

### **GUJARAT UNIVERSITY**

PROGRAM / COURSE STRUCTURE AND SYLLABUS as per the choice system (CBCS)

designed in accordance with Learning Outcomes – Based Curriculum
Framework (LOCF) of National Education Policy (NEP) 2020 for
Undergraduate Program in
Home Science.

Academic Year 2023-24 and onwards.

STRUCTURE OF THREE (3) YEARS & FOUR (4) YEARS B. A. PROGRAMIME

Courses and Semester			3 YEARS DEGREE PROGRAMME	YEARS DEGRE	MIM			а.	4 Y	4 YEARS DEGREE ROGRAMIME (R&I	4 YEARS DEGREE PROGRAMME (R&H)		PR PR	4 YEARS DEGREE PROGRAMME (H)	EGREE IME (H)
	1	2	m	4	ın	9	Total	7	00	Total	Total with UG 3 Year	7	60	Total	Total with UG 3 Year
DSC-M	2	2	4	4	9	9	24	9	2	80	32	9	9	12	36
CREDITS	9	9	12	12	18	18	72	18	9	24	96	18	18	36	108
MINOR	2	2	2	2	2	2	12	2	2	4	16	7	2	4	16
CREDITS	9	9	9	9	9	9	36	9	9	12	48	9	9	12	48
MULT DIS	1	1	1				3				m				3
CREDITS	3	3	e				6				6				6
AE	н	+	1	1			4				4				4
CREDITS	en	3	3	3	Г		12				12				12
SE	Н	Н		1			3				8				3
REDITS	8	8		m			6				6				6
CVAC	+1	1					2				2				2
CREDITS	m	6					9				9				9
Project/ Dissertation									4	4	4				
CREDITS									12	12	12				
TOTAL Courses	80	ø	œ	00	00	8	48	00	00	16	64	œ	œ	16	64
Total Credit	24 24	_	24	24	24	24	144	24	24	48	192	24	34	48	192

- 1. Students Completed 1<sup>st</sup> Year (Semester I & II) an exiting the programme after securing 48 credits will be awarded UG Certificate in the relevant Discipline / Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during first and second semester.
- 2. Student Completed 2<sup>nd</sup> Year (Semester II & III) and exiting the programme after securing 96 credits will be awarded UG Diploma in the relevant Discipline / Subject provided they secure additional 4 credits in skill based vocational courses offered during first year or second year summer term.
- 3. Students who want to undertake 3 Year UG programme will be awarded UG Degree in the relevant Discipline / Subject upon securing 144 credits.
- 4. Students who want to undertake 4 year programme will be awarded UG programme (Honours) with Research or Without Research in the relevant Discipline/ Subject upon securing 192 credits.

#### PREFACE:

Home Science (Family and Community Science) is an interdisciplinary field of studies comprising of Food and Nutrition Science, Clothing and Textile Science, Human Resource Management, Human Development and Extension and Communication. Each of this area is multi-disciplinary in nature dealing with the 'Art and Science of Living'. The individual, the family and the community are the foci of Home Science. The security and development of the family is so much part of the social fabric of individuals and communities which are reflected in the curriculum of Home Science, with due focus on gender neutral, career perspectives and region specific – urban as well as rural areas.

Home Science is a unique field of knowledge and its inter-disciplinary approach in synthesizing knowledge drawn from Physical, Biological, Social Science, Arts and Humanities, Technology and Management has enriched its educational programme which prepare an individual in improving the standard of living, quality of life of individuals and communities, which contributes significantly to the economic and over all development of the individual, family and nation to meet the challenges in the global context. This is achieved through a blend of academics, research training and extension as well as industrial applications. The programme has considerable emphasis on integrated approach of combining theory and practical's and fieldwork. Competency based courses have sound market value and would lead to social and economic empowerment. Field placement would be incorporated to allowfor the Integration of skills in the learning processes with transfer of knowledge from laboratory to classroom and from classroom to field.

The programme allows flexibility in the choice of thrust areas, which student are select, based on their career goals. It is envisaged that the current scenario at the regional and national level require trained professionals in areas such as clinical and therapeutic Nutrition, Extension Management, Natural Design and Construction, Child and Human Rights, Nutrition for health and Fitness, Fashion Design, Interior Decoration etc.

The curriculum integrating several elective courses, besides the core, has been formulated to provide professionally competent manpower for Academic and Research activities.

**Goals:** To develop an integrated programme for life and career for students and enable them to develop entrepreneurial skills.

#### **Objectives:**

- 1. To enable the students to acquire the knowledge and skills required for holistic understanding of the field of Home Science discipline.
- **2.** To enable the students to acquire the knowledge and competence to practice Home Science in relevant setting.

## NATIONAL EDUCATION POLICY – 2020 Common Minimum Syllabus for Gujarat University Semester Wise Proposed Titles of the paper in BA - HOME SCIENCE

### B.A. SEM-I

Sr.	CourseType	Name of Course		Credits / W	eek
No.			Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM-101	Introduction to Foods and Nutrition	3	3	3
2	HSC-DSCM-102	Introduction to Clothing Construction	3	3	3
3	HSC-MI-101	Practical Food Preparation	3	1½/1Cr (6 Hrs)	3
4.	HSC-MI-102	Practical-Clothing Construction	3	1 ½ / 1 Cr (6 Hrs)	3
5.	HSC-MD-101	Introduction to Home Science Education - I	3	3	3
6.	HSC-AEC-101	Languages	3	3	3
7.	HSC-SEC-101	Art and Craft	3	3	3
8.	HSC-CVAC-101	<b>Environmental Studies</b>	3	3	3
			24	30	24

# **B.A. SEM-II**

Sr.	CourseType	Name of Course		Credits / Wee	k
No.			Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM-201	Family Resource Management	3	3	3
2	HSC-DSCM-202	Applied Life Science	3	3	3
3	HSC-MI-201	Practical - Family Resource Management	3	1 ½/1 Cr (6 Hrs)	3
4.	HSC-MI-202	Practical - Applied Life Science	3	1½/1 Cr (6 Hrs)	3
5.	HSC-MD-201	Introduction to Home Science Education-II	3	3	3
6.	HSC-AEC-201	Languages	3	3	3
7.	HSC-SEC-201	Beautification & Personal Grooming	3	3	3
8.	HSC-CVAC-201	Yoga & Meditation	3	3	3
			24	30	24

### **B.A. SEM-III**

Sr.	Course	Name of Course	C	redits / Week	
No.	Туре		Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM- 301	Meal Management	3	3	3
2	HSC-DSCM- 302	Women Empowerment	3	3	3
3	HSC-MI-301	Practical -Meal Planning & Preparation	3	1 ½ / 1 Cr (6 Hrs)	3
4.	HSC-MI-302	Practical –Personal Empowerment	3	1 ½ / 1 Cr (6 Hrs)	3
5.	HSC-MD-301	C Computer Application in Home Science	3	3	3
6.	HSC-AEC-301	Languages	3	3	3
7.	HSC-SEC-301	Event Management	3	3	3
8.	HSC-CVAC- 301	Health & Wellness	3	3	3
			24	30	24

# **B.A. SEM-IV**

Sr.	Course	Name of Course		Credits /	Week
No.	Туре		Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM- 401	Indian Traditional Textile & Embroidery	3	3	3
2	HSC-DSCM- 402	Child Development	3	3	3
3	HSC-MI-401	Practical – Apparel Making & Embroidery	3	1 ½ / 1 Cr (6 Hrs)	3
4.	HSC-MI-402	Practical -Child Development	3	1 ½/1 Cr (6 Hrs)	3
5.	HSC-MD-401	Human Physiology and First Aid	3	3	3
6.	HSC-AEC-401	Languages	3	3	3
7.	HSC-SEC-401	Baking Skill & Bakery	3	3	3
8.	HSC-CVAC- 401	Indian Constitution	3	3	3
			24	30	24

# B.A. SEM-V

Sr.	Course	Name of Course		Credits /	Week
No.	Туре		Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM- 501	Food Preservation	3	3	3
2	HSC-DSCM- 502	Housing & Space Designing	3	3	3
3	HSC-DSCM- 503	Practical – Food Preservation Techniques	3	1 ½/1 Cr (6 Hrs)	3
4.	HSC-DSCM- 504	Practical – House Planning	3	1 ½/1 Cr (6 Hrs)	3
5.	HSC-DSCM- 505	Community Nutrition -I	3	3	3
6.	HSC-DSCM- 506	Family Dynamic - I	3	3	3
7.	HSC-MI-501	Heritage of Indian Cuisine - I	3	3	3
8.	HSC-MI-502	Family Health & Welfare - I	3	3	3
			24	30	24

# B.A. SEM- VI

Sr.	CourseType	Name of Course	Cı	redits / Week	
No.			Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM-601	Diet Therapy	3	3	3
2	HSC-DSCM-602	Textile Designing & Apparel Making	3	3	3
3		Practical – Dietary Planning & Diseases	3	1 ½ / 1 Cr (6 Hrs)	3
4.	HSC-DSCM-604	Practical – Apparel Making	3	1 ½ / 1 Cr (6 Hrs)	3
5.	HSC-DSCM-605	Community Nutrition -II	3	3	3
6.	HSC-DSCM-606	Family Dynamic - II	3	3	3
7.	HSC-MI-601	Heritage of Indian Cuisine - II	3	3	3
8.	HSC-MI-602	Family Health & Welfare- II	3	3	3
			24	30	24

# B.A. SEM- VII

Sr.	CourseType	Name of Course	Cı	redits / Week	
No.			Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM-701	Research Methods	3	3	3
2	HSC-DSCM-702	Food Science - I	3	3	3
3	HSC-DSCM-703	Institutional Food Administration	3	3	3
4.	HSC-DSCM-704	Entrepreneurship Management - I	3	3	3
5.	HSC-DSCM-705	Practical –I Food Science - I	3	1 ½ / 1 Cr (6 Hrs)	3
6.	HSC-DSCM-706	Practical –Food Administration	3	1 ½ / 1 Cr (6 Hrs)	3
7.	HSC-MI-701	Advance Human Nutrition	3	3	3
8.	HSC-MI-702	Interior Decoration	3	3	3
			24	30	24

# **B.A. SEM- VIII**

Sr.	CourseType	Name of Course	C	redits / Week	
No.			Credit	Work/ Hours/ Week	Exam Hours
1	HSC-DSCM-801	Statistics & Computer Application	3	3	3
2	HSC-DSCM-802	Food Science – II	3	3	3
3	HSC-DSCM-803	Hospitality Administration	3	3	3
4.	HSC-DSCM-804	Entrepreneurship Management	3	3	3
5.	HSC-DSCM-805	Practical Computer Application	3	1 ½ / 1 Cr (6 Hrs)	3
6.	HSC-DSCM-806	Practical Food Science - II	3	1 ½ / 1 Cr (6 Hrs)	3
7.	HSC-MI-801	Personality Development	3	3	3
8.	HSC-MI-802	Advance Human Nutrition	3	3	3
			24	30	24

# B. A. SEM-1 HOME SCIENCE INTRODUCTION TO FOODS NUTRITION SUB. CODE- HSC-DSCM-101

#### **FOCUS:**

This course builds upon the Fundamentals of Foods & Nutrition and provides further information regarding the role of macro and micro nutrients in human nutrition as well as basic information regarding food preparation.

#### **OBJECTIVES:**

This course will enable the students to:

- (1) Understand basic concept of food, Nutrition, Nutrients, Health, Nutrition status and role of Nutrition maintaining health.
- (2) Gain knowledge regarding food groups, food guide pyramid, balanced diet and nutritive value of various food groups.
- (3) Gain knowledge regarding RDA, functions, sources, deficiency and excess of energy, various Macro Nutrients and Micro Nutrients.
- (4) Get familiar with various cooking methods, the process improving the quality of food and retentions of nutrients.
- (5) Get familiar with basic concept of serving the food items.

#### **UNIT-I**

#### **Basic concept of Food and Nutrition:**

- (1) Definition of food and Nutrition, Health, Nutrients, Nutritional status, RDA and Balance Diet.
- (2) Functions of Food, Food Guide Pyramid, Basic Five Food Groups & its nutritive valueand their contribution to balanced diet.
- (3) Principles, need and methods of cooking
  - Water, Dry Heat and Oil as a medium
  - Improving Nutritional quality of food Germination, Fermentation, Supplementation, Fortification and Enrichment, Substitution.

#### **UNIT-II**

#### **Macro Nutrients**

- (1) Classification of Nutrients according to need and functions.
- Macro Nutrients- Protein, Fat, Carbohydrate. functions, sources RDA, Need Deficiency Sand Excess.

#### **UNIT-III**

#### **Micro Nutrients**

- (1) Micro Nutrients:
  - Water soluble vitamins B-Complex, B1, B2, Niacin, B12 Folic Acid, and Vitamin-C
  - Fat soluble vitamins A, D, E, K .functions, sources, Need, Deficiency Disease (name only) and Excess (name only)

#### **UNIT-IV**

- (1) Minerals functions sources, Need, Deficiency Disease (name only) and Excess(name only).
  - Macro Calcium, Iron, Magnesium, Zinc, Fluorine, Iodine
- (2) Water its function in body
  - need
  - sources

#### **REFERENCES:**

- 1. R. Rajalakshmi, "Applied Nutrition", Oxford, B.H.Publishing Co. Delhi
- 2. Swaminathan M., "Human Nutrition and Diet", Banglore Printing & Publishing Co.
- 3. Dr. L. C. Gupta, "Food & Nutrition."
- 4. Swaminathan M., "Handbook of Food & Nutrition."
- 5. Mudambi and Rajagopal, "Fundamentals of Food and Nutrition", Wiley Eastern Limited.
- 6. M. Swaminathan, "Food and Nutrition Vol.I & II", Banglore Printing & PublishingCo.
- 7. Gopalan, "Nutritive Value of Indian Food", Indian Council of Medical Research.
- 8. G.P.Shairry, "Aahar Vignan" (Hindi)

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

1. Present	05 Marks
2. Assignment	05 Marks
3. Seminar/Field visit/Viva	05 Marks
4. Test	15 Marks

Total 30 Marks

# B. A. SEM-1 HOME SCIENCE INTRODUCTION TO CLOTHING CONSTRUCTION SUB. CODE- HSC-DSCM-102

#### **FOCUS:**

This course builds upon the core course fundamentals of Clothing and Textiles and it provide further information regarding the role of clothing and laundry science in human health care, with special focus on clothing constructions for children.

#### **OBJECTIVES:**

This course will enable the students to:

- (1) Understand basic concept of clothing and textile, use of sewing machine and various sewing equipment.
- (2) Get knowledge regarding children clothing.
- (3) Recognize basic skills required for clothing construction.
- (4) Acquaint with materials, equipment and process involved in laundering.

#### **UNIT-I**

#### INTRODUCTION TO CLOTHING

- (1) Concept, Importance and scope of clothing and textiles
- (2) Different Types of Tools
  - Measuring Tools
  - Marking Tools
  - Cutting Tools
  - Sewing Tools
  - Miscellaneous Tools

#### **UNIT-II**

- (1) Fabrics for Garment Making.
  - Handling of different types of Fabrics.
  - Selection of fabrics for different garments.
- (2) Factors to be considered while selection and making children's garments.
- (3) Children clothing Management according to seasons, special needs, occasions and storage and care of children cloths.

#### **UNIT-III**

- (1) Essentials of Children's Clothing
  - Importance of clothing
  - Effect of cloths and child's growth.
  - Sociological and Psychological aspects of children's clothing.
- (2) Garments Making for children
  - Garments for Infant Garment.
  - The Creeping Age.
  - Garments for the Preschooler
  - Garments for school-going child.

#### <u>UNIT – IV</u>

#### **Laundry Science**

(1) Introduction

Concept and importance of Laundry Principles of Laundry Hand Washing Washing Machines

- (2) Equipments and Materials used in Laundry.
- (3) Stain Removal
  - Classification of Stains.
  - Principles and Techniques of Removal
  - Types of Stain removers.

#### **References:**

- 1. "Fundamentals of Textile and it's care." Durga Deakar
- 2. "Vastra Vignan Evam Paridhan" Premila Varma (Hindi)
- 3. "Vastra Vignan Ke Mulsidhhant" (Hindi)
- 4. "Mkeðý {køkoËŠþfk" rLk{o¤k r{†e
- 5. "Laundry Science" Shushila Dantyagi
- 6. "Manual of Children's clothing" S.Pandit
- 7. "Personal Grooming, selecting and care of cloths." Pandit and Tapdey.
- 8. "Text books of clothing and Textile." Dr. Shushma Gupta, Nim, Gard.

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

30 Marks
15 Marks
05 Marks
05 Marks
05 Marks

# B. A. SEM-1 HOME SCIENCE PRACTICAL FOOD PREPARATION

#### SUB. CODE- HSC-MI-101

#### **FOCUS:**

This course is designed to provide the skills in preparing various food items. It will provide practical based on core Theory Paper No.101 – Introduction to Food & Nutrition.

#### **OBJECTIVES:**

This course will enable the students to:

- (1) Develop skills in preparing various food items according to five food groups.
- (2) Develop skills in preparing recipes rich in various nutrients.
- (3) Develop skills in preparing recipes according to cooking methods.
- (4) Apply the knowledge in maintenance of good health for individual and the family.

#### **Total Practicals-28**

#### **UNIT-I (5 PRACTICAL)**

#### **Basic concept of food & nutrition**

- (1)Weight and measures: Standard and household measures for raw and cooked foods.
- (2)Seven Basic food groups.
- (3)Food preparation and classifying recipes as good, moderate and poor source of specific nutrients.
- (4)Calculation of BMR & BMI
- (5) Recipes and evaluation of the product.

#### **UNIT-II (5 PRACTICAL)**

#### Preparation and evolution of recipe rich in macro nutrients

- (1) Carbohydrate
- (2) Protein
- (3) Fat
- (4) Energy
- (5) Roughage

#### **UNIT-III (10 PRACTICAL)**

#### Preparation and evaluation of recipe rich in micro nutrients.

(A) Water soluble vitamins.

Vitamins. B1,B2,B3,B12,C

(B) Fat soluble vitamins. Vitamins .A,D,E,K

(C)Recipes rich in minerals

#### **UNIT-IV (8 PRACTICAL)**

#### Use of cooking methods.

- (A)Water as a medium
- (1)Steaming method
- (2)Boiling method
- (B)Dry heat as a medium
- (1)Roasting method
- (2)Baking method
- (C)Oil as a medium
- (1)Deep frying
- (2)Shallow frying
- (D)Improving nutritional quality of food.
- (1)Germination (2)Fermentation (3) Supplementation (4) Fortification

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

Total	30 Marks
4. Test	15 Marks
3. Seminar/Field visit/Viva	05 Marks
2. Assignment	05 Marks
1. Present	05 Marks

# B. A. SEM-1 HOME SCIENCE PRACTICAL CLOTHING CONSTRUCTION SUB. CODE- HSC-MI-102

#### **FOCUS:**

This course is designed to provide the skills in using sewing machine, sewing equipments, basic sewing techniques with special focus on construction skills in children cloths, based on core. Theory Course-102, Introduction to Clothing & Laundry Science.

#### **OBJECTIVES:**

This course will enable the students to:

- (1) Get skills in taking body measurements.
- (2) Get skills in using sewing machine, sewing equipments and machine sewing techniques.
- (3) Develop basic skills in children clothing construction and their garment making.

#### **UNIT-I (2 PRACTICAL)**

- (1) (A) Understanding the use of sewing machine
  - Figure
  - Parts
  - Functions
  - Problems and their remedies.
  - (B) Understanding the use of sewing equipments
    - Figure
    - Their Usage

#### **UNIT-II (4 PRACTICAL)**

- (1) Preparation child's basic blocks, paper pattern drafting of sleeve and collars suitable for children.
- (2) Five Basic Machine Sewing Techniques.
  - Plain Seam
  - French Seam

	- Run	& Fell Seam	
	- Gath	ers	
	- Knife	e Pleats	
	- Box	Pleats	
(3)	Five B	asic Machine Sewing Techniques	
	- Tracl	xing Stitch	
	- Hemming Stitch		
- Running Stitch			
	- Hook & Eye		
	- Snap	button & Button Hole	
	-	UNIT-III (4 PRACTICAL)	
(1)	Drawi	ng Diagram, Brown paper cutting and stitching following garments:	
	(a)	Apron	
	(b)	Infant Garment	
		* Nappies	
	(c)	Garments for the Creeping Age	
		* Baby Frock	
(2)	Genera	al Principles of clothing construction.	
(3)	Drafting and Paper Pattern techniques.		
(4)	Methods of taking Body measurements for different garments.		
	- Impo	ortance and Types	
		UNIT-IV (1 PRACTICAL)	
(1)	Sampl	e collection of Laundry material and understanding its usage.	
(2)	Use of	stain Removal Techniques.	

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

1. Present	05 Marks
2. Assignment	05 Marks
3. Seminar/Field visit/Viva	05 Marks
4. Test	15 Marks

Total 30 Marks

# B.A. SEM- 1 HOME SCIENCE Introduction to Home Science Education – I SUB. CODE- HSC-MD-101

#### **Objectives**:

- 1) To create awareness about various aspects of Home-Science as a discipline
- 2) To develop understanding regarding type set up and administration of Home Science institutions.
- 3) To develop understanding regarding advantage technique of effective use and limitations of various teaching methods.
- 4) To create understanding regarding significances, functions and characteristics of Home Science teacher.

#### **COURSE CONTENT:**

#### UNIT - I

- 1) Meaning and Importance of Home Science in Modern time
- 2) Philosophy of Home Science
- 3) Areas of Home Science discipline
- 4) History of Home Science in India
- 5) Broad objectives of Home Science

#### **UNIT-II**

- 1) Specific objectives of each areas of Home Science
- 2) Structure of Home Science discipline
- 3) Types of Home Science institutions
- 4) Importance and value of Home Science

#### **UNIT - III**

- 1) Set up Home Science department at school level
- 2) Set up Home Science department at college level
- 3) Administration of the Home Science institutions
- 4) Problems in the administration of Home Science institutions

#### **UNIT - IV**

- (1) Significance of teacher in Home Science
- (2) Functions of Home Science teacher
- (3) Characteristics of an ideal Home Science teacher
- (4) Concept, Classification and need of educational technology in Home Science

#### **References:**

- (1) Chandra Arvida Shah, Anupama and Joshi Uma- 'Fundamentals of Home Science'
- (2) Parlikar Kalpna- 'What is home science?'
- (3) Devdas Rajmal P. Methods of teaching Home Science
- (4) Dahama O.P.and Bhatnagar Education and communication for development.

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

Total	30 Marks
4. Test	15 Marks
3. Seminar/Field visit/Viva	05 Marks
2. Assignment	05 Marks
1. Present	05 Marks

### B.A. SEM- 1 HOME SCIENCE Art and Craft

#### **SUB. CODE- HSC-SEC-101**

#### Objective:

This course will enable students

- To enhance the free hand drawing.
- To use various elementary material of Arts
- To develop artistic approach
- To learn paper work and clay work.
- To enhance the skill of Rangoli work and Jute Work.
- To make best use of waste material.
- To develop creativity in various arts.

#### **Unit-I**

- 1. Free Hand Drawing
- 2. Colour Concept
- 3. Elements of Arts
- 4. Types of Design Cartoon Characters
- 5. Different Materials
  Use of pencil, charcoal, water colour, crayon, oil colors.

#### Unit - II

- 1. Pencil Work
- Paper Work
   Greeting Cards / Paper Plate Mark
   Flowers.
- 3. Clay Work / Mad Work

#### Unit – III

 Sand Work Rangoli Art

#### **Unit IV**

- Thread / Jute Work
- Creative Art using Waste Material.

#### **Reference books:**

- 1. Antony M. J. (1989) women's rights, New Delhi.
- 2. Bhattacharya R. Career Management, A new Challenge Vol: 1, New Delhi.
- 3. Chandra Shekhar ® 1992 Women's Resource & National Development A Perspective New Delhi (Publishing House)
- 4. Gove. M. S. India Youth Process of Socialization New Delhi, 8, VishvaYuvak Kendra.
- 5. Gupta J. L. (1988) Challenge to their Sex, Indian women's problems.
- 6. Khandwala P. (1984) Fourth Eye: Excellence Through Creativity, Allahabad A. W. Wheeler.
- 7. Rathus S. & Brid J. (1983) Adjust & Growth: The challenge of life: New Yowrk: C. B. S.

- College Publishing Co.
- 8. Singh R. N. Sky is the limit \_ Practical guide on effective career planning Bombay Bombay Schandra Publications.
- 9. Batra G. S. (1999) Entrepreneurship & small scale industries. Deep & deep Pub., New Delhi.
- 10. Dargulkar M. D. (1983) Udyogdeep, UdyogSachitra, Prakashan, Mathorasadan, Bombay.
- 11. Kulshrestha (1999) Successful Entrepreneurship Karishka Pub. Co. New Delhi.
- 12. Mathew J. Marimulla (1999) Enter. Theory at crossword, whuler Pub. Co. New Delhi.

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#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

Present
 Assignment
 Marks
 Marks

3. Seminar/Field visit/Viva 05 Marks

4. Test 15 Marks

Total 30 Marks

#### **B.A. SEM-1 HOME SCIENCE**

# Environmental Studies SUB. CODE- HSC-CVAC-101

#### **Objective:**

- Awareness is the key to understanding.
- After awareness comes the knowledge.
- Knowledge won't be effective if people lack the attitude that pushes them to take steps foe environmental protection.
- Social values and attitudes which are in harmony with environmental quality.
- Skills of responsibility and urgency towards environment so as to ensure appropriate actions consider environmental in its totality.

#### **UNIT-I**

#### 1. Introduction to environmental studies

Multidisciplinary nature of environmental studies; Scope and importance; the need for environmental education. Concept of sustainability and sustainable development.

#### **UNIT II**

#### 2. Ecosystems

What is an ecosystem? Structure: food chains, food webs and function of ecosystem: Energy flow in an ecosystem, nutrient cycle and ecological succession. Ecological Interactions. Case studies of the following ecosystems: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

#### **Unit III**

#### 3. Biodiversity and Conservation

Levels of biological diversity:

• genetic, species and ecosystem diversity;

Biogeographic zones of India;

- a) Biodiversity patterns and global biodiversity hot spots.
- b) India as a mega-biodiversity nation; Endangered and endemic species of India.
- c) Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- d) Nature reserves, tribal populations and rights (Niyamgiri-Vedanta,

- POSCO), and human wildlife conflicts in Indian context (Sundarban-Human-Tiger encounters).
- e) Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

#### Unit IV

#### 4. Environmental Pollution and Global Environmental Issues.

- a) Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution.
- b) Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

#### **REFERENCE BOOKS:**

- 1. Basu, M. and Xavier, S., Fundamentals of Environmental Studies, Cambridge University Press, 2016.
- 2. Mitra, A. K and Chakraborty, R., Introduction to Environmental Studies, Book Syndicate, 2016.
- 3. Enger, E. and Smith, B., Environmental Science: A Study of Interrelationships, Publisher: McGraw-Hill Higher Education; 12th edition, 2010.
- 4. Basu, R.N, Environment, University of Calcutta, 2000.

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

Present
 Assignment
 Marks
 Marks

3. Seminar/Field visit/Viva 05 Marks

4. Test 15 Marks

Total 30 Marks

#### **NATIONAL EDUCATION POLICY – 2020**

### Common Minimum Syllabus for Gujarat University Semester Wise Proposed Titles of the paper in BA - HOME SCIENCE

#### **B.A. SEM-II HOME SCIENCE**

# Family Resource Management SUB. CODE- HSC-DSCM-201

#### **FOCUS:**

This course deals with the management of resources in the family with particular reference to mobilizing all the resources for achieving the family goals. It also deals with the factors motivating management and management applied to specific resources.

#### **OBJECTIVES:**

- To help students in learning various concepts of resource management.
- To help students learn the basic process of management.
- To recognize the importance of wise use of resources in order to achieve goals.

#### **UNIT-I**

- (1) Meaning and scope of Resource Management.
  - Definition of resource management.
  - Purpose of resource management.
  - Obstacles in resource management and ways to overcome them.
- (2) Management Process
  - Definition and its importance
  - Steps-
    - (a) Planning: Definition, Importance of planning and steps in successful planning, types of planscharacteristics of planning.
    - (b) Controlling: Definition and important steps involved in controlling

phase: Energizing, checking and adjusting.

(c) Evaluation: (Feedback) Definition and it's importance,

Types of Evaluation.

#### **UNIT-II**

- (1) Factors motivating resource management
  - (a) Values: Definition and it's importance in human life
    - Types of Values
      - \* Extrinsic

- \* Intrinsic
- (b) Goals: Definition and it's importance In human life
  - Types of Goals
    - \* Means and Goal
    - \* Intermediate Goal
    - \* Ultimate or long term goal
- (c) Standard: Definition and it's importance
  - Classification of Standard
    - \* Conventional / Nonconventional
    - \* Qualitative / Quantitative
- (d) Decision Making: Definition and it's importance
  - Steps involved in decision making
  - Types of decision
    - \* Individual decision
    - \* Group decision

### <u>UNIT-III</u>

- (1) Resources:
  - Definition and its importance of resources in effective management
  - Characteristics of resources
  - Types of resources
    - \* Human resources
    - \* Non-human resources
- (2) Time Management
  - Meaning and need of time management.
  - Management applied to time
    - \* Planning
    - \* Controlling
    - \* Evaluating

#### **UNIT-IV**

#### (1) Energy Management

- Meaning and need of energy management.
- Fatigue : Definition, types, methods to avoid fatigue
- Management applied to energy
  - \* Planning
  - \* Controlling Principles of body mechanics
  - \* Evaluating
- Work Simplification : Definition, Techniques of work simplificant.
- Reference Book:
  - (1) Varghese and Ogale, 'Home Management', New Age International (P) Ltd., 1985
  - (2) Gandotra & Majmudar, "Grahvayvasthapan" (Gujarati), Anada Book Depot, Ahmedabad.
  - (3) Gandotra & Shukul, 'Home Management & Family Finance', Dominant Publisher & Distributer, New Delhi
  - (4) Thakkar & Pujara, "Introduction to Home Management" (Gujarati), Praveen Pustak Bhandar, Rajkot
  - (5) Nickell & Dorsey, "Management In Family Living", CBS Publishers & DistributorsPvt. Ltd., 2002.

**Evaluation Pattern:** 

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

Total	30 Marks
4. Test	15 Marks
3. Seminar/Field visit/Viva	05 Marks
2. Assignment	05 Marks
1. Present	05 Marks

#### **B.A. SEM-II HOME SCIENCE**

### **Applied Life Science**

#### SUB. CODE- HSC-DSCM-202

#### **FOCUS:-**

This build upon the core course Applied Life Science. Provide further information regarding plant morphology, physiology, microbiology, human physiology & genetics.

#### **Objectives:-**

The course will enable the students:-

- 1. To understand the knowledge about origin & evolution of life & genetics.
- 2. To understand the application of botany & horticulture in agriculture & role of micro-organism.
- 3. To understand the relation between biology & human welfare.
- **4.** To understand the physiology of human body & plant physiology.

#### UNIT - I

#### History of life

- 1. Origin & evolution of life.
  - a) Physico-chemical processes of early earth leading to origin of life.
    - I. Operin theory
    - II. Miller's experiment.
  - b) Requirements for maintenance of life
    - I. Light
    - II. Temperature
    - III. Water
    - IV. Air
  - c) Characteristics of life:-
    - I. Metabolism
    - II. Growth
    - III. Reproduction
  - d) Evolution:-
    - I. Evidences of evolution (1) Fossils (2) Comparative Anatomy (3) Vestigial organs (4) Embryological Evidences.
    - II. Theory of evolution :- (1) Lamarck (2) Darwin.
- 2. Human Genetics:
  - a) Heredity Mendle's monohybrid experiment & their principles.
  - b) Inheritance & sex determination.
  - c) The genetic basis of human diseases Hemophilia, Color blindness.
  - d) Blood group ABO System. Rh System

#### UNIT - II

#### I. Plant Morphology

- 1) General Characters of monocot (maize) & dicot (Vincarosea) plant.
- 2) External and internal characters of monocot seed (Maize) & dicot seed (Bean) & its germination stages.
- 3) Pollination
  - a) Definition, Agencies, Types.
  - b) Characteristics of insect pollinated. (Hibiscus) & Wind pollinated (Maize) flowers.
- 4) Reproduction in plants:
  - a) Vegetative propagation in plants.
  - b) Sexual reproduction in flowering plants.

#### **II. Plant Physiology**

- 1. Osmosis Definition, Types & its importance.
- 2. Transpiration Definition, Types, Affecting factors & its importance.

#### UNIT - III

#### I. Microbiology

- 1) General characteristics & classification of microorganisms Bacteria & Virus.
- 2) Advantages & disadvantages of bacteria.
- 3) Entrance of bacteria in human body.
- 4) Common parasitic infection malaria parasite life cycle.

#### II. Biology & Human Welfare Economically useful plants

#### a) Food:-

- i. Cereal Wheat, rice, maize
- ii. Pulses Tuwer, Mung.

#### b) Vegetables -

- i. Root Carrot, Radish
- ii. Stem Potato, Amorphophallus
- iii. Leaf Spinach, Amaranthus
- iv. Nuts Cashewnut, Walnut
- v. Fiber Cotton, Jute.
- 1. Medicinal plants Ajwain, clove, eucalyptus, penecillium, tulsi, vasaka, Zinger.
- 2. Useful animals rarth worm, fish, honey bee, Oyster, silk moth, Snake.
- 3. Life history of silk moth.

#### UNIT - IV

#### **Human Physiology**

#### 1. Gastro intestinal System:-

- a. Structure & functions of various organs of the GI tract.
- b. Digestion & absorption of carbohydrate protein, Lipid. The role of Enzymes.

#### 2. Respiratory System:-

- a. Structure of lungs
- b. Mechanism of respiration & its regulation.

#### 3. Cardiovascular System:-

- a. Blood & its composition
- b. Structure & function of heart
- c. Circulation of blood

#### 4. Excretory System:-

Structure & functions of kidney

- a. Formation of urine & its filtration process
- 5. Nervous System :
  - a. Parts of brain & its function
  - b. Reflex action
- 6. Sensory Organs :
  - a. Eye
  - b. Ear

#### References:-

- 1. Dr. Garg P. K. Biology (Sðrð¿kkLk)
- 2. Dutta A. C. Tex book of Botany
- 3. Gupta P. K. A text book of Cyfology, Genetics & Evolution
- 4. Jain V. K. Fundamentals of Plant Physiology
- 5. Albert F. Hill (1978) Economic Botany
- 6. Vidyarthi R.D.-A text book of Zoology

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

1. Present	05 Marks
2. Assignment	05 Marks
3. Seminar/Field visit/Viva	05 Marks
4. Test	15 Marks

Total 30 Marks

#### **B.A. SEM-II HOME SCIENCE PRACTICAL**

# Family Recourse Management SUB, CODE- HSC-MI-201

#### **OBJECTIVES:**

- To help students in learning various concepts of resource management.
- To help students learn the basic process of management.
- To recognize the importance of wise use of resources in order to achieve goals.

#### UNIT-1

- 1. Understanding & Drawing a sphere of interaction.
- 2. Diagrammatic presentation of resources under different categories with examples. Identity & list various community resources within your area.

#### UNIT-2

- 3. Application of management process in day today life activities.
- 4. Enlist five high order values in student's life. select one value and trace its development from your early childhood till today.
  - Select one person you know well and identity his/her values.

#### UNIT-3

- 5. List five short terms, intermediate and long term goals.
  - Mention the resources required to achieve those goals.
- 6. Identifying types of standards with suitable examples.

#### UNIT-4

- 7. Record all the decisions made in last three days and classify.
  - Describe the steps in decision making process to make the final choice for the given situation.
- 8. Develop a time plan schedule for the coming week.
  - Identify ways to use your leisure time effectively.
- 9. Apply the principles of body mechanics in a given situation.
  - Drawing of a path way chart for a given activity to simplify work.
  - Finding out minimum and maximum vertical and horizontal reach of individuals.

#### \_\_\_\_\_\_

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70:30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

1. Present	05 Marks
2. Assignment	05 Marks
3. Seminar/Field visit/Viva	05 Marks
4. Test	15 Marks

Total 30 Marks

# **B.A. SEM-II HOME SCIENCE PRACTICAL Applied Life Science Practical**

#### SUB. CODE- HSC-MI-202

#### **FOCUS:**

This is build upon the CORE-202 course Applied Life Science provide to guide the undergraduate student to understanding of the field of plant physiology, morphology, human physiology, genetics & evolution.

#### **Objectives:-**

- (1) This course will enable the students to:
- (2) To get familiar with cell structure, concepts & their important role in life processes.
- (3) To understands the different parts of plants & their uses in daily life.
- (4) To help to learn the identification of blood group & the role of enzymes in digestion in human being.
- (5) To recognize different of human body systems & their functions.

#### UNIT - I

#### History of Life & Human Genetics – Total – 5

- 1. To study the Onion cell.
- 2. Study of Potato starch grain.
- 3. To study the hydrolysis of starch with Salivary enzyme ptyalin (Amylase)
- 4. To study the identification of Blood group through ABO method.
- 5. To study the identification of Blood group through Rh factor method.

#### UNIT – II

#### Plant Morphology Total - 9

- 1. Study of various parts of flowering monocot ledonous (maize/wheat) plant.
- 2. Study of various parts of flowering dicotyledonous (Vincarosea) plant.
- 3. Study of external & internal characteristics of monocut (maize) seed.
- 4. Study of growth & development in plants through germination stages of monocot (maize)
- 5. Study of external & internal characteristics of dicot (Bean) seed.
- 6. Study of growth & development in plants through germination stages of dicot (Bean) seed.
- 7. Study of insect pollinated (Hibiscus) & wind pollinated (maize/wheat)
- 8. To Study vegetative reproduction:
  - 1. Cell division Paramecium (slide).
  - 2. Fragmentations Spirogyra (slide).
  - 3. Adventitious buds Potato, Zinger.
  - 4. Runner Grass.
  - 5. Offset Pistia, Ichornea.
  - 6. Stolon Nephrolepis (fern).
- 9. To study sexual reproduction on flowering plants through slides:-
  - 1. T. S. of anther

#### UNIT - III

#### Microbiology & Human Welfare :- Total – 4

- 1) To study of life history (Metamorphosis) of silk moth through preserved specimen.
- 2) Study the economically useful plants through (fresh/Preserved)

Specimens (Based on theory).

- 3) To study the medicinal plants through fresh/preserved specimens (Based on theory).
- 4) To study the useful animals through specimens (Based on theory).

#### UNIT - IV

#### Human Physiology & Plant Physiology. Total – 13

- 1) Study of Digestive organs of human body through Model/Chart.
- 2) Study of human Heart through Model/Chart.
- 3) Study of human Eye through Model/Chart.
- 4) Study of human Ear through Model/Chart.

#### **Demonstration Practical**

- 1) To study the process of Osmosis through Thistle funnel experiment.
- 2)To study the process of Osmosis through Potato Osmoscope experiment.
- 3) To study the process of Osmosis through Endosmosis.
- 4) To study the process of Osmosis through Exosmosis.
- 5) To study the process of Transpiration in plants through Belier experiment.
- 6) To study the process of Transpiration in plants through Ganong's potometer experiment.
- 7) To study the process of Transpiration in plants through four leaf experiment.
- 8) To study the process of Transpiration in plants through Cobalt Chloride paper experiment.
- 9) To study the process of Transpiration showing the relation between Transpiration absorption experiment

#### **Reference Books:**

- 1.Dr. Garg P. K. Biology -
- 2. Trivedi J. J. & Dr. Vaidya R. M. –
- 3. Dr. Sukkawala V. M. & Dr. Vaidya B. S. Practical in Biology.

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

05 Marks
05 Marks
05 Marks
15 Marks

Total 30 Marks

## B.A. SEM-II HOME SCIENCE Introduction to Home Science Education – II SUB. CODE- HSC-MD-201

#### **Objectives:**

- 1) To develop understanding regarding advantage technique as effective use and limitations of various teaching methods, employed in home in Home Science
- 2) To create awareness regarding benefits of teaching method.
- 3) To develop understanding regarding benefits techniques of effective use and limitation of various teaching aids.

#### UNIT - I

#### Teaching method:

- 1) Points to be considered while selecting teaching method in Home Science
- 2) Teaching method with respect to advantages techniques for effective use and their limitations
- 3) Standard Meaning, Classification
- (4) Lecture method (5) Discussion (6) Demonstration

#### UNIT - II

#### **Teaching Method**

- Laboratory
   Workshop
   Field trip
   Survey
- 5) Exhibition as teaching technique
- 6) E- Learning as an advanced technique of teaching learning
- 7) Campaign

#### **UNIT - III**

#### Teaching aid

- 1) Concept classification and need for teaching aids
- 2) Paints to be considered while selecting teaching aid
- 3) Teaching aids with respect to advantages technique for selection preparation and limitations. (1) Black board (2) Bulletin board (3) Magnet Board

#### **UNIT - IV**

(1) Model (2) Chart (3) Slides (4) Poster (5) Puppet (6) Radio (7) OHP

#### **References:**

- (1) Chandra Arvinda, Shah Anupama and Joshi Uma 'Fundamental of Home Science
- (2) Parlikar Kalpana 'What is Home Science'
- (3) Ramal P.Devda Method of teaching Home Sciecne
- (4) Chakarborty Sujit K.Audio Visual Education in India

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### Continuous Evaluation Internal 30% (Weightage)

1. Present	05 Marks
2. Assignment	05 Marks
3. Seminar/Field visit/Viva	05 Marks
4. Test	15 Marks

Total 30 Marks

#### **B.A. SEM-II HOME SCIENCE**

# Beautification & personal Grooming SUB. CODE- HSC-SEC-201

#### Objectives:

This course will enable students

- To develop personal hygiene and among dressing them seuse
- To know about skin care
- To know about various hair styles
- To learn various types of makeup arts and hair arts
- To inculcate different types of Mehandi designs.
- To develop creative expressions for personal beauty

#### **UNIT I**

#### 1. Personal Grooming

- What is personal grooming
- Personal Hygiene
- Dressing scence for success

#### **Unit II**

- Skin care
- Types of skin
- Facial
- Body massage
- Bleaching
- Manicure & pedicure

#### **Unit III**

#### Hair care

- Types of Hair
- Hair Treatment, Hair Spa
- Hair massage
- Different types Hair Style

#### **Unit IV**

- Types of Makeup
- Different occasional make up
- Bridal
- Different types of Mehndi Design

#### **Reference books:**

- 1. Antony M. J. (1989) women's rights, New Delhi.
- 2. Bhattacharya R. Career Management, A new Challenge Vol: 1, New Delhi.
- 3. Chandra Shekhar ® 1992 Women's Resource & National Development A Perspective New Delhi (Publishing House)
- 4. Gove. M. S. India Youth Process of Socialization New Delhi, 8, VishvaYuvak Kendra.
- 5. Gupta J. L. (1988) Challenge to their Sex, Indian women's problems.

- 6. Khandwala P. (1984) Fourth Eye: Excellence Through Creativity, Allahabad A. W. Wheeler.
- 7. Rathus S. &Brid J. (1983) Adjust &Growth: The challenge of life: New Yowrk: C. B. S. College Publishing Co.
- 8. Singh R. N. Sky is the limit \_ Practical guide on effective career planning Bombay Bombay Schandra Publications.
- 9. Batra G. S. (1999) Entrepreneurship & small scale industries. Deep & deep Pub., New Delhi.
- 10. Dargulkar M. D. (1983) Udyogdeep, UdyogSachitra, Prakashan, Mathorasadan, Bombay.
- 11. Kulshrestha (1999) Successful Entrepreneurship Karishka Pub. Co. New Delhi.
- 12. Mathew J. Marimulla (1999) Enter. Theory at crossword, whuler Pub. Co. New Delhi.

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### ➤ Continuous Evaluation Internal 30% (Weightage)

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#### **B.A. SEM-II HOME SCIENCE**

# Yoga & Meditation SUB. CODE- HSC-CVAC-201

#### Objectives:

- Yoga in corporation of meditation to improve physical and mental health.
- To enable students a great sense of self discipline, self-awareness and boost self-image.
- Building skills to manage stress, anxiety and depression
- To enhance strength, balance, flexibility, brainpower improve emotional balance and memory problems.
- To enable students to become competent & committed professionals willing to perform as yoga Trainer in yoga wellness centers, yoga classes in parks and societies.

#### UNIT - I

#### **Introduction Meaning of Yoga**

Aims of Yoga

Types of Yoga

#### UNIT - II

#### **Meaning of ASANA**

**Rules for YOGASANAS** 

Importance of YOGASANAS

#### UNIT - III

Asana/Yogic Exercises and cure of Diseases

#### UNIT - IV

- (a) Meditative Poses. Padmasana Vajrasana Sukhasan
- (b) Cultural Poses. Savasan, Halasan, Bhuganasana, Sarvangasana, Salbhasana, Dhanurasan, Chakrasan

#### **TEXT & REFERENCES:**

- Authors Guide (2015), International Day of Yoga, Common Yoga Protocol, New Delhi: Ministry of AYUSH, Government of India.
- George Feuerstein. (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P)

Ltd.,

- Gore.(1990). Anatomy and Physiology of Yogac Practices.Lonavala: KanchanPrkashan.
- Helen Purperhart (2004) The Yoga Adventure for Children. Netherlands: AHunter House Book.
- Iyengar, B. K. S. (2000). Light on Yoga. New Delhi: Harper Collins Publishers.
- Kuvalyananda Swami & S.L. Vinekar. (1963). Yogic Therapy Basic Principles and Methods.

New Delhi: Govt of India, Central Health Education and Bureau

- . Kenghe.C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: BharataManishai.
- Moorthy.A.M & Alagesan.S. (2004). Yoga Therapy. Coimbatore: Teachers Publication

#### **Evaluation Pattern:**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

#### > Continuous Evaluation Internal 30% (Weightage)

1. Present	05 Marks
2. Assignment	05 Marks
3. Seminar/Field visit/Viva	05 Marks
4. Test	15 Marks

Total 30 Marks