

S. M PATEL COLLEGE OF HOME SCIENCE
(AN AUTONOMOUS INSTITUTE AFFILIATED WITH SARDAR PATEL UNIVERSITY)
Under Graduate Programme (Honors) Grant-in-Aid
Course Structure with effect from: 2024-2025 (NEP-2020)
B.Sc. (Home Science) Semester: V

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Major Course (Any One Subject)									
Food, Nutrition and Dietetics	UHA5MAFDN01	Theory- Clinical Nutrition and Dietetics -I	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MAFDN02	Practical- Clinical Nutrition and Dietetics -I	P	2	4	2	25/9	25/9	50/18
	UHA5MAFDN03	Theory-Basic Food Microbiology	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MAFDN04	Practical-Basic Food Microbiology	P	2	4	2	25/9	25/9	50/18
	UHA5MAFDN05	Theory- Public Nutrition	T	4	4	2 ½	50/18	50/18	100/36
Family Resource Management	UHA5MAFRM01	Theory-Basics of Ergonomics	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MAFRM02	Practical-Basics of Ergonomics	P	2	4	2	25/9	25/9	50/18
	UHA5MAFRM03	Theory-Housekeeping Operations	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MAFRM04	Practical-Housekeeping Operations	P	2	4	2	25/9	25/9	50/18
	UHA5MAFRM05	Theory-Basics of Building Construction	T	4	4	2 ½	50/18	50/18	100/36

Human Development and Family Studies	UHA5MAHUD01	Theory-Early Childhood Care and Education	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MAHUD02	Practical-Early Childhood Care and Education	P	2	4	2	25/9	25/9	50/18
	UHA5MAHUD03	Theory-Guidance and Counseling	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MAHUD04	Practical-Guidance and Counseling	P	2	4	2	25/9	25/9	50/18
	UHA5MAHUD05	Theory-Child Psychology	T	4	4	2 ½	50/18	50/18	100/36
Textiles & Clothing	UHA5MATCL01	Theory- Fabric Manufacture	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MATCL02	Practical- Fabric Manufacture	P	2	4	2	25/9	25/9	50/18
	UHA5MATCL03	Theory- Commercial Fashion and Production Technology	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MATCL04	Practical- Commercial Fashion and Production Technology	P	2	4	2	25/9	25/9	50/18
	UHA5MATCL05	Theory-Garment- Export and Import	T	4	4	2 ½	50/18	50/18	100/36

Course Type	Course Code	Name of Course	T/ P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Minor Course (Any One Subject)									
Food, Nutrition and Dietetics	UHA5MIFDN01	Theory-Basic Food Preservation	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MIFDN02	Practical-Basic Food Preservation	P	2	4	2	25/9	25/9	50/18
	UHA5MIFDN03	Theory- Community Nutrition	T	4	4	2 ½	50/18	50/18	100/36

Family Resource Management	UHA5MIFRM01	Theory-Personal Finance Management	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MIFRM02	Practical-Personal Finance Management	P	2	4	2	25/9	25/9	50/18
	UHA5MIFRM03	Theory- Color & Light	T	4	4	2 ½	50/18	50/18	100/36
Human Development and Family Studies	UHA5MIHUD01	Theory- Methods and Materials for Working with Young Children	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MIHUD02	Practical - Methods and Materials for Working with Young Children	P	2	4	2	25/9	25/9	50/18
	UHA5MIHUD03	Theory- Life Span Development	T	4	4	2 ½	50/18	50/18	100/36
Textiles & Clothing	UHA5MITCL01	Theory- Elements of Fashion Design	T	2	2	1 ½	25/9	25/9	50/18
	UHA5MITCL02	Practical-- Elements of Fashion Design	P	2	4	2	25/9	25/9	50/18
	UHA5MITCL03	Theory- Indian Textile Art and Craft	T	4	4	2 ½	50/18	50/18	100/36

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Skill Enhancement Course (Any One Subject)	UHA5SEFDN01	Practical- Nutritional Assessment and Techniques	P	2	4	2	25/9	25/9	50/18
	UHA5SEFRM01	Practical-3-D Model making in Interior Design	P	2	4	2	25/9	25/9	50/18
	UHA5SEHUD01	Practical- Computer Application in Human Development	P	2	4	2	25/9	25/9	50/18
	UHA5SETCL01	Practical-Computer Aided Designing in Textiles and Apparel	P	2	4	2	25/9	25/9	50/18



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

Course Code	UHA5MAFDN01	Title of the Course	Theory- Clinical Nutrition and Dietetics-I
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> 1. To provide the students with the knowledge of various biochemical changes occurring in the body under various pathological conditions. 2. To impart knowledge on the specific markers used to identify a disease. 3. To orient students with the role of dietician in maintaining good nutritional status and correct deficiencies or in disease condition 4. To gain knowledge of principles of diet therapy and designing and formulating diets in different disease condition.
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Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"> (a) Clinical assessment of nutritional status. (b) Nutritional assessment tool in clinical decision making (MUST,SGA,NRS,MNA,GMRI) (c) Effect of disorders on nutritional status (d) Principles of Nutrition care Process, types of dietitians and their role in hospital and community (e) Therapeutic adaptations of normal diet. 	25
2.	Etiology, pathophysiology, metabolic changes, clinical and laboratory assessment and nutritional management in weight imbalances. Over Nutrition, Acute and Chronic Under Nutrition.	25
3.	Etiology, pathophysiology, metabolic changes, clinical and laboratory assessment and nutritional management in Gastro intestinal Tract Disorders- Diarrhoea, Constipation, Peptic Ulcer, IBS, Ulcerative Colitis, and lactose Intolerance.	25
4.	<ol style="list-style-type: none"> (a) Nutrition in surgery and trauma and nutrient drug interactions. (b) Etiology, pathophysiology, metabolic changes, clinical and laboratory assessment and nutritional management in Infections and Fever-Acute, Chronic and Intermittent fever. 	25

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	To learn about the metabolic changes occurring in body in different disorders.
2.	To incorporate the learning in counseling patients for diet plan.

References	
Sr No	References
1.	Anita Jatana, Daphnee DK, Haritha Shyam, Priyanka Rohatgi, Kajal Pandya Yeptho Apollo <i>Clinical Nutrition Handbook</i> ISBN-9789354650895 Edition 1/e 2022-Jaypee Publications, New Delhi
2.	Mahan, L.K. Escott-Stump., Raymond J.L., and Krause, M.V (latest Edition) <i>Krause's Food and Nutrition Therapy</i>
3.	Robinson, C. H., & Lawler, M. R. (1982). <i>Normal and Therapeutic Nutrition</i> Germany: (Ed. 16). Collier Macmillan Publishers
4.	<i>Clinical Dietetics Manual</i> , (2018), Indian Dietetic Association, Elite, Publishing House.
5.	Antia F P (2002) <i>Clinical Dietetics</i> 4th ed. Paperback –ISBN-13978-0195664157 oxford University press.

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



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

Course Code	UHA5MAFDN02	Title of the Course	Practical- Clinical Nutrition and Dietetics-I
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. The students will develop skills to calculate the intake of patients. 2. The students gain knowledge of principles of diet therapy and designing and formulating diets in different disease condition.
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Unit	Description	Weightage *(%)
1.	To calculate RDA using different formulas.	10
2.	To calculate diet plan using different food exchanges.	10
3.	Plan and calculate clear fluid diet, full -fluid and soft diet.	05
4.	Plan and calculate diet for over -weight person.	10
5.	Plan and calculate diet for underweight person.	10
6.	Plan and calculate diet for patient suffering from Acute fever (Typhoid).	10
7.	Plan and calculate diet for patient suffering from Chronic fever (Tuberculosis).	10
8.	Write Article on diet for patient suffering from HIV using references.	05
9.	Plan and calculate diet for patient suffering from Diarrhea.	05
10.	Plan and calculate diet for patient suffering from Constipation	10
11.	Plan and calculate diet for patient suffering from IBS using FODMAPS.	10
12.	Plan and calculate diet for patient suffering from lactose Intolerance.	05

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

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Develop skill of making diet plans
2.	Develop skill to identify the changes in nutritional requirements of patients.

References	
Sr No	References
1.	Anita Jatana, Daphnee DK, Haritha Shyam, Priyanka Rohatgi, Kajal Pandya Yeptho <i>Apollo Clinical Nutrition Handbook</i> ISBN-9789354650895 Edition 1/e 2022-Jaypee Publications, New Delhi.
2.	<i>Clinical Dietetics Manual</i> , (2018), Indian Dietetic Association, Elite, Publishing House.

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

Course Code	UHA5MAFDN03	Title of the Course	Theory-Basic Food Microbiology
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To understand the nature of microorganisms involved in food spoilage, food infections, and intoxication.2. To know the importance of microorganism in biotechnology.3. To be aware of the principles of various methods used in the prevention and control of the microorganisms in food.4. To understand the criteria for microbiological safety in various food operations to avoid public health hazards due to contaminated foods.
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Unit	Description	Weightage*(%)
1.	Brief history of microbiology, Introduction to important microorganisms in foods such as Bacteria, Fungi, Algae, etc., Microbes used in food biotechnology, fermented foods, probiotics and their benefits.	25
2.	Factors affecting growth of micro-organism-Extrinsic and intrinsic parameters affecting growth and survival of Microbes, Control and destruction of microorganism-physical and chemical methods used in destruction of microorganisms.	25
3.	Contamination and microorganism involved in the different kinds of foods and their prevention in brief. (a) Cereal and cereal products (b) Vegetable and fruits (c) Meat, Fish and poultry (d) Milk and milk products (e) (e) Canned foods	25
4.	Public health hazards due to contaminated food: food borne infections and intoxication- symptoms, mode and sources of transmission and methods of prevention.	25

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Understanding of the attributes of micro-organisms, factors influencing their growth and survival and this course will extend the student's knowledge regarding food microbiology.
2.	Understand the relation of microorganisms to food spoilage, foodborne illness, and Intoxication as well as fermentation of food.
3.	Discuss the microbiology of different types of food commodities
4.	Compare various physical and chemical methods used in the control of microorganisms.
5.	Explain the significance and activities of microorganisms in food.

References	
Sr No	References
1.	Frazier, W. C., & Westhoff, D. C. (2013). <i>Food microbiology</i> . New York. McGraw Hill Book Company, 185.
2.	Jay, J. M., Loessner, M. J., & Golden, D. A. (2008). <i>Modern food microbiology</i> . Springer Science & Business Media.
3.	Banwart, G. (2012). <i>Basic food microbiology</i> . Springer Science & Business Media.
4.	Pelzar, M.T. and Reid, R.D. (1978). <i>Modern Food Microbiology</i> . VanNostrand Reinhold company Inc. Microbiology, McGraw Hill book company, New York.

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Food, Nutrition and Dietetics

Course Code	UHA5MAFDN04	Title of the Course	Practical- Food Microbiology
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To demonstrate theory and practical skills in microscopy and their handling techniques and staining procedures. 2. To cultivate microorganisms from milk, water and soil samples. 3. To familiarize students with concepts of milk quality based on microbial load.
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Unit	Description	Weightage *(%)
1.	Introduction to laboratory, demonstration of different parts of the microscope, the use and care of the microscope and Autoclave	8
2.	Preparation of bacterial smears & simple staining	8
3.	To carry out Differential staining- Gram staining	9
4.	To carry out Metachromatic staining - lactobacilli staining	9
5.	To study of different types of media	8
6.	To study basic microbiological techniques for isolation, cultivation and cultural characterization	9
7.	Preparation of culture media, types of culture media based on consistency/ physical state and its application	8
8.	To carry out Qualitative analysis of Milk by Methylene blue reduction test	9
9.	To carry out qualitative & quantitative analysis of water.	8
10.	To carry out qualitative & quantitative analysis of soil and air	8
11.	To study the quality of water using Presumptive test for detection of Ecoli. [Multiple tube fermentation test]	8
12.	To perform Hanging drop preparation	8

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

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Describe the characteristics of foodborne, waterborne and spoilage microorganisms, and methods for their isolation, detection and identification.
2.	Know various Culture media and their applications
3.	Know General bacteriology and microbial techniques for isolation of pure cultures of bacteria.
4.	Evaluate different microorganisms through practicals in the laboratory

References	
Sr No	References
1.	Frazier, W. C., & Westhoff, D. C. (2013). <i>Food microbiology</i> . New York. McGraw Hill Book Company, 185.
2.	Jay, J. M., Loessner, M. J., & Golden, D. A. (2008). <i>Modern food microbiology</i> . Springer Science & Business Media.

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

Course Code	UHA5MAFDN05	Title of the Course	Theory-Public Nutrition
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. Give an overview of the nutritional problems affecting the community. 2. Familiarize students with the methods of nutritional assessment. 3. Make the students conversant with various aspects of nutrition education and promotion. 4. Create awareness regarding policy and intervention programmes operating in India to overcome malnutrition. 5. To sensitize and orient students towards the Millennium Development Goals
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Unit	Description	Weightage (%)
1.	<p>Concept of community nutrition Relevance of community nutrition for a developing country like India.</p> <p>(a) Nutritional Problems of the community. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for:</p> <ol style="list-style-type: none"> i. Protein Calorie Malnutrition-SAM and MAM ii. Iron and Folic acid deficiency Anemia iii. Vitamin A deficiency iv. Iodine deficiency v. Fluorosis <p>(b) Life style and nutritional disorders –obesity, diabetes mellitus, hypertension, cancer, AIDS, alcoholism</p>	20
2.	<p>(a) Current National policies in India focused on improving nutritional and health status, Poshan Abhiyan</p> <p>(b) National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Impact Operational Hurdles, Successes, Constraints Recommendations, Newer Initiatives</p> <ol style="list-style-type: none"> i. Integrated Child Development Services Scheme Universalization of ICDS ii. Mid-Day/ Nutritious meal Program 	20

	<ul style="list-style-type: none"> iii. National Nutritional Anemia Control Program, National Iron Plus initiative iv. Nutritional Program for Control of Anemia among Adolescent Girls v. National Program to control Iodine deficiency disorders vi. Vitamin A prophylaxis programmes vii. Diarrheal control program viii. Janani Suraksha yojana/ IGMSY/ Chiranjeevi yojana 	
3.	<ul style="list-style-type: none"> (a) Identification of at-risk group-Infants & Mothers. (b) National plan of action for nutrition, IYCF and BPNI (c) Use of premixes, ARF for supplementary feeding (d) Universal Immunization Programme and its importance 	20
4.	<p>MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6)</p> <ul style="list-style-type: none"> i. Four Core Themes of the United Nations Millennium Development Goals ii. Introduction to the specific MDGs/SDGs iii. MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's iv. WHO Nutrition targets achieved by 2025 	20
5.	<p>Nutrition and Health Education</p> <ul style="list-style-type: none"> i. Objectives, principles and scope of nutrition and health education and promotion ii. Core Elements of NHE process and Behaviour change communication in the NHE process 	20

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Understand the multi-faceted nature of problems in public nutrition.
2.	Gain knowledge about techniques of assessment of nutritional status especially at the community level.
3.	Be aware of the various aspects of nutrition education and promotion.

References	
Sr. No	References
1.	Park, K. (2015). <i>Text Book of Preventive and Social Medicine</i> , (23 rd ed). Banarsidas Bhanot Publishers. Jabalpur.
2.	Lal S. (2009). <i>Textbook of Community Medicine</i> , CBS Publication.
3.	UNICEF (2009). <i>Tracking progress on child and maternal Nutrition</i> .
4.	Vir S. (2011). <i>Public Health Nutrition in Developing Countries</i> published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
5.	India Health Beat. (June 2011). <i>Role of health systems in improving child nutrition in India</i> , Vol 5 (7).
6.	The World Bank Report. (2006). <i>Repositioning Nutrition as central to development- A study for large scale development</i> .

<p>On-line resources to be used if available as reference material</p> <p>On-line Resources</p> <p>https://milonm28.wordpress.com/wp-content/uploads/2017/08/parks-preventive-social-medicine-23rd-ed.pdf</p> <p>United Nations Millennium Developmental Goals, www.un.org millennium goals 10.</p> <p>Millennium Development Report, India country report, 2014.</p> <p>http://www.in.undp.org</p> <p>Census India, www.censusindia.gov.in</p> <p>Socioeconomic & cast census, www.sec.gov.in</p> <p>WHO Global Targets 2025, www.who.int/nutrition</p> <p>https://epgp.inflibnet.ac.in/Home</p> <p>Relevant entries on Wikipedia and Encyclopaedia Britannica</p>
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B.Sc. (Home Science) Semester: V
Family Resource Management

Course Code	UHA5MAFRM01	Title of the Course	Theory-Basics of Ergonomics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To provide an in-depth understanding of ergonomics and its role in improving work efficiency and well-being.2. To familiarize students with human work capabilities, types of work, and ergonomic evaluation techniques.3. To create awareness of environmental and safety factors impacting human performance.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Ergonomics (a) Meaning, scope, and importance of ergonomics. (b) Types of work: physical, mental, and manual work. (c) Dynamic and static work: definitions, examples, and impacts. (d) Factors affecting work performance (e.g., age, gender, health). (e) Concept of fatigue and ways to manage it	25
2.	Posture (a) Anatomy of the Human Spine (b) Types of postures (c) Impact on health (d) Guidelines for good posture	25
3.	Anthropometry and Workstation Design (a) Definition and importance of anthropometry in ergonomics. (b) Types of anthropometric data: Static , Dynamic (c) Elements of a well-designed workstation (i) Proper seating: height, backrest, lumbar support. (ii) Table dimensions: height, depth, and edge design. (iii) Reach zones: primary, secondary, and tertiary. (iv) Footrests and leg space	25

4.	Environmental Ergonomics and Safety (a) Effects of environmental factors: light, noise, temperature, and ventilation on work performance. (b) Safety concerns in workspaces: common risks and solutions.	25
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Teaching-Learning Methodology	PowerPoint presentations, Lectures, Discussions, Project work/ assignments, Games
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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.	Analyze and understand various types of work and associated ergonomic concerns.
2.	Apply ergonomic principles in assessing human posture and work efficiency.
3.	Use tools like REBA to evaluate and improve workplace ergonomics
4.	Comprehend interrelatedness of work, worker and work environment on productivity.
5.	Suggest ergonomic interventions to enhance safety and reduce fatigue in workspaces.

Suggested References:	
Sr. No.	References
1.	Grandjean (1973). <i>Ergonomics of the Home</i> . London: Taylor & Frances.
2.	Dubey, D.(2020). <i>Ergonomics</i> . New Delhi: Random publications
3.	Sanders, M. S., & McCormick, E. J. (1993). <i>Human Factors in Engineering and Design</i> . McGraw-Hill

4.	Chauhan, M.K. (2015). <i>Ergonomics: Practical Manual for Beginners</i> . New Delhi: Authorspress.
5.	Bridger R.S.(2011). <i>Introduction to Ergonomics</i> . New Delhi: Taylor & Frances.
6.	Grandjean, E., & Kroemer, K. H. E. (1997). <i>Fitting the Task to the Human</i> . Taylor & Francis
7.	Gandotra V., Oberoi, K.& Sharma, P.(2013).Essentials of Ergonomics. New Delhi:
8.	Bridger, R. (2017). Introduction to Human Factors and Ergonomics. United Kingdom: CRC Press.

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

On-line Resources

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/office-ergonomics/>

<http://www.ilocis.org/documents/chpt29e.htm>

https://www.danmacleod.com/ErgoForYou/10_principles_of_ergonomics.htm

<https://ehs.unc.edu/workplace-safety/ergonomics/>

<https://www.osha.gov/ergonomics>



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

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

Course Code	UHA5MAFRM02	Title of the Course	Practical – Basics of Ergonomics
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To provide insight into professional practice in design development. 2. To be able to design workspace efficiently for self and others. 3. To learn various ergonomic methods with real time applications in career.
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Course Content		
Unit	Description	Weightage* (%)
1.	Draw and write about various ergonomic tools & instruments	8
2.	Measurement of various human biological aspects: Body Temperature, Blood pressure, Heart rate, BMI	8
3.	Analysing various posture at work through OWAS, `REBA and FLEXI curve	8
4.	Assessing the type of work and its cost on worker with respect to heart rate using: Tread mill, Step stool	8
5.	Assessing environment parameters: Light and Noise	8
6.	Analysing the various human body type w.r.t WHR	10
7/8.	Time-motion study: Flow chart, Pathway chart/ Process chart	8
9.	Anthropometric measurements: Sitting (Static and dynamic), Standing (static and dynamic), Calculating percentiles	16
10	Draw a computer workstation considering anthropometrics	8
11.	Designing work station for self: Table and chair	10
12.	Designing work station for self: Kitchen with Storage	8

Teaching-Learning Methodology	Demonstrations, first-hand experience by using available equipment, Field Visits, Drawing
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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.	Practice in design development.
2.	Design various workspaces efficiently for self and others.
3.	Learn various ergonomic methods with real time applications in career
4.	Effective use of energy and time at home and work places.
5.	Work efficiently while maintaining health and wellbeing.

Suggested References:	
Sr. No.	References
1.	Grandjean (1973). <i>Ergonomics of the Home</i> , London: Taylor & Frances.
2.	Barnes, R.N. (1980). <i>Motion and Time Study, Design and Measurement of Work</i> . USA: John Willy.

On-line resources to be used if available as reference material
On-line Resources
http://www.ilocis.org/documents/chpt29e.htm
https://ehs.unc.edu/workplace-safety/ergonomics/



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

Course Code	UHA5MAFRM03	Title of the Course	Theory- Housekeeping Operations
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To upsurge students' cognizance in the various areas and functions of the housekeeping department.2. To familiarize students with essential housekeeping activities.3. To acquaint students with linen handling and laundry procedures.4. To enhance students' professional skills in hospitality management.
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Course Content		
Unit	Description	Weightage*(%)
1.	The Housekeeping Department: An Overview <ol style="list-style-type: none">i. Organization structure and layoutii. Duties of Housekeeping Personneliii. Co-ordination with other departmentsiv. Personal Attributes of Housekeeping Staffv. Role of Control Desk in housekeeping	25
2.	Housekeeping Procedure <ol style="list-style-type: none">i. Linen and Uniform Room: Layout, Selection, Storage & Recycling of condemned linensii. Cleaning Guest Rooms: Procedure For Room & Bathroom Cleaning, Bed Makingiii. Cleaning Public Areaiv. Laundry: Types, Layout, Cycle, Equipmentv. Pest Control and Waste Disposal	25
3.	Safety and security in Housekeeping <ol style="list-style-type: none">i. Occupational Hazard.ii. Fire prevention and Fire Fightingiii. Principles of First Aidiv. Security in Housekeeping: Guest Theft, Employ Theft, Bomb Threats, Lost & Found	25
4.	Changing Trends in Housekeeping <ol style="list-style-type: none">i. Hygiene, just not Cleanlinessii. Outsourcingiii. Training and Motivationiv. Eco-friendly amenities and practicesv. IT-savvy Housekeeping	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Acquaints with the different areas and responsibilities within the housekeeping department.
2.	Develop hands-on experience in performing essential housekeeping tasks and routines.
3.	Acquire skills in managing linen and executing effective laundry procedures.
4.	Enhance professional skills for success in the hospitality industry.
5.	Gain the importance of maintaining high standards of cleanliness and attention to detail.
6.	Comprehend and implement sustainable practices within housekeeping operations.
7.	Build teamwork and leadership skills essential for managing housekeeping staff effectively.
8.	Learn to comply with health and safety regulations to ensure a safe working environment.

Suggested References:	
Sr No	References
1.	Raghubalan, G., and Raghubalan, S. (2023), HOTEL HOUSEKEEPING (Operations and Management), OXFORD Publisher.
2.	Deepak Singh Negi, Dr. Shiv Mohan Verma, (2022), Fundamentals of Hotel Housekeeping: Operations & Management, Bharti Publications, New Delhi
3.	Andrews, S. (2017). Textbook Of Hotel Housekeeping Management and Operations, McGraw Hill Education; 1st edition (1 July 2017)
4.	Andrews, S. (2008). Hotel Housekeeping Management and Operations. New Delhi: Tata McGraw Hill Education Pvt. Ltd.
5.	Raghubalan, G., and Raghubalan, S. (2007). Hotel Housekeeping Operations and Management. New Delhi: Oxford University Press.
6.	Andrews, S. (1980). Housekeeping Training Manual. New Delhi: Tata Mc Graw Hill Pub Co Ltd.

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

On-line Resources

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827> P-04. Front Office and Housekeeping (M-18-39)

https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001827/P001833/M029459/ET/15245683026.33Q1.pdf

<https://uou.ac.in/sites/default/files/slm/HM-103.pdf>



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

Course Code	UHA5MAFRM04	Title of the Course	Practical – Housekeeping Operations
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To understand the importance of care and maintenance of cleaning equipment used in housekeeping department.2. To acquaint them with the standard contents of guestrooms and high level of cleanliness and hygiene in guest rooms and public areas.
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Course Content		
Unit	Description	Weightage* (%)
1.	Layout of housekeeping department and responsibilities of the staff.	10
2.	Learning about various tools and equipment used in housekeeping.	10
3.	Knowing Abbreviations commonly used in housekeeping.	05
4.	Way of setting maid's cart and items required in it.	10
5.	Process of guest room and bathroom cleaning.	10
6.	Method of bed making and Process of preparing Room inspection check list.	10
7.	Learn the styles of flower arrangements in the hotel.	10
8.	Cleaning & maintenance of various surfaces glass articles, silver, brass, copper, sink stainless steel.	05
9.	Ways of removing different types of stains from various linens.	05
10.	Draw layout of linen room and explain activities of linen room.	05
11.	Preparation of First aid box.	10
12.	Field Visit to various hospitality institutes to explore and report: <ul style="list-style-type: none">● Organization structure● Types of Registers maintained● Safety aspects	10

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appreciate the crucial role of housekeeping in the hospitality industry, understanding its impact on guest satisfaction and overall hotel operations.
2.	Nurture themselves as a professional for hospitality industry.

Suggested References:	
Sr. No.	References
1.	Raghubalan, G., and Raghubalan, S. (2023), HOTEL HOUSEKEEPING (Operations and Management), OXFORD Publisher.
2.	Deepak Singh Negi, Dr. Shiv Mohan Verma, (2022), Fundamentals of Hotel Housekeeping: Operations & Management, Bharti Publications, New Delhi
3.	Andrews, S. (2017). Textbook Of Hotel Housekeeping Management and Operations, McGraw Hill Education; 1st edition (1 July 2017)
4.	Andrews, S. (2008). Hotel Housekeeping Management and Operations. New Delhi: Tata McGraw Hill Education Pvt. Ltd.
5.	Andrews, S. (1980). Housekeeping Training Manual. New Delhi: Tata Mc Graw Hill Pub Co Ltd.

On-line resources to be used if available as reference material
http://rosellemaiden.blogspot.com/2017/10/abbreviations-used-in-housekeeping.html
https://sgsac.edu.in/userfiles/house%20keeping(1).pdf

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



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

Course Code	UHA5MAFRM05	Title of the Course	Theory- Basics of Building Construction
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To familiarize them with exterior and interior features of the house.2. To explain the domestic services essential for a building.3. To give an insight for the recent trends in construction materials and finishes
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Course Content		
Unit	Description	Weightage*(%)
1.	Building components & Exterior Construction features (a) Foundation requirement, function, types of deep and shallow foundation (b) Roof: Pitched & flat. (c) Wall: Load bearing & non load bearing	20
2.	Interior Construction features of house (a) Stairways : terms and types (b) Doors and Windows : location, terms ,types (c) Floors: construction , material	20
3.	Construction Materials (a) Structural material: Brick, Cement, Plaster, Mortar, Concrete, R.C.C, Stone, metal, prefabricated material. (b) Finishing Materials: Paints, Wall Paper, Glazed tiles, Wood, plastic	20
4.	Domestic services in building (a) Water Supply. (b) Drainage. (c) Electricity	20
5.	Approximate cost of construction and finishes (a) Approximate Estimation (b) Detailed Estimation	20

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

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Identify various materials used in the construction of the building.
2.	Know various structural features and types of latest trends in a building.
3.	Determine the materials best suited for a particular building

Suggested References:	
S N	References
1.	Agan, M.S.(1970). <i>The house its plan and use</i> . New Delhi: Oxford & IBH pub.Co.
2.	Bindra, S.P. & Arora,S. P.(2003). <i>Building Construction</i> . New Delhi: Dhanpat Rai Pub.
3.	Deshpande, R.S. (1978). <i>Modern ideal homes for Indians</i> . New Delhi: United Book Corp.
4.	Arora, S.P. & Bindra, S.P. (2013). <i>A Text book of Building Construction</i> . New Delhi: Dhanpat Rai Publications.

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

Course Code	UHA5MAHUD01	Title of the Course	Theory- Early Childhood Care & Education
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	<ol style="list-style-type: none"> 1. To know the importance of early childhood years and significance of early childhood, education. 2. To develop insight into the historical developments – global and Indian including the current programs and policies in ECCE. 3. To understand the meaning of curriculum and its various components and different curriculum pedagogical approaches in ECE 4. To develop a understanding of how young children learn and grow. 5. To know the importance of developmental assessment of young children.
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Course Content		
Unit	Description	Weightage*(%)
1.	<p>Early Childhood Care and Education: The Indian Context</p> <p>(a) Concept, meaning, scope ,importance and significance of ECCE</p> <p>(b) Aims and objectives of ECCE– General and specific</p> <p>(c) Expansion from ECE to ECCE to ECD.</p> <p>(d) Present status of young children in India</p> <p>(e) Types of ECCE service delivery – Government funded- Anganwadi, Laboratory nursery school, Franchises, Play centred, Day-care, Montessori, Kindergarten, Balwadi,</p>	25
2	<p>Polices Perspective in ECCE-</p> <p>i. National Policy on Early Childhood Care and Education 2013</p> <p>ii. New Education Policy, 2020</p> <p>iii. Current Policies in ECCE,</p> <p>(f) Programmes of ECCE</p> <p>(g) Establishing linkages between ECCE and Primary Education</p> <p>(h) Present status of young children in India</p> <p>(i) Types of ECCE service delivery – Government funded- Anganwadi, Laboratory nursery school, Franchises, Play centred, Day-care, Montessori, Kindergarten, Balwadi,</p>	25
3.	<p>Planning for implementation of ECCE Curriculum</p> <p>a) Defining curriculum in ECCE</p>	25

	<ul style="list-style-type: none"> b) Long term and short term Planning c) Theme based planning d) Methodology used in ECCE-Play and activity based approach e) Early Stimulation and School Readiness f) Involvement of parents in ECCE programme g) Strategies for parent education and involvement 	
4.	<p>Understanding ECCE Curriculum Framework</p> <ul style="list-style-type: none"> (a) Principles and programme planning <ul style="list-style-type: none"> Individual and Group activities Free and Guided activities Indoor and Outdoor games Small and Large Group activities Child initiated and Teacher initiated activities Child guided and Teacher guided activities Concrete and Abstract, Simple to complex, Known to unknown (b) Non – Formal & Formal or Structured Education :- (c) Play way methods (d) Integrated approach to learning (e) Curriculum issues and concerns 	25

Teaching-Learning Methodology	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Role Play, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The students will come to know the importance of early childhood years and significance of intervention programs for early childhood development.
2.	The students will learn about the historical developments – global and Indian including the current programs and policies in ECCE.

3.	The students will be identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4.	The students will be analyse curriculum models and pedagogical approaches in early childhood education.
5.	The students will create developmentally appropriate programs for young children.

Suggested References:	
Sr.No.	References
1.	Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra
2.	Agarwal, S.P. and Usmani, M. (2000). Children's education in India: from Vedic a. times to twenty first century New Delhi: Shipra.
3.	Canning, N. (2010) Play and practice in the early years: Foundation stage. New Delhi: Sage.
4.	Feeney S., Galper A. & Seefeldt C. (2011). Continuing Issues in Early Childhood Education. PHI Learning Private Limited. New Delhi.
5.	Fleer, M. (2010). Early learning and development: Cultural–historical concepts in play. Cambridge: Cambridge University Press.
6.	Iruka, I. U., and P. R. Carver. 2006. Initial results from the 2005 NHES Early Childhood Program Participation Survey (NCES 2006-075). U.S. Department of Education. Washington, DC: National Center for Education Statistics. http://nces.ed.gov/pubs2006/2006075.pdf (accessed February 16, 2012).
7.	Kaul, V. (2009). Early childhood education programme. National Council of Educational Research and Training, New Delhi.
8.	Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
9.	Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.
10	NCATE (National Council for Accreditation of Teacher Education). 2010. Transforming teacher education through clinical practice: A national strategy to prepare effective teachers. Washington, DC: NCATE.
11.	Purkait, B.R. (2005). Milestones in modern Indian education. Kolkata: New Central Book Agency.
12.	Roopnarine J. L. and Johnson J.E. (2009). Approaches to Early Childhood Education. PHI Learning Private Limited. New Delhi.

13.	Saraswathi, T.H., Menon, S. & Madan, A. (eds.) (2018) <i>Childhoods in India traditions, trends and transformations</i> . New Delhi. Routledge.
14.	Sengupta, M. (2009). <i>Early childhood care and education</i> . New Delhi: PHI Learning Pvt. Ltd.
15.	Sharma, K.K., & Miglani, P. (2016). <i>Gender, school and society</i> . Patiala: Twenty First Century Publications.

On-line resources to be used if available as reference material	
On-line Resources	
Early Childhood Care and Education (n.d.) Retrieved from http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10._early_childhood_care,_education_and_development/14._aurobindo,_gijubhai_badheka,_tarabai_modak/et/6716_et_et.pdf	
National Academies of Sciences, Engineering, and Medicine. 2012. <i>The Early Childhood Care and Education Workforce: Challenges and Opportunities: A Workshop Report</i> . Washington, DC: The National Academies Press. https://doi.org/10.17226/13238	
OECD. (2004). <i>Curricula and pedagogies in early childhood education and care</i> . Retrieved from http://www.oecd.org/education/school/31672150.pdf	

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

Course Code	UHA5MAHUD02	Title of the Course	Practical: Early Childhood Care and Education
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To provide knowledge about the importance of planning a programme for young children.2. To develop skills and abilities in the students to plan, implement and evaluate a programme.
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Course Content		
Sr. No.	Description	Weightage*(%)
1.	Observation of early childhood programs at government and non-governmental institutions. Design a child's portfolio based on your observation during the visit to an ECCE centre	10
2.	Visit the neighbourhood ECCE centre, Balwadi, Anganwadi, Crèches and Day – care centres study the children's and teacher's records maintained by them. Write a report of 150 words of your observation.	10
3.	List the activities for each domain to promote all round development in young children.	5
4.	Plan and record activities and methods of playful interactions to foster development in children (birth –two years and two –six years)	5
5.	Assessment of outdoor play equipment of an ECCE Centre. Assessment of indoor play equipment of an ECCE Centre. Assessment of water and toilet facilities of an ECCE Centre. Assessment of air, light and ventilation facilities of an ECCE Centre	10
6.	Planning & preparation of teaching aids & materials needed for young children such as puppets, posters, blocks, flash cards or any other.	10
7.	Prepare a list of innovative play activities and conduct workshops on low cost play materials/equipment's	10
8.	Developing worksheets to teach readiness concepts	5

9.	Prepare any stimulating material for 3 to 4/ 4 to 5 /5 to 6 /6 to 8 years old child for his language and social development.(Enhancing social and language skills)	10
10.	Prepare any stimulating material for 3 to 4/ 4 to 5 /5 to 6 /6 to 8 years old child for his physical , motor, cognitive, emotional development.	5
11.	Prepare a developmentally appropriate plan and its implementation.	5
	Methods and tools to assess progress of children and program. Draw up a set of questions to be asked during the selection interview of the teacher	5
12.	Design a three-hour ECCE programme in a preschool or 4- hour.	10

Teaching-Assignments Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games,
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop skills and abilities in the students to plan, implement and evaluate a programme.
2.	Understanding of different activities related to themes for normal and special children.
3.	The need and importance of studying children with different disabilities and how needs of these children differ from others.

Suggested References:	
Sr.No.	References
1.	Batra, P. (2010) Social Science learning in schools. Sage Publications.
2.	Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge

3.	Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall.
4.	Berk, L. (2013). Child development. 9th ed. Boston: Pearson. Chapter 3
5.	Bhangaokar, R, & Kapadia, S. (in press). Human Development Research in India: A historical overview. In G. Misra (Ed.), Hundred years of Psychology in India. New Delhi: Springer.
6.	Chambers, P. (2008) Teaching mathematics. Sage publications.
7.	Dave, A. (1987). Pre-Mathematics Experiences for Young Children.
8.	Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson
9.	Kaul, V. (1991). Early Childhood Education Programme, New Delhi: NCERT.
10.	Kakar, S. (1998). The inner world. Psychoanalytic study of childhood and society in India. Delhi: Oxford University Press.

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

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

Course Code	UHA5MAHUD03	Title of the Course	Theory- Guidance and Counselling
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. To develop skills involved in dealing with academic and personal problems of learners. 2. To acquire knowledge and develop understanding about the various procedures and techniques of guidance and their classroom application. 3. To understand behavioural problems of children by methods and techniques of guidance and counselling.
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Course Content		
Unit	Description	Weightage* (%)
1.	Guidance <ol style="list-style-type: none"> (a) Meaning and nature of guidance (b) Scope of guidance (c) Types of Guidance- <ol style="list-style-type: none"> i. Educational Guidance - meaning, need and importance ii. Vocational Guidance - meaning, need and importance iii. Personal Guidance - meaning, need and importance. (d) Principles of guidance and counseling (e) Qualities of a counselor 	25
2.	Counselling <ol style="list-style-type: none"> (a) Types of counseling- - Directive, Non-directive, Eclectic, Individual counseling, Group counseling (b) Skills in counseling (listening, questioning, responding). (c) Professional ethics of a counselor (d) Counseling in community agencies (e) Process of counseling 	25

3.	<p>Guidance and Education</p> <p>(a) Stage wise educational guidance: Primary, Secondary, Higher Secondary and College. (b) Principles of educational guidance. (c) Parental collaboration in educational guidance. (d) Psychological factors in classroom learning and guidance. (e) Agencies for guidance: State and National Level Agencies.</p>	25
4.	<p>Guidance and Counseling</p> <p>(a) Difference between guidance and counseling (b) Techniques of Guidance and Counseling (c) Specialized areas in Counseling- i. Family counselling ii. Career counselling iii. Substance abuse counseling (d) Limitations of Guidance and Counseling (e) Role of a Guide v/s role of a Counselor</p>	25

Teaching-Learning Methodology	Regular lectures, exercises on observation and follow up discussion, case studies, films and documentaries, 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 competencies and skills to impart Guidance and Counselling in all settings.
2.	Impart with the core competencies and knowledge of guidance and counselling to recognize the effectiveness of different techniques in sorting out the ongoing problems

3.	Build theoretical knowledge, competencies and skills to assess and identify the need of Guidance and Counselling of their clients and develop confidence in them to realize their potential and abilities.
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Suggested References:	
Sr. No	References
1.	Bakri, B. G. and Mukhopaddhyay B. (2000). <i>Guidance and Counselling manual</i> . Sterling publishers private ltd.
2.	Gibson, R.L. & Michel, M.J. (2005). <i>Introduction to Counselling and Guidance</i> . New Delhi : Prentice Hall
3	Gibson and Mitchell (2015). <i>Introduction to Counselling and Guidance</i> , Pearson Education India.
4.	Indira M. G. (2000) . <i>Guidance and Counseling</i> . New Delhi Author's press.
5.	Kinra, A. K. (2012). <i>Guidance and Counselling</i> , Pearson Publication.
6.	Shah, A. (2008). <i>Basics in Guidance and Counselling</i> . New Delhi: Global Vision Publishing House.
7.	Sharma, R.A. (2013). <i>Fundamentals of Guidance and Counselling</i> . Meerut: R. Lall Book Depot.
8.	Sharma, V.K. (2005). <i>Education and Training of Educational and Vocational Guidance</i> . New Delhi: Soujanya Books.

On-line resources to be used if available as reference material
On-line Resources
https://doi.org/10.1017/CBO9780511613814.005

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



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



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

Course Code	UHA5MAHUD04	Title of the Course	Practical – Guidance and Counseling
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To develop students with essential counselling skills, techniques, and knowledge of counselling approaches necessary for effective practice. 2. To acquire knowledge and understanding of theoretical constructs and socio-cultural perspectives in the context of counselling. 3. To prepare learners to design, implement, and apply guidance and counselling services in career-related issues.
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Course Content		
Sr.No.	Description	Weightage*(%)
1.	Prepare a check list on college going students counseling.	10
2.	Case study of work setting of a counselor.	10
3.	Make a list of problems you have faced in your life and categorize the problems in following categories- Personal/ Social/ Academic.	05
4.	List down behavioural problems in children.	05
5.	Prepare a game to study behaviour of children.	10
6.	Write a brief report on peer pressure among school going students.	10
7.	Prepare flash card on techniques of guidance and counseling.	10
8.	Role play as counsellor and counselee by students.	10
9.	Group discussion on topics like stress, peer pressure, or career choices.	05
10.	Questionnaire for depression among students.	10
11.	Visit to a counselling center and write a report of it.	10
12.	Prepare an interview schedule on mental health of students.	05

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop an understanding about the need and importance of studying child psychology and guidance and counselling.
2.	Acquire a detailed understanding of different activities related to themes for children.
3.	Understand the characteristics, needs and developmental tasks of children.

Suggested References:	
Sr. No.	References
1.	Beghetto, R. and Kaufman, J. (2010). Nurturing creativity in classroom. Cambridge
2.	Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall
3.	Berk, L. (2013). Child development. 9th ed. Boston: Pearson. Chapter 3
4.	Kaul, V. (1991). Early Childhood Education Programme, New Delhi: NCERT.
5.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
6.	Sidhu, S. H. (2013). Guidance and Counselling, Twenty First Century Publications.
7.	Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.

On-line resources to be used if available as reference material
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Under Graduate Programme (Honors) Grant-in-Aid
Course Structure with effect from: 2024-2025 (NEP-2020)

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



Course Code	UHA5MAHUD05	Title of the Course	Theory- Child Psychology
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To develop an understanding about the need and importance of studying child psychology.2. To learn about the various theories of child psychology.3. To develop a thorough understanding of the various approaches and theories of child psychology.4. To learn about the importance of work setting and test in child psychology.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Introduction to Child Psychology</p> <ol style="list-style-type: none">(a) Meaning and definition of child psychology(b) Nature and characteristics of child psychology(c) Importance of studying child behaviour(d) Old and new concept about children(e) Work settings of child psychologist.	25
2.	<p>Theories of Human Development</p> <ol style="list-style-type: none">(a) Personality (psychosocial development)<ol style="list-style-type: none">i. Freud's psychoanalytic theory- Id, Ego and Superego and Freud's Psychosexual stages- Oral, Anal, Phallic, Latent and Genitalii. Erik Erikson's Psychosocial theory(b) Moral Development Theory- Kohlberg's moral judgment theory(c) Bronfenbrenner's Ecological theory	25



3.	<p>Theories of Human Development</p> <p>(a) Language and Thought</p> <p>i. Gardner's theory of multiple intelligence</p> <p>ii. Noam Chomsky theory of language acquisition</p> <p>(b) Cognitive Development Theory</p> <p>i. Piaget's theory of cognitive development</p> <p>ii. Vygotsky socio-cultural theory of cognitive development</p>	25
4.	<p>Psychology in Human development</p> <p>(a) Cognitive & Affective Basics: Attention, Perception, Imagination, Thinking & Reasoning, Memory, Feelings, Emotions</p> <p>(b) Atypical Behaviour: Backwardness, Clumsiness, Delinquency, Giftedness, Special Talents, Creativity</p> <p>(c) Transfer of Learning</p> <p>i. Transfer of Knowledge</p> <p>ii. Transfer of Skills,</p> <p>iii. Transfer of Attitudes</p>	25

Teaching-Learning Methodology	Regular lectures, exercises on observation and follow up discussion, case studies, films and documentaries, 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.	Know the importance of child psychology.
2.	Develop understanding about the various theories.
3.	Understand the overall span of childhood development along with theories and different perspectives.



4.	Acquire knowledge of how cells communicate and the role biology plays on behavior, feelings, and personality.
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Suggested References:	
Sr. No.	References
1.	B. Hurlock, (1953). Development psychology, Mc Graw-Hill, 1st ed.
2.	Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
3.	Craig, G. “ <i>Human Development</i> ” N.J. Prentice Hall
4.	Elizabeth, B. Hurlock. (2006). “ <i>Development and Psychology A Life-Span Approach</i> ”. (5 th ed.) New Delhi, Tata McGraw- Hill Publishing Company Limited
5.	Kapadia, S. (2017). <i>Adolescence in urban India: Cultural construction in a society in transition</i> . Springer.
6.	Saraswathi, T. S., & Oke, M. (2013). Ecology of adolescence in India. <i>Psychological Studies</i> , 58(4), 353-364.
7.	Sinha, D. and Misra, R. C. (1999). Socialization and cognitive functioning. In T.S. Saraswathi (Ed.), <i>Culture, Socialization and Human Development: Theory, Research and Applications in India</i> (pp.167-187). New Delhi: Sage Publications.

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B.Sc. (Home Science) Semester: V

Textiles and Clothing



Course Code	UHA5MATCL01	Title of the Course	Theory- Fabric Manufacture
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	After the completion of course students will be able to: 1. Understand the processes involved in yarn and fabric manufacturing. 2. Identify and classify different types of yarns, weaves, and fabrics. 3. Analyze the characteristics and differences among various yarns, weaves, and fabrics.
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Course Content		
Unit	Description	Weightage* (%)
1.	Yarn manufacture (a) Preparatory Process of yarn manufacture (b) Spinning processes for Spun and Filament yarns (c) Spinning processes for Bi-component yarns (d) Processes to produce textured yarns	25
2.	Types and classification of yarns (as per application and use) (a) As per size – spun and filament (b) As per fineness-direct and indirect system (c) As per twist – S & Z (d) As per appearance & no. of parts - simple, novelty, texturized and thread	25
3.	Methods of Fabric Manufacture (a) Fabrics made from solution – films & foam (b) Fabrics made from fibres - felts & nonwovens (c) Fabrics made from yarns - Braids, laces, woven, knitted (d) Multi-layer fabrics – Double cloth, bonded, laminated, quilted, coated, flocked, etc.	25
4.	Weaves and Knits (a) Manufacture process of woven and knitted fabrics (b) Classification of weaves: Basic, Decorative and Extra yarn weaves. (c) Classification of knits, types of knitting needles, machines and Stitches. (d) Warp and Weft knits-characteristics and uses	25



Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of different types of yarns, woven, non-woven and knitted fabrics.
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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 and describe various types of yarns and fabrics, along with their properties and end uses.
2.	Inspect and differentiate yarns and fabrics based on their structural characteristics, properties, and suitability for specific applications.
3.	Explain the processes involved in yarn and fabric manufacturing in industries and apply this knowledge to interpret industrial practices.

Suggested References:	
Sr. No.	References
1.	Hollen, N.& saddle, J.(1968).Textiles. London: Macmillan Company.
2.	Rastogi, M.(2009).Fibres& yarns. New Delhi: Sonali Publications.
3	Murthy, W.S.(2007). Textile weaving & design. Chandigarh: Abhishek Publication.
4.	Lowan, M.& Jungerman(1980). Introduction to Textiles. Bombay: D.B. TaraporwalaSons & Company Pvt. Ltd.
5.	Nisbet, H (1978).Grammar of Textiles Design. Bombay: D.B. Taraporwala Sons & Company Pvt. Ltd.



6.	Klibbe, J.W.(1965). Structural fabric design. North Carolina : North Carolina State University Print Shop
7.	Ajgaonkar, D.B.(1998). Knitting Technology. Bombay: Universal Publishing Corp.
8.	S. Braddock, S.& Mahony, M.O.(1997). Techno Textiles. London: Thames & Hudson Ltd.

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B.Sc. (Home Science) Semester: V

Textiles and Clothing



Course Code	UHA5MATCL02	Title of the Course	Practical - Fabric Manufacture
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	After the completion of course students will be able to: 1. Demonstrate fabric manufacturing techniques using appropriate tools and methods. 2. Develop textile products by applying weaving, knitting, and other fabric construction techniques. 3. Assess the suitability and effectiveness of different fabric manufacturing techniques in product development.
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Weave notation, draft and peg plan of Basic weaves	10
2	Weave notation, draft and peg plan of Decorative weave	10
3	Calculating length and width of the yarn required for weaving	05
4	Collection and analysis of samples of Basic weave-plain, twill and satin	10
5	Collection and analysis of samples of Decorative weave fabrics	05
6	Collection and analysis of samples of Extra yarn weave fabrics	05
7	Developing samples of weaving techniques by using Basic weaves – plain, twill, satin	10
8	Developing samples of weaving technique by Decorative weave-pile, gauze	10
9	Developing samples of weaving technique with extra yarn weave	10
10	Study of sustainable and Eco-Friendly Fabric	05
11	Collection and analysis of different types of warp knit fabrics	10
12	Collection and analysis of different types of weft knit fabrics	10



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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain and apply knowledge of fabric production techniques in practical settings.
2.	Develop value-added textile products using acquired skills in fabric production.
3.	Assess market potential and generate income through the creation of innovative and value-added textile products.

Suggested References:	
Sr. No.	References
1.	Hollen, N.& saddler, J.(1968).Textiles. London: Macmillan Company.
2.	Rastogi, M.(2009).Fibres & yarns. New Delhi: Sonali Publications.
3.	Murthy, W.S.(2007). Textile weaving & design. Chandigarh: Abhishek Publication.
4.	Lowan, M.& Jungerman(1980). Introduction to Textiles. Bombay: D.B. Taraporwala Sons & Company Pvt. Ltd.
5.	Nisbet, H.(1978).Grammar of Textiles Design. Bombay: D.B. Taraporwala Sons & Company Pvt. Ltd.
6.	Klibbe,J.W.(1965). Structural fabric design. North Carolina : North Carolina State University Print Shop



7	Ajgaonkar, D.B.(1998). Knitting Technology. Bombay: Universal Publishing Corp.
8	S. Braddock, S.& Mahony, M.O.(1997). Techno Textiles. London: Thames & Hudson Ltd.





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Under Graduate Programme (Honors) Grant-in-Aid

Syllabus with effect from: 2024-2025 (NEP-2020)

B.Sc. (Home Science) Semester: V

Textiles and Clothing



Course Code	UHA5MATCL03	Title of the Course	Theory-Commercial Fashion and Production Technology
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	After the completion of course students will be able to: 1. Explain the structure and functioning of the commercial fashion industry. 2. Demonstrate knowledge of apparel production processes from concept to finished garment. 3. Develop a technical understanding of garment manufacturing technologies and their applications. 4. Analyze and apply strategies in fashion marketing, branding, and retailing within commercial fashion contexts.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Commercial Fashion Industry (a) Meaning, scope and components of the commercial fashion industry (b) Fashion business categories: haute couture, prêt-à-porter, mass fashion (c) Fashion forecasting: concepts, agencies, methods (d) Market segmentation in fashion: demographic, psychographic, geographic	25
2.	Apparel Production Planning & Control (a) Overview of apparel production process (b) Pre-production activities: sampling, approvals, costing, sourcing (c) Production planning: line planning, capacity planning, workflow (d) Production control: scheduling, monitoring, bottleneck management (e) Quality control in apparel manufacturing: standards, checkpoints, AQL	25



	(f) Documentation in production: tech packs, spec sheets, BOM(Bill of Materials)	
3.	<p>Garment Manufacturing Technology</p> <p>(a) Cutting room technology: spreading, marker planning, cutting methods</p> <p>(b) Sewing technology: stitch types, seam types, machine types</p> <p>(c) Work aids and attachments: folders, guides, special machines</p> <p>(d) Assembly line systems: progressive bundle system, modular system, unit production system</p> <p>(e) Finishing processes: pressing, fusing, trimming, packaging</p> <p>(f) Technological innovations in garment finishing and packaging</p> <p>(g) Safety and ergonomics in garment production</p>	25
4.	<p>Commercial Fashion Marketing & Retailing</p> <p>(a) Fashion marketing: concepts, strategies, branding</p> <p>(b) Product development for commercial fashion</p> <p>(c) Retail formats: boutiques, department stores, e-commerce, fast fashion</p> <p>(d) Sourcing, inventory management, and logistics</p> <p>(e) Visual merchandising: store layout, display techniques, mannequins</p> <p>(f) Fashion promotion: advertising, PR, digital marketing, influencer marketing</p> <p>(g) Sustainability and ethical practices in commercial fashion</p>	25

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



Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the functioning of the commercial fashion industry and the factors influencing fashion markets and consumer trends.
2.	Apply knowledge of apparel production processes, including planning, workflow, and quality control, in garment manufacturing.
3.	Analyze fashion marketing, branding, and retailing strategies used in commercial fashion environments.
4.	Evaluate the importance of sustainability and ethical practices in fashion production and retail sectors.

Suggested References:	
Sr. No.	References
1.	Rai, I. (2002). Textile Industry, Jodhpur: Problems & prospects in 21 st Century. Books Treasure.
2.	Dickerson K.G. (2003). Inside the fashion business. Delhi: Pearson Education Pvt Ltd.
3.	Venkatesan, R. & Katti, V. (1999). Indian Textile policy for 21 st Century. New Delhi: B.R. Publishing Corporation.
4.	Prisco, D. & Moore, H. (1986). Fashion merchandise information. John Wiley & Sons, Inc.
5.	Jarnew, J., Guerreiro, M., Judelle, B. (1987). Inside the fashion business. New York: Macmillan Publishing Company.
6.	Cooklin, G. (1991). Introduction to clothing manufacture. U.K: Black well Science Ltd.
7.	Cooklin, G. (1997). Garment technology for fashion designer. U.K: Black well Science Ltd.

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



Course Code	UHA5MATCL04	Title of the Course	Practical-Commercial Fashion and Production Technology
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<p>After the completion of course students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and apply standard body measurements for accurate garment construction. 2. Develop and adapt basic bodice, sleeve, skirt, and pant blocks into commercial pattern variations. 3. Apply dart manipulation and style adaptation techniques to create production-ready patterns. 4. Draft and construct women's garments Use production-friendly pattern techniques to ensure accuracy, efficiency, and fabric optimization.
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Conduct a market survey to identify current fashion trends and compile findings into a trend board.	10
2.	Create 3 commercial fashion illustrations aligned with the chosen theme and market segment.	10
3.	Take body measurements and prepare basic bodice and sleeve blocks using standard drafting methods.	10
4.	Prepare patterns for women's tops and blouses using the basic block as foundation.	10
5.	Draft and construct a women's kurti or tunic using production-friendly pattern techniques.	10
6.	Prepare a detailed garment cost sheet including materials, labor, overheads, and profit margin.	10
7.	Prepare patterns for women's straight-fit pant or palazzo using the basic block as foundation.	10



8.	Draft and construct a women's straight-fit pant or palazzo using production-friendly pattern techniques.	10
9.	Prepare a detailed garment cost sheet including materials, labor, overheads, and profit margin.	05
10.	Prepare a production flow chart for the selected women's garment from cutting to finishing.	05
11.	Conduct quality assessment of the stitched garment and prepare a QC report.	05
12.	Compile all practical work into a professional portfolio suitable for industry presentation.	05

Teaching-Learning Methodology	Practical experiences, videos and film shows, discussion etc.	
Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Draft accurate basic blocks and develop production-friendly patterns for a range of women's garments.
2.	Construct women's apparel such as tops, kurtis, skirts, dresses, and trousers using industrial sewing and finishing techniques.
3.	Prepare and evaluate essential production documents including marker plans, fabric consumption sheets, cost sheets, and quality evaluation reports.

Suggested References:	
Sr. No.	References
1.	Stampler, A, Sharp, S., Donnell, L. (1986). <i>Evaluating Apparel Quality</i> . New York: Fairchild Publications.



2.	Koshy, D.O. (1995). <i>Effective Export Marketing of Apparel</i> . Global Business press.
3.	Dermott, Norrosis, J.L., Bannett, C. <i>Opportunities in Clothing</i> . Illinois: Illinois Co. Inc.
4.	Textile Performance Standards and Textile Associated Organizations
5.	Alexander. (1977). <i>Textile Products: Selection, Use & Care</i> . Boston: Houghton Mifflin Company
6.	Rai, I. (2002). <i>Textile Industry Problems & Prospects in the 21st Century</i> , Jodhpur: Treasure Books Publishers.





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Syllabus with effect from: 2024-2025 (NEP-2020)

B.Sc. (Home Science) Semester: V

Textiles and Clothing



Course Code	UHA5MATCL05	Title of the Course	Theory-Garment- Export and Import
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	After the completion of course students will be able to: 1. Explain the structure and processes of the global garment trade. 2. Describe export–import procedures and apply knowledge of relevant documentation in garment trade. 3. Explain international trade laws, agreements, and policies related to textiles. 4. Apply knowledge of costing, logistics, and quality control to analyze garment trade operations.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Global Garment Trade (a) Meaning and scope of export and import in the garment industry (b) Importance of garment export in the Indian economy (c) Major garment-exporting and importing countries (d) Overview of global fashion and apparel market	10
2.	Export-Import Procedures and Documentation (a) Registration of an export firm (IEC code, RCMC) (b) Steps involved in garment export process: (c) Export documents: (d) Import documents overview (e) Electronic documentation in international trade	25
3.	Trade Policies, Agreements and Compliance (a) Indian Foreign Trade Policy (FTP) (b) Textile and garment export promotion councils (AEPC, TEXPROCIL, etc.) (c) International trade agreements: SAFTA, NAFTA / USMCA, EU Trade Regulations (d) Standards and certifications: ISO, OEKO-TEX, GOTS, Fair Trade	25



4.	<p>Costing, Pricing and Payment Methods in Export Trade</p> <p>(a) Role of banks in export–import</p> <p>(b) Components of garment export costing: Fabric, Trims, Labor, Overheads, Packaging, Freight, Insurance, Duties</p> <p>(c) FOB, CIF, C&F pricing concepts and calculation of export price</p> <p>(d) Methods of payment in international trade: Letter of Credit (L/C), Advance payment, Documents against Payment (D/P), Documents against Acceptance (D/A), Open account</p> <p>(e) Currency exchange and risks</p>	25
5.	<p>Logistics, Quality Control and Risk Management</p> <p>(a) Modes of transport, Packing and labeling requirements</p> <p>(b) Quality control systems: AQL standards and Pre-shipment inspection</p> <p>(c) Risk management in export-import: Cargo insurance, Credit risk, Political and legal risks</p> <p>(d) Claims and grievance redressal</p> <p>(e) Sustainable and ethical trade practices</p>	15

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the structure, scope, and trends of the global garment export and import industry with special reference to India.
2.	Identify, prepare, and interpret essential export–import documents used in international garment trade.



3	Calculate export costing and select appropriate pricing, payment, and logistics methods for garment shipments.
4	Apply trade regulations, quality standards, and risk management strategies to ensure efficient and compliant garment export–import operations.

Suggested References:	
Sr. No.	References
1.	Shukla, R.S. (1995). How to Export Garments Successfully. New Delhi: Global Business Publishers
2.	Nasim. Y. (2001); Import and Export of Apparel and Textiles. Xlibris Publisher
3	Koshy, D.O. (1995). Effective Export Marketing of Apparel. New Delhi: Global Business Publishers.
4.	Rama. C. (2022); Export Import Procedures: Documentation and Logistics; Second Editions; New Age International (P) Limited Publishers
5.	Aarathi. S. (2020); Study on the Export and Import of Textile Industry in India.
6.	Sethi, K.C. (1985). Advertising -Theory and Practice. Bombay: Himalaya Publishing House.

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Under Graduate Programme (Honors) Grant-in-Aid

Syllabus with effect from: 2024-2025 (NEP-2020)

B.Sc. (Home Science) Semester: V

Food, Nutrition and Dietetics



Course Code	UHA5MIFDN01	Title of the Course	Theory –Basic Food Preservation
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> 1. Acquire knowledge regarding principles and methods of preserving foods 2. Acquire knowledge concerning nutritive value of preserved foods, Food adulteration, food standards and packaging. 3. Develop ability in preparing and preserving various foods by household methods.
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Unit	Description	Weightage*(%)
1.	(a) Introduction to food preservation, Concept, importance of food preservation. Principles of preservation, Preservation techniques (b) Preservation by drying Concept, history, Types of drying and dryers. Treatments prior to drying	25
2.	(a) Preservation by preservatives: Concept and definition, Types, Natural preservatives, Synthetic preservatives. (b) Preservation by use of high temperature. Concept and importance various methods used– Pasteurization, Boiling, Canning, and Effect of high temperature on food.	25
3.	Preservation by Low Temperature, Concept, History, Types of preservation methods by low temperature, Different equipment's used for preservation by low temperature Treatments prior to freezing	25
4.	(a) Microorganisms in food: Introduction; Types of Microorganisms; Conditions for growth; Food spoilage & their control. (b) Irradiation - Concept, definition -Principles of irradiation. - Types -Application.	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop skill of food preservation by different methods.
2.	Preserve food on small scale industry and household purpose and can learn about by products.

References	
Sr No	References
1.	Kalia, M., Kalia, M., & Sood, S. (2004). <i>Food preservation and Processing</i> . Kalyani Publishers.
2.	Srivastava, R. P., & Kumar, S. (2007). <i>Fruits and Vegetables Preservation Principles and Practices</i> , (Edn 3), International Book Distribution Company.
3.	Lal, G., Siddappa, G. S., & Tandon, G. L. (2011). <i>Preservation of Fruits and Vegetables</i> . Publications and Information Division, Indian Council of Agricultural Research.

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: V

Food, Nutrition and Dietetics



Course Code	UHA5MIFDN02	Title of the Course	Practical- Basic Food Preservation
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> To acquire knowledge regarding principles of methods of preserving foods. To acquire knowledge concerning nutritive value of preserved foods. To develop ability in preparing & preserving various foods by household and commercial methods.
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Unit	Description	Weightage *(%)
1.	Sterilization of equipment.	05
2.	Labeling and costing of preserved products.	05
3.	Preparation of fruit products (any one): Fruit juice, squash and fruit juice cordial.	10
4.	Preparations of mix fruit jam, jelly or marmalade (any one).	10
5.	To do blanching of vegetables by different methods.	10
6.	Preparation of pickle: mixed vegetables or lemon pickle	10
7.	Preparation of tomato product (any one): ketchup, sauce and chutney.	10
8.	Preparation of instant mix (any one): upma /dhokla /wadas	10
9.	Preparation of dehydrated products: Cereals, pulses (any one)	10
10.	Preparation of dehydrated products : Roots and tubers (any one)	10
11.	Dehydration of fruits and vegetables.	5
12.	Reconstitution of dried fruits and vegetables.	5

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

Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
1.	Learn skills of food preservation by different methods on household and commercial basis.
2.	Acquainted with basic principles involved in food preservation.

References	
Sr. No	References
1.	Kalia, M., Kalia, M., & Sood, S. (2004). Food preservation and processing. Kalyani Publishers.
2.	Srivastava, R. P., & Kumar, S. (2007). Fruits and vegetables preservation-principles and practices, (Edn 3), International Book Distribution Company.
3.	Lal, G., Siddappa, G. S., & Tandon, G. L. (2011). Preservation of fruits and vegetables. Publications and Information Division, Indian Council of Agricultural Research.

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On-line Resources	
Relevant entries on Wikipedia and Encyclopaedia Britannica	





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B.Sc. (Home Science) Semester: V

Food, Nutrition and Dietetics



Course Code	UHA5MIFDN03	Title of the Course	Theory-Community Nutrition
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. Understand major nutritional problems in the community. 2. Learn key methods of nutritional assessment. 3. Gain basic skills in nutrition education and promotion. 4. Know major Indian policies and programs addressing malnutrition. 5. Develop awareness of global goals related to nutrition (MDGs/SDGs).
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Unit	Description	Weightage (%)
1.	<p>(A) Concept of community nutrition Relevance of community nutrition for a developing country like India.</p> <p>(B) Nutritional Problems of the community. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for:</p> <ol style="list-style-type: none"> a) Protein Calorie Malnutrition b) Iron and Folic acid deficiency Anemia c) Vitamin A deficiency 	20
2.	<p>(A) Current National policies in India focused on improving nutritional and health status, Poshan Abhiyan</p> <p>(B) National Nutrition Programs – Objectives, Target Groups, Services</p> <ol style="list-style-type: none"> a) Integrated Child Development Services Scheme b) Mid-Day/ Nutritious meal Program c) National Nutritional Anemia Control Program, National Iron Plus initiative d) Nutritional Program for Control of Anemia among Adolescent Girls e) Vitamin A prophylaxis programmes f) Diarrheal control program g) Janani Suraksha Yojana/ IGMSY/ Chiranjeevi yojana 	20
3.	<ol style="list-style-type: none"> a) Identification of at-risk group-Infants & Mothers. b) Use of premixes c) Universal Immunization Programme and its importance 	20



4.	MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6) Four Core Themes of the United Nations Millennium Development Goals (b) Introduction to the specific MDGs/SDGs, MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's	20
5.	Nutrition and Health Education Objectives, principles and scope of nutrition and health education and the process	20

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

Course Outcomes:	
Having completed this course, the learner will be able to	
Sr. No.	
1.	Explain the multi-dimensional factors influencing community nutrition problems.
2.	Apply basic community-level techniques for assessing nutritional status.
3.	Describe key principles and approaches used in nutrition education and promotion

References	
Sr. No	References
1.	Park, K. (2015). <i>Text Book of Preventive and Social Medicine</i> , (23 rd ed). Banarsidas Bhanot Publishers. Jabalpur.
2.	Lal S. (2009). <i>Textbook of Community Medicine</i> , CBS Publication.
3.	UNICEF (2009). <i>Tracking progress on child and maternal Nutrition</i> .



4.	Vir S. (2011). <i>Public Health Nutrition in Developing Countries</i> published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
5.	India Health Beat. (June 2011). <i>Role of health systems in improving child nutrition in India</i> , Vol 5 (7).
6.	The World Bank Report. (2006). <i>Repositioning Nutrition as central to development- A study for large scale development.</i>

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

<https://milonm28.wordpress.com/wp-content/uploads/2017/08/parks-preventive-social-medicine-23rd-ed.pdf>

United Nations Millennium Developmental Goals, www.un.org millennium goals 10.

Millennium Development Report, India country report, 2014.

<http://www.in.undp.org>

Census India, www.censusindia.gov.in

Socioeconomic & cast census, www.sec.gov.in

WHO Global Targets 2025, www.who.int/nutrition

<https://epgp.inflibnet.ac.in/Home>

Relevant entries on Wikipedia and Encyclopaedia Britannica





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B.Sc. (Home Science) Semester: V

Family Resource Management

Course Code	UHA5MIFRM01	Title of the Course	Theory- Personal Finance Management
Total Credits of the Course	02	Hours per Week	02

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



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

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

Suggested References:	
Sr. No.	References
1.	Ogle, N., Srinivasan, K., Varghese, M.A. (1996). <i>Home Management</i> , New Delhi: New Age International House.
2.	The Educational Planning Group Delhi. (1993). <i>Home Management</i> . New Delhi: Arya Publishing House.
3.	Shukul, M. and Gandotra, V. (2006). <i>Home Management and Family Finance</i> . New Delhi: Dominant Publishers and Distributors.
4.	Sawhney, H. K., and Mital, M. (2007), <i>Family Finance and Consumer Studies</i> . New Delhi: Elite Publishing House Pvt. Ltd.
6.	Agarwal, Anju (1989). <i>A Practical Handbook for Consumer</i> . Bombay: India book house.
7.	Schiffman, L. G., & Kanuk, L. L. (2014). <i>Consumer behaviour</i> (11th ed.). Pearson Education.



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

1. National Institute of Open Schooling (NIOS). (n.d.). *Home science resources*. Retrieved from <https://nios.ac.in>
2. Khan Academy. (n.d.). *Personal finance*. Retrieved from <https://www.khanacademy.org>





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B.Sc. (Home Science) Semester: V

Family Resource Management

Course Code	UHA5MIFRM02	Title of the Course	Practical: Personal Finance Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> To identify the importance of wise use of money as a resource. To develop an appreciation for financial management in family living.
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Course Content		
Unit	Description	Weightage* (%)
1.	To calculate the family income from all sources and enlist the categories of family budget.	10
2.	To do record keeping of various household expenditure for a month and write long-term goals for your family.	10
3.	To analyse the income for a short-term period of a time through annual profiles.	05
4.	To analyse the income through life time profiles.	05
5.	To draw and write various methods of handling money in a household.	05
6.	To write steps required in making a budget and draft a budget for three income groups. (Low, Middle, High)	10
7.	Drafting Family Budget for Low- income groups by giving situations.	10
8.	Drafting Family Budget for Medium- income groups by giving situations.	10
9.	Drafting Family Budget for High- income groups by giving situations.	10
10.	To prepare a customized budget for your own family.	10
11.	Learn to fill various forms (opening account, deposit/ Withdrawal) and digital money transfer	05
12.	To find out current tax slabs, and learn to calculate personal income tax.	10
Teaching-Learning	Participatory lectures with active learning, reflective learning, written	



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

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

Suggested References:	
Sr. No.	References
1.	Ogle, N., Srinivasan, K., Varghese, M.A. (1996). <i>Home Management</i> , New Delhi: New Age International House.
2.	The Educational Planning Group Delhi. (1993). <i>Home Management</i> . New Delhi: Arya Publishing House.
3.	Shukul, M. and Gandotra, V. (2006). <i>Home Management and Family Finance</i> . New Delhi: Dominant Publishers and Distributors.
4.	Sawhney, H. K., and Mital, M. (2007), <i>Family Finance and Consumer Studies</i> . New Delhi: Elite Publishing House Pvt. Ltd.
5.	Sarkar, A. (1989). <i>Problems of Consumer in Modern India</i> . Delhi: Discovery Publishing House.
6.	Agarwal, Anju (1989). <i>A Practical Handbook for Consumer</i> . Bombay: India book house.





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



Course Code	UHA5MIFRM03	Title of the Course	Theory- Color and Light
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Understand the components of colour and lighting.2. To acquire the skills in using colour and light in practical contexts.3. To acquaint with the recent trends in colour and lighting.
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Course Content		
Unit	Description	Weightage*(%)
1.	Importance of Color and Lighting (a) Sources of Color (b) Sources of Light: Natural and Artificial Lighting (c) Benefits of effective lighting in the house (d) Color as an element in Interior Designing.	25
2.	Colour in Interiors (a) Attributes of Color: Hue, Value and Intensity (b) Color Theory: Prang Color and Munsell Color Theory (c) Color Schemes (d) Effects of Color on Body and Mind	25
3.	Lighting in Interiors (a) Types of Lighting: General Lighting, Task Lighting, Accent Lighting (b) Methods of Artificial Lighting: Direct, Indirect, Semi Direct, Semi Indirect, Diffused, Cove, Panel, Spot Lighting, Concealed Lighting (c) Lighting Accessories: Switches, Sockets, Fuse, Outlets, Lamp Holders, Lamps and Shades. (d) Factors affecting color and lighting in interiors	25
4.	Recent Trends in Usage of Color and Lighting in Interiors (a) Modern feature in lighting design and fixtures: Home and commercial space (b) Contemporary color trends (c) Latest materials and methods in lighting and colour	25



Teaching-Learning Methodology	Lecture, Power Point Presentations, Projects, Class Presentations, Exhibits and displays, Guest speakers, Video creation.
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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.	Analyse the impact of lighting and colour in interiors.
2.	Acquire the skill in the use of accurate colour and style of light.
3.	Learn modern trends in lighting accessories.

Suggested References:	
Sr. No.	References
1.	Crag, H. and Day, R. (1952). <i>Homes with Character</i> . Bosten: D. C. Health and Co.
2.	Hong, R.A. (1948). <i>Home Furnishing</i> . New York: Joh Wiley and Sons.
3.	Varghese, M.A. Ogale, N.N. and Srinivasan, K. (1996). <i>Home Management</i> . New Delhi: New Age International Ltd.
4.	Morton, W. (1995). <i>The Power of Color</i> . New Delhi: Pub: B. Jain Publishers Ltd.

On-line resources to be used if available as reference material
On-line Resources
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827
P 02. Decorating the Interiors (Module – 10, 11, 12, 13, 14,15)



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

Course Code	UHA5MIHUD01	Title of the Course	Theory- Methods and Materials for Working with Young Children
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To understand the meaning of program planning in early years.2. To acquaint the students with various components to be included in programme planning.3. To recognize the advantage of project method and to learn to use integrated approach in the development of daily programme.
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Course Content		
Unit	Description	Weightage *(%)
1.	<p>Introduction</p> <p>(a) Early Years</p> <ol style="list-style-type: none">i. Importance of early years.ii Principles of learning in early years <p>(b) Skills: listening skills, speaking skills, reading skills and writing skills.</p> <p>(c) Readiness Program (Reading, Writing and Counting)</p> <ol style="list-style-type: none">i. Meaning and signs of readiness.ii Factors to be considered for readiness: age, vision, hearing, physical coordination, reading from left to right.	25
2.	<p>(a) Literatures for children</p> <ol style="list-style-type: none">i. Components of a Literature Programii. Characteristics of Books for Pre-Primary Schoolers: -iii. Classification of Literature <p>(b) Creative Drama for Children</p> <p>(c) Art Activities</p> <p>(d) Play importance, theories of play</p>	25



3.	<p>Activities for young children</p> <p>(a) Art Activities: Paintings, Graphics, Modelling, Printing</p> <p>(b) Music and Rhythm :</p> <p>i. Importance of music in child's life and teacher's role.</p> <p>ii Criteria for selection of songs</p> <p>iii Experiences for language development, Infants and toddlers: sound games, picture books</p>	25
4.	<p>Activities for young children</p> <p>(a) Story-telling</p> <p>(b) Puppetry</p> <p>(c) Need of encouraging child brain development through activities.</p> <p>(d) Two dimensional activities</p> <p>(e) Three dimensional activities</p>	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 / Practical Examination	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
2.	Develop awareness of the different contexts of learning.
3.	Reflect on their own implicit understanding of the nature and kinds of learning.
4.	Gain an understanding of different theoretical perspectives of learning including the constructivist perspective.



Suggested References:	
Sr. No.	References
1.	Kaul, V. (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
2.	Robinson, H. (1985). <i>Exploring Teaching</i> , London: Allyn and Bacon.
3.	Lightfoot, C., Cole, M., and Cole, S. (2012). <i>The development of children</i> (7 th ed.). New York: Worth Publishers.
4.	Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
5.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.

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



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

Course Code	UHA5MIHUD02	Title of the Course	Practical- Methods and Materials for Working with Young Children
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To acquaint the students about teaching-learning materials for children.2. To develop skills among students on different senses of human development.3. To be able to create a positive and nurturing learning environment for all children.
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Course Content		
Unit	Description	Weightage *(%)
1.	Plan three creative activities for children: List objectives, method and learning materials, role of the teacher.	05
2.	Prepare reading readiness material on visual/ auditory discrimination.	10
3.	Develop riddles for language and concepts.	05
4.	Making musical instruments for children.	10
5.	Prepare booklet on pre-writing activities.	10
6.	Prepare a teaching aid to improve hand writing skills – grasping and shape formation.	05
7.	Prepare role play/ creative drama.	10
8.	Prepare a variety of brushes from different types of materials such as brooms, cotton, wool, strips of cloth, feather etc. for painting.	10
9.	Home visit to see ways of teaching children of 3-5 years age.	10
10.	Story telling using picture books to improve early learning.	10
11.	Prepare a booklet on rhymes for language development in early years.	05



12.	Product development for children: Best out of Waste, puppets	10
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Teaching-Assignments, Learning	Practical, Field visits, Interview method and case study method.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
2.	Develop awareness of the different contexts of learning.
3.	Reflect on their own implicit understanding of the nature and kinds of learning.
4.	Gain an understanding of different theoretical perspectives of learning including the constructivist perspective.

Suggested References:	
Sr. No.	References
1.	Kaul, V., (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
2.	Robinson, H. (1985). <i>Exploring Teaching</i> , London: Allyn and Bacon.
3.	Keenan, T., Evans, S. and Crowley, K. (2016). <i>An introduction to child development</i> . Sage.
4.	Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
5.	Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.: Mc Graw -Hill Higher Education.
6.	Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
7.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.



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



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



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

Course Code	UHA5MIHUD03	Title of the Course	Theory- Lifespan Development
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To enable students to reflect on the context of human development in higher education when they enter teaching profession. 2. To gain insight into the domains of human development. 3. To reflect on and critically understand methods of child study.
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Course Content		
Unit	Description	Weightage*(%)
1	<p>Introduction</p> <p>(a) Understanding Lifespan Development</p> <ol style="list-style-type: none"> i. Definition of Life Span Development ii. Human Development Domains- Physical, Cognitive, Language, Social, Emotional, Moral <p>(b) Basic themes in Human Development</p> <ol style="list-style-type: none"> i. Learning v/s maturation ii. Cognition v/s language iii. Stability vs. change (traits and behaviour over time) iv. Nature of individual differences 	25
2	<p>Infancy and Early Childhood</p> <p>(a) Infancy</p> <ol style="list-style-type: none"> i. Developmental tasks/milestones. ii. Development during infancy iii. Reflexes and Sensory development <p>(b) Early Childhood</p> <ol style="list-style-type: none"> i. Development of children during early childhood years ii. Role of Play during Early childhood iii. Parents involvement in ECE 	25
3	<p>Childhood to Adolescence</p> <p>(a) Childhood Years</p> <ol style="list-style-type: none"> i. Developmental tasks/milestones ii. Development during these years iii. Role of school in development iv. Extracurricular activities and holistic development <p>(b) Adolescence</p> <ol style="list-style-type: none"> i. Characteristics of pubertal changes 	C



	<ul style="list-style-type: none"> i. Period of storm and stress ii. Significance of peers and family iii. School-based programs for social, emotional, and career guidance 	
4	<p>Adulthood, Middle Age and Aging</p> <ul style="list-style-type: none"> (a) Meaning and characteristics (b) Transition from adulthood to old age (c) Active and healthy aging strategies (d) Problems and challenges faced by adults (e) Health issues among adulthood and old age. (f) Technology use and digital inclusion for older adults 	25

Teaching-Assignments, Learning	Lecture method, Active learning methodology, Group discussions, Case Study 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 issues with regard to human development.
2.	Develop awareness of the different contexts of teaching aids in studying human behaviour.
3.	Reflect on their own implicit understanding of the nature of domains of human development.

Suggested References:	
Sr. No.	References
1.	B. Hurlock, (1953). Development psychology, Mc Graw-Hill, 1st ed.
2.	Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
3.	Elizabeth, B. Hurlock. (2006). "Development and Psychology A Life-Span Approach". (5 th ed.) New Delhi, Tata McGraw- Hill Publishing Company



	Limited
4.	Papalia, E.D., Olds, W.S. and Feldman, D.R. (2001) “Human Development”, McGraw Hills Company, New York.
5.	Rao, T.V. (1996) “Human Resource Development: Experiences, Interventions, Strategies”, Sage Publication, New Delhi.
6.	Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
7.	Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
8.	Shariff, A. (1999) “India Human Development Report”, Oxford University Press, New Delhi.
9.	Sigleman, K.C., Rider, A.E. (2003). “Lifespan Human Development”, Wadsworth, USA.
10.	Singh, A. (Ed). (2015). Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.

On-line resources to be used if available as reference material
On-line Resources
https://www.caluniv.ac.in/cbcs-ug/ug-files/UG-Education.pdf
https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf
https://backup.pondiuni.edu.in/sites/default/files/downloads/pgdts.pdf
https://ncert.nic.in/pdf/syllabus/Syllabus_BEEd.pdf





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

Under Graduate Programme (Honors) Grant-in-Aid

Syllabus with effect from: 2024-2025 (NEP-2020)

B.Sc. (Home Science) Semester: V

Textiles and Clothing



Course Code	UHA5MITCL01	Title of the Course	Theory- Elements of Fashion Design
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<p>After the completion of course students will be able to:</p> <ol style="list-style-type: none"> 1. Develop a thorough understanding of the elements of design and the foundational principles that guide effective design. 2. Analyze and apply key design principles—including balance, movement, repetition, emphasis, contrast, and unity—in visual compositions. 3. Apply design elements and principles appropriately to a variety of body types to create aesthetically effective and functional designs.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction of Design Elements: (a) Fashion design terminology (b) Designing in clothing: structural designing, decorative designing	25
2.	(a) Elements of textile design <ol style="list-style-type: none"> i. Line: Types of lines, direction of lines, application of lines in garments ii. Colour: Colour dimensions, Colour wheels & Schemes, Colour Expression, Use of colour in designing, Visual effects of colour in dress iii. Silhouette: A- line, Ball gown, Sheath, Empire, Mermaid iv. Texture: Determinants of texture, Effect of texture on colour, types of textures (b) Principles of design: <ol style="list-style-type: none"> i. Balance: types of balance- formal, informal, radial ii. Rhythm: Repetition, Gradation, Transition, Opposition, Progression, Continuous line movement iii. Emphasis: by using method of grouping, contrast, combination, repeating etc. iv. Harmony v. Proportion 	25
3.	Application of basic elements and principles of design: (a) Elements of fashion styling: skirts, trousers, sleeve and collars	25



	(b) Designing dresses for unusual figures: obese, fat, thin body type, short, tall, heavy figure and deformed and abnormal body (c) Factors to be considered in dress designs for women and children	
4.	Fashion Evolution: (a) Fashion cycle (b) Adoption of fashion theories (c) Fashion editor (d) Fashion leaders, Fashion followers (e) Fashion innovators, Fashion director	25

Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure.
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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.	Define and explain the basic language of design and key terminology associated with textile and apparel design.
2.	Analyze and apply appropriate design concepts to create textile and apparel designs.
3.	Evaluate and apply the principles and elements of design in developing effective garment designs.



Suggested References:	
Sr. No.	References
1.	Narang, M. (2007). <i>Handbook of Fashion Technology</i> . Delhi: Asia Pacific Business Press Inc.
2.	Sumathi. (2002). <i>Elements of Fashion & Apparel Design</i> . G.I. New Age International Ltd.
3	Carr, H. & Pomery J. (1992). <i>Fashion Design & Product Development</i> . New Jersey: Blackwell Scientific Publication.
4.	Amit, K. (2010). <i>Fashion Tourism</i> . New Delhi: Raj Publications.
5.	Pundir, N. (2007). <i>Fashion Technology, today & tomorrow</i> . New Delhi: Mittal Publication.

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





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Under Graduate Programme (Honors) Grant-in-Aid

Syllabus with effect from: 2024-2025 (NEP-2020)

B.Sc. (Home Science) Semester: V

Textiles and Clothing



Course Code	UHA5MITCL02	Title of the Course	Practical – Elements of Fashion Design
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<p>After the completion of course students will be able to:</p> <ol style="list-style-type: none"> 1. Familiarize with the design process and enable to generate creative design ideas using innovative materials and techniques. 2. Develop a comprehensive understanding of the components of textile design and the processes involved in creating textile patterns and surfaces.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to drawing tools and materials: Familiarization with shading, colouring mediums (pencils, markers, and watercolours), Basic strokes and line exercises, Creating texture swatches using pencil and colour.	05
2.	Sketching of body movements and gestures (female)	10
3.	Illustrate different types of silhouettes: A-line, Empire, Ball gown, Sheath, Mermaid	05
4.	Rendering fabric textures: denim, silk, wool, chiffon, lace, leather, net, strips and checks	10
5.	Collection of swatches of various types of texture fabric: Smooth, Stiff, Rough, Shiny	05
6.	Dress sketching for harmony and proportion principles of design	05
7.	Application of the design principle Balance: Formal balance and Informal balance in garments	10
8.	Illustration of the design Principle - Rhythm through repetition, Radiation and gradation	10
9.	Illustrating and application of principles and elements of design on short and tall body figure types.	10



10.	Illustrating and application of principles and elements of design on heavy and thin body figure types.	10
11.	Prepare samples of children's wear/ fashion accessories: Romper dress /Bib/Handbags (tote bag)	10
12.	Drafting and construction of baby frock with the application of elements and principles of design	10

Teaching-Learning Methodology	Practical experiences, Workshop, Videos and film shows, discussion, figures 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.	Explain the importance and types of design principles used in dress design.
2.	Identify and analyze the elements and principles that influence the development of clothing designs.
3.	Apply appropriate design elements and principles to various aspects of dress designing.
4.	Create dimensional sketches and demonstrate effective colouring techniques.



Suggested References:	
Sr. No.	References
1.	Neelima (2009). <i>Fashion & textile design</i> . New Delhi: Sonali Publications Ltd.
2.	Nirupama, P. (2007). Fashion Technology- today and tomorrow. Mittal Publication.
3	Sumathi, G.J. (2007). Elements of Fashion and Apparel Design. New age International limited
4.	Carr, H. &Pomery J. (1992).Fashion Design & Product Development. New Jersey: Blackwell Scientific Publication
5.	Amit, K. (2010). Fashion Tourism. New Delhi: Raj Publications

On-line resources to be used if available as reference material
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Syllabus with effect from: 2024-2025 (NEP-2020)

B.Sc. (Home Science) Semester: V

Textiles and Clothing

Course Code	UHA5MITCL03	Title of the Course	Theory-Indian Textile Art and Craft
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	After the completion of course students will be able to: 1. Understand the rich textile heritage of India and other countries. 2. Familiarize with the regional origins, yarns, weaves, motifs, and colours used in traditional printed, painted, and woven textiles. 3. Develop comprehensive knowledge of the distinctive characteristics and cultural significance of traditional Indian sarees.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Indian Textile Art and Craft (a) Overview of Indian textile traditions (b) Importance of textile art and craft in Indian culture (c) Exploration of regional variations and styles.	10
2.	Traditional painted and printed textiles of India (Gujarat, Rajasthan, Tamil Nadu, Andhra Pradesh, Bihar, Uttaranchal, Uttar Pradesh and Madhya Pradesh)	25
3.	Traditional saris of India (Fabric, color, motif, significance): Patola, Tanchoi, Gharchola, Maheshwari, Chanderi, Kanjeevaram, Gadwaal, Baluchar, Banarasi, Sambalpuri, Mekhla-riha chaddar, Paithani, Puneri	25
4.	Costumes of India (Male and Female) (a) Northern region- Kashmir, Punjab (b) Eastern region- Assam, Meghalaya (c) Southern region-Kerala, Karnataka (d) Western region-Gujarat, Maharashtra, Rajasthan (e) Central region-Uttar Pradesh and Madhya Pradesh	25
5.	(a) Tie and Dye Techniques: i. Bandhani – Definition, History, Types - tie and dye process, and patterns ii. Lehariya: Tie and dye technique in Rajasthani textiles (b) Needle craft of India (Kashmir, Punjab, Manipur, Bengal, Himachal Pradesh, Lucknow, Gujarat)	15



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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the importance and unique characteristics of Indian traditional textiles and their complex manufacturing techniques.
2.	Identify and appreciate the diverse cultural heritage reflected in traditional Indian textiles and costumes.

Suggested References:	
Sr. No.	References
1.	Dhamija, J. (1989). <i>Handwoven fabrics of India</i> . Ahmedabad: Mapin Publication.
2.	Mehta, R. (1970). <i>Masterpieces of India</i> . Bombay: D.B. Taraporwala.
3.	Mehta, R. (1970). <i>Masterpieces of Indian Textiles</i> . Bombay: D.B.Taraporwala.
4.	Shenai, V.A. (1981). <i>History of Textile Design</i> . Bombay: Sevak Publication.
5.	Dar, S.N. (1969). <i>Costumes of India & Pakistan</i> . Bombay: D.B.Taraporawala.
6.	Osoborne, H. (1975). <i>The Oxford Companion to the decorative arts</i> . Oxford: Clarendon Press.
7.	Askari, C. (1998). <i>Colour of the Indus</i> . London: Merell, Holberddon.
8.	Ghuriye, G.S. (1966). <i>Indian Costumes</i> . Bombay: Bombay Popular Prakashan.



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

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica





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

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

Course Code	UHA5SEFDN01	Title of the Course	Practical- Nutritional Assessment and Techniques
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. Recognize the nutritional surveys types and classification. 2. Outline different uses of data from nutrition and health surveys. 3. Express different methods both direct and indirect that are used in the assessment of nutritional status. 4. List the advantages, limitations, and applicability of the various methods.
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Unit	Description	Weightage*(%)
1.	To assess the nutritional status by use of anthropometric measurements: Measurement of child's height, weight, circumference measurements-head, chest, mid upper arm, waist-hip ratio and comparison with standards.	10
2.	Assessment of body composition analysis of adolescents and adults and interpretation of data.	10
3.	Interpretation of data in weight for age, height for age, weight for height.	10
4.	Measurements of fat using skin fold thickness.	10
5.	Clinical assessment of PEM, Vitamin A, Anemia, B complex vitamins	10
6.	Formulating tool, collection of Data, estimation of Intake by different dietary methods-24 hour dietary recall and food frequency.	10
7.	Nutrition Health Education activities-preparation of charts, posters, street plays, skits, puppets, lecture demonstration (any one activity by one group).	10
8.	Field visits for surveillance system used in nutrition and health programmes.	10
9.	Implement screening of nutritional status of an individual using the Mini Nutritional Assessment and the Malnutrition Universal Screening Tool in hospital and community settings(any one)	10
10.	Use Subjective Global Assessment to assess a patient's nutritional status	10



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

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Analyze & interpret the anthropometric assessment data.
2.	Use their knowledge for upliftment of community.
3.	Distinguish between nutritional assessment and nutritional screening.

References	
Sr No	References
1.	Escott-Stump, S. (2008): <i>Nutrition and Diagnosis Related Care</i> , Williams and Wilkins Frisancho, A. R. (2008).
2.	<i>Anthropometric standards: An Interactive Nutritional Reference of Body size and Body composition for Children and Adults.</i>
3.	<i>WHO Module on Growth Monitoring Reference Model</i>

On-line resources to be used if available as reference material
On-line Resources https://www.who.int/tools/child-growth-standards
http://egyankosh.ac.in/





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

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

Course Code	UHA5SREFRM01	Title of the Course	3-D model making in Interiors
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. Identify and select suitable materials and tools for different types of models.2. Construct basic and advanced 3D forms using model-making techniques.3. Develop scaled 3D models from 2D drawings.4. Design and create interior, exterior, and landscape elements in models.5. Produce visually appealing presentation models with neat finishing.6. Confidently present their models with clarity during evaluations.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Tools, Materials & Safety	05
2.	Basic 3D Forms (cube, cuboid, prisms, cylinders)	05
3.	Converting Floor Plan into 3D Walls	05
4.	Creating Openings (doors, windows, partitions)	10
5.	Interior Room Model – Structure	10
6.	Miniature Furniture Model Making	10
7.	Detail Model (staircase, wardrobe, kitchen unit)	10
8.	Exterior Façade Model	05
9.	Landscape & Site Modeling	10
10.	Complete Architectural Model Assembly	10
11.	Final Model Finishing, Mounting & Presentation	10
12.	Visits to various construction sites.	10



Teaching-Assignments , Learning	Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes Methodology, Power -point Presentations, ICT enabled Teaching, Market survey.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Understand space design organization for optimum comfort and functionalism.
2.	Apply the principles of interior and exterior space design while making or evaluating the house plans
3.	Draft house plans based on standard guidelines and principles
4.	Identify various materials used in the construction of the building.
5.	Know various structural features and types of latest trends in a building.
6.	Determine the materials best suited for a particular building

Suggested References:	
Sr No	References
1.	Agan, M.S.(1970). <i>The house its plan and use</i> . New Delhi: Oxford & IBH pub.Co.
2.	Bindra, S.P. & Arora,S. P.(2003). <i>Building Construction</i> . New Delhi: Dhanpat Rai Pub.
3.	Deshpande, R.S. (1978). <i>Modern ideal homes for Indians</i> . New Delhi: United Book Corp.
4.	Arora, S.P. & Bindra, S.P. (2013). <i>A Text book of Building Construction</i> . New Delhi: Dhanpat Rai Publications.
5.	Lancaster, S. P. (1977). <i>Gardening in India</i> . Published by Oxford and IBH Publishing Co. Pvt. Ltd.



6.	Deshpande, R.S.(2000). <i>House of Middle Class Family</i> . Anand: Charotar Pub House.
7.	Deshpande, R.S.(1978). <i>Modern ideal homes for Indians</i> . Poona: United Book Corp.
8.	Baden-Powell, J. (2009). <i>Architectural modelmaking</i> . Laurence King Publishing.
9.	Brooker, G., & Stone, S. (2011). <i>Basics interior architecture 04: Elements / objects</i> . AVA Publishing.
10	Corbett, M., & Borer, M. (2015). <i>Model making for architecture</i> . Laurence King Publishing.
11	Downey, M. (2014). <i>Model making for the design professional</i> . Wiley.
12	Mijska, A. (2017). <i>Architectural model building: Tools, materials & techniques</i> . The Crowood Press.
13	Park, C. (2013). <i>Design models: From exploration to presentation</i> . Bloomsbury.



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

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



Course Code	UHA5SEHUD01	Title of the Course	Practical- Computer Application in Human Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To enable students to understand the role of computers and digital tools in the field of Human Development.2. To provide hands-on skills for using software applications for documentation, data management, presentations, and communication.3. To train students in creating digital materials for children, parents, educators, and community workers.4. To introduce students to e-learning tools, digital safety, and ethical use of technology.
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Course Content		
Unit	Description	Weightage*(%)
1.	Using start button, shut down, learning task bar, tools, icons.	05
2.	MS Word- Formatting, tables, headers/footers, images.	10
3.	Preparing a flyer / poster using MS word	05
4.	Entering data using MS excel and basic formulas and functions.	10
5.	Creating an email ID, Setting a password, recovery options, sending emails to teachers with attachments.	10
6.	MS PowerPoint – Creating presentations on child development themes, parenting and Inserting images, transitions, animations.	05
7.	Creating Digital Teaching Aids- Posters, flashcards, charts using Canva / PowerPoint.	10
8.	Searching for academic resources, videos, worksheets using government portals related to child development.	10
9.	E-mail writing, attachments, Google Forms.	10
10.	Creating folders, renaming, deleting, copy–paste.	10
11.	Using Paint / Drawing Tools- Making simple diagrams.	05
12.	Designing Worksheets- Matching, colouring, tracing (for children) using Shapes & Images in Word/PPT	10



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.	Use MS Office (Word, Excel, PowerPoint) effectively for Human Development–related tasks.
2.	Create digital learning materials for children and parents.
3.	Collect, record, analyse, and present developmental data using digital tools.
4.	Prepare digital reports, case studies, checklists, and observation records.

Suggested References:	
Sr. No.	References
1.	Rajaraman, V. (2018). Fundamentals of computers (7th ed.). Prentice-Hall of India.
2.	Sinha, P. K., & Sinha, P. (2010). Computer fundamentals (6th ed.). BPB Publications.
3.	Bhatnagar, M. S. (2014). Information and communication technology. Phi Learning.
4.	Gupta, S. (2019). ICT in education. Kunal Books.
5.	Wahi, K. (2017). ICT applications in early childhood education. Global Publications
6.	Roblyer, M. D., & Hughes, J. E. (2019). Integrating educational technology into teaching (8th ed.). Pearson.

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





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Syllabus with effect from: 2024-2025 (NEP-2020)

B.Sc. (Home Science) Semester: V

Textiles and Clothing



Course Code	UHA5SETCL01	Title of the Course	Practical –Computer Aided Designing in Textiles and Apparel
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<p>After the completion of course students will be able to:</p> <ol style="list-style-type: none"> 1. Assess the application of computer technologies in textiles and clothing for their effectiveness in design and production processes. 2. Critically evaluate and select appropriate 3D tools and fashion multimedia in relation to current fashion trends. 3. Examine and evaluate software applications, digitizing, and grading systems used in textile industries for their accuracy and efficiency. 4. Assess the functions and performance of various computer applications in supporting textile and apparel design and production.
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Course Content		
Sr. No	Description	Weightage* (%)
1.	Introduction to CAD software Photoshop and Coral Draw: Detail of tools and application in textile and garment designing.	05
2.	Creation of basic geometric shapes, motifs, and repeats using CAD tools	05
3.	Development of repeat patterns (half-drop, brick, mirror).	10
4.	Designing colourways and palette development for textile prints.	10
5.	Development of textile prints: floral, abstract, geometric.	10
6.	Preparation of visiting card/invitation card for fashion brand coral draw/photoshop software	10
7.	Create Mood / Inspiration, client / customer, colour and Texture board using Photoshop/Coral Draw	10
8.	Draping of garments on men's, women's & children: Casual, Party, Night, Sports, Office/formal wears (any two) using Fashion Studio software / Photoshop / Corel Draw	10
9.	Preparation of tech packs with measurement charts, trims, and construction details.	05



10.	Design flat sketches along with stitch specification for the following: Children – Girls (A-line & yoke frock), Boys (shirt & shorts) Adults – Women's (Top, Skirt, gown), Men's (Shirt, Kurta, Trouser) any one of each category.	10
11.	Rendering garments with fabric, color, and texture application	05
12.	Portfolio development by compiling CAD-based textile and apparel designs.	10

Teaching-Learning Methodology	Using Demonstrations, computer-based laboratory practical's, project-based learning, assignments, online learning apps and interactive discussions.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per R.AUG.HSC. -4)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance	25%
3.	Semester End Examination (As per R.AUG.HSC. -7)	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply Adobe Photoshop and CorelDRAW tools to create textile motifs, repeat patterns, colourways, and print designs with professional accuracy.
2.	Develop digital garment flats, tech packs, draping visuals, and design boards (mood, inspiration, colour, texture) to effectively communicate textile and apparel design concepts.
3.	Compile, present, and evaluate a cohesive CAD-based portfolio showcasing textile prints, garment illustrations, branding materials, and technical documentation.

Suggested References:	
Sr. No.	References
1.	Aldrich, W. (1994).CAD in Clothing & Textiles. Germany: Black Well Science.
2.	Laberthe, J. (1975).Elements of Textiles. New York: Macmillan Publishers
3.	Winifred, A. (1994). CAD, in Clothing & Textiles. Cambridge: BSP Professor Books.



4.	Software manuals-Coral 9, Photoshop 7.0
5.	Burke, S. Fashion (2006) Computing - Design and Techniques and CAD
6.	Garf, J. L. – Perfect Pixel, advance Photoshop
7.	Kogent Solution Inc., Creating I T skills (Photoshop), Dreamtech Press, New Delhi 2009

