

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03FENG21 ENGLISH**

**Credit:02** **Theory** **Marks :50**  
**Pd/wk: 02**

**OBJECTIVES:**

1. To develop basic research skills among students.
2. To develop communication skills for employment.
3. To develop skills of precise writing and vocabulary

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Drafting of Questionnaire 1. Library going habits of college students 2. Socio-economic conditions of college students 3. Shopping Habits of working women 4. Students' participation in sports at college	25%
<b>II</b>	Precise Writing	20%
<b>III</b>	Grammar & Vocabulary 1. Degree 2. Phrasal Verbs 3. One word substitute	30%
<b>IV</b>	Resume Writing: Application for the Post of lecturer, Lab Assistant, Dietitian etc.	25%

**OUTCOME:**

At the end of this course learner will be able to:

1. Develop basic research skills.
2. Write resumes and Job application
3. Develop advanced grammar skills

**REFERENCES:**

1. Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)
2. Modern Commercial Communication – BS Shah Publication, Ahmedabad
3. Cambridge International Dictionary of Phrasal Verbs – Cambridge University Press
4. Developing Communication Skills – Krishna Mohan & Meera Benerji (Macmillan)
5. Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03FEEH22 EXTENSION EDUCATION IN HOME SCIENCE**

**Theory**  
**Credit: 02 PD/WK: 02 Marks: 50**

**OBJECTIVES:**

1. Students will gain knowledge of Extension Education and its concept in rural development.
2. Students can get insight on approaches and models of extension system

UNIT	CONTENT	WEIGHTAGE
I	Home Science Extension Education: 1. Extension Education- Meaning, importance and need 2. Aims and objectives of Extension education 3. Characteristics and principles of extension education 4. Functions and components of extension Education 5. Role and qualities of Home Science extension worker	30%
II	Extension models Technology transfer model, social education model, social action model, participation model, combination models.	20%
III	Approaches of Extension Education Agricultural extension, commodity specialized, participatory approach, project, faming systems	20%
IV	National Extension Systems-Year of implementation, Objectives, functions of ICAR extension system, Agricultural Universities, KVK, ATIC, ATMA,EEI, programmes related to Child and Women Development, self- help group, Development work by NGO	30%

**OUTCOME:**

Course will enable students with National Extension programmes and its implementation in rural development.

**REFERENCES:**

1. Dhama, O.P. and Bhatnagar O.P. (1991). Education and communication for development. Oxford IBH Publishing Co., New Delhi.
2. Singh, Ranjit (1987). A textbook of Extension Education, Sahitya Kala Prakashna, Ludhiana.
3. Venkataiah, N. (1996) Educational Technology, New Delhi, IBH Publishing Corporations.
4. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
5. Extension Education in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi. 4.

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03CFDN23 COMMUNITY NUTRITION**  
**Theory**

**Credits:02**

**Pd/Wk:3**

**Marks:100**

**OBJECTIVES:-** This course will enable students to:-

1. To sensitize students to the concept of community nutrition and its relevance to developing countries.
2. To acquaint the students with the common nutritional problems.
3. To familiarize the students with the measures taken by the government to improve the Nutritional status of the community.
4. To sensitize the students to differences in dietary patterns of the populations.
5. To enable the students to plan appropriate interventional foods for the vulnerable groups.
6. To enable the students to perform simple tests for detection of food adulteration.

UNIT	CONTENT	WEIGHTAGE
<b>I</b>	<p>Concept of community nutrition Relevance of community nutrition for a developing country like India.</p> <ol style="list-style-type: none"> <li>1. Nutritional Problems of the community .Important Nutritional disorders in India. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for :               <ol style="list-style-type: none"> <li>a. Protein Calorie Malnutrition-SAM and MAM</li> <li>b. Iron and Folic acid deficiency Anemia</li> <li>c. Vitamin A deficiency</li> <li>d. Iodine deficiency</li> <li>e. Fluorosis</li> <li>f. Life style and nutritional disorders –obesity, diabetes mellitus, hypertension, cancer, AIDS, alcoholism, Lack of exercise.</li> </ol> </li> </ol>	<b>30%</b>
<b>II</b>	<ol style="list-style-type: none"> <li>1. Current National policies in India focused on improving nutritional and health status (National Nutrition Policy &amp; Gujarat state Nutrition Policy and national/state plan of action.</li> <li>2. National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Impact Operational Hurdles, Successes, Constraints Recommendations, Newer Initiatives-               <ol style="list-style-type: none"> <li>a. Integrated Child Development Services Scheme- Universalization of ICDS with quality, ICDS in mission mode</li> <li>b. Mid Day/ Nutritious meal Program</li> <li>c. National Nutritional Anemia Control Program, National Iron Plus initiative</li> <li>d. Nutritional Program for Control of Anemia among Adolescent Girls</li> <li>e. National Program to control Iodine deficiency disorders</li> <li>f. Vitamin A prophylaxis programmes</li> <li>g. Diarrheal control program</li> </ol> </li> </ol>	<b>30%</b>

- h. Janani Suraksha yojana/ IGMSY/ Chiranjeevi yojana etc.  
(Gujarat)
- III**
1. Identification of at risk group-Infants & Mothers.
  2. National plan of action for nutrition & IYCF  
Use of premixes, ARF for supplementary feeding
  3. Universal Immunization Programme and its importance
- 20%**
- IV MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6)**
- 20%**
1. Four Core Themes of the United Nations Millennium Development Goals
  2. Introduction to the specific MDGs/SDGs
  3. MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's
  4. WHO Nutrition targets to WHO Nutrition targets to be achieved by 2025
  5. Institutional framework for implementing MDG/ SDG & Nutrition targets in India and the role of different stake holders
  6. National & State progress on health & nutrition related goals & targets
  7. Possible required/alternative strategies for accelerating achieving specific SDG's & Nutrition targets

**OUTCOME:**

At the end of the course, the students will have the knowledge of:

1. To enable students to know the policies concerning health and nutrition
2. To become familiar with the ongoing schemes and programs for combating nutrition and health problems currently in use in the country and the developing world

**REFERENCES:**

1. K. Park (2011). Text Book of Preventive and Social Medicine, 21 EDITION. Banarsidas Bhanot Publishers. Jabalpur. ISBN13: 9788190607995. 868 pages.
2. Lal S. (2009) Textbook of Community Medicine, CBS Publication
3. Tracking progress on child and maternal Nutrition UNICEF (2009)
4. International Institute for Population Sciences (IIPS) and Macro International. 2007. National Family Health Survey (NFHS-3), 2005-06: India: Volume I. Mumbai: IIPS.
5. Vir Sheila (2011). Public Health Nutrition in Developing Countries published by Woodhead Publishing India. ISBN-13: 9780857090041, ISBN-10: 0857090046
6. Census India, www.censusindia.gov.in
7. Census Gujarat, www.censusgujarat.gov.in
8. Socioeconomic & cast census, www.secc.gov.in
9. United Nations Millennium Developmental Goals, www.un.org millennium goals
10. Millennium Development Report, India country report, 2014.  
[http://www.in.undp.org/content/dam/india/docs/MDG %20-20India%20Report%202014.pdf](http://www.in.undp.org/content/dam/india/docs/MDG%20-20India%20Report%202014.pdf)
11. WHO Global Targets 2025, www.who.int/nutrition/topics/nutrition\_globaltargets2025/en/
12. Role of health systems in improving child nutrition in India, India Health Beat, Vol15 (7) June 2011
13. Repositioning Nutrition as central to development- A study for large scale development. The World Bank Report (2006)

**SARDAR PATEL UNIVERSITY  
B.SC. (HOME) III SEMESTER  
UH03CFDN24 COMMUNITY NUTRITION**

**Practical**  
**Credits:01 Pd/Wk:02 Marks:50**

**PRACTICAL CONTENT**

1. To study variations in the diet due to different factors.
2. Planning and Preparation of low cost recipes for-
  - a. Protein Calorie Malnutrition
  - b. Iron and Folic acid Deficiency
  - c. Vitamin A deficiency
  - d. Complementary Foods (emphases of premixes and ARF)
  - e. School going children(1-5 years and 6 to 10 years)
  - f. Pregnant woman
  - g. Lactating mother
3. Use of growth charts for nutrition assessment of child
4. Detection of common adulterants in food by use of simple adultration tests.

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03CFRM25 PERSONAL FINANCE AND CONSUMER STUDIES**

**Theory**

**Credit: 03**

**Pd/Wk: 03**

**Marks: 100**

**OBJECTIVES:**

1. To recognize the importance of wise use of money as a resource.
2. To develop an appreciation for financial management in family living.
3. To enlighten them with the role of consumers in the Indian economy.
4. To create awareness of marketing conditions, rights and responsibilities of consumers

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Income and Expenditure</b> 1. Household Income a. Types b. Sources 2. Supplementation of Family income 3. Use of family income 4. Budget 5. Maintaining household accounts	30%
<b>II</b>	<b>Factors influencing expenditure pattern</b>	10%
<b>III</b>	1. <b>Family savings and investments –</b> a. Need b. Principles c. Channels of investment  2. <b>Consumer Credit</b> a. Need b. Sources c. Credit cards d. Housing finance	20%
<b>IV</b>	<b>Personal finance management</b> 1. Tax implications 2. Calculation of personal income tax	10%
<b>V</b>	<b>Consumer in India : Consumer problems and education</b> 1. Definition of a consumer 2. Types of consumer problems - Products and service related, investment and infrastructure related, Causes and solution 3. Consumer Protection 4. Consumer rights and responsibilities 5. Guidelines for wise buying practices	30%

## **OUTCOMES:**

This course will enable the students to:

1. Understand the importance of wise use of money as a resource.
2. Develop an appreciation of role of financial management in family living.
3. Understand the role of consumer in the market.
4. Become aware of marketing conditions, rights and responsibilities of consumers.
5. Recognize the problem while purchasing goods / services from market.

## **REFERENCES:**

1. Ogle N. Srinivasan K. Varghese M.A.(1996) "Home Management" New age International House, New Delhi.
2. The Educational Planning Group Delhi (1993), "Home Management" Arya Publishing House, New Delhi.
3. Shukul M. Gandotra V.,(2006) "Home Management and Family Finance", Dominant Publishers and Distributors, New Delhi.
4. Sawhney H. K. and Mital M.,(2007), Family Finance and Consumer Studies, Elite Publishing House Pvt. Ltd.
5. Sarkar A. (1989) 'Problems of consumer in modern India' Discovery publishing House, Delhi
6. Agarawal Anju (1989) 'A practical handbook for consumer' Bombay, India book house

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03CFRM26 PERSONAL FINANCE AND CONSUMER STUDIES**

**Credit:01**

**Practical**  
**Pd/Wk: 02**

**Marks: 50**

1. To understand the types of income and their sources.
2. Planning family budget for various income groups
  - a. Low income group family.
  - b. Middle income group family
  - c. High Income group family.
3. To learn the methods of account keeping for families.
4. Learning to fill various bank forms.
5. To find out current saving and investment schemes from various financial institutions.
6. To make students aware about consumer rights and responsibilities.
7. To prepare handouts to create consumer awareness.
8. To study the malpractices existing in the market.
9. Evaluating the information given on the labels.



**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03CTCL27 CLOTHES AND INDIVIDUAL**

**Theory**

**Credit: 03**

**PD/WK: 03**

**Marks: 100**

**OBJECTIVES:**

1. To acquaint students with impact of clothes on figure type.
2. To develop understanding for labels on textiles and garments and its interpretations.
3. To acquire knowledge of wardrobe, its storage and care.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
I	Clothes and figure	30%
	1. Clothes as per figure type	
	2. Clothes and occasion – office wear, casual wear, evening wear, clothes for travel etc.	
	3. Formal and informal wear.	
II	Wardrobe and wardrobe planning	20%
	1. Identifying clothing needs and wardrobe planning	
	2. Organization and categorization of wardrobe	
	3. Essentials of basic wardrobe	
	4. Wardrobe expansion	
III	Storage and care of garments / textiles	30%
	1. as per occasion	
	2. as per the textile fabrics.	
IV	Labels and labeling on garments and textiles	10%
	1. Importance & Meaning of label	
	2. Types of label	
	3. Labels and its understanding	
V	Stain and stain removal	10%
	1. Meaning of stain	
	2. Classification of stain	
	3. Techniques of stain removal	

**OUTCOMES:**

1. At the end of course student will be able to build a positive personality by selecting garments as per their figure.
2. Students can store and take proper care of garments and textiles.
3. Course will enable learner to develop self sufficient wardrobe.

**REFERENCES:**

1. How You Look and Dress (1969); Carson Bytra; Webster Division, McGraw Hill Co.
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH Bombay
3. Textile Fabrics and Their Selection (1976); Wingate I.B.; Prentice Hall Inc, New Jersey
4. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. Boston
5. Textile technology to GCSE(1999); Dawn J.; Oxford university press.
6. The new Textiles (1993); C.Colchester; thames & Hudson Ltd;

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03CTCL28 CLOTHES AND INDIVIDUAL**

**Credit: 01**

**Practical**  
**PD/WK: 02**

**Marks: 50**

**PRACTICAL:**

1. Basic sketching and labeling of the following:
  - a. Types of necklines
  - b. Types of sleeves
  - c. Types of silhouette
  - d. Types of collars
  - e. Types of yokes
  - f. Types of pockets
2. Collection and analysis of on apparels and textile
3. Identifying the stain and its removal techniques-blood, grass, mud, oil/ghee, lipstick, nail polish, ink, grease, milk, shoe polish etc.
4. Application of elements of dress design as per figure type – line, colour, silhouette, texture.

**Note: Make a portfolio of the sketches of the practical conducted.**

**OUTCOMES:**

1. It will make student understand basics of garment detailing.
2. Course will enable students to create various styles in dresses.
3. Students will achieve consumer skills for textile & apparels.
4. Students will be able to indentify stains & remove stains from textiles.

**REFERENCES:**

1. Textile Products, Selection, Use & Care (1977); Alexander, R.R Houghton Mifflin Co. ,Boston
2. Textiles Fibers and Their Use; Hess Katharine; Oxford of IBH ,Bombay
3. Elements of fashion and apparel design (2002) ; Sumathi,G.J ; New age International (P) Ltd .
4. Fashion design process, innovation and practice(2003) , Kathryn Mckelvey and Janine munslow: Blackwell science Ltd.
5. Handbook of fashion designing (1998); Ritu jindal; K.M.Rai Mittal for Mittal publication , New Delhi
6. Designing and pattern cutting for children's clothes (1973); Peter morgan; B.T. Batsford limited , London
7. Fashion source book second edition (2006) ;Kathryn Mckelvey,; Blackwell Publishing Ltd.
8. Figure drawing for fashion design (2001); Elisabetta drudi and Tiziana paci; The pepin press BV P.O.Box. 10349

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03HUD29 EARLY CHILDHOOD CARE AND EDUCATION**

**Theory**  
**Credits: 03 Pd/wk:03 Marks:100**

**OBJECTIVES:**

1. To know the importance of early childhood years and significance of intervention programmes for early child development.
2. To develop an insight into planning the programme
3. To understand major theoretical approaches and implications for early child Development.

UNIT	CONTENT	WEIGHTAGE
I	<p><b>Significance and objectives of early childhood care and education.</b></p> <ol style="list-style-type: none"> <li>1. Meaning, definition, Importance and scope of early childhood education</li> <li>2. Significance of early childhood years in individual development</li> <li>3. Objectives of ECCE</li> <li>4. Emerging issues and trends in ECCE</li> </ol>	20%
II	<p><b>Teacher of ECCE</b></p> <ol style="list-style-type: none"> <li>1. Qualification, role and responsibilities, Qualities and Resourcefulness of teacher</li> <li>2. Parents and community involvement in ECCE</li> </ol>	10%
III	<p><b>ECCE programmes in Indian settings</b></p> <ol style="list-style-type: none"> <li>1. Programmes in ECCE an overview</li> <li>2. Objectives of the programmes, daily routine and target group covered by each of the following:- Balwadi, Anganwadi, Nursery school, Kinder garden, Montessori, Laboratory Nursery School, Crèche, Mobile Creche, Play centre, Day care, Hobby centre, Franchises etc.</li> </ol>	20%
IV	<p><b>Stimulation in ECCE</b></p> <ol style="list-style-type: none"> <li>1. Introduction to stimulation</li> <li>2. Importance of stimulation in early year</li> <li>3. Objectives of early childhood stimulation               <ol style="list-style-type: none"> <li>a. Effects of stimulation on overall development</li> <li>b. Developmental rhythm of children for 0-6m, 6 to 12 m, 1 to 2 year, 2 to 3 year, 3 to 4 year, 4 to 5 year, 5 to 6 year, 6 to 8 year.</li> </ol> </li> </ol>	20%

Unit-V **Programme planning in ECCE**

30%

1. Meaning, need & importance of curriculum.
2. Factors to be taken care while making the curriculum
3. Principles of programme planning.
  - a. Incidental and Planned learning,
  - b. Know to Unknown,
  - c. Simple to Complex,
  - d. Concrete to abstract,
  - e. Balanced between individual and group activity, indoor and outdoor play quiet and active play, guided and free play)
4. Factors influencing programme planning.
  - a. Meaning and importance of planning
  - b. Short term and Long term

**OUTCOMES:**

1. Student will come to know importance of ECCE and stimulation in early years.
2. They will learn about principles of preschool programme planning.
3. It will enhance qualities of good teacher in students.
4. Students will learn about planning and curriculum.

**REFERENCES:**

1. Bose .A.(1987) Encyclopedia of social work in India”Vol.2.New Delhi.
2. George S.Morrison (1998) Early Childhood Education Today, Merrill- Prentice hall.
3. Mechingses Fred M., “Preschool Education”
4. MuralidharnaRajlaxmi(1969), “A Guide for Nursery School Teacher”, NCERT. Preschool in India”(1975) NIPCCID.
5. PreranaMahite&Savita Amin (1999) Groming& Learning: The preschool years. BSST Vadodara.
6. Reed .K.(1969), “The Nursery School”, Oxford I.B.H. Publication Co.
7. Rajammal P. Devadas N. Jaya (2008) ‘A Text book on Child Devolepment
- 8.ThakkarAruna (1986), “Perspective in preschool education”, Popular prakasan.

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03HUD30 EARLY CHILDHOOD CARE AND EDUCATION**

**Theory**  
**Credit: 01                                  pd/wk: 0:2                                  Marks: 50**

<b>Practical</b>	<b>Content</b>
	<b>Preparing and planning low cost indigenous play materials for stimulating and developing children in early years.</b>
I	Prepare any stimulating material for 2 to 3 years old child for his physical development
II	Prepare any manipulative material for 3 to 4 years old child to stimulate for his motor development.
III	Prepare any stimulating material for 4 to 5 years old child for his language development.
IV	Prepare any stimulating material for 5 to 6 years old child for his emotional development.
V	Prepare any stimulating material for 6 to 8 years old child for his cognitive development.
VI	<b>Weekly programme programme planning for Balwadi, Nursery School.</b> 3-Hours <b>Or</b> 4- hours

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03CHUD31 PROGRAMME PLANNING IN EARLY CHILDHOOD EDUCATION**

**Practical**

**Credit:02**

**Pd/wk :04**

**Marks:100**

**Particles**

**Content**

1. Programme planning:-
  - 1.Short term and Long term
  - 2.Write Project talk and list down the material needed
  - 3.Collect 5 rhymes and singing with action
  - 4.Collect 5 stories and tell in the class.
  
2. Planning the daily schedule and list down the teaching aid / material needed
  - 1.Three hour
  - 2.Four hour
  - 3.For day car
  
3. Compilation of nutritious recipes for young children
  
4. Plan a field trip and execute with nursery school children
  
5. Plan science activities and execute
  
6. Visit of ICDS Aganawadi /Day Care Centre/ Franchise and report writing

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03EHSC01 APPLIED AND ALLIED CHEMISTRY**

**Theory**

**Credit : 01**

**Pd/Wk: 01**

**Marks: 25**

**OBJECTIVES:**

1. To provide knowledge regarding various chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more scientific.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	Cleansing agents - Body, Textiles, and Home cleaners.	30%
<b>II</b>	Cosmetics: a. Advantages and disadvantages of Natural and Synthetic cosmetics, Cosmetic hazard b. Properties, Ingredients and uses of the following. 1. Face, Lips, Eyes, Nails, Body 2. Dentifrices 3. Perfumes and Deodorants 4. Herbal cosmetics	50%
<b>III</b>	Food and Hazardous Chemicals Food additives- colour, preservatives etc.	20%

**OUT COME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product . student also gain knowledge about Food and Hazardous Chemicals, Food color, Chemical poison in food

**REFERENCES:**

- a. Jacob, T. (1987). Poisons in our Food.
- b. A text book of Applied Chemistry for Home Science and allied Science by thankamma Jacob.
- c. A text book of Applied Chemistry by S.N. Narkhede, M.M. Thatte and K.M.Gokhale
- d. Panda, H. (2000). Herbal Cosmetics Hand Book. National Institute of Industrial Re.
- e. Panda, H Handbook on Soaps, Detergents & Acid Slurry

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03EHSC02 APPLIED AND ALLIED CHEMISTRY**

**Practical**  
**Pd/Wk: 02**

**Credit : 01**

**Marks: 50**

**OBJECTIVES:**

1. To provide knowledge regarding various House hold chemical substance, its properties and uses.
2. Help Students to learn and retain the facts and concepts of Chemistry better than traditionally organized academic course.
3. Besides, the basic attitudes and approach to learning and to life in general become more Scientific.

**PRACTICAL:**

Preparation of following households chemicals:

Washing Soap, Bathing Soap , Dish Washing Soap, Liquid Soap,

- a. Detergent Cake, Detergent Powder, Dish Washing Powder
- b. White Phenyl ,Black Phenyl
- c. Cold Cream, Shampoo, Face Wash, Hand Wash(Any One)
- d. Tooth Powder, Herbal Cosmetic (Any One)

**ESTIMATION:**

- a. Determination of available oxygen in a Hydrogen Peroxide Solution
- b. Determination of available Chlorine in a Belching powder Solution.
- c. Determination of total hardness in a given water Samples.
- d. Determination of total alkali from the given Soap Solution.

**OUTCOME:**

1. Students completing this course will be able to give answer about uses and preparation of various house hold chemicals.
2. Students will also able to know the properties of some important product .

**REFERENCES:**

1. Technology of Gums, Adhesive and Sealants with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 81-86732-73-X
2. Complete Technology book on detergents with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772448
3. Handbook of Synthetic Detergent with formulation, written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9788186732434
4. Manufacture Of Disinfectants, Cleaners, Phenyl, Repellents, Deodorants, Dishwashing Detergents And Aerosols With Formulations written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772455
5. Manufacture Of Washing Soap, Toilet Soap, Detergent Powders, Liquid Soap, Herbal And Paste Detergent And Perfumes With Formulations, Written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 9789380772530
6. Manufacture Of House Hold Soaps, Toilet Soaps And Other Soaps With Formulation, Written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 81-86732-53-5
7. Candle Making Process And Formulations Hand Book, Written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 81-86732-62-4
8. Herbal Cosmetics And Beauty Products With Formulations, Written by EIRI BOARD OF CUNSULANTS AND ENGINEERS,ISBN: 81-86732-45-4
9. Synthetic Detergents, Cleaners, Soap And Shampoo (Hindi), Written By Krishnakumar Agrawal, Published By Manoj Publication, Delhi, ISBN: 978-81-8133-663-7



**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03EHSC03 HEALTH & HERBS**

**Theory**  
**Credit : 01 Pd/Wk: 01 Marks: 50**

**OBJECTIVE:-**

1. To help students learn about our Herbal Wealth in nature.
2. To familiarize the students about Herbs and their prophylactic uses.
3. To teach the students about the alternative Herbal remedies and treatment of common diseases.

UNIT	CONTENT	MARKS
<b>I</b>	<ol style="list-style-type: none"><li>1. History of Herbs and indigenous system of medicines</li><li>2. Use of Herbs for Optimal Health.</li><li>3. Sources of drugs: plant roots, stems, bark, leaf, flowers and seeds.</li><li>4. Cultivation, collection, processing and storage of crude drugs.</li><li>5. Factors influencing cultivation of medicinal plants- Types of soil and common fertilizers used.</li><li>6. Quality control of crude drugs.</li></ol>	
<b>III</b>	Identification and Morphological characters of selected medicinal plants. <ol style="list-style-type: none"><li>1. Creepers - Asparagus (Satavari), Tinospora Cordifolia(Gado)</li><li>2. Trees - arjun, amla, neem, saragva, jambu, bel</li><li>3. Herbs - tulsi, mint, arduci, asvagandha, lemon grass, kuvaar pathu</li></ol>	
<b>IV</b>	<ol style="list-style-type: none"><li>1. Nutraceutical.</li><li>2. Herbal tonics.</li><li>3. Herbal cosmetics</li></ol>	
<b>V</b>	<b>Herbal remedies for common diseases- (Prophylactic and curatives)</b> <ol style="list-style-type: none"><li>1. Digestive disorders</li><li>2. Respiratory infections</li><li>3. Skin</li><li>4. Urinary disorders</li><li>5. Diabetes</li><li>6. Cardiac care</li><li>7. Herbal first aid</li></ol>	

**REFERENCES:**

1. Medicinal plants for primary health care compiled and edited by Goraya GS and B.S. Somashakher.
2. Glossary of Indian Medicinal plants, CSIR 1956.
3. Ayurved Jodi/Buti Rahasya by Acharya Balkrishna, Divya Prakashan

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03EHSC04 HEALTH & HERBS**

**Practical**

**Credit:01**

**Pd/Wk:2**

**Marks: 50**

**PRACTICALS:**

1. Collection of local medicinal herbs and making herbarium.
2. Preparation of household natural health drinks.
3. Curative and prophylactic preparation for digestive disorders.
4. Curative and prophylactic preparation for skin diseases.
5. Herbal mouth fresheners.
6. Herbal first aid.

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03EHSC05 LANDSCAPING AND GARDENING**

**Theory**

**Credit:01**

**Pd/Wk:01**

**Marks:25 (Internal)**

**OBJECTIVES:**

1. To develop skills of landscape planning.
2. To give them opportunity to utilize available land effectively.
3. To gain insight into various decorative features of garden.
4. To understand effect of light and colour in the garden.

<b>UNIT</b>	<b>CONTENT</b>	<b>WEIGHTAGE</b>
<b>I</b>	<b>Landscaping</b> <ol style="list-style-type: none"><li>1. Definition</li><li>2. Importance</li><li>3. Objectives</li><li>4. Factors affecting landscape planning</li></ol>	<b>20%</b>
<b>II</b>	<b>Landscape Planning</b> <ol style="list-style-type: none"><li>1. Principles of planning</li><li>2. Division of space<ol style="list-style-type: none"><li>a. The approach to house from main street to<ul style="list-style-type: none"><li>• The main entrance</li><li>• The back entrance</li></ul></li><li>b. Division of grounds in front yard<ul style="list-style-type: none"><li>• Lawns</li><li>• Flower beds</li><li>• Shrubs, vines</li><li>• Trees and plants</li></ul></li><li>c. Division of space in back yard<ul style="list-style-type: none"><li>• Place for drying laundry</li><li>• Place for washing</li><li>• Place for garbage disposal</li><li>• Kitchen garden</li></ul></li></ol></li></ol>	<b>35%</b>
<b>III</b>	<b>Selection of plants</b> <ol style="list-style-type: none"><li>1. All year round plants grass for lawn, hedges, shrubs</li><li>2. Indoor plants</li><li>3. Decorative plants</li></ol>	<b>20%</b>

- V Landscape design 25%**
1. Light and colour in the garden
  2. Other garden features
    - a. Landscape paths
    - b. Rock garden
    - c. Water garden
    - d. Miniature garden
    - e. Green house and summer house

**OUTCOME:**

After completion of this course the students will be able to

1. Learn division of exterior space effectively.
2. Generate productive income by developing kitchen garden.
3. They can work as a counselor for landscape planning.

**REFERENCES:**

1. Michael Wright, "The Complete Book of Gardening", Published by Ebury Press.
2. S. Percy. Lancaster (1977), "Gardening in India", Published by Oxford and IBH Publishing Co. Pvt. Ltd.
3. Peter Mchay (1987) "Anatomy of Garden", Published by Wendward.
4. Trivedi P.P (1983) "home Gardening" Published by ICAR, New Delhi.

**SARDAR PATEL UNIVERSITY**  
**B.SC. (HOME) III SEMESTER**  
**UH03EHSC06 LANDSCAPING AND GARDENING**

**Credit:01**

**Practical**  
**Pd/Wk: 02**

**Marks:50**

1. Identification and drawing of various garden tools and machines.
2. To draw symbols used in landscape planning.
3. To visit various nurseries.
4. Preparing chart for seasonal fruits vegetables and flowers.
5. Make a layout of landscape plans.
6. Kitchen garden layout.
7. Aesthetic arrangement of plants.