



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Foods and Nutrition) Semester- (V)

Course Code	UH05MAFDN01	Title of the Course	Theory-Clinical Nutrition and Dietetics-I
Total Credits of the Course	04	Hours per Week	04

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.	(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.	(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
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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

Sr. No.	
1.	To learn about the metabolic changes occurring in body in different disorders.
2.	To incorporate the learning in counselling patients for diet plan.

Suggested References

Sr. No.	References
1.	Anita Jatana, Daphnee DK, Haritha Shyam, Priyanka Rohatgi, Kajal Pandya Yephtho <i>Apollo 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.	Antia F P (2002) <i>Clinical Dietetics</i> 4th ed. Paperback –ISBN-13978-0195664157 oxford University press.
5.	<i>Clinical Dietetics Manual</i> , (2018), Indian Dietetic Association, Elite, Publishing House.

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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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Foods and Nutrition) Semester- (V)

Course Code	UH05MAFDN02	Title of the Course	Theory-Human Nutrition
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To apply the knowledge in maintenance of good health for the individual and the community.2. To be familiar with the factors affecting availability and requirements.3. Students will familiar with the factors affecting availability and requirements.
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Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none">(a) Brief history of Nutritional Science.(b) Minimal nutrition requirements and RDA- formulation of RDA and dietary guidelines- Reference man and reference woman.(c) Energy in Human Nutrition- Energy Balance, Energy System, Assessment of energy requirements	25
2.	<ol style="list-style-type: none">(a) Proteins- Classification of Protein, Assessment of protein quality (BV, PER, NPU), digestion and absorption, Factors affecting bioavailability.(b) Lipids- Classification of Lipids, digestion and absorption, intestinal resynthesis of triglycerides, types of fatty acids.	25
3.	<ol style="list-style-type: none">(a) Carbohydrates- Classification of Carbohydrates, digestion and absorption, blood glucose and effect of different Carbohydrates on blood glucose, Glycemic Index.(b) Dietary Fibre- Types and Importance.	25
4.	<ol style="list-style-type: none">(a) Vitamins Clasification, digestion, absorbtion, transport, storage.(b) Minerals- Clasification, digestion, absorbtion, transport, storage.	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, 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

Sr. No.	
1.	Get familiar with digestion, metabolism and bioavailability of nutrients in our body.
2.	Be aware of the method of RDA formulation and dietary guidelines.

Suggested References

Sr. No.	References
1.	Bamji, M. S., Krishnaswamy, K., & Brahmam, G. N. V. (Eds.). (2016). <i>Textbook of Human Nutrition</i> . Oxford & IBH.
2.	Guthrie, A.H. (1986). <i>Introductory Nutrition U.S.</i> : 6th Ed. The C.V. Mosby Company.
3.	Guyton, A.C., & Hall, J. E. (1966): <i>Text book of Medical Physiology</i> . Bangalore: (9th ed). Prism Books (Pvt.) Ltd.
4.	Robinson, C. H., & Lawler, M. R. (1982). Normal and therapeutic nutrition Germany: (Ed. 16). Collier Macmillan Publishers.
5.	Indian Council of Medical Research (2024) Nutrient requirements and recommended dietary allowances for Indians, New Delhi.

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

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica





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Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Foods and Nutrition) Semester- (V)

Course Code	UH05MAFDN03	Title of the Course	Practical based on UH05MAFDN01
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none"> 1. To learn calculation using different food exchange list and calculate dietary intake of nutrients. 2. To learn to co-relate the metabolic changes with the disease condition. 3. To learn to make changes in normal diet according the disease condition.
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Course Content		
Unit	Description	Weightage* (%)
1.	To calculate RDA using different formulas.	8
2.	To calculate diet plan using different food exchanges.	8
3.	Plan and calculate clear fluid diet.	4
4.	Plan and calculate full fluid diet.	4
5.	Plan and calculate soft diet for patient including mechanical soft diet.	4
6.	Plan and calculate diet for over weight person –Adolescent boy	4
7.	Plan and calculate diet for over weight person –Adolescent girl	4
8.	Plan and calculate diet for over weight person –Adult man	4
9.	Plan and calculate diet for over weight person –Adult woman	4
10.	Plan and calculate diet for underweight person.	4
11.	Write an article on diets given for Anorexia Nervosa and Bulimia Nervosa patient.	8
12.	Plan and calculate diet for patient suffering from Acute fever (Typhoid)	8
13.	Plan and calculate diet for patient suffering from Chronic fever (Tuberculosis)	8
14.	Plan and calculate diet for patient suffering from HIV.	4
15.	Plan and calculate diet for patient suffering from Diarrhoea	4



15.	Plan and calculate diet for patient suffering from Constipation	4
16.	Plan and calculate diet for patient suffering from Peptic Ulcer	4
17.	Plan and calculate diet for patient suffering from IBS using FODMAPS	8
18.	Plan and calculate diet for patient suffering from lactose Intolerance	4

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 and Video Clips.
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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		
Sr. No.		
1.	Develop skill of making diet plans	
2.	Develop skill to identify the changes in nutritional requirements of patients.	
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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Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Family Resource Management) Semester- (V)

Course Code	UH05MAFRM01	Title of the Course	Theory- Front Office Management
Total Credits of the Course	04	Hours per Week	04

Course Objectives	1. To comprehend the role of front office in hotels. 2. To understand the organizational procedure of the front office. 3. To acquaint with the qualities of front office personnel.
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Course Content		
Unit	Description	Weightage*(%)
1.	Introduction to Hotel industry (a) Importance of the hospitality industry and its association to tourism. (b) Major departments in a hotel (c) Types of rooms (d) Meal plans (e) Hotel tariff	25
2.	Hotel Guests (a) Types of hotel guest (b) Guest and their needs (c) The guest cycles (d) Interaction between guest and front office personnel	25
3.	Front Office Operation and Organization (a) Front Office Operation: Basic terminology used in front office, Duties of front office personnel, Qualities and attributes of front office personnel, Co-Ordination with other departments. (b) Front office organization: Layout of a front office, equipment and furniture for front office, organizational structure of a front office.	25
4.	Reservation and Reception (a) Reservation: Sources of Hotel Booking, Modes of Room Reservation, Recording Room Reservation-Charts, Records, Diaries, Forms, Etc. Filing System, Advance Booking. (b) Reception: Expected arrival and departure list, VIP procedure, Functions of room rack and mail rack, change of guest room, Key handling and control, Room status codes and occupancy report, Preparing room report, Night clerk's report.	25



Teaching-Assignments, Learning	Lecture, Role play, Individual / Group project, Group discussion, Guest speaker, Seminar, Quiz 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 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.	Acquire interpersonal and effective communication skills.
2.	Develop self-confidence that would help in dealing with guests.
3.	Manage front office professionally.

Suggested References:	
Sr. No.	References
1.	Ganguly Suvojit, Mukherjee Sudipta. (2021), <i>Front Office Operations and Management</i> , Bharti Publications, Darya Ganj, New Delhi
2.	Tewari Jatashankar. (2016), <i>Hotel Front Office: Operations and Management</i> , 2nd Edition. Oxford University Press
3.	Andrews S. (2000), “ <i>Hotel Front Office</i> ”, Tata Mc Graw Hill Publications, New Delhi
4.	Andrews S. (2000), “ <i>Hotel Front Office Training Manual</i> ”, Tata Mc Graw Hill Publications, New Delhi

On-line resources to be used if available as reference material
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827
P-04. Front Office and Housekeeping (M- 1to 12)





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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Family Resource Management) Semester- (V)

Course Code	UH05MAFRM02	Title of the Course	Theory- Managing Housekeeping Operations
Total Credits of the Course	04	Hours per Week	04

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 (a) Role of Housekeeping in Hospitality Industry (b) Organization structure and layout (c) Responsibilities and duties of Housekeeping Personnel (d) Co-ordination with other departments (e) Personal Attributes of Housekeeping Staff (f) Control Desk: Important Registers Maintained by Housekeeping, Briefing and Debriefing	25
2.	Housekeeping Procedure (a) Linen and Uniform Room: Layout, Selection, Storage & Recycling of condemned linens (b) Cleaning Guest Rooms: Procedure For Room & Bathroom Cleaning, Bed Making (c) Cleaning Public Area (d) Laundry: Types, Layout, Cycle, Equipment and Valet Service (e) Pest Control and Waste Disposal	25
3.	Safety and security in Housekeeping (a) Occupational Hazard. (b) Fire prevention and Fire Fighting (c) Principles of First Aid (d) Security in Housekeeping: Guest Theft, Employ Theft, (e) Bomb Threats, Lost & Found	25
4.	Changing Trends in Housekeeping (a) Hygiene, just not Cleanliness (b) Outsourcing (c) Training and Motivation (d) Eco-friendly amenities and practices (e) 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 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.	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), <i>HOTEL HOUSEKEEPING (Operations and Management)</i> , OXFORD Publisher.
2.	Deepak Singh Negi, Dr. Shiv Mohan Verma, (2022), <i>Fundamentals of Hotel Housekeeping: Operations & Management</i> , Bharti Publications, New Delhi
3.	Andrews, S. (2017). <i>Textbook Of Hotel Housekeeping Management and Operations</i> , McGraw Hill Education; 1st edition (1 July 2017)
4.	Andrews, S. (2008). <i>Hotel Housekeeping Management and Operations</i> . New Delhi: Tata McGraw Hill Education Pvt. Ltd.
5.	Raghubalan, G., and Raghubalan, S. (2007). <i>Hotel Housekeeping Operations and Management</i> . New Delhi: Oxford University Press.
6.	Andrews, S. (1980). <i>Housekeeping Training Manual</i> . 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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Bachelor of Science - Home Science
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Course Code	UH05MAFRM03	Title of the Course	Practical – Based on UH05MAFRM01 & UH05MAFRM02
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none">1. To develop effective and strong interpersonal and communication skills.2. Inculcate the efficacy of handling guest inquiries, complaints, and special requests with professionalism and empathy.3. To understand the importance of care and maintenance of cleaning equipment used in housekeeping department.4. 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.	Identification and learning the procedure of filling various vouchers: <ul style="list-style-type: none">• Registration Card• Reservation Form• Amendment Slip	04
2	Understand the system of filling various vouchers: <ul style="list-style-type: none">• Arrival/departure notification slip• Cancellation Slip• VIP amenities voucher• Message slip	04
3.	Learning Telephone Etiquettes to practice answering calls, transferring calls, and handling guest inquiries over the phone.	04
4.	Role plays on Check-In and Check-Out Procedures where students can practice the complete check-in and check-out process, including greeting guests, verifying reservations, assigning rooms, and processing payments.	04
5.	Role plays to realize inter departmental coordination where front office staff need to coordinate with housekeeping, maintenance, and other departments to meet guest requests and solve issues.	04
6.	Understand the importance and learn the method of preparing a room occupancy report.	04



7.	Preparation of a Tariff Card.	04
8.	Develop the skills required to compose letters or emails for room reservations and cancellations.	04
9.	Write a script for the VIP guest handling and perform the roles of both front office personnel and guests.	04
10.	Gain expertise in addressing guest complaints in the hotel, specifically related to electrical issues, room service, food, and housekeeping.	04
11.	Learn the process for changing a guest room.	04
12.	Prepare an itinerary for guests featuring various information about your city, including places to visit, shopping spots, dining options, and entertainment activities.	04
13.	Layout of housekeeping department and responsibilities of the staff.	04
14.	Learning about various tools and equipment used in housekeeping.	04
15.	Knowing Abbreviations commonly used in housekeeping.	04
16.	Way of setting maid's cart and items required in it.	04
17.	Process of guest room and bathroom cleaning.	04
18.	Method of bed making and Process of preparing Room inspection check list.	04
19.	Make the list of supplies required for the guest room and the guest bathroom.	04
20.	Cleaning & maintenance of various surfaces glass articles, silver, brass, copper, sink stainless steel.	04
21.	Ways of removing different types of stains from various linens.	04
22.	Draw layout of linen room and explain activities of linen room.	04
23.	Flower arrangement for various areas of hotel.	04
24.	Preparation of First aid box.	04
25.	Field Visit to various hospitality institutes to explore and report: <ul style="list-style-type: none"> • Organization structure • Types of Registers maintained • Safety aspects 	04

Teaching-Learning Methodology	Practical Implementation, Blended Learning, Role plays, Field Visit, Workshops, DIY activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, 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.	Comprehend the knowledge and skills related to Front Office Management operations.
2.	Recognize the vital role of Front Office Management in the hotel operation and customer service relation.
3.	Appreciate the crucial role of housekeeping in the hospitality industry, understanding its impact on guest satisfaction and overall hotel operations.
4.	Nurture themselves as a professional for hospitality industry.

Suggested References:	
Sr. No.	References
1.	Ganguly Suvojit, Mukherjee Sudipta. (2021), <i>Front Office Operations and Management</i> , Bharti Publications, Darya Ganj, New Delhi
2.	Tewari Jatashankar. (2016), <i>Hotel Front Office: Operations and Management</i> , 2nd Edition. Oxford University Press
3.	Andrews S. (2000), " <i>Hotel Front Office</i> ", Tata Mc Graw Hill Publications, New Delhi
4.	Andrews S. (2000), " <i>Hotel Front Office Training Manual</i> ", Tata Mc Graw Hill Publications, New Delhi
5.	Raghubalan, G., and Raghubalan, S. (2023), <i>HOTEL HOUSEKEEPING</i> (Operations and Management), OXFORD Publisher.
6.	Deepak Singh Negi, Dr. Shiv Mohan Verma, (2022), <i>Fundamentals of Hotel Housekeeping: Operations & Management</i> , Bharti Publications, New Delhi
7.	Andrews, S. (2017). <i>Textbook Of Hotel Housekeeping Management and Operations</i> , McGraw Hill Education; 1st edition (1 July 2017)
8.	Andrews, S. (2008). <i>Hotel Housekeeping Management and Operations</i> . New Delhi: Tata McGraw Hill Education Pvt. Ltd.
9.	Andrews, S. (1980). <i>Housekeeping Training Manual</i> . New Delhi: Tata Mc Graw Hill Pub Co Ltd.





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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Human Development) Semester- (V)

Course Code	UH05MAHUD01	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> <p>(a) Introduction to Child Psychology</p> <ol style="list-style-type: none">i. Definition, nature of child psychologyii. Scope of child psychologyiii. Old and new concept about children <p>(b) Work environment and test</p> <ol style="list-style-type: none">i. Work settings of child psychologistii. Importance of psychological test in child psychology <p>(c) Sources of development</p> <ol style="list-style-type: none">i. Role of biology- maturationii. Role of environment- learningiii. Relation b/w biology and environmentiv. Role of cultural context <p>(d) Key theoretical issues in Human development</p> <ol style="list-style-type: none">i. Continuity and discontinuity in development.ii. Nature and nurture issue.	25
2.	<p>Theories of Human Development</p> <p>(a) Social and Emotional development</p> <ol style="list-style-type: none">i. Bronfenbrenner – Ecological viewii. Cultural variations in socializationiii. Gender variations in socialization <p>(b) Personality (psychosocial development)</p> <ol style="list-style-type: none">i. Freud's psychoanalytic theory- Id, Ego and Superego and Psychosexual stages- Oral, Anal, Phallic, Latent and Genitalii. Erikson's psychosocial theory	25



	(c) Moral Development Theory (a) Kohlberg's moral judgment theory- Level 1 (Pre-conventional), Level 2 (Conventional), and Level 3 (Post conventional). (b) Robert Coles: Moral Reasoning Theory	
3.	Theories of Human Development (a) Language and Thought i. Bandura's social learning theory ii. Gardner's theory of multiple intelligence iii. Noam Chomsky theory of language acquisition (b) Behavioural Learning Theory i. Skinner's operant conditioning- Positive and negative reinforcement ii. Pavlov's classical conditioning iii. Thorndike's bond Theory of Learning iv. Gestalt Theory of Learning (c) Cognitive Development Theory i. Piaget's theory of cognitive development ii. Vygotsky socio-cultural theory of cognitive development	25
4.	Psychology in Human development (a) Cognitive Basics i. Attention ii. Perception iii. Imagination iv. Thinking and Reasoning v. Memory (Remembering and Forgetting) (b) Affective Basics i. Instincts ii. Feelings iii. Emotions iv. Mimesis (c) Atypical Behaviour i. Backwardness ii. Clumsiness iii. Delinquency iv. Giftedness v. Special talents vi. Creativity (d) Transfer of Learning i. Transfer of knowledge ii. Transfer of skill iii. Transfer of attitude	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 / Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, 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.	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.

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.

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





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Bachelor of Science - Home Science
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Course Code	UH05MAHUD02	Title of the Course	Theory- Guidance and Counselling
Total Credits of the Course	04	Hours per Week	04

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 (a) Meaning, nature and need of guidance (b) Scope of guidance (c) Types of Guidance- i. Educational Guidance - meaning, need and importance ii. Vocational Guidance - meaning, need and importance iii. Personal Guidance - meaning, need and importance. (d) Job Satisfaction-concept, factors affecting job satisfaction. (e) Principles of guidance and counseling (f) Role and qualities of a counselor (g) Relationship between Guidance and Education.	25
2.	Counselling (a) Types of counseling- - Directive, Non-directive, Eclectic, Individual counseling, Group counseling (b) Skills in counseling (listening, questioning, responding). (c) Role and qualities of the counselor and professional ethics of a counselor. (d) Counseling in community agencies (e) Community resources as an aid in counseling (f) Process of counseling (g) Personal challenges as a Counsellor (h) Qualities of a Counsellor- Relationship between Counselor and Client	25



3.	<p>Guidance and Education</p> <p>(a) Measuring Intelligence: Intelligence test, Intelligence Quotient, Wechsler Scale: verbal and performance, Stanford-Binet Test.</p> <p>(b) Stage wise educational guidance: Primary, Secondary, Higher Secondary and College.</p> <p>(c) Non-testing techniques: interview, observation, individual inventory.</p> <p>(d) Principles of educational guidance.</p> <p>(e) Parental collaboration in educational guidance.</p> <p>(f) Psychological factors in classroom learning and guidance.</p> <p>(g) Agencies for guidance: State level Agencies, National Level Agencies.</p>	25
4.	<p>Guidance and Counseling</p> <p>(a) Difference between guidance and counselling</p> <p>(b) Techniques of Guidance and Counseling</p> <p>i. Interview</p> <p>ii. Case Study</p> <p>iii. Cumulative Record</p> <p>iv. Anecdotal Record</p> <p>v. Diary</p> <p>vi. Questionnaire</p> <p>(c) Specialized areas in counselling-</p> <p>i. Family counselling</p> <p>ii. Career counselling</p> <p>iii. Counselling for prevention of substance abuse.</p> <p>(d) Evaluation of Effectiveness of Counselling</p> <p>i. Problems in evaluation</p> <p>ii. Different ways of evaluation- survey, case study and experimental.</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 / Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, 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.	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.

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.	Sarsawat R.K. and J. S. Gaur, (1994). NCERT Delhi.
7.	Shah, A. (2008). <i>Basics in Guidance and Counselling</i> . New Delhi: Global Vision Publishing House.
8.	Sharma, R.A. (2013). <i>Fundamentals of Guidance and Counselling</i> . Meerut: R. Lall Book Depot.
9.	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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Human Development) Semester- (V)

Course Code	UH05MAHUD03	Title of the Course	Practical - based on UH05MAHUD01 and UH05MAHUD02
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none"> 1. To develop a thorough understanding of the various approaches and theories of child development. 2. To acquire knowledge and understanding of theoretical constructs and socio-cultural perspectives in the context of counselling. 3. To develop skills of mobilizing resources and networking & collaborating with stakeholders such as parents and teachers.
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Course Content		
Sr. No.	Description	Weightage*(%)
1.	Prepare a check list on children's behaviour.	4
2.	Case study of work setting of a child psychologist.	4
3.	Study on intelligence scale for children (boys and girls).	4
4.	List down behavioural problems in children.	4
5.	Prepare a game to study behaviour of children.	4
6.	Write a brief report on peer pressure among school going students.	4
7.	Prepare flash card on stages of Erik Erikson Psychosocial theory.	4
8.	Prepare Google form on stress management among college students.	4
9.	Group discussion on career counselling opting different stream.	4
10.	List down the creative activities among higher secondary girls.	4
11.	Students' personal counselling of who doesn't make friends by demonstration technique.	4
12.	Role play as counsellor and counselee by students.	4
13.	Interview schedule to understand the interest area of higher secondary students towards child psychology.	4
14.	Write down press note/ article on child psychology.	4
15.	List down fun and constructive games in school counselling.	4
16.	Prepare a PPT on job scopes of child psychology.	4
17.	Recordings of radio talk on current studies of guidance and counselling.	4
18.	Study of any intelligence scale/ test and write summary.	4
19.	Prepare a check list on mental health.	4
20.	Case study of personal problems of disabled persons.	4
21.	Write a report of students counselling by counsellor.	4
22.	List down non-standardized and standardized (testing tools/ techniques) of guidance services.	4
23.	Questionnaire for depression.	4



24.	Make a list of problems you have faced in your life and categorise the problems in following categories- Personal/ Social/ Academic.	4
25.	Fill up the form using parent-child relationship scale.	4

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 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.	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
On-line Resources





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Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Textiles and Clothing) Semester- (V)

Course Code	UH05MATCL01	Title of the Course	Theory-Apparel Manufacture Technology
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To develop understanding of apparel manufacturing process in industries.2. To impart knowledge of equipment and techniques used in apparel manufacturing.3. To explore the quality parameters.
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Course Content		
Unit	Description	Weightage* (%)
1.	Apparel industry – (a) Introduction and History (b) Production system used in apparel industry <ol style="list-style-type: none">i. Progressive bundle systemii. Unit production systemiii. Conventional bundle systemiv. Straight line systemv. Modular manufacturing system	25
2.	Process of apparel manufacturing <ol style="list-style-type: none">(a) Production planning – merchandising, marker planning, layout(b) Cutting – types of cutting equipment, their functions & application(c) Sewing - Garment sewing machines, specialized sewing machines(d) Finishing – Importance of finishing and finishing equipment in apparel industry(e) Packaging & labelling<ol style="list-style-type: none">i. Importance and essentialsii. Equipment's used	25
3.	Sewing assembling and Specification Sheet <ol style="list-style-type: none">(a) Different types of stitches(b) Different types of seams(c) Needles & needle parts(d) Needle break policy(e) Needles in specialized machine(f) Special attachments in machine(g) Importance of SPEC sheet(h) Preparation of SPEC sheet	25



4.	Quality Control in apparel manufacturing (a) Introduction and concept of quality (b) Quality standards, testing standards (c) Acceptable quality level	25
Teaching-Learning Methodology		Lecture Method, various types of charts and boards, lecture, discussion, field trips, process videos and shows
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.	Identify various aspects of apparel industry and its working.
2.	Understand apparel manufacturing system adopted in garment manufacturing industry.

Suggested References:	
Sr. No.	References
1	Mohan R. (2023) <i>Fundamentals of Apparel Design & Construction sewing tools and Techniques</i> , Vol. 1 Corvette Press, New Delhi
2	Cooklin, G. (1991). <i>Introduction to clothing manufacture</i> . U.K: Black well Science Ltd.
3	Cooklin, G. (1997). <i>Garment technology for fashion designer</i> . U.K: Black well Science Ltd.
4	Chuter A. J. (1988) <i>Introduction to Clothing Production Management</i> , New Delhi.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica
Prisco, D. & Moore, H. (1986). <i>Fashion merchandise information</i> . John Wiley & Sons, Inc.





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Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Textiles and Clothing) Semester- (V)

Course Code	UH05MATCL02	Title of the Course	Theory-Traditional Textiles, Costumes and Embroideries of India
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To impart knowledge of rich heritage of Indian textiles.2. To acquaint students with the places, yarn used, weave, motifs and colors used in printed, painted and woven traditional textiles.3. To develop knowledge for the traditional sarees of India.4. To impart knowledge and develop skills in Indian traditional embroidery.5. To manipulate traditional motifs as embellishment on textiles and apparel.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction of traditional textiles (a) Indian textiles – Introduction and importance (b) Traditional painted and printed textiles of India (c) Woven textiles of India	25
2.	Traditional saris of India (Fabric, color, motif, significance) Patola, Tanchoi, Gharchola, Maheshwari, Chanderi, Kanjeevaram, Gadwaal, Baluchar, Banarasi, Sambalpuri, Mekhla-riha chaddar, Paithani	25
3.	Traditional Costumes (a) Ancient costumes of India: Vedic, Mughal and Rajput (b) Traditional Costumes of India (male and female): Northern region, Eastern region, Southern region, Western region, Central region (c) Evolution of Indian Jewellerys – jewellerys used in the period of Indus valley civilization, Mauryan period, Gupta Period, the Pallava and Chola Period, Symbolic Jewellery of South India, Mughal period, Temple Jewellery of South India, Tribal jewellery (d) A brief study of gems and precious stones.	25
4.	Embroideries (a) Importance and applications of Indian Embroidery (b) Traditional embroideries of India: Northern states, Eastern states, Western states, Southern states, Central states.	25

Teaching-Learning Methodology	Using demonstration, Blackboard and smart board, power point presentation, through teaching aids as charts, figure discussion and analysis of actual embroidery samples, Assignments
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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.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and appreciate heritage and diversity of Indian traditional embroideries.
2.	Identify specific textiles of India on the basis of colours, motifs, layouts.
3.	Classify the regional costumes of India.
4.	Understand the evolution of Indian jewelries over a period time.
5.	Classify the regional embroideries of India.

Suggested References:	
Sr. No.	References
1.	Ranjan. A. (2014). <i>Crafts of India - Handmade in India</i> , COHANDS, New Delhi.
2.	Pandit, S. (1975). <i>Indian Embroidery Its Variginating Charm</i> . Baroda: Faculty of Home Science.
3.	Chattopadhyay, K. (1977). <i>Indian Embroidery</i> . New Delhi: Indian Council of Cultural Relations.
4.	Chattopadhyay, K. (1963). <i>Indian Handicrafts</i> . New Delhi: Indian Council of Cultural Relations.
5.	Chattopadhyay, K. (1975). <i>Handicrafts of India</i> . New Delhi: Indian Council of Cultural Relations.
6.	Gostelow, M. (1977). <i>Embroidery: Traditional designs, techniques and patterns from all over the world</i> . London: Marshall Cavendish.
7.	Karolia. A. (2019) <i>Traditional Indian Handcrafted Textile</i> , Vol. 1 & 2, Niyogi Book, New Delhi.
8.	Bajwa R. (2013) <i>Traditional Costumes of India</i> , National Publishers, Mohali.





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(B.Sc. - H. Sc.) (Textiles and Clothing) Semester- (V)

Course Code	UH05MATCL03	Title of the Course	Practical based on UH05MATCL01 & UH05MATCL02
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none">1. To acquire skills in designing garments as per trend.2. To develop confidence in constructing and costing of different garment styles.3. To understand importance and application of Indian costumes for designing purpose.4. To understand importance of Indian embroidery as a textile craft.5. To acquire skills of embroidery stitches, colour, fabric, motifs of various states of India.
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Course Content		
Unit	Description	Weightage* (%)
1.	Preparation of Basic blocks (Taking body measurements).	4
2.	Construction of basic block and Identification and rectification of fitting problems.	4
3.	Designing of children wear (any one) (a) Sunsuit/ romper/short and shirt (b) Party frock (c) Skirt	4
4.	Drafting of any one above mentioned child wear.	4
5.	Construction and handling of different fabrics used for children wear.	4
6.	Calculation of cost for the prepared children garment. (Specification sheet)	4
7.	Designing of women wear (any one) (a) Salwar kameez (b) Churidar kurta	4
8.	Drafting of women wear (Salwar kameez /Churidar kurta).	4
9.	Construction and handling of different fabrics used for women's wear.	4
10	Calculation of cost for the prepared garment.	4



11	Designing of Evening gown/ethnic wear/ party wear.	4
12	Pattern making and drafting of Evening gown/ethnic wear/party wear.	4
13	Construction, handling of different fabrics used for Evening gown/ethnic wear/party wear and calculation of cost for the prepared garment.	4
14	Study and picture collection of traditional costumes of Indian states.	4
15	Designing and creation of jewellery set inspired from Indian history.	4
16	Sketching of two female garment designs inspired from ancient costumes of India: Vedic, Mughal and Rajput.	4
17	Preparing sample of Kashmiri embroidery by using traditional motifs, stitches, colors & yarns.	4
18	Preparing sample of Kasuti of Karnataka.	4
19	Preparing sample of Kantha of West Bengal.	4
20	Preparing sample of Kutch and Kathiawar of Gujarat.	4
21	Preparing sample of Phulkari of Punjab.	4
22	Preparing sample of Chamba of Himachal Pradesh and Manipuri of Manipur.	4
23	Preparing sample of Chikankari of Uttar Pradesh.	4
24	Making of one article with the use of any one type of embroidery.	4
25	Portfolio Preparation- (a) Traditional motifs of different state embroideries (b) The above embroidered samples.	4

Teaching-Learning Methodology	Practical experiences, Workshops, Videos and film shows, discussion etc.
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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 merchandising strategies.
2.	Understand role and responsibility of consumer in clothing and textile purchase.
3.	Acquire skills in traditional techniques of embroideries of various states.
4.	Develop value added products by incorporating the achieved skills on textiles and apparel.

Suggested References:

Sr. No.	References
1.	Saunders, S. (2005) <i>Royal School of Needlework Embroidery Techniques</i> , Boshdort, London.
2.	Pandit, S. (1975). <i>Indian Embroidery Its variginating Charm</i> (1975). Faculty of Home Science, Baroda
3.	Chattopadhyay, K. (1977). <i>Indian Embroidery</i> (1977). Indian Council of Cultural Relations, New Delhi
4.	Naik, S. (1996). <i>Traditional Embroideries of India</i> . A.P.H. Publishing Corporation, New Delhi.
5.	Chattopadhyaya, K.(1975). <i>Handicrafts of India</i> . Indian Council of Cultural Relations, New Delhi.

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

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica





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Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Foods and Nutrition) Semester- (V)

Course Code	UH05MIFDN01	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. To acquire knowledge regarding principles and methods of preserving foods2. To acquire knowledge concerning nutritive value of preserved foods, Food adulteration, food standards and packaging.3. To develop ability in preparing and preserving various foods by household methods.
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none">(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(c) Preservation by preservatives: Concept and definition, Types, Natural preservatives, Synthetic preservatives.	50
2.	<ol style="list-style-type: none">(a) Preservation by use of high temperature. Concept and importance various methods used– Pasteurization, Boiling, Canning, and Effect of high temperature on food.(b) 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(c) Microorganisms in food: Introduction; Types of Microorganisms; Conditions for growth; Food spoilage & their control.(d) Irradiation - Concept, definition -Principles of irradiation. - Types -Application.	50

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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Course Outcomes: Having completed this course, the learner will be able to	
Sr. No.	
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.

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%

Suggested 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.
4.	<i>Food Science</i> by Srilakshmi , second edition,2002.

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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Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Foods and Nutrition) Semester- (V)

Course Code	UH05MIFDN02	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"> 1. To acquire knowledge regarding principles and methods of preserving foods. 2. To acquire knowledge concerning nutritive value of preserved foods, Food adulteration, food standards and packaging. 3. To develop ability in preparing and preserving various foods by household methods.
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Course Content		
Unit	Description	Weightage* (%)
1.	Identification of lab equipment	05
2.	Sterilization of equipment.	05
3.	Preparation of product by using Salt as preservative(any two)	10
4.	Preparation of product by using Sugar as a preservative (any two)	10
4.	Preparation of product by using Oil as preservative (any two)	10
5.	Preparation of product by using Chemical Preservative (any two)	10
6.	Preparation of instant mix.	10
7.	Principles involved in preserving and preparation of foods by Freezing of fruits and vegetables	10
8.	Steps involved and Drying of fruits and vegetables by different methods.	05
9.	Steps involved and Drying of fruits and vegetables by different methods.	05
10.	Steps involved and Reconstitution of dried fruits and vegetables.	10
11.	Formulate environmental friendly packaging material.	10

Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Demonstration Method, Preparation method, Questions-Answer method, Discussion method and Video Clips.
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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	
Sr. No.	
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.

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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Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Foods and Nutrition) Semester- (V)

Course Code	UH05MIFDN03	Title of the Course	Theory- Community Nutrition
Total Credits of the Course	04	Hours per Week	04

Course Objectives	1. To evaluate and prevent common nutritional problems in India 2. To provide information regarding nutritional assessment. 3. To enable students to impart nutrition education among rural and needy people. 4. To acquaint them knowledge regarding food security and government and international program running in the field of community nutrition.
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Unit	Course Content	Weightage* (%)
1.	(a) Concept of Community, Factors affecting health of the Community. (b) Nutritional problems of the community-Aetiology, prevalence, clinical features and preventive strategies of- Protein energy malnutrition, nutritional anaemias, vitamin A deficiency, iodine deficiency disorders.	25
2.	Schemes, programmes and organizations for combating nutritional problems (a) National feeding programmes: Course Objectives and operation, Applied Nutrition Programmes, ICDS, Special Nutrition Programmes, Mid-Day Meal programme and any other group feeding programmes in the state. (b) International organizations concerned with food, nutrition & health, Food and Agriculture organization, WHO, UNICEF, CARE, Nutrition Rehabilitation Centres.	25
3.	(a) Nutritional Assessment and Surveillance: Meaning, need, objectives and importance. (b) Surveillance systems: International, National, regional and community	25
4.	(a) Nutritional anthropometry: Need and importance, standard for reference, techniques of measuring height, weight, head, chest and arm circumference, interpretation of these measurements. Use of growth chart. (b) Nutritional assessment: Biochemical tests, Clinical findings, biophysical methods. (c) Diet survey: Need and importance, methods of dietary survey.	25



Teaching-Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brain storming method, Observational method, Use of ICT
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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.	Make student aware regarding various basic concept and knowledge about community nutrition.
2.	Interpret and apply nutrition concepts to evaluate and improve the nutritional health of the community
3.	Analyse the role of various government and non-government agencies in combating malnutrition.

Suggested References	
Sr. No.	References
1	Wadhwa A and Sharma S (2003). <i>Nutrition in the Community-A Textbook</i> . Elite Publishing House Pvt. Ltd. New Delhi.
2	Park K (2011). <i>Park's Textbook of Preventive and Social Medicine</i> , 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
3	ICMR (2017) <i>Nutritive Value of Indian Foods</i> . National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
4	ICMR (2020) <i>Dietary Guidelines for Indians – A Manual</i> . National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
5	Jelliffe DB, Jelliffe ERP, Zervas A and Neumann CG (1989). <i>Community Nutritional Assessment with special reference to less technically developed countries</i> . Oxford University Press. Oxford.
6	Gopaldas, T., & Seshadri, S. (1987). <i>Nutrition, monitoring, and assessment</i> . Oxford University Press.
7	Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). <i>Textbook of Human Nutrition</i> , 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Family Resource Management) Semester- (V)

Course Code	UH05MIFRM01	Title of the Course	Theory-Trends in Furniture
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To get insight into variety of furniture suitable for the interiors.2. To train in the selection of appropriate materials for different surfaces.3. To develop aesthetic sense and good taste.4. To undertake aesthetic and sustainable maintenance of interior and exterior surfaces
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Course Content		
Unit	Description	Weightage* (%)
1.	Importance of furniture in Interiors (a) Furniture: Types of Furniture: Modular furniture, mobile furniture; upholstered furniture; multi-purpose furniture (b) Selection, materials and finishes (c) Furniture Arrangement (d) Construction, care and maintenance	25
2.	Furniture Design Fundamentals (a) Elements and principles of design (b) Furniture materials and their properties (c) Furniture construction techniques (d) Furniture styles and historical context	25
3.	Furniture Basics (a) Essential furniture pieces (chairs, tables, beds, storage) (b) Basic furniture styles (traditional, modern, contemporary) (c) Materials commonly used in furniture (wood, metal, upholstery)	25
4.	Contemporary Furniture Trends (a) Minimalism and Scandinavian design (b) Industrial and loft-style furniture (c) Mid-century modern revival (d) Eclectic and bohemian styles	25



Teaching-Learning Methodology	Lectures, Power -point Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market survey, discussions, assignments, Presentations, Individual / group project.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per 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.	Identify the different component of interiors.
2.	Understand the role of furniture in designing and interiors
3.	Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors.
4.	Appreciate the history and contemporary trends in interior design.
5.	Adopt various window treatments in interiors.

Suggested References:	
Sr. No.	References
1.	Gandotra, V., Shukul, M. and Jaiswal N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant publishers, India.
2.	Bhatt, P. (2008). <i>Foundation of Art and Design</i> . Bombay: The Lakhani Book Depot.
3.	Ogle, N., Srinivasan, K. & Varghese, M. A. (1996). <i>Home Management</i> . New Delhi: New Age International Ltd.
4.	The Educational Planning Group Delhi. (1993). <i>Home management</i> . New Delhi: Arya Publishing House.
5.	Faulkner, R. and Faulkner, S. (1987). <i>Inside Today's Home</i> . New York: Rinehart Winston, India.
6.	Kasu, A. A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre.



7.	Premavathy, S. (2005). <i>Interior Design and Decoration</i> . New Delhi: CBS Publishers and Distributors, India.
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On-line resources to be used if available as reference material

On-line Resources

<http://ecoursesonline.iasri.res.in/mod/page/view.php?id=27384>

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





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Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Family Resource Management) Semester- (V)

Course Code	UH05MIFRM02	Title of the Course	Practical - Trends in Furniture
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To get insight into variety of furniture suitable for the interiors.2. To train in the selection of appropriate materials for different surfaces.3. To develop aesthetic sense and good taste.4. To undertake aesthetic and sustainable maintenance of interior and exterior surfaces
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Course Content		
Unit	Description	Weightage*(%)
1.	Listing furniture requirements for various activities carried with respect to different rooms in a household.	05
2	Make templates of various furniture pieces on scale with respect to their standard measurements.	10
3.	Display furniture arrangements in various rooms.	10
4.	Drawing various joints used in construction of furniture.	10
5.	Collect Pictures of traditional furniture of different eras.	05
6.	Market Survey of trending furniture materials.	10
7.	Write about the selection, care and maintenance of furniture.	10
8.	Collecting pictures of space-saving furniture.	05
9.	Exploring sustainable materials for furniture.	05
10.	Visit to a manufacturing unit of a furniture shop and observing the construction of upholstered furniture.	10
11.	Collect pictures of outdoor furniture and identify characteristics of it.	10
12.	Write about furniture refinishing technique.	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 Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, 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.	Gain skill in designing residential spaces.
2.	Analyse recent trends in furnishings
3.	Select and arrange furniture in different rooms in residential spaces
4.	Develop confidence in decorating interiors using furniture and will gain knowledge of trending furniture.

Suggested References:

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

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

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ=>





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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Family Resource Management) Semester- (V)

Course Code	UH05MIFRM03	Title of the Course	Theory- Color and Light
Total Credits of the Course	04	Hours per Week	04
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.		

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 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.	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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Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Human Development) Semester- (V)

Course Code	UH05MIHUD01	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) Language skills: listening, speaking, reading and writing.</p> <p>(c) Literature for children</p> <p>(d) 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.	50
2	<p>Activities for young children</p> <p>(a) Art Activities: Paintings, Graphics, Modelling, Printing</p> <p>(b) Music and Rhythm :</p> <ol style="list-style-type: none">i. Importance of music in child's life and teacher's role.ii. Criteria for selection of songsiii. Experiences for language development, Infants and toddlers: sound games, picture books <p>(c) Story-telling</p> <p>(e) Puppetry</p> <p>(f) Need of encouraging child brain development through activities.</p>	50

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 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.	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





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Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Human Development) Semester- (V)

Course Code	UH05MIHUD02	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 material on pre counting activities - serration, patterning, counting shapes, addition, subtractions, multiplication, and division.	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

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 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.	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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Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Human Development) Semester- (V)

Course Code	UH05MIHUD03	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	Introduction (a) Understanding Lifespan Development <ol style="list-style-type: none"> i. Definition of Life Span Development ii. Growth and Development iii. Human Development Domains- Physical, Cognitive, Language, Social, Emotional, Moral (b) Basic themes in Human Development <ol style="list-style-type: none"> i. Continuity v/s Discontinuity in development ii. Nature v/s nurture iii. Learning v/s maturation iv. Cognition v/s language v. Heredity v/s Environment 	25
2	Infancy and Early Childhood (a) Infancy <ol style="list-style-type: none"> i. Developmental tasks/milestones. ii. Development during infancy iii. Reflexes and Sensory development (b) Early Childhood <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	Childhood to Adolescence (a) Childhood Years <ol style="list-style-type: none"> i. Developmental tasks/milestones ii. Development during these years iii. Role of school in development (b) Adolescence <ol style="list-style-type: none"> i. Characteristics of pubertal changes ii. Period of storm and stress iii. Significance of peers and family 	C
4	Adulthood, Middle Age and Aging	25



	(a) Meaning and characteristics (b) Problems and challenges faced by adults (c) Health issues among adulthood and old age. (d) Transition from adulthood to old age	
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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 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.	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). “ <i>Development and Psychology A Life-Span Approach</i> ”.(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





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Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Textiles and Clothing) Semester- (V)

Course Code	UH05MITCL01	Title of the Course	Theory- Elements of Fashion Design
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To understand elements of design and principles on which the design is based.2. To understand balance, movement, repetition, emphasis, contrast and unity.3. To understand the application of principles and elements of design on specific body figures.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Introduction of Design Elements:</p> <ul style="list-style-type: none">(a) Fashion design terminology(b) Designing in clothing: structural designing, decorative designing(c) Elements of textile design<ul style="list-style-type: none">i. Line: Types of lines, direction of lines, application of lines in garmentsii. Colour: Colour dimensions, Colour wheels & Schemes, Colour Expression, Use of colour in designing, Visual effects of colour in dressiii. Silhouette: A- line, Ball gown, Sheath, Empire, Mermaidiv. Texture: Determinants of texture, Effect of texture on colour, types of textures(d) Principles of design:<ul style="list-style-type: none">i. Balance: types of balance- formal, informal, radialii. Rhythm: Repetition, Gradation, Transition, Opposition, Progression, Continuous line movementiii. Emphasis: by using method of grouping, contrast, combination, repeating etc.iv. Harmonyv. Proportion	50



2.	<p>(a) Application of basic elements and principles of design:</p> <ol style="list-style-type: none"> Elements of fashion styling: skirts, trousers, sleeve and collars Designing dresses for unusual figures: obese, fat, thin body type, short, tall, heavy figure and deformed and abnormal body Factors to be considered in dress designs for women and children <p>(b) Fashion Evolution: Fashion cycle, Adoption of fashion theories, Fashion editor, Fashion leaders, Fashion followers, Fashion innovators, Fashion director.</p>	50
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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 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 basic language of design and the important terms associated with it.
2.	Understand and create designs for textiles and Apparel.
3.	Understand the application of principles and elements of design in garments.



Suggested References:

Sr. No.	References
1.	Sumathi. (2002). <i>Elements of Fashion & Apparel Design</i> . G.I. New Age International Ltd.
2.	Carr, H. & Pomery J. (1992). <i>Fashion Design & Product Development</i> . New Jersey: Blackwell Scientific Publication.
3	Amit, K. (2010). <i>Fashion Tourism</i> . New Delhi: Raj Publications.
4.	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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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Textiles and Clothing) Semester- (V)

Course Code	UH05MITCL02	Title of the Course	Practical- Elements of Fashion Design
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To get familiar with the design process and to make design ideas using innovative material and techniques.2. To develop an understanding for the components of textile design, and the related process.
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Course Content		
Unit	Description	Weightage* (%)
1.	Sketching of body movements and gestures (female)	05
2.	Practical application of the different types of lines in garments: Vertical Lines, Horizontal Lines, Diagonal Lines, Zig - zag Lines, Curved Lines	10
3.	Illustrate different types of silhouettes: A-line, Empire, Ball gown, Sheath, Mermaid	05
4.	Creating different textures: net, denims, checks, strips	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 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 the importance and types of principles used in dress design
2.	Identify the elements and principles that influence clothing design development
3.	Apply the relevant elements in various dress designing aspects
4.	Practice dimensional sketching and colouring.

Suggested References:	
Sr. No.	References
1.	Sumathi, G.J. (2007). Elements of Fashion and Apparel Design. New age International limited
2.	Carr, H. & Pomery J. (1992). Fashion Design & Product Development. New Jersey: Blackwell Scientific Publication
3	Amit, K. (2010). Fashion Tourism. New Delhi: Raj Publications

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2025-2026

Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Textiles and Clothing) Semester- (V)

Course Code	UH05MITCL03	Title of the Course	Theory-Indian Textile Art and Craft
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To impart knowledge of rich heritage of textiles of India and other countries.2. To acquaint students with the places, yarn used, weave, motifs and colours used in printed, painted and woven traditional textiles.3. To develop knowledge for the traditional sarees of India.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction of traditional textile (a) Introduction to Indian Textile Art and Craft i. Overview of Indian textile traditions ii. Importance of textile art and craft in Indian culture iii. Exploration of regional variations and styles. (b) Traditional painted and printed textiles of India (Gujarat, Rajasthan, Tamil Nadu, Andhra Pradesh, Bihar, Uttaranchal, Uttar Pradesh and Madhya Pradesh)	25
2.	Traditional saris of India (Fabric, color, motif, significance): Patola, Tanchoi, Gharchola, Maheshwari, Chanderi, Kanjeevaram, Gadwaal, Baluchar, Banarasi, Sambalpuri, Mekhla-riha chaddar, Paithani, Puneri	25
3.	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
4.	(a) Tie and Dye Techniques: i. Bandhani – Definition, History, Types - tie and dye process, and patterns ii. Patola: Double ikat technique and motifs iii. Lehariya: Tie and dye technique in Rajasthani textiles (b) Needle craft of India (Kashmir, Punjab, Manipur, Bengal, Himachal Pradesh, Lucknow, Gujarat)	25



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 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 the importance and uniqueness of Indian traditional textiles and its complex manufacture techniques.
2.	Identify and appreciate the traditional Indian cultural heritage of textiles and costumes.

Suggested References:	
Sr. No.	References
1.	Ranjan. A. (2014). <i>Crafts of India - Handmade in India</i> , COHANDS, New Delhi.
2.	Pandit, S. (1975). <i>Indian Embroidery Its Variginating Charm</i> . Baroda: Faculty of Home Science.
3.	Chattopadhyay, K. (1977). <i>Indian Embroidery</i> . New Delhi: Indian Council of Cultural Relations.
4.	Chattopadhyay, K. (1963). <i>Indian Handicrafts</i> . New Delhi: Indian Council of Cultural Relations.
5.	Chattopadhyay, K. (1975). <i>Handicrafts of India</i> . New Delhi: Indian Council of Cultural Relations.
6.	Gostelow, M. (1977). <i>Embroidery: Traditional designs, techniques and patterns from all over the world</i> . London: Marshall Cavendish.
7.	Karolia. A. (2019) <i>Traditional Indian Handcrafted Textile</i> , Vol. 1 & 2, Niyogi Book, New Delhi.



8.	Bajwa R. (2013) <i>Traditional Costumes of India</i> , National Publishers, Mohali.
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On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica





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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Foods and Nutrition) Semester- (V)

Course Code	UH05SEFDN01	Title of the Course	Development of Nutraceuticals and Functional Foods
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To develop an understanding of the concept and classification of functional foods and Nutraceuticals.2. To appreciate of the potential health benefits of functional foods and nutraceuticals.3. To highlight the importance of safety and efficacy of functional foods and ingredients.4. To study the role of Nutraceutical and Functional foods in the product development.
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Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none">(a) Functional foods: Definitions and types; Nutraceuticals: classification, Concept of free radicals and antioxidants; antioxidants role as nutraceuticals and functional foods.(b) Phytochemicals: phytosterols, carotenoids, polyphenols, flavonoids, saponins -classification, sources, and their uses as nutraceuticals in functional foods.(c) Product Development Group Project on Phytochemical-based nutraceuticals	50
2.	<ol style="list-style-type: none">(a) Nutraceuticals bridging the gap between food and drug, Nutraceuticals in treatment for cognitive decline, Nutraceutical remedies for common disorders like arthritis, bronchitis, circulatory problems, hypoglycaemia, nephrological disorders, liver disorders, osteoporosis, psoriasis and ulcers etc.(b) Pre and probiotics: Intestinal microflora; prebiotics and probiotics – types and criteria for selection; health benefits of prebiotics and probiotics; safety of probiotics; concept of symbiotic.(c) Product Development Group Project on Different foods as functional food	50

Teaching-Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brainstorming method, Audio visual aids, and experiential learning, Use of ICT
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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 Projects, 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.	Recognize and categorize functional foods and nutraceuticals with scientific rationale.
2.	Address the prevention and treatment of important diseases using targeted health promoting functional foods and beverages.
3.	Apply the basic knowledge to comprehend the manufacturing of various fortified, value-added functional foods and nutraceuticals in different forms for consumption.

Suggested References	
Sr. No.	References
1	Wildman REC, <i>Handbook of Nutraceutical and Functional Foods</i> , CRC Press 2001
2	Ghosh D et al (2012) <i>Innovations in Healthy and Functional Foods</i> , CRC Press
3	Pathak YV, (2011) <i>Handbook of nutraceuticals</i> Volume 2, CRC Press
4	Owen R.Fennema: <i>Food Chemistry</i> ,3rd Edition,Marcel Dekker Inc,New York
5	Various journals of food technology, food science and allied subjects.

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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Bachelor of Science - Home Science
 (B.Sc. - H. Sc.) (Family Resource Management) Semester- (V)

Course Code	UH05SEFRM01	Title of the Course	Kitchen Planning and Designing
Total Credits of the Course	02	Hours per Week	02

Course Objectives	1. To understand the Fundamentals of Kitchen Planning and Design. 2. Develop Skills in optimizing Kitchen Layouts and Ergonomics. 3. Apply Principles of Kitchen Storage and Finishes.
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Course Content		
Unit	Description	Weightage*(%)
1.	Kitchen Basics and Planning (a) Functions of kitchen (b) Essential zones (a) Benefits of Modular kitchen (b) Orientation. (c) Important work centres. (d) Layout of kitchen design. (e) Work triangle (f) Vertical space needs: counter heights, storage & toe space. (g) Ventilation: Natural & Artificial. (h) Lighting needs: Natural & Artificial	50
2.	Kitchen Storage and finishes (a) Principles of storage. (b) Kitchen cabinets-wall, base and corners (c) Ceiling, floor, wall, counter tops. (d) Furniture & cabinets. (e) Sink and its accessories	50

Teaching-Assignments, Learning	Lecture, model making, 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 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.	Work efficiently in modular kitchen.
2.	Understand the significance of arranging space, equipment and storage properly.
3.	Design modular kitchen ergonomically

Suggested References:

S.No.	References
1.	Gilly, Love (1997). <i>Making The Most of Kitchens</i> . London: Conran Octopus ltd.
2.	Sherwood, R.F. (1972). <i>Homes Today & Tomorrow</i> . Illinois: Chas A. Bennett Co. Inc.
3.	Your kitchen (1983). <i>Better Homes & Gardens</i> . Meridith Corporation.
4.	Gupta, et al. (2016). <i>Designing Modular Kitchens: A Practical Manual for Home Science students</i> . Anand: Guru Design Publications.

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

Houzz - Kitchen Design Articles and Guides

Website: <https://www.houzz.com>

National Kitchen & Bath Association (NKBA)

Website: <https://www.nkba.org>

The Spruce - Kitchen Design Ideas and Tips

Website: <https://www.thespruce.com/kitchen-design-4127992>

HGTV - Kitchen Design and Layout Tips

Website: <https://www.hgtv.com/design/rooms/kitchens>

ArchDaily - Kitchen Design Articles

Website: <https://www.archdaily.com>





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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Human Development) Semester- (V)

Course Code	UH05SEHUD01	Title of the Course	NGO Management & CSR
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To acquaint students regarding Non-Government Organizations (NGO) & CSR – (Corporate Social Responsibility)2. To acquaint them about the steps of starting the NGO & CSR.3. To enable the students to manage the NGO consequently which enhance the employability.
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Course Content		
Unit	Description	Weightage*(%)
1	NGO Management (a) Concept of NGO <ol style="list-style-type: none">i. Meaning and difference between NGO and GOii. Characteristics of good NGOiii. Structure and functions of NGOiv. Advantages of NGO and its contribution in the development (b) Legal Framework and Problems for Establishing NGO <ol style="list-style-type: none">i. Steps and registration for starting NGOii. Identifying Funding agenciesiii. Methods and Techniques of fund raisingiv. Problems of NGOs- Training, Recruitment, Funding, Resource Mobilization, Documentation	50
2	CSR - Corporate Social Responsibility (a) Introduction to CSR <ol style="list-style-type: none">i. Corporate Social Responsibility- Meaning and definition and scope of CSRii. Evolution of CSRiii. Stakeholders & tools for CSR perspectivesiv. Designing a CSR policy & Factors influencing CSR policy (b) Management of CSR <ol style="list-style-type: none">i. Managing CSR in an organizationii. Role of HR Professionals in CSRiii. CSR in the workplace & communityiv. CSR in India: Legal provisions and specifications on CSR	50

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 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.	Know the concept of NGO & CSR and present status of NGO.
2.	Manage NGO and CSR & required resource mobilization.
3.	Enhance employability in NGO and stakeholders for CSR.

Suggested References:	
Sr. No.	References
1.	Abraham, A. (2003). <i>Formation and Management of NGOs</i> . New Delhi: Third Edition, Published by Universal Law publishing Co. Pvt. Ltd.
2.	Aggarwal, S.(2008). <i>Corporate Social Responsibility in India</i> , Sage Publication Pvt. Ltd.
3.	Chandra, S. (2003). <i>Guidelines for NGO Management in India</i> . New Delhi: Published by Kanishka Distributors.
4.	Dorothea H. (2003). <i>The real world of NGO's, Discourses, Diversity and Development</i> . New Delhi: Zed books Ltd.
5.	Jain, R. B. (1995). <i>NGO's in Development Perspective</i> . New Delhi: Vivek Prakasan.
6.	Joel, S.G.R., and Bhose. (2003). <i>NGO's and Rural Development – Theory and Practice</i> . New Delhi: Concept Publishing Company.
7.	John M. R. (2002). <i>Stakeholders in Rural Development – Critical Collaboration in State – NGO Partnerships</i> . New Delhi: Sage Publications.
8.	Sundar, P. (2013). <i>Business and Community: The Story of Corporate Social Responsibility in India</i> , New Delhi, Sage Publication.

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





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Bachelor of Science - Home Science
(B.Sc. - H. Sc.) (Textiles and Clothing) Semester- (V)

Course Code	UH05SETCL01	Title of the Course	Textile Trading and Visual Merchandising
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To understand the basic knowledge of export and import management.2. To acquire knowledge of Government initiatives taken for textile industry.3. Student will learn about importance of visual merchandising.
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Course Content		
Unit	Description	Weightage* (%)
1.	Import and Export Procedure of textiles industry: (a) Important and function of import and export (b) Export procedure and documentation (c) Import procedure and documentation (d) Government initiatives taken for textile industry - Export Promotion Councils: (Apparel Export Promotion Council, Cotton Textiles Export Promotion Council, Wool and Woollens Export Promotion Council, Indian Silk Export Promotion Council, Carpet Export Promotion Council, Export Promotion Council for Handicrafts (EPCH), Handloom Export Promotion Council) (e) Textile product exporters from India	50
2.	Introduction of Visual Merchandising: (a) Importance of visual merchandising (b) Elements of visual merchandising: window displays, interactive displays, Mannequins, checkout displays, outdoor signage, seasonal displays, store layout (c) Effective visual merchandising (d) Survey of any two retail stores to analysis of visual merchandising and prepare report	50

Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and visits to garment store
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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.	Work in the field of export and import of textiles.
2.	Understand custom procedure.
3.	Acquire knowledge about export and import procedure with documentation work.
4.	Analyse the role of merchandiser and importance of visual merchandising

Suggested References:	
Sr. No.	References
1.	Koshy, D.O. (1995). Effective Export Marketing of Apparel. New Delhi: Global Business Publishers.
2.	Aarathi. S. (2020); Study on the Export and Import of Textile Industry in India.
3.	Sethi, K.C. (1985). Advertising -Theory and Practice. Bombay: Himalaya Publishing House.

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

