



पंडित दीनदयाल उपाध्याय शेखावाटी  
विश्वविद्यालय सीकर

**SYLLABUS**

**B.A. PART-II**

**EXAMINATION-2024**

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### 13. Home Science

Syllabus : B.A. Part-II

**Examination Scheme :**

- Each Theory paper will contain nine questions having three questions from each unit. Candidates are required to attempt five questions in all selecting at least one question from each unit. Each question will be of 10 marks.

**BA Home Science Part II**

Paper	Subjects	Duration of exam	Maximum marks	Minimum marks	No. of hrs/wk
Theory Paper III	Human Development	3hrs	50	18	4
Practical III	Human Development	3hrs	50	18	2
Theory Paper IV	Textiles and Clothing	3hrs	50	18	4
Practical IV	Textiles and Clothing	3hrs	50	18	2
		<b>Total</b>	<b>200</b>	<b>72</b>	<b>12</b>

**B.A. PART-II**

**HUMAN DEVELOPMENT (THEORY PAPER III)**

**Maximum Marks: 50**

**Minimum marks: 18**

**Teaching workload: 4 hrs /week**

**Total teaching workload: 96**

Human Development and Family Studies is concerned with the study of the human lifespan from conception and onwards. In this program students would study various stages of life; prenatal, infancy childhood, adolescence, adulthood and ageing. There is a special reference to ECCE, developmental disorders, family relationships and its dynamics. This program covers the biological and environmental, psychological and social factors that are understood to explain patterns of human behavior over the lifespan.

The program helps in understanding how people develop throughout their lives, and how Heredity and Environment can influence possibilities for individuals. This is important and useful knowledge for everyone.

Basic knowledge of Human Development is an important background for those wishing to go into professions such as social work, nursing and teaching. There is a need for more research in the context of family and lifespan development in our country, and we are looking for students

with vision and innovative ideas to join us in innovative studies when they reach postgraduate level.

**Objectives:-**

1. To acquaint the student with the scope and foundation of human development.
2. To understand development through different life span stages.
3. To learn regarding the significant developmental tasks of each stage.

Contents	Hours
<b>UNIT I</b>	
• Definition and scope of Human Development as a field of study.	6
• Principles of development	4
• Role of Heredity and environment and learning and maturation in development.	4
• Factors affecting development.	6
<b>UNIT II</b>	
<b>Development from conception to adolescence:</b>	
• Physical development	6
• Motor development	5
• Socio-emotional development	8
• Language and cognitive development	8
<b>UNIT III</b>	
• Importance and objectives of early childhood education; impact of deprivation and early stimulation	8
• Definitions, functions and types of families; changing roles and challenges faced by Indian Families	8
• Understanding differently abled children; definitions, meaning and classification	10
• Major development tasks, achievements and problems of adulthood and aging. Need for care and support for aging individuals.	10
<b>References :</b>	
1. Santrock JW (2007). Lifespan Development. Tata – McGrawHill. New Delhi. 3 <sup>rd</sup> Ed.	
2. Bee H (1995). The developing child. Harper Collins College Publisher.	
3. Berk L (2006). Child development. Allyn & Bacon. New York.	
4. Cole M and Cole SR (1996). The Development of Children. W.H. Freeman and Company.	
5. Rice F (1992). Human Development: A Life Span Approach. Prentice Hall.	
6. Rice FP. Marriage and Parenthood. Allyn and Bacon Inc. Toronto.	
7. Vidhya Bhushan and Sachdeva (2000). Introduction to Sociology.	
<b>HUMAN DEVELOPMENT – PRACTICAL III</b>	
<b>Maximum marks: 50</b>	

<b>Minimum marks: 18</b>	
<b>Teaching workload: 1 practical/ week (2 hours/ practical)</b>	
<b>Total teaching workload: 24 practicals/ batch</b>	
<b>Learning Outcomes</b> Students will gain insight into the growth patterns, developmental characteristics and activities of children in a practical situation. They will also learn to understand significant issues related to adolescents, adults and ageing people.	
<b>Objectives :</b> 1. Students will gain insight into the growth patterns, developmental characteristics and activities of children in a practical situation. 2. They will also learn to understand significant issues related to adolescents, adults and ageing people.	
<b>Contents</b>	<b>Hours</b>
1. Anthropometric measurement of children from birth to 6 years. Plotting and interpretation of data as per WHO norms.	4
2. Interviewing mothers of young infants regarding breast feeding schedules, supplementary foods and weaning practices.	3
3. Organizing and conducting play and creative activities of children in a nursery school.	3
4. Preparation and conduction of various activities to enhance overall development of children: physical, motor, language, cognitive, social and emotional.	4
5. Focus group discussion with adolescents to understand their aspirations, educational and career choices.	3
6. Market survey of story books and toys for children. Assessment of the above in terms of quality, cost, durability, safety, attractiveness and developmental appropriateness.	2
7. Preparation of a brief questionnaire to identify the problems faced by adults and aging people in communities. Report the information as individual case profile.	3
8. Preparation of a scrap book on relevant issues of human development.	2
<b>Examination scheme :</b>	
1. <b>Major problem - 20 Marks</b> Planning and preparation of various activities to enhance overall development. Preparation of interview schedule of feeding for interviewing's mothers of infants. Organizing and conducting play.	
2. <b>Minor Problem – 10 Marks</b> FGD Preparation of a brief questionnaire to identify problems of ageing peoples. Plotting of graph on the basis of anthropometric measurements of children from 02-06 years and its interpretations	
3. <b>Internal – 20 Marks</b>	

**TEXTILES & CLOTHING (THEORY PAPER IV)**  
**Maximum Marks: 50**  
**Minimum Marks: 18**  
**Teaching workload: 4 hrs /week**  
**Total teaching workload: 96 hours/year**

**Learning outcome:**  
 After completing the course the student will possess the basic knowledge of different processes involved from the raw material to the finished textiles, along with the properties and use which will further help them in the selection of clothes. Knowledge of technical textiles helps in broadening their vision as usage of textiles is not only limited to apparel wear. The course helps the students in selection of apparel for themselves and others. With the backing of knowledge of design principles and elements, a base is prepared for the subject and arouses the interest to further pursue in the area. The students also become aware of the rich traditional heritage of Indian textiles.  
 After finishing the course the students will have the basic knowledge in the area of textiles and clothing and will be able to identify her own specialization in the field

- Objectives:**  
 The course will lead to :
1. Acquaint students with basic knowledge of textiles and clothing.
  2. Familiarize the students to make purchase decisions in selection of clothing.
  3. Update the students with the recent innovations in the field.
  4. Impart knowledge regarding traditional textiles and embroideries of India

Contents	Hours
<b>Unit – I</b>	
<b>Textile Study</b>	
1. Fiber <ul style="list-style-type: none"> <li>• Classification</li> <li>• Properties and their importance to the consumer with special reference to the care.</li> <li>• Natural Fibers               <ol style="list-style-type: none"> <li>(a) Cotton</li> <li>(b) Wool</li> <li>(c) Silk</li> <li>(d) Jute</li> </ol> </li> <li>• Manmade Fibers               <ol style="list-style-type: none"> <li>(a) Polyester</li> <li>(b) Polyamide</li> <li>(c) Rayon</li> </ol> </li> </ul>	15
2. Yarn <ul style="list-style-type: none"> <li>• Simple Yarn</li> <li>• Novelty yarn</li> </ul>	3



8. Climate, occasion, occupation, fashion, figure 9. Clothing for people with special needs: maternity and lactation, old age and physically challenged. 10. Selection of readymade garments <ul style="list-style-type: none"> <li>• Appearance- Size, design, line and colours,</li> <li>• Fabric- Durability, ease of care</li> <li>• Workmanship- Cutting, sewing and finishing</li> <li>• Cost &amp; Fitting</li> </ul> 11. Labelling <ul style="list-style-type: none"> <li>• Textile fiber symbols</li> <li>• Care labelling symbols</li> </ul> 12. Care and storage of <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Silk</li> <li>• Wool</li> </ul>	
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**Unit – III****Designing & Traditional Textiles**

13. Elements of design –Line, form, colour and texture.	15
14. Principle of design – Proportion, Harmony, Balance and Emphasis	
15. Traditional textile <ul style="list-style-type: none"> <li>• Woven: Brocade</li> <li>• Printed ; Sanganer, Bagru, Kalamkari</li> <li>• Dyed ;Bandhani,Patola</li> <li>• Embroidered ;Kasuti, Kantha, Phulkari, Chikankari, Kutch</li> </ul>	15

**References :**

1. Susheela Dhantiyagi "Fundamentals of Textiles and their care" Orient Longman Ltd. 4<sup>th</sup> edition 1983 Reprinted 1994
2. Shrivastave. K.N and Gupta.M "Paramparagat Bhartiya Vastra" Hindi Granth Academy, 2011
3. Bela Bhargava (2003) "Vastra Vigyan avam dhulai kriya" University Book House Jaipur
4. Joseph, M. L. (1988), Essentials of Textiles, 5th edition, Holt Rinehart and Winston, New York.
5. Ruby Jain (2006). "Basic Stitching Processes" CBH Publications

**TEXTILES AND CLOTHING (PRACTICAL IV)****Maximum marks: 50****Minimum marks: 18****Teaching workload: 1 practical/ week (2 hours/ practical)****Total teaching workload: 24 practical/ batch**

**Course Outcome:** The beneficiary of the course will be equipped to differentiate between different types of fabrics. They will be able to master the art of garment construction as they will have hands on experience in all basic seams, finishing of edges in form of hems and curves and fullness techniques. They will also be able to do surface ornamentation with embroidery and tie and dye.

**Objectives**

**Contents**

**Hours**

**Textiles**

Make a Scrap book of the following

1. Fiber samples
  - Cotton fiber from - (Muslin, 2x2 Rubia , 2x1 poplin, Khadi)
  - Silk fiber from -(Georgette, Chiffon, Crepe, Tussar, Mulberry,)
  - Wool fiber from - Felt (wool)
  - Jute fibre from Gunny Bags & Ropes
  - Nylon fibre from Plastic Cord
  - Polyester fibre from Sewing Thread
  - Rayon fibre from Artificial Silk Dupatta
2. Yarn : Ply, textured and metallic yarn
3. Fabric Samples: Woven, Knitted and Non woven - Felt (wool)
4. Collection of care labels washing, ironing, dry-cleaning, bleaching
5. Fiber symbols (cotton, wool, silk)
6. Technical textiles : Bandages & Scotch Brite

5

10

**Clothing**

7. Clothing techniques (sample of each)
  - Simple stitches – hemming and tacking
  - Seam – plain, French and run and fell
  - Dart – straight and curve
  - Tucks – Pin tucks
  - Pleat – knife, box
  - Gathers – simple gathers
  - Finishing of curve – piping and facing
  - Placket opening – continuous wrap & two piece placket
  - ix Garment construction - 'A' line frock with any sleeve and Collar
  - x Embroider the frock using few basic stitches
8. Tie & dye prepare two sample through any 2 techniques
9. Product design – construction of any one product
  - Two cushion covers
  - Shoulder Bag with any fastener
  - Pouch with zip

3

6

**Examination scheme**

**Major problem – 20marks**

**Construct any one garment**



Drafting and cutting of a garment -  
Stitching and finishing of a garment -

**Minor Problem - 10 marks**

Identification of textile yarn / fabrics -

Tie and dye one sample using two colours and two different techniques / two samples of any clothing techniques -

**Internal - 20 marks**

