



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

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

Course Code	UH03AEDMT01	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, forest fire, 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		
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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 manmade disasters.

Suggested References:	
Sr. No.	References
1.	H.K. Gupta. <i>Disaster Management</i> . (2003). Hydrabad, 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 & 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
Epgp.inflibnet.ac.in/Home





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

Course Code	UH03MAFDN01	Title of the Course	Public Nutrition (Theory)
Total Credits of the Course	4	Hours per Week	4

Course Objectives	<ol style="list-style-type: none"> 1. Give an overview of the nutritional problems affecting the community. 2. Familiarize students with the methods of nutritional assessment. 3. Create awareness regarding policy and intervention programmes operating in India to overcome malnutrition. 4. To sensitise and orient students towards the Millennium Development Goals. 5. Understand the concept of nutritional status and its relationship to health.
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Unit	Course Content	Weightage * (%)
1.	Concept of community nutrition Relevance of community nutrition for a developing country like India. (a) Nutritional Problems of the community. Etiology, Symptoms, Consequences, Treatment and Preventive Measures for: <ol style="list-style-type: none"> i. Protein Calorie Malnutrition-SAM and MAM ii. Iron and Folic acid deficiency Anemia iii. Vitamin A deficiency iv. Iodine deficiency v. Fluorosis (b) Life style and nutritional disorders –obesity, diabetes mellitus, Hypertension, cancer, AIDS, alcoholism, Lack of exercise.	25
2	(a) Current National policies in India focused on improving nutritional and health status (National Nutrition Policy & Gujarat state Nutrition Policy and national/state plan of action) (b) Current National Nutrition Programs – Objectives Target Groups, Monitoring System, Mode of Implementation, Administrative Setup, Coverage, Compliance, Newer Initiatives <ol style="list-style-type: none"> i. Integrated Child Development Services Scheme Universalization of ICDS ii. Mid-Day/ Nutritious meal Program iii. National Nutritional Anemia Control Program, National Iron Plus initiative iv. National Program to control Iodine deficiency disorders v. Vitamin A prophylaxis programmes vi. Diarrheal control program vii. Janani Suraksha Yojana/ IGMSY/ Chiranjeevi Yojana 	25



3	MDG/ SDG Goals & WHO Nutrition Targets Related to Public Health/Nutrition (MDG 1, 4, 5 & 6) (a) Four Core Themes of the United Nations Millennium Development Goals (b) Introduction to the specific MDGs/SDGs (c) MDG global targets and indicators for MDG 1,4,5 & 6 & SDG's (d) WHO Nutrition targets to be achieved by 2025 (e) National & State progress on health & nutrition related goals & targets	25
4	Methods of assessment of Nutritional status - sampling techniques - identification of risk group, Anthropometry, Biochemical estimation, Clinical assessment, and Diet survey.	25

Teaching-Learning Methodology	Lecture, Questions-Answer, Discussion, Brainstorming, 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.	Understand nutrition problems existing in the community.
2.	Understand role of Public Nutrition to maintain the health status
3.	Students can apply the knowledge and art of assessment methods for Nutritional assessment and surveillance of human groups.
4.	Evaluate impact of nutritional awareness program on Nutritional and health status
5.	Identify MDGs and SDGs

References	
Sr. No	References
1	Jelliffe, D. B., & World Health Organization. (1966). <i>The assessment of the nutritional status of the community (with special reference to field surveys in developing regions of the world)</i> . World Health Organization.
2	Saln, D. R., Lockwood, R., & Scrimshaw, N. S. (1981) <i>Methods for the evaluation of the Impact and Nutrition Programme</i> U N University.
3	Rutchie, J. A. S. (1967): <i>learning better nutrition</i> , FAO Rome.



4	Gopalan, S., Ganesh, K., & Patnaik, R. (1998). Nutrition Foundation of India. <i>Special Publication Series</i> , (5), 155.
5	Beghan, I. M. &Dajardan, B. (1988) <i>A guide to Nutritional Status Assessment</i> WHO Geneva.,
6	Gopaldas, T., &Seshadri, S. (1987). <i>Nutrition, monitoring, and assessment</i> . Oxford University Press.
7	Mason, J. B., Habicht, J. P., Tabatabai, H., &Valverde, V. (1984). <i>Nutritional surveillance</i> . WHO.

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





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

Course Code	UH03MAFDN02	Title of the Course	Institutional Food Service Management
Total Credits of the Course	4	Hours per Week	4

Course Objectives	<ol style="list-style-type: none"> 1. The students will learn to manage human resources within food service organization or department. 2. They will develop key managerial skills ranging from leadership to the ability to take complex decision, team work and multicultural dimension.
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Unit	Course Content	Weightage*(%)
1.	Food Service Management: (a) History and Development. (b) Factors affecting development. (c) Recent trends in Food Service System – Cloud Kitchen, Railway and Air Catering.	25
2.	Food Service Organization Management: (a) Processes involved. (b) Principles of Management. (c) Functions of Management.	25
3.	Planning and setting a Food Service Unit: (a) Types of Planning. (b) Steps in Planning. (c) Prospectus/Planning guide of food service unit. (d) Registration of the unit. (e) System approach in Food Service.	25
4.	Food Management- (a) Principles of Food Production. (b) Definitions and functions of menu. (c) Purchase and storage of food. (d) Records and controls. (e) Food Waste Management.	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
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	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)	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.	Open entrepreneurial venture in field of catering.
2.	Apply strategic solutions to respond to the challenges of commercial and group catering

References	
Sr No	References
1.	Payne, J., &Palacio,M.(2019). <i>Food service management ,Principles and Practices</i> (13ed.) Published by Pearson Education,: ISBN-13-978-9353066987
2.	Arora, R. K. (2007). <i>Foodservice & Catering Management</i> . APH Publishing Corporation.
3.	Sethi, M. (2008). <i>Institutional food management</i> . New Age International.
4.	Foskett, D., Paskins, P., Rippington, N., & Thorpe, S. (2019). <i>Practical Cookery</i> . (14 th ed.). Hachette UK.
5.	Swaminathan M., <i>Food Sciencem, Chemistry & Experimental Foods</i> . Bappco, Ganesh & Company, Madras.

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Relevant entries on Wikipedia and Encyclopaedia Britannica





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

Course Code	UH03MAFDN03	Title of the Course	Practical based on UH03MAFDN01 & UH03MAFDN02
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"> 1. Assess the nutritional status of the community. 2. Addressing the nutrition problems in the community through proper evaluation. 3. Gain practical experience in imparting the knowledge of nutrition to the community 4. Gain the knowledge and skills of principles of menu planning in food service establishment. 5. Understand the principles of management, food material cost control and personnel management in hospital food service establishment.
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Course Content		
Unit	Course Content	Weightage* (%)
1.	Understanding the Clinical signs and symptoms for various nutritional deficiencies through field visits, power point presentations, videos: <ol style="list-style-type: none"> i. SAM/kwashiorkor ii. Anemia iii. VAD, Xerophthalmia iv. IDD v. Fluorosis 	5
2.	Planning and preparation of recipes for individuals suffering from: Protein Calorie Malnutrition	4
3.	Planning and preparation of recipes for individuals suffering from: Vitamin A deficiency	4
4.	Planning and preparation of recipes for individuals suffering from Iron deficiency anaemia	4
5.	Preparation of ARF and various premixes	4
6.	Development of tools for collection of dietary data using 24 hour dietary recall method and FFQ	4



7.	Data collection for various anthropometric measurements for children for Weight, height, BMI, waist/hip ratio, MUAC	4
8.	Data collection for various anthropometric measurements for adults for Weight, height, BMI, waist/hip ratio, MUAC	4
9.	Use of Growth chart through various case studies	5
10.	Health/ nutrition related behaviour change communication-preparation of leaflets/posters	4
11.	Health/ nutrition related behaviour change communication-preparation of skit/role play/recipe demonstration	4
12.	An exposure visit (urban and rural) and brief report on observations for ICDS programme - Anganwadi and Mamta diwas	4
13.	Survey to find out the prevailing pricing of various food stuffs.	4
14.	Analysis of relationship between the purchase amount, edible portion and cooked weight of foodstuffs.	4
15.	Quantity cooking- concept, principles, and techniques	4
16.	Planning a layout -various phases	4
17.	Prospectus /planning guide of a food service unit	4
18.	Planning and organizing a midday snack for preschool children.	4
19.	Planning and organizing meals for college canteen.	4
20.	Planning and organizing meals for college hostel mess	4
21.	Planning and organizing meals for working women hostel	4
22.	Planning and organizing meals for Industrial canteen	4
23.	Planning and organizing meals for different occasion (birthday, cocktail party, conferences etc)	5
24.	Planning and organizing meal for Sports Academy	5

Teaching-Learning Methodology	Demonstration, experiential learning, video clips, lecture method, discussion
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Develop appropriate knowledge and understanding about key concepts of Community Health and Nutrition
2.	Knowledge on programme planning in public health nutrition will help students how to monitor and evaluate nutrition surveillance programmes and strategies to undertake to tackle nutritional problems during emergencies.
3.	Put into practice the knowledge gained in management of resources for planning Quantity cookery.
4.	Standardize recipes for quantity food production.
5.	Use this knowledge for start ups.

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





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

Course Code	UH03MAFRM01	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"> 1. To identify the importance of wise use of money as a resource. 2. To develop an appreciation for financial management in family living. 3. To analyse key issues related to credits and mortgages.
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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
3.	Family Savings and Investment (a) Need, principles, channels of saving and investment (b) Savings and savings institutions, merits and demerits of each:	25



	Banking and Insurance, Guidelines for wise savings practices (c) Modes of Investment	
4.	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 meeting emergent needs of expenditure (c) Personal finance management: Tax implications, Calculation of personal income tax	25

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

Course Code	UH03MAFRM0 2	Title of the Course	Theory-Event Management
Total Credits of the Course	04	Hours per Week	04
Course Objectives:	1. To make them understand the event planning process. 2. To inculcate the management skills required for managing an event effectively. 3. Recognize the resources required in the staging of events.		

Course Content		
Unit	Description	Weightage*(%)
1.	Introduction to Event Management (a) Concept and Need for Event Management (b) Role and skills of an event planner (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-Assignments, Learning	Lecture, Powerpoint Presentations, ICT-enabled Teaching, Individual/group project, Group discussion, Guest speaker, Quizzes Methodology, blackboard and chalk.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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.	Acquaints with the concepts related to various events.
2.	Appraise the role of a successful event planner.
3.	Execute a successful event in line with the needs and requirements of the client.

Suggested References:

Sr. No.	References
1.	D.G. Conway's "The Event Manager's Bible: The Complete Guide to Planning and Organizing a Voluntary or Public Event", Viva Books
2.	Shannon Kilkenny, "The Complete Guide to Successful Event"
3.	Laura Capell, "Event Management for Dummies", Willey Publication
4.	Alex Genadinik 2015, "Event Planning: Management and Marketing for Successful Events", Create space Independent Publication, New Delhi
5.	Sharma S.(2011) "Event Planning and Management" Aadi Publications, Jaipur, India
6.	Logan Gaspar "A Textbook of Event Management"

On-line Resources

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Course Code	UH03MAFRM03	Title of the Course	Practical – Based on UH03MAFRM01 & UH03MAFRM02
Total Credits of the Course	04	Hours per Week	08
Course Objectives	<ol style="list-style-type: none"> 1. To recognize the importance of wise use of money as a resource. 2. To develop an appreciation for financial management in family living. 3. To acquaint the students with the planning of different events. 4. To acquire proficiency in organizing an event. 		

Course Content		
Unit	Description	Weightage* (%)
1.	Understanding the steps in making family budget in various categories for different income groups.	04
2.	Drafting family budget for Low-income groups by giving situations	04
3.	Drafting family budget for Middle income groups by giving situations	04
4.	Drafting family budget for High income groups by giving situations	04
5.	(a) Make a list of your immediate needs (short term expenditure) and needs which can be fulfilled at a later date (long time expenditure). (b) Analyse and discuss the flaws in your priority lists.	04
6.	To prepare a customized budget for your own family with specified income and goals.	04
7.	To find out current saving schemes from various financial institutions.	04
8.	To prepare a report on current insurance schemes from various financial institutions.	04
9.	To explore current modes of investments schemes from various financial institutions.	04
10.	Learning to fill various forms and digital mode of money transfer	04
11.	Debates/discussions on: Consumer credit, Online shopping, Debit	04



	cards/credit cards	
12.	Understanding of different tax slabs.	04
13.	Calculate taxable income and accruing tax for an individual whose occupation, monthly income, savings and like are specified.	04
14.	Recognize the skills required for an event planner.	04
15.	Identify the principles and resources for event planning.	04
16.	Understand the headings of expenditure for specific event.	04
17.	Draft a plan for specific event.	04
18.	Preparation and allocation of budget for the event selected.	04
19.	Identify the areas and steps of Marketing and communication of the event.	04
20.	Creation of Marketing and communication aids for the selected event.	04
21.	Formulation of a checklist for event planning and organization.	04
22.	Making of invitations and signage boards for the specific event.	04
23.	Pre – preparation for organizing a specific event: corporate / leisure /private	04
24.	Organizing a specific event: corporate / leisure /private	04
25.	Evaluation and report writing of the event organized.	04

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



Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the importance of wise use of money as a resource.
2.	To develop an appreciation for financial management in family living.
3.	Accomplish a successful event in-line with the required wants and necessities.
4.	Evolve themselves as a professional event organizer.

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 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.	D.G. Conway “The Event Manager’s Bible: The Complete Guide to Planning and Organizing a Voluntary or Public Event”, Viva Books
6.	Sharma S.(2011) “Event Planning and Management” Aadi Publications, Jaipur, India





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

Course Code	UH03MAHUD01	Title of the Course	Theory- Childhood and Adolescence
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To develop an understanding about the need and importance of studying child and adolescent development. 2. To learn about the characteristics, needs and developmental tasks of early middle and late childhood, and early, middle and late adolescence. 3. To identify the biological and environmental factors that affect development during childhood and adolescence. 4. To analyze key issues which influence childhood and adolescent development.
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Course Content		
Unit	Description	Weightage* (%)
1.	Childhood and Adolescent Development (a) Introduction (b) Concept of critical periods of development during childhood and adolescence (c) Importance of early stimulation and intervention characteristics and developmental tasks (d) Common Interests during Childhood. (e) Skills of Childhood and Adolescence (f) Personality Development (g) Hazards of Early Childhood	25%
2.	Development across Childhood and Adolescence (a) Major characteristics of different stages of childhood and adolescence (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) (c) Characteristics, needs, developmental tasks and milestones of individuals from 2 to 18 years are explained i. Early childhood (2-6 years) ii. Late childhood (6-12 years) iii. 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	25%



	<p>functioning during childhood and adolescence</p> <p>(c) Moral development from early childhood to late adolescence in relation to societal norms and social understanding</p> <p>(d) Development of gender roles and perceptions</p> <p>(e) Changes in gender identity from early childhood through adolescence</p>	
4.	<p>Childhood and Adolescent Development: Key Issues</p> <p>(a) Influence of peer relationships on development</p> <p>(b) Impact of media and its influences on development and learning</p> <p>(c) Role of nutrition in childhood and adolescent development</p> <p>(d) Eating disorders during childhood and adolescence Late childhood</p> <p>(e) 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</p> <p>(f) Problems of adolescents.</p>	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 / Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	They will understand the development stages from childhood to late adolescence.
2.	Students will gain knowledge about important aspects of development from childhood to adolescence.
3.	Students will learn about the issues & challenges appearing in different stages and prepare themselves for adjustment.
4.	Students will acquaint knowledge about social challenges faced by adolescents.



Suggested References:	
Sr. No.	References
1.	Berk, L.E. (2017). <i>Child Development</i> (9 th 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 th 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 th ed.). NewYork: Worth Publishers.
10.	Santrock, J. (2017). <i>A Topical Approach To life Span Development</i> (9 th ed.). New N Y.:Mcgraw - Hill Higher Education.
11.	Saraswathi, T. S., & Kaur, B. (Eds.). (1993). <i>Human development and family studies inIndia: An agenda for research and policy</i> . SAGE Publications Pvt. Limited.
12.	Saraswathi, T. S., & Oke, M. (2013). Ecology of adolescence in India. <i>PsychologicalStudies</i> , 58(4), 353-364.
13.	Saraswathi, T.S., Menon, S., & Madan, A. (eds.) (2018) <i>Childhoods in IndiaTraditions, 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). Adolescence in India: Street Urchins or Silicon Valley Millionaires? In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.), <i>The World's Youth: Adolescence in Eight Regions of the Globe</i> (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	





SARDAR PATEL UNIVERSITY
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Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Human Development) Semester (III)

Course Code	UH02MAHUD01	Title of the Course	Theory – Activities and Resources for Child Development
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<ol style="list-style-type: none"> 1. To acquaint the students with various components to be included in readiness programme planning. 2. To become aware of suitable literature for children. 3. To understand the role of students to promote communication skills. 4. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience.
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Course Content		
Unit	Description	Weightage*(%)
1.	Communication Language Arts (a) Promotion of language Skills: listening, speaking, reading and writing. (b) Experiences for language development Infants and toddlers: sound games, talking, picture books, singing -Children 3 to 8 years. (c) Importance of language arts. (d) Opportunities for interaction with peer group. (e) Readiness programme <ol style="list-style-type: none"> i. Meaning and signs of readiness. ii. Factors to be considered for readiness iii. Physical coordination, reading from left to right. iv. Promotion of various skills required for reading and writing. 	25
2.	Literature for Children: (a) Need and types of literature for children (b) Books for pre-schoolers: picture books, story books, information and concept (c) Books for 6-8 years: Story books- Fables, Folks tales, fairy tales and modern fantasy, information and concept books eg- tell me why encyclopaedias. (d) Physical characteristics of good books (e) Characteristics of good story (f) Values of storytelling. Narration of stories. (g) Techniques of storytelling: reading aloud, narration without	25



	<p>aids but with help of voice modulation and gestures techniques of storytelling with aids like flashcards, flannel board, puppets, charts, T.V. techniques, Projective Technique Etc.</p> <p>(h) Criteria for selection songs.</p> <p>i. Importance of music in child's life.</p>	
3.	<p>Art Activities</p> <p>(a) Paintings and Graphics</p> <p>i. Paintings with brush, drawings with crayon, chalk, rangoli on floor, finger paintings.(Some Special Characteristics of this medium)</p> <p>ii. Values, material required, use of substitutes from indigenous materials.</p> <p>(b) Two dimensional activities:-Picture making, Paint with brush, Crayon, Scissoring skills, Torn paper and pasting, Mural, Printmaking, Paper stencils, collage</p> <p>(c) Three dimensional activities:- Clay Modelling, Modelling, Assemblage, Wood working, Cardboard-construction, Water and sand activities</p>	25
4.	<p>Games- and Recreation:-</p> <p>(a) 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 in overall development of children,</p> <p>(c) Kind of puppets –finger, gloves, stick and string puppet</p> <p>(d) Process of scripting for puppet plays and creative drama.</p>	25
Teaching- Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz	

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

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	The student will be able to develop an understanding about the need and importance of studying prenatal development conception and birth process
2.	The student will acquire a detailed understanding of developmental milestones of prenatal development.
3.	The students will understand the characteristics, needs and developmental tasks of s of infancy period.



Suggested References:

Sr. No.	References
1.	Adler, S., Farrar, C. (1983). A curriculum guide for developing communication skills in
2.	Batra, P. (2010) Social Science learning in schools. Sage Publications.
3.	Beaty, J.J. (1996). Preschool Appropriate Practices. London : Harcourt Brace College
4.	Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge
5.	Bruke, E. (1990). Literature for the young child, Needham Heights: Allyn and Bacon.
6.	Carol, S. & Barbour, N. (1990). Early Childhood Education : An Introduction : IInd Edition.
7.	Chambers, P. (2008) Teaching mathematics. Sage publications.
8.	ContractorM (1984): Creative drama and puppetry in education, New Delhi: National book trust of India.
9.	Contractor, M. (1984). Creative drama and puppetry in education, Delhi : National Book trust of India.
10.	Curell D. (1985) : the complete book of puppet theatre, London.
11.	Dave, A. (1987). Pre-Mathematics Experiences for Young Children.
12.	Deviries, R., Kohlberg, L. (1987). Programs of early education, New York: Longman.
13.	Gelman, R. Gallistel, C.R. (1986). The child's understanding of numbers, Cambridge: Harvard
14.	Johnson, A.P. (1998). How to use creative dramatics in the classroom. Childhood Education, 2
15.	Huck.C(1974) Children's literature in elementary school. New York Holt, Rinehart and Winston.
16.	Kaul, V. (1991). Early Childhood Education Programme. New Delhi : NCERT.
17.	Krishna Kumar (1986). The child's language and the teacher, New Delhi: UNICEF
18.	Kwrien,Z(1998) Helping Children Learn, Bombay orient Long man.
19.	Lasky, L. & Mukerjee, R. (1980). Art Basic for Young Children, Washington, D.C., NAEYC.
20.	Lays, Pamela (1985) Teaching Through environment. London Allyn and Bacon.



21.	Margelin,E(1982) Teaching Young children and Home New York Macmillan.
22.	Moomaw, S. (1984). Discovering Music in Early Childhood. Bostom :Allyn and Bacon, Inc.
23..	Robinson .H.(1984) Exploring Teaching. Allyn and Bacon
24.	Swaminathan, M. (1984). Play activities for young children, New Delhi : UNICEF.
25.	Swaminathan, M. (1991). Play Activities for Young Children . UNICEF.

On-line resources to be used if available as reference material	
On-line Resources	
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https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf	





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

Course Code	UH03MAHUD03	Title of the Course	Practical based on UH03MAHUD01 and UH03MAHUD02
Total Credits of the Course	04	Hours per Week	08

Course Objectives	<ol style="list-style-type: none"> 1. To acquaint the students about growth monitoring & anthropometric measurements of a child. 2. To introduce and apply the basic tools of research in the field of Human Development to the students. 3. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience. 4. To understand the significance of various creative activities and teacher's role in implementing them. 5. To become aware of suitable activities and games for children.
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Course Content		
Unit	Description	Weightage* (%)
1.	Prepare a questionnaire on childhood.	4
2.	Prepare booklet on childhood nutritional problems.	4
3.	Mask- making on cartoon character for children	4
4.	Case study of childhood behavioural problems and rearing practices	4
5.	Collect five videos on childhood behavioural problems.	4
6.	Create a Google form.	4
7.	Prepare a resume using different applications.	4
8.	Interview schedule on adolescent girls to understand their behaviour and lifestyle during college time.	4
9.	Observe record and analyse children aged 2-6 years using gadgets on mother-child relationship.	4
10.	Preparation of an album on developmental milestones of childhood years.	4
11.	List down play materials with photos for childhood years.	4
12.	Write a report on observation for adolescents using gadgets.	4
13.	Prepare an Invitation card on PTM.	4
14.	Microteaching for conducting group conversation- (a) Display of bulletin board for picture talk, development of questioning skills (b) Involving what, who, when, why, how as well as questions to give scope for Children's imagination and creative expression.	4
15.	Paintings and graphics. (a) Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc. where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paste, paint with starch, dry colors etc. (b) Drawing with crayons, dry and wet chalk. (c) Wet paints, painting masks, brush music.	4



16.	Tearing, cutting, pasting. (a) Tearing with all fingers, tearing with thumb, and two fingers as used in holding pencil, tearing on straight line, curved line. (b) Tearing circular rings starting from one corner of the page till centre of page, making designs. (c) Cutting a design, pasting, pieces of paper, cloth, stick, leaf, collage, and mosaic. (d) Tracing and cutting designs, creating design. (e) Pasting mosaic, paper balls, and glass pieces. Etc.	4
17.	Modeling (a) Modeling with clay, dough, plasticine, saw dust, providing accessories. (b) Beside above medium, modeling with straw, match sticks rope, wire, thick paper fold and slot sculpture. (c) Pasting papers on a balloon, when dry remove air and colors to create accessories for clay sculpture/ crumbled paper pasting designs.	4
18.	Printing (a) Printing with strings, leaf, vegetable blocks, stencil printing, thumb, finger, spray printing. (b) Keepings coins, leaves with veins below paper and gently coloring with crayon. (c) Older children to make their own stencil.	4
19.	Music and movement (a) Making simple musical instruments from waste like old pots, tins, sticks. (b) Rhythmic body movement according to different beats and sound. (c) Dancing according to the rhythm.	4
20.	Plan a story and make a story telling Techniques for classroom presentation	4
21.	Plan three activities for children: List objectives, select and organize instructional and learning materials, role of the teacher.	4
22.	Prepare reading readiness material on visual discrimination	4
23.	Prepare reading readiness material on visual memory	4
24.	Prepare reading readiness material on auditory discrimination	4
25.	Prepare booklet and material on pre writing activities	4

Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation, Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The student will be able to develop an understanding about the need and importance of studying prenatal development conception and birth process
2.	The student will acquire a detailed understanding of different activities related to themes for children.
3.	The students will understand the characteristics, needs and developmental tasks of childhood and adolescent period.



Suggested References:	
Sr. No.	References
1.	Batra, P. (2010) Social Science learning in schools. Sage Publications.
2.	Beaty, J.J. (1996). Preschool Appropriate Practices. London : Harcourt Brace College
3.	Beghetto, R., Kaufman, J. (2010) Nurturing creativity in classroom. Cambridge
4.	Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall
5.	Berk, L. (2013). Child development. 9th ed. Boston: Pearson. Chapter 3
6.	Bhangaokar, R, & Kapadia, S. (in press). Human Development Research in India: A historical overview. In G. Misra (Ed.), Hundred years of Psychology in India. New Delhi: Springer.
7.	Bruke, E. (1990). Literature for the young child, Needham Heights: Allyn and Bacon.
8.	Carol, S. & Barbour, N. (1990). Early Childhood Education: An Introduction: IInd Edition.
9.	Chambers, P. (2008) Teaching mathematics. Sage publications.
10.	Dave, A. (1987). Pre-Mathematics Experiences for Young Children.
11.	Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson
12.	Johnson, A.P. (1998). How to use creative dramatics in the classroom. Childhood Education, 2
13.	Kaul, V. (1991). Early Childhood Education Programme. New Delhi: NCERT.
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15.	Kakar, S. (1998). The inner world. Psychoanalytic study of childhood and society in India. Delhi: Oxford University Press.
16.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
17.	Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
18.	Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7thed.). New York: Worth Publishers.



19.	Swaminathan, M. (1991). Play Activities for Young Children. UNICEF.
20.	Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109.
21.	Santrock, J. (2017). A topical approach to life span development (9th ed.). New NY.:Mcgraw-Hill Higher Education.
22.	Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw-Hill. Chapter 2, pg 25-40, Chapter 3.
23.	Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan.

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





SARDAR PATEL UNIVERSITY
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Syllabus with effect from the Academic Year 2024-2025

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

Course Code	UH03MATCL01	Title of the Course	Theory-Textiles and Apparel Designing
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To develop an understanding for the components of textile design, and the related process.2. Gain knowledge on elements & principles of design with reference to textiles & apparel3. To understand motif and its placement in creative manner through various methods.
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Course Content		
Unit	Description	Weightage* (%)
1.	Components of Textile Design: a) Types of design: Structural and Decorative b) Elements of textile Design: Line, Shape, Form, Space, Texture, Colours: Colour wheel, Dimensions of colour (Hue, value, intensity), colour theory- Prang and Munsell system, Colour Temperature, colour psychology c) Principle of Design: Proportion, Balance, Rhythm, Harmony, Emphasis	25
2.	Textile Design Developments: a) Motif and form development b) Pattern and Basic Repeat: Straight Repeat, Half Drop Repeat, Brick Repeat, Mirror Repeat, Repeat Rotate c) Design Layouts and Placements d) Inspiration for Design: Nature, Man-made, Combinations, Designs by other Designers (Magazines – National, International and local, award functions, Oscar and red carpets, catalogues, previous art works, blogs, attending workshop, lectures, fashion show and fashion meets)	25



3.	Application of Design: (a) Application of Design on bodice, skirt, trousers, sleeve and collar (b) Application of the design basics - principles and elements of design on specific body types: obese, fat, thin body type, short, tall, heavy figure and deformed and abnormal body	25
4.	Apparel Designing Process: (a) Stage of the apparel product development process (b) Methods of developing patterns: flat pattern making, draping and drafting. (c) Difference between textile design and apparel design (d) Careers in the field of textile/ apparel	25

Teaching-Learning Methodology	Lecture and discussion using multimedia and PowerPoint presentation, assignments, actual sample visualization and analysis, market surveys and collection etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and create designs for textiles and Apparel.
2.	To get familiar with the design process and to make design ideas using innovative material and techniques.
3.	Develop new textile designing patterns based on creation of motif, repeating them and on collection of new ideas from various sources of design.



Suggested References:	
Sr. No.	References
1.	Neelima (2009).Fashion & textile design. New Delhi: Sonali Publications Ltd.
2.	Klibbe, J.W.(1965).Structural fabric design. North Carolina: North Carolina State University Print Shop.
3.	Parvathi, K.(2007). Textile Designing. Jaipur: Avishkar Publishers
4.	Sumathi, G.J. (2007). Elements of Fashion and Apparel Design. New age International limited
5.	Carr, H. &Pomery J.(1992).Fashion Design & Product Development. New Jersey: Blackwell Scientific Publication
6.	Amit, K. (2010). Fashion Tourism. New Delhi: Raj Publications





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

Course Code	UH03MATCL02	Title of the Course	Theory-Fashion Orientation
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. To impart knowledge about fashion design concepts 2. To acquaint students with current scenario of the Fashion Industry
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Course Content		
Unit	Description	Weightage* (%)
1.	Fundamentals of fashion (a) Terminology: Fashion, Fad, Classic, Adaptation, Avant Grade, knock off, Fashion consultant, Fashion trend, style, High fashion, Mass fashion (b) Principles of fashion movements (c) Fashion cycle: Introduction phase, acceptance phase, rejection phase	25
2.	(a) Theories of Fashion Adoption: Trickle down, Trickle up, Trickle across (b) Fashion: Pendulum swing movement	25
3.	(a) Theories of clothing: modesty, immodesty, Adornment, Protection (b) Factors affecting fashion: Accelerating factors, Retarding factors (c) Sources for Trend and Fashion Information Fashion Dimensions: Style, Acceptance and Time	25
4.	(a) Fashion movements: Fashion movements of 19 th and 20 th century (b) Fashion Tourism: i. Important of fashion tourism ii. Component of Fashion Tourism: Cultural Tourism, Shopping Tourism (c) Fashion Forecasting	25



Teaching-Learning Methodology	Using blackboard, power point presentation, using smart board, using charts, figure
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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.	Acquaint with the terms and areas of fashion.
2.	Understand the cycle of fashion and different languages of fashion.
3.	Understand the concept and origin of fashion.
4.	Appraise the influences of fashion world

Suggested References:	
Sr. No.	References
1.	Sumathi, G.J. (2002). <i>Elements of Fashion Design and Apparel Design</i> , New Delhi: New Age International Publishers.
2.	Patrick, J. (1976). <i>Introduction to Fashion Design</i> , Ireland: B.T. Bradford.
3.	Nirupama, P.(2007). <i>Fashion Technology today and tomorrow</i> , New Delhi: Mittal Publication
4.	Patrick, J. (1975). <i>Basic Fashion Design</i> , Ireland: B.T. Bradford
5.	Amit, K. (2010). <i>Fashion Tourism</i> , Sonali Publications





SARDAR PATEL UNIVERSITY
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Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (Textiles and Clothing) Semester (III)

Course Code	UH03MATCL03	Title of the Course	Practical based on UH03MATCL01 & UH03MATCL02
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none"> 1. To provide an understanding of Fashion and Apparel Design in various fields of fashion, textiles, apparel, furnishings, home textiles, and retail business. 2. Understand, identify and acquire skills in basics of apparel construction 3. Understand and analyse the garment components.
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Course Content		
Unit	Description	Weightage* (%)
1	Study of lines and shapes : Types, Psychological & visual association	4
2	Types of motifs: Geometrical, Floral and Novelty	4
3	Placements of design/motifs: one- way direction, two- way direction, non-direction	4
4	Basic Repeat techniques: Straight Repeat, Half Drop Repeat, Brick Repeat, Mirror Repeat	4
5	Creating different Texture (Fabric rendering techniques): checks, stripes, net, fur	4
6	Application of motifs on bed linen and table linen (bed sheets, cushion cover, table mates, table runner, place mat, floor covering etc.)	4
7	Application of elements and principles of design on specific body types: Short and thin figure	4
8	Application of elements and principles of design on specific body types: Tall figure, Heavy figure, abnormal body	4
9	Application of Fashion design: Fad design, Classic design, Avant Garde	4



10	Fashion tourism: creating design of any one state of India- costume and accessories (Illustration)	4
11	Designing of a scrap book with garment images of one Indian ethnic women wear brands	4
12	Human Anatomy- Normal eight head theory	4
13	Sketching of 8 and 10 head croqui	4
14	Sketching of body movements and gestures (female)	4
15	Basic sketching: Types of necklines, sleeves, collars, yokes, skirt, pockets	4
16	Drawing Fashion Accessories - hand bags, shoes	4
17	Drawing Fashion Accessories - hats/capes, ties	4
18	Neckline finishes: bias binding and bias facing	4
19	Neckline finishes: shaped facing	4
20	Drafting and construction of different types of collars: straight band collar and peter pan collar	4
21	Drafting and construction of different types of sleeves: plain and puff sleeve	4
22	Drafting and construction of different types pockets: patch and flap pocket	4
23	Introduction to pattern making: Method of taking body measurements	4
24	Different methods of pattern making: Dart Manipulation : slash-spread technique-single dart series, two dart series	4
25	Pivotal – transfer technique - single dart series, two dart series	4

Teaching-Learning Methodology	Demonstration, Actual sample collection and discussion, Survey, Assignment
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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.	Acquire skills in analysing the quality of construction and finishing of garments and its components and Understand colour patterns and combination.
2.	Learn basics of sketching with different colour schemes and modes.
3.	Practice dimensional sketching and colouring.

Suggested References:	
Sr. No.	References
1.	Shaeffer, C. (2000). <i>Sewing for Apparel Industry</i> . New Jersey:Prentice Hall.
2.	Dawn, J. (1999). <i>Textile technology to GCSE</i> . Oxford university press.
3.	Doongaji, S.C.& Deshpande. (1964). <i>Basic process& Clothing Construction</i> . New Delhi:New Raj Book.
4.	Sumathi. (2002). <i>Elements of Fashion & Apparel Design</i> .G.I. New Age International Ltd.
5.	Tate,S.L.,&Edwards, M.S. (1982). <i>The Complete Book of Fashion Design</i> .New York:Harper and Row Publications.
6	Figure Drawing for Fashion Design by Elisabetta Drudi published by The Peppin Press 2001
7	Fashion Drawing in Vogue -William Packer, Thames & Hudson Ltd, 240 pages
8	Figure Drawing for Fashion Design by Isao Yajima, Graphic-Sha; First Edition (stated) edition (1987), 128 Pages





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

Course Code	UH03IDCED01	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"> 1. Give knowledge to act as informed consumers. 2. To understand of the functioning of society and the economy as a whole and the specific role of consumers. 3. To develop skills to act as informed and responsible consumers. 4. To help students feel it is important to be an informed consumer.
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Course Content		
Unit	Description	Weightage*(%)
1.	Introduction to Consumer Education (a) Define consumer and consumer education. (b) Rights and Responsibilities of Consumers (c) Consumer problems related to goods and services <ol style="list-style-type: none"> i. Adulteration ii. Short weights and measures iii. Misleading advertisements iv. E-marketing frauds v. Sub-standard goods and services 	50
2.	(a) Consumer aids: – Labels, Trademarks, Brand names, Patents, Warranty, Guarantee, Quality Marks and after sales service Food packaging materials (b) Consumer empowerment through laws (c) Consumer Protection (COPRA 2019) <ol style="list-style-type: none"> i. Place ii. Time and Duration iii. Procedure (d) Green Consumerism-Meaning and importance with respect to consumerism, need, consideration in daily consumption and significance,	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)	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.	Emerge as informed consumers
2.	Becoming familiarized with the changing trends in consumerism
3.	Understand the procedure of redressal 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 https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook_H.pdf	
Consumer handbook Hindi https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook.pdf	





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

Course Code	UH03IDCED02	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">1. To appraise the role of consumers in the Indian economy.2. To create awareness about marketing conditions, rights, and responsibilities of consumers.
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Course Content		
Unit	Description	Weightage* (%)
1.	Enlist the rights and responsibilities of consumers with suitable examples.	05
2.	Find a consumer case study from a newspaper and present it to 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 types of products (food/textile/garments/toys/household products)	10
5.	Identify uses and discuss the 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.	Discuss various Consumers laws and related provisions for the benefit of the consumers	05



9.	Enlist and identify E-frauds prevailing in the market and ways to resolve them. through various agencies.	05
10.	Prepare a chart displaying details about the Consumer Protection Act 1986 and 2019 and the composition of various courts and visits to consumer court	10
11.	To conduct survey various Voluntary consumer organizations in the area locally and the types of complaints received and resolved	10
12.	To prepare and present a poster/handout for generating consumer awareness related to various consumers issues.	10

Teaching-Learning Methodology	Active learning, reflective learning, written exercises, collaborative learning, problem-solving, Discussions and display of various materials, e-learning coupled with a market survey, field-based learning, Assignments,
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per 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 the consumer in the market.
2.	Become aware of marketing conditions, rights, and responsibilities of consumers.
3.	Recognize the problem while purchasing goods/services from the market.

Suggested References:	
Sr. No.	References
1.	Sarkar, A. (1989). <i>Problems of Consumers 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

Online Resources

Consumer handbook https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook_H.pdf

Consumer handbook https://consumeraffairs.nic.in/sites/default/files/file-uploads/consumer_information/Consumer_Handbook.pdf





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

Course Code	UH03SEFRM01	Title of the Course	Household Equipment
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> 1. To acquire knowledge about the principles underlying the operation, use, care and storage of electrical and non-electrical household equipment. 2. To identify household equipment's various materials, finishes, construction, and manufacturing processes. 3. To augment understanding of basic terms and concepts about electricity. 4. Imbibe the principles underlying the selection of equipment.
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Course Content		
Unit	Description	Weightage*(%)
1.	<p>Introduction to Household Equipment</p> <ol style="list-style-type: none"> (a) Basic facts about Electricity: Current, Resistance, Voltage, Power, Energy. (b) Importance and classification of Household Equipment: Portable/non-portable, electrical/non-electrical, motor driven/hand operated, equipment related to preparation, cooking, cleaning, and servicing. (c) Factors affecting the selection of major appliances. (d) Base materials: aluminum, iron, stainless steel, copper, brass, glass, and plastic. (e) Finishes: Mechanical and applied (f) Insulating materials: Fibre, glass, mica, mineral wool, rock wool, etc. 	50
2.	<p>Essential Household Equipment</p> <ol style="list-style-type: none"> (a) Non-electrical equipment: Surface cookery; Oven cookery; Kitchen essentials (b) Electrical Equipment: <ol style="list-style-type: none"> i. Kitchen Equipment: Mixer, Grinder, Blender, Food processor, Sandwich maker, Toaster, microwave oven, Air fryer ii. Cleaning equipment: Vacuum cleaner, dishwasher, and electric chimney. iii. Laundry equipment: Washing machine, Iron 	50



Teaching-Assignments, Learning	Lecture, Roleplay, Individual / Group project, Group discussion, Guest speaker, Seminar, Quizzes Methodology, Powerpoint Presentations, ICT enabled Teaching, Market survey.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes:	
Having completed this course, the learner will be able to	
1.	Acquaint the materials and finishes used in the household equipment.
2.	Appraise Comprehend the knowledge of the basic concepts of electricity and the scientific principle of the equipment.
3.	Inculcate the skill to select, use, operate, and maintain major electrical and non – electrical equipment.

Suggested References:	
Sr No	References
1.	Peet and picket, “Young homemaker’s Equipment Guide”, The IOWA State University press.
2.	Peet, picket and Arnold “House Hold Equipment Guide”, The IOWA State University press.
3.	Jagjit Kaur Dhesi “Improving the Household Equipment.”

On-line resources to be used if available as reference material
On-line Resources
https://smarterhouse.org/appliances-energy/home-electronics
https://www.iloencyclopaedia.org/contents/part-xiii-12343/electrical-appliances-and-equipment





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

Course Code	UH03SEFDN01	Title of the Course	Biophysics
Total Credits of the Course	2	Hours per Week	2

Course Objectives	<ol style="list-style-type: none"> 1. To understand basics aspects of biophysics 2. To be familiar with different principles and concepts of basic and advance instruments.
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Unit	Course Content	Weightage*(%)
1.	Basic aspects of biophysics: <ol style="list-style-type: none"> a) Measurements of units: system of unit, fundamental and derived unit, mass and weights, density and specific gravity, pressure, energy and units. b) Heat and light: heat and temperatures, thermometer and scales, expansion, specific heat latent heat, mode of transfer of heat, electromagnetic radiations and its properties c) Biophysical phenomena: Concept and application in field of nutrition like viscosity ,surface tension, adsorption 	50
2.	<ol style="list-style-type: none"> a) Principles and working of basic instruments like balances, pH meter, centrifuge muffle furnace ,pressure cookers, autoclaves and viscometer b) Principles and working of advanced instruments like DEXA,BMD, ultrasound, and sonography, CT scan, MRI, dialysis ,atomic absorption spectroscopy , echocardiography 	50

Teaching-Learning Methodology	<p>Classroom teaching for theory periods Lectures and Power-point presentations will be the main method of transaction</p> <p>Special lectures/ visits/ interactions with professionals will be undertaken</p> <p>Classroom quiz sessions for revision</p> <p>Any other method may be added, as per university norms and discretion of the teaching faculty</p>
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

<p>Course Outcomes: Having completed this course, the learner will be able to learn different principles and concepts of basic and advance instruments.</p>
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References	
Sr No	References
1.	Wilson K and Walker J (1994) Principle and technique of Practical biochemistry published by Foundation books, New Delhi.
2.	Srivastava VK and Srivastava KK (1987). Introduction to chromatography- theory and practice .Published by Chand& Co., New Delhi.
3.	Pomeranz Y and Meleon CE (1996). Food Analysis : Theory ndpracticepublished by CBS New Delhi
4.	Raghuramulu N, Nair M, K , KalyanSundaram(1983) A manual of laboratory techniques.NIN, ICMR

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





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

Course Code	UH03SEHUD01	Title of the Course	Teaching Skills and Techniques
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<ol style="list-style-type: none"> 1. To enable students to reflect on the context of teaching and learning in higher education when they enter teaching profession 2. To gain insight into the processes of learning. 3. To be able to create a positive and nurturing learning environment for all children. 4. To reflect on and critically analyse notions of learning and teaching on the basis of their own experiences.
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Course Content		
Unit	Description	Weightage*(%)
1	Teaching Skill (a) Understanding Teaching i. Concept and definition of Teaching ii. Nature of teaching and characteristic factors affecting teaching iii. Relation between teaching and training (b) Types of Teaching i. Micro-teaching-Blackboard writing, Reinforcement, Probing questioning, Explanation ii. Simulated teaching iii. Integrated teaching (c) Skills of Teaching i. Nature and definition of skills of teaching ii. Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement iii. Phases of teaching: Pre-active, Inter-active, Post-active	50
2	(a) Teaching Techniques in early years i. Meaning and advantages of using project method. ii. Planning iii. Resource unit (b) Alternative to home work i. Disadvantage of rote learning ii. Suitable alternative such as observations, exploration, experimentation and reporting orally, picture of something related to concept covered in classroom. (c) Role of teacher in teaching-learning situations as i. Transmitter of knowledge, ii. Facilitator, iii. Negotiator, iv. Co-learner	50



Teaching-Assignments, Learning	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Games, Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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.	Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
2.	Develop awareness of the different contexts of learning.
3.	Reflect on their own implicit understanding of the nature and kinds of learning.
4.	Gain an understanding of different theoretical perspectives of learning including the constructivist perspective.

Suggested References:	
Sr. No.	References YEAR
1.	Adler S.,Farrar C “ A Curricilum for developing communication skills in pre school
2.	Anderson P. Laop D.: “ Language skills in elementary education”, New York mac millan
3.	Armstrong D. Savage T “ Effective teaching elementary education , New York mac millan
4.	Gelman R, Gallistele “ The child’s understanding of numbers ”Ambridge Harward university press
5.	Harlan J. “ Science experiences for early childhood years “Columbus ,Charles Merrill
6.	Jarolimek J. foster C “ Teaching and learning the elementary school ” New york mac millan
7.	Kaul V. “ Play as an instrument of child growth in play and child development” New delhi
8.	Khanna S. “Khel khoj” Ahmedabad National institute of design
9.	Liebreck P. “how children learn mathematics London Punguin
10.	Loyd I. Richard son K. “ A mathematics activity curriculum for early childhood and special education” New york mac millan



11.	Maxim The very young "Balmount, California
12.	Neumann E. "The elements of play " in D. sponseller ED. Washington DC NAEYC
13.	Robinson H " Exploring teaching " London Allyn and bacon
14.	Tarapore F. Kettis G. " Benniger C. "Child's right to play", Pune SNDT collage of Home Science

On-line resources to be used if available as reference material
On-line Resources
https://www.caluniv.ac.in/cbcs-ug/ug-files/UG-Education.pdf
https://us.sagepub.com/sites/default/files/upm-assets/106359_book_item_106359.pdf
https://backup.pondiuni.edu.in/sites/default/files/downloads/pgdts.pdf
https://ncert.nic.in/pdf/syllabus/Syllabus_BEEd.pdf





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

Course Code	UH03SETCL01	Title of the Course	Theory-Textiles and Apparel Care
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. To identify and apply principles of clothing care 2. Impart knowledge of the laundry reagents
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"> (a) Water- hard and soft water, methods of softening water. Zeolite or base exchange method. Determination of water hardness. (b) Laundry Reagents: <ol style="list-style-type: none"> i. Soaps and Detergents: cleansing action of soap and detergent ii. Bleaches iii. Bluing agents iv. Fabric softeners v. Stiffning Agent (c) Dry cleaning 	25
2.	Fabric care: <ol style="list-style-type: none"> (a) Stain Removal: <ol style="list-style-type: none"> i. Methods of stain removal- Dip, Steam, Drop, Sponge ii. Kind of stain: Tea, coffee, blood, butter, ghee and oil, curry, egg, ink, iron rust, lipstick and their removal (b) Washing machine and care labels - Study of different types of household/industrial washing machine- rotary - swirling - pressure - tumble wash etc.; various systems of care labeling- washing instruction. Bleaching instruction-drying instruction-ironing instruction-dry cleaning instruction. Placement of labels on garments. 	25



Teaching-Learning Methodology	Using blackboard, power point presentation, using smart board, using charts, figure, demonstrations, experiments, assignments etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Classify stains and identify methods of removing
2.	Identify different types of care labels

Suggested References:	
Sr. No.	References
1.	Bernard C. (1985). Textiles Fiber to Fabric, McGraw Hill Education, Sixth edition
2.	Neelima (2009). Printing and Washing of Textile, Sonali Publications
3.	Deulkar, D. (1980). <i>A guide to Household Textiles and Laundry Work</i> . Delhi: Atma Ram & sons.
4.	Dantyagi, S. (1996). <i>Fundamentals of Textiles and Their Care</i> . Bombay: Orient Longmans.
5.	Brown, D. (1955). <i>The Principles of Laundering</i> . London: Heywood and Company Ltd.





Add on Certificate Course

Course Code	UH03IKHSC01	Title of the Course	Dharmashastra (Aacharasamhita)
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">• To analyse the etymology and meaning of the word "Dharma" and its significance in various cultures and religions.• To explore the characteristics of Dharma and how it manifests in different contexts.• To examine the explanations of the concept of Dharma by renowned scholars and thinkers throughout history.• To recognize the importance of Dharma in shaping human life, ethics, and societal values.• 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).• To appreciate the significance of Acharndharma (ethical conduct and righteous behavior) in upholding Dharma.• To analyze examples of various characteristics of Dharma in the lives of notable scholars, philosophers, and religious figures.• To introduce and gain an overview of the major Dharmashastras (ancient Indian texts that discuss laws, duties, and ethical principles).• To foster critical thinking and open discussion regarding the interpretation and application of Dharma in modern times.• To develop a deeper understanding of the cultural, ethical, and spiritual dimensions of Dharma and its relevance in contemporary society.
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Course Content		
Unit	Description	Weightage* (%)
1	<ol style="list-style-type: none">1. Etymology and meaning of the word Dharma.2. Characteristics of word Dharma.3. Explanation of the word Dharma by great scholars.4. The importance of Dharma in human life.	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	UH03IKHSC02	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">➤ Students will get an introduction to Mimamsa Shastra.➤ Students should explain the importance of Purva Mimansa in Indian culture.➤ Students differentiate between Purva Mimansa and Uttara Mimansa based on their characteristics.➤ Students should present their ideas as visions of Purva Mimansa.➤ Students discuss and give opinions about Shankaracharya's contribution to Vedanta.➤ Students should follow Shankaracharya's main teachings in life.
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Course Content		
Unit	Description	Weightage* (%)
1	<ul style="list-style-type: none">➤ Introduction to Mimamsa Shastra➤ Etymology and meaning of the word Mimansa➤ Purva Mimansa Acharya tradition and offering➤ Rituals in Purva Mimansa and its importance in Indian culture➤ Thought as Purva Mimansa Darshan and matters related to it	50%
2	<ul style="list-style-type: none">➤ Introduction to Uttara Mimansa➤ PrasthanTrai➤ Main topics of Uttara Mimansa - Shankaracharya's contribution to Vedanta➤ The main four Mahavakas of Vedanta - Six wealth and human life➤ Major teachings of Shankaracharya	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	UH03IKHSC03	Title of the Course	Nirukta
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">● To introduce Nirukta as Vedanga.● To explain the relation between Nighantu and Nirukta with its meaning.● To introduce in detail the life and works of Yaska.● To explain the special terms used in Nirukta.● To explain and illustrate Patha-parampara of Nirukta.
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Course Content		
Unit	Description	Weightage* (%)
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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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.	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
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





Add on Certificate Course On Nyaya

Course Code	UH03IKHSC04	Title of the Course	Nyaya Darshan
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">• To know Nyaya as one of the Indian Knowledge Systems.• To understand basic terms of Nyaya• To understand and explain the importance of Nyaya as the Science of logic.• To apply logical approach in validating knowledge• To understand the application of Nyaya in day to day life
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Course Content		
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/>





Add on Certificate Course on Puran

Course Code	UH03IKHSC05	Title of the Course	Puran
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">• Derive importance of Puranas and their historical context.• Explore the different types and classifications of Puranas.• Examine the major themes and mythological narratives present in the Puranas.• Analyze the relationship between Puranas and Hindu philosophy.• Investigate the cultural, ethical and social significance of the Puranas in Indian society.• Encourage critical thinking and interpretation of Puranic texts.
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Course Content		
Unit	Description	Weightage* (%)
1	<p>Introduction to Puranas and Major Themes</p> <ul style="list-style-type: none">• Overview of ancient Indian scriptures• Historical context and development of Puranas• Classification of Puranas: Mahapuranas, Upapuranas, and others• Creation stories and cosmogony• Genealogies of gods, sages, and dynasties• Incarnations of deities (avatars) and their significance	50%
2	<p>Social, Cultural and Ethical Implications of the Puranas</p> <ul style="list-style-type: none">• Moral teachings and ethical codes in Puranic literature• Role models and ideals depicted in the Puranas• Gender roles and societal norms in Puranic narratives• Influence of Puranas on art, music, and dance forms• Rituals and festivals inspired by Puranic traditions• Puranas as repositories of historical and cultural knowledge• Approaches to Interpreting Puranic Texts• Reflection on the relevance of Puranic wisdom in modern times	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:
Rocher, L. (1986). The Puranas. Otto Harrassowitz Verlag. Mani, V. (2003). Puranic Encyclopedia: A Comprehensive Dictionary with Special Reference to the Epic and Puranic Literature. Motilal Banarsidass. Dimmitt, C., & van Buitenen, J. A. B. (1978). Classical Hindu Mythology: A Reader in the Sanskrit Puranas. Temple University Press. Wilson, H. H. (2005). The Vishnu Purana: A System of Hindu Mythology and Tradition. Cosimo Classics. Hazra, R. C. (1994). The Rise and Growth of the Puranic Literature. Munshiram Manoharlal Publishers. Mani, V. (1991). Puranas in Ancient Indian Tradition: The Brahmavaivarta Purana and Its Textual Material. Motilal Banarsidass. Kramrisch, S. (1988). The Presence of Śiva. Princeton University Press.





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>





Add on Certificate Course on Shiksha

Course Code	UH03IKHSC06	Title of the Course	Shiksha
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">● To introduce and explain shiksha in vedanga literature● To describe and explain shiksha as vedanga● To Explain shiksha as science of pronunciation in general● To Elaborate and explain part and parcel of science of pronunciation● To discuss how the shiksha helpful to understand meaning of vedic mantras
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Course Content		
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 (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





Add on Certificate Course on व्याकरणम्

Course Code	UH03IKHSC07	Title of the Course	व्याकरणम्
Total Credits of the Course	2	Total Hours per week	2

Course Objectives:	<ul style="list-style-type: none">- विद्यार्थीઓ શબ્દરૂપોના પ્રકારો ઉદાહરણ દ્વારા સમજાવે.- વિદ્યાર્થીઓ સ્વર સંધિ અને વ્યંજન સંધિ વચ્ચેનો ભેદ સ્પષ્ટ કરે.- વિદ્યાર્થીઓ વિવિધ ઉદાહરણ દ્વારા સમાસના પ્રકાર ઓળખાવે.- વિદ્યાર્થીઓ વિભક્તિના આધારે વાક્યોની રચના કરે.- વિદ્યાર્થીઓ વાક્યોમાંથી કર્તુ, કર્મ અને ભાવવાચક શબ્દો અલગ તારવે.- વિદ્યાર્થીઓ અવ્યવ અને ઉપસર્ગના વાક્યો વચ્ચેનો તફાવત આપે.- વિદ્યાર્થીઓ અવ્યવ અને ઉપસર્ગના વિગતે ચર્ચા દ્વારા રૂપો બનાવે.
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Course Content		
Unit	Description	Weightage* (%)
1	<p>૧. સંસ્કૃતવર્ણમાલાપરિચય: (ચતુર્દશમાહેશ્વરસૂત્રાણિ)।</p> <p>૨. શબ્દરૂપમ્ -</p> <p>a શબ્દરૂપમ્ - સંજ્ઞાશબ્દા:। (વ્યાવહારિકા:)</p> <p>b શબ્દારૂપાણિ - સ્વરાન્તમ્ / વ્યંજનાન્તમ્)</p> <p>c સર્વનામશબ્દા: - અસ્મદ્, યુષ્મદ્, તદ્, એતદ્, યદ્, ભવત્, કિમ્, ઇદમ્, અદસ્, સર્વ (ત્રિષુ લિઙ્ગેષુ)</p> <p>અ -ઇ-ઊ-ઋ કારાન્તા: પુલિઙ્ગ- સ્ત્રિલિઙ્ગ-નપુષ્કલિઙ્ગ શબ્દા:।</p> <p>વ્યાકરણમ્</p> <p>૧. ધાતુરૂપમ્ (ક્રિયારૂપમ) (લટ્-લઙ્ - લૃટ્) (ચયનિતા: ધાતવ:)</p> <p>૨. સન્ધિ:</p> <p>સ્વરસન્ધિ:- યણ્ - અયાદિ- ગુણ- વૃદ્ધિ- દીર્ઘ- પૂર્વરૂપ- પરરૂપ- પ્રકૃતિભાવ।</p> <p>વ્યંજનસન્ધિ:- પરસવર્ણ:- અનુનાસિક- શ્ચુત્વ-ષ્ટુત્વ- જશ્ત્વ- ચર્ત્વ-ગત્વ</p> <p>ષત્વવિધિ:।</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 समज्शे.
2.	विद्यार्थीको स्वर संधि अने व्यंजन संधि वच्येनो लेट स्पष्ट करी शकशे.





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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, નઈદિલ્લી 110006
6. વ્યાકરણસૌરભમ્, સમ્પાદક કમલાકાન્તમિશ્ર, એન. સી. ઈ. આર. ટી., નઈદિલ્લી 110006

Online Resources :

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

