



**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
**(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))**  
**Syllabus with effect from the Academic Year 2025-2026**

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

Course Code	UH06AEBSC01	Title of the Course	Theory-Interpersonal Communication at Workplace
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Understand and apply communication theories relevant to the workplace.</li><li>2. Demonstrate effective verbal and non-verbal communication skills in various professional contexts.</li><li>3. Identify and overcome communication barriers within workplace settings.</li><li>4. Develop strategies for managing conflict and negotiating effectively.</li><li>5. Enhance teamwork and collaboration through improved interpersonal communication.</li></ol>
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Course Content		
Unit		Weightage* (%)
1.	<p>(a) Need for interpersonal skill development</p> <ol style="list-style-type: none"><li>i. Understanding the universal need for developing interpersonal skills</li><li>ii. How to develop interpersonal skills in a workplace</li><li>iii. Informal learning</li><li>iv. Understanding the difference between individuals</li></ol> <p>(b) What is personality?</p> <ol style="list-style-type: none"><li>i. The main personality traits and factors</li><li>ii. Effect of personality traits on job performance</li><li>iii. How to deal with different personality types</li></ol> <p>(c) Value differences and how to deal with them</p> <p>(d) Different kinds of intelligences</p> <p>(e) Ethical and Cultural Considerations</p> <p>(f) Ethics in Workplace Communication</p> <ol style="list-style-type: none"><li>i. Cultural Sensitivity and Inclusivity</li><li>ii. Managing Communication in Diverse Environments</li></ol>	50



2.	<p>(a) Interpersonal communication</p> <ul style="list-style-type: none"> <li>i. How does communication happen</li> <li>ii. Relationship building</li> <li>iii. Non- verbal communication</li> <li>iv. Overcoming communication barriers</li> </ul> <p>(b) Barriers to communication:</p> <ul style="list-style-type: none"> <li>i. Physiological Barriers</li> <li>ii. Physical Barriers</li> <li>iii. Cultural Barriers</li> <li>iv. Language Barriers</li> <li>v. Gender Barriers</li> <li>vi. Interpersonal Barriers</li> <li>vii. Psychological Barriers</li> <li>viii. Emotional barriers</li> </ul> <p>(c) Steps to effective communication</p> <p>(d) Team Dynamics and Collaboration</p> <ul style="list-style-type: none"> <li>i. Building Effective Teams</li> <li>ii. Communication within Teams</li> <li>iii. Managing Team Meetings</li> <li>iv. Group Projects: Team Collaboration Exercises</li> </ul> <p>(e) Conflict Management and Negotiation</p> <ul style="list-style-type: none"> <li>i. Types and Sources of Conflict</li> <li>ii. Conflict Resolution Strategies</li> <li>iii. Negotiation Techniques</li> </ul>	50
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Teaching- Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brainstorming method, Observational method, Use of ICT
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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 and Internal Written Examination (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 workplace strategies, importance of interpersonal skills and perform better in their workplace.
2.	Organise, allot and function in team related exercises in their workplace with ease.

References	
Sr. No	References
1.	Cole M & Cole. S (1993): The development of children. New York: Scientific American Books.
2.	Arun Kumar (2000) Child Psychology, Anmol Pub. Pvt Ltd New Delhi.

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

Course Code	UH06MAFDN01	Title of the Course	Theory-Clinical Nutrition and Dietetics-II
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To impart knowledge on the specific markers used to identify a disease of different organs.</li><li>2. To gain knowledge of principles of diet therapy and designing and formulating diets in different disease condition.</li></ol>
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Unit	Description	Weightage* (%)
1.	Etiology pathophysiology, metabolic changes, clinical and laboratory assessment and nutritional management in liver diseases. (a) Hepatitis- Acute and Chronic (b) Non Alcoholic Fatty Liver Disease (c) Cirrhosis of Liver (d) (d) Hepatic Steatosis	25
2.	Etiology, pathophysiology, metabolic changes, clinical and laboratory assessment and nutritional management in pancreatic Disorder. (a) Acute pancreatitis (b) Chronic pancreatitis (c) Diabetes- Types, Complications like Macrovascular and microvascular diseases, Diabetic Ketoacidosis.	25
3.	Etiology, pathophysiology, metabolic changes, clinical and laboratory assessment and nutritional management in Kidney Disorders- (a) Acute and Chronic Nephritis (b) Nephrotic syndrome (c) Renal Failure- Acute and Chronic (d) Kidney stones (e) End Stage Renal Disease	25
4.	Etiology, pathophysiology, metabolic changes, clinical and laboratory assessment and nutritional management in Heart disorders- (a) Lipoprotein and their role in cardiovascular disorders (b) Hypertension (c) Atherosclerosis (d) Myocardial Infarction (e) Congestive Cardiac Failure	25



Teaching-Learning Methodology	The course will be delivered through a combination of active learning strategies. These will include: Lecture, Group Discussion, Quizzes, Expert talk, Audio video aids and active classroom-based discussion
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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 :	
Sr. No.	
1.	To learn about the metabolic changes occurring in body in different disorders.
2.	To incorporate the learning in counselling patients for diet plan.

Suggested References:	
Sr. No.	References
1.	Anita Jatana, Daphnee DK, HarithaShyam, PriyankaRohatgi, KajalPandya, <i>Apollo Clinical Nutrition Handbook</i> Yeptho ISBN-9789354650895, Edition 1/e 2022-Jaypee Publications, New Delhi
2.	Mahan, L .K.,Escott-Stump.,Raymond J.L.,and Krause,M.V(latest Edition), <i>Krause's Food and Nutrition Therapy</i> .
3.	Robinson, C. H., & Lawler, M. R. (1982). <i>Normal and therapeutic nutrition</i> Germany: (Ed. 16). Collier Macmillan Publishers.
4.	Antia F P (2002), <i>Clinical Dietetics</i> 4th ed. Paperback ISBN-13978-0195664157 oxford University press.
5.	<i>Clinical Dietetics</i> Manual, (2018),Indian Dietetic Association, Elite, Publishing House

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

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

Course Code	UH06MAFDN02	Title of the Course	Theory-Food Microbiology and Food Safety
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To know the important genera of microorganisms associated with food and their characteristics.</li><li>2. To understand the role of microbes in fermentation, spoilage and food borne diseases.</li><li>3. To understand Food safety and hygiene, types of hazards associated with food.</li><li>4. To understand current Food regulations and Food Safety Management Systems.</li></ol>
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Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"><li>(a) Introduction to Food Microbiology-History and Development of Food Microbiology, Definition and Scope of food microbiology.</li><li>(b) Types of Microorganisms in Food-Classification and Nomenclature, Morphology and Structure Importance in food (bacteria, fungi and viruses ) Significance of spores.</li><li>(c) Food Fermentation–definition and types, Microorganisms used in food fermentations.</li></ol>	25
2.	<ol style="list-style-type: none"><li>(a) Microbial Growth in Food-bacterial growth curve, factors affecting the growth of microorganisms in food.</li><li>(b) Types of food borne Diseases-food borne infections, food borne intoxications and toxin infections, origin, symptoms and prevention of some commonly occurring food borne diseases.</li></ol>	25
3.	<ol style="list-style-type: none"><li>(a) Introduction to Food Safety-Definition, Types of hazards, biological, chemical, physical hazards, factors affecting food safety.</li><li>(b) Hygiene and Sanitation in Food Service Establishments-introduction, sources of contamination, control methods using physical and chemical agents, waste disposal, pest and rodent control, personnel hygiene.</li></ol>	25
4.	Food Safety Management Tools-Basic concept, prerequisites, HACCP, ISO series, TQM and Risk Analysis	25

Teaching-Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brainstorming method, Observational method, Use of ICT
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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.	Extend the student's knowledge and understanding of the attributes of micro-organisms.
2.	Develop depth of understanding of the microbiology of food, food-borne diseases, food spoilage and how to control them as well as fermentation of food.
3.	Evaluate microbiological quality control procedures for ensuring food safety & hygiene

Suggested References	
Sr. No.	References
1.	Frazier William C and Westhoff, Dennis C. 2004 Food Microbiology, TMH, New Delhi.
2.	Jay, James M. 2000 Modern Food Microbiology, CBS Publication, New Delhi.
3.	Banwart JM. (1987). Basic Food Microbiology. 1st edition. CBS Publishers and Distributors, Delhi, India.
4.	Pelczar MJ, Chan E.C.S and Krieg, Noel R 1993 Microbiology, 5th Ed., TMH, New Delhi.
5.	Lawley, R., Curtis L. and Davis, J., 2004 The Food Safety Hazard Guidebook, RSC publishing.
6.	De Vries, 1997, Food Safety and Toxicity, CRC, New York.
7.	Marriott, Norman G., 1985, Principles of Food Sanitation, AVI, New York.
8.	Forsythe, S J, 1987, Microbiology of Safe Food, Blackwell Science, Oxford, 2000 & Sons; USA.

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

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

Course Code	UH06MAFDN03	Title of the Course	Practical based on UH06MAFDN01&UH06MAFDN02
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"><li>1. To describe the characteristics of foodborne, waterborne and spoilage microorganisms.</li><li>2. To identify the methods for their isolation, detection and identification.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to the Basic Microbiology Laboratory Practices and Use of microbiological equipment – Microscope, Autoclave, Incubator, Inoculation chamber/Laminar air flow	4
2.	Learning and use of microscope, Autoclave and its different parts	4
3.	Demonstration of bacterial cultivation: Preparation and sterilization of media-inoculation and incubation	4
4.	Staining of Bacterial smears: Simple staining	7
5.	Staining of Bacterial smears: Gram's staining	4
6.	Examination of micro-organisms in air, water, milk.	4
7.	To perform lactobacilli from curd	4
8.	Bacteriological Analysis of Water	4
9.	Assessment of surface sanitation by swab/rinse method	4
10.	Assessment of personal hygiene	4
11.	Scheme for the detection of food borne pathogens	4
12.	Preparation of plans for implementation of FSMS - HACCP, ISO: 22000	4
13.	To plan and formulate diet in liver disease- (a)Viral Hepatitis with mild and moderate jaundice,	13



	(b) Cirrhosis of liver	
14.	To plan and formulate diet in Kidny diseases- (a)Acute and Chronic Glomerulonephritis (b)Nephrotic syndrome (c)Chronic Renal failure (d)Kidney stones.	16
15.	To plan and formulate diet in (a)Insulin Dependent Diabetes Mellitus (b) Non-Insulin Dependent Diabetes Mellitus	10
16.	To plan and formulate diet in heart disease – (a)Hypertension (b)Atherosclerosis	10

Teaching-Learning Methodology	Demonstration, experiential learning, video clips, lecture method, discussion
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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.	To evaluate different microorganisms through practicals in the laboratory.
2.	To understand the methods for their isolation, detection and identification.

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

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

Course Code	UH06MAFRM01	Title of the Course	Theory- Residential Space Planning
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To gain knowledge of planning principles for designing residential spaces.</li><li>2. To acquaint them with factors affecting choice of housing.</li><li>3. To develop the ability of understanding various interior and exterior plans.</li><li>4. To inculcate the skill in the students to plan beautiful and harmonious exteriors.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Space planning in residential buildings (a) Functions of house (b) Classification of residential buildings (c) Factors influencing selection of housing (d) Efficient space requirement for various rooms of interior space	25
2.	Housing Decisions (a) Renting and owning a house (b) Buying a new house (c) Buying existing house (d) Building a house: House Planning, Selection of site (e) Building byelaws (f) Types of plans	25
3.	Space planning principles and landscape (a) Basic principles of interior space planning: Aspect, Prospect, Privacy, Grouping, Roominess, Furniture requirements, Sanitation, Flexibility, Circulation (b) Landscaping and interior scaping for residential buildings	25
4.	Housing finance schemes (a) Government (b) Semi government (c) Private	25

Teaching-Assignments, Learning	Lecture, Role play, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes Methodology, Power -point Presentations, ICT enabled Teaching, Market survey.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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.	Clearly classify types of building and confidently take various decisions related to housing.
2.	Practicing knowledge gained on selection of site and building principles in real life situations
3.	Apply the principles of interior and exterior space design while making or evaluating the house plans.

Suggested References:	
Sr No	References
1.	Deshpande, R.S.(1997). <i>Build your own Homes</i> . Poona: United Book Corporation.
2.	Deshpande, R.S.(1978), <i>Modern ideal homes for Indians</i> . Poona: United Book Corp.
3.	Bindra, S.P. and Arora, S.P. (2003). <i>Building Construction</i> . New Delhi: Ganpatrai Publication.
4.	Agan, M.S.(1970). <i>The house its plan and use</i> . New Delhi: Oxford & IBH pub.co.
5.	Deshpande, R.S.(2000). <i>House of Middle Class Family</i> . Anand: Charotar Pub House.
6.	Sherwood, R. F. (1972). <i>Homes today and tomorrow</i> . Peoria: Populux Books.
7.	Lancaster, S. P. (1977). <i>Gardening in India</i> . Published by Oxford and IBH Publishing Co. Pvt. Ltd.
8.	Trivedi, P.P. (1983). <i>Home Gardening</i> . New Delhi: Published by ICAR.
9.	Bhattacharjee, S.K. (2004) <i>Landscape Gardening and Design With Plants</i> . Jaipur: Aavishkar Publishers, Distributors

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

Course Code	UH06MAFRM02	Title of the Course	Theory- Building Structure and Materials
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To familiarize them with exterior and interior features of the house.</li><li>2. To explain the domestic services essential for a building.</li><li>3. To give an insight for the recent trends in construction materials and finishes</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	<b>Building components &amp; Exterior Construction features</b> (a) Foundation: requirement ,function, types of deep and shallow foundation (b) Roof: Pitched & flat. (c) Wall: Load bearing & non load bearing	25
2.	<b>Interior Construction features of house</b> (a) Stairways : terms and types (b) Doors and Windows : location, terms ,types (c) Floors: construction , material	25
3.	<b>Construction Materials</b> (a) Structural material: Brick, Cement, Plaster, Mortar, Concrete, R.C.C, Stone, metal, prefabricated material. (b) Finishing Materials: Paints, Wall Paper, Glazed tiles, Wood, plastic (c) Approximate cost of building materials and finishes.	25
4.	<b>Domestic services in building</b> (a) Water Supply. (b) Drainage. (c) Electricity	25



Teaching-Assignments, Learning	Lecture, Role play, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes, Power -point Presentations, ICT enabled Teaching, Market survey.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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 materials used in the construction of the building.
2.	Know various structural features and types of latest trends in a building.
3.	Determine the materials best suited for a particular building

Suggested References:	
Sr No	References
1.	Agan, M.S.(1970). <i>The house its plan and use</i> . New Delhi: Oxford & IBH pub.Co.
2.	Bindra, S.P. & Arora,S. P.(2003). <i>Building Construction</i> . New Delhi: Dhanpat Rai Pub.
3.	Deshpande, R.S. (1978). <i>Modern ideal homes for Indians</i> . New Delhi: United Book Corp.
4.	Arora, S.P. & Bindra, S.P. (2013). <i>A Text book of Building Construction</i> . New Delhi: Dhanpat Rai Publications.





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Course Code	UH06MAFRM03	Title of the Course	Practical based on UH06MAFRM01 & UH06MAFRM02
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none"><li>1. To develop understanding about various interior and exterior plans.</li><li>2. To inculcate the skill for planing beautiful and harmonious exteriors.</li><li>3. To identify various materials used in the construction of the building.</li><li>4. To know structural features and types of latest trends in a building</li><li>5. To get acquainted with the materials best suited for a particular building</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Draw sun diagram and find out the direction of various rooms as per the diagram	04
2.	Draw architectural blue print symbols used in house plans for interior and exterior space design.	04
3.	Understanding architecture scales for making house plans and Make a floor plan of one room kitchen	08
4/5/6	Drawing floor plans of houses for different income groups. <ul style="list-style-type: none"><li>● LIG</li><li>● MIG</li><li>● HIG</li></ul>	12
7/8.	Plan and draw furniture requirements of various rooms in a residence	04
9.	Collection of various pictures of space design and their evaluation according to the principles of planning	04
10.	Visit to nursery to get the knowledge about various plants, flowers, shrubs and hedges to be used for exterior space.	04
11/12.	Drawing landscape plans of houses for different income groups.	08



13.	Collection and identification of various building materials use in house construction.	08
14	Introduction to concept of model making and various materials and tools used for model making	04
15.	Preparation of base for models using wood or boards: Introduction to block models of buildings (or 3D Compositions) involving the usage of various materials like Thermocol, Soap/Wax, Boards, Clay Flex etc.	04
16/17.	Scaled models of furniture of various rooms	08
18.	Developing building models - showing details on exterior components – Windows/Glazing/treatment, Doors, Sunshades, Wall Panel, Roof	08
19/20.	Creating models showing interior of house with furniture and interior components.	08
21/22	Creating various site elements – Contour representation, Roads/Pavements, Trees/Shrubs, Lawn, Water bodies, Street furniture, Fencing etc.	08
23..	Visits to various construction sites.	04

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

<p>Course Outcomes:</p> <p>Having completed this course, the learner will be able to</p>
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1.	Understand space design organization for optimum comfort and functionalism.
2.	Apply the principles of interior and exterior space design while making or evaluating the house plans
3.	Draft house plans based on standard guidelines and principles
4.	Identify various materials used in the construction of the building.
5.	Know various structural features and types of latest trends in a building.
6.	Determine the materials best suited for a particular building.

Suggested References:	
Sr No	References
1.	Agan, M.S.(1970). <i>The house its plan and use</i> . New Delhi: Oxford & IBH pub.Co.
2.	Bindra, S.P. & Arora,S. P.(2003). <i>Building Construction</i> . New Delhi: Dhanpat Rai Pub.
3.	Deshpande, R.S. (1978). <i>Modern ideal homes for Indians</i> . New Delhi: United Book Corp.
4.	Arora, S.P. & Bindra, S.P. (2013). <i>A Text book of Building Construction</i> . New Delhi: Dhanpat Rai Publications.
5.	Lancester, S. P. (1977). <i>Gardening in India</i> . Published by Oxford and IBH Publishing Co. Pvt. Ltd.
6.	Deshpande, R.S.(2000). <i>House of Middle Class Family</i> . Anand: Charotar Pub House.
7.	Deshpande, R.S.(1978). <i>Modern ideal homes for Indians</i> . Poona: United Book Corp.

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

Course Code	UH06MAHUD01	Title of the Course	Theory- Early Childhood Care & Education
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	<ol style="list-style-type: none"><li>1. To know the importance of early childhood years and significance of early childhood, education.</li><li>2. To develop insight into the historical developments – global and Indian including the current programs and policies in ECCE.</li><li>3. To understand the meaning of curriculum and its various components and different curriculum pedagogical approaches in ECE</li><li>4. To develop a understanding of how young children learn and grow.</li><li>5. To know the importance of developmental assessment of young children.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Early Childhood Care and Education: The Indian Context (a) Concept, meaning, scope ,importance and significance of ECCE i. Developmental perspective ii. Neuroscience perspective iii. Human rights perspective (b) Aims and objectives of ECCE– General and specific (c) Expansion from ECE to ECCE to ECD. (d) Polices Perspective in ECCE- i National Policy on Early Childhood Care and Education 2013 ii New Education Policy, 2020 iii Current Policies in ECCE, (e) Programmes of ECCE (f) Establishing linkages between ECCE and Primary Education (g) Present status of young children in India (h) Types of ECCE service delivery – Government funded- Anganwadi, Laboratory nursery school, Franchises, Play centres, Day-care, Montessori, Kindergarten, Balwadi,	25
2.	Understanding ECCE Curriculum Framework (a) Defining curriculum in ECCE (b) Transaction of ECCE Curriculum, Objectives and Guidelines	25



	<ul style="list-style-type: none"> <li>i. Sensory and perceptual development</li> <li>ii. Physical and Motor Development</li> <li>iii. Language Development-Major areas that need attention, development of listening and speaking skills, development of reading and writing readiness</li> <li>iv. Cognitive development- Major areas</li> <li>v. Creative and Aesthetic appreciation</li> <li>vi. Personal, Social and Emotional development</li> </ul> <p>(c) Care, Early Stimulation and School Readiness- At Home and ECCE  (d) Curriculum issues and concerns  (e) Involvement of parents in ECCE programme  (f) Strategies for parent education and involvement</p>	
3.	<p>Planning for implementation of ECCE Curriculum</p> <ul style="list-style-type: none"> <li>(a) Long term and short term Planning</li> <li>(b) Theme based planning and activities on the theme</li> <li>(c) Methodology used in ECCE-Play and activity based approach</li> <li>(d) Principles and programme planning- <ul style="list-style-type: none"> <li>i. Individual and Group activities</li> <li>ii. Free and Guided activities</li> <li>iii. Indoor and Outdoor games</li> <li>iv. Small and Large Group activities</li> <li>v. Child initiated and Teacher initiated activities</li> <li>vi. Child guided and Teacher guided activities</li> <li>vii. Concrete and Abstract, Simple to complex, Known to unknown</li> </ul> </li> <li>(e) Managing ECCE Programme</li> <li>(g) Non – Formal &amp; Formal or Structured Education :- <ul style="list-style-type: none"> <li>i Concept of non – formal &amp; formal Education.</li> <li>ii Play way methods</li> <li>iii Integrated approach to learning</li> <li>iv Psychological effect of pressure on educational / play activities.</li> </ul> </li> </ul>	25
4.	<p>Monitoring and supervision of ECCE</p> <ul style="list-style-type: none"> <li>(a) Need of monitoring and supervision of ECCE</li> <li>(b) Quality standards of ECCE</li> <li>(c) Set eight key of standards</li> <li>(d) Supervision of physical infrastructure</li> <li>(e) Supervision of ECCE curriculum implementation <ul style="list-style-type: none"> <li>i Philosophy of ECCE</li> <li>ii Classroom organization and management</li> <li>iii Assessments of Child’s learning</li> <li>iv Parent involvement</li> </ul> </li> <li>(f) Essential of records &amp; reports in preschool types, aim &amp; purpose – anecdotal, cumulative, sample work, medical.</li> <li>(g) Role &amp; Responsibilities and essential qualities of a teacher &amp; other personnel</li> <li>(h) ECCE equipment and materials for developing children’s corner</li> </ul>	25



Teaching-Learning Methodology	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Role Play, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	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	
1.	The students will come to know the importance of early childhood years and significance of intervention programs for early childhood development.
2.	The students will learn about the historical developments – global and Indian including the current programs and policies in ECCE.
3.	The students will be identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4.	The students will be analyse curriculum models and pedagogical approaches in early childhood education.
5.	The students will create developmentally appropriate programs for young children.

Suggested References:	
Sr.No.	References
1.	Feeney S., Galper A. & Seefeldt C. (2011). “ <i>Continuing Issues in Early Childhood Education</i> ”. PHI Learning Private Limited. New Delhi.
2.	Kaul, V. (2009). ‘ <i>Early childhood education programme</i> ’. National Council of Educational Research and Training, New Delhi.
3.	Mohanty, J. and Mohanty, B. (2007). ‘ <i>Early childhood education programme</i> ’. New Delhi: Deep & Deep Publications Pvt. Ltd.



4.	Mukherji, P. and Dryden, L. (Eds.) “ <i>Foundations of early childhood: Principles and practice</i> ”. UK: Sage Publishers.
5.	Roopnarine J. L. and Johnson J.E. (2009). “ <i>Approaches to Early Childhood Education</i> ” PHI Learning Private Limited. New Delhi.
6.	Saraswathi, T.H., Menon, S. & Madan, A. (eds.) (2018) “ <i>Childhoods in India traditions, trends and transformations.</i> ” New Delhi. Routledge.
7.	Sengupta, M. (2009). “ <i>Early childhood care and education</i> ”. New Delhi: PHI Learning Pvt. Ltd.
8.	Sharma, K.K., & Miglani, P. (2016). “ <i>Gender, school and society</i> ”. Patiala: Twenty First Century Publications.

On-line resources to be used if available as reference material	
On-line Resources	
Early Childhood Care and Education (n.d.) Retrieved from <a href="http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10._early_childhood_care,_education_and_development/14._aurobindo,_gijubhai_badheka,_tarabai_modak/et/6716_et_et.pdf">http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10._early_childhood_care,_education_and_development/14._aurobindo,_gijubhai_badheka,_tarabai_modak/et/6716_et_et.pdf</a>	
National Academies of Sciences, Engineering, and Medicine. 2012. The Early Childhood Care and Education Workforce: Challenges and Opportunities: A Workshop Report. Washington, DC: The National Academies Press. <a href="https://doi.org/10.17226/13238">https://doi.org/10.17226/13238</a>	
OECD. (2004). Curricula and pedagogies in early childhood education and care. Retrieved from <a href="http://www.oecd.org/education/school/31672150.pdf">http://www.oecd.org/education/school/31672150.pdf</a>	

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**SARDAR PATEL UNIVERSITY**  
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**Syllabus with effect from the Academic Year 2025-2026**

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

Course Code	UH06MAHUD02	Title of the Course	Theory- Developmental Challenges and Children with Disability
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop an understanding and awareness of the basic terms, issues and concepts related to disability.</li><li>2. To know about the educational and welfare programs, facilities and services available and the efficacy of the same.</li><li>3. To develop sensitivity towards parental coping and acceptance of the situation concerning disability in the family and learning outcomes.</li><li>4. To learn about the need and importance of studying children with different disabilities.</li><li>5. To identify the common disabilities prevalent in childhood.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	Special needs as a Discipline (a) Developmental disorders, disability, impairment, handicap: Concept and definition (b) Incidence and prevalence of disability in India. (c) Issues in classification and labelling. (d) Need for intervention special education & rehabilitation. (e) Main streaming. (f) Models of disability classifying disabilities (g) Demography of disability in India and present status of the field (h) Prevention and management of different disabilities (i) Role of family and community in management of disabled. (j) Rights of the child with disability (k) Special Education Programmes and Policies (l) Laws for disabled	25
2.	Child with sensory deficit- Auditory impairment, Visual impairment, Speech & language in communication disorder  (a) Definition – deaf & hard of hearing, Blindness Partial sight, legal & educational implication of definition (b) Classification (c) Genetic, prenatal, perinatal & environmental causes (d) Approaches to measurement – simple and clinical methods. (e) Techniques of identification and assessment	25



	<ul style="list-style-type: none"> <li>(f) Psychological and behaviour characteristics of children</li> <li>(g) Communication in children with hearing loss.</li> <li>(h) Prevention early treatment and stimulation.</li> <li>(i) Development of concepts in children from infancy to adolescence, early stimulation &amp; mobility training.</li> <li>(j) Family support and community services in treatment and management.</li> </ul>	
3.	<p>Child with Mental Retardation, Cerebral Palsy, Physically Challenged Children: Orthopedically Impaired</p> <ul style="list-style-type: none"> <li>(a) Definition of each impairment</li> <li>(b) Current classification</li> <li>(c) Genetic and environmental causes and prevention &amp; treatment approaches</li> <li>(d) Characteristic of children with mental retardation. Physical, motor, cognitive, language, personal, social &amp; emotional from infancy to adolescence. Its effect on the family.</li> <li>(e) Role of Family and community in acceptance, development &amp; integration of child.</li> <li>(f) Techniques of identification and assessment</li> <li>(g) Mental illness as different from retardation</li> <li>(h) Support mechanism.</li> <li>(i) Integration of children.</li> </ul>	25
4.	<p>Children with learning difficulties &amp; disabilities, Emotional Disturbance and Disabilities, Intellectually Challenged and Superior Children, Persons with other disabilities</p> <ul style="list-style-type: none"> <li>(a) Children with learning difficulties &amp; disabilities <ul style="list-style-type: none"> <li>i. Definition of Slow learners, Learning disabilities in Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia</li> <li>ii. Difference between difficulty &amp; disability.</li> <li>iii. Characteristics of these children.</li> <li>iv. Causes of learning disability.</li> <li>v. Profile of the learning disable child in the school and family.</li> <li>vi. Techniques of identification and assessment,</li> </ul> </li> <li>(b) Intellectually Challenged and Superior Children: Definition, Characteristics, Causes Techniques of identification and assessment</li> <li>(c) Persons with other disabilities: Autism, Spectrum Disorders; Multiple sclerosis, Dwarfism, Mental illness</li> </ul>	25



Teaching-Learning Methodology	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Role Play, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	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	
1.	The need and importance of studying children with different disabilities and how needs of these children differ from others.
2.	Understanding and awareness of the basic terms, issues and concepts related to disability.
3.	The educational and welfare programs, facilities and services available and the efficacy of the same.
4.	Sensitivity towards parental coping and acceptance of the situation concerning disability in the family and learning outcomes.

Suggested References:	
Sr.No.	References
1.	Balsara, M. (2011).” <i>Inclusive education for special children</i> ”. New Delhi: Kanishka Publishers.
2.	Chopra, G. (2012). “ <i>Early detection of disabilities and persons with disabilities in the community</i> ”. New Delhi:Engage Publications.
3.	Chopra,G., (2012). “ <i>Stimulating Development of Young Children with Disabilities at Anganwadi and at Home</i> ”: A Practical Guide. New Delhi: Engage publications. 30
4.	Dhawan, M. (2011). “ <i>Education of children with special needs</i> ”. New Delhi: Isha Books.
5.	Hegarty, S., & Alur, M. (Eds.). (2002). <i>Education and children with special needs: From segregation to inclusion</i> . New Delhi: Sage.



6.	Mangal, S. K. (2007).” <i>Exceptional children: An introduction to special education</i> ” New Delhi: Prentice Hall of India
7.	Mangal.S.K. (2017), “ <i>Educating Exceptional Children, An Introduction to special Education</i> ”, PHI learning private limited.
8.	Sharma, N. (Ed) (2010). <i>The Social Ecology of Disability</i> -Technical Series -3 Lady Irwin College. Delhi: Academic Excellence
9.	Sushi Kumar (2013), “ <i>Children with special need,</i> ” SAGE India Publications Pvt. Ltd.

On-line resources to be used if available as reference material
On-line Resources
<a href="http://www.ccdisabilities.nic.in/resources/disability-india">http://www.ccdisabilities.nic.in/resources/disability-india</a>
<a href="https://www.statista.com/statistics/1254621/india-disabled-children-by-states-and-union-territories/">https://www.statista.com/statistics/1254621/india-disabled-children-by-states-and-union-territories/</a>
<a href="https://www.unicef.org/india/topics/disabilities">https://www.unicef.org/india/topics/disabilities</a>
<b>Journals</b> 1. Disability and Society 2. Action Aid Disability News 3. Impairment and disability. 4. Asia Pacific Disability Rehabilitation Journal

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

Course Code	UH06MAHUD03	Title of the Course	Practical based on UH06MAHUD01 and UH06MAHUD02
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none"><li>1. To provide knowledge about the importance of planning a programme for young children.</li><li>2. To develop skills and abilities in the students to plan, implement and evaluate a programme.</li><li>3. To orient the students about the need and importance of studying children with different disabilities and how needs of these children differ from others.</li><li>4. To demonstrate first- hand experience of interacting and understanding children with disabilities.</li></ol>
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Course Content		
Sr. No.	Description	Weightage*(%)
1.	Observation of early childhood programs at government and non-governmental institutions. Design a child's portfolio based on your observation during the visit to an ECCE centre	4
2.	Visit the neighbourhood ECCE centre, Balwadi, Anganwadi, Crèches and Day – care centres study the children's and teacher's records maintained by them. Write a report of 150 words of your observation.	4
3.	List the activities for each domain to promote all round development in young children.	4
4.	Plan and record activities and methods of playful interactions to foster development in children (birth –two years and two –six years)	4
5.	Assessment of outdoor play equipment of an ECCE Centre. Assessment of indoor play equipment of an ECCE Centre. Assessment of water and toilet facilities of an ECCE Centre. Assessment of air, light and ventilation facilities of an ECCE Centre	4
6.	Planning & preparation of teaching aids & materials needed for young children such as puppets, posters, blocks, flash cards or any other.	4



7.	Prepare a list of innovative play activities and conduct workshops on low cost play materials/equipment's	4
8.	Developing worksheets to teach readiness concepts	4
9.	Prepare any stimulating material for 3 to 4/ 4 to 5 /5 to 6 /6 to 8 years old child for his language and social development.( Enhancing social and language skills)	4
10.	Prepare any stimulating material for 3 to 4/ 4 to 5 /5 to 6 /6 to 8 years old child for his physical , motor, cognitive, emotional development.	4
11.	Prepare a developmentally appropriate plan and its implementation.	4
12.	Methods and tools to assess progress of children and program. Draw up a set of questions to be asked during the selection interview of the teacher	4
13.	Design a three-hour ECCE programme in a preschool or 4- hour.	4
14.	Working and organizing activities for children with special needs.	4
15.	Meeting with families of children with special needs to plan an intervention programme.	4
16.	Case study of a child with special needs.	4
17.	Visit to institutions of children with special needs.	4
18.	Observing children with disabilities in families and institutions	4
19.	Prepare developmentally appropriate material for children with disabilities.	4
20.	Exploring audio-visual sources with reference to children with disabilities and their families.	4
21.	Interview the teachers of special school and parents to find out about their experiences, hopes, attitudes and difficulties faced.	4
22.	Gather information of latest trends, services available etc. through newspapers, magazine and other media. Learning Experiences	4
23.	Select psychometric tests or prepare questionnaire on (Ravens Progressive matrices, Portage, Tests for Detecting Learning Disabilities)	4
24.	Prepare a booklet on sign language.	4
25.	Prepare a speech therapy activities /games/Materials.	4

Teaching-Assignments Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Case Study Method.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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	
1.	Develop skills and abilities in the students to plan, implement and evaluate a programme.
2.	Understanding of different activities related to themes for normal and special children.
3.	The need and importance of studying children with different disabilities and how needs of these children differ from others.

Suggested References:	
Sr.No.	References
1.	Batra, P. (2010) " <i>Social Science learning in schools.</i> " Sage Publications.
2.	Beghetto, R., Kaufman, J. (2010) " <i>Nurturing creativity in classroom.</i> " Cambridge
3.	Berk, L.E. (2005). " <i>Child development</i> " (5th ed.). New Delhi: Prentice Hall.
4.	Berk, L. (2013). " <i>Child development</i> " 9th ed. Boston: Pearson. Chapter 3
5.	Bhangaokar, R, & Kapadia, S. (in press). <i>Human Development Research in India: A historical overview.</i> In G. Misra (Ed.), <i>Hundred years of Psychology in India.</i> New Delhi: Springer.
6.	Chambers, P. (2008) " <i>Teaching mathematics</i> ". Sage publications.
7.	Feldman, R., & Babu, N. (2009). " <i>Discovering the life span.</i> " New Delhi: Pearson
8.	Kaul, V. (1991). "Early Childhood Education Programme", New Delhi: NCERT.
9.	Kapadia, S. (2011). " <i>Psychology and human development in India</i> ". Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp. 37-42.
10.	Keenan, T., Evans, S., & Crowley, K. (2016). " <i>An introduction to child development</i> ". Sage Publication.

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

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**Syllabus with effect from the Academic Year 2025-2026**

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

Course Code	UH06MATCL01	Title of the Course	Theory-Dyeing and Printing of Textiles
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To introduce basics of dyeing, printing and finishing</li><li>2. To Inculcate the knowledge of auxiliaries and chemicals used for dyeing and printing</li><li>3. To enhance the understanding of the relation between the dyes, pigments and fabrics.</li><li>4. To Develop the skills in doing dyeing and printing of textiles</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<b>Introduction</b> (a) History of dyeing and printing (b) Terms related to colour Dye, pigment, light, hue, value, intensity (c) Digital colour models: CMYK. RGB (d) Colour matching system (e) Directional and non-directional printing	25
2.	<b>Basics of Dyeing and Printing</b> (a) Classification of dyes (b) Classification of Printing (c) Difference between dyes and pigments (d) Pre-preparation of fabrics before dyeing and printing- Desizing, scouring, bleaching, mercerization, carbonization (e) Heat setting: processing method	25



3.	<p>Dyeing</p> <p>(a) Classification of dyes</p> <p>(b) Auxiliaries and machineries used for dyeing (Dyestuff, Wetting agent, Solvents, Solution aids &amp; dispersing agents, Thickeners, Defoaming agents, Oxidizing &amp; reducing agents, Catalyst &amp; oxygen Carriers, Acids &amp; alkalis, Carriers &amp; swelling agents, Miscellaneous )</p> <p>(c) Methods for dyeing</p> <p>(d) Factors affecting dyeing</p> <p>(e) Dyeing of cotton, wool and silk</p> <p>(f) Dyeing of viscose and polyester</p> <p>(g) Natural dyeing methods and limitations</p>	25
4.	<p>Printing</p> <p>(a) Preparation of print paste and printing table</p> <p>(b) Pigments and dyes used</p> <p>(c) Direct style of printing</p> <p>(d) Resist style of printing</p> <p>(e) Discharge style of printing</p> <p>(f) Novel techniques of printing- Spray printing, Flock printing, Transfer printing, Photographic printing, Digital printing</p> <p>(g) Fixation and after treatment processes</p>	25

Teaching-Learning Methodology	Lectures along with power point presentation/ videos on industrial methods/hands on experience for dyeing and printing on textiles/visit to Dyeing and Printing unit
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	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 use of auxiliaries and chemicals in dyeing and printing.
2.	Differentiate among the dyes, pigments and fabrics.



3.	Identify the application of particular finish on different types of textiles.
4.	Understand the process of Dyeing and printing on textiles.
5.	Redevelop the required shade from batch to batch.

Suggested References:

Sr. No.	References
1.	Corbman,B.P.(1983). <i>Textile Fibers to Fabrics</i> . New York: Mc.Grow Hill International Editions.
2.	Murphy V & Gill (2000). <i>Tie- Dyed textiles of India, Traditions &amp; Trade</i> . Chandigarh: Abhishek Publications.
3.	Booth, J.E (1996), <i>Principles of Textile Testing</i> , CBS, New Delhi.
4.	Mishra. S. P. (2020), <i>Science and Technology of Textile Dyeing and Colouration</i> , Newage, New Delhi.
5.	Trotman E. (1975). <i>Dyeing Chemical Technology of Textiles</i> . London: Charles Griffin.
6.	Chuadhary . C.(2013), <i>Textile Testing and Instruments</i> , Crescent Publications, New Delhi.
7.	Murphy W.S.(2000). <i>Textiles Finishing</i> . Chandigarh: Abhishek Publication.
8.	Mishra,S.P. (2000). <i>A Text book of fiber Science &amp; Technology</i> . New Delhi: New age International Publication.

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**Syllabus with effect from the Academic Year 2025-2026**

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

Course Code	UH06MATCL02	Title of the Course	Theory-Computer Aided Designing in Textiles and Apparels
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To acquaint students with application of computers in textiles and clothing.</li><li>2. To acquire skills in using computers in the field of Textiles and Clothing</li><li>3. Develop knowledge in selection of 3D and selection of Fashion multimedia to current fashion trends.</li><li>4. Understand software applications, digitizing and grading system used in textile industries.</li><li>5. Explore the functions of various computer applications.</li><li>6. Understand the significant role of computerised machines in Textiles and apparels</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to CAD & CAM in Textiles & Clothing (a) Usage and application of CAD (b) Usage and application of CAM (c) Basics of Design Software-CorelDraw, Adobe Photoshop	25
2.	(a) MS Office: Word – basics of tools and their usage, Excel – basics of tools and their usage, Power point – basics of tools and their usage (b) Textile and garment design using Photoshop and Corel draw i. Introduction to tools ii. Usage and application of tools iii. Making of logos	25
3.	(a) Introduction to CAD-CAM: Usage and Application of CAD, introduction of CAM, Software Application through CAD (b) Computer Application in Fashion Designing-Design Creation- Theme Rendering- 3D Modeling- Body Scanning-Texture Mapping-Design Studio Fashion Studio- Fashion Multimedia Concepts	25
4.	Computer Application in Pattern Making- Process involved in Pattern Making Grading Marker Planning-Laying-Cutting- Labelling-Duplicating. Computerized Sewing Machine	25



Teaching-Learning Methodology	Lectures along with power point presentation/ Using demonstration, assignments, online learning apps, discussions etc.
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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.	Semester End Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the computer applications.
2.	Type, edit and format files in MS OFFICE.
3.	Get knowledge about the advantages of CAD in Textiles and apparels.
4.	Understand the usages of computers in textiles and apparels.

Suggested References:	
Sr. No.	References
1.	Armstrong. H. (2010), <i>Pattern Making for Fashion Design</i> , Peason Publishers, Chennai
2.	Bezant C.E, (1983), <i>Computer aided design and manufacture</i> , Ellis Horwood, England
3.	<i>CAD in clothing and textiles</i> , Winfred Aldrich, Blackwel science, 1994
4.	Veinsinet D O, 1987, <i>Computer aided drafting and design –concept and application</i>
5.	P K Sinha, (1992), <i>Computer Fundamentals</i> , BPB Publications, Delhi
6.	Gerry Cooklin, (1990), <i>Pattern Grading for Women's Clothes The Technology of sizing</i> , Blackwell Science Ltd

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**Syllabus with effect from the Academic Year 2025-2026**

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

Course Code	UH06MATCL03	Title of the Course	Practical based on UH06MATCL01 & UH06MATCL02
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"><li>1. Introduce basic methods of dyeing, printing and finishing</li><li>2. Inculcate the knowledge of auxiliaries and chemicals used for dyeing and printing</li><li>3. Develop the skills in doing dyeing and printing of textiles</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Preparation of fabric for dyeing and printing (a) Scouring, desizing, bleaching	4
2.	Dyeing of cotton yarn and fabric with direct dyes.	4
3.	Dyeing of cotton yarn and fabric with vat dyes.	4
4.	Dyeing of cotton yarn and fabric with reactive dyes.	4
5.	Dyeing of silk yarn and fabrics with basic and acid dyes.	4
6.	Dyeing of wool and nylon yarn and fabrics with basic and acid dyes.	4
7.	Designing 05 motifs for each printing methods as • Block printing, Stencil printing, Batik printing, Screen printing , Tie & Dye	4
8.	Developing/ Making of -Block ,Screen , Stencil For printing	4
9.	Fabric printing using Direct style - block, stencil and screen	4
10.	Fabric printing using Resist style- Tie &Dye, Batik	4



11.	Application of starch by varying concentration and material (a) Natural starch (b) Synthetic starch	4
12.	Product development Printing on garments/ Home textile by different styles of Direct and Resist style	4
13.	Introduction and usage of Tools : Ms-Office: Word/Excel/PowerPoint	4
14.	Introduction to fashion trend forecasting websites, how to navigate the website, sourcing the computer about fashion trend forecasting	4
15.	Introduction to Photoshop and Coral Draw: Detail of tools and application in textile designing	4
16.	Textile Design using CAD (Coral draw/ Photoshop) Creating designs for printing - Natural -Geometrical -Stylized	4
17.	Preparation of visiting card/invitation card for fashion brand coral draw/photoshop software	4
18.	Designing of e-banner for a fashion brand opening using coral draw/photoshop software	4
19.	Create Mood / Inspiration, client / customer, colour and Texture board using Photoshop/Coral Draw	4
20.	Developing Croqui figures for men using Photoshop/ Corel Draw.	4
21.	Developing Croqui figures for women using Photoshop/ Corel Draw.	4
22.	Developing Croqui figures for children using Photoshop/ Corel Draw.	4
23.	Develop a design (motif) and place it (using any one placement methods) on a bed sheet/saree/table cloth/curtain/ dress material.	4
24.	Design flat sketches along with stitch specification for the following: Children – Girls (A-line & yoke frock), Boys (shirt & shorts) Adults – Women’s (Top, Skirt, gown), Men’s (Shirt, Kurtha, Trouser) any one of each category.	4



25.	Draping of garments on men's, women's & children: Casual, Party, Night, Sports, Office/formal wears (any two) using Fashion Studio software / Photoshop / Corel Draw	4
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Teaching-Learning Methodology	Using demonstration, Multimedia, practice sessions, assignments, online learning apps, discussions, hands on experience for dyeing and printing on textiles/visit to Dyeing and Printing unit.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal 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.	Describe the basics of dyeing, printing and finishing.
2.	Understand the relation between the dyes, pigments and fabrics.
3.	Apply Dye and print on textiles
4.	Recreate the required shade from batch to batch
5.	Use different lines, shapes and objects to develop designs.
6.	Make computer presentations using PowerPoint and other software with effective visual effects like sound and movement.
7.	Do basic editing of images collected in Photoshop.
8.	Transform data such as crop and repair images collected
9.	Take good photographs of their works.







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

Course Code	UH06MIFDN01	Title of the Course	Theory-Anatomy and Physiology
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To Identify anatomical features of the body, including cells, tissues, organs and organs systems</li><li>2. To describe the gross anatomy of the organs composing organ systems.</li><li>3. To relate biological structure and function of various organ systems.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"><li>(a) Gastrointestinal System: Structure and function of various organ of the GI tract, digestion and absorption of food and the role of enzymes and hormones.</li><li>(b) Cardiovascular System: Blood and its composition, blood groups, coagulation of blood. Structure and function of heart</li><li>(c) Excretory System: Structure and function of kidney, bladder, formation of temperature of the body.</li></ol>	50
2.	<ol style="list-style-type: none"><li>(a) Respiratory System: Structure of respiratory System. Mechanism of respiration</li><li>(b) Elementary anatomy of nervous system. Function of different parts of the brain in brief. Sympathetic and parasympathetic nervous system.</li><li>(c) Reproductive System: Structure and function of Sex glands and organs</li><li>(d) Sensory organs: Eyes, Ears and Skin</li><li>(e) Skeletal System</li></ol>	50

Teaching-Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brainstorming method, Observational method, Use of ICT
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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 concepts and knowledge of general anatomical terminology and physiology towards clinical problem solving.
2.	Develop scientific reasoning and the ability to interpret patient data.

Suggested References	
Sr. No	References
1.	Waugh, A., & Grant, A. (2018): Ross & Wilson Anatomy and Physiology in Health and Illness, (13th ed). Churchill Livingstone Elsevier.
2.	Chatterjee, Chandni Charan (1998): Textbook of Medical Physiology

On-line resources to be used if available
On-line resources
<a href="https://allmedicalpdfs.com/ross-wilson-anatomy-and-physiology-pdf/">https://allmedicalpdfs.com/ross-wilson-anatomy-and-physiology-pdf/</a>
<a href="http://epgp.inflibnet.ac.in/Home">http://epgp.inflibnet.ac.in/Home</a>

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

Course Code	UH06MIFDN02	Title of the Course	Practical-Anatomy and Physiology
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To learn the blood group types</li><li>2. To learn the use of Sphygmomanometer</li><li>3. To sensitise to the various types of cells and tissues</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Identification of prepared slides of different types of epithelial tissues and their functions in the body a) simple squamous epithelium b) simple cuboidal epithelium c) simple columnar epithelium	8
2.	Identification of prepared slides of different types of epithelial tissues and their functions in the body a) stratified squamous epithelium b) stratified cuboidal epithelium c) stratified columnar epithelium	8
3.	Identification of prepared slides of different types of connective tissues and their functions in the body	8
4.	Identification of prepared slides of different types of muscle tissues and their functions in the body	8
5.	Identification of prepared slides of different types of nervous tissues and their functions in the body	8
6.	Preparation of blood film and identification of white blood cell, counting of blood cells.	8
7.	Determination of hemoglobin.	8
8.	Determination of bleeding time of blood.	8
9.	Determination of clotting time of blood.	8
10.	Estimation of Blood group.	10



11.	Measurement of blood pressure with digital instrument and Sphygmomanometer and measuring pulse rate	10
12.	Learn the use of Glucometer and its interpretation	8

Teaching-Learning Methodology	Demonstration, experiential learning, video clips, discussion
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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, 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 different types of blood groups.
2.	Use of Sphygmomanometer and importance of normal blood pressure.
3.	Use Glucometer and interpret the readings.

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

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

Course Code	UH06MICFRM01	Title of the Course	Theory- Personal Finance Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To identify the importance of wise use of money as a resource.</li><li>2. To develop an appreciation for financial management in family living.</li><li>3. To analyse key issues related to credits and mortgages.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1	Income and financial management (a) Meaning and importance of financial management (b) Types of income (c) Income profiles (d) Methods of handling money (e) Family life cycle and use of money	50
2.	Family budget and account-keeping (a) Importance of Budgeting (b) Factors influencing the budget. (c) Advantages and disadvantages of making a budget. (d) Steps in making a budget. (e) Engels law of consumption (f) Account keeping and its types.	50

Teaching-Learning Methodology	Participatory lectures with active learning, reflective learning, written exercises, collaborative learning, problem-solving, lecture, tutorials, library use, and e-learning through videos coupled with a market survey, field-based learning, Assignments
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCSR.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 importance of wise use of money as a resource.
2.	Understand the role of consumer in the market.
3.	Become aware of marketing conditions, rights and responsibilities of consumers.
4.	Recognize the problem while purchasing goods/ services from market.

Suggested References:	
Sr. No.	References
1.	Ogle, N., Srinivasan, K., Varghese. (1996). <i>Home Management</i> , New Delhi: New Age International House.
2.	The Educational Planning Group Delhi. (1993). <i>Home Management</i> . New Delhi: Arya Publishing House.
3.	Shukul, M. and Gandotra, V. (2006). <i>Home Management and Family Finance</i> . New Delhi: Dominant Publishers and Distributors.
4.	Sawhney, H. K., and Mital, M. (2007). <i>Family Finance and Consumer Studies</i> . New Delhi: Elite Publishing House Pvt. Ltd.
5.	Sarkar, A. (1989). <i>Problems of Consumers in Modern India</i> . Delhi: Discovery Publishing House.
6.	Agarwal, Anju (1989). <i>A Practical Handbook for Consumer</i> . Bombay: India book house.

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

Course Code	UH06MIFRM02	Title of the Course	Practical- Personal Finance Management
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To identify the importance of wise use of money as a resource.</li><li>2. To develop an appreciation for financial management in family living.</li><li>3. To analyse key issues related to credits and mortgages.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Write the steps in making family budget in various categories for different income groups.	10
2.	Drafting family budget for Low-income groups by giving situations	10
3.	Drafting family budget for Middle income groups by giving situations	10
4.	Drafting family budget for High income groups by giving situations	10
5.	(a) Make a list of your immediate needs (short term expenditure) and needs which can be fulfilled at a later date (long time expenditure). (b) Analyse and discuss the flaws in your priority lists.	10
6.	To prepare a customized budget for your own family with specified income and goals.	10
7.	To find out current saving schemes from various financial institutions.	10
8.	To prepare a report on current insurance schemes from various financial institutions.	10
9.	To write different income tax slabs and methods of calculating income tax	10



10.	Learning to fill various forms and digital mode of money transfer.	10
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Teaching-Learning Methodology	Participatory lectures with active learning, reflective learning, written exercises, collaborative learning, problem-solving, lectures (black-board and chalk), tutorials, library use, and e-learning through videos coupled with a market survey, field-based learning, Assignments
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination(As per CBCSR.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCSR.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the importance of wise use of money as a resource.
2.	To develop an appreciation for financial management in family living.

Suggested References:	
Sr. No.	References
1.	Ogle,N.,Srinivasan,K.,Varghese,M.A.(1996). <i>HomeManagement</i> ,NewDelhi:NewAge International House.
2.	TheEducationalPlanningGroupDelhi.(1993). <i>HomeManagement</i> .NewDelhi:Arya Publishing House.
3.	Shukul,M.andGandotra,V.(2006). <i>HomeManagementandFamilyFinance</i> .NewDelhi: Dominant Publishers and Distributors.
4.	Sawhney,H.K.,andMital,M.(2007), <i>FamilyFinanceandConsumerStudies</i> .NewDelhi: Elite Publishing House Pvt. Ltd.

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

Course Code	UH06MIHUD01	Title of the Course	Theory- Fundamentals of ECCE
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	<ol style="list-style-type: none"><li>1. To know the importance of early childhood years and significance of intervention programs for early childhood development.</li><li>2. To develop insight into the historical developments – Global and Indian including the current programs and policies in ECCE.</li><li>3. To develop awareness of ECCE programs in different contexts in India.</li><li>4. To learn about different curriculum pedagogical approaches in early childhood education.</li><li>5. To impart knowledge on programme planning for young children.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Early Childhood Care and Education (a) Concept, meaning, scope and significance of ECCE (b) Expansion from ECE to ECCE to ECD. (c) Aims and objectives of ECCE– General and specific (d) Types of ECCE service delivery – Formal and informal; Government funded, Philosophy oriented, Laboratory nursery school, Franchise oriented	25
2.	ECCE in India (a) History of Early Childhood Care and Education in India. (b) Present status of young children in India. (c) Programmes / schemes and innovations in ECCE – ICDS, Balwadis, mobile crèches (d) National Policy on Early Childhood Care and Education 2020 (e) Curriculum Framework for Early Childhood Care and Education 2012/2013	25
3.	Early Childhood Curriculum (a) Definition and concept of curriculum (b) Curriculum approaches – subject centred, learner centred, community centred (c) Program planning – Principles, long & short – term, weekly & daily planning	25



	<p>(d) Activities for early childhood care &amp; education.- Routine activities, story- telling, music &amp; Rhymes, creative activities, science experiences, social studies experiences, children literature, reading, programs, field trips, festivals &amp; celebration.</p> <p>(e) Programme for young children.</p> <ol style="list-style-type: none"> <li>i. Importance of planning a programme for young children.</li> <li>ii. How to plan, implement and evaluate the programme?</li> <li>iii. Various teaching methods: emphasizing play way method, projected method, theme based approach and development of skills related to teaching writing arithmetic</li> </ol>	
4.	<p>Play and its importance</p> <p>(a) Play and its characteristics</p> <p>(b) Theories of play- surplus energy theory, recreational theory, recapitulation theory</p> <p>(c) Stages and types of play</p> <p>(d) Role of play in overall development of children</p> <p>(e) Teacher's role in creating environment and promoting play</p> <p>(f) Use of play way approach in the curriculum for young children.</p>	25

Teaching- Learning Methodology	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Role Play, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	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	
1.	The students will come to know the importance of early childhood years and significance of intervention programs for early childhood development.
2.	The students will learn about the historical developments – global and Indian including the current programs and policies in ECCE.



3.	The students will be identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4.	The students will be analyse curriculum models and pedagogical approaches in early childhood education.
5.	The students will create developmentally appropriate programs for young children.

Suggested References:	
Sr. No.	References
1.	Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra
2.	Agarwal, S.P. and Usmani, M. (2000). Children's education in India: from Vedic a. times to twenty first century New Delhi: Shipra.
3.	Canning, N. (2010) Play and practice in the early years: Foundation stage. New Delhi: Sage.
4.	Feeney S., Galper A. & Seefeldt C. (2011). Continuing Issues in Early Childhood Education. PHI Learning Private Limited. New Delhi.
5.	Kaul, V. (2009). Early childhood education programme. National Council of Educational Research and Training, New Delhi.
6.	Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
7.	Purkait, B.R. (2005). Milestones in modern Indian education. Kolkata: New Central Book Agency.
8.	Roopnarine J. L. and Johnson J.E. (2009). Approaches to Early Childhood Education. PHI Learning Private Limited. New Delhi.
9.	Saraswathi, T.H., Menon, S. & Madan, A. (eds.) (2018) Childhoods in India traditions, trends and transformations. New Delhi. Routledge.
10	Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.







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

Course Code	UH06MIHUD02	Title of the Course	Practical- Fundamentals of ECCE
Total Credits of the Course	02	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"><li>1. To know the importance of early childhood years and significance of early childhood, education.</li><li>2. To provide knowledge about the importance of planning a programme for young children.</li><li>3. To develop skills and abilities in the students to plan, implement and evaluate a programme.</li><li>4. To know the importance developmental assessment of young children.</li><li>5. To demonstrate first- hand experience of interacting and understanding children.</li></ol>
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Course Content		
Sr.No.	Description	Weightage*(%)
1.	Observations & participation in the nursery school, preschool, crèches & day care centre-for a week.	5
2.	Visit the neighbourhood ECCE centre, Balwadi, Anganwadi, Crèches and Day – care centres study the children’s and teacher’s records maintained by them. Write a report of 150 words of your observation.	10
3.	List the activities for each domain to promote all round development in young children.	10
4.	Plan and record activities and methods of playful interactions to foster development in children (birth –two years and two –six years)	5
5.	Planning & preparation of teaching aids & materials needed for young children such as puppets, posters, blocks, flash cards or any other.	5
6.	Prepare a list of innovative play activities and materials used by children in your neighbourhood/family.	10
7.	Developing worksheets to teaching readiness concepts	10
8.	Prepare any stimulating material for 3 to 4/ 4 to 5 /5 to6 /6 to 8 years old child for his language and social development. ( Enhancing social and language skills)	10
9.	Prepare any stimulating material for3 to 4/ 4 to 5 /5 to 6 /6 to 8 years old child for his physical , motor, cognitive, emotional development.	10
10.	Draw up a set of questions to be asked during the selection interview of the teacher	10
11.	Weekly programme planning for Balwadi, Nursery School. 3-Hours Or 4-hour	10
12.	Design a child’s cumulative record/child’s profile record based on your observation during the visit to an ECCE centre.	5



Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz and Case Study Method.	
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	
1.	The student will be able to develop demonstrate first- hand experience of interacting and understanding children.
2.	The student will acquire a detailed understanding of different activities related to themes for children.
3.	The students will understand the importance developmental assessment of young children.

Suggested References:	
Sr. No.	References
1.	Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall.
2.	Berk, L. (2013). Child development. 9th ed. Boston: Pearson. Chapter 3.
3.	Chambers, P. (2008) Teaching mathematics. Sage publications.
4.	Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson.
5.	Kaul, V. (1991). Early Childhood Education Programme. New Delhi: NCERT.
6.	Kaul, V. (2009). Early childhood education programme. National Council of Educational Research and Training, New Delhi.
7.	Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
8.	Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.

On-line resources to be used if available as reference material
On-line Resources
<a href="https://nios.ac.in/online-course-material/sr-secondary-courses/early-childhood-care-and-education-376.aspx">https://nios.ac.in/online-course-material/sr-secondary-courses/early-childhood-care-and-education-376.aspx</a>

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

Course Code	UH06MITCL01	Title of the Course	Theory- Fiber and Fabric Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Students will gain foundational knowledge of textile fibers, including their classification, properties, and common uses, enabling them to identify and understand different types of fibers.</li><li>2. Learners will develop an understanding of basic yarn types and fabric construction methods, helping them to recognize the importance of yarns and fabric structures in textile production</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Textile Fibers (a) Classification, Properties, and Uses of Textile Fibers (b) Natural Fibers: Cotton, linen, jute, pineapple, hemp, silk, wool, hair fibres, (c) Manufactured Fibers: viscose rayon, acetate rayon- nylon, polyester and acrylic. (d) Application of textile fibres.	50
2.	Yarns and Fabric Construction Methods  (a) Yarns: (i) Definition of yarn and manufacture of yarn. (ii) Classification of yarns (iii) Types of yarns: simple, novelty, textured, thread (iv) Properties of yarns: Yarn numbering systems and twist (b) Fabric Construction Methods (i) Weaving: classification, characteristics, and use (ii) Knitting: classification, characteristics, and use (iii) Non-woven- classification, characteristics and use (iv) Other methods- laces, braiding, tufting etc.	50

Teaching-Learning Methodology	Lectures, discussions, assignments, portfolio preparation of samples, collection of images and samples, surveys etc.
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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 classify various textile fibers based on their origin, properties, and applications, enabling informed decisions in textile selection and use.
2.	Identify basic yarn types and fabric construction methods, and assess their functional properties in relation to textile production and end-use.

Suggested References:	
Sr. No.	References
1.	Nakamar, A. (1996). <i>Fiber Science And Technology</i> . Bombay: Oxford & IBH Pub.
2.	Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i> .
3.	Gokaneshan, N. (2009). <i>Fabric Structure &amp; Design</i> . New Delhi: New Age International (P) Ltd.
4.	Corbman, B.P. (1983). <i>Textile-Fibers to Fabrics</i> . McGraw Hill International Editions
5.	Pizzuto, J. J. (2009). <i>Fabric science</i> (9th ed.). Fairchild Books.

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

Course Code	UH06MITCL02	Title of the Course	Practical- Fiber and Fabric Science
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. Develop the ability to accurately identify and classify various types of fibers, yarns, and fabrics through visual and microscopic analysis.</li><li>2. Gain practical skills in analyzing key fabric properties, including strength, weight, structure, and shrinkage, to assess their suitability for different applications.</li><li>3. Learn effective techniques for the care, maintenance, and testing of textiles, including stain removal, shrinkage testing, and fabric identification, to ensure proper handling and application.</li></ol>
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Course Content		
S.N.	Description	Weightage (%)
1.	Fiber Identification: Visual and Microscopic Appearance (a) Natural fibers: cotton, jute, silk, wool (b) Regenerated fibers: rayon, acetate	10
2.	Synthetic fibers Identification : polyester, nylon, acrylic	05
3.	Sample Collection of Yarn Types (a) Simple yarn: single, ply, cord (b) Novelty yarn (any 5 types): loop, slub, ratine, metallic (c) Textured yarn	10
4.	Analyze and identify: fiber type, yarn type, weave (a) Lightweight fabrics (b) Mediumweight fabrics (c) Heavyweight fabrics (e.g., muslin, lawn, organdie, georgette, drill, poplin, flannel, jersey, marquisite/net, velvet)	10
5.	Analyze and identify: Fabric count, GSM, end use, trade name (a) Light weight fabrics	10



	(b) Medium weight fabrics (c) Heavy weight fabrics  (e.g., muslin, lawn, organdie, georgette, drill, poplin, flannel, jersey, marquisite/net, velvet)	
6.	Sample collection and fabric identification (05 types each) (a) Woven fabrics (b) knitted fabrics (c) non-woven fabrics	10
7.	Collection of different wash and care labels attached in garment	5
8.	Care and Maintenance of Textiles (Washing, drying, and ironing techniques for different fabrics )	10
9.	Remove different types of stains from white cotton cloth – Ball Pen, Curry, Grease, Ink, Lipstick, Tea & Coffee (Condition fresh and old)	10
10.	Collection and Development of Fabric Portfolio (a) Apparel Women's Wear (4 fabric samples (2x2 inches) for each category: Formal, Casual, Party, Sports/Active, Leisure Wear.) (b) Furnishing (Fabrics for Curtains and Upholstery [4x4 inches].)	10
11.	Collection and Development of Fabric Portfolio (a) Household Applications (2 samples (4x4 inches) for each category: Kitchen Towels, Mop Cloths, Carpets, Table Cloths.) (b) Support Materials (Includes Interlinings, Linings, Tapes, Elastic, Shoulder Pads.)	10

Teaching-Learning Methodology	Demonstrations, Portfolio preparation of samples, collection of images and samples, surveys etc.
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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 will be able to accurately identify and classify a range of fibers and yarns using both visual and microscopic methods.
2.	Able to analyze and evaluate fabric properties such as strength, weight, structure, and shrinkage, applying this knowledge to determine the suitability of textiles for various uses.
3.	Perform effective care and maintenance, including stain removal and shrinkage testing.

Suggested References:	
Sr. No.	References
1	Corbman, B.P. (1983). <i>Textile Fiber to Fabrics</i> . McGraw Hill International Editions
2.	Gokaneshan, N. (2009). <i>Fabric Structure &amp; Design</i> . New Delhi:New Age International (P) Ltd.
3	Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i>
4.	Corbman, P.B.&Gregg. (1985). <i>Textiles Fiber to Fabric</i> . US :(6th Edition). Division/McGraw Hill Book Co.
5.	Kaplan, N. S. (2008). <i>Textile fibres</i> . Abhishek Publications
6.	Rastogi, M. (2009). <i>Fibres and yarn</i> . Sonali Publications.

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**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
**(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))**  
**Syllabus with effect from the Academic Year 2025-2026**

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

Course Code	UH06SEFDN01	Title of the Course	Internship
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"><li>1. To inculcate skills required for jobs/their placements</li><li>2. To expose students with the first-hand experience of their field of graduation</li><li>3. To integrating their theory and practical knowledge in practice.</li></ol>
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Teaching-Learning Methodology	Field experience
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Description
According to new UG programme all students are expected to do internship in a firm, industry, organization, Training Centre, NGO's etc. according to their specialization like local industry, Hotel internship, health and allied areas, artist, craft person, so that student may engage with practical side of their learning which will improve their employability Placement of students in related field The internship will be conducted during/after Diwali vacations.

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Evaluation will be carried out in following stages: <ul style="list-style-type: none"><li>• The students will be evaluated by the Supervisor at workplace</li><li>• At the institute the intern will be evaluated through seminar, viva-voce by internal supervisor on</li><li>• Attendance registers by organization and internal supervisor</li><li>• Report Submission</li><li>• Activities done by intern</li><li>• Presentation</li></ul>	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Achieve clarity for their job requirements
2.	Face and seek jobs or start their own unit
3.	Put their gained knowledge in practice

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

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

Course Code	UH06SEFRM01	Title of the Course	Internship
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"><li>1. To inculcate skills required for jobs/their placements</li><li>2. To expose students with the first-hand experience of their field of graduation</li><li>3. To integrating their theory and practical knowledge in practice.</li></ol>
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<b>Description</b>
According to new UG programme all students are expected to do internship in a firm, industry, organization, Training Centre, NGO's etc. according to their specialization like local industry, Hotel internship, health and allied areas, artist, craft person, so that student may engage with practical side of their learning which will improve their employability Placement of students in related field The internship will be conducted during/after Diwali vacations.

Teaching-Learning Methodology	Field experience
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<b>Evaluation Pattern</b>		
Sr. No.	Details of the Evaluation	Weightage
1.	Evaluation will be carried out in following stages: <ul style="list-style-type: none"><li>• The students will be evaluated by the Supervisor at workplace</li><li>• At the institute the intern will be evaluated through seminar, viva-voce by internal supervisor on</li><li>• Attendance registers by organization and internal supervisor</li><li>• Report Submission</li><li>• Activities done by intern</li><li>• Presentation</li></ul>	100%



Course Outcomes: Having completed this course, the learner will be able to	
1.	Achieve clarity for their job requirements
2.	Face and seek jobs or start their own unit
3.	Put their gained knowledge in practice

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

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

Course Code	UH06SEHUD01	Title of the Course	Internship
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"><li>1. To inculcate skills required for jobs/their placements</li><li>2. To expose students with the first-hand experience of their field of graduation</li><li>3. To integrating their theory and practical knowledge in practice. .</li></ol>
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<b>Description</b>
According to new UG programme all students are expected to do internship in a firm, industry, organization, Training Centre, NGO's etc. according to their specialization like local industry, Hotel internship, health and allied areas, artist, craft person, so that student may engage with practical side of their learning which will improve their employability Placement of students in related field The internship will be conducted during/after Diwali vacations.

Teaching-Learning Methodology	Field experience
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<b>Evaluation Pattern</b>		
Sr. No.	Details of the Evaluation	Weightage
1.	Evaluation will be carried out in following stages: <ul style="list-style-type: none"><li>• The students will be evaluated by the Supervisor at workplace</li><li>• At the institute the intern will be evaluated through seminar, viva-voce by internal supervisor on</li><li>• Attendance registers by organization and internal supervisor</li><li>• Report Submission</li><li>• Activities done by intern</li><li>• Presentation</li></ul>	100%



Course Outcomes: Having completed this course, the learner will be able to	
1.	Achieve clarity for their job requirements
2.	Face and seek jobs or start their own unit
3.	Put their gained knowledge in practice

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

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

Course Code	UH06SETCL01	Title of the Course	Internship
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"><li>1. To inculcate skills required for jobs/their placements</li><li>2. To expose students with the first-hand experience of their field of graduation</li><li>3. To integrating their theory and practical knowledge in practice.</li></ol>
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Description
<p>According to new UG programme all students are expected to do internship in a firm, industry, organization, Training Centre, NGO's etc. according to their specialization like local industry, Hotel internship, health and allied areas, artist, craft person, so that student may engage with practical side of their learning which will improve their employability</p> <p>Placement of students in related field The internship will be conducted during/after Diwali vacations.</p>

Teaching-Learning Methodology	Field experience
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<p>Evaluation will be carried out in following stages:</p> <ul style="list-style-type: none"><li>• The students will be evaluated by the Supervisor at workplace</li><li>• At the institute the intern will be evaluated through seminar, viva-voce by internal supervisor on</li><li>• Attendance registers by organization and internal supervisor</li><li>• Report Submission</li><li>• Activities done by intern</li><li>• Presentation</li></ul>	100%



Course Outcomes: Having completed this course, the learner will be able to	
1.	Achieve clarity for their job requirements
2.	Face and seek jobs or start their own unit
3.	Put their gained knowledge in practice

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