

**VEER NARMAD SOUTH GUJARAT UNIVERSITY****HOME SCIENCE****M.A. PART - II****SEMESTER - III****NUTRITIONAL ASSESMENT AND SURVEILLANCE  
(THEORY)****CCT - 07****Credit: 04****External - 70 Marks****Internal - 30 Marks****Effect from 2011 - 2012**

**FOCUS:** The course focuses on gaining knowledge in methods of nutritional assessment, to identify people at risk of developing malnutrition and factors contributory to malnutrition.

**OBJECTIVES:**

This course should enable the students to-

1. Understand the concept of nutritional status and its relationship to health.
2. Know the aims and objectives for assessing the nutritional status of an individual and the community.
3. Know the methods used for assessment of nutritional status.
4. Know the extent and types of malnutrition prevalent in the country and region.

5. Identify the factors responsible for malnutrition.

**Unit 1** Nutritional status assessment and surveillance

Meaning, need objectives and importance.

**Unit.2** Direct nutritional assessment of human groups

Clinical signs nutritional anthropometry, biochemical

Test, biophysical methods.

**Unit3** Diet surveys

Need and importance, methods of dietary survey.

Interpretation concept of consumption unit, intra and inter individual distribution in family. Adequacy of diet with respect to RDA, concept of family food security.

**Unit4** Clinical signs

Need and importance, identifying signs of PEM, Vitamin A deficiency and iodine deficiency. Interpretation of descriptive list of clinical signs.

**Unit5** Nutritional anthropometry

Need and importance, standards for reference, techniques of measuring height, weight, head, chest and arm circumference, interpretation of these measurements and use of growth charts.

**Unit6** Rapid assessment procedures need and importance, technique, interpretation.

**Unit7** Secondary sources of community health data

Sources of relevant vital statistics. Importance of infant, child and maternal mortality rates. Epidemiology of nutritionally related diseases.

**Unit8** Sociological factors in the etiology and prevention of malnutrition

Food production and availability, cultural influences, socio-economic factors, food consumption, conditioning infection, medical and educational services, psychosocial emergency/disaster conditions e.g. famine, floods, war.

**Unit 9** Surveillance system

International, national, regional and community

**References:**

Gopaldas, T. and Seshadri, S. (1987): Nutrition Monitoring and Assessment, Oxford University Press.

Gopalan, C.: Nutrition Foundation of India. Special Publication Series.

Jelliffe, D. B.: Assessment of the Nutritional Status of the Community, World Health Organization.

Masion, J. B., Tabatabai, H.(1984): Nutritional Surveillance, W.H.O.

Saln, J. B., Lockwood. R.: Methods for the Evaluation of the Impact of Food and Nutrition Programmes, United Nations University

**VEER NARMAD SOUTH GUJARAT UNIVERSITY****HOME SCIENCE****M.A. PART – II****SEMESTER –III****NEW DEVELOPMENT ISSUES AND EXTENSION TECHNIQUES -I****(Theory)****CCT – 08****Credit: 04****External – 70 Marks****Internal – 30 Marks****Effect from 2011 – 2012****Objectives:**

To enable students to-

1 Become aware of the means of communication and make plans to use them.

2 Become aware of the extension programmes planned by the Govt. for helping the society.

**Unit I** Communication Planners: Role and training

1. Meaning and scope of communication and communication planning.
2. Elements in the planning process.
3. Technological options and problems of planning for future change.
4. Qualities of communicator.

5. Functions of communication planner.

**Unit II** Developmental issues of communication:

1. Communication in developing countries.
2. Mass media are class media.

**Unit III** Communication through satellite.

**Unit IV** Communication of Innovation:

1. Concept and characteristics of Innovations.
2. Factors influencing Innovation.
3. Diffusion of Innovation and communication.
4. Innovation adoption process.
5. Classification of Adopters.

**Unit V** Social welfare and welfare organization.

1. Concept of welfare state.
  1. Welfare state.
  2. Welfare organization.
3. International agencies involved in community development and social welfare.
4. Amenities and services for rural development.

**References:**

1. Chattergy, R.K.: Mass Communication, National Book Trust.
2. O.P. Dahama, Education and Communication for Development, Oxford and IBH Publishing Co. , New Delhi.
3. Paul Lagans,: Extension Education in Community Development.
4. Ramani, W.N.: Communication in Home Science Education, Lady Irwin College, New Delhi.
5. Waghmare, S.T, : Teaching Extension Education.

**Journals:**

1. Communication Institute of Mass Communication, New Delhi.
2. Social Welfare: Central social Welfare Board.
3. Yojana,: Govt. Of India.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY****HOME SCIENCE****M.A. PART – II****SEMESTER –III****EARLY CHILDHOOD EDUCATION-I****(Theory)****CCT – 09****Credit: 04****External – 70 Marks****Internal – 30 Marks****Effect from 2011 – 2012****About The Course:**

This course will give an insight into “why to teach”, and “how to teach” preschool children. Students will be expected to understand why play way method should be followed and how it can be incorporated for optimum learning in young children.

**Objectives:**

- To become acquainted with the essential requirements for planning and conducting a preschool programs.
- To develop an insight into varied activities offered to preschool children.
- To develop an understanding of programme planning for preschool children.
- To create an awareness of the importance and methods of parent involvement.

# **CONTENTS**

## **UNIT 1 INTRODUCTION**

- I. Meaning of Early Childhood Education
- II. Types of preschool set ups in brief
- III. Objectives of preschool education

## **UNIT 2 FUNCTIONAL PRE-REQUIREMENTS OF**

### **NURSERY SCHOOL**

- I. Space – Building, Ground
- II. Equipment, furniture, material – Indoor and Outdoor
- III. Criteria for selection Personnel – Teacher and Others:

Qualities, Responsibilities and duties.

## **UNIT 3 ADMINISTRATION AND MANAGEMENT OF**

### **PRESCHOOL**

- I. Records and Reports
- II. Management of resources
- III. Planning budget

## **UNIT 4 PROGRAMME**

- Play as medium of learning – values, types, play activities
- Programme/curriculum planning, principles of planning, Points to be kept in mind (guidelines) for planning, long term and short term planning
- Language – goals, different language activities (story-telling, reading, dramatization, informal talk/conversations, picture talk, riddles)
- Science – goals, content, methods, resources
- Social studies – goals, content, methods, resources – festivals
- Mathematics – Objectives, concepts
- Music and movement – Music activities, movement
- Readiness activities – reading and writing
- Resource unit – Meaning and content.

## **UNIT 5 WORKING WITH PARENTS**

- Importance
- Methods

## **UNIT 6 GUIDANCE**

- In speech and action
- Handling feelings of insecurity and hospitality

### **References:**

- I.** Hildebrand V.: "Introduction to Early Childhood Education, MacMillan Publishing Co. New York, 1991.
- II.** Leeper, Skipper, Witherspoon: "Good Schools for Young Children", MacMillan Publishing Co. New York. 1970
- III.** Muralidharan. R. and Banerji. U.: "A Guide to Nursery School Teachers", NCERT, New Delhi. 1994.
- IV.** Pankajam G.: "Preschool Education – Philosophy and Practice". The Indian Publications, Ambala Cantt. 1994
- V.** Read K: "The Nursery School" IBH Publishing Co., Oxford 1967

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

**M.A. PART – II**

**SEMESTER – III**

**MACHINE EMBROIDERY & KNITTING - I**

**(Practical)**

**ECT- 03**

**Credits: 04**

**Internal - 30 Marks**

**External -70 Marks**

**Effect from 2011 – 2012**

**OBJECTIVES:** To enable the students to –

1. Impart knowledge pertaining machine embroidery and knitting
2. It helps to develop creativity
3. Proficiency in embroidery and knitting gives entrepreneurship skill and they work in industry or make small scale industry.

**Unit I:** Machine embroidery

1. 1 Getting to know your sewing machine
  - Principle parts and what they do
  - Accessories
- 2 Getting ready to sew
  - Threading the machine
  - The bobbin thread

-The needle thread

### 3 Straight stitching

- Sewing a seam
- Border motifs
- Textured filling
- A beaded effect
- Mock couching
- A looped stitch

### 4 Zigzag stitching- make various width zig zag stitch

- Border design
- All over design
- Zigzag filling
- Fishbone effect
- Zigzag couching

### 5. Satin stitching-Make handkerchief

## **Unit II: Machine Knitting**

1. Machine and accessories
2. Setting up machine
3. Names and functions of each part
4. Yarn preparation
5. Cast on and Knitting
  - Cast on
  - Knitting stockinet-Make sample of 25 stitches
  - Knitting stripe pattern – Make a baby pant
6. Remove the Knitting
7. Increasing and decreasing stitch

**REFERENCE BOOKS:**

1. FASHION MAKER INSTRUCTION BOOK –singer, zenith, etc.
2. KNITTING MACHINE INSTRUCTION BOOK-SK280 etc.
3. MACHINE EMBROIDERY AND KNITTING BOOKS

**MARKING SCHEME:**

1. JOURNAL-	4 Marks
2. Class work-	26 Marks
3. Machine embroidery-	20 Marks
4. Machine knitting-	20 Marks
TOTAL MARKS -	70 Marks

**VEER NARMAD SOUTH GUJARAT UNIVERSITY****HOME SCIENCE****M.A. PART – II****SEMESTER –III****PERSONAL EMPOWERMENT****(Theory)****ECT – 04****Credit: 04****External – 70 Marks****Internal – 30 Marks****Effect from 2011 – 2012**

**FOCUS:** This course is designed to create awareness and understanding of the need for empowerment and motivating the students towards higher goals and challenges of self-improvement. The focus is on the self improvement. The focus is on the adolescent moving towards making choices, developing competences and skills for handling responsibilities of self growth and interpersonal relationship in personal and professional spheres. The thrust of this course must be in the Indian context, creating pride in and respect for cultural heritage and values. The teaching approach should be truly a “facilitator”- convinced and committed to the cause of empowerment of youth.

The purpose of inclusion of this course must be viewed as “offering opportunities, motivation, information and skills” for enhancing the total outlook (perspectives)of the young students particularly girls. Hence the thrust is on development of women and the concept of Home Science education as holistic education as

holistic education with interface of professionalism and qualitative development of individuals and families.

The teacher for this course must share such an outlook and be oriented towards the same to be really effective. Also the typical examination oriented approach should be replaced by promoting dynamism, visionary zeal and motivational ethos in the classroom.

**Objectives:** The student will

1. Become aware of the need, competences and skills to be developed for empowerment and be motivated for self improvement, Self enhancement.
2. Become aware of the role of empowerment of women from the perspectives of personal and national development.
3. Become aware of the interdisciplinary of Home Science education and its potential for personal and professional enhancement.
4. Become sensitized to some pertinent contemporary issues that affect the quality of life of individuals, families and community.

Note : Practical-based and participatory teaching-learning methodology to be utilized: not conventional lectures. Dynamism on the part of teachers is essential for successful outcome of the course.

### **Unit I: Personal Growth and Personality Development**

(through exercise, role play, discussions)

- a. The challenge: understanding and managing oneself: being aware of one's strengths and weaknesses.

- b. Personality Development: Factors and influences; emotional and motivational aspects; assertion vs. aggression.

## **Unit II Personal Growth and Personality Development**

- a. Peer pressures: Issues and management; group conformity and individualism as co existing aspects.
- b. Conflicts and stresses, simple coping strategies.
- c. Adjustment and readjustment to changing needs and conditions of contemporary society(technological changes, social changes, changes in values)

## **Unit III Empowerment of Women**

- a. Women and development: The personal, familial, societal and national perspectives.
- b. Capability building for women: Education, decision making abilities and opportunities awareness and information on legal and political issues.
- c. Women's organizations and collective strength: Women's action groups, Women's participation in development initiatives.

## **Unit IV Empowerment of Women**

- a. Study and discussion of life histories, case studies of illustrious Indian women from different walks of life ( eg. Indira Gandhi, Jhansi ki Rani, Medha Patkar, Kiran Bedi Vijyalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ila Bhatt, Bhanvari Devi)
- b. Brief sketches/profiles of women's organization and activist efforts to improve the quality of life or tackle issues of concern (eg. SEWA, Women' cooperatives, WIT).

**Note :** Students must be sensitized and made aware through assignments to identify and study the contributions of women in their own regional areas as also in the context of national perspectives. Cases of individual and collective / organized women's strengths must be discussed with examples from local/ regional/ levels. Each student may prepare profiles of one individual and one collective group.

**References:**

1. Adair, J.: The Action Centered Leaders, Bombay: Jaico Publishing House.
2. Antony, M.J.: Women's rights, New Delhi: Hind Pocket Books.
3. Bhattacharya, R.: Career Management: A New Challenge, Vol-I, New Delhi, Enkg.
4. Chandrasekhar R. Women's Resources and National Development- A Perspective, New Delhi: Gaurav Publishing House.
5. Chandra, A.A.: Fundamentals of Teaching Home Science, New Delhi: Sterling Publishers Pvt. Ltd.
6. Gore, M. S.: Indian Youth: Processes of Socialization, New Delhi: Vishwa Yuvak Kendra.
7. Hick. H.: Towards Better Teaching of Home Economics, New York: Macmillan Publishing Co.
8. Sargent, A.: How to motivate People: Turning People On, Bombay: Jaico Publishing House.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY****HOME SCIENCE****M.A. PART – II****SEMESTER –III****COSTUMES OF INDIA****SOC – 03****Credit: 02****Effect from 2011 – 2012****Focus:**

Indian culture is reflected partly in Indian costumes. Costumes themselves speak about the blending of different culture into the art of dressing. Modern clothing and its variety can be achieved through a basic understanding of the traditional costumes belonging to different regions.

**Objectives:**

To enable the students to-

1. Identify the special features in the traditional clothing
2. Examine the influences of traditional costumes to the change in clothing practices.
3. Study the present day costumes.

Theory:

**Unit I:** Costumes of children (infant to school going)

- Boy's costumes of different states of India.
- Girl's costumes of different states of India.

**Unit II: Costumes of Men**

- Details of costumes, jewellery and accessories of Women of different states.
- Special features

**Unit III: Costumes of Women**

- Details of costumes, jewellery and accessories of Women of different states.
- Special features

**Unit IV: Traditional Dance Costumes**

- Bharat Natyam, Manipur, Oddissi, Kathak, Kathakalli.

**Unit V : Marriage Costumes of different States**

- Costumes of separate occasions , eg. Pregnancy, religious occasions, death, etc..

**Unit VI: Tribal Costumes of India****References:**

1. Armstrong, Helen Joseph,: Pattern Making for Fashion design, Harper Collins Publications., New York,1997, VIII
2. Brij Bhushan, Jamila: The Crafts of Weavers, the Costumes and Textiles of India, D.E. Taraporewala Sons and Co. Pvt. Ltd.
3. Gurey, G.S.: Indian Costumes, The Popular Book Dept., Mumbai.
4. Roshan Alkaji: Costumes of India.
- 5 Dar,: Costumes of India and Pakistan

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

**HOME SCIENCE**

**M.A. PART – II**

**SEMESTER – IV**

**FOOD PACKAGING**

**(THEORY)**

**CCT – 10**

**Credit: 04**

**External – 70 Marks**

**Internal – 30 Marks**

**Effect from 2011 – 2012**

**Foucs**

To gain knowledge on various packaging materials, food and packaging interaction and methods of packaging in food industry.

**Objectives**

This course will enable the students to –

- 1.Know different packaging materials available.
- 2.Be aware of new advances and state-of-the art in food packaging
- 3.Select appropriate packaging materials for varied food products.

**UNIT-1;** Importance of packaging:- Functions of packaging .Primary elements of package forms, material and decoration .

**UNIT-2:** Various package forms:- Products, tubes, tetra packs, cans, bottles.

**UNIT-3:** Packaging materials:- Their properties, advantages and limitations- (aluminum, glass, tinned steel plate, carton board, paper, flexible, films, laminates and others)

**UNIT-4:** Packaging methods and performances:- Including restorable plastic packaging, modified atmosphere packaging.

**UNIT-5:** Decoration, graphic designs, suitable printing methods.

**UNIT-6:** storage, distribution and transportation, shipping containers.

Secondary containers (boxes, crates, baskets) quality.

**UNIT -8 :** Food and food packaging Interaction.

**UNIT-9;** Food packaging laws.

**UNIT-10;** Shelf life testing.

**UNIT-11;** Consumer behavior, purchase habits and motives.

**UNIT-12:** Markets and prices- types, functions of marketing pricing.

**UNIT-13:** Channels of distribution.

**UNIT-14:** Advertising:- types, media and its role.

**UNIT-15;** Sales promotion, legislation, consumer protection acts.

## **References**

Briston and Neil; Packaging Management, Gower Press

Butterworth.Robertson G .L.(1993);Food Packaging; Principles and practices, Marcel Dekker. New York.

Cairns, Oswin,Paine,Newness; Packaging For Climatic Protection,

Hotchikess Food and Packaging Interaction, American Chemical Society.

Sacharow,S And Griffin(1980);Principles Of Food Packaging ,AVI Publications Co.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

**HOME SCIENCE**

**M.A. PART – II**

**SEMESTER –IV**

**NEW DEVELOPMENT ISSUES AND EXTENSION TECHNIQUES - II**

**(Theory)**

**CCT – 11**

**Credit: 04**

**External – 70 Marks**

**Internal – 30 Marks**

**Effect from 2011 – 2012**

**Objectives:**

To enable students to-

1 Become aware of the means of communication and make plans to use them.

2 Become aware of the extension programmes planned by the Govt. for helping the society.

**Unit I** Social Organization, Disorganization and Changes in Rural Organization.

- a. Definition, Relationship of Social Organization with social structure.
- b. Normality of Social Organization.
- c. Social Disorganization in India.
- d. Types of Social disorganization.

- e. Types of Organization- Non Govt. vs. Govt. Organization, Activist vs. Non Activists.

**Unit II** Group mobilization and Leadership Development.

1. Definition and Types of Group.
2. Group in the rural community and methods to approach them.
3. Leadership for development.
4. Types and Theories of Leadership.
5. Principles of Democratic Leadership.

**Unit III** Community Development programmers in India.

1. Definition and History of Community Development Programme in India.
2. Philosophy behind the community development.
3. Objectives of community Development Programme.
4. Organization of community Development Programme.
5. Scope of Community Development.
6. Scope of Community Development Programme on rural life in India.

**Unit IV** 1. Programme planning & Five Year plans.

2. Programme planning;
3. Meaning & principle of programme planning as applied to extension programmes.
4. Basic principles used in educational planning.

## 5. Programme planning & programmed projection.

### Developing a plan of work.

- (a) Definition & Analysis of the concept.
- (b) Plan of work - Importance & scope in extension.
- (c) Elements of plan of work.
- (d) Guidelines for developing a written annual plan of work.
- (e) Selecting methods & Structuring learning experiences.

### National plans in India;

- (a) National planning committees / Govt. planning in India.
- (b) The planning machinery & method of making plans.
- (c) Planning commission.
- (d) Five year plans.
- (e) Achievement during various plan periods.
- (f) Weakness in our planned programme.

### Unit 5 Training Principles & Practices;

- (a) Meaning of Training.
- (b) Education versus training.
- (c) Types of Training for extension workers.
- (d) Principles of extension training.

- (e) Problems & prospects of training.
- (f) Ministry of education & social welfare.

**References:**

1. Chattergy, R.K.: Mass Communication, National Book Trust.
2. O.P. Dahama, Education and Communication for Development, Oxford and IBH Publishing Co. , New Delhi.
3. Paul Lagans,: Extension Education in Community Development.
4. Ramani, W.N.: Communication in Home Science Education, Lady Irwin College, New Delhi.
5. Waghmare, S.T, : Teaching Extension Education.

**Journals:**

- 1.Communication Institute of Mass Communication, New Delhi.
- 2.Social Welfare: Central Social Welfare Board.
- 3.Yojana,: Govt. Of India.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

**HOME SCIENCE**

**M.A. PART – II**

**SEMESTER –IV**

**EARLY CHILDHOOD EDUCATION- I**

**(PRACTICAL)**

**CCT –12**

**Credit: 04**

**External – 70 Marks**

**Internal – 30 Marks**

**Effect from 2011 – 2012**

**FOCUS:**

This course is designed to acquaint students about varied activities and teaching aids to be used in pre schools. It will give opportunities to develop certain skills necessary for conducting a pre school programme.

**OBJECTIVES:**

- 1 To develop an ability to use waste materials in creative way for preparation of teaching aids and activities for children.
- 2 To develop skills for conducting various aspects of curriculum.
- 3 To prepare materials for promoting learning in children.

**UNIT-I** Observation of nursery school and writing a report.

## UNIT-II Creative and craft activities

1 Different types of drawings-with crayons, dry and wet chalk

2 Different types of paintings

- With various brushes like broom, cotton, wool, strips of cloth, feather etc.

- With colors like crayons, water colors like paint wash, etching, blow painting, block painting, finger - tips painting.

-with dry and wet paper, painting masks

3 Different types of printing

- With strings, leaf, vegetable, stencil, spray
- With coins, leaves etc under paper and gently colouring with crayons

4 Modeling

With clay, dough, plasticine, saw dust, providing accessories.

- With straw, match sticks, rope wire, thick paper fold and slot sculpture.
- Pasting papers on a balloon, when dry remove air and colour to create accessories for clay sculpture/ crumbled paper pasting designs.

5. Tearing ,cutting and pasting /collage making.

- Tearing with fingers and thumb as used in holding pencil,
- Tearing with circular rings starting from one corner of page till center of page. Making designs.
- Cutting a design and pasting on paper, cloth, sticks and leaves.
- Tracing and cutting designs creating designs. Pasting on paper balls, glass, Transparences, C.D.`s, plastic bottles etc.

6 .Language activity

1 Collection of pictures

2 Collection of Objects

3 Preparing a picture book

4 Story telling techniques/Preparing and telling a story

7. Music and movements.

- Learning to sing rhyme songs with action
- Folk songs
- Making simple musical instruments
- Rhythmic body movements according to different beats and sounds.
- Dancing according to rhythm
- Musical instruments from waste like old pots, tins, sticks.
- To form an orchestra.

8 Puppetry and creative drama

- Puppetry stick, singer, table top, rhythm, puppets glove and cock puppets.
- Learning basic manipulation skills.
- Use of music.
- Making sets and back grounds
- Scripting for short puppet play
- Creative drama
- Body movements
- Games like mirroring, blind fold and moving
- Theme based dramatization
- Use of simple costumes and make-up to enhance characterization e.g. Use of eye make up to show different emotion or making simple caps and paper clothes for characters
- Scripting simple dramatic presentation.

9. Mathematics : Kit on pre-mathematical concepts

10. Science

Listing of science experiences

11. Readiness activities

Reading readiness activities

Writing readiness activities

Preparing a picture book

12 Games

**REFERENCES:**

Contractor, M.: Creative Drama And Puppetry In Education, Delhi:National Book Trust Of India.

Kaul,V.:Early Childhood Education Programme, New Delhi: NCERT

Kaul, V.:Early Childhood Education ,A Trainer`s Handbook, New Delhi:NCERT

Robinson H.: Exploring teaching ,London: Allyn Baron.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

**HOME SCIENCE**

**M.A. PART - II**

**SEMESTER - IV**

**MACHINE EMBROIDERY & KNITTING-II**

**(Practical)**

**ECT- 05**

**Credits: 04**

**Internal - 30 Marks**

**External -70 Marks**

**Effect from 2011 - 2012**

**OBJECTIVES:** To enable the students to -

1. Impart knowledge pertaining Machine embroidery and knitting
2. It helps to develop creativity
3. Proficiency in embroidery and knitting gives entrepreneurship skill and they work in industry or make small scale industry.

**Unit I:** Machine embroidery

1. Machine Hem stitching
2. Machine Cut work
  - Make placemat and napkin
3. Machine Monogramming
  - Make a handkerchief set using monograms
4. Decorative stitch patterns
  - Embroidery over ribbon

- Embroidery over a cord
  - Twin needle parallel rows
5. Free motion Embroidery
- To prepare machine
  - Place fabric in embroidery hoop
  - Bobbin thread
  - ~ Line drawing stitch
  - ~ Simple stitch line
  - ~ Couched effect

## **Unit II: Machine Knitting**

1. Machine and accessories
2. Setting up machine
3. Names and functions of each part
4. Yarn preparation
5. Cast on and Knitting
  - Cast on
  - Knitting stockinet-Make sample of 25 stitches
  - Knitting stripe pattern – Make a baby pant
6. Remove the Knitting
7. Increasing and decreasing stitches
8. Pattern knitting with Main carriage
9. Standard Punch Cards for Main Carriage
  - Reading Operation Table
  - Fair Isle- Make a scarf for a girl
  - Single Motif Make a new born baby jersey/ Pull over for a boy
  - Tuck stitch- Make a cushion cover

**REFERENCE BOOKS:**

1. FASHION MAKER INSTRUCTION BOOK –singer, zenith, etc.
2. KNITTING MACHINE INSTRUCTION BOOK-SK280 etc.
3. MACHINE EMBROIDERY AND KNITTING BOOKS

**MARKING SCHEME:**

1. Journal-	4 Marks
2. Class work-	26 Marks
3. Machine embroidery-	20 Marks
4. Machine knitting-	20 Marks
<b>TOTAL MARKS -</b>	<b>70 Marks</b>

**VEER NARMAD SOUTH GUJARAT UNIVERSITY****HOME SCIENCE****M.A. PART – II****SEMESTER –IV****PERSONAL EMPOWERMENT****(Theory)****ECT – 06****Credit: 04****External – 70 Marks****Internal – 30 Marks****Effect from 2011 – 2012**

**FOCUS:** This course is designed to create awareness and understanding of the need for empowerment and motivating the students towards higher goals and challenges of self-improvement. The focus is on the self improvement. The focus is on the adolescent moving towards making choices, developing competences and skills for handling responsibilities of self growth and interpersonal relationship in personal and professional spheres. The thrust of this course must be in the Indian context, creating pride in and respect for cultural heritage and values. The teaching approach should be truly a “facilitator”- convinced and committed to the cause of empowerment of youth.

The purpose of inclusion of this course must be viewed as “offering opportunities, motivation, information and skills” for enhancing the total outlook (perspectives)of the young students particularly girls. Hence the thrust is on development of women and the concept of Home Science education as holistic education as

holistic education with interface of professionalism and qualitative development of individuals and families.

The teacher for this course must share such an outlook and be oriented towards the same to be really effective. Also the typical examination oriented approach should be replaced by promoting dynamism, visionary zeal and motivational ethos in the classroom.

**Objectives:** The student will

1. Become aware of the need, competences and skills to be developed for empowerment and be motivated for self improvement, Self enhancement.
2. Become aware of the role of empowerment of women from the perspectives of personal and national development.
3. Become aware of the interdisciplinary of Home Science education and its potential for personal and professional enhancement.
4. Become sensitized to some pertinent contemporary issues that affect the quality of life of individuals, families and community.

Note : Practical-based and participatory teaching-learning methodology to be utilized: not conventional lectures. Dynamism on the part of teachers is essential for successful outcome of the course.

**Unit I:** Home Science Education as empowerment

- a. The interdisciplinary of Home Science Education.
- b. The role of Home Science Education for personal growth and professional development.

**Unit II**

- a. Home Science as holistic education with integration of goals for persons, enhancement and community development.

**Unit III: Some Significant Contemporary issues of Concern.**

- a. Gender issues: Inequalities and discriminations, biases and stereotypes; myths and facts.
- b. Substance Abuse: Why and how to say no.

**Unit IV**

- a. Healthy Habits: In relation to physique, to studies, to heterosexual interests.
- b. AIDS: Awareness and education.

Note: Teachers/facilitators must be knowledgeable and equip themselves sufficiently; orientations/training sessions for facilitators essential.

**Note :** Students must be sanitized and made aware through assignments to identify and study the contributions of women in their own regional areas as also in the context of national perspectives. Cases of individual and collective / organized women's strengths must be discussed with examples from local/ regional/ levels. Each student may prepare profiles of one individual and one collective group.

**References:**

1. Adair, J.: The Action Centered Leaders, Bombay: Jaico Publishing House.
2. Antony, M.J.: Women's rights, New Delhi: Hind Pocket Books.
3. Bhattacharya, R.: Career Management: A New Challenge, Vol-I, New Delhi, Enkg.
4. Chandrasekhar R. Women's Resources and National Development- A Perspective, New Delhi: Gaurav Publishing House.
5. Chandra, A.A.: Fundamentals of Teaching Home Science, New Delhi: Sterling Publishers Pvt. Ltd.
6. Gore, M. S.: Indian Youth: Processes of Socialization, New Delhi: Vishwa Yuvak Kendra.
7. Hick. H.: Towards Better Teaching of Home Economics, New York: Macmillan Publishing Co.
8. Sargent, A.: How to motivate People: Turning People On, Bombay: Jaico Publishing House.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY****HOME SCIENCE****M.A. PART – II****SEMESTER –IV****BOOK KEEPING AND ACCOUNTANCY****(Self Study Course)****SOC-04****Credit: 02****External – 70 Marks****Internal – 30 Marks****Effect from 2011 – 2012**

**Focus :**The course aims at providing basic knowledge in the principles of Accounting, Book keeping and Banking.

**Objectives:**

This course will enable the student to-

1. Write principal and subsidiary books of account.
2. Summarize information from the account, books and prepared trial balance.
3. Analyze a trial balance sheet.
4. Analyze the balance sheet to judge the financial position of the establishment.

**Unit 1:** Principles of Accounting- introduction to accounting systems,

Concepts of double entry systems, applications and advantages of double entry systems, practice session.

**Unit 2** Book keeping ,

Subsidiary books including cash book including cash book, principal book of accounts –ledger ,bills of exchange ,rectification of errors ,trial balance, final accounts ,practice session.

**Unit 3;** Banking,

Banking transaction, bank reconciliation statements, practice session.

**References :**

1. Moore, C.L. and Jadeicke, R. K.: Managerial Accouting, S. Western Publication co., Brighton, England.
2. Sethi, M. and Malhan S.; Catering Management – An integrated approach, 2<sup>nd</sup> Ed. Wiley Eastern Ltd.. Delhi.
3. Vaish, M. C., Money Banking and International trade, 8<sup>th</sup>. Ed. Wiley Eastern Ltd. Delhi.
4. Kotas ,(1982):Book keeping in the Hotel and Catering Industry, 4<sup>th</sup> ed.