



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

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

Course Code	UH03MAGEN01	Title of the Course	Theory-Management of Family Finances
Total Credits of the Course	04	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></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	25
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) Engel's law of consumption (f) Account keeping (g) Cost of living and consumer price index	25
2.	Family Savings and Investment (a) Need, principles, channels of saving and investment (b) Savings and savings institutions, merits and demerits of each: Banking and Insurance, Guidelines for wise savings practices (c) Modes of Investment	25
3.	Family Credits and Mortgages (a) Consumer credit- Concept, meaning, need, sources, credit cards, credit services availed by the family members, types of loans availed by families (b) Mortgages: Definition and conceptual meaning, significance in	25



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	meeting emergent needs of expenditure (c) Personal finance management: Tax implications, Calculation of personal income tax	
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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 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 importance of wise use of money as a resource.
2.	Develop an appreciation of role of financial management in family living.
3.	Understand the role of consumer in the market.
4.	Become aware of marketing conditions, rights and responsibilities of consumers.
5.	Recognize the problem while purchasing goods / services from market.

Suggested References:	
Sr. No.	References
1.	Ogle, N., Srinivasan, K., Varghese, M.A. (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



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	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 Consumer in Modern India</i> . Delhi: Discovery Publishing House.
6.	Agarwal, Anju (1989). <i>A Practical Handbook for Consumer</i> . Bombay: India book house.

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

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Bachelor of Science – General Home Science

(B.Sc.- H.Sc.) (Home Science) Semester (III)

Course Code	UH03MAGEN02	Title of the Course	Fundamentals of Early Childhood Care and Education
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. Know the importance of early childhood years and significance of intervention programs for early childhood development.</li><li>2. Develop insight into the historical developments – global and Indian including the current programs and policies in ECCE.</li><li>3. Develop awareness of ECCE programs in different contexts in India.</li><li>4. Learn about different curriculum pedagogical approaches in early childhood education.</li><li>5. 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: Developmental perspective, Neuroscience perspective, Human rights perspective (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.	<p>ECCE in India:</p> <ul style="list-style-type: none"> <li>(a) History of Early Childhood Care and Education in India.</li> <li>(b) Overview of ECCE in pre and post-independence period. Preschool education in the pre and post-independence era (very brief). How the international trends have influenced the national trends.</li> <li>(c) Present status of young children in India.</li> <li>(d) Recent Policies in ECCE-Variou Education commissions of India : Programmes / schemes and innovations in ECCE – ICDS, Balwadis, mobile crèches, National Curriculum Framework 2005, National Policy on Early Childhood Care and Education 2013</li> <li>(e) New Education Policy, 2020</li> </ul>	25
3.	<p>Understanding ECCE Curriculum :</p> <ul style="list-style-type: none"> <li>(a) Definition and concept of curriculum</li> <li>(b) Meaning, need &amp; importance of curriculum.</li> <li>(c) Early Childhood Education Curriculum</li> <li>(d) Issues of ECCE curriculum and its transaction Admission age, admission test, Teaching of 3R, Homework, Formal Education, Curriculum load, worker-child ratio, Introducing English at ECCE stage</li> <li>(e) Early stimulation and importance of young children</li> </ul>	25
4.	<p>Planning and Managing ECCE Programme :</p> <ul style="list-style-type: none"> <li>(a) Common characteristics of children 3 to 8 years</li> <li>(b) Principles of programme planning : Long-term and short term planning, Theme based planning, Incidental and planned learning, Known to unknown, Simple to complex, Concrete to abstract</li> <li>(c) Balance activity in ECCE Individual and Group activities, Active and quite play, Indoor and outdoor game, Child guided activities and teacher guided activities</li> <li>(d) Factors influencing programme planning.</li> <li>(e) Role of teachers as a facilitator in construction of knowledge</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 Examination (As per CBCS R.6.8.3)	%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	%
3.	University Examination	%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Know the importance of early childhood years and significance of intervention programs for early childhood development.
2.	Learn about the historical developments – global and Indian including the current programs and policies in ECCE.
3.	Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4.	Analyse curriculum models and pedagogical approaches in early childhood education.
5.	Create developmentally appropriate programs for young children.

Suggested References:	
Sr. No.	References
1.	Agarwal, J. C. (2007). <i>Early childhood care and education: principles and practices</i> . New Delhi: Shipra
2.	Agrawal, S. P., & Usmani, M. (2000). <i>Children's Education in India: From Vedic Times to Twenty-first Century Eve</i> . Shipra.
3.	Canning, N. (Ed.). (2010). <i>Play and practice in the early years foundation stage</i> . Sage.
4.	Durlak, J. A. (1995). <i>School-based prevention programs for children and adolescents</i> (Vol. 34). Sage.





5.	Fleer, M., & Hedegaard, M. (2010). <i>Early learning and development: Cultural-historical concepts in play</i> . Cambridge University Press.
6.	Upadhyay, G.C. (2015). <i>Early childhood Care and Education A way forward: A handbook for teachers and Teacher Education</i> . New Delhi: National Council of Educational Research and Training.
7.	Kaul, V., & Sankar, D. (2009). <i>Early childhood care and education in India. Education for All Mid-Decade Assessment</i> . New Delhi, India, National University of Educational Planning and Administration (NUEPA).
8.	Yadav, P. (2015). <i>Exemplar Guidelines for implementation of Early Childhood Care and Education (ECCE)</i> . New Delhi.: Curriculum Framework, National Council of Educational Research and Training.
9.	Purkait, B.R. (2005). <i>Milestones in modern Indian education</i> . Kolkata: New Central Book Agency.
10.	Swaminathan, M. (Ed.). (1998). <i>The First Five Years: A critical perspective on early childhood care and education in India</i> . SAGE Publications Pvt. Limited.
11.	Sarangapani, P. M. (2009). <i>Quality, feasibility and desirability of low cost private schooling</i> . Economic and Political Weekly, 67-69.
12.	Sarangapani, P. M. (2010). <i>Comparative education research in India: Why is it missing and why we need it</i> . Journal of Educational Planning and Administration, 24(4), 363-377.
13.	Saraswathi, T. S., Menon, S., & Madan, A. (Eds.). (2017). <i>Childhoods in India: Traditions, trends and transformations</i> . Taylor & Francis.
14.	Sharma, K.K., & Miglani, P. (2016). <i>Gender, school and society</i> . Patiala: Twenty First Century Publications.
15.	Singh, A., & Swaminathan, M. (1995). <i>Playing to Learn: A Training Manual for Early Childhood Education</i> .
16.	Venkataraman, B. (2009). <i>Education for sustainable development. Environment: Science and Policy for Sustainable Development</i> , 51(2), 8-10.

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

On-line Resources

OECD. (2004). Curricula and pedagogies in early childhood education and care. Retrieved from <http://www.oecd.org/education/school/31672150.pdf>





Early Childhood Care and Education (n.d.) Retrieved from  
[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/67\\_16\\_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/67_16_et_et.pdf)

<http://www.ignouhelp.in/ignou-dece-study-material/>







**Bachelor of Science - General Home Science**  
**(B.Sc.-H.Sc.) (HomeScience) Semester -(III)**

CourseCode	UH03MAGEN03	Titleofthe Course	PRACTICAL BASED ON MAJOR UH03MAGEN01 UH03MAGEN02
TotalCredits oftheCourse	04	Hoursper Week	08

CourseObjectives:	<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 impart knowledge on programme planning for young children.</li> <li>3. To develop stimulating materials according to various age wise for holistic development.</li> <li>4. To develop professional skills for ECCE trainer</li> </ol>
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CourseContent		
Unit	Description	Weightage*(%)
1.	Understanding the steps in making family budget in various categories for different income groups.	4
2	Drafting family budget for different income groups by giving situations (a) Low-income group (b) Middle income group (c) High income group	4
3	(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.	4
4.	To prepare a customized budget for your own family with specified income and goals.	8
5.	To find out current saving schemes from various financial institutions.	4
6	To prepare a report on current insurance schemes from various financial institutions.	4
7.	To explore current modes of investments schemes from various financial institutions.	4
8.	Learning to fill various forms and digital mode of money transfer	4
9.	Debates/discussions on: Consumer credit, Online shopping, Debit cards/credit cards	4
10.	Calculate taxable income and accruing tax for an individual whose occupation, monthly income, savings and like are specified.	8





11	Observation of early childhood programs at government and non-governmental institutions.	4
12	List the activities for each domain to promote all round development in young children.	4
13	Preparing and planning low cost indigenous play materials/equipment's for stimulating and developing children in early years.	4
14	Plan and record activities and methods of playful interactions to foster development in children (birth-two years)	4
15	Plan and record activities and methods of playful interactions to foster development in children (two-six years).	4
16	Prepare any stimulating material for 2 to 3 years old child for his physical development.	4
17	Prepare any stimulating material for 3 to 4 years old child for his physical/motor/language/cognitive/social development.	4
18	Prepare any stimulating material for 4 to 5 years old child for his physical/motor/language/cognitive/social development.	4
19	Prepare any stimulating material for 5 to 6 years old child for his physical/motor/language/cognitive/social/emotional development.	4
20	Prepare any stimulating material for 6 to 8 years old child for his physical/motor/language/cognitive/concept/social/emotional development.	4
21	One day programme Planning for ECCE centre/Balwadi/Nursery/Creche/Jr.kg/Sr.Kg.	8
22	Weekly programme Planning for ECCE centre/Balwadi/Nursery/Creche/ Jr.kg/Sr.Kg.	4

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 Written/Practical Examination (As per CBCSR.6.8.3)	%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Assignments, Attendance (As per CBCSR.6.8.3)	%
3.	University Examination	%

Course Outcomes: Having completed this course, the learner will be able to	
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 understand the importance of ECCE and stimulation in early years
3.	It will enhance the qualities of good teacher in the students.
4.	The students will create the different stimulating materials for holistic development of children
5.	The student will acquire skills in observing and documenting the developmental needs of children from birth to 6 years of age in different contexts
6.	They can delineate the significance of stimulating environment for fostering holistic development and assess developmental indicators using tools and checklists.
7.	The students will develop skills in planning and creating development and programmatic activities with respect to all domains of development for children in first six years of life.
8.	The student will develop skills in creating learning materials and use them in family and community in multiple contexts.





SuggestedReferences:	
Sr. No.	References
1.	Agarwal, J. C. (2007). <i>Early childhood care and education: principles and practices</i> . New Delhi: Shipra
2.	Agrawal, S.P., & Usmani, M. (2000). <i>Children's Education in India: From Vedic Times to Twenty-first Century</i> . Shipra.
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10.	Swaminathan, M. (Ed.). (1998). <i>The First Five Years: A critical perspective on early childhood care and education in India</i> . SAGE Publications Pvt. Limited.
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13.	Saraswathi, T. S., Menon, S., & Madan, A. (Eds.). (2017). <i>Childhoods in India: Traditions, trends and transformations</i> . Taylor & Francis.





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14.	Sharma, K.K., & Miglani, P. (2016). <i>Gender, school and society</i> . Patiala: TwentyFirstCenturyPublications.
15.	Singh, A., & Swaminathan, M. (1995). <i>Playing to Learn: A Training Manual for Early Childhood Education</i> .
16.	Venkataraman, B. (2009). <i>Education for sustainable development. Environment: Science and Policy for Sustainable Development</i> , 51(2), 8-10.

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OECD. (2004). <i>Curricula and pedagogies in early childhood education and care</i> . Retrieved from <a href="http://www.oecd.org/education/school/31672150.pdf">http://www.oecd.org/education/school/31672150.pdf</a>
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/67_16_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/67_16_et_et.pdf</a>

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

Course Code	UH03IDGEN01	Title of the Course	Theory- Consumer Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"><li>1. Give knowledge to act as informed consumers.</li><li>2. To understand of the functioning of society and the economy as a whole and the specific role of consumers.</li><li>3. To Develop skills to act as informed and responsible consumers.</li><li>4. To help students feel it is important to be an informed consumer.</li></ol>
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Course Content		
Unit	Description	Weightage*(%)
1.	<b>Introduction to Consumer Education</b> <ol style="list-style-type: none"><li>a) Who is a consumer? What is consumer education?</li><li>b) Rights and Responsibilities of Consumers</li><li>c) Consumer problems related to goods and services<ul style="list-style-type: none"><li>- Adulteration</li><li>- Short weights and measures</li><li>- Misleading advertisements</li><li>- E-marketing frauds</li><li>- Sub-standard goods and services</li></ul></li></ol>	50
2.	<ol style="list-style-type: none"><li>a) Consumer aids: – Labels, Trademarks, Brand names, Patents, Warranty, Guarantee, Quality Marks and after sales service Food packaging materials</li><li>b) Consumer empowerment through laws</li><li>c) Consumer Protection (COPRA 2019)<ul style="list-style-type: none"><li>- When to complaint?</li><li>- Where to complaint?</li><li>- How to complaint?</li></ul></li><li>d) Green Consumerism-Meaning and importance with respect to consumerism, need, consideration in daily consumption and significance,</li></ol>	50

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

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Emerge as informed consumers
2.	Becoming familiarized to the changing trends in consumerism
3.	It also provides an understanding of the procedure of redress of consumer complaints, and the role of different agencies in establishing product and service standards

Suggested References:	
Sr No	References
1.	Agarwal, A. (1989). A practical handbook for consumers. Bombay: India book house.
2.	Dr. Manjari A. & Urvashi P. (2008) Consumerism: A need from cradle to grave.
3.	Sarkar, A.(1989). Problems of Consumers in Modern India. New Delhi: Discovery publishing House.
4.	Misra S., Sree Kumaran G. N., and Chadah, S. (2015).Consumer Handbook. New Delhi: Department of Consumer Affairs.

On-line resources to be used if available as reference material	
On-line Resources	
Consumer handbook English <a href="https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer__Handbook_H.pdf">https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer__Handbook_H.pdf</a>	
Consumer handbook Hindi <a href="https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook.pdf">https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook.pdf</a>	





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Course Code	UH03IDGEN02	Title of the Course	Practical- Consumer Education
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To appraise the role of consumers in the Indian economy.</li><li>2. To create awareness about marketing conditions, rights and responsibilities of consumers.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Enlist the rights and responsibilities of consumers with suitable examples.	05
2.	Find consumer case study from newspaper and present it in the class.	10
3.	Know the importance of Quality marks and draw commonly used quality marks.	10
4.	Evaluate the informative and attractive labels for different type of products (food / textile /garments / toys / household products)	10
5.	Identify uses and discuss advantages and disadvantages of various packaging materials.	10
6.	Identify common adulterants used in different food products. Self- assessment of adulteration.	10
7.	Identify misleading advertisements and discuss agencies for reporting misleading advertisements	05
8.	Write various laws related to consumers and related provisions for the consumer	05
9.	Enlist and identify E-frauds prevailing in the market and ways to resolve it through various agencies.	05







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10.	Write in detail about consumer protection act 1986 and 2019 and composition of various courts and visit to consumer court	10
11.	To conduct a survey of various Voluntary consumer organizations in the area locally and types of complaint received and resolved	10
12.	To make a poster / handout for generating consumer awareness.	10

Teaching-Learning Methodology	Active learning, reflective learning, written exercises, collaborative learning, problem solving, Discussions and display of various materials, e-learning coupled with 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 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.	Understand the role of consumer in the market.
2.	Become aware of marketing conditions, rights and responsibilities of consumers.
3.	Recognize the problem while purchasing goods / services from market.





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Suggested References:	
Sr. No.	References
1.	Sarkar, A. (1989). <i>Problems of Consumer in Modern India</i> . Delhi: Discovery Publishing House.
2.	Agarwal, A. (1989). <i>A Practical Handbook for Consumer</i> . Bombay: India book house
3.	Dr. Manjari A. & Urvashi P. (2008) <i>Consumerism: A need from cradle to grave</i>
4.	Singh Suman (2023). <i>Family Finance and Consumption Economics</i> . Himanshu Publications, Udaipur

On-line resources to be used if available as reference material
On-line Resources
Consumer handbook <a href="https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook_H.pdf">https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook_H.pdf</a>
Consumer handbook <a href="https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook.pdf">https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook.pdf</a>

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

Course Code	UH03AEGEN01	Title of the Course	Disaster Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. Make students aware with concepts of natural disasters. 2. Sensitize students with issues concerned with disaster management. 3. Impart Knowledge of measures to be taken during Disasters
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Course Content		
Unit	Description	Weightage *(%)
1.	Introduction to Disaster-Meaning and types (a) Natural Calamities and disasters-Types, its effect and its mitigation- Flood, earthquake, drought, cyclonic storms, global warming, Heat and cold waves, volcano blast, Tsunami, forestfire, landslides etc. (b) Manmade disasters- Types, its effects and its mitigation chemical, biological, nuclear, building fire, deforestation, airpollution, Water pollution, soil/land pollution, industrial effluents etc.	50
2	Disaster Management: (a) Importance and concepts of disaster management. (b) Role of police, armed forces, health workers, media, humanitarian organizations in disaster management (c) Framework and policies of government for disaster management. (d) Funds and financial aids for disaster management.	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.	Students will be able to cope up with any situations during natural or manmadedisasters.

Suggested References:	
Sr. No.	References
1.	H.K. Gupta. <i>Disaster Management</i> . (2003). Hyderabad, University Press (India) Private Ltd.
2.	Sinha P.C. <i>Disaster Mitigation, Preparedness, Recovery and Response</i> . (2007). New Delhi, SBS Publishers and Distributors Pvt. Ltd.
3.	Singh, R.B. <i>Natural Hazard &amp; Disaster Management Vulnerability and Mitigation</i> . Jaipur, Rawat Publication.
4.	Singh, R.B. (2016). <i>Disaster Management of Mitigation</i> . New Delhi. World Focus Publisher.

On-line resources to be used if available as reference material
On-line Resources
<a href="http://Epgp.inflibnet.ac.in/Home">Epgp.inflibnet.ac.in/Home</a>

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

Course Code SEC	UH03SEGEN01	Title of the Course	Communication Model in Extension
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Understand the concept and process of communication for development.</li><li>2. Acquire skill in information education and communication.</li><li>3. Learn the concept of diffusion and acquires skill to transfer the Innovation.</li><li>4. Strengthen the knowledge of traditional and modern media in development communication.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<b>Communication Model</b> (a) Concept of communication model and significance (b) Functions – teaching elements of communication process, conducting research, predicting the success of failures of communication process. (c) Importance of communication model – easy understanding of communication process, showing information flow, introducing the parts of communication process, easy presentation of communication process and understanding the communication process.	25
2.	<b>Methods of Communication</b> (a) Extension methods of communication – Individual method – Farm and home visit, farmer’s call, personal letter, adaptive or minikit trial, farm clinic (b) Group method – result demonstration, method demonstration, group meeting, small group training, field day or farmer’s day and study tour Elements of extension communication system – communicator, message, channel treatment and presentation, audience, audience response (c) Characteristics of change agent – empathy, linkage, structure, synergy, energy, proximity, opens 2.5 Role and competencies of change agent – broad knowledge, operational and relational knowledge, sensitivity and maturity, authenticity	25





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Teaching-Learning Methodology	Regular lectures, exercises on innovations and adoption and group discussion, case studies, films and documentaries
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	%
3.	University Examination	%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the basic concept, nature and significance of Communication model
2.	Learn the communication channel and skill
3.	Analyze the media in development communication
4.	Understand the adoption and diffusion process to help the extension agents to accelerate them

Suggested References:	
Sr. No.	References
1.	Gupta, D. (2007). <i>“Development communication in Rural Sector.”</i> New Delhi: Abhijeet Publishers.
2.	Meenakshi Raman and Sangeetha Sharma. (2013). <i>“Technical Communication-Principles and Practice.”</i> New Delhi: Oxford University Press Mukhopadhyay Abhijeet Publication
3.	Nair, R. (1993). <i>“Perspectives in Development Communication.”</i> New Delhi: Sage Publications.
4.	Nisha, M. (2006). <i>“Understanding Extension Education.”</i> New Delhi: Kalpay Publications





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5.	ParveenPannu and Yuki AzaadTomer. (2012). " <i>Communication Technology for Development.</i> " New Delhi: International Publishing House Pvt Ltd.
6.	Ray, G.L. (2015). " <i>Extension Communication and Management.</i> " Ludhiana: Kalyani Publishers
7.	Reddy, A.A. (2001). " <i>Extension Education.</i> " Bapatla: Sri Lakshmi Press
8.	Rogers Everett, M. (2003). " <i>Diffusions of Innovations.</i> " 5th Edition. New York: Sage Publication.
9.	Singh, U.K. and Nayak, A.K. (2007). " <i>Extension Education.</i> " New Delhi: Common The Free Press, Wealth Publishers.

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**Add on Certificate Course**

Course Code	UH03IKGEN01	Title of the Course	<b>Dharmashastra (Aacharasamhita)</b>
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	<p>The course will enable the learners to...</p> <ul style="list-style-type: none"><li>• To analyse the etymology and meaning of the word "Dharma" and its significance in various cultures and religions.</li><li>• To explore the characteristics of Dharma and how it manifests in different contexts.</li><li>• To examine the explanations of the concept of Dharma by renowned scholars and thinkers throughout history.</li><li>• To recognize the importance of Dharma in shaping human life, ethics, and societal values.</li><li>• To identify the different forms of Dharma present in contemporary society and specifically in the context of Kaliyug (the current age according to Hindu cosmology).</li><li>• To appreciate the significance of Acharndharma (ethical conduct and righteous behavior) in upholding Dharma.</li><li>• To analyze examples of various characteristics of Dharma in the lives of notable scholars, philosophers, and religious figures.</li><li>• To introduce and gain an overview of the major Dharmashastras (ancient Indian texts that discuss laws, duties, and ethical principles).</li><li>• To foster critical thinking and open discussion regarding the interpretation and application of Dharma in modern times.</li><li>• To develop a deeper understanding of the cultural, ethical, and spiritual dimensions of Dharma and its relevance in contemporary society.</li></ul>
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<b>Course Content</b>		
Unit	Description	Weightage* (%)
1	<ol style="list-style-type: none"><li>1. Etymology and meaning of the word Dharma.</li><li>2. Characteristics of word Dharma.</li><li>3. Explanation of the word Dharma by great scholars.</li><li>4. The importance of Dharma in human life.</li></ol>	50%





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2	1. Forms of Dharma at present and kaliyug. 2. Importance of Aacharndharma. 3. Examples of various characteristics of Dharma in the life of scholars. 4. Introduction to the major Dharmashastras.	50%
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Teaching- Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the historical and cultural context of the word "Dharma" and explain its etymology and core meaning.
2.	Analyze the characteristics of Dharma and its manifestations in various aspects of human life, including personal ethics, social responsibilities, and spiritual practices.
3.	Evaluate the explanations of Dharma provided by eminent scholars and thinkers, and critically examine different perspectives on its interpretation and application.
4.	Recognize the importance of Dharma in guiding ethical decision-making, promoting harmony in relationships and communities, and fostering a just and compassionate society.
5.	Apply the concepts of Dharma to contemporary issues and challenges, demonstrating an understanding of the different forms of Dharma in present times, the significance of Aacharndharma, and the influence of Dharma in the lives of scholars and individuals who exemplify its principles.



Suggested References:

"Dharma: Its Early History in Law, Religion, and Narrative" by Alf Hiltebeitel  
"Dharma: The Hindu, Jain, Buddhist and Sikh Traditions of India" by Veena R. Howard.  
"The Concept of Dharma in Valmiki Ramayana" by Dr. Nityanand Mishra  
"Dharma in Hinduism: A Historical and Philosophical Perspective" by Arvind Sharma  
"Dharma and Ecology of Hindu Communities: Sustenance and Sustainability" edited by Pankaj Jain  
"Understanding Dharma: The Four Authentic Sources" by Pradip Gangopadhyay

Online Resources :

Oxford Research Encyclopedia of Religion: "Dharma" -  
<https://oxfordre.com/religion/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-63>  
Hinduism Today: "The Four Dharmas of the Kali Yuga" -  
<https://www.hinduismtoday.com/modules/smartsection/item.php?itemid=5594>



### Add on Certificate Course

Course Code	UH03IKGEN02	Title of the Course	Mimansa (Purva and Uttara)
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	<ul style="list-style-type: none"><li>➤ Students will get an introduction to Mimamsa Shastra.</li><li>➤ Students should explain the importance of Purva Mimansa in Indian culture.</li><li>➤ Students differentiate between Purva Mimansa and Uttara Mimansa based on their characteristics.</li><li>➤ Students should present their ideas as visions of Purva Mimansa.</li><li>➤ Students discuss and give opinions about Shankaracharya's contribution to Vedanta.</li><li>➤ Students should follow Shankaracharya's main teachings in life.</li></ul>
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Course Content		
Unit	Description	Weightage* (%)
1	<ul style="list-style-type: none"><li>➤ Introduction to Mimamsa Shastra</li><li>➤ Etymology and meaning of the word Mimansa</li><li>➤ Purva Mimansa Acharya tradition and offering</li><li>➤ Rituals in Purva Mimansa and its importance in Indian culture</li><li>➤ Thought as Purva Mimansa Darshan and matters related to it</li></ul>	50%
2	<ul style="list-style-type: none"><li>➤ Introduction to Uttara Mimansa</li><li>➤ PrasthanTrai</li><li>➤ Main topics of Uttara Mimansa - Shankaracharya's contribution to Vedanta</li><li>➤ The main four Mahavakas of Vedanta - Six wealth and human life</li><li>➤ Major teachings of Shankaracharya</li></ul>	50%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr.No.	Details of the Evaluation	Weightage





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1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Students will be able to introduce Mimansa Shastra.
2.	Students will learn about the importance of Purva Mimansa in Indian culture.
3.	Students will get to know about the main topics of Uttar Mimansa.
4.	Students can find information about Shankaracharya's contribution to Vedanta.
5.	Students will understand about wealth and human life.
6.	Students will be able to follow Shankaracharya's main teachings in life.

Suggested References:

- भारतीय दर्शन- बलदेव उपाध्याय
- मीमांसासुत्र- १.१.२७.३२
- भारतीय दर्शन- डॉ. उमेशमिश्र
- भारतीय दर्शन- श्रीकृष्ण ओझा

Online Resources : <http://gu.m.wikipedia.org>>wiki

<http://hi.m.wikipedia.org>>wiki





**Add on Certificate Course**

Course Code	UH03IKGEN03	Title of the Course	<b>Nirukta</b>
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	The course will enable the learners to..... <ul style="list-style-type: none"><li>● To introduce Nirukta as Vedanga.</li><li>● To explain the relation between Nighantu and Nirukta with its meaning.</li><li>● To introduce in detail the life and works of Yaska.</li><li>● To explain the special terms used in Nirukta.</li><li>● To explain and illustrate Patha-parampara of Nirukta.</li></ul>
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<b>Course Content</b>		
<b>Unit</b>	<b>Description</b>	<b>Weightage* (%)</b>
1	Introduction of Vedanga literature An introduction of Nirukta as one of the Vedanga Date and work of Yask in brief. Introduction to Nighantu and Nirukta. terminology Brief introduction of chapters Nirukta under Nighantu	50%
2	Concept of Nirvanchan according to Yask Introduction of Padachatushtaya Shadbhavavikara -with illustration Objectives of learning Nirukta, Devata-vigyan, types of Richas	50%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>





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1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Introduce Nirukta as Vedanga.
2.	Explain the relation between Nighantu and Nirukta as well as with its meaning.
3.	Introduce in detail the life and works of Yaska.
4.	Explain the special terms used in Nirukta.
5.	Explain and illustrate Patha-parampara of Nirukta

Suggested References:

The Nighantu and Nirukta - Laxman Sarup

Niruktam - Umashankar Rushi

The Etymology of Yaska - Siddheshwar Varma

Online Resources :

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)

Relevant books available on [archive.org](https://archive.org)

Relevant articles on Jstor (<https://www.jstor.org/>), Project Muse (<https://muse.jhu.edu/>)

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**Add on Certificate Course On Nyaya**

Course Code	UH03IKGEN04	Title of the Course	<b>Nyaya Darshan</b>
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	<p>The course will enable the learners to.....</p> <ul style="list-style-type: none"><li>• To know Nyaya as one of the Indian Knowledge Systems.</li><li>• To understand basic terms of Nyaya</li><li>• To understand and explain the importance of Nyaya as the Science of logic.</li><li>• To apply logical approach in validating knowledge</li><li>• To understand the application of Nyaya in day to day life</li></ul>
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<b>Course Content</b>		
Unit	Description	Weightage* (%)
1	The basic contribution of Akshpad Gautam. Five elements of Nyaya, Pratigna (Preposition), Purpose (Hetu), example, Upnaya, (Nigman) Conclusion	50%
2	Basic of Nyaya Vaisheshik (Kanad) Nyaya sutras and sixteen elements Preman, Prameya, Sanshayak, Prayojen, Drishtant, Avayava etc. Definition and illustrative understanding of sixteen elements	50%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Students explain Nyaya as the Science of logic.
2.	Students clearly mentions the five base elements of Nyaya.
3.	Students apply logical approach in day to day life.
4.	Students explain specific basic of terms of Nyaya.

Suggested References:

Nyaya Darshan, Chaukhamba Sanskrit Bhawan, Varanasi,

**Bharatiya Darshan** Acharya Baldeva **Upadhyaya**,  
<https://archive.org/details/BharatiyaDarshanAcharyaBaldevaUpadhyaya/page/n3/mode/2up>

Online Resources :

<https://archive.org/>

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**Add on Certificate Course on Puran**

Course Code	UH03IKGEN05	Title of the Course	<b>Puran</b>
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	<p>The course will enable the learners to.....</p> <ul style="list-style-type: none"><li>• Derive importance of Puranas and their historical context.</li><li>• Explore the different types and classifications of Puranas.</li><li>• Examine the major themes and mythological narratives present in the Puranas.</li><li>• Analyze the relationship between Puranas and Hindu philosophy.</li><li>• Investigate the cultural, ethical and social significance of the Puranas in Indian society.</li><li>• Encourage critical thinking and interpretation of Puranic texts.</li></ul>
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<b>Course Content</b>		
Unit	Description	Weightage* (%)
1	<p><b>Introduction to Puranas and Major Themes</b></p> <ul style="list-style-type: none"><li>• Overview of ancient Indian scriptures</li><li>• Historical context and development of Puranas</li><li>• Classification of Puranas: Mahapuranas, Upapuranas, and others</li><li>• Creation stories and cosmogony</li><li>• Genealogies of gods, sages, and dynasties</li><li>• Incarnations of deities (avatars) and their significance</li></ul>	50%
2	<p><b>Social, Cultural and Ethical Implications of the Puranas</b></p> <ul style="list-style-type: none"><li>• Moral teachings and ethical codes in Puranic literature</li><li>• Role models and ideals depicted in the Puranas</li><li>• Gender roles and societal norms in Puranic narratives</li><li>• Influence of Puranas on art, music, and dance forms</li><li>• Rituals and festivals inspired by Puranic traditions</li><li>• Puranas as repositories of historical and cultural knowledge</li><li>• Approaches to Interpreting Puranic Texts</li><li>• Reflection on the relevance of Puranic wisdom in modern times</li></ul>	50%





Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the Importance of Puranas
2.	Obtain wisdom from Puranas
3.	Derive social, cultural and ethical implications of Puranas

Suggested References:
<p>Rocher, L. (1986). The Puranas. Otto Harrassowitz Verlag.</p> <p>Mani, V. (2003). Puranic Encyclopedia: A Comprehensive Dictionary with Special Reference to the Epic and Puranic Literature. Motilal Banarsidass.</p> <p>Dimmitt, C., &amp; van Buitenen, J. A. B. (1978). Classical Hindu Mythology: A Reader in the Sanskrit Puranas. Temple University Press.</p> <p>Wilson, H. H. (2005). The Vishnu Purana: A System of Hindu Mythology and Tradition. Cosimo Classics.</p> <p>Hazra, R. C. (1994). The Rise and Growth of the Puranic Literature. Munshiram Manoharlal Publishers.</p> <p>Mani, V. (1991). Puranas in Ancient Indian Tradition: The Brahmavaivarta Purana and Its Textual Material. Motilal Banarsidass.</p> <p>Kramrisch, S. (1988). The Presence of Śiva. Princeton University Press.</p>





Dalal, R. (2014). The Vedas: An Introduction to Hinduism's Sacred Texts. Penguin UK.  
Thapar, R. (2004). Early India: From the Origins to AD 1300. University of California Press.  
Pargiter, F. E. (2018). Ancient Indian Historical Tradition. Routledge.

Online Resources :

- Sacred Texts: Puranas - A comprehensive collection of translated Puranic texts available online, including the Vishnu Purana, Shiva Purana, and Bhagavata Purana. Accessible at: <http://www.sacred-texts.com/hin/index.htm>
- Internet Archive - The Internet Archive hosts a vast collection of Puranic texts, scholarly works, and research papers. It provides free access to digitized versions of rare and valuable books on Puranas. Accessible at: <https://archive.org/>
- Encyclopedia Britannica: Purana - An informative article on Puranas, providing an overview of their history, structure, and themes. It also explores the cultural and religious significance of Puranas in Hinduism. Accessible at: <https://www.britannica.com/topic/Purana>

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**Add on Certificate Course on Shiksha**

Course Code	UH03IKGEN06	Title of the Course	<b>Shiksha</b>
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	<p>The course will enable the learners to.....</p> <ul style="list-style-type: none"><li>● To introduce and explain shiksha in vedanga literature</li><li>● To describe and explain shiksha as vedanga</li><li>● To Explain shiksha as science of pronunciation in general</li><li>● To Elaborate and explain part and parcel of science of pronunciation</li><li>● To discuss how the shiksha helpful to understand meaning of vedic mantras</li></ul>
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<b>Course Content</b>		
Unit	Description	Weightage* (%)
1	Shiksha as a limb of Veda  Introduction of Shiksha Granthas like Yajnavalkya and Paniniya-shiksha,  Shiksha as described in Naradapurana and Concept of Anuchana (अनुचान),  Science of Pronunciation,  Archika, Gothic and Samik, Vowels under Samagana	50%
2	Importance of Shiksha Granthas, Shiksha and Pratishakhya, Importance of Paniniya-shiksha in Shikshagranthas, Places of pronunciation, Discipline of reciting vedamantras described in Paniniyashiksha	50%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Introduce and explain vedanga literature
2.	Develop the skill of describe and explain shiksha as vedanga
3.	Demonstrate shiksha as science of pronunciation in general
4.	Execute the knowledge discussed about science of pronunciation in paniniyashiksha
5.	Apply how the shiksha helpful to understand meaning of vedic mantras

Suggested References:
Vedic Sahitya Aur Sanskriti, Upadhyay Baldev, Pub.Sharda Mandir, Kashi

Online Resources :
Relevant entries in Wikipedia ( <a href="https://www.wikipedia.org/">https://www.wikipedia.org/</a> ) and Encyclopaedia Britannica ( <a href="https://www.britannica.com/">https://www.britannica.com/</a> )
Relevant books available on <a href="https://archive.org">archive.org</a>
Relevant articles on Jstor ( <a href="https://www.jstor.org/">https://www.jstor.org/</a> ), Project Muse ( <a href="https://muse.jhu.edu/">https://muse.jhu.edu/</a> )

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**Add on Certificate Course on व्याकरणम्**

Course Code	UH03IKGEN07	Title of the Course	व्याकरणम्
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	<ul style="list-style-type: none"><li>- विद्यार्थीओ शब्दरूपोना प्रकारो उदाहरण द्वारा समजावे.</li><li>- विद्यार्थीओ स्वर संधि अने व्यंजन संधि वर्येओ लेट स्पष्ट करे.</li><li>- विद्यार्थीओ विविध उदाहरण द्वारा समासना प्रकार ओणभावे.</li><li>- विद्यार्थीओ विभक्तिना आधारे वाक्योनी रचना करे.</li><li>- विद्यार्थीओ वाक्योमांशी कर्तु, कर्म अने भाववाचक शब्दो अलग तारवे.</li><li>- विद्यार्थीओ अव्यव अने उपसर्गना वाक्यो वर्येओ तक्षावत आपे.</li><li>- विद्यार्थीओ अव्यव अने उपसर्गना विगते यर्या द्वारा रूपो बनावे.</li></ul>
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Course Content		
Unit	Description	Weightage* (%)
1	<p>१. संस्कृतवर्णमालापरिचयः (चतुर्दशमाहेश्वरसूत्राणि)।</p> <p>२. शब्दरूपम् -</p> <p>a शब्दरूपम् - संज्ञाशब्दाः। (व्यावहारिकाः)</p> <p>b शब्दारूपाणि - स्वरान्तम् / व्यञ्जनान्तम्)</p> <p>c सर्वनामशब्दाः - अस्मद्, युष्मद्, तद्, एतद्, यद्, भवत्, किम्, इदम्, अदस्, सर्व (त्रिषु लिङ्गेषु)</p> <p>अ -इ-उ-ऋ कारान्ताः पुलिङ्ग- स्त्रिलिङ्ग-नपुषकलिङ्ग शब्दाः।</p> <p>व्याकरणम्</p> <p>१. धातुरूपम् (क्रियारूपम्) (लट्-लङ् - लृट् ) (चयनिताः धातवः)</p> <p>२. सन्धिः</p> <p>स्वरसन्धिः- यण् - अयादि- गुण- वृद्धि- दीर्घ- पूर्वरूप- पररूप- प्रकृतिभाव।</p> <p>व्यञ्जनसन्धिः- परसवर्णः- अनुनासिक- श्चुत्व-ष्टुत्व- जश्त्व- चर्त्व-णत्व षत्वविधिः।</p>	50%





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	विसर्गसन्धि:- लोप-विकारादिविधि: (विसर्गस्य-र्, स्. श, ष ) अनुस्वार-लोप-लत्वादि विधि:।	
2	१. समासः - केवल- अव्ययीभाव- तत्पुरुषः- कर्मधारयः- द्विगु- बहुवीहि- द्वन्द्वः समासम्। २. विभक्तिः कर्तृ- कर्म- करण- सम्प्रदान- अपादान-सम्बन्ध- अधिकरण- सम्बोधन- विभक्तिः। ३. वाच्यम्- कर्तृ, कर्म, भाववाच्यम् । व्याकरणम् १. प्रत्ययाः। २. अव्ययम्। ३. उपसर्गाः। ४. सङ्ख्या- सङ्ख्यावाचि- शब्दरूपाणिकः, द्वौ, त्रयः, चत्वारः (त्रिषु लिङ्गेषु) संख्या ५-१००।	50%

Teaching- Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	विद्यार्थीको शब्दरूपोना प्रकारे उदाहरण द्वारा समझसे.
2.	विद्यार्थीको स्वर संधि અને व्यंजन संधि वच्येको लेट स्पष्ट करी शकसे.





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3.	વિદ્યાર્થીઓ વિવિધ ઉદાહરણ દ્વારા સમાસના પ્રકાર ઓળખશે.
4.	વિદ્યાર્થીઓ વિભક્તિના આધારે વાક્યોની રચના કરશે.
5.	વિદ્યાર્થીઓ વાક્યોમાંથી કર્તૃ, કર્મ અને ભાવવાચક શબ્દો અલગ તારવશે.
6.	વિદ્યાર્થીઓ અવ્યવ અને ઉપસર્ગના વાક્યો વચ્ચેનો તફાવત જાણશે.
7.	વિદ્યાર્થીઓ અવ્યવ અને ઉપસર્ગના વિગતે ચર્ચા દ્વારા રૂપો બનાવશે.

Suggested References:

1. Keshav Bhikhaji Dhawale, An Easy Grammar of Sanskrit, S.B. Datar, Pub, Maharashtra, 2015
2. Ratnakar Narale, Sanskrit for English Speaking People, Prabhat Prakashan, New Delhi, 2013
3. રચનાનુવાદકૌમુદી, કપિલદેવદ્વિવેદી, વિશ્વવિદ્યાલયપ્રકાશન, વિશાલાક્ષીભવન, ભૂગર્ભતલચૌક, વારાણસી
4. અનુવાદચન્દ્રિકા, બ્રહ્માનન્દત્રિપાઠી, ચૌખમ્બાસુરભારતીપ્રકાશનચૌક, વારાણસી 221001
5. સંસ્કૃતસ્વયંશિક્ષક, શ્રીપાદ્દામોદરસાતવલેકર, રાજપાલણ્ડસન્સ, કશ્મીરીગેટ, નૈદિલ્લી 110006
6. વ્યાકરણસૌરભમ્, સમ્પાદક કમલાકાન્તમિશ્ર, એન. સી. ઈ. આર. ટી., નૈદિલ્લી 110006

Online Resources :

<https://www.motivationalstoriesinhindi.in/2020/01/book-sanskrit-pdf.html>

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