

**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: 2026-2027 (NEP-2020)

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

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

<b>Human Development</b>	UHA1MAHUD01	Theory- Fundamentals of Human Development	T	2	2	1:30	25	25	50
	UHA1MAHUD02	Practical- Fundamentals of Human Development	P	2	4	2	25	25	50
	UHA1MAHUD03	Theory- Prenatal and Infant Development	T	2	2	1:30	25	25	50
	UHA1MAHUD04	Practical- Prenatal and Infant Development	P	2	4	2	25	25	50
<b>Textiles &amp; Clothing</b>	UHA1MATCL01	Theory- Introduction to Clothing	T	2	2	1:30	25	25	50
	UHA1MATCL02	Practical- Introduction to Clothing	P	2	4	2	25	25	50
	UHA1MATCL03	Theory- Fundamentals of Fashion Design	T	2	2	1:30	25	25	50
	UHA1MATCL04	Practical- Fashion Sketching	P	2	4	2	25	25	50

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

<b>Textiles &amp; Clothing (Group-4)</b>	UHA1MITCL01	Theory - Textile Surface Ornamentation	T	2	2	1:30	25	25	50
	UHA1MITCL02	Practical- Textile Surface Ornamentation	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
<b>Multi / Inter Disciplinary</b>	UHA1IDBSC01	Theory-Basic Science I	T	2	2	1:30	25	25	50
	UHA1IDBSC02	Practical-Basic Science I	P	2	4	2	25	25	50

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs.	Component of Marks*		
							Internal	External	Total
<b>Skill Enhancement Course (Any One Subject)</b>	UHA1SEFDN01	Practical –Culinary Skills	P	2	4	2	25	25	50
	UHA1SEFRM01	Practical - Drawing Techniques	P	2	4	2	25	25	50
	UHA1SEHUD01	Practical - Child Health, Safety and Nutrition	P	2	4	2	25	25	50
	UHA1SETCL01	Practical - Fashion Grooming and Styling	P	2	4	2	25	25	50

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

\*Passing marks 36%



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

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

<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. Enhance reading comprehension skills to understand short stories, newspaper articles, and passages by Indian authors and classic texts.</li><li>2. Develop writing skills to produce clear, coherent short messages, paragraphs, notices, and instructions in formal and informal contexts.</li><li>3. Strengthen grammar proficiency to support accurate reading and writing at a B1 level.</li><li>4. Expand vocabulary related to reading and writing tasks to improve expression and comprehension.</li><li>5. Build confidence in using English for academic, social, and real-life communication scenarios</li></ol>
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Course Content		
Unit	Description	Weightage (%)
1	<b>READING:</b> Developing reading comprehension skills through short stories, paragraphs, Indian newspaper articles, classic texts, brochure, schedules, time tables, invitations, labels etc. <ol style="list-style-type: none"><li>(a) Vocabulary-in-context exercises from articles and stories.</li><li>(b) Understanding the sequencing of events in the passages/ stories</li><li>(c) Skimming and scanning</li><li>(d) Matching text with purpose</li><li>(e) Guessing meaning from context</li><li>(f) Arranging the sentences in proper order to make it meaningful</li><li>(g) Identifying topic sentences, supporting sentences, concluding sentences</li></ol>	25 %

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

Teaching Learning Methodology	<p>Lectures, PowerPoint Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market surveys, discussions, assignments, Presentations, Individual / group project</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Practice structuring paragraphs (introduction, body, conclusion).</li> <li>● Sentence-building exercises.</li> <li>● Error correction in sample sentences.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Writing short paragraphs</li> </ul> <p>Strategies:</p> <p><b>Grammar &amp; Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Articles: <i>a, an, the</i></li> <li>• Prepositions of place and time: <i>in, on, at, under</i></li> <li>• Vocabulary sets: time, places, public signs, daily routines</li> </ul> <p><b>Output Task:</b></p> <ul style="list-style-type: none"> <li>• Fill out a form (Forms used in bank / railway station)</li> <li>• Read and answer comprehension questions</li> <li>• Match headings to texts</li> </ul>
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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:
<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Comprehend and analyze short stories, Indian newspaper articles, and passages, identifying main ideas, themes, and details.</li> <li>2. Write clear, well-structured short messages, paragraphs, notices, and instructions with appropriate tone and format.</li> <li>3. Apply grammar structures accurately to construct varied and complex sentences.</li> <li>4. Use an expanded range of vocabulary to express ideas clearly and appropriately in written and spoken communication.</li> <li>5. Demonstrate improved fluency and confidence in using English in academic and everyday situations at a B1 level.</li> </ol>

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

**Suggestions:**

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

1) The Story “ Lady or the Tiger”

2) Tusker’s Trail

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



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

Course Code	UHA1MAFDN01	Title of the Course	Theory – Food Adulteration and Testing
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> <li>To understand the role and significance of food adulteration in human life and public health</li> <li>To improve the knowledge of students about food adulteration &amp; food laws</li> <li>To educate student about common food adulterants and their detection</li> </ol>
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Unit	Description	Weightage*(%)
1.	(a) Food Adulteration: Definition, causes of Food adulteration, Health hazards of adulterants. (b) Types of Adulteration: Intentional, incidental, metallic and packaging hazard	25
2.	(a) Nature of adulterants, precaution of avoiding food adulteration. (b) Toxic constituents in food, common food adulterants	25
3.	Household and Laboratory scale methods to detect the adulterants in various foods like; 1) Cereals, pulses and its products 2) Milk and milk products 3) Oil and fats 4) Spices and condiments 5) Fruits and vegetables product 6) Beverages alcoholic and non-alcoholic	25
4.	Food laws and standards for adulteration: (a) Prevention of food adulteration laws Act 1955, and 1995. (b) Food safety and standards authority of India (FSSAI) (c) BIS, FPO, AGMARK (d) ISO, HACCP	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop skill for detection of food adulteration by different methods.
2.	Understand the adulteration of common foods and their adverse impact on health
3.	Know the basic laws regarding food.

References	
Sr No	References
1.	N.Shakuntala manay and M. Shadaksharaswamy (2008) <i>Food Facts and Principals</i>
2.	Shyam Narayan Jha (2016) <i>Rapid Detection of Food Adulterants and Contaminants.</i>
3.	Bruce, E. M. (1917). <i>Detection of the Common Food Adulterants.</i> D. Van Nostrand Company.
4.	Shiva Kiran, R.R. (2012). <i>Manual For Detection Of Common Food Adulterants,</i> First edition, IAPEN
5.	Pollans, M. J., & Broad Leib, E. M. (2019). <i>The New Food Safety.</i>

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

Course Code	UHA1MAFDN02	Title of the Course	Practical- Food Adulteration and Testing
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To acquire knowledge regarding adulteration of foods.</li><li>2. To acquire knowledge for detection of adulterants in different foods.</li><li>3. To promote consumer awareness and adherence to food safety laws.</li></ol>
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Unit	Description	Weightage *(%)
1.	Detection of extraneous matter and color in food grains.	05
2.	Detection of adulterants in milk and milk products.	10
3.	Detection of adulterants in spices and condiments.	10
4.	Detection of adulteration of oils and fats.	10
5.	Detection of adulteration of Ghee.	10
6.	Detection of adulteration in sugar and confectionary.	10
7.	Detection of adulteration in fruits, vegetables and its products.	10
8.	Differentiation of adulteration in common salt and iodized salt.	10
9.	Detection of adulteration in tea and coffee powder.	05
10.	Different methods used to remove the pesticides in fruits and vegetables.	10
11.	Quick test for establishing tentative authentication of food products by sensory evaluation.	10

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Learn skills of food adulteration detection by different methods on household and commercial basis.
2.	Understand to differentiate between pure and adulterated food.

References	
Sr. No	References
1.	<a href="https://fssai.gov.in/upload/knowledge_hub/1878035b34b558a3b48DART%20Book.pdf">https://fssai.gov.in/upload/knowledge_hub/1878035b34b558a3b48DART%20Book.pdf</a>
2.	Shyam Narayan Jha (2016) <i>Rapid Detection Of Food Adulterants And Contaminants</i> .
3.	Shiva Kiran, R.R. (2012). <i>Manual For Detection Of Common Food Adulterants</i> , First edition, IAPEN

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

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

Course Objectives	<ol style="list-style-type: none"> <li>To enable students to understand the functions of various nutrients and their requirements, effect of deficiency and excess.</li> <li>To enable students to understand the effect of deficiency and excess of nutrient.</li> </ol>
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Unit	Description	Weightage* (%)
1.	Definition of Nutrition, Malnutrition and Health (a) History of Nutrition: (b) Role of nutrition in maintaining health (c) Elements of Nutrition: Macro and micro (d) Calorie, BMR (e) Water – Functions, sources and water balance (f) Fibre – Functions and sources, (g) Energy – Factors affecting BMR	25
2.	Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of (a) Protein (b) Carbohydrate (c) Fat	25
3.	(a) Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of Fat-soluble vitamins: Vitamin A,D,E, K (b) Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of water-soluble vitamins: Thiamine, Riboflavin, Niacin, Pyridoxine, B12, Folic acid and vitamin C	25
4.	Classification, dietary sources, functions, RDI and clinical manifestations of deficiency and excess of Minerals: Calcium, Phosphorus, Sodium, Potassium, Iron, Zinc, Fluorine, Iodine, Selenium, Magnesium	25

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Identify various nutrients and would be able to judiciously use according to the source of availability
2.	Identify various macro and micronutrient deficiency in the body.

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

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To enable students to understand the functions of various nutrients and their requirements, effect of deficiency and excess.</li><li>2. To enable students to understand the effect of deficiency and excess of nutrient.</li></ol>
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Unit	Description	Weightage *(%)
1.	Market survey of locally available food items viz. cereals, pulses, fruits, vegetables, milk and milk products, fats and oils, nuts and oilseeds, sugar and Jaggery, meat, fish, and poultry and miscellaneous food items like biscuits, jams, jellies, ketchup etc. and their cost	5
2.	Calculate the cost of food required for providing a given amount of nutrient To calculate the amount of food required for obtaining a given amount of nutrient.	5
3.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Carbohydrates	10
4.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Protein	10
5.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Fat	10
6.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Vitamin A	10
7.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Vitamin C	5
8.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Thiamine	10

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

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Identify various nutrients and would be able to judiciously use according to the source of availability
2.	Learn the basics of planning a recipe

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

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

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

Course Objectives:	<ol style="list-style-type: none"><li>1. To familiarize the students with various concepts of managing resources.</li><li>2. To apply knowledge of the basic process of management in solving problems.</li><li>3. To comprehend the purpose and services in the hospitality industry.</li><li>4. To familiarize the students with the perception of tourism.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Meaning and scope of Resource Management: (a) Definition, purpose, and obstacles of management (b) Concepts and characteristics of management (c) Motivation theory: Maslow's hierarchy of needs (d) Motivating factors of resource management: Values, Goals, Standards	25
2.	Resources (a) Importance, types, and characteristics of human and non-human resources (b) Maximizing the use of resources and resource conservation	25
3.	Functions of Management (a) Decision Making: Importance, steps in decision making, type of decisions, factors affecting decision making (b) Management Process: Definition, Steps: Planning, organizing, controlling and evaluation	25
4.	Application of Management process to specific resources (a) Money: Functions of money, Meaning of Income and expenditure, types and sources of income (b) Time Management: Need, tools, and steps in time management. (c) Energy Management: Need, types of fatigue, steps in energy management. (d) Work Simplification: Techniques and Mundell's Classes of Change.	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Recognize the available resources and make the maximum use of resources to achieve the goals.
2.	Acquire basic knowledge about the process of management and apply managerial skills.
3.	Develop the aptitude to manage money, time, and energy effectively and be more productive.

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

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

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. Learning to identify and manage the resources available for functional use.</li><li>2. To manage limited resources by making smart decisions.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Understand the concept of resource management and classify the resources with examples. Identify various community resources within your area.	10
2.	Identification of individual and family values. Select one person you know well and identify his/her values.	05
4.	List five short-term, intermediate, and long-term goals. Mention the resources required to achieve those goals.	10
5.	List down any five qualitative and quantitative standards that you follow in your day-to-day life	05
6.	Mention any five goals and its related values, standards and resources	05
7.	Record all the decisions made in the last week and classify them.	05
8.	Describe the steps in the decision-making process to make the final choice for the given situation.	10
9.	Building Decision Making abilities through management games.	05
10.	Identify and classify the various sources of income.	05
11.	Develop a time plan schedule for the coming week. Calculate time required for various activities and display through the graph. Identify the ways to use leisure time effectively.	10

12.	Apply the principles of body mechanics in day-to-day life.	10
13.	Calculate the minimum and maximum reach and design a workstation for yourself.	10
14.	Application of management process to organize an event– planning, organization, evaluation. (a) Identification of the aim/objectives of the event (b) Preparing proposal – Time schedule, list of invitees, planning for menu (c) Planning of resources (d) Planning for invitation and decoration (e) Budget planning (f) Executing an event (g) Event evaluation and reporting	10

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appreciate the significance of the management processes for efficient use of resources.
2.	Demonstrate decision-making abilities in given situations.
3.	Manage the money, time, and energy effectively and be more productive.

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

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

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

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

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

Course Objectives:	<ol style="list-style-type: none"><li>1. To appraise various aspects of hospitality for guest satisfaction.</li><li>2. To impart knowledge on the organizational and practical features of front office and housekeeping departments of hospitality institutions.</li><li>3. To accomplish effective communication etiquette and manners in dealing with guests, colleagues, and management.</li><li>4. To familiarize the students with the perception of hospitality in tourism.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	<p>The Hospitality Industry</p> <p>(a) Overview of the hospitality industry:</p> <ol style="list-style-type: none"><li>i. Significance &amp; sectors of the hospitality industry</li><li>ii. Organizational structure</li><li>iii. Departments in the hotel</li><li>iv. Hotel classification</li></ol> <p>(b) Front Office:</p> <ol style="list-style-type: none"><li>i. Role &amp; Functions</li><li>ii. Organization structure</li><li>iii. Qualities of front office staff</li><li>iv. Types of food plans &amp; rooms</li></ol>	25
2.	<p>Housekeeping and Guest Room Management</p> <p>(a) Functions of Housekeeping:</p> <ol style="list-style-type: none"><li>i. Necessity &amp; structure of Housekeeping Department</li><li>ii. Responsibilities and qualities of the staff</li><li>iii. Type of registers and files maintained</li><li>iv. Scope of Housekeeping in various institutions</li></ol> <p>(b) Guest Room Management:</p> <ol style="list-style-type: none"><li>i. Cleaning of guest room</li><li>ii. Guest supplies</li><li>iii. Setting up Maid's cart</li></ol>	25

3.	<p>Linen room and laundry management:</p> <p>(a) Linen Management</p> <ol style="list-style-type: none"> <li>i. Types of linen</li> <li>ii. Location of linen room</li> <li>iii. Responsibilities of linen room</li> <li>iv. Storage of linen</li> </ol> <p>(b) Laundry</p> <ol style="list-style-type: none"> <li>i. Types of laundry</li> <li>ii. Equipment</li> <li>iii. Stain removal</li> <li>iv. Valet Service</li> </ol>	25
4.	<p>Hospitality and Tourism</p> <p>(a) Characteristics and skills of hospitality personnel</p> <p>(b) Tourism: Definition and forms - Inbound and Outbound</p> <p>(c) Components of Tourism</p> <p>(d) Opportunities in the Hospitality and Tourism Industry</p>	25

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

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Comprehend the Genesis of the hospitality industry.
2.	Acquire the basic knowledge about the type of hotels and other hospitality institutions.
3.	Apprises with the functions of the front office and housekeeping.
4.	Recognize the characteristics and professional skills required in the field of hospitality industry.

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

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

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To acquaint with categories and chains of hotels globally.</li><li>2. To provide training, skill development, and education needed to prepare individuals for effective job performance in hospitality.</li><li>3. To recognize the services given to the guests.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Classification of hotels.	05
2.	Identification of various Hotel Chains in India.	05
3.	Front office organization structure in small, Medium, and Large Hotels.	10
4.	Housekeeping organization structure in small and large hotels.	10
5.	Procedure for change of guest room.	05
6.	Layout of Linen room.	05
7.	Layout of Laundry.	05
8.	Lay out of Lounge	05
9.	Lay out of Front office / Reception area	05
10.	Maintaining Records and Registers by the housekeeping Department.	10
11.	The procedure of setting maid's cart.	10
12.	Method of bed-making in a guest room.	10
13.	Arrangement of flowers in different areas of a hotel.	10
14.	Preparation of First aid box.	05

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appreciate the significance of the hospitality industry.
2.	To understand the importance of outstanding guest-service quality.
3.	Comprehend the various roles and functions in the hospitality industry

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

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To develop an understanding about the need and importance of studying human growth and development across life span</li><li>2. To learn about the characteristics, needs and developmental tasks of different stages in the human life cycle</li><li>3. To develop an understanding of different aspects of child's physical, motor social and emotional development.</li><li>4. To learn different methods of human development.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	History and Evolution of Human Development (a) Introduction to Human Development- Definition, needs and goals (b) Scope of Human Development (c) Growth and Development i. Meaning, concept of growth and development ii. Domains of growth and development- Physical, Cognitive, Language, Social, Emotional, Moral and Spiritual iii. Factors influencing Growth and Development	25
2.	Stages of Human development (a) Stages i. Prenatal Development – Conception ii. Infancy- Characteristics, Developmental tasks iii. Early Childhood - Characteristics, Developmental tasks iv. Middle Childhood - Characteristics, Developmental tasks v. Adolescence - Characteristics, Developmental tasks vi. Adulthood - Characteristics, Developmental tasks. vii. Old Age – Physical changes, Developmental tasks (b) Principles of Human Development (c) Perspectives of Lifespan Development	25

3.	Need to study Human development (a) Approaches to the study of human development– Longitudinal and Cross–Sectional (b) Methods of studying human development i. Observation ii. Interview iii. Questionnaire iv. Case Study (c) Early Stimulation and Intervention	25
4.	Concept of Heredity and Environment (a) Nature and nurture (b) Maturation and learning (c) Brain structure and development (d) Sensory- Basic concepts, Types of Senses- visual, auditory, gustatory, olfactory, tactile, vestibular, kinaesthetic and organic senses	25

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

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

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

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

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

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

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

Course Objectives:	<ol style="list-style-type: none"><li>1. To acquaint the students about growth monitoring &amp; anthropometric measurements of a child.</li><li>2. To develop hands-on experiences to interact with children.</li><li>3. To introduce and apply the basic tools of research in the field of human development to the students.</li></ol>
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Course Content		
Unit	Description	Weightage (%)
1.	Anthropometric measurements of a child: Ht. Wt., circumferences etc. (by the use of Salter Scale and MUAC strip).	10
2.	Growth monitoring, plotting on growth monitoring chart and interpretation. Comparison of Growth chart between Boys and Girls.	10
3.	Prepare an album for stages of human development.	10
4.	Plan five activities for children on physical, cognitive, language, social, emotional, moral development.	05
5.	Preparation of chart on developmental milestones of Infancy/ Childhood/ Adolescence/ Adulthood/ Old Age.	10
6.	Prepare a low cost indigenous material for infants.	05
7.	Observe behaviour of children during Infancy period.	05
8.	Visit to an Anganwadi/ ECCE centre and write a report.	10
9.	Carry out case studies on Early childhood/ Late Childhood.	10
10.	Prepare a questionnaire on Adulthood/ Old age.	10
11.	Interviews of adolescent girls to understand their life style and behaviour based on gender and socio-economic status.	05

12.	Find out current trends in Human Development and Family Studies.	10
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Teaching-Learning Methodology	Practical, Field visits, Interview method
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop an understanding about the discipline of Human Development.
2.	Acquire a detailed understanding of developmental milestones , characteristics, need of different stages in the human life cycle
3.	Acquire a detailed understanding of the major tools of research in child study

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

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

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

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To develop an understanding about the need and importance of studying prenatal development conception and birth process.</li><li>2. To learn about the characteristics, needs and developmental tasks of infancy period.</li><li>3. To understand the different prenatal and infant care for future aspect.</li><li>4. To learn about the complication and problems during prenatal and infancy period.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	<p>Prenatal Development and Birth Process</p> <ol style="list-style-type: none"><li>(a) Prenatal Development– Meaning and process of conception.</li><li>(b) Stages of Prenatal Development - Germinal stage, Embryonic stage, Foetal stage.</li><li>(c) Factors affecting prenatal growth and development – maternal and paternal factors, genetically and environmental factors</li><li>(d) Birth process</li><li>(e) Types of delivery- Natural, C-section, breech, home vs. assisted delivery</li><li>(f) Infertility and assisted reproduction</li></ol>	25
2.	<p>Prenatal Care</p> <ol style="list-style-type: none"><li>(a) Prenatal care – Healthy eating and nutrition requirement, physical and emotional fitness,</li><li>(b) Regular Medical check-up and monitoring</li><li>(c) Care for High-risk pregnancy<ol style="list-style-type: none"><li>i. Miscarriages and abortions,</li><li>ii. Intrauterine growth retardation,</li><li>iii. Low pregnancy weight gain,</li><li>iv. Health issues</li></ol></li></ol>	25

3.	<b>Infant Development</b> (a) Physical characteristics of the neonate size, weight, height, body proportions. (b) Development tasks, milestones, physical, cognitive, language, social and emotional development. (c) Infants at risk conditions. (d) Problems faced during the infancy period.	25
4.	<b>Infant Care</b> (a) Feeding Practices- Breast feeding and complementary food (b) Nutritional requirements and nutritional problems (c) Sleep cycles (d) Premature and low birth weight infants (e) Health Check-ups, immunization, vaccination, toilet training. (f) Types of feeding - natural and artificial	25

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

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

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

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

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

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Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives:	<ol style="list-style-type: none"><li>1. To acquaint the students about growth monitoring &amp; anthropometric measurements of a child.</li><li>2. To introduction and application of the basic tools of research in the field of human development to the students.</li><li>3. To acquaint the students about prenatal growth and assessment.</li><li>4. To impart knowledge on prenatal and infant period.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Visit to a neonatal care centre and maternity home.	10
2.	Prepare a questionnaire on developmental assessment of infants using APGAR Scale.	10
3.	Prepare album on prenatal development (month wise)	10
4.	Collection of Lullabies for Infants.	5
5.	Plan of activities for Garbh- Sanskar Kendra.	5
6.	Show short film on kangaroo mother care and write a report	5
7.	Prepare a mobile/ push toy/ pull toy.	10
8.	Prepare PPT on infant development from birth to 2 years.	10
9.	Prepare a booklet on nutritional recipes for pregnant lady and infants.	10
10.	Case study of pregnant women.	5
11.	Prepare one item for infants on sensory development.	10
12.	Prepare Immunization card.	10

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

Course Outcomes: Having completed this course, the learner will be able to

1.	Develop an understanding about the Lullabies.
2.	Acquire a detailed understanding of developmental milestones, characteristics, neonatal stages in the human life cycle.
3.	Acquire a detailed understanding of the prenatal and infant period.

Suggested References:

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

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

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

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Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

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

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and analyse basics of garment design.
2.	Acquire skills in appropriate selection of readymade garments.
3.	Wise selection of Indian readymade garment brands

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

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

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

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

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

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

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

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand basic hand stitches and embroidery stitches
2.	Acquire skills in analysing the quality of construction and finishing of garments and its components

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

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

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

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

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

4.	(a) Types of fashion design drawings: Flat sketch, Tech sketch, Spec, Working drawing, Presentation drawing, Fashion croquis (b) Factors influencing fashion	25
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Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of actual garments.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Present designs on the basis of elements and principles of fashion.
2.	Understand different languages of fashion.
3.	Understand the concept and origin of fashion.

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

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

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

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

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

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

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the Basic theory of fashion and body postures
2.	Understand the concept and origin of fashion.
3.	Explore the function of tools like pencil, poster colors, pencil colors as media

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

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

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

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Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2026-2027 (NEP-2020)

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

Course Code	UHA1MIFDN01	Title of the Course	Theory-Basics of Foods
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To aware students with the basic food groups.</li><li>2. To aware students with the terminologies of cooking.</li><li>3. To remember the various cooking techniques.</li></ol>
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Unit	Description	Weightage*(%)
1.	Definition of food, Nutrition, functions of Foods, Basic five food groups, my plate concept, food pyramid, food exchanges and their contribution to balanced diet.	25
2.	Introduction, Aims and Objectives of Cooking, (a) History of cooking– Origin of Cookery (b) Ancient cooking techniques of India. (c) Methods of Cooking, merits and demerits.	25
3.	Pre-preparation techniques used in cooking –Washing, Peeling, Scraping, Pairing, Cutting, Grating, Grinding ,Mashing, Sieving Milling, Steeping, Centrifuging, Emulsifying, Evaporation Homogenization, Beating, Blending, Cutting in, Creaming, Folding, Kneading, Rubbing in, Rolling in, Stirring	25
4.	(a) Heat Transfer & its relationship to Food Preparation i. Heat Fusion ii. Thermal Conductivity iii. Induction Cooking iv. Heat Removal-Cooling v. Freezing of Foods vi. Thawing of Foods vii. Re-heating of Food viii. Effects of Heat on Foods	25

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Recall the terminologies of cooking
2.	Identify the various cooking techniques
3.	Sort the differences in various cooking methods

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

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



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Course Structure with effect from: 2026-2027 (NEP-2020)

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

Course Code	UHA1MIFDN02	Title of the Course	Practical-Basics of Foods
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To enable students to gain practical knowledge of cooking.</li><li>2. To enable students to learn the differences in various cooking methods.</li><li>3. To enable students to Identify various types of pre-preparatory techniques</li></ol>
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Unit	Description	Weightage *(%)
1	Practical based on concept of five food groups, My Plate, food exchanges and food pyramid.	10
2	Learning various types of cutting techniques and pre-preparation techniques: Washing, Peeling & Scraping, Pairing, Grinding, Mashing, Sieving, Steeping, Emulsifying, Evaporation. Fine Dice, Shredding, Match stick cuts, Small dice, Medium dice, Large Dice, Slicing. Beating, Blending, Creaming, Folding, Kneading, Pressing, Rubbing in, Rolling in, And Stirring.	5
3	Plan 3 recipes using Boiling method of cooking and discussing on the advantages and disadvantages of the method.	5
4	Plan 3 recipes using Steaming method of cooking and discussing on the advantages and disadvantages of the method.	10
5	Plan 3 recipes using Pressure cooking and discussing on the advantages and disadvantages of the method	10
6	Plan 3 recipes using baking and discussing on the advantages and disadvantages of the method	10
7	Plan 3 recipes using Toasting and discussing on the advantages and disadvantages of the method	10
8	Plan 3 recipes using Grilling and discussing on the advantages and disadvantages of the method	10
9	Plan 3 recipes using Sautéing and discussing on the advantages and disadvantages of the method	5
10	Plan 3 recipes using Frying and discussing on the advantages and disadvantages of the method	10

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

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
3.	Do basic cooking
4.	Identify various types of pre-preparatory techniques
5.	Identify the differences between various cooking methods

References	
Sr.No	References
1.	Raina, U et al (2015) Fourth Edition, Basic Food Preparation -A Complete Manual, Orient Longman Publication
2.	Thangham. P,(2004)Vol-1 and 2, Modern Cookery for teaching and the trade, Orient Longman Publication
3.	On-line resources to be used if available as reference material

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**S. M. PATEL COLLEGE OF HOME SCIENCE**  
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Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To familiarize the students with the term time plan and its significance.</li><li>2. To develop an understanding of the importance of energy management.</li><li>3. To acquaint the students with the types and remedies of fatigue.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Time (a) Time as a resource (b) Constraints of time (c) Time demand in different stages of the life cycle (d) Tools of time management: Time sense, time cost, work unit, peak load, work curve, and rest periods.	25
2.	Time Management (a) Goal of time management (b) Advantages of time plan (c) Steps of time plan (d) Leisure time	25
3.	Energy Management (a) Energy as a resource, energy output, and work (b) Energy demands in different stages of the family life cycle (c) Fatigue: Forms, effects, causes and remedies (d) Management process applied to energy	25
4.	Work Simplification (a) Definition, need and advantages (b) Body mechanics (c) Techniques of work simplification (d) Mervin Mundel's classes of change	25

Teaching-Assignments, Learning	Lectures, Individual / Group projects, Group discussion, Guest speakers, Seminars, Quizzes Methodology, PowerPoint presentations, ICT enabled Teaching, Market survey.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Strengthen the skills of coping with different types of fatigue.
2.	Appreciate the ways of work simplification.
3.	Critically analyse and apply time and energy management for more productive work.

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

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

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To acquaint with various equipment saving time and energy.</li><li>2. To appraise the time, use a pattern.</li><li>3. To understand types of activities and energy requirements.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Market survey of time & energy saving equipment.	10
2.	Make a list of time and energy-saving equipment at your home.	05
3.	Make a work curve for two days of activities and find out the peak load time and rest period.	10
4.	Develop a time plan schedule for the coming week. Calculate time required for various activities and display through graph.	10
5.	Identify ways and activities to use leisure time effectively.	05
6.	Prepare a list of types of activities and the amount of energy required for: Heavy, Moderate, and light work.	10
7.	Apply the principles of body mechanics in day-to-day life.	10
8.	Calculate the minimum and maximum reach and design a workstation for yourself.	10
9.	Identify various activities that your mother performs at home in a day. List five activities and suggest how they can be dovetailed.	10
10.	Identify types of fatigue and ways of overcoming those fatigue.	10
11.	Application of work simplification techniques.	10

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

Course Outcomes: Having completed this course, the learner will be able to:	
1.	Appreciate the management of time and energy.
2.	Realize the implication of work simplification.
3.	Comprehend the ways to save time and energy

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

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Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To develop an understanding about the need and importance of studying human growth and development across life span</li><li>2. To learn about the characteristics, needs and developmental tasks of different stages in the human life cycle.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Overview of Human Development (a) Concept of human development. (b) Need & scope of studying human development (c) Heredity and environment i. Nature and nurture ii. Maturation and learning iii. Sensory- Basic concepts, Types of senses- visual, auditory, gustatory, olfactory, tactile, vestibular, kinaesthetic and organic senses	25
2.	Stages of Human Development (a) Prenatal (b) Infancy (c) Early Childhood (d) Late Childhood (e) Adolescence (f) Adulthood (g) Old Age	25
3.	Growth and Development (a) Meaning and concept of growth and development (b) Domains of growth and development- Physical, Cognitive, Language, Social, Emotional, Moral and Spiritual (c) Factors influencing growth and development	25
4.	Method and Approaches of Human Development (a) Approaches to the study of human development– Longitudinal and Cross–Sectional	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	The student will be able to develop an understanding about the discipline of Human Development.
2.	The student will acquire a detailed understanding of developmental milestones of Human development.
3.	The students will understand the characteristics, needs and significance of stages in the human life cycle.
4.	The student will acquire a detailed understanding of the broad perspectives of Human Development.

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

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

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

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives	<ol style="list-style-type: none"><li>1. To acquaint the students about growth monitoring &amp; anthropometric measurements of a child.</li><li>2. To introduction and application of the basic tools of research in the field of Human Development to the students.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Anthropometric measurements of a child: Ht. Wt., circumferences etc. (by the use of Salter Scale and MUAC strip).	5
2.	Growth monitoring, plotting growth monitoring chart and interpretation between boys and girls.	10
3.	Prepare an album for stages of human development.	10
4.	Plan five activities for children on physical, cognitive, language, social, emotional and moral development.	5
5.	Prepare a low cost indigenous material for infants.	5
6.	Observe behaviour of children during infancy period.	10
7.	Show short film on kangaroo mother care and write a report.	5
8.	Visit to an Anganwadi/ ECCE centre and write a report.	10
9.	Survey of play materials for children (different age groups) available in the market.	10
10.	Carry out case studies of school going children.	10
11.	Interview schedule for adolescent girls to understand their life style and behaviour.	10
12.	Prepare a Questionnaire on Adulthood/ Old Age.	10

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

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

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

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

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

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Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

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

	(b) Painting (c) Appliqué work (d) Quilting (e) Basic stitches/embroidery	
4.	Surface design/ornamentation in apparels- Meaning, Importance and uses (a) Accessories (b) Hand and machine Embroidery (c) Ruffles (d) Braiding (e) Ribbon and Laces (f) Buttons (g) Piping (h) Trims	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and analyse basics of garment design.
2.	Identify fabric and apparel designing with the help of basic stitches ,printing and painting

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

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

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Under Graduate Programme (Honors) Grant-in-Aid  
Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

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

	(d) Ribbon and Laces (e) Buttons, studs, eyelets (f) Piping (g) Trims	
10.	Collection of textile components, its application & use- buckle, chain, safety pins, rivets, toggles, zip	10
11.	Designing and preparing a household article/ garment using combination of any two of the above (Embroidery, Printing and painting) methods	10
12.	Prepare a portfolio of the motifs, embroidered & printed fabric samples.	10

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Acquire skills in analysing the quality of construction and finishing of garments and its components
2.	Demonstrate sample of hand embroidery stitches.
3.	Identify proper fabric to embellish the surface with various Techniques.
4.	Analyse the process of Drawing, creating & placing free hand designs of various type of motifs.

Suggested References:	
Sr. No.	References

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

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

Course Objectives:	<ol style="list-style-type: none"><li>1. To impart basic information about the fundamentals of chemistry.</li><li>2. To provide knowledge regarding various acids, bases and salts.</li><li>3. To explain the concepts of cell structure and reproduction in plants.</li><li>4. To acquaint the students with fundamentals of heat transfer.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Fundamentals of Chemistry:</p> <ol style="list-style-type: none"><li>(a) Scope, usefulness and branches</li><li>(b) Classification of matter and Laws of chemical combination,</li><li>(c) Structure of atom, Bohr's Model of atom, Electronic Configuration, Atomic number, Mass number, Valence shell, and Valence electrons.</li><li>(d) Modern Periodic table, Symbols, Radicals, Chemical Formulas,</li><li>(e) Chemical Bonding and Chemical Reactions</li></ol> <p>Fire Extinguishers:</p> <ol style="list-style-type: none"><li>(a) Types of Fire</li><li>(b) Methods for extinguishing fire</li><li>(c) Chemical fire extinguishers</li></ol>	25
2.	<p>Solutions, Acid, Base and Salts:</p> <ol style="list-style-type: none"><li>(a) Solution: Types of Solution, Methods for representing Concentration of solution, Molarity, Normality, Formality, Molality, Percentage W/W, W/V, V/V, Mole Concept.</li><li>(b) Acid, Base and salts/ pH: Acid (Definition, Properties and types), Base (Definition, Properties and types), pH- Definition, pH Scale, Explanation, Usefulness of pH, Indicator, Buffer Solution.</li></ol>	25

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

Teaching-Learning Methodology	Lectures, Interactive sessions, ICT enabled teaching and learning experiences in terms of video lessons, Discussion, Project Work ,Demonstrations, Practical guidance
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Revive their knowledge and understand the basic concepts in science.
2.	Understand fundamental aspects of science and have a profound pillar for upcoming syllabus.

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

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

On-line resources to be used if available as reference material
On-line Resources
<a href="http://www.edudel.nic.in/">http://www.edudel.nic.in/</a>

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

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

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

Teaching-Learning Methodology	Practical, ICT enabled teaching and learning experiences in terms of video lessons Discussion, By way of Demonstrations.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply scientific methodology and demonstrate the ability to draw conclusions based on observation and analysis.
2.	Recognize and apply concepts and theories of basic biological sciences.
3.	Demonstrate connections with other subject areas.

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

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

Course Code	UHA1SEFDN01	Title of the Course	Practical-Culinary skills
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To enable students to gain practical knowledge of cooking.</li><li>2. To enable students to learn the differences in various cooking methods.</li><li>3. To learn different recipes with newer cooking techniques.</li></ol>
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Unit	Description	Weightage *(%)
1.	Culinary terminology	05
2.	Beverages-Classification, Preparation tips, planning and preparation of recipes from each classification of different states of India (any two)	10
3.	Cereal Cookery- Preparation tips, plan and prepare recipes from wheat, pasta, Maida, one recipe from each (stuffed, parathas, tandoori, baked, sweet etc.) of different states of India .	10
4.	Cereal Cookery-Rice – Preparation tips Biryani ,Pulao, rice noodles, plan and prepare using rice flour, of different states of India (any two)	10
5.	Vegetables cookery- Preparation tips, Roots and tuber, leafy vegetables, other vegetables, using methods like curries, stuffed, baked, fried etc. of different states of India (any four)	10
6.	Planning and Preparation of salad- Preparation tips ,Cutting techniques, garnishes, dressings etc.	10
7.	Planning and Preparation of Desserts- Preparation tips,-Indian Sweets using milk, mawa, lentil flour etc. of different states of India (any two)	10
8.	Planning and Preparation of Cakes- Preparation tips and role of different ingredients.(Sponge cake)	5
9.	Planning and Preparation of Chinese, Thai recipes - Preparation tips(any two recipes)	10
10.	Planning and Preparation of Continental recipes-Preparation tips(any two recipes)	10
11.	Planning and Preparation of Japanese Recipes -Preparation tips(any two recipes)	05
12.	Planning and Preparation of Medeterian Recipes -Preparation tips(any two recipes)	05

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
	Learn about cooking of different states.
1.	Learn different preparation tips.
2.	Learn cooking techniques of recipes in vogue..

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

On-line resources to be used if available as reference material
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Course Structure with effect from: 2026-2027 (NEP-2020)

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

Course Code	UHA1SEFRM01	Title of the Course	Theory: Drawing Techniques
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To introduce students to the principles and techniques of drawing.</li><li>2. To develop students' observational and visual interpretation skills.</li><li>3. To familiarize students with various drawing tools and materials.</li></ol>
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Course Content		
Unit	Description	Weightage (%)
1.	Construct and organize straight, curved, zigzag, and dotted lines to develop decorative patterns.	5
2.	Draw and transform basic geometric shapes (circle, square, triangle, rectangle) into simple objects (house, ball, cup) to understand form composition.	5
3.	Demonstrate and compare shading techniques (hatching, cross-hatching, stippling, blending) and develop a tonal gradient scale.	10
4	Observe and render still-life arrangements (fruits, bottle, cup) focusing on proportion and spatial relationships.	10
5	Construct one-point perspective drawings (road, railway track, room) to illustrate depth and distance.	10
6	Represent and differentiate surface textures (wood, glass, metal, cloth, stone) using appropriate pencil techniques.	05
7	Analyze and illustrate the effect of light and shadow by drawing objects under a defined light source.	10
8	Observe and sketch natural elements (trees, leaves, flowers, landscapes) to enhance environmental awareness and drawing skills.	10
9	Construct and render three-dimensional forms such as a cube using proper proportion and shading.	5
10	Sketch freehand simple objects (chair, book, bottle) without using instruments to build confidence and control.	10
11	Sketch and construct common furniture items (chair, table, sofa, bed) in freehand	10
12	Design and compose a simple interior layout (room corner with furniture) using learned principles of perspective and proportion.	10

Teaching Learning Methodology	Lectures, Power -point Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market survey, discussions, assignments, Presentations, Individual / group project
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1	Internal Practical Examination (As per CBCS R.6.8.3)	25%
2	Internal Continuous Assessment in the form of Practical, Viva-voce, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1	Acquire skills in various drawing techniques
2	Comprehend the techniques of perspective drawing.
3	Develop the skill of rendering in interiors.

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

On-line resources to be used if available as reference material	
On-line Resources	
Lutz, E. G. (n.d.). <i>Drawing made easy</i> . Retrieved from <a href="https://metalab.uniten.edu.my/~ridha/drawingmadeeasyh00lutz_bw.pdf">https://metalab.uniten.edu.my/~ridha/drawingmadeeasyh00lutz_bw.pdf</a>	
Edwards, B. (n.d.). <i>You can draw in 30 days: The fun, easy way to learn to draw in one month or less</i> . Retrieved from <a href="https://users.soe.ucsc.edu/~yonge/ASH/Extra/You%20Can%20Draw%20in%2030%20Days%20The%20Fun%20Easy%20Way%20to%20Learn%20to%20Draw%20in%20One%20Month%20or%20Less.pdf">https://users.soe.ucsc.edu/~yonge/ASH/Extra/You%20Can%20Draw%20in%2030%20Days%20The%20Fun%20Easy%20Way%20to%20Learn%20to%20Draw%20in%20One%20Month%20or%20Less.pdf</a>	
DIY Homeschooler. (n.d.). <i>Drawing for beginners (Free eBook)</i> . Retrieved from <a href="https://dihomeschooler.com/drawing-for-beginners-free-ebook/">https://dihomeschooler.com/drawing-for-beginners-free-ebook/</a>	
Aproged. (n.d.). <i>Handbook of drawing</i> . Retrieved from <a href="https://www.aproged.pt/biblioteca/handbookofdrawing.pdf">https://www.aproged.pt/biblioteca/handbookofdrawing.pdf</a>	
Relevant entries on Wikipedia and Encyclopedia Britannica	
<a href="https://en.wikipedia.org/wiki/Interior_design">https://en.wikipedia.org/wiki/Interior_design</a>	

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Course Structure with effect from: 2026-2027 (NEP-2020)

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

Course Code	UHA1SEHUD01	Title of the Course	Practical - Child Health, Safety & Nutrition
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> <li>1. To understand child growth, development, and health factors.</li> <li>2. To gain knowledge of child nutrition, feeding, and health care.</li> <li>3. To develop skills in child safety, first aid, and health programmes.</li> </ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Prepare a checklist on developmental milestones.	10
2.	Interview parents about child health practices and beliefs.	10
3.	A visit to health care centre and write a report.	05
4.	Plan of Low-Cost Balanced Diet for children	05
5.	Slogan making on healthy and nutritious food.	05
6.	Prepare a First Aid Kit box for common injuries.	10
7.	Storytelling on health & safety themes.	10
8.	Prepare flash cards on oral hygiene for children.	10
9.	Questionnaire on child health safety.	10
10.	Collect pictures or cases (e.g., anaemia, rickets etc.) from mass-media.	05
11.	Case Study of malnourished child.	10
12.	Prepare a chart on nutritional deficiency diseases among children.	10

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method, Role Play, Survey, Case study.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain and assess child growth, development, and health status using appropriate tools like growth charts and observation methods.

2.	Apply knowledge of nutrition and feeding practices to plan balanced diets and prevent nutritional deficiencies in children.
3.	Demonstrate skills in child safety, first aid, and health education to promote well-being in home, school, and community settings.

Suggested References:	
Sr. No.	References
1.	K. Park (2021). Park's textbook of preventive and social medicine (26th ed.). Banarsidas Bhanot.
2.	O. P. Ghai, Piyush Gupta, & V. K. Paul (2018). Ghai essential pediatrics (9th ed.). CBS Publishers.
3.	S. R. Sharma (2017). Child psychology. Atlantic Publishers.
4.	Neerja Sharma (2016). Child care and education. Kalyani Publishers.
5.	Sushma Gupta (2015). Textbook of nutrition and dietetics. Kalyani Publishers.
6.	B. Srilakshmi (2018). Nutrition science (6th ed.). New Age International.
7.	Ghai, O. P., Gupta, P., & Paul, V. K. (2018). Ghai essential pediatrics (9th ed.). CBS Publishers.

On-line resources to be used if available as reference material
On-line Resources
<a href="https://egyankosh.ac.in/bitstream/123456789/74972/1/pm.pdf">https://egyankosh.ac.in/bitstream/123456789/74972/1/pm.pdf</a>
<a href="https://www.ignouindia.in/ignou-dece-02-study-material-egyankosh-download/?utm_source">https://www.ignouindia.in/ignou-dece-02-study-material-egyankosh-download/?utm_source</a>



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Course Structure with effect from: 2026-2027 (NEP-2020)

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

Course Code	UHA1SETCL01	Title of the Course	Practical – Fashion Grooming and Styling
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	After the completion of course, students will be able to: 1. Define and describe basic concepts of fashion styles, styling, and grooming 2. Explain the importance and need of fashion styling in personal and professional life 3. Apply appropriate styling techniques based on body types and occasions 4. Demonstrate personal grooming and image management practices 5. Create and manage a functional wardrobe based on personal style
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Course Content		
Sr. No	Description	Weightage* (%)
1.	To understand fashion styles, preparation of charts/PPT on different styles and performing oral presentation will be conducted.	05
2	Explain the importance of fashion styling, preparation of a skit and performing role play will be carried out.	05
3	To study fashion history, preparation of a timeline chart and performing verbal explanation will be done.	10
4	Classify fashion styles, preparation of a mood board and performing identification activity will be conducted.	05
5	Differentiate style and fashion, preparation of a comparison chart and performing participation in debate/discussion will be carried out.	10
6	Apply styling principles, preparation of outfit selection for body types and performing live demonstration will be conducted	10
7	To identify elements of styling, preparation through collection of garments and performing demonstration will be done.	10
8	Analyze fashion trends, preparation of a trend report and performing presentation will be conducted.	05
9	To practice grooming, preparation of grooming kit and performing	10

	demonstration of grooming techniques will be carried out.	
10	Evaluate dressing for occasions, preparation of outfits and performing presentation through a mini fashion show.	10
11	Wardrobe essentials: preparation of a list and display materials and demonstration.	10
12	To develop wardrobe management skills, preparation of organized wardrobe plan and performing presentation of personal style profile will be conducted.	10

Teaching-Learning Methodology	lecture method, demonstration, activity-based learning through preparation of charts, mood boards and reports, performing activities such as role plays, fashion shows and presentations, group discussions and debates, project-based learning, use of ICT tools like videos and social media, field visits, peer learning, and continuous assessment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand fundamental concepts of fashion styles and styling principles.
2..	Identify and analyze different fashion styles, body types, and elements of fashion styling.
3.	Apply styling techniques and grooming practices for different occasions.
4.	Evaluate appropriate dressing sense and image management in various situations.
5.	Create a personalized wardrobe plan and develop individual style identity.

Suggested References:	
Sr. No.	References
1.	Dandekar, V. (2019). Communication skills and personality development. New Delhi: Mangalam Publications.

2.	Narang, M. (2007).Handbook of Fashion Technology. Delhi: Asia Pacific Business Press Inc.
3	Sumathi. (2002). Elements of Fashion & Apparel Design. G.I. New Age International Ltd.
4.	Bytra, C. (1969). How You Look and Dress. Webster Division, McGraw Hill Co.
5.	Pandit, S.& Elizabeth,T.(1972). Grooming Selection & Care. Baroda , Unity Printers
6.	Pundir, N. (2007). Fashion Technology, today &tomorrow. New Delhi: Mittal Publication

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



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Course Structure with effect from: 2026-2027 (NEP-2020)

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

Course Code	UHA11KHSC07	Title of the Course	Ayurveda
Total Credits of the Course	2	Total Hours per week	2

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

Teaching-Learning Methodology	Seminar, Assignment, Quiz, and Identification of some medicinal plants.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per RAUG.HSC. -4)	25%
2	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3	Semester End Examination (As per RAUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the meaning of Ayurveda.
2.	Exemplify Tridosha with elaboration.
3.	Derive the importance of health habits.
4.	Discuss the contribution of Ayurveda for holistic health care.
5.	Elaborate the importance of life style management through ayurvedic practices

Suggested References:
Charka Samhita, CHAUKHAMBHA PRAKASHAK

Online Resources :
<a href="https://archive.org/">https://archive.org/</a> <a href="https://web.archive.org/web/2/http://ayurved-online.com/">https://web.archive.org/web/2/http://ayurved-online.com/</a>

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