

**SARDAR PATEL UNIVERSITY  
VALLABH VIDYANAGAR**

**Programme outcome:**

The programme outcome of M.Sc. (Home Science) is to instill professional, practical and entrepreneurship skills for improvement in the quality of life of family and community.

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**Course specific outcome (General Home Science):**

- The programme provides knowledge to understand various approaches to family and community care.
- To acquaint the students with the basic knowledge related to Foods and Nutrition, Human Development, Textiles and Clothing, Family Resource Management and Extension through theoretical and practical skills.
- To familiarize the students with government programs and schemes related to the welfare of family and community.
- To impart field work experience to identify problems and their probable solutions related to community.
- To train the students to take up jobs in nutrition related state, national and international health and welfare programmes.
- To acquire skills to undertake systematic and independent research in various areas of Home Science.



**SARDAR PATEL UNIVERSITY**  
**Programme – M.Sc.**  
**(Under Choice Based Credit Scheme)**  
**Structure with effect from: 2022-23**  
**M.Sc. H.Sc. General Home Science**  
**IV Semester**



	C/E*	Course No	Title	T/P	Credits per week	Contact hrs/ week	Exam Duration in hrs	Marks		
								Internal	External	Total
<b>Core Course</b>										
1	C	PH04CGEN51	Community Nutrition	T	4	4	3	30/10	70/28	100/40
2	C	PH04CGEN52	Practical –Community Nutrition	P	2	4	4	15/5	35/14	50/20
3	C	PH04CGEN53	Fashion Merchandising	T	2	2	2	15/5	35/14	50/20
4	C	PH04CGEN54	Practical- Fashion Illustration	P	2	4	4	15/5	35/14	50/20
5	C	PH04CGEN55	Residential Space Planning and Interior Designing	T	4	4	3	30/10	70/28	100/40
6	C	PH04CGEN56	Practical - Residential Space Planning and Interior Designing	P	2	4	4	15/5	35/14	50/20
7	C	PH04CGEN57	Community Development –II	P	4	8	--	100/40	--	100/40
<b>Viva Group</b>										
8	C	PH04CGEN58	Comprehensive Viva-Voce	--	1	2	--	25/10	--	25/10
<b>Elective Course (any one from 8 and 9)</b>										
9	E	PH04EGEN51	Advanced study in Human Development	T	4	4	3	30/10	70/28	100/40
10	E	PH04EGEN52	Care of the Elderly	T	4	4	3	30/10	70/28	100/40
<b>Total</b>					<b>25</b>	<b>36</b>		<b>275</b>	<b>350</b>	<b>625</b>

**Note:** Students have to choose any one elective theory course.



(Master of Science –Home Science) (General Home Science)  
(M.Sc.- H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04CGEN51	Title of the Course	Community Nutrition
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To learn the causes, consequences and prevention of malnutrition.</li><li>2. To gain in – depth knowledge on various government programmes and schemes for improving the health and nutritional status of community.</li><li>3. To gain knowledge on various methods of nutritional assessment of community.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Prevalence of malnutrition in India: Ecology environment and socio - economic factors, resources of the family, family size and composition, dietary practices including gender differences food habits, food consumption patterns, customs and prejudices, ignorance, food losses, synergism of nutrition and infection.	25
2.	Vital statistics: life expectancy, crude death rate, birth rate, infant mortality, toddler mortality, maternal and infant mortality rate in India and their causes	20
3.	Assessment of Nutritional status: (a) Anthropometry: Various anthropometric parameters, Methods, tools, importance, interpretation, Concept of WAZ, HAZ, WHZ, (b) Biochemical assessment: Significance in assessment of nutritional deficiencies (PCM, anemia, Vitamin-A deficiency disease, Iodine deficiency, etc.) (c) Clinical examination: Significance in assessment of various nutritional deficiencies (PCM, anemia, Vitamin-A deficiency disease, Iodine deficiency, etc.) (d) Dietary Assessment: Various methods of diet surveys, advantages and dis- advantages of each method	30
4.	Contribution of international, national and state level agencies and programmes for improving nutritional status of community : WHO, UNICEF, ICDS and its set up, ICMR, ICAR, NIN, INCC, Prophylaxis programmes Mid day meal programme, NIPI, KSY, JSY, Mobile anganwadi centre, Demonstrative feeding, Doodh sanjeevani	25





	yojana, etc.	
Teaching-Learning Methodology	Classroom lectures (Blackboard/Power Point Presentations), Discussion with suitable examples, Group discussion	

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.	Describe about various methods to assess the nutritional status of community.
2.	Describe about the major deficiency diseases prevalent in community and ways to combat them.
3.	Describe about various national and international agencies working for improving the nutritional status of the community.

Suggested References:	
Sr. No.	References
1.	Das, S. (2016). <i>Textbook of community nutrition</i> . Academic Publishers
2.	Park, K. (2007). <i>Park's textbook of preventive and social medicine</i> , Banarsidas, Bhanot Publishers
3.	Jelliffe, D. B. (1966). <i>The assessment of the nutritional status of the community</i> , World Health Organization.





4.	Bamji, M.S., Rao, N.P., Reddy V. Eds. (2009). <i>Textbook of human nutrition</i> . 3rd Edition. Oxford and IBH Publishing Co. Pvt. Ltd
5.	Khetarpaul, N., Katyal, S. & Grover, I. (2009). <i>Infant health and nutrition</i> . (1 <sup>st</sup> ed.). Agrotech Publishing Academy.
On-line resources to be used if available as reference material	
On-line Resources	
Public health nutrition: Cambridge University press available at <a href="https://www.cambridge.org/core/journals/public-health-nutrition">https://www.cambridge.org/core/journals/public-health-nutrition</a>	
Journal of public health nutrition: Allied academics available at <a href="https://www.alliedacademies.org/public-health-nutrition/">https://www.alliedacademies.org/public-health-nutrition/</a>	
Nutrition and Public Health: MDPI available at <a href="https://www.mdpi.com/journal/nutrients/sections/Nutrition_Public_Health">https://www.mdpi.com/journal/nutrients/sections/Nutrition_Public_Health</a>	
<a href="http://icds-wcd.nic.in">http://icds-wcd.nic.in</a>	
<a href="https://wcd.nic.in">https://wcd.nic.in</a>	
<a href="https://www.who.int">https://www.who.int</a>	
<a href="https://wcd.gujarat.gov.in">https://wcd.gujarat.gov.in</a>	
<a href="https://icar.org.in">https://icar.org.in</a>	
<a href="https://www.nin.res.in">https://www.nin.res.in</a>	
<a href="https://www.unicef.org">https://www.unicef.org</a>	
<a href="https://motherchildnutrition.org">https://motherchildnutrition.org</a>	

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(Master of Science –Home Science) (General Home Science)  
(M.Sc.-H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04CGEN52	Title of the Course	Practical – Community Nutrition
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To learn to plan and prepare low cost nutritious recipes for various deficiency diseases</li><li>2. To prepare and execute nutrition and health education programme</li><li>3. To understand the activities conducted and records maintained by Anganwadi centres</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1	Preparation of low cost nutritious recipes rich in calories, protein, calcium, iron, Beta carotene etc.	25
2	Demonstration of above recipe in the community	15
3	Dietary survey of reproductive age females	15
4	Planning, conducting and evaluating nutrition education programmes : (a) Charts/posters (b) Flash cards	15
5	Preparation and executing the nutrition education programmes: (a) Radio talk (b) Role play	15
6	Visit to Anganwadi centres and reporting of various activities done by the centre and records maintained by Anganwadi workers	15

Teaching-Learning Methodology	Planning and preparation of activities, execution of activities by students, discussion.
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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, 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.	Plan and prepare nutritious recipes for various deficiency diseases.
2.	Plan and execute nutrition and health awareness programmes.
3.	Understand the role and responsibilities of Anganwadi workers.

Suggested References:	
Sr. No.	References
1.	DAS, S. (2016). <i>Textbook of community nutrition</i> . Academic Publishers.
2.	Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K., & Longvah, T. (2017). <i>Indian food composition tables</i> . Hyderabad: National Institute of Nutrition, Indian Council of Medical Research.

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(Master of Science –Home Science) (General Home Science)  
(M.Sc.-H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04CGEN53	Title of the Course	Fashion Merchandising
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To familiarize students with the world of fashion: design development and retailing</li><li>2. To acquaint students with techniques used for fashion promotion</li><li>3. To acquaint students with various career opportunities in the field of fashion</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Fundamentals of Fashion: Important terminology, Fashion cycle, Principles of fashion, Theories of fashion adoption, Origin of fashion, Prediction of fashion, Movement of fashion, Factors influencing fashion: accelerating and retarding	20
2.	Design Development: Objectives, Developing Design, Making first pattern, Making sample garment, Determining cost estimates, Style selection, Presenting and reviewing the line, Selecting style for the line, Determining final cost, Marketing	20
3.	Fashion Retailing: Past and present of fashion retailing, Diversity in fashion retailing today(departmental stores, apparel speciality stores, chain store retailing, mail order houses, discounting retailers, designers/manufacturers into franchised retailing, shopping centres and other types of retail formats)	20
4.	Fashion Promotion and Branding : Visual Merchandising (shows, events, displays), Brand Name and Trade Mark, Packaging, Product life cycle of certain products	20
5.	Fashion Accessories :Shoes, Hosiery, Handbags, Jewellery, Intimate Apparel	10
6.	Career Guidelines: Assistant designer, Junior designer, Free lance Illustrator, Sketcher, Sketching Assistant, Cutting Assistant.	10





Teaching-Learning Methodology	Classroom lectures (Blackboard/Power Point Presentations), Discussion on recent updates with examples
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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.	Improved knowledge about the fashion world and the details of how a design becomes fashion.

Suggested References:	
Sr. No.	References
1.	Sarkar, S. (2010). <i>Fashion pattern and dress design</i> . New Delhi: Arise Publishers and Distributors.
2.	Frings, S.G. (2005). <i>Fashion from concept to consumer</i> . Delhi: Pearson Education.
3.	Burns, D.L. and Bryant, N.O. (2002). <i>The Business of fashion- Designing, manufacturing and marketing</i> . New York: Fairchild Publication.
4.	Easey, M. (2005). <i>Fashion marketing</i> . New Delhi: Om Book Service.
5.	Solomon, M.R. and Rabolt, N.J. (2004). <i>Consumer behaviour in fashion</i> . New Delhi: Pearson Education.
6.	Jarnow, A.J. (1981). <i>Inside the fashion business- Text and Readings</i> . New York: Macmillan Publishing Company.





7.	Sumathi, G.J. (2005). <i>Elements of fashion and apparel design</i> . New Delhi: New Age International Publishers.
8.	Asian Journal of Home Science, Hind Institute of Science and technology

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

On-line Resources

Clothing and Textiles research Journal, Web of Science

[https://scholar.google.co.in/scholar?q=fashion+retailing+and+visual+merchandising&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholart](https://scholar.google.co.in/scholar?q=fashion+retailing+and+visual+merchandising&hl=en&as_sdt=0&as_vis=1&oi=scholart)

[https://gwgandhinagar.com/econtent/document/15874621032tassco402-%20visual%20merchandising%20\(importance,components,%20rules,%20elements\)%20.pdf](https://gwgandhinagar.com/econtent/document/15874621032tassco402-%20visual%20merchandising%20(importance,components,%20rules,%20elements)%20.pdf)

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(Master of Science –Home Science) (General Home Science)  
(M.Sc.- H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04CGEN54	Title of the Course	Practical - Fashion Illustration
Total Credits of the Course	02	Hours per Week	04

Course Objective:	To develop creative and technical skills for fashion design and illustration.
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Course Content		
Unit	Description	Weightage* (%)
1.	Basic rendering: Fabric textures with pencil and colour.	10
2.	Concepts of design repeats.	15
3.	Variations in bodice, collars, sleeves, necklines and skirts.	20
4.	Theme based designing (casual wear, night wear and special occasion wear) on action croquis.	25
5.	Designing garments using principles of design and appropriate colour scheme with collection of appropriate fabric swatches ( self learning)	10
6.	Scrap book of dress design for different figure types, occasion, season, age, occupation, activity	20

Teaching-Learning Methodology	Demonstration, actual practical by learners followed by discussion
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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%





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**Syllabus with effect from the Academic Year 2021-2022**

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

1.	Better understand the fundamentals of illustration.
2.	Acquire skills in conceptualization of design and its illustration.

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(Master of Science –Home Science) (General Home Science)  
(M.Sc.- H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04CGEN55	Title of the Course	Residential Space Planning and Interior Designing
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To learn planning principles for residential spaces &amp; furnishings.</li><li>2. To gain knowledge on concepts, types and use of building materials and selection tactics</li></ol>
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Course Content		
Unit	Description	Weightage * (%)
1.	<p>Concept of space</p> <ol style="list-style-type: none"><li>(a) Concept Need for space.</li><li>(b) Functions of house- protective, economic, emotional, social, recreational, productive, personal space freedom.</li><li>(c) Types of houses: Row, Semi-detached, Hut, Pant house detached, independent houses, flats/apartments, multi-storied buildings.</li><li>(d) Factors influencing choice of housing:<ul style="list-style-type: none"><li>• Family needs</li><li>• Income</li><li>• Space requirement for various activities</li><li>• Family values</li><li>• Availability of housing.</li></ul></li><li>(e) Selection and purchase of site.</li><li>(f) Types of house plans.</li><li>(g) Principles of planning spaces.</li></ol>	25
2.	<p>Designing Interiors</p> <ol style="list-style-type: none"><li>(a) Furniture- Furniture requirement for various room types, Selection: durability, cost, construction, comfort, maintenance, utility, flexibility material.</li><li>(b) Application of color &amp; lighting for interiors.</li><li>(c) Accessories- Classification and role of accessories in interiors.</li></ol>	10
3.	<ol style="list-style-type: none"><li>(a) Interior Building Materials and Finishes.<ol style="list-style-type: none"><li>a) Walls: Paints, paper, paneling, glass, mirror, cladding materials and any new innovations.</li><li>b) Floors: Stones, tiles, wood, Vinyl &amp; linoleum, carpets and rugs.</li></ol></li></ol>	30





	c) Ceilings: Plaster of Paris (POP), aluminum panels, metal strips, wood, acoustic boards, false ceiling.	
4.	(a) Importance of Furnishing: Objectives, History of furnishing in India, Factors influencing furnishing decisions: climatic condition, family preferences, availability in market, and principle of design. (b) Soft Furnishings: Care & Maintenance of soft furnishings. (a) Rugs and Carpets. (b) Curtain & Draperies. (c) Upholsteries.	15
5.	Decoration for special occasions: Flower arrangement- Meaning & Importance, Principles, Types, materials.	10
6.	Housing finance schemes (a) Government (b) Semi government (c) Private	10

Teaching-Learning Methodology	Power point Presentation, Classroom lectures, Project.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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 factors influencing choice of housing.
2.	Describe usage and characteristics of building materials and finishes for strength, durability and aesthetics.





Suggested References:

Sr. No.	References
1.	Rangwala, S.C.et.al. (2000). <i>Town planning</i> . Anand : Charotar Publishing House.
2.	Rut,A.H. (1969). <i>Home furnishing</i> . Wiley Eastern Pvt. Ltd.
3.	Arora, S.P., & Bindra, S.P.(1986). <i>Building construction</i> . Dhanpat Rai & Sons.
4.	Punmia, B.C.(1987). <i>Building construction</i> . Laxmi Publication.

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

On-line Resources

<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=24>

<http://ecoursesonline.iasri.res.in/course/view.php?id=204>

<http://ecoursesonline.iasri.res.in/course/view.php?id=215>

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(Master of Science –Home Science) (General Home Science)  
(M.Sc.-H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04CGEN56	Title of the Course	Practical – Residential Space Planning and Interior Designing
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop skill to draft house plans for various income groups.</li><li>2. To gain better understanding as regard the history of furniture, space designing for various areas.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1	Learn to draw the different symbols and common terms used in <u>house planning</u> .	10
2	Learn to draw the different types of floor plans.(One room kitchen plan /two room kitchen plan /three room kitchen plan)	30
3	Furniture arrangement in various life spaces.(Living Room / Kitchen / Bed Room)	15
4	Market survey on the different types of furniture / furnishing materials (curtains and draperies)	10
5	Report & presentation of survey	25
6	Floral Craft/Rangolis using various types of materials	10

Course Outcomes: Having completed this course, the learner will be able to	
1.	Draw layouts / plans for various types of rooms.
2.	Developed the skill of floor planning layout with detailing for execution drawing.

Teaching-Learning Methodology	Class discussion led by teacher & students and then actual performing by students.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage





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

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(Master of Science –Home Science) (General Home Science)  
(M.Sc.- H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04CGEN57	Title of the Course	Community Development-II
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"><li>1. To provide opportunity to learners to understand problems faced by vulnerable groups.</li><li>2. To gain skills in preparing and executing for programs for upliftment of vulnerable groups.</li></ol>
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Course Content		
Unit	Descriptions	Weightage* (%)
1	Collection of information related to problems faced by vulnerable groups (children, women, pregnant / lactating mothers, infants, elderly, etc.)	20
2	Development of awareness programmes to overcome problems identified in the above practical. Preparation of communication aids useful for small groups and to evaluate their effectiveness: <ol style="list-style-type: none"><li>i. charts</li><li>ii. posters</li><li>iii. flash cards</li></ol>	20
3.	Preparation of simple communication material for community awareness in any selected area of home science <ol style="list-style-type: none"><li>i. Short play</li><li>ii. Story</li></ol>	20
4.	Preparation of informative tools for mass education/awareness <ol style="list-style-type: none"><li>i. display boards</li><li>ii. advertisements</li><li>iii. pamphlets</li></ol>	20
5	Execution of the selected activities in the community	10
6	Report writing of the above activities and its effectiveness	10

**Note:** Evaluation for this course will be based on internal submissions of the above activities and internal practical exam.

Teaching-	Class discussion led by teacher & students and then actual performing by
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Learning Methodology	students, discussion of results.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Continuous Assessment in the form of Practical, Viva-voce, Article Evaluation, Attendance and internal exam (As per CBCS R.6.8.3)	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify problems of vulnerable groups.
2.	Develop understanding for formulation of programs for upliftment of vulnerable groups.





(Master of Science –Home Science) (General Home Science)  
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Course Code	PH04CGEN58	Title of the Course	Comprehensive Viva Voce
Total Credits of the Course	01	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To help students to consolidate knowledge acquired during the course of study.</li><li>2. To provide exposure to face jury and to gain confidence.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	At the end of the semester students will appear for a viva voce based on course content covered in all the theory and practicals of all four semesters.	100

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal viva voce (As per CBCS R.6.8.3)	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gain confidence in facing jury.

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(Master of Science –Home Science) (General Home Science)  
(M.Sc.- H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04EGEN51	Title of the Course	Advanced Study in Human Development
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adolescence</li><li>2. To understand the principles and factors influencing human development in these stages.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1	Principles and Concept of Development : (a) Principles of growth and development. (b) Developmental tasks (c) Basic concepts of development – maturation and learning, sensitive periods, individual differences, nature- nurture issue. (d) Secular trend in growth	15
2	Prenatal development: (a) Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and teratogens. (b) Significance of the genome project for understanding human development. (c) Importance of Indian practices during pregnancy	15
3	Infancy: (a) The newborn: birth process and the neonate. Physical description, sensory capacities and reflexes. Becoming coordinated - feeding, sleeping, crying. (b) Imitation, object permanence and other cognitive accomplishments. (c) Early language development. (d) Social relationships during infancy (e) The cultural experience of being an infant	15
4	Childhood : (a) Early Childhood (2-6 years): Transition from infancy to childhood, Physical and motor development, Early socialization, parenting and cultural processes.	15





	(b) Middle childhood (7-11 years): Physical and motor development: changes and challenges, Sense of industry and personality development, Cognitive, moral and language development, Social relationships - peers, siblings and parents, The experience of schooling - academic achievement	
5	Adolescence : Transition from childhood to sexual maturity - puberty and its consequences, Emotional changes, Development of Formal operations - Adolescent thought. Integration of the self -issues of identity, Role of family, peers, community and ethnic group, Moral reasoning and judgement, Health, sexuality, mental health, delinquency , conformity, Guidance need of individual and families	20
6	Adulthood and Old age: (a) Adulthood: Stages of adulthood, Physical, social, psychological changes in adulthood, Life cycle approach including sexuality, marriage, marital adjustment, parenthood, Personality development, role in family, Inter generation relationships, Maintaining family relationships, Friendships, health and disease (b) Old age: Old age (65+ years): Physical aspects of ageing, change in cognitive abilities and creativity, retirement from formal work, psychosocial changes, changes in family life cycle, social adjustment, health and disease	20

Teaching-Learning Methodology	Classroom lectures (Blackboard/Power Point Presentations), Group discussion, Discussion with suitable examples
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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, 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 understand

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|----|---|
| 1. | Principles and pattern of development.  |
| 2. | Various areas of Human Development with special reference to stages from prenatal development to old age. |
| 3. | The factors that influence human development.   |

Suggested References:

Sr. No.	References
1.	Hurlock, E.B. (2010). <i>Child development</i> . (6 <sup>th</sup> ed.). Tata McGraw Hill Publishers
2.	Papalia, D.E., Old, S.W., Feldman, R.D. (2006). <i>Human development</i> (9 <sup>th</sup> ed.) Tata Mc Graw Hill Publishers
3.	Hopkins, B., Geangu, E., & Linkenauer, S. (Eds.). (2005). <i>The Cambridge encyclopedia of child development</i> . Cambridge University Press.
4.	Payne, V.G. & Isaacs, L.D. (1995). <i>Human motor development: A lifespan approach</i> (3 <sup>rd</sup> ed.). Mayfield Publishing Company.
5.	Berk, L.E. (1996). <i>Child development</i> . (3 <sup>rd</sup> ed.) Prentice Hall, Inc.
6.	Craig, G. J. (1996). <i>Human development</i> . (7 <sup>th</sup> ed.). Prentice Hall, Inc.

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

On-line Resources

Child Development. Wiley Blackwell Publishing

Child and adolescent mental health. Wiley Blackwell Publishing

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

Learner, R. Concepts and Theories in Human Development available at  
[https://www.researchgate.net/publication/309375797\\_Concepts\\_and\\_Theories\\_in\\_Human\\_Development](https://www.researchgate.net/publication/309375797_Concepts_and_Theories_in_Human_Development)

<http://egyankosh.ac.in/bitstream/123456789/17134/1/Unit-3.pdf>







**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**Syllabus with effect from the Academic Year 2021-2022**

<http://stvincentpallotticollege.org/image/Drsinha%20-%20english.pdf>

[http://www.wbnsou.ac.in/online\\_services/SLM/BED/SEM-01\\_A1.pdf](http://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A1.pdf)

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((Master of Science –Home Science) (General Home Science)  
(M.Sc.- H.Sc.) (General Home Science) Semester (IV)

Course Code	PH04EGEN52	Title of the Course	Care of the Elderly
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To enable students to become aware and sensitized to issues related to care of the elderly.</li><li>2. To enable students to understand the theoretical perspectives of the aging process.</li><li>3. To develop skills for organizing activities for the elderly.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Concept and theoretical perspective of aging: (a) Emergence and scope of gerontology and elderly care: Historical perspective, demographic trends in India, Concept of aging and problems: Social, medical, psychological problems, occupational etc. (b) Theoretical perspectives : Disengagement theory, Activity theory, Human development theory, Continuity theory, Age stratification theory, Labeling theory	15
2.	Aging Process : (a) Biological and physiological aspects; Psychological aspects; Social aspects: Social status, retired status, single status, economic status, security, guide and teacher, social adjustment and recognition (b) Spiritual aspects: karma theory and religion (c) Economic aspects.	20
3.	Adjustment Patterns and Changing Lifestyles in Old Age (a) Family patterns in later life: Changing roles and the aging family; Conjugal: Husband-Wife relations in old age; Sexual adjustment (b) Retirement years and marital adjustment (c) Intergenerational family relations; Grand parenthood; Widowhood/singlehood; Alternative lifestyle; Second marriage in the later life.	20
4.	Work, leisure and retirement patterns: (a) Work - Meaning of work, individual motivation; Leisure;	15





	Retirement - benefits, freedom of retirees, fear change in personal and social life, problems like - sense of loss, women retirees, awareness, use of authority, social worth (b) Attitude towards retirement: Poverty, poor health, retirement and suicide, abandonment, liberation and diachronic solidarity	
5.	Death Dying and Bereavement: Impact of death on society; Attitude towards death; Denial and thoughts of death; bereavement, grief and social setting.	15
6.	Services and programs for the Aged : Categories of services: Housing, health, leisure time activities; institution for the aged day care centres; economic programmes; Re-engagement (after retirement); Retirement pension, death cum retirement gratuity, provident fund, health measures. Insurance scheme, investment & taxation and property	15

Teaching-Learning Methodology	Classroom lectures (Blackboard/Power Point Presentations), Group discussion, Discussion with suitable examples
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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, 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 various aspects of aging
2.	Describe different issues related to elderly people
3.	Apply theoretical knowledge of the subject in extension activities and research.





Suggested References:	
Sr. No.	References
1.	Moody, H.R. (2010). <i>Aging: Concepts and controversies</i> . (6 <sup>th</sup> ed.). Pine Forge Press, An imprint of Sage Publications, Inc.
2.	Rajan, S. I., Mishra, U.S. & Sarma P.S. (2006). <i>India's elderly: Burden or challenge?</i> Sage Publications
3.	Chaterjee, S.C., Patnaik, P. & Chariar, V. M. (2008). <i>Discourses on aging and dying</i> . Sage Publications
4.	Asian Journal of Home Science. Hind Institute of Science and Technology
On-line resources to be used if available as reference material	
On-line Resources	
Journal of Aging Research. Hindawi Publishers. Available at: <a href="https://www.hindawi.com/journals/jar/contents/year/2020/">https://www.hindawi.com/journals/jar/contents/year/2020/</a>	
Geriatric Care. Page Press available at: <a href="https://www.pagepressjournals.org/index.php/gc/issue/view/662">https://www.pagepressjournals.org/index.php/gc/issue/view/662</a>	
Caring for Elderly : Social Gerontology in the Indian Context available at : <a href="https://www.google.co.in/books/edition/Caring_for_the_Elderly/WV4IDAAAQBAJ?hl=en&amp;gbpv=1&amp;dq=care+for+elderly+book&amp;printsec=frontcover">https://www.google.co.in/books/edition/Caring_for_the_Elderly/WV4IDAAAQBAJ?hl=en&amp;gbpv=1&amp;dq=care+for+elderly+book&amp;printsec=frontcover</a>	
Elderly care in India: Societal and State Response available at: <a href="https://www.google.co.in/books/edition/Elderly_Care_in_India/GTYtDgAAQBAJ?hl=en&amp;gbpv=1&amp;dq=care+for+elderly+book&amp;printsec=frontcover">https://www.google.co.in/books/edition/Elderly_Care_in_India/GTYtDgAAQBAJ?hl=en&amp;gbpv=1&amp;dq=care+for+elderly+book&amp;printsec=frontcover</a>	

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**SARDAR PATEL UNIVERSITY  
VALLABH VIDYANAGAR**

**Programme outcome:**

The programme outcome of M.Sc. (Home Science) is to instill professional, practical and entrepreneurship skills for improvement in the quality of life of family and community.

**SARDAR PATEL UNIVERSITY  
VALLABH VIDYANAGAR**

**Course specific outcome (General Home Science):**

- The programme provides knowledge to understand various approaches to family and community care.
- To acquaint the students with the basic knowledge related to Foods and Nutrition, Human Development, Textiles and Clothing, Family Resource Management and Extension through theoretical and practical skills.
- To familiarize the students with government programs and schemes related to the welfare of family and community.
- To impart field work experience to identify problems and their probable solutions related to community.
- To train the students to take up jobs in nutrition related state, national and international health and welfare programmes.
- To acquire skills to undertake systematic and independent research in various areas of Home Science.