

SRI VENKATESWARA UNIVERSITY :: TIRUPATI

B.Sc. – Honours in HOME SCIENCE - MINOR
w.e.f. AY 2023-24 onwards

COURSE STRUCTURE

SEMESTER	Course Code	Title of the Course	No. of Hours		Credits
			T	P	
V Sem	14	Marriage, Family and Child Welfare	3	-	3
		Marriage, Family and Child Welfare Practical	-	2	1
	15	Textile and Apparel Design	3	-	3
		Textile and Apparel Design Practical	-	2	1
VI Sem		Internship			

V SEMESTER

Course 14 -MARRIAGE, FAMILY AND CHILD WELFARE

Credits -3

Outcomes of the course

The students will be able to:

- **Remember and explain in a systematic way**
- Factors essential for harmonious and wholesome family living.
- Knowledge on pubertal changes, adolescence and appreciate value of marriage in Indian families
- Meaning of Pre-marital counselling and Post -marital counselling
- **Understand and Use**
- Understand the need for planning and preparation of parenthood.
- Understand the importance of adjustments to strengthen marital and family relationships
- **Critically explains, judges**
- Adjustment in marriage.
- **Working in out of prescribed areas under co-curricular activity**
- Visiting counselling centres and understanding coping up strategies of problems
- **Practical skills**
- Visiting different governmental and nongovernmental organizations working for the welfare of children.

THEORY

Unit I- Marriage

- Marriage –Definition and Functions, needs and goals. Criteria for successful marriage.
- Values and goals of marriage – Indian context. Different Marriage practices- Advantages and disadvantages.
- Preparation for Marriage – Factors to be considered in the choice of marriage partner. Modes of mate selection, Self-choice marriage and arranged marriage – Advantages and disadvantages.

Unit II Marital Adjustments and Family

- Adjustments in marriage – In laws, sex adjustment to mate, adjustment to parenthood, and financial adjustments.

- Family– Meaning, Definition, functions of family, sociological significance of family.
- Types of Family–Definitions of Joint, Extended, Nuclear Families, Alternate family styles- Modern trends in family –Advantages and disadvantages.
- Changing Indian family structure –Changing family functions.

Unit III Parenting

- Parenting -definition-Transition to Parenthood – Factors that influence Planned Parenthood.
- Parenting Styles –Authoritarian, Authoritative and Permissive styles, Influence of child rearing practices on child's Behaviour.
- Role of father in child rearing
- Child Welfare Programmes- Concept of Child welfare, principles. Programmes and services for children, crèches, day care centres.
- Children in difficult situations – Child Abuse, Street Children, Child Labour – National and International Child Welfare Programmes - Government and Non-Governmental Programmes –Adoption – Foster care – Institutional Care –SOS.
- Family Welfare – Objectives of family Welfare ; Family Welfare Programmes and agencies -Government and Non-Government organizations-

Unit V Legislation relating to Marriage, Family and Divorce

- Legislation related to Marriage: Hindu Marriage Act, Special marriage Act, Dowry Prohibition Act.
- Legislation related to Family: Need for family Counselling centres and family court
- Marital disharmony-Divorce -Reasons for Divorce-Stages of divorce process, Laws related to divorce

PRACTICAL

Credits -1

1. Case study of Married couple-Marital adjustment
2. Case study of marital disharmony
3. Visit to family counselling centres
4. Visit to Day care centres
5. Visit to Orphanage/ NGO s for Child welfare
6. Visit to SOS village

REFERENCES

1. Paul Choudary, D. (1995). *Child welfare and development*, Atmaram and Co. New Delhi.
2. Alfred D. Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.
3. Kumar, R.(2002).*Child Development in India*, Ashish Publishing House, New Delhi, Reprint.
4. ParbatiSahu.(2009). *Marriage and Family Relationships*, 1st edition, Kalyani publishers
5. Rajammal P Devadasand and Jaya, N..(1984). *A Text Book on Child Development*, MacMillan India ltd.

CO-CURRICULAR ACTIVITIES

1. Analysing the reasons for suicides among adolescents reported in mass media
2. Identification of Mate selection criteria depicted in Mass media
3. Visiting counselling centres and understanding coping up strategies of problems
4. Familiarise with problems of elderly through case studies and institutional visits.

V SEMESTER

Course 14 -MARRIAGE, FAMILY AND CHILD WELFARE

Model Question Paper

Time: 3 hrs

Max Marks: 75

PART -A

Answer any FIVE questions. Each question carries 5 Marks.

(5x5=25Marks)

1. Elucidate the goals of marriage.
2. Write the factors to be considered while selecting a mate.
3. Enumerate the functions of a family.
4. State the family life stages.
5. Write about the role of father in child rearing
6. Describe the objectives of family welfare
7. Write about child abuse
8. Explain the reasons for divorce?

PART -B

Answer FIVE questions. Each question carries 10 Marks.

(5x10=50Marks)

9. a) Define marriage. Write the criteria for a successful marriage
(OR)
b) Discuss the advantages and disadvantages of arranged and self-choice marriage
10. a) Describe different adjustment in marriage.
(OR)
b) Write about the advantages and disadvantages of modern trends in family.
11. a) What is parenting? Write about different parenting styles and its influence on child's behaviour.
(OR)
b) What is meant by Planned Parenthood? Discuss the factors that influence planned Parenthood.
12. a) write about the concept and principles of child welfare programmes
(OR)
b) Elucidate different national and international child welfare programmes.
13. a) Describe the Hindu marriage act.
(OR)
c) Explain the need for family counselling centres and family court.

V SEMESTER
Course 15- TEXTILE & APPAREL DESIGN
Credits -3

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- About the Principles of design, elements, classification and its importance in textile design.

B) Understand and Use

- Different types of fibers and fabrics.

C) Critically explains, judge

- Analyze the structure of loom and classification of weaves.
- The estimation of designs suitable for dyeing and printing, dye paste requirement, and also estimation of suitability of material.

D) Working in out of prescribed areas under co-curricular activity

- Identify the types of weaves (Basic weaves and decorative weaves).

E) Practical skills

- Stitching of children, women garments and practicing of surface Ornamentation of the fabric

THEORY

UNIT - I: Introduction to Textile design,

Classification of methods by which design is obtained in fabrics

UNIT - II: Structural Design in fabrics-

- (a) Weaving: Basic weaves, Decorative weaves
- (b) Knitting, braiding, felting, bonding, crochet and tatting.

UNIT - III: Surface design on fabrics. Preparation of fabric for dyeing and printing

- a) Dyeing: i) classification of dyes. ii) mode of action and application for various fibers and fabrics.
- b) Printing: Block, Roller, Screen, Stencil, Tie and Dye and Batik.
- c) Finishes: Scouring, Bleaching, singeing, weighing, tentering, mercerising, starching, calendaring, embossing, moireing, napping, crepe effect.

UNIT - IV:

- a) Northern states: Kashmir, Punjab
- b) Southern states: Tamil Nadu, Kerala, Karnataka and Andhra Pradesh
- c) East: Assam, West Bengal d) West: Maharastra

UNIT V: Traditional Textiles- Dacca Muslin, Banarasi brocade, Chanderi, Bandhini, Patola, Pochampalli, Kalamkari

PRACTICAL

Credits -1

1. Preparation of material for stitching. 2. Recording of body measurements.
- a. Construction of A-line frock.
- b. Construction of Salwar and kameez
- c. Construction of House-coat. (optional)
- d. Construction of Sari blouse- Demonstration(optional)
- e. Construction and identification of various weaves
- f. Different methods of printing (Preparation of fabric samples)
 - i) Block
 - ii) Stencil
 - iii) Spray
 - iv) Vegetable
 - v) Fabric painting
 - vi) Tie and dye

REFERENCES:

1. Jwekar.M.D&Jwekar.V.B, (1962), "Easy Knitting Instruction", Ball Co, Bombay.
2. Mathew.M, (1979), "Practical clothing construction", Reliance Printers, Madras.
3. Greiser.H.E&Stroom.M.M, (1962), "Guide to modern clothing", Mc Graw Hill, New York.
4. Daniel.H, (1974), "Printing", Hawlin Publishers Ltd, London.

Co-curricular Activities:

- a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)

For Teacher: Training of students by teacher in laboratory and field for a total of 15 hours on visit to dyeing, printing and embroidery units etc. to demonstrate the process.

For Student:

1. Visiting nearby hand embroidery units and observing different traditional embroidery techniques.
2. Visiting nearby textile emporiums and observing the fabrics of different states.
3. Preparing/Making of Hand and Traditional embroidery samples.
4. Preparing/Making of Dyed, printed and painted textile samples.
5. Max marks for Field Work Report: 05.

Suggested Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

Suggested Co-Curricular Activities

1. Training of students in Dyeing, Painting and Printing various fabrics.
2. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
3. Drawing sketches, Paintings using various colour harmonies.
4. Video show and films on Interior design works and decoration of Interiors.
5. Preparation of resource files by collecting the history, process, application and typical designs of different states.
6. Invited lectures and presentations on related topics by Textiles experts

V SEMESTER
Course 15- TEXTILE & APPAREL DESIGN
Model Question Paper

Time: 3 Hrs.

Max. Marks: 75

Part – A

I. Answer any five of the following questions (5 X 5 = 25M)

1. What is Textile Design? Write about elements of design.
2. Classify weaves.
3. Write about block printing and screen printing.
4. Write about plain weave and its variations?
5. Write about jacquard weave and lappet weave?
6. What are the typical motifs and colors used for Dacca Muslins?
7. Briefly explain the process of Kalamkari of Andhra Pradesh?
8. Name the dyes preferred for cotton and silk fabrics.

Part – B

II. Answer any FIVE of the following. Each question carries 10 marks (10X5 = 50)

1. a) Explain in detail about process, application and typical designs of Bandini of Gujarat.

(OR)

- b) Explain in detail about process, application and typical designs of Kalamkari of Andhra Pradesh.

2. a) Write about the motifs, typical colors and fabrics used for antas of Bengal?

(OR)

- b) Write about motifs, typical colors and fabrics used for Kasuti of Karnataka.

3. a) Explain the preparation of fabric, printing paste and the method of Blockprinting. (OR)

- b) Explain in detail about preparation of fabric, preparation of printing paste and the method of Batik printing.

4. a) Explain the application of dyes for cotton fibers and fabrics.

(OR)

- b) Explain the application of dyes for silk fibers and fabrics.

5. a) Explain in detail about the significance of traditional embroideries and suggest measures to popularize them.

(OR)

- b) Explain in detail about the significance of traditional textiles of India and write about the measures taken by the Government to preserve and popularize them.

VI SEMESTER LONG TERM INTERNSHIP