

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**HOME SCIENCE**

**B.A. SEMESTER-III**

**Effective From June 2017-2018**

Sr. No.	COURSE TYPE	SUBJECT	T	P	Total credits	Contact Periods	MARKS EXT.	MARKS INT.
1	FC	COMPULSORY LANGUAGE ENGLISH/ GUJARATI/ HINDI	3	-	-	3	50	20
2	ID	ANY ONE COURSE (From University List)	3	-	-	3	50	20
<b>HOME SCIENCE- CORE COMPULSORY</b>								
3	CC- 5	FAMILY MEAL PLANNING - I	3	1	4	5	30	20
	CC- 6	ART AND CRAFT- I	3	1	4	5	30	20
	CC-7	FAMILY CLOTHING	3	1	4	5	30	20
<b>FAMILY AND COMMUNITY SCIENCE - CORE ELECTIVE</b>								
4	CE- 5	HUMAN DEVELOPMENT	3	1	4	5	30	20
	CE- 6	EXTENSION EDUCATION AND AUDIO-VISUAL AIDS	3	1	4	5	30	20
5	Extension Activity	<b>(Any one of the following)</b> NCC NSS PT SAPTADHARA	-	-	2	4 hours		

FC- Foundation Compulsory, ID – Interdisciplinary, CC- Core Compulsory,

CE – Core Elective

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**HOME SCIENCE**

**B.A. SEMESTER-IV**

**Effective From June 2017-2018**

Sr. No.	COURSE TYPE	SUBJECT	T	P	Total credits	Contact Periods	MARKS EXT.	MARKS INT.
1	FC	COMPULSORY LANGUAGE ENGLISH/ GUJARATI/ HINDI	3	-	-	3	50	20
2	ID	ANY ONE COURSE (From University List)	3	-	-	3	50	20
<b>HOME SCIENCE- CORE COMPULSORY</b>								
3	CC- 5	FAMILY MEAL PLANNING - II	3	1	4	5	30	20
	CC- 6	ART AND CRAFT- II	3	1	4	5	30	20
	CC-7	HOUSEHOLD AND TRADITIONAL TEXTILES	3	1	4	5	30	20
<b>FAMILY AND COMMUNITY SCIENCE - CORE ELECTIVE</b>								
4	CE- 7	FIRST AID AND HOME NURSING	3	1	4	5	30	20
	CE- 8	SOCIAL WELFARE AND COMMUNITY DEVELOPMENT	3	1	4	5	30	20
5	Extension Activity	<b>(Any One of Following)</b> NCC NSS PT SAPTADHARA	-	-	2	4 hours		

FC- Foundation Compulsory, ID – Inter Disciplinary, CC- Core Compulsory,

CE – Core Elective

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**S.Y.B.A SEMESTER- 3**

**HOME SCIENCE CC- 5**

**FAMILY MEAL PLANNING –1**

Effective From June- 2017-2018

Total credits- 04

Theory-3 Periods/week

External Theory - 30 Marks

Practical-2Periods/week

Practical-20-Marks

Internal 20 Marks

**FOCUS:-** This course focuses on meal planning for various age groups according to their nutritional needs.

**OBJECTIVES:-**

This course will enable the students to,

- 1 Understand the concept of an adequate diet and the importance of meal planning.
- 2 Know the factors affecting the nutritional needs during the life cycle and RDA for various age groups.
- 3 Gain knowledge about dietary management in common ailments of childhood.

**COURSE CONTENT**

**THEORY**

**UNIT – I Meal planning :-**

- 1:1 Definitions and importance
- 1:2 Principles and factors to be considered in meal planning
- 1:3 Process of meal planning
- 1:4 Classification of activities based on occupation and food adequacy for adults

**UNIT - II Planning balanced diet:-**

- 2:1 Use of food groups in planning balanced diet, factors affecting it
- 2:2 Planning meals for normal man and woman
- 2:3 Points to be considered while planning meals for normal man and woman

## **UNIT - III**

### 3:1 Nutrition during pregnancy :

- (i) Physiological changes
- (ii) Complications
- (iii) Nutritional requirement and meal planning
- (iv) Points to be considered while meal planning

### 3:2 Nutrition during lactation :

- (i) Nutritional requirement and meal planning
- (ii) Points to be considered while meal planning
- (iii) Nutritional composition of mother's milk and comparison with other animals' milk
- (iv) Factors affecting the composition and out of mother's milk –mother's diet, lactation period

### 3:3 Effects of malnutrition on nutritional status and methods to improve malnutrition

## **UNIT – IV**

### **(A) Nutrition during infancy:**

#### 4:1 Growth and development

#### 4:2 Nutritional requirement

#### 4:3 Breast feeding – meaning and importance of colostrum, advantages

#### 4:4 Weaning - meaning; introducing liquid, semi liquid and solid foods

- (a) points to be considered while introducing weaning foods

#### 4:5 Artificial feeding – circumstances under which it is to be given

- advantages and disadvantages of bottle feeding, care and sterilization of bottles, preparation of milk

#### 4:6 Supplementary feeding-different supplementary foods for infants

- (a) Points to be considered while introducing supplementary foods
- (b) Low cost supplementary foods developed In India

### **(B) Childhood infectitious diseases :-**

- (i) Cold, cough, fever
- (ii) Measles and mumps
- (iii) Diarrhoea. Vomiting, constipation
- (iv) Intestinal worms

## **PRACTICALS:-**

- (1) Calculation of nutrients present in different foods
- (2) Planning, preparing and calculating whole day's meal of-
  - (i) Sedentary worker(male / female)
  - (ii) Moderate worker(male / female)
  - (iii) Heavy worker(male / female)
  - (iv) Pregnant woman
  - (v) Lactating woman
- (3) Preparation of-
  - (i) Soya and peanut milk for infant
  - (ii) Different supplementary foods (two recipes)
- (4) A survey of different baby foods available in local market and study of their nutritive value.

## **MARKING SCHEME :**

Selection of dish :	02 marks
Preparation :	04 marks
Planning :	05 marks
Viva :	02 marks
Calculation :	02 marks
Journal	05 marks
<b>Total</b>	<b>20 marks</b>

## **REFERENCES :**

- 1 Mudambi Sumati R. and Rajagopal M.V. (1990) Fundamentals of Foods and Nutrition, New Delhi : Wiley, Eastern Ltd.
- 2 Raheena M. Begum (1989) A text book of Foods Nutrition and Dietetics, New Delhi:Wiley Eastern Ltd.
- 3 Srilakshmi B. (1990) Dietetics, New age international (P) Ltd. ,Wiely, Eastern Ltd.
- 4 Gopalan C.,Ramasastry B. and Balasubramanian S. (1993) Nutritive value of Indian foods,National Institute of Nutrition, Indian Council of Medical Research
- 5 Dr. Vrinda Singh, Meal Planning (Hindi version)

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**S.Y.B.A. SEMESTER- III**

**HOME SCIENCE- CC- 6**

**ART AND CRAFT-1**

Effective from 2017-2018

Total credits- 04

Theory- 3 Periods/week

External Theory - 30 Marks

Practical-2Periods/week

Practical-20-Marks

Internal

20 Marks

**FOCUS:** This is an introductory course on foundation of Art and Design. It deals with elements and principles of art and design in context of regional, traditional and contemporary art.

**OBJECTIVES:**

1. To understand the elements principles of design.
2. To promote group learning in study of art and craft.
3. To develop skill in creating designs and making art objects.
4. To appreciate art and craft.

**COURSE CONTENT**

**THEORY**

**UNIT-I**

- 1.1 Concept of Art, Craft and Design.

**UNIT-II**

- 2.1 Aims of Design

**UNIT-III**

- 3.1 Types Of Design - Definition, Meaning, Types and requirements of good design, Study of utility articles as structural and decorative designs.

**UNIT-IV** Elements of Art and Design.

- 4.1 Primary elements

- (a) Point- Definition, Characteristics

- (b) Line- (i) Definition, (ii) Characteristics, (iii) effects (iv) uses of line in architecture, interior, nature, etc. (v) types - Straight and curved, thin and thick,
- (c) Plane- Types
- (d) Volume- Types

#### 4.2 Secondary elements

- (a) Light
- (b) Space- Meaning, types.
- (c) Shape- Meaning, types.
- (d) Texture- Meaning, types-Transparent and opaque
- (e) Form
- (f) Color

#### **PRACTICALS:**

##### (1) Lines: –

- 1 Road signs and symbols
- 2 Facial expression
- 3 Conventional symbols
- 4 Mehandi with delicate lines- Horizontal, Vertical, Curved, Slanting etc.
- 5 Draw a design showing 3-D effect
- 6 Draw free-hand design showing rangoli patterns.
- 7 Complete the half design.
- 8 Nail and thread techniques, make a card.
- 9 Origami-Paper folding, Make a card for small children's birthday.

##### (2) space:-

- 1 Produce 2 designs on paper by using stencil and show positive and negative spaces and manipulate various parts of the stencil to create two/three new designs out of it.
- 2 Produce a design on paper by using a template which will be useful for making greeting cards, invitation cards. Overlap the motifs to create interesting spaces.

##### (3) Texture:-

- 1 Collage making
  - (a) Cloth activity

- (b) Wool activity
- (c) Paper activity
- 2 Collect samples of each of the following types of textures:- Transparent, Opaque, Translucent, Hard, Soft, Medium and Rough.
- 3 Describe the textures of the following materials : Glass, Velvet, Cactus, Icecream
- . (4) Shape:- Positive and Negative space

**MARKING SCHEME:-**

Q-1 Unit 1 to 2	07 marks
Q-2 Unit 3 to 4	07 marks
Class work	02 marks
Journal	04 marks
<b>Total</b>	<b>20 marks</b>

**REFERENCES:-**

- 1 Anna Hong Rutt, Home Furnishing (Unit I,II,III,IV)
- 2 Collingwood R.G., The Principles of Art, Oxford Univ. Press, London.(Unit-IV)
- 3 Craig and Rush, Homes with Character ( Unit I,II,III,IV)
- 4 Donald Anderson, Elements of Design (Unit-I,II)
- 5 Faulkner And Faulkner, Inside Today's Home (Unit I,II,III,IV)
- 6 Garreston Frouz, Theory and Practice of Color, Studio Vista Publishers, London.(Unit-II)
- 7 Goldstein and Goldstein, Art In Everyday Life, McMillan Co. Ltd. (Unit-I,II,III,IV)
- 8 Grames M., The Art of Color and Design, McGraw Hill Co., New York (Unit- I,II,III,IV)



**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**S.Y.B.A. SEMESTER- III**

**HOME SCIENCE-CC-7**

**FAMILY CLOTHING**

Effective from June 2017-2018

Total credits- 04

Theory- 3 Periods/week

Practical-2Periods/week

External Theory - 30 Marks

Practical-20-Marks

Internal 20 Marks

**OBJECTIVES:-** To make the students learn about:-

- (1) Principles of pattern making and cutting.
- (2) Selection of proper clothing.
- (3) Different types of embellishment.
- (4) Taking care and storage of clothes made from different types of fabrics.

**COURSE CONTENT:-**

**THEORY**

**UNIT- I** General principles of Pattern Cutting.

- 1:1 Pattern making- Drafting, Flat pattern, Draping.
- 1:2 Tools and equipments used for pattern making.
- 1:3 Marking on professional pattern.
- 1:4 Precautions while making the pattern.
- 1:5 Use of paper pattern.
- 1:6 Transferring the pattern marking to the fabric.
- 1:7 Different materials used for patterns.
- 1:8 Necessity and advantages of pattern making.
- 1:9 Types of pattern

## **UNIT- II**

- 2:1 Points to be considered while buying clothes- budget, age, complexion, Season, residence, occasion, fashion etc.
- 2:2 Buying readymade garments- Guide to judge good workmanship in readymade garments- Types of fabric, cutting, stitching, finishing, comfort, hems, fitting, pockets, fastening, plackets, yokes, collars etc.
- 2:3 (i) Advantages and disadvantages of readymade, tailor made and home made garments.  
(ii) Comparison between readymade, tailor made and home made garments.

## **UNIT- III**

- 3:1 Apparel Embellishment
  - (i) Structural Embellishment
  - (ii) Functional Embellishment
  - (iii) Aesthetic Embellishment

## **UNIT- IV**

- 4:1 Renovation and mending of clothes
  - (i) Patch:- Plain, printed, checks and lining.
  - (ii) Darning.
- 4:2 Care and storage of clothes made from various fabrics.

## **PRACTICALS:-**

- 1 Taking correct body measurement for different types of garments, taking measurement from stitched garments, average measurement
- 2 Make samples:-
  - (i) Finishing Necklines- 'U' shape, 'V' shape, square and sweetheart using bias binding, bias facing and shaped facing
  - (ii) Plackets (Any four)
  - (iii) Yokes (Any four)
  - (iv) Sample of smocking.
- 3 Construction of children's garments:-
  - 1 Zabla
  - 2 Baby frock
  - 3 Baba suit

**MARKING SCHEME:-**

Q 1	Two samples from practical no. 2	04 marks
Q 2	Stitching any one garment	06 marks
	Class work	06 marks
	Journal	04 marks
	<b>Total</b>	<b>20 marks</b>

**REFERENCES:-**

- 1 Reena Bhatia & Charu Arora- Introduction to Clothing and Textiles.
- 2 Neelima, Fashion and Textile Design, Sonali publications, 2009, New Delhi- 110002
- 3 Pramila Varma- Vastra vigyaan evam paridhan
- 4 Raul Jewel- Encyclopaedia of dress making
- 5 Jacob Anna Thomas, The Art of Sewing, UBS Publishers and Distributors Ltd., New Delhi, 1993.
- 6 Veena Samani, Hina Sanvat, Malini Pathak, Dress Designing, Pravin Pustak Bhandar, Rajkot (Gujarati)

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**B.A. SEMESTER - III**

**FAMILY AND COMMUNITY SCIENCE – CE - 5**

**HUMAN DEVELOPMENT**

Effective from June 2017-2018

Total credits- 04

Theory- 3 Periods/week

External Theory - 30 Marks

Practical-2Periods/week

Practical-20-Marks

Internal 20 Marks

**OBJECTIVES:-**

- 1 To learn about mother care before and after birth of child.
- 2 To develop understanding regarding developmental tasks of child at various stages of development.
- 3 To understand role of adult to promote child development.

**COURSE CONTENT:-**

**THEORY**

**UNIT- I**

- 1:1 Human Reproductive system : Male and Female :- Structures and functions of the reproductive organs, structure of ovum and sperm, menstrual cycle.
- 1:2 Bases of human development :- Chromosomes, genes, heredity – meaning and its interrelation, sex determination.

**UNIT – II**

- 2:1 Antenatal/prenatal development of foetus :- Fertilization, Implantation, Intrauterine development and growth of foetus, (Basic information)
- 2:2 Diagnosis of pregnancy and medical examination of pregnant woman.
- 2:3 Antenatal care of mother

**UNIT - III**

- 3:1 Normal delivery : Basic information about stages of labour.
- 3:2 Care during delivery, immediate care of foetus and mother after child birth.
- 3:3 Normal puerperium and its management in brief.

## UNIT - IV

- 4:1 Infancy : Signs of health neonate, Care of neonate and infant
- 4:2 Premature baby and its management.
- 4:3 Vaccination : Importance and schedule
- 4:4 Family planning : Its importance and methods

## PRACTICALS

- (1) Study of female reproductive organs using models and charts etc.
- (2) Study of male reproductive organs using models and charts etc.
- (3) Measurement of body temperature.
- (4) Measurement of pulse rate and respiratory rate.
- (5) Demonstration of use of Sphygmomanometer- manual or digital.
- (6) Determination of Body Mass Index (BMI)
- (7) Visit to maternity home.

## MARKING SCHEME

1 To measure Body temperature/ Pulse rate/Respiratory rate, viva	06 marks
2 To demonstrate use of sphygmomanometer/To determine BMI	05 marks
3 Identify and describe pointed parts.-specimen no. 1 to 4	04 marks
Journal	05 marks
<b>Total</b>	<b>20 marks</b>

## REFERENCES:-

- 1 Text book of Human Physiology – C.C.Chattarji
- 2 Child development - Elizabeth Hurlock
- 3 Infancy and childhood development and its contexts - Newman & Newman  
John, Wiley
- 4 Manavsharir Karyavignyan tatha prathmik Sutikashastra (Gujarati) - Dilip  
P.Mehta
- 5 A Text book of Obstetrics - V.I.Bodyazhina, Mir Publication, Moscow
- 6 Where There is No Doctor : A health care handbook by David Werner -  
(Gujarati version by Dr. Kiran Shinglot, Locost Vadodara
- 7 Essentials of Medical Physiology - K.Sembulingam,Prema Sembulingam,  
Jaypee Brothers MedicalPublisher (P) Ltd

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**B.A. SEMESTER - III**

**FAMILY AND COMMUNITY SCIENCE – CE - 6**

**EXTENSION EDUCATION AND AUDIO-VISUAL AIDS**

Effective from June 2017-2018

Total credits- 04

Theory- 3 Periods/week

External Theory - 30 Marks

Practical-2 Periods/week

Practical-20-Marks

Internal

20 Marks

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

- (1) Understand the basic information about Extension Education.
- (2) To develop their abilities in selecting, preparing and using various graphic aids and Audio-visual aids.

**COURSE CONTENT**

**THEORY**

**UNIT- I** Introduction to Extension Education.

- 1:1 Definitions of Extension Education.
- 1:2 Meaning of Extension Education.
- 1:3 Scope of Extension Education.
- 1:4 Objectives of Extension Education.
  - (i) Educational objectives.
  - (ii) Materialistic objectives.
  - (iii) Social objectives.
  - (iv) Communal objectives.
  - (v) Cultural objectives.
- 1:5 Characteristics of Extension Education.
- 1:6 Philosophy of Extension Education.

**UNIT- II** Principles of Extension Education.

**UNIT- III** Extension teaching.

- 3:1 The goal of Extension teaching.
- 3:2 Steps involved in Extension Teaching.

#### **UNIT- IV** Audio-visual aids, their selection and uses in extension work.

- 4:1 Definition and meaning of audio-visual aids.
- 4:2 Classification of audio-visual aids.
- 4:3 Edgar Dale's "Cone of experience"
- 4:4 General principles of selection of audio-visual aids.

#### **PRACTICALS**

Students will prepare following graphic aids on the basis of the principles of graphic aid making.

- 1 Poster – Prepare poster to spread awareness among people on social issues. (Only one)
- 2 Charts – Prepare following charts for non-formal education
  - (i) Simple chart
  - (ii) Tree chart
  - (iii) Organization chart
  - (iv) Pictorial chart
- 3 Flash cards – Make flash cards on any theme related to health education.
- 4 Flannel graph
- 5 Rod Puppet

#### **MARKING SCHEME:-**

Q-1 Preparation teaching aid-from practical no. 1 and 2	05 (Th-2+pr-3)
Q-1 Preparation teaching aid-from practical no. 3,4 and 5	05 (Th-2+pr-3)
Class work	06
Journal	04
<b>Total</b>	<b>20 marks</b>

#### **REFERENCES:-**

- 1 G.L.Ray, "Extension communication and Management. 4th edition, 1999. Naya prokash, Calcutta, India.
- 2 S.K.Waghmare, "Teaching Extension Education, 1980, Prashant publishers.
- 3 S.V.Supe, "Extension Education",R.Singh science Publishers, Nagpur,1973.
- 4 Prof. Dhiraj Dhakan , Visataran na mool siddhanto, Kanak. D.Dhakan,Pankaj Society, Jamnagar.
- 5 Geeta Pushp Shaw, "Prasaar Siksha" Vinod Pustakmandir,Agra-2.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**S.Y.B.A. SEMESTER- IV**

**HOME SCIENCE- CC- 08**

**FAMILY MEAL PLANNING - II**

Effective from June 2017-2018

Total credits- 04

Theory-3 Periods/week

External Theory - 30 Marks

Practical-2Periods/week

Practical-20-Marks

Internal 20 Marks

**FOCUS:-** This course throws focus on dietary management and concept and dimensions of health

**OBJECTIVES:-**

This course will enable the students to,

- 1 Understand the concept of an adequate diet and the importance of meal planning.
- 2 Know the factors affecting the nutritional needs during the life cycle and RDA for various age groups.
- 3 Gain knowledge about dietary management in specific conditions.

**COURSE CONTENT**

**THEORY**

**UNIT – I Health**

1:1 Concept of health

1:2 Dimensions of health (physical, mental, social, spiritual, emotional, and vocational)

**UNIT – II**

2:1 Nutrition for pre-school children

(i) Growth and development

(ii) Nutritional requirements

(iii) Nutrition related problems such as PEM, dental carries, anemia, obesity.

(iv) Importance of balanced diet



## 2:2 Nutrition for school going children

- (i) Growth and development
- (ii) Nutritional requirements
- (iii) Meal planning for school child and planning for packed lunch.
- (iv) Food choice and eating habits.
- (v) Importance of balanced diet.

## **UNIT – III**

### 3.1 Nutrition for adolescent boys and girls.

- (i) Growth and development
- (ii) Nutritional requirements
- (iii) Meal planning
- (iv) Nutritional problems such as obesity, eating disorders, predisposition to osteoporosis, anaemia, under nutrition.

### 3.2 Nutrition for industrial workers

- (i) Nutritional requirements
- (ii) Causes of malnutrition
- (iii) Measures for improving malnutrition

## **UNIT –IV**

### 4.1 Nutrition for athletes

- (i) Nutritional requirements
- (ii) Meal composition and effects of tea, coffee and alcohol on athletic performance.
- (iii) Meal planning for athletes

### 4.2 Nutrition during old age

- (i) Physical changes
- (ii) Nutritional needs
- (iii) Nutritional problems such as osteoporosis, obesity, neurological disfunctions, anemia, malnutrition, constipation

### 4.3 Nutrition in specific conditions

- (i) Obesity – definition, etiology, symptoms, risk factors and dietary treatment
- (ii) Under weight - definition, etiology, symptoms, risk factors and dietary treatment

## **PRACTICALS**

- (1) Calculation of nutrients present in different foods
- (2) Planning, preparing and calculating whole day's meal of-
  - 1 Pre-school children (1 to 3 and 4 to 6 years)
  - 2 School going children (6 to 9 and 10 to 12 years)
  - 3 Adolescent boys and girls
  - 4 Obese person
  - 5 Under weight person
  - 6 Industrial worker
  - 7 Old age person
  - 8 Athlete

## **MARKING SCHEME :**

Selection of dish	02 marks
Preparation	04 marks
Planning	05 marks
Viva	02 marks
Calculation	02 marks
Journal	05 marks
<b>Total</b>	<b>20 marks</b>

## **REFERENCES**

- 1 Mudambi Sumati R. and Rajagopal M.V. (1990) Fundamentals of Foods and Nutrition, New Delhi : Wiley, Eastern Ltd.
- 2 Raheena M. Begum (1989) A text book of Foods Nutrition and Dietetics, New Delhi:Wiley Eastern Ltd.
- 3 Srilakshmi B.(1990) Dietetics, New age international (P) Ltd.,Wiely, Eastern Ltd.
- 4 Gopalan C.,Ramasastri B. and Balasubramanian S. (1993) Nutritive value of Indian foods, National Institute of Nutrition, Indian Council of Medical Research
- 5 Dr. Vrinda Singh, Meal Planning (Hindi version)

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**S.Y.B.A. SEMESTER- IV**

**HOME SCIENCE- CC- 9**

**ART AND CRAFT- II**

Effective from June 2017-2018

Total credits- 04

Theory-3 Periods/week

External Theory - 30 Marks

Practical-2Periods/week

Practical-20-Marks

Internal 20 Marks

**FOCUS:** This is an introductory course on foundation of Art and Design. It deals with elements and principles of art and design in context of regional, traditional and contemporary art.

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**OBJECTIVES:**

- 1 To understand the elements principles of design.
- 2 To promote group learning in study of art and craft.
- 3 To develop skill in creating designs and making art objects.
- 4 To appreciate art and craft.

**Unit-I**

1:1 Colour

- (i) Classification of colour-Primary, Secondary, Intermediate, Tertiary and Quaternary
- (ii) Qualities of colour-Hue, Value, Intensity.
- (iii) Colour Schemes- Related and Unrelated

**UNIT-II**

2:1 Principles of Design- Harmony

- (i) Definition, Aspects of Harmony,
- (ii) Types-Repetition, Contrast, Transition, Harmonious lines and shapes.

- (iii) Application to painting, to design, to hanging curtains, to arrangements, to interiors, Harmonious sizes.
- (iv) Harmony of textures, Harmony of ideas, Application to exterior and interior design.

### **UNIT-III Principles of Design-**

#### **3:1 Proportion-**

- (i) Definition, Aspects of Proportion
- (ii) Space relationships: the Greek Oblong how to divide a space-Lines which apparently alter proportions , application to Exterior and Interior Design, Scale or consistence sizes.

#### **3:2 Balance-**

- (i) Definition-How to balance objects-
- (ii) Types, Formal and Informal balance, in pictorial composition- Application to decorative designs, to exterior design, to advertising, to interior design.

### **UNIT-IV Principles of Design-**

#### **4:1 Emphasis-**

- (i) Definition, Simplicity-a factor in emphasis what to emphasize subordination and standard for backgrounds how to emphasize, Grouping, use of colour contrast.
- (ii) Surface patterns, of plain space, unusual lines and colours.- how much to emphasize, application to displays, To advertising and to interiors, Where to emphasize- Centre of Interest.

#### **4:2 Rhythm-**

- (i) Definition-How to gain Rhythm -Through Progression of sizes, continuous line movement, and Repetition,
- (ii) Application of rhythm to exterior and interior design, to displays and advertisement

## **PRACTICALS:-**

### 1 Colour :-

- 1 Prepare colour wheel with any medium.-water colour, Poster colour, Oil paint, Paper, Cloth, or on computer
- 2 Development of various tints and shades of the same hue using any medium or on computer.
- 3 Colour schemes - related and unrelated
- 4 Collect samples of locally available flowers, leaves, trees, birds, grass, butterflies, flowerbeds, landscape, cards, sun rise and set etc. Describe colour schemes with variety of tints and shades and different moods (emotional aspect ).

### 2 Proportion

- 1 Enlargement, reduction and completion of design
- 2 Concept of space division through gift wrapping with gift paper.
- 3 Using proportion of 2:3 make flower arrangement-Stick flower vase and Draw and colour flower arrangement

### 3 Rhythm

- 1 Draw any five design motifs. Observe and describe different types of rhythm in each motif.
- 2 Collect any three designs from different states and describe rhythm seen In it

### 4 Harmony

- 1 Lettering-Practice various fonts using gel pens, Calligraphy and stencils like Round, Chancery, Old English, etc.(any 2)
- 2 Expressive and decorative lettering
- 3 Make colour harmony in flower arrangement, gift packing, painting, rangoli, etc.
- 4 Make journal covers using lettering, subject name, class, roll no., exam no. and Art Elements and Principles

### 5 Balance

- 1 Collect samples of dress designs/ furnishings where types of balance are used.
- 2 Decorate any one motif with colours and materials of your choice. Briefly

describe psychological impact of formal and informal balance as visible to you in completed motif.

**MARKING SCHEME:-**

Q1	From practical 1 to 2	07 marks
Q2	From practical 3 to 5	07 marks
	Class work (5 journal covers)	02 marks
	Journal	04 marks
	<b>Total</b>	<b>20 marks</b>

**REFERENCES:-**

- 1 Anna Hong Rutt, Home Furnishing (Unit I,II,III,IV)
- 2 Collingwood R.G, The Principles of Art, Oxford Univ. Press, London(Unit-IV)
- 3 Craig and Rush, Homes with Character ( Unit I,II,III,IV)
- 4 Donald Anderson, Elements of Design (Unit-I,II)
- 5 Faulkner And Faulkner, Inside Today's Home (Unit I,II,III,IV)
- 6 Garreston Frouz, Theory and Practice of Color, Studio Vista Publishers, London.(Unit-II)
- 7 Goldstein and Goldstein, Art In Everyday Life, McMillan Co. Ltd.(Unit-I,II,III,IV)
- 8 Grames M., The Art of Color and Design, McGraw Hill Co., New York(Unit-I,II,III,IV)

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**S. Y. B.A. SEMESTER - IV**

**HOME SCIENCE- CC-10**

**HOUSEHOLD & TRADITIONAL TEXTILES**

Effective from June 2017-2018

Total credits- 04

Theory-3 Periods/week

External Theory - 30 Marks

Practical-2 Periods/week

Practical-20-Marks

Internal

20 Marks

**FOCUS:-** This course throws focus on the importance of household textiles and their selection and care. Also impart knowledge about our Traditional textiles.

**COURSE CONTENT**

**THEORY**

Introduction to Household textiles with relation to selection regarding texture, design, colour, Size, use, suitability, durability and care of the fabric

**UNIT-1**

1:1 Table linen- Table cloth and table cloth guard, place mats, runners, table napkins

1:2 Towels- Manufacturing process, weaves design and sizes of different types of towels - Turkish towel, bath towel, beach towel, hand and face towel, kitchen towel, dish towel.

**UNIT- II**

2:1 Bed linen - Types and sizes -Bed sheets, bed spreads, bed covers,

2:2 Pillows and pillow covers

2:3 Blankets - Types and materials used.

2:4 Quilts – History, types, materials and tools used.

**Unit- III** curtains and draperies

3:1 Selection of curtains and draperies

### 3:2 Types of curtains and draperies

#### **UNIT- IV-** Traditional textiles of India

##### 4:1 Dyed and printed textiles of India

- 1 Kalamkari
- 2 Patola and Sambalpore sarees
- 3 Tie and dye of Gujarat and Rajasthan
- 4 Pochampalli and Telia rumal of Andhra Pradesh.
- 5 Ikats

##### 4:2 Woven textiles of India

- 1 Brocades
- 2 Shawls of Kashmir
- 3 Muslins of Bengal
- 4 Chanderis and Baluchar Butedar
- 5 Paithani and Pitambar

#### **PRACTICALS:-**

- 1 Application of embroidery:- on any one garment or any household article.
- 2 Make quilted sample:- shoulder bag or any household article.
- 3 Make one curtain sample.
- 4 Make crochet sample:- any one.
- 5 Knitting samples:- 4 basic stitches, 4 decorative stitches.

#### **MARKING SCHEME:-**

Q 1 (From Practical- 1, 2 & 3)	06 marks
Q 2 (From Practical- 4 & 5)	05 marks
Journal	04 marks
Class work	05 marks
<b>Total</b>	<b>20 marks</b>

#### **REFERENCES:-**

- 1 Varma Pramila, vastra vigyan evam Paridhan
- 2 Dr. Bela Bhargava, Vastra vigyan evam dhulai kala, University Book House Pvt. Ltd., Jaipur



- 3 G.P. Sheri, Vastra vigyan ke mool siddhant, Aggrawal Publishers, Agra
- 4 Brinda sinh, Vastra vigyan ke mool siddhant, Panchsheel prakashan, Jaipur
- 5 Dr. Bimlesh Kumari, Vastra vigyan evam dhulai, Discovery Publishing House, New Delhi.
- 6 Geeta Pushp Shaw and Joyce Sheela shaw, vyavaharik vastra vigyan, Vinod Pustak Mandir, Agra

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**B.A. SEMESTER – IV**

**FAMILY AND COMMUNITY SCIENCE – CE-07**

**FIRST AID AND HOME NURSING**

Effective From June 2017-2018

**OBJECTIVES :**

- 1 To learn about the process of first aid.
- 2 To learn and create awareness about home nursing.

**COURSE CONTENT:-**

**THEORY**

**UNIT - I**

1:1 Introduction of First aid :-

Definition, Aims and scopes, Main principles, Characteristics of first aider  
Rules of first aid

1:2 First aid box :

- (1) Necessary points for preparing first aid box
- (2) Equipment – contents used in first aid box and their uses

1:3 Very brief information about anatomy and physiological process of human being.

**UNIT - II**

2:1 Dressing and Bandages :

- (1) Dressing : Definition, uses, types
- (2) Bandages: Definition, types and their uses.

2:2 Artificial respiration : Definition, Methods

- (1) Asphyxia / suffocation / breathing stop: causes, signs and symptoms and first-aid.
- (2) First aid in specific kinds of asphyxia-Drowning, hanging, poisonous gases, Electric shock-stroke.

2:3 Wounds and Bleeding :

- (1) Types, signs and symptoms of external and internal bleeding and their first aid.

### **UNIT -III**

3:1 Causes, Types, Signs and symptoms and first aid of following specific problems :

- (1) Fracture, Sprain of joints.
- (2) Burns and Scalds.
- (3) Insensibility (unconsciousness)
- (4) Heart attack.
- (5) Poisoning.

3.2 First aid of miscellaneous conditions :

- (1) Foreign bodies in the eye, ear, nose, throat and stomach.
- (2) Animal bites-Dog, Snake.
- (3) Frost bite
- (4) Diarrhoea

### **UNIT - IV**

4:1 Home-nursing :

Definition, care- management of bed ridden patient.

### **PRACTICALS**

- 1 Study of equipments - contents used in first aid.
- 2 Methods of artificial respiration. (Demonstration)
  - (i) Mouth to mouth ventilation method.
  - (ii) External chest compression method (Shefer method)
  - (iii) Holger nelson method
  - (iv) Sylvester method
- 3 Stop bleeding and dressing of wound.(Demonstration)
- 4 Application of Triangular bandages :
  - (i) Open, broad, narrow and triangular bandages.
  - (ii) Reef knot -Ring pad
  - (iii) Slings
  - (iv) Bandages for fore head, elbow, hand, knee and foot.

- 5 Application of Roller bandages :
  - (i) Methods of applying roller bandages : simple spiral, reverse spiral, figure of eight, spica.
  - (ii) Bandaging for the hand, elbow, lower arm, upper arm, fingers, finger tips, thumb, leg, knee, Ankle, skull.
- 6 Study of various methods of transporting and handing the injured persons. (Demonstration)
- 7 Bed making of a patient. (Demonstration)

**MARKING SCHEME:-**

1 Identify and mention uses.(4 samples of equipments-contents used in first aid)	06 marks
2 Do as directed :	05 marks
1 Methods of artificial respiration (Demonstration)	
2 Stop bleeding and dressing of wound (Demonstration)	
3 Method of transporting and handling the injured persons (Demonstration)	
4 Bed making of patient	
3 Bandaging	05 marks
Journal	04 marks
<b>Total</b>	<b>20 marks</b>

**REFERENCES :**

- 1 American Red Cross-Family health and Home-nursing
- 2 British Red Cross – Practical first aid
- 3 Manual of first aid(Gujarati) The authorized manual of St. John Ambulance Association, Published by Red cross Road, New Delhi.
- 4 Human physiology by C .C. Chatterjee.
- 5 Where There is no Doctor; a health care handbook (Gujarati version) by Dr. Kiran Shinglot. Locost, Vadodara.

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**B.A SEMESTER – IV**

**FAMILY AND COMMUNITY SCIENCE- CE - 8**

**SOCIAL WELFARE AND COMMUNITY DEVELOPMENT**

Effective From June 2017-2018

**OBJECTIVES:-**

- 1 To develop an understanding of the meaning, goals and programme of community development.
- 2 To develop the meaning, concept of social welfare.
- 3 Develop understanding about the various social welfare organizations contributing to the perspectives of social work in India.
- 4 To develop their abilities in using various audio –visual aids.

**COURSE CONTENT:-**

**THEORY**

**UNIT- I Community development programme.**

- 1:1 Analysis of term 'Community Development'.
- 1:2 Definitions of community development.
- 1:3 Essential elements of community development.
- 1:4 Aims of community development.
- 1:5 Types of community development programme.

**UNIT- II Process of community development.**

**UNIT- III Organization set-up of community development programme.**

**UNIT- IV Social welfare.**

- 4:1 Meaning and definitions of social welfare.
- 4:2 Concept of social welfare.
- 4:3 Early Welfare organizations.
  - (1) Brahmo samaj
  - (2) Prarthana samaj.
  - (3) Ramkrishan mission.
  - (4) Theosophical society.
- 4:4 Recent Welfare organizations
  - (1) Central Welfare Board.

- (2) Bharat Sevak Samaj.
- (3) All India Women's Conference.
- (4) State Welfare Board.
- (5) Council for advancement of People Action and Rural Technology.  
(CAPART)
- (6) Khadi Village Industries Corporation. (KVIC)
- (7) Taluka Panchayat.
- (8) District Panchayat.

4:5 International Welfare organizations working in India.

- (1) WHO.
- (2) UNESCO.
- (3) UNICEF
- (4) FAO.
- (5) Rockfeller Foundation.
- (6) Ford Foundation.

### **PRACTICALS:-**

1 Uses of following Audio-Visual aids-

- (1) Laptop - ppt
- (2) Internet
- (3) Computer
- (4) LCD Projector.
- (5) Digital camera.
- (6) Overhead Projector.
- (7) DVD

### **MARKING SCHEME:-**

Q 1	One Practical (from practical 1 to 3)	07 marks	(Th.-3,Pr.-4)
Q 2	One Practical (from practical 4 to 7)	06 marks	(Th.-3, Pr.-3)
	Journal	04 marks	
	Class Work	03 marks	
	<b>Total</b>	<b>20 marks</b>	

### **REFERENCES:-**

1 Dilip Agrawal, "Samajkarya evam Jankalyan" Prizam books,(India), Jaipur.

- 2 O.P.Dhama,O.P.Bhatnagar; Education and communication for development , second edition,Oxford & IBH publishing co. pvt.ltd, New Delhi. 2007.
- 3 Chaudhary; D.P. Introduction to social work. Atmaram & sons, Delhi,1976.
- 4 Chaudhary D.P. Hand book of Social welfare. Atmaram & sons, Delhi,1976.
- 5 Avani.V.Thakar,Gramya vikas mate vistaran sikshan Pravin pustak bhandar, Rajkot.
- 6 Batra,Nitin (2004) Dynamics of social work in India, Jaipur, Raj Publishing House
- 7 Bhattacharya, Integrated Approach to social work in India, Jaipur, Raj Publishing House.

Journals-

- 1 Social Welfare, Central social welfare Board, New Delhi
- 2 The Journal of family welfare.  
The Family Planning Association of India, Bombay.