

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	2	15	35	50
	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
	UH03EHSC55	Integrated Personality Development-I	T	2	2	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 communication 5. 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.</i> New Delhi: Ministry of Social Welfare.
2.	Bose,A (1987). <i>Encyclopedai of social work in India.</i> VolIII, New Delhi, Ministry of Welfare,Govt.ofIndia,Unit I.
3.	Cole,Luella(1987). <i>A History of Education,</i> New York ,Holt, Rinehart and Winston,UnitIII.
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,</i> Columbus :Charles E. Merrill, Unit II.
7.	Gill, S.(1993). <i>Child Care Programmes in India: Changing Trends In</i> Saraewati, S.S and Kaur,B. New Delhi. Sage Publications, Unit II.
8.	Indian Association fo 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.	Khalakdina,M.(1995). <i>Insight-OnsightMadra.:</i> M.S.SwaminathanResearch Foundation, Unit 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





	(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 :- (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	02	Hours per Week	02

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





	(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 (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. (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.
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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, Padhastana, 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) Kapalbhati	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

