



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.Sc. (Home Science) General Home Science Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H02NCGEN01	Theories and Concepts in Resource Management	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1. Evaluate the principles of resource management and the effectiveness of management processes such as planning, controlling, and evaluation in daily life

CLO2. Analyze factors influencing resource management and apply decision-making processes in individual and group contexts

CLO3. Differentiate different types of resources and their importance in management.

CLO4. Explain the concepts of time and energy management, and apply techniques of work simplification to improve efficiency and reduce fatigue.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	a) Meaning and scope of resource management: Definition of resource management, Purpose of resource management, Obstacles in resource management, and ways to overcome them b) Management process: Definition and its importance in daily life, steps involved in management- Planning: Definition, importance of planning and steps in successful planning, types of plans, characteristics of planning, Controlling: Definition and important steps involved in Controlling Phase: Energizing, checking, and adjusting, Evaluation: Feedback: Definition and its importance, Type of evaluation.	Classroom lecture, ICT-Enabled learning Collaborative learning	CLO1
II	a) Factors motivating resource management <ul style="list-style-type: none"> ➤ Values: Definition and its importance in human life, types of values: Extrinsic, Intrinsic ➤ Goals: Definition and its importance in human life, types of goals: Means and goal, Intermediate goal, Ultimate or long-term goal ➤ Standard: Definition and its importance, classification of standard, Conventional / Non-Conventional, Qualitative / Quantitative b) Decision Making: Definition and its importance, steps involved in decision Making, Types of decision- Individual decision, Group decision	Classroom lecture, ICT-enabled learning Collaborative learning,	CLO2



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III	Resources: Definition and the importance of resources in effective management, Characteristics of resources, Types of resources- Human resources, non-human resources	Classroom lecture, ICT-enabled learning, Problem-Based learning	CLO3
IV	a) Time Management: Meaning and need of time Management b) Energy management: Meaning and need of energy management. Fatigue: Definition, types, and methods to avoid fatigue. Work simplification: Definition, Techniques of work simplification, Mundel's classes of change	Classroom lectures, ICT-enabled learning, Seminar	CLO4

• **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

- (a) Assignment, Self-learning and Terms work
- (b) Seminar/Presentation
- (c) Quiz

b. Internal Summative Assessment

- (a) Mid-term tests

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	10	12
II	CLO2	30	1	1	11	13
III	CLO3	30	1	1	10	12
IV	CLO4	30	1	1	11	13
		120	04	04	42	50

• **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quiz, Class Regularity, Internal exam	50%
2	End-Semester Examination	Written Exam	50%

(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	CLO11	CLO12
CLO1	3	2	3	2	-	-	2	1	1	2	1	1
CLO2	3	2	3	2	1	-	2	2	2	2	1	1
CLO3	3	3	2	1	-	-	1	1	1	1	1	1
CLO4	2	2	3	2	-	-	1	2	2	2	1	1



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Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Home Management	Varghese & Ogale	1985	New Age International (P)Ltd.
2	Management In Family Living	Nickell & Dorsey	2002	CBS Publishers & Distributors Pvt. Ltd
3	Home Management & Family Finance	Gandotra & Shukul		Arya Publishing House, New Delhi

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Resource Management	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==
2	Decision Making	https://kdpelmjpfafjppnhbloffcjpeomlnpah/https://egyankosh.ac.in/bitstream/123456789/79152/3/Unit-9.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H02NCGEN02	Family Studies	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1.** Evaluate the concept, structure, and evolution of family, including types of families and changing family patterns in society.
- CLO2.** Apply knowledge of family stress, crisis management, and resilience strategies to analyze real-life family situations and social issues.
- CLO3.** Analyze family relationships, marriage systems, mate selection factors, and causes of success or failure in marriage within socio-cultural and legal contexts.
- CLO4.** Evaluate contemporary family issues (e.g., violence, divorce, dowry) and propose appropriate interventions, counselling strategies, and legal measures to promote family welfare.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	a) Definition and History of Family: Family Structures History, Definitions of Family, Importance and evolution, Current Family Trends, Historical Family Trends, Changing family patterns b) Family Stress, Crisis, and Resilience: Family Crises, Social Issues, Conflict Prevention and Management, Social Service Agencies	Classroom lecture, ICT-enabled learning Collaborative learning, Research-oriented learning	CLO1
II	a) Types of families: Nuclear, joint, extended families with grandparents, co-existence families, single-parent, single-child families, dual-career families, adoptive families, voluntary childless families b) Family disorganization	Classroom lecture, ICT-enabled learning Collaborative learning, Research-oriented learning	CLO2
III	a) Family Cycle and Relationships: Family Life Cycle, Intrapersonal and Interpersonal Conditions, Types of Relationships b) Marriage: Concept, definition, types & forms of marriage, mate selection, factors in mate selection, Hindu marriage ceremonies, Hindu marriage act, marital adjustments, factors contributing to success & failure in marriage. Changing trends & their future, Marriage Laws	Classroom lecture, ICT-enabled learning Collaborative learning, Research-oriented learning	CLO3



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IV	Contemporary issues & concerns: Family violence, battered women, sexual abuse, dowry, divorce, separation & remarriage, marriage & family counselling: Concept, need, counselling process, family welfare programmes, Legal provisions to meet the challenges related to marriage & family	Classroom lecture, ICT-enabled learning Collaborative learning, Research-oriented learning	CLO4
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• Assessment Methodologies

(D) Internal Assessment

a. Internal Formative assessment

- Assignment, Self-learning and Terms work
- Seminar/Presentation
- Quiz

b. Internal Summative Assessment

- Mid-term tests

(E) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	10	12
II	CLO2	28	1	1	10	12
III	CLO3	32	1	1	11	13
IV	CLO4	30	1	1	11	13
		120	04	04	42	50

• Assessment and Evaluation

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignments, Quiz, Class Regularity, Internal exam	50%
2	End-Semester Examination	Written Exam	50%

(F) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	CLO11	CLO12
CLO1	3	3	--	--	--	--	--	2	--	--	3	3
CLO2	2	3	3	2	--	--	--	2	3	3	3	3
CLO3	3	3	3	2	2	--	3	2	3	3	3	3
CLO4	2	3	3	3	3	2	3	3	3	3	3	3



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Values to CLO-PLO matrix are assigned by **judging the importance of the particular CLO** in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Family life education in India- Perspectives, challenges and application.	Chaudhary, A.	1 st Edition/2006	Jaipur: Rawat Publication
2	Family studies- An introduction	Bernardes, J.	1 st Edition/1997	London: Routledge
3	Family dynamics: Social work perspectives	Khasgiwals , A.	1 st Edition/1993	New Delhi: Anmol

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Indian Journal of Human Development, Sage Publishing	https://journals.sagepub.com/home/jhd



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M.Sc. (Home Science) General Home Science Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H02NCGEN03	Community Nutrition	4-0-1	120	04

• Course Learning Outcomes (CLOs):

On completion of this course, students will be able to:

CLO1. Assess the prevalence of malnutrition in India by relating ecological, environmental, socio-economic, cultural, and dietary factors, and recognize the significance of vital statistics and nutrition assessment methods in community nutrition.

CLO2. Analyze and evaluate the prevalence of malnutrition in India by linking ecological, socio-economic, and dietary factors, and assess the role of Bhartiya Knowledge System based indigenous foods and child rearing practice

CLO3. Analyze vital statistics data and interpret WAZ, HAZ, and WHZ indices to determine nutritional and health trends in the Indian population and value their importance in evidence-based public health planning.

CLO4. Review national and international nutrition programmes and schemes for improving community nutritional status using appropriate indicators, and appreciate the role of these agencies in combating malnutrition

CLO5. Design a community-based nutrition intervention plan integrating nutrition assessment findings, socio-economic factors, and existing government programmes to address malnutrition in vulnerable groups, and integrate social responsibility into intervention planning.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	a) Prevalence of malnutrition in India: Ecology environment and socio - economic factors, resources of the family, family size and composition, dietary practices including gender differences food habits, food consumption patterns, customs and prejudices, ignorance, food losses, synergism of nutrition and infection b) Role of traditional indigenous foods (millets and other indigenous foods) in improving nutritional security, Traditional maternal and child feeding practices for combating malnutrition	Classroom lecture, ICT-enabled learning	CLO1 CLO3 CLO5
II	Vital statistics: life expectancy, crude death rate, birth rate, infant mortality, toddler mortality, maternal and infant mortality rate in India and their causes	Interactive lecture, Case-Based learning	CLO1 CLO3



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III	<p>Assessment of Nutritional status:</p> <p>a) Anthropometry: Various anthropometric parameters, Methods, tools, importance, interpretation, Concept of WAZ, HAZ, WHZ,</p> <p>b) Biochemical assessment: Significance in assessment of nutritional deficiencies</p> <p>c) Clinical examination: Significance in assessment of various nutritional deficiencies</p> <p>d) Dietary Assessment: Various methods of diet surveys, advantages and dis- advantages of each method</p>	<p>Classroom lecture, Case-based learning, Group task, Inquiry-based learning</p>	<p>CLO2 CLO3 CLO5</p>
IV	<p>Contribution of international, national and state level agencies and programmes for improving nutritional status of community: WHO, UNICEF, ICDS and its set up, ICMR, ICAR, NIN, INCC, Prophylaxis programmes Mid day meal programme, NIPI, KSY, JSY, Mobile anganwadi centre, Demonstrative feeding, Doodh sanjeevani yojana, etc.</p>	<p>Classroom lecture, Case-based learning, Group task, Inquiry-based learning seminar</p>	<p>CLO4 CLO5</p>

• Assessment Methodologies/Tools

(A) Internal Assessment

a. Internal Formative assessment

- (a) Assignment, Self-learning and Terms work
- (b) Seminar/Presentation
- (c) Quiz

b. Internal Summative Assessment

- (a) End of Term Examination

(B) Weightage of Learning Efforts for Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1 CLO3 CLO5	30	1	1	10	12
II	CLO1 CLO3	25	2	2	6	10
III	CLO2 CLO3 CLO5	35	2	2	11	15
IV	CLO4 CLO5	30	1	1	11	13
		120	06	06	38	50



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M.Sc. (Home Science) General Home Science Semester-II (C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	CLO11	CLO12
CLO1	3	3	2	2	1	1	2	1	–	1	2	–
CLO2	2	2	3	2	2	2	1	1	1	2	1	1
CLO3	2	2	3	2	3	3	2	2	–	1	1	1
CLO4	3	3	2	2	2	2	3	2	1	2	2	1
CLO5	2	3	3	3	2	2	2	2	2	3	2	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quiz, Class Regularity, Internal exam	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Textbook of Community Nutrition.	Das, S.	4 th Edition	Academic Publishers
2	Park's textbook of Preventive and Social Medicine	Park, K.	2007	Banarsidas, Bhanot Publishers
3	Textbook of Human Nutrition	Bamji, M.S., Rao, N.P., Reddy V.	3rd Edition 2009	Oxford and IBH Publishing Co. Pvt. Ltd
4.	Infant Health and Nutrition	Khetarpaul, N., Katyal, S. & Grover, I.	1 st Edition, 2009	Agrotech Publishing Academy

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	ICDS	http://icds-wcd.nic.in
2	Women and Child Development, India	https://wcd.nic.in
3	Women and Child Development, Gujarat	https://wcd.gujarat.gov.in
4	ICAR	https://icar.org.in
5	NIN	https://www.nin.res.in
6	UNICEF	https://www.unicef.org
7	WHO	https://motherchildnutrition.org



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H02NCGEN04	Practical based on Community Nutrition and Community Development- II	0-8-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1.** Develop and demonstrate nutrient-rich recipes and assess nutritional status using dietary surveys and anthropometric measurements
- CLO2.** Design and evaluate nutrition education programmes using IEC tools and analyze community nutrition services through Anganwadi visits and reporting
- CLO3.** Plan and develop simple educational programmes to address common community problems
- CLO4.** Prepare and use communication aids and conduct awareness activities in the community, and evaluate their effectiveness through feedback and observation

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	a) Preparation of nutritious recipes rich in <ul style="list-style-type: none"> ➤ Protein, ➤ Calcium, ➤ Iron, ➤ Beta carotene ➤ Dietary fiber b) Demonstration of above recipe in the community c) Dietary survey of reproductive-age females	Experiential learning, Field visit, Collaborative learning, Problem based learning, Reflective learning, ICT-enabled learning	CLO1
II	a) Planning, conducting and evaluating nutrition education programmes : <ul style="list-style-type: none"> ➤ Charts/posters ➤ Flash cards ➤ Radio talk ➤ Role play b) Visit to Anganwadi centres and reporting of various activities done by the centre and records maintained by Anganwadi workers c) Anthropometric measurements of preschool childre, Measuring height and weight using appropriate instruments., Measuring mid upperarm circumference	Experiential learning, Field visit, Collaborative learning, Problem based learning, Reflective learning, ICT-enabled learning	CLO1 CLO2



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III	<p>a) Planning and development of educational programmes to overcome problems such as</p> <ul style="list-style-type: none"> ➤ Poor sanitation and hygiene ➤ Lack of personal hygiene ➤ Improper waste disposal ➤ Lack of awareness about menstrual hygiene <p>b) Preparation and Execution of Communication Aids:</p> <ol style="list-style-type: none"> i. charts ii. posters iii. flash cards iv. leaflets <p>c) Execution of selected awareness activities in the community and evaluation of their effectiveness through feedback and observation.</p>	<p>Experiential learning, Field visit, Collaborative learning, Problem based learning, Reflective learning, ICT-enabled learning</p>	CLO3
IV	<p>Preparation of informative tools for mass education/awareness</p> <ol style="list-style-type: none"> i. Display boards ii. Advertisements iii. Pamphlets iv. Street play (Nukkad natak) v. Demonstration (e.g., hand washing etc.) vi. Group discussion 	<p>Experiential learning, Field visit, Collaborative learning, Problem based learning, Reflective learning, ICT-enabled learning</p>	CLO4

• **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

- (a) Class Regularity
- (b) Laboratory performance

b. Internal Summative Assessment

- (a) Internal practical exam

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/Analyse & above (A)	
I	CLO1	30	1	1	10	12
II	CLO1 CLO2	30	1	1	11	13
III	CLO3	30	1	1	10	12
IV	CLO4	30	1	1	11	13
		120	4	4	42	50



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- Assessment and Evaluation

Sr.No	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Regularity, Active participation in executing practicals, Internal practical exam	50%
2	End-Semester Examination	Written and Practical Exam	50%

(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	3	2	2	2	1	1	1	1	1	–
CLO2	2	2	3	3	2	2	2	3	2	2	2	1
CLO3	2	2	3	3	-	-	-	2	2	2	2	-
CLO4	2	2	3	3	-	-	-	3	2	2	2	-

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Textbook of Community Nutrition.	Das, S.	4 th Edition	Academic Publishers
2	Indian Food Composition Table	T. Longvah, R. Anantham, K. Bhaskaracharya, K. Venkatah	2017	ICMR, NIN

- Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	WHO: WAZ, HAZ, WHZ, MUACZ	https://cdn.who.int/media/docs/default-source/child-growth/child-growth-standards/software/anthro-pc-manual-v322.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H02NCGEN05	Event Management and Food Service Operations	0-8-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1. Analyze the significance and management practices of various cultural, social, corporate, and festive events in India and develop a structured booklet presenting their objectives, organization, and planning processes.

CLO2. Plan, organize, and execute an event, including budgeting, communication materials, and pre-event preparations, and evaluate its outcomes using participant feedback.

CLO3. Apply principles of menu planning, procurement, storage, and recipe standardization to design and manage efficient food production systems for institutional and event-based settings.

CLO4. Demonstrate competency in costing, service management, and event execution by planning, budgeting, producing, evaluation and SWOT analysis.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Develop a well-structured booklet on different events organized and celebrated in India, including cultural, social, corporate, and festive events, with emphasis on their significance, planning processes, and management practices.	Lectures, Group discussions, Case studies, Self-study, Research-oriented learning	CLO1
II	Planning, Organization, and Evaluation of an Event Select an event (cultural, leisure, formal, corporate, or private) and analyze objectives, target audience, and requirements. <ul style="list-style-type: none"> ➤ Prepare and allocate a detailed budget covering all expected expenses and resources. ➤ Design and develop communication materials such as invitations, posters, and digital announcements. ➤ Create invitations and signage boards according to the event theme and carry out pre-event preparations, including venue layout, resource allocation, scheduling, and role distribution. ➤ Organize and execute the event efficiently, ensuring coordination, supervision, and time management. ➤ Conduct post-event evaluation by collecting feedback from participants. 	Project-based learning, Hands-on Practice, Experiential learning	CLO2



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M.Sc. (Home Science) General Home Science Semester-II

III	<p>a) Menu Planning & Design: Basics of menu planning, Menu planning for different settings (canteens, events), Menu card designing (digital/manual)</p> <p>b) Procurement & Storage Management: Preparation of purchase orders, Vendor selection (quality, cost, reliability), Storage techniques (fresh vs dry commodities), FIFO method, Stock register maintenance</p> <p>c) Recipe Standardisation & Quantity Cooking: Standardisation of recipes, Conversion for bulk cooking, Portion control, Yield calculation</p> <p>d) Institutional & Event Catering:</p> <ul style="list-style-type: none"> ➤ Meal planning and sample menu preparation for: School/college canteen, Industrial canteen, office canteen, hospital canteen, etc., ➤ Event-based catering and sample menu preparation for: Birthday parties, office parties, Conferences/workshops, Theme-based events, etc. 	Group discussions, Case studies, Self-study, Laboratory practical Experiential learning	CLO3
IV	<p>a) Costing & Budgeting: Recipe costing , Menu pricing strategies, Cost control methods, Record keeping</p> <p>b) Service Management: Table setting (formal/informal), Types of services (buffet, plated, self-service, etc.)</p> <p>c) Event Planning and Quantity production :</p> <ul style="list-style-type: none"> ➤ Planning of event ➤ Menu Planning & Menu Card Design (with pricing) ➤ Budgeting & Costing ➤ Procurement Planning ➤ Ambience Creation (theme-based setup) ➤ Quantity Cooking ➤ Service Execution ➤ SWOT analysis and Report writing 	Group discussions, Case studies, Self-study, Project-based learning, Reflective notes	CLO3 CLO4

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

- (a) Class Regularity
- (b) Laboratory performance
- (c) Project based evaluation

b. Internal Summative Assessment

- (a) Internal practical exam



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(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	10	12
II	CLO2	30	1	1	11	13
III	CLO3	30	1	1	10	12
IV	CLO3 CLO4	30	1	1	11	13
		120	04	04	42	50

• **Assessment and Evaluation**

Sr.No	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Regularity, Active participation in executing practicals, Project based evaluation, Internal practical exam	50
2	End-Semester Examination	Written and Practical Exam	50

(G) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	CLO11	CLO12
CLO1	3	3	2	2	2	1	3	3	2	2	3	2
CLO2	2	2	3	3	2	3	2	3	3	3	3	3
CLO3	3	3	3	2	1	1	1	2	2	2	2	1
CLO4	2	2	3	3	2	2	1	2	3	2	1	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Event Planning and Management	Sharma S.	2011	Aadi Publications, Jaipur, India
2	Catering Management: An Integrated Approach.	Sethi, Mohini and Surjeet Malhan	2018	New Delhi: New Age International Private Limited.
3	Food Service and Catering Management	R. K. Arora	2007	APH Publish Corporation, New Delhi



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H02NCGEN06	Bhartiya Knowledge System in Home Science	2-0-1	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1. Explain and interpret Bhartiya knowledge system in food, health, and family life, including Ahara, Ritucharya, and Pathya–Apathya.

CLO2. Analyze Bhartiya knowledge system–based indigenous foods and nutritional practices, including regional diets and millets for health and sustainability.

CLO3. Examine and evaluate Bhartiya knowledge system in indigenous clothing and traditional household management for sustainable living.

CLO4. Assess and apply Bhartiya knowledge system through folk media for community education, cultural preservation, and knowledge dissemination.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<p>a) Traditional Knowledge Systems in Food, Health, and Family Life: Concept of Ahara (diet) in traditional Indian systems, Ritucharya and Dinacharya: Seasonal and daily dietary/lifestyle practices, Pathya–Apathya: Do's and don'ts in diet for health and disease</p> <p>b) Indigenous Foods and Nutritional Practices of India: Diversity of regional and traditional Indian diet, Millets and underutilized grains (ragi, bajra, jowar) and their nutritional significance</p> <p>c) Parenting and Family Life in Bhartiya Pranali: Concept of Brahmacharyashrama, Grihasthashrama, Vanaprasthashrama, Sannyasashrama and its role in family life, Samskaras (Garbhadhana to Annaprashana, Vidyardambha) and child development Importance of Indian storytelling (Panchatantra, Jataka tales) in value education, Role of grandparents in transmission of culture and knowledge</p>	Classroom lecture, ICT-enabled learning, Case based learning, Experiential learning	CLO1, CLO2



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II	<p>a) Indigenous Clothing Practices and Sustainability: Role of indigenous knowledge systems in Textile sustainability, Cultural preservation through traditional embroidery and designing practices</p> <p>b) Traditional Household Management Practices in India: Traditional ways of managing household resources (food, water, energy), Role of family members, especially <i>Gruhini</i>, in managing the home sustainably, Traditional practices of reuse, recycling, and reducing waste, Comparison between traditional and modern household management practices</p> <p>c) Folk Media and Community Education in India: Concept, importance of traditional forms (songs, dance, theatre, puppetry, Bhavai, role play etc), Folk media as a tool for community education and awareness, Cultural values and knowledge transmission through folk media, Relevance in present-day community development</p>	Classroom lecture, ICT-enabled learning, Case based learning, Expiriential learning	CLO3, CLO4
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• **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

- (a) Assignment, Self-learning and Terms work
- (b) Seminar/Presentation
- (c) Quiz

b. Internal Summative Assessment

- (a) Mid-term tests

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	30	1	1	11	13
II	CLO3, CLO4	30	1	1	10	12
		60	02	02	21	25

• **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quiz, Class Regularity, Internal exam	50
2	End-Semester Examination	Written Exam	50



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(C) CLOs – PLOs Matrix

CLO \ PLO	PL 01	PLO 2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	2	1	1	1	1	2	1	2	3	2
CLO2	3	3	3	2	1	1	2	2	1	2	3	2
CLO3	3	3	3	3	1	1	2	2	2	2	3	2
CLO4	2	3	3	3	1	1	2	3	3	2	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Handbook of Ayurveda and Nutrition	Priti Rishi Lal		Elite Publishing
2	Diet and Nutrition: An Ayurvedic Approach	Monika Luharia, Suraj Saries, Rashmi Barsagade, Anurag, Luharia		IP Innovative Publication Ltd., New Delhi
3	Handloom and Handicrafts of India	Jasleen Dhamija	2004	Abhinav Publications
4	Textiles of India	Herbert Ponder	1990	Taraporevala
5	Household Management	B. S. Khatkar	Latest edition	Daya Publishing

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Traditional Folk Media	https://www.igntu.ac.in/eContent/MJMC-4sem-Dr.Manisha%20Sharma.pdf
2	Traditional and Folk Media for Development	https://ebooks.inflibnet.ac.in/hsp13/chapter/traditional-and-folk-media-for-development/
3	Folk And Traditional Media	https://egyankosh.ac.in/bitstream/123456789/78600/1/Unit-10.pdf
4	Ayurveda and food	https://ayush.gov.in/

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