

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

Course Type	Course Code (10 Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Duration in hrs	Marks		
							Internal	External	Total
Ability Enhancement Courses	UH03AHSC51	Communication and Extension	T	2	2	2	15	35	50
	UH03AHSC52	Communication and Extension	P	2	4	3	15	35	50
Core Courses	UH03CHUD51	Interpersonal Relationships and Family Dynamics	T	4	4	3	30	70	100
	UH03CHUD52	Principles & Programmes in ECCE	T	4	4	3	30	70	100
	UH03CHUD53	Principles & Programmes in ECCE	P	2	4	3	15	35	50
	UH03CHUD54	Guidance & Counseling	T	4	4	3	30	70	100
Skill Enhancement Courses	UH03SHUD51	Activities and Resources for Child Development-I	T	2	2	3	30	70	100
	UH03SHUD52	Activities and Resources for Child Development-I	P	2	4	3	15	35	50
Elective Courses (Any One)	UH03EHSC51	Effective Speaking and Writing	P	2	4	3	15	35	50
	UH03EHSC52	Health and Herbs	P	2	4	3	15	35	50
	UH03EHSC53	Landscaping and Gardening	P	2	4	3	15	35	50
	UH03EHSC54	Yoga and Meditation	P	2	4	3	15	35	50
		Total		24	32		195	455	650



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

Course Code	UH03AHSC51	Title of the Course	Communication and Extension
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Enable to understand the importance of communication in their day to day life2. Acquaint the students with the types of communication and process of communication.3. Shape the students future as a better citizen in the social networking.4. Perceive the importance of extension education
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Communication Concept</p> <p>(a) Meaning and importance of communication</p> <p>(b) Elements of Communication – three elements – source, message, receiver, four elements – encoding, decoding, sender and receiver, five elements – communicator, communicate, message, channel and feedback</p> <p>(c) Means of Communication – Oral, Written, Sign / signal, action, object</p> <p>(d) Types of Communication – Formal and Informal Communication</p> <p>(e) Pattern - one way, two way, circular</p> <p>(f) Barriers to Communication – semantic, psychological, organizational and personal</p>	30
2.	<p>Communication media –</p> <p>(a) Print and electronic media</p> <p>(b) Advantages and Limitations of communication media</p>	15
3.	<p>Effective Communication</p> <p>(a) Characteristics – Clear, correct, complete and precise message, reliability, consideration of the recipient</p> <p>(b) skills – Observance, clarity and Brevity, Listening and Understanding, self-efficacy and self confidence</p> <p>(c) Significance – Team work, Team building, problem solving and decision making skills, facilitate creativity and reduces</p>	25





	misunderstanding (d) Concepts relating to communication – perception, fidelity, communication gap, Empathy, Homophily, heterophily	
4.	Unit-IV. Communication and Extension (a) Concept, need, functions, principles and scope of extension (b) Steps in extension teaching (c) Communication methods in extension :group method, mass method and individual method (d) Advantages and limitations of communication and extension (e) Approaches: General Extension, Commodity specialized, Training and visit, Agricultural, Extension participatory, project, farming systems development, cost sharing and Educational Institution approach	30

Teaching-Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brainstorming method, Observational method, Use of ICT
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Improved personal relations with immediate and extended communication.
2.	Function more effectively & assertively in public and work environment.
3.	Identify their strengths & weaknesses and improve on weakness.
4.	Better equipped to use media in their professional endeavours

Suggested References:





Sr. No.	References
1.	Sharma, S. R. (1998). <i>Extension Education</i> . Omsons Publications.
2.	Kumar, K. J. (2000). <i>Mass communication in India</i> (Vol. 741). Jaico publishing house.
3.	Rayudu, C. S. (2011). <i>Media and communication management</i> . Himalaya Publishing House.
4.	Mody, B., & Rolston, M. (1991). <i>Designing messages for development communication: An audience participation-based approach</i> . New Delhi: Sage Publications.
5.	Kotler, P. (2006). <i>Marketing Management</i> . India: Pearson Education

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

On-line Resources

Epgp.inflibnet.ac.in/Home





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

Course Code	UH03AHSC52	Title of the Course	Practical - Communication And Extension
Total Credits of the Course	02	Hours per Week	04
Course Objectives:	<ol style="list-style-type: none">1. Develop skill for effective communication and Extension.2. Develop an ability to communicate in various situations.3. Prepare suitable communication aids for educating community.4. Learn the importance media in development communication5. Acquire skills on Information Education and Communication (IEC) technologies and media		

Course Content		
Unit	Description	Weightage* (%)
1.	Communication modes for rural and urban communities: Making charts / posters / cartoons	10
2.	Preparing leaflets / folders / handouts	10
3.	Demonstration/ techniques or any innovative method for Communication (Games).	10
4..	Preparing scripts for role play/ street play/ puppet shows /Radio and T.V talk show	10
5.	Preparing puppets for puppet show.	10
6.	Creative writing: Column and article Writing	10
7.	Skills in Letter writing	10
8.	Presentation Skills : Making PPT.	10
9.	Prepare a questionnaire for the community to understand their felt and unfelt need	10
10.	Organizing an exhibition of various products related to their respective field.	10

Teaching-	Questions-Answer method, Discussion method, Brainstorming method,
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Learning Methodology	Observational method, Role-playing method, Brainstorming method Survey method
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the concept related to communication and extension for development
2.	Focus on different types of media and its uses in the implementation of programme
3.	Analyze the ICT in development communication

On-line resources to be used if available as reference material
On-line Resources
Epgp.inflibnet.ac.in/Home





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

Course Code	UH03CHUD51	Title of the Course	Interpersonal Relationships and Family Dynamics
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To understand one's own self and others with the aim of improving interpersonal relationships.2. To understand interpersonal relationships and family dynamics in contemporary India.3. To develop an insight into interpersonal stress, conflict and its resolution.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding the Self (a) Self-Awareness—personality characteristics, cultural beliefs, values, expectations and ideas guiding behaviour (b) Self-identity— Identifying one's own philosophy and goals of life history, socialization and context (c) Personality—factors that shape one's personality and its influence on behaviour and interpersonal communications (d) Self with family/parents/siblings, peers, social/professional organizations	20
2	Life Choices (Education, Career, Romantic Relationships) (a) Engagement with life goals and conscious life choices- in view of personal philosophy, demands of the family, peers, societal norms. (b) Understanding intimate, love and romantic relationships within a cultural context (c) Career choices and professional relationships- developing trust, mutual respect, mindfulness, appreciation for diversity and open communication.	20
3.	Family role and life (a) Change and evolution of the family - Family life cycle and stages (b) Agencies offering support: Marriage and family therapists, Family courts, counseling and rehabilitation centres.	10
4	Family Dynamics (a) Understanding Family Dynamics- Definition, function and scope (b) Factors that shape roles, relationships and family dynamics (family size, age composition, structure, social and financial status, gender and ordinal position, power, hierarchy and patriarchy, employment) and how these dynamics shape individual personality and behaviour.	20





	Gender norms and roles in family dynamics	
5.	<p>Basics of Interpersonal Communication</p> <p>(a) Interpersonal communication: communication of ideas and feelings, self-disclosure, crediting and criticism</p> <p>(b) Nurturing positive interpersonal communication and dynamics: perspective taking, empathy, listening and feedback skills.</p> <p>(c) Resolving interpersonal conflicts: Types of conflicts and management skills (in relation with marital, parental, workplace, family, and friends)</p>	10
6.	<p>Interpersonal communication within families:</p> <p>(a) Managing expectations (family/self/society), self-goals, adjustments and negotiations.</p> <p>(b) Forms of family crisis:</p> <p>(c) Marriage, divorce/separation, remarriage, financial instability, poor work-family balance, illness, death, childlessness, child abuse/neglect, family violence, peer pressure, addiction, rape, suicide, unemployment, natural disasters, wars.</p>	20

Teaching-Learning Methodology	Group discussion/role play, Regular lectures, exercises, use of library for simple research projects, observations and follow up discussion, case studies, films, documentaries and debates.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	It will help in mate selection, preparation of marriage, adjustment in marriage.
2.	Students will learn about the dynamics of family system in India.
3.	Students will come to know about contemporary issues related to marriage and family.





Suggested References:	
Sr. No.	References
1.	Arnett, J.J. (2005). <i>Youth, cultures and societies in transition: The challenge of growing up in a globalized world</i> . In F. Gale & S. Fahey. (Eds.), <i>Youth in Transition – The challenges of generational change in Asia</i> (pp 22-35). Bangkok: Regional Unit for Social and Human Sciences in Asia and the Pacific.
2.	Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). <i>Social psychology</i> . ND: Pushp Print Services.
3.	Chaudhary, N., & Shukla, S. (2019). <i>Family, identity, and the individual in India</i> . In G. Misra (Ed.), <i>Psychology: Volume 2: Individual and the social: Processes and issues</i> (pp.143-189). New Delhi, India: Oxford University Press
4.	D’cruz, P., & Bharat. S. (2001). <i>Beyond joint and nuclear: The Indian family revisited</i> . <i>Journal of Comparative Family Studies</i> , 32(2), 167-194.
5.	Duck, S. (1998). <i>Human relationships</i> . ND: Sage
6.	Ganguly-Scrase, R. (2007). <i>Victims and agents: Young people’s understanding of their social world in an urban neighbourhood in India</i> . <i>Young</i> , 15, 321-341.
7.	Gardiner, H.W., Mutter, J.D. & Kosmitzki, C. (1998). <i>Lives across cultures: cross-cultural human development</i> . Boston
8.	Gudykunst, W. B., & Toomey, S. T. (1998). <i>Culture and interpersonal communication</i> . ND: Sage Publication.
9.	Mines, M. (1998). <i>Conceptualizing the person: Hierarchical society and Individual autonomy in India</i> . <i>American Anthropologist</i> , 90(3), 568-579
10.	Pestonjee, D. M. (1992). <i>Stress and coping: The Indian experience</i> . New Delhi: Sage Publication.
11.	Weiten, W., & Lloyd, M. A. (2004). <i>Psychology applied to modern life</i> . Singapore: Thompson Asia Pvt. Ltd

On-line resources to be used if available as reference material
On-line Resources
https://themindfool.com/understanding-family-dynamics-meaning-and-family-types/
https://family.lovetoknow.com/about-family-values/understanding-family-dynamics-their-impact





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023





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

Course Code	UH03CHUD52	Title of the Course	Principles and Programmes in ECCE
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To help the students understand various approaches to child education their understanding principles and applicability to the Indian Education system.2. To acquaint the students with the contemporary programmes of child education evolved in India and abroad.3. To help the students to integrate knowledge of child education by a study of various approaches.
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Course Content		
Unit	Description	Weightage* (%)
1.	Eminent western education in ECCE Frobel's Kindergarten method: (a) Aims and principles (b) Methods used in kindergarten school Maria Montessori's house of children: (a) Principles (b) Equipment and their use (c) Teacher's role	20
2.	John Dewey's concept of Education (a) Method (b) Curriculum Mac Millan Sister's Nursery School (a) Aims (b) Principles (c) Method	20
3.	Eminent Indian educators in ECCE Mahatma Gandhi's Basic Education Aims (a) Principles (b) Method of teaching (c) GijubhaiBadheka (d) TarabaiModak	20
4.	Eminent Indian educators in ECCE (a) Rabindranath Tagor's aim and method	20





	(b) J. Krishnamurthy's views of education (c) ShriAurovind	
5.	Innovative ECCE Models (a) Nutan Bal Shikshan Sangh, (b) Daxinamurti Bal Mandir, India (c) Gram Bal Shikshan Kendra, India (d) Lok Jumbish Program, India (e) High/Scope Model, USA (f) The ECEC Model, Sweden 5.11 SetoGurans National Child Development Services, Nepal	20

Teaching-Learning Methodology	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)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student will learn about the Indian and western educators involved in ECCE.
2.	They will learn about the educators views, approaches & philosophy toward ECCE.
3.	The aforesaid knowledge will help them in preparing ECCE curriculum

Suggested References:	
Sr. No.	References





1.	Barnahas, A. S. Anandlakshmy. S. Chandra, A Bose (1988): <i>Profile of the child of India</i> . New Delhi: Ministry of Social Welfare.
2.	Bose, A. (1987). <i>Encyclopaedia of social work in India</i> . Vol. II, New Delhi, Ministry of Welfare, Govt. of India, Unit I.
3.	Cole, Luella (1987). <i>A History of education</i> , New York, Holt ,Rinehart and Winston, Unit III.
4.	Dorothy H.C., Marguerita Rudolph (1977). <i>Kindergarten and Early schooling</i> .
5.	Dutta, Vrinda. (1995). <i>Home away from Home</i> , Madras. M.S. Swaminathan Foundation, Unit III.
6.	Decker, C.A and Decker J.R (1984). <i>Planning and administering early childhood programmes, Columbus: Charles E. Merrill, Unit II.</i>
7.	Gill, S.(1993). <i>Child Care Programmes in India: Changing Trends In Saraewati</i> , S.S and Kaur,B.New Delhi: Sage Publications, Unit II.
8.	Indian Association of Preschool Education (1976). <i>New approaches to child education: Children in rural and tribal settings</i> ,12 th annual conferences of IAPE, Unit I.
9.	Joosten, A. M. (1976). <i>The Montessori Movement</i> , Bombay: Messrs. Bhardas Cursondasand Co. Post box 764.
10.	M.S. Swaminathan, Naik, Chitra. (1978). <i>Growing up at Kosbad Hill</i> , Taluka Dahanu Dist, Thane, Gram Bal Shikshan Kendra,. Research Foundation,
11.	Raza, Moonis and Nangia.S. (1985). <i>Atlas of Child Indai</i> , New Delhi, Concept Publishing Comp., Unit.I.
12.	Seefeldt, C.(1980). <i>A Curriculum for Preschool</i> . Columbus Ohio: Bell and Howell. Unit I and III.
13.	Sodhak , Bernard (1982). <i>Handbook of research in early childhood education</i> , NewYork: The Free Press.





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

Course Code	UH03CHUD53	Title of the Course	Practical - Principles and Programmes in ECCE
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To acquaint the students with Montessori material and other than Montessori material evaluate them.2. To gain knowledge and evaluate curriculum of any ECCE.
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Course Content		Weightage* (%)
Unit	Description	
1.	Prepare a booklet on the Montessori material and evaluate them.	10
2.	Prepare teaching-learning material out of indigenous / low cost material.	10
3.	Write a report on learning through nature walk.	20
4.	Methods & tools to assess progress of children.	20
5.	Evaluate curriculum of any one ECCE centre.	20
6.	Frame a curriculum by keeping in mind curriculum of Indian and western educators.	20

Teaching-Learning Methodology	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 Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%





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

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|----|---|
| 1. | Students will acquaint the students with Montessori material and evaluate them. |
| 2. | Students gain knowledge and evaluate curriculum of any ECCE |

Suggested References:

Sr. No.	References
1.	<i>Barnabas, A. S. Anand Lakshmi. Chandra, A. Bose .(1988):Profile of the child of India. New Delhi: Ministry of Social Welfare.</i>
2.	Bose,A (1987). <i>Encyclopedai of social work in India.VolIII, New Delhi, Ministry of Welfare,Govt.ofIndia,Unit I.</i>
3.	Cole,Luella(1987). <i>A History of Education, New York ,Holt, Rinehart and Winston,UnitIII.</i>
4.	Dorothy H.C., Marguerita Rudolph (1977). <i>Kindergarten and Early schooling.</i>
5.	Dutta,Vrinda(1995).Home away from Home ,Madras. M.S.Swaminathan Foundation, Unit III.
6.	Decker, C.A and Decker J.R (1984). <i>Planning and administering early childhood programmes, Columbus :Charles E. Merrill, Unit II.</i>
7.	Gill, S.(1993). <i>Child Care Programmes in India: Changing Trends In Saraewati, S.S and Kaur,B. New Delhi. Sage Publications, Unit II.</i>
8.	Indian Association fo Preschool Education (1976). <i>New approaches to child education: Children in rural and tribal settings,12th annual conferences of IAPE, Unit I.</i>
9.	Joosten, A.M. (1976). <i>The Montessori Movement, Bombay: Messrs Bhardas Cursondasand Co. Post box 764.</i>
10.	Khalakdina,M.(1995). <i>Insight-OnsightMadra.:M.S.SwaminathanResearch Foundation, Unit I</i>
11.	Naik,Chitra(1978).Growing up at Kosbad Hill, Taluka Dahanu Dist, Thane,Gram Bal Shikshan Kendra, UnitIII.





12	Raza, Moonis and Nangia.S.(1985).Atlas of Child India, New Delhi, Concept Publishing Comp.,Unit. I.
13	Seefeldt C. (1980). <i>A Curriculum for preschool</i> . Columbus Ohio: Bell and Howell. Unit I and III.
14.	Sodhak, Bernard(1982). <i>Handbook of research in early childhood education</i> , New York: The Free Press,Chap.7 and 9,Unit III.

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

On-line Resources

https://www.onecommunityglobal.org/montessori/?gclid=CjwKCAiAo5qABhBdEiwAOtGmbsxa3qywT3V1L0BK4abkJEH4j5RI9tEt85Hkja5M7SA5tb8W4F-K8hoC-z0QAvD_BwE





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

Course Code	UH03CHUD54	Title of the Course	Guidance and Counselling
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To understand the need and importance in present context.2. To acquaint with various guidance procedure.3. To understand behavioral problems of children.
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Course Content		
Unit	Description	Weightage* (%)
1.	Guidance and counseling. (a) Meaning and definition (b) Need of guidance and counseling (c) Scope of guidance and counseling (d) Principles of guidance and counseling (e) Role and qualities of counselor (f) Guidance movement in India (g) Recommendations of the education commission on guidance	20
2.	Guidance and counselling. (a) Related terms of guidance(Guidance and education, Guidance and teaching, Direction and guidance, Guidance and counseling (b) Areas of Guidance (c) Objectives of guidance (d) Types of counseling (e) Individual counseling (f) Group counseling (g) Counseling in community agencies (h) Community resources as an aid in counseling	20
3.	Educational guidance and vocational guidance (a) Meaning of educational and vocational guidance (b) Characteristics of educational and vocational guidance (c) Need of educational and vocational guidance (d) Functional of educational and vocational guidance (e) Role of teacher in guidance	20
4.	Importance of guiding children	20





	<ul style="list-style-type: none"> (a) Importance of guiding children (b) Guidance and counselling for parenthood, marriage, (c) Pre-post marital problems, adolescence, vocation and old age. (d) Guidance for parents of young children (e) Behavioral problem and guidance. 	
5.	Guidance and counseling for parents in the behavioural problems enlist below :- <ul style="list-style-type: none"> (a) Delinquency (b) Aggressiveness (c) Stubbornness (d) Thumb sucking (e) Nail biting (f) Sex perversion (g) Fear and anxiety (h) Hyper activity (i) Enuresis 	20

Teaching-Learning Methodology	Regular lectures ,Group discussion, exercises, use of library for simple research projects, observations and follow up discussion, case studies, films, documentaries and debates.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	It will develop the counselling skill in students.
2.	They will be able to give educational& vocational guidance to needed individuals.
3.	They will come to know about behavioural problems, causes & solutions.





Suggested References:

Sr. No.	References
1.	Bakri B.G. and Mukhopaddhyay B. (2000) <i>Guidance and Counselling manual</i> . Sterling publishers private ltd.
2.	Sarsawat R.K. and J. S. Gaur, (1994). NCERT Delhi.
3.	Lewis E. Patterson and Elizabeth Reynolds Welf Brooks/Cole Thomas Learning. (1999). <i>The Counseling Process</i> ., U.S.A.
4.	Indu, Dave. (1989). " <i>Basic Essential of Counseling</i> " Starling pub. pvt. ltd.
5.	Vasantha R. Patri, (2001). <i>Counseling Psychology</i> , New Delhi: Author press.
6.	Anthony Grouch(1997). <i>Inside Counseling</i> . New Delhi: Sage publication.
7.	Indira Madhukar G. (2000) . <i>Guidance and Counseling</i> . New Delhi Author's press..
8.	Neelam Sood .(1997). <i>Behaviour problems in children</i> .

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

On-line Resources

<https://www.slideshare.net/drjayeshpatidar/guidance-and-counselling>

https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805E-Guidance%20_%20Counselling%20in%20Education.pdf





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

Course Code	UH03SHUD51	Title of the Course	Activities and Resources for Child Development -I
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To understand Developmental needs of infants and toddlers and develop skill2. To Develop skills to create play materials and designing learning experiences.3. To understand the significance of various creative activities and teacher's role in implementing them.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Creativity</p> <ol style="list-style-type: none">(a) Importance of creativity.(b) Helping children express creativity.(c) Activities to develop creativity.(d) Creative activities of young children.	10
2.	<p>Art Activities</p> <p>Paintings and Graphics :</p> <ol style="list-style-type: none">(a) Paintings with brush, drawings with crayon, chalk, rangoli on floor, finger paintings.(Some Special Characteristics of this medium)(b) Values, material required, use of substitutes from indigenous materials.(c) Teacher's role in Conducting activities.(d) Stage in child art. <p>Tearing, cutting, pasting and collage, mural :</p> <ol style="list-style-type: none">(a) Value, materials required, Teacher role in Conducting activities.(b) Development Stage. <p>Modelling :</p> <ol style="list-style-type: none">(a) Values, Special Characteristics of this medium.(b) Techniques used, rolling, pressing, pinching, pasting, folding.(c) Materials required i.e. clay, dough, plasticine, thick pear folding, stocking(d) paper on hollows objects i.e. balloon, cartons, paper machine, wire, rope.(e) Teacher role. <p>Printing :</p>	20





	<p>(a) Type of printing i.e. block, vegetable, string, leaf stencils, spray, crumpled</p> <p>(b) paper, different textured surfaces.</p> <p>(c) Values, materials required techniques.</p> <p>(d) Teacher's role, stage in printing.</p> <p>Blocks :</p> <p>(a) Types of blocks: hollow large blocks, unit blocks, and small blocks.</p> <p>(b) Stage in block play</p> <p>(c) Values, materials and accessories for block play.</p> <p>(d) Teacher's role.</p>	
3.	<p>Other materials</p> <p>(a) Sand – Characteristics of the medium. – Values, materials required and teacher' role.</p> <p>(b) Water – Characteristics of the medium. – Values, materials required and teacher' role.</p>	10
4.	<p>Two dimensional activities :</p> <p>(a) Picture making</p> <p>(b) Paint with brush</p> <p>(c) Crayon</p> <p>(d) Scissoring skills</p> <p>(e) Torn paper and pasting</p> <p>(f) Mural.</p> <p>(g) Printmaking</p> <p>(h) Paper stencils</p> <p>(i) collage</p> <p>Three dimensional activities :</p> <p>(a) Clay Modeling.</p> <p>(b) Modeling</p> <p>(c) Assemblage</p> <p>(d) Wood working</p> <p>(e) Cardboard-construction.</p> <p>(f) Water and sand activities</p>	20
5.	<p>Music and Rhythm :</p> <p>(a) Importance of music in child's life and teacher's role in providing</p> <p>(b) Appropriate experience.</p> <p>(c) Criteria for selection of songs</p> <p>(d) Developmental stages in musical Activities</p> <p>(e) Rhythmic Movement, body and with simple musical instruments.</p>	20
6.	<p>Puppetry and Creative Drama:</p> <p>Puppetry :</p>	20





	<p>(a) Kinds of puppets : finger, glove, stick, and string puppets etc.</p> <p>(b) Basic staging techniques, use of lights, and simple sound affects in puppetry.</p> <p>Creative Drama :</p> <p>(a) Meaning and values.</p> <p>(b) Techniques involved in creative drama e.g. rhythmic movements, pantomine, characterization, improvisation story building.</p> <p>(c) Process of scripting for puppet plays and creative drama.</p>	
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Teaching-Learning Methodology	Group discussions Method, Power Point Presentation , Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will prepare create play materials with different use of indigenous materials.
2.	Students will implement their knowledge in early childhood care and education.
3.	Students will develop their creativity with the use of art materials, indigenous materials, waste materials and low cost materials.

Suggested References:	
Sr. No.	References
1.	Contractor, M. (1984): <i>Creative drama and puppetry in education</i> , New Delhi: National book trust of India





2.	Curell, D. (1985) : <i>The complete book of puppet theatre</i> , London.
3.	Beaty, J. J. (1996). <i>Preschool Appropriate Practices</i> . London : Harcourt Brace College
4.	Publishers.
5.	Carol, S. & Barbour, N. (1990). <i>Early Childhood Education : An Introduction : IInd Edition</i> .
6.	Contractor, M. (1984). <i>Creative drama and puppetry in education</i> , Delhi : National Book trust of India.
7.	Johnson, A.P. (1998). <i>How to use creative dramatics in the classroom</i> . Childhood Education, 2
8.	Kaul, V. (1991). <i>Early Childhood Education Programme</i> . New Delhi : NCERT.
8.	Lasky, L. & Mukerjee, R. (1980). <i>Art Basic for Young Children</i> , Washington, D.C., NAEYC.
9.	Moomaw, S. (1984). <i>Discovering Music in Early Childhood</i> . Bostom : Allyn and Bacon, Inc.
10.	Swaminathan, M. (1984). <i>Play activities for young children</i> , New Delhi : UNICEF.
11.	Swaminathan, M. (1991). <i>Play Activities for Young Children</i> , UNICEF.
12.	Taylor, B.J. (1985). <i>A Child Goes Forth Minneapolis</i> :. (6th ed.). Burgess Publishing Co
13.	Adler, S. Farrar, C. (1983). <i>A curriculum guide for developing communication skills</i> .
14.	Batra, P. (2010) <i>Social Science learning in schools</i> . Sage Publications.
15.	Beghetto, R., Kaufman, J. (2010) <i>Nurturing creativity in classroom</i> . Cambridge
16.	Bruke, E. (1990). <i>Literature for the young child</i> , Needham Heights: Allyn and Bacon.
17.	Carol, S. & Barbour, N. (1990). <i>Early Childhood Education : An Introduction</i> , IInd Edition.
18.	Chambers, P. (2008). <i>Teaching mathematics</i> . Sage publications.





19.	Dave, A. (1987). <i>Pre-Mathematics Experiences for Young Children</i> .
20.	Deviries, R., Kohlberg, L. (1987). <i>Programs of early education</i> , New York: Longman.
21.	Gelman, R. Gallistel, C.R. (1986). <i>The child's understanding of numbers</i> , Cambridge: Harvard
22.	Huck, C. (1971). <i>Children's literature in elementary school</i> . New York: Holt, Rinehart and Winston. University press.
23.	Kaul, V. (1991). <i>Early Childhood Education Programme</i> , New Delhi: NCERT.
24.	Krishna Kumar (1986). <i>The child's language and the teacher</i> , New Delhi: UNICEF

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

On-line Resources

<https://www.pinterest.com/funlearningforkids/art-activities/>

<https://www.pinterest.com/jvanthul/favorite-kids-art-activities/>





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

Course Code	UH03SHUD52	Title of the Course	Practical - Activities and Resources for Child Development -I
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To know the requirement of infant and toddlers and develop skill to create play materials and designing learning experience.2. To understand the significance of various creative activities and teacher's role in implementing them.
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Course Content		
Unit	Description	Weightage* (%)
1.	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.	10
2.	Tearing, cutting, pasting. (a) Tearing with all finger, 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 center 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.	15
3.	Modelling (a) Modelling with clay, dough, 1lasticine, saw dust, providing accessories. (b) Beside above medium, modelling with straw, match sticks rope, wire, thick paper fold and slot sculpture. (c) Pasting papers on a balloon, when dry remove air and colours to create accessories for clay sculpture/ crumbled paper pasting designs.	15
4.	Printing	15





	<ul style="list-style-type: none"> (a) Printing with strings, leaf, vegetable blocks, stencil printing, thumb, finger, spray printing. (b) Keepings coins, leaves with veins below paper and gently colouring with crayon. (c) Older children to make their own stencil. 	
5.	Music and movement <ul style="list-style-type: none"> (a) Making simple musical instruments. (b) Rhythmic body movement according to different beats and sound. (c) Dancing according to the rhythm. (d) Musical instruments from waste like old pots, tins, sticks. 	15
6.	Activities for children 2 to 5 years regarding their skills characteristics. <ul style="list-style-type: none"> (a) Small motor activities and large motor activities. (b) Activities for sense (c) Hearing activities (d) Smelling and testing activities. (e) Children's drawing. 	15
7.	Prepare different kind of puppets : Finger, glove and stick	15

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students will prepare create play materials with different use of indigenous materials.
2.	Students will implement their knowledge in early childhood care and education.





3.	Students will develop their creativity with the use of art materials, indigenous materials, waste materials and low cost materials.
----	---

Suggested References:

Sr. No.	References
1.	Contractor, M. (1984). <i>Creative drama and puppetry in education</i> , Delhi : National Book trust of India.
2.	Johnson, A.P. (1998). <i>How to use creative dramatics in the classroom</i> . Childhood Education, 2
3.	Kaul, V. (1991). <i>Early Childhood Education Programme</i> . New Delhi : NCERT.
4.	Lasky, L. & Mukherjee, R. (1980). <i>Art Basic for Young Children</i> , Washington, D.C., NAEYC.
5.	Moomaw, S. (1984). <i>Discovering Music in Early Childhood</i> . Boston : Allyn and Bacon, Inc.
6.	Swaminathan, M. (1984). <i>Play activities for young children</i> , New Delhi : UNICEF.

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

On-line Resources

<https://www.pinterest.com/funlearningforkids/art-activities/>

<https://www.pinterest.com/jvanthul/favorite-kids-art-activities/>





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

Course Code	UH03EHSC51	Title of the Course	Practical-Effective Speaking and Writing
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Give an overview of the different skills of communication2. Generate awareness regarding the importance of writing skills3. Familiarise students with the importance of listening skills4. Sensitize students with the presentation skills
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Course Content		
Unit	Description	Weightage* (%)
1.	Basics of Effective Speaking Class introduction (Individual)	05
2.	VERBAL COMMUNICATION (WRITTEN) Elements of Effective Writing -The Sentence, Phrases and Clauses, Types of Sentences, Importance of Bullets, Highlighters, Subheading and Punctuations.	15
3.	(a) Writing skills-Picture description and completion of a story (b) Writing skills-paragraph writing (c) Report writing, Notice writing, note making,	15
4.	VERBAL COMMUNICATION (ORAL-AURAL) Listening Skills-Purpose of Listening, listening to conversation (Formal and Informal), Benefits of Effective Listening, Barriers to Listening, Traits of a good listener Listening skills Listening to Announcements- (a) (railway/ bus stations/ airport /sports announcement/ commentaries) (b) Academic Listening (Listening to Lectures) (c) Listening to Talks (d) Note Taking Tips	15
5.	(a) Non-Verbal Communication Personal Appearance, Gestures, Postures, Facial Expression, Eye Contact, Body Language (Kinesics), Time language, Silence, Tips for Improving Non-Verbal Communication, (b) Ways and Approaches of Addressing Public Overcoming Stage Fear, Up-beat Body Language, Audience Analysis,	15





	Analysing Impact and Influence of Speech on Audience, Taking Appropriate Pauses, Verbal and Visual Support i. Story telling ii. Impromptu	
6.	Practising Reading skills	10
7.	Telephonic conversation	10
8	(a) Awareness about Latest Multimedia Tools and its Applications, Etiquettes and Mannerism i. Presentation skills ii. Email writing	15

Teaching-Learning Methodology	Writing Assignments, Impromptu Exercises, Listening to Audio Tapes, Video Clips, Use of ICT Materials, Experiential Learning, Demonstration, Worksheets
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Write different types of letters
2.	Demonstrate the speaking skills by story telling, impromptu speeches
3.	Understand the nuances of presentation skills
4.	Understand the importance of listening skills





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

On-line Resources

[Bookboon Premium](#)

<https://www.tcd.ie/>





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

Course Code	UH03EHSC52	Title of the Course	Practical - Health and Herbs
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Help students learn about our Herbal Wealth in nature.2. Familiarize the students about Herbs and their prophylactic uses.3. Teach the students about the alternative Herbal remedies and treatment of common diseases.
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Course Content		
Unit	Description	Weightage* (%)
1.	History of Herbs and indigenous system of medicines Use of Herbs for Optimal Health.	10
2	Factors influencing cultivation of medicinal plants Cultivating medicinal plants in the garden	10
3	Factors influencing cultivation of kitchen herbs Cultivating kitchen herbs in the garden	10
4	Identification and Morphological characters of selected medicinal plants. (a) Creepers - Asparagus (Satavari), Tinospora Cordifolia(Gado) (b) Trees - arjun, amla, neem, saragva, jambu, bel (c) Herbs - tulsi, mint, arduci, asvagandha, lemon grass, kuvaar pathu	10
5	Collection of local medicinal herbs and making herbarium. Discussing the benefits of each herb and medicinal plant in detail	10
6	Curative and prophylactic preparation for digestive disorders. Preparation of household natural health drinks	10





7	Curative and prophylactic preparation for skin diseases.	10
8.	Herbal remedies for common diseases- (Prophylactic and curatives) (a) Respiratory infections (b) Urinary disorders (c) Diabetes (d) Cardiac care	10
9.	Herbal mouth fresheners.	10
10.	Herbal first aid	10

Teaching-Learning Methodology	Class Discussions/ Demonstrations, Power point presentations, Class activities/ assignments, group discussions, video clips, chalk and board, on field practicals
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of practical performance, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the herbs
2.	Identify the medicinal plants
3.	Know the benefits of herbs and medicinal plants

Suggested References:





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

Sr. No.	References
1.	Goraya GS and B.S. Somashakher , <i>Medicinal Plants for Primary Health Care</i>
2.	<i>Glussary of Indian Medicinal Plants</i> , (1956),CSIR.
3.	Balkrishna A., <i>Ayurved Jadi/Buti Rahasya</i> , Divya Prakashan





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

Course Code	UH03EHSC53	Title of the Course	Practical-Landscaping and Gardening
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Develop skills of landscape planning.2. Give them opportunity to utilize available land efficiently.3. Gain insight into various decorative features of garden.4. Understand effect of light and colour in the garden.
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Course Content		
Unit	Description	Weightage* (%)
1.	Overview of the factors affecting landscape planning.	10
2.	Draw and learn blueprint symbols used in landscaping. .	10
3.	Learn the basic principles of garden planning.	10
4.	Evaluation of principles in the given garden.	10
5.	Collection of pictures of round plants, hedges, shrubs with their names and characteristics.	10
6.	Prepare a catalogue of indoor plants: Air Purifying and Decorative	10
7.	Prepare and maintain a pot / terrarium /small landscape	10
8.	Evaluation of different garden features in any institutional / community / private garden: Rock, water, light, colour, sound.	10
9.	Making plan for division of exterior space	10
10.	Visit to a nearby Nursery.	10

Teaching-Learning Methodology	Brainstorming, Class Projects, Classroom Discussion, Field Visit, Group Projects, Hands-on activities.
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Evaluation Pattern		
Sr.	Details of the Evaluation	Weightage





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

No.		
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

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

1.	Evolve the competency in efficient use of exterior space.
2.	Appraise the light and colour in the landscaping and gardening.
3.	Develop the skill in application of various features in the garden.
4.	Seize the opportunity to work as a landscape planner.

Suggested References:

Sr. No.	References
1.	Michael Wright, <i>The Complete Book of Gardening</i> , London: Published by Ebury Press.
2.	S. Percy. Lancaster (1977), <i>Gardening in India</i> , London: Published by Oxford and IBH Publishing Co. Pvt. Ltd.
3.	Trivedi P.P (1983), <i>Home Gardening</i> , New Delhi: Published by ICAR.





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

Course Code	UH03EHSC54	Title of the Course	Practical - Yoga and Meditation
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Understand and Practice Yoga and Meditation in their Day-to-Day Life.2. Inculcate required skills and Training in Yoga for its effectiveness in promotion of Health.3. Give them a basic understanding of Yoga, its types, nature, scope and its relevance with today's lifestyle.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to yoga (a) History & Meaning (b) Importance & Relevance (c) Things to keep in mind before doing asanas	15%
2.	Yoga Asanas (a) Standing Asanas Tadasana, Vrikshasana, Suryanamaskar, Padhastasana, Natrajasana (b) Sitting Asanas Sukhasana, Vajrasana, Shashakasana, Vakrasana, Ushtrasana (c) Lying (front) Asanas Pavanmuktasana, Uttanpadasana, Halasana, Pad Chakrasana, Shavasana (d) Lying (Back) Asanas Makarasana, Sarpasana, Bhujangasana, Salbhasana, Dhanurasana	40%
3.	Breathing & Meditation (a) Anulom - Vilom Pranayama (b) Sheetal Pranayama (c) Bhramari Pranayama (d) Omkar & Meditation (e) Kapalbhata	30%





4.	Exercises for Relaxation and Flexibility (a) Flexibility Exercises (b) Breathing Exercises Before or After Sleep (c) Stress Buster Exercises for Relaxation	15%
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Teaching- Learning Methodology	Assignment Method, Classroom Discussion, Demonstration
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Promote Physical and Emotional wellbeing through regular Asanas.
2.	Promote economic and cultural development through yogic Exercise.
3.	Socially and morally empower by Meditation.

Suggested References:	
Sr. No.	References
1.	Shivendra C.S. & Krishan, P. <i>Health Education & Physical Education</i> . New Delhi: Subject Publications Ltd.
2.	Kuvalyanand, S. (1993). <i>Asanas</i> . Lonavala: Kaivlyadhm.
3.	Kuvalyanand, S. (1983). <i>Pranayam</i> . Lonavala: Kaivlyadham.





4.	Sarin, N. (1995). <i>YogaShiksha Avem Dvara Rog Nivaran</i> . Delhi: Khel Sahitya Kendra.
5.	Aayenger, B. K. <i>Yoga Deepika</i> . Mumbai : Orient Longman Pvt. Ltd.

On-line resources to be used if available as reference material
On-line Resources
Physical Education – Wikipedia
Physical fitness- Wikipedia



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

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



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

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

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





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

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

Suggested References:





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

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

On-line Resources

<https://socialinnovationacademy.org/>

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

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





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

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

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





	identity from early childhood through adolescence	
4.	<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) Brief overview of aggression, gender roles and stereotypes, androgyny, friendship, popularity and rejection, sibling relations, juvenile delinquency, suicide, depression, elopement, puberty, early/late maturation, human sexuality, eating disorders during childhood and adolescence Late childhood</p> <p>(e) 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 Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

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





Suggested References:	
Sr. No	References
1.	Berk, L.E. (2017). <i>Child Development</i> (9 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.). New York: Worth Publishers.
10.	Santrock, J. (2017). <i>A Topical Approach Tolife 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 in India: An agenda for research and policy</i> . SAGE Publications Pvt. Limited.
12	Saraswathi, T. S., & Oke, M. (2013). Ecology of adolescence in India. <i>Psychological Studies</i> , 58(4), 353-364.
13	Saraswathi, T.S., Menon, S., & Madan, A. (eds.) (2018) <i>Childhoods in India Traditions, Trends and Transformations</i> . New Delhi. Routledge
14	Sinha, D.,& Misra,R.. C.(1999).Socialization and cognitive functioning. In T.S. Saraswathi (Ed.), <i>Culture,Socialization and Human Development: Theory ,Research and Applications in India</i> (pp.167-187).New Delhi : Sage Publications.
15	Verma, S., & Saraswathi, T. S. (2002). <i>Adolescence in India: Street Urchins or Silicon</i>





Valley Millionaires? In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.), <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





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

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

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





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

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

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





Suggested References:

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





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

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

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





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

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

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





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

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

Course Objectives:	<ol style="list-style-type: none">1. To understand the concepts of Growth , Development and Health2. To provide information about various parameters used to assess growth, health & nutrition status.3. To provide information about various factors influence physical growth & health.4. To gain an insight the health & nutritional needs of child.
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Course Content		
Unit	Description	Weightage* (%)
1.	Physical Growth and Health: (a) Definition of growth, development (b) Factors influencing growth and development. (c) Definition and Dimension of health (d) Factors influencing health.	20
2.	Child's health status: (a) Current status of child's health in India. (Statistic data) (b) Health care Schemes in India (c) Programmes for promoting child's health (ICDS) (d) Assessment of Child's health status	20
3.	Physical growth of Infants and children: (a) Care of New-borns and Infants (b) Length and height (c) Weight (d) Head circumferences (e) Teeth (f) Developmental milestones birth to 1 year (g) Health Issues	20
4.	Maternal health care: (a) Lactation, Importance of breastfeed, Breastfeeding support and counselling, (b) Current feeding practices (c) common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension, Gestational diabetes),	20





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

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

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





Suggested References:

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

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

On-line Resources

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

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





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

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

Course Objectives:	<ol style="list-style-type: none">1. To understand the needs during pregnancy, lactation, infancy and preschool years2. To understand the relationship between maternal health and birth outcome3. To understand the concept of infant and young child feeding practices4. To gain an insight about policies and programmes of the health in India
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Course Content		
Unit	Description	Weightage* (%)
1.	Anthropometrics measurements Height, Weight, Head and Chest circumference Bicep	10
2.	Growth assessment and plotting of the growth chart. Plotting and interpretation of growth charts for children below 5 years.	10
3.	Planning various complementary foods.	10
4.	Interviewing mother on feeding and complementary food practices.	10
5.	Evaluation of aganwadi centres with references to assessing programme related to health & nutrition	10
6.	Organizing recreational programmes to promote mental health for various stages of life.	10
7.	Prepare a checklist for any one deficiency	10
8.	Visit and write a report Neonatal care centre /PHC centre	10
9.	Gathering and analysing data on child nutrition/health indicators	10
10.	Preparation of educational aid on importance of hygiene and sanitation	10





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

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

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

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





On-line Resources

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

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





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

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

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





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

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

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

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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

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





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

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

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

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

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

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





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

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





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

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

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

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

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

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





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

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

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

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

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

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





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

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

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

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

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

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





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

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

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

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





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

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

Suggested References:

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

