Lokbharati University for Rural Innovation, Sanosara

Academic Year 2025-2026

Sem 1

Department of Natural Farming

School of Skills and Entrepreneurship

Sr.No	Category	Course Code	Title	Credit
1	Major	06BVOCMJ101	Business-Oriented Personality Development	4
2	Major	06BVOCMJ102	Basic Information of Natural Farming	4
3	Multidisciplinary	06BVOCMD101	Sarvodaya	3
4	Ability Enhancement	06BVOCAE101	Functional English	3
5	Skill Enhancement	06BVOCSE101	Thinking Skills	3
6	Value Added	06BVOCVA101	Core Concepts for Academic Learning and Higher Education	3
7	OJT/Internship	06BVOCOJT101	On the Job Training	6
Total Credit				26

	Lokbharati University for Rural Innovation, Sanosara, Bhavnagar **School of Skills and Entrepreneurship** **Department of Natural Farming** **Bachelor of Vocation (B.Voc.)** **Specialization: Natural Farming**	**Academic year 2025-26**

A. Course Profile:

Course Type	Major 1	**Year**	01
Course Code	06BVOCMJ101	**Semester**	01
Course Title	Business-Oriented Personality Development	**Credit**	1(LC)+1 (TC) +2(PC)
Certification	BVOC Natural Farming	**Hours Per Week**	06

B. Outcomes:

Program Outcomes (PO) **Bachelor of Vocations**	1. Foundational Knowledge Develop a fundamental understanding of agriculture, Natural Farming principles, life values, and humanities to foster holistic professional growth. 2. Rural Integration & Service Identify and address the challenges of rural societies by implementing Natural Farming techniques aimed at sustainable community service. 3. Global-Local Analysis Analyse local agricultural requirements and traditional practices

	within a global context to ensure contemporary relevance and sustainability. 4. Problem Solving & Skill Application Apply disciplinary knowledge and technical skills to solve real-life problems faced by rural communities and the farming sector.
Program Specific Outcomes (PSO) **BVOC Natural Farming**	1. Entrepreneurship & Rural Employment Empower students to become entrepreneurs by establishing Natural Farming ventures and value-addition centers, thereby generating sustainable employability within rural sectors. 2. Cost Optimization & Productivity Implement Natural Farming techniques to reduce production costs and maximize crop yields, ensuring higher profit margins and economic viability for farmers. 3. Large-Scale Promotion & Advocacy Develop strategies to promote and scale Natural Farming practices across diverse agro-climatic zones through awareness, training, and community leadership. 4. Apply knowledge of Natural Farming history, certification standards, and food safety laws to create chemical-free value-added products, ensuring quality control and legal compliance in the sustainable market.
Course Level Outcomes (LO)	1. Identify personal strengths and weaknesses relevant to entrepreneurship and demonstrate the ability to analyze and mitigate business risks through case studies and practical scenarios. 2. Demonstrate effective verbal and non-verbal communication skills tailored for business negotiations, stakeholder engagement, and networking within rural and agricultural settings.

	3. Relate fundamental principles of biology and chemistry to the practical logic of **Natural Farming** to design technically sound and economically viable business models. 4. Understand and implement **Gandhian values**, ethics, and social responsibility in rural business practices to ensure sustainable and community-centric development. Understand and apply Gandhian values and ethics to rural business practices.

C. LURI Pedagogy: Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
Unit: 1	Biology and Chemistry 1. Photosynthesis 2. Biological Reproduction 3. Soil-Water Relation 4. Environmental Problems	NCERT Biology (Class 11/12) *The Nature and Properties of Soils* (Brady)	**Experimental Learning:** Laboratory sessions and field observations.	**Leaf Starch Test:** Proving photosynthesis. • **Soil Porosity Test:** Measuring water retention. • **Microscopy:** Observing plant reproductive cells.	Written and Spoken Assignments Poster Making 10%
Unit:	Introduction to the syllabus	Economic	Ice-breaking sessions and	Charting the	Dialogue

2	1. Individual and group introductions 2. Institutional Introduction 3. Objectives/Importance of the course Importance of Agriculture in Country's Economy	Survey of India (Agriculture) Lokbharati Vision Document NABARD Annual Reports	guest lectures on rural economy.	contribution of agriculture to GDP.	Writing Viva 30 %
Unit: 3	Confidence in Business 1. Development of mental capacity **2.** Willingness to Take Risks **3.** Challenges and Resilience	*Psychology of Entrepreneurship* (Books) TED Talks on Resilience Case studies on agri-failures & recoveries	**Reflective Practice:** Role-plays and "Design Thinking" workshops.	**Risk Simulation Games:** Managing a virtual farm budget.	Video Classroom Presentation 20%
Unit: 4	Introduction of Business Owners 1. Case studies of Successful Business Owners 2. Analysis and Interpretation 3. Importance of Values in Business	Biographies of local Agri-entrepreneurs *Small is Beautiful* (Schumacher)	**Case-Method Teaching:** Group discussions and field interviews.	**Field Interview:** Visit a local FPO/Natural farm owner. • **Value Audit:** Mapping the ethical values of a chosen business.	Reading Aloud 20%

		Business Ethics Journals			

E. List of Practical:

No	Name	Outcomes	From Unit No.
1.	Poster Presentation	Visual representation of an environmental problem and its solution.	Unit 1
2.	Self-SWOT Analysis	Identify personal traits for business orientation.	Unit 2
3.	Mock Business Interview	Improve confidence and spoken communication.	Unit 3
4.	Field Visit Report	Document a visit to a successful local Agri-entrepreneur.	Unit 4

F. Minimum Requirements:

No	Type	Yes/No
1.	**Assignment**	**Yes**
2.	**Presentation**	**Yes**
3.	**Written Test**	**Yes**
4.	**Viva Voce**	**Yes**
5.	**Poster Making**	**Yes**

G. Suggested Knowledge Resources:

Print	**"The 7 Habits of Highly Effective People"** by Stephen Covey – For foundational personality development. **"Hind Swaraj"** by M.K. Gandhi – For understanding the values of rural self-reliance and ethics. **"Business Communication"** by Meenakshi Raman – For professional dialogue and writing skills. **"Natural Farming"** by Subhash Palekar – For technical contex
Digital	**Swayam/NPTEL:** Courses on "Soft Skills" and "Entrepreneurship Essentials." **YouTube - Lokbharati Channel:** Documentaries on rural innovation and local business success stories. **e-PG Pathshala:** Modules on Agricultural Economics and Personality Development.

H. Internship:

Credit	Days	Place	Theme	Outcomes	Evaluation
6	**30**	Rural Natural Farming Unit	Primary rural appraisal for Natural Farming	Understand the ecosystem of a functioning rural farm business.	Jury, Presentation and Workbook

	Lokbharati University for Rural Innovation, Sanosara, Bhavnagar **School of Skills and Entrepreneurship** **Department of Natural Farming** **Bachelor of Vocation (B.Voc.)** **Specialization: Natural Farming**	**Academic year** 2025-26

A. Course Profile:

Course Type	Major 2	**Year**	01
Course Code	06BVOCMJ102	**Semester**	01
Course Title	Basic Information of Natural Farming	**Credit**	1(LC)+1 (TC) +2(PC)
Certification	BVOC Natural Farming	**Hours Per Week**	06

B. Outcomes:

Program Outcomes (PO) **Bachelor of Vocations**	1. Foundational Knowledge Develop a fundamental understanding of agriculture, Natural Farming principles, life values, and humanities to foster holistic professional growth. 2. Rural Integration & Service Identify and address the challenges of rural societies by

	implementing Natural Farming techniques aimed at sustainable community service. 3. Global-Local Analysis Analyze local agricultural requirements and traditional practices within a global context to ensure contemporary relevance and sustainability. 4. Problem Solving & Skill Application Apply disciplinary knowledge and technical skills to solve real-life problems faced by rural communities and the farming sector.
Program Specific Outcomes (PSO) BVOC Natural Farming	1. Entrepreneurship & Rural Employment Empower students to become entrepreneurs by establishing Natural Farming ventures and value-addition centers, thereby generating sustainable employability within rural sectors. 2. Cost Optimization & Productivity Implement Natural Farming techniques to reduce production costs and maximize crop yields, ensuring higher profit margins and economic viability for farmers. 3. Large-Scale Promotion & Advocacy Develop strategies to promote and scale Natural Farming practices across diverse agro-climatic zones through awareness, training, and community leadership. 4. Apply knowledge of Natural Farming history, certification standards, and food safety laws to create chemical-free value-added products, ensuring quality control and legal compliance in the sustainable market.
Course Level Outcomes (LO)	1. Contrast the long-term socio-economic and environmental consequences of chemical-intensive farming versus the sustainable model of Natural Farming to evaluate rural viability. 2. Explain the detrimental effects of synthetic pesticides and Genetically Modified Organisms

	(GMOs) on soil microbiology, biodiversity, and long-term human health. 3. Critique the relevance of Natural Farming as a strategic response to global climate change and its role in ensuring national food security and sovereignty. 4. Articulate the core principles and historical evolution of global and Indian natural farming movements while identifying key ecological indicators for soil health and biodiversity.

C. **LURI Pedagogy:** Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
Unit:1	Socio-economic impacts of chemical farming • Economic condition of farmers • Farming getting expensive • Social injustice/neglect	*The Violence of the Green Revolution* (Vandana Shiva) NSSO reports on farmer	Group debates and "Problem-Tree" analysis of rural debt.	Interviewing local farmers to calculate input-to-output ratios. History of pesticide prices vs. crop market	Written and Spoken Assignments Poster Making 10%

	towards agriculture • Long Term Effects of Chemical Farming on Country's Economy	indebtedness Case studies on agrarian distress		rates.	
Unit:2	Effects of Agricultural Chemicals and Genetically Modified Crops on Environment and Health • Effects on Health • Effects on Soil • Effects on Biodiversity • Effects on Water • Effects on Climate (Climate Change)	WHO reports on pesticide toxicity *Silent Spring* (Rachel Carson) FAO data on climate change and soil carbon	Orientation camp Self-Evaluation Different Activities Short Analysis Games		Dialogue Writing Viva 30 %
Unit:3	Relevance of Natural Farming • Local Level Relevance • State-level Relevance • National Relevance • Global Relevance	UN-SDG Goal 2 & 12 documents NITI Aayog Natural Farming reports	Interviews with successful natural farming practitioners.	Mapping how natural farming addresses 5 global SDGs. Documentary or podcast with a natural farmer.	Video Classroom Presentation 20%

		ZBNF success stories from Andhra/Gujarat			
Unit:4	Understanding and Principles of Natural Farming • Definitions and Understanding of Natural Farming • Historical Background of Natural Farming • Introduction to the Principles of Natural Farming • Diversity of Concepts	*The One-Straw Revolution* (Fukuoka) Dr. Subhash Palekar's technical manuals	"Cohabitation" (staying on-site) to observe nature's patterns.	Poster Making: Illustrating the 4 pillars of Natural Farming	Reading Aloud 20%

E. List of Practical:

No	Name of Practical	Outcomes	From Unit No.
1	Farmer Survey: Input Cost Analysis	Calculate the rising costs of chemical fertilizers vs. natural inputs.	Unit 1
2	Soil Toxicity & Biodiversity Test	Compare earthworm activity and soil	Unit 2

		texture in chemical vs. natural plots.	
3	Water Infiltration Comparison	Observe how natural farming improves soil-water retention compared to tilled chemical soil.	Unit 2
4	Documentation of Local Agro-Ecology	Map local flora and fauna that assist in natural pest control.	Unit 3
5	Preparation of Basic Natural Bio-stimulants	Hands-on training in the primary formulations used in natural farming.	Unit 4

F. Minimum Requirements:

No	Type	Yes/No
1.	**Assignment**	**Yes**
2.	**Presentation**	**Yes**
3.	**Written Test**	**Yes**
4.	**Viva Voce**	**Yes**
5.	**Poster Making**	**Yes**

G. Suggested Knowledge Resources:

Print	**"The One-Straw Revolution"** by Masanobu Fukuoka – Foundation of natural farming principles.

	"The Secret Life of Soil" by Peter Tompkins – Technical understanding of soil health. **"Natural Farming: For Sustainable Agriculture"** by Subhash Palekar. **"Silent Spring"** by Rachel Carson – For understanding the impact of chemicals.
Digital	**NPTEL/Swayam:** Modules on "Organic Farming" and "Sustainable Agriculture." **FAO Reports:** "The State of the World's Land and Water Resources for Food and Agriculture."

H. Internship:

Credit	Days	Place	Theme	Outcomes	Evaluation
6	**30**	Rural Natural Farming Unit	Primary rural appraisal for Natural Farming	Understand the ecosystem of a functioning rural farm business.	Jury, Presentation and Workbook

	Lokbharati University for Rural Innovation, Sanosara, Bhavnagar **School of Skills and Entrepreneurship** **Department of Natural Farming** **Bachelor of Vocation (B.Voc.)** **Specialization: Natural Farming**	**Academic year** 2025-26

A. Course Profile:

Course Type	Multidisciplinary	**Year**	1
Course Code	06BVOCMD101	**Semester**	1
Course Title	Sarvodaya	**Credit**	3
Certification	BVOC Natural Farming	**Hours Per Week**	3

B. Outcomes:

Program Outcomes (PO) **Bachelor of Vocations**	1. Foundational Knowledge Develop a fundamental understanding of agriculture, Natural Farming principles, life values, and humanities to foster holistic professional growth. 2. Rural Integration & Service Identify and address the challenges of rural societies by implementing Natural Farming techniques aimed at sustainable community service. 3. Global-Local Analysis Analyze local agricultural requirements and traditional practices within a global context to ensure contemporary relevance and sustainability. 4. Problem Solving & Skill Application Apply disciplinary knowledge and technical skills to solve real-life problems faced by rural communities and the farming sector.Be employable and generate employability in the rural sectors to boost Natural Farming and Agro Processing.

Program Specific Outcomes (PSO) **BVOC Natural Farming**	1. Entrepreneurship & Rural Employment Empower students to become entrepreneurs by establishing Natural Farming ventures and value-addition centers, thereby generating sustainable employability within rural sectors. 2. Cost Optimization & Productivity Implement Natural Farming techniques to reduce production costs and maximize crop yields, ensuring higher profit margins and economic viability for farmers. 3. Large-Scale Promotion & Advocacy Develop strategies to promote and scale Natural Farming practices across diverse agro-climatic zones through awareness, training, and community leadership. 4. Apply knowledge of Natural Farming history, certification standards, and food safety laws to create chemical-free value-added products, ensuring quality control and legal compliance in the sustainable market.
Course Level Outcomes (LO)	1. **Remembering**: *Describe the key principles of Sarvodaya as articulated by Mahatma Gandhi and Vinoba Bhave.* 2. **Understanding**: *Explain the relationship between Sarvodaya and the concepts of non-violence, self-reliance, and decentralization.* 3. **Applying**: *Illustrate how Sarvodaya can be applied in modern social justice movements or sustainable development initiatives.* 4. **Evaluating**: *Critically assess the effectiveness of Sarvodaya principles in addressing contemporary issues of inequality and poverty.*

C. **LURI Pedagogy:** Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

Unit No	Content	Study Texts	Methods	Specific Tasks/Activities	Evaluation
1.	Introduction To Sarvodaya • The Duty of Citizen	Constructive Citizenship L. P. Jacks	**Workshop**	Movie Screening Group Activity	
2.	Governance • Identifying Skilled Citizens • Channelisation of Skilled Citizens • Professional Ethics	Constructive Citizenship L. P. Jacks	**Workshop**	Group Discussion Broken Square Game	
3.	Dimensions to Sarvodaya • Spiritual • Material • Cooperation	Constructive Citizenship L. P. Jacks	**Workshop**	'Win as much as you can' Game Academic Visit 'Trust Walk' Game	

E. Suggested Knowledge Resources:

Print	Lawrence Pearsall Jacks. *Constructive Citizenship*. 1927. Manubhai Pancholi. *Sarvoday ane Shikshan*. 1974
Digital	**Sarvodaya: Mahatma Gandhi's Vision for an Inclusive Society** https://www.youtube.com/watch?v=8eqbxkU0WDg Mahatma Gandhi, John Ruskin and the Origin of Sarvodaya (Welfare of All) https://www.youtube.com/watch?v=Y-rxbRZWj8w

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A. Course Profile:

Course Type	Ability Enhancement Course	**Year**	01
Course Code	06BVOCAE101	**Semester**	01
Course Title	Functional English	**Credit**	03
Certification	BVOC Natural Farming	**Hours Per Week**	03

B. Outcomes:

Program Outcomes (PO) **Bachelor of Vocations**	1. Foundational Knowledge Develop a fundamental understanding of agriculture, Natural Farming principles, life values, and humanities to foster holistic professional growth. 2. Rural Integration & Service Identify and address the challenges of rural societies by implementing Natural Farming techniques aimed at sustainable community service. 3. Global-Local Analysis Analyze local agricultural requirements and traditional practices within a global context to ensure contemporary relevance and sustainability.

	4. Problem Solving & Skill Application Apply disciplinary knowledge and technical skills to solve real-life problems faced by rural communities and the farming sector.
Program Specific Outcomes (PSO) BVOC Natural Farming	1. Entrepreneurship & Rural Employment Empower students to become entrepreneurs by establishing Natural Farming ventures and value-addition centers, thereby generating sustainable employability within rural sectors. 2. Cost Optimization & Productivity Implement Natural Farming techniques to reduce production costs and maximize crop yields, ensuring higher profit margins and economic viability for farmers. 3. Large-Scale Promotion & Advocacy Develop strategies to promote and scale Natural Farming practices across diverse agro-climatic zones through awareness, training, and community leadership. 4. Apply knowledge of Natural Farming history, certification standards, and food safety laws to create chemical-free value-added products, ensuring quality control and legal compliance in the sustainable market.
Course Level Outcomes (LO)	1. Understand and use common greetings and introductions. 2. Engage in simple conversations about everyday topics. 3. Demonstrate understanding of basic instructions and requests. 4. Express basic needs and preferences.

C. LURI Pedagogy: Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
1.	Reading Comprehension 1.1. Reading a Short Story and Forming Questions 1.2. Vocabulary Development	'The Last Leaf' by O. Henry 'How Much Land Does a Man Need' by Leo Tolstoy	• Socratic Questioning • Guided reading sessions • Group discussions Annotated reading	• Forming Questions • Paraphrasing • Think-pair-share • Socratic Questioning • Peer-generated questioning	• Comprehension quizzes with both multiple-choice and open-ended questions. • Short answer tests
2.	Reading and Paraphrasing 2.1. Summary Writing 2.2. Scanning and Skimming	'Where Mind is Without Fear' by Rabindranath Tagore 'Travel' by Gio Evan 'The War Will End' by Mahmoud Darwish	• Practice sessions on summarizing paragraphs with a focus on key points. • Training sessions for skimming and scanning different texts.	• Summary Writing • Skimming and Scanning Exercises Group readings	• Graded summary assignments • Skimming and scanning tasks
3.	Sharing an Opinion	Excerpts from *The India of My Dreams* by M K Gandhi *To Students* by M K Gandhi (Instructor may also select Interviews appropriate for the language function)	• Analysing excerpts and structured debates • Reading and reflecting on *India of My Dreams* by M.K. Gandhi. • Role-playing	• *Opinion Sharing* • *Interview Analysis*: Read and present a chosen interview, discussing how it relates to expressing opinions in English.	• Short essays or opinion pieces scored based on argument clarity, coherence, and use of evidence. • Oral presentations • Feedback sessions

E. List of Practical:

No	Name	Outcomes	From Unit No.
1	Annotated Reading Session	Students will demonstrate comprehension by accurately identifying textual elements and interpreting complex meanings.	1
2	Timed reading comprehension	Students practice under exam conditions.	1
3	Group Discussion on Short Stories	Enhanced ability to articulate thoughts and engage in analytical discussions.	1
4	Summary Writing	Ability to write concise and coherent summaries, showcasing comprehension and paraphrasing skills.	2
5	Skimming and Scanning Exercise	Improved reading speed and efficiency in extracting specific details from texts.	2
6	Opinion Piece Writing	Ability to form and express opinions effectively, backed by reasoning and textual	3
7	Panel Discussion	Development of articulation and presentation skills, along with critical thinking and evidence-based argumentation.	3
8	Oral Storytelling	Enhanced oral storytelling skills, including use of descriptive language and maintaining a logical narrative flow.	4
9	Character Analysis Presentation	Ability to analyze and convey detailed character insights while developing presentation and public speaking skills.	4
10	Reading Circle	Builds reading fluency, confidence in speaking, and collaborative learning.	1, 2, 3

11	Peer Review Sessions	Improves editing and critical analysis skills, promotes collaborative learning.	2, 3, 4

F. Minimum Requirements:

No	Type	Yes/No
1.	**Video Shooting**	**Yes**
2.	**Assignment**	**Yes**
3.	**Presentation**	**Yes**
4.	**Written Test**	**Yes**
5.	**Viva Voce**	**Yes**
6.	**Poster Making**	**Yes**

G. Suggested Knowledge Resources:

Print	Henry, O. "The Last Leaf." *The Trimmed Lamp and Other Stories of the Four Million,* Doubleday Page & Compony, 1907, pp.198-208 Tolstoy, Leo. "How Much Land Does a Man Need?" *How Much Land Does a Man Need? and Other Stories,* Translated by Ronald Wilks, Penguin Classics, 1994, pp. 96-110 Tagore, Rabindranath. "Where Mind is Without Fear." *Gitanjali,* Translated by Rabindranath Tagore, The Macmillan Compony, 1915, pp. 27-28 Darwish, Mahmoud. "The War Will End." *The Music of Human Flesh,* Translated by Denys Johnson-Davies, Heinemann, 1980 Gandhi M.K. *The India of My Dreams*. Navajivan Mudranalaya, 1947 Gandhi M.K. *To Students.* Navajivan Publishing House, 1953 Bhyrappa S.L. *Parva.* The Sahitya Akademi, 1994 Narayan R.K. *The Mahabharata.* Penguin Books Limited, 2001

Digital	Kahoot, Duolingo, YouTube, BBC

	Lokbharati University for Rural Innovation, Sanosara, Bhavnagar **School of Skills and Entrepreneurship** **Department of Natural Farming** **Bachelor of Vocation (B.Voc.)** **Specialization: Natural Farming**	**Academic year** 2025-26

A. Course Profile:

Course Type	Ability Enhancement Course	**Year**	01
Course Code	06BVOCSE101	**Semester**	01
Course Title	Thinking Skills	**Credit**	03
Certification	BVOC Natural Farming	**Hours Per Week**	03

B. Outcomes:

Program Outcomes (PO) **Bachelor of Vocations**	1. Foundational Knowledge Develop a fundamental understanding of agriculture, Natural Farming principles, life values, and humanities to foster holistic

	professional growth. 2. Rural Integration & Service Identify and address the challenges of rural societies by implementing Natural Farming techniques aimed at sustainable community service. 3. Global-Local Analysis Analyze local agricultural requirements and traditional practices within a global context to ensure contemporary relevance and sustainability. 4. Problem Solving & Skill Application Apply disciplinary knowledge and technical skills to solve real-life problems faced by rural communities and the farming sector.
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Course Level Outcomes (LO)	1. Recognize and list key concepts of communicative English, such as grammar rules; vocabulary, and common phrases; 2. Illustrate the main ideas in English communication;

	3. Corelate the usage of English in practical situations; 4. Appreciate original pieces of written and spoken English.

C. **LURI Pedagogy:** Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
1.	**Creative Thinking-1:** 1.1 What is Creative Thinking 1.2 Originality 1.3 Fluency 1.4 Elaboration 1.5 Flexibility	Haiku Collection Poems of Ramesh Parekh/Tagore	Teacher led discussion	1. The Fourth Eye – Book Exercises 2. Don Fabun – Creativity 3. Test on Traits of Creative Person 4. Palash Tasks	Written and Spoken Assignments Poster Making 10%
2.	2 **Creative Thinking in Practice**.1 Models of Creative Thinking 2.2 Generating Creative Ideas		Brainstorming Outdoor Demonstration	Making Slogans without Morality Various Usages of one thing Hypothetical Scenarios Synectic Model - Creativity Model in the Model of Teaching Making Games – Olio Mingus Studio	Presentation
3.	**Scientific Thinking** What is scientific thinking 3.2 Doubting 3.3 Observations 3.4 Causality 3.5 Experimentations 1.6 Testing 3.7Generalizations 3.8 Predicting	વિજ્ઞાન વિચારણા – સુરત વિજ્ઞાન – પંકજ જોશી Philosophy of Science by Neepa Bharucha – Chapter on Scientific Thinking	Demonstration Discussion Word Splash	Observations Why Questions Why Cow Eats What? Rapid Fire - Beliefs	
4.	**Unit-4: Scientific Thinking in Practice** 4.1 Challenging Routine 4.2 Finding Fallacies in Causality 4.3 Creating New Hypothesis 4.4 Demystifying Popular Miracles, Superstitions and Beliefs		Teacher led Discussion	સૂર્ય ઘડી કેરીની નિી જાત કિી રીતે બને? ઇઝરા◌ેલના ટામેટા – Case Studies Designing a Pet Restaurant	Journals

E. List of Practical:

No	Name	Outcomes	From Unit No.
1	The "Alternative Uses" Challenge	Students take a common farming tool (e.g., a broken sickle or a plastic crate) and list 20 non-traditional uses for it to build Fluency and Flexibility.6	1
2	Haiku in the Field	Students spend 20 minutes in silence in a field and write a 3-line Haiku (5-7-5 syllables) about a specific natural element. This develops Originality and focus.	1
3	Slogan Smithing (Natural Branding)	Create catchy, "morality-free" slogans for a local organic product (like Jivarnrut or honey). Focuses on persuasive and Creative Communication.	2
4	The "What If?" Scenario Mapping	Using a mind-map, students explore a hypothetical: *"What if the village ran out of water for 3 days?"* or *"What if insects could talk?"* to practice Elaboration.	2
5	Synectics: The Farming Metaphor	Use the Synectic model to compare a farming process to a human emotion (e.g., "How is composting like forgiving someone?"). This builds Relational Thinking.	2
6	The "Why" Chain (Root Cause Analysis)	Start with a problem (e.g., "The crop yield is low"). Students must ask "Why?" five times to drill down from a surface observation to a Causal Factor.	3
7	Blind Observation & Sketching	Students are given an unknown seed or leaf. Without knowing its name, they must record 10 physical observations (texture, smell, weight) before guessing its identity.	3
8	Myth-Busters: Rural Edition	Students pick a common local superstition (e.g., related to planting during a specific moon phase) and design a simple Controlled Experiment to test its validity.	4
9	The Sun-Dial (Surya Ghadiali) Project	Construct a functional sundial using local materials. This requires understanding Causality between the sun's position and shadows.	4
10	The "Pet Restaurant" Design	A design-thinking exercise where students "design" a feeding station for local birds or street dogs, considering the "users'" needs (hygiene, accessibility, and cost).	4

F. Minimum Requirements:

No	Type	Yes/No
1.	**Video Shooting**	**Yes**
2.	**Assignment**	**Yes**
3.	**Presentation**	**Yes**
4.	**Written Test**	**Yes**
5.	**Viva Voce**	**Yes**
6.	**Poster Making**	**Yes**

G. Suggested Knowledge Resources:

Print	De Bono, Edward. *Lateral Thinking: A Textbook of Creativity*. Penguin Books, 2009. Haiku Society of America. *Haiku: A Poet's Guide*. Edited by Lee Gurga, Modern Haiku Press, 2003. Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. 5th ed., Cambridge UP, 2019. Parekh, Ramesh. *Chha Akshar Nu Nam* [Six Letter Name]. R. R. Sheth & Co., 2020. Tagore, Rabindranath. *Gitanjali: Song Offerings*. Introduction by W. B. Yeats, Macmillan, 1913. Young, James Webb. *A Technique for Producing Ideas*. McGraw-Hill Education, 2003.
Digital	British Council. "English for Emails." *LearnEnglish*, 2024, learnenglish.britishcouncil.org/skills/writing/beginner-to-pre-intermediate. Accessed 14 Feb. 2026. "The Scientific Method." *Khan Academy*, 2025, www.khanacademy.org/science/biology/intro-to-biology/science-of-biology/a/the-science-of-biology. Accessed 14 Feb. 2026.

	"Why Do Honeybees Dance?" *TED-Ed*, narrated by Addison Anderson, YouTube, 15 May 2014, www.youtube.com/watch?v=LU_KD1enR3Q.

A. Course Profile:

Course Type	Value Added Course	**Year**	1
Course Code	06BVOCVA101	**Semester**	1
Course Title	**Core Concepts for Academic Learning and Higher Education**	**Credit**	3
Certification	BVOC Natural Farming	**Hours Per Week**	3

B. Outcomes:

Program Outcomes (PO) Bachelor of Vocations	1. Foundational Knowledge Develop a fundamental understanding of agriculture, Natural Farming principles, life values, and humanities to foster holistic professional growth. 2. Rural Integration & Service Identify and address the challenges of rural societies by implementing Natural Farming techniques aimed at sustainable community service. 3. Global-Local Analysis Analyze local agricultural requirements and traditional practices within a global context to ensure contemporary relevance and sustainability. 4. Problem Solving & Skill Application Apply disciplinary knowledge and technical skills to solve real-life problems faced by rural communities and the farming sector.
Program Specific Outcomes (PSO) BVOC Natural Farming	1. Entrepreneurship & Rural Employment Empower students to become entrepreneurs by establishing Natural Farming ventures and value-addition centers, thereby generating sustainable employability within rural sectors. 2. Cost Optimization & Productivity Implement Natural Farming techniques to reduce

	production costs and maximize crop yields, ensuring higher profit margins and economic viability for farmers. 3. Large-Scale Promotion & Advocacy Develop strategies to promote and scale Natural Farming practices across diverse agro-climatic zones through awareness, training, and community leadership. 4. Apply knowledge of Natural Farming history, certification standards, and food safety laws to create chemical-free value-added products, ensuring quality control and legal compliance in the sustainable market.
Course Level Outcomes (LO) **Value Added Course**	1. Identify and define key academic terminologies essential for effective participation in higher education. 2. Classify and differentiate academic terms across teaching, learning, and research contexts. 3. Apply appropriate terminologies in academic writing, presentations, and classroom discussions. 4. Evaluate the role of academic terminology in enhancing critical thinking, comprehension, and interdisciplinary learning.

C. **LURI Pedagogy:** Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
2.	**Unit I: Foundations of Academic Learning** **Key Terminologies Related to Teaching-Learning Environment** • Curriculum, Syllabus, Pedagogy, Andragogy, Heutagogy • Competency, Learning Outcomes, Bloom's Taxonomy • Credit, Semester, Internship, Elective, Core • Interdisciplinarity, Multidisciplinarity, Transdisciplinarity • Learning Styles, Constructivism, Scaffolding, Active Learning • Assessment, Evaluation, Rubric, Feedback, Formative, Summative **Activities:** • Understanding course outlines and university terminology • Matching exercises (terms with contexts)	Relevant Videos	Teacher led discussion	Searching Vocabulary Think Pair Share Role Play Writing Mind Mapping	
3.	**Unit II: Critical Thinking, Study Skills, and Cognitive Processes** **Terminologies Related to Academic Engagement and Intellectual Development** • Analysis, Synthesis, Interpretation, Application • Critical Thinking, Logical Reasoning, Argumentation • Thesis, Hypothesis, Premise,	*Refund* by Fritz Karinthy	Brainstorming Outdoor Demonstration	Rearranging Jumbled sentences Role Play Choosing the question word Asking the Right Question Game	

E. Minimum Requirements:

No	Type	Yes/No
1.	**Video Shooting**	**Yes**
2.	**Assignment**	**Yes**
3.	**Presentation**	**Yes**
4.	**Written Test**	**Yes**
5.	**Viva Voce**	**Yes**
6.	**Poster Making**	**Yes**

F. Suggested Knowledge Resources:

Print	1. **Bailey, Stephen.** *Academic Writing: A Handbook for International Students.* Routledge, 2018. – A comprehensive guide to academic writing and key academic terms. 2. **Cottrell, Stella.** *The Study Skills Handbook.* Macmillan, 2019. – Covers essential learning terminologies like critical thinking, reflection, and metacognition. 3. **Moon, Jennifer.** *Reflection and Employability: Reflection on Learning and Reflective Practices.* Routledge, 2013. – Helpful for terms around reflection, evaluation, and learning strategies. 4. **Graff, Gerald, and Cathy Birkenstein.** *They Say / I Say: The Moves That Matter in Academic Writing.* Norton, 2021. – Focuses on discourse markers, argumentation, and terminologies of reasoning. 5. **Creswell, John W., and J. David Creswell.** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Sage, 2018. – For terminology related to research methodology and higher education studies. 6. **Swales, John M., and Christine B. Feak.** *Academic Writing for Graduate Students: Essential Tasks and Skills.* University of Michigan Press, 2012. – Excellent for teaching academic vocabulary, cohesion, coherence, and discourse. 7. **Biggs, John, and Catherine Tang.** *Teaching for Quality Learning at University.* Open University Press, 2011. – Explains higher education terms like constructive alignment, outcomes, and assessment. 8. **Ramsden, Paul.** *Learning to Teach in Higher Education.* Routledge, 2003. – Provides a base for understanding pedagogical terminologies in higher education. 9. **Hartley, James.** *Study Skills for Higher Education Students.* Routledge, 2008.

	– Includes terminology and strategies for note-taking, comprehension, and academic success. 10. **Cabré, M. Teresa.** *Terminology: Theory, Methods and Applications.* John Benjamins, 1999. – A classic text for understanding terminology as a discipline.