



University of Rajasthan Jaipur

SYLLABUS

B.Sc. (HOME SCIENCE)

PART-II

Examination-2023

Rg/Tas
Dy. Registrar (Acad.)
University of Rajasthan
JAIPUR

B.SC HOME SCIENCE – PART II

SCHEME OF EXAMINATION

The number of papers and the maximum marks for each paper together with the maximum marks required for a pass course are shown in the scheme of examination against each subject separately. It will be necessary for a candidate to pass in theory as well as practical part of a subject paper, wherever prescribed, separately. Classification of successful candidates shall be as follows:

First Division 60% of the aggregate marks prescribed in honors and subsidiary subjects of Pt.I, Pt.II and Pt.III examination taken together.

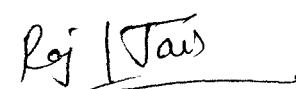

Second Division 48% of the aggregate marks prescribed in honors and subsidiary subjects of Pt.I, Pt.II and Pt.III examination taken together.

The theory examination paper will consist of three parts:

1. **Part I** – will comprise of 10 very short answer questions of 2 marks each. The answer to each question must be within the limit of 20-40 words.
2. **Part II** - will comprise of 5 short answer questions of 4 marks each. The answer to each question must be within the limit of 50-60 words.
3. **Part III** - will comprise of 6 long answer questions (essay type) of 20 marks each with internal choice in each question. Candidate will need to attempt only 3 questions.

Scheme for B.Sc. Home Science Part II

Paper	Subjects	Duration of Exam	Max Marks	Min Marks	No. of Hr/wk Th	No. of Hr/wk Pr
V	Apparel Technology (Theory)VI	3 hrs	100	36	4	2
	Apparel Construction (Practical)VI	3 hrs	75	27		
VI	Teaching And Learning In Extension (Theory)VII	3 hrs	100	36	4	2
	Teaching And Learning In Extension (Practical)VII	3 hrs	50	18		
VII	Life Span Development (Theory)VIII	3 hrs	100	36	4	2
	Human Development (Practical)VIII	3 hrs	50	18		
I	Nutritional Biochemistry (Theory)IX	3 hrs	100	36	4	2
	Nutritional Biochemistry (Practical)IX	3 hrs	50	18		
X	Interior Space Design (Theory)X	3 hrs	100	36	4	2
	Interior space design(Practical)X	3 hrs	50	18		
		Total	775	279	20+	10=30


 Dy. Registrar
 (Academic)


B.SC. HOME SCIENCE PART II

APPAREL TECHNOLOGY (THEORY VI)

Max Marks: - 100 marks

Teaching workload: 4 hours/week

Total teaching workload: 96 hours/year

Objectives :

1. To teach students about evolution and socio psycho aspects of clothing
2. To educate about selection of clothing
3. To familiarize the students with the garment production .

UNIT-I

Hours

1.	Importance of clothing	3
2.	Social and psychological aspects of clothing <ul style="list-style-type: none"> • Functions of clothing • Theories of clothing • Clothing in relation to status, culture and rituals • Individuality and conformity • Conspicuous consumption 	10
3.	Evolution of clothing in Indian context <ul style="list-style-type: none"> • Sources of evidence for the study of historic costumes • Timeline of clothing of draped style of early civilization till stitched style of 21st century. 	8

UNIT-II

4.	Selection of suitable fabrics and garments for <ul style="list-style-type: none"> • Age – 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. 	20
5.	Selection of readymade garments <ul style="list-style-type: none"> • Appearance– Size, design, line and colours, • Fabric- Durability, ease of care • Workmanship- Cutting, sewing and finishing • Cost & Fitting 	15
6.	Production in apparel industry <ul style="list-style-type: none"> • Fusing & pre folding machines • Cutting & spreading – marker types and calculation • Spreading process and equipments • Types of cutting machines • Ticketing and bundling – purpose and types 	15

UNIT-III

7.	Quality specification system for garment manufacture	12
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	<ul style="list-style-type: none"> • Quality in raw material • Quality in process production • Quality in final garment 	
8.	Computer application / automation in garment manufacturing	10
9.	Merchandising and Retailing <ul style="list-style-type: none"> • Career in merchandising • Future of merchandising • Interior display • Window display • Meaning and importance of Retailing • Types of retail organisations – Speciality stores, Departmental stores. Franchise retailing, shopping malls etc. 	18

References :

1. Doongaji S. & Deshpande R.: Basic Processes & clothing Construction.
2. Kefgan & Phyllis T. Individuality in clothing, Specht & Mac Million Publication.
3. Mabel D.E. & A.K.: Clothing for Moderns, 3rd edition, New York: Mac Million.
4. Tate & Glisson(1961): Family Clothing, New York, John Wiley.
5. Amita . A. Stamper , Sue Humphervis Stamp. (1986) . Evaluating Appareal Quality . Fairchild , New York.
6. Armstrong J. , Pattern making for fashion design (4th edition) , Pearson education
7. Thompson & Rea (1947) , The clothing for Children , John Wiley and sons , Inc. . New York.
8. Vatsala R. , Textbook & clothing (2003) , ICAR (Indian Council of Agricultural Research)
9. Frings . Gini , Stephens , Fashion – Concept of Consumer . Prentice Hall International . New Jersey.
10. Marilyn J. Horn., The second Skin (3rd edition) . Houghton Mifflin Company, London
11. Marshall G.S, Jackson O. H, Stanley M. S. (2012). Individuality in Clothing Selection and Personal Appearance , Prentice Hall , New Jersey.
12. Stone , Elaine and Samples , Jean., A Fashion Merchandising , McGraw Hill Book Company.

APPAREL CONSTRUCTION (PRACTICAL - VI)

Max Marks: - 75 marks

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

Total teaching workload: 24 practicals/batch

Objectives:

1. To equip students with basics of sewing
2. To instruct them to learn about children and women clothing

Contents:

		Practical
1.	Taking body measurements for different types of garments.	1
2.	Introduction to sewing machine and sewing kit	
3.	Hand stitches <ul style="list-style-type: none"> • Functional : Temporary , Permanent , basting , hemming , running , back stitch • Plain seam and finishes 	7

<ul style="list-style-type: none"> Enclosed seam :- Run & fell , French seam Fasteners :- Hook with eye, shank button, loop & button Plackets :- Even hem , continuous wrap . two piece placket Edge finishing : - shaped facing , bias facing & bindings Disposal of fullness :- pin tucks , simple gathers , pleats - knife , box 	2
Construction of Childs and Adult Bodice block with sleeve block	10
Drafting & Construction of Garments Children - 'A' line frock with variations in sleeve and collar / gathered frock with variations in sleeve and collar.	
<ul style="list-style-type: none"> Women - Saree blouse and petticoat./ Kurta with salwar or churidar 	4
Visit to garment production unit.	
Examination Scheme	
Internal – 20 Marks	
Major Problem – 23 Marks (Drafting, Stitching and Finishing)	
Minor Problem – 7 Marks (Sample)	
TEACHING AND LEARNING IN EXTENSION (THEORY VII)	
Max Marks: - 100 marks	
Teaching workload: 4 hours/week	
Total teaching workload: 96 hours/year	
NIT- I	Classes
Concept of Learning, Elements & Principles involved in Learning	6
Types of learning	2
Effective learning situation	3
Adult learning – Concepts, objectives, Principles and Characteristics of Adult Learners	8
Extension teaching - Concept , Definition, Steps and Factors Effecting Teaching	8
Motivation- Concept, Types and Principles/techniques of Motivating people in extension. Maslaw theory of motivation	6
NIT- II	
Teaching methods in Extension – concept and Importance	2
Classification of Methods - according to use, nature, form, learning objective, innovation decision process and according to adopters categories	4
Purpose, Procedure , Advantages and Limitations of each teaching method	22
Factors affecting Use and Selection of Teaching method	4
NIT- III	
1 Teaching Aid- Concept and selection Criteria	3
2 Classification of teaching aids on the basis of material used in teaching learning process- 1. Projected and non projected 2. Audio, Visual and Audio –visual	4
3 Concept, importance , strategies for development and uses, advantages and limitations of each teaching Aid	22
4 Cone of Experience	2

References-

1. Dahama O.P. (1988) : Education and Communication for Development , , Oxford and IBH Publishing Co. Pvt. Ltd. New –Delhi
2. Directorate of Adult Education, Govt. of India (1994): New Delhi, Literacy Digest. National Literacy Mission.
3. Hussain Institute for non-formal and continuing education.
4. Jain. R. (1993) Mass Media and Rural Development. Voll. II Manak Publication Pvt Ltd. New-Delhi
5. Kindervalter, Suzanne (1979): Non-formal Education as an Empowering Process , Centre for International Education , 285 , Hills House South Amherst , Massachusetts 01003. USA. University of Massachusetts.
6. Mistry S.P.(1998) Non Formal Education 1998 Radha Publications 437814B . Ansari Road , Darya Ganj. New Delhi – 110002.
7. Pankajam G. (2000) – Extension – Third Dimension of Education, Gyan Publishing House, New –Delhi
8. Pillai , K.S. (1993) : ABC of Non-Formal Education , 17-B , Indraprasth Estate. New Delhi , Indian Adult Education Association.
9. Rajani R. Stirurr – Non-Formal Education for Development. APH Publishing Corporation , 5 , Ansari Road DarysGanj New Delhi – 1 , 10002
10. Reddy R.S. (1999) – Adult and Non- Formal EducationCommon wealth Publisher.
11. Sharma SR (1997) – Reflections on Continuing and Non – Formal Education –Pointer Publisher , S.M.S. Highway , Jaipur.
12. Singh dev Raj (1995) -Infrastructure Planning for non-formal Education – Commonwealth Publishers.
13. Singh UK . Sudarshan KN. (1996) Non-Formal and continuing Education -Discovery Publishing House . 4831/24 , Ansari Road . Darya Ganj . New-Delhi- 110002.
14. Srinivasan . Iyer (1977) : Perspectives on Non-Formal Adult Learning 251 . Park Avenue South , New York 10010 U.S.A. World Education Inc.
15. Supe , S.V. (1997) An Introduction to Extension Education. Oxford IBH Publishing Co. Pvt. Ltd. , New-Delhi.
16. Uttam Kumar Singh and A K Nayak , (1997) Extension Education, Commonwealth Publishers in association with Dr. Zakir Hussain Institute of Non-formal and Continuing Education.

TEACHING AND LEARNING IN EXTENSION (PRACTICAL - II)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives

1. To develop skills in preparing various visual aids.
2. To develop skills in using visual aids for learning effective.

Planning, preparation and use of (any three) :- Audio aids Visual aids and Audio Visual	10
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10

	Develop skills in extension teaching methods- Demonstration, drama/ role play/ puppetry, group discussion, talk and bulletin board display.	14
LIFE SPAN DEVELOPMENT(THEORY VIII)		
Max Marks: - 100 marks		
Teaching workload:4 hours/week		
Total teaching workload:96 hours/year		
Objectives:		
<ol style="list-style-type: none"> 1. To acquaint the students with the process of life span development. 2. To build understanding of various developmental concepts and achievements. 3. To understand the emerging issues and adjustment across life span stage. 4. To sensitize students to understand developmental delays, laps and individual differences in human development. 		
NIT I		Hours
	PRENATAL- Conception, stages of prenatal development factors, affecting prenatal development, hazards and abnormalities during prenatal development, birth process, complication and recent technological advances in prenatal development and care.	12
	NEONATE- Adjustment, sensory, perceptual, abilities, feeding practices and care of new born, importance of early stimulation.	10
	INFANCY- Milestone of infancy, physical, motor, social, emotional, cognitive and language development.	10
NIT-II		
	EARLY CHILDHOOD (2 Years to 6 Years)- Developmental Milestones, Major Developments, Significance of Early Childhood years, Importance of play during early childhood.10	10
	MIDDLE CHILDHOOD AND LATE CHILDHOOD (6 Years to 12 Years)- Developmental Milestones, Major Developments, Peer Pressure, Early and Late Maturity and Factors Influencing Major Development. Emotional disorders.	12
	ADOLESCENTS (12 Years to 19 Years)- Developmental Milestones and Major Developments, Pubertal Changes, Growth Spurt, Early and Late Maturity Identity Crisis, Problems and Conflicts in Family, Friendship and Heterosexual and Homosexual Relationship, STDs, Juvenile Delinquency.	12
NIT-III		
	YOUNG ADOLTHOOD (20 Years to 40 Years)- Developmental Milestones, Responsibilities, Adjustments and Challenges, Changing trends in parenting, Mate selection.	10
		10
	LE AGE (40 Years to 60 Years)- Developmental milestones, Characteristics, Changes, Challenges and Adjustment, Health issues and Menopause, Mid life crisis, Course Work and Satisfaction.	10
	LATE ADULTHOOD/ AGING (60 Years onwards)- Developmental Changes, Physical, Physiological, Health, Cognitive changes, Retirement, Financial Problems and Adjustment to loneliness, Family settings, Illness, Recreational interest, Provisions and Policies for Aging Adults.	

References :

1. Berk. L. (2006). Child development. Allyn & Bacon. New York
2. Berke L.E. (1995). Child Development, Allyn and Bacon
3. Hurlock E.B. (1978). Child Development, Mcgraw Hill Publishing Co.
4. Lefrancois. G.R. (1996). The Life Span. Wadsworth Publication Company: USA: California.
5. Rice. F. (1992). Human Development: A Life Span Approach. Prentice Hall.
6. Rice. P. (1995). Human Development: A Lifespan Approach. Prentice-Hall Inc. New Jersey.
7. Santrock, J.W. (1997). Life Span Development. Brown & Benchmark. New York
8. Santrock, J.W. (2007). Life span Development (3rded). Tata – McGrawHill. New Delhi.

HUMAN DEVELOPMENT (PRACTICAL - XIII)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives :

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.

Contents :	Practical
Study of the reflexes of new born in child clinics.	4
Anthropometric measurement of children from birth to 6 years. Plotting and interpretation of data as per WHO norms.	4
Planning, Preparation and conduction of developmentally appropriate activities to enhance overall development of children: physical, motor, language, cognitive, social and emotional (AV aids).	8
Focus group discussion with adolescents to understand their aspirations, educational and career choices.	4
Preparation of a brief questionnaire to identify the problems faced by adults and ageing people in communities. Report the information as individual case profile.	4

Examination Scheme

Major Problem – Preparation of aids	10 marks
Minor Problem	
• Plotting and interpretation of data on group	5 marks
• Recognition of reflexes	5 marks
• Preparing Questionnaire	5 marks
Viva	5 marks
• Internal 20 marks	

NUTRITIONAL BIOCHEMISTRY (THEORY – IX)

Max Marks: - 100 marks

Teaching workload: 4 hours/week

Total teaching workload: 96 hours/year

Objectives:

This course will enable the students to –

1. Develop an understanding of the fundamentals of biochemistry.
2. To understand the biochemical process and systems as applicable to human nutrition.

NIT I		Hours
Introduction to Nutritional Biochemistry :	<ul style="list-style-type: none"> • Definition and Objectives. • Scope of Biochemistry: knowledge of electron , proton , neutron , atomic number, atomic weight, valency, structure of carbon, pH, buffer, normal and molar solutions. • Role of Biochemistry in clinical nutrition. 	4
Carbohydrates	<ul style="list-style-type: none"> • Definition, composition and classification of Carbohydrates. • Functions, Deficiencies and Sources. • General properties of monosaccharides, disaccharides and polysaccharides: oxidation reduction, acetylation, inter conversion, reducing property, osazone formation. • Digestion and Absorption. 	10
Lipids	<ul style="list-style-type: none"> • Definition and classification of lipids. • Functions, Deficiencies and Sources. • Important properties of fats: Hydrogenation, halogenation, Iodine number , rancidity, acid number. • Types and properties of fatty acids, essential and non essential fatty acids. • Types and importance of phospholipids , glycolipids and cholesterol. • Digestion and Absorption. 	8
Proteins	<ul style="list-style-type: none"> • Definition, composition and classification of Proteins. • Functions, Deficiencies and Sources. • Essential and Non essential Amino acids. • Quality of protein, supplementary value of protein. • Methods used in determining Quality of proteins – PER, NPU, BV, and Nitrogen Balance. • Digestion and absorption 	11
NIT – II		
Nucleic Acid	<ul style="list-style-type: none"> • Types, composition • Functions of Nucleic Acids. • Elementary knowledge of Biosynthesis of proteins. 	8
Vitamins (A, D, E, K, C and B complex- B1, B2, Niacin, Pyridoxine, Pantothenic acid, Folic Acid, B12).	<ul style="list-style-type: none"> • Classification. • Functions, Deficiencies and Sources. 	12
Minerals (Calcium, Phosphorus, Iron, Iodine, Fluoride, Zinc, Sodium and Potassium).	<ul style="list-style-type: none"> • Classification. • Functions, Deficiencies and Sources. • Absorption and Factors affecting absorption. 	11
NIT – III		
Enzymes	<ul style="list-style-type: none"> • Definition and classification of enzymes • Mechanism of enzyme action. Factors affecting enzyme reactions: 	12

	substrate, temperature, pH activator and inhibitor.	
D.	Intermediary Metabolism <ul style="list-style-type: none"> • Carbohydrates - Glycolysis (aerobic and anaerobic), TCA Cycle. Electron Transport chain, glycogenesis, glycogeneolysis, gluconeogenesis, blood sugar regulation. • Lipids- Beta oxidation and ketosis. • Proteins – General reactions of amino acid metabolism: deamination, transamination, decarboxylation and urea cycle. 	20

References:

1. Devlin T.M. (1986) 2nd Ed. Text Book of Biochemistry with Clinical Correlations. John Wiley and Sons.
2. Fruton J and Symond S. General Biochemistry. Asia Publishing House, Mumbai.
3. Talwar, G.P. (2002) 3rd Edition, Text Book of Biochemistry and Human Biolog
4. Prentice Hall of India, New Delhi.
5. Kahn Conn , E.E. Stamp P.K. (2000) 7th Edition, Outlines of Biochemistry Willey Eastern Pvt. Ltd. New Delhi.
6. Murray R.K., Granner. D.K. Mayes P.A. and Rodwell V.W. (1993) 23rd Ed. Harper's Biochemistry, Lange Medical Book.
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8. Oser B.L. (1965) 14th Ed. Hawk's Physiological Chemistry. McGraw Hill Book Co.
9. Rama Rao , A. V.SS: (1993) 2nd Edition, A Text Book of Biochemistry . L.k. & S. Publishers, Tanuka.
10. Stryu L. (1995) Biochemistry Freeman WH & Co.
11. West . E.S. Todd W.R, Mason , H.S. and Van Bruggen J.T. (1974) 4th Edition Text Book of Biochemistry . AmerinsPublishing , Co. Pvt. Ltd.
12. White. A .handar . P. Smith E.L. Stelten D.W. (1959) 2nd Edition Principles of Biochemistry McGrawhill Book.

NUTRITIONAL BIOCHEMISTRY(PRACTICAL-IX)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives:

This course will enable the student to understand:

1. Qualitative analysis of carbohydrates and proteins.
2. Quantitative analysis of carbohydrates and fats
3. Identification of adulterants

Contents:	Practical
1. Qualitative analysis of known mono-saccharides: (a) Glucose (b) Fructose (c) Galactose	03
2. Qualitative analysis of unknown monosaccharides	01
3. Qualitative analysis of known disaccharides (a) Maltose (b) Lactose (c) Sucrose	03
4. Qualitative analysis of unknown disaccharide	01
5. Qualitative analysis of known polysaccharides (a) Starch (b) Dextrin (c) Glycogen	03
6. Qualitative analysis of unknown polysaccharides	01
	02

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7.	Qualitative analysis of protein – egg albumin and milk protein casein.	02
8.	Qualitative analysis of fat & oil.	01
9.	Estimation of Moisture content of fresh peas.	01
10.	Estimation of ash content of milk powder.	01
11.	Estimation of reducing sugar in honey by Benedict reagent.	01
12.	Estimation of acid value of rancid ground nut oil.	01
13.	Estimation of Iodine value of ground nut oil.	01
14.	Estimation of vitamins in lemon juice by dye method.	01
15.	Qualitative testing of some food adulterants in	02
	(a) Metanil yellow in turmeric powder, arhar dal and yellow sweets.	
	(b) Vanaspati in pure ghee.	
	(c) Chalk powder and sand in wheat flour.	
	(d) Aluminium in sweets.	
	(e) Saccharine in sugar cane.	
	(f) Argemone oil in mustard oil.	
	(g) Lead chromate and coal tar dye in turmeric powder.	
	(h) Starch in milk.	

References:

1. A Practical Manual Wheeler Publishers.
2. Devlin T.M. (1986) 2nd Ed. Text Book of Biochemistry with Clinical Correlations. John Wiley and Sons.
3. Fruton J and Symond S. (1965) 14th Edition, General Biochemistry, Asia Publishing House, Mumbai.
4. Indian Standards Institution (1985) ISI Hand Book of Food Analysis, Parts I to XI. ManakBhawan, New – Delhi.
5. Talwar, G.P. (2002) 3rd Edition, Text Book of Biochemistry and Human Biology Prentice Hall of India, New Delhi.
6. Kahn Conn . E.E. Stamf P.K. Outlines of Biochemistry Willey Eastern Pvt. Ltd. New Delhi
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9. Nagar. R and Nair, S.(2001) JeevRasayan . Rajasthan Hindi Granth Academy V. Jaipur
10. Oser B.L. (1965) 14th Ed. Hawk's Physiological Chemistry. McGraw Hill Book Co.
11. Rama Rao . A. V.S.S: A Text Book of Biochemistry . L.k. & S. Publishers, Tanuka.
12. Sharma Sheel , Practical Biochemistry. Classic Publishing House. Jaipur- Delhi (1993)
13. Stryu L. (1995) Biochemistry Freeman WH & Co.
14. Sundararaj, PandSiddhu A (1995) Qualitative Tests and Quantitative procedures in Biochemistry.
15. Varley H. Gowenlock, A.H and Bell, M (1980) 5th Edition Practical and Clinical Chemistry Vol. I Willian Heinemann Medical Book Ltd.
16. West . E.S. Todd W.R. Mason , H.S. and Van Bruggen J.T. (1974) 4th Edition Text Book of Biochemistry . AmerinsPublishing . Co. Pvt. Ltd.
17. Willian. S. 16th Edition JAOAC Official Methods of Analysis of the Association of Official Analytical Chemists.

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Examination Scheme

	Marks
1. Qualitative analysis of carbohydrate / oil / protein.	10
2. Quantitative analysis (Titration)	10
• Principle	03
• Method	01
• Observation and calculation	03
• Result	03
3. Identification of adulterants	05
4. Viva	05
5. Internal	20

INTERIOR SPACE DESIGN (THEORY -X)

Max Marks: - 100 marks

Teaching workload:4 hours/week

Total teaching workload:96 hours/year

Objectives :

1. Gain knowledge about the use of art principles in the field of interior.
2. To become aware regarding waste management.

UNIT-I

House Interiors & its treatment

	Hours
1. Wall & wall finishes	4
• Definition & importance	
• Types of walls	
• Wall treatments: paints, plaster, panelling, wall papers	4
2. Floor & floor coverings	
• Definition & importance	
• Types of floor finishes	
• Floor coverings	
• Types of floor covering	4
3. Ceilings	
• Definition & importance	
• Types of ceilings	
• Treatments for ceilings	6
4. Door & Window	
• Parts of a door & window	
• Types of doors & windows	3
5. Arches	
• Introduction & importance	
• Types of arches	3
6. Stairs	
• Introduction & importance	
• Types of stairs	

UNIT-II

Room decoration

7. Furniture	4
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8.	<ul style="list-style-type: none"> • Types of furniture • Selection use & care • Ergonomic design of furniture • Arrangement of furniture in various rooms 	4
9.	<p>Using Anthropometric measurements in room for furniture arrangement</p> <ul style="list-style-type: none"> • Bed room • Drawing room • Dining room • Children room 	4
10.	<p>Flower decoration</p> <ul style="list-style-type: none"> • Selection of plant material for • Fresh arrangement • Dry arrangement (a) Basic equipments (b) Vases and containers (c) Type of flower arrangement (d) Shaping an arrangement 	4
11.	<p>Door and window treatments</p> <ul style="list-style-type: none"> (a) Hard (b) Soft (c) Accessories 	5
12.	<p>Art & Accessories</p> <ul style="list-style-type: none"> • Selection and use for various rooms: • Types of accessories • Selection • Use <p>Interior lighting</p> <ul style="list-style-type: none"> • Light fixture, accessories and protective devices • Types & purpose of light for various rooms and various activities • Quantity and quality of light available from various sources • Calculation of lighting requirements in a room 	8

UNIT-III

Kitchen planning & waste management

13.	<p>Kitchen as an important unit of house</p> <ul style="list-style-type: none"> • Functions performed in kitchen • Functional design & arrangement of work places. 	3
	<p>Kitchen geometry</p> <ul style="list-style-type: none"> • Work heights of different work areas and storage areas • Space dimensions of different work centres and work areas 	6
	<p>Principles of kitchen planning</p> <ul style="list-style-type: none"> • Orientation and location of a kitchen • Size and shape of a kitchen • Ventilation, light and socio- economic status of family • Cost and aesthetics • Storage needs • Works centres and work triangle • Colour and safety 	8
	<p>Material specifications for kitchen</p> <ul style="list-style-type: none"> • Floor, wall, sink, ceiling and its characteristics 	6

<ul style="list-style-type: none"> • Platforms, storage etc. • Type of finishes 	6
<p>Using Anthropometric measurements in kitchen design</p> <ul style="list-style-type: none"> • Storage • Counter 	8
<p>Domestic waste management techniques</p> <ul style="list-style-type: none"> • Salvage or manual component separation • Compaction or mechanical reduction • Incineration or thermal volume reduction • Open dumping • Sanitary land filling or controlled tipping • Composting • Vermiculture biotechnology • Waste management by 3 R techniques : Reduction, Reuse Recycle 	6
<p>Kitchen Gardening</p> <ul style="list-style-type: none"> • Planning of kitchen garden • Preparation of a kitchen garden • Methods of propagation <ul style="list-style-type: none"> ○ Seed propagation ○ Vegetative propagation • Rotation of crops • Time for negotiable sowing • Landscape gardening 	6
<p>Note: seminar presentation on selected topics from unit I</p>	
<p>References:</p>	
<ol style="list-style-type: none"> 1. All you need to know about design & Decorating, (1985) Marshal Carendish Books Ltd.. 2. Birrel. Verla Leone (1967). Colour and Design. A basic Text (Vol. I & II) Digest submitted in requirement for the degree of education in Teacher college Columbia university. 3. Bryan Lawson (1980), How Designer Think, Architectural press Ltd. 4. Gillat M. & Goldstein V. (1967), Art Everyday Life, Oxford & IBH publishing Co., New Delhi. 5. Goldstein M. & Goldstein V. (1967), Art Everything Life. Mc Graw hill Books comp.Ltd. , New York. 6. Halse Alert O. (1978). The use of colour in interior (2nd Ed.). Mc Graw Hill Books Comp. Ltd. New York. 7. Harburgsen, Gaillhyn (1980), Design Concepts, Allyn & Bacon Inc. 8. Patani M., (2010) Home Management, Star Publication, Agra. 9. Sulharia and Diamond- Inside Design Creating Tour Environment: Harer and Row Publisher, New York. 10. Thomson C.H. (1970), home with character (III rd Ed.), Massachusetts. C. Health & Co., Lexinnington. 11. Varghese, M. Atreya, N. Bhatnagar, A. and Chatterjee. I. . Ergonomics In Kitchen Design, Dept of P.G. studies and research in Home science, Mumbai. 	

INTERIOR SPACE DESIGN (PRACTICAL-X)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives:

1. Know the various materials used in construction.
2. Gain knowledge in principles of planning various types of residential space.
3. Be able to top choose furnishing material keeping the financial consideration in mind
4. Gain knowledge on furnishing; develop the skills of drainage, house plans and furniture layouts, creating design for furnishing items.

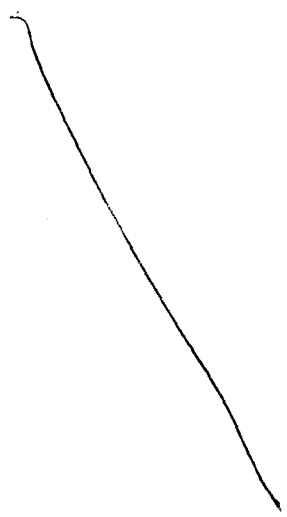
Contents:

(one class/practical)

1. Market survey on material used in interiors window
2. Market survey on material used in interiors door
3. Market survey on material used in interiors roof
4. Market survey on material used in interiors Ceiling.
5. Market survey on material used for kitchen & modular kitchen
6. Drawing types of door and window and their treatments
7. Drawing of roof, ceiling & Flooring types
8. Drawing types of furniture for various rooms
9. Flower arrangement: fresh arrangement
10. Making artificial flowers
11. Flower arrangement: dry arrangement
12. Making a Decorative article using any waste material like Vase, flowers & others
13. Introduction to types of Furnishing, Accessories and lighting
14. Drawing of standard kitchen plan
15. Planning different types of kitchen- L- shape, one wall, U- shape and two wall kitchen
16. Developing three dimensional plans of kitchen with storage unit- L shape and one wall
17. Developing three dimensional plans of kitchen with storage unit- U shape and two wall
18. Interior space planning for different areas of a house in terms of colour, furnishings, furniture arrangement, window treatments, floorings, ceilings, accessories, lighting-Bed room and children's room
19. Interior space planning for different areas of a house in terms of colour, furnishings, furniture arrangement, window treatments, floorings, ceilings, accessories, lighting-Living room and dining room
20. Interior space planning for different areas of a house in terms of colour, furnishings, furniture arrangement, window treatments, floorings, ceilings, accessories, lighting-Study room and drawing room
21. Architectural model (three dimensional) of various rooms along with layout of interiors - bed room and children's room
22. Architectural model (three dimensional) of various rooms along with layout of interiors- Living room and dining room
23. Architectural model (three dimensional) of various rooms along with layout of interiors- study room and drawing room
24. Prepare a time chart for different negotiable sowing in kitchen garden.

Examination Scheme

Exercise	Marks
Major: Three dimensional Models of rooms and kitchen	20
Minor I Drawing of types of door/windows/roofs/ceilings/flooring	5
Minor II Flower arrangement/door or window treatments/lighting	5
Internal	20
Total	50



Rej / Tari

Dr Registrar

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