

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**  
**B.Sc. Home Science**  
**(Under Choice Based Credit Scheme) (Effect from June, 2022-23)**  
**Semester - FOURTH (HUMAN DEVELOPMENT)**

Course Type	Course Code (10 Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Duration in hrs	Marks		
							Internal	External	Total
<b>Ability Enhancement Courses</b>	UH04AHSC51	Entrepreneurship Management	T	2	2	2	15	35	50
<b>Core Courses</b>	UH04CHUD51	Childhood and Adolescence	T	4	4	3	30	70	100
	UH04CHUD52	Learning in Early Years	T	4	4	3	30	70	100
	UH04CHUD53	Learning in Early Years	P	2	4	3	15	35	50
	UH04CHUD54	Physical Growth & Health	T	2	2	2	15	35	50
	UH04CHUD55	Physical Growth & Health	P	2	4	3	15	35	50
<b>Skill Enhancement Courses</b>	UH04SHUD51	Activities and Resources for Child Development-II	T	4	4	3	30	70	100
	UH04SHUD52	Activities and Resources for Child Development-II	P	2	4	3	15	35	50
<b>Elective Courses (Any One)</b>	UH04EHSC51	Event Management	T	2	2	2	15	35	50
	UH04EHSC52	Counseling Techniques	T	2	2	2	15	35	50
	UH04EHSC53	Fashion Basics	T	2	2	2	15	35	50
	UH04EHSC54	Geriatric Nutrition	T	2	2	2	15	35	50
	UH04EHSC55	Integrated Personality Development	T	2	2	2	15	35	50
		<b>Total</b>		<b>24</b>	<b>30</b>		<b>180</b>	<b>420</b>	<b>600</b>



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

Course Code	UH04AHSC51	Title of the Course	Entrepreneurship Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Initiate entrepreneurial motive and impart skills and capabilities for entrepreneurship.</li><li>2. Ignite aspirations to become entrepreneurs and successful managers.</li><li>3. Analyse the environment related to small-scale industry and business.</li><li>4. Understand the process and procedures of setting up small enterprises.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Entrepreneurship (a) Conceptual: Meaning and definition of entrepreneurship (b) Entrepreneur: Meaning, qualities, functions and types of Entrepreneur. (c) Characteristics and barriers in entrepreneurship. (d) Enterprise: Definition, nature and classification (e) Forms of Organization – Sole proprietorship, partnership, Joint Stock Company (f) Role of entrepreneur in economic development.	30
2.	Finance and Sources for small scale industries (a) Accounting for enterprise: Meaning, need and objectives of accounting, Process of Accounting, Bookkeeping, Journal, Ledger: Balance Sheet, Final Accounts; Fixed capital & working capital; Auditing- Nature and types (b) Institutional support/ Sources: Commercial banks- Central level; State level.	30
3.	Problems of small sector: Management problems, marketing problems, sick units; Causes and remedies.	10
4.	Project formulation	30





	<ul style="list-style-type: none"><li>(a) Small scale enterprise: Definitions, types, characteristics.</li><li>(b) Steps for starting a small industry.</li><li>(c) Guidelines for preparing a project report.</li><li>(d) Steps in Project formulation</li><li>(e) Procedures and formalities (plant location, land, building, water and power.</li><li>(f) Project appraisal: Market feasibility, technical feasibility, financial and economic feasibility</li></ul>	
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Teaching-Learning Methodology	PowerPoint presentation. Lectures, discussion, industrial visit, ICT enabled teaching, project work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the concept of entrepreneurship, entrepreneur and enterprise
1.	The procedure to start a Small-Scale Industry.
2.	Foresee the type of risk factors of Small-Scale Industry.
3.	Identify ways to approach supportive Institutions and Banks for starting an enterprise.
4.	Focus on the formation of project proposal and practice effective accounting processes
3.	To develop business skills.

Suggested References:
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Sr. No.	References
1.	Dr. Rao, M., Biswas, M. (2019). <i>Entrepreneurship Development and Management</i> . Delhi: Anvi Books and Publishers.
2.	Desai, V. (2011). <i>Dynamics of Entrepreneurial development</i> . Mumbai: Himalaya Publishing House.
3.	Gupta, C.B. & Srinivasan, N.P. (2000). <i>Entrepreneurship Development in India</i> . New Delhi: Sultan Chand & Sons.
4.	Khanna, S.S. (2003). <i>Entrepreneurship Development</i> . New Delhi: S. Chand and Co Ltd.

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

On-line Resources

<https://socialinnovationacademy.org/>

<https://news.gcase.org/2011/10/24/what-is-entrepreneurial-management>

<https://en.wikipedia.org/wiki/Entrepreneurship>

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

Course Code	UH04CHUD51	Title of the Course	Childhood and Adolescence
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop an understanding about the need and importance of studying child and adolescent development.</li><li>2. To learn about the characteristics, needs and developmental tasks of infancy, early middle and late childhood, and early, middle and late adolescence.</li><li>3. To Identify the biological and environmental factors that affect development during childhood and adolescence.</li><li>4. To analyse key issues which influence childhood and adolescent development.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Childhood and Adolescent Development: Introduction, Concept, meaning of 'growth' and 'development', Concept of critical periods of development during infancy, childhood and adolescence, Importance of early stimulation and intervention during early years	25
2.	Development across Childhood and Adolescence: (a) Major characteristics of different stages of childhood and adolescence (infancy, early, middle and late childhood, puberty, early and late adolescence) (b) What are developmental tasks and milestones, and their importance? With reference to each domain of development (physical, cognitive, language, socio-emotional) characteristics, needs, developmental tasks and milestones of individuals from birth to 18 years are explained, Neonate (birth–1 month), Infancy (1 month–2 years), Early childhood (2-6 years), Middle childhood (6-11 years), Adolescence (12-18 years)	25
3.	Familial and Social Influences on Childhood and Adolescent Development : (a) Family influences on child and adolescent development (b) Influence of various parenting styles on development, behavior and functioning during childhood and adolescence (c) Moral development from early childhood to late adolescence in relation to societal norms and social understanding (d) Development of gender roles and perceptions, changes in gender	25





	identity from early childhood through adolescence	
4.	Childhood and Adolescent Development: Key Issues (a) Influence of peer relationships on development (b) Impact of media and its influences on development and learning (c) Role of nutrition in childhood and adolescent development. (d) Brief overview of aggression, gender roles and stereotypes, androgyny, friendship, popularity and rejection, sibling relations, juvenile delinquency, suicide, depression, elopement, puberty, early/late maturation, human sexuality, eating disorders during childhood and adolescence Late childhood (e) Problems of adolescents	25

Teaching-Learning Methodology	Regular lectures, exercises on observation and follow up discussion, case studies, films and documentaries, Point Presentation ,Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The students will develop an understanding about the need and importance of studying child and adolescent development.
2.	The students will learn about the characteristics, needs and developmental tasks of infancy, early middle and late childhood, and early, middle and late adolescence.
3.	The students will identify the biological and environmental factors that affect development during childhood and adolescence.
4.	The students will analyse key issues which influence childhood and adolescent development.





Suggested References:	
Sr. No	References
1.	Berk, L.E. (2017). <i>Child Development</i> (9 <sup>th</sup> ed.). Pearson
2.	Bhogle, S. (1999). Gender roles: The construct in the Indian context. <i>Culture, socialization and human development: Theory, research and applications in India</i> , 278-300.
3.	Craig, G. " <i>Human Development</i> " N.J. Prentice Hall
4.	Cole, M., Cole, S. R., & Lightfoot, C. (2005). <i>The development of children</i> . Macmillan.
5.	Elizabeth, B. Hurlock. (2006). " <i>Development and Psychology A Life-Span Approach</i> ". (5 <sup>th</sup> ed.) New Delhi, Tata McGraw- Hill Publishing Company Limited,
6.	Kapadia, S. (2017). <i>Adolescence in urban India: Cultural construction in a society in transition</i> . Springer.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). <i>An introduction to child development</i> . Sage.
8.	Kumar, K.(1993).Study of Childhood and Family .In T. S .Saraswathi & B. Kaur (Eds.). <i>Human Development and Family Studies In India: Anagenda for Research and Policy</i> ,(pp.67-76). New Delhi :Sage Publication..
9.	Lightfoot, C., Cole, M., & Cole, S. (2012). <i>The Development of Children</i> (7 <sup>th</sup> ed.). New York: Worth Publishers.
10.	Santrock, J. (2017). <i>A Topical Approach Tolife Span Development</i> (9 <sup>th</sup> ed.). New N Y.: Mcgraw - Hill Higher Education.
11.	Saraswathi, T. S., & Kaur, B. (Eds.). (1993). <i>Human development and family studies in India: An agenda for research and policy</i> . SAGE Publications Pvt. Limited.
12	Saraswathi, T. S., & Oke, M. (2013). Ecology of adolescence in India. <i>Psychological Studies</i> , 58(4), 353-364.
13	Saraswathi, T.S., Menon, S., & Madan, A. (eds.) (2018) <i>Childhoods in India Traditions, Trends and Transformations</i> . New Delhi. Routledge
14	Sinha, D.,& Misra,R.. C.(1999).Socialization and cognitive functioning. In T.S. Saraswathi (Ed.), <i>Culture,Socialization and Human Development: Theory ,Research and Applications in India</i> (pp.167-187).New Delhi : Sage Publications.
15	Verma, S., & Saraswathi, T. S. (2002). <i>Adolescence in India: Street Urchins or Silicon</i>





Valley Millionaires? In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.), *The World's Youth: Adolescence in Eight Regions of the Globe* (p. 105–140). Cambridge University

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

On-line Resources

<https://doi.org/10.1017/CBO9780511613814.005>

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

Course Code	UH04CHUD52	Title of the Course	Learning in Early Years
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1) To understand the meaning of program planning in early years. 2) To acquaint the students with various components to be included in programme planning and to recognize the advantage of project method and to learn to use integrated approach in the development of daily programme.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction: (a) Importance of early years. (b) children's need of movement, exploration, discovery, expression, achievement, success and recognition (c) Principles of curriculum design.	25
2.	Learning approaches: (a) Teaching learning methods used in early years (b) Principles of learning in early years (c) Learning approaches - Formal , Informal and Integrated (d) Learning difficulties and ways to overcome Principles of Programme planning from: (a) Known to unknown, (b) Simple to complex (c) Concrete to abstract (d) Balance between individual and group activity, indoor and outdoor play, quiet and active play, guided and free play (e) Assessment of learning	25
3.	Readiness programme: (a) Meaning and signs of readiness. (b) Factors to be considered for readiness : Age, Vision, Hearing, (c) Physical coordination, reading from left to right. (d) Promotion of various skills required for reading and writing. (e) Goals of language teaching. (f) Improve handwriting skills for kids.  Writing and Reading Readiness Skills (a) Importance of Prewriting skills for pre-scholars	25





	(b) Problem with writing readiness skills (c) Develop writing skills for pre-scholars (d) Reading skills at different stage  Environmental studies: (a) Scope of environmental studies (b) Importance and goals of environmental studies.	
4.	Teaching Techniques in early years: (a) Project method, Meaning and advantages of using project method, Planning, Resource unit, Alternative to home work (b) Disadvantage of rote learning, Suitable alternative such as observations, exploration, experimentation and reporting orally, picture of something related to concept covered in classroom.	25

Teaching-Learning Methodology	Regular lectures, exercises on observation and follow up discussion, case studies, films and documentaries, Point Presentation ,Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student will come to know the importance of early years.
2.	They will learn the programme planning.





Suggested References:

Sr. No.	References
1.	Anderson, P. S. (1972). <i>Language skills in elementary education</i> . Macmillan.
2.	Armstrong, D. & Savage T. (2007), <i>Effective Teaching Elementary Education</i> . New York: Mac Millan. Publication.
3.	Gelman, R., & Gallistel, C. R. (1986). <i>The child's understanding of number</i> . Harvard University Press.
4.	Kaul, V., (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
5.	Robinson, H.,(1985). <i>Exploring Teaching</i> , London: Allyn and Bacon.

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

Course Code	UH04CHUD53	Title of the Course	Practical - Learning in Early Years
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To understand the meaning of program planning in early years.</li><li>2. To acquaint the students with various components to be included in programme planning and to recognize the advantage of project method and to learn to use integrated approach in the development of daily programme.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Plan three activities for children: List objectives, select and organize instructional and learning materials, role of the teacher	15
2.	Prepare reading readiness material on visual discrimination : Difference between similar looking letters and words, odd one out, matching shadows, sorting items.	15
3.	Prepare reading readiness material on visual memory	10
4.	Prepare reading readiness material on auditory discrimination : Identifying sounds in the environment, same and different sounds, sequence of sounds.	15
5.	Prepare booklet on pre writing activities	10
6.	Plan three writing readiness activities	10
7.	Prepare a teaching aid for improve hand writing skills – Grasping and Shape formation.	10
8.	Prepare material on pre counting activities: Materials for classifying, comparing, serration, patterning, counting shapes, fractions, list vocabulary related to mathematical concepts Materials for addition, subtractions, multiplication and division. Experiences for understanding time, distances, weight, capacity and money.	15





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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will understand the meaning of program planning in early years.
2.	Students will acquaint the students with various components to be included in programme planning and to recognize the advantage of project method and to learn to use integrated approach in the development of daily programme.

Suggested References:	
Sr. No.	References
1.	Anderson, P. S. (1972). <i>Language skills in elementary education</i> . Macmillan.
2.	Armstrong, D. & Savage T. (2007), <i>Effective Teaching Elementary Education</i> . New York: Mac Millan. Publication.
3.	Gelman, R., & Gallistel, C. R. (1986). <i>The child's understanding of number</i> . Harvard University Press.
4.	Kaul, V., (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
5.	Robinson, H.,(1985). <i>Exploring Teaching</i> , London: Allyn and Bacon.

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

Course Code	UH04CHUD54	Title of the Course	Physical Growth and Health
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To understand the concepts of Growth , Development and Health</li><li>2. To provide information about various parameters used to assess growth, health &amp; nutrition status.</li><li>3. To provide information about various factors influence physical growth &amp; health.</li><li>4. To gain an insight the health &amp; nutritional needs of child.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Physical Growth and Health: (a) Definition of growth, development (b) Factors influencing growth and development. (c) Definition and Dimension of health (d) Factors influencing health.	20
2.	Child's health status: (a) Current status of child's health in India. (Statistic data) (b) Health care Schemes in India (c) Programmes for promoting child's health (ICDS) (d) Assessment of Child's health status	20
3.	Physical growth of Infants and children: (a) Care of New-borns and Infants (b) Length and height (c) Weight (d) Head circumferences (e) Teeth (f) Developmental milestones birth to 1 year (g) Health Issues	20
4.	Maternal health care: (a) Lactation, Importance of breastfeed, Breastfeeding support and counselling, (b) Current feeding practices (c) common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension, Gestational diabetes),	20





	(d) weaning and complementary feeding	
5.	<p>Child health care:</p> <p>(a) Nutritional deficiency diseases.</p> <p>(b) At risk Infants</p> <p>(c) Determinants of birth weight and consequences of low birth weight,</p> <p>(d) Care and management of malnourished child</p> <p>(e) Childhood diseases like diarrhoea and upper respiratory infection, Chickenpox, whooping cough (MMR) Measures, Mumps, Rubella, Hepatitis B, Rotavirus, Tetanus.</p> <p>(f) Pattern of mortality and morbidity in children.</p> <p>(g) Immunization.</p>	20
5.	<p>Health care during:</p> <p>(a) Middle childhood</p> <p>(b) Adolescence</p> <p>(c) Geriatric care</p> <p>(d) Coping strategies</p>	20

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will gain knowledge of dimension of health and nutritional needs.
2.	Students will understand about physical growth and health and various factors influence it.
3.	Students will acquaint the knowledge of various government programmes of health





Suggested References:

Sr. No.	References
1.	Ghosh, S. (1977). Feeding and care of infants and young children.
2.	Jelliffe, D.B., (1975). <i>Child Health in Tropics</i> (4 <sup>th</sup> ed.) London: The English Language Book Society and Edward Arnold Publication Limited.
3.	Park & J.E. Park. (2009). <i>Textbook of Preventive and Social Medicine</i> .(20 <sup>th</sup> ed). Jabalpur: M/S Banarsides Bhanot.

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

On-line Resources

<https://babygooroo.com/articles/developmental-milestones-is-your-child-on-track>

<https://www.oxfamindia.orh/blog/15-healthcare-schemes-india-you-must-know-about>

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

Course Code	UH04CHUD55	Title of the Course	Practical - Physical Growth and Health
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To understand the needs during pregnancy, lactation, infancy and preschool years</li><li>2. To understand the relationship between maternal health and birth outcome</li><li>3. To understand the concept of infant and young child feeding practices</li><li>4. To gain an insight about policies and programmes of the health in India</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Anthropometrics measurements Height, Weight, Head and Chest circumference Bicep	10
2.	Growth assessment and plotting of the growth chart. Plotting and interpretation of growth charts for children below 5 years.	10
3.	Planning various complementary foods.	10
4.	Interviewing mother on feeding and complementary food practices.	10
5.	Evaluation of aganwadi centres with references to assessing programme related to health & nutrition	10
6.	Organizing recreational programmes to promote mental health for various stages of life.	10
7.	Prepare a checklist for any one deficiency	10
8.	Visit and write a report Neonatal care centre /PHC centre	10
9.	Gathering and analysing data on child nutrition/health indicators	10
10.	Preparation of educational aid on importance of hygiene and sanitation	10





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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the nutritional needs during pregnancy, lactation, infancy and preschool years
2.	Understand the relationship between maternal health and birth outcome
3.	Understand the concept of infant and young child feeding practices
4.	Gain an insight about policies and programmes of the health in India

Suggested References:	
Sr. No.	References
1.	Ghosh, S. (1977). Feeding and care of infants and young children.
2.	Jelliffe, D.B., (1975). <i>Child Health in Tropics</i> (4 <sup>th</sup> ed.) London: The English Language Book Society and Edward Arnold Publication Limited.
3.	Park & J.E. Park. (2009). <i>Textbook of Preventive and Social Medicine</i> .(20 <sup>th</sup> ed). Jabalpur: M/S Banarsides Bhanot.

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

<https://babygooroo.com/articles/developmental-milestones-is-your-child-on-track>

<https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about>

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

Course Code	UH04SHUD51	Title of the Course	Activities and Resources for Child Development-II
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To become aware of suitable literature for children.</li><li>2. To understand the role of adults to promote communication skills.</li><li>3. To have understanding of development of concepts in mathematics and environment</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Communication Language Arts:</p> <ul style="list-style-type: none"><li>(a) Promotion of language Skills: listening, speaking, reading and writing. Experiences for language development, Infants and toddlers: sound games, talking, picture books, simple introductions, singing children 3 to 8 years</li><li>(b) Listening Information, appreciation</li><li>(c) Conversation in-group</li><li>(d) Reading and story telling</li><li>(e) Narration of stories</li><li>(f) Poems, riddles.</li><li>(g) Following teacher's instruction</li><li>(h) Opportunities for interaction with peer group.</li></ul>	20
2.	<p>Literature for Children:</p> <ul style="list-style-type: none"><li>(a) Need for literature for children</li><li>(b) Types of literature Appropriateness and criteria for selection</li><li>(c) Toddlers: Picture books</li><li>(d) Books for pre-schoolers: picture books, story books, information and concept</li><li>(e) Books for 6-8 years: Story books- Fables, Folks tales, fairy tales and modern fantasy, information and concept books eg- tell me why encyclopaedias.</li><li>(f) Physical characteristics of good books</li><li>(g) Characteristics of good story</li><li>(h) Values of story telling</li><li>(i) Techniques of storytelling: reading aloud, narration without aids but with help of voice modulation and gestures techniques of storytelling with aids like flashcards, flannel board, puppets,</li></ul>	20





	charts, T.V. techniques, Projective Technique Etc. (j) Criteria for selecting poems	
3.	<p><b>Mathematics:</b></p> <p>(a) Material to promote mathematical concepts Infancy and Toddlerhood :use of number vocabulary in informal and Incidental learning situations.e.g. more, less, big, small, singing rhymes and action songs.</p> <p>(b) 3-6 years: Counting, Concept of classification, serration-ordering, comparison, shapes.</p> <p>(c) 6-8 years - Using Symbols</p> <p>(d) Activities of matching, sequencing, ascending- descending order, equality and inequality.</p> <p><b>Science Activities :</b></p> <p>(a) What is Science for young children?</p> <p>(b) Science activity in everyday living?</p> <p>(c) Goals and values of Science experiences.</p> <p><b>Brain Development Activities :</b> How to encourage a child's brain development</p>	25
4.	<p><b>Environment Studies:</b></p> <p>(a) Social structures- Family- school –community</p> <p>(b) Social relationships within family and in the community with special emphasis on gender equality.</p> <p>(c) Importance of conservation- pollution -water- food- air</p> <p>(d) Various communities- their traditions and festivals</p> <p>(e) Significance of celebrating festivals.</p>	15
5.	<p>(a) Games : Importance of Games, Types of games indoor-outdoor- organized games etc.</p> <p>(b) Play and its importance, Play and its characteristics, Theories of play- surplus energy theory, recreational theory, recapitulation theory, Stages and types of play, Role of play in overall development of children, Teacher's role in creating environment and promoting play</p>	20

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will aware of verity of literature for children
2.	Students will understand to promote communication skills.
3.	Students will understand development of concepts in mathematics and environment.

Suggested References:	
Sr. No.	References
1.	Adler,S., Farrar,C.,(1983). <i>A Curriculum Guide for Developing Communication skills in preschool Child</i> , Illinois: Thomas Publications
2.	Devries, R. & Kohl Berg. L., (1987). <i>Programme for Early Education</i> , New York: Longman.
3.	Huck, C. (1974). <i>Children's Literature in Elementary School</i> . New York: Holt, Rinehart and Winston.
4.	Kumar, K. (1986). <i>The Children's Language and the Teacher</i> New Delhi: UNICEF.
5.	Krishna, S. Menezes, J. & Jayaram, K.(1993). <i>Set of Ten Books on Environment Studies</i> , New Delhi: Prentice-Hall.
6.	Kwrien, Z. (1998). <i>Helping Children Learn</i> , Bombay: Orient Longman.





**SARDAR PATEL UNIVERSITY**  
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**Syllabus with effect from the Academic Year 2022-2023**

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7.	Lays, P. (1985). <i>Teaching Through Environment</i> . London Allyn and Bacon.
8.	Margelin, E. (1982). <i>Teaching Young Children and Home</i> New York: Mac Millan.
9.	Swaminathan, M. (1980). <i>Play Activities for Young Children</i> New Delhi: UNICEF.
10.	Felett, C. (1980). <i>A Curriculum for Pre-schoolers</i> . Columbus: Charles E Merrill Pub. Co.

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

Course Code	UH04SHUD52	Title of the Course	Practical - Activities and Resources for Child Development-II
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To become aware of suitable literature for children.</li><li>2. To understand the role of adults to promote communication skills.</li><li>3. To have understanding of development of concepts in mathematics and environment</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Compilation of songs for finger plays and lullabies suitable for infants and toddlers.	10
2.	Prepare picture books for infants and toddlers	10
3.	Microteaching for conducting group conversation	10
4.	Display of bulletin board for picture talk, development of questioning skills	20
5.	Involving what, who, when, why, Frame the questions for micro teaching	10
6.	Children's imagination and creative expression.	10
7.	Develop riddles for language and concepts.	10
8.	Recite poems with expression and actions.	10
9.	Preparation of Teaching aids for storytelling.	10

Teaching-Learning Methodology	Group discussions Method, Power Point Presentation , Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will become aware of suitable literature for children.
2.	Students will understand the role of adults to promote communication skills.
3.	Students will have understanding of development of concepts in mathematics and environment

Suggested References:	
Sr. No.	References
1.	Adler, S., Farrar, C., (1983). <i>A Curriculum Guide for Developing Communication skills in preschool Child</i> , Illinois: Thomas Publications
2.	Devries, R. & Kohlberg, L., (1987). <i>Programme for Early Education</i> , New York: Longman.
3.	Huck, C. (1974). <i>Children's Literature in Elementary School</i> . New York: Holt, Rinehart and Winston.
4.	Kumar, K. (1986). <i>The Children's Language and the Teacher</i> New Delhi: UNICEF.
5.	Krishna, S. Menezes, J. & Jayaram, K. (1993). <i>Set of Ten Books on Environment Studies</i> , New Delhi: Prentice-Hall.
6.	Kwrien, Z. (1998). <i>Helping Children Learn</i> , Bombay: Orient Longman.
7.	Lays, P. (1985). <i>Teaching Through Environment</i> . London Allyn and Bacon.
8.	Margelin, E. (1982). <i>Teaching Young Children and Home</i> New York: Mac Millan.





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9.	Swaminathan, M. (1980). <i>Play Activities for Young Children</i> New Delhi: UNICEF.
10.	Felett, C. (1980). <i>A Curriculum for Pre-schoolers</i> . Columbus: Charles E Merrill Pub. Co.

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

Course Code	UH04EHSC51	Title of the Course	Event Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Make them understand the event planning process.</li><li>2. Inculcate the management skills required for managing an event effectively.</li><li>3. Find out the resources required in the staging of events.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Event Planning (a) Concept (b) Role of an event planner: Tasks and Skills (c) Types of Events: Corporate Events, Leisure Events, Sport Events, Private Events	25
2.	Event Planning Process (a) Establishing a theme (b) Settling objectives (c) Determining the venue feasibility (d) Preparing an event management plan (e) Key steps in event marketing	25
3.	Event Budget (a) Preparing a budget (b) Monitoring the budget (c) Budget review	25
4.	Detail planning of a specific event: corporate/ leisure/private	25

Teaching-Learning Methodology	Power point presentations, Videos, Field visits, Assignments, Participatory lectures, Discussions and display of various themes, lectures, tutorials, library use and e-learning through videos coupled with market survey, field-based learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Appraise the role of a successful event planner.
2.	Execute a successful event in-line with the needs and requirements of the client.

Suggested References:	
Sr. No.	References
1.	Conway, D.G. (2009). <i>The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event</i> . New Delhi: Viva Books.
2.	Kilkenny, S. (2006). <i>The complete guide to successful event planning</i> . New Delhi: Atlantic Publishing Company.
3.	Alex, G. (2015). <i>Event Planning: Management and Marketing for Successful Events</i> . New Delhi: Create space Independent Publication.
4.	Sharma, S. (2011). <i>Event Planning and Management</i> . Jaipur: Aadi Publications.
5.	Patel, S.& Saini, A.(2019). <i>Event Management by Homemakers</i> . New Delhi. Authorpress Publication

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

Course Code	UH04EHSC52	Title of the Course	Counselling Techniques
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Sensitize the students towards the need and value of counselling.</li><li>2. Understand the counselling process and its needs.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Concept of counselling : (a) Meaning (b) Definition (c) Characteristic of Counsellor (d) Elements of counselling (e) Principles of counselling (f) Need of counselling	25
2.	Goals of counseling : (a) Characteristics of an effective counsellor (b) Values in counselling	25
3.	The counselling process : (a) Techniques of counselling (b) Personal problems & Counselling (c) Counselling for school children	25
4.	Approaches to counselling : (a) Development counselling (b) Reality therapy (c) Rational emotive counselling	25

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand importance of counselling in reducing the problems of an individual.
2.	Know about counselling techniques.

Suggested References:	
Sr. No.	References
1.	Sharma R.A. (2010). <i>Fundamentals of Guidance and Counseling</i> , Meerut (U.E) : R. Lall Book Depot, Near Govt, Inter College.
2.	Singh K. (2010). <i>Counseling Skills for Managers</i> , New Delhi: PHI Learning Pvt. Ltd.
3.	Chatarvedi R. (2007). <i>Guidance and Counseling Skills</i> , New Delhi: Crescent, Publishing Corporation.
4.	Mary S. & Vishala SND. (2008). <i>Guidance &amp; Counseling</i> , S. New Delhi: Chand & Company Ltd. Ram Nagar.

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

Course Code	UH04EHSC53	Title of the Course	Fashion Basics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Enable students with concepts of fashion and fashion world.</li><li>2. Develop an understanding of the factors affecting fashion and fashion cycle.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to fashion (a) Meaning (b) Terminologies (c) Areas of fashion design	20
2.	History and life cycle of fashion: (a) History of fashion design (b) Fashion life cycle	20
3.	Factors affecting fashion (a) Accelerating fashion (b) Receding fashion (c) Fashion tourism	30
4.	Theories of fashion change (a) Trickle down theories (b) Trickle up theories (c) Trickle across theories	30

Teaching-Learning Methodology	Lecture, Power Point Presentations, Short Films, Field Visits, Projects, Group Discussion.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

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

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

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

Course Code	UH04EHSC54	Title of the Course	Geriatric Nutrition
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. Know the concepts of gerontology and problems related to old age. 2. Know principles of geriatric nutrition.
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Course Content		
Unit	Description	Weightage* (%)
1.	(a) Definition of ageing, senescence, gerontology, geriatrics, and Geriatric nutrition (b) Classification of old population	25
2.	Physiological and Biochemical changes during old age and major nutritional and health problems during old age.	25
3.	Assessment of nutritional status of older adults – Height, Weight, BMI, Demispan formula Demiquet and Mindex formula, Skiding board blade caliper to measure knee ht	25
4.	Nutritional requirement and dietary guidelines for elderly	25

Teaching-Learning Methodology	Classroom teaching for theory periods, Lectures and Power-point presentations will be the main method of transaction, Special lectures/ visits/ interactions with professionals will be undertaken, Classroom quiz sessions for revision, Any other method may be added, as per university norms and discretion of the teaching faculty.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%





3.	University Examination	70%
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Course Outcomes: Having completed this course, the learner will be able to

1.	Comprehend the mental and physical health problems.
2.	Assess nutritional status and apply the knowledge to practical purpose as in planning diets and taking general care.

Suggested References:

Sr. No.	References
1.	Begum, R. M. (2008). <i>A Textbook of Foods, Nutrition &amp; Dietetics</i> . New Delhi: Sterling Publishers Pvt. Ltd.
2.	Antia, F. P. (1973). <i>Clinical Dietetics and Nutrition</i> . London WI: Oxford University Press, Ely House, 37 Dover Street.
3.	Srilakshmi, B. (2007). <i>Dietetics</i> . New Delhi: New Age International.
4.	Mudambi, S. R. (2007). <i>Fundamentals of foods, Nutrition and Diet Therapy</i> . New Delhi: New Age International

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