

**SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR**



SYLLABUS EFFECTIVE FROM: 2017-18

Programme: M.Sc (Home Science)

Subject: General

Semester: II

PH02CGEN21 STATISTICS

(50 MARKS -2 HOURS, CREDITS-2)

Objectives:

- To understand the role of statistics in research
- To apply different statistical methods to analyze and interpret the data.

Content:

Unit –1

- (a) Introduction and scope of Statistics
- (b) Types of data
- (c) Frequency distribution and graphical presentation of data (Histogram, Frequency polygon, Frequency curve, cumulative frequency curves)

Unit-2

- (a) Measures of central tendency, Mean (Arithmetic, Harmonic and Geometric means), Median and Mode
- (b) Measures of dispersion-standard deviation, coefficient of variation and standard errors.

Unit -3

- (a) Bivariate Data: Correlation coefficient, Product and rank correlation coefficients and its application in the field of home science
- (b) Regression : simple linear regression and its application in the field of home science

Unit -4

- (a) Basic idea of significance test, Statistical Hypothesis, levels of significance, Student's t-test, paired t-test, chi-square and F tests, large sample tests.
- (b) General awareness of popular software packages for word processing SPSS, Spread sheet, openepi etc. Sample size calculation and analysis of data using these softwares.

Course learning outcomes:

- Students will identify the different types of data
- Students will learn the application of specific statistical treatment for different types of data.
- Students will apply the knowledge of statistics for research.

Reference Books :

1. Gupta S.C. : Fundamentals of Statistics, Himalaya Pub. House, 2001.

2. Rao, Viswaswara, K. : Biostatistics : A manual of statistical methods for use in health nutrition and anthropology, Jaypee brothers Medical Pub. Ltd., New Delhi, 2007

PH02CGEN22: PRACTICAL BASED ON PH02CGEN21

(50 MARKS -4HOURS, CREDITS-2)

1. Data coding and data entry using MS-Excel
2. Calculating mean, median, mode, frequency, percentage, standard deviation using MS-Excel.
3. Different types of graphical presentation of the data.
4. Tabulation of data and its interpretation

PH02CGEN23 : NUTRITION IN HEALTH AND DISEASE

(100 MARKS -4 HOURS, CREDITS-4)

Objectives:

- To understand the factors affecting meal planning
- To be familiar with nutritional need at different stages of life.
- To understand causes, physiological changes and dietary modification for various disease conditions.

Content :

Unit- 1 Basic concepts meal planning

- a) Meal planning for various institutions
- b) Factors effecting meal planning and food related behaviour.

Unit-2: Nutritional requirement during

- a) Adulthood: Physiological changes, Nnutritional requirement, food choices during Pregnancy and Lactation
- b) Old age

Unit-3 : Nutrition requirement during

- a) Infancy
- b) childhood
- c) Adolescence

Unit-4: Therapeutic adaptations of normal diets and special feeding methods.

Unit-5: Introduction, clinical manifestations, and dietary management for the following disorders -

- a) Gastro-intestinal
- b) Fever
- c) Renal
- d) Liver and gall bladder.

Unit-6: Introduction, clinical manifestations, and dietary management for the following disorders -

- a) Diabetes Mellitus
- b) Cardio-vascular
- c) Problems of weight control.

Course learning outcomes:

- Students will apply the knowledge balanced meal and other factors affecting the meal during meal planning.
- Students will be able to understand the different nutritional need at different stages of life.
- Students will gain the knowledge regarding the therapeutic diets during various disease conditions.

Reference books:

1. Corinne Hogden Robinson (1990). Normal and Therapeutic Nutrition, Macmillan Publishing Company
2. B. Srilakshmi (2007): Dietetics, New Age International Publishers.
3. Mudambi S.R. and RajaGopal M.V. (2012). Fundamentals of Food, Nutrition and Diet Therapy, New Age International Publishers.
4. Ruth A. Roth (2007). Nutrition and Diet Therapy, ISBN-10: 1133960502 | ISBN-13: 9781133960508
5. L. Kathleen Mahan and Sylvia Escott-Stump (2003). Krause's Food, Nutrition and Diet Therapy (Food, Nutrition & Diet Therapy (Krause's)

**PH02CGEN24 : PRACTICAL BASED ON PH02CGEN23
(50 MARKS -4 HOURS, CREDITS-2)**

1. Planning of meals for the following stages of lifespan

- a. Adulthood
- b. Pregnancy
- c. Lactation
- d. Old age
- e. Infancy
- f. Childhood
- g. School going child –packed lunch

2. Diet planning for the following disease conditions

- a. Diarrhoea
- b. Constipation
- c. Fever
- d. Obesity
- e. Diabetes
- f. CVD

PH02CGEN25 : WOMEN'S STUDIES

(100 MARKS -4 HOURS, CREDITS-4)

Objectives:

- To develop awareness regarding status of women in India and sensitivity to women's issues and concerns.
- To understand theoretical and methodological concerns related to women's studies.
- To be aware of issues and concerns related to situation of women with specific reference to the Indian context.

Contents

Unit-1. The rationale for Women's Studies

- Meaning and significance
- Growth of women's studies in India and other countries.
- The women's movement in India.
- Orientation to feminist theories.

Unit-2. Theoretical perspectives in women's studies

- Consequences of gender differences.
- Sexual division of labour and its implications
(a) discrimination (b) invisibility (c) devaluation.
- Historical and socio-cultural basis of women's status.

Unit-3. Understanding concepts related to gender differences from societal and developmental perspective

- Patriarchy
- Caste, class culture and gender interface
- Gender and education
- Economic empowerment and gender
- Development processes and programmes from women's perspective.

Unit-4. Feminist methodologies in women's studies

- Gender sensitive surveys
- Generational studies
- Content analysis of media and literature
- Historical research

Unit-5. Problems and issues related to women in India

- Child marriage
- Female foeticide, infanticide Female mortality
- Discrimination in nutrition and health care
- Socialization of girl child Dowry
- Violence
- Women's identity
- Educational opportunities and sex-based education
- Employment
- Women in Politics
- Legal status of women

Course learning outcomes:

- At the end of this course, students will gain the knowledge related to various issues faced by women.
- Students will understand the status of women in different areas and concerns related to women's studies.

References:

1. Aanchal, S. (2006). Gender and Development : Pragun. New Delhi.
2. Kasim, A. (2007). Status of Women in India : EBH, Guwahati.
3. Elaine, E. (2012). Women, Gender and Disaster : SAGE, New Delhi.
4. Channa, S. (2004). Encyclopedia of Women Studies (Vol. 1 to 5): Cosmo, Delhi.
5. Pruthi, R. (1995). Trends in Women Studies : Anmol, New Delhi.

**PH02CGEN26 : PRACTICAL BASED ON PH02CGEN25
(50 MARKS -4 HOURS, CREDITS-2)**

1. Survey of media related to women's studies
2. Case – Studies of Women from Difficult circumstances. Eg. Raped women, deserted women, unmarried mothers, separated mothers, widow etc.
3. Programme planning for creating awareness related to Women's issues
4. Visit to NGOs related to women
5. Income generating activities for the non-working women.

**PH02CGEN27: ENTREPRENEURSHIP DEVELOPMENT
(50 MARKS -2 HOURS, CREDITS-2)**

Objectives:

- To acquaint students regarding intricate procedures of starting their own business
- To provide knowledge about competencies and functions of entrepreneurs, financing agencies and institutional support available to entrepreneurs in India, as a motivation to them to start their own business

Unit: 1 Entrepreneur

- a) Evaluation of the concept of entrepreneur
- b) Characteristics
- c) Distinction between entrepreneur and manager
- d) Functions of entrepreneur
- e) Types of entrepreneurs

Unit: 2 Entrepreneurs

- a) Concept
- b) Function
- c) Growth

- d) Problems
- e) Recent trends in development

Unit: 3 Entrepreneurship

- a) Concept
- b) Growth in India
- c) Major entrepreneurial competencies

Unit: 4 Small Enterprise- An introductory framework

- a) Definition
- b) Business ownership structures (proprietorship, partnership, company, co-operative)
- c) Characteristics and scope
- d) Problems of Small Scale Industries (SSI)

Unit: 5 Project identification, selection and formulation of project report (meaning, significance and major contents)

Unit: 6 Financing

- a) Need
- b) Sources (internal and external)
- c) Term loans (short and long)

Unit: 7 Institutional Finance to Entrepreneurs

- a) Scheduled commercial banks
- b) Other financial institutions (Industrial Development Bank of India- IDBI, Industrial Finance Corporation of India-IFCI, Industrial Credit and Investment Corporation of India- ICICI, Industrial Reconstruction bank of India-IRBI, Life insurance Corporation of India- LIC, Unit Trust of India- UTI, State Financial Corporation-SFC, State Industrial Development Corporation- SIDC, Small Industries Development Bank of India – SIDBI, Exim Bank)

Unit: 8 Institutional support to Entrepreneurs

- a) Need for institutional support
- b) Supporting institutions (National Small Industries Corporation- NISC, Small Industries Development Organisation- SIDO, Small Scale Industries Board- SSIB, Small Scale Industries Development Corporations – SSIDC, Small Scale Industries Service Institutes – SISIs, District Industries Centres- DICS, Industrial Estates, Technical Consultancy Organisations – TCOs)

Course Learning Outcome:

- The students will gain knowledge about intricacies of starting their own business.

- The students will gain knowledge regarding agencies promoting entrepreneurship development.

Reference Books:

1. The Dynamics of Entrepreneurial Development and Management by Vasant Desai, Himalaya Publishing House (2009) ISBN- 978-81-8488-588-0
2. Entrepreneurial Development by S.S. Khanka, S. Chand & Company Ltd., New Delhi (1999) ISBN- 81-219-1801
3. Project Planning and Entrepreneurship Development by T.R. Banga, CBS Publishers and Distributors (1990)

**PH02CGEN28: PRACTICAL- ENTREPRENEURSHIP EXPERIENCE
(50 MARKS -4 HOURS, CREDITS-2)**

Content:

- 1) Collecting information on women entrepreneurs with reference to
 - a) Problems faced by them and methods adopted to overcome problems
 - b) Recent trends in development
- 2) Visit to an enterprise to gain first hand information on problems faced and strategies used to overcome them
- 3) Development of a questionnaire to collect background information and working of food joint/garment retail outlet/hospital/day care centre/old age home/interior designer
- 4) Collection and analysis of data obtained on background information and working of food joint/garment retail outlet/hospital/day care centre/old age home/interior designer
- 5) Based on the skill of the student, a group of three/four students to plan a profitable income generating activity
- 6) To try out the above planned income generating activity and to report the experience

**PH02CGEN29: COMMUNITY DEVELOPMENT-II
(25 MARKS -2 HOURS, CREDITS-1)**

Objectives:

- To make students aware of problems faced by specific target groups.
- To create awareness in the community regarding solutions to various problems.

Content:

1. Collection of information related to problem faced by vulnerable groups (pregnant / lactating mothers, infants, elderly, etc.)
2. Development and delivery of awareness programmes to overcome problems identified in the above practical.
3. Follow-up to study the effectiveness of the developed and delivered programme.

Course learning outcomes:

- Students will identify various problems faced by specific target groups.
- Students will gain the knowledge regarding preparation of audio-visual aids to disseminate information possessed by them as home scientist.

PH02EGEN21: HISTORIC TEXTILES AND COSTUMES

(100 MARKS -4 HOURS, CREDITS-4)

Objectives:

- To disseminate knowledge about origin and traditional techniques of spinning, weaving and dyeing
- To acquaint students regarding rich textile embroideries and traditional textiles of India
- To acquaint students regarding traditional costumes of India and few other countries

Content:

Unit-1: Origin of spinning, weaving and dyeing

Unit-2: Important Indian embroideries (stitch, thread used, fabric used, colour, motifs and items on which used)

Unit-3 :Important traditional textiles of India

a) Woven:

Cotton

Silk

Wool

b) Decorated fabrics:

Painting on cloth

Batik

Bandhani

Hand printing

Unit-4 :Traditional carpets and floor coverings

Unit-5: Ancient Indian costumes:

Indus valley civilization

Vedic Period

Mauryan Period

Satavaha Period

Kushan Period

Gupta Period

Mughal Period

Unit-6: Traditional costumes of:

Austria, Germany, Ghana, Japan, Korea, New Zealand, Nigeria, Philippines, Thailand

Course learning outcomes:

- The students would have learnt about crude tools and methods which were originally used for spinning, weaving and dyeing
- The students would learn to appreciate traditional embroideries and textiles
- The students would have gained knowledge about traditional costumes of India and some other countries

Reference Books:

- 1) Indian Embroidery-its variegated charms by Savitri Pandit (1976)

- 2) Indian Embroidery by Kamaladevi Chattopadhyay, Wiley Eastern Ltd., New Delhi (1977)ISBN-0-85226-111-x
- 3) Elements of Fashion and Apparel Design by Sumathi, G.J., New Age International Publishers, New Delhi (2005)ISBN-81-224-1371-4
- 4) Master pieces of Indian Textiles by Rustom J. Mehta, D.B. Taraporevala Sons & Co. Mumbai (1970)
- 5) Handicrafts of India by Kamaladevi Chattopadhyay, Indian Council for Cultural Relations, New Delhi
- 6) History of Textile Design by V.A.Shenai
- 7) Ancient Indian Costume by Roshan Akazi, National Book Trust, New Delhi (2009) ISBN-81-237-1687-7
- 8) National Handicrafts and Handlooms Museums by Jyotindra Jain and Aarti Agarwal, Mapin Publishing Ltd., Ahmedabad (1989)ISBN-0944142-23-0
- 9) Traditional Indian Costumes and Textiles by Parul Bhatnagar, Abhishek Publications, Chandigarh (2004)ISBN-81-8247-002-1
- 10) Suvasas- The Beautiful Costumes by Vishu Arora, Abhishek Publishers, Chandigarh (2008)

PH02EGEN22: SOCIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF CLOTHING

(100 MARKS -4 HOURS, CREDITS-4)

Objectives:

- To give knowledge regarding origin of clothing
- To acquaint students regarding influence of society and psychology on selection of clothing design
- To give knowledge regarding role of clothing in influencing human behaviour

Contents:

Unit-1: Theories explaining origin of clothing:

- a) Theory of protection
- b) Theory of decoration
- c) Theory of modesty
- d) Theory of immodesty

Unit-2: General considerations of social-psychological aspects of clothing

- a) First impression
- b) Communication through clothes

Unit-3: Influence of society on clothing choices:

Cultural difference, attitude towards women, attitude towards children, current events, types of activity, technical development, customs and folkways

Unit-4: Interrelationship of clothing and culture

- a) Folkways, customs, mores and laws
- b) Clothes, attitudes and values
- c) Cultural change and fashion change

Unit-5: Clothing and human behaviour

- a) Clothing and self concept
- b) Conformity and individuality in dress
- c) Clothing symbolism
- d) Clothes, roles and status

Unit-6: Conformity and individuality in dress

Course learning outcomes:

- The students would have gained knowledge regarding origin of clothing
- They would have learnt the importance of selecting clothing as they would gain knowledge regarding inter-relationship between clothing and society and clothing and psychology
- They would become better selectors of clothing at the completion of the course

References:

- 1) Second Skin- An interdisciplinary Study of Clothing by Marilyn J. Horn, Houghton Mifflin Company, Boston (1966)
ISBN-0-395-18552-1
- 2) Clothing: A study in human behaviour by Mary Shaw Rayan, Rinehart and Winston, New York (1966)