

**SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**  
**B.Sc. Home Science**  
**(Under Choice Based Credit Scheme)**  
**Semester - FIFTH (HUMAN DEVELOPMENT) YEAR 2023-2024**

Sr. No.	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
1	Ability Enhancement Courses	UH05AHSC51	Programme for Rural and Urban Development	T	2	2	2	15/5	35/14	50/20
2	Core Courses	UH05CHUD51	Adulthood and Aging	T	4	4	3	30/10	70/28	100/40
3		UH05CHUD52	Development Challenges and Children with Disability	T	4	4	3	30/10	70/28	100/40
4		UH05CHUD53	Child Psychology	T	4	4	3	30/10	70/28	100/40
5		UH05CHUD54	Working With Parents & Community	T	2	2	2	15/5	35/14	50/20
6		UH05CHUD55	Working With Parents & Community	P	2	4	3	15/5	35/14	50/20
7	Skill Enhancement Courses	UH05SHUD51	Programme Planning in ECCE	P	2	4	3	15/5	35/14	50/20
8		UH05SHUD52	Computer Application in Human Development	P	2	4	3	15/5	35/14	50/20
9	Elective Courses (Any One)	UH05EHSC51	Consumerism	T	2	2	2	15/5	35/14	50/20
10		UH05EHSC52	NGO Management	T	2	2	2	15/5	35/14	50/20
11		UH05EHSC53	Accessories and Adornment	T	2	2	2	15/5	35/14	50/20
12		UH05EHSC54	Food Adulteration	T	2	2	2	15/5	35/14	50/20
13		UH05EHSC55	Basics of Research	T	2	2	2	15/5	35/14	50/20
<b>Total</b>					<b>24</b>	<b>30</b>		<b>180</b>	<b>420</b>	<b>600</b>



**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**Syllabus with effect from the Academic Year 2023-2024**

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

Course Code	UH05AHSC51	Title of the Course	Programmes for Rural and Urban Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop understanding regarding the nation towards urban and rural development</li><li>2. To examine the cumulative impact of these developmental efforts in quantitative and qualitative dimensions</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"><li>a. Introduction to Rural and Urban Development Programmes.</li><li>b. Role of Home Science in rural and urban development.</li><li>c. Five year plan and their focus, brief on Niti Ayog</li></ol>	20
2.	<ol style="list-style-type: none"><li>a. Thrust of agriculture</li><li>b. National food production programmes</li><li>c. National health mission ( NRHM, NUHM, NRLM)</li></ol>	20
3.	Poverty alleviation efforts: <ol style="list-style-type: none"><li>a. Rural and Urban communities, characteristics, nature, difference, village organization, rural and urban development(NGOs working), role of CAPART</li><li>b. Programmes for poverty alleviation for rural and urban areas, employment generation and social inputs.</li><li>c. Current programmes for rural and urban poor,</li></ol>	30
4.	Programmes for women and children: <ol style="list-style-type: none"><li>a. Women as target groups, Specific measures for women and children such as DWCRA, ICDS, IMY, ANARDE, SEWA, CHETNA, TF, SGSY, ARSP.</li><li>b. Current programmes for women as initiated and implemented by the different ministries and departments.</li></ol>	30

Teaching-Learning Methodology	Class Discussions/ Demonstrations, Power point presentations, Class activities/ assignments, group discussions, Field visits, chalk and board
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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 can get the knowledge of different five years plan.
2.	They use the knowledge in self empowerment and indirectly help the society in poverty alleviation.

Suggested References:	
Sr. No.	References
1.	Upadhyay, H.C. (1991): Modernization and Rural Development New Delhi, Anmol publications
2.	National institute of Rural development, Hyderabad, 1991. Rural development statistics NIRD
3.	Narayan Manohar S (1989) Integrated Rural energy programmes, Delhi Shree Hari printers.
4.	Ghosh Bahanisikha (1990) The Indian population problem, Madras, Sage publications.
5.	Thingalaya N. K (1986) Rural India-Real India, Bombay, Himalaya Publishing House.
6.	Journal of Social welfare, Journal of Rural development ,Journal of Yojana, Journal of Family welfare, Journal of extension education

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

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

Course Code	UH05CHUD51	Title of the Course	Adulthood and Aging
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To understand the theoretical significance of adulthood in life span development with special reference to aging</li><li>2. To develop a culturally relevant understanding of issues and concerns of adulthood and aging</li><li>3. To sensitize students to transitions in adult life and preparation for old age from a gender perspective</li><li>4. To create awareness about policy provisions for adults and elderly across various contexts (work, family, retirement, health, welfare).</li><li>5. Prepare students for outreach activities with varied groups of adults and elderly.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Stages of Adult Development and the Process of Aging: A Theoretical Overview <ol style="list-style-type: none"><li>(a) Historical perspectives on adulthood and aging</li><li>(b) Contemporary changes, increase in life expectancy and decrease in death rate</li><li>(c) Stages of Adulthood and Aging: Emerging adulthood (18-25), mature adulthood (25-45), middle age (45-55), late adulthood (55-65), old age (65 and above)</li><li>(d) Characteristics and needs in different stages of adulthood</li><li>(e) Theories of adult development and aging (Erikson's theory, Wisdom theories, Disengagement, Activity, Continuity theory, Ashrama Dharma framework)</li></ol>	20
2.	Development in Emerging and Early Adulthood <ol style="list-style-type: none"><li>(a) Definition, characteristics, developmental tasks</li><li>(b) Physical changes - Cardiovascular and Respiratory systems, Motor performance, Immune system</li><li>(c) Cognitive development - Changes in mental abilities - Crystallized and fluid intelligence, Information processing - Speed, Attention, Memory, Problem solving and Creativity</li></ol>	20





	<p>(d) Life transitions and adjustments during early adulthood: Exploring sexual orientations, stable romantic relationships, alternative life choices, marriage, family life, parenting and caregiving, social mobility</p> <p>(e) Cultural, gender and social class variations in the experience of adulthood and aging</p>	
3.	<p>Development in Middle and Late Adulthood</p> <p>(a) Definition, characteristics, developmental tasks,</p> <p>(b) Physical and cognitive changes, Changes in interests, Social, emotional, vocational changes,</p> <p>(c) Relationships at midlife - marriage and divorce, changing parent-child relationships, grandparenthood, siblings, friendships, relationship across generations- Middle aged children and their aging parents</p> <p>(d) Preparation for old age (From work to retirement, emotional, financial, social and familial transitions, )</p> <p>(e) Contextual variations in the experience of late adulthood and aging (rural-urban, socioeconomic, employed-unemployed, organized-unorganized sector etc.)</p>	20
4.	<p>Development in Old Age</p> <p>(a) The phenomenon of aging - biological, psychological, sociological and functional age; optimal aging, normal aging, primary and secondary aging and successful aging</p> <p>(b) Gerontology - Definition, concept, history, importance and scope</p> <p>(c) Types - Social gerontology, Bio gerontology, Medical gerontology (Geriatric)</p> <p>(d) Theories of aging process – Sociological, Psychological and Biological theories of aging.</p> <p>(e) Changing relationships in old age – marriage and divorce, widowhood, never-married, childless older adults, siblings, friendships</p> <p>(f) Myths and realities of aging Adjustments - Physical and mental changes, Vocational adjustments- adjustment to retirement, different living arrangements, familial roles and relationships.</p> <p>(g) Dealing with stressful life events, divorce, terminal illness, death and bereavement</p> <p>(h) Policy provisions for the elderly: Global and national</p>	20





5.	<p><b>Aging and Well-Being in the 21st Century</b></p> <p>(a) Demographic profile of elderly in the world and India</p> <p>(b) Living arrangements (intergenerational families, old age homes, institutions etc.) and new models of care giving</p> <p>(c) Overcoming mental health challenges (loneliness, depression, anxiety, dementia, other age-related diseases etc.)</p> <p>(d) Life style changes and holistic health (physical well-being, food choices, yoga and restorative fitness, counseling and therapy, social and interpersonal support systems)</p> <p>(e) Technology and aging (use of internet, advances in health and medical treatment, gadgets supporting safety and security of elderly)</p> <p>(f) Leisure time activities and innovative models of developmental intervention</p>	20
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<b>Teaching-Learning Methodology</b>	Regular lectures, group discussions, participant observation and follow up discussion, case studies, films and documentaries
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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 explain variations in the experiences of adulthood and old age across cultures and genders
2.	The students will Discuss factors that affect physical, cognitive and socio-emotional development during adulthood and old age
3.	The students will identify developmental needs of varied groups of adults and elderly across contexts
4.	The students will execute developmental programs of intervention for varied groups of adults and elders





Suggested References:	
Sr. No.	References
1.	Arnett, J. J., & Jensen, L. A. (2019). <i>Human Development: A Cultural Approach</i> (3 <sup>rd</sup> ed.). New York: Pearson.
2.	Cavanaugh, J., & Blanchard-Fields, F. (2011). <i>Adult Development and Aging</i> (7 <sup>TH</sup> ed). Stamford: CT: Cengage Learning.
3.	Kakar, S. (Ed.). (1993). <i>Identity and Adulthood</i> . New Delhi: Oxford University Press
4.	Lamb, S. E. (Ed.). (2009). <i>Aging and the Indian diaspora: Cosmopolitan families in India and abroad</i> . Indiana University Press.
5.	Menon, U. (2013). <i>Women, wellbeing, and the ethics of domesticity in an Odia Hindu temple town</i> . Springer India.
6.	Rajan, S. I., Perera, M., & Risseeuw, C. (Eds.). (2008). <i>Institutional Provisions and care for the Aged</i> . Anthem Press..
7.	Reddy, P.A., Devi, U., & Harinath, N. (2010). <i>Ageing: The Global Phenomenal Issues and Strategies</i> . New Delhi: Sonali.
8.	Sahoo, F. M. (Ed.). (2009). <i>Behavioral Issues in Ageing: Care, Concern and Commitment</i> . New Delhi: Concept Publishers.
9.	Sahu, R. N. (2018). Relevance of Cultural Affinity for Tribal Development. <i>Asian Man (The)-An International Journal</i> , 12(2), 212-215.
10.	Shankardass, M. K. (2020). Ageing Issues and Responses in India: A Synopsis. In <i>Ageing Issues and Responses in India</i> (pp. 1-7). Springer, Singapore..
11.	Soneja, S. (2001). <i>Elder Abuse in India</i> . Report for the World Health Organization.
12.	Srivastava, V. (2010). <i>Women and ageing</i> . New Delhi: Rawat Publisher.
13.	Tanner, D., & Harris, J (2007). <i>Working with the Older People</i> . New York: Routledge Publishers.
14.	Tornstram, L. (2005). <i>Gerotranscendence: A Developmental Theory of Positive Aging</i> . New York: Springer.

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

Course Code	UH05CHUD52	Title of the Course	Development Challenges and Children with Disability
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To get acquainted with the special needs children with different disabilities &amp; disorder.</li><li>2. To gain insight into the cause of disability and disorder in children and their prevention and management.</li><li>3. To understand the importance of family and the community in the development of the child with special needs.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Introduction:</p> <ul style="list-style-type: none"><li>(a) Definition and terminology relationship of delayed development and disability.</li><li>(b) Prevalence in India.</li><li>(c) Rights of the disabled child</li><li>(d) Issues in classification and labeling.</li><li>(e) Genetic an environment factors in disability.</li><li>(f) Prevention of disability.</li><li>(g) Early detection , identification, assessment in the community.</li></ul>	15
2.	<p>Child with Blindness , Low vision hearing Impairment speech &amp; caguag disability</p> <ul style="list-style-type: none"><li>(a) Definition of each , classification of each</li><li>(b) Genetic and environmental causes</li><li>(c) Prevention &amp; treatment</li><li>(d) Characteristic</li><li>(e) Early stimulation &amp; motility training</li><li>(f) Services for rehabilitation</li><li>(g) Communication in children with hearing loss</li><li>(h) Type of education.</li></ul>	15







3.	Child with Intellectual disability, Au (a) Definition of each (b) Characteristic (c) Genetic & environmental causes (d) Prevention & treatment / training (e) Characteristic of each (f) Early stimulation & its importance (g) Importance of special education & rehabilitation	20
4.	Cerebral palsy, locomotors disability, Muscular dystrophy, Chronic Neurological conditions: (a) Definition of each (b) Classification (c) Causes & associated condition (d) Prevention & treatment (e) Characteristics (f) Support mechanism	20
5.	Specific learning disabilities: (a) Definition of LD (b) Difference between difficulty and disability (c) Types of Learning Disability (d) Definition of each learning disability <ul style="list-style-type: none"><li>• Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia</li></ul> (a) Characteristics(identification) (b) Remedial teaching (c) Importance of Remedial teaching (d) Main streaming	15
6.	Other disabilities: Dwarfism, Mental illness, Multiple sclerosis, Thalassemia, haemophilia, Sickle cell disease Acid attack, Victims, Parkinson's disease	15

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.	Student will the need and importance of studying children with different disabilities
2.	Student will know about describe the causes, the characteristics, assessment and intervention of various disabilities.
3.	Student will know about describe the coping strategies adopted by parents and family while dealing with children with disabilities.
4.	Student will design academic and extra- curricular activities for children with special need.

Suggested References:	
Sr. No.	References
1.	Berk, L. E., & Petersen, A. (2004). <i>Development through the lifespan</i> . Boston, MA: Allyn and Bacon.
2.	Chopra, G. (2012). <i>Early detection of Disabilities and persons with disabilities in the community</i> . New Delhi: Engage Publications.
3.	Chopra, G. (2012). <i>Stimulating Development of Young Children with Disabilities at Anganwadi and at home: A practical guide</i> . New Delhi: Engage Publication
4.	Dhawan, M. (2011). <i>Education of children with special needs</i> . New Delhi: Isha Books.
5.	Haring, N. G. (1974). <i>Behavior of exceptional children: An introduction to special education</i> . New Jersey: Prentice Hall Inc.
6.	Hegarty, S., & Alur, M. (Eds.). (2002). <i>Education &amp; Children with Special Needs: From Segregation to Inclusion</i> . Sage Publication.





7.	Karna, G. N. (1999). <i>United Nations and the rights of disabled persons: a study in Indian perspective</i> . APH Publishing.
8.	Kumar, S. G., Roy, G., & Kar, S. S. (2012). <i>Disability and rehabilitation services in India: Issues and challenges</i> . Journal of Family Medicine and Primary Care, 1(1), 69.
9.	Kusuma A Rama R (2000). <i>Education of Children with special needs Discovery</i> , New Delhi : New Delhi Publishing House.
10.	Mani, R. (1988). <i>Physically Handicapped in India</i> . Delhi: Ashish Publishing House.
11.	Mastropieri, M. A., & Scruggs, T. E. (2004). <i>The Inclusive classroom: Strategies for effective instruction</i> . New York: Pearson Publications.
12.	Mangal, S. K. (2007). <i>Educating exceptional children: An introduction to special education</i> . PHI Learning Pvt. Ltd..
13.	Reddy, G.L (2000). <i>Learning Disability Common Wealth</i> . New Delhi: New Delhi Publishing House.
14.	Sharma, N. (2010). <i>The Social ecology of disability. Technical Series-3</i> . New Delhi: Academic Excellence.
15.	Singh, S. (2000). <i>Education &amp; Rehabilitation of Handicapped Children</i> . Jaipur: Classic Publications.
16.	Singh, A. (Ed). (2015). <i>Foundations of Human Development: A life span approach</i> . New Delhi: Orient Black Swan.
17.	Sukumanran, P.S. (2000). <i>Parental Involvement in education of Mentally handicapped children</i> . New Delhi: Discovery Publishers.

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

Course Code	UH05CHUD54	Title of the Course	Child Psychology
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop an understanding of the major concept and process of human development</li><li>2. To develop an understanding of the major theoretical and research contributions in the study of human development.</li><li>3. To develop sensitivity to the socio cultural context of human behaviour and development.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Meaning and importance of child psychology. (a) Historical and theoretical perspectives in human development. (b) Scope of Child Psychology (c) Old and new thoughts about children	20
2.	Sources of development a) Role of biology- maturation b) Role of environment- learning. c) Reciprocal / integrationist role of biology and environment. d) Role of cultural context-  Key theoretical issues in Human development (a) Continuity and discontinuity in development. (b) Nature and nurture issue.	20
3.	Social and Emotional development (a) Socialization process (b) Bronfenbenner – Ecological view (c) Cultural variations in socialization (d) Gender variations in socialization  Major theories that contribute in understanding psycho social and moral development. (a) Freud's Psychoanalytic theory (b) Erikson's psychosocial theory (c) Kohlberg's moral judgment theory:	20





	Attachment, Aggression, Pro social behavior , sex role identity, Moral reasoning, Primary and secondary emotions , relations between culture and emotions	
4.	Language and Thought (a) Theoretical contributions to understanding language acquisition (b) Social Learning Theory (c) Prelinguistic communication, Multilingualism in India	20
5.	Cognitive Development (a) Piaget's theory of cognitive development (b) Neo – Piagetian theories of cognitive development (c) Intelligence – Definition, concepts of crystallized & fluid intelligence, Multiple Intelligence in India.	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.	Student will come to know the importance of child psychology.
2.	They will develop understanding about the various theories.

Suggested References:
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**Syllabus with effect from the Academic Year 2023-2024**

Sr. No.	References
1.	Cole M & Cole. S (1993). <i>The Development of children</i> . New York: Scientific American Books.
2.	Arun Kumar, (2000). <i>Child Psychology</i> . New Delhi: Anmol Pub. Pvt Ltd.
3.	Kumar K (1993). <i>Study of Childhood and Family</i> . In T.S.Saraswati & B. kaur (ed) <i>Human Development &amp; Family Studies in India: An agenda for research and policy</i> (PP67-76). New Delhi : Sage Publications.
4.	Lerner R.M & Hostech, D.F (1983). <i>Human Development: A Life Span perspective</i> . New York: MsGrawHill.
5.	Mussen, P. N Conger, J.J. Kagar, J & Huston, A C(1990). <i>Child Development &amp; Personality</i> (7 <sup>ed</sup> ). New York: Harper Collins.

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

Course Code	UH05CHUD54	Title of the Course	Working with Parents and Community
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To give knowledge about parents &amp; community involvement in the overall development of young children.</li><li>2. To acquaint them about methods, materials, techniques &amp; approaches.</li><li>3. To teach them about programme planning for parents education.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Need and importance of Parent Education and involvement</p> <p>(a) Understanding the concepts – parent education, parent involvement, community education, community involvement and community mobilization.</p> <p>(b) Need and importance of parent education for building better home school, relationship for overall development of children for smooth functioning of school programme.</p> <p>(c) Understanding different kinds of parent education programmes and roles parents can play as participators, planners of programmes, advisors, volunteers and resource persons.</p> <p>(d) Constraints in parent involvement and factors influencing a successful parent involvement programme.</p>	20
2.	<p>Parenthood and Parenting:</p> <p>(a) Parenthood, its importance in child rearing practices</p> <p>(b) Issues emerging in the child rearing practices from the complexities in relation to modern technology.</p> <p>(c) Parenting style</p>	20
3.	<p>Community Education:</p> <p>Understanding the concept of community education and community involvement.</p>	20





	<ul style="list-style-type: none"> <li>(a) Types of community(rural, urban, tribal, slum)</li> <li>(b) Characteristics and needs of community.</li> <li>(c) Agencies &amp; services available in community.</li> <li>(d) Their role in providing supportive services to parents.</li> </ul>	
4.	<b>Ways &amp; Means of Parents contact-</b> <ul style="list-style-type: none"> <li>(a) Individual contact, group contact, mass contact - news sletter, resource centre for parents.</li> <li>(b) Parents meeting: planning, organizing, execution, evaluation.</li> </ul>	20
5.	<b>Communication Strategies</b> <ul style="list-style-type: none"> <li>(a) Importance of communication.</li> <li>(b) Factors determining the selection of appropriate methods and techniques of communication</li> <li>(c) Different approaches for communication individual, group &amp; mass media.</li> <li>(d) Role of Mobile Internet Technology and Social Media in communication.</li> </ul>	20

<b>Teaching-Learning Methodology</b>	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%

<b>Course Outcomes: Having completed this course, the learner will be able to</b>	
1.	Students will appreciate the importance of Parent and community involvement for overall development of young children.







2.	Students will be able to use effective methods technique for parent and community involvement
3.	Students will be enabled to develop appropriate skills to work with and the community.
4.	Students will be able to plan programme for parent education and involvement in school related activities & the community mobilization.

Suggested References:

Sr. No.	References
1.	Kulkarni, S. (1988). <i>Parent education: perspectives and approaches</i> .
2.	Sharma, V.P (1981). <i>Indian Urban Families: Child rearing &amp; child Growth</i> . New Delhi: NCERT
3.	Hildebrand, V. <i>Parenting &amp; Teaching</i> . New Delhi: Macmillan Publishers.
4.	Menon, R. <i>The Teacher &amp; the parent</i> . New Delhi: Ministry of Education, Government of India.

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

Course Code	UH05CHUD55	Title of the Course	Practical - Working with Parents and Community
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To give knowledge about parents &amp; community involvement in the overall development of young children.</li><li>2. To acquaint them about methods, materials, techniques &amp; approaches.</li><li>3. To teach them about programme planning for parents education.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Developing techniques for parents & community education & involvements.	10
2.	Preparing booklets for parents	10
3.	Prepare Slogan making & writing	15
4.	Prepare display material.	10
5.	Plan a parent education programme.	10
6.	Prepare an invitation card for parent meeting meeting of preschooler	10
7.	Organize exhibition of the prepared materials.	10
8.	Collect useful material and distribute in the community	15
9.	Product develop form west out of best	10

Teaching-Learning Methodology	Group discussions Method, Power Point Presentation , Audio Visual methods, Games ,Field visit, 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 give knowledge about parents & community involvement in the overall development of young children.
2.	Students will acquaint them about methods, materials, techniques & approaches.
3.	Students teach them about programme planning for parents education.

Suggested References:	
Sr. No.	References
1.	Kulkarni, S. (1988). <i>Parent education: perspectives and approaches</i> .
2.	Sharma, V.P. (1981). <i>Indian Urban Families: Child rearing &amp; child Growth</i> . New Delhi: NCERT.
3.	Hildebrand, V. <i>Parenting &amp; Teaching</i> . New Delhi: Macmillan Publishers
4.	Menon, R. <i>The Teacher &amp; the Parent</i> . Ministry of Education. New Delhi: Govt. of India.

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

Course Code	UH05SHUD51	Title of the Course	Practical - Programme Planning in ECCE
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To study the contemporary emergence and positioning of Early Childhood Care and Education</li><li>2. To provide analytical framework for pedagogy and curricular framework</li><li>3. To understand effective implementation and assessment of early childhood development programmes for fostering optimal growth of young children</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Plan a curriculum for a programme in any one ECCE setting (a) Short term and Long term (b) Write Project talk and list down the material needed (c) Collect 5 rhymes and singing with action (d) Collect 5 stories and tell in the class.	10
2.	Planning the daily schedule and list down the teaching aid / material needed (a) Three hour (b) Four hour (c) Day care	10
3.	Plan compilation of nutritious recipes for young children	10
4.	Plan a field trip and execute with nursery school children	10
5.	Plan science activities and execute	10
6.	Visit of ICDS Aganawadi and report writing	10
7.	Collect and create learning material for children in different age groups and domains	10
8.	Plan and conduct any two activities in an ECCE setting (storytelling,	10





	puppet show etc.).	
9.	Prepare a checklist to study major components of ecce programme and then visit one ECCE settings and conduct the checklist.	10
10.	Planning and Conducting workshops by students in any one of the following: (a) Developing worksheets to teach readiness concepts (b) Enhancing social and language skills (c) Music, movement and drama for children (d) Nutrition and health for young children (e) Developing projects and themes for ECCE	10

Teaching-Learning Methodology	Regular Prectical ,Group discussion, exercises, use of library for simple research projects, observations and follow up discussion, films, documentaries and debates. Audio video aid, Role play 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.	They can delineate the significance of stimulating environment for fostering holistic development and assess developmental indicators using tools and checklists.
2.	The students will develop skills in planning and creating development and programmatic activities with respect to all domains of development for children in first six years of life.
3.	The students will develop skills in creating learning materials and use them in family and community in multiple contexts





Suggested References:	
Sr. No.	References
1.	Aggarwal, J. C. (2007). <i>Early Childhood Care and Education: Principles and Practices</i> . New Delhi: Shipra.
2.	Arni, K. and Wolf G. (1999). <i>Child Art with Everyday Materials</i> . TARA Publishing.
3.	Upadyay G.C. (2015). <i>Early Childhood Care and Education, A Way Forward A hand book of Teachers and Teacher Education</i> . New Delhi: NCERT.
4.	Mohanty, J. Mohanty, B. (1996). <i>Early childhood care and Education</i> . New Delhi: Deep and Deep Publication.
5.	Morrison, G. S. (2003). <i>Fundamentals of Early Childhood Education</i> . Virginia: Merrill/Prentice Hall.
6.	Padma Y. (2017) <i>Exepler Guidelines for implementation of Early Childhood Care and Education (ECCE)</i> ,Curriculum Frame work. New Delhi: NCERT.
7.	RomilaSoni, R. (2015). <i>Theme Based Early Childhood Care and Education Programme: A Resource Book</i> . National Council of Educational Research and Training.
8.	Swaminathan, M. (Ed.). (1998). <i>The First Five Years: A critical perspective on early childhood care and education in India</i> . SAGE Publications Pvt. Limited.

On-line resources to be used if available as reference material
On-line Resources
Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study Material. <a href="http://www.ignouhelp.in/ignou-dece-study-material/">http://www.ignouhelp.in/ignou-dece-study-material/</a>
Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material. <a href="http://www.ignouhelp.in/ignou-dece-study-material/">http://www.ignouhelp.in/ignou-dece-study-material/</a>
Theory and Practice in Early Childhood Care and Education. Managing Children's Programmes: Some Perspectives. Indira Gandhi National Open University DECE Study Material. <a href="http://www.ignouhelp.in/ignou-dece-study-material/">http://www.ignouhelp.in/ignou-dece-study-material/</a>

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

Course Code	UH05SHUD52	Title of the Course	Practical - Computer Application in Human Development
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. To acquaint the students with computer application in the field of Human Development</li><li>2. To learn about PowerPoint presentation and use of goggle drive</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	PowerPoint Presentation (a) Auto wizard, creating a presentation using auto content wizard. (b) Blank presentation creating, saving and printing a presentation. (c) Adding a slide to a presentation. (d) Navigating through presentation slide sorter, slideshow, editing slides. (e) Using clipart. Word art gallery. (f) Setting timings for slide show, preparing audience handouts. (g) Using action button and Hyperlink.	20
2.	Creating Cartoons in PowerPoint Creation of-i) Word document ii) word sheet iii) graphs and mail merge.	10
3.	Net surfing specific topics related to the subject including the latest advancements.	10
4.	Use of Google Drive, Google form, Mail attachment	15
5.	Prepare Time Table	15
6.	Prepare leaflet/Folder/Invitation Card	15
7.	Prepare worksheet with use of Paint	15





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Teaching-Learning Methodology	PowerPoint presentation, practical, ICT
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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.	The students will computer application in the field of Human Development
2.	The students will learn about PowerPoint presentation and use of goggle drive
3.	Students will apply their computer knowledge in the field of human development.
4.	Student will prepare worksheets, Invitation Card, leaflets and browsers for nursery school children .
5.	Student will surfing human development related topics.

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

Course Code	UH05EHSC51	Title of the Course	Consumerism
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To make them understand the role of consumer in the market.</li><li>2. To increase their awareness about consumer buying behaviour, their rights and responsibilities.</li><li>3. To familiarize them with various consumer problems.</li><li>4. To enhance their knowledge base about redressal agencies.</li></ol>
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Course Content		
Unit	Description	Weightage * (%)
1.	Consumer and consumer problems (a) Definition of a consumer. (b) Problems of consumer (including services as water, gas, electricity etc.) (c) Unfair consumer practices: adulteration and faulty weights and measures	25
2.	Consumer Buying Behaviour (a) Factors influencing buying behaviour (b) Consumer aids: classification – Labels, Trademarks, Brand Names, Patents, Warranty, Guarantee, Quality Control and After Sales Service (c) Advertisement features, importance, media, usefulness	25
3.	Consumer protection (a) Meaning, characteristics and objectives (b) Need and ways for providing consumer education (c) Consumer rights and responsibilities (d) Consumer Laws	25
4.	Consumer protection agencies (a) Consumer organizations – origin, functioning, role and types (b) Consumer cooperatives – role, history and growth in India (c) Consumer redress: role of consumer forums and consumer	25





	courts in safeguarding consumers	
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Teaching-Learning Methodology	Lectures, active learning, reflective learning, written exercises, collaborative learning, problem solving, case studies, ICT enabled 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.	Emerge as informed consumers
2.	Becoming familiarized to the changing trends in consumerism
3.	It also provides an understanding of the procedure of redress of consumer complaints, and the role of different agencies in establishing product and service standards

Suggested References:	
Sr. No.	References
1.	Misra S., Sree Kumaran G. N., and Chadah, S. (2015). <i>Consumer Handbook</i> . New Delhi: Department of Consumer Affairs.
2.	Singh, G. (1990). <i>Law of Consumer Protection</i> . Jaipur: Bharat law publishers.
3.	Agarwal, A. (1989). <i>A practical handbook for consumers</i> . Bombay: India book house.
4.	Sarkar, A.(1989). <i>Problems of Consumers in Modern India</i> . New Delhi: Discovery publishing House.





5.	<i>Recent issues of magazines: Insight, Ahmedabad : CERC.</i>
6.	<i>Consumer Voice:New Delhi: VOICE Society.</i>

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

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

Course Code	UH05EHSC52	Title of the Course	NGO Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Acquaint students regarding Non-Government Organizations (NGO).</li><li>2. Acquaint them about the steps of starting the NGO.</li><li>3. Enable the students to manage the NGO consequently, which enhance the employability.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Concept of NGO</p> <ol style="list-style-type: none"><li>(a) Meaning of NGO and GO</li><li>(b) Difference between Government Organization and NGO</li><li>(c) Characteristics of good NGO</li><li>(d) Structure of NGO</li><li>(e) Functions of NGO</li><li>(f) Advantages of NGO</li><li>(g) Present status of NGO</li><li>(h) Contribution of NGO in the development</li></ol>	25
2.	<p>Legal Frame Work for Establishing NGO</p> <ol style="list-style-type: none"><li>(a) Steps for starting NGO</li><li>(b) Registration of NGO</li><li>(c) Identifying Funding agencies</li><li>(d) Resource Mobilization</li><li>(e) Methods and Techniques of fund raising</li><li>(f) Foreign contributions and Regulation Act (FCRA)</li><li>(g) Statutory obligations, Income Tax Exemption (80-G, 12-A and 35 NC)</li></ol>	25
3.	<p>NGO Management</p> <ol style="list-style-type: none"><li>(a) Managing people and teams in NGOs</li><li>(b) NGO Management competencies</li><li>(c) Applying NGO principles and values</li></ol> <p>Policies and Programmes</p> <ol style="list-style-type: none"><li>(a) New regulations for NGO and government control</li><li>(b) Government laws, partnership model, Governing Schemes through ministries /Department / Bodies, government grant-in-</li></ol>	25





	aid	
4.	Problems of NGO (a) Training (b) Recruitment (c) Funding (d) Resource Mobilization (e) Documentation	25

Teaching-Learning Methodology	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Seminar, Assignment, Quiz, Field visit, 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.	Know the concept of NGO and present status of NGO.
2.	Manage NGO & required resource mobilization.
3.	Enhance employability in NGO.

Suggested References:	
Sr. No.	References
1.	Abraham A. <i>Formation and Management of NGOs</i> (2003). New Delhi: Third Edition, Published by Universal Law publishing Co. Pvt Ltd.
2.	Clark J. (1991). <i>Voluntary Organizations: Their Contribution to Development</i> . London: Earth Scan





3.	Lewis D. <i>Management of Non Governmental Development Organization</i> (2001). Newyork: Second Edition, Published by Routledge.
4.	Dorothea H. (2003). <i>the real world of NGO's, Discourses, Diversity and Development</i> . New Delhi: Zed books Ltd.
5.	Jain R.B. (1995). <i>NGO's in Development Perspective</i> . New Delhi: Vivek Prakasan.
6.	Joel, S.G.R., and Bhose. (2003). <i>NGO's and Rural Development – Theory and Practice</i> . New Delhi: Concept Publishing Company.
7.	John M. R. (2002). <i>Stakeholders in Rural Development – Critical Collaboration in State – NGO Partnerships</i> . New Delhi: Sage Publications.
8.	Julie F. (2003). <i>Governments, NGO's and the Political Development of the Third World</i> . Jaipur: Rawat Publications.
9.	Julie F. (2003). <i>Non Governments – NGO's and the Political Development of the Third World</i> . New Delhi: Rawat Publications.
10.	Kalyan S. (2013). <i>An Easy Guide to NGO</i> . Kolkata: Book Corporation.
11.	Kumar, A. (2003). <i>Social Change through NGO's</i> . New Delhi: Anmol Publishers.
12.	Kavita K. et al (2010). <i>Status of Child and Welfare Originations</i> , Jaipur: Aaviskar Publishers.
13.	Singh R.S. (2003). <i>Role of NGO's in Developing Countries (Potentials, Constraints and Policies)</i> . New Delhi: Deep & Deep Publications (P) Ltd.
14.	Chandra S. (2003). <i>Guidelines for NGO Management in India</i> . New Delhi: Published by Kanishka Distributors.

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

Course Code	UH05EHSC53	Title of the Course	Accessories and Adornment
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Gain knowledge on importance of accessories &amp; adornments in dress design.</li><li>2. Enable students gather knowledge on accessories &amp; adornment used in garments.</li><li>3. Make students aware of the materials, styles and placement of accessories and adornments.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Importance of adornment and accessories	10
2.	Accessories & adornments during middle age	20
3.	Accessories in modern times: (a) Hats & headgear (b) Jewellery (c) Sash (d) Shoes & boots (e) Muffs & gloves (f) Handbags	30
4.	Adornments: (a) Buttons (b) Lapel pins (c) Laces & ruffles (d) Ribbons (e) Braids (f) Through surface ornamentation (g) Hand & machine embroidery	30
5.	Innovations in adornment & accessories	10

Teaching-Learning	Lectures, Power -point Presentations, blackboard and chalk, Field Visits,
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Methodology	ICT enabled Teaching, market survey, discussions, assignments, Presentations, Individual / group project.
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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.	Appreciate the role of accessories in fashion.
2.	Comprehend the techniques of adornment.
3.	Develop the skill to coordinate adornments & accessories in garments.

Suggested References:	
Sr. No.	References
1.	Dickerson K.G. (2003), <i>Inside the Fashion Business</i> . New Delhi: VII Edition, Person Education Pvt. Ltd., Indian Branch.
2.	Jarnow, Guerreiro, Judelle, (1987), <i>Inside the Fashion Business</i> , New York: IV Edition, Macmillan Publishing Company.
3.	Kumar. A. (2010), <i>Fashion Tourism</i> , New Delhi: Sonali Publication, India.
4.	Makelvey K. (2006), <i>Fashion Source Book</i> , U.S.A.: II Edition, Blackwell Publishing Ltd.
5.	Pundir N., (2007), <i>Fashion Technology- Today &amp; Tomorrow</i> , New Delhi: Mittal Publication, India.
6.	Neelima, (2009), <i>Fashion &amp; Textile Design</i> , New Delhi: Sonali Publications.

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

Course Code	UH05EHSC54	Title of the Course	Food Adulteration
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Familiarize students with food standards.</li><li>2. Enable testing of different foods for their quality.</li><li>3. Familiarize students with tests used for finding adulterations and quality assessments.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Food Adulteration – Definition, types.	15
2.	(a) Food Laws Voluntary /Mandatory. Role of National & International Voluntary Agencies and legal aspects of consumer protection. (b) Food Standards.	25
3.	Specifications for the following (a) Milk & milk products (b) Oil and Fats (c) Spices & Condiments (d) Food grains. (e) Flours. (f) Canned Foods (g) Fruits and vegetable products (h) Flesh Foods (i) Sugar & preserves (j) Beverages- alcoholic & non-alcoholic	35
4.	(a) Contaminants, residues & pollutants (b) Conditions for Sale & License	25

Teaching-Learning Methodology	Chalk and board, Power point presentations, Class Discussions, Class activities / assignments, quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	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.	Conduct adulteration test on a small scale basis, enterprise, and household level will gain knowledge of agencies working for it.

Suggested References:	
Sr. No.	References
1.	ISI Publications on above topics
2.	Association of Official Agricultural Chemists, & Horwitz, W. (1975). <i>Official methods of analysis</i> (Vol. 222). Washington, DC: Association of Official Analytical Chemists.
3.	Raghuramulu, N., Nair, K. M., & Kalyanasundaram, S. (Eds.). (1983). <i>A manual of laboratory techniques</i> . New Delhi: National Institute of Nutrition, Indian Council of Medical Research.

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

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

Course Code	UH05EHSC55	Title of the Course	Basics of Research
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. To develop understanding of the basic framework of research process.</li><li>2. To develop an understanding of various research designs and techniques.</li><li>3. To identify various sources of information for literature review and data collection.</li><li>4. To develop an understanding of the ethical dimensions of conducting research</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Research (a) Meaning ,purpose, approaches and types of research (b) Identification of problem (c) Collecting review and keywords (d) Research ethics and plagiarism	25
2.	Methods of data collection (a) Primary and Secondary data collection methods (b) Qualitative methods of data collection, (c) Survey methods of data collection (d) Sampling and types of sampling	25
3.	Processing and analysis of data (a) Measures of central Tendency (Mean, medium, Mode), (b) Measures of dispersion (range, mean deviation, standard deviation) (c) Graphical representation of Data.	25
4.	Preparing a small project and report writing ( Title page, Abstract, Introduction, Methodology, Results, Discussion, References, and Appendices)	25





Teaching-Learning Methodology	Lectures, active learning, reflective learning, written exercises, collaborative learning, problem solving, case studies, ICT enabled 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.	Understand research terminology
2.	Identify the components of a literature review process
3.	Understand the research methodology
4.	Prepare a scientific report of the given project

Suggested References:	
Sr. No.	References
1.	Bernard, H.R. (2013). <i>Social Research Methods: Qualitative and Quantitative Approaches</i> . New Delhi: Sage publications.
2.	Best and Kahn. (2009). <i>Research Methodology</i> . New Delhi: PHI Learning Private Limited.
3.	Kothari, C.R. (2004). <i>Research Methodology (Methods and Techniques)</i> . New Delhi: New Age Publisher.
4.	Bandarkar, P.L., and Wilkinson, T.S. (2000). <i>Methodology and Techniques of Social Research</i> . Mumbai: Himalaya Publishing House.
5.	Dooley, D. (1995). <i>Strategies for Interpreting Qualitative Data</i> . California: Sage Publications.





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6.	Gay, L.R. (1981). <i>Educational Research: Competencies for Analysis and Applications</i> . (2 <sup>nd</sup> ed.) Columbus: Charles E. Merrill Publishing Company and A. Bell and Howell Company.
7.	Ahuja, R.(2010). <i>Research Method</i> . New Delhi: Rawat Publication

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