

SARDAR PATEL UNIVERSITY
NEP Structure B.Sc. (Home Science) Semester: II
(Under Choice Based Credit Scheme)
Syllabus with Effect from: 2023

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Ability Enhancement Course									
	UH02AEBSC01	Communication Skills	T	2	2	1:30	25	25	50
Major Course (Any One Subject)									
Foods and Nutrition	UH02MAFDN01	Nutrition for Family	T	4	4	2:30	50	50	100
	UH02MAFDN02	Nutrition for Family - Practical	P	4	8	3	50	50	100
Family Resource Management	UH02MAFRM01	Basics of Interior	T	4	4	2:30	50	50	100
	UH02MAFRM02	Basics of Interior	P	4	8	3	50	50	100
Human Development	UH02MAHUD01	Care of Prenatal and Infant Development	T	4	4	2:30	50	50	100
	UH02MAHUD02	Care of Prenatal and Infant Development	P	4	8	3	50	50	100
Textile & Clothing	UH02MATCL01	Introduction to Textiles	T	4	4	2:30	50	50	100
	UH02MATCL02	Introduction to Textiles	P	4	8	3	50	50	100



Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Minor Course (Any One Subject)									
Foods and Nutrition	UH02MIFDN01	Basic Nutrition	T	2	2	1:30	25	25	50
	UH02MIFDN02	Basic Nutrition - Practical	P	2	4	2	25	25	50
Family Resource Management	UH02MIFRM01	Soft Furnishing	T	2	2	1:30	25	25	50
	UH02MIFRM02	Soft Furnishing - Practical	P	2	4	2	25	25	50
Human Development	UH02MIHUD01	Antenatal and Infant Care	T	2	2	1:30	25	25	50
	UH02MIHUD02	Antenatal and Infant Care - Practical	P	2	4	2	25	25	50
Textile & Clothing	UH02MITCL01	Basics of Dyeing & Printing	T	2	2	1:30	25	25	50
	UH02MITCL02	Basics of Dyeing & Printing - Practical	P	2	4	2	25	25	50

Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Multi / Inter Disciplinary									
	UH02IDBSC01	Basic Science II	T	2	2	1:30	25	25	50
	UH02IDBSC01	Basic Science II - Practical	P	2	4	2	25	25	50



Course Type	Course Code	Name of Course	T / P	Credit	Contact Hours Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
Skill Enhancement Course (Any One Subject)	UH02SEFDN01	Food Adulteration	T	2	2	1:30	25	25	50
	UH02SEFRM01	Self Image and Styling	T	2	2	1:30	25	25	50
	UH02SETCL01	Fashion Concepts	T	2	2	1:30	25	25	50
	UH02SEHUD01	Parenting	T	2	2	1:30	25	25	50
Value Added Course / <u>Indian Knowledge System</u> (Any One)	UH02VABSC01	Environment Studies	T	2	2	1:30	25	25	50
	UH02VAIPD01	Integrated Personality Development	T	2	2	1:30	25	25	50





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Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2023-2024

Bachelor of Science-Home Science
(B.Sc.-H.Sc.) (Foods and Nutrition) Semester (II)

Course Code	UH02MAFDN01	Title of the Course	Nutrition for Family (Theory)
Total Credits of the Course	4	Hours per Week	4

Course Objectives	To Enable Students to- <ol style="list-style-type: none">1. To understand the basics principles of meal and its applications2. To understand planning of meal using food exchange system through life cycle3. To improve the understanding level of stages of pregnancy and lactation & their growth and development
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Unit	Course Content	Weight age* (%)
1.	Basic concepts of planning meals <ul style="list-style-type: none">• Importance of meal planning, principles and factors affecting meal planning and food related behaviour.• Food Pyramid, My pyramid, My plate• Recommended Dietary Allowances.• Food groups Food exchange list and concept of balanced diet.	25
2.	Nutrition during the adult years <ul style="list-style-type: none">• Physiological changes, nutritional concerns and healthy food choices of Adult• Reference adult man and woman• Nutrient requirements for Sedentary, Moderate and Heavy workers, athletes and Elderly	25
3.	Nutrition during pregnancy and lactation <ul style="list-style-type: none">• Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices of a Pregnant mother• Physiological changes during lactation, RDA, nutritional guidelines, nutritional concerns and healthy food choices of a Lactating mother	25
4.	Nutrition during childhood Growth and development, RDA, nutritional guidelines, nutritional concerns and healthy food choices of <ul style="list-style-type: none">• Infants• Preschool children• School children• Adolescents	25



Teaching-Learning Methodology	Lecture, Group Discussion, Quizzes, Expert talk, Audio visual aids, and experiential learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments and Internal Written Examination	50%
2.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply basic meal planning techniques
2.	Use exchanges for planning meals

References	
Sr. No	References
1	Bernstein, M. (2010). Nutrition for the older Adult (2 nd edition). Jones publishers. ISBN-10:1284048934
2	Brown, J. (2011). Nutrition Now (6 th ed). Wadsworth publishers. ISBN:13-978-1133936534
3	Dietary guidelines for Indians – A Manual by National Institute of Nutrition.(2011)
4	Srilakshmi B.(2014). Dietetics (7 th edition) New Age International Publishers. Delhi. ISBN:978-81-224-35009
5	Longvah T, Ananthan R, Bhaskarachary K, Vankiah k (2017). Indian Food Composition Tables. Hyderabad: National Institute of Nutrition, Indian council of Medical Research
6	Sharma S (2000). Human Nutrition and Meal Planning.
7	Low cost Nutritious supplements (LCNS) 2014, C Gopalan, BV Rama Sastri & SC Balasubramanian, ICMR publications
8	L. Kathleen Mahan, Janice L. Raymond (2017). Food, Nutrition, Diet Therapy (14 th ed.). Elsevier Inc. ISBN 978-0-323-34075-5
9	Longvah T, Ananthan R, Bhaskarachary K, Vankiah k (2017). Indian Food Composition Tables. Hyderabad: National Institute of Nutrition, Indian council of Medical Research
10	Chadha R, Mathur P.(2015) Textbook of Nutrition : A life style approach 5, Orient Blackswan publishers. ISBN 978 81 250 5930 1.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica





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Bachelor of Science-Home Science
(B.Sc.-H.Sc.) (Foods and Nutrition) Semester (II)

Course Code	UH02MAFDN02	Title of the Course	Nutrition for Family (Practical)
Total Credits of the Course	4	Hours per Week	8

Course Objectives	To Enable Students- <ol style="list-style-type: none">1. To familiarise with planning of balanced meals2. To sensitize the students to differences in dietary requirements and nutritional needs through the different stages of lifespan3. To equip the students with skills to plan balanced meals
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Unit	Course Content	Weightage*(%)
1.	Meal planning with the use of five food groups (balanced meal) and according to Meal times-Breakfast. lunch, snacks, dinner, Physical activity, Physiological changes, their calculations and comparison with RDA	10
2.	Recording one's own diet based on factors affecting balanced diet	5
3.	Meal planning for adolescent boy	5
4.	Meal planning for adolescent girl	5
5.	Meal planning for Adult man with sedentary activity	5
6.	Meal planning for Adult man with heavy activity	10
7.	Meal planning for Adult woman with sedentary activity	5
8.	Meal planning for Adult woman with heavy activity	10
9.	Meal planning for a Pregnant woman with different Income and activity	10
10.	Meal planning for a Lactating woman with different Income and activity	10
11.	Meal planning for infants (6-12 months)	5
12.	Meal planning for pre-school child	5
13.	Meal planning for school age children	5
14.	Meal planning for geriatric age	5
15.	Meal planning for sports person	5



Teaching-Learning Methodology	Lecture, Group Discussion, Group activities, Survey, Experiential learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Continuous Assessment in the form of class participation, Internal Written Examination	50%
2.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply basic meal planning techniques
2.	Use exchanges for planning meals
3.	Recall the need of nutrition during various life stages

References	
Sr. No	References
1	Bernstein, M. (2010). Nutrition for the older Adult (2 nd edition). Jones publishers. ISBN-10:1284048934
2	Brown, J. (2011). Nutrition Now (6 th ed). Wadsworth publishers. ISBN:13-978-1133936534
3	Dietary guidelines for Indians – A Manual by National Institute of Nutrition.(2011)
4	Srilakshmi B.(2014). Dietetics (7 th edition) New Age International Publishers. Delhi. ISBN:978-81-224-35009
5	Longvah T, Ananthan R, Bhaskarachary K, Vankiah k (2017). Indian Food Composition Tables. Hyderabad: National Institute of Nutrition, Indian council of Medical Research
6	Sharma S (2000). Human Nutrition and Meal Planning.
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8	L. Kathleen Mahan, Janice L. Raymond (2017). Food, Nutrition, Diet Therapy (14 th ed.). Elsevier Inc. ISBN 978-0-323-34075-5
9	Longvah T, Ananthan R, Bhaskarachary K, Vankiah k (2017). Indian Food Composition Tables. Hyderabad: National Institute of Nutrition, Indian council of Medical Research
10	Chadha R, Mathur P.(2015) Textbook of Nutrition : A life style approach 5, Orient Blackswan publishers. ISBN 978 81 250 5930 1.

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Relevant entries on Wikipedia and Encyclopaedia Britannica





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Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Home Science) Semester (II)

Course Code	UH02MAFRM01	Title of the Course	Basics of Interiors
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To comprehend the fundamentals of art and design.2. To appraise the effect of colours.3. To acquaint the students with various techniques of art.
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Course Content		
Unit	Description	Weightage* (%)
1.	Fundamentals of Design (a) Significance of design (b) Types of Design: Structural and Decorative. (c) Elements of Art: Space, Point, Line, Shape, Form, Texture, Light & Colour. (d) Principles of Art: Rhythm, Balance, Proportion, Emphasis, Unity	25
2.	Colour and Its Application (a) Colour and its importance. (b) Classification of colour: Primary, Secondary, Intermediate (c) Colour harmonies and schemes	25
3.	Traditional & Contemporary Art (a) Tie & Dye (b) Marble Printing (c) Stencil Printing (d) Block Printing	25
4.	Flower Arrangement as An Art (a) Importance and types (b) Application and principles of Design (c) Equipment and Accessories	25



Teaching-Learning Methodology	Lecture, Smart Board, Power Point Presentation, Class Discussion, Collaborative Learning.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Recognize the significance and application of fundamentals of Art and Design.
2.	Acquire the competency in assessing and implementing the true colour.
3.	Inculcate the skill in flower arranging.

Suggested References:	
Sr. No.	References
1.	Bhatt, P., (2018). <i>Foundation of Art and Design</i> . Nasik: Mr. Sharad Dalal Square Arts.
2.	Han Hall, <i>The Creative book of Flower Arranging</i> . London: Salmander Books Ltd.
3.	Hazel Crag., and Rush Day (1952). <i>Homes with Character</i> . Bosten: D. C. Health and Co.
4.	The Educational Planning Group Delhi. (2015). <i>Home Management</i> . New Delhi: Arya Publishing House.
5.	Rutt Anna Hong (1948). <i>Home Furnishing</i> . New York: Joh Wiley and Sons.
6.	Varghese, M.A., Ogale N.N., and Srinivasan, K. (2020). <i>Home Management</i> . New Age International Ltd.



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

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

P-02. Decorating the Interiors (Module 8,9,10, 11,12,13)

<http://www.smphomescience.edu.in/Source.htm>

Principles of Design

Colour Schemes

Flower Arranging





Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Home Science) Semester (II)

Course Code	UH02MAFRM02	Title of the Course	Practical - Basics of Interiors
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none">1. To acquaint with the elements and principles of design.2. To understand the properties of colours.3. Learn to formulate different colours and colour schemes.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding application of elements of design: Line/Shape and Form/Patterns/Textures.	20
2.	Creating different types of Design- Structural and Decorative.	10
3.	Principles of Design.	20
4.	Colour Classes.	10
5.	Colour Wheel and its properties.	20
6.	Colour Harmony.	10
7.	Illustration of the effect of colour.	10
8.	Techniques of Printing. (Any Five)	20
9.	Floor Decoration.	10
10.	Calligraphy	10
11.	Designing TWO Greeting cards for various occasion.	10
12.	Preparation of pottery with traditional art.	10



13.	Gift Wrapping.	10
14.	Flower arrangement.	10
15.	Evaluation of Art Objects for Design, Elements, Principles, Colour, Material and Purpose- Minimum Three Objects.	20

Teaching-Learning Methodology	Practical Implementation, Scrapbook, Demonstration, Blended Learning, Workshops, DIY activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop the competency in application of principle of design and colours artistically in interiors.
2.	Work as a colour consultant for Interiors.
3.	Create a well-balanced piece of Art.

Suggested References:	
Sr. No.	References
1.	Bhatt, P., (2018). <i>Foundation of Art and Design</i> . Nasik: Mr. Sharad Dalal Square Arts.



2.	Varghese, M. A., Ogale. N. and Srinivasan K. (2020). <i>Home Management</i> . New Delhi: New Age International (P) Limited.
3.	Faulkner, R. and Faulkner, S. (1975). <i>Inside Today's Home</i> . New York: Rinehart
4.	Gandotra, V., Shukul, M., and Jaiswal, N. (2010-11). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant Publishers and Distributors.





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Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Home Science) Semester (II)

Course Code	UH02MAHUD01	Title of the Course	Theory - Care of Prenatal and Infant Development
Total Credits of the Course	04	Hours per Week	04

Course Objectives	(a) To develop an understanding about the need and importance of studying prenatal development conception and birth process. (b) To learn about the characteristics, needs and developmental tasks of infancy period. (c) To understand the different prenatal and infant care for future aspect. (d) To learn about the complication and problems during prenatal and infancy period.
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Course Content		
Unit	Description	Weightage*(%)
1.	Prenatal Development and Birth Process i. Prenatal Development Conception – Meaning and Process of Conception. ii. Stages of Prenatal Development - Germinal stage, Embryonic stage and Foetal stage. iii. Factors affecting Prenatal growth and development – Maternal, Paternal Factors, Genetically and Environmental Factors iv. Birth Process - stages v. Kind of birth (natural, C-section, breech, home vs. assisted delivery)	25
2.	Prenatal Care i. Prenatal care – Healthy eating and nutritional requirement, physical and emotional fitness, regular Medical check-up and Monitoring, ii. Care and signs of pregnancy iii. High-risk pregnancy iv. Miscarriages and Abortions, Intrauterine growth retardation, Low pregnancy weight gain v. Health Issues vi. Ayurvedic diet for a healthy pregnancy	25
3.	Infant Development i. Physical development- characteristics of the neonate- size, weight, height, body proportions. ii. Development tasks, milestones iii. New born reflexes i.e. hearing, vision, taste, smell, touch,	25



	temperature. iv. Factors influencing growth and development of Infants. v. Problems faced during the period.	
4	Infant Care i. Feeding Practices- Breast feeding and weaning, nutritional requirements and nutritional problems ii. Sleep cycles iii. Premature and low birth weight infants, Health Check-ups, Vaccination. iv. Types of feeding - natural and artificial v. Clothes and Exercises of Infant vi. Kangaroo mother care.	25

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The student will be able to develop an understanding about the need and importance of studying prenatal development conception and birth process
2.	The student will acquire a detailed understanding of developmental milestones of prenatal development.
3.	The students will understand the characteristics, needs and developmental tasks of s of infancy period.

Suggested References:	
Sr No	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R.,& Kapadia, S. (in press). Human Development Research in India: A historical overview. New Delhi: In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> .
4.	Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
5.	Kakar, S. (1978). <i>The Inner World: A Psycho-Analytic Study of Childhood and Society in India</i> .



6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7th ed.). New York: Worth Publishers.
9.	Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. W. (2009). A topical approach to life-span development (custom ed.).
11.	Singh, A. (2015). Foundations of Human Development. New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan.
13.	Walsh, B. A., DeFlorio, L., Burnham, M. M., & Weiser, D. A. (2017). Introduction to human development and family studies. Psychology Press.

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

On-line Resources

https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf

https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf





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Course Code	UH02MAHUD02	Title of the Course	Practical – Care of Prenatal and Infant Development
Total Credits of the Course	04	Hours per Week	08

Course Objectives	(e) To acquaint the students about Prenatal growth and assessment. (f) To impart knowledge on prenatal and infant period.
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Course Content		
Unit	Description	Weightage*(%)
1.	Visit to a Neonatal care centre and maternity home.	10
2.	Prepare a questionnaire on developmental assessment of infants using APGAR Scale.	10
3.	Prepare album on prenatal development (month wise)	5
4.	Collection of Lullabies for Infant.	5
5.	Plan of activities for Garbh-Sanskar Kendra	10
6.	Government programmes and schemes for prenatal and infant development.	5
7.	Short film on kangaroo mother care.	5
8.	Prepare mobile, push toy and pull toy.	5
9.	Prenatal and Infant photo shoot.	5
10.	Prepare PPT on prenatal and infant development.	5
11.	Prepare a booklet on nutritional recipes for pregnant lady and infants.	10
12.	Prepare a radio talk on impact of mass-media and food habits on infants and pregnant women.	5
13.	Prepare one item for infants on sensory development.	5
14.	Case study of pregnant women.	5
15.	Observation on care of the baby after birth and feeding practices.	5
16.	Prepare Immunization card.	5

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%



Course Outcomes: Having completed this course, the learner will be able to	
1.	The student will be able to develop an understanding about the Lullabies.
2.	The student will acquire a detailed understanding of developmental milestones , characteristics, neonatal stages in the human life cycle.
3.	The student will acquire a detailed understanding of the prenatal and infant period.

Suggested References:	
Sr No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R., & Kapadia, S. (in press). <i>Human Development Research in India: A historical overview</i> . In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> . New Delhi: Springer.
4.	Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson
5.	Kakar, S. (1998). <i>The inner world. Psychoanalytic study of childhood and society in India</i> . Delhi: Oxford University Press.
6.	Kapadia, S. (2011). <i>Psychology and human development in India</i> . Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children</i> (7th ed.). New York: Worth Publishers.
9.	Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.:Mcgraw-Hill Higher Education.
11.	Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.
13.	Walsh, B.A., Deflorio, L., Burnham, M.M., & Weiser, D.A. (2017). <i>Introduction to Human Development and Family Studies</i> . NY: Rutledge

On-line resources to be used if available as reference material
On-line Resources
https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf
https://www.who.int/childgrowth/publications/monitoring/en/





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Bachelor of Science - Home Science
(Textiles and Clothing) Semester (II)

Course Code	UH02MATCL01	Title of the Course	Theory-Introduction to Textiles
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To impart knowledge of various fibers, yarns and fabrics used in textiles manufacture.2. To gain knowledge on various fabric construction techniques.3. To understand the finishes applied on textiles.
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Course Content		
Unit	Description	Weightage* (%)
1.	A. Classification of Textile fibers B. Origin, Properties, use & care of the natural fibers <ol style="list-style-type: none">i. Animal/ Protein fibers-wool, silkii. Plant/ Cellulosic fibers- cotton, lineniii. Natural Rubberiv. Natural Mineral-asbestos	25
2.	Properties, use & care of the manufactured fibers <ol style="list-style-type: none">(a) Regenerated fibers-rayon, acetate(b) Synthetic fibers-polyester, nylon, acrylic(c) Inorganic fibers-glass,(d) Elastomeric fibers	25
3.	Yarns <ol style="list-style-type: none">(a) Classification of yarns(b) Types of yarns: simple, novelty, textured, thread(c) Properties of yarns: Yarn numbering systems and twista) Blends: Types of blends and purpose of blending	25
5.	A. Methods of Fabric construction <ol style="list-style-type: none">i. Weaving-classification, characteristics and useii. Knitting- classification, characteristics and useiii. Non-woven- classification, characteristics and useiv. Other methods- laces, braiding, tufting etc. B. Textile Finishes Meaning, importance and classification Preparatory finishes	25



Teaching-Learning Methodology	Using blackboard, power point presentation, using smart board, using charts, figure and garment physical analysis, actual fibers,yarns and fabric sample analysis
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Formative Assessment	50%
2.	Summative Assessment	50%
Course Outcomes: Having completed this course, the learner will be able to		
1.	Understand various fibers, yarns and fabric construction methods, their typicality.	
2.	Identify and distinguish available fabrics in market and ultimately enabling them to select best suitable fabric for apparels and home textiles.	

Suggested References:	
Sr. No.	References
1.	Nakamar, A. (1996). <i>Fiber Science And Technology</i> . Bombay: Oxford & IBH Pub.
2.	Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i> .
3.	Hentry, E. &Byett, J.D. <i>Modern Home Laundry Work</i> .
4.	Gokaneshan, N. (2009). <i>Fabric Structure & Design</i> . New Delhi: New Age International (P) Ltd.
5.	Corbman,B.P. (1983). <i>Textile-Fibers to Fabrics</i> .McGrawHill International Editions
6.	Dawn J. (1999). <i>Textile technology to GCSE</i> . Oxford university press





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Bachelor of Science - Home Science
(Textiles and Clothing) Semester (II)

Course Code	UH02MATCL02	Title of the Course	Practical - Introduction to Textiles
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none">1. Develop skills in fiber, yarn and fabric identification based on construction technique.2. Gain knowledge on relationship between method of fabric construction, fabric count and fabric weight.
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Course Content		
Unit	Description	Weightage*(%)
1.	Fiber identification-visual and microscopic appearance (a) Natural fibers-cotton, jute, silk, wool (b) Regenerated fibers-rayon, acetate (c) Synthetic fibers-polyester, nylon, acrylic	20
2.	Sample Collection of types of yarn (a) Simple yarn- single, ply, cord (b) Novelty yarn(any 05 types)(viz. loop, slub, ratine, metallic) (c) Textured yarn	20
3.	Fabric analysis (five each) - Fibre type - Yarn type - Weave -Fabric count- GSM - End use - Trade name (a) Light weight fabrics (b) Medium weight fabrics (c) Heavy weight fabrics (Viz. muslin, lawn, organdie,georgette, drill, poplin, flannel, jersey, marquisite/ net,velvet)	20
4.	Calculate the weight per unit area (05 types each) (a) Light weight fabrics (b) Medium weight fabrics (c) Heavy weight fabrics (Viz. poplin, muslin, buckram/canvas, kantaan, lizybizy etc.)	20
5.	Sample collection and fabric identification(05 types each) (a) Woven fabrics (b) knitted fabrics, non-woven fabrics	20



Teaching-Learning Methodology	Demonstration, visual sample analysis, discussion, assignments, laboratory performance
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Formative Assessment	50%
2.	Summative Assessment	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and identify fibers, yarns and fabrics used in textile materials and its end use.
2.	Acquire skills in identifying type of fabric and effect of count and weight on physical properties and performance characteristics of fabric.

Suggested References:	
Sr. No.	References
1.	Corbman, B.P.(1983). <i>Textile-Fiber to Fabrics</i> . McGraw Hill International Editions
2.	Gokaneshan, N. (2009). <i>Fabric Structure & Design</i> . New Delhi:New Age International (P) Ltd.
3.	Dantyagi, S.(1996). <i>Fundamentals of Textiles and Their Care</i> .
4.	Corbman, P.B.&Gregg.(1985). <i>Textiles- Fiber to Fabric</i> . US :(6th Edition).Division/McGraw Hill Book Co.
5.	Joseph, M.L.(1988). <i>Essentials of Textiles</i> .Florida :(6th Edition).Holt, Rinehart and Winston Inc.
6.	Sekhri S. (2013). <i>Textbook of Fabric Science: Fundamentals to Finishing</i> . Delhi: PHI Learning.





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Bachelor of Science-Home Science
(B.Sc. -H.Sc.) (Foods and Nutrition) Semester (II)

Course Code	UH02MIFDN01	Title of the Course	Basic Nutrition (Theory)
Total Credits of the Course	2	Hours per Week	2

Course Objectives	<ol style="list-style-type: none">1. Understand the foundational terminology and concepts in food and nutrition.2. Students will impart knowledge pertaining to different food groups, its nutritive value and importance in daily diet.3. Students will understand the functions of food and the role of various nutrients, their requirements, effect of deficiency and excess
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Unit	Description	Weightage*(%)
1.	Basic concepts in Nutrition <ul style="list-style-type: none">• Basic terms used in study of Food and Nutrition• Understanding relationship between food, nutrition and health• Functions of food-Physiological, psychological and social Food Groups <p>Selection, nutritional contribution and changes during cooking of the following food groups:</p> <ul style="list-style-type: none">• Cereals• Pulses• Fruits and vegetables• Milk & milk products• Eggs• Meat, poultry and fish• Fats and Oils	50
2.	Functions, Dietary sources and Signs and Symptoms of deficiency/ excess of the following nutrients: <ul style="list-style-type: none">• Carbohydrates, Lipids and Proteins• Minerals – Calcium, Iron and Iodine• Fat Soluble Vitamins-A, D, E and K• Water Soluble Vitamins – Thiamine, Riboflavin, Niacin, Pyridoxine, Folate, Vitamin B₁₂ and Vitamin C	50



Teaching-Learning Methodology	Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal exams and Continuous Assessment in the form of Quizzes, Seminars, Assignments (As Per CBCS)	50%
2.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will be able to assess and optimize the nutritional contributions, and changes due to cooking of various food groups.
2.	Students will get the knowledge of nutrient functions and their impact on health.

References	
Sr No	References
1.	Srilakshmi, B., Nutrition Science, New Age International (P) Ltd., New Delhi, 2017.
2.	Mudambi, S.R and Rajagopal M.V . Fundamentals of Nutrition, New Age International Ltd.
3.	Swaminathan, M., Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore, 2015.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica





Bachelor of Science-Home Science
 (B.Sc.-H.Sc.) (Foods and Nutrition) Semester (II)

Course Code	UH02MIFDN02	Title of the Course	Basic Nutrition
Total Credits of the Course	2	Hours per Week	4

Course Objectives	To Enable Students- <ol style="list-style-type: none"> 1. To understand the significance of various food groups and apply this knowledge to create practical, balanced meal plans for daily dietary needs. 2. To impart knowledge pertaining to different food groups, its nutritive value and importance in daily diet.
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Unit	Course Content	Weightage*(%)
1.	Plan and Prepare Carbohydrates rich recipes	10
2.	Plan and Prepare Protein rich recipes((incorporating combination of cereals and pulses)	10
3.	Plan and Prepare Fat rich recipes	10
4.	Plan and Prepare Vitamin B1 rich recipes(Incorporating fermentation and germination)	10
5.	Plan and Prepare Vitamin B2 rich recipes	10
6.	Plan and Prepare Niacin rich recipes	10
7.	Plan and Prepare rich Vitamin C recipes	10
8.	Plan and Prepare Vitamin A rich recipes	10
9.	Plan and Prepare Iron rich recipes	10
10.	Plan and Prepare Calcium rich recipes	10

Teaching-Learning Methodology	Lecture, Group Discussion, Demonstration, Quizzes, survey, Experiential learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
	Internal evaluation	50%
	External evaluation	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will gain expertise in preparing nutrient-rich recipes across various categories, focusing on carbohydrates, proteins, fats, vitamins (B1, B2, C, A), iron, and calcium.
2.	They will develop the skills to create balanced, delicious, and nutritionally sound meals, catering to a range of dietary needs and preferences.



References	
Sr No	References
01	Dietary Guidelines for Indians, ICMR, National Institute of Nutrition, Hyderabad, 2011.
02	Gopalan, C. Rama Sastri B.V. and Balasubramanian, Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad, 2014.
03	Srilakshmi, B., Nutrition Science, New Age International (P) Ltd., New Delhi, 2017

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica





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Bachelor of Science - Home Science
(B.Sc.- B.Sc.) (Home Science) Semester (II)

Course Code	UH02MIFRM01	Title of the Course	Soft furnishings
Total Credits of the Course	02	Hours per Week	02
Course Objectives:	1. To familiarize the students about types of soft furnishings. 2. To comprehend the function of various furnishings 3. To understand the selection, care and maintenance of various furnishing		

Course Content		
Unit	Description	Weightage*(%)
1.	(a) Meaning, Relationship with space, Functional & decorative furnishings (b) Types of Window treatments, Curtain, Draperies, Pelmet / valances, blinds (c) Cushion /covers, Slip covers, Bed linen, Table linen, Carpets and rugs	50
2.	(a) Factor influencing furnishing decisions: climate conditions, needs and preference, availability in the market (b) Care and maintenance of soft furnishing (c) Storage of furnishings	50

Teaching-Assignments, Learning	Lecture, Power -point Presentations, ICT enabled Teaching, Individual / group project, Group discussion, Guest speaker, Quizzes Methodology, blackboard and chalk.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%



Course Outcomes: Having completed this course, the learner will be able to	
	Understand the role of furnishings in designing and decorating interiors
	Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors.
	Appreciate the contemporary trends in interior design.
	Adopt various window treatments in interiors.

Suggested References:	
Sr. No.	References
1.	Gandotra, V., Shukul, M. and Jaiswal N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant publishers, India.
2.	Bhatt, P. (2008). <i>Foundation of Art and Design</i> . Bombay: The Lakhani Book Depot.
3.	Faulkner, R. and Faulkner, S. (1987). <i>Inside Today's Home</i> . New York: Rinehart Winston, India.
4.	Kasu, A. A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre.
5.	Premavathy, S. (2005). <i>Interior Design and Decoration</i> . New Delhi: CBS Publishers and Distributors, India.
6.	ગંડોત્રા, વી., મજમુદાર જે. (2007). ગૃહવ્યવસ્થાપન. અનડાબુકડીપો, અમદાવાદ.
7.	ઠક્કર, પુજારા જે. (2001). ગૃહવ્યવસ્થાપનનો પરિચય. પ્રવિણ પુસ્તકભંડાર, રાજકોટ.

On-line resources to be used if available as reference material
On-line Resources
http://ecoursesonline.iasri.res.in/mod/page/view.php?id=27384
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=827 P-02. Decorating the Interiors (Module16-27)





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Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Home Science) Semester (I)

Course Code	UH02MIFRM02	Title of the Course	Practical – Soft furnishing in interiors
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none">1. To gain better understanding of interior furnishings.2. To encourage creativity, innovation and exploratory thinking.3. To impart knowledge on factors influencing furnishing space.
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Course Content		
Unit	Description	Weightage* (%)
1.	Prepare a color wheel with tint /shades and tones	20
2.	<ul style="list-style-type: none">● List of furnishings used in various rooms● Collecting pictures of various room interiors in residences and identifying the soft furnishings used in it.	10
3.	Draw different kind of windows treatments for interiors	10
4.	Prepare a scrap book for various trending finishing materials	10
5.	Construction of different shapes of cushion and cushion covers	20
6.	List of table linen and bed linen and their uses and storage	10
7.	Stain removal in various linens	10
8.	Market survey of different furnishing materials (curtains, draperies, upholstery, cushions, table linen, bedroom linen)	10

Teaching-Learning Methodology	Blended learning, workshops, portfolio making, market surveys, workshops, field visits and arranging mock spaces, Individual / group project., Scrapbook, Demonstration, Blended Learning, Workshops, DIY activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Comprehend the nuances of design with focus on interior.
2.	Gain skill in designing residential spaces with furnishings
3.	Analyze recent trends in furnishings.

Suggested References:	
Sr. No.	References
1.	Kasu, A.A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre.
2.	Gandotra, V., Shukul, M., and Jaiswal, N. (2011). <i>Introduction to Interior Design and Decoration</i> . New Delhi: Dominant publishers, India.
3.	Bhatt, P (2008). <i>Foundation of Art and Design</i> . Mumbai: The Lakhani Book Depot.





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Bachelor of Science - Home Science
 (B.Sc.- H.Sc.) (Home Science) Semester (II)

Course Code	UH02MIHUD01	Title of the Course	Theory- Antenatal and Infant Care
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<p>(g) To develop an understanding about the need and importance of studying antenatal development conception and birth process.</p> <p>(h) To learn about the characteristics, needs and developmental tasks of infancy period.</p> <p>(i) To understand the different antenatal and infant care for future aspect.</p> <p>(j) To learn about the complication and problems during antenatal and infancy period.</p>
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Course Content		
Unit	Description	Weightage*(%)
1.	Antenatal Care i. Antenatal care – Healthy eating and nutritional requirement, physical and emotional fitness, regular Medical check-up and Monitoring, ii. Care and signs of pregnancy iii. High-risk pregnancy iv. Miscarriages and Abortions, Intrauterine growth retardation, Low pregnancy and weight gain v. Health Issues vi. Ayurvedic diet for a healthy Pregnancy	50
2.	Infant Care vii. Feeding Practices- Breast feeding and weaning, nutritional requirements and nutritional problems viii Sleep cycles ix Premature and low birth weight infants, Health Check-ups, Vaccination. x Types of feeding - natural and artificial xi Clothes and Exercises of Infant xii Kangaroo mother care.	50

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, and Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The student will be able to develop an understanding of the need and importance of studying antenatal development conception and the birth process
2.	The student will acquire a detailed understanding of developmental milestones of antenatal development.
3.	The students will understand the characteristics, needs, and developmental tasks of s of infancy period.

Suggested References:	
Sr No	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R., & Kapadia, S. (in press). Human Development Research in India: A historical overview. New Delhi: In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> .
4.	Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson.
5.	Kakar, S. (1978). <i>The Inner World: A Psycho-Analytic Study of Childhood and Society in India</i> .
6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. <i>International Society for the Study of Behavioural Development Bulletin</i> Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children</i> (7th ed.). New York: Worth Publishers.
9.	Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. W. (2009). <i>A topical approach to life-span development</i> (custom ed.).
11.	Singh, A. (2015). <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.
13.	Walsh, B. A., DeFlorio, L., Burnham, M. M., & Weiser, D. A. (2017). <i>Introduction to human development and family studies</i> . Psychology Press.



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

On-line Resources

https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf

https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf





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B.Sc. (Home) II Semester

Course Code	UH02MIHUD02	Title of the Course	Practical – Antenatal and Infant Care
Total Credits of the Course	02	Hours per Week	04

Course Objectives	(k) To acquaint the students about Antenatal growth and assessment. (l) To impart knowledge on antenatal and infant period.
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Course Content		
Unit	Description	Weightage*(%)
1.	Visit to a Neonatal care centre and maternity home.	10
2.	Prepare a questionnaire on developmental assessment of infants using APGAR Scale.	10
3.	Prepare album on prenatal development (month wise)	10
4.	Plan of activities for Garbh-Sanskar Kendra, Prenatal and Infant photo shoot.	15
5.	Short film on kangaroo mother care.	10
6.	Prepare a booklet on nutritional recipes for pregnant lady and infants.	10
7.	Prepare a radio talk on impact of mass-media and food habits on infants and pregnant women.	10
8.	Prepare one item for infants on sensory development.	10
9.	Case study of pregnant women.	10
10.	Prepare Immunization card	05

Teaching-Assignments, Learning	Practical, Field visits, Interview method, Observation method
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	The student will be able to develop an understanding about the Lullabies.
2.	The student will acquire a detailed understanding of developmental milestones , characteristics, neonatal stages in the human life cycle.
3.	The student will acquire a detailed understanding of the prenatal and infant period.



Suggested References:	
Sr No.	References
1.	Berk, L.E. (2005). <i>Child development</i> (5th ed.). New Delhi: Prentice Hall
2.	Berk, L. (2013). <i>Child development</i> . 9th ed. Boston: Pearson. Chapter 3
3.	Bhangaokar, R., & Kapadia, S. (in press). <i>Human Development Research in India: A historical overview</i> . In G. Misra (Ed.), <i>Hundred years of Psychology in India</i> . New Delhi: Springer.
4.	Feldman, R., & Babu, N. (2009). <i>Discovering the life span</i> . New Delhi: Pearson
5.	Kakar, S. (1998). <i>The inner world. Psychoanalytic study of childhood and society in India</i> . Delhi: Oxford University Press.
6.	Kapadia, S. (2011). <i>Psychology and human development in India</i> . Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage.
8.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children</i> (7th ed.). New York: Worth Publishers.
9.	Santrock, J. W. (2011). <i>Life-span development</i> . New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
10.	Santrock, J. (2017). <i>A topical approach to life span development</i> (9th ed.). New NY.: McGraw-Hill Higher Education.
11.	Singh, A. (Ed.) 2015. <i>Foundations of Human Development</i> . New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3.
12.	Singh, A. (2015). <i>Foundations of Human Development: A life span approach</i> . ND: Orient Black Swan.
13.	Walsh, B.A., DeFlorio, L., Burnham, M.M., & Weiser, D.A. (2017). <i>Introduction to Human Development and Family Studies</i> . NY: Rutledge

On-line resources to be used if available as reference material
On-line Resources
https://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-hgd_7.pdf
https://www.who.int/childgrowth/publications/monitoring/en/





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Bachelor of Science- Home Science
 (Textiles and Clothing) Semester (II)

Course Code	UH02MITCL01	Title of the Course	Theory- Basics of Dyeing and Printing
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	<ol style="list-style-type: none"> 1. Learn and practice the dyeing of textiles made by natural and synthetic fibres. 2. Select the dyes and recipes for preparation of printing paste for printing of textile 3. Develop the skills in doing dyeing and printing of textiles
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Course Content		
Unit	Description	Weightage* (%)
1.	Dyeing (a) Meaning and Introduction of Dyestuffs (b) Dyes and their classification – Natural and synthetic (c) Introduction to Dyeing and Printing - difference between dyeing and printing (d) Fabric preparation for Dyeing (e) Methods of dyeing. Uses and Selection of dyes for different fabrics	50
2.	(a) Printing i. Styles of printing: Direct, Discharge and Resist styles on cellulosic, Protein, manmade textiles and their blends. ii. Printing with Natural dyes and synthetic dyes, iii. Printing paste: Constituents of print paste-Different ingredients used in printing paste iv. After treatments: Steaming, curing, ageing of Prints. v. Different thickeners used in printing- Thickener and its types, Function of thickener and Selection of thickener. vi. Printing defects in screen and roller printing and their remedy (b) Definition of Motifs & its characteristics with reference i. Classification of motifs (i) Traditional (ii) Modern ii. Types of motifs (i) Geometrical (ii) Stylized (iii) figurative (iv) Abstract (v) Folk (vi) Tribal	50



Teaching-Learning Methodology	Lectures along with power point presentation/ videos on industrial methods/hands on experience for dyeing and printing on textiles/visit to Dyeing and Printing unit
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Formative Assessment	50%
2.	Summative Assessment	50%

Course Outcomes: Having completed this course, the learner will be able to to develop entrepreneurial skill and then can start small or medium startups.	
1.	Describe the basics of dyeing, printing and finishing. (a) Examine the knowledge of auxiliaries and chemicals used for dyeing and printing (b) Explain the relation between the dyes, pigments and fabrics
2.	Dye and print textiles.

Suggested References:	
Sr.No.	References
1.	Chavan, R.B. (1979). <i>Textile Printing (Book of Papers)</i> . New Delhi: Department of Textile Technology,IIT.
2.	Grociki, Z.J.; Watsons Textile Design and Colour, London, Newness Butter Worth V.A.Shenai (1987),Chemistry of dyes and principles of Dyeing, Sevak Prakashan, Mumbai
3	V.A.Shenai (1987) Technology of Textile Processing, Vol.IV, Sevak Publication. 'kfeZyk xqtZj β oL= dh jaxkbZ ,oa NikbZP
4.	Technology of Textile Processing -Vo.II, Chemistry of Dyes and Principles of Dyeing, V.A. Shenai, 1993,Sevak Publications.
5.	Down, J. (1999). <i>Textiles Technology to GCSE</i> . Oxford university press.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries on Wikipedia and Encyclopaedia Britannica





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2023-2024

Bachelor of Science - Home Science
(Textiles and Clothing) Semester (II)

Course Code	UH02MITCL02	Title of the Course	Practical – Basics of Dyeing and Printing
Total Credits of the Course	2	Hours per Week	4

Course Objectives:	<ol style="list-style-type: none">3. Introduce basic methods of dyeing, printing4. Inculcate the knowledge of auxiliaries and chemicals used for dyeing and printing5. Develop the skills in doing dyeing and printing of textiles
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Course Content		
Unit	Description	Weightage*(%)
1.	Preparation of fabrics for dyeing & printing (desizing, scouring, bleaching)	10
2.	Dyeing with different dye – Direct, Reactive, Natural	30
3.	(a)Preparation of Tie – dye samples ((Different patterns on handkerchiefs) with direct dyes. (lehariya, pleating, chevron, knotting, triangular folding, spotting, batik, marbling and tritic) (b) Dyeing tied samples with Single and different colour combinations	20
4.	(a)Fabric Printing Methods i. Block Printing (Wooden, Vegetable etc.) ii. Stencilling iii. Marbling iv. Salt Diffusion v. Image transfer (b) Preparation of value added articles by tie-dyeing/block printing/Batik painting	40

Teaching-Learning Methodology	Demonstration, visual sample analysis, discussion, assignments, laboratory performance
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Formative Assessment	50%
2.	Summative Assessment	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Describe the basics of dyeing, printing and finishing. (c) Explain the relation between the dyes, pigments and fabrics. (d) Dye and print textiles.
2.	The learner will be able to develop entrepreneurial skill and then can start small or medium start-ups.

Suggested References:	
Sr. No.	References
1.	Trotman E.R. (1975). <i>Dyeing and Chemical Technology of Textile Fibre</i> . London: Charles Griffin & Co. Ltd.
2.	Wynne Andrea (1997). <i>Textiles: The Motivate Series</i> . London: Mcmillain Education Ltd.
3.	Vilensky L.D. & Gohil E.P. G. (1987). <i>Textile Science, An explanation of fiber properties</i> . Delhi: CBS Publishers & Distribution.
4.	Trotman E.R. (1975). <i>Dyeing and Chemical Technology of Textile Fibre</i> . London: Charles Griffin & Co. Ltd.
5.	Down, J. (1999). <i>Textiles Technology to GCSE</i> . Oxford university press.

On-line resources to be used if available as reference material
On-line Resources
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Bachelor of Science - Home Science
(Textiles and Clothing) Semester (II)

Course Code	UH2IDBSC01	Title of the Course	Basic Science-II (Theory)
Total Credits of the Course	02	Hours per week	02

Course Objectives :	<ol style="list-style-type: none">1. To provide basic knowledge related to organic chemistry including petroleum products.2. Write structures of organic molecules in various ways classify the organic compounds name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names.3. To familiarize the students with genetic concept.
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Course Content		
Unit	Description	Weightage *(%)
1.	(a) Introduction to Organic chemistry i. Introduction, Sources, Importance. ii. Organic Compounds: Hydrocarbons, Functional groups, IUPAC nomenclature, Examples of aliphatic and aromatic Compounds and Homologues series iii. Properties of alkane, alkene, and alkyne. (b) Polymers i. Definition and explanation, Classification, General Properties ii. Structures, properties and uses of following Polymers (1) Polythene, (2) Polyvinylchloride, (3) Teflon, (4) Nylon (5) Polyester (c) Dyes Definition and explanation, Classification with example (d) Basic concepts related to electricity Concept of Current, voltage and resistance-Ohm's Law, Conductors and insulators of electricity and their applications.	50



2.	(a) Growth and development i. Cell division, ii. Sex determination in human and multiple births. iii. Vegetative propagation (b) Microorganisms i. Significance of microorganism, brief account of Viruses and Bacteria ii. Commercial importance of Microbes (Virus, bacteria and Yeast) iii. Economic importance of plants and animals	50
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Teaching-Learning Methodology	Lectures, Interactive sessions, ICT enabled teaching and learning experiences in terms of video lessons, Discussion, Project Work, Demonstrations, Practical guidance.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand organic compounds, Polymers and different dyes.
2.	Get knowledge of growth and development of cell.
3.	Learn basic concept of electricity.

Suggested References:	
Sr. No.	References
1.	Chatwal, G. (1998). <i>Synthetic Organic Chemistry</i> . Bombay: Himalya Publishing House.
2.	Mortimer, C. (1971). <i>Chemistry a Conceptual Approach</i> , Calcutta:- Published by VanNostrand Reinhold Company.



3	Dutta A.C. (1980). <i>A class book of Botany</i> . John Brown, oxford university press. Faraday House.
4	Sharma V.K. (1990). <i>Biology class XI</i> . New Delhi: Daryaganj. Publishers 23.
5	Maheshwari P. (1996). <i>Biology Part 1-7</i> . New Delhi.: NCERT.
6	Kenneth W. University of California, Irwins (1975). <i>Basic Physics</i> . New Delhi :Oxford and IBH Publishing Co.





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Bachelor of Science - Home Science
(Textiles and Clothing) Semester (II)

Course Code	UH2IDBSC02	Title of the Course	Basic Sciences- II (Practical)
Total Credits of the Course	02	Hours per Week	04

Course Objectives :	<ol style="list-style-type: none">1. To categorize the organic substance on the basis of their functional group.2. To demonstrate types of propagation methods.3. To identify various types of microorganisms.
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Course Content		
Unit	Description	Weightage *(%)
1.	To detect functional groups of the given Organic compounds through various tests. - Acids, Alcohols, Aldehydes, Ketones, Amine, Amide, Hydrocarbon, Ester, Phenol	30
2.	Redox titration: $\text{KMnO}_4 \rightarrow \text{FeSO}_4 \cdot 7\text{H}_2\text{O}$ $\text{KMnO}_4 \rightarrow \text{H}_2\text{C}_2\text{O}_4 \cdot 2\text{H}_2\text{O}$ $\text{K}_2\text{Cr}_2\text{O}_7 \rightarrow \text{FeSO}_4 \cdot 7\text{H}_2\text{O}$	20
3.	To classify Friend and Foe animals.	05
4.	To display slides of bacteria with electron micrographs.	10
5.	To demonstrate methods of vegetative propagation (Drafting and Budding)	15
6.	To demonstrate & practice methods of vegetative propagation (Layering)	10
7.	Group project on economic importance and medicinal use of plants.	10



Teaching-Learning Methodology	Practical, ICT enabled teaching and learning experiences in terms of videoleasons Discussion, By way of Demonstrations.	
Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Perform qualitative analysis of organic substance.
2.	Appraise the importance and utilization of plants and animals in general.
3.	Get acquainted with the world of microorganisms.

Suggested References:	
Sr. No.	References
1.	Ahluwalia, V.K. & Dhingra, S. (2010). <i>Comprehensive Practical Organic Chemistry – Qualitative Analysis</i> . Hyderabad: by University Press (India) Private Limited, First Indian Reprint 2010.
2.	Vogel, A. <i>Elementary Practical Organic Chemistry Part-2, Qualitative Organic Analysis</i> . New Delhi : CBS Publishers & Distributors, Second edition, reprint 2004.
3.	Trivedi P.P. (1983). <i>Home Gardening</i> : Indian council of Agricultural Research.





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Bachelor of Science-Home Science
(B.Sc.-H.Sc.) (Foods and Nutrition) Semester (II)

Course Code	UH02SEFDN01	Title of the Course	Theory : Food Adulteration
Total Credits of the Course	2	Hours per Week	2

Course Objectives	<ol style="list-style-type: none">1. Students will be able to understand adulteration of common foods and their adverse health effects.2. Students will be able learn basic skills to detect adulteration in common foods.3. They will be able to know basic laws and procedure regarding food adulteration.
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Unit	Description	Weightage*(%)
1.	(a)Adulteration- <ul style="list-style-type: none">• Definition –Types of Adulteration• Adulteration through Food additives, poisonous matter, cheap substitutes foreign matter and spoiled parts.• General Impact on Human Health. (b) Methods of Detection Adulterants in the following foods- (at least three methods of detection for each food item). <ul style="list-style-type: none">• Milk, Oil, Grain, Sugar, Spices and Condiments.• Processed Food, Fruits and Vegetables.• Additives and Sweetening agents	50
2.	Highlights of Food Safety and Standards Act 2006 (FSSA) – <ul style="list-style-type: none">• Food Safety and Standards Authority of India- Rules and Procedures of Local Authorities.• Role of Voluntary Agencies Suchas, Agmark, and I.S.I. Quality control laboratories of Companies, Private testing laboratories, Quality control laboratories of Consumer co-operatives.	50

Teaching-Learning Methodology	Lecture Recommended Co-curricular activities: <ol style="list-style-type: none">1. Collection of information on adulteration of some common foods from local market.2. Demonstration of adulteration detection methods for minimum of 5 common foods.3. Expert Talk4. Visit to related nearby laboratory.5. Assignments, group discussion quiz on health hazards.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments	50 %
2.	University Examination	50 %

Course Outcomes: Having completed this course, the learner will be able to	
1.	The students will be able to gain knowledge of health hazards of Food adulteration and detection method.
2.	The students will get an insight laws related to food adulteration

References	
Sr No	References
1.	A first course in Food Analysis – A.Y. Sathe, New Age International (p) Ltd, 1999
2.	Food Safety, case studies –Ramesh.V.Bhat,NIN,1992
3.	https://old.fssai.gov.in/Portals/0/Pdf/ Draft Manuals/ Beverages and Confectionary.pdf
4.	https://www.fssai.gov.in/
5.	https://indianlegalsolution.com/laws-on-food-adulteration/
6.	https://fssai.gov.in/dart/

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

On-line Resources

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Bachelor of Science - Home Science
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Course Code	UH02SEFRM01	Title of the Course	Theory : Self-Image & Styling
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To strengthen the student hands on experience in using different tools in improving visual and non-visual appearance and self-image.2. To train the students with technical and professional ways for understanding wardrobe needs and its development.3. To develop skills on understanding fashion trends for planning personal shopping.
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Course Content		
Unit	Description	Weightage*(%)
1.	<p>(a) Physical traits and analysis:</p> <ol style="list-style-type: none">i. Body types and proportionii. Face shapesiii. Personal colour analysis <p>(b) Application of Elements and principles of design in clothing and visual appearance for image styling</p> <p>(c) Personality and etiquette:</p> <ol style="list-style-type: none">i. Personal style analysis and expressionii. Verbal and non-verbal communication etiquettesiii. Personal grooming	50
2.	<p>(a) Wardrobe planning according to apparel and accessories needs</p> <ol style="list-style-type: none">i. Wardrobe analysisii. Organization and categorization of wardrobeiii. Elements of a basic wardrobeiv. Optimising wardrobev. Tips for garment and accessories maintenance <p>(b) Personal shopping</p> <ol style="list-style-type: none">i. Analysis of trends in apparels and accessoriesii. Preview of apparel market survey / accessory stores and brands	50

Teaching-Assignments, Learning	Lecture, Role play, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes Methodology, Power -point Presentations, ICT enabled Teaching, Market survey.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes:

Having completed this course, the learner will be able to

1.	Recognize and strengthen the physical image based on body type, face shape and personal style analysis.
2.	Appreciate the verbal and non-verbal communication etiquettes in day today life.
3.	Critically analyse and apply the fashion trends in apparels and accessories that would upsurge the self-confidence.
4.	Manage to comprehend the effect of elements and principles of design on visual appearance.

Suggested References:

Sr No	References
1.	Constantine, S. & Woodall, T. <i>The Body Shape Bible: Forget Your Size Discover Your Shape Transform Yourself</i> , published by Weidenfeld & Nicolson (1877), ASIN: B01K14NWB8
2.	Funder, D.C. 2001, <i>The Personality Puzzle</i> (2nd ed), New York: W.W. Norton
3.	Phares, J.E. 1991, <i>Introduction to Personality</i> (3rd ed), New York: Harper Collins

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

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1. <https://www.colormebeautiful.co.nz/>





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Bachelor of Science – Home Science
(Textiles and Clothing) Semester (II)

Course Code	UH02SETCL01	Title of the Course	Fashion Concepts
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To enable students with concepts of fashion and fashion world.2. To develop an understanding of the factors affecting fashion and fashion cycle.
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Course Content		
Unit	Description	Weightage* (%)
1.	(A) Introduction to fashion I. Meaning II. Terminologies III. Areas of fashion design (B) life cycle of fashion: (a) Fashion life cycle (b) Drivers of fashion design	25
2.	(A) Factors affecting fashion (a) Accelerating fashion (b) Receding fashion (c) Fashion tourism (B) Fashion Forecasting I. Fashion forecasting process II. Sale forecasting III. Role of internet in fashion forecasting	25

Teaching-Learning Methodology	Lecture, Power Point Presentations, Short Films, Field Visits, Projects, Group Discussion.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Formative Assessment	50%
2.	Summative Assessment	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Acquaint with the terms and areas of fashion.
2.	Understand the cycle of fashion.
3.	Appraise the influences of fashion world.

Suggested References:	
Sr. No.	References
1.	Patrick J. (1976). <i>Introduction to Fashion Design</i> , Ireland: B.T. Bradford.
2.	Patrick J. (1975). <i>Basic Fashion Design</i> , Ireland: B.T. Bradford.
3.	Sumathi G.J. (2002). <i>Elements of Fashion Design and Apparel Design</i> , New Delhi: New Age International Publishers.
4.	Alexander; R.R. (1977). <i>Textile Products, Selection, Use & Care</i> , Boston: Houghton Mifflin Co.
5.	Pandit S. & Elizabeth T. (1972). <i>Grooming Selection & Care</i> , Baroda: Unity Printers.





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Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Home Science) Semester (II)

Course Code	UH02SEHUD01	Title of the Course	Theory - Parenting
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none">1. To understand in-depth the parent-child relationship and its complexity.2. To acquire in-depth knowledge and understanding of important theories, concepts, and studies in the field of parent-child relations.
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Course Content		
Unit	Description	Weightage*(%)
1.	Parenting <ol style="list-style-type: none">i. Meaning, Importanceii. Types/ Styles of Parentingiii. Factors influencing parentingiv. 4 P's of parentingv. Parent-child relationshipvi. Elements for parent-child relationship.vii. Parental Expectations	50
2.	Determinants of Parenting <ol style="list-style-type: none">i. Cultural influences on Parentingii. Theories and Guidelines on Parentingiii. Parenting children with Special Needsiv. Child-rearing practices & guidancev. Effective Parenting & parenting skillsvi. Family conflict and conflict resolutionvii. Providing safe environment for children	50

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%



Course Outcomes: Having completed this course, the learner will be able to	
1.	Distinguish between different aspects of the parent-child relationship.
2.	Analyse how different factors affect the parent-child relationship and children's development.
3.	Apply the course material for analysing relevant situations and cases pertaining to parent-child relationships.
4.	Critically evaluate relevant studies pertaining to parent-child relations

Suggested References:	
Sr No	References
1.	https://psychology.osu.edu/sites/default/files/2022-01/2350_sp21.pdf
2.	.http://lily.oru.se/studieinformation/VisaKursplan?kurskod=SA703G&termin=20172&sprak=en&doktyp=pdf
3.	https://inside.tamuc.edu/academics/cvSyllabi/syllabi/201920/20176.pdf
4.	https://patillinois.org/wp-content/uploads/2021/01/FCFE-Syllabus.pdf
5.	https://www.andrews.edu/sem/dmin/concentrations/family_ministry/2009courses/rled779-thomsensylla.pdf

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