



**SARDAR PATEL UNIVERSITY**  
Vallabh Vidyanagar Gujarat  
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))  
Syllabus with effect from the Academic Year 2023-2024

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

Course Code	UH01MAHUD01	Title of the Course	Theory-Human Development and Family Dynamics
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To develop an understanding about the need and importance of studying human growth and development across life span</li><li>2. To learn about the characteristics, needs and developmental tasks of different stages in the human life cycle</li><li>3. To introduce marriage and family and family relationship perspective.</li><li>4. To appraise students of a systematic understanding of institute of marriage from establishing a companionship to happy family life; to orient them to dysfunctional marriage.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	History and Evolution of the Field of Human Development <ol style="list-style-type: none"><li>i. Definition of Human development and its domains</li><li>ii. Need &amp; Scope of studying human development</li><li>iii. Developmental Milestones</li><li>iv. Early Stimulation and Intervention</li><li>v. Heredity and Environment</li></ol>	25
2.	Orientation to Growth and Development <ol style="list-style-type: none"><li>i. Meaning and definition of growth and development</li><li>ii. Principles of development</li><li>iii. Factors affecting growth and development</li><li>iv. Stages of Life Span</li></ol>	25
3.	Family Dynamics <ol style="list-style-type: none"><li>i. Definition &amp; Functions of Family</li><li>ii. Importance of family</li><li>iii. Stress in Family</li><li>iv. Definition, Types of Marriage</li><li>v. Marital adjustments</li></ol>	25
4.	Alternate Family life styles <ol style="list-style-type: none"><li>i. Female headed Households</li><li>ii. Single parent</li><li>iii. Working Parent</li><li>iv. Families with adopted children</li><li>v. Live-in-Relationship</li></ol>	25





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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 discipline of Human Development.
2.	The student will acquire a detailed understanding of developmental milestones of Human development.
3.	The students will understand the characteristics, needs and significance of stages in the human life cycle.
4.	The student will acquire a detailed understanding of the broad perspectives of Human Development





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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 Number 2, Serial No. 60, pp.37-42</i> .
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.	Ahuja, R. (1997). <i>Indian social system</i> (2nd ed.). Jaipur: Rawat Publications.
11.	Arcus, H.E., & Others (1993). <i>Handbook of family life education: The Practice of Familylife education (vol.II)</i> . New York: Stage Publications.
12.	Bahr, S.J. (1989). <i>Family interaction</i> . New York: Macmillan.
13.	Bharat, S. (1996). <i>Family measurement in India</i> . New Delhi: Sage Publication
	Colemar, J.C. (1998). <i>Intimate relationships: Marriage and family patterns</i> . N.H.: Macmillan.

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.) (Human Development) Semester (I)

Course Code	UH01MAHUD02	Title of the Course	Practical –Human Development and Family Dynamics
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none"><li>1. To acquaint the students about growth monitoring &amp; anthropometric measurements of a child and to introduction and application of the basic tools of research in the field of Human Development to the students</li><li>2. To acquaint the students about marital relationships and family dynamics and to introduce an application of the basic tools of research such as interview, questionnaire methods to the students.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Preparation of a booklet on developmental milestones of children.	10
2.	Growth monitoring, Plotting growth monitoring chart and interpretation.	10
3.	Comparison of Growth Chart between Boys and Girls	10
4.	Anthropometric measurements of a child: Ht. Wt., circumferences etc. (by the use of Salter Scale and MUAC strip).	10
5.	Observation of individuals of different stages of life with the help of checklist: Neonate, Infancy, Early childhood, Late childhood	10
6.	Observation of individuals of different stages of life.	5
7.	Prepare Questionnaire: Adolescence, Young adulthood, Middle age, Late adulthood.	5
8.	Search pictorial materials on types of family and Marriage and compile it.	5
9.	Visit to an Anganwadi/ ECCE centre	5
10.	Carry out case studies to know more about Preschool children	5
11.	Interviews of adolescent girls to understand their life style and behaviour based on gender and socio-economic status.	5
12.	Interview a couple in nuclear or joint families and report their experiences related to family adjustments.	5
13.	A case study of single parent.	5





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14.	Collect articles/reports/you tube clippings related to types of marriage	5
15.	Role play on types of Marriage.	5

Teaching-Assignments, Learning	Practical, Field visits, Interview method
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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 discipline of Human Development.
2.	The student will acquire a detailed understanding of developmental milestones of Human development.
3.	The students will understand the characteristics, needs and significance of stages in the human life cycle.
4.	The student will acquire a detailed understanding of the broad perspectives of Human Development





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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.

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





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

Course Code	UH01MIFDN01	Title of the Course	<b>Basic Food Preparation (Theory)</b>
Total Credits of the Course	2	Hours per Week	2

Course Objectives	<ol style="list-style-type: none"><li>1. To aware students with the terminologies of cooking</li><li>2. To remember the various cooking techniques</li><li>3. To understand the differences in various cooking methods</li></ol>
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Unit	Course Content	Weightage* %
1.	<p>(a) Introduction, Aims and Objectives of Cooking,</p> <ol style="list-style-type: none"><li>i. Definition: Cooking,</li><li>ii. History of cooking– Origin of Cookery</li><li>iii. Safety at work place – Prevention, precaution, evacuation and first aids.</li><li>iv. General Principles of Food Hygiene</li><li>v. Personal hygiene and its necessity, Protective Clothing and its importance.</li></ol> <p>(b) Pre-preparation techniques</p> <ol style="list-style-type: none"><li>i. Washing</li><li>ii. Peeling &amp; Scraping</li><li>iii. Pairing</li><li>iv. Cutting</li><li>v. Grating</li><li>vi. Grinding</li><li>vii. Mashing</li><li>viii. Sieving</li><li>ix. Milling</li><li>x. Steeping</li><li>xi. Centrifuging</li><li>xii. Emulsifying</li><li>xiii. Evaporation</li><li>xiv. Homogenization</li><li>xv. Beating</li><li>xvi. Blending</li><li>xvii. Cutting in</li><li>xviii. Creaming</li><li>xix. Folding</li></ol>	50





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	<ul style="list-style-type: none"><li>xx. Kneading</li><li>xxi. Pressing</li><li>xxii. Rubbing in</li><li>xxiii. Rolling in</li><li>xxiv. Stirring</li></ul>	
2.	<p>(a) Heat Transfer &amp; its relationship to Food Preparation</p> <ul style="list-style-type: none"><li>i. Heat Fusion</li><li>ii. Thermal Conductivity</li><li>iii. Induction Cooking</li><li>iv. Heat Removal-Cooling</li><li>v. Freezing of Foods</li><li>vi. Thawing of Foods</li><li>vii. Re-heating of Food</li><li>viii. Effects of Heat on Foods</li></ul> <p>(b) Moist Heat Methods: (Merits and Demerits)</p> <ul style="list-style-type: none"><li>i. Scalding</li><li>ii. Poaching</li><li>iii. Simmering</li><li>iv. Stewing</li><li>v. Braising</li><li>vi. Boiling</li><li>vii. Blanching</li><li>viii. Steaming</li><li>ix. Pressure cooking</li></ul> <p>(c) Dry Heat Methods: (Merits and Demerits)</p> <ul style="list-style-type: none"><li>i. Baking</li><li>ii. Toasting</li><li>iii. Grilling</li><li>iv. Roasting</li><li>v. Sautéing</li><li>vi. Frying</li><li>vii. Broiling</li></ul> <p>(d) Combination Cooking Methods: (Merits and Demerits)</p> <p>(e) Microwave Cooking</p> <p>(f) Solar Cooking</p>	50







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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.	Recall the terminologies of cooking
2.	Identify the various cooking techniques
3.	Sort the differences in various cooking methods

Sr. No	References
1.	Raina, U et al (2015) Fourth Edition, Basic Food Preparation- A Complete Manual, Orient Longman Publication
2.	Thangham. P,(2004)Vol-1 and 2, Modern Cookery for teaching and the trade, Orient Longman Publication

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 (I)

Course Code	UH01MIFDN02	Title of the Course	<b>Basic Food Preparation (Practical)</b>
Total Credits of the Course	2	Hours per Week	4

Course Objectives	<ol style="list-style-type: none"><li>1. To gain practical knowledge of cooking.</li><li>2. To learn the differences in various cooking methods.</li></ol>
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Unit	Course Content	Weightage %
1.	Practicing various Pre-preparation techniques: Washing, Peeling & Scraping, Pairing, Grinding, Mashing, Sieving, Steeping, Centrifuging, Emulsifying, Evaporation, Homogenization	10
2.	Learning various types of cutting techniques: Fine Dice, Shredding, Match stick cuts, Small dice, Medium dice, Large Dice, Slicing.  Beating, Blending, Creaming, Folding, Kneading, Pressing, Rubbing in, Rolling in, And Stirring.	10
3.	Prepare one recipe using each method of the following:  <ol style="list-style-type: none"><li>i. Boiling and blanching</li><li>ii. Steaming</li><li>iii. Pressure cooking</li><li>i. Baking</li><li>ii. Toasting</li><li>iii. Grilling</li><li>iv. Roasting</li><li>v. Sautéing</li><li>vi. Frying</li><li>vii. Microwave Cooking</li><li>viii. Solar Cooking</li></ol>	80





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Teaching-Learning Methodology	Experiential learning, Audio visual aids, Workshops. group 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.	Do basic cooking
2.	Identify various types of pre-preparatory techniques
3.	Identify the differences between various cooking methods

Sr. No	References
1.	Raina, U et al (2015) Fourth Edition, Basic Food Preparation- A Complete Manual, Orient Longman Publication
2.	Thangham. P,(2004)Vol-1 and 2, Modern Cookery for teaching and the trade, Orient Longman Publication

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**Bachelor of Science - Home Science**  
**(Family Resource Management) Semester (I)**

Course Code	UH01MIFRM01	Title of the Course	Theory – Hotel & Tourism
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. To know various concepts in Hotel Management.</li> <li>2. To comprehend the purpose and services in hotels.</li> <li>3. To familiarize the students with the perception of tourism.</li> <li>4. To acquaint the students with the hospitality industry and tourism scenario.</li> </ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	<b>The Hotel Industry:</b> (a) Overview and Opportunities in the Hotel Industry (b) Classification of Hotels on the basis of: Star, Location, Size, Number of rooms, Type of Plans (c) Departments: Front Desk, Housekeeping, Food & Beverage, Engineering, Sales and marketing, Health/ sports/ recreation, Safety/ security.	50
2.	<b>Hospitality and Tourism</b> (a) Tourism: Definition and forms - Inbound and Outbound (b) Interdependence of Hospitality Management and Tourism (c) Future Tourism & Hospitality Scenario (Global and Indian)	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	
1.	Appreciate the significance of hotel industry and kind of services offered.
2.	Critically analyse and understand the state of hospitality and tourism at different levels.
3.	Prepare them to work in the hotel industry.

Suggested References:	
Sr.No.	References
1.	Chakravarti, B.K., (2011). <i>Hotel and Hospitality Management</i> . New Delhi: Aph Publishing Corporation.
2.	Chakravarti, B.K., (2009). <i>Hotel Management Theory</i> . New Delhi: Aph Publishing Corporation.
3.	Chakravarti, B.K., (2014). <i>Technical Guide to Hotel Operation</i> . New Delhi: Cbs Publishers & Distributors Pvt.Ltd.
4.	Dharmarajan.S. And R. Seth, <i>Tourism in India-Trends and Issues</i> , HarAnand Publications Pvt. Ltd. New Delhi, First edition.
5.	Sharma. R.B., <i>World Tourism in 21st Century</i> , Alfa Publications, New Delhi, Firstedition.

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

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On-line Resources

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==>

P-01 Tourism and Hospitality: concept, component, trends & status (M 11)

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**Bachelor of Science - Home Science**  
**(Family Resource Management) Semester (I)**

Course Code	UH01MIFRM02	Title of the Course	Practical– Hotel & Tourism
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> <li>1. To acquaint the students by categories of hotels.</li> <li>2. To know various chains of hotels.</li> <li>3. To learn proficient skills for the hotel industry.</li> </ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Understand the relation between hotel and tourism industry.	10
2	(a) Classification of the hotels. (b) Identification of Hotel Chains in India.	10
3.	Understanding the function of various departments in hotel.	10
4.	(a) Skills required for the hotel personnel. (a) Demonstration of types of tables setting.	20
5.	Learning bed making in a guest room.	10
6.	Basic etiquettes in hotel industry	10
7.	List tourist places of different states and specify their art and culture.	20
8	Market survey of various travel agencies.	10

Teaching-Learning	Practical Implementation, Scrapbook, Demonstration, Blended Learning,
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Methodology	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.	Prepare them to work in the hospitality industry.
2.	Recognize the importance of guest service quality, server-guest relationships, and ethics of job in hospitality.
3.	Understand the role of tourism and hospitality as an industry.



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3.	Chakravarti, B.K., (2014). Technical Guide to Hotel Operation. New Delhi: Cbs Publishers & Distributors Pvt.Ltd.
4.	Dharmarajan.S. And R. Seth, Tourism in India-Trends and Issues, HarAnand Publications Pvt. Ltd. New Delhi, First edition.
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Bachelor of Science - Home Science  
(B.Sc.- H.Sc.) (Human Development) Semester (I)

Course Code	UH01MIHUD01	Title of the Course	Introduction to Human Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To develop an understanding about the need and importance of studying human growth and development across life span</li><li>2. To learn about the characteristics, needs and developmental tasks of different stages in the human life cycle.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Overview of the field <ol style="list-style-type: none"><li>i. What is Human development?</li><li>ii. Need &amp; Scope of studying human development</li><li>iii. Heredity and Environment</li><li>iv. Meaning and definition of growth and development</li><li>v. Principles of development</li><li>vi. Factors affecting growth and development</li></ol>	50
2.	Stages of Life Span <ol style="list-style-type: none"><li>i. Prenatal</li><li>ii. Infancy</li><li>iii. Early Childhood</li><li>iv. Late Childhood</li><li>v. Adolescence</li><li>vi. Adulthood</li><li>vii. Old Age</li></ol>	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%





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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 discipline of Human Development.
2.	The student will acquire a detailed understanding of developmental milestones of Human development.
3.	The students will understand the characteristics, needs and significance of stages in the human life cycle.
4.	The student will acquire a detailed understanding of the broad perspectives of Human Development





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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 Number 2, Serial No. 60, pp.37-42</i> .
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). Life-span development. 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

Relevant entries on Wikipedia and Encyclopaedia Britannica





**SARDAR PATEL UNIVERSITY**  
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**Syllabus with effect from the Academic Year 2023-2024**

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

Course Code	UH01MIHUD02	Title of the Course	Practical –Introduction to Human Development
Total Credits of the Course	02	Hours per Week	4

Course Objectives	<ol style="list-style-type: none"><li>1. To acquaint the students about growth monitoring &amp; anthropometric measurements of a child.</li><li>2. To introduction and application of the basic tools of research in the field of Human Development to the students.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Preparation of an album on developmental milestones of children.	10
2.	Growth monitoring, Plotting growth monitoring chart and interpretation.	10
3.	Anthropometric measurements of a child: Ht. Wt., circumferences etc. (by the use of Salter Scale and MUAC strip).	10
4.	Observation of individuals of different stages of life with the help of checklist: Neonate/ Infancy/ Early childhood/ Late childhood/ Adolescence/ Young adulthood/ Middle age/ Late adulthood.	20
5.	Prepare a Questionnaire on different stages: Neonate/ Infancy/ Early childhood/ Late childhood/ Adolescence/ Young adulthood/ Middle age/ Late adulthood.	10
6.	The major tools of research in child study/ the field of human development: Case study, Interview, Questionnaire.	10
7.	Visit to an Anganwadi, ECCE centre/old age home/maternity ward and antenatal clinics.	10
8.	Carry out case studies of school going children	10
9.	Interviews of adolescent girls and boys to understand their life style and behaviour based on gender and socio-economic status.	10

Teaching-Assignments, Learning	Practical, Field visits, Interview method
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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 discipline of Human Development.
2.	The student will acquire a detailed understanding of developmental milestones of Human development.
3.	The students will understand the characteristics, needs and significance of stages in the human life cycle.
4.	The student will acquire a detailed understanding of the broad perspectives of Human Development





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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.

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





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

Course Code	UH01MITCL01	Title of the Course	Theory- Surface Ornamentation
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To enable students develop knowledge on textile and apparel design its rough surface and structural ornamentation.</li><li>2. To enable students developing skills in enhancement of fabrics and garments.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Surface design in Textiles/fabrics- Meaning, Importance and uses <ol style="list-style-type: none"><li>a. Printing</li><li>b. Painting</li><li>c. Appliqué work</li><li>d. Basic stitches</li></ol>	50
2.	Surface design in apparels <ol style="list-style-type: none"><li>a. Accessories</li><li>b. Hand and machine Embroidery</li><li>c. Ruffles</li><li>d. Braiding</li><li>e. Ribbon and Laces</li><li>f. Buttons</li></ol>	50

Teaching-Learning Methodology	Blackboard and smart boards, power point presentation, through teaching aids as charts, figure, discussion and analysis of actual garments.
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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%







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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 and analyse basics of garment design.
2.	Acquire skills in appropriate selection of readymade garments.
3.	Select wisely clothes for family

Suggested References:

Sr. No.	References
1.	Chattopadhyay Kamaladevi (1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
2.	Gostelow Mary (1978) : Embroidery
3	Donger Kery, S.(1951): The Romance of Indian Embroidery, Bombay, Thacker Company Ltd.
4.	Pandit Savitri (1975) : Indian Embroidery Its Variginating Charm, Baroda, Faculty of Home Science.
5.	Neelima (2009).Fashion & textile design. New Delhi: Sonali Publications Ltd.
6.	Carr, H. &Pomery J.(1992).Fashion Design & Product Development. New Jersey: Blackwell Scientific Publication
7.	Tie- Dyed textiles of India, Traditions & Trade (2000); Murphy V & Gill; Abhishek Publications, Chandigarh.
8.	Modern Technology of Textiles Dyes & Pigments (1999); Panda M.; NIIIR, New Delhi.

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

Course Code	UH01MITCL02	Title of the Course	Practical –Surface Ornamentation
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. Understand, identify and acquire skills in basics of surface designing of fabric and apparels</li><li>2. Understand and analyse the garment components.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Surface design features- a) Preparation of samples of Basic embroidery stitches Hand stitches-stem stitch, chain stitch, French knot stitch, laisy daisy stitch, satin stitch b) Preparation of samples using printing techniques- Block printing, stencil printing c) Preparation of samples using hand printing technique	50
2.	(a) Collection of textile components, its application & use- (a) Buttons, stud fastenings, eyelets, ribbon, lace, braid, buckle, chain, safety pins, rivets, toggles, zip (b) Designing and preparing a household article/ garment using any one of the above methods.	50

**Note:**

**i) Prepare a portfolio of the motifs, embroidered & printed fabric samples.**

Teaching-Learning Methodology	Demonstration, Actual sample collection and discussion Survey Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage





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**Syllabus with effect from the Academic Year 2023-2024**

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. | Acquire skills in analysing the quality of construction and finishing of garments and its components |
|----|--|

Suggested References:

Sr. No.	References
1.	Sumathi. (2002). Elements of Fashion & Apparel Design. G.I. New Age International Ltd.
2.	Tate, S.L., & Edwards, M.S. (1982). The Complete Book of Fashion Design. New York: Harper and Row Publications.
3.	Chattopadhyay Kamaladevi (1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
4.	Gostelow Mary (1978) : Embroidery

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**SARDAR PATEL UNIVERSITY**  
**(Under Choice Based Credit System)**  
**NEP Syllabus for Bachelor of Science (Home Science) (With effect from: June-2023-2024)**

Bachelor of Science - Home  
Science (Basic Science) Semester (I)

Course Code	UH01IDBSC01	Title of the Course	Basic Science-I (Theory)
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To impart basic information about the fundamentals of chemistry.</li><li>2. To provide knowledge regarding various acids, bases and salts.</li><li>3. To explain the concepts of cell structure and reproduction in plants.</li><li>4. To acquaint the students with fundamentals of heat transfer.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>(a) Fundamentals of Chemistry</p> <ol style="list-style-type: none"><li>i. Scope, usefulness and branches Classification of matter and Laws of chemical combination,</li><li>ii. Structure of atom, Bohr's Model of atom, Electronic Configuration, Atomic number, Mass number, Valence shell, and Valence electrons.</li><li>iii. Modern Periodic table, Symbols, Radicals, Chemical Formulas, Chemical Bonding and Chemical Reactions</li><li>iv. Acid, Base and salts/pH: Acid (Definition, Properties and types), Base (Definition, Properties and types), pH-Definition, pH Scale, Explanation, Usefulness of pH, Indicator, Buffer Solution.</li><li>v. Solution: Types of Solution, Methods for representing Concentration of solution, Molarity, Normality, Formality, Molality, Percentage W/W, W/V, V/V, Mole Concept.</li></ol> <p>(b) Temperature and its measures</p> <ol style="list-style-type: none"><li>i. Calorimetric</li><li>ii. Change of state with applications</li><li>iii. Heat transfer - modes and examples.</li></ol>	50

2.	<p>Biological Science</p> <p>(a) Introduction: Definition, Salient features, Importance on the frontiers of science and technology, major branches and brief history of biology.</p> <p>(b) Plant and animal cell</p> <p>(c) Plant metabolism: Photosynthesis and Respiration</p> <p>(d) Transport of materials in living systems: Diffusion, Osmosis</p> <p>(e) Plant Morphology</p> <p>i. Form, Structure and function of vegetative and reproductive part of seed-bearing plants</p> <p>ii. Unisexual and bisexual flowers.</p> <p>iii. Pollination, fertilization and reproduction in plants.</p>	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 CBCSR.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCSR.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Revive their knowledge and understand the basic concepts in science.
2.	Understand fundamental aspects of science and have a profound pillar for upcoming syllabus.

Suggested References:	
Sr. No.	References
1.	G.D.Tuli., & B.S.Bahl. (1983). <i>Intermediate Inorganic Chemistry</i> . S. New Delhi: Ram Nagar, Chand & Company LTD.

2.	P.L.Soni., & Katyam M. (2007). <i>Textbook of Inorganic Chemistry</i> . Sultan: Chand & Sons.
3.	Dutta A. C. (1980). <i>A class book of Botany</i> . John Brown, Calcutta-13: Oxford university press. Faraday House.
4.	Sharma V. K. (1990). <i>Biology class XI</i> . Daryaganj: Publishers 23.
5.	Maheshwari P. Manoharlal (1996). <i>Biology Part 1-7</i> . New Delhi-110002: NCERT
6.	Kenneth W. (1975). <i>Basic Physics</i> . University of California, Irvin New Delhi : Oxford and IBH Publishing Co.

On-line resources to be used if available as reference material
On-line Resources
<a href="http://www.edudel.nic.in/">http://www.edudel.nic.in/</a>



**SARDAR PATEL UNIVERSITY**  
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**NEP Syllabus for Bachelor of Science (Home Science) (With effect from: June-2023-2024)**

Bachelor of Science - Home Science (Basic Science) Semester (I)

<b>Course Code</b>	<b>UH01IDBSC02</b>	<b>Title of the Course</b>	<b>Basic Science-I (Practical)</b>
<b>Total Credits of the Course</b>	02	<b>Hours per Week</b>	04

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To make them understand Volumetric and inorganic Qualitative analysis.</li> <li>2. To demonstrate parts of microscope and prepare slides.</li> <li>3. To recognize the various parts of flowering plants.</li> </ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Volumetric analysis of strong acid [HCl] and weak acids [oxalic acid/Acetic acid] against strong base [NaOH], and strong base against weak acid.	10
2.	Qualitative analysis of water-soluble Inorganic Compounds containing one Positive and one Negative Radicals. 2 (a) Positive radicals- $Ag^{+1}$ , $Pb^{+2}$ , $Cu^{+2}$ , $Bi^{+3}$ , $Al^{+3}$ & Negative radicals- $SO_4^{-}$ , $NO_3^{-1}$ , $Cl^{-}$ 2(b) Positive radicals- $Fe^{+3}$ , $Fe^{+2}$ , $Mn^{+2}$ , $Zn^{+2}$ , $Ni^{+2}$ , $CO^{+2}$ , & Negative radicals- $SO_4^{-}$ , $NO_3^{-1}$ , $Cl^{-}$ 2(c) Positive radicals- $Ca^{+2}$ , $Ba^{+2}$ , $Mg^{+2}$ , $NH_4^{+}$ , $K^{+}$ , & Negative radicals - $CrO_4^{-2}$ , $Cr_2O_7^{-2}$ , $Cl^{-}$ , $Br^{-}$ , $I^{-}$ , $OH^{-}$	10 10 10
3.	To study the parts of Compound Microscope and its Uses.	10
4.	To prepare temporary slides of onion peels for studying the cell Structure.	10
5.	To prepare temporary slides of Rhoeo peels for studying the stomata and chloroplast.	05
6.	To study a typical flowering plant body.	05
7.	To study Unisexual and Bisexual flowers through dissection method (Datura, Hibiscus, Sunflower, Cucurbits)	10
8.	Plant physiology: (Photosynthesis and Respiration)	15

9.	To study of Osmosis and Diffusion.	05
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Teaching-Learning Methodology	Practical, ICT enabled teaching and learning experiences in terms of video lessons Discussion, By way of Demonstrations.	
Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written/Practical Examination (As per CBCSR.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCSR.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply scientific methodology and demonstrate the ability to draw conclusions based on observation and analysis.
2.	Recognize and apply concepts and theories of basic biological sciences.
3.	Demonstrate connections with other subject areas.

Suggested References:	
Sr. No.	References
1.	Mendham, J., R, Denney., J Barnes., K, Thomas. <i>Vogel's text book of Quantitative Chemical Analysis.</i> (6 <sup>th</sup> ed.).
2.	<i>An Advanced course in Practical Chemistry</i> , Ghoshal, Mahapatra, Nad.
3	Dutta A.C., John Brown, (1980) <i>A class book of Botany</i> , Calcutta: oxford university press. Faraday House.
4	Sharma V.K. (1990) <i>Biology class XI</i> , New Delhi: 23, Daryaganj Publishers.





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Course Code	UH01AEENG01	Title of the Course	Functional English
Total Credits	02	Hours Per Week	02

<b>Course Content</b>		
	Description	Weightage
1	<p><b>A Speaking:</b></p> <ol style="list-style-type: none"><li>1. Self Introduction</li><li>2. Describe a person, place or situation</li><li>3. Greeting, Asking and giving information, requesting, asking for permission</li><li>4. Everyday conversations.</li></ol> <p><b>B Listening</b></p> <ol style="list-style-type: none"><li>1. Simple Conversations based on familiar situations</li><li>2. Specific information</li><li>3. Announcements</li><li>4. Identify key words and phrases in short dialogues</li><li>5. Comprehend simple spoken information in familiar contexts.</li></ol> <p><b>C Reading:</b></p> <ol style="list-style-type: none"><li>1. Read and understand basic vocabulary and sentences.</li><li>2. Identify familiar words and phrases in short texts.</li><li>3. Comprehend simple information from signs, labels, and menus.</li><li>4. Read and understand simple passages</li></ol>	50%
2	<p><b>A Writing</b></p> <ol style="list-style-type: none"><li>1. Write answers to questions from Passages</li><li>2. Write leave application, apology and request letters</li><li>3. Write a Paragraph on the given Topic</li></ol> <p><b>B Grammar &amp; Vocabulary</b></p> <ol style="list-style-type: none"><li>1. Articles</li><li>2. Make correct use of Concord or Subject-Verb Agreement</li><li>3. Form words properly using prefixes/ suffixes<ol style="list-style-type: none"><li>i Prefixes / Suffixes</li><li>ii Prepositions of Place, Time and Direction</li></ol></li><li>4. Questions Tags</li></ol>	50%

Teaching-Learning Methodology	Using Audio-Video material Interactive method Group work and pair work Role Paly
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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 (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.	Give personal Information and follow simple instructions
2.	Understand basic spoken conversations and longer discourse.
3.	Use language functions for basic conversation, descriptions, talk about family, introduce themselves, for shopping, enquiry etc.
4.	Read and understand simple texts.
5.	Write formal letters to seek permission, leave and apology and write simple paragraphs.

Suggested References:	
Sr. No.	References
1.	Practical English Grammar, A. J. Thomas & A.V. Martinet
2.	Living English Structure, Standard Allen, Longman
3.	A Comprehensive English Language Course, Chandak Chattarji, Orient Longman
4.	Developing Communication Skills, K. Mohan and M. Banerji, McMillan, Chennai
5.	Grant Taylor. <b>English Conversation Practice.</b> (Tata McGraw Hill, New Delhi)
6.	R P Bhatnagar and R T Bell (1999) <b>Communication in English,</b> (Orient Longman, Hyderabad)
7.	<b>Books / Audio-Visual Course Recommended</b> 1) <b>Learn English Teens</b> – (20 episodes, British Council) 2) <b>Spoken English</b> — D Sasikumar and PV Dhamija. (With Audio Cassette) (Tata McGraw Hill Publication Ltd, New Delhi) (Units 1-13) 3) <b>Keep Up Your English, BBC</b> by Standard Allan



Bachelor of Science - Home Science  
(Human Development) Semester (I)

Course Code SEC	UH01SECHD01	Title of the Course	Theory–Child Health, Safety and Nutrition
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. To understand the concepts of Growth , Development and Health.</li><li>2. To provide information about various parameters used to assess growth, health &amp; nutrition status.</li><li>3. To provide information about Child Safety that influence physical growth &amp; health.</li><li>4. To gain an insight the health &amp; nutritional needs of child.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	(a)Growth and Development of Child <ol style="list-style-type: none"><li>i. Definition and Dimension of health and factors influencing health.</li><li>ii. Assessment of child's health status.</li><li>iii. Health and Care</li><li>iv. Programmes for promoting child's health (ICDS)</li><li>v. Immunization.</li><li>vi. Infant Feeding Practices and Concerns</li><li>vii. Issues of Feeding Toddlers and Young Children</li><li>viii. Care and management of malnourished child</li><li>ix. Health and Safety Education</li><li>x. Injuries and Acute Illness</li></ol>	50
2.	(a) Nutrition and Young Children <ol style="list-style-type: none"><li>i. Meal Planning</li><li>ii. Food Safety</li><li>iii. Nutrition EducationCare and Nutrition of Children</li><li>iv. Maternal health care.</li><li>v. Lactation: - Importance of breastfeed, complimentary food.</li><li>vi. Nutritional deficiency diseases.</li><li>vii. Nutritional Guidelines</li><li>viii. Basic Concepts of Nutrition</li></ol>	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, 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.	Students will gain knowledge of dimension of health and nutritional needs.
2.	Students will understand about physical growth and health and various factors influence it.





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 Number 2, Serial No. 60, pp.37-42</i> .
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8.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The development of children (7thed.)</i> . 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 (custom ed.)</i> .
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
Relevant entries on Wikipedia and Encyclopaedia Britannica





**Multidisciplinary Course on Introduction to Indian Knowledge Systems**

Course Code	UA01IKSHD01	Title of the Course	<b>Introduction to Indian Knowledge Systems</b>
Total Credits of the Course	2	Total Hours	30

Course Objectives:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none"><li>• Examine the concept of Bhartiya concept of spirituality and its various paths.</li><li>• Examine the Bhartiya philosophy of life derived from Shashtras (ancient scriptures) and its implications for the Bhartiya lifestyle.</li><li>• Analyse the concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.</li><li>• Highlight the contributions of IKS to the world, particularly in the fields of mathematics and astronomy.</li><li>• Explore the Bhartiya wisdom related to life sciences.</li><li>• Study the science of architecture in ancient India with reference to significant sites.</li><li>• Provide an overview of Ayurveda, including its concepts, branches, important books, and pioneers in the field.</li><li>• Explore Bhartiya literature and the Bhartiya theory of aesthetics and rasa in various art forms.</li></ul>
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<b>Course Content</b>		
Unit	Description	Weightage* (%)
1	<b>Spiritual Bharat and Introduction to IKS</b> <ul style="list-style-type: none"><li>• Bhartiya Concept of Spirituality : Gyaan Marg, Bhakti Marg, Karm marg, Yog Marg</li><li>• Bhartiya Spiritual Thinking Leading to Unity</li><li>• Bhartiya Philosophy of Life Derived from Shashtras and its Implications for Bhartiya Life Style</li><li>• Introduction to IKS and Its Importance</li><li>• Introduction of Various Indian Knowledge Systems</li></ul>	50 %
2	<b>Contribution of IKS to the World</b> <ul style="list-style-type: none"><li>• Bhartiya Contribution in Mathematics and Astronomy</li><li>• Bhartiya Wisdom related to Life Science: Physics, Chemistry, Botany</li><li>• Bhartiya Science of Architecture with reference to Lothal, Mohan Jo Daro, Dholavira, Temple Architecture</li></ul>	50 %





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**Syllabus with effect from the Academic Year 2023-2024**

	<ul style="list-style-type: none"><li>• Ayurveda : Concept, Branches, Books and Pioneers</li><li>• Bhartiya Literature and Bhartiya Theory of Aesthetics and Rasa</li></ul>	
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Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the diverse paths of spirituality in Bhartiya culture, including Gyaan Marg, Bhakti Marg, Karm Marg, and Yog Marg, and recognize their significance in individual and collective spiritual growth.
2.	Evaluate the Bhartiya philosophy of life derived from Shashtras and analyze its implications for contemporary Bhartiya lifestyles, fostering a deeper understanding of the connection between spirituality and everyday life.
3.	Explain the concept of Indian Knowledge Systems (IKS) and recognize its importance in preserving and promoting indigenous knowledge, fostering a sense of cultural identity and pride.
4.	Demonstrate knowledge of various Indian knowledge systems, such as Ayurveda, Vedic sciences, Yoga, Vedanta, and Jyotish, and appreciate their contributions to human knowledge and well-being.
5.	Recognize and appreciate the significant contributions of IKS to the world, particularly in the fields of mathematics and astronomy, and understand their impact on modern scientific advancements.
6.	Analyze the Bhartiya wisdom related to life sciences, including physics, chemistry, and botany, as described in ancient texts, and understand their relevance and potential applications in contemporary scientific research.
7.	Identify and analyze the unique architectural features and principles of ancient Indian sites like Lothal, Mohenjo-daro, Dholavira, and temple architecture, understanding their cultural, historical, and spiritual significance.





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Online References :

- Indian Knowledge Systems Vol 1 <https://iks.iitgn.ac.in/wp-content/uploads/2016/01/Indian-Knowledge-Systems-Kapil-Kapoor.pdf>
- <http://www.indianscience.org/index.html>
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- <https://orientviews.wordpress.com/2013/08/21/how-colonial-india-destroyed-traditional-knowledge-systems/>
- <https://www.thebetterindia.com/63119/ancient-india-science-technology/>
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