

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

Sr. No.	Course Type	Course Code (10)	Name of Course	Theory (T) Practica	Credit	Contact hrs/week	Exam Duration in hrs	Marks		
								Internal	External	Total
1	Ability Enhancement Courses	UH06A HSC51	Interpersonal Communication in Workplace	T	2	2	2	15/5	35/14	50/20
2	Core Courses	UH06C HUD51	Women, Society and Development	T	4	4	3	30/10	70/28	100/40
3		UH06C HUD52	Child and Family Welfare	T	4	4	3	30/10	70/28	100/40
4		UH06C HUD53	Management of ECCE & Welfare Centers	T	4	4	3	30/10	70/28	100/40
5		UH06C HUD54	Developmental Assessment of Children	P	2	4	3	15/5	35/14	50/20
6		Skill Enhancement Courses	UH06SH UD51	Management of ECCE & Welfare Centers	P	2	4	3	15/5	35/14
7		UH06SH UD52	Internship	P	4	8		200/66	-	200/80
8		UH06EH	Human Resource Management	T	2	2	2	15/5	35/14	50/20

9	Elective Courses (Any One)	UH06EH	Life skills development	T	2	2	2	15/5	35/14	50/20
10		UH06EH	Garments-Export and Import	T	2	2	2	15/5	35/14	50/20
11		UH06EH	Hygiene and Sanitation	T	2	2	2	15/5	35/14	50/20
			Total		24	32		350	350	700



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

Course Code	UH06AHSC51	Title of the Course	Interpersonal Communication in Workplace
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Prepare the students for work place2. Inculcate in them important aspects of leadership3. Help them understand the intricacies of team work at work place.
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Course Content		
Unit	Description	Weightage* (%)
1.	Need for interpersonal skill development (a) Understanding the universal need for developing interpersonal skills (b) How to develop interpersonal skills in a workplace (c) Informal learning	25
2.	Understanding the difference between individuals (a) What is personality (b) The main personality traits and factors (c) Effect of personality traits o job performance (d) How to deal with different personality types (e) Value differences and how to deal with them (f) Different kinds of intelligences (g) Work ethics	25
3.	Interpersonal communication (a) How does communication happen (b) Relationship building (c) Non- verbal communication (d) Overcoming communication barriers (e) Steps to effective communication (f) Diversity in Understanding Cultural differences	25
4.	Team Building (a) Why team work is important (b) Types of teams (c) The advantage and disadvantage of teamwork (d) Role distribution (e) Guidelines for team level communication	25





Teaching-Learning Methodology	Class Discussions/ Demonstrations, Power point presentations, Class activities/ assignments, group discussions, Field visits, chalk and board
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand workplace strategies
2.	Comprehend the importance of interpersonal skills
3.	Perform better in their workplace

Suggested References:	
Sr. No.	References
1.	Cole, M. & Cole, S. (1993). <i>The development of children</i> . New York: Scientific American Books.
2.	Kumar, A. (2000). <i>Child Psychology</i> . New Delhi: Anmol Pub. Pvt Ltd.
3.	Saraswati, T. S. & Kaur B. (1993) <i>Human Development & Family Studies in India: An agenda for research and policy</i> (PP67-76) New Delhi: Sage Publication.





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

Course Code	UH06CHUD51	Title of the Course	Women, Society and Development
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To develop an awareness regarding women, society and development.2. To get acquainted with major development programme.3. To enable students to understand the role of women as partners in development.4. To get sensitized to gender disparities imbalance related to development issues.
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Course Content		
Unit	Description	Weightage* (%)
1.	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.	25
2.	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
3.	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
4.	Women Empowerment (a) Legal provision for women's rights (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.	20





Teaching-Learning Methodology	Lecture method, Group discussions Method, Power Point Presentation , Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Know the contribution of women in society and development.
2.	Learn about the major developmental programmes.
3.	Overcome the problems of gender discrimination.

Suggested References:	
Sr. No.	References
1.	Arnot, M. (2002). <i>Reproducing gender: Critical essays on educational theory and feminist politics</i> . Routledge.
2.	Bhasin, K. (1993). <i>What is patriarchy? Kali for Women</i> . New Delhi.
3.	Bhasin, K. (2003). <i>Exploring masculinity</i> . New Delhi: Women Unlimited.
4.	Bhasin, K. (2000). <i>Understanding gender</i> . New Delhi: Kaali for Women.
5.	Chakravarti, U. (2018). <i>Gendering caste: Through a feminist lens</i> . Sage Publications Pvt. Limited.
6.	Chatterjee, P., & Jeganathan, P. (Eds.). (2000). <i>Community, gender and violence</i> (Vol. 11). Columbia University Press.
7.	Das, B. (2009). <i>Gender issues in development</i> . Jaipur: Rawat Publications.





8.	Goel, A. (2006). <i>Violence Against Women: Issues and Perspectives</i> . Deep and Deep Publications.
9.	Dasgupta, S., Sinha, D., & Chakravarti, S. (2011). <i>Media, gender, and popular culture in India: Tracking change and continuity</i> . SAGE Publishing India.
10.	Kannabiran, K. (Ed.). (2013). <i>Women and law: Critical feminist perspectives</i> . New Delhi: Sage Publications.
11.	Kumar, S. (2019). <i>LGBT community in India: A study</i> . Educreation Publishing.

On-line resources to be used if available as reference material

On-line Resources

Websites of Government of India and National Commission for Women for Laws and Constitutional provisions accorded to women

<http://ncw.nic.in/important-links/List-of-Laws-Related-to-Women>

https://www.india.gov.in/sites/upload_files/ncpi/files/coi_part_full.pdf

Websites of United Nations and UNDP, OHCHR to get the details of UDHR, UN CEDAW, UNCRC, MDGs and SDGs.





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

Course Code	UH06CHUD52	Title of the Course	Child and Family Welfare
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To gain knowledge on 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 level3. To provide the information about national, international, Government & voluntary agencies working in the field.
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Course Content		
Unit	Description	Weightage* (%)
1.	Child and Family Welfare (a) Definition of Child and Family Welfare and development (b) Overview of services for children in five year plans in relation to child development (c) Conceptual Understanding of the term “ Children in difficult circumstances” (d) Various categories of children – Orphan, destitute, working child (child labour) Street children, vagrant, juvenile delinquent, child prostitutes, children of prostitutes, children of AIDS parents, children of parents undergoing long term imprisonment, child abuse, children of working mothers.	20
2.	Services for specific groups (a) Services for orphan, destitute, neglected vagrant, delinquent children, street children, working children, abused children, and children for prostitutes. (b) Institutional services, SOS children’s village, Orphanage, Foster care, Adoption, School social work. (c) Day care services for children of working mothers- Crèche, mobile crèche Balwadi, Nursery school, Play centres, Hobby	10





	centres, Balbhavan, Anganwadi.	
3.	Agencies working for children (a) Indian Council for child Welfare (ICCW) (b) Indian Association for the preschool Education (IAPE) (c) NCERT (d) National Institute for Public Cooperation & Child development (NIPCCD) (e) UNICEF, UNESCO, WHO, CARE, CRY. (f) Child Guidance clinics (g) Central Social Welfare Board (CSWB)	20
4.	Youth Welfare (a) Youth groups- urban youth, rural youth, tribal youth, employed and unemployed Youth, Student youth, youth in poverty groups. (b) Support services for youth development- Counseling, employment bureaus . (c) Agencies working for youth- Ministry of HRD, Development of Sports & youth affairs, Nehru Yuvak Kendra, Yuvak Mandal Women Welfare (d) Services for women – RCH services, Family Planning services, short stay homes, (e) Rescue homes, adult literacy Programme, vocational training Programme.	20
5.	Welfare of the Aged (a) Need and problems of the aged. (b) Services for the aged – day care centers, old age homes, old age pension schemes. (c) Agencies working for aged – Help age India, senior citizens, associations in majorities, grant in aid programmes.	15
6.	Policies and Legislations (a) National policy for children. (b) United National declaration of the Human Rights. (c) National policy for the Ageing.	15

Teaching-Learning Methodology	Lecture method, Group discussions Method, Power Point Presentation , Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gain knowledge of child and family related policies.
2.	Create awareness about national international, Government and Voluntary agencies.
3.	Join the welfare centres.

Suggested References:	
Sr. No.	References
1.	Aras. R.(1986) <i>Teenage Pregnancy-An Epidemiological Perspective in the Journal of Family Welfare</i> , Unit III 32(3), 65-74
2.	Augustine JS(Ed) (1982): <i>The Indian Family in Transition</i> , New Delhi: Vikas Publishing House.
3.	Bajpai Pramod Kumar(1992): <i>Youth Education and Employment</i> , New Delhi: Ashish Publishing House, Unit VIII, Chapterli.
4.	Bhatia, M. S. (1983): <i>Ageing and Society</i> , Udaipur : Arya's Book Centre
5.	Chauhan, S. S.(1983): <i>Psychology of Adolescence</i> , New Delhi: Allied Publishers.
6.	Chawdhary, Paul D.(1988): <i>Youth Participation and Development</i> , Atmaram and Sons. Unit IX.
7.	Desai, K. G(Ed) (1989): <i>Ageing in India</i> , Bombay: Tata Institute of Social Sciences,





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Syllabus with effect from the Academic Year 2023-2024

8.	Devadas. T. S. (1979). <i>Hindu Family and Marriage</i> , Madras: University of Bombay. Unit I.
9.	Kavita Koradia et al. (2010). <i>Status of Child and Welfare Originations</i> , Aaviskar Publishers, Distributors 807, Vyaa Building, Chaura Rasta Jaipur 302 003 (Raj.) India
10.	Mehta P. (1977). <i>The Indian Young, Emerging problems and issues</i> , Bombay: Somaiya Publications. Unit VIII.
11.	Randhawa, M.S.(1991). <i>The Rural and Urban Aged</i> , New Delhi: National Book Organisation Unit IX.
12.	Saraswathi, S. (1991). <i>Youth in India</i> , New Delhi: ICSSR, Govt .of India.
13.	Sati, P.N. (1988). <i>Retired and Ageing People</i> : Mittal Publishers. Unit IX.
14.	Veeraraghavan, V. (1987). <i>Rape and victims of rape: A socio-psychological analysis</i> . Northern Book Centre..





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

Course Code	UH06CHUD53	Title of the Course	Management of ECCE and Welfare Centres
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">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 centre Programmes.
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Course Content		
Unit	Description	Weightage* (%)
1.	Concept of Management (a) Meaning, need, importance. (b) Management- Definitions, Principles, procedures and Techniques. (c) Concept – Goal orientation, resource identification and generation, organization, coordination of activities. Record keeping, supervision, monitoring and evaluation.	20
2.	Material management (setting up and running the centre) : Physical facility, Place/Building/space-indoor and outdoor, amenities and facilities indoor and outdoor, garden, play ground, storage, requirements, maintenance aspects.	20
3.	Personnel Management Selection and recruitment, qualities, duties, responsibilities, skills and competences: (a) Supervisor (b) Teacher/ day care worker (c) Supportive staff/ helpers (d) Experts, consultants, resource persons (e) Administrative personnel	20
4.	Classroom Management (a) Room arrangement & organization.	10





	(b) Each room is unique. (c) Setting up a room for autonomous behaviour.	
5.	Documentation (a) Admission/ intake policy procedure (b) Records keeping and reports (c) Children admission and development record. (d) Staff appointment and evaluation	15
6.	Finance Management (a) Budget making (b) Income expenditure balance (c) Resources generation avenues.	15

Teaching-Learning Methodology	Lecture method, Group discussions Method, Power Point Presentation , Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the concept of management, its need and importance.
2.	Learn about material management, personnel management, classroom management and finance management.
3.	Know about the documentation and record keeping.

Suggested References:	
Sr. No.	References





1.	Decker and Decker,(2016) J. <i>Planning and Administering Early Childhood Programme</i> . Ohio: Columbus Charles E. Merrill. Publisher Pearson Education.
2.	Koounz, H. O Donell C Weituich H. (1936). <i>Essentials of Management Singapore</i> : McGraw Hill.
3.	Parkinson, C. Rustarnji, M. (1981). <i>Realities in Management</i> Bombay: JBH
4.	UNICEF UNISCO WHO. (1993). <i>Facts of life, A Communication Challenge</i> (Indian edition) New Delhi: UNICEF.
5.	Baston, Rob. (1996). <i>Delegation Skills</i> , New Delhi: Kogan Page, India.
6.	Cartea Wendy, (1996). <i>Communication Skills</i> . New Delhi: Kogan Page, India.
7.	Lawe, Phil. (1996.) <i>Empowering Individuals</i> New Delhi: Kogan Page India.
8.	Rae .I. (1995). <i>The skills of interviewing</i> , Hampshire: Gower Publications





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

Course Code	UH06SHUD51	Title of the Course	Practical - Management of ECCE and Welfare Centres
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">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 centre Programmes.
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Course Content		
Unit	Description	Weightage* (%)
1.	Establishment of ECCE Centres (a) Parents (b) Authority (c) Government (d) Appointment of teacher (e) Administrative staff	10
2.	Budgeting for the building, equipment, furniture etc.	10
3.	Planning & Making the Blue print of ECCE centres like urban, rural slum centres E.g. Balbhavan, Hobbies centres, Anganwadi, nursery, Play centres.	15
4.	Draw different shapes of ECCE building lay out.	10
5.	Low cost alternative furniture, fixtures equipment & play materials.	10
6.	Record Keeping (a) Dead stock (b) Purchase register (c) Immunization record (d) Development record (e) Attendance record and other necessary records.	10





7.	File maintain with Proper labelling	10
8.	Visit any one institution for Institution Record keeping	15
9.	Organizing a workshop for develop managerial skill	10

Teaching-Learning Methodology	Lecture method, Group discussions Method, Power Point Presentation , Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the concept of management, its need and importance.
2.	Learn about material management, personnel management, classroom management and finance management.
3.	Know about the documentation and record keeping.

Suggested References:	
Sr. No.	References
1.	Decker, C. A., & Decker, J. R. (1984). <i>Planning and administering early childhood programs</i> . Columbus, OH: Charles E.
2.	Pareek, U. N. (1988). <i>Organizational behaviour processes</i> . Rawat publications.
3.	Pareek, U. N. (1988). <i>Organizational behaviour processes</i> . Rawat publications.
4.	UNICEF UNISCO WHO (1993). <i>Facts of life, A Communication Challenge</i>





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	(Indian edition) New Delhi: UNICEF.
5.	Baston Rob. (1996). <i>Delegation Skills</i> , New Delhi : Kogan Page, India.
6.	Cartea Wendy. (1996). <i>Communication Skills</i> , New Delhi: .Kogan Page, India.
7.	Khandwalla Pradip. (1995). <i>Management Styles</i> , New Delhi: Tata MC Graw Hill Pub. Company.
8.	Lawe Phil. (1996). <i>Empowering Individuals</i> New Delhi : Kogan Page India.
9.	Rae I. (1995). <i>The skills of Interviewing</i> , Hampshire: Gower Publications.





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

Course Code	UH06SHUD52	Title of the Course	Practical - Internship/ Training/Project Work
Total Credits of the Course	04	Hours per Week	08

Course Objectives:	<ol style="list-style-type: none">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.
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Course Content		
Unit		Weightage* (%)
1.	Placement Agencies (a) Rescue Homes and Shelter Homes for Women (b) SEWA (c) NGOs working for children (d) Old Age Homes (e) Special Need Centers (f) Mahila Jagruti Mandal (g) Early Childhood Care and Education Centre	50
2	Report writing at the end of the training period.	25
3	Presentation and Evaluation	25

Teaching-Learning Methodology	<ol style="list-style-type: none">1. Extension activities will be encouraged for application oriented learning.2. Any other method may be added, as per university norms and discretion of the teaching faculty.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Practical Examination (As per CBCS R.6.8.3)	15%





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2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Practice the knowledge gained
2.	Use this knowledge for start-ups.





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

Course Code	UH06EHSC51	Title of the Course	Human Resource Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To familiarize students with the concept of human resource management and development.2. To comprehend functions of human resource development.3. To sensitize students towards challenges of human resource managers.4. To acquaint the students with manpower planning and recruitment.5. To familiarise with the Labour welfare laws and procedures.
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Course Content		
Unit	Description	Weightage* (%)
1.	Human Resources Management (a) Concepts: Functions, roles, skills and competencies. (b) Structure of HRD: Structure of the department; The role of human resource manager. (c) Challenges of HR: Globalization, cultural environment, work force diversity, technological changes.	20
2.	Human Resource Planning (a) Manpower planning: Objectives, elements, advantages, Job description and job specification; Job analysis and evaluation (b) Recruitment: Sources, factors affecting, policy and evaluation (c) Selection process (d) Placement and Induction	30
3.	Training and Development (a) Need and areas of training (b) Training Process (c) Performance appraisal and development	30
4.	Laws Governing Staff Planning and Management	20





	(a) Employee laws (b) Trade union contracts and negotiations	
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Teaching-Learning Methodology	PowerPoint presentations, Lectures, Discussions, ICT enabled teaching
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course the learner will be able to	
1.	Understand human resource management, functions and development.
2.	Gain insight into challenges of human resource managers.
3.	Summarize the objectives of Human Resource planning, Recruitment and selection process.
4.	Understand the process involved in placement, training and development activities.
5.	Understand the characteristics of an effective appraisal system and compensation planning.
6.	Understand the issues related to employee welfare, grievances and discipline.

Suggested References:	
Sr. No.	References
1.	Rao, V.S.P. (2010). <i>Human Resource Management</i> . New Delhi: Excel books.





2.	Cynthia, D. Fisher (2010). <i>Human Resource Management</i> . Chennai: 3/e, AIPD.
3.	Snell, Bohlander and Vohra (2012). <i>Human Resource Management</i> . A South Asian Perspective, 16th Rep., Cengage Learning.
4.	Lawrence, S., Kleeman, Biztantra, (2012). <i>Human Resource Management</i> . New Delhi: Dreamtech Press India Pvt. Ltd.
5.	Aswathappa, K. (2011). <i>Human Resource Management</i> . New Delhi: Himalaya Publishing House.

On-line resources to be used if available as reference material

On-line Resources

https://en.wikipedia.org/wiki/Human_resource_management

<http://www.whatishumanresource.com/human-resource-management>





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

Course Code	UH06EHSC52	Title of the Course	Life Skills Development
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Develop insight into life skills and its crucial role in coping with challenges and improving quality of life.2. Comprehend the core life skills and learn strategies to develop these skills in self as well as others through life skills education.3. Learn the components, principles and skills to design and implement effective life skills education programme.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Concept and Meaning of Life Skills</p> <p>(a) Definitions and concept of life skills and life skills education</p> <p>(b) Importance of life skills for overall wellbeing and value of life skills education.</p> <p>(c) Core life skills: classification, concepts and strategies to enhance these skills. Understanding what are life skills meaning & usefulness</p> <p>(d) Need for life skills in today's world</p> <p>(e) Preparing and dealing with changes.</p>	25
2.	<p>Driving our own growth.</p> <p>(a) Motivation: meaning need & sources</p> <p>(b) Development positive thinking</p> <p>(c) Benefits of positive thinking</p> <p>(d) Mind power: Meaning, benefits of meditation</p> <p>(e) Incorporating 10 important life skills recommended by WHO (self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal skills, coping with stress and coping with emotions) while preparing the Life Skills Education programmes/curriculum/modules while ensuring their age appropriateness and cultural and contextual relevance. Skills for self: critical thinking skills, decision making skills, interpersonal</p>	25





	communication skills, coping with stress and emotions; self-management skills, ability for empathy and compassion.	
3.	Stress management: (a) Understanding stress (b) Techniques to manage stress (c) Understanding relation between life goals, motivation, productivity and stress. (d) Leadership skills: Key characteristics of leader, self-confidence, assertiveness, trustworthiness, morality, emotional, stability, emotional sense of humors, self-awareness, objectivity, developing of teamwork skills, decision making, emotional stability.	25
4.	Importance of Communication in Imparting Life Skills Education (a) Concept and importance of communication · (b) Effective communication strategies for impactful life skills education programme (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities) (c) Communicating with the audience: receiving feedback, handling questions, etc.	25

Teaching-Learning Methodology	Lecture method, Group discussions Method, Power Point Presentation, Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

1.	Explain importance of life skills education from individual, interpersonal, familial and societal perspectives.
2.	Develop personal & professional growth.
3.	Help in improvement of personality.
4.	Enhance employability.

Suggested References:

Sr. No.	References
1.	Nishitesh, Dr. Bhaskara Reddy (2012). <i>Soft Skills & Life Skills</i> . Hyderabad: B Sc publishers.
2.	Rao, M.S. (2010). <i>Soft Skills, Enhancing Employability</i> . New Delhi: Connecting campus with corporate, IK International Pvt. Ltd.
3.	Schulz, B. (2008). <i>Importance of soft skills</i> . Education beyond Academic Knowledge.





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

Course Code	UH06EHSC53	Title of the Course	Garments-Export and Import
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Make students aware of garment import & export marketing techniques.2. Acquire knowledge of textile policies in India.3. Develop insight in quality assurance of apparel & textile products.
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Course Content		
Unit	Description	Weightage* (%)
1.	(a) Introduction to export & import management (b) Management function	20
2.	Finance function (a) Nature & Scope (b) Methods of financing (c) Financial planning	20
3.	Policies in apparel & textile export (a) Government (b) Nongovernment	15
4.	Business System (a) Laundering a proprietorship (b) Joint stock company (c) Cooperatives (d) Partnership	25
5.	Quality Control in apparel & textile units (a) Importance (b) Stages of Quality Control in Industry (c) Role of Information technology	20
Teaching-Learning Methodology	Lectures , demonstrations, videos, role plays, visits	





Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

- | | |
|----|---|
| 1. | Work in the field of export and import of textiles. |
|----|---|

Suggested References:

Sr. No.	References
1	Kothary, V.K.(1999); <i>Progress in Textiles & Quality Management</i> . New Delhi: Lafi Publicios
2	Grover, E.B. & Hamby D. S. (1988); <i>Hand Book of Textiles Testing and Quality control</i> (2 nd Ed). New Delhi: Wiley Eastman Ltd.
3	Angappan, P. (2002); <i>Textiles Testing</i> . Tamil Nadu: SSMIIT.
4	Basu, A. (2001). <i>Textile Testing Fibre, Yarn & Fabric</i> . Coimbatore: The South India.
5	Booth, J.E (1996). <i>Principles of Textiles Testing</i> . Delhi: CBS Publication,





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

Course Code	UH06EHSC54	Title of the Course	Hygiene and Sanitation
Total Credits of the Course	02	Hours per Week	02
Course Objectives:	1. Develop correct habits of personal and environmental hygiene. 2. Students can learn safe handling of food and ensure complete safety of raw and processed foods.		

Course Content		
Unit	Description	Weightage* (%)
1.	(a) Definition of hygiene its application to everyday life. Personal hygiene care of skin, hair, hands feet, teeth, use of cosmetics and jewellery. (b) Safe handling of food – Personal hygiene including uniform, medical check-up, good food handling habits and training, control and eradication of flies, cockroaches, rodents and other pests.	20
2.	Basic Principles of Food Safety: definition, Sources of contamination, Difference between food poisoning and food infection, Safety in food processing- (a) Food procurement (b) Storage (c) Handling (d) Preparation	10
3.	Disinfections – Definition of disinfectant, sanitation, antiseptic and germicides, common disinfectants, use in case of working surfaces. Plant equipments, Dish washing, hand washing etc., and sterilization of plant equipments.	20
4.	Care of premises and equipments–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
5.	(a) 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. (b) Legal administration and quality control – Laws relating to Food Hygiene.	25





Teaching-Learning Methodology	Lecture Method, Questions-Answer method, Discussion method, Brain storming method, Observational method, Use of ICT
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Knowledge of personal and industrial hygiene and sanitation.
2.	Information regarding storage and care of food and equipment.
3.	Aware about legal standards related with food hygiene.

Suggested References:	
Sr. No.	References
1.	Hobbs B.C. and Gilbert (1970): <i>Food Poisoning and Food Hygiene</i> , Edward Arnold , London.
2.	Graham-Rack, B., & Binsted, R. (1973). <i>Hygiene in food manufacturing and handling</i> .
3.	Marriott, N. G., & Robertson, G. (1997). <i>Essentials of food sanitation</i> . Berlin: Springer Science & Business Media.
4.	Roday, S. (1998). <i>Food hygiene and sanitation</i> . Ahmedabad: Tata McGraw-Hill Education.

On-line resources to be used if available as reference material
On-line Resources
e-PGPathshala (inlibnet.ac.in)





(Name of the Degree) (Programme Name)
(Degree abbreviation) (Programme Name) Semester (Use Roman numerals)

Course Code	UH06CHUD54	Title of the Course	Practical- Developmental Assessment of Children
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To understand the basic principles of assessing young children.2. To study the linkage between children's assessment and their learning.3. To acquaint knowledge about tools & techniques for assessing young children.4. To develop hands-on experiences to interact children with special needs.
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Course Content		
Unit	Description	Weightage* (%)
1.	Developing materials for assessing 2-6 years young children for language development.	10
2.	Observe record and assess behaviour of young children aged 2 to 6 years.	10
3.	Measure intellectual ability of children using WPPSI tools for 2 to 6 years children.	10
4.	Measure intellectual ability of children using WISC tools for 6 to 16 years children.	20
5.	Developmental assessment of young children of same age groups with the help of parent's involvement.	20
6.	Case study of children with special needs.	10
7.	Plan to work with an organising activities for children with special needs	20

Teaching-Learning Methodology	Field visit, Audio-visual methods, method, Power Point Presentation, Group discussion, Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage





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

1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Students will develop skills related to observation and interpretation of children's learning ability.
2.	Students will learn to develop tools and techniques for assessing young children.
3.	Students will acquaint them with tools and techniques of assessment of children.
4.	Students will involve parents in the children's assessment process.

Suggested References:

Sr. No.	References
1.	https://www.researchgate.net/publication/265601166_The_Wechsler_Intelligence_Scale_for_Children_-_Fourth_Edition_in_Neuropsychological_Practice
2.	The Psychological Corporation. (2001). Wechsler Individual Achievement Test – Second edition. San Antonio, TX: Author.
3.	Wechsler, D. (1989). Wechsler Preschool and Primary Scale of Intelligence – Revised. San Antonio, TX: The Psychological Corporation.





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

Course Code	UH06EHSC53	Title of the Course	Gender, Media and Society
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. To sensitize students about the gender dynamics in societies and its impact on development.2. To make students appreciate the desired role of media in promoting gender equity.
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Course Content		
Unit	Description	Weightage* (%)
1.	Social construction of Gender (a) Concept of gender and differences between sex and gender (b) Patriarchal social order and status of women (c) Socio Cultural practices influencing girls and women (d) Shifts in Status of women – historical and contemporary perspectives (e) Gender & Sexuality	25
2.	Gender and Development (a) Concept of Gender and Development – Indicators of human and gender development (b) Approaches to women’s participation in development (c) Status, issues and challenges in context to violence against women-Life Cycle Approach (d) Gender differentials: Women and health, nutrition and education (e) Invisibility of women’s work and economic participation (f) Dimensions of Women Empowerment- Economic and Political	25
3.	Gender and Media (a) Social construction of gender reality by contemporary media (b) Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative (c) Mainstream media and gender – Portrayal and Representation (d) Representation of women in media in political, cultural and social landscape (e) Gender and ICTs – Case studies	25
4.	Gender, Law and Advocacy	25





	(a) Human rights and Right to development (b) Framework for gender responsive media and gender mainstreaming (c) Gender and media ethics – - News reporting	
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Teaching-Learning Methodology	Lecture method, Group discussions Method, Power Point Presentation , Audio Visual methods, Games Seminar, Assignment, Quiz
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Examine the concept of gender and socio-cultural practices impacting the social construction of gender.
2.	Understand the relationship between gender equity and differentials in gender and development indicators.
3.	Appreciate the dimensions, theories and approaches of women empowerment.
4.	Critique the role of media in promoting gender equity

Suggested References:	
Sr. No.	References
1.	Beauvoir, S. (2015). <i>The Second Sex</i> . London: Vintage Books.
2.	Bhasin, K. (2000). <i>Understanding Gender</i> . New Delhi: Published Kali for Women ISBN-8186706216





3.	Chattopadhyay, S. K. (2017). <i>Gender Socialization and the Making of Gender in the Indian Context</i> . SAGE Publishing India.
4.	Dube, L., & Dube, S. F. L. (2001). <i>Anthropological explorations in gender: Intersecting fields</i> . SAGE Publications Pvt. Limited.
5.	Ghadially R. (1989). <i>Women in India Society: A Reader</i> . New Delhi: Sage Publications.
6.	Ghadially R. (2007). <i>Urban Women in Contemporary India</i> . New Delhi: Sage Publications.
7.	Goel, A. (2004). <i>Education and socio-economic perspectives of women development and empowerment</i> . Deep and Deep Publications.
8.	Goel A. (2004). <i>Organisation & Structure of Women Development and Empowerment</i> . New Delhi: Publishers Deep & Deep.
9.	Goel A, Goel A, Kaur A and Sultana A. (2006). <i>Violence against women: Issues and Perspectives</i> . New Delhi: Deep & Deep Publication.
10.	Krishna S. (Ed) (2003). <i>Livelihood and Gender Equality in Community Resource Management</i> . New Delhi: Sage Publication..
11.	Madhu, K. (2002). <i>Off the beaten track: rethinking gender justice for Indian women</i> . Oxford University Press
12.	Sohoni K, Neeraja. (1994). <i>Status of Girls in Development Strategies</i> . New Delhi: Har-Anand Publications.

