

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: II

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours/ Week	Exam Duration in hrs.	Component of Marks		
							Internal	External	Total
Ability Enhancement Course									
	UHA2AECSE01	Communication Skills in English - II	T	2	2	1:30	25	25	50
Major Course (Any One Subject)									
Food, Nutrition and Dietetics	UHA2MAFDN01	Theory-Nutrition Through Lifespan	T	2	2	1:30	25	25	50
	UHA2MAFDN02	Practical-Nutrition Through Lifespan	P	2	4	2	25	25	50
	UHA2MAFDN03	Theory-Fundamentals of Food Science-	T	2	2	1:30	25	25	50
	UHA2MAFDN04	Practical-Fundamentals of Food Science	P	2	4	2	25	25	50
Family Resource Management	UHA2MAFRM01	Theory-Basics of Interiors	T	2	2	1:30	25	25	50
	UHA2MAFRM02	Practical -Basics of Interiors	P	2	4	2	25	25	50
	UHA2MAFRM03	Theory-Furnishing in Interiors	T	2	2	1:30	25	25	50
	UHA2MAFRM04	Practical-Furnishing in Interiors	P	2	4	2	25	25	50
Human Development	UHA2MAHUD01	Theory - Montessori Education	T	2	2	1:30	25	25	50
	UHA2MAHUD02	Practical - Montessori Education	P	2	4	2	25	25	50
	UHA2MAHUD03	Theory - Childhood Behavioral Problems	T	2	2	1:30	25	25	50
	UHA2MAHUD04	Practical - Childhood Behavioral Problems	P	2	4	2	25	25	50

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

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

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

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs.	Component of Marks		
							Internal	External	Total
Skill Enhancement Course (Any One Subject)	UHA2SEFDN01	Practical - Digital Skills in Food and Nutrition	P	2	4	2	25	25	50
	UHA2SEFRM01	Practical - Self-Image & Styling	P	2	4	2	25	25	50
	UHA2SEHUD01	Practical - Parenting	P	2	4	2	25	25	50
	UHA2SETCL01	Practical - Retail and Merchandising Practices in Apparel	P	2	4	2	25	25	50

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

*Passing marks 36%



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B.Sc. (Home Science) Semester: II

Course Code	UHA2AECSE01	Title of the Course	Communication Skills in English-II
Total Credits of the Course	02	Hours per Week	02

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

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

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

Course Outcomes: Having completed this course, the learner will be able to	
<ul style="list-style-type: none"> • Demonstrate improved reading comprehension by summarizing texts and answering inferential questions. • Predict meanings of unfamiliar words using contextual clues with at least 70% accuracy. • Apply critical thinking to analyze texts and respond to "What if...?" scenarios with logical reasoning. • Show understanding of texts by summarizing the central messages of stories / essays /passages • Write clear, concise, and appropriately formatted emails following standard etiquette. • Compose effective complaint letters, request letters, permission letters, and invitations (accepting/declining/inviting) with proper tone and structure. • Communicate ideas in writing with clarity, coherence, and grammatical accuracy suitable for A1-B2 proficiency levels. 	
Suggested References:	
Sr. No	References
1	A.J. Thomas & A.V. Martinet. Practical English Grammar
2	<i>English Grammar in Use</i> by Raymond Murphy (Cambridge)
3	Chanadak Chatterjee, Orient Longman. A Comprehensive English Language Course
4	K. Mohan and M. Banerji, McMillan, Chennai. Developing Communication Skills
5	Grant Taylor, (Tata McGraw Hill, New Delhi) English Conversation Practice
6	R. P. Bhatnagar and R T Bell (1999) Communication in English
7	Essay and Letter Writing (Longman) L G Alexander
8	Advanced English for Non- Native Speakers, OUP

Recommended Readings

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

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

On-line Resources

https://www.englishgrammarinuse.com/

https://www.ef.com/english-resources/



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

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

Course Objectives:	<ol style="list-style-type: none">1. To gain knowledge about the nutritional requirements and the basics of meal planning for various physiological age groups.2. To Design food plans to meet the needs of humans at various life cycle stages.3. To Describe how socioeconomic, cultural and environmental factors influence nutrient needs across the lifecycle
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Unit	Description	Weightage*(%)
1.	Principles of meal planning (a) Terms related to efficient menu planning, Importance of meal planning (b) Factors effecting meal planning (c) Concept of Dietary Reference Intakes (d) Socioeconomic, cultural and environmental factors influence nutrient needs across the life cycle	25
2.	Nutrition during the adult and Old Age (a) Nutritional and Food requirements for of Adults (b) Dietary guidelines as per activity and income (c) Nutritional and Food requirements during old age (d) Dietary guidelines during old age	25
3.	Nutrition during Infancy, Preschool Age and School age (a) Advantages Breast feeding and Weaning foods (b) Nutritional requirements for Preschool and School age children	25
4.	Nutrition during Adolescent, Pregnant and Lactating Mother (a) Nutrition and Food requirements of Adolescents (b) Nutritional Problems during adolescents (c) Nutrition and Food requirements of Expectant Mother (d) Nutrition and Food requirements of Lactating Mother	25

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

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

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

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



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

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

Course Objectives	<ol style="list-style-type: none">1. To familiarize the students with planning of balanced meals.2. To sensitize the students to differences in dietary requirements and nutritional needs through the different stages of lifespan3. To equip the students with skills to plan balanced meals
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Unit	Description	Weightage* (%)
1.	Introduction to meal planning— Factors to be considered while planning meal. 24 hour dietary recall Use of food exchange list	10
2.	Diet during Infancy: Planning nutrient rich recipes for Infants (Complementary foods)	10
3.	Diet during Pre-schoolers (a) Food habits and Nutritional requirements (b) Planning nutrient rich recipes for pre-schoolers	10
4.	Diet during school age: (a) Food habits and Nutritional requirements (b) Planning nutrient rich recipes for school going child	10
5.	Diet during adolescent: (a) Food habits and Nutritional requirements (b) Planning whole day's meal for an adolescent(Boy and Girl)	10
6.	Adult man (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult man as per different activities	10
7.	Adult women (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult women as per different activities	10
8.	Nutrition during Pregnancy (a) Food habits and Nutritional requirements (b) Planning whole day's meal for pregnant mother	10

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

Teaching-Learning Methodology	Experiential learning, Audio visual aids, Workshops. group learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

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

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

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

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

Course Objectives	<ol style="list-style-type: none">1. The students will be able to understand the basic commodities both Raw & Processed used in catering & various aspects of their production & distribution.2. The students will be able to discuss the Qualities & Standards of available commodities & their suitability for different purposes.3. The students will be able to learn Nutritional & Chemical composition in brief.
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Unit	Description	Weightage* (%)
1.	(a) Carbohydrates-composition, classification, structure, changes during cooking and processing. (b) Proteins –classification, composition, changes during cooking, Physical and chemical properties, emulsion etc.	25
2.	(a) Lipids –composition, classification, saturated, unsaturated fatty acids, Role of fat in foods, changes during cooking. (b) Vitamins (Fat soluble) –classification and general structure, effect of cooking and fortification in processed foods	25
3.	(a) Vitamins (water soluble) – Thiamine, Riboflavin, vitamin C Niacin- classification and general structure, effect of cooking and fortification in processed foods (b) Minerals-Iron, Calcium, Sodium, Potassium, Iodine - classification and general structure, effect of cooking and fortification in processed foods	25
4.	Enzymes classification, Enzymes added to food during processing, modification of food by endogenous enzyme, effect of cooking on enzymes.	25

Teaching-Learning Methodology	Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Get the knowledge of quality products and grading of food, composition of food and various aspects of food production.
2.	Learn the composition of food and various aspects of food production.

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

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

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

Course Objectives	<ol style="list-style-type: none"> 1. The students will be able to identify various types of starches 2. The students will be able to differentiate between various types of flours, eggs, milk, fat etc.
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Unit	Description	Weightage*(%)
1.	Preparation of starch from potatoes.	05
2.	Microscopic examination of starch.	05
3.	To study the effect acid, salt, oil, sugar on gelatinization of corn flour	05
4.	To study the gelatinization of different flours.	05
5.	To determine gluten from different flours.	10
6.	Functional role of egg in cookery. (Cakes, mayonnaise, custard)	10
7.	Milk protein- coagulation of milk using different products.	10
8.	Functional role of fat-Effect of size, thickness, moisture on fat absorption in wheat flour	10
9.	Factors affecting fat absorption and emulsion, frying (role of moisture and Surface area).	10
10.	Browning reactions- To study different types of browning reactions. Enzymatic Browning	10
11.	Browning reactions- To study different types of browning reactions Non Enzymatic Browning	10
12.	To study smoking points of oils and fat	10

Teaching-Learning Methodology	Lecture, Group Discussion, Demonstration, Quizzes, survey, Experiential learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify various starches, product variations using different ingredients.
2.	Various factors affecting the cooking methodology with various ingredients.

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

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

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

Course Objectives:	<ol style="list-style-type: none">1. To comprehend the fundamentals of art and design.2. To understand the principles and elements of interior design.3. To appraise the effect of colors.4. To acquaint the students with various techniques of art.5. Understand the role of furniture, lighting, & color in interior design.
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Course Content		
Unit	Description	Weightage (%)
1.	Introduction to Interior Design <ol style="list-style-type: none">(a) Definition and scope of interior design(b) Impact of interior design on well-being, functionality, and aesthetics.(c) Understanding the design process (brief overview)	25
2.	Fundamentals of Design <ol style="list-style-type: none">(a) Significance of design(b) Decorative Design– Naturalistic Design, Stylized Design, Geometric Design, Abstract Design.(c) Elements of Art: Space, Point, Line, Shape, Form, Texture, Light & Colour.(d) Principles of Art: Rhythm, Balance, Proportion, Emphasis, Unity	25
3.	Colour and Its Application <ol style="list-style-type: none">(a) Colour and its importance.(b) Classification of color: Primary, Secondary, Intermediate(c) Colour harmonies and schemes(d) Law of Area and Colour Proportion Systems	25

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

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

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

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

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

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

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

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

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

Principles of Design

Colour Schemes

Flower Arranging



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

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

Course Objectives:	<ol style="list-style-type: none">1. To acquaint with the elements and principles of design.2. To understand the properties of colours.3. Learn to formulate different colours and colour schemes.
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Course Content		
Unit	Description	Weightage* (%)
1.	Conduct a hands-on activity where students create sketches using different types of lines and shapes.	10
2.	Create collage or mood boards showcasing different patterns and textures used in interior design.	10
3.	Create different types of Design- Structural and Decorative.	10
4.	Analyze design compositions, identifying principles such as balance, rhythm, emphasis, and unity by collecting pictures of various rooms with interiors.	05
5.	Prepare motifs based on colour classes. primary , secondary and tertiary	10
6.	Prepare a Colour Wheel and discuss color properties.	10
7.	Draw and colour the motifs using various colour harmony: monochromatic, complimentary, Triad, Analogous, split complementary	10

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

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

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

Suggested References:

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



S. M. PATEL COLLEGE OF HOME SCIENCE
(AN AUTONOMOUS INSTITUTE AFFILIATED WITH SARDAR PATEL UNIVERSITY)

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



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

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

Course Objectives:	<ol style="list-style-type: none">1. To familiarize the students with the types of furnishings.2. To comprehend the function of various furnishings3. To understand the selection, care, and maintenance of various furnishings
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Course Content		
Unit	Description	Weightage (%)
1.	<ol style="list-style-type: none">(a) Definition and scope of furnishings in interior design(b) Functional and aesthetic roles of furnishings(c) Types of furnishings: soft furnishings, hard and soft window treatments.	25
2.	<ol style="list-style-type: none">(a) Types of Window treatments, Curtains, Draperies, Hanging curtains, Pellets/valances, blinds.(b) Cushions/covers, Slipcovers, Bed linen, Table linen.(c) Floor Covering- Carpets and Rugs.(d) Materials used in furnishing, and upholstery.	25
3.	<ol style="list-style-type: none">(a) Factors influencing furnishing decisions: climate conditions, needs, and preference, availability in the market.(b) Care and maintenance of soft furnishing.(c) Storage of furnishings.(d) Stain removal in linen.	25
4.	<p>Sustainable furnishing</p> <ol style="list-style-type: none">(a) Importance of sustainability in furnishing selection(b) Eco-friendly materials and sustainable manufacturing practices	25

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

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

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

6.	Premavathy, S. (2005). <i>Interior Design and Decoration</i> . New Delhi: CBS Publishers and Distributors, India.
7.	ગંડોત્રા, વી., મજમુદાર જે. (2007). શુભવ્યવસ્થાપન. અનડાબુકડીપો, અમદાવાદ.
8.	ઠક્કર, પુજરા જે. (2001). શુભવ્યવસ્થાપનનો પરિચય. પ્રવિણ પુસ્તકભંડાર, રાજકોટ.

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



S. M. PATEL COLLEGE OF HOME SCIENCE
(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: II
Family Resource Management

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

Course Objectives:	<ol style="list-style-type: none">1. To gain a better understanding of interior furnishings.2. To encourage creativity, innovation, and exploratory thinking.3. To impart knowledge on factors influencing furnishing space.
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Course Content		
Unit	Description	Weightage (%)
1.	Collecting pictures of various room interiors in residences and identifying the furnishings used in it followed by group discusses how these furnishings contribute to the room's functionality,	10
2.	Prepare a scrapbook for various trending wall-finishing and curtain materials	05
3.	Draw different kinds of window treatments for interiors	05
4.	Design window treatments for various scenarios (e.g., a bedroom with different window sizes, and a living room with specific lighting needs). Students can research and present their design concepts, including curtain styles, pelmets, blinds, and their appropriate selection of material	10
5.	Proper care and maintenance chart for different home furnishing materials.	05
6.	Practice stain removal on different types of fabrics with any five tough stains that occur frequently on furnishings.	05
7.	Construction of any a kind of soft furnishing e.g cushion covers /table mats/rug	10

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

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

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

Suggested References:

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



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: II
Human Development and Family Studies

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

Course Objectives	<ol style="list-style-type: none"> 1. To gain the knowledge and skills necessary to teach in a Montessori environment. 2. To create a positive and nurturing learning environment for all children. 3. To understand the potential of children with the help of Montessori curriculum.
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Course Content		
Unit	Description	Weightage*(%)
1.	Life of Maria Montessori- (a) Dr. Maria Montessori- Philosophy and Methodology (b) Principles of Montessori environment (c) Characteristics of Montessori method (d) Montessori materials	25
2.	Montessori Curriculum (a) The Integrated Montessori Curriculum <ol style="list-style-type: none"> i. The Montessori curriculum integrates knowledge ii. Learning the skills iii. Language approach to reading, composition, and literature iv. Montessori math moves from the concrete to the abstract v. Montessori and international culture vi. Hands-on science experiment vii. Montessori arts- integrated in every subject viii. Health, wellness, and physical education (b) Areas of Montessori Curriculum	25
3.	Montessori method and education systems (a) Development of Montessori Method <ol style="list-style-type: none"> i. House of children ii. Secrets of childhood iii. Principles of self-education (b) Montessori Environment <ol style="list-style-type: none"> i. Prepared environment ii. Montessori materials iii. Process of normalisation iv. The vision of peace education 	25

4.	Montessori Teacher Training and Practice (a) Principles of pre-primary education (b) Methods of teaching, writing and reading. (c) Principles of Montessori teacher training (d) Pedagogical aspects and approaches in Montessori education (e) Teacher's role	25
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Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

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

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

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

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

<https://iisd.in/product/diploma-in-montessori-teacher-training/>

<https://www.asiancollegeofteachers.com/pg-diploma-in-montessori-teachers-training.php>

<https://keralaeducationcouncil.com/diploma-in-montessori-teacher-training-onl/>



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: II
Human Development and Family Studies

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

Course Objectives	<ol style="list-style-type: none"> To impart the knowledge and skills necessary to teach in a Montessori environment. To create a positive and nurturing learning environment for all children. To acquire the potential of children with the help of Montessori curriculum
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Course Content		
Unit	Description	Weightage*(%)
1.	Prepare monthly project theme.	10
2.	Select any one theme and prepare weekly lesson plan for it.	10
3.	Teaching practice and lesson plan records.	5
4.	Prepare exercises of practical life/ exercises of sensorial activity	10
5.	List down five activities for exercises of language development and prepare one material.	10
6.	List down five activities for exercises of mathematics development and prepare one material.	10
7.	Prepare a teaching aid.	5
8.	Prepare art & craft material.	5
9.	Prepare a role play for parents education related to nursery child's holistic development.	10
10.	Plan Montessori activities related to overall development.	5
11.	Plan one event for school management.	10
12.	Prepare effective classroom arrangements and materials used for teaching adequately.	10

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 the knowledge and skills necessary to teach in a Montessori environment.
2.	Acquire a detailed create a positive and nurturing learning environment for all children.
3.	Learn a detailed the potential of children with the help of Montessori curriculum.

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

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

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



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: II
Human Development and Family Studies

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

Course Objectives	<ol style="list-style-type: none">1. To identify childhood behaviour problems and role of parents and teachers for holistic development of2. To distinguish between types of behavioural problems in children.3. To understand comprehensive childhood behaviour disorders4. To acquire in-depth knowledge of behavioural problems in children and its remedies.
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Unit	Description	Weightage*(%)
1.	Behavioural Problems of children (a) Nature of behavioural Problems- Problems of children (b) Types of behavioural problems (c) Causes of behavioural problems (d) Risk factors for behavioural disorders in children (e) behavioural disorders are left untreated (f) Consequences of behavioural and emotional Disorders	25
2.	Childhood behaviour disorders-Causes, Symptoms and Treatment (a) Attention deficit hyperactivity disorder (ADHD) (b) Conduct Disorder(CD), (c) Oppositional Defiant Disorder (ODD) (d) Anxiety disorders (e) Mood disorders	25
3.	Childhood behaviour disorders-Causes, Symptoms and Treatment (a) Learning & communication disorders (b) Autism (c) Child maltreatment and trauma (d) Sleep & elimination disorders (e) Eating disorders	25

4.	Behavioural problems and remedies (a) Dealing with behavioural problems i. Techniques for behaviour management ii. Behaviour modification (b) Remedial Measures i. Role of teacher ii. Role of parents iii. Role of Counsellors /Psychologist	25
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Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
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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.	Differentiate between types of behavioural problems in children.
2.	Understand different behavioural category.
3.	Learn in-depth the parent-child relationship and its complexity.
4.	Identify behaviour problems.

Suggested References:	
Sr. No	References
1.	Bajpai Pramod Kumar(1992):Youth Education and Employment, New Delhi: Ashish Publishing House,UnitVIII,ChapterIi(pp.15-94)
2.	Gretchen A. Gimpel, Gretchen Gimpel Peacock, Melissa L. Holland (2003) Emotional and Behavioral Problems of Young Children: Effective Interventions in Preschool and Kindergarten Years, The Guilford Press, NewYork
3.	Jetishi P. Evaluation Of Emotional And Behavioral Problems In Preschool Children Aged 2-5, In The City Of Pristina. European International Virtual Congress of Researchers. 2016:25-34

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

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



S. M. PATEL COLLEGE OF HOME SCIENCE
(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: II
Human Development and Family Studies

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

Course Objectives	<ol style="list-style-type: none"> 1. To identify childhood behaviour problems and role of parents and teachers for holistic development of children. 2. To distinguish between types of behavioural problems in children. 3. To understand comprehensive childhood behaviour disorders 4. To acquire in-depth knowledge of behavioural problems in children and its remedies.
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Course Content		
Unit	Description	Weightage*(%)
1.	List down childhood behaviour disorders.	5
2.	Select any one Attention deficit hyperactivity disorder (ADHD) child and prepare a case study.	10
3.	Visit any counselling centre/ school.	10
4.	Prepare a role play.	10
5.	Organize competition on slogan making.	10
6.	Home visit and collect data of ten problematic children.	10
7.	Prepare any teaching aid for children.	10
8.	Organize counsellor talk and write a report.	10
9.	Prepare a video clip regarding causes, symptoms and treatment.	10
10.	Prepare one story for behavioural problems of children.	5
11.	Prepare one puzzle/ brain game activity.	5
12.	Write remedies for behavioural problems of children.	5

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method
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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 identify childhood behaviour problems and role of parents and teachers for holistic development of children.
2.	The student will acquire a detailed and create a positive and nurturing learning environment for all children.
3.	The student will learn about in-depth knowledge of behavioural problems in children and its remedies.
4.	The student will acquire a detailed understanding of comprehensive childhood behaviour disorders.

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

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

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



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: II
Textiles and Clothing

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

Course Objectives:	After the completion of course students will 1. Impart knowledge of various fibers, yarns and fabrics used in textiles manufacture. 2. Gain knowledge on various fabric construction techniques.
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Course Content		
Unit	Description	Weightage* (%)
1.	(a) Classification of Textile fibers (b) Origin, Properties, use/application & care of the natural fibers i. Animal/ Protein fibers-wool, silk ii. Plant/ Cellulosic fibers- cotton, linen iii. Eco-friendly fibres-Bamboo, chitin, lotus flower, fish skin leather, byssus, banana, milk, nettle, pine apple silk,	25
2.	Properties, use & care of the manufactured fibers (a) Regenerated fibers-rayon, acetate (b) Synthetic fibers-polyester, nylon, acrylic (c) Inorganic fibers-glass, (d) Elastomeric fibers	25
3.	Yarns (a) Classification of yarns (b) Types of yarns: simple, novelty, textured, thread (c) Properties of yarns: Yarn numbering systems and twist (d) Blends: Types of blends and purpose of blending	25
4	Methods of Fabric construction (a) Weaving-classification, characteristics and use (b) Knitting- classification, characteristics and use (c) Non-woven- classification, characteristics and use (d) Other methods- laces, braiding, tufting etc.	25

Teaching-Learning Methodology	Using blackboard, power point presentation, using smart board, using charts, figure and garment physical analysis, actual fibers, yarns and fabric sample analysis
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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 various fibers, yarns and fabric construction methods, their typicality.	
2.	Identify and distinguish available fabrics in market and ultimately enabling them to select best suitable fabric for apparels and home textiles.	

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

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



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: II
Textiles and Clothing

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

Course Objectives:	After the completion of course students will 1. Develop skills in fiber, yarn and fabric identification based on construction technique. 2. Gain knowledge on relationship between method of fabric construction, fabric count and fabric weight.
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Course Content		
Sr. no.	Description	Weightage*(%)
1	Fiber identification-visual and microscopic appearance: Natural fibers-cotton, jute, silk, wool	10
2	Fiber identification-Burning test: natural fibres	05
3	Fiber identification-visual and microscopic appearance: Regenerated fibers-rayon, acetate	10
4	Fiber identification-Burning test: Regenerated fibers	05
5	Fiber identification-visual and microscopic appearance: Synthetic fibers-polyester, nylon, acrylic	10
6	Fiber identification-Burning test: Synthetic fibers	05
7	Sample Collection of types of yarn (a) Simple yarn- single, ply, cord (b) Novelty yarn(any 05 types)(viz. loop, slub, ratine, metallic)	10
8	Fabric analysis - Fibre type - Yarn type - Weave –Fabric count- - End use - Trade name: Light weight fabrics	10
9	Fabric analysis - Fibre type - Yarn type - Weave –Fabric count- End use - Trade name: Medium weight fabrics	10
10	Fabric analysis - Fibre type - Yarn type - Weave –Fabric count- End use - Trade name: Heavy weight fabrics	10

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

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and identify fibers, yarns and fabrics used in textile materials and its end use.
2.	Acquire skills in identifying type of fabric and effect of count and weight on physical properties and performance characteristics of fabric.

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

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



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: II
Textiles and Clothing

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

Course Objectives:	<p>After the completion of course students will</p> <ol style="list-style-type: none"> 1. Help students to gain skills in enhancing materials and attire. 2. Understand the inventive process for motif and form development using different ways. 3. Develop textile printing skills.
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"> (a) Meaning and method of textile design: weaving, tracing, colour detailing, printing, embroidery, knitting, crocheting and felting (b) Understand the value of Textile adornment techniques, including painting, printing, and needlecraft. (c) Introduction to the Dyed & Printed Textile Origin, Significance, Method, Colours used. 	25
2.	<ol style="list-style-type: none"> (a) Traditional textile decoration/design techniques: Applique, batik, quilting, block printing, embroidery, brocade, fabric manipulation (b) Motif and Repeat techniques of Motifs (Pattern and Basic Repeat: Straight Repeat, Half Drop Repeat, Brick Repeat, Mirror Repeat, Repeat Rotate) (c) Understanding of Various Styles of Design: (Geometrical, Floral, Traditional, Folk, Realistic, Symbolic, Abstract, Conventional, Modern) 	25
3.	<p>Surface design in Textiles/fabrics and apparel- Meaning, Importance and uses</p> <ol style="list-style-type: none"> (a) Printing (b) Painting (c) Embroidery (d) Sewing techniques and exploration of each technique (Tuck, Pleats, Gathers, Applique, Patch work, Quilting) 	25

4	Printing (a) Styles of printing: Direct, Discharge and Resist styles on different textiles and their blends. (b) Printing paste: Constituents of print paste-Different ingredients used in printing paste (Natural dyes and synthetic dyes) (c) After treatments: Steaming, curing, ageing of Prints. (d) Thickener and its types, selection and function of thickener and of thickener. (e) Printing defects in screen and roller printing and their remedy	25
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Teaching-Learning Methodology	Lecture and discussion using multimedia and PowerPoint presentation, assignments, actual sample visualization and analysis, market surveys and collection etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

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

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

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



S. M. PATEL COLLEGE OF HOME SCIENCE
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B.Sc. (Home Science) Semester: II
Textiles and Clothing

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

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

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

Teaching-Learning Methodology	Demonstration, Actual sample collection and discussion, Survey, Assignment
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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 adornment techniques on textiles and garment.
2.	Gain Knowledge of different motif types and its implementation on textile product
3.	Learn different printing techniques and product development.

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



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: II

Food, Nutrition and Dietetics

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

Course Objectives	<ol style="list-style-type: none"> To Enable Students to impart knowledge pertaining to different food groups, nutritive value and importance in daily diet. To Enable Students to understand the functions of food and the role of various nutrients, their requirements, effect of deficiency and excess. To Enable Students to familiarize students with different methods of cooking, their advantages and disadvantages. To Enable Students to gain knowledge of improving nutritional quality of food
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Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"> Definition of food, Nutrition, functions of Foods, Basic five food groups and their contribution to balanced diet. Energy, sources, function & deficiency Classification, sources, functions and deficiency and excess of Protein, Carbohydrate and Fat. 	25
2.	Classification, sources, function and deficiency of Fat-soluble vitamins: Vitamin A, D, E, K	25
3.	Classification, sources, function and deficiency of water-soluble vitamins: Thiamine, Riboflavin, Niacin, Pyridoxine, B12, folic acid and vitamin C	25
4.	Classification, sources, functions and deficiency of Minerals: Calcium, Phosphorus, Sodium, Potassium, Iron, Zinc, Fluorine, Iodine, Selenium, Magnesium	25

Teaching Learning Methodology	<p>The course will be delivered through a combination of active learning strategies.</p> <p>These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion</p>
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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:	
Sr. No.	
1.	Identify various food groups and would be able to judiciously use according to the source of availability
2.	Identify various macro and micronutrients and their need in the body

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

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



S. M. PATEL COLLEGE OF HOME SCIENCE
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B.Sc. (Home Science) Semester: II
Food, Nutrition and Dietetics

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

Course Objectives	<ol style="list-style-type: none">1. The Students will be able to familiarize with different methods of cooking, their advantages and disadvantages2. The Students will be able to gain knowledge of improving nutritional quality of food.3. The Students will be able to familiarize students with the controlling techniques by standardization of recipes.
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Unit	Course Content	Weightage*(%)
1.	(a) Market survey of locally available food items viz. Cereals, pulses, fruits, vegetables, milk and milk products, fats and oils, nuts and oilseeds, sugar and Jaggary, meat, fish, and poultry and miscellaneous food items like biscuits, jams, jellies, ketchup etc. and their cost (b) Classify foods on the basis of nutrients: Carbohydrates, Protein, Fat, Minerals and Vitamins.	10
2.	Introduction, use and care of kitchen equipment used for regular as well as special cooking methods (a) Weights and Measurement Controlling techniques: (b) Standard and household measures for raw and cooked foods, recipe and evaluation of the product. (c) Amount of ingredients to be used in standard recipe vis-à-vis, portion size	10
3.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Carbohydrates.	5
4.	Planning of recipes using various cooking techniques and calculation of nutritional values, portion size and its application on treating the deficiency of Protein	5

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

Teaching-Learning Methodology	Lecture, Group Discussion, Demonstration, Quizzes, survey, Experiential learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the nutritional contribution of and effect of cooking on different food groups.
2.	Prepare dishes using principles of cooking methods and assess serving size
3.	Demonstrate ways of reducing nutrient losses during different methods of cooking And methods of enhancement of nutritional quality of foods

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

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



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



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

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

Course Objectives	<ol style="list-style-type: none">1. To gain knowledge on the importance of accessories in Interiors.2. Enable Students gather knowledge on accessories in various places in Interiors.3. Make students aware of the materials and placement of interior accessories.
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Course Content		
Unit	Description	Weightage (%)
1.	Accessories in Interiors (a) Introduction (b) Reasons to accessorize Interiors. (c) Ideas to play with accessories in interior design. (d) Types of Accessories	25
2.	Functional Accessories – (a) Definition, importance (b) Types: Mirror, Clocks, Books, Screen, Special collections, Baskets, Lamps & Indoor-plants	25
3.	Decorative Accessories – (a) Definition, importance (b) Types: Murals, Artifacts, Picture and wall hangings, Oil paintings, Water colour paintings, Family photographs, Pottery, Aquarium & Textile hangings	25
4	(a) Basic guidance for home accessories. (b) Do's And Don'ts of Accessorizing	25

Teaching Learning Methodology	Lectures, Power -point Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market survey, discussions, assignments, Presentations, Individual / group project
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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 role of accessories in Interior.
2	Comprehend the techniques of adornment.
3	Develop the skill to coordinate adornments & accessories in interiors.

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

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



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

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

Course Objectives:	<ol style="list-style-type: none">1. To gain knowledge on the importance of accessories in Interiors.2. To apply design principles to create aesthetically pleasing and functional compositions of accessories.3. To make students aware of the materials and placement of interior accessories.
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Course Content		
Unit	Description	Weightage* (%)
1.	Create simple geometric motifs representing primary (red, blue, yellow), secondary (orange, green, purple), and tertiary colors (red-orange, yellow-green, etc.).	10
2.	Prepare motifs using warm colors (red, orange, yellow) and cool colors (blue, green, purple) to explore the emotional and psychological effects of different color temperatures.	05
3.	Collect pictures of various room interiors from magazines or online sources and identify functional (e.g., lamps, rugs, curtains) and decorative accessories (e.g., artwork, vases, throw pillows) present in each room.	05
4.	List down functional accessories (e.g., lighting fixtures, storage baskets) and decorative accessories (e.g., wall art, decorative cushions) found in various rooms of a typical home.	05
5.	Sketch and present four different ideas for the placement of accessories on a wall, considering factors such as balance, scale, and visual impact.	05

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

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

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

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



S. M. PATEL COLLEGE OF HOME SCIENCE
(AN AUTONOMOUS INSTITUTE AFFILIATED WITH SARDAR PATEL UNIVERSITY)

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



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

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

Course Objectives	<ol style="list-style-type: none">1. To introduce marriage and family and family relationship perspective.2. To appraise students of a systematic understanding of institute of marriage from establishing a companionship to happy family life; to orient them to dysfunctional marriage.3. To help to understand the structural and functional change in family in the present scenario.4. To connect the factors of marriage and family well-being.
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Course Content		
Unit	Description	Weightage*(%)
1.	Family studies <ol style="list-style-type: none">(a) Definition of family(b) Functions of family(c) Importance and role of family(d) Types of family(e) Definition of family studies(f) Purpose of family studies(g) Advantages of family relations	25
2.	Family pattern <ol style="list-style-type: none">(a) History of the Family: compare and contrast historical and contemporary family functions, e.g., socialization(b) Family Functions and Forms - Societal changes that influence variations in family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, widowhood, separation, refilled nest, sandwich generation	25

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

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz
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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 Family and marriage.
2.	The student will acquire a detailed understanding of Family relationship.
3.	The students will understand the needs and significance of family and Marriage
4.	The student will acquire a detailed understanding of the broad perspectives of Marital adjustments and role of counselling.

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

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



S. M. PATEL COLLEGE OF HOME SCIENCE
(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: II
Human Development and Family Studies

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

Course Objectives	<ol style="list-style-type: none"> To introduce marriage and family and family relationship perspective. To appraise students of a systematic understanding of institute of marriage from establishing a companionship to happy family life; to orient them to dysfunctional marriage. To help to understand the structural and functional change in family in the present scenario. To connect the factors of marriage and family well-being.
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Course Content		
Unit	Description	Weightage*(%)
1.	Prepare a questionnaire on joint family values.	10
2.	Prepare a questionnaire on Nuclear family and collect five families' data.	10
3.	Organize one talk with the help of head of the family.	5
4.	Survey of joint and nuclear family.	10
5.	Organize one picnic to develop social values.	10
6.	List down the name of different matrimonial and make a advertisement for groom or bride.	10
7.	Prepare a case study on marital problems.	5
8.	Select one state and collect data on marriage practices. .	10
9.	Prepare and list of requirement of marriage items for groom or bride.	5
10.	Prepare a list of girl /boys require qualities of life partner.	5
11.	Prepare a checklist for mate selection	10
12.	Pre-marital and Marital Counselling- Marital conflicts	10

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method
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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.	Know about marriage and family and family relationship perspective
2.	Acquire a detailed knowledge benefit of marriage and solve the marriage problems.
3.	Understand the structural and functional change in family in the present scenario.

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

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

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



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: II
Textiles and Clothing

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

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

Teaching-Learning Methodology	Using blackboard, power point presentation, using smart board, using charts, figure and garment physical analysis, actual fibers, yarns and fabric sample analysis
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the classification and identification of fiber
2.	Execute properties and uses of natural and synthetic fibres
3.	Select appropriate fiber for different end products,

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



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: II
Textiles and Clothing

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

Course Objectives:	<p>The student at the completion of the course will be able to:</p> <ol style="list-style-type: none"> 1. Develop skills in fiber, yarn and fabric identification based on construction technique. 2. Gain knowledge on relationship between method of fabric construction, fabric count and fabric weight.
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Course Content		
Sr. no.	Description	Weightage*(%)
1	Fiber identification through microscope : Natural fibers-cotton, jute, silk, wool	10
2	Fiber identification through microscope Synthetic fibers-polyester, nylon, acrylic	05
3	Analysis of fabric construction through fibre and fabric count of collected common natural fibre fabric available in market.	10
4	Analysis of fabric construction through fibre and fabric count of collected common synthetic fabric available in market.	05
5	Calculation of weight per unit area of collected natural fibre fabric	10
6	Calculation of weight per unit area of collected synthetic fibre fabric	05
7	Remove different types of stains from white cotton cloth – Ball Pen, Curry, Grease, Ink, Lipstick, Tea & Coffee (Condition fresh and old)	10
8	Washing and drying method of cotton, silk and wool fibre fabric with suitable cleaning agent	10
9	Washing and drying method of synthetic fibre fabric with suitable cleaning agent	10
10	Collection of different wash and care labels attached in garment	10
11	Analysis of collected wash and care labels attached in garment(symbols, instructions for washing and drying)	10
12	Swatch file preparation	05

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and identify fibers, yarns and fabrics used in textile materials and its end use.
2.	Acquire skills in identifying type of fabric and effect of count and weight on physical properties and performance characteristics of fabric.

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



S. M. PATEL COLLEGE OF HOME SCIENCE
(AN AUTONOMOUS INSTITUTE AFFILIATED WITH SARDAR PATEL UNIVERSITY)

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



B.Sc. (Home Science) Semester: II

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

Course Objectives:	<ol style="list-style-type: none">1. To provide basic knowledge related to organic chemistry including petroleum products.2. Write structures of organic molecules in various ways classify the organic compounds name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names.3. To familiarize the students with genetic concept.
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Course Content		
Unit	Description	Weightage* (%)
1.	(a) Introduction to organic chemistry: i. Introduction, Sources, Importance. ii. Organic Compounds: Hydrocarbons, Functional Groups, IUPAC nomenclature, Examples of aliphatic and aromatic Compounds and Homologues series iii. Properties of alkane, alkene, and alkyne.	25
2.	(a) Polymers: i. Definition and explanation, Classification, General Properties, ii. Structures, properties and uses of following Polymers (1) Polythene, (2) Polyvinylchloride, (3) Teflon, (4) Nylon (5) Polyester. (b) Definition and explanation, Classification with example (c) Basic concepts related to electricity Concept of Current, voltage and resistance-Ohm's Law, Conductors and insulators of electricity and their applications.	25
3.	Growth and development (a) Cell division, (b) Sex determination in human and multiple births. (c) Vegetative propagation	25

4.	Microorganisms (a) Significance of microorganism, brief account of Viruses and Bacteria (b) Commercial importance of Microbes (Virus, Bacteria and Yeast) (c) Economic importance of plants and animals	25
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Teaching-Learning Methodology	Lectures, Interactive sessions, ICT enabled teaching and learning experiences in terms of video lessons, Discussion, Project Work ,Demonstrations, Practical guidance.
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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 organic compounds, Polymers and different dyes.
2.	Get knowledge of growth and development of cell.
3.	Learn basic concept of electricity.

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

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



S. M. PATEL COLLEGE OF HOME SCIENCE
(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: II

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

Course Objectives:	<ol style="list-style-type: none">1. To categorize the organic substance on the basis of their functional group.2. To demonstrate types of propagation methods.3. To identify various types of microorganisms.
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Course Content		
Unit	Description	Weightage* (%)
1.	To detect functional groups of the given Organic compounds through various tests. - Acids, Alcohols, Aldehydes, Ketones, Amine, Amide, Hydrocarbon, Ester, Phenol	30
2.	Redox titration: $\text{KMnO}_4 \rightarrow \text{FeSO}_4 \cdot 7\text{H}_2\text{O}$ $\text{KMnO}_4 \rightarrow \text{H}_2\text{C}_2\text{O}_4 \cdot 2\text{H}_2\text{O}$ $\text{K}_2\text{Cr}_2\text{O}_7 \rightarrow \text{FeSO}_4 \cdot 7\text{H}_2\text{O}$	20
3.	To classify Friend and Foe animals.	05
4.	To display slides of bacteria with electron micrographs.	10
5.	To demonstrate methods of vegetative propagation (Drafting and Budding)	15
6.	To demonstrate & practice methods of vegetative propagation (Layering)	10
7.	Group project on economic importance and medicinal use of plants.	10

Teaching-Learning Methodology	Practical, ICT enabled teaching and learning experiences in terms of video lessons Discussion, By way of Demonstrations.
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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.	Perform qualitative analysis of organic substance.
2.	Appraise the importance and utilization of plants and animals in general.
3.	Get acquainted with the world of microorganisms.

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



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Under Graduate Programme (Honors) Grant-in-Aid
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B.Sc. (Home Science) Semester: II
Food, Nutrition and Dietetics

Course Code	UHA2SEFDN01	Title of the Course	Practical-Digital Skills in Food and Nutrition
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To develop basic digital literacy related to Food and Nutrition.2. To enhance creativity through digital content creation such as posters, info graphics, and recipe documentation.3. To build skills in presenting nutrition information using digital platforms.4. To promote the use of technology for health awareness and communication.5. To develop confidence in using mobile and computer-based applications for nutrition-related tasks.
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Unit	Description	Weightage* (%)
1.	Digital Diet Planning To prepare balanced diet using digital tools <ul style="list-style-type: none">• Select an individual case study (self case study)• Use apps like HealthifyMe, MyFitnessPal, any other app• Enter food intake of self case study (24 hour recall or any meal of the day)• Plan a one-day balanced diet	5
2.	Digital Nutrient Analysis To analyze nutrient content using digital tools <ul style="list-style-type: none">• Record food intake• Use Excel or Google Sheets• Calculate Carbohydrates, Protein, Fat• Compare with RDA	5
3.	Nutrition Poster Design <ul style="list-style-type: none">• To create awareness using digital tools• Select topic (anemia, obesity, any other)• Design poster using Canva• Include key messages and visuals	10
4.	Digital Traditional Recipe Documentation To document recipes digitally with nutrition value <ul style="list-style-type: none">• Prepare a recipe• Record ingredients and method• Add nutritional benefits• Format digitally	10

5.	<p>Video-Based Cooking Demonstration To demonstrate a recipe using digital media</p> <ul style="list-style-type: none"> • Select a healthy recipe • Record short video • Explain health benefits • 	05
6.	<p>Nutrition Education Material Development To develop educational material for nutrition awareness</p> <ul style="list-style-type: none"> • Select a topic (balanced diet, anemia,etc.) • Prepare digital materials (poster + short write-up) • Target a specific group (children, women,etc.) 	10
7.	<p>Digital Meal Planning for Special Groups To prepare therapeutic diets digitally</p> <ul style="list-style-type: none"> • Select condition (anemia, pregnancy, adolescent, etc) • Plan one-day diet • Present using PPT 	10
8.	<p>Digital Presentation (PPT) Nutrient Comparison To compare traditional and healthy food versions</p> <ul style="list-style-type: none"> • Prepare PowerPoint on nutrition topic • Create digital comparison (ingredients, nutrients) • Use charts, images, key points • 	10
9.	<p>Digital Nutrition Awareness Campaign To develop and disseminate nutrition awareness using digital platforms</p> <ul style="list-style-type: none"> • Select a nutrition topic (e.g., anemia, balanced diet, junk food awareness) • Identify target group (adolescents, women, children) • Create 5 educational posts using Instagram or similar platforms • Each post should include: • Clear message • Simple visuals or infographics • Short caption with scientific information • Maintain a campaign theme and consistency • 	10
10.	<p>Digital Infographic Creation To present nutrition information visually</p> <ul style="list-style-type: none"> • Select topic (vitamins, hydration) • Create infographic using Canva or any other application • 	05
11.	<p>E-Recipe Book Preparation (Group Activity) To compile recipes in digital format</p> <ul style="list-style-type: none"> • Compile 5–10 recipes • Add images and nutrition information • Submit as PDF • 	10
12.	<p>Nutrition Blog / Nutrition Content Writing To develop scientific writing skills</p> <ul style="list-style-type: none"> • Select topic (junk food, anemia, etc.) • Write structured content <p>Introduction Causes Prevention</p>	10

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

Course Outcomes: After completion of the course, students will be able to:	
Sr. No.	
1.	Use digital applications to plan balanced diets and calculate nutrient intake
2.	Create effective nutrition awareness materials such as posters and info-graphics.
3.	Develop and present digital content such as videos and presentations on nutrition topics.
4.	Apply knowledge of Nutrition in real-life situations using digital platforms.
5.	Demonstrate improved communication skills through digital media.

References	
Sr.No	References
1.	Sumati, R., Mudambi, M. and Rajagopal, V. (2010) <i>Fundamentals of Foods, Nutrition and Diet Therapy</i> . New International (P) Limited Publishers, New Delhi.
2.	Krause and Mahan's Food and the Nutrition Care Process.
3.	ICMR-NIN. Nutrient Requirements for Indians. 2020
4.	Mobile Applications / Tools such as HealthifyMe ,MyFitnessPal ,Canva,etc
5.	<i>Human Nutrition and Dietetics</i> by Passmore

6.	<i>Nutrition Science</i> by B. Srilakshmi. New International (P) Limited Publishers, New Delhi
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Additional Learning Resources

- YouTube educational channels on healthy cooking and nutrition
- Government nutrition portals and e-resources
- Open access journals on food and nutrition

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

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica



S. M. PATEL COLLEGE OF HOME SCIENCE
(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: II
Family Resource Management

Course Code	UHA2SEFRM01	Title of the Course	Practical - Self-Image & Styling
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To develop self-awareness and build a inspiring personal image.2. To enhance grooming, communication, and interpersonal skills.3. To train the students with technical and professional ways to understand wardrobe needs and planning.4. To cultivate a sense of creativity and visual aesthetics in self-image and styling practices.
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Course Content		
Unit	Description	Weightage*(%)
1.	Write your strengths, weaknesses, and personality traits as you see yourself.	05
2.	Categorization of different body type & structures based on their characteristics (Ectomorph, Mesomorph, Endomorph). Suggest suitable clothing styles for each body type.	10
3.	Draw and identify different face shapes. Recommend suitable hairstyles, makeup, necklines, and accessories based on the identified face shape.	10
4.	Identify suitable colors based on skin tone (warm, cool, neutral) and prepare colour palette for appropriate clothing colors according to season for various skin tone.	10
5.	Create a personal styling guide based on given three factors: a. My Body Type & Proportion b. My Face Shape c. My Colour Palette	10
6.	Prepare role plays on verbal and non-verbal communication etiquette. Practice body posture, eye contact, and body language.	10

7.	Understand personal grooming. Learn basic grooming essentials and techniques, then prepare a personal grooming checklist.	05
8.	Collect the pictures of different outfits and evaluate elements & principles of design in each outfit.	10
9.	Evaluate your personal wardrobe. Identify frequently and rarely used items. Mention gaps and excess items in your wardrobe.	05
10.	Learning Wardrobe organization by categorizing clothing and accessories (formal, casual, seasonal).	05
11.	Prepare a role play situations (Self Introduction, Presentation in the class, etc.) to build confidence and self-image. Focus on appearance, grooming, and communication.	10
12.	Visit local stores or online platforms to analyze current fashion trends and pricing. Prepare a report on clothing brands and accessories.	10

Teaching-Assignments, Learning	Lecture, Roleplay, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes, PowerPoint Presentations, Market survey.
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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, and 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.	Recognize and enhance physical appearance based on body type, face shape, and personal style analysis.
2.	Appreciate the verbal and non-verbal communication etiquette in day-to-day life.
3.	Critically analyse and apply the fashion trends in apparel and accessories to enhance self-confidence.
4.	Build self- confidence and self-image in personal & professional life.

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

On-line resources to be used if available as reference material	
Online Resources	
1.	https://www.colormebeautiful.co.nz/
2.	https://youtu.be/HXF6_uM3Fo?si=BGgjXY94oqbT_gf-
3.	https://youtu.be/awQUgV8Eepw?si=gj5VUloGJiuX2Ve0



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: II
Human Development and Family Studies

Course Code	UHA2SEHUD01	Title of the Course	Practical - Parenting
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To understand in-depth the parent-child relationship and its complexity. 2. To acquire in-depth knowledge and understanding of important practical, concepts, and studies in the field of parent-child relations 3. To assess the quality of the relationship between a child and parent using the Child-Parent Relationship Scale
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Course Content		
Unit	Description	Weightage* (%)
1.	Observe a child (age 2–10 years) for 30–60 minutes.	5
2.	Write comparison report on study parenting styles by Diana Baumrind (Identify styles -authoritative, authoritarian, permissive, neglectful, in real families or media -any two out of four)	10
3.	Write comparison report on study parenting styles by Diana Baumrind (Identify styles -authoritative, authoritarian, permissive, neglectful, in real families or media -any two out of four)	10
4.	Prepare a script on role play (eg. discipline, communication, conflict)	5
5.	Perform role play.	10
6.	Prepare a Case Study on parenting problem (e.g., stubborn child, screen addiction)	10
7.	Survey 5 parents about children's screen use.	10
8.	Take Interview of a parent regarding challenges and strategies (working / single / joint family) and write report.	10
9.	Create a complete parenting plan including: Discipline style, Education approach.	05
10.	Create a complete parenting plan including: Health & nutrition, Emotional support strategies	05

11.	Assess the quality of the relationship between a child and parent using the Child–Parent Relationship Scale	10
12.	Select 3 to 5 school-going and adolescent children and take a view of towards their parents. Ask simple questions such as: How do you feel about your parents? What do you like/dislike about them? Do they understand you? Note their responses carefully.	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 / 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.	Distinguish between different aspects of the parent-child relationship.
2.	Analyse how different factors affect the parent-child relationship and children's development.
3.	Apply the course material for analysing relevant situations and cases pertaining to parent-child relationships.
4.	Critically evaluate relevant studies pertaining to parent-child relations

Suggested References:	
Sr.No.	References
1.	Diana Baumrind Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. <i>Journal of Early Adolescence</i> , 11(1), 56–95.
2.	Gurmeet Soni Soni, G. (2015). <i>It's parenting: Tips to raise children</i> . New Delhi: Diamond Books.
3.	Meenal Atul Pandya Pandya, M. A. (2014). <i>Parenting simplified</i> . Mumbai: Jaico Publishing House.
4.	Ranjana Kumari Kumari, R. (2012). <i>Parenting in modern times</i> . New Delhi: Academic Foundation.
5.	Swati Popat Vats Popat Vats, S. (2016). <i>The parenting book: The ultimate guide to raising a happy child</i> . Noida: HarperCollins India.

6.	<p>Sudha Murty Murty, S. (2015). How I taught my grandmother to read and other stories (useful for value-based parenting insights). New Delhi: Penguin India.</p>
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On-line resources to be used if available as reference material
On-line Resources
https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf
https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf
https://psychology.osu.edu/sites/default/files/2022-01/2350_sp21.pdf
http://lily.oru.se/studieinformation/VisaKursplan?kurskod=SA703G&termin=20172&sprak=en&doktyp=pdf
https://inside.tamuc.edu/academics/cvSyllabi/syllabi/201920/20176.pdf
https://patillinois.org/wp-content/uploads/2021/01/FCFE-Syllabus.pdf
https://iisd.in/product/diploma-in-montessori-teacher-training/
https://www.asiancollegeofteachers.com/pg-diploma-in-montessori-teachers-training.php
https://keralaeducationcouncil.com/diploma-in-montessori-teacher-training-onl/



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: II
Textiles and Clothing

Course Code	UHA2SETCL01	Title of the Course	Practical – Retail and Merchandising Practices in Apparel
Total Credits of the Course	2	Hours per Week	4

Course Objectives:	<p>After the completion of course students will</p> <ol style="list-style-type: none"> 1. Understand practical aspects of marketing and merchandising in textiles and apparel. 2. Develop skills related to retailing, branding, and promotion. 3. Apply knowledge of standardization and certification in textile products. 4. Gain exposure to visual merchandising and digital marketing techniques.
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Sr. No	Description	Weightage (%)
1	Conduct a market survey of a local apparel store and prepare a report on marketing functions and strategies.	05
2	Collect minimum 10 images of current fashion trend, analyse colors, fabrics, styles; prepare trend board with explanation	10
3	Prepare a chart showing different marketing channels used in apparel industry.	05
4	Visit an apparel retail store and analyze store layout, product display, and customer service practices.	10
5	Design a theme based garment and Calculate fabric, labour, overhead cost; add profit margin; compare with market price and justify	10
6	Design advertisement with slogan, visuals, offers; focus on target audience for the above theme based garment	05
7	Collect and study labels and certification marks (BIS, ISO, etc.) from garments and prepare a sample file.	10
8	Create your own brand name, logo, label, tag; define target customer, present brand profile	10
9	Observe and demonstrate window display, store layout, lighting, mannequins; identify techniques; suggest improvements with justification	10
10	Create a visual merchandising board including color scheme, props, and product arrangement.(Digital)	10

11	Develop a digital marketing poster or social media advertisement for a fashion product.	10
12	Study 2–3 e-commerce platforms; analyze display, pricing, offers; compare online vs offline retail ((like Myntra, Amazon, Flipkart, Meesho etc.)	05

Teaching-Learning Methodology	Practical work, field visits, demonstrations, group discussions, presentations, and use of digital tools.
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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 marketing and merchandising concepts in real-life textile and apparel settings.
2.	Analyze retail environments and evaluate promotional strategies used in the textile and apparel industry.
3.	Analyze and interpret textile standards, labels, and certification marks to assess product quality and compliance.
4.	Design and create visual merchandising displays and digital marketing materials for apparel products.

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

3.	Koshy, D.O. (1995). <i>Effective Export Marketing of Apparel</i> . New Delhi: Global Business Publishers.
4.	Stanton,W. J. (1993). <i>Fundamentals of Marketing</i> . NewYork: McGraw Hill Book Co. V Edition.
5.	Rathor, B.S.(1999). <i>Export Marketing</i> . Bombay: Himalaya Publishing House.
6.	Sethi, K.C.(1985). <i>Advertising -Theory and Practice</i> . Bombay: Himalaya Publishing House.
7.	Kotler, P. (2006). <i>Marketing Management</i> . India: Pearson Education
8.	Dorothy, L. (1977). <i>Performance of Textiles</i> . John. Wiley & Sons.

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

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica
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B.Sc. (Home Science) Semester: II

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

Course Objectives:	<ol style="list-style-type: none">1. Generate environmental awareness among the students2. Make them understand the importance of conserving natural resources.3. Study the impact of population explosion and social issues related to it.4. Create a pro-environmental attitude for sustainable development.
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Course Content		
Unit	Description	Weightage* (%)
1.	The multidisciplinary nature of environmental studies <ol style="list-style-type: none">(a) Definition, Scope and Importance(b) Objectives of environment education(c) Need for public awareness(d) Energy resources: Growing energy needs, Renewable and non-Renewable energy sources, use of alternate energy sources.(e) Concept of sustainability and sustainable development	25
2.	Ecosystems & Biodiversity <ol style="list-style-type: none">(a) Structure and function of an ecosystem(b) Food chains, food webs and ecological pyramids(c) Types of Ecosystems: Forest Ecosystems, Desert ecosystems, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)(d) Biodiversity: Definition, Types of biodiversity, Conservation of biodiversity: In-situ and Ex-situ(e) Disaster management: Floods, Earthquakes, Cyclones and landslides	25
3.	Environmental Pollution <ol style="list-style-type: none">(a) Types of pollution (Air Pollution, Water Pollution, Soil Pollution, Noise Pollution)(b) Sources, prevention and its effect on human beings, plants and animals.	25

4.	Human Population, Social issues and the Environment: (a) From unsustainable to sustainable development (b) Water conservation, rain water harvesting, watershed management, (c) Green buildings, organic farming, drip irrigation, eco-friendly Products.	25
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Teaching-Learning Methodology	Power point presentations, Videos, Field visits, Assignments, Quiz, Participatory lectures, Discussions and display of various environment friendly materials, lectures, tutorials, library use and e-learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the difference between sustainable and unsustainable development
2.	Development and predict problems that future generation has to face if use of non-renewable resources
3.	Understand their role in preventing pollution and conserving natural resources.

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

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

On-line Resources

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