

Saurashtra University Rajkot
Second Year Bachelor of Home Science
Major: Food and Nutrition Semester - 3

Paper No.	Course	Subject	Credit			Total Hours	Marks				Exam Hours	
			Theory	Practical	Total		CCE	PM	SEE	TM	Theory	Practical
1	Major Core Course CC5	Meal Planning - 1	3	1	4	5	25	25	50	100	2 Hrs	3 Hrs
2	Major Core Course CC6	Nutrition and Fitness	3	1	4	5	25	25	50	100	2 Hrs	3 Hrs
3	Major Core Course CC7	Community Nutrition	3	1	4	5	25	25	50	100	2 Hrs	3 Hrs
4	Multi Disciplinary Course MDC3 Choose any one from the basket	Basic and Applied Chemistry	3	1	4	5	25	25	50	100	2 Hrs	3 Hrs
		Introduction to Social Work	3	1	4	5	25	25	50	100	2 Hrs	3 Hrs
5	Ability Enhancement AEC 3 Choose any one from the basket	Lifespan Development	2	0	2	2	25	0	25	50	1 Hr	---
		Disaster Management	2	0	2	2	25	0	25	50	1 Hr	---
6	Skill Enhancement SEC 3 Choose any one from the basket	Basic Computer Application	1	1	2	3	10	15	25	50	1 Hr	2 Hr
		Communication Process	1	1	2	3	10	15	25	50	1 Hr	2 Hr
7	Indian Knowledge System IKS 2 Choose any one from the basket	Herbal Medicine	2	0	2	2	25	0	25	50	1 Hour	---
		Gandhi and Education	2	0	2	2	25	0	25	50	1 Hour	---
		Indian Scientists and Sports Persons	2	0	2	2	25	0	25	50	1 Hour	---

B. Sc (HOME SCIENCE)				
YEAR	II	MEAL PLANNING -1 PAPER NO. 1 MAJOR CORE COURSE CC5 MAJOR FOOD AND NUTRITION	CREDIT	04 (03+01)
SEMESTER	III		HOURS/ WK	05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50	Practical: 25

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
3. Value added Courses-Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
4. Major ☐ Minor ☐ Skill ☐ hancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☐ Itidisciplinary ☐ Inte ☐ ciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ? ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા
8. Swaam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પર આધારિત વિષય છે? ના

B. Sc (HOME SCIENCE)					
YEAR	II	MEAL PLANNING -1 PAPER NO. 1 MAJOR CORE COURSE CC5 MAJOR FOOD AND NUTRITION		CREDIT	04 (03+01)
SEMESTER	III			HOURS/ WK	05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50	Practical: 25	
OBJECTIVES		This course will enable the students to 1. Understand the importance of meal planning. 2. Gain knowledge about dietary management of different age group. 3. Know about RDA and healthy food choices.			
LEARNING OUTCOMES		Knowledge on importance of meal planning, dietary management of different age group, food pyramid & diet planning for different age- all these lay a foundation for a career in Nutrition and Dietetics,			
COURSE CONTENT: THEORY					
UNIT - I		Meal planning			10
		• Definitions and principles of meal planning • Factor to be considered in meal planning. • Food exchange list.			

UNIT - II	Concept of balanced diet	10
	• Use of food groups in planning Balanced diet. • Use of RDIs in planning Balanced diet. • Factors affecting RDIs. • Dietary guidelines for Indians and food pyramid.	
UNIT - III	Nutrition during the adult years	10
	• Adult (1) Physiological changes during aging. (2) RDIs for adults. (3) Meal planning for adult. • Elderly (1) Changes that occur during old age. (2) Nutritional Requirements. (3) Nutritional problems of old age.	
UNIT - IV	Nutrition during Pregnancy & Lactation	10
	• Pregnant woman (1) Physiological and biochemical changes during pregnancy. (2) Nutritional Requirements. (3) Complications of pregnancy. (4) Meal planning for the pregnant woman. • Lactating mother (1) Nutritional composition of human milk. (2) Comparison of human milk with other animal milk. (3) Nutritional Requirements. (4) Meal planning for the lactating woman.	
UNIT - V(A)	Health	05
	• Concept of health. • Dimensions of health [Physical, Mental, Social, Spiritual, Emotional, Vocational]	
UNIT - V(B)	Food Budget	05
	• Factors influencing food budgeting. • Economy in food budgeting. • Preparation of food budget.	
Total Hours		
PRACTICALS		
1	Standardization of recipes.	
2	Planning and preparation of diets and dishes for	
	• Young adult • Pregnant woman • Lactating mother • Elderly	
REFERENCES		
1	Seth V and Singh K (2006). <i>Diet Planning through the Life Cycle: Part I 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 Dietetics</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.
8	Hina Shah & Daxa Solanki (2009) <i>Meal Planning</i> , First Edition, Pravin Prakashan, Rajkot.



B. Sc (HOME SCIENCE)				
YEAR	II	NUTRITION AND FITNESS PAPER NO. 2 MAJOR CORE COURSE CC6 MAJOR – FOOD AND NUTRITION	CREDIT	04 (03+01)
SEMESTER	III		HOURS/ WK	05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50	Practical: 25

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે ? ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા
8. SwaShram પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઇન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે? ના

YEAR	II	NUTRITION AND FITNESS PAPER NO. 2 MAJOR CORE COURSE CC6 MAJOR – FOOD AND NUTRITION		CREDIT	04 (03+01)
SEMESTER	III			HOURS/ WK	05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50	Practical: 25	
OBJECTIVES		1. Understand the concept of diet and health. 2. Know the importance of nutrition. 3. Gain knowledge about physical activity and weigh management.			
LEARNING OUTCOMES		1. Conduct an assessment of the physical fitness, activity level and lifestyle of a person using standardized protocols and to build an individualized exercise program. 2. Support community health promotion strategies for active healthy living in the general population.			
COURSE CONTENT: THEORY					
UNIT – I		Understanding Fitness			
		• Definition of fitness, health and related terms • Assessment of fitness • Approaches for keeping fit			10
UNIT – II		Importance of nutrition			
		• Role of nutrition in fitness • Nutritional guidelines for health and fitness • Nutritional supplements.			10
UNIT – III		Importance of Physical activity			
		• Importance and benefits of physical activity. • Physical Activity – frequency, intensity, time and type with			10

	examples.	
	Physical Activity – Guidelines and physical activity pyramid	
UNIT – IV	Weight Management	10
	- Assessment, etiology, health complications of overweight and obesity. - Diet and exercise for weight management - Fad diets - Principles of planning weight reducing diets	
UNIT – V	Sports Nutrition	10
	- Introduction - Endurance and ultra Endurance athletes and nutritional requirements of athletes - Nutrition before, during and after exercise	
Total Hours		50
PRACTICALS		
1	Assessment of fitness status during rest and after exercise for different age group using anthropometry. (any five sample in each group)	
	a. Pulse rate, b. Blood pressure c. Waist circumference d. Arm circumference e. Hip circumference f. Height, weight and BMI	
2	Market survey of different nutritional supplements	
3	Visit to fitness club	
4	Preparation of energy drink in laboratory (any two)	
5	Preparation of low calorie diet in laboratory (any two)	
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	COMMUNITY NUTRITION PAPER NO. 3 MAJOR CORE COURSE CC7 MAJOR FOOD AND NUTRITION	CREDIT 04 (03+01)
SEMESTER	III		HOURS/ WK 05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50 Practical: 25

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે ? ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા
8. SwaShram પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પર આધારિત વિષય છે? ના

B. Sc (HOME SCIENCE)			
YEAR	II	COMMUNITY NUTRITION PAPER NO. 3 MAJOR CORE COURSE CC7 MAJOR FOOD AND NUTRITION	CREDIT 04 (03+01)
SEMESTER	III		HOURS/ WK 05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50 Practical: 25
OBJECTIVES		1. To orient students to the basic principles of community nutrition 2. To acquire knowledge regarding the recent theories and components of communication as relevant to nutrition health 3. To learn about Nutrition-Health-Communication (NHC) programmes and experiences in the developing world of India 4. To gain skills in planning and conducting NHC projects	
LEARNING OUTCOMES		Knowledge on basic principles of community nutrition, assessment of nutritional status as relevant to nutrition & health, Nutrition and health Programmes in India- all these lay a foundation for a career in Nutrition.	
COURSE CONTENT: THEORY			
UNIT - I		Demography and Vital statistics	10
		• Demographic Profile A. Demographic Cycle B. Population Trends of India in brief. • Vital statistics of developed and developing countries	
UNIT - II		Introduction to assessment of nutritional status	10
		• Direct Parameters a. Anthropometry i. Concepts, methods, advantages and disadvantages and	

	interpretations. Weight, height, BMI, MUAC, Head & chest circumference, SFT, Waist / Hip ratio. ii Use of growth charts b. Different methods of Diet Survey. • Adult consumption unit c. Clinical assessment d. Biochemical assessment • Indirect Parameters I. Socio-economic status II. Morbidity Rates. III. Mortality Rates (IMR, NMR, MMR, CDR, CBR)	
UNIT - III	National organizations working for community Nutrition and Health.	10
	ICAR, NIN, CFTRI	
UNIT - IV	International Organizations working for Community Nutrition and Health	10
	FAO, WHO, UNICEF, CARE	
UNIT - V	Severe Acute Malnutrition (SAM): A silent Nutrition Emergency and Community based Management of SAM	10
	• Severe Acute Malnutrition, its definition, types of malnutrition. Identification and screening of SAM child. • Ten steps for treatment of SAM child according to Standard WHO protocol • Composition of F- 75 and F-100 and indigenous locally used replacement of WHO formulas. • Use of ready to use therapeutic food in management of SAM in Community (RUTF) • Concept, objectives and functions of NRC (Nutrition Rehabilitation centre.)	
Total Hours		50
PRACTICALS		
1	Diet Survey a. Survey of food habits of various communities viz between rural and urban of ethnic groups of different socio-economic groups b. Assessing the frequency of consumption of various foods in the Community.	
2	Anthropometric measurements for children in poor and affluent or urban and rural groups comparisons with the standards and interpretations. a. Weight b. Height c. BMI d. waist/hip ratio e. MUAC	

- 3 Understanding clinical signs and symptoms of various nutritional disorders
- Visit to the corporation schools
 - Visit to the pediatric ward in the civil hospital
 - Visit to NRC

REFERENCES

- Gibson (1992) Principles of nutritional assessment, New York, Oxford University Press
- Gopalan C (1989) Combating undernutrition – Basic issues and practical approaches. New Delhi, Nutrition foundation of India
- Gopaldas T., Sheshadri S. (1989) Nutrition Monitoring and Assessment, New Delhi Oxford University Press.
- Jlliffie DB and Jelliffe EP (1980) Community Nutritional Assessment Oxford University Press New Delhi
- Food and Nutrition Board(1995) National Plan of Action on Nutrition, Department of Women and Child Development, Ministry of HRD, Govt of India
- IGNOU - DNE – 2 Block – 6
- IGNOU DNE -3 Block – 6
- IGNOU DNE -3 Block – 2
- IGNOU DNE -2 Block – 6
- IGNOU Public Nutrition-MFN006
- Preventive and Social medicine by Park & Park 21st Edition
- WHO-Child Growth Standards for SAM children-2009
- WHO Guidelines for Inpatient treatment for SAM child-2003
- Community based Management of SAM-UNICEF-2009
- National guidelines and consensus on Management of SAM-2009
- Indian Pediatrics, vol-47, 2010-Management of Acute Malnutrition

B SC (HOME SCIENCE)				
YEAR	II	BASIC AND APPLIED CHEMISTRY MULTIDISCIPLINARY/GENERIC COURSE MD/GC3 PAPER NO. 4 MAJOR – FOOD AND NUTRITION	CREDIT	04 (03+01)
SEMESTER	III		HOURS/ WK	05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50	Practical: 25

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
4. Major ☐ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☒ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે ? ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા
8. Swaam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પર આધારિત વિષય છે? ના

B SC (HOME SCIENCE)					
YEAR	II	BASIC AND APPLIED CHEMISTRY MULTIDISCIPLINARY/GENERIC COURSE MD/GE3 PAPER NO. 4 MAJOR – FOOD AND NUTRITION		CREDIT	04 (03+01)
SEMESTER	III			HOURS/ WK	05 (03+02)
Total Marks: 100		Internal: 25	Theory: 50	Practical: 25	
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.			
LEARNING OUTCOMES		1 Students will learn to make homemade soap and detergent 2 Students will be aware about usefulness and side effects of drugs and cosmetics			
COURSE CONTENT: THEORY					
UNIT – I		Elementary knowledge of Elements			
		• Symbols, Valency, Structure of Atoms, Compound and Mixtures, • Molecular weight, Equivalent weight, Normality and Molarity Acid, Base and Buffer • Definitions of Acid and Base, pH, Buffer solution and their functions, • Neutralization			10
UNIT – II		Introduction to Hydrocarbons			
		• History, classification, Nomenclature of Hydrocarbons: Alkanes, Alkenes,			10

	Alkynes, Alcohol, Aldehyde, Ketone, carboxylic acid.	
UNIT – III	Chemistry of Soap and Detergents	
	- Introduction, Different methods of preparation of soaps and detergent - powder and cake. Advantages and disadvantages of their use.	10
UNIT -IV	Common Drugs	
	- Meaning of term with one example - Analgesic, Antacid, Antibiotic, Anti-inflammatory, Laxatives and - Sedatives	10
UNIT – V	Cosmetics	
	- Introduction - Types of cosmetics raw material production - Uses merits and demerits side effects	10
Total Hours		50

PRACTICALS

- | | |
|---|---|
| 1 | Volumetric Analysis A. Acid base titration |
| 2 | Volumetric Analysis B. Acid base titration (Estimation of free alkali present in the given soap solution) |
| 3 | Volumetric Analysis C. Precipitation Titration (Estimate amount of salinity in a given solution using silver nitrate) |
| 4 | Volumetric Analysis (Determination of hardness of water) Chloride and Calcium Estimation |
| 5 | Preparation of cosmetics (cream) |
| 6 | Preparation of Soap cake/ bath washing |
| 7 | Preparation of Liquid soap / detergent |

REFERENCES

- | | |
|---|---|
| 1 | Morrison, R. T. and Boyd, R. N., Organic Chemistry, (2001), 7th edition, Prentice Hall. |
| 2 | Inorganic Chemistry by Bahl and Tuli |
| 3 | Basic Chemistry by Shah, Mehta and Jadhav |
| 4 | Graham Solomon, T.W. Organic chemistry 10th Ed. (2009) John Wiley and Sons, Inc. |
| 5 | Practical Organic Chemistry by Vogel A. I., Orient Longmans Limited. |
| 6 | Ahluwalia, V. K., Dhingra, S., Gulati, A., College Practical Chemistry, University Press (India) Pvt. Ltd. (2005) |
| 7 | B.Sc. Practical Chemistry by P. L. Soni and S. C. Jain, Sultan Chand and Sons (1978). |

B SC (HOME SCIENCE)				
YEAR	II	DISASTER MANAGEMENT ABILITY ENHANCEMENT COURSE AEC - 4 PAPER NO. 5 MAJOR - FOOD AND NUTRITION	CREDIT	02 (02+00)
SEMESTER	III		HOURS/ WK	02 (02+00)
Total Marks: 50			Internal: 25	Theory: 25

1. Course Outcomes

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
3. Value added Courses Imparting Transferable and Life Skills ની ગુણો ધરાવે છે? હા
4. Major ☐ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☒ Value Added Courses ☐ Exit/Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે? ના
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8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પર આધારિત વિષય છે? ના

B. Sc (HOME SCIENCE)					
YEAR	II	DISASTER MANAGEMENT ABILITY ENHANCEMENT COURSE AEC - 4 PAPER NO. 5 MAJOR - FOOD AND NUTRITION		CREDIT	02 (02+00)
SEMESTER	III			HOURS/ WK	02 (02+00)
Total Marks: 50				Internal: 25	Theory: 25
OBJECTIVES		1. The students will be able to understand about the natural & manmade disaster and its management during and after disaster. 2. To get the alimentary knowledge about first aid treatment needed during various injuries.			
LEARNING OUTCOMES		1. Management before, during and after disaster. 2. Role of individual in disaster management. 3. How to reach out to disaster victims through GO and NGOs.			
COURSE CONTENT: THEORY					
UNIT - I		Introduction of Disaster Management			
		- Meaning & Definition of Disaster Management. - Characteristic & Importance of Disaster Management - Classification of Disaster. (A) Natural disaster (B) Man made disaster (C) Other disaster			10
UNIT - II		Management of different disasters			
		• Earthquake • Cyclone • Tsunami • Draught			10



	• Fire • Flood • Industrial accident	
UNIT – III	Role of Government and Non Government Organizations	
	• Disaster Management: Forecasting, rumass and mythologies. • Disaster Management and Technologies • NDMA, GSDMA • NGO	10
Total Hours		30
REFERENCES		
1	Disaster Management (Gujarati) –S.N. Parikh, Dr. G.P. Mankad & Dr. K.G. Vyas	
2	Disaster Management Dr. R.J. Yadav, Nav Bharat Sathiya Mandir, Ahmedabad	
3	Environment risks and harards, Katar Sushan. L, prentice Hall of India Limit. New Delhi	
4	www.google.com\ Disaster Management www.infomine.usr.edu www.khoj.indiainfex\1&3india en.wikipedia.org\wiki\ Disaster Management	

B. Sc HOME SCIENCE (GENERAL)				
YEAR	II	COMMUNICATION PROCESS IN DEVELOPMENT SKILL ENHANCEMENT COURSE-SEC 3 PAPER NO. 6 MAJOR – FOOD AND NUTRITION	CREDIT	02 (02+00)
SEMESTER	III		HOURS/ WK	02 (02+00)
Total Marks: 50		Internal: 25	Theory: 25	Practical: ---

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
4. Major ☐ Minor ☐ Skill Enhancement Courses ☒
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે ? ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પર આધારિત વિષય છે? ના

B. Sc HOME SCIENCE (GENERAL)				
YEAR	II	COMMUNICATION PROCESS IN DEVELOPMENT SKILL ENHANCEMENT COURSE -SEC 3 PAPER NO. 6 MAJOR – FOOD AND NUTRITION	CREDIT	02 (02+00)
SEMESTER	III		HOURS/ WK	02 (02+00)
Total Marks: 50		Internal: 25	Theory: 25	Practical: ---
OBJECTIVES		1. Understand the process of communication in development work. 2. Develop skills in the use of methods and media.		
LEARNING OUTCOMES		1. The students will get an opportunity as a good Counsellor or communicator in any Institution. 2. It will develop personal and professional growth.		
COURSE CONTENT: THEORY				
UNIT – I		Concept of Development Communication		10
		• Meaning, Definition and importance of communication in development • Functions of Communication • Types of Communication • Models of Communication		
UNIT – II		Elements of Communication		10
		• Communicator • Message		



	• Channel • Treatment • Receiver	
UNIT – III	Effective Communication	10
	• Principles of Effective Communication • Barriers to Communication	
Total Hours		30
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: NayaPrakashan.	
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	GANDHI AND EDUCATION INDIAN KNOWLEDGE SYSTEM IKS 2 PAPER NO. 7 MAJOR – FOOD AND NUTRITION	CREDIT	02 (02+00)
SEMESTER	III		HOURS/ WK	02 (02+00)
Total Marks: 50		Internal: 25	Theory: 25	Practical: ---

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
4. Major ☐ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐ IKS ☒
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે ? ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા
8. SwaShram પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પર આધારિત વિષય છે? હા

B. Sc HOME SCIENCE					
YEAR	II	GANDHI AND EDUCATION INDIAN KNOWLEDGE SYSTEM IKS 2 PAPER NO. 7 MAJOR – FOOD AND NUTRITION		CREDIT	02 (02+00)
SEMESTER	III			HOURS/ WK	02 (02+00)
Total Marks: 50		Internal: 25	Theory: 25	Practical: ---	
OBJECTIVES		1. To gain insight on Gandhiji 2. To familiarize students about Gandhiji's thought on education. 3. To teach students about vocational and skill education thoughts of Gandhiji.			
LEARNING OUTCOMES		1. Value Gandhian perspective on education 2. Appreciate the significance of education in Indian languages 3. Evaluate the application of Gandhian thoughts in NEP 2020 4. Realise the principles of NEP 2020 in vocational and oriented education			
COURSE CONTENT: THEORY					
UNIT I		Gandhi's Philosophy and education			10
		• Gandhi's Philosophy on education • Education for character building and moral development • Education relating to health, hygiene, heritage, and handicraft)			



UNIT - II	Gandhi's Experiment in Education	10
	• Gandhi's educational ideas on use of Indian Language as a medium of Instruction, TextBook and Teacher. • Gandhi's educational thought on Elementary and Adult Education. • Gandhi's vision on Higher Education	
UNIT - II I	Gandhi's Educational Thought on Skill and Vocational Education	10
	• Rural development through Skill and Local Need Based eaucation • Skill education in NEP 2020 and Gandhi • Gandhi's Idea on Self-reliance (Swavalambi Shiksha) and its reflection in contemporary educational policy.	
Total Hours		30
REFERENCES		
1	Anand T. Hingorani, ed.] Gandhi, M.K. Our Language Problem (Bombay: Bharatiya Vidya Bhavan,), pp. 53-55	
2	TOWARDS NEW EDUCATION written by M . K. Gandhi Edited by Bharatan Kumarappa 33 Suggestive readings	
3	Coomaraswamy, Anand K. (1910}. Art and Swadeshi. Munshi Ram Manoharalal. Delhi	