

SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR

B.Sc. Home Science

(Under Choice Based Credit Scheme)

Semester - FIFTH (Human Development)

IN EFFECT FROM : 2020-21

Sr.No.	Course Type	Course Code (10Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Durati on in hrs	Marks		
								Internal	External	Total
								Total	Total	Total
1	Foundation Courses	UH05FPRO21	Programme for Rural & Urban Development	T	3	3	3	30	70	100
2		UH05FPRO22	Programme for Rural & Urban Development	P	1	2	3	15	35	50
3	Core Courses	UH05CHUD23	Placement in ECE Centers	P	2	4	Internal	100	-	100
4		UH05CHUD24	Child Psychology	T	3	3	3	30	70	100
		UH05CHUD25	Life Span Development-II	T	3	3	2	30	70	100
6		UH05CHUD26	Methods & Materials for Working With Young Children-	T	2	2	2	15	35	50
7		UH05CHUD27	Methods & Materials for Working With Young Children-	P	1	2	3	15	35	50
8		UH05CHUD28	Child & Family Welfare	T	3	3	3	30	70	100
9		UH05CHUD29	Computer Application in Human Development	P	1	2	3	15	35	50
10		UH05CHUD30	Principles & Programmes in ECCE	T	2	2	2	15	35	50
11		UH05CHUD31	Principles & Programmes in ECCE	P	1	2	3	15	35	50
Elective Courses (Any One 13,14,15,16)										
13	Elective Courses	UH05EHSC01	Consumerism	T	2	2	2	15	35	50
14		UH05EHSC02	NGO Management	T	2	2	2	15	35	50
15		UH05EHSC03	Accessories & Adornment	T	2	2	2	15	35	50
16		UH05EHSC04	Public Health Epidemiology	T	2	2	2	15	35	50
Total					24	30		325	525	850

**THIRD YEAR BSC (HOME) V SEMESTER
PROGRAMME FOR RURAL AND URBAN DEVELOPMENT
COURSE CODE: UH05FPRO21**

Theory

Credit: 03

Pd/wk: 03

Marks: 100

Objectives:

1. To develop understanding regarding the national towards urban and rural development
2. To examine the cumulative impact of these developmental efforts in quantitative and qualitative dimensions.

Theory	Content	Weightage
I	Introduction Introduction to Community Development Programmes. Program-Before and After Independence	10%
II	History and Concept History in planning in India Five year plan and their focus. Planning at different levels: National to grassroots	10%
III	Programmes to enhance food productions: Thrust on agriculture. National food production programmes. Independence, Intensive production schemes.	20%
IV	Poverty alleviation efforts: Rural and Urban communities, characteristics, nature, difference, village organization, rural and urban development (NGOs working), role of CAPART Programmes for poverty alleviation for rural and urban areas, employment generation and social inputs. Current programmes for rural and urban poor. (Latest five year plan should be emphasized).	30%
VI	Programmes for women and Children: Women as target groups, Specific measures for women and children such as DWCRA, ICDS, IMY, ANARDE, SEVA, CHETNA, TF, SGSY, ARSP. Current programmes for women as initiated and implemented by the different ministries and departments. Shift from welfare to development to empowerment approach. Role of Home Science in rural and urban development.	30%

Outcomes:

1. The students can get the knowledge of different five years plan.
2. They use the knowledge in self empowerment and indirectly helps the society in poverty alleviation.

References:-

1. Upadhyaya, H.C.(1991): Modernisation and Rural Development New Delhi, anmaol 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.

**THIRD YEAR BSC (HOME) V SEMESTER
PROGRAMME FOR RURAL AND URBAN DEVELOPMENT
COURSE CODE: UH05FPRO22
Practical**

Credit: 01

Pd/wk: 02

Marks: 50

Experiment

- 1 Appraisal of the efforts of the students in the community.
- 2 Examining the impact of the development efforts in selected rural areas Quantitative achievement and qualitative improvement of a programmes
- 3 Study of the evaluation reports of the various departments.
- 4 Conducting Welfare programmes for target groups.
- 5 Planning a programme for the target groups in link with ongoing programmes in Home Science Problems/need identification of a community.

**THIRD YEAR B.SC (HOME) V SEMESTER
PLACEMENT IN EARLY CHILDHOOD EDUCATION CENTERS
COURSE CODE: UH05CHUD23**

Credit :02

Pd/Wk: 04

Marks: 100

OBJECTIVES:

1. The student gets an opportunity to observe and report on programme for infants, Preschoolers and primary-school years.
2. The students get an understanding of the development stages of young children.
3. The students will prepare materials of various age groups.

PRACTICALS

CONTENT

- | | |
|-----|---|
| I | To provide an opportunity to observe various ECCE Centers and Children. |
| II | To learn report writing of their daily activities |
| III | To plan and promote various activities according to various development and prepare related material. |

**THIRD YEAR B.SC (HOME) V SEMESTER
CHILD PSYCHOLOGY
COURSE CODE: UH05CHUD24**

Credits: 03

Pd/Wk:03

Marks: 100

OBJECTIVES:

- 1) To develop an understanding of the major concept and process of human development
- 2) To develop an understanding of the major theoretical and research contributions in the study of human development.
- 3) To develop sensitivity to the socio cultural context of human behavior and development.

THEORY	CONTENT	WEIGHTAGE
Unit I	Meaning and importance of child psychology. Historical and theoretical perspectives in Human Development. Scope of Child Psychology Old and new thoughts about children	15%
Unit II	1) Sources of development <ol style="list-style-type: none"> 1. Role of biology- maturation 2. Role of environment- learning. 3. Reciprocal / integrationist role of biology and environment. 4. Role of cultural context- 2)Key theoretical issues in Human development <ol style="list-style-type: none"> 1. Continuity and discontinuity in development. 2. Nature and nurture issue. 	20%
Unit III	1) Social and Emotional development <ol style="list-style-type: none"> 1. Socialization process 2. Bronfenbenner – Ecological view 3. Cultural variations in socialization 4. Gender variations in socialization 2) Major theories that contribute in understanding psycho social and moral development. <ol style="list-style-type: none"> a) Freud’s Psychoanalytic theory b) Erikson’s psychosocial theory c) Kohlberg’s moral judgment theory 3) Attachment, Aggression, Pro social behavior , sex role identity, Moral reasoning 4) Primary and secondary emotions , relations between culture and emotions	30%
Unit IV	Language and Thought <ol style="list-style-type: none"> a) Theoretical contributions to understanding language acquisition b) Classical and operant conditioning c) Imitation d) Pre linguistic communication 	15%

Unit V	Cognitive Development	20%
	<ol style="list-style-type: none"> 1) Piaget's theory of cognitive development 2) Neo – Piagetian theories of cognitive development 3) Intelligence – Definition, concepts of crystallized & fluid intelligence. 	

Outcomes

- 1) Student will come to know the importance of child psychology.
- 2) They will develop understanding about the various theories.

Reference

- 1) Cole M & Cole. S (1993): The development of children. New York: Scientific American Books.
- 2) Arun Kumar (2000) Child Psychology, Anmol Pub. Pvt Ltd New Delhi.
- 3) Kumar K (1993) Study of childhood and Family. In T.S.Saraswati& B. kaur (ed) Human Development & Family Studies in India: An agenda for research and policy (PP67-76) new Delhi: Sage.
- 4) Lerner R.M &Hostech, D.F (1983) Human Development: A Life Span perspective New York: MsGrawHill.
- 5) Mussen, P. N Conger,J.J. Kagar, J & Huston, A C(1990) Child Development & Personality(7ed) N. Y Harper Collins.

THIRD YEAR B.SC(HOME)V SEMESTER
LIFE SPAN DEVELOPMENT II
COURSE CODE: UH05CHUD25

Credit: 03

Pd/Wk: 03

Marks: 50

OBJECTIVES:

1. To become acquainted with development stages from Adolescence to late adulthood
2. To develop awareness of important aspects of development during the whole life span.
3. To understand the issues faced and adjustments required at each stage across the lifespan

THEORY	CONTENT	WEIGHTAGE
UNIT-I	Adolescence (13-18 Yrs) 1. Characteristics of adolescence years 2. Physical development- puberty, growth spurt, primary and secondary sex, Characteristics, early and late maturity (psychologic effects) 3. Choosing a career, factors affecting selection 4. Emotionality during adolescence 5. Family relationship during adolescence. 6. Problems of adolescents.	25%
UNIT-II	Young Adulthood (19-40 Yrs) 1. Characteristics of early adulthood 2. Development task of adulthood 3. Responsibilities and adjustments: a) Marital adjustments b) Vocational adjustments c) Adjustments with parenthood d) Adjustments with in laws	25%
UNIT-III	Middle Age (41-60) 1. Characteristics of middle age 2. Adjustment to physical changes 3. Menopause, health issue. 4. Stress in middle age, coping with stress in family and work place.	20%
UNIT-IV	Late adulthood and ageing (60- onwards) 1. Characteristics of old age 3. Adjustment to physical changes in old age. Retirement - effect of retirement 4. Adjustment to changes in family life and loss of spouse. 7. Death – Preparation and coping strategies.	30%

OUTCOMES:-

1. Student will acquainted knowledge about the stages from adolescent to late adulthood.
2. Students will understand the developmental tasks of old age.
3. Students will learn about issues and challenges of different stages.
4. Students will learn to cope-up with people of different stages.

REFERENCES:

1. Berk,L.E.(1996):Child Development,NewDelhi:Prentice Hall.
2. Craig, G.(1999):Human Development,NJ:Prentice Hall.
3. Cole,M.&Cole,S.(1995):The Development of Children,NY Freeman & Co.
4. Gardiner,H.w.,Mutter,J.D.&Kosmitzki(1998):Lives Across Cultures,Boston,AllynBacon.
5. Lerner,R.M&Hultsch,D.F(1983):Human Development:A Life Span Perspective,NY:McGraw Hall.
6. Santrock,J.W(1997):Life Span Development,NY:Brown&BenchMark
7. Rice,F.P(1965):Human Development:A Life Span Approach,NJ:Prentice Hall

**METHODS AND MATERIALS FOR WORKING
WITH YOUNG CHILDREN-II
COURSE CODE: UH05CHUD26**

Credit 02

Pd/Wk: 02

Marks: 50

OBJECTIVES-

1. To become aware of suitable literature for children.
2. To understand the role of adults to promote communication skills.
3. To have understanding of development of concepts in mathematics and environment.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	<p>Communication and Language Arts</p> <ol style="list-style-type: none"> 1. Promotion of language Skills: listening, speaking, reading and writing. 2. Experiences for language development Infants and toddlers: sound games, talking, picture books, simple introductions, singing -Children 3 to 8 years 3. Listening Information, appreciation 4. Conversation in-group 5. Reading and story telling 6. Narration of stories 7. Poems, riddles. 	20%
UNIT-II	<p>Literature for Children:</p> <ol style="list-style-type: none"> 1. Need for literature for children 2. Types of literature Appropriateness and criteria for selection 3. Toddlers: Picture books 4. Books for preschoolers: picture books, story books, information and concept 5. Books for 6-8 years: Story books- Fables, Folks tales, fairy tales and modern fantasy, information and concept books eg- tell me why encyclopedias. 6. Physical characteristics of good books 7. Characteristics of good story 8. Values of story telling 9. Techniques of storytelling: reading aloud, narration without aids but with help of voice modulation and gestures techniques of storytelling with aids like flashcards, flannel board, puppets, charts, T.V. techniques, Projective Technique Etc. 	30%
UNIT-III	<p>Mathematics-</p> <ol style="list-style-type: none"> 1. Material to promote mathematical concepts Infancy and Toddler hood :use of number vocabulary in informal and Incidental learning situations. 	20%

E.g. more, less, big, small, singing rhymes and action songs.

2. 3-5 years (Reviewing)
 - a) Counting
 - b) Concept of relative sizes.
 - c) Concept of classification
 - d) Duplicating patterns series
 - e) Concept of seriation-ordering objects on any criteria
e.g. size.
Weight, volume etc.
 - f) Comparison of sets one vs. many, more vs. few, more vs. less etc.
 - g) Identification and description of shapes.
3. 6-8 years - Using Symbols
4. Extending counting gradually to 999 accompanying
By activities of matching, sequencing, ascending-descending Order, equality and inequality.
5. Place value formation of tens, hundreds, using Manipulative.
6. Addition, Subtraction, Multiplication

UNIT-IV	Environment Studies-	20%
	<ol style="list-style-type: none">1. Social structures- Family- school –community2. Social relationships within family and in the community with special emphasis on gender equality.3. Importance of conservation- pollution -water- food-air4. Various communities- their traditions and festivals5. Significance of celebrating festivals.	
UNIT-V	Games-	10%
	<ol style="list-style-type: none">1 Importance of Games2 Types of games indoor- outdoor- organized games etc.	

OUTCOME:

1. Students will be aware of variety of literature for children
2. Students will understand to promote communication skills.
3. Students will understand development of concepts in mathematics and environment.

REFERENCES:

1. Adler.SFarrar(1983) A Curriculum guide for developing skills in
Preschool.Illinois:Thomas Pub.
2. Burke.E(1990) Literature for the young child,NeedhamHeights:Allyn and Bacon.

3. Devries R Kohl berg.L(1987)Programme for early education,New York,Long man.
4. Huck.C(1974) Children's literature in elementary school.New York Holt,Rinehart and Winston.
5. Krishna Kumar(1986) The Children's Language and the Teacher New Delhi UNICEF.
6. Krishna.S.Menezes.J and Jayaram k.(1993) Set of ten books on environment studies,New Delhi-110016
7. Kwrien,Z(1998) Helping Children Learn,Bombay orient Long man.
8. Lays,Pamela(1985) Teaching Through environment.LondonAllyn and Bacon.
9. Margelin,E(1982) Teaching Young children and Home New York Macmillan.
10. Robinson .H.(1984) Exploring Teaching.Allyn and Bacon.
11. Swaminathan. M.(1980) Play activities for young children New Delhi:UNICEF.
12. See Felett.C(1980)A curriculum for Preschoolers Columbus Charles E Merrill Pub.Co.

Credit: 01

Pd/Wk: 02

Marks: 50

PRACTICALS

CONTENT

- | | |
|------|--|
| I | Compilation of songs for finger plays and lullabies suitable for infants and toddlers. |
| II | Prepare picture books for infants and toddlers |
| III | Microteaching for conducting group conversation-
-Display of bulletin board for picture talk, development of questioning skills
- Involving what, who, when, why, how as well as questions to give scope for |
| IV | Children's imagination and creative expression. |
| V | Develop riddles for language and concepts. |
| VI | Recite Rhymes with expression and actions. |
| VII | Preparation of Teaching aids for storytelling. |
| VIII | Prepare a booklet of any topic
-Mathematical concepts
-Social events-Family , School, Community
- Celebration of festival
-Environment conservation Science experiment |

**THIRD YEAR B.SC (HOME) V SEMESTER
CHILD AND FAMILY WELFARE
COURSE CODE: UH05CHUD28**

Credits: 03

Pd/Wk: 03

Marks: 100

OBJECTIVES:

1. To gain knowledge regarding various policies related to children, youth, women and the aged.
2. To get acquainted with the child and family welfare services provided by Government and non Government organization at the state, national and international level
3. To provide the information about national, international, Government & voluntary agencies working in the field.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	<ol style="list-style-type: none">1. Definition of Child and Family Welfare and development2. Overview of services for children in five year plans in relation to child development3. Conceptual Understanding of the term “ Children in difficult circumstances”4. Various categories of children – Orphan, destitute, working child (child labor) Street children, vagrant, juvenile delinquent, child prostitutes, children of prostitutes, child abuse, children of single working mothers.	20%
UNIT-II	Services for specific groups <ol style="list-style-type: none">1. Services for orphan, destitute, neglected, vagrant, delinquent children, Street children, Working children, Abused children.2. Institutional services, SOS children’s village, Orphanage, Foster care, Adoption.	20%
UNIT-III	Agencies working for children <ol style="list-style-type: none">1. Indian Council for child Welfare (ICCW)2. Indian Association for the Preschool Education (IAPE)3. NCERT4. National Institute for Public Co operation& Child development (NIPCCD)5. UNICEF, UNESCO, WHO, CARE, CRY.6. Child Guidance clinics7. Central Social Welfare Board(CSWB)	20%
UNIT-IV	Youth Welfare <ol style="list-style-type: none">1. Youth groups- urban youth, rural youth, tribal youth, employed and unemployed Youth, Student youth, and youth in poverty groups.2. Support services for youth development- Counseling, employment bureaus.3. Agencies working for youth- Ministry of HRD, Development of Sports & youth affairs.	10%

UNIT-V	Women Welfare	10%
	<ol style="list-style-type: none"> 1. Services for women – RCH services, Family Planning services, short stay homes, 2. Rescue homes, Adult literacy Programme, Vocational training Programme. 	
UNIT-VI	Welfare of the Aged	10%
	<ol style="list-style-type: none"> 1. Need and problems of the aged. 2. Services for the aged – Old age homes, Old age pension schemes. 3. Agencies working for aged – Help age India, senior citizens, Grant in aid programmes. 	
UNIT-VII	Policies and Legislations	10%
	<ol style="list-style-type: none"> 1. National policy for children. 2. United National declaration of the Human Rights. 3. National policy for the Ageing. 	

OUTCOMES:

1. Students will gain knowledge of child and family related policies.
2. Student will become aware about national international, Government and Voluntary agencies.
3. It will prepare students to take interest in welfare centers.

REFERENCES:

1. Aras.R(1986) Teenage Pregnancy-An Epidemiological Perspective in the Journal of Family Welfare,Unit III32(3),65-74
2. Augustine JS(Ed) (1982):The Indian Family in Transition,NewDelhi:Vikas Publishing House.
3. Bajpai Pramod Kumar(1992):Youth Education and Employment,NewDelhi:Ashish Publishing House,UnitVIII,ChapterIi(pp.15-94)
4. Bhatia,M.S(1983):Ageing and Society,Udaipur:Arya's Book Centre,UnitIX,Chapter III to VIII.
5. Chauhan,S.S(1983):Psychology of Adolescence,NewDelhi:Allied Publishers.
6. Chawdhary,Paul D.(1988):Youth Participation and Development,NewDelhi,Atmaram and Sons.UnitIX.
7. Desai.K.G(Ed) (1989): Ageing in India,Bombay:Tata Institute of Social Sciences,Unit IX
8. Devadas.T.S(1979):Hindu Family and Marriage,Madras:University of Bambay.UnitI
9. Mehta,P(1977):The Indian Young,Emerging problems and issues,Bobay:SomaiyaPublications.Unit VIII
10. NIPCCD(1994):Child in India:A Statistical Profile,NewDelhi:NIPCCD.
11. Randhawa,M.S(1991):The Rural and Urban Aged,NewDelhi:National Book Organisation.Unit IX
12. Saraswathi,S(1991): Youth in India,NewDelhi:ICSSR,Govt.of India.
13. Sati,P.N(1988):Retired and AgeringPeople:MittalPublishers.Unit IX.
14. TISS(1994):Enhancing the Role of Family as Agency for Social and Economic Development,Bombay:TIIS,Vol.II.Part II,pp.337-373,Units I,II,V,pp.16-60,128-140.
15. UNICEF(1990):Children and Women in India:A Situation Analysis,UnitVI,VII.

16. Veeraraghavan, V. (1987): Rape: Victims of Rape, new Delhi : Northern Book Centre.
17. Kavita Koradia et al (2010) Status of Child and Welfare Originations,
Aaviskar Publishers, Distributors 807, Vyaa Building, Chaura Rasta Jaipur 302 003
(Raj.) India .

**THIRD YEAR B.SC (HOME) V SEMESTER
COMPUTER APPLICATION IN HUMAN DEVELOPMENT
COURSE CODE: UH05CHUD29**

Credit 01

Pd/Wk: 02

Marks: 50

OBJECTIVE:

To acquaint the students with computer application in the field of Human Development.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	<ol style="list-style-type: none"> 1. Auto wizard, creating a presentation using auto content wizard. 2. Blank presentation creating, saving and printing a presentation. 3. Adding a slide to a presentation. 4. Navigating through presentation slide sorter, slideshow, editing slides. 5. Using clipart. Word art gallery. 6. Setting timings for slide show, preparing audience handouts. 7. Using action button and Hyperlink. 	50%
UNIT-II	<ol style="list-style-type: none"> 1. Creating Cartoons in PowerPoint 2. Creation of-i) Word document ii) word sheet iii) graphs and mail merge. 	30%
UNIT-III	<ol style="list-style-type: none"> 1. Net surfing specific topics related to the subject including the latest advancements. 	20%

OUTCOMES:

1. Students will apply their computer knowledge in the field of human development.
2. Student will prepare worksheets, Invitation Card, leaflets and browsers for nursery school children.
3. Student will learn topics related to surfing human development related topics.

**THIRD YEAR B.SC (HOME) V SEMESTER
PRINCIPLES AND PROGRAMMES IN ECCE
COURSE CODE: UHO5CHUD30**

Credits: 02

Pd/Wk: 02

Marks: 50

OBJECTIVES:

- 1)To help the students understand various approaches to child education their Understanding of 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.

THEORY	CONTENT	WEIGHTAGE
I	Eminent western education in ECCE 1). Frobel's Kindergarten method: a) Aims and principles b) Methods used in kindergarten school 2). Maria Montessori's house of children: a) Principles b) Equipment and their use c) Teacher's role	25%
II	1). John Dewey's concept of Education a) Method b) Curriculum c) Function of teacher 2). Mac Millan Sister's Nursery School a) Aims b) Principles c) Method	25%
III	Eminent Indian educators in ECCE 1). Mahatma Gandhi's Basic Education a. Aims b. Principles c. Method of teaching 2). Gijubhai Badheka 3). Tarabai Modak 4). Rabindranath Tagor's aim and method 5). J. Krishnamurthy's views of education 6). Shri Aurovindo's philosophy on education	50%

Outcomes:

- 1) Student will learn about the Indian and western educators involved in ECCE.
- 2) They will learn about the educator's views, approaches & philosophy toward ECCE.
- 3) The aforesaid knowledge will help them in preparing ECCE curriculum.

References:

- 1) Barnahas, A.S. Anandlakshmy, S. Chandra, A. Bose (1988): Profile of the child of India. New Delhi: Ministry of Social Welfare.
- 2) Bose, A. (1987) Encyclopaedia of social work in India. Vol II, New Delhi, Ministry of Welfare, Govt. of India, Unit I.
- 3) Cole, Luella (1987): A History of education, New York, Holt, Rinehart and Winston, Unit III.
- 4) Dorothy H.C., Marguerita Rudolph (1977) Kindergarten and Early schooling.
- 5) Dutta, Vrinda (1995): Home away from Home, Madras. M.S. Swaminathan Foundation, Unit III.

- 6) Decker,C.A and Decker J.R (1984):Planning and administering early childhood programmes,Columbus:CharlesE.Merrill,Unit II.
- 7) Gill,S.(1993):Child Care Programmes in India:Changing Trends In Saraewati,S.S and Kaur,B.NewDelhi:SagePublications,Unit II.
- 8) Indian Association fo Preschool Education (1976):New approaches to child education:Children in rural and tribal settings,12th annual conferences of IAPE,Unit I.
- 9) Joosten,A.M(1976):The Montessori Movement,Bombay:Messrs.BhardasCursondasandCo.Post box 764.
- 10) Khalakdina,m(1995):Insight-OnsightMadras:M.S.Swaminathan Research Foundation, Unit I Naik,Chitra(1978):Growing up at KosbadHill,TalukaDahanuDist,Thane,GramBalShikshanKendra,UnitIII.
- 11) Raza,Moonis and Nangia.S.(1985):Atlas of Child Indai,NewDelhi,Concept Publishing Comp.,Unit.I.
- 12) Seefeldt C.(1980):A Curriculum for preschool.ColumbusOhio:Bell and Howell.Unit I and III.
- 13) Sodhak,Bernard(1982):Handbook of research in early childhood education,NewYork:The Free Press,Chap.7 and 9,Unit III.
- 14) G.Pankajam(2005):Pre-Primary Education Philosophy and Practice, A/15-16, Commercial Block, Mohan Garden New Delhi-110059

**THIRD YEAR B.SC (HOME) V SEMESTER
PRINCIPLES AND PROGRAMMES IN ECCE
COURSE CODE: UHO5CHUD31**

Credits: 01

Pd/Wk: 02

Marks: 50

PRACTICES

CONTENT

- 1) Prepare a booklet or any of the Montessori material and evaluate them.
- 2) Prepare teaching-learning material out of indigenous / low cost material.

- 3) Write a report on learning through nature walk.
- 4) Methods and tools to assess progress of children.
- 5) Evaluate curriculum of any one ECCE centre.
- 6) Frame a curriculum by keeping in mind curriculum of Indian and western educators.

**THIRD YEAR BSC. (HOME) V SEMESTER
NGO MANEGEMENT
COURSE CODE: UH05EHSC02**

Credits: 02

Pd/Wk: 02

Marks: 50

OBJECTIVES:-

- 1) To acquaint students regarding Non Government Organizations (NGO).
- 2) To acquaint them about the steps of starting the NGO.

- 3) To enable the students to manage the NGO consequently, which enhance the employability.

THEORY	CONTENT	WEIGHTAGE
Unit 1	Concept of NGO 1) Meaning of NGO and GO 2) Difference between Government Organization and NGO 3) Characteristics of good NGO 4) Structure of NGO 5) Functions of NGO 6) Advantages of NGO 7) Present status of NGO 8) Contribution of NGO in the development	30%
Unit 2	Starting of NGO 1) Steps for starting NGO 2) Registration of NGO 3) Identifying Funding agencies 4) Resource Mobilization	20%
Unit 3	NGO Management 1) Managing people and teams in NGOs 2) NGO Management competencies 3) Applying NGO principles and values	20%
Unit 4	Hurdles faced by NGO 1) Training 2) Recruitment 3) Funding 4) Resource Mobilization 5) Documentation	30%

OUTCOMES:

- 1) The students will come to know the concept of NGO and present status of NGO.
- 2) They will learn NGO management & resource mobilization.
- 3) The knowledge of NGO management will enhance employability in NGO.

REFERENCES:

- 1) S.Chandra, Guidlince for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi.
- 2) D.Lewis, Management of Non Governmental Development Organization (2001). Second Edition, Published by Routledge, Newyork.
- 3) A.Abraham, Formation and Manage ment of NGOs (2003), Therd Edition , Published by Univarsal Law publishing Co. Pvt Ltd., New Delhi.
- 4) KavitaKoradia et all(2010) Status of Child and Welfare Originations, Aaviskar Publishers, Jaipur.

SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR

B.Sc. Home Science

(Under Choice Based Credit Scheme)

Semester - SIXTH (Human Development)

IN EFFECT FROM : 2020-21

Sr.No.	Course Type	Course Code (10Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Duration in hrs	Marks			
								Internal	External	Total	
								Total	Total	Total	
1	Foundation Courses	UH06FINT21	Interpersonal Communication in Workplace	T	3	3	3	30	70	100	
2		UH06FSEM22	Seminar	P	1	2	Internal	50		50	
3	Core Courses	UH06CHUD23	Internship in Welfare Centers	P	3	6	Internal	150		150	
4		UH06CHUD24	Women, Society and Development	T	3	3	3	30	70	100	
5		UH06CHUD25	Child With Special Needs	T	3	3	3	30	70	100	
7		UH06CHUD26	Working With Parents & Community	T	3	3	3	30	70	100	
8		UH06CHUD27	Working With Parents & Community	P	1	2	3	15	35	50	
9		UH06CHUD28	Management of ECCE & Welfare Centers	T	2	2	2	15	35	50	
10		UH06CHUD29	Management of ECCE & Welfare Centers	P	1	2	3	15	35	50	
		UH06CHUD30	Entrepreneurship in Human Development	T	2	2	2	15	35	50	
Elective Courses (Any One 12,13,14,15)											
12		Elective Courses	UH06EHSC01	Marketing	T	2	2	2	15	35	50
13	UH06EHSC02		Life Skills	T	2	2	2	15	35	50	
14	UH06EHSC03		Garments Export & Import	T	2	2	2	15	35	50	
15	UH06EHSC04		Hygiene & Sanitation	T	2	2	2	15	35	50	
Total					24	30		405	420	825	

**THIRD YEAR BSC (HOME) VI SEMESTER
INTERPERSONAL COMMUNICATION IN WORKPLACE
COURSE CODE: UHO6FINT21**

Theory

**Credit:03
Marks: 100**

Pd/Wk: 03

Objectives:

- a. To prepare the students for work place
- b. To include in them important aspects of life career growth leadership
- c. To help them understand the intricacies of team work in work place.

THEORY	CONTENT	WEIGHTAGE
I	<ul style="list-style-type: none"> Need for interpersonal skill development - Understanding the universal need for developing interpersonal skills - How to develop interpersonal skills in a workplace - Informal learning 	20%
II	<ul style="list-style-type: none"> Understanding the difference between individuals - What is personality - The main personality traits and factors - Effect of personality traits o job performance - How to deal with different personality types - Value differences and how to deal with them - Different kinds of intelligences - Work ethics 	25%
III	<ul style="list-style-type: none"> Interpersonal communication - How does communication happen - Relationship building - Non- verbal communication - Overcoming communication barriers - Steps to effective communication 	25%
IV	<ul style="list-style-type: none"> Team work skills - Why team work is important - Types of teams - The advantage and disadvantage of teamwork - Role distribution - Guidelines for team level communication - Trust, recognition, sharing 	20%
V	<ul style="list-style-type: none"> Diversity in Understanding Cultural differences 	10%

Outcome:

Students will be able to understand workplace strategies, importance of interpersonal skills and perform better in their workplace.

References:-

1. Cole M & Cole. S (1993) : The development of children. New York: Scientific American Books.
2. Arun Kumar (2000) Child Psychology, Anmol Pub. Pvt Ltd New Delhi.
3. Kumar K (1993) Study of childhood and Family. In T.S.Saraswati & B. kaur (ed) Human Development & Family Studies in India: An agenda for research and policy (PP67-76) new Delhi : Sage.
4. Lerner R.M & Hostech, D.F (1983) Human Development : A Life Span perspective New York: Ms GrawHill.
5. Mussen, P. N Conger, J.J. Kagar, J & Huston, A C (1990) Child Development & Personality (7ed) N. Y Harper Collins.

Third Year B.Sc. (Home) VI Semester
SEMINAR
Course Code: UH06FSEM22
Practical

Credit:01

Pd/Wk: 02

Marks: 50 (Internal)

Objectives:

1. To provide an opportunity to develop insight into various recent researches/ issues related to their fields.
2. To help students develop an ability to review contemporary articles in their own fields of specialization.
3. To help the students to develop confidence in preparing and presenting reports.

Outcome:

After the completion of the course the students will be able to get a brief idea about:

1. Making a research proposal, framing objectives, collecting review, preparing tool for data collection and implementing it.
2. They will be able to analyze and interpret the data.

**THIRD YEAR B.SC (HOME) VI SEMESTER
INTERNSHIP IN WELFARE CENTRES
COURSE CODE: UH06CHUD23**

Credits: 03

Pd/Wk: 06

Marks: 150

OBJECTIVES:

To enable the students to-

- 1) Get an opportunity for exposure to the functioning of the specific agency in the field of family and child welfare.
- 2) Get an experience of working with specific target groups.
- 3) Integrate classroom teaching to the field practice.

PRACTICALS

CONTENT

Placement Agencies

Rescue Homes and Shelter Homes for Women, SEWA, NGOs working for children, Old Age Homes, Special Need Centers, Mahila Jagruti Mandal

Procedure for evaluation or Assessment students' performance may be done on the following points:

- 1) Regularity and punctuality in attendance.
- 2) Ability to understand agency setting – its structure, objectives, programme contents and clientele.
- 3) Ability to work in a team.
- 4) Ability to be sensitive to the needs of clients.
- 5) Reporting.
- 6) Initiative to organize any specific programme.
- 7) Ability for fund raising, if required.
- 8) Ability to perceive the role of child development worker in the agency.

OUTCOMES:

- 1) At the end of the internship students are expected to develop realistic perspective of the agency in which they were placed
- 2) Identify strengths in the services and suggest suitable measures for improvement.

**THIRD YEAR B.SC (HOME) VI SEMESTER
WOMEN, SOCIETY AND DEVELOPMENT
COURSE CODE: UH06CHUD24**

Credits: 03

Pd/Wk: 03

Marks: 100

OBJECTIVES:

- 1) To develop an awareness regarding women, society and development.
- 2) To get acquainted with major development programme for women.
- 3) To enable students to understand the role of women as partners in development.
- 4) To get sensitized to gender disparities and imbalance related to development issues.

THEORY	CONTENT	WEIGHTAGE
Unit I	Conceptual analysis a) Women and Development b) Gender approach to Women and Development c) Changing status and role of women in the family and society, factors influencing such changes.	30%
Unit II	Women and society a) Reproductive Health, related concepts and Issues b) Widows, divorced, deserted women. c) Women with young dependent children. d) Sexual harassment of women. e) Unwed mothers. f) Mass media and women.	30%
Unit III	Major Welfare programme and services for women a) State and local agencies/ organization working for welfare of women. b) T.K. Foundation, Milk cooperatives, Mahila Mandals, Gruh Udyog, women cooperatives, guidance cell, mahila ayog.	25%
Unit IV	Women Empowerment a) Legal Rights of women b) Role of National Commission for Women c) Barriers to women's access to inputs and services related to legal rights, employment, equal pay and decision making.	15%

OUTCOMES:

- 1) Student will come to know the contribution of women in society and development.
- 2) They will learn about the major developmental programmes.
- 3) They will be able to overcome the problems of gender discrimination.

REFERENCES:

- Chatterji.S.A(1998) : Indian Women Search for Identity,NewDelhi,Vikas.Pub.
- Desai,Neera(1986):Indian Women-Change and Challenge to International Women's Decade status Reports of Govt. of India.
- Dutt P.R.(1993-94):Primary Health Care Rural Communities
Vol.I,II,III.Dingigul,Anna,District Tamil Nadu,The Gandhi gram Institute of Rural Health and Family Welfare Trust.
- Srivastava S, (2007) Encyclopedea of women & development, Volume 1, 2, and 3. Common wealth Pub. New Delhi.

**THIRD YEAR BSC (HOME) VI SEMESTER
CHILD WITH SPECIAL NEEDS
COURSE CODE: UH05CHUD25**

Credits: 03

Pd/Wk: 03

Total Marks: 100

OBJECTIVES:

1. To get acquainted with the special needs children with different disabilities & disorder.
2. To gain insight into the cause of disability and disorder in children and their prevention and management.
3. To understand the importance of family and the community in the development of the child with special needs.
4. To be sensitized to the similarities & difference in each disabilities.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	<ol style="list-style-type: none"> 1. Definition and terminology relationship of delayed development and disability. 2. Prevalence in India. 3. Rights of the disabled child 4. Issues in classification and labeling. 5. Genetic and environment factors in disability. 6. Prevention of disability. 7. Early detection, identification, assessment in the community. 8. Need for intervention special education & rehabilitation. 9. Main streaming. 10. Understanding the family with a special child. 	25%
UNIT-II	Child with Mental Retardation <ol style="list-style-type: none"> 1. Definition 2. Mental illness as different from retardation 3. Current classification 4. Genetic and environmental causes and prevention. 5. Characteristic of children with mental retardation. Physical, motor, cognitive, language, personal, social & emotional from infancy to adolescence. Its effect on the family. 6. Role of Family and community in acceptance, development & integration of child. 	10%
UNIT-III	Child with learning difficulties & disabilities <ol style="list-style-type: none"> 1. Definition of learning disability, difference between difficulty & disability. 2. Criteria for identification & diagnosis. 3. Characteristics of these children. 4. Causes of learning disability. 5. Profile of the learning disable child in the school and family. 6. Role of family norms and cultural expectations in seeking solutions. 	10%

UNIT-IV	<p>Child with sensory Deficit</p> <p>A] Auditory impairment</p> <ol style="list-style-type: none"> 1. Definition – deaf & hard of hearing 2. Classification – mild, Moderate severe, profound loss. 3. Genetic ,Prenatal& perinatal causes of deafness. 4. Approaches to measurement – simple and clinical methods. 5. Cognitive language , social and emotional development of children with hearing loss importance of age of onset of loss for language development. 6. communication in children with hearing loss. 7. Prevention early treatment, stimulation. 8. Role of family in the child’s language development supports from community. <p>[B] Visual impairment-</p> <ol style="list-style-type: none"> 1. Definition Blindness Partial sight, legal & educational implication of definition. 2. Genetic & environmental causes 3. Prevention & treatment. 4. Development of concepts in children from infancy to adolescence, early stimulation & mobility training. 5. Role of family in early stimulations. 6. Community’s role in prevention & awareness. 7. Services for rehabilitation. 	25%
UNIT-V	<p>The child with cerebral Palsy & orthopedic disabilities and prevalence</p> <ol style="list-style-type: none"> 1. Definitions, Classification prevalence 2. Causes and associated conditions prevention & treatment approaches 3. Role of the family and community. 4. Support mechanism. 5. Integration of children. 	15%
UNIT-VI	<ol style="list-style-type: none"> 1. Significance of speech & language in communication 2. Definition of communication disorder 3. Classification 4. Causes 5. Psychological and behavior characteristics of children 6. Family support and community services in treatment and management. 	15%

REFERENCE:

1. Kusuma A Rama R (2000) Education of children with special needs Discovery pub. House New Delhi
2. Hallahan D.P, Kauffman J.M – Exceptional children introduction to special education Prentice – hall internationalInc (1988) New Jersey.
3. Jaffre D.M Teaching the Handicapped child _Condor book –London(1977)
4. Reddy G.L (2000) Learning Disability Common Welth (2001) Pub - New – Delhi.
5. Reddy G.L Education of children with special needs
6. Singh S. Education & rehabilitation of Handicapped children (2000) Classic Pub-Jaipur.

7. Sukumanran PS Parental involvement in education of mentally handicapped children (2000) Discovery Pub – New Delhi
8. Berdine W.H. Blackhurst A.E. (1985) : An introduction to special education(second ed), Lexington, Harper Collins, (Complete book)
9. Hallahan, D.P & Kauffman J.M.(1991): Introduction to exceptional children (fifth ed). Boston, Allyn and Bacon(Complete book)
10. Achenbach T.M.(1982) : Developmental psychopathology (second edition), New York, John Wiley,(chepers 8, 10,11,12,13)
11. Tinberger, N & Tinberger, E.A.(1983): Autistic Children: New Hope for a cure, London, Allen & Unwin,(Chepter 5)

**THIRD YEAR B.SC (HOME) VI SEMESTER
WORKING WITH PARENTS AND COMMUNITY
COURSE CODE: UH06CHUD26**

Credits: 03

Pd/wk :03

Marks: 100

OBJECTIVES:

- 1) To give knowledge about parents and community involvement in the overall development of young children.
- 2) To acquaint the students about methods, materials, techniques and approaches.
- 3) To teach them about programme planning for parents education.

THEORY	CONTENT	WEIGHTAGE
Unit I	<p>Need and importance of Parent Education and involvement</p> <ol style="list-style-type: none"> 1) Understanding the concepts – parent education, parent involvement, community education, community involvement and community mobilization. 2) Need and importance of parent education for building better home school, relationship for overall development of children for smooth functioning of school programme. 3) Understanding different kinds of parent education programmes and roles parents can play as participators, planners of programmes, advisors, volunteers and resource persons. 4) Constraints in parent involvement and factors influencing a successful parent involvement programme. 	25%
Unit II	<ol style="list-style-type: none"> 1) Parenthood, its importance in child rearing practices 2) Issues emerging in the child rearing practices from the complexities in relation to modern technology. 	15%
Unit III	<p>Community Education</p> <p>Understanding the concept of community education and community involvement with reference to</p> <ol style="list-style-type: none"> 1) Types of community(rural, urban, tribal, slum) 2) Characteristics and needs of community. 3) Agencies and services available in community. 4) Their role in providing supportive services to parents. 	20%
Unit IV	<p>Ways and Means of Parents contact-</p> <ol style="list-style-type: none"> 1) Individual contact, group contact, mass contact – news letter, resource centre for parents. 2) Parents meeting – planning, organizing, execution, evaluation. 	20%

Unit V **Communication Strategies**

20%

- 1) Importance of communication.
- 2) Factors determining the selection of appropriate methods and techniques of communication
- 3) Different approaches for communication individual, group and mass media.

Outcomes:

- 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 and the community mobilization.

References:

- 1) Kulkarni S.S. (1988): Parent Education : Perspective & approaches, Jaipur Rawat Pub.
- 2) Sharma, V.P (1981) Indian Urban Families: Child rearing & child Growth. New Delhi. NCERT
- 3) Hildbrand, V Parenting & Teaching Macmillan Pub. New Delhi.
- 4) Menon R The Teacher & the parent, Ministry of educaton. Govt. ofIndia, New Delhi.

**THIRD YEAR B.SC (HOME) VI SEMESTER
WORKING WITH PARENTS AND COMMUNITY
COURSE CODE: UH06CHUD27**

Credits: 01

Pd/Wk 02

Marks: 50

PRACTICALS

CONTENT

	Developing techniques for parents and community education and involvements.
I	Preparing booklets for parents
II	Slogan making & writing.
III	Prepare display material.
IV	Plan a parent education programme.
V	Prepare an invitation card for parent meeting of preschoolers
VI	Organize exhibition of the prepared materials.

**THIRD YEAR B.SC (HOME) VI SEMESTER
MANAGEMENT OF EARLY CHILDHOOD CARE EDUCATION
AND WELFARE CENTERS
COURSE CODE: UH06CHUD28**

Credits: 02

Pd/Wk:02

Marks: 50

OBJECTIVES:

- 1) To understand the concept of management and need for organization and management.
- 2) To know the different aspects of management and need for organization and management.
- 3) To acquire the skills for managing of ECCE center Programmes.

THEORY	CONTENT	WEIGHTAGE
I	Concept of Management <ol style="list-style-type: none"> 1) Meaning, need, importance. 2) Management- Definitions, Principles, procedures and Techniques. 3) Concept – Goal orientation, resource identification and generation, organization, coordination of activities. Record keeping, supervision, monitoring and evaluation. 	20%
II	Material management (setting up and running the center) - Physical facility Place/Building/space-indoor and outdoor, amenities and facilities indoor and outdoor, garden, play ground, storage, requirements, maintenance aspects.	20%
III	Personnel Management <ol style="list-style-type: none"> 1) Selection and recruitment, qualities, duties, responsibilities, skills and competences. <ol style="list-style-type: none"> a) Supervisor b) Teacher/ day care worker c) Supportive staff/ helpers d) Experts, consultants, resource persons e) Administrative personnel 	20%
IV	Classroom Management <ol style="list-style-type: none"> 1) Room arrangement and organization. 2) Each room is unique. 3) Setting up a room for autonomous behavior. 	20%
V	Documentation <ol style="list-style-type: none"> 1) Admission/ intake policy procedure 2) Records keeping and reports 	10%

	<ul style="list-style-type: none"> a) Children admission and development record. b) Staff appointment and evaluation 	
VI	Finance Management	10%
	<ul style="list-style-type: none"> a) Budget making b) Income expenditure balance c) Resources generation avenues. 	

Outcomes:

- 1) The student will understand the concept of management, its need and importance.
- 2) They learn about material management, personnel management, classroom management and finance management.
- 3) They will come to know about the documentation and record keeping.

References:

- 1) Decker and Decker, J Planning and Administering Early Childhood Programme Columbus Charles E. Merrill.
- 2) Koounz H. O'Donell C Weituich H (1936) Essentials of Management Singapore, McGraw Hill.
- 3) OMEP, Asian Region Seminar Report (1985) Training of Early Childhood Care and Education Personnel. Baroda Dept. of HDFS1\1.S University of Baroda.
- 4) Pareek U (1988) Organizational Behavior Processes Jaipur Rawat.
- 5) Parkinson, C Rustarji M (1981) Realities in Management Bombay: JBH
- 6) UNICEF UNISCO WHO (1993) Facts of life, A Communication Challenge (Indian edition) New Delhi; UNICEF
- 7) Baston, Rob (1996) Delegation Skills, New Delhi: Kogan Page, India.
- 8) Cartea, Wendy (1996) Communication Skills New Delhi. Kogan Page, India.
- 9) Khandwalla, Pradip (1995) Management Styles, New Delhi, Tata MC Graw Hill Pub. Company
- 10) Keenen hate (Not dated)
 - a. Management Guide to Planning
 - b. Management Guide to Motivating.
 - c. Management Guide to Managing.
 - d. Management Guide to managing Yourself.
- 11) Lawe. Phil (1996) Empowering individuals New Delhi. Kogan Page India.
- 12) (1996) Creativity and Problems solving Kogan Page India
- 13) (1996) Performance Management Kogan Page India.
- 14) (1996) Recruitment & Interviewing Skills, New Delhi; Kogan Page.
- 15) Rae. I (1995) The skills of interviewing, Hampshire gower Pub.

**THIRD YEAR BSC (HOME) VI SEMESTER
MANAGEMENT OF EARLY CHILDHOOD CARE
EDUCATION AND WELFARE CENTERS
COURSE CODE: UH06CHUD29**

Credits: 01

Pd/Wk: 02

Marks: 50

PRACTICALS

CONTENT

- I Letter writing for establishment of ECCE Centers
 - 1) Parents
 - 2) Authority
 - 3) Government
 - 4) Appointment of teacher
 - 5) Administrative staff
- II Planning for Budgeting for the building, equipment, furniture etc
- III Planning & Making the Blue print of ECCE centers like urban, rural slum centers
 - E.g. Balbhavan, Hobbies centers, Anganwadi, nursery, Play centers.
- IV Low cost alternative furniture, fixtures equipments & play materials and make a file report of it.
- V Record Keeping
 - 1) Dead stock
 - 2) Purchase register
 - 3) Immunization record
 - 4) Development record
 - 5) Attendance record and other necessary records.

**THIRD YEAR B.SC (HOME) VI SEMESTER
ENTREPRENEURSHIP IN HUMAN DEVELOPMENT
COURSE CODE: UH06CHUD30**

Credits: 02

Pd/Wk: 02

Marks: 50

OBJECTIVES:-

- i) To develop entrepreneurship skills.
- ii) To analyze the environment related to small scale industry & business.
- iii) To understand the process and procedure of setting up small Entrepreneur.
- iv) To develop management skills for Entrepreneurship development.

THEORY	CONTENT	WEIGHTAGE
Unit I	Entrepreneurship Development 1) Entrepreneurship – concept, definition, need and significance of Entrepreneurship, growth process and barriers in Entrepreneurship 2) Entrepreneur – their characteristics, types, gender issues,role demand and challenges. 3) Entrepreneurial motivations. 4) Challenges faced by women entrepreneurs.	60%
Unit II	Starting Entrepreneur 1) Steps for starting a new venture 2) Assessing market potential 3) Preparation of project report and guidelines 4) Procedures and for registration	20%
Unit III	Financial Planning 1) Role of Government and non government agencies 2) Types and sources of finance 3) Profit assessment 4) Networking of enterprise	20%

OUTCOMES:

- 1) Student will develop entrepreneur skills which help them to start a entrepreneur.
- 2) They will come to know the procedure of starting a new entrepreneur.

REFERENCES:

- Mr.C.B.Mehta, Dr N.P srivansan , entrepreneurship development in india, sultanchand& sons N.Delhi, 2004
- John forbat- entrepreneurship -The seeds of success, new age international publish N.delhi,2008
- G.R. Basota&K.K.Sharma, handbook of enterepreneurship development, mangaldeep publication, jaipur 1999
- Mahesh. V. joshi :- towards success – the basic elements of entrepreneurship, adhyayan published & distributors Delhi – 2004

**THIRD YEAR B.SC. (HOME) VI SEMESTER
MARKETING
COURSE CODE: UH06EHSC01
Theory**

Credit:02

Pd/Wk: 02

Marks:50

Objectives:

1. To get acquainted with the basic concepts of market and marketing.
2. To familiarize the students about product development.
3. To make the students aware about different business organization.
4. To acquainted students with pricing policies and strategies.

Unit	Content	Weightage
Unit I	<p>Concept of Marketing</p> <ol style="list-style-type: none"> 1. Definition of marketing and marketing management. 2. Concepts of market-place, area and demand. 3. Types of market. 4. Market Segmentation: Definition and basis. <p>Organization and function of organization</p> <ol style="list-style-type: none"> 1. Sole Proprietorship and Partnership. 2. Characteristics of ideal form of organization. 3. Sole Proprietorship merits & limitations. 4. Features of partnership merits & demerits. 5. Ideal partnership. 6. Partnership Deed, Registration of firm, rights of partner. 	25%
Unit II	<p>The Product</p> <ol style="list-style-type: none"> 1. Classification of consumer products. 2. The product life cycle. 3. The adoption & diffusion process. 4. New product development. 	15%
Unit III	<p>Pricing</p> <ol style="list-style-type: none"> 1. Definition and importance of pricing. 2. Pricing objectives. 3. Price determining process. 4. Factors influencing price decisions. 5. Pricing policies and strategies. 	25%
Unit IV	<p>Distribution</p> <ol style="list-style-type: none"> 1. Marketing channels. 2. Direct and Indirect. 3. Choice of distribution channel. 4. Types of distribution systems. 5. Physical distribution, warehousing and transportation. 	20%
Unit V	<p>Promotion</p>	15%

1. Sales Promotion: Definition and techniques.
2. Personal Selling: Definition, Kinds of salesman, qualities of successive salesman, types of training.

Outcome:

After the completion of the course the students will be able to get a brief idea about:

1. The role of marketing in the economy.
2. Marketing skills needed for sales promotion and personal selling.
3. Procedure for new product development, pricing decisions and distribution.

References:

1. Kotler Philip(2003) “Marketing management Pearson Education” Pvt. Ltd, Delhi.
2. SharlekarS. (1995) Marketing Management Himalaya Pub. House, Bombay.
3. SchoellF. (1985) Marketing Allyn and Bacon Inc, London.
4. Sarkar M. (2000) Marketing Management Crest Pub House, New Delhi.
5. Rajgopal (2000) Marketing Concepts and Cases, New AgeInternational (P) Ltd pub, New Delhi.
6. Fundamentals of business organization & management (Y.K.Bhushan).

Credits: 02

Pd/Wk: 02

Marks: 50

OBJECTIVES

- 1) To cater the need of modern corporate economy and urban living.
- 2) To update students about globalization and multicultural work set up by providing valuable trained on life skills.
- 3) To motivate students for personal and professional growth.
- 4) To provide tools for success and character building.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	Introduction 1) Understanding what are life skills meaning and usefulness 2) Need for life skills in today's world 3) Preparing and dealing with changes.	25%
UNIT-II	Driving our own growth. 1) Motivation: meaning need and sources 2) Development of positive thinking 3) Benefits of positive thinking 4) Mind power: Meaning, benefits of meditation	25%
UNIT-III	Stress management 1) Understanding stress symptoms and consequences 2) Techniques to manage stress 3) Understanding relation between life goals, motivation, productivity and stress.	25%
UNIT-IV	Leadership skills Key characteristics' of leader, self-confidence, assertiveness, trustworthiness, morality, emotional, stability, self-awareness, objectivity, developing of teamwork Skills, decision making, emotional stability.	25%

OUTCOMES:

- 1) It will develop personal and professional growth.
- 2) The knowledge will help in improvement of personality.
- 3) It will enhance employability.

REFERENCES:

- 1) Nishitesh, Dr.BhaskaraReddi (2012), "SOFT SKILLS & LIFE SKILLS, B Sc publishers. Hyderabad.
- 2) Rao M.S. (2010) Soft Skills, Enhancing Employability.
- 3) Mane M.S (2015) Personality development and Soft skills.

**THIRD YEAR B.SC. (HOME), VI SEMESTER
GARMENTS – EXPORT & IMPORT
COURSE CODE: UH06EHSC03**

Credit: T 2

PD/wk: 2

Marks: 50

Objectives:

1. To make students aware of garment import & export marketing techniques.
2. To acquire knowledge of textile policies in India.
3. To develop insight in quality assurance of apparel & textile products.

Theory:

UNIT	CONTENT	WEIGHTAGE
I	1. Introduction to export & import management 2. Management function	20%
II	Finance function 1. Nature & Scope 2. Methods of financing 3. Financial planning	20%
III	Policies in apparel & textile export 1. Government 2. Nongovernment	15%
IV	Business System 1. Laundering a proprietorship 2. Joint stock company 3. Cooperatives 4. Partnership	25%
V	Quality Control in apparel & textile units 1. Importance 2. Stage of Quality Control in Industry 3. Role of Information technology	20%

Outcome:

Learners can work in the field of export and import of textiles.

Reference:

1. How to export garments successfully (1995); Shukla R.S.; Abhinav Publishing Industries Pvt. Ltd. New Delhi, India.
2. Textile Industry, - Problems & prospects in 21st Century (2002); Dr. Rai I; Books Treasure, Jodhpur, India.
3. Inside the fashion business (2003); Dickerson K.G.; Pearson Education Pvt Ltd, Delhi, India.
4. Indian Textile policy for 21st Century(1999); R. Venkatesan & V.Katti; B.R. Publishing Corporation New Delhi, India

5. Reorienting fashion “ The globalization of Asian dress” (2003)Edited by Sandra Niessen, A Leshkovich & C. Jones Published by BERG, Oxford International Publisher Ltd.
6. Fashion merchandise information(1986) ; D.D. Prisco & H.W. Moore; John Wiley & Sons, Inc ;
7. Inside the fashion business(1987); J.A. Jarnew, M.Guerreiro, B. Judelle; Macmillan Publishing Company, New York,
8. Introduction to clothing manufacture(1991), G. Cooklin, Black well Science Ltd, U.K.
9. Inside the fashion design(2004); S.L. Tate; Person Education Inc.
10. Introduction to clothing production management(1999) ,A.J. Chuter, Black well Science Ltd, U.K.
11. Garment technology for fashion designer(1997); G. Cooklin, Black well Science Ltd, U.K.

**THIRD YEAR BSC (HOME) VI SEMESTER
HYGIENE AND SANITATION
COURSE CODE: UH06EHSC04
Theory**

Credits- 02

PD/Wk- 02

Marks-50

Objectives:

This course will enable students to:

1. Develop correct habits of personal and environmental hygiene.
2. Learn safe handling of food and ensure complete safety of raw and processed foods.

THEORY	CONTENT	WEIGHTAGE
I	Definition of hygiene its application to everyday life. Personal hygiene care of skin, hair, hands feet, teeth, use of cosmetics and jewellery.	10%
II	Safe handling of food – Personal hygiene including uniform, medical checkup, good food handling habits and training, control and eradication of flies, cockroaches, rodents and other pests.	20%
III	Disinfections – Definition of disinfectant, sanitation, antiseptic and germicides, common disinfectants, use in case of working surfaces. Plant equipment's. Dish washing, hand washing etc., and sterilization of plant equipment's.	20%
IV	Care of premises and equipment's–impervious washable floors and walls, table tops, floors etc. Good ventilation and lighting, care of dark corners, crevices and cracks. Garbage disposal – collection storage and proper disposal from the premises including effluents.	25%
V	<ol style="list-style-type: none">1. Storage of food – Technique of correct storage temperature of different commodities to prevent bacterial contamination of milk, butter, cream, cheese, fruit juices. LTHT, HTST method, sterilization of milk, water etc.2. Legal administration and quality control – Laws relating to Food Hygiene.	25%

Outcomes:

1. Students can get the knowledge of personal and industrial hygiene and sanitation.
2. They can get the information regarding storage and care of food and equipment.
3. They will aware about legal standards related with food hygiene.

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