



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MAFDN01	Title of the Course	Human Physiology
Total Credits of the Course	4	Hours per Week	4

Course Objectives	<ol style="list-style-type: none">1. Identify anatomical features of the body, including cells, tissues, organs and organs systems2. Describe the gross anatomy of the organs composing organ systems.3. Relate biological structure and function of various organ systems.
-------------------	---

Unit	Description	Weightage*(%)
1.	<p>(a) Introduction to the human body</p> <ol style="list-style-type: none">i. The cellular level of organizationii. The tissue level of organization <p>(b) Support and Movement</p> <ol style="list-style-type: none">i. The Integumentary systemii. Bone tissue and Skeletal systemiii. Jointsiv. Muscle tissue <p>(c) The Reproductive System: (Male and Female) Structure and function of Sex glands and organs, Menstrual cycle</p>	25
2	<p>(a) The Gastrointestinal System: Structure and function of various organ of the GI tract, digestion and absorption of food and the role of enzymes and hormones.</p> <p>(b) The Urinary System Structure and function of kidney, bladder, formation of temperature of the body.</p>	25
3	<p>(a) The Nervous System</p> <ol style="list-style-type: none">i. Central Nervous Systemii. Peripheral Nervous System <p>(b) The lymphatic and Immune system</p>	25



4	<p>(a) The Cardiovascular System Blood and its composition, blood groups, coagulation of blood. Structure and function of heart, heart rate, cardiac cycle, cardiac output, blood pressure and their regulation, circulation of blood (general course of circulation)</p> <p>(b) The Respiratory System: Structure of Respiratory System. Mechanism of respiration.</p>	25
---	---	----

Teaching-Learning Methodology	Classroom teaching for theory periods Lectures and Power-point presentations and videos will be the main method of transaction Classroom quiz sessions for revision Any other method may be added, as per university norms and discretion of the teaching faculty
-------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify various terminologies used in Anatomy and Physiology.
2.	Describe the anatomical structure of the various body organs.
3.	Describe the normal physiology of the various body organs.

References	
Sr No	References
1.	Guyton, A.C., & Hall, J. E. (1966): Text book of Medical Physiology. Bangalore: (9th ed). Prism Books (Pvt.) Ltd.
2.	Guyton Waugh, A., & Grant, A. (2018): Ross & Wilson Anatomy and Physiology in Health and Illness, (13th ed). Churchill Livingstone Elsevier.

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MAFDN02	Title of the Course	Food Science
Total Credits of the Course	4	Hours per Week	4

Course Objectives	<p>To Enable Students-</p> <ol style="list-style-type: none"> 1. To get acquainted with the composition of different foods stuff. 2. Understand the chemistry of foods and food systems. 3. Apply the theoretical aspects in ensuring
-------------------	--

Unit	Course Content	Weightage*(%)
1.	(a) Physical foundation of Food Science-definition of- Solid and amorphous food, liquids and role in food products, gases and role in products, true solutions dispersions and suspensions, sols and gels. (b) Carbohydrates: Classes and Types with examples. (c) Role of Carbohydrates in foods: hydrolysis of polysaccharides, thermal degradation, dehydration, maillard reaction, application in food industries.	25
2.	Lipids: Physico chemical properties of fat and application in food preparation, shortenings-shortening values and factors affecting it, fat substitute, determination of fats/oil Rancidity Reversion and polymerization.	25
3.	(a) Proteins: Physico chemical properties, hydration, solubility, viscosity, gelation, emulsification, binding, foams factors affecting them. Changes of cooking on protein: denaturation, coagulation etc. (b) Flavours: Vegetable, fruits, spices and condiments.	25
4.	Pigments: Endogenous to food, structure, chemical and physical properties, effects of processing and storage.	25

Teaching-Learning Methodology	<p>Classroom teaching for theory periods Lectures and Power-point presentations will be the main method of transaction Special lectures/ visits/ interactions with professionals will be undertaken Classroom quiz sessions for revision Any other method may be added, as per university norms and discretion of the teaching faculty</p>
-------------------------------	---



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Learn about different properties of constituents of food.
2.	Will be able to apply this knowledge in new food development.

References	
Sr No	References
1.	Birch, G.G. ,J.G., &Parker, K.J(1977). Sensory properties of food. Ed. Applied SciencePublishers,Ltd.ISBN,85334,7441
2.	Charley Helen(1982)Food Science(2 nd edition) Macmillan Publishing Co.
3.	Peterson, M.S.,&Johnson,A.H. (1978). Enclyopedia of Food Technology and food Science series.Vol3 Encyclopedia of food Science.AVI Publishing Company Inc.
4.	Vieira, E.R.(1999).(3 rd Edition)Elementary Food Science. Springer Science &Business Media
6.	Swaminathan ,M.S.(1987).Foodscience, chemistry and experimental food.

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MAFDN03	Title of the Course	Practical's based on UH04MAFDN01 & UH04MAFDN02
Total Credits of the Course	4	Hours per Week	8

Course Objectives	<p>To Enable Students-</p> <ol style="list-style-type: none"> 1. To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods. 2. To obtain an insight into chemistry of major nutrients and Physiologically important compounds. 3. Learn the blood group types 4. Learn the Use of Sphygmomanometer 5. Learn to check pulse rate 6. Sensitize to the various types of cells and tissues 7. learn the use of Glucometer
-------------------	---

Unit	Course Content	Weightage*(%)
1.	Preparation of starch from potatoes	4
2.	Microscopic examination of different starches	4
3.	To see the Effect of blending on distribution of starch granules.	4
4.	To see the Effect of adding sugar, oil, heat, cold, and other factors on gelatinization of starch.	4
5.	To determine gluten from different flours.	4
6.	Functional role of egg in cookery.	4
7.	Functional role of Fat.	4
8.	To see the Melting points of fats and oils, smoke and flash point.	4
9.	To see the Factors affecting Fat absorption during Frying (role of Moisture and Surface area).	4
10.	To see the Factors affecting colour, pH, time and cooking on Fruits and vegetables.	4
11.	To Conduct experiment of Enzymatic Browning.	4
12.	To conduct experiment of Non Enzymatic Browning.	4
13.	Estimation of Blood group.	4
14.	Estimation of number of Red Blood Cell & comparison with a patient's blood report.	4
15.	Estimation of number of White Blood Cell & comparison with a patient's blood report.	4
16.	Recording of BP by using a Sphygmomanometer in Standing, sitting and recumbent positions and electronic meter see difference.	4



17.	Pulse rate measurement by at least two methods – a) at rest b) after physical activity and c) of a child and an elderly person. Comparative analysis.	4
18.	Determination of hemoglobin.	4
19.	Preparation of Haematin Crystals.	4
20.	Determination of bleeding time and clotting time of blood.	4
21.	Clinical significance of variations in blood glucose and Diabetes mellitus.	4
22.	Use of Glucometer, HbA1c values.	4
23.	Determination of heart rate and calculation of VO ₂ Max	4
24.	Learning use of compound microscope.	4
25.	Identification of prepared slides: Ten histological slides- description, diagrams and correlation with respective theoretical understanding	4

Teaching-Learning Methodology	Lecture, Group Discussion, Group activities, Survey, Experiential learning
-------------------------------	--

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the selection, nutritional contribution, and changes during cooking of the commonly consumed foods.
2.	Learn develop the principles of biochemistry as applicable to human nutrition and dietetics.

References	
Sr. No	References
1.	Swaminathan, M., Food Science, Chemistry and Experimental Foods, Bappco Publishers, 2005.
2.	Potter, Norman N., and Joseph H. Hotchkiss. Food science. Springer Science & Business Media, 2012.
3.	Srilakshmi, B. Food science. New Age International, 2003.
4.	Vasudevan, D. M., Sreekumari, S., & Vaidyanathan, K. (2016). Textbook of biochemistry for medical students. New Delhi: Jaypee Medical Ltd.

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 3.11))
Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Family Resource Management) Semester (IV)

Course Code	UH04MAFRM01	Title of the Course	Designing Furniture and Furnishings
Total Credits of the Course	04	Hours per Week	04
Course Objectives:	<ol style="list-style-type: none"> 1. To get insight into variety of furniture and furnishings suitable for the interiors. 2. To train in the selection of appropriate materials for different surfaces. 3. To develop aesthetic sense and good taste. 4. To undertake aesthetic and sustainable maintenance of interior and exterior surfaces 		

Course Content		
Unit	Description	Weightage* (%)
1.	Importance of furniture in Interiors (a) Furniture: Types of Furniture: Modular furniture, mobile furniture; upholstered furniture; multi-purpose furniture (b) Selection, materials and finishes (c) Furniture Arrangement (d) Construction, care and maintenance	25
2	Interior Building Finishes their suitability and care: (a) Wall: Types of building walls, functional characteristics of walls, Types of wall treatments, Exterior and interior wall finishes (b) Floor : Types of floor coverings, care and maintenance, Selection of floor covering (c) Doors and Windows: Importance, functions. Decorative treatments	25
3.	Home Furnishings (a) Types of furnishing used in interiors: bed linens, table linens, bedspreads, upholstery fabrics, cushions and pillows etc. (b) Window treatments- hard and soft curtains and draperies, (c) Factor influencing furnishing decisions: climate conditions, needs and preference, availability in the market and principles of design. (d) Alternative means of improving home furnishing conditions: elimination, concealment, rearrangement, supplementation (with new items). (e) Selection, care and maintenance of furnishings.	25
4.	Lighting and Accessories: Importance, use and type; role in completing a design needs in an interior, selection/development and placement of lighting and accessories	25



Teaching-Learning Methodology	Lectures, Power -point Presentations, blackboard and chalk, Field Visits, ICT enabled Teaching, market survey, discussions, assignments, Presentations, Individual / group project.
-------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the different component of interiors.
2.	Understand the role of furnishings in designing and decorating interiors
3.	Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors.
4.	Appreciate the history and contemporary trends in interior design.
5.	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.	Ogle, N., Srinivasan, K. & Varghese, M. A. (1996). <i>Home Management</i> . New Delhi: New Age International Ltd.
4.	The Educational Planning Group Delhi. (1993). <i>Home management</i> . New Delhi: Arya Publishing House.
5.	Faulkner, R. and Faulkner, S. (1987). <i>Inside Today's Home</i> . New York: Rinehart Winston, India.
6.	Kasu, A. A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre.
7.	Premavathy, S. (2005). <i>Interior Design and Decoration</i> . New Delhi: CBS Publishers and Distributors, India.



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)





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.- H. Sc.) (Family Resource Management) Semester (IV)

Course Code	UH04MAFRM02	Title of the Course	Creative and Applied Arts
Total Credits of the Course	04	Hours per Week	04
Course Objectives:	1. To comprehend the significance of art concepts in day-to-day life spaces. 2. To identify and practice distinctions in creative arts.		

Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Visual Art (a) Meaning and Philosophy of Art; Categories of Art Related to Interior Design and Architecture: Visual, Plastic, Decorative, Applied Arts (b) Type of Arts and Designs: Visual Art and Graphic Art, Visual Design and Graphic Design	25
2.	Materials Used in Works of Art (a) Materials and Their Use in Applied Arts: Wood, Earthenware, Ceramics, Glass, Plastics and Metals (b) Availability, Processing and Use of Different Materials (c) Ornamentation and Fine-Tuning Techniques	25
3.	Introduction to Art Forms (a) Concept and ABC Of Design – Aesthetics, Basic Design and Creativity (b) Significance of ABC In Design Development (c) Varieties of Art: Art, Abstract and Surreal	25
4.	Applied Arts for Functional/ Aesthetic Use (a) Painting – Water, Oil, Pot, Madhubani, Warli, (b) Calligraphy (c) Pottery (d) 3D Printing (e) Papier Mache (f) Floor and Wall Decorations – Kolam, Alpana, Mandana	25

Teaching-Learning Methodology	Lectures, Demonstrations, Workshops, Field Visits, ICT based exposures.
-------------------------------	---



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appreciate aesthetics of arts and crafts
2.	Inculcate skills through hands – on experience in applied arts
3.	Apprehend learning as an enjoyable stress-free experience resulting in lifelong learning.

Suggested References:	
Sr. No.	References
1.	Kasu, A.A. (2005). <i>Interior Design</i> . Delhi: Ashish Book Centre.
2.	Faulkner, R. & Faulkner, S. (1986). <i>Inside Today's Home</i> . New York: Rinehart.
3.	Shaw, R.B. (2003). <i>Interiors by Design</i> . London, New York: Ruland Peters and Small.
4.	Seymour, P. (2003), <i>The Artist's Hand Book – A Complete Professional Guide to Materials and Techniques</i> . London: Arctarus Publishing limited.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Family Resource Management) Semester (IV)

Course Code	UH04MAFRM03	Title of the Course	Practical based on UH04MAFRM01 and UH04MAFRM02
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"> 1. To gain better understanding of interior enrichment. 2. To encourage creativity, innovation and exploratory thinking. 3. To impart knowledge on factors influencing planning of life space.
--------------------	--

Course Content		
Unit	Description	Weightage* (%)
1	Listing furniture requirements for various activities carried with respect to different rooms in a household.	04
2.	Make templates of various furniture pieces on scale with respect to their standard measurements.	04
3.	Developing room plans showing 3 types of furniture arrangement with same furniture templates (a) Living room (b) Bedroom	04
4.	Developing room plans showing 3 types of furniture arrangement with same furniture templates i. Dining room ii. Children's room	04
5.	Drawing various joints used in construction of furniture	04
6.	Collecting pictures of various room interiors in residences and identifying the accessories and soft furnishings used in it.	04
7.	Listing the furnishings and colour scheme for different areas of the house	04
8.	Write about the selection, care and maintenance of furniture and furnishings	04
9.	Draw different type of lights used in interiors	04
10.	Visit to a manufacturing unit of a furniture shop and observing the construction of upholstered furniture.	04
11.	Make any five types of window treatments	04



12.	Discuss importance of accessories and prepare a portfolio of different types of accessories used in interiors	04
13.	Presentation and display of artwork from different states and antiques	04
14.	Drawing samples of different types of paintings from different states of India : Warli	04
15	Drawing samples of different types of paintings from different states of India :Madhubani	04
16	Drawing samples of different types of paintings from different states of India :Pichwai	04
17	Drawing samples of different types of paintings from different states of India : Lipan	04
18	Drawing samples of different types of paintings from different states of India :	04
19.	Collection and analysis of paintings/ work of art of famous artists	04
20.	Creation of 3-D Accessories: Macramé	04
21	Creation of 3-D Accessories: Pottery	04
22.	Creation of 3-D Accessories: Real Time (Working) Fountains/ clay statues.	04
23.	Creation of 3-D Accessories: Terrarium and Paper Mache	04
24.	Prospects for self-employment by selling the art pieces in an exhibition	04
25.	Field visits to Museums / Art Gallery/ local artisans to get an idea of art and make a report	04

Teaching-Learning Methodology	Blended learning, workshops, portfolio making, lectures, demonstrations, market surveys, workshops, field visits and arranging mock spaces, Individual / group project.
-------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written & Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%



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.
3.	Analyse recent trends in furnishings.
4.	Select and arrange furniture and furnishings in different rooms in residential spaces.
5.	Develop confidence in decorating interiors using furniture and 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.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MAHUD01	Title of the Course	Theory- Adulthood and Aging
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To understand the theoretical significance of adulthood in life span development with special reference to aging 2. To develop a culturally relevant understanding of issues and concerns of adulthood and aging 3. To sensitize students to transitions in adult life and preparation for old age from a gender perspective 4. To create awareness about policy provisions for adults and elderly across various contexts. 5. Prepare students for outreach activities with varied groups of adults and elderly.
--------------------	--

Course Content		
Unit	Description	Weightage* (%)
1.	Stages of Adult Development and the Process of Aging: A Theoretical Overview (a) Historical perspectives on adulthood and aging (b) Contemporary changes, increase in life expectancy and decrease in death rate (c) Stages of Adulthood and Aging: i. Emerging adulthood (20-40), ii. Middle adulthood (40-60), iii. Late Adulthood/ Aging (60 and above) (d) Characteristics and needs in different stages of adulthood	25
2.	Development in Emerging or Early Adulthood (a) Definition, characteristics, developmental tasks (b) Physical changes - Cardiovascular and Respiratory systems, Motor performance, Immune system (c) Cognitive development - Changes in mental abilities - Crystallized and fluid intelligence, Attention, Memory, Problem solving (d) Life transitions and adjustments during early adulthood: Exploring sexual orientations, stable romantic relationships, marriage, parenting and caregiving, social mobility	25



3.	<p>Development in Middle Adulthood</p> <p>(a) Definition, characteristics, developmental tasks,</p> <p>(b) Physical and cognitive changes, Changes in interests, Social, emotional, vocational changes</p> <p>(c) Relationships at midlife - Marriage and divorce, changing parent-child relationships, grandparenthood, siblings, friendships</p> <p>(d) Preparation for old age (From work to retirement, emotional, financial, social and familial transitions)</p> <p>(e) Social Responsibility and Leisure time activities</p>	25
4.	<p>Development in Late Adulthood/ Old Age</p> <p>(a) The phenomenon of aging- biological, psychological sociological, functional age</p> <p>(b) Gerontology- Definition, concept, importance Types- Social gerontology, Bio gerontology, Medical gerontology (Geriatric)</p> <p>(c) Changing relationships in old age</p> <p>(d) Leisure time activities , Technology and aging</p> <p>(e) Vocational adjustments</p> <p>(f) Familial roles and relationships</p> <p>(g) Physical and mental changes (loneliness, depression, anxiety, dementia, other age related diseases etc.)</p> <p>(h) Dealing with stressful life events, divorce, illness, death and bereavement.</p>	25

Teaching-Learning Methodology	Regular lectures, group discussions, participant observation and follow up discussion, case studies, films and documentaries
-------------------------------	--

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The students will explain variations in the experiences of adulthood and old age across cultures and genders
2.	The students will Discuss factors that affect physical, cognitive and socio-emotional development during adulthood and old age
3.	The students will identify developmental needs of varied groups of adults and elderly across contexts
4.	The students will execute developmental programs of intervention for varied groups of adults and elders



Suggested References:	
Sr. No.	References
1.	Arnett, J. J., & Jensen, L. A. (2019). <i>Human Development: A Cultural Approach</i> (3 rd ed.). New York: Pearson.
2.	Cavanaugh, J., & Blanchard-Fields, F. (2011). <i>Adult Development and Aging</i> (7 TH ed). Stamford, CT: Cengage Learning.
3.	Kakar, S. (Ed.). (1993). <i>Identity and Adulthood</i> . New Delhi: Oxford University Press
4.	Lamb, S. E. (Ed.). (2012). <i>Aging and the Indian Diaspora: Cosmopolitan Families in India and Abroad</i> . New Delhi: Orient Blackswan.
5.	Menon, U. (2013). <i>Women, Well-Being and Ethics of Domesticity in an Odia Temple Town</i> . New Delhi: Springer.
6.	Rajan, I. S., Risseuv, C., &Perar, M. (Eds.). (2008). <i>Institutional Provisions and Care for the Aged Perspectives from Asia and Europe</i> . New Delhi: Anthem Press.
7.	Reddy, P.A., Devi, U., &Harinath, N. (2010). <i>Ageing: The Global Phenomenal Issues and Strategies</i> . New Delhi: Sonali.
8.	Sahoo, F. M. (Ed.). (2009). <i>Behavioral Issues in Ageing: Care, Concern and Commitment</i> . New Delhi: Concept Publishers.
9.	Sahu, C. (1988). <i>Problems of Aging among Indian Tribes</i> . New Delhi: Sarup&Sons.
10.	Shankardass, M.K. (Ed.). (2020). <i>Ageing Issues and Responses in India</i> . New Delhi: Springer.
11.	Soneja, S. (2001). <i>Elder Abuse in India</i> . Report for the World Health Organization.
12.	Srivastava, V. (2010). <i>Women and ageing</i> . New Delhi: Rawat Publisher.
13.	Tanner, D., & Harris, J (2007). <i>Working with the Older People</i> . New York: Routlege Publishers.
14.	Tornstram, L. (2005). <i>Gerotranscendence: A Developmental Theory of Positive Aging</i> . New York: Springer.
On-line resources to be used if available as reference material	
On-line Resources	





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MAHUD02	Title of the Course	Theory – Welfare Programme and Community Involvement
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To get acquainted with the child and family welfare services provided by Government and non-Government organization at the state, national and international level 2. To provide the information about national, international, Government & voluntary agencies working in the field. 3. To gain knowledge on various policies related to children, youth, women and the aged. 4. To enable students to become aware and sensitised to issues related to welfare of child, women & elderly. 5. To give knowledge about parents & community involvement in the overall development of young children.
-------------------	---

Course Content		
Unit	Description	Weightage*(%)
1.	Welfare Services to Community introduction (a) Concept of Welfare of Women, child & elderly. (b) History of Women & child welfare in India. (c) Agencies working for children <ol style="list-style-type: none"> i. Indian Council for child Welfare (ICCW) ii. Indian Association for the pre-school Education (IAPE) iii. NCERT iv. National Institute for Public Cooperation & Child Development (NIPCCD) v. UNICEF, UNESCO, WHO, CARE, CRY. vi. Child Guidance clinics vii. Central Social Welfare Board(CSWB) 	25
2.	(a) Agencies working for Youth <ol style="list-style-type: none"> i. Support services for youth development- Counselling, employment bureaus. ii. Agencies working for youth- Ministry of HRD, Development of Sports & youth affairs, Nehru Yuvak Kendra, Yuvak Mandal . iii. Services for women – RCH services, Family Planning services, short stay homes, (b) Agencies working for Women <ol style="list-style-type: none"> i. Women' study centre and Women's Universities. (c) Agencies working for Aged Welfare <ol style="list-style-type: none"> i.. Need and problems of the aged. ii. Services for the aged – old age homes, old age pension schemes. iii. Agencies working for aged – Help age India, senior citizens centre. 	25



3.	<p>(a) Agencies working for the specific groups.</p> <ol style="list-style-type: none"> i. Services for orphan, destitute, neglected, delinquent children, ii. Street children, Working children, Abused children, Children for prostitutes. iii. Institutional services, SOS children's village, Orphanage, Foster care, Adoption, School social work. <p>(b) Policies and Legislations</p> <ol style="list-style-type: none"> i. National policy for children. ii. United National declaration of the Human Rights. iii. National policy for the Ageing. <p>(c) Nutrition programmes in the Country</p>	25
4.	<p>(a) Community Involvement</p> <ol style="list-style-type: none"> i. Understanding the concepts –parent involvement, community involvement and community mobilization. ii. Importance of community involvement iii. Constraints in parent involvement and factors influencing a successful parent involvement programme. iv. Guidelines for community involvement in health. v. Community participation and empowerment <p>(b) Ways & Means of communicating with Parents</p> <ol style="list-style-type: none"> i. Individual contact, group contact, mass contact - newsletter, resource centre for parents. ii. Parents meeting – Planning, Organizing, Execution, Evaluation. 	25
Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz	

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
	<ol style="list-style-type: none"> 1. Students will gain knowledge of child and family related policies. 2. Student will become aware about national international, Government and Voluntary agencies. 3. It will prepare students to take join in welfare centres. 4. Students will appreciate the importance of Parent and community involvement for overall development of young children. 5. Students will be enabled to develop appropriate skills to work with and the community.

Suggested References:	
Sr. No.	References
1.	Ajpai P. K. (1992). Youth Education and Employment, New Delhi: Ashish Publishing House, Unit VIII, Chapter II (pp.15-94)



2.	Aras. R. (1986). Teenage Pregnancy-An Epidemiological Perspective in the Journal of Family Welfare, Unit III32(3),65-74
3.	Augustine, J. S. (Ed) (1982). The Indian Family in Transition, New Delhi: Vikas Publishing House.
4.	Bhatia, M. S. (1983). Ageing and Society, Udaipur: Arya's Book Centre, Unit IX, Chapter III to VIII.
5.	Chauhan, S. S. (1983). Psychology of Adolescence, New Delhi: Allied Publishers.
6.	Chawdhary, P. D. (1988): Youth Participation and Development, New Delhi, Atmaram and Sons. Unit IX.
7.	Desai. K. G. (Ed) (1989). Ageing in India, Bombay: Tata Institute of Social Sciences, Unit IX
8.	Devadas, T. S. (1979). Hindu Family and Marriage, Madras: University of Bombay. Unit I
9.	K. K. et al. (2010). Status of Child and Welfare Originations, Aaviskar Publishers, Distributors 807, Vyaa Building, Chaura Rasta Jaipur 302 003 (Raj.) India.
10.	Kulkarni, S.S. (1988). Parent Education: Perspective & approaches, Jaipur Rawat Pub.
11.	Mehta, P. (1977). The Indian Young, Emerging problems and issues, Bombay: Somaiya Publications. Unit VIII
13.	NIPCCD, (1994). Child in India: A Statistical Profile, New Delhi: NIPCCD.
14.	Randhawa, M. S. (1991). The Rural and Urban Aged, New Delhi: National Book Organisation. Unit IX
15.	Saraswathi, S. (1991). Youth in India, New Delhi: ICSSR, Govt. of India.
16.	Sati, P. N. (1988). Retired and Ageing People: Mittal Publishers. Unit IX.
17.	Sharma, V.P (1981). Indian Urban Families: Child rearing & child Growth. New Delhi. NCERT
18.	TISS (1994). Enhancing the Role of Family as Agency for Social and Economic Development, Bombay: TISS, Vol. II. Part II, pp. 337-373, Units I, II, V, pp.16-60,128-140.
19.	UNICEF. (1990). Children and Women in India: A Situation Analysis, Unit VI, VII.
20.	Veeraraghavan, V. (1987). Rape: Victims of Rape, new Delhi: Northern Book Centre.

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MAHUD03	Title of the Course	Practical based on UH04MAHUD01 and UH04MAHUD02
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none"> 1. To develop a culturally relevant understanding of issues and concerns of adulthood and aging 2. Prepare students for outreach activities with varied groups of adults and elderly. 3. To give knowledge about parents & community involvement in the overall development of young children. 4. To acquaint them about methods, materials, techniques & approaches. 5. To teach them about programme planning for parents education.
-------------------	--

Course Content		
Unit	Description	Weightage*(%)
1.	Prepare a questionnaire on Adulthood challenges and problems.	4
2.	Prepare a checklist on Geriatric lifestyles.	4
3.	Case study on elderly people welfare institution.	4
4.	Visit to an Old age Home.	4
7.	Interview of different parenting styles for rearing of children.	4
8.	Planning different activities for retired people & elderly.	4
9.	Prepare a booklet on nutritious food from Early adult to Old Age.	4
10.	Interviewing elderly couples about their relationship, life challenges and satisfactions	4
11.	Preparing a list of specialized services for the elderly in the city and / or preparing an elderly support kit	4
12.	Preparation of an album on developmental transitions on family life transitions during adult life.	4
13..	Prepare a questionnaire on Adulthood challenges and problems.	4
14.	Preparation of simple literature for parents. Developing techniques for parents & community education & involvements.	4
15.	Preparing booklets for parents. Preparing and using visual aids for parent / community education.	4
16.	Any one activity Survey of child labour (minimum Ten) and report writing. Visit to NGOs working for women. Visit to Remand home / Orphanage.	4
17.	Developing audio programmes for parents / community	4
18.	Collection of paper cutting / pamphlets related to any specific topic. Panchayatraj, household industry, family court / Legal aid centres. Social Welfare Department	4
19.	Prepare display material/ slide on any concerned topic.	4
20.	Plan a parent education programme.	4



21.	Prepare an invitation card for parent meeting of pre-schooler Conducting parent meetings.	4
22.	Organize exhibition of the prepared materials.	4
23.	Collect useful material and distribute in the community	4
24.	Prepare Poster/ Slogan making & writing for community	4
25.	Product development from Best out of Waste.	4

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
--------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students teach them culturally relevant understanding of issues and concerns of adulthood and aging
2.	Students will acquire knowledge for outreach activities with varied groups of adults and elderly.
3.	Students will give knowledge about parents & community involvement in the overall development of young children.
4.	Students will acquaint them about methods, materials, techniques & approaches.
5.	Students teach them about programme planning for parent's education.

Suggested References:	
Sr. No.	References
1.	Ajpai Pramod Kumar(1992):Youth Education and Employment, New Delhi: Ashish Publishing House, Unit VIII, Chapter ii (pp.15-94)
2.	Aras. R(1986) Teenage Pregnancy-An Epidemiological Perspective in the Journal of Family Welfare, Unit III32(3),65-74
3.	Augustine JS(Ed) (1982): The Indian Family in Transition, New Delhi: Vikas Publishing House.
4.	Bhatia, M. S. (1983): Ageing and Society, Udaipur: Arya's Book Centre, Unit IX, Chapter III to VIII.
5.	Chauhan, S. S (1983): Psychology of Adolescence, New Delhi: Allied Publishers.
6.	Chawdhary, P. D.(1988):Youth Participation and Development, New Delhi, Atmaram and Sons. Unit IX.



7.	Desai. K.G(Ed) (1989): Ageing in India, Bombay: Tata Institute of Social Sciences, Unit IX
8.	Devadas. T. S(1979):Hindu Family and Marriage, Madras: University of Bamba. Unit I
8.	Hildbrand, V Parenting & Teaching Macmillan Pub. New Delhi.
9.	KK Kavita Koradia et all(2010) Status of Child and Welfare Originations, AaviskarPublishers, Distributors 807,Vyaa Building,Chaura Rasta Jaipur 302 003 (Raj.) India .
10.	Kulkarni S.S. (1988): Parent Education: Perspective & approaches, Jaipur Rawat Pub.
11.	Menon R The Teacher & the parent, Ministry of Education. Govt. of India, New Delhi.
12.	NIPCCD (1994): Child in India: A Statistical Profile, New Delhi: NIPCCD.
13.	Randhawa, M.S(1991):The Rural and Urban Aged ,New Delhi: National Book Organisation Unit IX
14.	Saraswathi,S(1991): Youth in India, New Delhi: ICSSR Govt. of India.
15.	Sati, P. N. (1988): Retired and Ageing People: Mittal Publishers .Unit IX.
16.	Sharma, V.P (1981) Indian Urban Families: Child rearing & child Growth. New Delhi. NCERT
17.	TISS (1994): Enhancing the Role of Family as Agency for Social and Economic Development, Bombay: TIIS, Vol .II. Part II, pp.337-373,Units I,II,V,pp.16-60,128-140.
18.	UNICEF (1990): Children and Women in India: A Situation Analysis, Unit VI, VII.

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Textiles and Clothing) Semester (IV)

Course Code	UH04MATCL01	Title of the Course	Theory-Textile Science
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. To acquire knowledge about type, structures and properties of textile fibers
--------------------	---

Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to textile fibers (a) Classification of textile fibers (b) Introduction to fiber polymers – micro structure and macro structure (c) General properties of fiber	25
2.	Structure, microscopic appearance and properties of natural fibers (a) Cotton (b) Jute (c) Linen (d) Mineral (e) Rubber	25
3.	(a) Structure, microscopic appearance and properties of natural animal fibers i. Wool ii. Silk (b) Structure, microscopic appearance and properties of regenerated fibers i. Rayon ii. Acetate	25
4.	Structure, microscopic appearance and properties of synthetic fibers. (a) Nylon (b) Polyester (c) Acrylic (d) Elastane	20% 25

Teaching-Learning Methodology	Using demonstration, Blackboard and smart board, Power point presentation, through teaching aids as charts, figure discussion and analysis of actual embroidery samples Assignments
-------------------------------	---



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gain knowledge on textile fibres, its chemical structure and properties.
2.	Identify the natural, regenerated and synthetic fibers and fabrics through appearance and properties.

Suggested References:	
Sr. No.	References
1.	Gohl, E.P.G., & Vilensky, L.D. (1983). <i>Textile Science, An Explanation of Fiber Properties</i> . Melbourne, 48: Longman Chesire.
2.	Cowan, Jungerman. (1980). <i>Introduction to Textiles</i> . New York. :Appleton Century Crafts, Meredith Corporation.
3.	Norma, H., Saddler, J., & Langford, A.(1979). <i>Textiles</i> . Macmillan Company.
4.	Corbman, B.P.(1985). <i>Textile fibers to fabric</i> . MacGraw- Hill Book Co.
5.	Joseph, Marjoy L. (1980). <i>Essentials of Textiles</i> . New York, Rinehart and Winston.
6.	Mishra S.P. (2000). <i>A Text Book of fiber Science and Technology</i> . New Delhi , New Age International Publishers.
7.	Shenai, V.A. (2000). <i>Textile Fiber</i> Mumbai, Sevak Publication.
8.	Murphy, W.S. (2002).Elements of fiber science. Abhishek Publication, Chandigarh.
9.	Dorothy Lyle(1997). <i>Modern Textiles</i> . New York ,John Wiley and Sons, Inc.
10.	Nakamura, A.(2000). <i>Fiber Science And Technology</i> . New Delhi, Oxford & IBH Publishing Co. Pvt. Ltd.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Textiles and Clothing) Semester (IV)

Course Code	UH04MATCL02	Title of the Course	Theory- Fundamentals of Weaving
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To gain knowledge about yarn & fabric manufacture processes. 2. To acquire knowledge of types of yarn, weaves & fabrics.
--------------------	--

Course Content		
Unit	Description	Weightage* (%)
1.	Weaving: (a) Woven fabric formation - Flow chart of woven fabric manufacture and objectives. (b) Introduction, Definition, parts, and function of basic loom (c) Weaving Terminologies, Types of loom (d) Weaving preparatory, objectives and study of process - winding, warping, sizing, drawing, denting and weft winding.	25
2.	Loom – (a) Classification, working principle - primary, secondary and tertiary motions of weaving. (b) Classification of woven fabrics - Hand loom & power loom and its characteristics. (c) Classification of looms and their salient features. (d) Advance looms (Introduction, Shuttle and shuttleless loom)	25
3	Weaves: (a) Introduction to fabrics (b) Manufacture process of woven fabrics (c) Classification of weaves (d) Basic weaves, plain, twill, satin, types, characteristics & end uses.	25
4	Methods of Fabric Construction (a) Fabrics made from solution – films & foam (b) Fabrics made from fibers - felts & nonwovens (c) Fabrics made from yarns - Braids, laces, woven, knitted (d) Fabric properties and end uses	25



Teaching-Learning Methodology	Lecture and discussion using multimedia and powerpoint presentation, assignments, actual sample visualization, market surveys and collection etc.
-------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify various types of yarns, fabrics, their properties and end use.
2.	Develop insight of yarn and fabric manufacturing done by industries.

Suggested References:	
Sr. No.	References
1.	Hollen, N.& saddler, J.(1968). <i>Textiles</i> . London: Macmillan Company.
2.	Rastogi, M.(2009). <i>Fibres & yarns</i> . New Delhi: Sonali Publications.
3.	Murthy, W.S.(2007). <i>Textile weaving & design</i> . Chandigarh: Abhishek Publication.
4.	Lowan, M.& Jungerman(1980). <i>Introduction to Textiles</i> . Bombay: D.B. Taraporwala Sons & Company Pvt. Ltd.
5.	Nisbet, H.(1978). <i>Grammar of Textiles Design</i> . Bombay: D.B. Taraporwala Sons & Company Pvt. Ltd.
6.	Klibbe,J.W.(1965). <i>Structural fabric design</i> . North Carolina : North Carolina State University Print Shop
7.	Ajgaonkar, D.B.(1998). <i>Knitting Technology</i> . Bombay: Universal Publishing Corp.
8.	S. Braddock, S.& Mahony, M.O.(1997). <i>Techno Textiles</i> . London: Thames& Hudson Ltd.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Textiles and Clothing) Semester (IV)

Course Code	UH04MATCL03	Title of the Course	Practical based on UH04MATCL01 & UH04MATCL02
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none">1. Gain knowledge of physical properties of different textile fibers and fabrics.2. Learn to assess the quality of textile fibers and fabrics.3. To enable students with techniques of fabric manufacture4. Inculcate skills in product development through various weaving and other techniques.
--------------------	--

Course Content		
Unit	Description	Weightage* (%)
1.	Identification of different fibers by physical method - feel test, Natural fibers – (Cotton, Silk, Wool,)	4
2.	Identification of different fibers by burning test, microscopic test (Cotton, Silk, Wool)	4
3.	Identification of different fibers by physical method - feel test, burning test, microscopic test Regenerated Fibre: Viscose rayon and Acetate	4
4.	Identification of different fibers by physical method - feel test, burning test, microscopic test Man-Made - Polyester, nylon, acrylic	4
5.	Determination of geometric parameters of woven fabric EPI/PPI, warp & weft count	4
6.	Determination of geometric parameters of woven fabric: cover factor	4
7.	Determination of geometric parameters of woven fabric: fabric thickness	4
8.	Determination of geometric parameters of woven fabric: fabric weight/gsm	4
9.	Determination of geometric parameters of woven fabric: fabric Stiffness	4



10.	Weave notation, draft and peg plan Basic weaves: Plain weave, Rib weave, Satin	4
11.	Weave notation, draft and peg plan Decorative weave: pile, gauze, extra yarn weave	4
12.	Developing sample of plain weave	4
13.	Developing sample of rib weave	4
14.	Developing sample of twill weave	4
15.	Developing sample of satin weave	4
16.	Developing samples of decorative weaving techniques (a) Decorative weave- pile,	4
17.	Developing samples of decorative weaving techniques (b) gauze, extra yarn weave	4
18.	Collection and analysis of samples of different types of woven fabrics (a) Basic weave-plain, twill, satin	4
19.	(b) Collection and analysis of Decorative weave samples	4
20.	(c) Collection and analysis of Extra yarn weave samples	4
21.	Collection and analysis of different commercial samples with different weave structures - Organdie, muslin, poplin taffeta, canvas, chiffon, georgette, seersucker	4
22.	Collection and analysis of different commercial samples with different weave structures - denim, gabardine, satin, sateen, brocade, damask, leno or gauze.	4
23.	Collection of knit structures - Single knits - Single jersey, Lacoste,	4
24.	Collection of knit structures-double knits - Rib knit, Purl knit, Interlock knit, Cable fabric, Bird's eye, Cardigans	4
25.	Collection of Non-Woven fabric - Felts, Needle punch, Tea bag paper, Face cloths	4

Teaching-Learning Methodology	Actual yarn and fabric sample collection, discussion and analysis, assignment, portfolio preparation, making the samples
-------------------------------	--



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and apply knowledge practically in fabric production areas.
2.	Generate income by using skills to make value added products.

Suggested References:	
Sr. No.	References
1.	Bernard P. Corbman, "Textiles: Fibre to Fabric", McGraw Hill Education, 6 th edition, 1985.
2.	Billie J. Collier, Phyllis G. Tortora, "Understanding Textiles", Pearson, 6 th edition, 2000.
3.	Goh I.E.P.G., Velensky, L.D, "Textile Science" CBS Publishers and Distributors, 2 nd edition, 2005
4.	Hall A.J., "The standard Hand Book of Textiles", Wood Head Publishing, 8 th edition, 2004
5.	Nisbet, H.(1978). <i>Grammar of Textiles Design</i> . Bombay: D.B. Taraporwala Sons & Company Pvt. Ltd.
6.	Klibbe, J.W.(1965). <i>Structural fabric design</i> . North Carolina : North Carolina State University Print Shop
7.	Ajgaonkar, D.B. (1998). <i>Knitting Technology</i> . Bombay: Universal Publishing Corp.
8.	S. Braddock, S.& Mahony, M.O. (1997). <i>Techno Textiles</i> . London: Thames& Hudson Ltd.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11)
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MIFDN01	Title of the Course	Meal Management (Theory)
Total Credits of the Course	2	Hours per Week	2

Course Objectives	<ol style="list-style-type: none"> 1. Understand the basics principles of meal and its applications 2. Understand the Classification of basic 5 food groups. 3. Understand the types of supplementary foods
-------------------	--

Unit	Course Content	Weight age* (%)
1.	<p>(a) Basic concepts of planning meals</p> <ol style="list-style-type: none"> i. Importance of meal planning, principles and factors affecting meal planning ii. Five food group system, food pyramid and concept of balanced diet. iii. Recommended Dietary Allowances. <p>(b) Nutrition during various stages of life</p> <ol style="list-style-type: none"> i. Physiological changes, nutritional requirements and healthy food choices for a Pregnant woman ii. Physiological changes, nutritional requirements and healthy food choices for a Lactating woman iii. Nutritional and food requirements for infants iv. Nutritional and food requirements for preschool children 	50
2.	<p>(a) Nutritional and food requirements for school children and adolescents.</p> <p>(b) Nutrition during the adult years</p> <ol style="list-style-type: none"> i. Physiological changes, nutritional concerns and healthy food choices of an Adult person ii. Reference adult man and woman iii. Nutrient requirements for Sedentary, Moderate and Heavy workers <p>(c) Nutritional and food requirements for geriatric person</p>	50

Teaching-Learning Methodology	Lecture, Group Discussion, Quizzes, Expert talk, Audio visual aids, and experiential learning
-------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%



Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply basic meal planning techniques
2.	Identify the need of various nutrients at each stage of life

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MIFDN02	Title of the Course	Meal Management (Practical)
Total Credits of the Course	2	Hours per Week	4

Course Objectives	<ol style="list-style-type: none"> 1. To familiarise with planning of balanced meals 2. To sensitize the students to differences in dietary requirements and nutritional needs through the different stages of lifespan 3. To equip the students with skills to plan balanced meals
-------------------	--

Unit	Course Content	Weightage (%)
1.	Recording one's own diet based on factors affecting balanced diet	5
2.	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
3.	Meal planning for a Pregnant woman with different Income and activity	10
4.	Meal planning for a Lactating woman with different Income and activity	10
5.	Meal planning for infants (6-12 months)	5
6.	Meal planning for pre-school child	5
7.	Meal planning for school age children	5
8.	Meal planning for adolescent boy/girl	10
9.	Meal planning for Adult man/woman with sedentary activity	10
10.	Meal planning for Adult man/woman with Moderate activity	10
11.	Meal planning for Adult man/woman with heavy activity	10
12.	Meal planning for geriatric age	10

Teaching-Learning Methodology	Lecture, Group Discussion, Group activities, Survey, Experiential learning
-------------------------------	--

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	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.
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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Family Resource Management) Semester (IV)

Course Code	US4MIFRM01	Title of the Course	Foundation of Art & Design
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. To comprehend the basics of art and design. 2. To appraise the effect of colours. 3. To acquaint the students with various techniques of art.
--------------------	--

Course Content		
Unit	Description	Weightage* (%)
1.	Fundamentals of Art & Design <ol style="list-style-type: none"> i. Types of Design: Structural and Decorative ii. Elements of Art: Space, Point, Line, Shape, Form, Texture, Light & Colour. iii. Principles of Art: Rhythm, Balance, Proportion, Emphasis, Unity, 	50
2.	(a) Colour and its application in art <ol style="list-style-type: none"> i. Classification of colour: Primary, Secondary, Intermediate ii. Properties of colour: Hue, Value and Intensity iii. Colour harmonies: Related and Contrast (b) Traditional & Contemporary Art <ol style="list-style-type: none"> i. Tie & Dye iii. Marble Printing iv. Stencil Printing v. Block Printing 	50

Teaching-Learning Methodology	Lecture, Smart Board, Power Point Presentation, Class Discussion, Collaborative Learning.
-------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%



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 versatile application of design and colour.

Suggested References:	
Sr. No.	References
1.	Bhatt, P., (2018). <i>Foundation of Art and Design</i> . Nasik: Mr. Sharad Dalal Square Arts.
2.	Hazel Crag., and Rush Day (1952). <i>Homes with Character</i> . Bosten: D. C. Health and Co.
3.	The Educational Planning Group Delhi. (2015). <i>Home Management</i> . New Delhi: Arya Publishing House.
4.	Rutt Anna Hong (1948). <i>Home Furnishing</i> . New York: Joh Wiley and Sons.
5.	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/ISource.htm Principles of Design Colour Schemes





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Family Resource Management) Semester (IV)

Course Code	US4MIFRM02	Title of the Course	Practical – Foundation of Art & Design
Total Credits of the Course	02	Hours per Week	04
Course Objectives:	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.		

Course Content		
Unit	Description	Weightage* (%)
1.	To understand the basic strokes of Calligraphy	05
2.	To create different types of Design- Structural and Decorative.	05
3.	To represent basic concepts of Principles of Design through drawing: balance and Proportion	10
4.	To represent basic concepts of Principles of Design through drawing: Rhythm, and Emphasis	10
5.	To draw a Colour Wheel	10
6.	To show different Classes of Colour with the help of decorative designs: primary and secondary	10
7.	To show Properties of Colour through a value and intensity chart	10
8.	Colour Harmonies in different designs : monochromatic , complimentary and triad	10
9.	Colour Harmonies in different designs: Analogous, split complimentary	10
10.	Illustration of the effect of colour.	05
11.	Techniques of Printing.	05
12.	Evaluation of Art Objects for Design, Elements, Principles, Colour, Material and Purpose – Minimum two Objects.	10

Teaching-Learning Methodology	Practical Implementation, Scrapbook, Demonstration, Blended Learning, Workshops, DIY activities.
-------------------------------	--



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

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.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MIHUD01	Title of the Course	Theory- Childhood Behavioural Problems and Parenting
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> 1. To identify behaviour problems. 2. To distinguish between types of behavioural problems in children. 3. To understand in-depth the parent-child relationship and its complexity. 4. To acquire in-depth knowledge and understanding of important theories, concepts, and studies in the field of parent-child relations 5. To develop stimulating materials according to various age wise for holistic development.
-------------------	--

Course Content		
S.N.	Description	Weightage*(%)
1	(a) Nature of behavioural Problems- Problems of children (b) Types of behavioural problems (c) Causes of behavioural problems (d) Remedial Measures <ol style="list-style-type: none"> i. Role of teacher ii. Role of parents iii. Role of Counsellors /Psychologist (e) Dealing with behavioural problems <ol style="list-style-type: none"> i. Techniques for behaviour management ii. Behaviour modification (f) Childhood behaviour disorder-Attention deficit hyperactivity disorder ADHD , Conduct disorder(CD), oppositional defiant disorder (ODD)	50
2	Parenting <ol style="list-style-type: none"> (a) Meaning, Importance (b) Styles of Parenting- Authoritarian, Authoritative, Permissive, Neglectful (c) Principles of good parenting (d) 4 P's of parenting-Patience , Priorities, Positivity, Perseverance (e) Elements for parent-child relationship. (f) Cultural influences on Parenting (g) Parenting children with Special Needs (h) Effective parenting skills 	50

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
--------------------------------	---



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	The student will be able to distinguish between types of behavioural problems in children.
2.	The student will acquire a detailed understanding of the different behavioural category
3.	The students will understand in-depth the parent-child relationship and its complexity
4.	Students will acquaint identify behaviour problems

Suggested References:	
Sr No	References
1.	Augustine JS(Ed) (1982):The Indian Family in Transition,NewDelhi:Vikas Publishing House.
2.	BAjpai Pramod Kumar(1992):Youth Education and Employment, New Delhi: Ashish Publishing House,UnitVIII,ChapterI(pp.15-94)
3.	Devadas.T.S(1979):Hindu Family and Marriage,Madras:University of BambaY.UnitI
4.	Gretchen A. Gimpel, Gretchen Gimpel Peacock, Melissa L. Holland (2003) Emotional and Behavioral Problems of Young Children: Effective Interventions in Preschool and Kindergarten Years, The Guilford Press, NewYork
5.	Jo Douglas (2002) Behaviour Problems in Young Children: Assessment and Management By Routledge Falmer, Taylor and Francis Group
6.	Laura.E, Adena.B.Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher
7.	NIPCCD(1994):Child in India:A Statistical Profile,NewDelhi:NIPCCD.
8.	Ramnath Sharma and Rachana Sharma (2008), Child Psychology, Atlantic Publishers and Distributors.
9.	Randhawa,M.S(1991):The Rural and Urban Aged,NewDelhi:National Book Organisation.Unit IX
10.	Saraswathi,S(1991): Youth in India,NewDelhi:ICSSR,Govt.of India.
11.	Sati,P.N(1988):Retired and AgeingPeople:MittalPublishers.Unit IX
12.	Theodora Papatheodorou (2005) Behaviour Problems in the Early Years: A Guide for Understanding and Support , Routledge Falmer, Taylor and Francis Group

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	
https://www.cdc.gov/childrensmentalhealth/behavior.html	
https://www.momjunction.com/articles/common-behavioral-problems-in-children-their-remedies_0081828/	
https://childmind.org/guide/parents-guide-to-problem-behavior/	
https://www.rasmussen.edu/degrees/education/blog/why-do-toddlers-bite-toddler-behavior-problems-explained/	
https://raisingchildren.net.au/preschoolers/behaviour/common-concerns/lies	
https://childmind.org/article/aggression-in-children-causes/	
https://childmind.org/article/what-to-do-if-your-child-is-bullying/	





SARDAR PATEL UNIVERSITY
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04MIHUD02	Title of the Course	Practical – Childhood Behavioural Problems and Parenting
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To identify behaviour problems. 2. To distinguish between types of behavioural problems in children. 3. To understand in-depth the parent-child relationship and its complexity. 4. To acquire in-depth knowledge and understanding of important theories, concepts, and studies in the field of parent-child relations 5. To develop stimulating materials according to various age wise for holistic development.
-------------------	--

Course Content		
S.N.	Description	Weightage*(%)
1	Prepare a checklist for Styles of Parenting- Authoritarian, Authoritative, Permissive, Neglectful	10
2	Collect five videos on childhood behavioural problems.	10
3	Finding resource person and arrange one guest lecture for parents.	5
4	Collect 10 students data on parental expectations.	10
5	Case study of childhood behavioural problems and rearing practices.	5
6	Create a Google form on any suitable topic or Prepare one teaching aid.	5
7	Prepare an invitation card for parent meeting meeting of pre-schooler.	5
8	Prepare a flyer on world disabled day.	5
9	Conduct a survey/field study using the self-prepared Questionnaire.	5
10	Prepare one case study for a behavioural problem child.	10
11	Collection of paper cutting / pamphlets related to any specific topic or write news paper article or press note	10
12	Prepare a role play or Prepare bedtime stories to foster empathy.	5
13	Preparing video for strengthening relationships with family members	5
14	Prepare a file of activities related to Nature and Science, Maths and language, game for cognitive development.	10

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
--------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%



1.	The student will be able to develop distinguish between types of behavioural problems in children.
2.	The student will acquire a detailed understanding of the different behavioural category
3.	The students will understanding-depth the parent-child relationship and its complexity
4.	Students will acquaint identify behaviour problems
5.	The student will acquire a detailed understanding develop stimulating materials according to various age wise for holistic development

Suggested References:

Sr. No.	References
1.	Augustine JS(Ed) (1982):The Indian Family in Transition, NewDelhi: Vikas ublishing House.
2.	BAjpai Pramod Kumar(1992):Youth Education and Employment, New Delhi: Ashish Publishing House,UnitVIII,ChapterIi(pp.15-94)
3.	Devadas.T.S(1979):Hindu Family and Marriage,Madras:University of Bambah.UnitI
4.	Gretchen A. Gimpel, Gretchen Gimpel Peacock, Melissa L. Holland (2003) Emotional and Behavioral Problems of Young Children: Effective Interventions in Preschool and Kindergarten Years, The Guilford Press, NewYork
5.	Jo Douglas (2002) Behaviour Problems in Young Children: Assessment and Management By Routledge Falmer, Taylor and Francis Group
6.	Laura. E, Adena .B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher
7.	NIPCCD(1994):Child in India: A Statistical Profile, New Delhi: NIPCCD.
8.	Ramnath Sharma and Rachana Sharma (2008), Child Psychology, Atlantic Publishers and Distributors.
9.	Randhawa,M.S(1991):The Rural and Urban Aged, New Delhi: National Book Organisation. Unit IX
10.	Saraswathi, S(1991): Youth in India, NewDelhi: ICSSR, Govt. of India.
11.	Sati, P. N(1988):Retired and Agering People: Mitta lPublishers. Unit IX
12.	Theodora Papatheodorou (2005) Behaviour Problems in the Early Years: A Guide for Understanding and Support , Routledge Falmer, Taylor and Francis Group

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Textiles and Clothing) Semester (IV)

Course Code	UH04MITCL01	Title of the Course	Theory-Textile Furnishing
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Students will gain insight of textile finishing, its Standard size care and maintenance.2. Learners will understand the relationship between designing and functional properties of various textiles furnishing
--------------------	---

Course Content		
Unit	Description	Weightage* (%)
1.	<p>Introduction to Textile Furnishing</p> <ol style="list-style-type: none">(a) Meaning and Terminologies of Textile Furnishing(b) Classification of Textile Furnishing(c) Factors affecting selection of materials for Textile Furnishing(d) Understanding pattern and repeat patterns	50
2.	<ol style="list-style-type: none">(a) Standard size, Material Selection, and care of<ol style="list-style-type: none">(i) Bed linens(ii) Table linens(iii) Bath linens(iv) Kitchen linens(v) Curtains, Pillow Covers(b) Standard size, Material Selection, and care of<ol style="list-style-type: none">(i) Draperies(ii) Curtains and Pillow covers(iii) Rugs(iv) floor coverings(v) door mats	50

Teaching-Learning Methodology	Lectures, discussions, assignments, portfolio preparation of samples, collection of images and samples, surveys etc.
-------------------------------	--



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and select textile furnishing according to requirement and its application.
2.	Able to take appropriate Standard size, care and maintenance of textile furnishing.

Suggested References:	
Sr. No.	References
1.	Khurana S, (2012) Fabrics for Fashion and Textile Design Sonali Publication, New Delhi.
2.	Dr. Subrata Das (2018) Performance of home Textiles Second Edition, Woodhead Publishing India in Textiles .
3	Meenakshi Rastogi, (2009). Textile Forming, Sonali Publications, New Delhi.
4.	Nisbet (1985), Grammar of Textile Design, D.B. Taraporewala and sons & Co.Pvt.Ltd., Mumbai.
5.	Anita Tyagi, (2011), Textiles for Apparel and Home Furnishing, Sonali Publication New Delhi.
6.	Shenai, V.K. (1981). <i>History of Textile Design</i> . Bombay: Sevak Publication.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc.) (Textiles and Clothing) Semester (IV)

Course Code	UH04MITCL02	Title of the Course	Practical- Textile Furnishing
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Students will gain insight of textile furnishing, its care and maintenance. 2. Learners will understand the relationship between fibers and functional properties of various household textiles
--------------------	---

Course Content		
S.N.	Description	Weightage* (%)
1.	Create suitable motifs (Natural, Geometric, Stylized and Abstract)	5
2.	Selection of suitable design layout (Created A/3 size draft and applied on product)	10
3.	Theme Selection: Create the Inspiration board / Theme board	5
4.	Preparation of mood board based on Inspiration board and Theme Board	5
5.	Creating color board based on inspiration and mood board	5
6.	Collection of the fabric swatches used for Bed linen, kitchen linen, Table linen.	10
7.	Three types of Product illustration (Bed linen, kitchen linen, Table linen etc.)	10
8.	Product Construction and development of Textile furnishing	10
9.	Suitable surface ornamentation techniques (Printing, Painting, embroidery, Patch and Applique work etc.)	10
10.	Prepare the tech pack developed Product.	10
11.	Prepare the cost sheet developed Product.	10
12.	Photoshoot of developed Product.	10



Teaching-Learning Methodology	Lectures, discussions, assignments, portfolio preparation of samples, collection of images and samples, surveys etc.
-------------------------------	--

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and select home textiles according to requirement and its application.
2.	Able to take appropriate care and maintenance of household textiles.

Suggested References:	
Sr. No.	References
1	Barrett and Joanne C. (2013), Designing your Fashion portfolio from Concept to presentation, Fairchild Books
2.	S., 2010, Fashion Design Course, Principal, Practices and Techniques: The Ultimate Guide for Aspiring Fashion Designers; Thames & Hudson
3	H.Kumar Vyas, Design and Environment – an introductory manual, NID, Ahmedabad.
4.	Wingate, I.B. (1988). <i>Dictionary of Textiles</i> . Bombay: Universal Pub. Corporation.
5.	Golden Hands. (1970). <i>Volume 1-13</i> . Marshall Cavaendish Publications Ltd.
6.	Barrett and Joanne C. (2013), Designing your Fashion portfolio from Concept to presentation, Fairchild Books.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.-H.Sc) (Textiles and Clothing) Semester (IV)

Course Code	UH04SETCL01	Title of the Course	Theory – Marketing in Textiles and Apparels
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To develop an understanding of concepts of marketing. 2. To orient with marketing strategies. 3. To create awareness regarding rights of consumers.
--------------------	--

Course Content		
Unit	Description	Weightage* (%)
1.	(a) Nature, role and importance of marketing & market research <ol style="list-style-type: none"> i. Nature & role of market ii. Importance of marketing iii. Market research process (b) Distribution System <ol style="list-style-type: none"> i. Channels of distribution –types and function. ii. Choice of distribution system with reference to clothing. 	25
2.	(a) Promotional Devices <ol style="list-style-type: none"> i. Mass Selling- Importance, types and medias of Advertising, publicity, displaying. ii. Personal Selling iii. Sales Promotion iv. Branding in textile industry (b) Standards and Standardization of textile products <ol style="list-style-type: none"> i. National and International Standard Organization ii. Certification Marks – Importance, type, registration and institutes iii. (ANSI, AATT, ASTM, AATCC, BIS, CICO, TWC, ISO, Wool mark) 	25

Teaching-Learning Methodology	Using blackboard, power point presentation, using smart board, using charts, figure and garment physical analyses
-------------------------------	---



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify and apply various marketing strategies used in textile and apparel marketing.
2.	Role of standards and standardization used in textiles.

Suggested References:	
Sr. No.	References
1.	Stampler, A. Sharp, S. Donnell, L.,(1986). <i>Evaluating Apparel Quality</i> . New York: Fairchild Publications.
2.	Mccarthy E., Jerome, Perrault, W. D. (1991). <i>Essentials of Marketing</i> . Boston: IRWIN series in Marketing. Home wood I.L.
3	Shukla, R.S. (1995). <i>How to Export Garments Successfully</i> . New Delhi: Global Business Publishers.
4.	Koshy, D.O. (1995). <i>Effective Export Marketing of Apparel</i> . New Delhi: Global Business Publishers.
5.	Stanton,W. J. (1993). <i>Fundamentals of Marketing</i> . NewYork: McGraw Hill Book Co. V Edition.
6.	<i>Rathor, B.S.(1999). Export Marketing</i> . Bombay: Himalaya Publishing House.
7.	Sethi, K.C.(1985). <i>Advertising -Theory and Practice</i> . Bombay: Himalaya Publishing House.
8.	Kotler, P. (2006). <i>Marketing Management</i> . India: Pearson Education
9.	Dorothy, L. (1977). <i>Performance of Textiles</i> . John. Wiley & Sons.
10.	Rai, I . (2002). <i>Textile Industry Problems & Prospects in the 21st Century</i> . Jodhpur: Books Treasure.
11.	Kothari, C.R.(1999). <i>Research Methodology Methods & Techniques</i> . Mumbai: Wishwa Prakashan.
12.	<i>The Indian Textile Journal</i> . Bombay: Business Press Pvt. Ltd.
13.	<i>ISO 9000 Quality Management Systems :Trade Market Series</i> . International Trade Center & International Organization for Standardization.
14.	Alexander.(1977)., <i>Textile Products: Selection use and Care</i> . Houghton Mifflin Co.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04SEFDN01	Title of the Course	Sensory Evaluation (Theory)
Total Credits of the Course	2	Hours per Week	2

Course Objectives	<ol style="list-style-type: none">1. To understand different aspects of sensory science & evaluation & their applications2. To evaluate the products by appearances example evaluation of package products3. To carry out sensory evaluation by various tests
-------------------	---

Unit	Description	Weightage*(%)
1.	<ol style="list-style-type: none">a) Definitions of sensory evaluation importance of sensory evaluation and factors affecting food acceptance, sensory psychological & physiologicalb) Sensory Assessment of food quality<ol style="list-style-type: none">(i) Appearance of food – visual perception, colour of foods(ii) Flavour(iii) Taste(iv) Odour & Aroma – perception of odour, sniffing, van, skramlik test.(v) Texture	50
2.	<ol style="list-style-type: none">a) Considerations for testing sensory evaluationb) Testing area, Testing setup, Lighting Testing schedule ,Preparation of sample, Cooling & order of Presentation, Choosing & Training panel,c) Types of Panels – Consumer & Trained panels.d) Sensory Testing of foods<ol style="list-style-type: none">(i) Threshold tests(ii) Differences test(iii) Ranking(iv) Scoring – Numerical; Composite(v) Hedonic scale	50

Teaching-Learning Methodology	Lecture Recommended Co-curricular activities: <ol style="list-style-type: none">1. Workshop on conducting different types of sensory evaluation tests to get first-hand experience.2. Conduction sensory tests on various products.
-------------------------------	---



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The students will learn to evaluate sensory attributes of any products and can be in a team of semi trained sensory panellists.

References	
Sr No	References
1.	1. Brich G; Brennan J., & Parker K.J.(1977) “ Sensory Properties of Foods ” applied Science Publisher
2.	2. Charley H., ‘Food Science’; Mcmillan Publishing Company.
3.	3. Lawlers H.T., & Heymann . ‘Evaluation of Food principle & Practice’. Chapman & Hall.
4.	4. Mahony M., Sensory Evaluation of food, Statistical methods & procedure.
5.	5. Srilakhshmi B.,(2000) ‘Food Science’ New Age International (p) Ltd. Publishers.
6.	6. Swaminathan M., Food Sciencem, Chemistry & Experimental Foods. Bappco, Ganesh & Company, Madras.

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH04SEHUD01	Title of the Course	Montessori Materials and Teacher's Training
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> 1. To gain the knowledge and skills necessary to teach in a Montessori environment. 2. To be able to create a positive and nurturing learning environment for all children. 3. To be able to help children reach their full potential. 4. To be able to make a difference in the lives of young children
-------------------	---

Course Content		
Unit	Description	Weightage*(%)
1	Life of Maria Montessori- (a) Dr Maria Montessori- Concept, Philosophy and Methodology (b) Montessori method and history (c) Montessori view on child development (d) Teacher's role (e) Sensory education in Montessori (f) Montessori Apparatus Training. i. Exercises of Practical Life ii. Exercises of Sensorial Activities. iii. Exercises of Language iv. Exercises of Mathematics (g) Role Play (h) Activities Related to Science subjects (i) Montessori Projects	50
2	Montessori Teacher Training and practice (a) Principles of pre-primary education (b) Methods of teaching, writing and reading. (c) Curriculum design and development (d) Principles of Montessori Teacher Training (e) Pedagogical Aspects and Approaches in Montessori Education (f) School Management (g) Effective classroom arrangements and materials used for teaching adequately (h) Teaching practice and Lesson Plan Records. (i) Teaching Aids, Art & Craft.	50



Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
--------------------------------	---

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

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.	ContractorM (1984): Creative drama and puppetry in education, New Delhi: National book trust of India.
2.	Batra, P. (2010) Social Science learning in schools. Sage Publications.
3.	Beaty, J.J. (1996). Preschool Appropriate Practices. London : Harcourt Brace College
4.	Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge
5.	Bruke, E. (1990). Literature for the young child, Needham Heights: Allyn and Bacon.
6.	Carol, S. & Barbour, N. (1990). Early Childhood Education : An Introduction : IInd Edition.
7.	Contractor, M. (1984). Creative drama and puppetry in education, Delhi : National Book trustof India.
8.	Chambers, P. (2008) Teaching mathematics. Sage publications.
9.	Dave, A. (1987). Pre-Mathematics Experiences for Young Children.
10.	Deviries, R., Kohlberg, L. (1987). Programs of early education, New York: Longman.
11.	Gelman, R. Gallistel, C.R. (1986). The child's understanding of numbers, Cambridge: Harvard



12.	Johnson, A.P. (1998). How to use creative dramatics in the classroom. Childhood Education, 2
13.	Kaul, V. (1991). Early Childhood Education Programme, New Delhi: NCERT.
14.	Krishna Kumar (1986). The child's language and the teacher, New Delhi: UNICEF
15.	Lasky, L. & Mukerjee, R. (1980). Art Basic for Young Children, Washington, D.C., NAEYC.
16.	Moomaw, S. (1984). Discovering Music in Early Childhood. Boston : Allyn and Bacon, Inc.
17.	Swaminathan, M. (1984). Play activities for young children, New Delhi : UNICEF.
18.	Swaminathan, M. (1991). Play Activities for Young Children . UNICEF.

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	
https://atheneumglobal.education/blogs/montessori-teacher-training-course-syllabus	
https://www.teachertrainingchennai.com/diploma-in-mtt.php	
https://ncdconline.org/education/montessori-articles/montessori-teachers-training/	
https://www.apteachertraininginstitute.com/montessori-teacher-training-course-in-bangalore.php	
https://iisd.in/product/diploma-in-montessori-teacher-training/	
https://www.asiancollegeofteachers.com/pg-diploma-in-montessori-teachers-training.php	
https://keralaeducationcouncil.com/diploma-in-montessori-teacher-training-onl/	





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar Gujarat
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
 Syllabus with effect from the Academic Year 2024-2025

Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Family Resource Management) Semester (VI)

Course Code	UH04SEFRM01	Title of the Course	Basics of Ergonomics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. To familiarize with the intricacies of ergonomics with increase in efficiency and improved health. 2. Build knowledge on human interaction with task and technology in day today life. 3. To augment the workspace needed for various activities.
--------------------	--

Course Content		
Unit	Description	Weightage* (%)
1.	Ergonomic concepts (a) Significance and scope of ergonomics: Aims, objectives, Definition and benefits of ergonomics (b) The Worker: Common Parameter <ol style="list-style-type: none"> i. Knowledge and skill ii. Likes and dislikes iii. Time management iv. Body type v. Physical fitness – age, BP, HR and BMI vi. Posture – standing, sitting, static and dynamic vii. Fatigue – physical and psychological 	50
2.	(a) The Work <ol style="list-style-type: none"> i. Type of work – light, moderate and heavy ii. Work Cost iii. Tools and Equipment's (b) The Work-place /Work environment <ol style="list-style-type: none"> i. Indoor, outdoor climate ii. Lighting iii. Noise iv. Humidity 	50

Teaching-Learning Methodology	PowerPoint presentations, Lectures, Discussions, Project work/ assignments, Games
-------------------------------	---



Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Distinguish the terms referring to health and safety and ergonomics.
2.	Identify and use ergonomic controls to reduce and prevent work-related disorders.
3.	Comprehend interrelatedness of work, worker and work environment on productivity.
4.	Comprehend interrelatedness of work, worker and work environment on productivity.
5.	Relate significance of anthropometry to workplace designing.

Suggested References:	
Sr. No.	References
1.	Grandjean (1973). <i>Ergonomics of the Home</i> . London: Taylor & Frances.
2.	Dubey, D.(2020). <i>Ergonomics</i> . New Delhi: Random publications
2.	Barnes, R.N. (1980). <i>Motion and Time Study, Design and Measurement of Wor</i> . USA: John Willy.
3.	Hudso, W.R (1962). <i>Work place Dimensions and Physiological Cost To The Worker</i> . The Journal of Industrial Engineering.
4.	Chauhan, M.K. (2015). <i>Ergonomics: Practical Manual for Beginners</i> . New Delhi: Authorspress.
5.	Bridger R.S.(2011). <i>Introduction to Ergonomics</i> . New Delhi: Taylor & Frances.
6.	Jhamb L.C.(2008). <i>Work Study and Ergonomics</i> . Pune :
7.	Gandotra V., Oberoi, K.& Sharma, P.(2013). <i>Essentials of Ergonomics</i> . New Delhi:



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

On-line Resources

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/office-ergonomics/>

<http://www.ilocis.org/documents/chpt29e.htm>

https://www.danmacleod.com/ErgoForYou/10_principles_of_ergonomics.htm

<https://ehs.unc.edu/workplace-safety/ergonomics/>

<https://www.osha.gov/ergonomics>





Course Code	UH04VAIPD01	Title of the Course	Integrated Personality Development
Total Credits of the Course	02	Hours per Week	02

Course Name: IPDC-2

Recommended Credit: 2

Course Duration: 30 Hours

The Integrated Personality Development Course – An Introduction

The Integrated Personality Development Course (IPDC) has been designed, by the BAPS Swaminarayan Sanstha, to enhance student awareness of India's glory and global values and create citizens who contribute to their families, college, workforce, community, and nation. This course supports the requirements of the National Education Policy (NEP), to "build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment".

Easily integrated into the university syllabus, IPDC effectively teaches essential Indian values, develops character, strengthens morality, and nourishes constructive and creative thinking. Through this course, students can enjoy, understand, and practise priceless lessons, giving them the tools to prepare for a brighter future towards nation-building.

Introductory Resources:

<u>IPDC Intro</u> <u>IPDC-YouTube</u>	<u>Lecturer Glimpse</u> <u>IPDC - YouTube</u>	<u>IPDC Impact - 1</u> <u>IPDC - YouTube</u>
		

Type of Course:

Value-Based Holistic Personality Development Course for University Students.

Rationale / Scope:

IPDC aims to prepare students to become ideal citizens of India, promoting fortitude in the face of failures, Indian values like seva, pride for the Indian heritage, self-discipline amidst distractions and many more priceless lessons. The course enables students to become self-aware, sincere, and successful in their many roles – as ambitious students, reliable employees, caring family members, and contributing Indian citizens.

Course Outcomes/Objectives:

- To enhance awareness of India's glory and global values, and to create considerate citizens who strive for the betterment of their family, college, workforce, communication, and nation.
- To provide students with a holistic value-based education that will enable them to succeed academically, professionally, and socially.
- To give the students the tools to develop effective habits, promote personal growth, and improve their well-being, stability, and productivity.
- To allow students to establish a stronger connection with their family through critical thinking and the development of qualities such as unity, forgiveness, empathy, and effective communication.
- To provide students with soft skills that complement their hard skills, making them more marketable when entering the workforce.
- To inspire students to strive for a higher sense of character by learning from Indian role models who have lived principled, disciplined, and value-based lives.

Course-Content / IPDC Syllabus:

IPDC-2 is distributed across one semester and consists of 15 topics. Each topic will be 2 lecture hours per week, and therefore a total of 30 hours.

IPDC-2			
	Module & Subject	Topic Description	Hrs
1	Module: Remaking Yourself Subject: Begin with the End in Mind	Students will learn to visualize their future goals and will structure their lives through smart goals to give themselves direction and ultimately take them to where they want to go.	2
2	Module: Remaking Yourself Subject: Being Addiction-Free	Students will explore the detrimental effects of addictions on one's health, personal life, and family life. They will learn how to take control of their life by becoming addiction free.	2
3	Module: Selfless Service Subject: Case Study: Disaster Relief	Students will apply previous lessons of seva, to analyze the case study of the Bhuj earthquake relief work.	2
4	Module: Soft Skills Subject: Teamwork & Harmony	Students will learn the six steps of teamwork and harmony that are essential for students' professional and daily life.	2
5	Module: My India My Pride Subject: Present Scenario	To implement the transformation of India from a developing country into a developed country it is necessary to have a value-based citizen. Students will see how the transformation to a greater India relies on the vision and efforts of themselves as youth.	2
6	Module: Learning from Legends Subject: Leading Without Leading	Students will explore a new approach to leadership, through humility.	2
7	Module: My India My Pride Subject: An Ideal Citizen – 1	Students will learn that to become value-based citizens, they must first develop good values in their lives. They start by exploring the values of responsibility and integrity.	2
8	Module: My India My Pride Subject: An Ideal Citizen – 2	Students will learn that by developing the values of loyalty, sincerity, and punctuality; they become indispensable and can leave a strong impression. They will start developing these values by trying to keep perfection in every small task and by looking at the bigger picture.	2

9	Module: Facing Failures Subject: Timeless Wisdom for Daily Life	Students will learn the role wisdom plays in finding long-term stability. They will use ancient wisdom to solve their modern-day challenges.	2
10	Module: From House to Home Subject: Forgive & Forget	Students will understand the importance and benefits that forgiveness plays in their personal and professional life. They will learn to apply this knowledge in realistic situations.	2
11	Module: Remaking Yourself Subject: Stress Management	Students will learn to cope with current and future causes of stress.	2
12	Module: Remaking Yourself Subject: Better Health Better Future	A healthy body prevents disease and stress; increases positivity, productivity, and brainpower. Students will learn to maintain good health through regular exercise, healthy eating habits, and regular and sufficient sleep.	2
13	Module: Learning from Legends Subject: Words of Wisdom	A panel of learned and experienced mentors will personally answer practical questions that students face in their daily life.	2
14	Module: Soft Skills Subject: Financial Planning	Students will develop a variety of practical financial skills that prepare them to become financially stable throughout their future careers.	2
15	Module: Remaking Yourself Subject: Impact of Company	Students will understand that the type of company that we keep has a crucial role in determining who we are and who we will become. They will develop the ability to create a positive environment around them.	2

Lecture Breakdown:

In accordance with the academic structure, each topic will span a duration of two hours, which can be divided into two distinct lecture hours, as elaborated below.

During the **first hour**, the focus will be on contextualizing the topic for the week. Students will commence with an introductory film to spark curiosity. This is followed by a lecture video (part A) that introduces essential concepts, followed by a class discussion aimed at fostering active participation and engagement. These activities aim to facilitate the comprehension of foundational aspects related to the subject matter.

During the **second hour**, the topic will be explored in greater depth. A second lecture video (part B) will build upon the foundational knowledge. Thereafter, interactive activities including workbook activities, group discussions, critical thinking exercises, case studies, and topic analysis enable students to apply their acquired knowledge, thereby fostering a more comprehensive understanding of the subject matter with emphasis on practical application.

By adhering to this format, the IPDC lectures aim to provide a conducive learning environment where students can effectively acquire knowledge, develop practical application skills, and enhance their overall academic performance.

Core Components:

The IPDC lectures will take place in college classrooms and will be hosted by a university-appointed course instructor/faculty. BAPS will provide the teaching resources, guidance, and training to effectively implement the four components shown below.

1. Introductory Film

Each lecture begins with a short film that introduces the topic through modern production. The original content displays relatable scenarios and visuals that captivate the students' attention and stimulates their curiosity to learn more.

2. Lecture Video

Students watch a lecture video presented by a dynamic speaker. The lecture reinforces the significance and necessity of fundamental principles and skills. The experience of the speaker, eloquence of presentation, and use of interactive visuals collectively create a profound impact on each student's mind and heart.

3. Student Interaction

These sessions promote stimulating discussion and conversation and help create safe spaces for the healthy exchange of ideas. Thus, each session provides a forum in which students can openly express their emotions and thoughts.

4. Workbook Activities

Workbooks assist students implement the values taught in the lecture into their personal lives. Reliable research, priceless experience, practical scenarios, and reflective questions are innovatively depicted, motivating students to contemplate and think creatively.

Preview the IPDC Workbook at the link - <https://www.youtube.com/watch?v=C09aqOszvY>

Teaching and Examination Scheme:

Teaching Scheme: Lecture – 2 hrs/week

Examination Scheme

The assessments can include both continuous evaluation and end-of-semester examinations. The assessment scheme should include student attendance, assignments, mid-term exams, viva, workbook submission, and end-of-semester examinations.

The IPDC team will provide a question-bank resource with answers for each subject of IPDC to assist the faculties in creating exams. Marks distribution in theory and practical exams depends on the respective system of the institute/university.

Course Material / Main Course Workbook:

The IPDC-2 Workbook will be the official course material for the study of IPDC-2. The workbook will be designed and presented by BAPS IPDC Team. The workbook will serve as a basis for study, submission, viva and exams for students.

IPDC References –

These are the reference material for the IPDC lectures. This is not compulsory reading for the students as the essential information is contained in the workbooks.

No.	Module	References
1	Facing Failures	<ol style="list-style-type: none"> 1. Thomas Edison’s factory burns down, New York Times Archives, Page 1, 10/12/1914 2. Lincoln Financial Foundation, Abraham Lincoln's "Failures": Critiques, Forgotten Books, 2017 3. J.K. Rowling Harvard Commencement Speech Harvard University Commencement, 2008 4. Born Again on the Mountain: A Story of Losing Everything and Finding It Back, Arunima Sinha, Penguin, 2014 5. Failing Forward: Turning Mistakes Into Stepping Stones for Success, John C. Maxwell, Thomas Nelson, 2007 6. Steve Jobs: The Exclusive Biography Paperback, Walter Isaacson, Abacus, 2015 7. Failing Forward: Turning Mistakes Into Stepping Stones for Success, John C. Maxwell, Thomas Nelson, 2007
2	Learning from Legends	<ol style="list-style-type: none"> 1. Chase Your Dreams: My Autobiography, Sachin Tendulkar, Hachette India, 2017 2. Playing It My Way: My Autobiography, Sachin Tendulkar, Hodder & Stoughton, 2014 3. The Wit and Wisdom of Ratan Tata, Ratan Tata, Hay House, 2018 4. The Tata Group: From Torchbearers to Trailblazers, Shashank Shah, Penguin Portfolio, 2018 5. The Leader Who Had No Title, Robin Sharma, Jaico Publishing House, 2010 6. In the Joy of Others: A Life-Sketch of Pramukh Swami Maharaj, Mohanlal Patel and BAPS Sadhus, Swaminarayan Aksharpath, 2013
3	My India My Pride	<ol style="list-style-type: none"> 1. Rishis, Mystics, and Heroes of India, Sadhu Mukundcharandas, Swaminarayan Aksharpath, 2011 2. Physics in Ancient India, Narayan Dongre, Shankar Nene, National Book Trust, 2016 3. The Rise of Civilization in India and Pakistan, Raymond Allchin, Bridget Allchin, Cambridge University Press, 1982 4. The Āryabhaṭīya of Āryabhata: An Ancient Indian Work on Mathematics and Astronomy (1930), Walter Eugene Clark, University of Chicago Press, reprint, Kessinger Publishing, 2006
4	Remaking Yourself	<ol style="list-style-type: none"> 1. Power of Habit, Charles Duhigg, Random House Trade Paperbacks, 2014 2. Change Your Habit, Change Your Life, Tom Corley, North Loop Books, 2016 3. The Seven Habits of Highly Effective People, Stephen Covey, Simon & Schuster, 2013 4. Seven Habits of Highly Effective Teens, Sean Covey, Simon & Schuster, 2012 5. Atomic Habits, James Clear, Random House, 2018 6. How a handful of tech companies control billions of minds every day, Tristan Harris, TED Talk, 2017
5	From House to Home	<ol style="list-style-type: none"> 1. “What Makes a Good Life? Lessons from the Longest Study on Happiness”, R. Waldinger, Ted Talks, 2015 2. Long Walk To Freedom, Nelson Mandela, Back Bay Books, 1995 3. Outliers, Malcolm Gladwell, Back Bay Books, 2011
6	Soft Skills	<ol style="list-style-type: none"> 1. The 17 Indisputable Laws of Teamwork, John Maxwell, HarperCollins, 2013 2. Team of Teams: New Rules of Engagement for a Complex World, Stanley McChrystal, Portfolio, 2015 3. Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions, Dan Ariely, Harper Perennial, 2010
7	Selfless Service	<ol style="list-style-type: none"> 1. Open: An Autobiography, Andre Agassi, Vintage, 10 August 2010 2. The Physiological Power of Altruism [online], James Hamblin, The Atlantic, December 30, 2015, https://www.theatlantic.com/health/archive/2015/12/altruism-for-a-better-body/422280/ [last accessed June 10, 2020] 3. TBI Blogs: From Entrepreneurs to Doorkeepers, Everybody Serves with Love & Warmth at This Ahmedabad Café [online], The People Place Project, The Better India, May 29, 2017,

Basic Terms and Support Required from Institute:

Awarded Credits:

To ensure the full participation of the students, we insist the course be credit-based. The credits are according to the preference of the university.

Course Instructors:

As IPDC is about values and not just grades, an ideal candidate for teaching the course should be morally and ethically accomplished. The instructor should also be an effective communicator, well adept at conducting activities with the students. The required academic qualification for the instructor should be minimum graduation in any stream. We propose that all instructors appointed by your institute should attend an IPDC faculty workshop to get familiar with the style of the course. We are glad to inform you that BAPS is ready to provide this workshop.

Technical Requirements:

As elaborated in meetings and published in presentations, the foremost element of the course involves videos and interactive sessions which require a good level of audio/video amenities at the campus for students. A projector, laptop, internet connection, and basic audio-visual set-up are requisite for productive learning and positive outcome of the course.

IPDC Team will provide a digital portal to deliver all the IPDC video content. This platform allows smoothness in the learning and teaching process. IPDC Team will provide this digital system free of charge, and the University/Institute will approve and assist in implementing its use.

Approval of Teaching Mediums:

All the lecture videos and materials, alongside the teacher's guide, have been designed by BAPS and will be provided as discussed below.

The lecture videos will be provided through a web portal that runs on Windows devices or through a mobile app. This medium will be provided to all the registered teaching faculty, free of charge. The university should approve this medium and assist in the implementation of its use.

The IPDC workbook is an essential part of the course, as they provide the content and basis for the end-of-semester exams and the continuous assessments. The university should approve the use and purchase of this printed material for the students.

Registrations and Course-Beneficiaries Data:

To ensure the smooth implementation of the course, the university/institute will ensure that the students and faculties officially register with IPDC. For this purpose, the university/institutes will be required to provide the necessary information about the colleges, faculty members, and enrolled students in the course. Also, respective institutes need to provide enrolled students' final results in this subject for every batch in the format required by IPDC Team. IPDC Team will also offer a certificate to students upon completion of the course.

Fees/Charges:

BAPS Sanstha has always focused on social activities to empower the nation and its youth. This course focuses on moral and character development and is dedicated to providing holistic value-based education to the youth. So, as a noble service to society, we offer the course to your university/institute for free. All the following materials of all modules will be provided to end-users without any charges:

- Introductory Videos
- Main Lecture Videos
- Teacher's Guide
- IPDC Question Bank
- Exam Guide

However, the printed workbook for IPDC-2 is to be procured by students/institutes as per the printed price.

Copyrights/Intellectual Rights:

Copyright/IPR of all IPDC materials provided for the IPDC Course belongs to BAPS Swaminarayan Sanstha. Hence, the use of all these materials should be limited to the teaching of IPDC courses only.

For any further assistance please contact IPDC services.

Ph. 9099904146

E-mail: service.ipdc@in.baps.org