



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2024-25

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

Course Code	UH04MAGEN01	Title of the Course	Theory - Family Meal Management
Total Credits of the Course	04	Hours per Week	04
Course Objectives :	1. Learn the principles of nutrition planning. 2. Understand the nutritional demands in various stages of life cycle. 3. Acquire the skills in planning adequate meals in different stages of life cycle.		

Course Content		
Unit	Description	Weightage* (%)
1.	Principles of meal planning, Balanced diet, Food groups, Factors affecting meal planning and food related behaviour, Dietary guidelines for Indians and food pyramid	25
2.	Nutrition for adulthood and old age : Adult : Nutrient requirements for adult man and woman, RDA, nutritional guidelines. Elderly: Physiological changes in elderly, RDA, nutritional guidelines	25
3.	Nutrition during pregnancy and lactation Pregnancy-RDA and nutritional requirements , nutritional guidelines, Lactation -RDA and nutritional requirements ,nutritional guidelines	25
4.	Nutrition during childhood RDA, nutritional guidelines, nutritional concerns and healthy food choices for - (a) Infants (b) Preschool children (c) School children (d) Adolescents (e) Nutrition for athletes	25

Teaching-Learning Methodology	Chalk and board, Power point presentations, Class Discussions, Class activities / assignments, 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)	50%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	50%
3.	University Examination	100%

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

1.	Gain knowledge on the importance of nutrition during life span
2.	Enlighten on the dietary modifications.

Suggested References:

Sr. No.	References
1.	Chadha, R., & Mathur, P. (2015). A Textbook on Nutrition: A Lifecycle Approach. New Delhi: Published by Orient Blackswan Private Limited.
2.	Mudambi, S. R. (2007). <i>Fundamentals of foods, nutrition and diet therapy</i> . New Age International.
3.	Williams, S. R. (1995). <i>Basic nutrition and diet therapy</i> . (12 th ed.).
4.	Requirement, I. N. (2010). Recommended dietary allowances for Indians. A report of the Expert Group of the Indian Council of Medical Research.
5.	Roday, S. (2012). <i>Food science and nutrition</i> . Oxford University Press.
6.	Srilakshmi, B. (2014). Dietetics, Seventh Multi colour edition. New Age International Publisher, 410-423.
7.	Shah, H., (2009). <i>Meal Planning</i> (Gujarati). Pravin pub.
8.	Joshi, S. A. (1995). <i>Nutrition and dietetics</i> . McGraw-Hill Education.

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

On-line Resources

<http://egyankosh.ac.in/>





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

Course Code	UH04MAGEN02	Title of the Course	Indian Traditional Textile and Embroidery (Theory)
Total Credits of the Course	04	Hours per Week	04
Course Objectives :	1. Understand the basic concept of Indian Traditional Textile, use of sewing machine and hand embroidery. 2. Get knowledge regarding Textiles of different states. 3. Basic skills required for embroidery.		

Course Content		
Unit	Description	Weightage* (%)
1.	(a) Traditional Textile of India. - Kalamkari painted and block printed. - Patola - Rajkoti and Patan's patola. - Pochampally of Andhra Pradesh. - Bandhani - Gujarat. (b) Woven Textile of India - Brocades - its types like kinkhab. (Ahmedabad, Surat and Banaras) - Shawls of Kashmir - Silk of Karnataka (c) Woven Sarees of India - Madhya Pradesh - Maheswari and Chanderi - Maharashtra - Paithani and Narayan peth - Bengal - Baluchari and Mekhala, Tant - Orissa - Sambalpuri (Ikkat) - Uttar Pradesh - Banarasi Sari	25
2.	Fundamental of Embroidery (a) Meaning of Embroidery (b) Types of Embroidery (c) Suitability of Embroidery (d) Study of the types of various contemporary Embroideries like -	25

	<ul style="list-style-type: none"> • Shadow work, • Cut work, • Drawn Thread work, • Smoking • Appliqué work 	
3.	<p>Knitting and Khadi</p> <ol style="list-style-type: none"> 1. Knitting <ul style="list-style-type: none"> • Technology • Types of knits and their use • Merits and Demerits 2. Khadi <ul style="list-style-type: none"> • Requirement of khadi for benefit of Women begins . • Advantages of khadi productions • Different Handloom Products of khadi • Khadi bhandar 	25
4.	<p>Colour and Design</p> <ol style="list-style-type: none"> 1. Colour – Colour wheel , Colour combination and its use in various Embroidery. 2. Design – Principals and its application on Embroidery. 3. Types of Threads 4. Types of Needles, Use on different Fabric. 	25

Teaching-Learning Methodology	Preparing samples of different embroidery work and maintaining portfolio.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	50%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	50%
3.	University Examination	100 %

Course Out comes: Having completed this course, the learner will be able to	
1.	Gain knowledge on the importance of textile of different state
2.	Develop skills of hand embroidery and sewing machine embroidery

Suggested References:	
Sr.No.	References
1.	Pramila Verma, <i>Vastra Vighnan evam Pridhan.</i>
2.	Durga Deakae, <i>Fundamentals of Textile and its care.</i>
3.	Amita Patel, Anita Patel, <i>Kashida</i>
4.	Vrunda Singh, <i>Vastra evam tantu vignan</i>

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

Course Code	UH04MAGEN03	Title of the Course	Family Meal Management and Indian Traditional Textiles and Embroidery (Practical)
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none">1. Learn the principles of nutrition planning.2. Plan and prepare a balanced meal for different age groups and special group.3. Aware the nutritional needs for an individual as per RDA4. Understand the basic concept of Indian Traditional Textile, use of sewing machine and hand embroidery.5. Get knowledge regarding Textiles of different states.6. Basic skills required for embroidery.
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Course Content		
Unit	Description	Weightage *(%)
1.	Importance of Meal Planning, factors to be considered while planning meal. Five food group system and Food exchange list	5
2.	Diet for Infant: Weaning and introduction to supplementary feeding	5
3.	Planning nutrient rich recipes for Infants (Complementary foods)	5
4.	Diet for Preschoolers (a) Food habits and Nutritional requirements survey. (b) Planning nutrient rich recipes for preschoolers	5
5.	Diet for school going children (a) Food habits and Nutritional requirements (b) Planning nutrient rich recipes for school going child	5
6.	Diet for adolescent: (a) Food habits and Nutritional requirements (b) Planning whole day's meal for an adolescent (Boy and Girl)	5

7.	Diet for Adult Man (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult man	5
8.	Diet for Adult women (a) Food habits and Nutritional requirements (b) Planning whole day's meal for adult women	5
9.	Nutrition during Pregnancy (a) Food habits and Nutritional requirements (b) Planning whole day's meal for pregnant mother	5
10.	Nutrition during Lactation (a) Food habits and Nutritional requirements (b) Planning whole day's meal for lactating mother	5
11.	Geriatric (elderly) Nutrition: (a) Physiological changes, Nutritional Requirement and Dietary Modification. (b) Planning nutrient rich recipes for an elderly	5
12.	Nutrition for athletes (a) Food habits and Nutritional Requirements (b) Planning whole day's meal for athletes	5
13.	Make one sample of hand embroidery from North India - Kashmiri	5
14.	Make one sample of hand embroidery from North India - Phulkari	5
15.	Make one sample of hand embroidery from North India - Lakhnavi	5
16.	Make one sample of hand embroidery from North India - Shadow work	5
17.	Make one sample of hand embroidery from North India - Kantha	5
18.	Make one sample of hand embroidery from North India - Silver and Fancy	5
19.	Make one sample of hand embroidery from West India - Rabari work and Mirror work	5
20.	Make one sample of hand embroidery from West India - Kutchi	5
21.	Make one sample of hand embroidery from West India - Dharwadi	5
22.	Make any one sample by crochet	5

Teaching-Learning Methodology	Chalk and board, Power point presentations, Class Discussions, Classactivities / assignments, 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)	50%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	50%
3.	University Examination	100%
Course Outcomes: Having completed this course, the learner will be able to		
1.	Gain knowledge on the importance of nutrition during life span	
2.	Enlighten on the dietary modifications.	
3.	Develop skills of hand embroidery and sewing machine embroidery	
Suggested References:		
Sr. No.	References	
1.	Chadha, R., & Mathur, P. (2015). <i>A Textbook on Nutrition: A Lifecycle Approach. New Delhi: Published by Orient Blackswan Private Limited.</i>	
2.	Mudambi, S. R. (2007). <i>Fundamentals of foods, nutrition and diet therapy. New Age International.</i>	
3.	Williams, S. R. (1995). <i>Basic nutrition and diet therapy. (12thed.).</i>	
4.	Requirement, I. N. (2010). <i>Recommended dietary allowances for Indians. A report of the Expert Group of the Indian Council of Medical Research.</i>	
5.	Roday, S. (2012). <i>Food science and nutrition. Oxford University Press.</i>	
6.	Srilakshmi, B. (2014). <i>Dietetics, Seventh Multi colour edition. New Age International Publisher, 410-423.</i>	
7.	Shah, H., (2009). <i>Meal Planning (Gujarati). Pravin pub.</i>	
8.	Joshi, S. A. (1995). <i>Nutrition and dietetics. McGraw-Hill Education.</i>	
9.	Pramila Verma, <i>Vastra Vighnan evam Pridhan.</i>	
10.	Durga Deakae, <i>Fundamentals of Textile and its care.</i>	
11.	Amita Patel, Anita Patel, <i>Kashida</i>	
12.	Vrunda Singh, <i>Vastra evam tantu vighnan</i>	

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Bachelor of Science - Home Science

(B.Sc.-H.Sc.) (General Home Science) Semester(IV)

Course Code	UH04MIGEN01	Title of the Course	Basics of Creative and Applied Arts
Total Credits of the Course	02	Hours per Week	02

Course Objectives :	1. Appreciate Aesthetics of Arts and Crafts. 2. Develop and Practice of Creative Arts. 3. Inculcate Skills through hands-on experience in applied Arts. 4. Understand and Appreciate Major work f Arts.
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Course Content

Unit	Description	Weightage* (%)
Unit - 1	Introduction to Visual Art (a) Meaning and Philosophy of Art; Categories of Art Related to Interior Design and Architecture : Visual, Plastic, Decorative, Applied Arts. (b) Types of Arts and Designs – Visual Art and Graphic Art; Visual Design and Graphic Design. (c) Drawing using Different Methods and Techniques.	50
Unit - 2	Applied Art for Functional/Aesthetic Use 1. Painting – Water, Oil, Pot, Madhubani, Worli 2. Pottery 3. Table Setting 4. Jewellery Making 5. Floor and Wall Decoration : Rangoli, Flower, Carpets.	50

Teaching-Learning Methodology	Power Point Presentation, Assignments, Lecture and Discussion, Experimental Learning and ICT enabled Teaching.
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage*(%)
1.	Internal Written/Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assignment in the form of Practical, Viva – Voce, Quizzes, Seminar, 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.	Comprehend Signification of Art Concepts as an Integral Component of Man’s Living Styles from gone days.
2.	Customize/Optimize use of Visual and Applied Arts, Accessories and Antiques for Designing Interiors and other Aspects.
3.	Realize Learning as an Enjoyable Stress Free Experience Resulting in Lifelong Experience.
4.	Expand Knowledge and Equip Skills and Emerge as Self Employed Freelancer.

References	
Sr. No	References
1.	Chaudhari, S.N. (2005) Interior Design. Jaipur: Aavishkar Publishar.
2.	Faulkner, R. (1956). Art Today – An Introduction to the Fine and Functional Arts. New Delhi: Rinehart and Winston
3.	Faulkner, R. and Faulkner S. (1986). Inside Today’s Home. New York: Rinehart
4.	Kasu, A.A. (2005). Interior Design. Delhi: Ashish Book Centre
5.	Krause, J. (2004). Design Basics Index. Barnes & Noble. HOW Books
6.	Malhotra, S. and Malhotra R. (2001). Drawing Techniques. An Artist’s Hand Book on Drawing and Printing. New Delhi: Sachdwa Publications.
7.	Malhotra, S. and Malhotra R. (2001). Fine Arts Drawing. New Delhi: Sachdwa Publications.
8.	Meggs, P.B. (1983) A History of Graphic Design. New York: Van Nostrand Reinhold

9.	Shaw, R.B. (2003). Interiors by Design. London, New York: Ruland Peterns and Small
10.	Sudhir, A. (2002). Food and Beverage Service, Training Manual. New Delhi: Tata McGraw Hill
11.	Thornton, P. (2000). Authentic Décor: Domestic Interior. 1620-1920. London: Seven Dials
12.	Yang, J. (2003). Art Deco 1910-39. Craft Arts International, Issue 59, PP. 84-87.
13.	Zeegan, L and Crush. (2006). The Fundamentals of Illustration. (1 st Ed.). Fairchild Books AVA (ISBN13: 978-7940373338)



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

Course Code	UH04MIGEN02	Title of the Course	Basics of Creative and Applied Arts (Practical)
Total Credits of the Course	02	Hours per Week	04

Course Objectives :	<ol style="list-style-type: none">1. Appreciate Aesthetics of Arts and Crafts.2. Develop and Practice of Creative Arts.3. Inculcate Skills through hands-on experience in applied Arts.4. Understand and Appreciate Major work f Arts.
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Course Content		
Unit	Description	Weightage* (%)
1	Template and Model Making.	7
2	Developing Designs for Greeting Cards, Wall hangers, Jewellery & Dress Making.	7
3	Making Paper Bags, Lamp Shades.	7
4	Wealth from Waste Product Making.	7
5	2D Design Drawing – Techniques of Drawing, Rendering and Painting (Water, Oil)	7
6	2D Art from – Collage, Stencil.	7
7	Painting- Worli and Madhubani.	7
8	Floor Decorations – Rangoli and Flower Carpets.	7
9	Accessories – Macreme, Pottery, Paper Mache	7
10	Table Setting – Fruit and Vegetable Carving.	7
11	Collection and Display of Antiques & Posters.	7
12	Field Visits to Museums, Art Gallery.	7

13	Display of Art Objects.	8
14	Presentation & Submission of a Complete Record on Practical Work and Portfolio.	8

Teaching-Learning Methodology	Power Point Presentation, Assignments, Experimental Learning and ICT enabled Teaching.
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage*(%)
1.	Internal Written/Practical Examination (As per CBCS R.6.8.3)	25%
2.	Internal Continuous Assignment in the form of Practical, Viva – Voce, Quizzes, Seminar, Assignments, Attendance (As per CBCS R.6.8.3)	25%
3.	University Examination	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	To prepare 2D Designs, worli and Madhubani Painting, Floor Decorations etc.
2.	To Prepare Wall Hangers, Jewellery and Dress making, Fruit and vegetable carving.

References	
Sr. No	References
1.	Chaudhari, S.N. (2005) Interior Design. Jaipur: Aavishkar Publishar.
2.	Faulkner, R. (1956). Art Today – An Introduction to the Fine and Functional Arts. New Delhi: Rinehart and Winston
3.	Faulkner, R. and Faulkner S. (1986). Inside Today’s Home. New York: Rinehart
4.	Kasu, A.A. (2005). Interior Design. Delhi: Ashish Book Centre
5.	Krause, J. (2004). Design Basics Index. Barnes & Noble. HOW Books
6.	Malhotra, S. and Malhotra R. (2001). Drawing Techniques. An Artist’s Hand Book on Drawing and Printing. New Delhi: Sachdwa Publications.
7.	Malhotra, S. and Malhotra R. (2001). Fine Arts Drawing. New Delhi: Sachdwa Publications.
8.	Meggs, P.B. (1983) A History of Graphic Design. New York: Van Nostrand Reinhold

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12.	Yang, J. (2003). Art Deco 1910-39. Craft Arts International, Issue 59, PP. 84-87.
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Bachelor of Science - Home Science
(B.Sc.- H.Sc.) (General) Semester (IV)

Course Code SEC	UH04SEGEN01	Title of the Course	Understanding of Indian Culture
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Understand the concept and process of Indian Culture.2. Learn about culture and civilization3. Learn the concept of Literary sources and archaeological tools to learn cultural history
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Course Content		
Unit	Description	Weightage* (%)
1.	Cultural Identity <ol style="list-style-type: none">1. Culture and Civilization – Meaning and Difference2. Characteristics of Indian culture3. Factors of Indian culture4. Literary sources and archaeological tools to know the cultural history of ancient India	50
2.	Vast India and its Cultural Area <ol style="list-style-type: none">1. Relations with Western countries and relations with Central, Northeast Asian countries2. Afghanistan, Central Asia, Tibet, China and Agnesia3. Fu- Nan or Cambodia, Champa or Annam, Brahmadesh and Asia4. Empire of Shailendra and some features of Hindu culture of Agnesia	50

Teaching-Learning Methodology	Regular lectures, exercises on innovations and adoption and group discussion, films and documentaries
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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.	Know the difference between culture and civilization.
2.	One can know the difference between old culture and present culture.
3.	Students will acquire the knowledge of Indian culture.

Suggested References:	
Sr. No.	References
1.	Pro.R.C. Shah (2008-09), “ભારતીય સંસ્કૃતિ”, Pankaj.R.Gandhi, New popular prakashan,Surat.
2.	Dr.Vijaysinh Chavda, (1965), “ભારતનો સાંસ્કૃતિક ઇતિહાસ” , Acharya book depot, Vadodara



Course Code	UH04VAGEN01	Title of the Course	Integrated Personality Development
Total Credits of the Course	02	Hours per Week	02

Course Name: IPDC-2

Recommended Credit: 2

Course Duration: 30 Hours

The Integrated Personality Development Course – An Introduction

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

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

Introductory Resources:

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

Type of Course:

Value-Based Holistic Personality Development Course for University Students.

Rationale / Scope:

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

Course Outcomes/Objectives:

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

Course-Content / IPDC Syllabus:

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

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

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

Lecture Breakdown:

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

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

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

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

Core Components:

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

1. Introductory Film

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

2. Lecture Video

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

3. Student Interaction

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

4. Workbook Activities

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

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

Teaching and Examination Scheme:

Teaching Scheme: Lecture – 2 hrs/week

Examination Scheme

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

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

Course Material / Main Course Workbook:

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

IPDC References –

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

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

Basic Terms and Support Required from Institute:

Awarded Credits:

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

Course Instructors:

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

Technical Requirements:

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

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

Approval of Teaching Mediums:

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

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

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

Registrations and Course-Beneficiaries Data:

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

Fees/Charges:

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

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

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

Copyrights/Intellectual Rights:

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

For any further assistance please contact IPDC services.

Ph. 9099904146

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