018). <i>Development Across the Life Span</i> . (8 th ed). Pearson India Education Services Pvt. Ltd.
3.	Hurlock, B. E. (2016). Child Development (6 th ed.). Delhi: Tata McGraw-Hill.
4.	Hurlock, B. E. (2016). Developmental psychology: A life-span approach (5 th ed.). Delhi: Tata McGraw-Hill.
5.	Namita R. (2020). <i>Understanding Childhood and Adolescence</i> . SAGE Publications India Pvt. Ltd.

6.	Papalia, D. E. & Olds, S. W. (2003). <i>Human Development</i> . New York: McGraw Hill Higher Education.
7.	Rajammal P. Devadas and N. Jaya (1984). <i>A Textbook on Child Development</i> . New Delhi : Macmillan.
8.	Watson, R. I. & Lindgren, H. C. (1979). <i>Psychology of the Child and the Adolescent</i> . Collier Macmillan Canada.

On-line resources to be used if available as reference material
On-line Resources
https://www.caluniv.ac.in/cbcs-ug/ug-files/UG-Human_Development.pdf
https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/faculty-of-science-and technology/bsc-in-human-development.pdf
https://www.ugc.gov.in/pdfnews/3880686_b.sc-home-science.pdf
https://www.ugc.gov.in/pdfnews/0794736_LOCF-Home-Science-Final-Report.pdf
https://tnpsc.gov.in/static_pdf/syllabus/17_Child_Development_PG.pdf
https://mpbou.edu.in/ss/syllabus/d.el.ed_detail_syllabus.pdf



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Human Development and Family Studies



Course Code	UHA3MAHUD02	Title of the Course	Practical – Childhood Studies
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To understand development of children in diverse socio-cultural context.2. To encourage students to reflect upon, question, and critique socially constructed beliefs about children and childhood.3. To develop an understanding about the need and importance of childhood years.4. To develop hands-on experiences to interact with children.
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Course Content		
Sr. No.	Description	Weightage (%)
1.	Plan five activities for children on physical, cognitive, language, social-emotional, moral development.	05
2.	Survey children in preschool setting and write a report.	10
3.	Prepare a list of 15-20 questions about skills and interest of a child.	10
4.	Preparation of posters reinforcing messages of family role on childhood.	10
5.	Checklist of 3-6 years children on attitudes and behaviour.	10
6.	Observe children during childhood years (6-12 years) to study their developmental milestones and write a report of 150 words.	10
7.	Prepare a list of innovative play activities and materials used by children in your neighbourhood/family.	05
8.	Design a report card of school going children using Canva or other tools.	10
9.	Collect about five newspaper articles that involve issues related to parenting and childhood, analyse these and organise discussion in the classroom.	10
10.	Visit to a child guidance clinic and write a summary of it.	05
11.	Questionnaire on problems and issues during childhood years.	05
12.	Prepare a teaching aid for children of 6-12 years.	10

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop an understanding about the Childhood Development.
2.	Acquire a detailed understanding of characteristics and developmental milestones of childhood development.
3.	Understand the characteristics, needs and significance of early development and childhood in the human life cycle.
4.	Acquire a detailed understanding of the broad perspectives of development during early childhood and childhood years.

Suggested References:	
Sr. No.	References
1.	Feldman, R. & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
2.	Feldman, R. S. & Babu, N. (2018). <i>Development Across the Life Span</i> . (8 th ed). Pearson India Education Services Pvt. Ltd.
3.	Hurlock, B. E. (2016). <i>Child Development</i> (6 th ed.). Delhi: Tata McGraw-Hill.
4.	Hurlock, B. E. (2016). <i>Developmental psychology: A life-span approach</i> (5 th ed.). Delhi: Tata McGraw-Hill.
5.	Namita R. (2020). <i>Understanding Childhood and Adolescence</i> . SAGE Publications India Pvt. Ltd.
6.	Papalia, D. E. & Olds, S. W. (2003). <i>Human Development</i> . New York: McGraw Hill Higher Education.
7.	Rajammal P. Devadas and N. Jaya (1984). <i>A Textbook on Child Development</i> . New Delhi : Macmillan.
8.	Watson, R. I. & Lindgren, H. C. (1979). <i>Psychology of the Child and the Adolescent</i> . Collier Macmillan Canada.

On-line resources to be used if available as reference material
On-line Resources
https://nios.ac.in/media/documents/376_ECCE_PDF/Practical_Manual/Practical_Manual.pdf
https://bseh.org.in/uploads/files/5a59e8aa8fce02c51d1d1ca87adda3de.pdf
https://prsuniv.ac.in/Syllabus/BA_EARLY_CHILDHOOD_CARE_EDUCATION.pdf



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Course Code	UHA3MAHUD03	Title of the Course	Theory- Adolescence Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To develop an understanding about the need and importance of studying adolescent development.2. To learn about the characteristics, needs and developmental tasks of adolescence.3. To identify the biological and environmental factors that affect development during adolescence.4. To analyze key issues which influence adolescent development.
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Course Content		
Unit	Description	Weightage*(%)
1.	Adolescence and Its Importance (a) Meaning, Characteristics and Developmental Task (b) Development during adolescence- Physical, Cognitive, Language, Social, Emotional, Moral (c) Adolescent mental health (d) Vocational development for adolescents (e) Positive youth development theory (f) Adolescent in Indian and Western culture	25
2.	Perspectives of Adolescence (a) Puberty (b) Identity formation, change in attitude, interest and behaviour (c) Factors influencing development and its consequences (d) Romantic relationships (e) The adolescent transition period (f) Factors determining the pattern of transition	25
3.	Family and Societal Role in Adolescence (a) Role of family (parents), peers, school (teachers) and society in adolescent development (b) Influence of various parenting styles on development, behaviour and functioning during adolescence (c) Influence of peer relationships on development (d) Impact of media on development and learning (e) Role of nutrition in adolescent development.	25

4.	Problems and Issues during Adolescence (a) Aggression, friendship, popularity and rejection, sibling relations, elopement, juvenile delinquency, suicide, androgyny, early/late maturation. (b) Gender roles and stereotypes (c) Early marriage and adolescent pregnancy (d) Substance use and abuse, Hazards of adolescence (e) Issues of identity formation and personality (f) Challenges, adjustment in work and career development (g) Start up	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.	Develop an understanding about the adolescent development.
2.	Acquire a detailed understanding of characteristics and developmental milestones of adolescent development.
3.	Understand the characteristics, needs and significance of adolescence in the human life cycle.
4.	Acquire a detailed understanding of the broad perspectives of development during adolescence.

Suggested References:	
Sr. No.	References
1.	Crow & Crow. (1965). <i>Adolescent Development and Adjustment</i> . 2 nd ed. McGraw-Hill Book Company.
2.	Feldman, R. & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
3.	Feldman, R. S. & Babu, N. (2018). <i>Development Across the Life Span</i> . (8 th ed). Pearson India Education Services Pvt. Ltd.
4.	Hurlock, B. E. (2016). <i>Child Development</i> (6 th ed.). Delhi: Tata McGraw-Hill.
5.	Hurlock, B. E. (2016). <i>Developmental psychology: A life-span approach</i> (5 th ed.). Delhi: Tata McGraw-Hill.
6.	Namita R. (2020). <i>Understanding Childhood and Adolescence</i> . SAGE Publications India Pvt. Ltd.

7.	Papalia, D. E. & Olds, S. W. (2003). <i>Human Development</i> . New York: McGraw Hill Higher Education.
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On-line resources to be used if available as reference material

On-line Resources

<https://www.tnou.ac.in/Documents/Department/Edu/ADOLESCENCE%20EDUCATION.pdf>

<https://egyankosh.ac.in/bitstream/123456789/43368/1/Unit-1.pdf>

https://www.du.ac.in/uploads/RevisedSyllabi1/24072019_B.%20A.%20Prog.%20HDFE.pdf

<https://www.caluniv.ac.in/cbcs-pg/pg-files/Human-Development-2-11-18.pdf>

<https://mittalsouthasiainstitute.harvard.edu/wp-content/uploads/2014/05/NCERT-Curriculum-for-Facilitators.pdf>

https://www.bmncollege.com/uploads/pdf/HD%20Department%20Syllabus_Sem%20I.pdf

https://www.ugc.gov.in/pdfnews/3880686_b.sc-home-science.pdf



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



Course Code	UHA3MAHUD04	Title of the Course	Practical – Adolescence Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To develop an understanding about the need and importance of studying adolescent development.2. To learn about the characteristics, needs and developmental task of adolescence.3. To identify the biological and environmental factors that affect development during adolescence.4. To analyze key issues which influence adolescent development.
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Course Content		
Sr. No.	Description	Weightage (%)
1.	Plan five games that are played during adolescent period and paste photographs.	05
2.	Short film on theme “Peer pressure/Juvenile Delinquency”.	10
3.	Prepare an e-banner on Parent Teacher Meeting using Canva or other tools.	10
4.	Interview schedule on use of technology by adolescence.	10
5.	Script on hygiene and sanitation among adolescents.	10
6.	Design two bookmark on theme-“friendship” by students.	10
7.	Survey market area of Vidyanagar on food habits by adolescents and write a report.	10
8.	Prepare a questionnaire on problems faced by adolescents during college time.	10
9.	Collect newspaper cuttings or information in magazines on substance abuse by adolescents.	05
10.	Role play by students on parenting style.	05

11.	Planning of starting a business by adolescents write details of it.	10
12.	Poster-Slogan on adolescent's pregnancy prevention.	05

Teaching-Learning Methodology	Practical, Field visits, Interview method, Observation, Survey, Questionnaire, Case study, Blended Learning, Workshops, Role play.
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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 adolescent development.
2.	Acquire a detailed understanding of characteristics and developmental milestones of adolescent development.
3.	Understand the characteristics, needs and significance of adolescence in the human life cycle.
4.	Acquire a detailed understanding of the broad perspectives of development during adolescence.

Suggested References:	
Sr. No.	References
1.	Crow & Crow. (1965). <i>Adolescent Development and Adjustment</i> . 2 nd ed. McGraw-Hill Book Company.
2.	Feldman, R. & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
3.	Feldman, R. S. & Babu, N. (2018). <i>Development Across the Life Span</i> . (8 th ed). Pearson India Education Services Pvt. Ltd.
4.	Hurlock, B. E. (2016). <i>Child Development</i> (6 th ed.). Delhi: Tata McGraw-Hill.
5.	Hurlock, B. E. (2016). <i>Developmental psychology: A life-span approach</i> (5 th ed.). Delhi: Tata McGraw-Hill.
6.	Namita R. (2020). <i>Understanding Childhood and Adolescence</i> . SAGE Publications India Pvt. Ltd.
7.	Papalia, D. E. & Olds, S. W. (2003). <i>Human Development</i> . New York: McGraw Hill Higher Education.

On-line resources to be used if available as reference material
On-line Resources
https://nios.ac.in/media/documents/376_ECCE_PDF/Practical_Manual/Practical_Manual.pdf
https://bseh.org.in/uploads/files/5a59e8aa8fce02c51d1d1ca87adda3de.pdf
https://www.ugc.gov.in/pdfnews/3880686_b.sc-home-science.pdf



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Course Code	UHA3MAHUD05	Title of the Course	Theory- Activities and Resources for Child Development
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To acquaint the students with various components to be included in readiness programme planning.2. To become aware of suitable literature for children.3. To understand the role of students to promote communication skills.4. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience.
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Course Content		
Unit	Description	Weightage *(%)
1.	<p>Communication Language Arts</p> <p>(a) Promotion of language Skills: listening, speaking, reading and writing.</p> <p>(b) Experiences for language development Infants and toddlers: sound games, talking, picture books, singing -Children 3 to 8 years.</p> <p>(c) Importance of language arts.</p> <p>(d) Opportunities for interaction with peer group.</p>	20
2.	<p>Literature for Children:</p> <p>(a) Need and types of literature for children</p> <p>(b) Books for pre-schoolers: picture books, story books, information and concept</p> <p>(c) Books for 6-8 years: Story books- Fables, Folks tales, fairy tales and modern fantasy, information and concept books eg- tell me why encyclopaedias.</p> <p>(d) Physical characteristics of good books</p> <p>(e) Characteristics of good story</p> <p>(f) Values of storytelling, narration of stories.</p> <p>(g) Techniques of storytelling: reading aloud, narration without aids but with help of voice modulation and gestures techniques of storytelling with aids like flashcards, flannel board, puppets, charts, T.V. techniques, Projective Technique Etc.</p> <p>(h) Criteria for selection songs. Importance of music in child's life.</p>	20

3.	<p>Art Activities</p> <p>(a) Paintings and Graphics</p> <p>i. Paintings with brush, drawings with crayon, chalk, rangoli on floor, finger paintings.(Some Special Characteristics of this medium)</p> <p>ii. Values, material required, use of substitutes from indigenous materials.</p> <p>(b) Two dimensional activities:- Picture making, Paint with brush, Crayon, Scissoring skills, Torn paper and pasting, Mural, Printmaking, Paper stencils, collage</p> <p>(c) Three dimensional activities:- Clay Modelling, Modelling, Assemblage, Wood working, Cardboard-construction, Water and sand activities</p>	20
4.	<p>Games- and Recreation:-</p> <p>(a) Importance of Games, Types of games indoor- outdoor- organized games etc.</p> <p>(b) Play and its importance, Play and its characteristics, Theories of play- surplus energy theory, recreational theory, recapitulation theory, Stages and types of play in overall development of children,</p> <p>(c) Kind of puppets –finger, gloves, stick and string puppet</p> <p>(d) Process of scripting for puppet plays and creative drama.</p>	20
5.	<p>Readiness programme(Reading, Writing, Arithmetic)</p> <p>(a) Meaning and signs of readiness.</p> <p>(b) Factors to be considered for readiness : Age, Vision, Hearing,</p> <p>(c) Physical coordination, reading from left to right.</p> <p>(d) Promotion of various skills required for reading and writing.</p> <p>(e) Goals of language teaching.</p> <p>(f) Importance of number and mathematics</p> <p>(g) Operation and relevant rules and properties : Addition, Subtraction , Multiplication and Division</p>	20

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 need and importance of studying prenatal development conception and birth process
2.	The student will acquire a detailed understanding of developmental milestones of prenatal development.
3.	The students will understand the characteristics, needs and developmental tasks of s of infancy period.

Suggested References:	
Sr.No.	References
1.	Armstrong, T (2018). Multiple Intelligences in the Classroom. (4th ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
2.	Batra, P. (2010) Social Science learning in schools. Sage Publications.
3.	Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge
4	Huang, & Khe Foon Hew. (2021). Using gamification to design courses: Lessons learned in a three-year design-based study. <i>Journal of Educational Technology & Society</i> , 24(1), 44-63.
5	Chambers, P. (2008) Teaching mathematics. Sage publications.
6	Liu, Z.Y., Shaikh, Z. & Gazizova, F. (2020). Using the Concept of Game-Based Learning in Education. <i>International Journal of Emerging Technologies in Learning (iJET)</i> , 15(14), 53-64.
7	Luckenbill, J., Subramaniam, A., & Thompson, J. (2020). This is Play: Environments and Interactions that Engage Infants and Toddlers. National Association for the Education of Young Children. [Manuscript.]

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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Textiles and Clothing



Course Code	UHA3MATCL01	Title of the Course	Theory-Indian Embroidery
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. To gain knowledge and develop skills in Indian traditional embroidery. 2. To manipulate traditional motifs as embellishment on textiles and apparel.
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Course Content		
Unit	Description	Weightage* (%)
1.	Indian Embroidery: (a) Application and Importance of Indian embroideries with reference to textiles and apparel. (b) Brief overview of Regional and Cultural impact on motifs, techniques, colours and products on various traditional embroideries of India	25
2.	Embroideries of Northern and Southern states: (a) Kashidakari of Kashmir (b) Chamba embroidery of Himachal Pradesh (c) Phulkari of Punjab (d) Kasuti of Karnataka (e) Toda of Tamil Nadu	25
3.	Embroideries of Eastern and Western states: (a) Manipur embroidery (b) Kantha of Bengal (c) Gujarat Embroideries – Kutch, Kathiawar and Parsi Gara (d) Gota work of Rajasthan	25
4.	Embroidery of Central state: (a) Chikankari of Uttar Pradesh (b) Applique Work of Gujarat, Bihar, Orissa and Uttar Pradesh (c) Gold & Silver Embroidery of Uttar Pradesh and Gujarat (d) Bead Work of Gujarat and Telangana	25

Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of actual garments. Visit to Museum, Handloom and Handicraft Exhibitions.
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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 identify traditional embroideries of different states of India.
2.	Appreciate heritage and diversity of Indian embroideries.

Suggested References:	
Sr. No.	References
1.	Pandit, S. (1975). <i>Indian Embroidery Its Variginating Charm</i> . Baroda: Faculty of Home Science
2.	Chattopadhyay, K. (1977). <i>Indian Embroidery</i> . New Delhi: Indian Council of Cultural relations, New Delhi
3	Chattopadhyay, K. (1963). <i>Indian Handicrafts</i> . New Delhi: Indian Council of Cultural relations, New Delhi
4.	Naik S. D. (1996). <i>Traditional Embroideries of India</i> . New Delhi, A.P.H. Publishing Corporation, New Delhi
5.	Chattopadhyay, K. (1975). <i>Handicrafts of India</i> . New Delhi: Indian Council of relations, New Delhi
6.	Karolia, A. (2019). <i>Traditional Indian Handcrafted textiles</i> , Niyogi books, Vol 1, New Delhi
7.	Karolia, A. (2019). <i>Traditional Indian Handcrafted textiles</i> , Niyogi books, Vol 2, New Delhi



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Textiles and Clothing



Course Code	UHA3MATCL02	Title of the Course	Practical –Indian Embroidery
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To identify the traditional Indian embroideries.2. To understand the importance of Indian Embroidery as a textile craft.3. To acquire skills of embroidery stitches, colour, fabric, motifs of various states of India.
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Course Content		
Sr. No	Description	Weightage* (%)
1	Study the motifs, stitches, colour combinations and yarns used for Indian Embroidery.	05
2	Sketching/drawing of traditional and stylized motifs of Indian embroidery and sample collection of available embroideries from Market.	10
3	Preparing sample of Indian embroidery: Kasuti	10
4	Preparing sample of Indian embroidery: Kantha of West Bengal	10
5	Preparing sample of Indian embroidery: Kutch	10
6	Preparing sample of Indian embroidery: Kathiawar	05
7	Preparing sample of Indian embroidery: Chamba	10
8	Preparing sample of Indian embroidery: Manipuri and Gold/Silver	10
9	Preparing sample of Indian embroidery: Chikankari	10
10	Preparing sample of Indian embroidery: Phulkari	10
11	Preparing of an article with the implementation of any one or combination of traditional Indian embroidery.	05
12	Portfolio Preparation-Traditional motifs of different state embroideries and above embroidered samples	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.	Acquire skills in traditional techniques of embroideries of various states
2.	Develop value added products by incorporating the achieved skills on textiles and apparel

Suggested References:	
Sr. No.	References
1.	Chattopadhyay, K. (1977). <i>Indian Embroidery</i> (1977). Indian Council of Cultural Relations, New Delhi.
2.	Naik, S. (1996) <i>Traditional Embroideries of India</i> . A.P.H. Publishing Corporation, New Delhi.
3.	Chattopadhyay, K. (1975) <i>Handicrafts of India</i> , Indian Council of Cultural Relations, New Delhi.
4.	Karolia, A. (2019). <i>Traditional Indian Handcrafted textiles</i> , Niyogi books, Vol 1, New Delhi
5.	Karolia, A. (2019). <i>Traditional Indian Handcrafted textiles</i> , Niyogi books, Vol 2, New Delhi



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Textiles and Clothing



Course Code	UHA3MATCL03	Title of the Course	Theory- Basics of Dyeing and Printing
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. To learn and practice the dyeing of textiles made by natural and synthetic fibres. 2. To select the dyes and recipes for preparation of printing paste for printing of textile 3. To develop the skills in doing dyeing and printing of textiles
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Course Content		
Unit	Description	Weightage* (%)
1.	Dyeing (a) Meaning and Introduction of Dyestuffs and Pigments (b) Dyes and their classification – Natural and synthetic (c) Meaning and difference of dyeing and printing	25
2.	Fabric preparation for Dyeing (a) Pre-treatment (Desizing, Scouring and Bleaching) (b) Methods of dyeing: fibres (stock dyeing), yarns (skein, package, warp beam dyeing) and fabrics (Piece dyeing), garment dyeing, solution (dope) dyeing (c) Selection and uses of dyes for different fabrics (d) Ingredients used in preparation of dyes-essential and auxiliaries	25
3.	Motif creation for fabric printing (a) Definition of Motifs & its characteristics (b) Classification of motifs <ol style="list-style-type: none"> i. Traditional ii. Modern (c) Types of motifs <ol style="list-style-type: none"> i. Geometrical ii. Stylized iii. Figurative iv. Abstract v. Folk vi. Tribal 	25
4.	Printing (a) Different styles of printing on cellulosic, Protein, manmade textiles and their blends.	25

	(b) Printing with Natural dyes and synthetic dyes. (c) Constituents of printing paste: Different ingredients used for printing paste (d) Post treatments of printed fabric: Steaming, curing, and ageing. (e) Thickeners used in printing : Types, Function, Selection (f) Identification of printing defects in printing and their remedy	
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Teaching-Learning Methodology	Lectures along with power point presentation/ videos on industrial methods/hands on experience for dyeing and printing on textiles/visit to Dyeing and Printing unit
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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.	Examine the knowledge of auxiliaries and chemicals used for dyeing and printing
2.	Explain the relation between the dyes, pigments and fabrics
3.	Dye and print textiles.
4.	Develop entrepreneurial skill and then can start small or medium startups.

Suggested References:	
Sr.No.	References
1.	Chavan, R.B. (1979). <i>Textile Printing (Book of Papers)</i> . New Delhi: Department of Textile Technology, IIT.
2.	Grociki, Z.J.; Watsons Textile Design and Colour, London, Newness Butter Worth V.A. Shenai (1987), <i>Chemistry of dyes and principles of Dyeing</i> , Sevak Prakashan, Mumbai
3	V.A. Shenai (1987) <i>Technology of Textile Processing</i> , Vol.IV, Sevak Publication. 'kfeZyk xqtZj ß oL= dh jaxkbZ ,oa NikbZP
4.	V.A. Shenai, 1993, <i>Technology of Textile Processing -Vol.II</i> , Chemistry of Dyes and Principles of Dyeing, ,Sevak Publications.

5.	Down, J. (1999). <i>Textiles Technology to GCSE</i> . Oxford university press.
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On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica



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Course Code	UHA3MATCL04	Title of the Course	Practical –Basics of Dyeing and Printing
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To introduce basic methods of dyeing, printing 2. To inculcate the knowledge of auxiliaries and chemicals used for dyeing and printing 3. To develop the skills in doing dyeing and printing of textiles
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Preparation of yarn and fabrics for dyeing & printing (desizing, scouring, bleaching)	05
2.	Dyeing of yarns and fabric samples with different dyes– Direct, Reactive, Natural	10
3.	Developing different patterns on fabric samples using various tie and dye techniques (Patterns: lehariya, pleating, chevron, knotting, triangular folding, spotting, batik, marbling and tritic)	10
4	Creating various singular and multicolour effects using tie and dye method	10
5	Production of value added article by combining tie-dyeing techniques	10
6	Fabric Printing Method: Block Printing (Wooden, Vegetable etc.) (a) Layout of blocks for printing technique for table cloth/ bedsheet, saree, dupatta, etc. (b) Printing a sample as per the above layout.	10
7	Stencil printing on cotton fabric (a) Layout of stencil printing technique for table cloth (b) Printing a sample using above layout of stencil technique.	10
8	Marbling technique for fabric surface enhancement	05
9	Creating print effect on fabric by salt diffusion technique/	05
10	Printing fabric sample with image transfer method	05

11	Preparation of an article using any of the above fabric printing technique.	10
12	Application of tie and dye/block printing/stencil or marbling technique at various places in the garment of your choice	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 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 relation between the dyes, pigments and fabrics.
2.	The learner will be able to develop entrepreneurial skill and then can start small or medium start-ups.

Suggested References:	
Sr. No.	References
1.	Trotman E.R. (1975). <i>Dyeing and Chemical Technology of Textile Fibre</i> . London: Charles Griffin & Co. Ltd.
2.	Wynne Andrea (1997). <i>Textiles: The Motivate Series</i> . London: Mcmillain Education Ltd.
3.	Vilensky L.D. & Gohil E.P. G. (1987). <i>Textile Science, An explanation of fiber properties</i> . Delhi: CBS Publishers & Distribution.
4.	Trotman E.R. (1975). <i>Dyeing and Chemical Technology of Textile Fibre</i> . London: Charles Griffin & Co. Ltd.
5.	Down, J. (1999). <i>Textiles Technology to GCSE</i> . Oxford university press.

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Textiles and Clothing



Course Code	UHA3MATCL05	Title of the Course	Theory-Traditional Textiles and Costumes of India
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To impart knowledge of rich heritage of textiles of India and other countries. 2. To acquaint with the places, yarn used, weave, motifs and colours used in printed, painted and woven traditional textiles. 3. To develop knowledge for the traditional sarees of India.
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Course Content		
Unit	Description	Weightage* (%)
1.	Indian Textiles (a) Introduction and importance (b) Traditional painted and printed textiles of India (Color, motif, fabric and typicality): Kalamkari, Mata ni Pachedi, Pichwai, Madhubani, Ajrakh, Bagru, Sanganeri,	10
2.	Traditional woven textiles of India- Its significance, color, motif and fabric (a) Shawls-Kashmir and Himachal Pradesh, Nagaland, Manipur, Gujarat, Leh and Ladakh (b) Carpets- Kashmir, Himachal Pradesh, Uttar Pradesh, Punjab, Tamil Nadu, Andhra Pradesh (c) Durries and Floor coverings/ other floor coverings- Punjab, Uttar Pradesh, Bihar, Andhra Pradesh, Karnataka	25
3.	Traditional textiles and saris of different regions of India (Fabric, color, motif, significance): a) Yarn dyed saris- Pochampally, Patola, Sambalpuri b) Fabric dyed saris: Gharchola, Bandhani, Leheriya, c) Woven saris: Kanjeevaram,, Paithani, Baluchar, Uppada, Gadwall, Kanchipuram, Narayanpet, Coorgi, Mangalgiri, Venkatgiri, Ilkal, Bomkai, Chettinaad, Chanderi, Kasavu(Kerala), Tanchoi, Kota Doria, Ikkaat, Taant, d) Traditional textiles: Tussar Silk, Assam Muga Silk, Mysore Silk, banarasi, jamdani, kimkhwab	25
4.	Male and female Costumes of India (a) Northern region- Kashmir, Punjab	25

	(b) Eastern region- Assam, Meghalaya (c) Southern region-Kerala, Karnataka (d) Western region-Gujarat, Maharashtra, Rajasthan (e) Central region-Uttar Pradesh and Madhya Pradesh	
5.	Status of Traditional Textiles in Modern India (a) Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector (b) Interventions by organizations	15

Teaching-Learning Methodology	Lectures, discussions, assignments, collection of images and samples, surveys, Textile Museum visit
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the importance and uniqueness of Indian traditional textiles and its complex manufacture techniques.
2.	Identify and appreciate the traditional Indian cultural heritage of textiles and costumes.

Suggested References:	
Sr. No.	References
1.	Dhamija, J. (1989). <i>Handwoven fabrics of India</i> . Ahmedabad: Mapin Publication.
2.	Mehta, R. (1970). <i>Masterpieces of India</i> . Bombay: D.B. Taraporwala.
3.	Mehta, R. (1970). <i>Masterpieces of Indian Textiles</i> . Bombay: D.B.Taraporwala.
4.	Shenai, V.A. (1981). <i>History of Textile Design</i> . Bombay: Sevak Publication.
5.	Dar, S.N. (1969). <i>Costumes of India & Pakistan</i> . Bombay: D.B.Taraporawala.
6.	Osborne, H. (1975). <i>The Oxford Companion to the decorative arts</i> . Oxford: Clarendon

	Press.
7.	Askari, C. (1998). <i>Colour of the Indus</i> . London: Merrell, Holberrdon.
8.	Ghuriye, G.S. (1966). <i>Indian Costumes</i> . Bombay: Bombay Popular Prakashan.
9.	Ranjan, A. (2014) Crafts of india- Handmade in India, COHANDS, New Delhi.
10.	Karolia, A (2019) <i>Traditional Indian Hand-Crafted Textile</i> , Vol. 1,2, Niyogi book, New Delhi.
11.	Bajwa, R. (2013) <i>Traditional Costumes of India</i> , National Publishers, Mohali.



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Syllabus with effect from: 2024-2025 (NEP-2020)
B.Sc. (Home Science) Semester: III



Course Code	UHA3IDBSC01	Title of the Course	Theory -Consumer Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To develop skills to act as informed and responsible consumers.2. To help students feel it is important to be an informed consumer.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Consumer Education and History <ol style="list-style-type: none">a) Define consumer and consumer education.b) Rights and Responsibilities of Consumersc) Origin of consumer movement in India.	25
2.	Consumer problems related to goods and services Adulteration <ol style="list-style-type: none">a) Short weights and measuresb) Misleading advertisementsc) E-marketing fraudsd) Sub-standard goods and services	25
3.	Consumer aids – <ol style="list-style-type: none">a) Labels, Trademarks, Brand names, Patents, Warranty, Guarantee, Quality Marksb) After-sales servicec) Food packaging materials	25
4.	(a) Consumer empowerment through laws- Consumer Protection (COPRA 2019) <ol style="list-style-type: none">i. Placeii. Time and Durationiii. Procedure (b) Green Consumerism- Meaning and importance of consumerism, need to be green consumers, consideration in daily consumption and significance	25

Teaching-Learning Methodology	Participatory lectures with active learning, demonstrate related teaching aids, written exercises, collaborative learning, problem-s tutorials, library use, and e-learning through videos coupled with a market survey, field-based learning, Assignments
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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.	Emerge as informed consumers.
2.	Becoming familiarized with the changing trends in consumerism
3.	Understand the procedure of redressal of consumer complaints, and the role of different agencies in establishing product and service standards

Suggested References:	
Sr. No.	References
1.	Agarwal, A. (1989). A practical handbook for consumers. Bombay: India book house.
2.	Dr. Manjari A. & Urvashi P. (2008) Consumerism: A need from cradle to grave.
3.	Sarkar, A.(1989). Problems of Consumers in Modern India. New Delhi: Discovery publishing House.
4.	Misra S., Sree Kumaran G. N., and Chadah, S. (2015).Consumer Handbook. New Delhi: Department of Consumer Affairs.
5.	Singh, S. (2023). Family finance and consumption economics. Himanshu Publication, Udaipur (India)
6.	Singh, S., Rao, R., & Vyas, R. (2025). Consumer rise: Information, safety, and education. Noble Science Press

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

Consumer Handbook English

https://consumeraffairs.nic.in/sites/default/files/fileuploads/consumer_information/Consumer_Handbook_H.pdf

Consumer Handbook Hindi

https://consumeraffairs.nic.in/sites/default/files/fileuploads/consumer_information/Consumer_Handbook.pdf



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B.Sc. (Home Science) Semester: III



Course Code	UHA3IDBSC02	Title of the Course	Practical -Consumer Education
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To appraise the role of consumers in the Indian economy.2. To create awareness about marketing conditions, rights, and responsibilities of consumers.
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Course Content		
Sr. No.	Description	Weightage* (%)
1.	Enlist the rights and responsibilities of consumers with suitable examples.	05
2.	Write the importance of quality marks and draw commonly used quality marks.	10
3.	Evaluate the informative and attractive labels for different types of products (food/textile/garments/toys/household products)	10
4.	Identify uses and discuss the advantages and disadvantages of various packaging materials. (paper, glass, plastics, jute, thermocol, cotton bag, newspaper)	10
5.	Identify common adulterants used in different food products and self-assessment of adulteration. (commonly used kitchen spices and milk)	05
6.	Identify misleading advertisements and discuss agencies for reporting misleading advertisements.	05
7.	To prepare and present a poster for generating consumer awareness related to various consumer issues.	10
8.	To prepare and present a handout for generating consumer awareness related to various consumer issues.	10
9.	Enlist and identify E-frauds prevailing in the market and ways to resolve them through various agencies.	05
10.	Describe the composition of various courts under the Consumer Protection Act 1986 and 2019.	10

11.	Find a consumer case study from an online/newspaper and present it with a detailed description.	10
12	To Prepare a role play on consumer education.	10

Teaching-Learning Methodology	Active learning, reflective learning, written exercises, collaborative learning, problem-solving, Discussions and display of various materials, e-learning coupled with a market survey, field-based learning, and Assignments.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the role of the consumer in the market.
2.	Become aware of marketing conditions, rights, and responsibilities of consumers.
3.	Recognise the problem while purchasing goods/services from the market.

Suggested References:	
Sr. No.	References
1.	Sarkar, A. (1989). Problems of Consumers in Modern India. Delhi: Discovery Publishing House.
2.	Agarwal, A. (1989). A Practical Handbook for Consumer. Bombay: India book house
3.	Dr. Manjari A. & Urvashi P. (2008) Consumerism: A need from cradle to grave
4.	Singh Suman (2023).Family Finance and Consumption Economics. Himanshu Publications, Udaipur
5.	Singh, S., Rao, R., & Vyas, R. (2025). Consumer rise: Information, safety, and education. Noble Science Press

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



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B.Sc. (Home Science) Semester: III

Food, Nutrition and Dietetics

Course Code	UHA3SEFDN01	Title of the Course	Practical- Functional Foods in Health and Disease
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To enable students to learn the basic meaning and difference between functional foods and nutraceuticals and their role in disease prevention and health promotion.2. To enable students to identify and understand bioactive compounds in foods and their potential health benefits in managing various conditions.3. To enable students to learn how to design therapeutic meal plans that incorporate functional foods and nutraceuticals for specific patient profiles and conditions.
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Unit	Description	Weightage* (%)
1.	Understanding Functional Foods and Nutraceuticals in Therapeutic Diets (a) Create a list of functional foods that could be beneficial in managing a specific health conditions (e.g., fruits, vegetables, turmeric, ginger, etc.). (b) Identification of bioactive compounds (e.g. Antioxidants, polyphenols, polyphenols, flavonoids, carotenoids, omega-3 fatty acids) in foods and assess their potential health benefits for conditions like heart disease, cognitive decline, or cancer. (c) Group Discussion: Discuss the relationship between food, nutrition, and chronic disease management.	10
2.	Survey of available nutraceuticals/dietary supplement in the market).	05
3.	Survey regarding the awareness of availability and health benefits of dietary supplements through questionnaire.	05
4.	Plan a nutraceutical-based diet to manage cognitive decline, focusing on neuroprotective foods (a) Review a patient profile of someone with early-stage dementia or Alzheimer's (b) Plan a recipe that includes neuroprotective foods (rich in omega-3s, turmeric, and green leafy vegetables, etc.). (c) Group Discussion: recipes based on nutritional content and how they might support cognitive health. Dietary recommendations for improving brain health.	10

5.	<p>Plan a therapeutic diet for individuals with arthritis, focusing on anti-inflammatory foods.</p> <p>(a) Examine a patient profile with rheumatoid arthritis and identify anti-inflammatory foods (e.g., ginger, turmeric, fatty fish, nuts, olive oil, etc.).</p> <p>(b) Plan anti-inflammatory recipes for arthritis patients.</p>	10
6.	<p>Plan one meal focused on controlling blood sugar levels.</p> <p>(a) Discuss dietary strategies for managing Type 2 diabetes, including the role of low-glycemic index foods, fiber, and protein.</p> <p>(b) Develop recipes that balance complex carbohydrates, protein, and healthy fats</p> <p>(c) Nutritional Analysis: Calculate the glycemic index of selected foods and analyze their suitability for diabetics.</p>	10
7.	<p>Plan a heart-healthy meal focusing on reducing blood cholesterol and improving blood circulation.</p> <p>(a) Review a case study of a patient with hypertension or hyperlipidemia and assess how diet can help manage cholesterol levels and blood pressure.</p> <p>(b) Plan heart-healthy meals using foods rich in fiber, healthy fats</p>	10
8.	<p>Plan a meal for improving digestive health by including probiotics and prebiotics.</p> <p>(a) Study the dietary needs of a patient suffering from IBS or chronic constipation.</p> <p>(b) List down foods rich in prebiotics and probiotics</p> <p>(c) Formulate recipes using probiotic-rich foods (e.g., yogurt, kefir) and prebiotic foods</p> <p>(d) Group Discussion: Health benefits of probiotics and prebiotics in digestive health.</p>	10
9.	<p>Design recipes aimed at managing weight and improving metabolic function.</p> <p>(a) Review a metabolic syndrome case study (e.g., obesity, high blood pressure, and insulin resistance).</p> <p>(b) Plan low-calorie, nutrient-dense meals focusing on reducing belly fat, increasing metabolism, and balancing hormones.</p>	10
10.	<p>Customize a set of recipes for specific populations or conditions (e.g., pregnancy, post-surgery recovery).</p> <p>(a) Develop a health-focused recipe plan for specific patient populations (e.g., pregnant women, post-operative patients, or elderly individuals).</p> <p>(b) Customized Recipe Planning: Adapt recipes based on the specific nutrient needs of the population</p> <p>(c) Group Presentation: Present a recipe plan for a selected condition and justify ingredient choices based on the health benefits of each food.</p>	10
11.	Design a label for nutraceutical food/dietary supplement	05
12.	Development of teaching aids for creating awareness of preventive and promotive nutrition	05

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Audio video aids, surveys and data Collection, presentation and active classroom-based discussion
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Evaluation Pattern

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

Course Outcomes:

Having completed this course, the learner will be able to

Sr. No.	
1.	List various functional foods and describe how they can be beneficial in managing specific health conditions.
2.	Develop and conduct surveys on awareness and use of dietary supplements and nutraceuticals, focusing on their health benefits and availability in the market.
3.	Empower students to effectively integrate functional foods and nutraceuticals into therapeutic diets, improving health outcomes for individuals with chronic conditions.

References

Sr.No	References
1.	Israel Goldberg(2020), <i>Functional Foods:Designer Foods,Pharmafoods,Nutraceuticals.</i> , First South Asian Edition.
2.	Robert E.C. Wildman, Robert,Wildman, Taylor C(2002), <i>Handbook of Nutraceuticals and Functional Foods</i> , Third Edition,Wallace.
3.	Satinder Kaur Brar, Surinder Kaur and Gurpreet Singh Dhillon,(2014), <i>Nutraceuticals Functional Foods</i> .
4.	Pathak Y(2009). <i>Handbook of Nutraceuticals; Ingredient, Formulations, and Applications</i> . CRC Press, Taylor & Francis Group, London

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: III

Family Resource Management

Course Code	UHA3SEFRM01	Title of the Course	Practical: Household Equipment
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To acquire practical knowledge of fundamental electrical concepts and the scientific principles behind the operation of equipment.2. To gain hands-on experience in the proper and scientific handling of electrical equipment.
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Course Content		
Sr. No.	Description	Weightage (%)
1.	Categorize equipment, conduct a market survey, and present the findings in class.	10
2.	Analyze the materials, finishes, and types of joints utilized in non-electrical equipment.	05
3.	Demonstration and use of general purpose appliances - Sandwich Maker, Toaster, Food Processor.	05
4.	Demonstration and use of general-purpose appliances - Mixer, Juicer, Water purifier	10
5.	Demonstration and use of large appliances- Washing Machine, Vacuum Cleaner	10
6.	Demonstration and use of large appliances- Microwave Oven, Refrigerator	10
7.	Demonstration and use of small appliances- Chopper, Coffee maker, Electric kettle	05
8.	Demonstration and use of small appliances- Iron and steamer, Hand Blender.	10
9.	Demonstration and use of personal use equipment - Hair dryer, Massager	05
10.	Create a role play to raise awareness about the importance of standardization.	10

11.	Field visits to electrical equipment repair centers to explore various types of wires, their applications, and repair techniques.	10
12.	Learn to manage minor issues and performing basic repairs	10

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the materials and finishes used in the household equipment available in the lab.
2.	Identify various techniques for forming utensils and attaching handles.
3.	Develop skills in the proper use and basic repair of household equipment.
4.	Gain proficiency in managing household equipment, for personal use and in a professional role as a sales manager.

Suggested References:	
Sr.No.	References
1.	Peet and Picket (1963). <i>Young Homemaker's Equipment Guide</i> . IOWA: The IOWA State University Press.
2.	Peet, Picket, and Arnold. <i>Household Equipment Guide</i> . IOWA: The IOWA State University Press
3.	Peet, Picket, and Arnold. <i>Household Equipment Guide</i> . IOWA: The IOWA State University Press
4.	Kaur, D.J. (1976). <i>Improving the Household Equipment</i> . Punjab: Communication Centre, Punjab Agricultural University.
5.	Acharya, M.(1995). ગુડ ઉપકરણોની ઓળખ. Vallabh Vidyanagar: Deep Prakashan.

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

1.	https://in.pinterest.com/hotkart/electronics-items/
2.	https://smarterhouse.org/appliances-energy/home-electronics
3.	https://www.iloencyclopaedia.org/contents/part-xiii-12343/electrical-appliances-and-equipment



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



Course Code	UHA3SEHUD01	Title of the Course	Practical – Activities and Resources for Child Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience.2. To understand the significance of various creative activities and teacher's role in implementing them.3. To become aware of suitable activities and games for children.4. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience.
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Course Content		
Sr. No.	Description	Weightage (%)
1.	Collect reading readiness material for visual discrimination and visual memory.	05
2.	Microteaching for conducting group conversation- (a) Display of bulletin board for picture talk, development of questioning skills (b) Involving what, who, when, why, how as well as questions to give scope for children's imagination and creative expression.	10
3.	Paintings and graphics. (a) Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc. required for conducting activity be included, i.e. paste, paint with starch, dry colors etc. (b) Drawing with crayons, dry and wet chalk. (c) Wet paints, painting masks, brush music.	10
4.	Tearing, cutting, pasting (a) Tearing with all finger, tearing with thumb, and two fingers as used in holding pencil, tearing on straight line, and curved line.	10

	(b) Tearing circular rings starting from one corner of the page till center of page, making designs. (c) Cutting a design, pasting, pieces of paper, cloth, stick, leaf, collage, and mosaic. (d) Tracing and cutting designs, creating design. (e) Pasting mosaic, paper balls, and glass pieces. Etc.	
5.	Modeling with different Materials (a) Modeling with clay, dough, plasticine, saw dust, providing accessories. (b) Beside above medium, modeling with straw, match sticks rope, wire, thick paper fold and slot sculpture. (c) Pasting papers on a balloon, when dry remove air and colors to create accessories for clay sculpture/ crumbled paper pasting designs.	10
6.	Prepare different type of printing (a) Printing with strings, leaf, vegetable blocks, stencil printing, thumb, finger, spray printing. (b) Keepings coins, leaves with veins below paper and gently coloring with crayon. (c) Older children to make their own stencil.	10
7.	Music and movement (a) Making simple musical instruments from waste like old pots, tins, sticks. (b) Rhythmic body movement according to different beats and sound. (c) Dancing according to the rhythm.	10
8.	Plan a story and make a story telling technique for classroom presentation	10
9.	Prepare a DIY scrapbook for children.	10
10.	Best out of waste activity.	05
11.	Observe children in park/ garden/ street area and write a report.	05
12.	List down indoor and outdoor games for children with photos.	05

Teaching-Learning Methodology	Practical, Field visits, Interview method, Observation, Survey, Questionnaire, Case study, 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.	Acquire a detailed understanding of different activities related to themes for children.
2.	Aware of suitable literature for children.
3.	Understand the role of adults to promote communication skills.
4.	Understanding of development of concepts in mathematics and environment.

Suggested References:	
Sr. No.	References
1.	Aggarwal J. C. & Gupta, S. (2007). <i>Early Childhood Care and Education: Principles and practices</i> (Paperback) Shipra Publications.
2.	Armstrong, T (2018). <i>Multiple Intelligences in the Classroom</i> . (4th ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
3.	Carol, S. & Barbour, N. (1990). <i>Early Childhood Education: An Introduction</i> . 2 nd ed.
4.	Feldman, R., and Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
5.	Swaminathan, M. (1984). <i>Play activities for young children</i> , New Delhi: UNICEF.
6.	Swaminathan, M. (1991). <i>Play Activities for Young Children</i> . UNICEF.
7.	Papalia, D. E. and Olds, S. W. (2003). <i>Human Development</i> . New York: McGraw Hill Higher Education.
8.	Whitebread, D. (2011). <i>Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners</i> (Paperback) by publisher: Sage Publications.

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



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



Course Code	UHA3SETCL01	Title of the Course	Practical –Basic Clothing Construction
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To develop skills in clothing construction techniques2. To gain knowledge on basic industrial constructions techniques for sleeves, collars, pockets, plackets, zipper attachments.
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Types of Sleeves - set in, puff, flared bottom, raglan, Kimono Types of neckline finishes	10
2	Types of plackets – Continuous opening, skirt placket, full opening.	05
3	Types of pockets - patch, welt, flap, side seam	10
4	Types of Flies – Children trouser fly, adult trouser fly	10
5	Types of zipper attachments - Invisible, metal	10
6	Types of yokes: Basic and decorative yoke	05
7.	Type of cuffs: French and convertible	05
8.	Types of collars – straight band, peter pan, flat, shirt	10
9.	Drafting and Construction of Baby frock/A-line skirt/ panelled skirt	10
10.	Drafting and Construction of pleated skirt.	10
11	Drafting and Construction of circular skirt.	10
12	Make a portfolio of the drafts and samples done.	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.	Develop understanding and skills in basic techniques of apparel construction.
2.	Apply these techniques in garment construction.

Suggested References:	
Sr. No.	References
1.	<i>Zarapkar, K.R. Zarapkar System of Cutting. Bombay.</i>
2.	<i>Aldrich, F. Matric Pattern for Women's wear.</i>
3.	<i>Jacob, A. (1998). The Art of Sewing. New Delhi, B.S. Publishers Ltd.</i>
4.	<i>Tate and Glisson (1961). Family Clothing.</i>
5.	<i>Natalie, B. (1970). Dress Pattern Designing. London, Cross Lockwood & Son Ltd.</i>
6.	<i>Doongaji & Deshpande. (1970). Basic Processes and Clothing Construction. New Delhi, Raj Book Depot.</i>



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B.Sc. (Home Science) Semester: III



Course Code	UHA3IKHSC07	Title of the Course	Theory- Dharmashastra (Aacharasamhita)
Total Credits of the Course	02	Total Hours per week	02

Course Objectives:	<ol style="list-style-type: none">1. To analyze the etymology and meaning of the word "Dharma" and its significance in various cultures and religions.2. To introduce and gain an overview of the major Dharmashastra (ancient Indian texts that discuss laws, duties, and ethical principles).3. To identify the different forms of Dharma present in contemporary society and specifically in the context of Kaliyug (the current age according to Hindu cosmology).4. To analyze examples of various characteristics of Dharma in the lives of notable scholars, philosophers, and religious figures.5. To develop a deeper understanding of the cultural, ethical, and spiritual dimensions of Dharma and its relevance in contemporary society.
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none">(a) Etymology and meaning of the word Dharma.(b) Characteristics of word Dharma. Theism and Faith, Religious texts and scriptures, Modes of Worship, Code of ethics and conduct, religious and Social Festivals, Ashram and Games, Priests and Religious Leaders, Faith and Salvation.	25
2.	<ol style="list-style-type: none">(a) Explanation of the word Dharma by great scholars. Dharma from Manu's point of view, Vyasa's point of view, Patanjali's view, Buddha's point of view, Adi Shankaracharya's View, Swami Dayanand Saraswati's View, Swami Vivekanand's View, Mahatma Gandhi's View, Dr. Sarvepalli Radhakrishnan view, Dr. Ambedkar's perspective(b) The importance of Dharma in human life.<ol style="list-style-type: none">i. Moral Guidanceii. Spiritual Advancementiii. Mental Careiv. Social Carev. Morality and duty	25

3.	(a) Forms of Dharma at present and kaliyug. Ethical conduct and its Importance (b) Importance of Aacharndharma. Foundation of Dharma, Regulation of conduct, Spiritual Significance, Social Harmony, Universality and Flexibility, Role in Jurisprudence, Preservation of Cultural Identity	25
4.	(a) Examples of various characteristics of Dharma in the life of Scholars. Vyasa, Adi Sankaracharya, Buddha, Chanakya, Mahatma Gandhi, Ramkrishna Paramahansa, Swami Dayanand Saraswati, Seami Vivekananda, Dr. B. R. Ambedkar (b) Introduction to the major Dharmashastra. Manusmriti, Yajnavalkya Smiriti, Parashara Smiriti, Narada Smiriti, Bible, Quran, Torah, Buddhist, Guru Granth Sahib	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the historical and cultural context of the word "Dharma" and explain its etymology and core meaning.
2.	Analyze the characteristics of Dharma and its manifestations in various aspects of human life, including personal ethics, social responsibilities, and spiritual practices.
3.	Evaluate the explanations of Dharma provided by eminent scholars and thinkers, and critically examine different perspectives on its interpretation and application.
4.	Recognize the importance of Dharma in guiding ethical decision-making, promoting harmony in relationships and communities, and fostering a just and compassionate society.

5.	Apply the concepts of Dharma to contemporary issues and challenges, demonstrating an understanding of the different forms of Dharma in present times, the significance of Aacharndharma, and the influence of Dharma in the lives of scholars and individuals who exemplify its principles.
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Suggested References:

Sr.No.	References
1.	Gharpure ,J.R. (1966). Dharmashastra Ka Itihas . Lucknow: Uttar Pradesh Hindi Sansthan publisher
2.	Jois, Justice M. Rama (2002). Ancient Indian Law: Eternal value in Manu Smriti. Universal Law Publishing Co. Pvt. Ltd. New Delhi-India
3.	Hiltebeitel, Alf (2011). Dharma: Its Early History in Law, Religion, and Narrative. Oxford University Press
4.	Howard, Veena R.(2017) Dharma: The Hindu, Jain, Buddhist and Sikh Traditions of India. I.B. Tauris (an imprint of Bloomsbury) Publisher
5.	Mishra, Nityanand. (2010) The Concept of Dharma in Valmiki Ramayana. Bharatiya Kala Prakashan

Online Resources :

Oxford Research Encyclopedia of Religion: "Dharma" -
<https://oxfordre.com/religion/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-63>
Hinduism Today: "The Four Dharmas of the Kali Yuga" -
<https://www.hinduismtoday.com/modules/smartsection/item.php?itemid=5594>
