



**Maharaja Surajmal Brij University**  
**Bharatpur (Rajasthan)**  
**Syllabus For Home Science**  
**Under Graduate Programme in Social Science**  
**( III & IV Semester)**  
**Academic Session 2024-25**

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सहायक कुलसचिव

## Structure of Four Year's Bachelor of Arts (Home Science)

Programme Code	UG9101	Programme Faculty	Arts	Programme Name	Four Year Bachelor of Arts (Home-Science)
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Eligibility / Pre-requisite of the Programme-12<sup>th</sup> Class from CBSE or Rajasthan Board or recognised Board

Degree Name -Four Year Bachelor of Arts (Home- Science)


Entry and Exit Policy

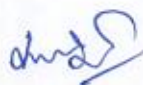
### SEMESTER-III

Course Code	Course Title	Course Type	L	T	P	Credit
HSC-10T-301	Human Development Theory	Discipline Centric Core (Major)	4	0	0	4
HSC-10P-302	Human Development Practical	Discipline Centric Core (Major)	0	0	2	2
Total Credit						6

### SEMESTER-IV

Course Code	Course Title	Course Type	L	T	P	Credit
HSC-10T-401	Textiles & Clothing Theory	Discipline Centric Core (Major)	4	0	0	4
HSC-10P-402	Textiles & Clothing Practical	Discipline Centric Core (Major)	0	0	2	2
Total Credit						6

  
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**Programme Faculty – Arts**  
**Programme Name- Four Year Bachelor of Arts (Home- Science)**

**SEMESTER – III**  
**CORE COURSE III**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC-10T-301	Human Development Theory	6	4
HSC-10P-302	Human Development Practical	6	2
Type of Course		Delivery Type of the Course	
Major		Theory- Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours Practical- Laboratory work and field visits.	
Objectives of the Course (Theory)	<ul style="list-style-type: none"> <li>• To make aware about different stages of life span with specific characteristics and challenges.</li> <li>• To make understanding about the need of individual at every stage of development.</li> </ul>		
Objectives of the Course (Practical)	<ul style="list-style-type: none"> <li>• To create clearing understanding of reflexes in child and their importance.</li> <li>• To develop skill for developmentally appropriate activates and material for child.</li> </ul>		

**HSC-10T-301 Human Development**

Theory Credit -4

60 Hours

Max. Marks: 20+80 marks

Min. Pass Marks: 8+32 marks

**UNIT-I: Prenatal Development**

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- (i) Meaning of life span development and Principle of Growth and Development.
- (ii) Conception and development during pre-natal stage.

**UNIT-II: Infancy and Childhood years**

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- (i) Infancy- Reflexes, Development tasks.
- (ii) Childhood Years- (Early, Middle and Late Childhood)  
Developmental tasks, Importance of early childhood years (Physical, Motor, Mental, Social, Emotional, Moral and language learning experiences).

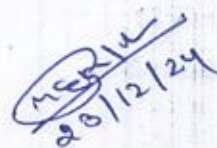
**UNIT-III: Adolescence**

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- (i) Development task and characteristics.

  
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- (ii) Challenges, problems and its management in adolescence.

**UNIT-IV: Adulthood and Aging**

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- (i) Adulthood- Development tasks and how to overcome the problems of this stage.  
(ii) Aging- Development tasks and the management of problems regarding ageing.

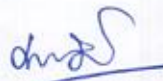
**Suggested books and reference including links to e-resources –**

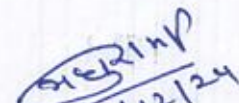
- Narang D; Chabra N & Koradia K (2010). Adolescent girls: awareness rights and reproductive health, Pointer publishers, Jaipur
- Moorjani J; Narang D & Manika (2009). Bal Vikas Ka Manovigyan, Shri Kavita Prakashan, Jaipur
- Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.
- Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
- Freiberg, K. L. (1992). Human Development: A Life Span Approach. Jones and Bartlett Publishers, London.
- Papalia, D.E., Olds, S.W. and Feldman, R.D. (2004). Human Development (9th Ed). Tata McGraw- Hill Publishing Company Ltd. New Delhi.
- Berk, L.E. (2004). Development through the Lifespan (3rd Ed). Pearson Education, Inc. New Delhi.
- Bhatt, N. (2007). Human Development- A Lifespan Perspective. Aavishkar Publishers. Jaipur
- Rice, F.P. (1992). Human Development: A Lifespan Approach. Prentice Hall, New Jersey
- Shaffer, D.R. and Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence (7th Ed). Thompson Wadsworth. Australia
- Saraswathi, T.S. (2003). Cross-Cultural perspectives in Human Development: Theory, Research and Applications. Sage Publications. New Delhi:

**Learning Outcome of the Course –**

- The student will be able to understand the different developments throughout the lifespan.
- The student will be able to predict developmental milestones or delays across life span.
- The student will be able to apply developmental psychology principles to daily life throughout the lifespan.

  
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SEMESTER – III

**HSC-10P-302 Human Development**

Practical Credit -2

30 Practicals (2 hours each)

Max. Marks: 10+40 marks

Min. Pass Marks: 4+16 marks

1. Identifying the main reflexes of new born and infant. 3
  - Babinski reflex.
  - Grasp reflex.
  - Sucking reflex.
  - Swimming reflex.
  - Moro reflex.
  - Blink reflex.
  
2. Organizing and conducting various activities to enhance overall development of children in Nursery School/Anganwadi. 15
  - Physical and motor.
  - Creative.
  - Language
  - Mental.
  - Social.
  - Emotional,
  - Moral.
  
3. Visit to Preschool/Anganwadi/ day care centres/ NGOs working for women, children and elderly (Any three). 10
  
4. Prepare a report of the visit.
  - **Scheme of Examination –**
    - **Total Marks:** 50 marks
    - **Major:** Planning and execution of any developmental learning material for children of different age groups– 25 marks
    - **Minor - I:** Draw any two reflexes and explain/ prepare a performa for Visit to
      - Preschool/Anganwadi/ day care centres/ NGOs working for women, children and elderly: 15 marks
    - **Midterm - 10 marks**

**Suggested books and reference including links to e-resources –**

- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.

  
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- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: TataMcGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. NewDelhi: Orient BlackSwan.
- <https://www.egyankosh.ac.in/bitstream/123456789/20744/1/Unit-2.pdf>
- [https://nios.ac.in/media/documents/376\\_ECCE\\_PDF/Book1/8\\_Stages\\_of\\_Child\\_Development\\_Prenatal\\_and\\_Birth\\_to\\_Three\\_Years.pdf](https://nios.ac.in/media/documents/376_ECCE_PDF/Book1/8_Stages_of_Child_Development_Prenatal_and_Birth_to_Three_Years.pdf)

**Learning Outcome of the Course –**

- The student will be able to identify early detection of any abnormality through reflexes observation.
- The student will be able to plan prepare and conduct educational learning material for children and community.
- The student will be capable of assisting nursery schools and day care centres.



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**SEMESTER – IV**  
**CORE COURSE IV**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC-10T-401	Textiles & Clothing Theory	6	4
HSC-10P-402	Textiles & Clothing Practical	6	2
Type of Course		Delivery Type of the Course	
Major		Theory- Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours Practical- Laboratory work and field visits.	
Objectives of the Course (Theory)	<ul style="list-style-type: none"> <li>• Acquaint students with basic knowledge of textiles and clothing.</li> <li>• Familiarize the students to make purchase decisions in selection of clothing.</li> <li>• Update the students with the recent innovations in the field.</li> <li>• Impart knowledge regarding traditional textiles and embroideries of India.</li> </ul>		
Objectives of the Course (Practical)	<ul style="list-style-type: none"> <li>• To develop a deep understanding of various textile fibers, yarns, fabrics, care techniques, and technical textiles.</li> <li>• To Master fundamental clothing techniques encompassing stitching, seams, pleats, and finishes for garment creation.</li> <li>• To Acquire proficiency in drafting child's bodice blocks, sleeves, and constructing 'A' line frocks with varied design elements.</li> <li>• To Explore embroidery basics and tie &amp; dye techniques to enhance garments creatively.</li> <li>• To Apply product design principles to craft functional and stylish items like cushion covers, a shoulder bag, and a zippered pouch.</li> </ul>		

**HSC-10T-401 Textiles & Clothing Theory**

Theory Credit -4

60 Hours

Max. Marks: 20+80 marks


Min. Pass Marks: 8+32 marks

UNIT-I: Textile Study

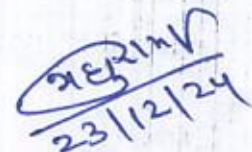
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➤ Fiber

- Classification
- Properties and their importance to the consumer with special reference to the care.
- Natural Fibers
  - (a) Cotton
  - (b) Wool
  - (c) Silk
  - (d) Jute
- Manmade Fibers
  - (a) Polyester
  - (b) Polyamide: Nylon,

  
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(c) Rayon

➤ **Yarn**

- Simple Yarn
- Novelty yarn
- Textured yarn

**UNIT-II: Fabric:**

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➤ **Different construction methods.**

- Weaving
- Parts of loom
- Steps in weaving
- Types of weaves: (a) Plain (b) Twill (c) Satin
- Knitting
- Felting
- Lacing
- Braiding

➤ **Sustainable textiles**

- Environmental Impact of Textile Production
- Eco-friendly Fabric Options
- Recycling and Upcycling in Textile Industry
- Ethical Labor Practices in Textile Manufacturing
- Innovations in Sustainable Textile Technologies

**UNIT-III: Apparel Finishing**

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**Finishing:**

**Basic Finishes**


- Bleaching
- Sizing
- Desizing
- Singeing
- Tentering

**Functional finishes**

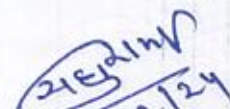
- Wash and wear
- Mercerising
- Sanoforizing
- Flame retardant
- Water resistant
- Moth proofing

**Dyeing and Printing:**

- Classification of dyes
  - i. Natural

  
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- ii. Synthetic
- Classification of printing
  - i Direct
  - ii Resist
  - iii Discharge

**UNIT-IV: Apparel Selection and Care**

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- Selection of suitable fabrics and garments for different ages — infants, toddlers, pre-school children, school going children, adolescents
- Climate, occasion, occupation, fashion, figure
- Clothing for people with special needs: maternity and lactation, old age and physically challenged.
- Selection of readymade garments
  - i. Appearance— Size, design, line and colours,
  - ii. Fabric- Durability, ease of care
  - iii. Workmanship- Cutting, sewing and finishing
  - iv. Cost & Fitting
- Labelling
  - i Textile fiber symbols
  - ii Care labelling symbols
- Care and storage of
  - i Cotton
  - ii Silk
  - iii Wool

**Suggested books and reference including links to e-resources –**

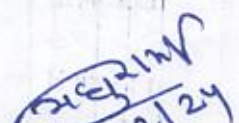
- Susheela Dhantiyagi "Fundamentals of Textiles and their care" Orient Longman Ltd. 4 edition 1983 Reprinted 1994
- Shrivastave, K.N and Gupta.M "Paramparagat Bhartiya Vastra" Hindi Granth Academy 2011
- Bela Bhargava (2003) "Vastra Vigyan avam dhulai kriya" University Book House Jaipur
- Joseph, M.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

**Learning Outcome of the Course –**

- Understanding of the complete textile process from raw materials to finished textiles
- Knowledge of textile properties and their applications aiding in clothing selection
- Awareness of technical textiles, broadening perspectives beyond apparel wear
- Ability to select apparel for oneself and others based on gained knowledge

  
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- Grasp of design principles and elements as a foundation, fostering interest in the subject
- Exposure to the rich traditional heritage of Indian textiles
- Attainment of basic knowledge in textiles and clothing
- Capability to identify and specialize in a specific area within the field

## SEMESTER – IV

### HSC-10P-402 Textiles & Clothing


Practical Credit -2

Max. Marks: 10 + 40 marks

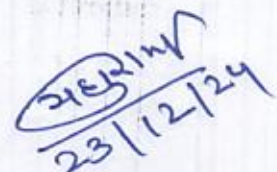
30 Practicals (2 hours each)

Min. Pass Marks: 4 + 16 marks

1. Make a Scrap book of the following 4 Practical
  - Fiber samples
    - i. Cotton fiber from - (Muslin, 2x2 Rubia , 2xl poplin, Khadi)
    - ii. Silk fiber from- (Georgette, Chiffon, Crepe, Tussar, Mulberry,)
    - iii. Wool fiber from - Felt (wool)
    - iv. Jute fibre from -Gunny Bags & Ropes
    - v. Nylon fibre from -Plastic Cord
    - vi. Polyester fibre from -Sewing Thread
    - vii. Rayon fibre from -Artificial Silk Dupatta
  - Yarn: Ply, textured and metallic yarn
  - Fabric Samples: Woven, Knitted and Non-woven - Felt (wool)
  - Collection of care labels washing, ironing, dry-cleaning, bleaching
  - Fiber symbols (cotton, wool, silk)
  - Technical textiles: Bandages & Scotch Brite
2. Clothing techniques (sample of each) 12 Practical
  - 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
3. Drafting of Childs Bodice block with sleeve block 2 Practical
4. Garment construction - 'A' line frock with any sleeve and Collar 6 Practical
5. Embroider the frock using few basic stitches 2 Practical

  
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6. Tie & dye prepare two sample through any 2 techniques

2 Practical

7. Product design — construction of any one product

2 Practical

- Two cushion covers
- Shoulder Bag with any fastener
- Pouch with zip

**Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)**

2. Major problem – 25marks

Construct any one garment Drafting and cutting of a garment - Stitching and finishing of a garment –

3. Minor Problem – 15 marks

Identification of textile yarn / fabrics – Tie and dye one sample using two colours and two different techniques / two samples of any clothing techniques

- Midterm- 10 marks

**Suggested books and reference including links to e-resources –**

4. Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)
5. Cream, Penelope.,(1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York ,
6. Dorothy wood, the practical encyclopaedia of sewing, Anneess publishing Ltd, London.
7. Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP.
8. Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York. LOCF: HOME SCIENCE 36
9. Kallal, Mary Jo, (1985), Clothing Construction, Mc Millan Publishing Company, New York.
10. Norma Hollen, Jane Saddler, Anna L. Langford & Sara, J.,(1988) Textiles 6th ed., Macmillan Publication, New York.
11. Readers, Digest, Complete Guide to Sewing, The Reader's Digest Associations (Canada) Ltd. Montreal, Pleasantville, New York.
12. Thomas, A, (1986), the Art of Sewing UBSPD Publishers Distributors Ltd. New Delhi

**Learning Outcome of the Course –**

- Proficient understanding of various fibers, yarns, fabrics, and technical textiles through comprehensive samples and collections.
- Mastery in diverse clothing techniques showcasing expertise in stitching, seams, pleats, and finishing methods.
- Competence in drafting a child's bodice block with sleeves and constructing an 'A' line frock with collars, sleeves, and embroidery.

  
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- Proficiency in tie & dye techniques demonstrated through two unique samples and the construction of distinct products like cushion covers, bags, and pouches.
- Holistic skill development in textile materials, garment construction, design techniques, and product creation for versatile applications in the industry.



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