

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**  
**M. A. HOME SCIENCE**

**Composite :**  
**Work load and Mark Distribution**  
**Effect From June - July 2002**

Year	Paper No.	Title of The Paper	Periods per week		Total Marks			
			Theory	Theory	Theory		Theory	
					Ext.	Int.	Ext.	Int.
M.A. Part I	I	Fancy Cookery	4	2	45	20	25	10
	II	Research Methodology and Statistics	6	-	70	30	-	-
	III	Fashion Design and Advanced Textile Science	4	2	45	20	25	10
	IV	Behavior and Development of Child and Early Childhood Education	6	-	70	30	-	-
M.A. Part II	V	Physiological Basis of Nutrition	4	2	45	20	25	10
	VI	New Developmental Issues and Extension Technique	6	-	70	30	-	-
	VII	Interior Decoration	4	2	45	20	25	10
	VIII	Applied and Community Nutrition	4	2	45	20	25	10

**Distribution of Internal Marks.**

**Total Marks : 30 (Theory Practical Separate Passing)**

# VEER NARMAD SOUTH GUJARAT UNIVERSITY

## HOME SCIENCE Paper No. - I

### M. A. Part - I

#### Fancy Cookery

Theory - 2 Periods /week

Practicals - 4 Periods/week  
Mark

Theory : 45 Mark

Practical : 25

Effect from June- July - 2002

#### Objectives :

1. To inculcate the skill of sensory and objective evaluation of food.
2. To acquaint the students with composition, nutritive value and cooking of various food stuffs.
3. To develop interest in varied cooking.

#### Content : Theory :

1. Sensory Assessment of food.
  - a. Characteristics : Appearance, Colour. Flavour, Taste, Mouthfeel, Psychological Factors.
  - b. Requirements for conducting sensory test.
  - c. Reasons for testing food quality.
  - d. Evaluation card
  - e. Type of Tests.
  - f. Objective Evaluation of food.
2. Spices and Flavouring agents.
  - a. Role in Cookery
  - b. Classification.
  - c. Functions.
3. Beverages and Appetisers.
  - a. Meaning
  - b. Classification
  - c. Ingredients used for beverages.
  - d. Tea, Coffee, Cocoa.
  - e. Fruit beverages
  - f. soups
  - g. Vegetable Juices

- h. Milk based beverages
  - i. Malted beverages
  - j. Miscellaneous beverages.
  - k. Alcoholic beverages.
4. Cereal and Cereal Products  
(Only wheat, rice and maize)
- a. Structure
  - b. Composition and Nutritive Value
  - c. Cereal Products.
  - d. Cereal Cookery.
5. Pulses
- a. Composition and nutritive Value
  - b. Toxic Constituents in some pulses
  - c. Fermented Products of pulses
  - d. Pulse cookery
6. Milk and milk products
- a. Composition and nutritive Value
  - b. Milk Processing
  - c. Milk Products
  - d. Milk Cookery
7. Eggs
- a. General Structure
  - b. Composition and Nutritive Value
  - c. Quality of eggs.
  - d. Evaluation of egg Quality.
  - e. Deterioration during storage.
  - f. Egg Cookery.
  - g. Preservation of Eggs.
  - h. Egg Recipes.
8. Sugar and Related Products
- a. Nutritive Value
  - b. Properties.
  - c. Sugar related products.
  - d. Sugar Cookery
9. Vegetables and Fruits
- a. Classification
  - b. Composition and nutritive Value

- c. Pigments
  - d. Flavours
  - e. Cookery
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- 10. Fats and Oils
    - a. Nutritive Value and Composition.
    - b. Specific fats
    - c. Emulsion
    - d. Rancidity
    - e. Smoking point
    - f. Role of fat in Cookery
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- 11. Nuts and Oilseeds
    - a. Nutritive Value
    - b. Specific nuts and Oilseeds
    - c. Toxins

### **Content : Practicals :**

- 1. Preliminary preparations for various Cooking, their meaning, advantages and disadvantages. (Demonstration)
  - a. Cleaning
  - b. Peeling and Stirring
  - c. Cutting and Grating
  - d. Sieving
  - e. Soaking
  - f. Processing
  - g. Coating
  - h. Blanching
  - i. Marinating
  - j. Fermentation
  - k. Sprouting
  - l. Grinding
  - m. Drying
  - n. Filtering
  - o. Roasting
  
- 2. Making of Various masalas used for Various Cooking (Demonstration)
  - a. Chaat Masala
  - b. Sambhar Masala
  - c. Garam Masala
  - d. Kashmiri Garam Masala

- e. Curry Masala
  - f. Rasam Masala
  - g. Panch Phoram
3. Basic Recipes used for special Cooking (Demonstration)
    - a. Chinese Cooking
    - b. Mexican Cooking
    - c. Punjabi Cooking
    - d. Indian Mithai
  4. Make Five recipes of the following using Chinese Cooking methods.
 

a. Soups	1.	Practical
b. Starters	1.	Practical
c. Main Dishes 1.	2.	Practical
d. Desserts	1.	Practical
  5. Make Five recipes of the following using Mexican Cooking methods
 

a. Drinks and Soups	1.	Practical
b. Salads		1. Practical
c. Dips and Starters	1.	Practical
d. Main Dishes	2.	Practical
  6. Make five recipes of the following using Italian Cooking Methods.
 

a. Soup and Main Dishes	1.	Practical
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  7. Make five recipes of Indian Sweets of the following
 

a. Burfis	1.	Practical
b. Gulab Jamun Variations	1.	Practical
c. Halwas and Pinnis	1.	Practical
d. Ras gullas Variations	1.	Practical
e. Other Sweets	2.	Practical
  8. Make five recipes of Rotis and Naans of the following.
 

a. Rotis Variations	1.	Practical
b. Stuffed Parathas		1. Practical
c. Naans, Bhaturs and Kulchas	1.	Practical
  9. Mukhwas 2. Practical
    - a. Mixed Mukhwas
    - b. Drakshadi Vati
    - c. Sweet amla
    - d. Masala Kaju Or Badam
    - e. Kharek (Stuffed)
    - f. Dhana dal

- g. Geera goli
- h. Dadam Churna
- i. Sweet Amboliya
- j. Green Variali

### **Reference Books :-**

1. Belle and Lowe  
Experimental Cookery  
John Wiley & Sons
2. Burton T. Benjamin  
Human Nutrition  
Tata Mc Graw Hill. New Delhi.
3. Charley Helen  
Food Science  
Ronald Publications
4. Hughes and Bennion  
Introductory foods  
Mac Millan Publications
5. Fitch and Francis  
Foods and Principles of Cookery
6. Srilakshmi  
Food Science
7. Mudambi Sumati R.  
Human Nutrition Principles and application in India
8. Phillip Thungham  
Modern Cookery for Teaching and Trade.

## **Marking Scheme for Practical**

- |    |  |         |
|----|--|---------|
| 1. | Journal  | 5 Mark  |
| 2. | Preliminary Preparations for Various Cooking/Variou Masalas/<br>Variou basic recipies (To write) | 3 Mark  |
| 3. | Prepare one full meal of the Chinese/Italian/Mcxican/Punjabi<br>Cooking                          | 14 Mark |
| 4. | Make any one recepie of the sweets/Rotis and Naans/Mukhwas                                       | 3 Mark  |

# VEER NARMAD SOUTH GUJARAT UNIVERSITY

## M. A. Part I

### HOME SCIENCE - II Research Methodology and Statistics

Theory : 6 Periods / Week

Theory External - 70 Mark

Internal - 30 Mark

**Effect from July - 2002**

#### **Objectives: -**

#### **To enable Students to**

1. Understand the signification of research,
2. Develop ability to construct data gathering instruments appropriate to the research design and
3. Develop ability to present and interpret data in a research report of thesis.
4. Understand the role of statistics in research and.
5. Apply statistical techniques to research data for analyzing and interpreting data meaningfully.

#### **UNIT - I**

#### **Contents:-**

1. Science and Scientific Methods.
2. Research  
Definition and Scope in Home Science
3. Types of Research  
Historical, Survey, experimental and case Study.
4. Definition and Identification of a Research Problem  
Selection of problem, theory, hypothesis, basic assumptions and the limitations of the problem
5. Basic Principles of Research Designing  
Propose of research design, models of research design
6. Data Gathering Instruments  
Questionnaires, Interviews, Observation Scaling methods, reliability and validity of measuring instruments

7. Sampling  
Types of samples, selection of sample, benefits of sampling, evaluating a sample.
8. Analysis of the Data.  
Categorization, Coding, tabulation and statistical testing
9. Presentation and Interpretation of the Data
10. Conclusion and Recommendations  
Summary techniques conclusions and recommendations
11. Report Writing  
Presentation of report - format, foot notes, bibliographical citations.
  - a) Preparation of an abstract
  - b) Paper for publication

## UNIT - II

1. Meaning and Scope of Statistics. Role of statistics in research.
2. Descriptive Statistics. Classification, tabulation, frequency distribution, diagrammatic and graphic representation of data
3. Measures of central tendency and dispersion (absolute and relative) Skewness and Kurtosis.
4. Probability : Definition, Concept of discrete probability distributions, Normal distribution, use of normal probability tables.
5. Elements of Sample survey. Methods of simple random sampling and stratified random sampling.
6. Element of testing of a statistical hypothesis, formulation of the problem. Definitions of Type I and Type II errors levels of significance. Large sample tests for proportions. Difference in proportion for means and difference in means.
7. Application of student's t-test for small samples for single mean, difference in means F- test for equality of variance.
8. Correlation, Coefficient of correlation and its interpretation, rank correlation, regression equation and predictions.
9. Non- Parametric tests, application of chi- square tests. Goodness of fit, Independence of attributes  $2 \times 2$  and  $r \times c$  contingency tables.

## References

- 1.) Good C.V. and Carter, D.E., Methods of Research, Educational, Psychological, Sociological Applications, Century Crafts. New york, 1954.
- 2.) Best, J.W., Research in Education, Prentice. Hall, New Delhi 1983.
- 3.) Kerlinger Foundations of Behavioral research New York, Holt, Rinehart and Winson Inc 1966.
- 4.) Doby, J t. An Introduction to Social Research , appleton Century crafts 1967.
- 5.) Philips, B.S, Social Research Strategy and tactics ,Mac Millan , 1977.
- 6.) Young ,P.V. and Schmid , C F Scientific Social Survey and Research, Prentice Hall New Delhi 1968.
- 7.) Devdas, R.P. and Kulandaivel K. Hand book & Research Methodology Sri Ramakrisna Mission Vidhyalaya 1971
- 8.) Shakla M.C . and Gulshan S.S. statistics , Theory and Practice Sultanchand co. New Delhi 1970.
- 9.) Gupta , S. P. Statistical Methods , Sultan chand & co. New Delhi 1970.

**VEER NARMAD SOUTH GUJRAT UNIVERSITY**  
**M. A. -I**  
**Home Science Paper – III**  
**Fashion Designing and Advance Textile Science**

(Effect From June –July 2002)

Theory- 4 periods / week  
Practical –2 period /week

**Objectives :-**

- (1) To make the student aware of planning Wardrobe for family.
- (2) To make the Student aware of different techniques of pattern making .
- (3) To make the Students learns the adaplation and fashion designing.
- (4) To make the Students aware of the new fibers manufacture

**Course Content**

- 1 Fashion
  - (A) Field of Fashion
  - (B) Factors favouring and retarding fashion.
  - (C) Psychological importance of fashion, Changing Patterns.
  - (D) Conspicuous consumptions and evaluation
  - (E) Sources of fashion
- 2 Preparation of Portfolio
  - (a) Basic designing
  - (b) Dyeing and Printing Sample
- 3 Figure analysis :-
  - (1) Body proportion
  - (2) Figure types
  - (3) Selection of design in relation to figure type
- 4 Introduction to the techniques of pattern making.
  - Their Principles
  - Merits and demerits and application in clothing
  - Costruction Dart Shifting
- 5 Dress Fitting – common fitting problems and how to remedy them .

- 6 A Psychological aspect of clothing
- (1) Psychological effect of clothing on children
  - (2) For adolescents adult and old age Self respect Human dignity emotionat response, Sex expression and individuality.
- B Sociological aspects of Clothing
- (1) Meaning of style, fashion Influence of fashion fashion changes
  - (2) Class distinction and Socid economic Status, family,& Social influence
7. Curtains and Draperis
- Choice of fabrics , calculating the amount of material needed.
  - hints on making currtains methods of finishing draperris at the top with tucks or Pleats .
8. Wardrobe building –
- (a)Principles of wardrobe building Budget, Occasion, Climate, Occupation and interests numbers , family members, age, figure , fashion quality accessories.
  - (b) Wardrobe building –
    - (i) Aims – personal analysis, inventory of aids-
    - (ii)Application of art principles to wardrobe building ,harmony Proportions , balance rhythm , emphasis
    - (iii) Colour – Prints, lines, Checks and Plains –
    - (iv)Principles applied to Special figure problems –
- 9.Effect of colour in dress skin colour , Eyes, hair colour , light effect, season, psychological expression of Colour .

## **Textiles**

- (1) A Study of recent fibers introduced such as poly propylene and poly viscose fiber, fabrics.
- (2) Finishes – Special and Fuctional finishes
  - (A) For natural fibers
  - (B) For Synthetic fibers
- (3) Recent Printing methods history and types
- (4) A study of dyes Natural and Synthetic
  - Application of Colour
  - Evaluation of Colour

## Practicals -

- (1) Drafting of basic blocks – Croqui Adaplation and modifications –  
(Selection of Suitable material, Prepare the Sample of adaptation of the following on brown Paper -  
(1) Dart Shifiting (2) Fullness
- (2) Computer aided design Prepare any three designs on Computer – Stich any one garment with ornamentation.
- (3) Different types of curtains
- (4) Machine embroidery Stiches -
  - Running, Round, weaving, Satin, Patch work.
  - Fancy embroidery Stiches -  
Shadow work, cut work , Net work.  
(Prepare any one Sample)
- 5 Machine knitting - any one Sample.

## Reference –

- (1) Raul Jewel  
Encyclopedia of dress making – A PH Publishing corporation N.D.
- (2) Lewis D.S. Boders - M.G. kettunds  
"Clothing construction and wardrobe planning "  
The Mcmilan co N.Y. 1960
- (3) Flu gel J.C.  
The psychology of clothes –  
The nogarth press Ltd. London.
- (4) Goldstenin and Gold stain -  
Act in everyday life
- (5) Black T.A. and Raddy G.A.  
History of fashion  
Orbis publishing , London 1978
- (6) Mactiett R.W.  
Man made fiber – Harwood book Ltd. London.
- (7) Parikh J.C.  
Man made fiber for developing Countries Sasmira

## **Marking Scheme**

- (1) Prepare a sample of adaptation of the garment or dress stitch the garment with or Ornamentation (05)
- (2) Prepare a knitted Sample by using by knitting machine. (05)

**Or**

- (3) Prepare a Embroidered Sample by using sewing machine. (05)
- (4) Curtain - Different to types
- (5) Journal (04)
- (6) Class work (06)

Total mark 25

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

**M. A. Part – I**

**Home Science Paper – IV**

**Behaviour and Development of child and Early  
childhood education**

(Effect From June –July 2002)

Theory- 6 periods / week

Total mark : 70 Internal 30

**Objectives :-**

- (1) To help students to develop insight in to the children's behaviours.
- (2) To develop awareness of importance of early childhood education.
- (3) To enable student to aquire knowledge in organizing and administering pre-schools .
- (4) To know about the Various early childhood programmes .

**Section - I**

Ch: 1 Physical Development Childhood Year's in context with various development

1.1 characteristics ,1.2 height. weight , 1.3 common deseases.

Ch.2 Motor Development.

2.1 General characteristics

2.2 Sex differences in motor development.

2.3 Specific skills.

Ch.3 Social and Personality development

3.1 Self knowledge

3.2 Role taking

3.3 Social acceptability

3.4 Friendship.

Ch.4 Emotion and Emotional development.

4.1 common emotional patterns.

Ch.5 Cognitive Skills

5.1 The concrete operational period

5.2 Concepts

5.3 Language development in late childhood

Ch.6 Moral Development.

6.1 family context & the emerging Self

6.2 Parent child relationship & the child's Self eateem.

6.3 The neighbourhood , community & the emerging self.

- Ch.7 The school as a context for development
  - 7.1 Adjustment
  - 7.2 Readiness for learning
  - 7.3 Role of teachers
  - 7.4 Role of family in educational development
  - 7.5 Influence of classroom.
- Ch.8 The Peer group.
  - 8.1 Definition.
  - 8.2 Functions.
  - 8.3 Development trends in the formality of peer groups.
  - 8.4 Playing games with rules.

## Section - II

Early childhood Education

### Theory :

- Ch.1 Development of Early childhood Education Historical review of Early child hood education contribution of Pestalozzi , Froebel . Dewey , Rousseau, Montessori , Gandhi . Tagore , Tarabai Modak.
- Ch.2 Goals of early childhood education .
- Ch.3 Early childhood education importance of Pre- school years. objective of pre- school Education.
- Ch.4 Early child hood care and Education in the National policy on education.
- Ch.5 Organisational Set up.
  - (a) Pre – school Building
    - site and location , elements of a building , Plans for Various types , space allotment for indoor and out door play.
  - (b) Play Equipment
    - Principles of selection, equipment for Various developments, care and use of play equipment, indigenous play equipment.
  - (c) Programme
    - Principles, long, short term planning, songs and stories, dramatization , science experiences creative activities , field trips, functions and celebrations, development of concepts.
- Ch.6 Preschool staff and other personnel selection of staff, academic qualifications personality characteristics functions of personnel.
- Ch.7 Records and Registers .
  - Values and types , using and maintaining records.

Ch.8 Home school relationship – methods and strategies .

Ch.9 Evaluation of Preschool.

Ch.10 Identification of Disabilities in children.

### **Field Experiences**

- (1) Visit to Pre-school, Creches , day care centers ! ICD Centres .
- (2) Visit to the institution of children with special needs.
- (3) Seminars :  
student to present at least one seminar paper based on field work.

### **Suggested References :**

- (1) Mohanty , Jaganath , Mohanti , Bhagyadhar, early childhood care and education.  
Deep & Deep publications, New Delhi. 1996.
- (2) Singh,Bhoodev, Preschool education.  
APH. Publishing corporation, New Delhi , 1997.
- (3) Morrison, George S. early childhood education Today, sixth edition  
by prentice Hall, 1995 , New Jersey ISBN.
- (4) Elizabeth Hurlock. Developmental Psychology.
- (5) विक्रमलक्ष्मी मनोविज्ञान. युनिवर्सिटी ग्रंथनिर्माणा बोर्ड.
- (6) Kirk Samuel , educating exceptional children .  
IBH, New Delhi , 1970
- (7) Banjanolra , Godkar , Desabled in India somaiya publication,  
Bombay, 1983.
- (8) Joseph mete , Abnormal psychology , Holt Rinehart, New York, 1983.
- (9) Menon , R; The Teacher and the parent ministry of education ,  
Government of India, New Delhi. 1959.
- (10) Arya and subhash C. Infant child care for the mother , Vikas Pub.  
New Delhi 1972.
- (11) Grewal ,J.S. Eaoly childhood Education National Psychological  
Corporation Agra, 1984.
- (12) Devdas R.P. The text book on child Development New Delhi, 1984.
- (13) Crow L.D. crow A. child psychology Barues and Noble books New  
York.
- (14) Parenting Magazine  
Schiam berg L.B. smith K.U.
- (15) Human Development  
Mac Millan Pub. co. New York , 1982.
- (16) Smart M.S. smart R.C.  
School age children Development and Relationship  
Mac Millan Pub. co. New york, 1978.

- (17) Reading in child Development and Relationship.  
( Second ed.) Mac Millan Pub. co. New York.
- (18) Elkind & Werier Development of the child willey , New York. 1978.
- (19) Aruna Thakkar , Perspectives in Pre- school education, Popular  
Prakashan, Bombay, 1980.
- (20) Dr. K.G. Desai, effectiveness of kinder garten education  
United Publishers. 1976.