

2018-19 8  
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## गृहविज्ञान

### प्रश्न पत्र – प्रारूप : बी.ए.

गृहविज्ञान विषय के प्रश्न पत्र प्रारूप/पैटर्न एवं अंक विभाजन के अन्तर्गत स्नातक विषय के सैद्धान्तिक प्रश्न पत्र को A व B दो खण्डों में विभाजित किया गया है। पूर्णांक का विभाजन दो खण्डों में किया गया है। प्रथम खण्ड A 40% अंक, द्वितीय खण्ड B 60% अंक दिये गये हैं। पूर्णांक 50 हैं, जिसमें 20 अंक प्रथम खण्ड, 30 अंक द्वितीय खण्ड के लिये निर्धारित किये गये हैं। जो निम्न प्रकार है:-

1. प्रथम :- प्रश्न पत्र A खण्ड में 6 लघुत्तरात्मक प्रश्न दिये जाने हैं, जिनमें से किन्हीं 5 प्रश्नों के उत्तर देने हैं। प्रत्येक प्रश्न 4 अंक का होगा एवं जिसकी अधिकतम उत्तर सीमा 75 शब्द होगी।
2. द्वितीय :- प्रश्न पत्र B खण्ड, जोकि (निबंधात्मक/विस्तृत उत्तर) प्रकार का होगा, जिसमें पाठ्यक्रम के तीनों इकाइयों में 6 प्रश्न आन्तरिक विकल्प/अथवा में, दिये गये होंगे अर्थात् प्रत्येक इकाई से 2-2 प्रश्न दिये जाने हैं। जिसमें से 1-1 प्रश्न करते हुए, कुल 3 प्रश्न करने होंगे। प्रत्येक प्रश्न 10 अंक का होगा।

  
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## 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	3
Practical III	Human Development	3hrs	50	18	2
Theory Paper IV	Textiles and Clothing	3hrs	50	18	3
Practical IV	Textiles and Clothing	3hrs	50	18	2
		<b>Total</b>	<b>200</b>	<b>72</b>	<b>10</b>

## B.A. PART-II

### HUMAN DEVELOPMENT (THEORY PAPER III)

Maximum Marks: 50

Minimum marks: 18

Teaching workload: 3 hrs /week

Total teaching workload: 72 hours/year

#### Objectives:-

- To acquaint the student with the scope and foundation of human development.
- To understand development through different life span stages.
- 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	2

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of study.	
• Principles of development	3
• Role of Heredity and environment and learning and maturation in development.	3
• Factors affecting development.	3

#### UNIT II

##### Development from conception to adolescence:

• Physical development	7
• Motor development	7
• Socio-emotional development	8
• Language and cognitive development	8

#### UNIT III

• Importance and objectives of early childhood education; impact of deprivation and early stimulation	7
• Definitions, functions and types of families; changing roles and challenges faced by Indian families	8
• Understanding differently abled children; definitions, meaning and classification	8
• Major development tasks, achievements and problems of adulthood and aging. Need for care and support for aging individuals.	8

#### References :

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.

#### HUMAN DEVELOPMENT – PRACTICAL III

Maximum marks: 50

Minimum marks: 18

Teaching workload: 2 practicals/ week (2 hours/ practical)

Total teaching workload: 24 practicals/ batch

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<b>Objectives :</b>	
<ol style="list-style-type: none"> <li>1. Students will gain insight into the growth patterns, developmental characteristics and activities of children in a practical situation.</li> <li>2. They will also learn to understand significant issues related to adolescents, adults and ageing people.</li> </ol>	
<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>	
<b>Total Marks: 50 marks</b> <ol style="list-style-type: none"> <li>1. <b>Major problem -25 Marks</b> Preparation and conducting of various activities to enhance overall development. Interviewing mothers of infants. Organizing and conducting play.</li> <li>2. <b>Minor Problem – 15 Marks</b> FGD Preparation of toys , book , poems, questionnaire , Anthropometric measurements</li> <li>3. <b>Internal – 10 Marks</b></li> </ol>	
<b>TEXTILES &amp; CLOTHING (THEORY PAPER IV )</b>	
<b>Maximum Marks: 50</b> <b>Minimum Marks: 18</b> <b>Teaching workload: 3 hrs /week</b> <b>Total teaching workload: 72 hours/year</b>	
<b>Objectives:</b>	
The course will lead to:	
<ol style="list-style-type: none"> <li>1. Acquaint students with basic knowledge of textiles and clothing.</li> <li>2. Familiarize the students to make purchase decisions in selection of clothing.</li> <li>3. Update the students with the recent innovations in the field.</li> <li>4. Impart knowledge regarding traditional textiles and embroideries of India</li> </ol>	

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Contents	Hours
<b>Unit – I</b>	
<b>Textile Study</b>	
<b>1. Fiber</b> <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 <ul style="list-style-type: none"> <li>(a) Cotton</li> <li>(b) Wool</li> <li>(c) Silk</li> <li>(d) Jute</li> </ul> </li> <li>• Manmade Fibers <ul style="list-style-type: none"> <li>(a) Polyester</li> <li>(b) Polyamide</li> <li>(c) Rayon</li> </ul> </li> </ul>	10
<b>2. Yarn</b> <ul style="list-style-type: none"> <li>• Simple Yarn</li> <li>• Novelty yarn</li> <li>• Textured yarn</li> </ul>	2
<b>3. Fabric : Different construction methods :</b> <ul style="list-style-type: none"> <li>• Weaving <ul style="list-style-type: none"> <li>• Parts of loom</li> <li>• Steps in weaving</li> <li>• Types of weaves: Plain Twill Satin</li> </ul> </li> <li>• Knitting</li> <li>• Felting</li> <li>• Lacing</li> <li>• Braiding</li> </ul>	8
<b>4. Finishing</b> <ul style="list-style-type: none"> <li>• <b>Basic Finishes</b> <ul style="list-style-type: none"> <li>• Bleaching</li> <li>• Sizing</li> <li>• Desizing</li> <li>• Singeing</li> <li>• Tentering</li> </ul> </li> <li>• <b>Functional finishes</b> <ul style="list-style-type: none"> <li>• Wash and wear</li> </ul> </li> </ul>	7

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<ul style="list-style-type: none"> <li>• Mercerising</li> <li>• Sanoforizing</li> <li>• Flame retardant</li> <li>• Water resistant</li> <li>• Moth proofing</li> </ul>	3
5. Dyeing and Printing <ul style="list-style-type: none"> <li>• Classification of dyes               <ol style="list-style-type: none"> <li>Natural</li> <li>Synthetic</li> </ol> </li> <li>• Classification of printing               <ol style="list-style-type: none"> <li>Direct</li> <li>Resist</li> <li>Discharge</li> </ol> </li> </ul>	2
6. Technical textiles <ul style="list-style-type: none"> <li>• Categories and use in daily life               <ol style="list-style-type: none"> <li>Mobiltech</li> <li>Agrotech</li> <li>Geotech</li> <li>Meditech</li> <li>Protech</li> </ol> </li> </ul>	
<b>Unit – II</b> <b>Apparel Selection and Care</b>	
7. Selection of suitable fabrics and garments for different ages – infants, toddlers, pre- school children, school going children, adolescents	15
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>	3

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12. Care and storage of <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Silk</li> <li>• Wool</li> </ul>	2
<b>Unit – III</b>	
<b>Designing &amp; Traditional Textiles</b>	
13. Elements of design –Line, form, colour and texture.	10
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>	10
<b>References:</b>	
<ol style="list-style-type: none"> <li>1. Susheela Dhantiyagi "Fundamentals of Textiles and their care"Orient Longman Ltd.4<sup>th</sup> edition 1983 Reprinted1994</li> <li>2. Shrivastave. K.N and Gupta.M "Paramparagat Bhartiya Vastra" Hindi Granth Academy, 2011</li> <li>3. Bela Bhargava (2003)" Vastra Vigyan avam dhulai kriya" University Book House Jaipur</li> <li>4. Joseph, M. L. (1988), Essentials of Textiles, 5th edition, Holt Rinehart andWinston, New York.</li> <li>5. Ruby Jain (2006). "Basic Stitching Processes" CBH Publications</li> </ol>	
<b>TEXTILES AND CLOTHING (PRACTICAL IV )</b>	
<b>Maximum marks: 50</b>	
<b>Minimum marks: 18</b>	
<b>Teaching workload: 2 practical/ week (2 hours/ practical)</b>	
<b>Total teaching workload: 24 practical/ batch</b>	
<b>Contents</b>	<b>Hours</b>
<b>Textiles</b> Make a Scrap book of the following <ol style="list-style-type: none"> <li>1. Fiber samples <ul style="list-style-type: none"> <li>• Cotton fiber from - (Muslin, 2x2 Rubia , 2x1 poplin, Khadi)</li> <li>• Silk fiber from -(Georgette, Chiffon, Crepe, Tussar, Mulberry,)</li> <li>• Wool fiber from - Felt (wool)</li> <li>• Jute fibre from Gunny Bags &amp; Ropes</li> <li>• Nylon fibre from Plastic Cord</li> <li>• Polyester fibre from Sewing Thread</li> <li>• Rayon fibre from Artificial Silk Dupatta</li> </ul> </li> <li>2. Yarn : Ply, textured and metallic yarn</li> </ol>	5

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