

**SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR**



SYLLABUS EFFECTIVE FROM: 2017-18

Programme: M.Sc (Home Science)

Subject: General

Semester: I

PH01CGEN21: COMMUNICATION SKILLS

(50MARKS -2 HOURS, CREDITS-2)

Objectives:

- To understand communication and its effectiveness
- To make the students understand the importance different communication skills for effective communication
- To acquaint students for effective communication in different areas of home science.

Content:

Unit-1

Introduction to communication:

- a) Definition
- b) Types
- c) Process
- d) Factors affecting communication

Unit-2

Communication skills:

- a) Speaking skills
- b) listening skills
- c) reading skills
- d) writing skills

Unit-3

Presentation skills

- a) Purpose of presentation
- b) Method of presentation
- c) Importance of nonverbal communication in presentation

Unit-4

Communication in different fields of home science

- a) Teaching
- b) Counselling
- c) Extension

Course learning outcomes:

- The knowledge of communication skills will enable students to communicate effectively in the different areas of academic and extension activities.

Reference Books :

1. Kumar S and Lata P Communication Skills 2011: New Delhi Oxford University Press
2. Vibrant English. Hyderabad: Orient BlackSwan, 2013
3. Lesikar R V, Flatley M E ,Rentz K and Pandey Business Communication: Making Connections in a Digital World 2009: New Delhi, Tata Mcgrow Hill
4. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. New Delhi: Pearson, 2009.

**PH01CGEN22: FUNDAMENTALS OF FOOD SCIENCE AND NUTRITION
(100 MARKS -4 HOURS, CREDITS-4)**

Objectives:

- To provide understanding of composition of various food groups.
- To enable the students to understand the changes that occur during the cooking and processing in various food products.
- To make the students understand about the functions of various nutrients and their importance for health.

Content:**Unit-1** (A) Definition of food, nutrition, nutrients and balanced diet

(B) Food Groups, classification and characteristics

(C) Basics of solutions, emulsions and stabilizers

Unit-2

(A) Composition, nutritive value, processing conditions of cereals and legumes.

(B) Composition, nutritive value and processing of various protein foods, viz., eggs milk and milk products.

(C) Composition, nutritive value, processing of fruits and vegetables.

Unit-3

(A) Sensory evaluation of foods: Factors affecting acceptability of foods, Selection of test panel, difference and descriptive tests.

(B) Convenience foods, food additives

Unit-4

(A) Energy-requirements (RDA), calorific value, BMR, physical activity etc.

(B) Carbohydrate, proteins and fats-classification, functions, requirements (RDA)

Unit-5

Vitamins and Minerals-Classification, Requirements (RDA), Digestion, Absorption, functions, Deficiency and Toxicity of the any two in brief.

Unit-6

Digestion, Absorption, Deficiency and Toxicity of the above three nutrients in brief.

Course learning outcomes :

- Students will get the knowledge of composition of various food groups.
- Students will be able to apply the knowledge of various changes occur during the cooking and processing in various food products.
- Students will know the importance of various nutrients for maintaining health.

Reference Books:

- Sumati Rajagopal Mudambi, Shalini M. Rao, M. V. Rajagopal: (2006): Food Science New Age International (P) Limited, Publishers.
- Srilakshmi B.: Food science, New Age Internation Publishers
- Fellows P J (2002), Food Processing Technology- Principles and Practices, 2nd Edition. Woodhead Publishing Ltd.
- N. Shakuntala O. Manay (2001): Food Facts and Principles, New Age International. Meyer L.H. (2004): Food Chemsitry
- Bamji M.S., Rao N.P., Reddy V. Eds. (2009). Textbook of Human Nutrition. 3rd Edition. Oxford and IBH Publishing Co. Pvt. Ltd.
- Anjana Agarwal and Shobha A. Udipi. Textbook of Human Nutrition.

PH01CGEN23 : PRACTICALS BASED ON PH01CGEN22

(50MARKS -4 HOURS, CREDITS-2)

1. Conditions affecting the cooking quality of cereals
2. Gelatinisation of starch.
3. Gluten formation.
4. Different methods of cooking. Pulse cooking conditions affecting cooking including soaking, germination etc.
5. Leavened products – fermentations (Bread, dhokla, Idli,etc.)
6. Egg cookery
7. Vegetable and fruit processing- pigments, enzymatic browning, preserved products of fruits and vegetables
8. Sensory evaluation of foods
9. Planning and preparation of nutrient rich recipes.

PH01CGEN24 : EARLY CHILDHOOD CARE AND EDUCATION
(100MARKS -4 HOURS, CREDITS-4)

Objectives:

- To gain knowledge and insights regarding principles of early childhood care and education
- To develop the skills and techniques to plan activities in ECCE
- To conduct activities in ECCE and to work effectively with parents and community.

Content :

Unit-1: Principles of early childhood care and education

- a) Importance, need, scope of ECCE
- b) Objectives of ECCE
- c) Types of preschools/programs : Play centers, daycare, Montessori, kindergarten, balwadi, anganwadi, etc.

Unit-2: Introduction & Evaluation of the emerging trends in ECCE

- a) Contribution of the following thinkers to the development of ECCE (their principles, applications & limitations) in the context of ECCE
- b) Pestalozzi, Rousseau, Froebel, Montessori, Dewey, Badheka, Modak, Gandhi, & Tagore.

Unit- 3 ECCE in India

Pre independence period, Post independence- an overview, contributions of the five year plans to ECCE

Unit-4 Contribution of the following agencies/programs to ECCE in India :- ICCW, NCERT, ICDS, UNICEF, NCTE, Mobile crèche, etc.

Unit-5 Organization of preschool centers

- a) Concept of organization & administration of early childhood centers.
- b) Administrative setup and functions of personnel working at different levels.
- c) Building & equipment : Location, site, arrangement of rooms, different types & sizes of rooms, play ground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material.
- d) Staff/ Personnel service conditions, role- responsibilities of a care giver, essential qualities of caregiver/teacher, other personnel
- e) Record and report : - Types, aim and purpose/ need, general characteristics, e.g. anecdotal, cumulative, sample work, medical, etc.

Unit-6 Program planning :

Setting goals and objectives of plans-long term, short term, weekly and daily planning, routine and schedules.

Unit-7 Activities for ECCE :

Language, art and craft, music, mathematics, science, social studies.

Course learning outcomes:

- Students will understand importance of different areas of development in early childhood age.
- Students will be aware about different aspects of preschool from planning to implementation and apply this knowledge as preschool teachers.

Reference Books :

1. SenGupta M (2013): Early childhood care and education, PHI Learning Pvt. Ltd.
2. Kaul V. (1997): Early childhood education progrme, New Delhi, NCERT.
3. Bhatia and Bhatia (1995): Theory and Principles of Education, Daoaba House, Delhi.

PH01CGEN25 : PRACTICALS BASED ON PH01CGEN24

(50MARKS -4 HOURS, CREDITS-2)

1. Case study of preschool aged child
2. Visits to various ECCE centers
3. Case study of ECCE centre: suggestions as per emerging trends
4. Preparing teaching learning material for ECCE as per emerging trends
5. Planning activities for children with specialty and differently able.
6. Planning and executing activities in ECCE centers
7. Role play of home visits and conducting a home visit to a family known through practice teaching.
8. Planning of parent teacher meeting : stimulation of meeting/event/function-planning programme-evaluating and reporting the programme

PH01CGEN26: DRESS DESIGNING AND FASHION MERCHANDISING

(100MARKS -4 HOURS, CREDITS-4)

Objectives:

- To understand importance of dress design and the steps involved
- To understand basics of clothing construction
- To familiarize students with the world of fashion: design development and retailing
- To acquaint students with various career opportunities in the field of fashion

Content:

Unit-1 Importance of Clothing

- a) Desire to decorate human form
- b) Clothes and evaluation of personal characteristics (age, sex, nationality, occupation etc.)

Unit-2 Clothing for the family

- a) Infants, toddlers, adolescents, college going, middle aged, old
- b) Clothing for special needs (occupational, sports, pregnancy etc.)

Unit-3 Design and Colour in Clothes

- a) Use of elements and principles of design in dress design
- b) Effects of silhouette, texture, colour and line in dress design
- c) Illusions with design
- d) Factors affecting fabric selection
- e) Figure problems and suitable selection of clothing design

Unit-4 Clothing construction: basic principles of drafting, flat pattern and draping methods

Unit-5 Fundamentals of fashion

Important terminology, fashion cycle, principles of fashion, theories of fashion adoption, origin of fashion, prediction of fashion, movement of fashion, factors influencing fashion: accelerating and retarding

Unit-6 Design development

Objectives, design development, making first pattern, making sample garment, determining cost estimates, style selection, presenting and reviewing the line, selecting style for the line, determining final cost, marketing

Unit-7 Fashion retailing

- a) Past and present of fashion retailing
- b) Diversity in fashion retailing today (departmental stores, apparel speciality stores, chain store retailing, mail order houses, discounting retailers, designers/manufacturers into franchised retailing, shopping centres and other types of retail formats)

Unit-8 Fashion accessories

Shoes, hosiery, handbags, jewellery, intimate apparel

Unit-9 Career Guidelines

Assistant designer, junior designer, free lance illustrator, sketcher, sketching assistant, cutting assistant

Course learning outcomes:

- The students would have learned the steps in of dress design and clothing construction
- The students would have gained knowledge about the fashion world and the details of how a design becomes fashion

Reference Books:

- 1) Visual Design in Dress by Marian L. Davis, Prentice Hall, New Jersey (1987)
ISBN-0-13-842459-8-03
- 2) Clothing Construction by Mary Jo Kallal, Macmillan Publishing Co., New York (1985)
ISBN-0-02-361640-7
- 3) Basic Processes in Clothing Construction by Sherie Doongaji and Roshni Deshpande, New Raj Book Depot, New Delhi
- 4) Tex Book of Clothing and Textile by Sushma Gupta, Neeru Garg and Renu Saini, Kalyani Publishers, New Delhi (1989)
ISBN-81-7096-271-4
- 5) The Art of Sewing by Anna Jacob Thomas, UBS Publishers and Distributers Ltd., New Delhi (1993)
ISBN-81-85944-32-6
- 6) Fashion from Concept to Consumer by Gini Stephens Frings, Pearson Education, Delhi (2005)
ISBN-81-297-0926-0
- 7) The Business of Fashion- Designing, Manufacturing and Marketing by Leslie Davis Burns and Nancy O Bryant, Fairchild publication, New York (2002)
ISBN-1-56367-0473-9
- 8) Inside the Fashion Business- Text and Readings by Jeannette A. Jarnow, Miriam Guerreiro and Beatrice Judelle, Macmillan Publishing Company, New York (1981)
ISBN-0-02-360000-4
- 9) Fashion Marketing, edited by Mike Easey, Om Book Service, New Delhi (2005)
ISBN-1-4051-3335-x
- 10) Consumer Behaviour in Fashion by Michael R. Solomon and Nancy J. Rabolt, Pearson Education, New Delhi (2004)
ISBN-81-7758-032-9
- 11) Fashion pattern and Dress Design by Sapna Sarkar, Arise Publishers and Distributers, New Delhi (2010)
ISBN- 978-03-80162-93-5

PH01CGEN27: Practical-Garment Construction and Fashion Illustration**(50MARKS- 4 HOURS, CREDITS-2)****Content:**

- 1) Basic Sewing:
Samples by hand (basting, hemming, slip stitch, hook + eye, press button, shirt button)
Sewing tools and their use
Parts of sewing machine
Samples by machine (straight line, curved line, bias attachment, placket)
- 2) Embroidery samples (chain stitch, herring bone stitch, satin stitch, cross stitch)
- 3) Making a set of household textiles
- 4) Garment construction:
Taking body measurements

- Preparation of fabric before cutting
Cutting and stitching of one garment for adolescent girl from standard basic block
- 5) Basic draping technique
 - 6) Basic rendering: fabric textures with pencil and colour
 - 7) Variations in bodice, collars, sleeves, necklines and skirts
 - 8) Action croqui
 - 9) Theme based designing (casual wear, night wear and special occasion wear)
 - 10) Designing garments using principles of design and appropriate colour scheme with collection of appropriate fabric swatches

PH01CGEN28: COMMUNITY DEVELOPMENT-I

(25MARKS -2 HOURS, CREDITS-1)

Objectives:

- To make students aware of problems faced by local community.
- To pass on the knowledge as home scientist to the community.

Content:

1. Visit to local community namely residents of low income group, government school, etc to collect information regarding problems faced.
2. Development of questionnaire based on information collected in above practical
3. Administration of questionnaire to collect the data and tabulation of data

Course learning outcomes:

- Students will identify various problems faced by the local community.
- Students will gain the knowledge regarding preparation of questionnaire.

PH01EGEN21: CONSUMER INFORMATION AND REDRESSAL

(100MARKS -4 HOURS, CREDITS-4)

Objectives:

- To create a better understanding of ourselves as a consumer in a society.
- To develop an awareness about the consumer legal rights and responsibilities.
- To identify what is being done for consumers on local, state and national levels of government.
- To aware about the decision making process when buying goods & services due to media advertising.
- To explain the steps in filling a complaint in unfair trade practices.

Content:

Unit-1 Consumer Movement

- Origin & growth
- Philosophy, objectives

- Consumer movements in developed countries & global experience – a brief overview.
- Indian experience, reasons for slack in consumer movement. Future of consumer movement in India.

Unit-2 Consumer Protection

- Legal problems in buying & paying for goods & services.
- Consumer representation – Govt. Agencies, consumer organizations, legal cells in industries, public interest legislation.
- Quality control & standardization – national & global

Unit-3. Consumer Information

- Need & significance
- Sources
- Consumer services – Public & Private – Merits & limitations.
- Institutional support – Corporate accountability, Government policies & responsibilities
- Do's & Don't towards better consumerism.

Unit-4 Consumer Redressal

- Consumer Protection Act, 1986.
- Definitions of consumer, complaint, complaint service, unfair trade practices as given in CPA.
- Procedure for filing a complaint appeal to district, state & national commissions.
- Some tips for ensuring redressal.

Unit-5 Alternative redressal mechanism for consumer grievances.

- Verbal & written complaints.
- Media connected services.
- Third party assistance – Arbitrator, ombudsman
- Institutional assistance
- Lok adalats
- Public interest litigation
- Government & other agencies

Unit-6 Project & research in consumer affairs – Visit to consumer redressal forums.

Course learning outcomes:

- Students will become aware of their rights and responsibilities as a consumer.
- Students will become better decision makers as consumers

Reference Books:

- Consumer Behaviour and Consumer Protection in India - Author : Dr. Meenu Agrawal (Ed.)
- Consumer Awareness Welfare and Protection Problems and Prospects – Authors: G.Ganesan, M Sumathy (2012)
- How to file a Complaint Before Consumer Forum – Author: Virendra K Pamecha

PH01EGEN22 : FUNDAMENTALS OF ERGONOMICS
(100MARKS -4 HOURS, CREDITS-4)

Objectives:

1. To make students aware about anthropometric dimensions of worker with their activities
2. To know the procedure for designing work and workplace to increase work efficiency.
3. To understand the change in body at work

Content :

Unit-1. Work Component

- a) The worker
- b) The work
- c) The work place
- d) The work triangle

Unit-2. Worker Component:

- a) Affective component
(Interest, attitudes, motivation, satisfaction)
 - i. Liked and disliked tasks
 - ii. Reasons for task preferred
- b) Cognitive Component
(knowledge, thinking, paying attention, skill)
- c) Temporal Component
 - i. Control of time
 - 1) Organizing techniques
 - 2) Constrains on timings
 - 3) Flexible and inflexible work
- d) Physical Component- Anthropometry & postures

Unit-3. Special requirements for the study of ergonomics

- a) Elbow room, knee space, clearance space of work
- b) Work heights
- c) Circulation space

Unit-4. The work place

- a) Work environment
Work space, indoor outdoor climates, lighting, noise, humidity, heat, cold, vibration
- b) Work station design
 - i. Design for standing and seated worker

Course learning outcomes:

- At the completion of the course work, students would have gained the knowledge regarding effective designing of work places as per body posture.

Reference Books:

1. Work Study and Ergonomics - Author: Lakhwinder Pal Singh
2. Ergonomics for therapists – Author: Karen Jacobs, Ed.D., Carl M. Bettencourt, OTR/L