

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 Rustarnji 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	Concept of Marketing <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. Organization and function of organization <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	The Product <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	Pricing <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	Distribution <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	Promotion	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.

THEOR Y	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.

References –

1. Hobbs B.C. and Gilbert (1970): Food Poisoning and Food Hygiene, Edward Arnold , London.

2. Rack B. G. Hygiene in Food Manufacturing and Handling Food trade Press London .
3. Longree K. Blaker G. G. (1971): Sanitary Techniques in Food Services, John Wiley, New York.
4. Longree K. (1967): Quality food sanitation 2nd Edition Inter Science Pub, Johan Wiley & Sons. , New York.