

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: II

| Course Type | Course Code | Name of Course | T / P | Credit | Contact Hours/ Week | Exam Duration in hrs. | Component of Marks | | |
|----------------------------|-------------|----------------------|-------|--------|---------------------|-----------------------|--------------------|----------|-------|
| | | | | | | | Internal | External | Total |
| | | | | | | | | | |
| Ability Enhancement Course | | | | | | | | | |
| | UHA2AECOS01 | Communication Skills | T | 2 | 2 | 1:30 | 25 | 25 | 50 |

| | | | | | | | | | |
|---------------------------------------|-------------|---|---|---|---|------|----|----|----|
| Major Course (Any One Subject) | | | | | | | | | |
| Food, Nutrition and Dietetics | UHA2MAFDN01 | Theory-Nutrition Through Lifespan | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MAFDN02 | Practical-Nutrition Through Lifespan | P | 2 | 4 | 2 | 25 | 25 | 50 |
| | UHA2MAFDN03 | Theory-Fundamentals of Food Science- | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MAFDN04 | Practical-Fundamentals of Food Science | P | 2 | 4 | 2 | 25 | 25 | 50 |
| Family Resource Management | UHA2MAFRM01 | Theory-Basics of Interiors | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MAFRM02 | Practical -Basics of Interiors | P | 2 | 4 | 2 | 25 | 25 | 50 |
| | UHA2MAFRM03 | Theory-Furnishing in Interiors | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MAFRM04 | Practical-Furnishing in Interiors | P | 2 | 4 | 2 | 25 | 25 | 50 |
| Human Development | UHA2MAHUD01 | Theory - Montessori Education | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MAHUD02 | Practical - Montessori Education | P | 2 | 4 | 2 | 25 | 25 | 50 |
| | UHA2MAHUD03 | Theory - Childhood Behavioral Problems | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MAHUD04 | Practical - Childhood Behavioral Problems | P | 2 | 4 | 2 | 25 | 25 | 50 |

| | | | | | | | | | |
|--------------------------------|-------------|-------------------------------------|---|---|---|------|----|----|----|
| Textiles & Clothing | UHA2MATCL01 | Theory- Elementary Textiles | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MATCL02 | Practical - Elementary Textiles | P | 2 | 4 | 2 | 25 | 25 | 50 |
| | UHA2MATCL03 | Theory- Textile Design Technique | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MATCL04 | Practical- Textile Design Technique | P | 2 | 4 | 2 | 25 | 25 | 50 |

| Course Type | Course Code | Name of Course | T / P | Credit | Contact Hours Per Week | Exam Duration in hrs. | Component of Marks* | | |
|---|-------------|---|-------|--------|------------------------|-----------------------|---------------------|----------|-------|
| | | | | | | | Internal | External | Total |
| | | | | | | | | | |
| Minor Course (Any One Group) | | | | | | | | | |
| Food, Nutrition and Dietetics (Group 1) | UHA2MIFDN01 | Theory-Introduction to Foods and Nutrition | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MIFDN02 | Practical-Introduction to Foods and Nutrition | P | 2 | 4 | 2 | 25 | 25 | 50 |
| Family Resource Management (Group 2) | UHA2MIFRM01 | Theory-Accessories in Interiors | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MIFRM02 | Practical-Accessories in Interiors | P | 2 | 4 | 2 | 25 | 25 | 50 |
| Human Development (Group 3) | UHA2MIHUD01 | Theory - Family Studies | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MIHUD02 | Practical -Family Studies | P | 2 | 4 | 2 | 25 | 25 | 50 |
| Textiles & Clothing (Group 4) | UHA2MITCL01 | Theory- Fibre Science and Care | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2MITCL02 | Practical - Fibre Science and Care | P | 2 | 4 | 2 | 25 | 25 | 50 |

| Course Type | Course Code | Name of Course | T / P | Credit | Contact Hours Per Week | Exam Duration in hrs. | Component of Marks | | |
|-----------------------------------|-------------|----------------------------|-------|--------|------------------------|-----------------------|--------------------|----------|-------|
| | | | | | | | Internal | External | Total |
| | | | | | | | | | |
| Multi / Inter Disciplinary | UHA2IDBSC01 | Theory -Basic Science II | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2IDBSC02 | Practical-Basic Science II | P | 2 | 4 | 2 | 25 | 25 | 50 |

| Course Type | Course Code | Name of Course | T / P | Credit | Contact Hours Per Week | Exam Duration in hrs. | Component of Marks | | |
|---|-------------|---|-------|--------|------------------------|-----------------------|--------------------|----------|-------|
| | | | | | | | Internal | External | Total |
| | | | | | | | | | |
| Skill Enhancement Course (Any One Subject) | UHA2SEFDN01 | Theory- Food Hygiene | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2SEFRM01 | Theory- Self-Image & Styling | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2SEHUD01 | Theory- Parenting | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2SETCL01 | Theory- Textile & Apparel Merchandising | T | 2 | 2 | 1:30 | 25 | 25 | 50 |

| | | | | | | | | | |
|--|-------------|---|---|---|---|------|----|----|----|
| Value Added Course / <u>Indian Knowledge System</u> (Any One) | UHA2VAEVS01 | Theory- Environmental Studies | T | 2 | 2 | 1:30 | 25 | 25 | 50 |
| | UHA2VAIPD02 | Theory- Integrated Personality Development Course | T | 2 | 2 | 1:30 | 25 | 25 | 50 |

*Passing marks 36%



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B.Sc. (Home Science) Semester: II

| | | | |
|-----------------------------|-------------|---------------------|----------------------|
| Course Code | UHA2AECOS01 | Title of the Course | Communication Skills |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To learn to communicate effectively and express their views.2. To develop leadership qualities and managerial skills required for better prospects. |
|-------------------|---|

| Course Content | | |
|----------------|---|---------------|
| Unit | Description | Weightage (%) |
| 1. | (a) Communication skills: Introduction, The importance of Communication, The Communication Process-Source, Message, Encoding, Channel, decoding, receiving, feedback, Context. (b) Communication barriers: Types of Barriers, How to overcome barriers in communication. | 25 |
| 2. | Elements of Communication: Introduction, face-to-face communication of voice, Body language (Nonverbal communication) Verbal communication physical Communication | 25 |
| 3. | Communication styles: Introduction, The communication style matrix with example. Direct communication style, spirited communication style, systematic communication style, considerate communication style. | 25 |
| 4 | (a) Talking about Self: background, interests, strengths, weaknesses, future goals, etc. (b) Framing Messages (Formal & Informal) (c) Framing Questions (d) Emailing Talking on the telephone (Greeting, purpose, closing, etc.) | 25 |

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| Teaching Learning Methodology | Lectures, PowerPoint presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market surveys, discussions, assignments, Presentations, Individual / group project |
|-------------------------------|---|

| 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 | Use communication skills effectively for giving interviews and better employability |
| 2 | Improve verbal and nonverbal communication |

| Suggested References: | |
|-----------------------|---|
| Sr. No | References |
| 1 | Sanjay Kumar, Pushpalata, 1st edition, Oxford Press (2011)Communication Skills, |
| 2 | Gopalaswamy Ramesh, 5 th Edition, Pearson (2013)The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, |
| 3 | ,Konar Nira,2 nd Edition, -PHI (2011)New arrivals Communication Skills for Professionals |
| 4 | Barun. K.Mitra, 1 st Edition, Oxford Press (2011) Personality Development and Soft Skills, |
| 5 | Francis PetersSJ,1 st Edition, McGraw Hill Education (2011) Soft Skills and Professional Communication, |
| 6 | R. P. Bhatnagar and R T Bell (1999) Communication in English |

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



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

| | | | |
|-----------------------------|-------------|---------------------|------------------------------------|
| Course Code | UHA2MAFDN01 | Title of the Course | Theory- Nutrition Through Lifespan |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|--------------------|--|
| Course Objectives: | <ol style="list-style-type: none">1. To gain knowledge about the nutritional requirements and the basics of meal planning for various physiological age groups.2. To Design food plans to meet the needs of humans at various life cycle stages.3. To Describe how socioeconomic, cultural and environmental factors influence nutrient needs across the lifecycle |
|--------------------|--|

| Unit | Description | Weightage*(%) |
|------|---|---------------|
| 1. | Principles of meal planning (a) Terms related to efficient menu planning, Importance of meal planning (b) Factors effecting meal planning (c) Concept of Dietary Reference Intakes (d) Socioeconomic, cultural and environmental factors influence nutrient needs across the life cycle | 25 |
| 2. | Nutrition during the adult and Old Age (a) Nutritional and Food requirements for of Adults (b) Dietary guidelines as per activity and income (c) Nutritional and Food requirements during old age (d) Dietary guidelines during old age | 25 |
| 3. | Nutrition during Infancy, Preschool Age and School age (a) Advantages Breast feeding and Weaning foods (b) Nutritional requirements for Preschool and School age children | 25 |
| 4. | Nutrition during Adolescent, Pregnant and Lactating Mother (a) Nutrition and Food requirements of Adolescents (b) Nutritional Problems during adolescents (c) Nutrition and Food requirements of Expectant Mother (d) Nutrition and Food requirements of Lactating Mother | 25 |

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| Teaching-Learning Methodology | The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion E-learning resources: e-reading assignments and practice quizzes through Google classroom and google forms |
|-------------------------------|--|

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

| Course Outcomes: Having completed this course, the students will be able to | |
|---|--|
| 1. | Explore how nutrient needs vary during the lifespan, from nutrition during pregnancy and lactation, infant nutrition, childhood and adolescent nutrition, as well as adult and older adult Nutrition. |
| 2. | Plan meals with enough nutrition requirements for family members, food selection, catering to individual family members' food preferences, healthy diets according to their ages, and energy, time, and money savings. |

| References | |
|------------|--|
| Sr. No | References |
| 1. | Mudambi, SumatiR,Rajagopal, MV, (2012) <i>Fundamentals Of Foods, Nutrition And Diet Therapy</i> .6 th Edition,New Age International (P) Ltd Publishers. |
| 2. | Dr.Swaminathan, <i>Handbook of Food and Nutrition</i> (by The Bangalore press) |
| 3. | Sharda Gupta, Santosh Jain Passi, Rama Seth,RanjanaMahna, Seema Puri, KumudKhanna, <i>Textbook of Nutrition and Dietetics</i> .Elite Publishing House Pvt. Ltd |
| 4. | Bamji M S, <i>Textbook of Human Nutrition</i> 4 th Edition |

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

| | | | |
|-----------------------------|-------------|---------------------|---------------------------------------|
| Course Code | UHA2MAFDN02 | Title of the Course | Practical- Nutrition Through Lifespan |
| Total Credits of the Course | 2 | Hours per Week | 4 |

| | |
|-------------------|--|
| Course Objectives | <ol style="list-style-type: none">1. To familiarize the students with planning of balanced meals.2. To sensitize the students to differences in dietary requirements and nutritional needs through the different stages of lifespan3. To equip the students with skills to plan balanced meals |
|-------------------|--|

| Unit | Description | Weightage* (%) |
|------|--|----------------|
| 1. | Introduction to meal planning— Factors to be considered while planning meal. 24 hour dietary recall Use of food exchange list | 10 |
| 2. | Diet during Infancy: Planning nutrient rich recipes for Infants (Complementary foods) | 10 |
| 3. | Diet during Pre-schoolers (a) Food habits and Nutritional requirements (b) Planning nutrient rich recipes for pre-schoolers | 10 |
| 4. | Diet during school age: (a) Food habits and Nutritional requirements (b) Planning nutrient rich recipes for school going child | 10 |
| 5. | Diet during adolescent: (a) Food habits and Nutritional requirements (b) Planning whole day's meal for an adolescent(Boy and Girl) | 10 |
| 6. | Adult man (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult man as per different activities | 10 |
| 7. | Adult women (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult women as per different activities | 10 |
| 8. | Nutrition during Pregnancy (a) Food habits and Nutritional requirements (b) Planning whole day's meal for pregnant mother | 10 |

| | | |
|-----|---|----|
| 9. | Nutrition during Lactation (a) Food habits and Nutritional requirements (b) Planning whole day's meal for lactating mother | 10 |
| 10. | Geriatric (elderly)Nutrition: (a) Physiological changes, Nutritional Requirement and Dietary Modification. (b) Planning nutrient rich recipes for an elderly | 10 |

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|-------------------------------|---|
| Teaching-Learning Methodology | Experiential learning, Audio visual aids, Workshops. group learning |
|-------------------------------|---|

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

| | |
|--|---|
| Course Outcomes: | |
| Having completed this course, the students will be able to | |
| 1. | Understand the basics of meal planning and to gain knowledge in meal preparation. |
| 2. | Gain knowledge in calculation of nutrients. |

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

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



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

| | | | |
|-----------------------------|-------------|---------------------|---|
| Course Code | UHA2MAFDN03 | Title of the Course | Theory- Fundamentals of Food Science |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|-------------------|--|
| Course Objectives | <ol style="list-style-type: none">1. The students will be able to understand the basic commodities both Raw & Processed used in catering & various aspects of their production & distribution.2. The students will be able to discuss the Qualities & Standards of available commodities & their suitability for different purposes.3. The students will be able to learn Nutritional & Chemical composition in brief. |
|-------------------|--|

| Unit | Description | Weightage* (%) |
|------|--|----------------|
| 1. | (a) Carbohydrates-composition, classification, structure, changes during cooking and processing. (b) Proteins –classification, composition, changes during cooking, Physical and chemical properties, emulsion etc. | 25 |
| 2. | (a) Lipids –composition, classification, saturated, unsaturated fatty acids, Role of fat in foods, changes during cooking. (b) Vitamins (Fat soluble) –classification and general structure, effect of cooking and fortification in processed foods | 25 |
| 3. | (a) Vitamins (water soluble) – Thiamine, Riboflavin, vitamin C Niacin- classification and general structure, effect of cooking and fortification in processed foods (b) Minerals-Iron, Calcium, Sodium, Potassium, Iodine - classification and general structure, effect of cooking and fortification in processed foods | 25 |
| 4. | Enzymes classification, Enzymes added to food during processing, modification of food by endogenous enzyme, effect of cooking on enzymes. | 25 |

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|-------------------------------|---|
| Teaching-Learning Methodology | Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids |
|-------------------------------|---|

| 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. | Get the knowledge of quality products and grading of food, composition of food and various aspects of food production. |
| 2. | Learn the composition of food and various aspects of food production. |

| Sr. No. | References |
|---------|---|
| 1. | Meyer, L. H. (1976). Food Chemistry. Reinhold Publ. Corporation, New York. |
| 2. | Potter, N. M. (1995). Food Science. The AVI Publishing Co., Connecticut. |
| 3. | Fennema, O. R. (ed). (1996). Food Chemistry. Marcel Dekker, Inc., New York. |
| 4. | Sri lakshmi (2007) .Food science .4th edition. New age international Ltd. |

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



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| | | | |
|-----------------------------|-------------|---------------------|--|
| Course Code | UHA2MAFDN04 | Title of the Course | Practical- Fundamentals of Food Science |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|-------------------|--|
| Course Objectives | <ol style="list-style-type: none">1. The students will be able to identify various types of starches2. The students will be able to differentiate between various types of flours, eggs, milk, fat etc. |
|-------------------|--|

| Unit | Description | Weightage*(%) |
|------|--|---------------|
| 1. | Preparation of starch from potatoes. | 05 |
| 2. | Microscopic examination of starch. | 05 |
| 3. | To study the effect acid, salt, oil, sugar on gelatinization of corn flour | 05 |
| 4. | To study the gelatinization of different flours. | 05 |
| 5. | To determine gluten from different flours. | 10 |
| 6. | Functional role of egg in cookery. (Cakes, mayonnaise, custard) | 10 |
| 7. | Milk protein- coagulation of milk using different products. | 10 |
| 8. | Functional role of fat-Effect of size, thickness, moisture on fat absorption in wheat flour | 10 |
| 9. | Factors affecting fat absorption and emulsion, frying (role of moisture and Surface area). | 10 |
| 10. | Browning reactions- To study different types of browning reactions. Enzymatic Browning | 10 |
| 11. | Browning reactions- To study different types of browning reactions Non Enzymatic Browning | 10 |
| 12. | To study smoking points of oils and fat | 10 |

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| Teaching-Learning Methodology | Lecture, Group Discussion, Demonstration, Quizzes, survey, Experiential learning |
|-------------------------------|--|

| 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 various starches, product variations using different ingredients. |
| 2. | Various factors affecting the cooking methodology with various ingredients. |

| References | |
|------------|---|
| Sr No | References |
| 1. | N. Shakuntala O. Manay · 2001 Food: Facts And Principles, New Age Publication (2Ed.) |
| 2. | Williams. M. Experimental Foods. Laboratory manual (1984). Surjeet Publications , New Delhi |

| | |
|---|--|
| 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: II
Family Resource Management

| | | | |
|-----------------------------|-------------|---------------------|-----------------------------|
| Course Code | UHA2MAFRM01 | Title of the Course | Theory: Basics of Interiors |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. To comprehend the fundamentals of art and design.2. To understand the principles and elements of interior design.3. To appraise the effect of colors.4. To acquaint the students with various techniques of art.5. Understand the role of furniture, lighting, & color in interior design. |
|--------------------|---|

| Course Content | | |
|----------------|--|---------------|
| Unit | Description | Weightage (%) |
| 1. | Introduction to Interior Design <ol style="list-style-type: none">(a) Definition and scope of interior design(b) Impact of interior design on well-being, functionality, and aesthetics.(c) Understanding the design process (brief overview) | 25 |
| 2. | Fundamentals of Design <ol style="list-style-type: none">(a) Significance of design(b) Decorative Design– Naturalistic Design, Stylized Design, Geometric Design, Abstract Design.(c) Elements of Art: Space, Point, Line, Shape, Form, Texture, Light & Colour.(d) Principles of Art: Rhythm, Balance, Proportion, Emphasis, Unity | 25 |
| 3. | Colour and Its Application <ol style="list-style-type: none">(a) Colour and its importance.(b) Classification of color: Primary, Secondary, Intermediate(c) Colour harmonies and schemes | 25 |

| | | |
|----|---|----|
| | (d) Law of Area and Colour Proportion Systems (e) The interrelatedness of color and other Elements of Design | |
| 4. | Furniture and Lighting (a) The role of furniture in interior design (b) Types of furniture and their placement (c) Second-hand and vintage furniture options (d) Fundamentals of lighting design (task lighting, ambient lighting, accent lighting) | 25 |

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|-------------------------------|--|
| Teaching-Learning Methodology | Lecture, Smart Board, PowerPoint Presentation, Class Discussion, Collaborative Learning. |
|-------------------------------|--|

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

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|---|
| 1. | Recognize the significance and application of fundamentals of art and design. |
| 2. | Acquire competency in assessing and implementing the true color. |
| 3. | Inculcate the skill in flower arranging. |

| Suggested References: | |
|-----------------------|---|
| Sr.No. | References |
| 1. | Bhatt, P., (2018). <i>Foundation of Art and Design</i> . Nasik: Mr. Sharad Dalal Square Arts. |

| | |
|----|--|
| 2. | Han Hall, <i>The Creative book of Flower Arranging</i> . London: Salamander Books Ltd. |
| 3. | Hazel Crag., and Rush Day (1952). <i>Homes with Character</i> . Bosten: D. C. Health and Co. |
| 4. | The Educational Planning Group Delhi. (2015). <i>Home Management</i> . New Delhi: Arya Publishing House. |
| 5. | Rutt Anna Hong (1948). <i>Home Furnishing</i> . New York: Joh Wiley and Sons. |
| 6. | Varghese, M.A., Ogale N.N., and Srinivasan, K. (2020). <i>Home Management</i> . New Age International Ltd. |

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

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827>

P-02. Decorating the Interiors (Module 8,9,10, 11,12,13)

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

Principles of Design

Colour Schemes

Flower Arranging



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Family Resource Management

| | | | |
|-----------------------------|-------------|---------------------|--------------------------------|
| Course Code | UHA2MAFRM02 | Title of the Course | Practical: Basics of Interiors |
| Total Credits of the Course | 02 | Hours per Week | 04 |

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| Course Objectives: | <ol style="list-style-type: none">1. To acquaint with the elements and principles of design.2. To understand the properties of colours.3. Learn to formulate different colours and colour schemes. |
|--------------------|--|

| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Conduct a hands-on activity where students create sketches using different types of lines and shapes. | 10 |
| 2. | Create collage or mood boards showcasing different patterns and textures used in interior design. | 10 |
| 3. | Create different types of Design- Structural and Decorative. | 10 |
| 4. | Analyze design compositions, identifying principles such as balance, rhythm, emphasis, and unity by collecting pictures of various rooms with interiors. | 05 |
| 5. | Prepare motifs based on colour classes. primary , secondary and tertiary | 10 |
| 6. | Prepare a Colour Wheel and discuss color properties. | 10 |
| 7. | Draw and colour the motifs using various colour harmony: monochromatic, complimentary, Triad, Analogous, split complementary | 10 |

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| 8. | Prepare samples using different techniques of Printing. (Any Five) | 05 |
| 9. | Practice writing decorative lettering styles through basic calligraphy techniques | 05 |
| 10. | Create two greeting cards for different occasions (e.g., birthdays, weddings, holidays) using a variety of design elements and techniques. | 10 |
| 11. | Explore traditional pottery techniques and create their own pottery pieces with hand-building methods. | 10 |
| 12. | Make an innovative and eco-friendly gift wrapping | 05 |

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

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

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



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: II
Family Resource Management

| | | | |
|-----------------------------|-------------|---------------------|---------------------------------|
| Course Code | UHA2MAFRM03 | Title of the Course | Theory: Furnishing in Interiors |
| Total Credits of the Course | 2 | Hours per Week | 2 |

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|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. To familiarize the students with the types of furnishings.2. To comprehend the function of various furnishings3. To understand the selection, care, and maintenance of various furnishings |
|--------------------|---|

| Course Content | | |
|----------------|---|---------------|
| Unit | Description | Weightage (%) |
| 1. | <ol style="list-style-type: none">(a) Definition and scope of furnishings in interior design(b) Functional and aesthetic roles of furnishings(c) Types of furnishings: soft furnishings, hard and soft window treatments. | 25 |
| 2. | <ol style="list-style-type: none">(a) Types of Window treatments, Curtains, Draperies, Hanging curtains, Pellets/valances, blinds.(b) Cushions/covers, Slipcovers, Bed linen, Table linen.(c) Floor Covering- Carpets and Rugs.(d) Materials used in furnishing, and upholstery. | 25 |
| 3. | <ol style="list-style-type: none">(a) Factors influencing furnishing decisions: climate conditions, needs, and preference, availability in the market.(b) Care and maintenance of soft furnishing.(c) Storage of furnishings.(d) Stain removal in linen. | 25 |
| 4. | <p>Sustainable furnishing</p> <ol style="list-style-type: none">(a) Importance of sustainability in furnishing selection(b) Eco-friendly materials and sustainable manufacturing practices | 25 |

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

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|---|
| 1. | Understand the role of furnishings in designing and decorating interiors |
| 2. | Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors. |
| 3. | Appreciate the contemporary trends in interior design. |
| 4. | Adopt various window treatments in interiors. |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Gandotra, V., Shukul, M. and Jaiswal N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant publishers, India. |
| 2. | Bhatt, P. (2008). <i>Foundation of Art and Design</i> . Bombay: The Lakhani Book Depot. |
| 3. | Faulkner, R. and Faulkner, S. (1987). <i>Inside Today's Home</i> . New York: Rinehart Winston, India. |
| 4. | Dorothy Wood (2019) <i>The Practical Encyclopedia of Soft Furnishings: The Complete Guide To Making Cushions, Loose Covers, Curtains, Blinds, Table Linen And Bed Linen</i> . |
| 5. | Kasu, A. A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre. |

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|----|---|
| 6. | Premavathy, S. (2005). <i>Interior Design and Decoration</i> . New Delhi: CBS Publishers and Distributors, India. |
| 7. | ગંડોત્રા, વી., મજમુદાર જે. (2007). <i>ગૃહવ્યવસ્થાપન</i> . અનડાબુકડીપો, અમદાવાદ. |
| 8. | ઠક્કર, પુજારા જે. (2001). <i>ગૃહવ્યવસ્થાપનનો પરીચય</i> . પ્રવિણ પુસ્તકભંડાર, રાજકોટ. |

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| On-line resources to be used if available as reference material |
| On-line Resources |
| http://ecoursesonline.iasri.res.in/mod/page/view.php?id=27384 |
| https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827 P-02. Decorating the Interiors (Module16-27) |



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

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

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|-----------------------------|-------------|---------------------|-------------------------------------|
| Course Code | UHA2MAFRM04 | Title of the Course | Practical – Furnishing in Interiors |
| Total Credits of the Course | 02 | Hours per Week | 04 |

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|--------------------|--|
| Course Objectives: | <ol style="list-style-type: none">1. To gain a better understanding of interior furnishings.2. To encourage creativity, innovation, and exploratory thinking.3. To impart knowledge on factors influencing furnishing space. |
|--------------------|--|

| Course Content | | |
|----------------|---|---------------|
| Unit | Description | Weightage (%) |
| 1. | Collecting pictures of various room interiors in residences and identifying the furnishings used in it followed by group discusses how these furnishings contribute to the room's functionality, | 10 |
| 2. | Prepare a scrapbook for various trending wall-finishing and curtain materials | 05 |
| 3. | Draw different kinds of window treatments for interiors | 05 |
| 4. | Design window treatments for various scenarios (e.g., a bedroom with different window sizes, and a living room with specific lighting needs). Students can research and present their design concepts, including curtain styles, pelmets, blinds, and their appropriate selection of material | 10 |
| 5. | Proper care and maintenance chart for different home furnishing materials. | 05 |
| 6. | Practice stain removal on different types of fabrics with any five tough stains that occur frequently on furnishings. | 05 |
| 7. | Construction of any a kind of soft furnishing e.g cushion covers /table mats/rug | 10 |

| | | |
|-----|--|----|
| 8. | A visit to a furniture showroom or upholstery shop where students can explore different materials used in furnishings, such as wood, metal, fabric, and leather. | 10 |
| 9. | Present one case study of upholstered furniture from online furniture vendors for eco-friendly, space-saving, and innovative design solutions. | 10 |
| 10. | Market survey of different furnishing materials (curtains, draperies, upholstery, cushions, table linen, bedroom linen) available online and their cost. | 10 |
| 11. | Select a piece to refurbish or upcycle, applying sustainable design principles to breathe new life into old furniture while reducing waste. | 20 |

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| Teaching Learning Methodology | - Blended learning, workshops, portfolio making, market surveys, workshops, field visits and arranging mock spaces, Individual/group projects., Scrapbook, Demonstration, Blended Learning, Workshops, DIY activities. |
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| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written Examination (As per R.AUG.HSC. -4) | 25% |
| 2. | Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance | 25% |
| 3. | Semester End Examination (As per R.AUG.HSC. -7) | 50% |

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|--|
| 1. | Comprehend the nuances of design with a focus on the interior. |
| 2. | Gain skills in designing residential spaces with furnishings |
| 3. | Analyze recent trends in furnishings. |

| Suggested References: | |
|-----------------------|--|
| Sr. No. | References |
| 1. | Kasu, A.A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre. |
| 2. | Gandotra, V., Shukul, M., and Jaiswal, N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant Publishers, India. |
| 3. | Bhatt, P. (2008). <i>Foundation of Art and Design</i> . Mumbai: The Lakhani Book Depot. |



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

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

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|-----------------------------|-------------|---------------------|-------------------------------|
| Course Code | UHA2MAHUD01 | Title of the Course | Theory - Montessori Education |
| Total Credits of the Course | 02 | Hours per Week | 02 |

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|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To gain the knowledge and skills necessary to teach in a Montessori environment.2. To create a positive and nurturing learning environment for all children.3. To understand the potential of children with the help of Montessori curriculum. |
|-------------------|---|

| Course Content | | |
|----------------|---|---------------|
| Unit | Description | Weightage*(%) |
| 1. | Life of Maria Montessori- (a) Dr. Maria Montessori- Philosophy and Methodology (b) Principles of Montessori environment (c) Characteristics of Montessori method (d) Montessori materials | 25 |
| 2. | Montessori Curriculum (a) The Integrated Montessori Curriculum <ol style="list-style-type: none">i. The Montessori curriculum integrates knowledgeii. Learning the skillsiii. Language approach to reading, composition, and literatureiv. Montessori math moves from the concrete to the abstractv. Montessori and international culturevi. Hands-on science experimentvii. Montessori arts- integrated in every subjectviii. Health, wellness, and physical education (b) Areas of Montessori Curriculum | 25 |
| 3. | Montessori method and education systems (a) Development of Montessori Method <ol style="list-style-type: none">i. House of childrenii. Secrets of childhoodiii. Principles of self-education (b) Montessori Environment <ol style="list-style-type: none">i. Prepared environmentii. Montessori materialsiii. Process of normalisationiv. The vision of peace education | 25 |

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|----|---|----|
| 4. | Montessori Teacher Training and Practice (a) Principles of pre-primary education (b) Methods of teaching, writing and reading. (c) Principles of Montessori teacher training (d) Pedagogical aspects and approaches in Montessori education (e) Teacher's role | 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 |
|--------------------------------|---|

| 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% |

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|---|--|
| Course Outcomes: | |
| Having completed this course, the learner will be able to | |
| 1. | Develop an understanding about the need and importance of studying prenatal development conception and birth process |
| 2. | Detailed understanding of developmental milestones of prenatal development. |
| 3. | Understand the characteristics, needs and developmental tasks of s of infancy period. |

| Suggested References: | |
|-----------------------|--|
| Sr.No. | References |
| 1. | American Montessori Society (AMS) Website. "Introduction to Montessori". |
| 2. | Batra, P. (2010) Social Science learning in schools. Sage Publications. |
| 3. | Beaty, J.J. (1996). Preschool Appropriate Practices. London : Harcourt Brace College |
| 4. | Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge |

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| 5. | Bruke, E. (1990). Literature for the young child, Needham Heights: Allyn and Bacon. |
| 6. | Carol, S. & Barbour, N. (1990). Early Childhood Education: An Introduction: IInd Edition. |
| 7. | Chambers, P. (2008) Teaching mathematics. Sage publications. |
| 8. | Contractor M (1984): Creative drama and puppetry in education, New Delhi: National book trust of India. |
| 9. | Dave, A. (1987). Pre-Mathematics Experiences for Young Children. |
| 10. | Johnson, A.P. (1998). How to use creative dramatics in the classroom. Childhood Education, 2 |
| 11. | Kaul, V. (1991). Early Childhood Education Programme, New Delhi: NCERT. |
| 12. | Krishna Kumar (1986). The child's language and the teacher, New Delhi: UNICEF |
| 13. | Laurillard D. (2008). Digital Technologies and their Role in Achieving Our Ambitions for Education, (London Knowledge Lab; Inaugural lecture). Institute of Education, University of London. |
| 14. | Laurillard D. (2008). Technology Enhanced Learning as a Tool for Pedagogical Innovation. Journal of Philosophy of Education, Vol. 42, No. 3-4. |
| 15. | Love A. and Pat S. (2000). Integrating technology in a Montessori Classroom. Available at: http://www.eric.ed.gov/PDFS/ED441600.pdf . retrieved 3rd Dec, 2010 |
| 16. | Moomaw, S. (1984). Discovering Music in Early Childhood. Bostom: Allyn and Bacon, Inc. |
| 17. | Swaminathan, M. (1984). Play activities for young children, New Delhi: UNICEF. |
| 18. | Swaminathan, M. (1991). Play Activities for Young Children. UNICEF. |

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| On-line resources to be used if available as reference material |
| On-line Resources |
| https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf |
| https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf |
| https://atheneumglobal.education/blogs/montessori-teacher-training-course-syllabus |
| https://www.teachertrainingchennai.com/diploma-in-mtt.php |
| https://ncdconline.org/education/montessori-articles/montessori-teachers-training/ |
| https://www.apteachertraininginstitute.com/montessori-teacher-training-course-in-bangalore.php |

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| https://iisd.in/product/diploma-in-montessori-teacher-training/ |
| https://www.asiancollegeofteachers.com/pg-diploma-in-montessori-teachers-training.php |
| https://keralaeducationcouncil.com/diploma-in-montessori-teacher-training-onl/ |



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

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

| | | | |
|-----------------------------|-------------|---------------------|----------------------------------|
| Course Code | UH02MAHUD02 | Title of the Course | Practical – Montessori Education |
| Total Credits of the Course | 02 | Hours per Week | 04 |

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|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To impart the knowledge and skills necessary to teach in a Montessori environment.2. To create a positive and nurturing learning environment for all children.3. To acquire the potential of children with the help of Montessori curriculum |
|-------------------|---|

| Course Content | | |
|----------------|--|---------------|
| Unit | Description | Weightage*(%) |
| 1. | Prepare monthly project theme. | 10 |
| 2. | Select any one theme and prepare weekly lesson plan for it. | 10 |
| 3. | Teaching practice and lesson plan records. | 5 |
| 4. | Prepare exercises of practical life/ exercises of sensorial activity | 10 |
| 5. | List down five activities for exercises of language development and prepare one material. | 10 |
| 6. | List down five activities for exercises of mathematics development and prepare one material. | 10 |
| 7. | Prepare a teaching aid. | 5 |
| 8. | Prepare art & craft material. | 5 |
| 9. | Prepare a role play for parents education related to nursery child's holistic development. | 10 |
| 10. | Plan Montessori activities related to overall development. | 5 |
| 11. | Plan one event for school management. | 10 |
| 12. | Prepare effective classroom arrangements and materials used for teaching adequately. | 10 |

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|--------------------------------|---|
| Teaching-Assignments, Learning | Practical, Field visits, Interview method, Observation method |
|--------------------------------|---|

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

| | |
|---|---|
| Course Outcomes: | |
| Having completed this course, the learner will be able to | |
| 1. | Develop the knowledge and skills necessary to teach in a Montessori environment. |
| 2. | Acquire a detailed create a positive and nurturing learning environment for all children. |
| 3. | Learn a detailed the potential of children with the help of Montessori curriculum. |

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

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

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



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

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

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|-----------------------------|-------------|---------------------|--|
| Course Code | UHA2MAHUD03 | Title of the Course | Theory- Childhood Behavioural Problems |
| Total Credits of the Course | 02 | Hours per Week | 02 |

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|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To identify childhood behaviour problems and role of parents and teachers for holistic development of2. To distinguish between types of behavioural problems in children.3. To understand comprehensive childhood behaviour disorders4. To acquire in-depth knowledge of behavioural problems in children and its remedies. |
|-------------------|---|

| Unit | Description | Weightage*(%) |
|------|--|---------------|
| 1. | Behavioural Problems of children (a) Nature of behavioural Problems- Problems of children (b) Types of behavioural problems (c) Causes of behavioural problems (d) Risk factors for behavioural disorders in children (e) behavioural disorders are left untreated (f) Consequences of behavioural and emotional Disorders | 25 |
| 2. | Childhood behaviour disorders-Causes, Symptoms and Treatment (a) Attention deficit hyperactivity disorder (ADHD) (b) Conduct Disorder(CD), (c) Oppositional Defiant Disorder (ODD) (d) Anxiety disorders (e) Mood disorders | 25 |
| 3. | Childhood behaviour disorders-Causes, Symptoms and Treatment (a) Learning & communication disorders (b) Autism (c) Child maltreatment and trauma (d) Sleep & elimination disorders (e) Eating disorders | 25 |

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| 4. | Behavioural problems and remedies (a) Dealing with behavioural problems i. Techniques for behaviour management ii. Behaviour modification (b) Remedial Measures i. Role of teacher ii. Role of parents iii. Role of Counsellors /Psychologist | 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 |
|--------------------------------|---|

| 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. | Differentiate between types of behavioural problems in children. |
| 2. | Understand different behavioural category. |
| 3. | Learn in-depth the parent-child relationship and its complexity. |
| 4. | Identify behaviour problems. |

| Suggested References: | |
|-----------------------|--|
| Sr. No | References |
| 1. | Bajpai Pramod Kumar(1992):Youth Education and Employment, New Delhi: Ashish Publishing House,UnitVIII,ChapterIi(pp.15-94) |
| 2. | Gretchen A. Gimpel, Gretchen Gimpel Peacock, Melissa L. Holland (2003) Emotional and Behavioral Problems of Young Children: Effective Interventions in Preschool and Kindergarten Years, The Guilford Press, NewYork |
| 3. | Jetishi P. Evaluation Of Emotional And Behavioral Problems In Preschool Children Aged 2-5, In The City Of Pristina. European International Virtual Congress of |

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| | Researchers. 2016:25-34 |
| 4. | Jo Douglas (2002) Behaviour Problems in Young Children: Assessment and Management By Routledge Falmer, Taylor and Francis Group |
| 5. | Kalff AC, Kroes M, Vles JSH, et al. Neighbourhood level and individual level SES effects on child problem behaviour: a multilevel analysis. J Epidemiol Community Health. 2001;55(4):246–50. |
| 6. | Laura.E, Adena.B.Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher |
| 7. | NIPCCD(1994):Child in India:A Statistical Profile,NewDelhi:NIPCCD. |
| 8. | Ramnath Sharma and Rachana Sharma (2008), Child Psychology, Atlantic Publishers and Distributors. |
| 9. | Randhawa,M.S(1991):The Rural and Urban Aged,NewDelhi:National Book Organisation.Unit IX |
| 10. | Reid K, Littlefield L, Hammond SW. Early intervention for preschoolers with behaviour problems: Preliminary findings for the Exploring Together Preschool Program. Australian e-Journal for the Advancement of Mental Health (AeJAMH),. 2008;7(1):1-15. |
| 11. | Saraswathi,S(1991): Youth in India,NewDelhi:ICSSR,Govt.of India. |
| 12. | Tani Y, Fujiwara T, Kondo N, Noma H, Sasaki Y, Kondo K. Childhood socioeconomic status and onset of depression among Japanese older adults: the JAGES prospective cohort study. Am J Geriatr Psychiatry. 2016;24(9):717–26. |
| 13. | Theodora Papatheodorou (2005) Behaviour Problems in the Early Years: A Guide for Understanding and Support , Routledge Falmer, Taylor and Francis Group |

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| On-line resources to be used if available as reference material |
| On-line Resources |
| https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf |
| https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf |
| https://www.cdc.gov/childrensmentalhealth/behavior.html |
| https://www.momjunction.com/articles/common-behavioral-problems-in-children-their-remedies_0081828/ |
| https://childmind.org/guide/parents-guide-to-problem-behavior/ |
| https://www.rasmussen.edu/degrees/education/blog/why-do-toddlers-bite-toddler-behavior-problems-explained/ |
| https://raisingchildren.net.au/preschoolers/behaviour/common-concerns/lies |
| https://childmind.org/article/aggression-in-children-causes/ |
| https://childmind.org/article/what-to-do-if-your-child-is-bullying/ |



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

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

| | | | |
|-----------------------------|-------------|---------------------|--|
| Course Code | UHA2MAHUD04 | Title of the Course | Practical – Childhood Behavioural Problems |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To identify childhood behaviour problems and role of parents and teachers for holistic development of children.2. To distinguish between types of behavioural problems in children.3. To understand comprehensive childhood behaviour disorders4. To acquire in-depth knowledge of behavioural problems in children and its remedies. |
|-------------------|---|

| Course Content | | |
|----------------|--|---------------|
| Unit | Description | Weightage*(%) |
| 1. | List down childhood behaviour disorders. | 5 |
| 2. | Select any one Attention deficit hyperactivity disorder (ADHD) child and prepare a case study. | 10 |
| 3. | Visit any counselling centre/ school. | 10 |
| 4. | Prepare a role play. | 10 |
| 5. | Organize competition on slogan making. | 10 |
| 6. | Home visit and collect data of ten problematic children. | 10 |
| 7. | Prepare any teaching aid for children. | 10 |
| 8. | Organize counsellor talk and write a report. | 10 |
| 9. | Prepare a video clip regarding causes, symptoms and treatment. | 10 |
| 10. | Prepare one story for behavioural problems of children. | 5 |
| 11. | Prepare one puzzle/ brain game activity. | 5 |
| 12. | Write remedies for behavioural problems of children. | 5 |

| | |
|--------------------------------|---|
| Teaching-Assignments, Learning | Practical, Field visits, Interview method, Observation method |
|--------------------------------|---|

| 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 identify childhood behaviour problems and role of parents and teachers for holistic development of children. |
| 2. | The student will acquire a detailed and create a positive and nurturing learning environment for all children. |
| 3. | The student will learn about in-depth knowledge of behavioural problems in children and its remedies. |
| 4. | The student will acquire a detailed understanding of comprehensive childhood behaviour disorders. |

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

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| 10. | Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.:Mcgraw-Hill Higher Education. |
| 11. | Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3. |
| 12. | Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan. |
| 13. | Walsh, B.A., DeFlorio, L., Burnham, M.M., & Weiser, D.A. (2017). <i>Introduction to Human Development and Family Studies</i> . NY: Rutledge |

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



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

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

| | | | |
|-----------------------------|-------------|---------------------|----------------------------|
| Course Code | UHA2MATCL01 | Title of the Course | Theory-Elementary Textiles |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|--------------------|--|
| Course Objectives: | After the completion of course students will <ol style="list-style-type: none">1. Impart knowledge of various fibers, yarns and fabrics used in textiles manufacture.2. Gain knowledge on various fabric construction techniques. |
|--------------------|--|

| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | (a) Classification of Textile fibers (b) Origin, Properties, use/application & care of the natural fibers <ol style="list-style-type: none">i. Animal/ Protein fibers-wool, silkii. Plant/ Cellulosic fibers- cotton, lineniii. Eco-friendly fibres-Bamboo, chitin, lotus flower, fish skin leather, byssus, banana, milk, nettle, pine apple silk, | 25 |
| 2. | Properties, use & care of the manufactured fibers <ol style="list-style-type: none">(a) Regenerated fibers-rayon, acetate(b) Synthetic fibers-polyester, nylon, acrylic(c) Inorganic fibers-glass,(d) Elastomeric fibers | 25 |
| 3. | Yarns <ol style="list-style-type: none">(a) Classification of yarns(b) Types of yarns: simple, novelty, textured, thread(c) Properties of yarns: Yarn numbering systems and twist(d) Blends: Types of blends and purpose of blending | 25 |
| 4 | Methods of Fabric construction <ol style="list-style-type: none">(a) Weaving-classification, characteristics and use(b) Knitting- classification, characteristics and use(c) Non-woven- classification, characteristics and use(d) Other methods- laces, braiding, tufting etc. | 25 |

| | |
|-------------------------------|--|
| Teaching-Learning Methodology | Using blackboard, power point presentation, using smart board, using charts, figure and garment physical analysis, actual fibers, yarns and fabric sample analysis |
|-------------------------------|--|

| 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 various fibers, yarns and fabric construction methods, their typicality. | |
| 2. | Identify and distinguish available fabrics in market and ultimately enabling them to select best suitable fabric for apparels and home textiles. | |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Nakamar, A. (1996). <i>Fiber Science And Technology</i> . Bombay: Oxford & IBH Pub. |
| 2. | Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i> . |
| 3. | Hentry, E. & Byett, J.D. <i>Modern Home Laundry Work</i> . |
| 4. | Gokaneshan, N. (2009). <i>Fabric Structure & Design</i> . New Delhi: New Age International (P) Ltd. |
| 5. | Corbman, B.P. (1983). <i>Textile-Fibers to Fabrics</i> . McGrawHill International Editions |
| 6. | Dawn J. (1999). <i>Textile technology to GCSE</i> . Oxford university press |
| 7. | Rastogi D., and Chopra S., (2017) <i>Textile Science</i> , orient black swan, New Delhi |

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| 8. | Misra S.P. (2000) <i>Textbook of Fibre Science and Technology</i> , New age, New Delhi |
| 9. | Choudhary C., (2013) <i>Textile fibre and Fabric Formation</i> , Crescent Publication, New Delhi |



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

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

| | | | |
|-----------------------------|-------------|---------------------|---------------------------------|
| Course Code | UHA2MATCL02 | Title of the Course | Practical – Elementary Textiles |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|--------------------|---|
| Course Objectives: | After the completion of course students will <ol style="list-style-type: none">1. Develop skills in fiber, yarn and fabric identification based on construction technique.2. Gain knowledge on relationship between method of fabric construction, fabric count and fabric weight. |
|--------------------|---|

| Course Content | | |
|----------------|---|---------------|
| Sr. no. | Description | Weightage*(%) |
| 1 | Fiber identification-visual and microscopic appearance: Natural fibers-cotton, jute, silk, wool | 10 |
| 2 | Fiber identification-Burning test: natural fibres | 05 |
| 3 | Fiber identification-visual and microscopic appearance: Regenerated fibers-rayon, acetate | 10 |
| 4 | Fiber identification-Burning test: Regenerated fibers | 05 |
| 5 | Fiber identification-visual and microscopic appearance: Synthetic fibers-polyester, nylon, acrylic | 10 |
| 6 | Fiber identification-Burning test: Synthetic fibers | 05 |
| 7 | Sample Collection of types of yarn <ol style="list-style-type: none">(a) Simple yarn- single, ply, cord(b) Novelty yarn(any 05 types)(viz. loop, slub, ratine, metallic) | 10 |
| 8 | Fabric analysis - Fibre type - Yarn type - Weave –Fabric count- - End use - Trade name: Light weight fabrics | 10 |
| 9 | Fabric analysis - Fibre type - Yarn type - Weave –Fabric count- End use - Trade name: Medium weight fabrics | 10 |
| 10 | Fabric analysis - Fibre type - Yarn type - Weave –Fabric count- End use - Trade name: Heavy weight fabrics | 10 |

| | | |
|----|--|----|
| 11 | Calculate the weight per unit area (10 each) a) Light weight fabrics b) Medium weight fabrics c) Heavy weight fabrics | 10 |
| 12 | Swatch file preparation | 05 |

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|-------------------------------|--|
| Teaching-Learning Methodology | Demonstration, visual sample analysis, discussion, assignments, laboratory performance |
|-------------------------------|--|

| 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 fibers, yarns and fabrics used in textile materials and its end use. |
| 2. | Acquire skills in identifying type of fabric and effect of count and weight on physical properties and performance characteristics of fabric. |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Corbman, B.P.(1983). <i>Textile-Fiber to Fabrics</i> . McGraw Hill International Editions |
| 2. | Gokaneshan, N. (2009). <i>Fabric Structure & Design</i> . New Delhi:New Age International (P) Ltd. |
| 3. | Dantyagi, S.(1996). <i>Fundamentals of Textiles and Their Care</i> . |
| 4. | Corbman, P.B.&Gregg.(1985). <i>Textiles- Fiber to Fabric</i> . US : (6th Edition).Division/McGraw Hill Book Co. |

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| 5. | Joseph, M.L.(1988). <i>Essentials of Textiles</i> .Florida :(6th Edition).Holt, Rinehart and Winston Inc. |
| 6. | Sekhri S. (2013). <i>Textbook of Fabric Science: Fundamentals to Finishing</i> . Delhi: PHI Learning. |
| 7. | Choudhary C., (2013), <i>Textile Testing and Instruments</i> , Crescent Publication, New Delhi. |
| 8. | Choudhary C., (2013), <i>Textile Fabric Manufacturing</i> , Crescent Publication, New Delhi |



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



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

| | | | |
|-----------------------------|-------------|---------------------|-----------------------------------|
| Course Code | UHA2MATCL03 | Title of the Course | Theory- Textile Design Techniques |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|--------------------|---|
| Course Objectives: | After the completion of course students will 1. Help students to gain skills in enhancing materials and attire. 2. Understand the inventive process for motif and form development using different ways. 3. Develop textile printing skills. |
|--------------------|---|

| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | (a) Meaning and method of textile design: weaving, tracing, colour detailing, printing, embroidery, knitting, crocheting and felting (b) Understand the value of Textile adornment techniques, including painting, printing, and needlecraft. (c) Introduction to the Dyed & Printed Textile Origin, Significance, Method, Colours used. | 25 |
| 2. | (a) Traditional textile decoration/design techniques: Applique, batik, quilting, block printing, embroidery, brocade, fabric manipulation (b) Motif and Repeat techniques of Motifs (Pattern and Basic Repeat: Straight Repeat, Half Drop Repeat, Brick Repeat, Mirror Repeat, Repeat Rotate) (c) Understanding of Various Styles of Design: (Geometrical, Floral, Traditional, Folk, Realistic, Symbolic, Abstract, Conventional, Modern) | 25 |
| 3. | Surface design in Textiles/fabrics and apparel- Meaning, Importance and uses (a) Printing (b) Painting (c) Embroidery (d) Sewing techniques and exploration of each technique (Tuck, Pleats, Gathers, Applique, Patch work, Quilting) | 25 |

| | | |
|---|--|----|
| 4 | Printing (a) Styles of printing: Direct, Discharge and Resist styles on different textiles and their blends. (b) Printing paste: Constituents of print paste-Different ingredients used in printing paste (Natural dyes and synthetic dyes) (c) After treatments: Steaming, curing, ageing of Prints. (d) Thickener and its types, selection and function of thickener and of thickener. (e) Printing defects in screen and roller printing and their remedy | 25 |
|---|--|----|

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|-------------------------------|--|
| Teaching-Learning Methodology | Lecture and discussion using multimedia and PowerPoint presentation, assignments, actual sample visualization and analysis, market surveys and collection etc. |
|-------------------------------|--|

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

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|---|
| 1. | To understand Indian legacy in textile ornamentation techniques |
| 2. | Understand and create designs for textiles and Apparel through embroideries and printing, |
| 3. | Identify different motif and its placement in textile product |

| Suggested References: | |
|-----------------------|--|
| Sr. No. | References |
| 1. | Neelima (2009).Fashion & textile design. New Delhi: Sonali Publications Ltd. |
| 2. | Klibbe, J.W.(1965).Structural fabric design. North Carolina: North Carolina State University Print Shop. |
| 3. | Parvathi, K.(2007). Textile Designing. Jaipur: Avishkar Publishers |

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| 4. | Sumathi, G.J. (2007). <i>Elements of Fashion and Apparel Design</i> . New age International limited |
| 5. | Carr, H. & Pomery J. (1992). <i>Fashion Design & Product Development</i> . New Jersey: Blackwell Scientific Publication |
| 6. | Amit, K. (2010). <i>Fashion Tourism</i> . New Delhi: Raj Publications |
| 7. | Choudhary C., (2013) <i>Textile Design Structure</i> , Crescent Publications, New Delhi. |
| 8. | Mishra S.P. (2020), <i>Science and Technology of Textile Dyeing and Colouration</i> , New age, New Delhi. |
| 9. | Bhatt P. (1990), <i>Fundamentals of Art and Design</i> , Square Arts, Nasik. |



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

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

| | | | |
|-----------------------------|-------------|---------------------|------------------------------------|
| Course Code | UHA2MATCL04 | Title of the Course | Practical-Textile Design Technique |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|--------------------|---|
| Course Objectives: | After the completion of course students will <ol style="list-style-type: none">1. Draw objects by developing various motif in different styles and to copy, enlarge or reduce the motifs proportionately2. Draw various technical steps involved in product development process. |
|--------------------|---|

| Course Content | | |
|----------------|--|----------------|
| Sr. no. | Description | Weightage* (%) |
| 1. | Develop 3 Prints with the help of Natural shape, Geometric shape & Abstract shape with different texture Visual, Tactile, Audible | 05 |
| 2. | Development of two 6X6 inches composition of geometrical shape using textures.one with pencil and one with color. | 05 |
| 3. | Motif development - 5 nature elements to be selected and converted into design variation like Geometric, abstract, stylized. | 05 |
| 4. | Copying, Enlargement and reduction of a motif 1: 3, 1:5, 1:8 scale | 05 |
| 5. | Preparation of samples of Basic embroidery stitches: stem stitch, chain stitch, French knot stitch, laisy daisy stitch, satin stitch | 10 |
| 6. | Preparation of samples of Basic embroidery stitches, Feather Stitch, Couching Stitch, Bullion knot | 10 |
| 7. | Layouts for different house hold products. (Table linen and Bedlinen) | 10 |
| 8. | Preparation of printing paste and sample development with using hand printing techniques on fabric | 10 |
| 9. | Impression printing (Vegetable impression, Leaf impression, Thread impression) | 10 |
| 10. | Prepare sample with direct printing method: Block Printing | 10 |

| | | |
|-----|--|----|
| 11. | Stencil Printing: Preparation and printing on fabric | 10 |
| 12. | Product development (Kitchen linen, Table linen, Bedlinen etc.) and Prepare a portfolio of the motifs, embroidered & printed fabric samples | 10 |

| | |
|-------------------------------|--|
| Teaching-Learning Methodology | Demonstration, Actual sample collection and discussion, Survey, Assignment |
|-------------------------------|--|

| 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 adornment techniques on textiles and garment. |
| 2. | Gain Knowledge of different motif types and its implementation on textile product |
| 3. | Learn different printing techniques and product development. |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Shaeffer, C. (2000). <i>Sewing for Apparel Industry</i> . New Jersey: Prentice Hall. |
| 2. | Dawn, J. (1999). <i>Textile technology to GCSE</i> . Oxford university press. |
| 3. | Doongaji, S.C. & Deshpande. (1964). <i>Basic process & Clothing Construction</i> . New Delhi: New Raj Book. |
| 4. | Sumathi. (2002). <i>Elements of Fashion & Apparel Design</i> . G.I. New Age International Ltd. |
| 5. | Tate, S.L., & Edwards, M.S. (1982). <i>The Complete Book of Fashion Design</i> . New York: Harper and Row Publications. |



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



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

| | | | |
|--------------------------------|-------------|---------------------|---|
| Course Code | UHA2MIFDN01 | Title of the Course | Theory- Introduction to Foods and Nutrition |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|-------------------|--|
| Course Objectives | <ol style="list-style-type: none">1. To Enable Students to impart knowledge pertaining to different food groups, nutritive value and importance in daily diet.2. To Enable Students to understand the functions of food and the role of various nutrients, their requirements, effect of deficiency and excess.3. To Enable Students to familiarize students with different methods of cooking, their advantages and disadvantages.4. To Enable Students to gain knowledge of improving nutritional quality of food |
|-------------------|--|

| Unit | Description | Weightage* (%) |
|------|---|-------------------|
| 1. | <ol style="list-style-type: none">a) Definition of food, Nutrition, functions of Foods, Basic five food groups and their contribution to balanced diet.b) Energy, sources, function & deficiencyc) Classification, sources, functions and deficiency and excess of Protein, Carbohydrate and Fat. | 25 |
| 2. | Classification, sources, function and deficiency of Fat-soluble vitamins: Vitamin A, D, E, K | 25 |
| 3. | Classification, sources, function and deficiency of water-soluble vitamins: Thiamine, Riboflavin, Niacin, Pyridoxine, B12, folic acid and vitamin C | 25 |
| 4. | Classification, sources, functions and deficiency of Minerals: Calcium, Phosphorus, Sodium, Potassium, Iron, Zinc, Fluorine, Iodine, Selenium, Magnesium | 25 |

| | |
|----------------------------------|--|
| Teaching Learning Methodology | The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion |
|----------------------------------|--|

| 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: | |
|------------------|---|
| Sr. No. | |
| 1. | Identify various food groups and would be able to judiciously use according to the source of availability |
| 2. | Identify various macro and micronutrients and their need in the body |

| References | |
|------------|---|
| Sr.No | References(Latest Editions) |
| 1. | Educational Planning group. (1991).Food and Nutrition: Text book of Home science for senior students. (3rd ed). New Delhi: Arya publishing house. |
| 2. | Mudambi, S.R., &Rajagopal, M.V.(1982). Fundamentals of Nutrition. New Age International Ltd. |
| 3. | Roday, S.(2012).Food Science and Nutrition. OxfordUniversityPress. |

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



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



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

| | | | |
|-----------------------------|-------------|---------------------|--|
| Course Code | UHA2MIFDN02 | Title of the Course | Practical – Introduction to Foods and Nutrition |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|-------------------|--|
| Course Objectives | <ol style="list-style-type: none">1. The Students will be able to familiarize with different methods of cooking, their advantages and disadvantages2. The Students will be able to gain knowledge of improving nutritional quality of food.3. The Students will be able to familiarize students with the controlling techniques by standardization of recipes. |
|-------------------|--|

| Unit | Course Content | Weightage*(%) |
|------|---|---------------|
| 1. | (a) Market survey of locally available food items viz. Cereals, pulses, fruits, vegetables, milk and milk products, fats and oils, nuts and oilseeds, sugar and Jaggary, meat, fish, and poultry and miscellaneous food items like biscuits, jams, jellies, ketchup etc. and their cost (b) Classify foods on the basis of nutrients: Carbohydrates, Protein, Fat, Minerals and Vitamins. | 10 |
| 2. | Introduction, use and care of kitchen equipment used for regular as well as special cooking methods (a) Weights and Measurement Controlling techniques: (b) Standard and household measures for raw and cooked foods, recipe and evaluation of the product. (c) Amount of ingredients to be used in standard recipe vis-à-vis, portion size | 10 |
| 3. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Carbohydrates. | 5 |
| 4. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Protein | 5 |

| | | |
|-----|---|----|
| 5. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Fat. | 5 |
| 6. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Vitamin A. | 5 |
| 7. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Thiamine. | 5 |
| 8. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Riboflavin. | 5 |
| 9. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Iron and Vitamin C | 10 |
| 10. | Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application On treating the deficiency of Calcium and Niacin. | 10 |
| 11. | Preparation of recipe using various cooking techniques, assessing the nutritional quality, portion size in comparison of the various recipes prepared for Carbohydrates, Protein and Fat | 10 |
| 12. | Preparation of recipe using various cooking techniques ,assessing the nutritional quality, portion size in comparison of the various recipes prepared for Thiamin, Riboflavin and Vitamin A. | 10 |
| 13. | Preparation of recipe using various cooking techniques, assessing the nutritional quality, portion size in comparison of the various recipes prepared for Iron and Vitamin C, Calcium and Niacin. | 10 |

| | |
|-------------------------------|--|
| Teaching-Learning Methodology | Lecture, Group Discussion, Demonstration, Quizzes, survey, Experiential learning |
|-------------------------------|--|

| 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 nutritional contribution of and effect of cooking on different food groups. |
| 2. | Prepare dishes using principles of cooking methods and assess serving size |
| 3. | Demonstrate ways of reducing nutrient losses during different methods of cooking And methods of enhancement of nutritional quality of foods |

| References | |
|------------|---|
| Sr.No | References |
| 1. | Educational Planning group.(1991).Food and Nutrition: Textbook of home science for senior students. (3rd ed). New Delhi: Arya publishing house. |
| 2. | Mudambi,S.R.,&Rajagopal, M.V.(1982). Fundamentals of Nutrition. New Age International Ltd. |
| 3. | Roday,S.(2012).Food Science and Nutrition. Oxford University Press. |
| 4. | Mudambi,S.(2007).Fundamentals of Foods, Nutrition and Diet Therapy New Age Publications. |

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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 |



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

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

| | | | |
|-----------------------------|-------------|---------------------|----------------------------------|
| Course Code | UHA2MIFRM01 | Title of the Course | Theory: Accessories in Interiors |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To gain knowledge on the importance of accessories in Interiors.2. Enable Students gather knowledge on accessories in various places in Interiors.3. Make students aware of the materials and placement of interior accessories. |
|-------------------|---|

| Course Content | | |
|----------------|--|---------------|
| Unit | Description | Weightage (%) |
| 1. | Accessories in Interiors (a) Introduction (b) Reasons to accessorize Interiors. (c) Ideas to play with accessories in interior design. (d) Types of Accessories | 25 |
| 2. | Functional Accessories – (a) Definition, importance (b) Types: Mirror, Clocks, Books, Screen, Special collections, Baskets, Lamps & Indoor-plants | 25 |
| 3. | Decorative Accessories – (a) Definition, importance (b) Types: Murals, Artifacts, Picture and wall hangings, Oil paintings, Water colour paintings, Family photographs, Pottery, Aquarium & Textile hangings | 25 |
| 4 | (a) Basic guidance for home accessories. (b) Do's And Don'ts of Accessorizing | 25 |

| | |
|-------------------------------|--|
| Teaching Learning Methodology | Lectures, Power -point Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market survey, discussions, assignments, Presentations, Individual / group project |
|-------------------------------|--|

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

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

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

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



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

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

| | | | |
|-----------------------------|-------------|---------------------|-------------------------------------|
| Course Code | UHA2MIFRM02 | Title of the Course | Practical: Accessories in Interiors |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|--------------------|--|
| Course Objectives: | <ol style="list-style-type: none">1. To gain knowledge on the importance of accessories in Interiors.2. To apply design principles to create aesthetically pleasing and functional compositions of accessories.3. To make students aware of the materials and placement of interior accessories. |
|--------------------|--|

| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Create simple geometric motifs representing primary (red, blue, yellow), secondary (orange, green, purple), and tertiary colors (red-orange, yellow-green, etc.). | 10 |
| 2. | Prepare motifs using warm colors (red, orange, yellow) and cool colors (blue, green, purple) to explore the emotional and psychological effects of different color temperatures. | 05 |
| 3. | Collect pictures of various room interiors from magazines or online sources and identify functional (e.g., lamps, rugs, curtains) and decorative accessories (e.g., artwork, vases, throw pillows) present in each room. | 05 |
| 4. | List down functional accessories (e.g., lighting fixtures, storage baskets) and decorative accessories (e.g., wall art, decorative cushions) found in various rooms of a typical home. | 05 |
| 5. | Sketch and present four different ideas for the placement of accessories on a wall, considering factors such as balance, scale, and visual impact. | 05 |

| | | |
|-----|--|----|
| 6. | Create a digital or physical composition of an art collection for different spaces in a home, considering the style, size, and placement of each piece to enhance the overall aesthetic. | 10 |
| 7. | Conduct a survey to explore the availability and variety of interior design accessories in local markets/exhibitions. | 10 |
| 8. | Visit interior design shops, home decor stores, and artifact shops to observe a variety of accessories and artifacts available in the market. | 10 |
| 9. | Choose a simple DIY project to create a wall accessory using materials like paper, fabric, or recycled materials. | 10 |
| 10. | Reuse household waste materials (e.g., cardboard, plastic bottles, old fabric scraps) to create a decorative artifact for the living room | 10 |
| 11. | Craft a functional or decorative accessory for a tabletop, such as a centerpiece, candle holder, or organizer.. | 10 |
| 12. | Compile a scrapbook showcasing different types of accessories found in interior spaces, including photographs, magazine clippings, and descriptions of each accessory's function and design. | 10 |

| | |
|-------------------------------|--|
| Teaching-Learning Methodology | Practical Implementation, Scrapbook, Demonstration, Blended Learning, Workshops, DIY activities. |
|-------------------------------|--|

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

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

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



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

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

| | | | |
|-----------------------------|-------------|---------------------|------------------------|
| Course Code | UHA2MIHUD01 | Title of the Course | Theory- Family Studies |
| Total Credits of the Course | 02 | Hours per Week | 02 |

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|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To introduce marriage and family and family relationship perspective.2. To appraise students of a systematic understanding of institute of marriage from establishing a companionship to happy family life; to orient them to dysfunctional marriage.3. To help to understand the structural and functional change in family in the present scenario.4. To connect the factors of marriage and family well-being. |
|-------------------|---|

| Course Content | | |
|----------------|---|---------------|
| Unit | Description | Weightage*(%) |
| 1. | Family studies <ol style="list-style-type: none">(a) Definition of family(b) Functions of family(c) Importance and role of family(d) Types of family(e) Definition of family studies(f) Purpose of family studies(g) Advantages of family relations | 25 |
| 2. | Family pattern <ol style="list-style-type: none">(a) History of the Family: compare and contrast historical and contemporary family functions, e.g., socialization(b) Family Functions and Forms - Societal changes that influence variations in family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, widowhood, separation, refilled nest, sandwich generation | 25 |

| | | |
|----|--|----|
| 3. | (a) Family Life Cycle <ol style="list-style-type: none"> Family life cycle Family Life enrichment programme Ideology of family rights and responsibilities (b) Significant Contemporary Issues and concerns <ol style="list-style-type: none"> Stress in Family Family Crisis Violence in the family | 25 |
| 4. | Marriage and Marital Adjustments (a) Marriage <ol style="list-style-type: none"> Definition of Marriage Marriage-Basic concept Types of Marriage Challenges of Marriage (b) Marital Adjustments <ol style="list-style-type: none"> Areas of adjustment within family Ways of dealing with adjustment Factors influencing marital adjustments (c) Mate selection (d) Pre-marital and Marital Counselling- Marital conflicts | 25 |

| | |
|--------------------------------|--|
| Teaching-Assignments, Learning | Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz |
|--------------------------------|--|

| 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 Family and marriage. |
| 2. | The student will acquire a detailed understanding of Family relationship. |
| 3. | The students will understand the needs and significance of family and Marriage |
| 4. | The student will acquire a detailed understanding of the broad perspectives of Marital adjustments and role of counselling. |

| Suggested References: | |
|-----------------------|--|
| Sr.No. | References |
| 1. | Ahuja, R. (1997). Indian social system (2 nd ed.). Jaipur: Rawat Publications. |
| 2. | Arcus, H.E., & Others (1993). Handbook of family life education: The Practice of Familylife education (vol.II). New York: Stage Publications. |
| 3. | Bahr, S.J. (1989). Family interaction. New York: Macmillan. |
| 4. | Barai, D. (2002). Senior citizens: A soft target for criminals in Bangalore. An analysis. In I. J. Prakash (Ed.), Aging: The diverse experience. Bangalore: Bangalore University. |
| 5. | Bharat, S. (1996). Family measurement in India. New Delhi:Sage Publication |
| 6. | Bhattacharya, S. (2005). A sociological case study of an old age housing project in Pune. In I. J. Prakash (Ed.), Aging in India. Retrospect and Prospect. Bangalore: Bangalore University |
| 7. | Chengti, S .K. & Patil, S. (2005). Death anxiety in senior citizens. In I. J. Prakash (Ed.), Aging in India. Retrospect and Prospect. Bangalore: Bangalore University. |
| 8. | Colemar, J.C. (1998). Intimate relationships: Marriage and family patterns. N. H.: Macmillan. |
| 9. | Gladding, S.T. (1992). Counselling: A comprehensive profession. New Jersey: Prentice hall. |
| 10. | Lock, S.L. (1992). Sociology of the family. London: Prentice Hall. |
| 11. | Queen, S.A. (1985). The family in various cultures. (5 th ed.) New York: Harper & Row. |
| 12. | Robert, H., & Lauer, C. (1997). Marriage and family. (3 rd edition).USA: Brown & Benchamark. |
| 13. | Pauline, B. (2002). Family stress management. (2 nd ed.) Sage publications. |
| 14. | Prakash, I. J. (2004). Elder abuse: Nature, causes and consequences. In I.J Prakash (Ed.), Aging : Search or new paradigms. Bangalore: Bangalore University. |

| On-line resources to be used if available as reference material | |
|---|--|
| On-line Resources | |
| https://www.coursehero.com/file/101019294/Advance-in-Family-Studies-612-JUNE-convertedpdf/ | |
| Relevant entries on Wikipedia and Encyclopaedia Britannica | |



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

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

| | | | |
|-----------------------------|-------------|---------------------|----------------------------|
| Course Code | UH02MIHUD02 | Title of the Course | Practical – Family Studies |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|-------------------|---|
| Course Objectives | <ol style="list-style-type: none">1. To introduce marriage and family and family relationship perspective.2. To appraise students of a systematic understanding of institute of marriage from establishing a companionship to happy family life; to orient them to dysfunctional marriage.3. To help to understand the structural and functional change in family in the present scenario.4. To connect the factors of marriage and family well-being. |
|-------------------|---|

| Course Content | | |
|----------------|--|---------------|
| Unit | Description | Weightage*(%) |
| 1. | Prepare a questionnaire on joint family values. | 10 |
| 2. | Prepare a questionnaire on Nuclear family and collect five families' data. | 10 |
| 3. | Organize one talk with the help of head of the family. | 5 |
| 4. | Survey of joint and nuclear family. | 10 |
| 5. | Organize one picnic to develop social values. | 10 |
| 6. | List down the name of different matrimonial and make a advertisement for groom or bride. | 10 |
| 7. | Prepare a case study on marital problems. | 5 |
| 8. | Select one state and collect data on marriage practices. . | 10 |
| 9. | Prepare and list of requirement of marriage items for groom or bride. | 5 |
| 10. | Prepare a list of girl /boys require qualities of life partner. | 5 |
| 11. | Prepare a checklist for mate selection | 10 |
| 12. | Pre-marital and Marital Counselling- Marital conflicts | 10 |

| | |
|--------------------------------|---|
| Teaching-Assignments, Learning | Practical, Field visits, Interview method, Observation method |
|--------------------------------|---|

| 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. | Know about marriage and family and family relationship perspective |
| 2. | Acquire a detailed knowledge benefit of marriage and solve the marriage problems. |
| 3. | Understand the structural and functional change in family in the present scenario. |

| Suggested References: | |
|-----------------------|---|
| Sr.No. | References |
| 1. | Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall |
| 2. | Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3 |
| 3. | Bhangaokar, R., & Kapadia, S. (in press). <i>Human Development Research in India: A historical overview</i> . In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> . New Delhi: Springer. |
| 4. | Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson |
| 5. | Kakar, S. (1998). <i>The inner world. Psychoanalytic study of childhood and society in India</i> . Delhi: Oxford University Press. |
| 6. | Kapadia, S. (2011). <i>Psychology and human development in India</i> . Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42. |
| 7. | Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage. |
| 8. | Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children</i> (7th ed.). New York: Worth Publishers. |
| 9. | Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109. |
| 10. | Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.:Mcgraw-Hill Higher Education. |
| 11. | Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. |

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

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



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

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

| | | | |
|-----------------------------|-------------|---------------------|-------------------------------|
| Course Code | UHA2MITCL01 | Title of the Course | Theory-Fibre Science and Care |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|--------------------|--|
| Course Objectives: | After the completion of course students will 1. Identify various natural and manmade fibers and its characteristics. 2. Develop concepts of clothing care and maintenance. 3. Learn about different labels terminologies and its meaning. |
|--------------------|--|

| Course Content | | |
|----------------|--|---------------|
| Unit | Description | Weightage*(%) |
| 1. | Introduction to the field of Textiles (a) Classification of fibres – natural and manmade (b) Primary and secondary characteristics of textile fibres. | 25 |
| 2. | Properties and uses of fibres (a) Cotton, linen, jute, pineapple, hemp, silk, wool, hair fibres, (b) Man-made fibres – viscose rayon, acetate rayon- nylon, polyester and acrylic. | 25 |
| 3. | Introduction to clothing care and basic terminologies. (a) Basic concepts, tools and techniques of stain removal and its importance. (b) Different stains and their types | 25 |
| 4 | Introduction to wash care and after care labels. (a) Different types of care labelling systems and symbols. (b) Introduction to washing methods and dry care methods. (c) Care of rain wear, infant wear and intimate wear. | 25 |

| | |
|-------------------------------|--|
| Teaching-Learning Methodology | Using blackboard, power point presentation, using smart board, using charts, figure and garment physical analysis, actual fibers, yarns and fabric sample analysis |
|-------------------------------|--|

| 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 classification and identification of fiber |
| 2. | Execute properties and uses of natural and synthetic fibres |
| 3. | Select appropriate fiber for different end products, |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Rastogi, D.and Chopra, S. (2017), <i>Textile Science</i> , Orient Black swan private limited, Hyderabad. |
| 2. | Gokaneshan, N. (2009). <i>Fabric Structure & Design</i> . New Delhi: New Age International (P) Ltd. |
| 3. | Bernard P. Corbman, (2005). <i>Textiles fiber to fabric</i> , sixth edition, Mcgraw Hill international editions, New Delhi. |
| 4. | Nakamar, A. (1996). <i>Fiber Science And Technology</i> . Bombay: Oxford & IBH Pub. |
| 5. | Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i> . |
| 6. | Hentry, E. &Byett, J.D. <i>Modern Home Laundry Work</i> . |
| 7. | Corbman,B.P. (1983). <i>Textile-Fibers to Fabrics</i> .Mc GrawHill International Editions |
| 8. | Dawn J. (1999). <i>Textile technology to GCSE</i> . Oxford university press |
| 9. | Sharma H.,(2013) <i>Textiles and their care</i> , Aadi Publication, Jaipur. |
| 10. | Jain T.,(2017), Textbook of Fabric Science Yking books, Jaipur. |



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

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

| | | | |
|-----------------------------|-------------|---------------------|------------------------------------|
| Course Code | UHA2MATCL02 | Title of the Course | Practical – Fibre Science and Care |
| Total Credits of the Course | 02 | Hours per Week | 04 |

| | |
|--------------------|---|
| Course Objectives: | The student at the completion of the course will be able to: 1. Develop skills in fiber, yarn and fabric identification based on construction technique. 2. Gain knowledge on relationship between method of fabric construction, fabric count and fabric weight. |
|--------------------|---|

| Course Content | | |
|----------------|---|---------------|
| Sr. no. | Description | Weightage*(%) |
| 1 | Fiber identification through microscope : Natural fibers-cotton, jute, silk, wool | 10 |
| 2 | Fiber identification through microscope Synthetic fibers-polyester, nylon, acrylic | 05 |
| 3 | Analysis of fabric construction through fibre and fabric count of collected common natural fibre fabric available in market. | 10 |
| 4 | Analysis of fabric construction through fibre and fabric count of collected common synthetic fabric available in market. | 05 |
| 5 | Calculation of weight per unit area of collected natural fibre fabric | 10 |
| 6 | Calculation of weight per unit area of collected synthetic fibre fabric | 05 |
| 7 | Remove different types of stains from white cotton cloth – Ball Pen, Curry, Grease, Ink, Lipstick, Tea & Coffee (Condition fresh and old) | 10 |
| 8 | Washing and drying method of cotton, silk and wool fibre fabric with suitable cleaning agent | 10 |
| 9 | Washing and drying method of synthetic fibre fabric with suitable cleaning agent | 10 |
| 10 | Collection of different wash and care labels attached in garment | 10 |
| 11 | Analysis of collected wash and care labels attached in garment(symbols, instructions for washing and drying) | 10 |
| 12 | Swatch file preparation | 05 |

| | |
|-------------------------------|--|
| Teaching-Learning Methodology | Demonstration, visual sample analysis, discussion, assignments, laboratory performance |
|-------------------------------|--|

| 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 fibers, yarns and fabrics used in textile materials and its end use. |
| 2. | Acquire skills in identifying type of fabric and effect of count and weight on physical properties and performance characteristics of fabric. |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Corbman, B.P.(1983). <i>Textile-Fiber to Fabrics</i> . McGraw Hill International Editions |
| 2. | Gokaneshan, N. (2009). <i>Fabric Structure & Design</i> . New Delhi:New Age International (P) Ltd. |
| 3. | Dantyagi, S.(1996). <i>Fundamentals of Textiles and Their Care</i> . |
| 4. | Corbman, P.B.&Gregg.(1985). <i>Textiles- Fiber to Fabric</i> . US : (6th Edition).Division/McGraw Hill Book Co. |
| 5. | Joseph, M.L.(1988). <i>Essentials of Textiles</i> .Florida : (6th Edition).Holt, Rinehart and Winston Inc. |
| 6. | Sekhri S. (2013). <i>Textbook of Fabric Science: Fundamentals to Finishing</i> . Delhi: PHI Learning. |



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: II

| | | | |
|-----------------------------|-------------|---------------------|--------------------------|
| Course Code | UHA2IDBSC01 | Title of the Course | Theory -Basic Science II |
| Total Credits of the Course | 2 | Hours per Week | 2 |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. To provide basic knowledge related to organic chemistry including petroleum products.2. Write structures of organic molecules in various ways classify the organic compounds name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names.3. To familiarize the students with genetic concept. |
|--------------------|---|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | (a) Introduction to organic chemistry: i. Introduction, Sources, Importance. ii. Organic Compounds: Hydrocarbons, Functional Groups, IUPAC nomenclature, Examples of aliphatic and aromatic Compounds and Homologues series iii. Properties of alkane, alkene, and alkyne. | 25 |
| 2. | (a) Polymers: i. Definition and explanation, Classification, General Properties, ii. Structures, properties and uses of following Polymers (1) Polythene, (2) Polyvinylchloride, (3) Teflon, (4) Nylon (5) Polyester. (b) Definition and explanation, Classification with example (c) Basic concepts related to electricity Concept of Current, voltage and resistance-Ohm's Law, Conductors and insulators of electricity and their applications. | 25 |
| 3. | Growth and development (a) Cell division, (b) Sex determination in human and multiple births. (c) Vegetative propagation | 25 |

| | | |
|----|--|----|
| 4. | Microorganisms (a) Significance of microorganism, brief account of Viruses and Bacteria (b) Commercial importance of Microbes (Virus, Bacteria and Yeast) (c) Economic importance of plants and animals | 25 |
|----|--|----|

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|-------------------------------|--|
| Teaching-Learning Methodology | Lectures, Interactive sessions, ICT enabled teaching and learning experiences in terms of video lessons, Discussion, Project Work ,Demonstrations, Practical guidance. |
|-------------------------------|--|

| 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 organic compounds, Polymers and different dyes. |
| 2. | Get knowledge of growth and development of cell. |
| 3. | Learn basic concept of electricity. |

| Suggested References: | |
|-----------------------|--|
| Sr. No. | References |
| 1. | Chatwal, G.(1998). <i>Synthetic Organic Chemistry</i> . Bombay: Himalya PublishingHouse. |
| 2. | Mortimer,C. (1971). <i>Chemistry a Conceptual Approch.</i> , Calcutta-: Published by Van Nostrand Renhold Company. |
| 3 | Dutta A.C. (1980). <i>.A class book of Botany</i> .John Brown, oxford university press. Faraday House. |

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|---|---|
| 4 | Sharma V.K. (1990). <i>Biology class XI</i> . New Delhi: Daryaganj. Publishers 23. |
| 5 | Maheshwari P. (1996). <i>Biology Part 1-7</i> . New Delhi. NCERT. |
| 6 | Kenneth W. University of California, Irvins (1975). <i>Basic Physics</i> . New Delhi :Oxford and IBH Publishing Co. |



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

B.Sc. (Home Science) Semester: II

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|-----------------------------|-------------|---------------------|----------------------------|
| Course Code | UHA2IDBSC02 | Title of the Course | Practical-Basic Science II |
| Total Credits of the Course | 2 | Hours per Week | 4 |

| | |
|--------------------|--|
| Course Objectives: | <ol style="list-style-type: none">1. To categorize the organic substance on the basis of their functional group.2. To demonstrate types of propagation methods.3. To identify various types of microorganisms. |
|--------------------|--|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | To detect functional groups of the given Organic compounds through various tests. - Acids, Alcohols, Aldehydes, Ketones, Amine, Amide, Hydrocarbon, Ester, Phenol | 30 |
| 2. | Redox titration: $\text{KMnO}_4 \rightarrow \text{FeSO}_4 \cdot 7\text{H}_2\text{O}$ $\text{KMnO}_4 \rightarrow \text{H}_2\text{C}_2\text{O}_4 \cdot 2\text{H}_2\text{O}$ $\text{K}_2\text{Cr}_2\text{O}_7 \rightarrow \text{FeSO}_4 \cdot 7\text{H}_2\text{O}$ | 20 |
| 3. | To classify Friend and Foe animals. | 05 |
| 4. | To display slides of bacteria with electron micrographs. | 10 |
| 5. | To demonstrate methods of vegetative propagation (Drafting and Budding) | 15 |
| 6. | To demonstrate & practice methods of vegetative propagation (Layering) | 10 |
| 7. | Group project on economic importance and medicinal use of plants. | 10 |

| | |
|-------------------------------|--|
| Teaching-Learning Methodology | Practical, ICT enabled teaching and learning experiences in terms of video lessons Discussion, By way of Demonstrations. |
|-------------------------------|--|

| 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. | Perform qualitative analysis of organic substance. |
| 2. | Appraise the importance and utilization of plants and animals in general. |
| 3. | Get acquainted with the world of microorganisms. |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Ahluwalia,V.K.& Dhingra, S.(2010). <i>Comprehensive Practical Organic Chemistry – Qualitative Analysis</i> . Hyderabad: by University Press (India) Private Limited, First Indian Reprint 2010. |
| 2. | Vogel.A. <i>Elementary Practical Organic Chemistry Part-2, Qualitative Organic Analysis</i> . New Delhi: CBS Publishers & Distributors, Second edition, reprint 2004. |
| 3 | Trivedi P.P.(1983). <i>Home Gardening</i> : Indian council of Agricultural Research. |



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



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

| | | | |
|--------------------------------|------------|---------------------|-------------------------|
| Course Code | UHASEFDN01 | Title of the Course | Theory- Food Hygiene |
| Total Credits of the Course | 02 | Hours per Week | 02 |

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|-------------------|--|
| Course Objectives | <ol style="list-style-type: none">1. To provide an understanding of the relationship between food hygiene, food poisoning and food spoilage, the socio-economic costs of poor food hygiene2. To provide an understanding of the principles of, and the procedures for, satisfactory cleaning and disinfection of food premises, equipment and utensils.3. Understand the importance of safe disposal of food waste and other waste material.4. To provide an understanding of the importance of providing and maintaining suitable conditions for the storage of food |
|-------------------|--|

| Unit | Description | Weightage* (%) |
|------|--|-------------------|
| 1. | Overview of Basic Food Hygiene (a) Definitions, Need for food hygiene (b) General principles of food hygiene. (c) Personal hygiene: Importance of personal hygiene at work. | 25 |
| 2. | Hygiene in food service institution (a) Sanitation facilities and procedures in food plant operation. (b) Method of cleaning and disinfection. (c) Detergents and Sanitizer. (d) Role of cleaning in preventing food contamination. | 25 |
| 3. | Safe food storage, cleaning (a) Significance and importance of labelling foods with 'use-by' and 'best-before' dates. (b) Principles of stock rotation (for both incoming and out-going food.) (c) Hazard Analysis Critical Control Point(HACCP) | 25 |
| 4. | Chilling and cold handling, cooking and re-heating (a) Temperatures at which ambient, chilled and frozen food (b) Safe methods of chilling and freezing processed food. (c) Application of heat treatment during food preparation (d) Risks associated with under-cooking foods. | 25 |

| | |
|-------------------------------|--|
| Teaching Learning Methodology | The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion |
|-------------------------------|--|

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

| Course outcomes: | |
|------------------|--|
| Sr. No. | |
| 1. | Students can explore the knowledge of relationship between Food hygiene and different food handling methods. |
| 2. | Students can able to understand the need for high standards of food hygiene and preventing food poisoning. |
| 3. | Students can understand the causes of food spoilage and the principles involved in its prevention |

| References | |
|------------|--|
| Sr. No | References (Latest Editions) |
| 1. | Guide to Improving Food Hygiene - Ed Gaston and Tiffney |
| 2. | Practical Food Microbiology and Technology (2nd edition) - J. Mountney and W.A. Gould. |
| 3. | Food Poisoning and Food Hygiene (3rd Edition) - Betty C. Hobbs. |
| 4. | Food hygiene & sanitation (2ndEdition) - Sunita Roday |
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| On-line resources to be used if available as reference material |
| Relevant entries on Wikipedia and Encyclopaedia Britannica |



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: II
Family Resource Management

| | | | |
|-----------------------------|-------------|---------------------|-----------------------------|
| Course Code | UHA2SEFRM01 | Title of the Course | Theory-Self-Image & Styling |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|-------------------|--|
| Course Objectives | <ol style="list-style-type: none">1. To strengthen the student's hands-on experience in using different tools to improve visual and non-visual appearance and self-image.2. To train the students with technical and professional ways to understand wardrobe needs and their development.3. To develop skills in understanding fashion trends for planning personal shopping. |
|-------------------|--|

| Course Content | | |
|----------------|---|---------------|
| Unit | Description | Weightage*(%) |
| 1. | (a) Physical traits and analysis: i. Body types and proportion ii. Face shapes iii. Personal color analysis (b) Personality and etiquette: i. Personal style analysis and expression ii. Verbal and non-verbal communication etiquettes iii. Personal grooming | 25 |
| 2. | Application of Elements and principles of design clothing and visual appearance for Image Styling | 25 |
| 3. | Wardrobe planning according to apparel and accessories needs (a) Wardrobe analysis (b) Organization and categorization of wardrobe (c) Elements of a basic wardrobe (d) Optimising wardrobe (e) Tips for garment maintenance | 25 |
| 4. | Personal shopping (a) Analysis of trends in apparel and accessories (b) Preview of apparel market survey/accessory stores and brands | 25 |

| | |
|--------------------------------|---|
| Teaching-Assignments, Learning | Lecture, Role play, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes Methodology, PowerPoint Presentations, ICT enabled Teaching, Market survey. |
|--------------------------------|---|

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

Course Outcomes:

Having completed this course, the learner will be able to

| | |
|----|--|
| 1. | Recognize and strengthen the physical image based on body type, face shape, and personal style analysis. |
| 2. | Appreciate the verbal and non-verbal communication etiquette in day-to-day life. |
| 3. | Critically analyze and apply the fashion trends in apparel and accessories that would upsurge self-confidence. |
| 4. | Manage to comprehend the effect of elements and principles of design on visual appearance. |

Suggested References:

| Sr No | References |
|-------|--|
| 1. | Constantine, S. & Woodall, T. <i>The Body Shape Bible: Forget Your Size Discover Your Shape Transform Yourself</i> , published by Weidenfeld & Nicolson (1877), ASIN: B01K14NWB8 |
| 2. | Funder, D.C. 2001, <i>The Personality Puzzle</i> (2nd ed), New York: W.W. Norton |
| 3. | Phares, J.E. 1991, <i>Introduction to Personality</i> (3rd ed), New York: Harper Collins |

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| On-line resources to be used if available as reference material |
| Online Resources |
| 1. https://www.colormebeautiful.co.nz/ |



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: II
Human Development and Family Studies

| | | | |
|-----------------------------|-------------|---------------------|--------------------|
| Course Code | UHA2SEHUD01 | Title of the Course | Theory - Parenting |
| Total Credits of the Course | 02 | Hours per Week | 02 |

| | |
|-------------------|--|
| Course Objectives | 1. To understand in-depth the parent-child relationship and its complexity. 2. To acquire in-depth knowledge and understanding of important theories, concepts, and studies in the field of parent-child relations. |
|-------------------|--|

| Course Content | | |
|----------------|---|---------------|
| Unit | Description | Weightage*(%) |
| 1. | Parenting (a) Meaning, Importance (b) Types/ Styles of Parenting (c) Factors influencing parenting (d) 4 P's of parenting (e) Different roles of parents and grandparents play | 25 |
| 2. | Parent-child relationship (a) Elements for parent-child relationship. (b) Parental Expectations (c) Child-rearing practices & guidance (d) Parenting daughters versus sons; avoiding gender discrimination (e) Child-Parent Relationship Scale (CPRS) | 25 |
| 3. | Determinants of Parenting (a) Cultural influences on parenting (b) Guidelines on parenting (c) Parenting children with special needs (d) Effective parenting & parenting skills (e) Parenting- Bonding, Discipline & Education | 25 |
| 4. | Parent Guidance for children's behaviour (a) Supporting children's relationships with Peers; Friendship among parents and children (b) Family conflict and conflict resolution (c) Providing safe environment for children helping the child manage peer pressure, gadgets and social media addiction (at school level) (d) Sexuality Education (e) Parent-Adolescent conflict management and relationship-strengthening | 25 |

| 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. | Distinguish between different aspects of the parent-child relationship. |
| 2. | Analyse how different factors affect the parent-child relationship and children's development. |
| 3. | Apply the course material for analysing relevant situations and cases pertaining to parent-child relationships. |
| 4. | Critically evaluate relevant studies pertaining to parent-child relations |

| Suggested References: | |
|-----------------------|---|
| Sr.No | References |
| 1. | Aunola K, Stattin H, Nurmi JE. Parenting styles and adolescents' achievement strategies. <i>Journal of Adolescence</i> . 2000;23:205–222. doi: 10.1006/jado.2000.0308. |
| 2. | Barber BK. Reintroducing parental psychological control. In: Barber BK, editor. <i>Intrusive parenting: How psychological control affects children and adolescents</i> . Washington, DC: American Psychological Association; 2002. pp. 3–11. |
| 3. | Barber, B. K., Stolz, H. E., Olsen, J. A., Collins, W. A., & Burchinal, M. (2005). Parental support, psychological control, and behavioral control: Assessing relevance across time, culture, and method. <i>Monographs of the society for research in child development</i> , 70, i-147. |
| 4. | Beato A, Pereira AI, Barros L, Muris P. The relationship between different parenting typologies in fathers and mothers and children's anxiety. <i>Journal of Child and Family Studies</i> . 2016;25:1691–1701. |
| 5. | Carlson L, Tanner JF. Understanding parental beliefs and attitudes about children: Insights from parental style. <i>Journal of Consumer Affairs</i> . 2006;40:144–162. |
| 6. | Chaudhuri JH, Easterbrooks MA, Davis CR. The relation between emotional availability and parenting style: cultural and economic factors in a diverse sample of young mothers. <i>Parenting: Science and Practice</i> . 2009;9:277–299. |
| 7. | Conrade G, Ho R. Differential parenting styles for fathers and mothers. <i>Australian Journal of Psychology</i> . 2001;53:29–35. |
| 8 | Everitt BS, Landau S, Leese M. <i>Cluster analyses</i> . 4th Ed. London: Hodder Arnold; 2001. |

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| . | Galambos NL, Barker ET, Almeida DM. Parents do matter: trajectories of change in externalizing and internalizing problems in early adolescence. <i>Child Development</i> . 2003;74:578–594. |
| 9. | Martin A, Ryan RM, Brooks-Gunn J. The joint influence of mother and father parenting on child cognitive outcomes at age 5. <i>Early Childhood Research Quarterly</i> . 2007;22:423–439. |
| 10. | Pereira AI, Canavarro C, Cardoso MF, Mendonça D. Patterns of parental rearing styles and child behaviour problems among Portuguese school-aged children. <i>Journal of Child and Family Studies</i> . 2008;18:454–464. |
| 11. | Russell A, Aloa V, Feder T, Glover A, Miller H, Palmer G. Sex-based differences in parenting styles in a sample with preschool children. <i>Australian Journal of Psychology</i> . 1998;50:89–99. |
| 12. | Williams LR, Degnan KA, Perez-Edgar KE, Henderson HA, Rubin KH, Pine DS, Fox NA. Impact of behavioral inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. <i>Journal of Abnormal Child Psychology</i> . 2009;37: 1063–1075. |

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| On-line resources to be used if available as reference material |
| On-line Resources |
| https://psychology.osu.edu/sites/default/files/2022-01/2350_sp21.pdf |
| .http://lily.oru.se/studieinformation/VisaKursplan?kurskod=SA703G&termin=20172&sprak=en&doktyp=pdf |
| https://inside.tamuc.edu/academics/cvSyllabi/syllabi/201920/20176.pdf |
| https://patillinois.org/wp-content/uploads/2021/01/FCFE-Syllabus.pdf |
| https://www.andrews.edu/sem/dmin/concentrations/family_ministry/2009courses/rled779-thomsensylla.pdf |



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



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

| | | | |
|-----------------------------|-------------|---------------------|---|
| Course Code | UHA2SETCL01 | Title of the Course | Theory- Textile and Apparel Merchandising |
| Total Credits of the Course | 2 | Hours per Week | 2 |

| | |
|--------------------|--|
| Course Objectives: | After the completion of course students will <ol style="list-style-type: none">1. Develop an understanding of concepts of marketing and merchandising.2. Students understand retailing as an industry.3. Understand role of digital marketing in textile industry. |
|--------------------|--|

| Course Content | | |
|----------------|--|---------------|
| Unit | Description | Weightage*(%) |
| 1. | Introduction of marketing <ol style="list-style-type: none">(a) Functions of marketing(b) Importance of marketing(c) Marketing mix and channel(d) Promotional devices | 25 |
| 2. | Merchandising in apparel industry <ol style="list-style-type: none">(a) Definition, role and responsibilities of a merchandiser(b) Types of merchandisers: Fashion merchandiser, Production merchandiser and Retail merchandiser(c) Scope of merchandiser in fashion industry | 25 |
| 3. | Standardization in textiles <ol style="list-style-type: none">(a) National and International Standardization of textile products: AATCC, ASTM, ISO, BIS, NFPA, ISOT(b) Certification marks and labels for apparel(c) Difference between standardization and certification marks in apparel | 25 |

| | | |
|---|---|----|
| 4 | Fashion and communication process (a) Role of digital marketing (b) Visual communication (c) Window display, interiors, material study (d) Fashion studio planning (e) Fashion advertising and promotion | 25 |
|---|---|----|

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion. |
|-------------------------------|---|

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

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|--|
| 1. | Understand what it involves in planning, buying and selling functions |
| 2. | Role of standards and standardization used in textiles. |
| 3. | Understand communication process involved in fashion advertisement and promotion |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Mccarthy E., Jerome, Perrault, W. D. (1991). <i>Essentials of Marketing</i> . Boston: IRWIN series in Marketing. Home wood I.L. |
| 2. | Shukla, R.S. (1995). <i>How to Export Garments Successfully</i> . New Delhi: Global Business Publishers. |
| 3. | Koshy, D.O. (1995). <i>Effective Export Marketing of Apparel</i> . New Delhi: Global Business Publishers. |

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| 4. | Stanton,W. J. (1993). <i>Fundamentals of Marketing</i> . NewYork: McGraw Hill Book Co. V Edition. |
| 5. | Rathor, B.S.(1999). <i>Export Marketing</i> . Bombay: Himalaya Publishing House. |
| 6. | Sethi, K.C.(1985). <i>Advertising -Theory and Practice</i> . Bombay: Himalaya Publishing House. |
| 7. | Kotler, P. (2006). <i>Marketing Management</i> . India: Pearson Education |
| 8. | Dorothy, L. (1977). <i>Performance of Textiles</i> . John. Wiley & Sons. |

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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 |



S. M. PATEL COLLEGE OF HOME SCIENCE
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: II

| | | | |
|-----------------------------|-------------|---------------------|-------------------------------|
| Course Code | UHA2VAEVS01 | Title of the Course | Theory- Environmental Studies |
| Total Credits of the Course | 2 | Hours per Week | 2 |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. Generate environmental awareness among the students2. Make them understand the importance of conserving natural resources.3. Study the impact of population explosion and social issues related to it.4. Create a pro-environmental attitude for sustainable development. |
|--------------------|---|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | The multidisciplinary nature of environmental studies <ol style="list-style-type: none">(a) Definition, Scope and Importance(b) Objectives of environment education(c) Need for public awareness(d) Energy resources: Growing energy needs, Renewable and non-Renewable energy sources, use of alternate energy sources.(e) Concept of sustainability and sustainable development | 25 |
| 2. | Ecosystems & Biodiversity <ol style="list-style-type: none">(a) Structure and function of an ecosystem(b) Food chains, food webs and ecological pyramids(c) Types of Ecosystems: Forest Ecosystems, Desert ecosystems, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)(d) Biodiversity: Definition, Types of biodiversity, Conservation of biodiversity: In-situ and Ex-situ(e) Disaster management: Floods, Earthquakes, Cyclones and landslides | 25 |
| 3. | Environmental Pollution <ol style="list-style-type: none">(a) Types of pollution (Air Pollution, Water Pollution, Soil Pollution, Noise Pollution)(b) Sources, prevention and its effect on human beings, plants and animals. | 25 |

| | | |
|----|--|----|
| 4. | Human Population, Social issues and the Environment: (a) From unsustainable to sustainable development (b) Water conservation, rain water harvesting, watershed management, (c) Green buildings, organic farming, drip irrigation, eco-friendly Products. | 25 |
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| Teaching-Learning Methodology | Power point presentations, Videos, Field visits, Assignments, Quiz, Participatory lectures, Discussions and display of various environment friendly materials, lectures, tutorials, library use and e-learning |
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| Evaluation Pattern | | |
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| 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 | |
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| 1. | Understand the difference between sustainable and unsustainable development |
| 2. | Development and predict problems that future generation has to face if use of non-renewable resources |
| 3. | Understand their role in preventing pollution and conserving natural resources. |

| Suggested References: | |
|-----------------------|--|
| Sr. No | References |
| 1 | Bhatt, Patel, & Gohil, (2008). <i>Paryavaran, Environmental Studies</i> . Surat:NewPopular Prakashan. |
| 2 | Tiwari, Khulbe., & Tiwari (2007). <i>Environmental Studies</i> . New Delhi: I.K. International Publishing House Pvt.Ltd. |
| 3 | Kaur H. (2005). <i>Environmental Studies</i> . Meerut: Pragati Prakashan |
| 4 | Bharucha Erach (2005). <i>A Textbook of Environmental Studies</i> . Hyderabad: University Grant Commission, University Press Pvt. Ltd. |
| 5 | Sharma P.D. (2003). <i>Ecology and Environmental</i> . New Delhi: Rastogi Publications. |

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