

SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR
B.Sc. Home Science
(Under Choice Based Credit Scheme) (Effect from June, 2022-23)
Semester - FOURTH (GENERAL)

Course Type	Course Code (10 Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Duration in hrs	Marks		
							Internal	External	Total
Ability Enhancement Courses	UH04AHSC51	Entrepreneurship Management	T	2	2	2	15	35	50
Core Courses	UH04CGEN51	Household Equipment	T	4	4	3	30	70	100
	UH04CGEN52	Household Equipment	P	2	4	2	15	35	50
	UH04CGEN53	Learning in Early Years	T	4	4	3	30	70	100
	UH04CGEN54	Learning in Early Years	P	2	4	2	15	35	50
	UH04CGEN55	Food Safety and Quality Control	T	2	2	2	15	35	50
Skill Enhancement Courses	UH04SGEN51	Communication for Development	T	4	4	3	30	70	100
	UH04SGEN52	Communication for Development	P	2	4	3	15	35	50
Elective Courses (Any One)	UH04EHSC51	Event Management	T	2	2	2	15	35	50
	UH04EHSC52	Counseling Techniques	T	2	2	2	15	35	50
	UH04EHSC53	Fashion Basics	T	2	2	2	15	35	50
	UH04EHSC54	Geriatric Nutrition	T	2	2	2	15	35	50
		Total		24	30		180	420	600



Bachelor of Science - Home Science
(B.Sc.- H. Sc.) (Home Science) Semester (IV)

Course Code	UH04AHSC51	Title of the Course	Entrepreneurship Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Initiate entrepreneurial motive and impart skills and capabilities for entrepreneurship.2. Ignite aspirations to become entrepreneurs and successful managers.3. Analyse the environment related to small-scale industry and business.4. Understand the process and procedures of setting up small enterprises.
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Course Content		
Unit	Description	Weightage* (%)
1.	Entrepreneurship (a) Conceptual: Meaning and definition of entrepreneurship (b) Entrepreneur: Meaning, qualities, functions and types of Entrepreneur. (c) Characteristics and barriers in entrepreneurship. (d) Enterprise: Definition, nature and classification (e) Forms of Organization – Sole proprietorship, partnership, Joint Stock Company (f) Role of entrepreneur in economic development.	30
2.	Finance and Sources for small scale industries (a) Accounting for enterprise: Meaning, need and objectives of accounting, Process of Accounting, Bookkeeping, Journal, Ledger: Balance Sheet, Final Accounts; Fixed capital & working capital; Auditing- Nature and types (b) Institutional support/ Sources: Commercial banks- Central level; State level.	30
3.	Problems of small sector: Management problems, marketing problems, sick units; Causes and remedies.	10
4.	Project formulation	30





	<ul style="list-style-type: none">(a) Small scale enterprise: Definitions, types, characteristics.(b) Steps for starting a small industry.(c) Guidelines for preparing a project report.(d) Steps in Project formulation(e) Procedures and formalities (plant location, land, building, water and power.(f) Project appraisal: Market feasibility, technical feasibility, financial and economic feasibility	
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Teaching-Learning Methodology	PowerPoint presentation. Lectures, discussion, industrial visit, ICT enabled teaching, project work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the concept of entrepreneurship, entrepreneur and enterprise
1.	The procedure to start a Small-Scale Industry.
2.	Foresee the type of risk factors of Small-Scale Industry.
3.	Identify ways to approach supportive Institutions and Banks for starting an enterprise.
4.	Focus on the formation of project proposal and practice effective accounting processes
3.	To develop business skills.

Suggested References:





Sr. No.	References
1.	Dr. Rao, M., Biswas, M. (2019). <i>Entrepreneurship Development and Management</i> . Delhi: Anvi Books and Publishers.
2.	Desai, V. (2011). <i>Dynamics of Entrepreneurial development</i> . Mumbai: Himalaya Publishing House.
3.	Gupta, C.B. & Srinivasan, N.P. (2000). <i>Entrepreneurship Development in India</i> . New Delhi: Sultan Chand & Sons.
4.	Khanna, S.S. (2003). <i>Entrepreneurship Development</i> . New Delhi: S. Chand and Co Ltd.

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

On-line Resources

<https://socialinnovationacademy.org/>

<https://news.gcase.org/2011/10/24/what-is-entrepreneurial-management>

<https://en.wikipedia.org/wiki/Entrepreneurship>





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

Course Code	UH04CGEN51	Title of the Course	Household Equipment
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To acquire knowledge about the principles underlying the operation, use, care and storage of electrical and non-electrical household equipment.2. To identify various materials, finishes, construction and manufacturing process of household equipment.3. To augment understanding of basic terms and concepts about electricity.4. Imbibe the principles underlying selection of equipment5. To familiarize them with the process of standardization and its importance.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Introduction to Household Equipment</p> <p>(a) Importance and classification of Household Equipment: Portable/ non portable, electrical/ non electrical, motor driven/ hand operated, equipment related to preparation, cooking, cleaning, servicing.</p> <p>(b) Factors affecting selection of major appliances.</p> <p>(c) General precautions while using electrical appliances.</p> <p>(d) Different types of motors, Thermostatic controls.</p>	20
2.	<p>Basics of Kitchen Cookware and Essentials (Non-electrical equipment): Surface cookery; Oven cookery & Kitchen tools</p> <p>(a) Categorize</p> <p>(b) Base materials: aluminium, iron, stainless steel, copper, brass, glass and plastic.</p> <p>(c) Finishes: Mechanical and applied</p> <p>(d) Insulating materials: Fibre, glass, mica, mineral wool, rock wool etc.</p>	20





3.	<p>Electrical Equipment: Scientific Principle, Construction, Cleaning and Care:</p> <p>(a) Equipment related to food preparation: mixer, Juicer, food processor and flour mill.</p> <p>(b) Cooking Equipment, Sandwich maker, toaster, microwave & OTG, ice-cream maker, rice cooker, coffee maker, Air fryer, induction cook top etc.</p> <p>(c) Storing equipment: Refrigerator</p>	30
4.	<p>Scientific Principle, Construction, Cleaning and Care:</p> <p>(a) Cleaning equipment: Vacuum cleaner, Dish washer & electric chimney.</p> <p>(b) Laundry equipment: Washing machine, Iron</p> <p>(c) Handling minor problems and repairs</p>	15
5.	<p>Standardization:</p> <p>Need and importance; Process of standardization; Consumer's role in purchase of equipment. (Purchase of efficient, safe and quality appliances, guarantee and warranty, trends in availability of equipment in the market)</p>	15

Teaching-Learning Methodology	Power Point Presentations, YouTube videos, Lectures, discussion, Market Survey, ICT enabled teaching, project work and 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)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the materials and finishes used in the household equipment.
2.	Apply knowledge of the basic concepts of electricity and the scientific principle of the





	equipment.
3.	Select, use, operate and maintain major electrical and non – electrical equipment.
4.	Practise wise consumerism.

Suggested References:

Sr. No.	References
1.	Jaiswal, N., Patel, S., Gandotra, V. (2017). <i>Household Equipment for Homemakers</i> . New Delhi: Q-2A Hauz Khas Enclave.
2.	Peet, Picket and Arnold. (1963) <i>Household Equipment Guide</i> . IOWA: The IOWA State University Press.
3.	Kaur, D.J. (1976). <i>Improving the Household Equipment</i> . Punjab: Communication Centre, Punjab Agricultural University.
4.	Acharya, M. (1995). <i>ગૃહ ઉપકરણોની યોગ્યતા</i> . Vallabh Vidyanagar: Deep Prakashan.

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

On-line Resources

<https://in.pinterest.com/hotkart/electronics-items>

<https://smarterhouse.org/appliances-energy/home-electronics>

<https://www.iloencyclopaedia.org/contents/part-xiii-12343/electrical-appliances-and-equipment>





Bachelor of Science - Home Science
(B.Sc.- H. Sc.) (General) Semester (IV)

Course Code	UH04CGEN52	Title of the Course	Practical - Household Equipment
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Gain knowledge of the basic concepts of electricity and the scientific principle of the equipment practically.2. To have the first-hand experience in handling electrical equipment scientifically.
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Course Content		
Unit	Description	Weightage* (%)
1.	Classification of equipment & Market survey.	05
2.	Identify materials, finishes, and joints used in non-electrical equipment.	10
3.	Demonstration and use of equipment related to food preparation – mixer, juicer, food processor, chopper.	20
4.	Demonstration and use of cooking equipment: Sandwich maker, toaster, rice cooker, coffee maker, Air fryer, etc.	20
5.	Demonstration and use of- microwave oven, OTG oven, induction cooktop	10
6.	Demonstration and use of- ice-cream maker, Refrigerator, flour mill.	10
7.	Demonstration and use of Laundry and cleaning equipment: Washing machine, Iron, Vacuum cleaner	10
8.	Field visits to the electrical equipment repairing centres to observe different types of wires and their uses and repairing.	10
9.	Handling minor problems and repairs	05

Teaching-Learning Methodology	Demonstrations, Using equipment practically, Market survey to observe the recent trends in equipment, Field visits
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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)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the materials and finishes used in the household equipment available in the lab.
2.	Identify various methods of forming utensils and fixing their handles
3.	Learn correct use of equipment and their minor repairs.
4.	Well equipped to handle the household equipment at home and as a sales manager.

Suggested References:	
Sr. No.	References
1.	Peet and Picket (1963). <i>Young homemaker's Equipment Guide</i> . IOWA: The IOWA State University Press.
2.	Peet, Picket and Arnold. <i>Household Equipment Guide</i> . IOWA: The IOWA State University Press.
3.	Kaur, D.J. (1976). <i>Improving the Household Equipment</i> . Punjab: Communication Centre, Punjab Agricultural University.
4.	Acharya, M.(1995). <i>ગૃહ ઉપકરણોની ઓભખાણ</i> . Vallabh Vidyanagar: Deep prakashan.





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<https://www.iloencyclopaedia.org/contents/part-xiii-12343/electrical-appliances-and-equipment>





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

Course Code	UH04CGEN53	Title of the Course	Learning in Early Years
Total Credits of the Course	04	Hours per Week	04

Course 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.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction: (a) Importance of early years. (b) children's need of movement, exploration, discovery, expression, achievement, success and recognition (c) Principles of curriculum design.	25
2.	Learning approaches: (a) Teaching learning methods used in early years (b) Principles of learning in early years (c) Learning approaches - Formal , Informal and Integrated (d) Learning difficulties and ways to overcome Principles of Programme planning from: (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	25
3.	Readiness programme: (a) Meaning and signs of readiness. (b) Factors to be considered for readiness : Age, Vision, Hearing, (c) Physical coordination, reading from left to right. (d) Promotion of various skills required for reading and writing. (e) Goals of language teaching. (f) Improve handwriting skills for kids. Writing and Reading Readiness Skills (a) Importance of Prewriting skills for pre-scholars	25





	(b) Problem with writing readiness skills (c) Develop writing skills for pre-scholars (d) Reading skills at different stage Environmental studies: (a) Scope of environmental studies (b) Importance and goals of environmental studies.	
4.	Teaching Techniques in early years: (a) Project method, Meaning and advantages of using project method, Planning, Resource unit, Alternative to home work (b) Disadvantage of rote learning, Suitable alternative such as observations, exploration, experimentation and reporting orally, picture of something related to concept covered in classroom.	25

Teaching-Learning Methodology	Regular lectures, exercises on observation and follow up discussion, case studies, films and documentaries, Point Presentation ,Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student will come to know the importance of early years.
2.	They will learn the programme planning.





Suggested References:

Sr. No.	References
1.	Anderson, P. S. (1972). <i>Language skills in elementary education</i> . Macmillan.
2.	Armstrong, D. & Savage T. (2007), <i>Effective Teaching Elementary Education</i> . New York: Mac Millan. Publication.
3.	Gelman, R., & Gallistel, C. R. (1986). <i>The child's understanding of number</i> . Harvard University Press.
4.	Kaul, V., (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
5.	Robinson, H.,(1985). <i>Exploring Teaching</i> , London: Allyn and Bacon.





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

Course Code	UH04CGEN54	Title of the Course	Practical - Learning in Early Years
Total Credits of the Course	02	Hours per Week	04

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 and 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.	Plan three activities for children: List objectives, select and organize instructional and learning materials, role of the teacher	15
2.	Prepare reading readiness material on visual discrimination : Difference between similar looking letters and words, odd one out, matching shadows, sorting items.	15
3.	Prepare reading readiness material on visual memory	10
4.	Prepare reading readiness material on auditory discrimination : Identifying sounds in the environment, same and different sounds, sequence of sounds.	15
5.	Prepare booklet on pre writing activities	10
6.	Plan three writing readiness activities	10
7.	Prepare a teaching aid for improve hand writing skills – Grasping and Shape formation.	10
8.	Prepare material on pre counting activities: Materials for classifying, comparing, serration, patterning, counting shapes, fractions, list vocabulary related to mathematical concepts Materials for addition, subtractions, multiplication and division. Experiences for understanding time, distances, weight, capacity and money.	15





Teaching-Learning Methodology	Practical, observation method ,Field visits, Interview method, game
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will understand the meaning of program planning in early years.
2.	Students will 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.

Suggested References:	
Sr. No.	References
1.	Anderson, P. S. (1972). <i>Language skills in elementary education</i> . Macmillan.
2.	Armstrong, D. & Savage T. (2007), <i>Effective Teaching Elementary Education</i> . New York: Mac Millan. Publication.
3.	Gelman, R., & Gallistel, C. R. (1986). <i>The child's understanding of number</i> . Harvard University Press.
4.	Kaul, V., (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
5.	Robinson, H.,(1985). <i>Exploring Teaching</i> , London: Allyn and Bacon.





Bachelor of Science-Home Science
(B.Sc.- H. Sc.) (General) Semester (IV)

Course Code	UH04CGEN55	Title of the Course	Food Safety and Quality Control
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Provide a basic understanding of quality concepts and practice in food companies.2. Understand the role of Food Safety in expanding food industrial activities.3. Acquainted with different types of food hazards, their detection and control through various quality control measures.4. Acquainted with the implementation of the total quality control concepts, through techniques such as HACCP.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Food Safety: Definition, types of hazard-physical, chemical and biological, factors affecting Food Safety, Quality Control Concepts as applied to the food industry, and major quality control functions	20
2.	(a) Industrial food sector in India and the role of quality control in ensuring Food safety. (b) Categories of safety hazards in food. Microbial and Non microbial hazards and their control.	25
3.	(a) Control of quality parameters to ensure nutritional and health safety of food concepts of quality (b) Quality assurance through HACCP. (c) Legal administration and quality control- Laws relating to food hygiene.	30
4.	Categories of food quality sensory, compositional nutritional and health quality of foods, quality standards for food- International and national standards-Codex Alimentarius, FSSAI, ISO-9000, WHO, BIS, AGMARK, FPO, VOP etc.	25

Teaching-Learning Methodology	Chalk and board, Power point presentations, Class Discussions, Class activities / assignments, 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)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Learn about the importance of HACCP for Quality Assurance in Food industry
2.	Learn about the various agencies and laws working for the betterment of the Food Quality in Industry
3.	Get acquainted with the various food hazards, their detection and control through various quality control measures.

Suggested References:	
Sr. No.	References
1.	FSSAI. (2017). <i>Food Safety and Standards Act 2006</i> , Rules 2011, Regulations 2011.
2.	Mortimore, S., & Wallace, C. (2013). <i>HACCP: A practical approach</i> . Berlin: Springer Science & Business Media.
3.	Nijhawan R. (2017). <i>Food Safety & Standard Act & Food Safety & Standards Rules</i> (1 st Edi).
4.	Roday S. (2011). <i>Food Hygiene and Sanitation with case studies</i> .
5.	Hobbs, B. C., & Gilbert, R. J. (1978). <i>Food poisoning and food hygiene</i> . London: Edward Arnold (Publishers) Ltd, 41 Bedford Square.
6.	Bhat, R. V., & Rao, R. N. (1997). <i>Food regulation. Food Safety</i> , Bangalore: The Bangalore Printing and Publishing Co. Ltd.





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

On-line Resources

[e-PGPathshala \(inflibnet.ac.in\)](http://e-PGPathshala.inflibnet.ac.in)





Bachelor of Science - Home Science
(B.Sc. -H.Sc.) (General) Semester (IV)

Course Code	UH04SGEN51	Title of the Course	Communication for Development
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<p>Course in Communication for Development orients the students to learn about the various dimensions of development and communication for social change. The course focuses contemporary development concerns, advocacy and communication for sustainable social change. It enhances the capacity of the students in participatory methodologies and innovative communication techniques.</p> <ol style="list-style-type: none">1. Understand the concept and process of development2. Gain knowledge on development communication3. Learn the importance media in development communication4. Acquire skills on Information Education and Communication (IEC) technologies and media
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Development Communication</p> <p>(a) Definition, basic concept, nature, significance and functions and dysfunctions, dynamics of development.</p> <p>(b) Models of Development- Dominant paradigm, Basic Needs model, new paradigm of development.</p> <p>(c) Philosophy of and principles of development communication.</p> <p>(d) Methods of Communication.</p>	25
2.	<p>Approaches to Development Communication</p> <p>(a) Meaning, nature, role and characteristics of development communication.</p> <p>(b) Interrelationship between development and development communication.</p> <p>(c) Diffusion / extension approach, Mass media approach, development support communication approach, institution approach, integrated approach and localized approach.</p> <p>(d) Paradigm of development communication</p>	25
3.	<p>Media and Development Communication</p> <p>(a) Traditional media – types, characteristic role in development communication</p> <p>(b) Development reporting – roles and responsibilities development reporter, ethics in reporting, required skills and</p>	25





	<p>issues in development reporting</p> <p>(c) News reporting – definition of news, ingredients and qualities of news, news value, types of news reports, structure of news reports</p> <p>(d) Radio news, features and commentaries, radio and development communication</p> <p>(e) Television and cinema – role in development communication</p> <p>(f) ICTS – scope in development communication</p>	
4.	<p>Skills for Development Communication</p> <p>(a) Photography - basic principles, preplanning, scripting, shooting, developing, mounting, recording of commentary or dialogue, synchronization of frame with recording</p> <p>(b) Video films – essential preliminaries, preplanning – procedure, classification of video programmes, shooting script</p> <p>(c) Editing procedure – optical effects, music titles and other accessories to be added</p> <p>(d) Recording process, Home videos, radio recording Social marketing and advertising</p> <p>(e) Social marketing – concept of social marketing</p> <p>(f) Innovative strategies in Social marketing</p> <p>(g) Advertising – definition, types, origin and role</p> <p>(h) Types of advertisement and their impacts</p>	25

Teaching-Learning Methodology	Lectures, demonstration, Group discussion, Case study, role play, Application of ICT in teaching learning process.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the concept related to communication for development
2.	Comprehend the significant development communication





3.	Focus on different types of media and its uses in the implementation of programme
4.	Analyze the ICT in development communication
5.	Understand the steps in message design

Suggested References:

Sr. No.	References
1.	Capila, A. (2001). <i>"Images of Women in the Folk Songs of Garhwal Himalayass."</i> New Delhi: Concept Publishers
2.	<i>"Communication for Development in the Third World Theory and Practices (1991)."</i> New Delhi: Sage Publications
3.	Patil, D. (2010). <i>"Communication for rural development in India."</i> New Delhi: Serials Publications
4.	Gupta, D. (2007). <i>"Development Communication in Rural Sector."</i> New Delhi: Mukhopadhyay, Abhijeet Publication
5.	Joshi, U. (1997). <i>"Textbook of Mass Communication and Media."</i> New Delhi: Anmol Publications
6.	Joshi, U. (2001). <i>"Understanding Development Communication."</i> New Delhi: Domincent Publishers
7.	Shetty, K. (2011). <i>"Communication for Social Change."</i> New Delhi: Pacific Publication
8.	Nisha, M. (2006). <i>"Understanding Extension Education."</i> New Delhi: Kalpay Publications
9.	Reddy, A.A. (2001). <i>"Extension Education."</i> Bapatla: Sri Lakshmi Press
10.	Singh, U.K., and Nayak, A.K. (2007). <i>"Extension Education."</i> New Delhi: Common Wealth Publishers





Bachelor of Science - Home Science
(B.Sc. -H.Sc.) (General) Semester (IV)

Course Code	UH04SGEN52	Title of the Course	Practical - Communication for Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Understand the concept and process of development.2. Gain knowledge on development communication.3. Learn the importance media in development communication.4. Acquire skills on Information Education and Communication (IEC) technologies and media.
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Course Content		
Unit	Description	Weightage* (%)
1.	Analyse the models and its application in the implementation of programmes	20
2.	Apply the traditional media and understand the effectiveness of the same in women's issues	20
3.	Identify various issues in development communication through radio scripts, newspaper stories and reports	10
4.	Carryout cases studies on successful implementation of communication programmes by using communication skill	20
5.	Interact with media in organizing programmes on current issues	10
6.	Apply the approaches of social advertising to create awareness on important issues related to women	20

Teaching-Learning Methodology	Lectures, demonstration, Group discussion, Case study, role play, Application of ICT in teaching learning process.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%





2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Understand the concept related to communication for development
2.	Comprehend the significant development communication
3.	Focus on different types of media and its uses in the implementation of programme
4.	Analyze the ICT in development communication
5.	Understand the steps in message design

Suggested References:

Sr. No.	References
1.	Capila, A. (2001). <i>"Images of Women in the Folk Songs of Garhwal Himalayass."</i> New Delhi: Concept Publishers
2.	<i>"Communication for Development in the Third World Theory and Practices (1991)."</i> New Delhi: Sage Publications
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6.	Joshi, U. (2001). <i>"Understanding Development Communication."</i> New Delhi: Domincent Publishers
7.	Shetty, K. (2011). <i>"Communication for Social Change."</i> New Delhi: Pacific Publication
8.	Nisha, M. (2006). <i>"Understanding Extension Education."</i> New Delhi: Kalpay Publications





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

9.	Reddy, A.A. (2001). " <i>Extension Education.</i> " Bapatla: Sri Lakshmi Press
10.	Singh, U.K., and Nayak, A.K. (2007). " <i>Extension Education.</i> " New Delhi: Common Wealth Publishers





Bachelor of Science - Home Science
(B.Sc.- H. Sc) (Home Science) Semester (IV)

Course Code	UH04EHSC51	Title of the Course	Event Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Make them understand the event planning process.2. Inculcate the management skills required for managing an event effectively.3. Find out the resources required in the staging of events.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Event Planning (a) Concept (b) Role of an event planner: Tasks and Skills (c) Types of Events: Corporate Events, Leisure Events, Sport Events, Private Events	25
2.	Event Planning Process (a) Establishing a theme (b) Settling objectives (c) Determining the venue feasibility (d) Preparing an event management plan (e) Key steps in event marketing	25
3.	Event Budget (a) Preparing a budget (b) Monitoring the budget (c) Budget review	25
4.	Detail planning of a specific event: corporate/ leisure/private	25

Teaching-Learning Methodology	Power point presentations, Videos, Field visits, Assignments, Participatory lectures, Discussions and display of various themes, lectures, tutorials, library use and e-learning through videos coupled with market survey, field-based learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appraise the role of a successful event planner.
2.	Execute a successful event in-line with the needs and requirements of the client.

Suggested References:	
Sr. No.	References
1.	Conway, D.G. (2009). <i>The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event</i> . New Delhi: Viva Books.
2.	Kilkenny, S. (2006). <i>The complete guide to successful event planning</i> . New Delhi: Atlantic Publishing Company.
3.	Alex, G. (2015). <i>Event Planning: Management and Marketing for Successful Events</i> . New Delhi: Create space Independent Publication.
4.	Sharma, S. (2011). <i>Event Planning and Management</i> . Jaipur: Aadi Publications.
5.	Patel, S.& Saini, A.(2019). <i>Event Management by Homemakers</i> . New Delhi. Authorpress Publication





Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Home Science) Semester (IV)

Course Code	UH04EHSC52	Title of the Course	Counselling Techniques
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Sensitize the students towards the need and value of counselling.2. Understand the counselling process and its needs.
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Course Content		
Unit	Description	Weightage* (%)
1.	Concept of counselling : (a) Meaning (b) Definition (c) Characteristic of Counsellor (d) Elements of counselling (e) Principles of counselling (f) Need of counselling	25
2.	Goals of counseling : (a) Characteristics of an effective counsellor (b) Values in counselling	25
3.	The counselling process : (a) Techniques of counselling (b) Personal problems & Counselling (c) Counselling for school children	25
4.	Approaches to counselling : (a) Development counselling (b) Reality therapy (c) Rational emotive counselling	25

Teaching-Learning Methodology	Lecture method, Group discussions Method, Power Point Presentation , Audio Visual methods, 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)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand importance of counselling in reducing the problems of an individual.
2.	Know about counselling techniques.

Suggested References:	
Sr. No.	References
1.	Sharma R.A. (2010). <i>Fundamentals of Guidance and Counseling</i> , Meerut (U.E) : R. Lall Book Depot, Near Govt, Inter College.
2.	Singh K. (2010). <i>Counseling Skills for Managers</i> , New Delhi: PHI Learning Pvt. Ltd.
3.	Chatarvedi R. (2007). <i>Guidance and Counseling Skills</i> , New Delhi: Crescent, Publishing Corporation.
4.	Mary S. & Vishala SND. (2008). <i>Guidance & Counseling</i> , S. New Delhi: Chand & Company Ltd. Ram Nagar.





Bachelor of Science – Home Science
(B.Sc.-H.Sc.) (Home Science) Semester (IV)

Course Code	UH04EHSC53	Title of the Course	Fashion Basics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Enable students with concepts of fashion and fashion world.2. Develop an understanding of the factors affecting fashion and fashion cycle.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to fashion (a) Meaning (b) Terminologies (c) Areas of fashion design	20
2.	History and life cycle of fashion: (a) History of fashion design (b) Fashion life cycle	20
3.	Factors affecting fashion (a) Accelerating fashion (b) Receding fashion (c) Fashion tourism	30
4.	Theories of fashion change (a) Trickle down theories (b) Trickle up theories (c) Trickle across theories	30

Teaching-Learning Methodology	Lecture, Power Point Presentations, Short Films, Field Visits, Projects, Group 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)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Acquaint with the terms and areas of fashion.
2.	Understand the cycle of fashion.
3.	Appraise the influences of fashion world.

Suggested References:	
Sr. No.	References
1.	Patrick, J. (1976). <i>Introduction to Fashion Design</i> , Ireland: B.T. Bradford.
2.	Patrick, J. (1975). <i>Basic Fashion Design</i> , Ireland: B.T. Bradford.
3.	Sumathi, G.J. (2002). <i>Elements of Fashion Design and Apparel Design</i> , New Delhi: New Age International Publishers.
4.	Alexander, R.R. (1977). <i>Textile Products, Selection, Use & Care</i> , Boston: Houghton Mifflin Co.
5.	Pandit, S. & Elizabeth, T. (1972). <i>Grooming Selection & Care</i> , Baroda: Unity Printers.





Bachelor of Science-Home Science
(B.Sc.-H. Sc.) (Home Science) Semester (IV)

Course Code	UH04EHSC54	Title of the Course	Geriatric Nutrition
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. Know the concepts of gerontology and problems related to old age. 2. Know principles of geriatric nutrition.
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Course Content		
Unit	Description	Weightage* (%)
1.	(a) Definition of ageing, senescence, gerontology, geriatrics, and Geriatric nutrition (b) Classification of old population	25
2.	Physiological and Biochemical changes during old age and major nutritional and health problems during old age.	25
3.	Assessment of nutritional status of older adults – Height, Weight, BMI, Demispan formula Demiquet and Mindex formula, Skiding board blade caliper to measure knee ht	25
4.	Nutritional requirement and dietary guidelines for elderly	25

Teaching-Learning Methodology	Classroom teaching for theory periods, Lectures and Power-point presentations will be the main method of transaction, Special lectures/ visits/ interactions with professionals will be undertaken, Classroom quiz sessions for revision, Any other method may be added, as per university norms and discretion of the teaching faculty.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%





3.	University Examination	70%
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Course Outcomes: Having completed this course, the learner will be able to

1.	Comprehend the mental and physical health problems.
2.	Assess nutritional status and apply the knowledge to practical purpose as in planning diets and taking general care.

Suggested References:

Sr. No.	References
1.	Begum, R. M. (2008). <i>A Textbook of Foods, Nutrition & Dietetics</i> . New Delhi: Sterling Publishers Pvt. Ltd.
2.	Antia, F. P. (1973). <i>Clinical Dietetics and Nutrition</i> . London WI: Oxford University Press, Ely House, 37 Dover Street.
3.	Srilakshmi, B. (2007). <i>Dietetics</i> . New Delhi: New Age International.
4.	Mudambi, S. R. (2007). <i>Fundamentals of foods, Nutrition and Diet Therapy</i> . New Delhi: New Age International

