

SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR

B.Sc. Home Science

(Under Choice Based Credit Scheme)

Semester - FOURTH (Human Development)

IN EFFECT FROM : 2019-2020

Sr.No.	Course Type	Course Code (10Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Durati on in hrs	Marks			
								Internal	External	Total	
								Total	Total	Total	
1	Foundation Courses	UH04FCOM21	Communication Process in Development	T	3	3	3	30	70	100	
2		UH04FCOM22	Communication Process in Development	P	1	2	3	15	35	50	
3	Core Courses	UH04CHUD23	Guidance & Counseling	T	2	2	2	15	35	50	
5		UH04CHUD24	Physical Growth & Health	T	2	2	2	15	35	50	
6		UH04CHUD25	Physical Growth & Health	P	1	2	3	15	35	50	
7		UH04CHUD26	Learning in Early Years	T	3	3	3	30	70	100	
8		UH04CHUD27	Learning in Early Years	P	2	4	3	30	70	100	
9		UH04CHUD28	Methods & Material for Working with Children -I	T	3	3	3	30	70	100	
10		UH04CHUD29	Methods & Material for Working with Children -I	P	2	4	3	30	70	100	
11		UH04CHUD30	Life Span Development-I	T	3	3	2	15	35	50	
Elective Courses (Any One 12,13,14,15)											
12	Elective Courses	UH04EHSC01	Counselling Technique	T	2	2	2	15	35	50	
13		UH04EHSC02	Basics of Fashion	T	2	2	2	15	35	50	
14		UH04EHSC03	First Aid and Home Nursing	T	2	2	2	15	35	50	
15		UH04EHSC04	Event Management	T	2	2	2	15	35	50	
		UH04EHSC05	Therapeutic Diets	T	2	2	2	15	35	50	
		Total				24	30		240	560	800

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
FOUNDATION COURSE
UHO4FCOM21 COMMUNICATION PROCESS IN DEVELOPMENT

Credit: 3 **Theory** **Marks: 100**
Pd/Wk: 3

OBJECTIVE:

1. To make the students understand the importance of communication in their day to day life
2. To acquaint the students with the types of communication and process of communication.
3. To shape the students future as a better citizen in the social networking.

UNIT	CONTENT	WEIGHTAGE
I.	Concepts of development communication Meaning and importance need of communication in development, Purpose and characteristics of communication, Existing patterns and types of communication, Role of communication in development and social change, Effective communication in Home Science.	30%
II	Communication Process One-way and two-way or interactive communication, Gaps in communication or distortions in transmission of message and their causes, Importance of two-way communication, Basis for effective, interactive, communication critical reflection of one-self in communication, Attitude of respect for others, Distinctions between information dissemination, Education and propaganda, Communication on educational process.	30%
III	Methods of Communication in Development methods to reach Individuals: (A) Personal conference, Interview, House visits, Exhibits, Clinics to solve individual problems of consultations, Methods to reach small groups, Illustrated lecture ,Group discussion a. Fish bowl b. Small group (B) Stimulation Exercises , Trust – building in groups, Co-operation, Affirmative environment creation , Role plays, Demonstrations, Workshops, Camps , Methods to reach masses, Radio announcements / programmes, Newspaper stories, Posters, exhibits in strategic plans, Video, films, Television programmes , Letters, folders and pamphlets, Public meetings, Selection and effective use of methods.	20%

IV Media for developments communication:

20%

- (A) Folk media, Songs, Stories, Street – theatre, Games, Arts , Riddles – proverbs, Puppet ,Print media, Posters, Pamphlets, leaflets, Newspapers – articles, stories, Periodicals – articles, stories, songs, Books, Cartoons, Audio/visual, audio-video media, Audio – tapes, radio broadcasts, Slides, pictures, drawings, photographs etc., Video, telecasts, Films – documentary features
- (B) Selection preparation and effective use of media in development ,education and evaluation of the effectiveness of the media

OUTCOMES:

1. Improved personal relations with immediate and extended communication.
2. Students will function more effectively & assertively in public and work environment..
3. Students will be able to identify their strengths & weaknesses and improve on weakness.
4. Students will be better equipped to use media in their professional endeavors.

REFERENCES:

1. Media and Methods of Education by Dr. Sita Ram Sharma
2. Mass Communication in India by Keval J. Kumar
3. Media and Communication Management by C.S.Rayudu
4. Designing Messages for Development Communication: An Audience Participation Based Approach by Bella Mody
5. Mass Media and Communication by Narendra Ojha
Education and Communication for Development 2nd edition: by O.P. Dharma and O.P Bhatnagar.

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
FOUNDATION COURSE
UHO4FCOM22 COMMUNICATION PROCESS IN DEVELOPMENT

Credits:1	Practical Pd/Wk:2	Marks:50
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OBJECTIVES:

1. To Develop skill for mass communication
2. To prepare effective communication aids
3. To develop an ability to communicate in various situations.

PRACTICAL

1. Communication methods for rural and urban communities.
 - a. Making charts / posters / cartoons
 - b. Preparing leaflets / folders
 - c. Preparing slides for power point Presentation
2. Demonstration methods / techniques or any innovative method for
 - a. Communication.
 - b. Preparing scripts for role play/ street play/ puppet shows /Radio and T.V talk show
 - c. Preparing puppets for puppet show
3. Organizing an exhibition of various products related to their respective fields.
4. To sensitize the students about the power of various media.
 - a. Print media
 - b. Electronic media

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER

UHO4CHUDO23 GUIDANCE AND COUNSELING
Theory

Credits: 2

pd/wk:2

Marks: 50

OBJECTIVES:-

- 1) To understand the need and importance in present context.
- 2) To acquaint with various guidance procedure.
- 3) To understand behavioral problems of children.

UNIT	CONTENT	WEIGHTAGE
I	Meaning of guidance and counseling. 1. Need of guidance and counseling 2. Scope of guidance and counseling 3. Principles of guidance and counseling 4. Role and qualities of counselor	20%
II	Types of counseling 1. Individual counseling 2. Group counseling 3. Counseling in community agencies 4. Community resources as an aid in counseling	15%
III	Educational guidance and vocational guidance	10%
IV	Importance of guiding children 1) Importance of guiding children 2) Guidance and counseling for parenthood, marriage, 3) Pre-post marital problems, adolescence, vocation and old age. 4) Guidance for parents of young children 5) Behavioral problem and guidance.	30%
V	Guidance and counseling for parents in reference to behavioral problems of children 1) Delinquency 2) Aggressiveness 3) Stubbornness 4) Thumb sucking 5) Nail biting 6) Sex perversion 7) Fear and anxiety 8) Hyper active 9) Euresis	25%

OUTCOMES:

- 1) It will develop the counseling skill in students.
- 2) They will be able to give educational & vocational guidance to needed individuals.
- 3) They will come to know about child's behavioral problems, causes & solutions.

REFERENCES :

- 1) Bakri B.G. and Mukhopaddhyay B.(2000) Guidance and Counseling manual. Sterling publishers private ltd.
- 2) Sarsawat R.K. and J.S.Gaur, 1994 NCERT Delhi.
- 3) Lewis E. Patterson and Elizabeth Reynolds Welf V edition .The Counseling Process:1999 Brooks/Cole Thomas Learning, U.S.A.
- 4) Indu Dave 1989, “Basic Essential of Counseling” Starling pub.pvt.ltd.
- 5) Vasantha R. Patri, Counseling Psychology, 2001 Author press New Delhi.
- 6) Anthony Grouch(1997), “Inside Counseling “ Sage publication, New Delhi.
- 7) Indira madhukar 2000 G “Guidance and Counseling “ Author’s press New Delhi..Anne Jones, 1987 2nd edition “Counseling adolescents school and after koganpage.London
- 8) NeelamSood 1997 “Behavior problems in children”

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER

UHO4CHUD24 PHYSICAL GROWTH AND HEALTH

Credits: 2 **Theory** **Marks:50**
Pd/wk: 2

OBJECTIVES:-

1. To understand the concepts of growth, development and health
2. To provide information about various parameters used to assess growth, health & nutrition status.
3. To provide information about various factors influence physical growth & health.
4. To gain an insight into the health & nutritional needs of child.

OUTCOME:-

1. Students will gain knowledge of dimension of health and nutritional needs.
2. Students will understand about physical growth and health and various factors influence it.

REFERENCES:-

1. Shanti ghosh,(1976).”The feeding and care of infant and young children” UNICEF, Scar, New Delhi.
2. D.B.Jelliffe,(1975). “Child health in tropics” IVth Edition. The English language book society and Edward Arnold publication ltd. London.
3. Park and J.E. Park (2011). Textbook of preventive and social medicine.13 Ed. Banarsides Bhanot.1167 Premnager, Jabalpur.
4. Various publication of UNICEF, CHETANA etc.

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UHO4CHUD25 PHYSICAL GROWTH AND HEALTH

Practical

Credits: 1

pd/wk: 2

Total marks: 50

PRACTICALS

CONTENTS

1. Anthropometrics measurements
2. Growth assessment and plotting of the growth chart.
3. Planning various complementary foods.
4. Interviewing mothers on feeding and complementary food practices.
5. Organizing recreational programmes to promote mental health for various stages of life.
6. Case study of a child suffering from any diseases.

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UHO4CHUD26 LEARNING IN EARLY YEARS

Theory

Pd/Wk: 3

Marks:100

Credits: 3

OBJECTIVES:

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 and to recognize the advantage of project method and to learn to use integrated approach in the development of daily programme.

UNIT	CONTENT	WEIGHTAGE
I	<p>Introduction</p> <ol style="list-style-type: none"> a) Importance of early years. b) children's need of movement, exploration, discovery, expression, achievement, success and recognition c) Principles of curriculum design. 	20%
II	<p>1. Learning approaches</p> <ol style="list-style-type: none"> a) Teaching learning methods used in early years b) Principles of learning in early years c) Incidental and planned learning d) Learning approaches - Formal , Informal and Integrated e) Learning difficulties and ways to overcome <p>2. Principles of Programme planning from</p> <ol style="list-style-type: none"> a) Known to unknown, b) Simple to complex c) Concrete to abstract d) Balance between individual and group activity, indoor and outdoor play, quiet and active play, guided and free play. e) Assessment of learning 	30%
III	<p>1. Readiness programme</p> <ol style="list-style-type: none"> a) Meaning and signs of readiness. b) Factors to be considered for readiness : Age, Vision, Hearing, Physical coordination, reading from left to right. c) Promotion of various skills required for reading and writing. d) Goals of language teaching. <p>2. Counting readiness</p> <ol style="list-style-type: none"> a) Importance of number and mathematics b) Operation and relevant rules and properties : Addition, Subtraction , Multiplication and Division c) Two and three dimension shapes, properties, characteristics 	30%

- 3. Environmental studies**
- a) Scope of environmental studies
 - b) Importance and goals of environmental studies.
- IV Teaching Techniques in early years** 20%
1. Project method
 - a) Meaning and advantages of using project method.
 - b) Planning
 - c) Resource unit
 2. Alternative to home work
 - a) Disadvantage of rote learning
 - b) Suitable alternative such as observations, exploration, experimentation and reporting orally, picture of something related to concept covered in classroom.

OUTCOMES:

1. Student will come to know the importance of early years.
2. They will learn the programme planning.
3. They will learn about the reading, writing & number readiness related activities.

REFERENCES:

1. Adler S., Farrar C “ A Curricilum for developing communication skills in pre school
2. Anderson P. Laop D.: “ Language skills in elementary education”, New york mac millan
3. Armstrong D. Savage T “ Effective teaching elementary education , New york mac millan
4. Gelman R, Gallistelc “ The child’s understanding of numbers ” Ambridge Harward university press
5. Jarolimek J. foster C “ Teaching and learning the elementary school ” New york mac millan
6. Kaul, Venita (1991) Early Childhood Education Programme, NCERT, New Delhi.
7. Liebreck P. “how children learn mathematics London Punguin
8. Loyd I. Richard son K. “ A mathematics activity curriculum for early childhood and special education” New york mac millan
9. Robinson H “ Exploring teaching “ London Allyn and bacon
10. Skill Training On ECCE for Instructors Of AWTCs/ MLTCs, Compendium of References Materials (2015) National Institute of Public Cooperation and Child Development, New Delhi.
11. Tarapore F. Kettis G. “ Benniger C. “Child’s right to play”, Pune SNTD collage of Home Science

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UHO4CHUD27 LEARNING IN EARLY YEARS

Practical

Credits: 2

Pd/Wk:4

Marks: 100

PRACTICALS CONTENT

1. Plan and presentation of three activities for children: List objectives, select and organize instructional and learning materials, role of the teacher.
2. Prepare reading readiness material on visual discrimination
3. Prepare reading readiness material on visual memory
4. Prepare reading readiness material on auditory discrimination
5. Prepare booklet on pre writing activities
6. Prepare material on pre counting activities - Materials for classifying, comparing, seriation, patterning, counting shapes, fractions, list 8 vocabulary related to mathematical concepts
Materials for addition, subtractions, multiplication and division .Experiences for understanding time, distances, weight, capacity and money.

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UHO4CHUD28 METHODS AND MATERIALS FOR WORKING WITH CHILDREN-I

Theory

Credits:3

Pd/Wk:3

Marks:100

OBJECTIVES:

1. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience.
2. To understand the significance of various creative activities and teacher's role in implementing them.

UNIT	CONTENT	WEIGHTAGE
I	Creativity <ol style="list-style-type: none">1. Importance of creativity.2. Helping children express creativity.3. Activities to develop creativity.4. Creative activities of young children.	10%
II	Art Activities <u>Paintings and Graphics</u> <ol style="list-style-type: none">1. Paintings with brush, drawings with crayon, chalk, rangoli on floor, finger paintings.(Some Special Characteristics of this medium)2. Values, material required, use of substitutes from indigenous materials.3. Teacher's role in Conducting activities.4. Stage in child art. <u>Tearing, cutting, pasting and collage, mural</u> <ol style="list-style-type: none">1. Value, materials required, Teacher role in Conducting activities.2. Development Stage. <u>Modeling</u> <ol style="list-style-type: none">1. Values, Special Characteristics of this medium.2. Techniques used, rolling, pressing, pinching, pasting, folding.3. Materials required i.e. clay, dough, plasticine, thick paper folding, stocking4. paper on hollows objects i.e. balloon, cartons, paper machine, wire, rope.5. Teacher's role. <u>Printing</u> <ol style="list-style-type: none">1. Type of printing i.e. block, vegetable, string, leaf stencils, spray, crumpled2. paper, different textured surfaces.3. Values, materials required techniques.4. Teacher's role, stage in printing.	40%

Blocks

1. Types of blocks: hollow large blocks, unit blocks, and small blocks.
 2. Stage in block play
 3. Values, materials and accessories for block play.
 4. Teacher's role.
- III Two dimensional activities:- 20%
1. Picture making
 2. Paint with brush
 3. Crayon
 4. Scissoring skills
 5. Torn paper and pasting
 6. Mural.
 7. Printmaking
 8. Paper stencils
 9. collage
- Three dimensional activities:-
1. Clay Modeling.
 2. Modeling
 3. Assemblage
 4. Wood working
 5. Cardboard-construction.
 6. Water and sand activities
- IV Music and Rhythm 15%
1. Importance of music in child's life and teacher's role in providing
 2. Appropriate experience.
 3. Criteria for selection of songs
 4. Developmental stages in musical Activities
 5. Rhythmic Movement, body and with simple musical instruments.
- V Creative Drama 10%
- Meaning and value.
Kind of puppets –finger,gloves,stick and string puppet
- VI Science – 05%
1. Importance of science
 2. Types of science
 3. Activities related to science

OUTCOMES:-

1. Students will prepare create play materials with different use of indigenous materials.
2. Students will implement their knowledge in early childhood care and education.
3. Students will develop their creativity with the use of art materials, indigenous materials, waste materials and low cost materials.

REFERENCES:

1. Contractor M (1984): Creative drama and puppetry in education, New Delhi: National book trust of India.
2. Curell D. (1985) : the complete book of puppet theatre, London.
3. Beaty, J.J. (1996). *Preschool Appropriate Practices*. London : Harcourt Brace College Publishers.
4. Carol, S. & Barbour, N. (1990). *Early Childhood Education : An Introduction : IInd Edition*.
5. Contractor, M. (1984). *Creative drama and puppetry in education*, Delhi : National Book trust of India.
6. Johnson, A.P. (1998). *How to use creative dramatics in the classroom*. Childhood Education, 2
7. Kaul, V. (1991). *Early Childhood Education Programme*. New Delhi : NCERT.
8. Lasky, L. & Mukerjee, R. (1980). *Art Basic for Young Children*, Washington, D.C., NAEYC.
9. Moomaw, S. (1984). *Discovering Music in Early Childhood*. Boston : Allyn and Bacon, Inc.
10. Swaminathan, M. (1984). *Play activities for young children*, New Delhi : UNICEF.
11. Swaminathan, M. (1991). *Play Activities for Young Children* . UNICEF.
12. Taylor, B.J. (1985). *A Child Goes Forth Minneapolis : Burgess Publishing Co. (6th Ed.)*.
13. Adler, S., Farrar, C. (1983). *A curriculum guide for developing communication skills in preschool Child*, Illinois: Thomas publications.
14. Batra, P. (2010) *Social Science learning in schools*. Sage Publications.
15. Beghetto, R., Kaufman, J. (2010) *Nurturing creativity in classroom*. Cambridge
16. Bruke, E. (1990). *Literature for the young child*, Needham Heights: Allyn and Bacon.
17. Carol, S. & Barbour, N. (1990). *Early Childhood Education : An Introduction, IInd Edition*.
18. Chambers, P. (2008) *Teaching mathematics*. Sage publications.
19. Dave, A. (1987). *Pre-Mathematics Experiences for Young Children*.
20. Deviries, R., Kohlberg, L. (1987). *Programs of early education*, New York: Longman.
21. Gelman, R. Gallistel, C.R. (1986). *The child's understanding of numbers*, Cambridge: Harvard
22. universitypress. Huck, C. (1971). *Children's literature in elementary school*. New York: Holt, Rinehart and Winston.
23. Kaul, V. (1991). *Early Childhood Education Programme*, New Delhi: NCERT.
24. Krishna Kumar (1986). *The child's language and the teacher*, New Delhi: UNICEF

SARDAR PATEL UNIVERSITY

B.SC. (HOME) IV SEMESTER

UHO4CHUD29 METHODS AND MATERIALS FOR WORKING WITH CHILDREN-I

Credits: 2

**Practical
Pd/Wk:4**

Marks:100

PRACTICALS

CONTENTS

- I . Paintings and graphics.
1. Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc. where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paste, paint with starch, dry colors etc.
 2. Drawing with crayons, dry and wet chalk.
 3. Wet paints, painting masks, brush music.
- II Tearing, cutting, pasting.
1. Tearing with all finger, tearing with thumb, and two fingers as used in holding pencil, tearing on straight line, curved line.
 2. Tearing circular rings starting from one corner of the page till center of page, making designs.
 3. Cutting a design, pasting, pieces of paper, cloth, stick, leaf, collage, and mosaic.
 4. Tracing and cutting designs, creating design.
 5. Pasting mosaic, paper balls, and glass pieces. Etc.
- III Modeling
1. Modeling with clay, dough, plastacine, saw dust, providing accessories.
 2. Beside above medium, modeling with straw, match sticks rope, wire, thick paper fold and slot sculpture.
 3. Pasting papers on a balloon, when dry remove air and colors to create accessories for clay sculpture/ crumbled paper pasting designs.
- IV Printing
1. Printing with strings, leaf, vegetable blocks, stencil printing, thumb, finger, spray printing.
 2. Keepings coins, leaves with veins below paper and gently coloring with crayon.
 3. Older children to make their own stencil.
- V Music and movement
1. Making simple musical instruments.
 2. Rhythmic body movement according to different beats and sound.
 3. Dancing according to the rhythm.
 4. Musical instruments from waste like old pots, tins, sticks.
- VI Music and movement
1. Making simple musical instruments.
 2. Rhythmic body movement according to different beats and sound.
 3. Dancing according to the rhythm.
 4. Musical instruments from waste like old pots, tins, sticks.
- VII Activities for children 2 to 5 years regarding their skills characteristics.
1. Small motor activities and large motor activities.
 2. Activities for sense
 3. Hearing activities
 4. Smelling and testing activities.
 5. Children's drawing.

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UHO4CHUD30 LIFE SPAN DEVELOPMENT -I

Theory

Credits: 3

Pd/Wk: 3

Marks: 50

OBJECTIVES:

1. To become acquainted with developmental stages from birth to late childhood.
2. To develop awareness of important aspects of development during the whole life span.
3. To understand the issues faced and adjustment required for each stage across the life span.

UNIT	CONTENT	WEIGHTAGE
I	Introduction: 1. Meaning of developmental changes 2. Inter relationship between various aspects of development.	10%
II	Pre-natal and Post natal period Pre-natal period 1. Stages of prenatal development 2. Characteristics of prenatal period Infancy 1. Major adjustment of infancy period 2. New born reflexes 3. Physical growth 4. Gross and fine motor development in first two years. 5. Hazards during infancy	35%
III	Early childhood 1. Aspect of physical development 2. Concept development 3. Play and its value 4. Skill of early childhood	30%
IV	Late childhood 1. Physical development 2. Motor skills 3. Speech improvement 4. Emotions and emotional expression 5. Social group in and social behavior 6. Moral attitude and behavior	25%

OUTCOME:-

1. They will understand the development stages from birth to late childhood.
2. Students will gain knowledge of important aspects of development from pre-natal to late childhood.
3. Students will learn about the issues & challenges appearing in different stages and prepare themselves for adjustment.

REFERENCES:

1. Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
2. Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
3. Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
4. Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan
5. Hurlock “ development and psychology”
6. Pappalia “ human development”
7. Berk L.E. “child development” new delhi
8. Craig G. “human development” N.J. Prentice Hall
9. Cole M. and Cole S. “The development of Children ”

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UHO4EHSC01 COUNSELING TECHNIQUES

Theory

Credits: 2
OBJECTIVES:-

Pd/wk: 2

Marks: 50

1. To sensitize the students towards the need and value of counselling.
2. To understand the counselling process and its needs.

UNIT	CONTENT	WEIGHTAGE
I	Concept of counselling 1. Meaning 2. Definition 3. Characteristic of Counselor 4. Elements of counselling 5. Principles of counseling 6. Need of counselling	30%
II	1. Goals of counselling 2. Characteristics of an effective counsellor 3. Values in counseling	25%
III	1. The counselling process 2. Techniques of counselling 3. Personal problems & Counselling 4. Counselling for school children	25%
IV	Approaches to counseling 1. Development counseling 2. Reality therapy 3. Rational emotive counseling	20%

OUTCOMES :

1. The student will learn about the importance of counseling in reducing the problems of an individual.
2. They will come to know about counseling techniques.

REFERENCES:

1. R.A.Sharma, Fundamentals of Guidance and Counseling, R. Lall Book Depot, Near Govt, Inter College, Meerut (U.E) 2010
2. Kavita Singh Counseling Skills for Managers, PHI Learning Pvt. Ltd, New Delhi 2010
3. Dr. Ramesh Chatarvedi Guidance and Counseling Skills, Crescent, Publishing Corporation New Delhi 2007.
4. Sister Mary Vishala SND Guidance & Counseling. S. Chand & Company Ltd. Ram Nagar, New Delhi 110055, 2008.
5. Dr. B.G. Barki, Dr. B. Mukhopadhyay, Sterling Publishers Pvt Ltd-1989.

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UH04EHSC02 BASICS OF FASHION

Theory

Credit: 02

PD/WK: 02

Marks: 50

OBJECTIVES:

1. To enable students with concepts of fashion and fashion world.
2. To develop an understanding of the factors affecting fashion and fashion cycle.

UNIT	CONTENT	WEIGHTAGE
I	Introduction to fashion 1. Meaning 2. Terminologies 3. Areas of fashion design	20%
II	1. History of fashion design 2. Fashion life cycle	20%
III	Factors affecting fashion 1. Accelerating fashion 2. Receding fashion 3. Fashion tourism	30%
IV	Theories of fashion change 1. Trickle down theories 2. Trickle up theories 3. Trickle across theories	30%

OUTCOME:

1. The course will enable learner to understand the fashion world.
2. The learner can select her personal clothing as per the fashion

REFERENCE:

1. Introduction to Fashion Design; Patrick John Ireland; B.T. Bradford , London
2. Basic Fashion Design (1975); Ireland John Patrick; B.T .Bradford Ltd., London.
3. Elements of Fashion Design and Apparel Design (2002); Sumathi G.J.; New Age International Publishers, New Delhi
4. Textile Products, Selection, Use & Care(1977) ; Alexander; R.R Houghton Mifflin Co. Boston
5. Grooming Selection & Care(1972) ; Pandit Savitri & Tarpley Elizabeth; Unity Printers, Baroda

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UH04EHSC03 FIRST AID AND HOME NURSING

THEORY

Credits:2

Pd/Wk: 2

Marks-50

OBJECTIVES:

1. To enable the students to understand about first aid and its tricks.
2. To create awareness about home nursing.

UNIT	CONTENT	WEIGHTAGE
I.	1. Definition of first aid. Qualities of first aider. An ideal First aid kit.	10%
II.	2. Introduction to home nursing. Qualities of a nurse. 1. Recent rules and awareness of road accidents. 2. First aid during road accident and our role during road accidents.	15%
III.	1. First aid of individual fractures, dislocations, sprains, strains, wound and hemorrhages. 2. First aid of burns, scalds, snakebites, scorpion and rabid dog bites. 3. Foreign bodies in eye, ear, nose and their removal.	15% 15% 15%
IV.	1. Respiration - types and methods.	15%
V.	1. The sick room: care, preparation, cleaning, ventilation and lighting. 2. Feeding the sick at home.	15%

OUTCOMES:

1. The students will learn to first aid process

REFERENCES

1. G. Shahajadi Begum , S. Anuradha(2014) Textbook of Fundamental of Nursing for GNM First Year ((First Aid & Personal Hygiene) As per Indian Nursing Council (INC) Syllabus) 1st/2014, 1st Edition, Vijayam Publications
2. Swapna N. Williamson & Mala Goswami (2014) First Aid and Emergency Care, 3rd Edition, K P H Nursing Books Student Edition.
3. Clement I (2012) Textbook on First Aid and Emergency Nursing, 1/e, Jaypee Digital

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UH04EHSC04 EVENT MANAGEMENT

Theory

Credit: 2

Pd/Wk: 2

Marks: 50

OBJECTIVES:

1. To make them understand the event planning process.
2. To inculcate the management skills required for managing an event effectively.
3. To find out the resources required in the staging of events.

UNIT	CONTENT	WEIGHTAGE
I	1. Introduction to Event Planning a) Basics of Event Planning b) Benefits of Successful and Safe Events 2. Role of an Event Planner a) Tasks Involved in Event Planning b) Skills Required for Event Planner	20%
II	Types of Events 1. Corporate Events : Conferences, Seminars, Meetings, Conventions, Educational or Training Events 2. Leisure Events : Sport Events, Festivals, Concerts, Fashion Shows 3. Private Events : Weddings, Special Party Celebrations,	15%
III	Event Planning Process 1. Establishing a theme 2. Setting objectives 3. Determining the Event Feasibility 4. Preparing an Event Management Plan 5. Key Steps in Event Marketing	35%
IV	Event Budgeting 1. Preparing Budget 2. Monitoring the Budget 3. Budget Review	30%

OUTCOMES:

1. The students can execute a successful event in-line with the needs and requirements of the client.
2. After the completion of the course the students will become a successful event planner.

REFERENCES:

1. Logan Gaspar “A Textbook of Event Management”
2. D.G. Conway “The Event Manager’s Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event”, Viva Books
3. Shannon Kilkenny, “ The Complete Guide to Successful Event”
4. Laura Capell, “Event Management for Dummies”, Willey Publication
5. Alex Genadinik 2015, “Event Planning: Management and Marketing for Successful Events”, Create space Independent Publication

SARDAR PATEL UNIVERSITY
B.SC. (HOME) IV SEMESTER
UH04EHSC05 THERAPEUTIC DIETS

Credits: 2 **Theory** **Marks:50**
Pd/Wk:2

OBJECTIVE:

To aware students with role of nutrition in management of different diseases.

UNIT	CONTENT	WEIGHTAGE
I	Introduction and objectives of therapeutic Nutrition 1. What id Therapeutic Nutrition 2. Where is it Applied 3. Nutritional Supplement 4. Artifical Nutrition 5. Types of Hospital diets- Clear/full liquid diets, soft and blend diets 6. Enteral Nutrition 7. Parenteral Nutrition	20%
II	Allergies and Intolerances 1. Food Allergy 2. Food Intoleranse 3. Dietary Management of Food Allergy and Intolerance 4. Peanut Allergy 5. Milk Allergy (Gluten Enteropathy)	20%
III	Therapeutic Nutrition & Diabetes-Meaning, low carbohydrate diets and Glycaemia Index/load in brief	15%
IV	Therapeutic Nutrition & Heart Disease, Hyperlipidemia and Arteriosclerosis- Dietary Fat & Cholesteroland other dietary Factors	15%
V	Renal/Kidney Conditions- Eating the right amount of Energy 1. Fluid Restrictions 2. Sodium Restrictions 3. Diet & Kidney Stones	15%
VI	Restricted and high residue diet- in prescribed conditions	15%

OUTCOME:

1. The course will help to understand the importance of dietary modification for different types of patients.
2. Students will get familiar with the basic definitions of common therapeutic diets.

REFERENCE:

- Joshi S.A.(1992)Nutrition and Dietitics Tata Mc Grraw Hill Publications New Delhi
- Anderson, L,Dibble, M.U. Turkki,P.R.Mitchell, H.S. and Rynbergin, H.J.(1982) Nutrition In Health and Disease 17th ed,J.B.Lippincott & Co. Philadelphia.
- Antia, F.P.(1973) Clinical Dietitics and nutrition 2nd ed,Oxford University press New Delhi.
- Mahan, L.K.Arli, M.T.(1992) Krause Food nutrition and Diet Therapy 8th ed. W.B. Saunders Co. London.
- Robinson,C.H.Lawer, M.R.,Chenoweth,W.L.and Garwlic, A.E.(1986)normal and therapeutic nutrition 17th ed. Mac.Millsn Publishing Co.
- Williams S.R.(1989)Nutrition and Diet therapy 6th ed. Tumes mirror/Mobsey College publishing St.Louis.
- Raheena Begum (1989) A Text book of Food Nutrition and Dietitics Sterling Publisher New Delhi.