

Saurashtra University

SYLLABUS

**B.Sc (Home Science)
Semester III & IV**

W.E.F. June – 2020

SAURASHTRA UNIVERSITY, RAJKOT ANNEXURE 'A'
S.Y.B.H.SC. (HOME SCIENCE)
SEMESTER – III

Semester	Paper no.	CORE/ELEC	Subject	Credits T + P	Total Credits	Hours/week
03	01	CORE	Entrepreneurship Development in Women	3+2	5	6
03	02	CORE	Meal Planning	3+2	5	6
03	04	CORE	Textile Process	3+2	5	6
03	03	CORE	General Science (Basic and Applied Chemistry)	3+2	5	6
OR MAJOR FN						
03	05	ELEC	Modern Cookery	3+2	5	6
03	06	ELEC	Quality Food Production & Service	3+2	5	6
OR MAJOR HM						
03	05	ELEC	Household Equipment	3+2	5	6
03	06	ELEC	Residential Space Design	3+2	5	6
OR MAJOR GEN						
03	05	ELEC	Communication Process In Development	3+2	5	6
03	06	ELEC	Early Child Care and Education	3+2	5	6
OR MAJOR C.T.						
03	05	ELEC	Apparel Making -1	3+2	5	6
03	06	ELEC	Dress Designing	3+2	5	6
OR MAJOR H.D.						
03	05	ELEC	Family And Child Welfare	3+2	5	6
03	06	ELEC	Early Child Care and Education	3+2	5	6
OR MAJOR ED.EX.						
03	05	ELEC	Communication Process In Development	3+2	5	6
03	06	ELEC	Programme For Urban And Rural Development	3+2	5	6
			Total	18+12	30	36

SEMESTER – IV

Semester	Paper no.	CORE/ELEC	Subject	Credits T + P	Total Credits	Hours/week
04	01	CORE	Travel and Tourism	3+2	5	6
04	02	CORE	Public Nutrition	3+2	5	6
04	03	CORE	Organization and Management of E.C.C.E	3+2	5	6
04	04	CORE	General Science (Microbiology)	3+2	5	6
OR MAJOR FN						
04	05	ELEC	Diet Therapy	3+2	5	6
04	06	ELEC	Nutrition and fitness	3+2	5	6
OR MAJOR HM						
04	05	ELEC	House Keeping	3+2	5	6
04	06	ELEC	Consumer in the Market	3+2	5	6
OR MAJOR GEN						
04	05	ELEC	Fashion Studies	3+2	5	6
04	06	ELEC	Communication Systems And Social Change	3+2	5	6
OR Major C.T.						
04	05	ELEC	Fashion Studies	3+2	5	6
04	06	ELEC	Laundry science	3+2	5	6
OR MAJOR H.D.						
04	05	ELEC	Methods And Materials For Working With Young Children	3+2	5	6
04	06	ELEC	Adolescent Period	3+2	5	6
OR MAJOR ED.EX.						
04	05	ELEC	Information Education Communication Material for Development	3+2	5	6
04	06	ELEC	Communication Systems And Social Change	3+2	5	6
			Total	18+12	30	36

Saurashtra University, Rajkot Annexure 'B'

S.Y.B.H.Sc. (Home Science)

Semester – III

Semester	Paper No.	CORE/ELEC	Subject	PM	IM	EM	TM	Credits T + P	Total Credits
03	01	CORE	Entrepreneurship Development in Women	20	30	50	100	3+2	5
03	02	CORE	Meal Planning	20	30	50	100	3+2	5
03	03	CORE	Textile Process	20	30	50	100	3+2	5
03	04	CORE	General Science III (Basic and Applied Chemistry)	20	30	50	100	3+2	5
OR MAJOR FN									
03	05	ELEC	Modern Cookery	20	30	50	100	3+2	5
03	06	ELEC	Quality Food Production & Service	20	30	50	100	3+2	5
OR MAJOR HM									
03	05	ELEC	Household Equipment	20	30	50	100	3+2	5
03	06	ELEC	Residential Space Design	20	30	50	100	3+2	5
OR MAJOR GEN									
03	05	ELEC	Communication Process In Development	20	30	50	100	3+2	5
03	06	ELEC	Early Child Care and Education	20	30	50	100	3+2	5
OR MAJOR C.T.									
03	05	ELEC	Apparel Making -1	20	30	50	100	3+2	5
03	06	ELEC	Dress Designing	20	30	50	100	3+2	5
OR MAJOR H.D									
03	05	ELEC	Family And Child Welfare	20	30	50	100	3+2	5
03	06	ELEC	Early Child Care and Education	20	30	50	100	3+2	5
OR MAJOR ED.EX.									
03	05	ELEC	Communication Process In Development	20	30	50	100	3+2	5
03	06	ELEC	Programme For Urban And Rural Development	20	30	50	100	3+2	5
			Total	120	180	300	600	18+12	30

Saurashtra University, Rajkot Annexure 'B'
S.Y.B.H.Sc. (Home Science)
Semester – IV

Semester	Paper No.	CORE/ ELEC	Subject	PM	IM	EM	TM	Credits T + P	Total Credits
04	01	CORE	Travel and Tourism	20	30	50	100	3+2	5
04	02	CORE	Public Nutrition	20	30	50	100	3+2	5
04	03	CORE	Organization and Management of E.C.C.E	20	30	50	100	3+2	5
04	04	CORE	General Science IV (Microbiology)	20	30	50	100	3+2	5
OR MAJOR FN									
04	05	ELEC	Diet Therapy	20	30	50	100	3+2	5
04	06	ELEC	Nutrition & Fitness	20	30	50	100	3+2	5
OR MAJOR HM									
04	05	ELEC	House Keeping	20	30	50	100	3+2	5
04	06	ELEC	Consumer in the Market	20	30	50	100	3+2	5
OR MAJOR GEN									
04	05	ELEC	Fashion Studies	20	30	50	100	3+2	5
04	06	ELEC	Communication Systems And Social Change	20	30	50	100	3+2	5
OR MAJOR C.T									
04	05	ELEC	Fashion Studies	20	30	50	100	3+2	5
04	06	ELEC	Laundry science	20	30	50	100	3+2	5
OR MAJOR H.D.									
04	05	ELEC	Methods And Materials For Working With Young Children	20	30	50	100	3+2	5
04	06	ELEC	Adolescent Period	20	30	50	100	3+2	5
OR MAJOR ED.EX.									
04	05	ELEC	Information Education Communication Material for Development	20	30	50	100	3+2	5
04	06	ELEC	Communication Systems And Social Change	20	30	50	100	3+2	5
			Total	120	180	300	600	18+12	30

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

Saurashtra University, Rajkot Annexure 'C'

S.Y.B.H.Sc. (Home Science)

Semester – III

Semester	Paper No.	CORE/ ELEC	Subject	Total Credits	PM	IM	EM	TM	External Exam Time Duration	Practical Exam Time Duration
03	01	CORE	Entrepreneurship Development in Women	5	20	30	50	100	2 Hours	3Hours
03	02	CORE	Meal Planning	5	20	30	50	100	2 Hours	3Hours
03	03	CORE	Textile Process	5	20	30	50	100	2 Hours	3Hours
03	04	CORE	General Science III (Basic and Applied Chemistry)	5	20	30	50	100	2 Hours	3Hours
OR MAJOR FN										
03	05	ELEC	Modern Cookery	5	20	30	50	100	2 Hours	3Hours
03	06	ELEC	Quality Food Production & Service	5	20	30	50	100	2 Hours	3Hours
OR MAJOR HM										
03	05	ELEC	Household Equipment	5	20	30	50	100	2 Hours	3Hours
03	06	ELEC	Residential Space Design	5	20	30	50	100	2 Hours	3Hours
OR MAJOR GEN										
03	05	ELEC	Communication Process In Development	5	20	30	50	100	2 Hours	3Hours
03	06	ELEC	Early Child Care and Education	5	20	30	50	100	2 Hours	3Hours
OR MAJOR C.T										
03	05	ELEC	Apparel Making -1	5	20	30	50	100	2 Hours	3Hours
03	06	ELEC	Dress Designing	5	20	30	50	100	2 Hours	3Hours
OR MAJOR H.D.										
03	05	ELEC	Family And Child Welfare	5	20	30	50	100	2 Hours	3Hours
03	06	ELEC	Early Child Care and Education	5	20	30	50	100	2 Hours	3Hours
OR MAJOR ED.EX.										
03	05	ELEC	Communication Process In Development	5	20	30	50	100	2 Hours	3Hours
03	06	ELEC	Programme For Urban And Rural Development	5	20	30	50	100	2 Hours	3Hours
				30	120	180	300	600		

S.Y.B.H.Sc. (Home Science)

Semester – IV

Semester	Paper No.	CORE/ ELEC	Subject	Total Credits	PM	IM	EM	TM	External Exam Time Duration	Practical Exam Time Duration
04	01	CORE	Travel and Tourism	5	20	30	50	100	2 Hours	3Hours
04	02	CORE	Public Nutrition	5	20	30	50	100	2 Hours	3Hours
04	03	CORE	Organization and Management of E.C.C.E	5	20	30	50	100	2 Hours	3Hours
04	04	CORE	General Science IV (Microbiology)	5	20	30	50	100	2 Hours	3Hours
OR MAJOR FN										
04	05	ELEC	Diet Therapy	5	20	30	50	100	2 Hours	3Hours
04	06	ELEC	Nutrition & Fitness	5	20	30	50	100	2 Hours	3Hours
OR MAJOR HM										
04	05	ELEC	House Keeping	5	20	30	50	100	2 Hours	3Hours
04	06	ELEC	Consumer in the Market	5	20	30	50	100	2 Hours	3Hours
OR MAJOR GEN										
04	05	ELEC	Fashion Studies	5	20	30	50	100	2 Hours	3Hours
04	06	ELEC	Communication Systems And Social Change	5	20	30	50	100	2 Hours	3Hours
OR MAJOR C.T.										
04	05	ELEC	Fashion Studies	5	20	30	50	100	2 Hours	3Hours
04	06	ELEC	Laundry science	5	20	30	50	100	2 Hours	3Hours
OR MAJOR H.D.										
04	05	ELEC	Methods And Materials For Working With Young Children	5	20	30	50	100	2 Hours	3Hours
04	06	ELEC	Adolescent Period	5	20	30	50	100	2 Hours	3Hours
OR MAJOR ED.EX.										
04	05	ELEC	Information Education Communication Material for Development	5	20	30	50	100	2 Hours	3Hours
04	06	ELEC	Communication Systems And Social Change	5	20	30	50	100	2 Hours	3Hours
				30	120	180	300	600		

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

With Effect from Academic Year 2020 - 2021

SEMESTER III, IV

NOTES

Marks and credits distribution –

- 1) **Where the Paper have 5 credits the distribution of marks are as below**

Theory - 50 Marks

Practical – 20 Marks

Internal – 30 Marks

Total – 100 Marks

- 2) **Theory credits – 1 hour /credit so 3 hours/week**

Practical credits – 1.5 hours/credit, so 3 hours/Batch

- 3) **Duration of Theory Examination for 50 marks – 2 hours.**

- 4) **Duration of Practical Examination for 20 marks – 3 hours**

B. Sc (HOME SCIENCE)					
YEAR	II	ENTREPRENEURSHIP DEVELOPMENT IN WOMEN		CREDIT	05 (03+02)
SEMESTER	III	CORE - PAPER NO. 1		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		To enables students to 1. Develop Entrepreneurship Skill 2. Understand the process and procedure of setting up small enterprise 3. Develop managerial skill for entrepreneurship development.			
COURSE CONTENT: THEORY					
UNIT – I		Entrepreneurship development			
		<ul style="list-style-type: none"> • Entrepreneurship development among women • Problems and constraints of women entrepreneurship • Suggestions to improve working efficiency of entrepreneurship • Importance and need for self employment 			
UNIT – II		Establishment of enterprise			
		<ul style="list-style-type: none"> • Quality of good entrepreneur • Establishment of enterprise • Legal aspect and procedure to establish enterprise. 			
UNIT – III		Entrepreneurship programs in India			
		<ul style="list-style-type: none"> • Entrepreneurship Development Institute of India (E.D.I.) • National Institute for Entrepreneurship and small Business Development (NIESBI) • National Institute Development Bank of India (SIDBI) • Small Industry Development Organization. (SIDO) • National Alliance of Young Entrepreneur. (NAYE) • State Bank of India • National Small Industries Corporation National Industry of Small Industry Extension Training (NISIET) • Directorates of Industries of the State Government and State Small Industries Corporation. • Khadi and Village Industries Commission (KVIC) • State Financial Corporation (SFCS) • Jilla Udyog Kendra • Gujarat Agricultural Industries • Industrial Extension Board • Gujarat Industrial and Technical Consultancy Organization 			
UNIT – IV		Project proposal			
		<ul style="list-style-type: none"> • Putting a project proposal • Application form • Viable project proposal • Processing of proposal • License and quota 			

	<ul style="list-style-type: none"> • Registration security - Guarantee returns
PRACTICALS	
1	Putting a project proposal
2	Training programme - 25 hours <ul style="list-style-type: none"> • Catering • Handicraft • Child care (Day care, Play house) • Health care (Yoga, aerobics, beauty care)
3	Collect information about the different E.D.P. in your Town/City.
REFERENCES	
1	Parekh U and Rao T.P. 1978 - Personal efficiency in developing Entrepreneurship learning system - New Delhi
2	Parekh U and Rao T.P. - Development Entrepreneurship a handbook learning system, New Delhi
3	B. S. Rathore & J. S. Saini, B. R. Gurjan - Entrepreneurial opportunities in modernizing economy abhishek publication – Chandigadh
4	Women and rural Entrepreneurship in Ind. D. D. Sharma, S. K. Dhameha Abhishekh Publication – NewDelhi
5	Indian entrepreneurship theory practice D. D.Sharma, S. K. Dhameha – Abhishekh Publication - New Delhi.

B. Sc (HOME SCIENCE)					
YEAR	II	MEAL PLANNING		CREDIT	05 (03+02)
SEMESTER	III	CORE - PAPER NO. 2		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		<p>This course will enable the students to</p> <ol style="list-style-type: none"> 1. Understand the importance of meal planning. 2. Gain knowledge about dietary management in common ailments. 3. Know about RDA and healthy food choices. 			
COURSE CONTENT: THEORY					
UNIT – I		Basic concepts of meal planning			
		<ul style="list-style-type: none"> • Food groups and concept of balanced diet • Food exchange list • Concept of Dietary Reference Intakes • Factors effecting meal planning and food related behaviour • Dietary guidelines for Indians and food pyramid. 			
UNIT – II		Nutrition during the adult years			
		<p>Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices.</p> <ul style="list-style-type: none"> • Adult • Pregnant woman • Lactating mother • Elderly 			
UNIT – III		Nutrition during childhood			
		<p>Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices.</p> <ul style="list-style-type: none"> • Infants • Preschool children • School children • Adolescents 			
PRACTICALS					
1		Introduction to meal planning			
		<ul style="list-style-type: none"> • Use food exchange list 			
2		Planning and preparation of diets and dishes for			
		<ul style="list-style-type: none"> • Young adult • Pregnant and Lactating woman • Preschool child • School age child and adolescents • Elderly 			
3		Planning complementary foods for infants			

REFERENCES

1	Seth V and Singh K (2006). <i>Diet Planning through the Life Cycle: Part 1 Natural Nutrition. A Practical M rition</i> , ICMR, Hyderabad.
2	Khanna K. Gupta S. Seth R, Passi SJ, Mahna R, Puri S (2013). <i>Textbook of Nutrition and Dieteties</i> . Phoenix Publishing House Pvt. Ltd.
3	Wardlaw GM. Hampi JS. DiSilvestro RA (2204). <i>Perspectives in Nutrition</i> . 6 th edition. McGraw Hill.
4	ICMR (2011) <i>Dietary Guidelines for Indians</i> . Published by National Institute of Nutrition. Hyderabad.
5	ICMR (2010) <i>Recommended Dietary Allowances for Indians</i> . Published by National Institute of Nutrition, Hyderabad.
6	Chadha R and Mathur P eds. <i>Nutrition: A Lifecycle Approach</i> . Orient Blackswan, New Delhi. 2015.
7	ICMR (2011) <i>Dietary Guidelines for Indians</i> . Published by National Institute of Nutrition. Hyderabad.

B. Sc (HOME SCIENCE)					
YEAR	II	TEXTILE PROCESS		CREDIT	05 (03+02)
SEMESTER	III	CORE PAPER NO. 3		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. Impart knowledge pertaining to basic principles of dyeing, printing and finishing 2. Help develop creativity in designing for prints. 3. Impart knowledge of care and maintenance of clothes			
COURSE CONTENT: THEORY					
UNIT – I		Dyeing			
		<ul style="list-style-type: none"> • History of dyeing • Types of dyeing • Application of dyeing 			
UNIT – II		Printing			
		<ul style="list-style-type: none"> • Type of Printing • Screen Print • Block Print • Resist Print • Tie & Dye (Bandhani) • Discharge Print 			
UNIT – III		Finishing			
		<ul style="list-style-type: none"> • Definition of Finishing • Objective of Finishing • Importance of Finishing • Type of Finishing – (1) Chemical (2) Physical (3) Special Finishing 			
UNIT – IV		Bleaching			
		<ul style="list-style-type: none"> • Definition and Importance of Bleaching • Objective of Bleaching • Types of Bleaching - (1) Oxidizing Bleaching (2) Reducing Bleaching 			
UNIT – V		Fabric construction			
		<ul style="list-style-type: none"> • Weaving: Parts and functions of the loom • Weaves : Classification, construction, characteristics and use • Knitting: Classification, construction, characteristics and use • Non woven and felts-construction, properties and use 			
PRACTICALS					
		1	Dyeing - Simple Dyeing		
		2	Batik Print		
		3	Tie & Dye		
		4	Block Print		
		5	Stencil Print (Two way)		

6	Visit to Dye /Printing Unit.
REFERENCES	
1	Pattern Making Fashion Design Armstrong, H.J. , 2009 Harper Collins. Publication Inc, New York
2	Evaluating Apparel Quality Stamper, A.A., S.H. Sharp and L.B. Donell . 1996, Fairchild Publication, America

B. Sc (HOME SCIENCE)					
YEAR	II	BASIC & APPLIED CHEMISTRY		CREDIT	05 (03+02)
SEMESTER	III			HOURS/ WK	06
		CORE PAPER NO. 4			
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To develop sound basis for simple chemistry needed to study nutritional aspects of food. 2. To get insight into some aspects of applied chemistry.			
COURSE CONTENT: THEORY					
UNIT – I		Elementary knowledge of Elements			
		Symbols, Valency, Structure of Atoms, Compound and Mixtures, Molecular weight, Equivalent weight, Normality and Molarity			
UNIT – II		Acid, Base and Buffer			
		Definitions of Acid and Base, pH, Buffer solution and their functions, Neutralization			
UNIT – III		Introduction to Hydrocarbons			
		History, classification, Nomenclature of Hydrocarbons: Alkanes, Alkenes, Alkynes, Alcohol, Aldehyde, Ketone, carboxylic acid.			
UNIT – IV		Chemistry of Soap and Detergents			
		Introduction, Different methods of preparation of soaps and detergent powder and cake. Advantages and disadvantages of their use.			
UNIT – V		Common Drugs			
		Meaning of term with one example Analgesic, Antacid, Antibiotic, Anti-inflammatory, Laxatives and Sedatives			
PRACTICALS					
	1	Acid base titration: <ul style="list-style-type: none"> • Titration of 0.1 N NaOH with x N HCl • Titration of 0.1N NaOH with x N H₂SO₄ 			
	2	Preparation of Liquid soap			
	3	Preparation of Soap cake			
	4	Preparation of Detergent powder			
	5	Preparation of Detergent cake			
REFERENCES					
	1	Inorganic Chemistry by Bahl and Tuli			
	2	Basic Chemistry by Shah, Mehta and Jadhav			

B. Sc (HOME SCIENCE)				
YEAR	II	MODERN COOKERY		CREDIT
SEMESTER	III	ELECTIVE (FN) PAPER NO. 5		05 (03+02)
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20
OBJECTIVES		1. To understand cookery as science 2. To apply science to food preparation 3. To familiarize the students with current food preparations		
COURSE CONTENT: THEORY				
UNIT – I		Introduction		
		<ul style="list-style-type: none"> • Cookery as a science • Application of science to food preparation • Advances in food technology 		
UNIT – II		Cooking Materials		
		<ul style="list-style-type: none"> • Foundation ingredients • Fats • Raising agents • Eggs • Salt • Liquid • Flavoring and seasoning • Sweetening • Thickening 		
UNIT – III		Spices used in Indian and Western Cookery		
		<ul style="list-style-type: none"> • Importance of spices • Basic information about <ul style="list-style-type: none"> – Cloves, nutmeg, mustard, cinnamon, cardamom, pepper, red chillies, coriander, turmeric, ginger, cumin seed, fenugreek, aniseed, fennel seed, caraway seed – Aromatic herbs and plants – Parsley, thyme, capsicum, mint, bay leaves, basil, onions, garlic, shallots 		
UNIT – IV		Introduction, classification, nutritive value, cooking tips and serving of		
		<ul style="list-style-type: none"> • Beverage (Hot and Cold) • Soups and Sauces • Cereals • Pulses • Vegetables • Salads • Desserts • Snacks • Sandwiches 		

UNIT – V	Bakery products
	<ul style="list-style-type: none"> • Introduction • Ingredients used for bakery items <ul style="list-style-type: none"> – Refined flour, leavening agents, salt, sugar, fat, eggs, moisturising agents, liquids, improvers and preservatives • Points to consider while making bakery items
UNIT – VI	Use of Heat in Cookery
	<ul style="list-style-type: none"> • Changes of state and heat • Relation of boiling point to pressure • Kinds of heat transfer • Electronic heat transfer (Microwave)
PRACTICALS	
	Preparation of-
1	Beverage (Hot and Cold)
2	Soups and Sauces
3	Cereals
4	Pulses
5	Vegetables
6	Salads
7	Desserts
8	Snacks
9	Sandwiches
10	Bakery items
REFERENCES	
1	Foundations of Food Preparation – Peckham. Macmillan Publishing Co. Inc. New Work.
2	Modern Cookery Vol. I and II – Thangam E. Phillip. Orient Longman Publication.
3	“Basic Food Preparation” Department of Foods and Nutrition, Orient Longman Publication, New Delhi.
4	Bakery Science and Industry – N.K.Kamaliya, K.B.Kamaliya, Anand

B. Sc (HOME SCIENCE)					
YEAR	II	QUALITY FOOD PRODUCTION AND SERVICE		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (FN) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To develop skills in menu planning. 2. To understand the basics of table setting. 3. To understand different styles of food service. 4. To understand the principles of food production and quality control to deliver safe food.			
COURSE CONTENT: THEORY					
UNIT – I		Setting The Table			
		<ul style="list-style-type: none"> • Basic principles involved in table setting • Placing linen , placing decoration, laying flatware, placing glassware, placing dinnerware, laying the beverage service, placing the accessories, placing serving dishes of food, setting the serving table 			
UNIT – II		Serving by different methods			
		Self service, Portable service, Cafeteria service, Indian service			
UNIT – III		Etiquette at the table			
		The approach to the table, the use of napkin, the use of the tools for eating; managing glasses, goblets and cups; finger foods; miscellaneous modes and manners			
UNIT – IV		Serving Tray meals			
		Setting the tray for tray meals, service when meals are eaten from trays.			
UNIT – V		Quality food production			
		Food production systems management, Production control, Safeguard in food production.			
PRACTICALS					
		1	Menu plan (A la carte, table de hote and cyclic menu for institution) & Setting up tables – regular (A la carte and Table de hote)		
		2	Tray service – Hospital, Airline,Railway,Breakfast,Family Meal Tray		
		4	Preparation of Punjabi, Madrasi, Chinese, Western and Fast foods and Gujarati (Two preparations each)		
		5	Food Cost Analysis.		

REFERENCES	
1	Foundations of Food Preparation - Peckham C. G., The Mc Millan Co.
2	Entrepreneurship and Food Service Management – MFN 007, IGNOU
4	Fundamentals of Foods & Nutrition – Neelam Buddhdev and Bhavana Vaid
5	Food and Beverage Service – Sudhir Andrews, Tata McGraw Hill Publishing Co. Ltd., New Delhi.
6	Catering Management _ Mohini Sethi and Surjeet Malhan, Wilsby Eastern Ltd., New Delhi
7	Faye K, “Meal management” The MacMillan Company, 1962.
8	Entrepreneurship and Food Service Management – MFN 007, IGNOU.
9	Andrews S “Food and Beverage Service” Tata McGraw Hill Publishing Co. Ltd., New Delhi. Shethi M and Malhan S “Catering Management” Wilsby Eastern Ltd., New Delhi

B. Sc (HOME SCIENCE)					
YEAR	II	HOUSEHOLD EQUIPMENT		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (HM) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		To enable students to: <ol style="list-style-type: none"> 1. Understand domestic utilities and their availability. 2. Understand design principles for various domestic layouts. 3. Draw service layouts. 4. Learn to project from market surveys about equipment trends. 			
COURSE CONTENT: THEORY					
UNIT – I		Importance of studying household equipments			
UNIT – II		Art of buying			
		<ul style="list-style-type: none"> • Factors affecting buying on family • Points to be considered for effective buying 			
UNIT – III		Maintenance and care of household equipments			
		Equipments made from copper, brass, bronze, steel, glass, clay etc.			
UNIT – IV		Classification of household equipments in terms of			
		<ul style="list-style-type: none"> • Portable and non -portable • Electrical- Motor driven and heating • Food related (cooking, devices, cookers) • Laundry • Cleaning • Personal care • Non-electrical 			
UNIT – V		Equipment design and their effect on work and body postures			
UNIT – VI		Problems of consumer and their solutions			
PRACTICALS					
		1	Operative principle of working to be shown as live demonstration		
		2	To teach the use of household electrical equipments <ul style="list-style-type: none"> • Washing Machine • Vacuum Cleaner • Microwave Oven • OTG 		
		3	Market survey of household equipments		
		4	To learn the use of non electrical household equipments to save energy, time and money <ul style="list-style-type: none"> • Solar cooker • Solar heater etc. 		

REFERENCES

1	Bellani and Bellani :Practical Physical (Unit V, VI)
2	Peet L.J. Picket M.S. and M.G. (1960) Household Equipment, John Willey and Sons Inc(I-VI)
3	Peet L.J. Picket M.S. (1979) Household Equipment 7 th and 8 th Edn. John Willey and Sons Inc
4	Bhimd R.H. and Sharma, G.M. (1986): Practical Physics : 2 nd Edn. Pragati Prakshan, Bombay
5	Sule P.S. and Swant. K.A. (1979) Practical Physics Lokmitra Press Bombay.
6	Neha Shah- Gruh Upkarano ni Gita, Divine Publications, Ahmedabad

B. Sc (HOME SCIENCE)					
YEAR	II	RESIDENTIAL SPACE DESIGN		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (HM) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. Gain knowledge in principles of planning various types of residential space 2. Be able to choose materials keeping the financial consideration in mind 3. Develop the skill of drawing house plans.			
COURSE CONTENT: THEORY					
UNIT – I		Family’s housing needs			
		Protective, Economic, Affectional, Social, Standard of living, Housing goal, Style, Function, Occupation.			
UNIT – II		Factors influencing selection and purchase of site for housing			
		Legal aspect, Location, Physical features, Soil condition, Cost, Services			
UNIT – III		House Planning			
		<ul style="list-style-type: none"> • Principle of House Plan : <ul style="list-style-type: none"> – Grouping of rooms, Orientation, Circulation, Flexibility, Privacy, spaciousness, Services, Aesthetics, Economy, Light and Ventilations • Planning Different Rooms : <ul style="list-style-type: none"> – Living room, Dinning Room, Bedroom, Kitchen, Store Room, Toilet, Staircase, Passage 			
UNIT – IV		Financial Consideration			
		<ul style="list-style-type: none"> • Availability of Fund for Housing : <ul style="list-style-type: none"> – Housing Development Finance Corporation - HDFC, Co-operative Housing Society, Life Insurance Corporation, Co-operative Banks • Mortgage to Government : <ul style="list-style-type: none"> – Private Mortgage, Gujarat Rural and Urban Development Housing GRUH, Housing and Urban Development Co-operation – HUDCO 			
UNIT – V		Housing problem in India			
		Urban/Rural Housing problem, Causes and remedial measures			
PRACTICALS					
	1	Drawing House plans with standard specification (On graph paper)			
	2	Visit to a housing financial agency			
	3	Survey of problems regarding facilities of urban society or Apartment, such as: Drainage, Waste Disposal, Water Facility, Lighting Security, maintenance			

REFERENCES

1	Anna H Rutt (1961); Home furnishing, John Wiley Eastern Private Ltd. New York.
2	Deshpande R. S. (1980) Modern Ideal Homes for India; Smt. L. S. Despande for Deshpande Publications Trust.
3	Deshpande R. S. (1980); Building your own Houses; United Book Corporation.

B. Sc (HOME SCIENCE)					
YEAR	II	COMMUNICATION PROCESS IN DEVELOPMENT		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (GEN)- PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. Understand the process of communication in development work. 2. Develop skills in the use of methods and media.			
COURSE CONTENT: THEORY					
UNIT – I		Concept of Development Communication			
		<ul style="list-style-type: none"> • Meaning and importance of communication in community development • The purpose of communication 			
UNIT – II		Communication process			
		<ul style="list-style-type: none"> • One-way and Two way or interactive communication. • Gaps in communication or distortions in transmission of message and their causes 			
UNIT – III		Methods of communication			
		<ul style="list-style-type: none"> • Group Discussion • Demonstration • Workshop • Exhibition 			
UNIT – IV		Media for development communication			
		<ul style="list-style-type: none"> • Audio visual media, classification • Visual Aids poster, folder, booklet, chart • Audio visual T.V. 			
PRACTICALS					
		1	Demonstration		
		2	Workshop		
		3	Exhibitions		
		4	Poster		
		5	Folder		
		6	Chart		
REFERENCES					
		1	Bhatnagar O. P. Dhama Education and communication for development (second edition) New Delhi, Oxford and IBH Publishing Co. Pvt. Ltd..		
		2	V., Text Books of mass communication and Media: Anmol Publications Pvt. Ltd. New Delhi		
		3	Ray G.L. Extension communication and management. (fourth edition), Calcutta: Naya Prakashan.		
		4	Enderson (1972) Introduction to communication theories and practices. Cummings Publishing House, California.		

5	Bernice Hurst (1996): The hand book of communication skills, Kogan page limited, London.
6	Keval Kumar (2010) Mass communication in India, Jaico publishing house Ahmedabad.
7	Chandra A. Shah A. Joshi U. (1989) Fundamentals of teaching home science sterling publishers, New Delhi.

YEAR	II	EARLY CHILD CARE EDUCATION		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (GEN) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To give the knowledge of early child care education with new concept 2. To give the knowledge to arrange different activities at home and play centre 3. Create awareness of proper early child and education			
COURSE CONTENT: THEORY					
UNIT – I		Early child care education – Clanging age			
		<ul style="list-style-type: none"> • Objective of ECCE • Principles of ECCE • Long Vision for an Indian Child • Learning and Implication in ECCE 			
UNIT – II		Care and Learning			
		<ul style="list-style-type: none"> • Birth to three years • Three to Six years 			
UNIT – III		Program Planning for ECCE			
		<ul style="list-style-type: none"> • To provide early learning Environment • Learning / Activities centres • Use of audio video aids for learning prose's • Displays on walls • Furniture and Mats 			
UNIT – IV		Role of Educationalist in ECCE			
		<ul style="list-style-type: none"> • Madam Montessori • Taraben Modak • Gijubhai Badeka • Ravindranth Tagore 			
UNIT – V		Contribution of various institutes			
		<ul style="list-style-type: none"> • ICDS • Creche • Play Centres • Day care Centres 			
PRACTICALS					
		1	To make a creative sample from household things		
		2	To make an Educational Activity for ECCE Children		
		3	Arrange a Group Discussion on ECCE and know about student views about ECCE		
		4	Use of any one video Aid to educate the ECCE children in your nearby area		
REFERENCES					
		1	Up and About 20 Activities for primary School – Anna Vidya Education Foundation.		
		2	Play activities for young children – Swaminathan		

3	Stimulation activities for young children – Murlidharan R. Asthana
4	Early childhood education A trainers handboodk - Kaul, V.Bhatnagar.

B. Sc (HOME SCIENCE)					
YEAR	II	APPAREL MAKING – I		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (CT) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. Familiarize with the essentials of apparel making. 2. Acquaint with the various steps involved in the apparel making system. 3. To gain knowledge in making certain garments for personal/individual			
COURSE CONTENT: THEORY					
UNIT – I		Elements of design			
		<ul style="list-style-type: none"> • Line • Shape/Form • Colour • Texture • Design • Light • Space • Elements of design as applied to apparel designing 			
UNIT – II		Principles of design			
		<ul style="list-style-type: none"> • Balance • Proportion • Rhythm • Emphasis • Unity • Harmony • Elements of design as applied to apparel designing 			
UNIT – III		Pattern making for garment			
		<ul style="list-style-type: none"> • Drafting • Paper pattern • Block pattern • Lay out 			
UNIT – IV		Preparation steps for apparel making			
		<ul style="list-style-type: none"> • Selection of fabric • Preparation for layout, cutting, sewing, finishing and packaging 			
PRACTICALS					
		1	Sketching for elements of design		
		2	Sketching for principles of design		
		3	Drafting, paper pattern & lay out for children garment		
		4	Project work: Make an article using smocking /honey comb		

REFERENCES

1	Tailoring Mcgraw Hill, Bane A. 1974
2	Dress Pattern Designing London , Crossby Lockwood & Staples
3	Sivan Magdrshika – Nirmla Mistri
4	VastraVigyan ke Sidhdhat – Dr.G.P.Shairy

B. Sc (HOME SCIENCE)					
YEAR	II	DRESS DESIGNING		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (CT) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To understand basics of dress designing. 2. To develop skills related to design development. 3. To develop confidence through skill in making different garments.			
COURSE CONTENT: THEORY					
UNIT – I		Design development			
		<ul style="list-style-type: none"> • Types of design - Natural, structural, geometrical, abstract • Design development – Making first pattern, sample garment, cost, final style selection, advertising, marketing, final cost 			
UNIT – II		Clothing constructions			
		<ul style="list-style-type: none"> • Standard measurement • Eight head’s theory 			
UNIT – III		Study of garment components			
		<ul style="list-style-type: none"> • Types of Necklines • Types of Collars 			
UNIT – IV		Methods of pattern making			
		<ul style="list-style-type: none"> • Drafting • Flat pattern • Draping 			
UNIT – V		Clothing for family			
		<ul style="list-style-type: none"> • Infants, toddlers, adolescents, middle age, old age • Clothing for special needs – sports, pregnancy, lactating, occupational, handicaps 			
PRACTICALS					
	1	Types of design - Natural, structural, geometrical, abstract – with placement effect.			
	2	Sketch of Eight head’s theory			
	3	Sketch of variations in bodice, skirts, sleeves, necklines, collars			
	4	Stitch (any one) – Punjabi kurta -- Salwar			
REFERENCES					
	1	Neelima,(2009) Fashion and Textile Design, Sonali Publications, Delhi			
	2	Joshi Dattatraya, (1989) PoshakNirmankeSiddhant (Dress making theory), Tata Mcgraw-hill publishing Co. Ltd., Delhi.			
	3	Mistry Nirmala, Sivan Margdarshan, Navneet Publication, Ltd., Ahmedabad.			
	4	The art of sewing by Anna Jacob Thomas, UBS Publishers and Distributers Ltd., New Delhi (1993).			
	5	Samani Vina, (2005), Dress Designing, Pravin Prakashan Pvt. Ltd. Rajkot.			

B. Sc (HOME SCIENCE)					
YEAR	II	FAMILY AND CHILD WELFARE		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (HD) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		To enable the students to - 1. Gain knowledge on the scheme of central and state government for family and child welfare. 2. Student will gain knowledge about the family and children welfare.			
COURSE CONTENT: THEORY					
UNIT – I		Family and Child welfare			
		<ul style="list-style-type: none"> • Meaning of family and child welfare. • Movement of family and child welfare • Child welfare in India 			
UNIT – II		Organization of family and child welfare			
		<ul style="list-style-type: none"> • V.H.A.L. (Voluntary Health Association in India) • N.I.P.C.C.D. (National Institute of public Co-Operation and Child Development) • W.H.O. • U.N.I.C.E.F. • C.A.R.E. 			
UNIT – III		Overview of family and child welfare services			
		<ul style="list-style-type: none"> • Five year plans : allocation of funds, thrust areas 			
UNIT – IV		Family Welfare Services			
		<ul style="list-style-type: none"> • Voluntary action bureau and counselling centres under CSWB Programmers • Maternal and child welfare services • Different programs for mother and child welfare. 			
PRACTICALS					
		1	Collect information about current government welfare schemes		
		2	Visit to Voluntary agency and know their functions in welfare society		
		3	Collect information about Five year plans		
		4	Visit or arrange the expert lecture on mother and child welfare		
REFERENCES					
		1	Family welfare services – Bssantibala Jena		
		2	Welfare of Women and Children – Ray Bharti		
		3	Indian Women Through the Ages – S. K. Ghosh		

B. Sc (HOME SCIENCE)					
YEAR	II	EARLY CHILD CARE EDUCATION		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (HD) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		4. To give the knowledge of early child care education with new concept 5. To give the knowledge to arrange different activities at home and play centre 6. Create awareness of proper early child and education			
COURSE CONTENT: THEORY					
UNIT – I		Early child care education – Clanging age			
		<ul style="list-style-type: none"> • Objective of ECCE • Principles of ECCE • Long Vision for an Indian Child • Learning and Implication in ECCE 			
UNIT – II		Care and Learning			
		<ul style="list-style-type: none"> • Birth to three years • Three to Six years 			
UNIT – III		Program Planning for ECCE			
		<ul style="list-style-type: none"> • To provide early learning Environment • Learning / Activities centres • Use of audio video aids for learning prose's • Displays on walls • Furniture and Mats 			
UNIT – IV		Role of Educationalist in ECCE			
		<ul style="list-style-type: none"> • Madam Montessori • Taraben Modak • Gijubhai Badeka • Ravindranth Tagore 			
UNIT – V		Contribution of various institutes			
		<ul style="list-style-type: none"> • ICDS • Creche • Play Centres • Day care Centres 			
PRACTICALS					
		1	To make a creative sample from household things		
		2	To make an Educational Activity for ECCE Children		
		3	Arrange a Group Discussion on ECCE and know about student views about ECCE		
		4	Use of any one video Aid to educate the ECCE children in your nearby area		

REFERENCES

1	Up and About 20 Activities for primary School – Anna Vidya Education Foundation.
2	Play activities for young children – Swaminathan
3	Stimulation activities for young children – Murlidharan R. Asthana
4	Early childhood education A trainers handboodk - Kaul, V.Bhatnagar.

B. Sc (HOME SCIENCE)					
YEAR	II	COMMUNICATION PROCESS IN DEVELOPMENT		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (ED.EX.) PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		3. Understand the process of communication in development work. 4. Develop skills in the use of methods and media.			
COURSE CONTENT: THEORY					
UNIT – I		Concept of Development Communication			
		<ul style="list-style-type: none"> • Meaning and importance of communication in community development • The purpose of communication 			
UNIT – II		Communication process			
		<ul style="list-style-type: none"> • One-way and Two way or interactive communication. • Gaps in communication or distortions in transmission of message and their causes 			
UNIT – III		Methods of communication			
		<ul style="list-style-type: none"> • Group Discussion • Demonstration • Workshop • Exhibition 			
UNIT – IV		Media for development communication			
		<ul style="list-style-type: none"> • Audio visual media, classification • Visual Aids poster, folder, booklet, chart • Audio visual T.V. 			
PRACTICALS					
		1	Demonstration		
		2	Workshop		
		3	Exhibitions		
		4	Poster		
		5	Folder		
		6	Chart		
REFERENCES					
		1	Bhatnagar O. P. Dhama Education and communication for development (second edition) New Delhi, Oxford and IBH Publishing Co. Pvt. Ltd..		
		2	V., Text Books of mass communication and Media: Anmol Publications Pvt. Ltd. New Delhi		
		3	Ray G.L. Extension communication and management. (fourth edition), Calcutta: Naya Prakashan.		
		4	Enderson (1972) Introduction to communication theories and practices. Cummings Publishing House, California.		

5	Bernice Hurst (1996): The hand book of communication skills, Kogan page limited, London.
6	Keval Kumar (2010) Mass communication in India, Jaico publishing house Ahmedabad.
7	Chandra A. Shah A. Joshi U. (1989) Fundamentals of teaching home science sterling publishers, New Delhi.

B. Sc (HOME SCIENCE)					
YEAR	II	PROGRAMME FOR URBAN AND RURAL DEVELOPMENT		CREDIT	05 (03+02)
SEMESTER	III	ELECTIVE (ED. EX) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. Understand the national efforts towards rural and urban development. 2. Examine the cumulative impact of these development efforts in quantitative and qualitative dimensions			
COURSE CONTENT: THEORY					
UNIT – I		Rural and Urban life			
		<ul style="list-style-type: none"> • Characteristics of Rural life • Characteristics of Urban life • Contrast between Rural and Urban life 			
UNIT – II		National Programmes			
		<ul style="list-style-type: none"> • Introduction • National Plan in India – Basic Plan in India • Planning machinery and method of making plan • Planning commission • Planning Machinery 			
UNIT – III		Poverty Alleviation Effort			
		<ul style="list-style-type: none"> • Programme for poverty alleviation for Rural and Urban areas • Employment generation social inputs • Concentration of effort in the 1980's • Current programmes for Rural and Urban poor 			
UNIT – IV		Programmes for Women and Children			
		<ul style="list-style-type: none"> • Women as target group – specific measures for women and children Such as DWCRA, ICDS, IMY; • Current programmes for women as initiated and implemented by the different ministries and department. • Shift from “Welfare” approach to “Development” approach to “Empowerment” 			
UNIT – V		Micro credit for women’s employment			
		<ul style="list-style-type: none"> • Meaning • Definition • History • Principles • Classification • Agencies 			
UNIT – VI		Women’s Self Help Group			
		<ul style="list-style-type: none"> • Meaning • Method of Working • Advantages • Role of Supporting Agencies 			

PRACTICALS

1	To get information and prepare a report on “ Change in Rural or Urban life with reference to standard of living”.
2	To get information and prepare a report on SHG which is run by women.
3	To know about role of various Government / Voluntary agencies /NGO'S/ Co- operatives bank for micro loan

REFERENCES

1	Upadhyaya H.C. (1991) Modernization and Rural Development, New Delhi, Anmol Prakashan
2	Mohsion Nadeen (1985) Rural Development through government programme New Delhi, Mital Publication
3	Dhama O. P. and Bhattnagar O. P. (1991) Education and Communication for development , Oxford and IBH publishing Co. Pvt. Ltd.

B. Sc (HOME SCIENCE)					
YEAR	II	TRAVEL AND TOURISM		CREDIT	05 (03+02)
SEMESTER	IV	CORE-PAPER NO. 1		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		To enable students to: 1. Develop an awareness about tourism and its scope in India 2. Understand about various aspects of tourism and to develop various skills required for this trade.			
COURSE CONTENT: THEORY					
UNIT – I		Meaning and nature of Tourism			
		<ul style="list-style-type: none"> • Definition and meaning • Functional identification of social Impacts • Demands for Tourism • Scope of Tourism and opportunities for women 			
UNIT – II		Travel Agencies and Travel Related Products			
		<ul style="list-style-type: none"> • Functions of travel agents • Types of travel agencies. • How Travel Agents are paid? • Travel related products (Passport, Visa) 			
UNIT – III		Transportation			
		<ul style="list-style-type: none"> • Transportation and Transportation Equipments - Air, Sea, Rail, Taxi 			
UNIT – IV		Tourist Places of Gujarat			
		<ul style="list-style-type: none"> • According to religious importance • According to historical importance • Sightseeing places • The facilities by Gujarat Tourism Development • Fairs and Festivals of Gujarat • Handicraft of Gujarat 			
UNIT – V		National Tourism			
		Collect the Information of following states : <ul style="list-style-type: none"> • Delhi • Rajasthan • Kerala and Tamil Nadu 			
PRACTICALS					
		1	Give the detailed information of Gujarat Tourism Development		
		2	How to prepare yourself for national and international Travelling?		
		3	Money Exchange procedure.		
		4	Give information about Tourist Guide		

REFERENCES

1	Travel Tourism and Computer Awareness by -Manish N. Khakhar, Bhavna D. Ranch,.Pravin Publication, Rajkot
2	A. K. Bhatia (1983) Tourism Development Principals and practices, 2nd Edition Sterling Publication Co. - New Delhi
3	Dr. S. P. Gupta and Krishnalal (1974) Tourism Museums and Monuments in India Oriental Publisher, Delhi
4	Tourism Development and Management Push. Findea S. Gill - Anand Publication Pvt. Ltd., New Delhi
5	Information Technology - F. Y. B. Com., C. Jamnadas and Co.
6	Information Technology - F. Y. B. Sc., B. S. Shah

B. Sc (HOME SCIENCE)					
YEAR	II	PUBLIC NUTRITION		CREDIT	05 (03+02)
SEMESTER	IV	CORE - PAPER NO. 2		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		<ol style="list-style-type: none"> 1. To orient students to the basic principles of public nutrition 2. To learn about Nutrition-Health-Communication (NHC) programmes and experiences in the developing world of India 3. To gain skills in planning and conducting NHC projects 			
COURSE CONTENT: THEORY					
UNIT – I A		Concept and Scope of Public Nutrition			
		<ul style="list-style-type: none"> • Definition and multidisciplinary nature of public nutrition • Concept and scope • Role of public nutritionist 			
UNIT – I B		Health Care of the Community			
		<ul style="list-style-type: none"> • Concept of Health Care • Different Levels of Health Care • Health Care Services at different levels 			
UNIT – II A		Nutritional problems, their implications and related nutrition programmes			
		<ul style="list-style-type: none"> • Protein energy malnutrition • Nutritional Anaemia • Vitamin A deficiency • Iodine deficiency • Zinc deficiency • Obesity • Heart Diseases • Diabetes 			
UNIT – II B		National Nutrition Programmes			
		<ul style="list-style-type: none"> • Integrated Child Development Services(ICDS) • Mid Day Meal Programme • National Anaemia Control Programme • Vitamin A Prophylaxis Programme • Iodine deficiency Disorder Control Programme 			
UNIT – III		Behaviour Change Communications Themes and messages in nutrition and health education			
		<ul style="list-style-type: none"> • Themes in nutrition education. <ul style="list-style-type: none"> – Theme: nutrition during school age, adolescence, adulthood and old age. • Themes in health education. <ul style="list-style-type: none"> – Theme: Preventing and Treating Common sicknesses and problems. • Messages in nutrition and health education 			

	<ul style="list-style-type: none"> - Messages in nutrition education. - Messages in health education. • How to improve relevance and effectiveness of a message
UNIT – IV	Nutrition Education Programme – Planning, Implementation and Evaluation
	<ul style="list-style-type: none"> • Need for nutrition and health education Programmes • Essentials of Nutrition – Education Planning • Planning and Implementation of nutrition education Programme • Evaluation of nutrition education Programme
PRACTICALS	
1	Planning and preparation of snacks for <ul style="list-style-type: none"> a) PEM, b) Vitamin A deficiency (VAD) c) Nutritional anaemia
2	Prepare messages to educate the community by making different messages on nutrition and health.
3	Visit to any National Programme / Organization working on nutrition and /or health.
REFERENCES	
1	Wadhwa A and Sharma S. (2003), Nutrition in the community- A textbook. Elite publishing house Pvt. Ltd., New Delhi.
2	Park K. (2011). Park’s Textbook of preventive and social medicine., 21 st edition. M/S Banarasidas Bhanot Publishers, Jabalpur , India
3	Bamji MS , Krishnaswamy K. and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3 rd Edition, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4	IGNOU DNE 2 and 3- Block 2 and 6.
5	Dietary Guideline for Indian A manual of NIN, ICMR (1989) , Hyderabad.

B. Sc (HOME SCIENCE)					
YEAR	II	ORGANIZATION AND MANAGEMENT OF E.C.C.E. CENTRE		CREDIT	05 (03+02)
SEMESTER	IV	CORE PAPER NO. 3		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To understanding the concept of management and need for organization and management. 2. To know the different aspects of management. 3. To acquire the skill for organization and management of ECCE canter.			
COURSE CONTENT: THEORY					
UNIT – I		Need and concept of management			
		<ul style="list-style-type: none"> • Need effective and efficient utilization of resources • Concept – Goal orientation, Principles, and issues of process : planning, organization, direction and stimulation, Co ordination, controlling and appraisal 			
UNIT – II		Material management and Documents			
		<ul style="list-style-type: none"> • Place/Building/space – Selection of place, • Aspects to be kept in mind while constructing building. • Furniture • Play ground • Teaching aids • Documents 			
UNIT – III		Programme management			
		<ul style="list-style-type: none"> • Importance of programme management • Planning programme for long term and short term (Annual plans, term plans, monthly plans, weakly and daily plans. • Considerations in planning programmes for young children • Planning of activities for all round development of the child 			
UNIT – IV		Personnel management			
		<ul style="list-style-type: none"> • Importance of personnel for ECCE centre • Co - operation and co – ordination of personnel • Personnel’s qualities and role – principle, teacher and other staffs. • Parents – Teacher co – operation. 			
UNIT – V		Observation of ECCE centre			
		<ul style="list-style-type: none"> • Meaning, need, goals, objectives, principals of ECCE centre • Types and method of ECCE centre observation. • Observer of the ECCE centre – Functions and Qualities 			
PRACTICALS					
	1	Visit ECCE centre of different areas and prepare blue prints for ECCE			
	2	Programme planning for ECCE centre			
	3	Observation and evolution for ECCE centre			
	4	Preparing building plan for ECCE centre			
	5	Preparing list of documents for ECCE centre			

REFERENCES	
1	Skill for preschool teachers – Beaty, J.J.
2	Planning and administering early childhood programs – Decker, C. and Decker, J.

B. Sc (HOME SCIENCE)					
YEAR	II	MICROBIOLOGY		CREDIT	05 (03+02)
SEMESTER	IV	CORE PAPER NO. 4		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. Gain knowledge of role of micro-organisms in various spheres of life 2. Understand role of micro-organisms in food spoilage and learn techniques of food preservation			
COURSE CONTENT: THEORY					
UNIT – I		Introduction - Scope of Microbiology in			
		<ul style="list-style-type: none"> • Medical Microbiology- Diseases, Antibiotics, Vaccines, • Food Microbiology- Food spoilage and Preservation • Environmental Microbiology- Micro-organisms as producers, transformers and decomposers. 			
UNIT – II		Methods of Sterilization			
		<ul style="list-style-type: none"> • Physical methods • Chemical methods 			
UNIT – III		Isolation and cultivation of Micro-organisms			
		<ul style="list-style-type: none"> • Different types of Culture media used for cultivation and isolation of micro-organisms. • Conventional Techniques for isolation- Streak Plate and Pour Plate methods 			
UNIT – IV		Food Spoilage and Preservation			
		<ul style="list-style-type: none"> • Extrinsic and Intrinsic factors affecting growth of micro-organisms in food • Spoilage of vegetables and fruits • Spoilage of Milk and milk products • Spoilage of Canned Foods • Physical and Chemical Methods of Food Preservation 			
PRACTICALS					
1		Preparation of Vaccination Chart for Pregnant Lady, Mother and Child			
2		Examination of food samples for spoilage. (Any three)			
3		Methylene Blue Reduction Test of different milk samples			
4		Negative Staining			
5		Expert Lecture or visit to food processing unit			
REFERENCES					
1		Microbiology by Pelczar and Reid			
2		Food Microbiology by Frazier and Westhoff			
3		Modern Food Microbiology by Jay James and M. Van			

B. Sc (HOME SCIENCE)					
YEAR	II	DIET THERAPY		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (FN) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To understand the role of diet therapy. 2. To gain knowledge on the dietary modifications for various diseases. 3. To acquire the ability to plan and prepare diets for various disease.			
COURSE CONTENT: THEORY					
UNIT – I		Introduction			
		1.Application of the principles of diet therapy <ul style="list-style-type: none"> • Tips for diet prescription • Dietetic care in hospital patients • Team approach to health care & role of dietitian in the hospital & community • Assessment of patient needs 2. Modes of feedings <ul style="list-style-type: none"> • Enteral • Tube Feeding • Composition of tube feeds and their preparation • Parenteral feeding : Indication for use 			
UNIT – II		Risk factors for Chronic Degenerative Disorders			
		<ul style="list-style-type: none"> • Diet for healthy living 			
UNIT – III		Diet in special conditions			
		<ul style="list-style-type: none"> • Dietary Management in febrile conditions, infections and HIV • Diet and surgery – Pre Operative and Post Operative nutrition 			
UNIT – IV		Etiology, Diagnosis and Dietary Management of obesity and Underweight			
		1.Obesity <ul style="list-style-type: none"> • Types and causes of obesity, prevention and treatment • Criteria for obesity and overweight. • Dietary management of obesity, types of diet and desirable rate of loss of weight 2.Underweight <ul style="list-style-type: none"> • The problem of underweight • Definition, etiology and assessment • Anorexia nervosa, bulimia • Dietary management 			

UNIT – V	Etiology, Diagnosis and Dietary Management of common Gastro intestinal disturbances
	<ul style="list-style-type: none"> • Constipation • Diarrhoea • Peptic Ulcer • Ulcerative Colitis
UNIT – VI	Etiology, Diagnosis and Dietary Management of Anemia
	<ul style="list-style-type: none"> • Nutritional Anemia • Sickle cell Anemia • Megaloblastic Anemia • Pernicious Anemia • Anemia due to acute hemorrhages
PRACTICALS	
1	Planning and preparation of <ul style="list-style-type: none"> • Clear liquid diet • Full liquid diet • Soft diet • Tube feeding
2	Planning and preparation of diets for <ul style="list-style-type: none"> • Typhoid • Patient with tuberculosis • Patient with HIV infection
3	Planning and preparation of diets for <ul style="list-style-type: none"> • Underweight • Obesity
4	To plan and prepare diets for <ul style="list-style-type: none"> • Constipation • Diarrhoea • Peptic Ulcer • Ulcerative Colitis
5	Plan & Prepare diet in <ul style="list-style-type: none"> • Nutritional Anemia • Megaloblastic Anemia
REFERENCES	
1	Corinne H Robinson, Marilyn R Lawler – Normal and Therapeutic Nutrition, 17 th Edi Oxford and IBH Publishing Co., New Delhi
2	S.R. Williams – ESSENTIALS OF NUTRITION AND DIET THERAPY, 5 TH Edi, Times Mirror / Mosby College Publishing, Boston.
3	Kathleen Mahan, Sylvia Stamp – Food, Nutrition and Diet Therapy – 11 th Edi, W.B. Saunders Co., Philadelphia
4	Krause M.V. and Hinster M.- Food, Nutrition and Diet Therapy, W.B. Saunders
5	SOME THERAPETUTIC DIETS, NIN, Hyderabad
6	Vaid B. M. - Diet Therapy, Saurashtra University
7	Vaid B. M. - Therapeutic Nutrition, Saurashtra University

B. Sc (HOME SCIENCE)					
YEAR	II	NUTRITION AND FITNESS		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (FN) PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. Understand the concept of diet and health. 2. Know the importance of nutrition. 3. Gain knowledge about physical activity and weigh management.			
COURSE CONTENT: THEORY					
UNIT – I		Understanding Fitness			
		<ul style="list-style-type: none"> • Definition of fitness, health and related terms • Assessment of fitness • Approaches for keeping fit 			
UNIT – II		Importance of nutrition			
		<ul style="list-style-type: none"> • Role of nutrition in fitness • Nutritional guidelines for health and fitness • Nutritional supplements. 			
UNIT – III		Importance of Physical activity			
		<ul style="list-style-type: none"> • Importance and benefits of physical activity. • Tyep of Physical Activity • Physical Activity – Guidelines and physical activity pyramid 			
UNIT – IV		Weight Management			
		<ul style="list-style-type: none"> • Assessment, etiology, health complications of overweight and obesity. • Diet and exercise for weight management • Principles of planning weight reducing diets 			
UNIT – V		Sports Nutrition			
		<ul style="list-style-type: none"> • Introduction • Nutritional requirements and meal planning of athletes • Nutrition before, during and after exercise 			
UNIT – VI		Role of yoga in fitness			
		<ul style="list-style-type: none"> • What is yoga • The fundamentals of yoga • Yogic practices for health and fitness • General guidelines for yoga practice 			
PRACTICALS					
	1	Assessment of fitness status during rest and after exercise for different age group using anthropometry. (any five sample in each group) <ol style="list-style-type: none"> a. Pulse rate, b. Blood pressure c. Waist circumference d. Arm circumference e. Hip circumference f. Height, weight and BMI 			
	2	Technique of yoga and its benefits (any ten yoga)			
	3	Visit to fitness club			
	4	Preparation of energy drink in laboratory (any one)			
	5	Preparation of low calorie diet in laboratory (any one)			

REFERENCES

1	Wardlaw, Smith Contemporary Nutrition : A Functional Approach. 2 nd ed. 2012 Mc. Graw Hill.
2	Williams Melvin, Nutrition for health, fitness and sports, 2004 Mc Graw Hill.
3	Joshi AS, Nutrition and Dietetics 2010, Tata Mc. Graw Hill

B. Sc (HOME SCIENCE)					
YEAR	II	HOUSE KEEPING		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (HM) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To become aware of the different areas and functions of House Keeping Department. 2. To develop and acquire skill in house keeping activity.			
COURSE CONTENT: THEORY					
UNIT – I		Introduction to hotels as a service industry			
		<ul style="list-style-type: none"> • Types of services offered in hotels • Types of operations (plans) 			
UNIT – II		House Keeping			
		<ul style="list-style-type: none"> • Introduction and importance of hospitality • Organization of housekeeping department • Duties and responsibilities of housekeeping staff • Co-ordination of housekeeping department with other departments 			
UNIT – III		Cleaning Activity			
		<ul style="list-style-type: none"> • Cleaning agent-selection and use for different surfaces types- Liquid cleaning agents, Powder cleaning agents, Paste cleaning agents • Cleaning equipments - selection, care and maintenance of Mechanical equipment - Vacuum Cleaner, Shampoo machine • Types of cleaning - Daily, Weekly, Yearly 			
UNIT – IV		Linen and Uniform Room			
		<ul style="list-style-type: none"> • Types of linen and their selection: Table linen, Bed linen, Bath Linen • Types of uniform • Selection of uniform • Stock determination, control and distribution, record keeping of linen and uniform. 			
UNIT – V		Accessories			
		<ul style="list-style-type: none"> • Types and their place in interior decoration • Paintings, sculpture and pots and their accessories 			
PRACTICALS					
	1	First Aid a. Shock b. Stroke c. Asthma d. Burns e. Heart attack f. Fainting			
	2	Cleaning and Care of different materials a. Metal, Glass, Wood, Paints and upholstery b. Floor, Sink c. Decorative articles			

3	Stain Removal Tea-Coffee - Fruit - Lipstick - Blood - Rust - Oil paints and Turmeric
REFERENCES	
1	Asler, (1970) Management of Hospitality Operations, Bobbs Marill London.
2	Andrews Sudhir, (1965) Hotel Housekeeping - Training manual, Tata McGraw - Hill Publishing Co. Ltd., New Delhi
3	Chakravati B. K.: A Technical guide to Hotel operation Metropolitan Book Co. Pvt. Ltd., New Delhi.

B. Sc (HOME SCIENCE)					
YEAR	II	CONSUMER IN THE MARKET		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (HM) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		<ol style="list-style-type: none"> 1. To understand the role of consumer in the market 2. Become aware of marketing conditions and rights and responsibilities of consumers. 3. Recognize the problems in buying and know about the means of redressal. 			
COURSE CONTENT: THEORY					
UNIT – I		Importance of consumer education			
		<ul style="list-style-type: none"> • Consumer - Meaning and Definition • Rights responsibilities of Consumer • Rights - To safety, To choose, To be heard, To get information, To redress and to get healthy environment 			
UNIT – II		Consumer buying problems			
		<ul style="list-style-type: none"> • Adulteration • Faulty weight and measures • Pricing • Other malpractices in markets 			
UNIT – III		Consumer decision making			
		<ul style="list-style-type: none"> • Principles of good buy man ship • Factors affecting consumer decision 			
UNIT – IV		Market			
		<ul style="list-style-type: none"> • Definition • Types of markets • Functions and characteristics of market 			
UNIT – V		Advertisement			
		<ul style="list-style-type: none"> • Meaning, Importance, Characteristics, Advantage and disadvantages • Psychology of advertisement • Types of advertisement <ul style="list-style-type: none"> – Press medium - Radio, T.V., Cinema – Direct publicity - Packaging and Display – Outdoor publicity 			
UNIT – VI		Consumer Protective services			
		<ul style="list-style-type: none"> • Development and aims of consumer organization in India • Consumer education and research centre - Ahmedabad • Consumer guidance society - Bombay • Educational Institutions • Indian Standard Institution • Consumer Co-operatives • Government Agencies, Municipalities 			

PRACTICALS	
1	Adulteration
2	Visit to a Grahak Suraksha Samiti
3	To get information about - Brand, Trade mark, Agmark, Labelling, Packaging, I.S.I.
4	Effect and impact of advertising on consumer buying
REFERENCES	
1	Sarkar A. (1989); Problems of consumer in modern India, Discovering Publishing House.
2	Consumer Report, CERC, Thakurbhi Desai Smark Bhavan, Ahmedabad
3	Consumer Conformation, CERC, Thakurbhi Desai Smark Bhavan, Ahmedabad.
4	Agrawal V. K. (1989) Consumer protection in India with special reference to unfair trade practices, New Delhi; Deep and Deep Publishers.

B. Sc (HOME SCIENCE)					
YEAR	II	FASHION STUDIES		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (GEN) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		<ol style="list-style-type: none"> 1. This course helps in understanding concept of fashion and the factors that affect fashion. 2. Its enables the students to familiarize with fashion terminology. 3. Understanding of the fashion trends 			
COURSE CONTENT: THEORY					
UNIT – I		Fashion			
		<ul style="list-style-type: none"> • What is fashion • History of Fashion • Fashion Terminology • Difference between style, fashion and trend. • Selection of clothes for self • Selection and Evaluation of ready-made garments 			
UNIT – II		Components of Fashion			
		<ul style="list-style-type: none"> • Silhouette • Details • Colour • Fabric • Texture • Seams • Trims 			
UNIT – III		Fashion Cycle			
		<ul style="list-style-type: none"> • Steps in Fashion cycle 			
UNIT – IV		Adoption of fashion			
		<ul style="list-style-type: none"> • Consumer groups- fashion leaders, followers • Adoption process- Trickle-down theory, bottom up theory & trickle across theory 			
UNIT – V		Factors Affecting the Fashion			
		<ul style="list-style-type: none"> • The factor of age and gender • The factor of geography • The factor of culture • The factor of economy and class • The factor of technology • The factor of Media & Communication • The factor of Transportation 			
UNIT – VI		Change in Fashion Trend			
		<ul style="list-style-type: none"> • Fashion Change • Fashion Trend in 1940 – 1950 – Period of Independence • Fashion Trend in 1960 – Indo-western Culture 			

	<ul style="list-style-type: none"> • Fashion Trend in 1970 – Mix Match Knit Wear • Fashion Trend in 1980 – Economical Boom • Fashion Trend in 1990 – Millennium Fashion • Fashion Trend in 2000 – Mash up
PRACTICALS	
1	Collection of photographs of work by famous designers, and garments from internet which are related to the field.
2	To make Fashion Accessories <ul style="list-style-type: none"> • Jewellery • Hand Bag • Purses • Broach • Belt
3	Video clippings from latest fashion shows to be shown and discussed to make concepts of fashion clear to students. / Visit fashion week/fashion shows being arranged in the town
4	Project work – Fashion Accessories / Fashion Style / Fashion Collection
5	Use of Corel Draw in Fashion Studies
REFERENCES	
1	Fashion Design Essentials:100 Principles of Fashion Design - Rockport Jay Calderin
2	The culture of Fashion - Christopher Breward
3	Fashion and Modernity - Christopher Breward
4	Fashion logy: An Introduction to Fashion Studies - Yuniya Kawamura
5	Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing - Diana Crane
6	Fashion Cultures: Theories, Explorations and Analysis - Stella Bruzzi
7	Ready to Wear Apparel Analysis. Prentice Hall, Brown, Patty, Rice J., 1998.
8	Individuality in Clothing & Personal, Marshall S G, Jackson H O, Stanley MS, Kefgen M &Specht T, 2009.
9	Appearance, 6 th Edition, Pearson Education, USA.
10	The Complete Book of Fashion Design, Harper and Row Publications, Tate S.L., Edwards M.S., 1982, New York

B. Sc (HOME SCIENCE)					
YEAR	II	COMMUNICATION SYSTEMS AND SOCIAL CHANGE		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (GEN) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		<ol style="list-style-type: none"> 1. Understand the process of communication in development work. 2. Develop skills in the use of mass media. 3. To know usefulness about mass communication. 			
COURSE CONTENT: THEORY					
UNIT – I		Understanding Self			
		<ul style="list-style-type: none"> • Awareness of self in communication • Intrapersonal Communication • Self-concept and self esteem 			
UNIT – II		Interpersonal Communication			
		<ul style="list-style-type: none"> • Concept, types and functions of interpersonal communication • Dyadic, small and large group communication • Stages in human relationship development • Small group communication: types and functions 			
UNIT – III		Organization, Public and Mass Communication			
		<ul style="list-style-type: none"> • Organizational communication: concept, types, functions and networks • Public communication-concept and techniques • Mass Communication- concept, significance, functions and elements • Theories and models of mass communication • Intercultural communication- concept, stages and barriers • Relationship between culture and communication 			
UNIT – IV		Mass Media			
		<ul style="list-style-type: none"> • Mass Media- characteristics and significance of print, electronic and web based media • Print Media: types, nature, characteristics, reach, access. • Radio: types, nature, characteristics, reach, access. • Television and cinema: types, nature, characteristics, reach, access. • ICTs: types, characteristics, reach and access. 			
PRACTICALS					
		1	Exercises for understanding self		
		2	Studying group dynamics in organizations-formal and informal		
		3	Audience analysis- readership, listenership and viewership studies		
		4	Content analysis of mass media		
REFERENCES					
		1	Devito, J. (1998) Human Communication. New York: Harper & Row		
		2	Baran, S. (2014) Mass Communication Theory. Wadsworth Publishing		
		3	Barker, Larry Lee. (1990) Communication, Eaglewood Cliffs, New Jersey: Prentice Hall.		

4	McQuail, D. (2000) Mass Communication Theories. London: Sage Publications
5	Vivian. J. (1991) The Media of Mass Communication
6	Stevenson. D. (2002) Understanding Media Studies: Social Theory and Mass Communication. Sage Publication

B. Sc (HOME SCIENCE)					
YEAR	II	FASHION STUDIES		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (CT) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		4. This course helps in understanding concept of fashion and the factors that affect fashion. 5. Its enables the students to familiarize with fashion terminology. 6. Understanding of the fashion trends			
COURSE CONTENT: THEORY					
UNIT – I		Fashion			
		<ul style="list-style-type: none"> • What is fashion • History of Fashion • Fashion Terminology • Difference between style, fashion and trend. • Selection of clothes for self • Selection and Evaluation of ready-made garments 			
UNIT – II		Components of Fashion			
		<ul style="list-style-type: none"> • Silhouette • Details • Colour • Fabric • Texture • Seams • Trims 			
UNIT – III		Fashion Cycle			
		<ul style="list-style-type: none"> • Steps in Fashion cycle 			
UNIT – IV		Adoption of fashion			
		<ul style="list-style-type: none"> • Consumer groups- fashion leaders, followers • Adoption process- Trickle-down theory, bottom up theory & trickle across theory 			
UNIT – V		Factors Affecting the Fashion			
		<ul style="list-style-type: none"> • The factor of age and gender • The factor of geography • The factor of culture • The factor of economy and class • The factor of technology • The factor of Media & Communication • The factor of Transportation 			
UNIT – VI		Change in Fashion Trend			
		<ul style="list-style-type: none"> • Fashion Change • Fashion Trend in 1940 – 1950 – Period of Independence • Fashion Trend in 1960 – Indo-western Culture 			

	<ul style="list-style-type: none"> • Fashion Trend in 1970 – Mix Match Knit Wear • Fashion Trend in 1980 – Economical Boom • Fashion Trend in 1990 – Millennium Fashion • Fashion Trend in 2000 – Mash up
PRACTICALS	
1	Collection of photographs of work by famous designers, and garments from internet which are related to the field.
2	To make Fashion Accessories <ul style="list-style-type: none"> • Jewellery • Hand Bag • Purses • Broach • Belt
3	Video clippings from latest fashion shows to be shown and discussed to make concepts of fashion clear to students. / Visit fashion week/fashion shows being arranged in the town
4	Project work – Fashion Accessories / Fashion Style / Fashion Collection
5	Use of Corel Draw in Fashion Studies
REFERENCES	
1	Fashion Design Essentials:100 Principles of Fashion Design - Rockport Jay Calderin
2	The culture of Fashion - Christopher Breward
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4	Fashion logy: An Introduction to Fashion Studies - Yuniya Kawamura
5	Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing - Diana Crane
6	Fashion Cultures: Theories, Explorations and Analysis - Stella Bruzzi
7	Ready to Wear Apparel Analysis. Prentice Hall, Brown, Patty, Rice J., 1998.
8	Individuality in Clothing & Personal, Marshall S G, Jackson H O, Stanley MS, Kefgen M &Specht T, 2009.
9	Appearance, 6 th Edition, Pearson Education, USA.
10	The Complete Book of Fashion Design, Harper and Row Publications, Tate S.L., Edwards M.S., 1982, New York

B. Sc (HOME SCIENCE)					
YEAR	II	LAUNDRY SCIENCE		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (CT) - PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		To enable students to, 1. Acquaint with the materials, equipment and processes involved in laundering. 2. Teach differences in laundering process used for different fabrics.			
COURSE CONTENT: THEORY					
UNIT – I		Principle of laundering:			
		<ul style="list-style-type: none"> • Introduction and classification to laundry process. <ul style="list-style-type: none"> – Wet cleaning (hand washing and machine washing) – Dry cleaning • Materials and equipment used for laundry 			
UNIT – II		Water, soap and detergents			
		<ul style="list-style-type: none"> • Hard and soft water • Definition and types of soap and detergents • Difference between soap and detergents 			
UNIT – III		Additives used in laundry			
		<ul style="list-style-type: none"> • Optical brighteners • Bluing agents • Starches 			
UNIT – IV		Stain Removals			
		<ul style="list-style-type: none"> • Definition and classification of stain • Types of stains • Techniques of stain removal 			
UNIT – V		Laundrying - maintenance and care of clothes			
		<ul style="list-style-type: none"> • Cotton/Linen • Silk • Wool • Synthetics 			
PRACTICALS					
		1	Sketch of equipment used in laundry process.		
		2	Laundrying of cotton, silk, wool and synthetic fabric.		
		3	Stain removal – Tea/coffee, vegetable/Fruits, oil/ghee, turmeric/blood, oil paint, pan, ink, grease, chocolate/ice cream, nail polish, lipstick.		
		4	Starching, bluing and whitening of cotton fabric.		
REFERENCES					
		1	Rastogi, M. (2009) Textile and Laundry, Sonali Publications, Delhi		
		2	Rastogi, M. (2009) Mineral Textile, Sonali Publications, Delhi		
		3	Yadav, Seema (1997), Textbook of textile and laundry, Anmol Publications Pvt. Ltd. Delhi		

4	Alexander, R. R. (1997) Textiles Product selection, use and care Boston Houghton Mifflin Co.
5	Duelkar Durga, (1976) Household textile and laundry work, Delhi Atmaram and Sons.
6	VastraVigyan and Dhulaikala- Dr. Bela Bhargav.

B. Sc (HOME SCIENCE)					
YEAR	II	METHODS AND MATERIALS FOR WORKING WITH YOUNG CHILDREN		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (HD) - PAPER NO. 5		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To know the requirement of infant and toddler and develop skills to create play materials and designing learning experiences. 2. To understand the significance of various creative activities and teachers' role in implementing them.			
COURSE CONTENT: THEORY					
UNIT – I		Activities for sensory stimulation			
		<ul style="list-style-type: none"> • What is Sensation? • Characteristics of Sensation • Types of Sensation • Different Sensory capacities and its training (Seeing, Hearing, Touch, Tasting Smelling) 			
UNIT – II		Creativity and Art (3 to 6 year)			
		<ul style="list-style-type: none"> • Concept of Creativity • Characteristics of Creativity • Development of Creativity • Creative activities of childhood • Principles of Creativity • Art activities: Painting (brush, blow, spray, finger) Printing (vegetable & leaf, string, block, coins) Cutting and Pasting. Modelling 			
UNIT – III		Music and Rhythm (3 to 6 year)			
		<ul style="list-style-type: none"> • Importance of music in child's life and teacher's role in providing appropriate experiences • Criteria for selection of song • Creating environment for musical growth • Development stages in musical activities • Types of rhymes • Rhythmic movements of body and Musical instruments 			
UNIT – IV		Communication- Language Art			
		<ul style="list-style-type: none"> • Concept of Language • Promoting Language skill • Experiences for Language development: A Picture book B -Story telling Characteristics of good story • Techniques of story telling: (Story book, Flash card, Chart, Puppets) 			
UNIT – V		Literature for children			
		<ul style="list-style-type: none"> • Need of Literature for children • Types of Literature 			

	<ul style="list-style-type: none"> Books for preschoolers (3 to 6 year) (Picture book, story book, information and concept book, number and alphabet book, .poems) Books for school children (6 to 8 years) (Folk story book, fairy story Book, Fantasy)
UNIT – VI	Games or Play
	<ul style="list-style-type: none"> Meaning of games or play Values of games Types of games
PRACTICALS	
1	Prepare materials and design activities for- Seeing, Hearing. Touching, Tasting, and Smelling
2	Art activities - List of Art activities, Prepare a variety of brushes & paint with help of them, (Brooms, cotton, wool, strips of cloth, feather) - Painting : (any one) (brush, blow, spray, finger) - Printing : (any one) (vegetable& leaf, string, block, coins) - Cutting : Cutting a design or Circular ring starting from one corner of the page till centre of the page. - Pasting: paper, cloth, sticks, leaves, mosaic, Paper balls, glass pieces etc. - Modelling: with clay, dough, plastic
3	Music and movement - Learning to sing song in rhythm with action. - Making simple musical instrument
4	Prepare a story with teaching aid, (any one) - Storybook, Flash card, Chart, Puppets
REFERENCES	
1	Up and About 20 Activities for primary school -Atma Vidya Education Foundation.
2	Play activities for young children -Swaminathan
3	Stimulation activities for young children - Murlitharan R. Asthana
4	Early childhood education A trainers handbook- Kaul, V. Bhatnagar

B. Sc (HOME SCIENCE)					
YEAR	II	ADOLESCENT PERIOD		CREDIT	05 (03+02)
SEMESTER	IV	ELECTIVE (HD) PAPER NO. 6		HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		1. To give awareness about adolescent problems regarding physical and mental aspects 2. To develop the concept of adolescent education at undergraduate level. 3. To give knowledge about adolescent challenges			
COURSE CONTENT: THEORY					
UNIT – I		Adolescent			
		<ul style="list-style-type: none"> • Introduction and concept • Puberty 			
UNIT – II		Developments of Adolescent			
		<ul style="list-style-type: none"> • Physical development (Sexual maturity) • Emotional development • Social development 			
UNIT – III		Adolescent education			
		<ul style="list-style-type: none"> • Introduction • Concept of Adolescent education • Need of Adolescent education • Role of Parents and Teachers in Adolescent education 			
UNIT – IV		Sexually Transmitted Disease (STD)			
		<ul style="list-style-type: none"> • Introduction • Characteristics of STD • Different types of STD • Gonorrhoea and Chlamydia • Syphilis • Bubo's • AIDS 			
UNIT – V		Problems of adolescents			
		<ul style="list-style-type: none"> • Reproductive Health <ul style="list-style-type: none"> ▪ Drug abuse ▪ Anemia – a health problem of adolescents ▪ Gender Equality 			
PRACTICALS					
	1	Expert Lecture : Adolescent Problems and their solutions			
	2	Making Chart/poster of AIDS			
	3	Group Discussion (Control of drug abuse)			
	4	Survey : A study of one problem encountered in raising up adolescent			
REFERENCES					
	1	Child Development Part I- Elizabeth Hurlock			
	2	Child Development Part II- Elizabeth Hurlock			

B. Sc (HOME SCIENCE)					
YEAR	II	INFORMATION EDUCATION COMMUNICATION MATERIAL FOR DEVELOPMENT ELECTIVE (ED. EX.) - PAPER NO. 5		CREDIT	05 (03+02)
SEMESTER	IV			HOURS/ WK	06
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20	
OBJECTIVES		This course will enable the students to 1. To know the role of IEC material for development 2. To develop skill for selection and preparing IEC materials.			
COURSE CONTENT: THEORY					
UNIT – I		Concept of IEC material			
		<ul style="list-style-type: none"> • Meaning of IEC material • Different types of IEC materials for development. • Role of IEC material for development. 			
UNIT – II		Various types of IEC materials for development			
		<ul style="list-style-type: none"> • Graphic and Audio Visual -- <ul style="list-style-type: none"> – Chart, Poster, Flashcards, Pamphlets, Leaflets, Brochure, Booklet, Manuals • Mass media:- <ul style="list-style-type: none"> – IEC materials for Radio, Television, News paper and Magazine. – Script writing for radio – Script writing for T.V. programme – Writing article for News papers, Magazines. 			
UNIT – III		Organization, Public and Mass communication			
		<ul style="list-style-type: none"> • Mass communication--- concept, significance, functions and elements • Theories and models of mass communication 			
UNIT – IV		Extension communication process			
		<ul style="list-style-type: none"> • Visual communication 			
PRACTICALS					
		1	Booklet		
		2	Leaflet		
		3	Brochure		
		4	Flash cards		
		5	Chart		
		6	Magazine articles		
REFERENCES					
		1	Bhatnagar O. P. Dhama Education and communication for development (second edition) New Delhi, Oxford and IBH Publishing Co. Pvt. Ltd..		
		2	V., Text Books of mass communication and Media: Anmol Publications Pvt. Ltd. New Delhi		
		3	Ray G.L. Extension communication and management. (fourth edition), Calcutta: Naya Prakashan.		
		4	Enderson (1972) Introduction to communication theories and practices. Cummings Publishing House, California.		

5	Bernice Hurst (1996): The hand book of communication skills, Kogan page limited, London.
6	Keval Kumar (2010) Mass communication in India, Jaico publishing house Ahmedabad.
7	Chandra A. Shah A. Joshi U. (1989) Fundamentals of teaching home science sterling publishers, New Delhi.

B. Sc (HOME SCIENCE)				
YEAR	II	COMMUNICATION SYSTEMS AND SOCIAL CHANGE		CREDIT
SEMESTER	IV	ELECTIVE (ED. EX.) - PAPER NO. 6		HOURS/ WK
Total Marks: 100		Internal: 30	Theory: 50	Practical: 20
OBJECTIVES		4. Understand the process of communication in development work. 5. Develop skills in the use of mass media. 6. To know usefulness about mass communication.		
COURSE CONTENT: THEORY				
UNIT – I		Understanding Self		
		<ul style="list-style-type: none"> • Awareness of self in communication • Intrapersonal Communication • Self-concept and self esteem 		
UNIT – II		Interpersonal Communication		
		<ul style="list-style-type: none"> • Concept, types and functions of interpersonal communication • Dyadic, small and large group communication • Stages in human relationship development • Small group communication: types and functions 		
UNIT – III		Organization, Public and Mass Communication		
		<ul style="list-style-type: none"> • Organizational communication: concept, types, functions and networks • Public communication-concept and techniques • Mass Communication- concept, significance, functions and elements • Theories and models of mass communication • Intercultural communication- concept, stages and barriers • Relationship between culture and communication 		
UNIT – IV		Mass Media		
		<ul style="list-style-type: none"> • Mass Media- characteristics and significance of print, electronic and web based media • Print Media: types, nature, characteristics, reach, access. • Radio: types, nature, characteristics, reach, access. • Television and cinema: types, nature, characteristics, reach, access. • ICTs: types, characteristics, reach and access. 		
PRACTICALS				
	1	Exercises for understanding self		
	2	Studying group dynamics in organizations-formal and informal		
	3	Audience analysis- readership, listenership and viewership studies		
	4	Content analysis of mass media		
REFERENCES				
	1	Devito, J. (1998) Human Communication. New York: Harper & Row		
	2	Baran, S. (2014) Mass Communication Theory. Wadsworth Publishing		
	3	Barker, Larry Lee. (1990) Communication, Eaglewood Cliffs, New Jersey: Prentice Hall.		

4	McQuail, D. (2000) Mass Communication Theories. London: Sage Publications
5	Vivian. J. (1991) The Media of Mass Communication
6	Stevenson. D. (2002) Understanding Media Studies: Social Theory and Mass Communication. Sage Publication