

**University of Rajasthan
Jaipur**

SYLLABUS

B.Sc. (Home Science) PART-I

2016


Asst. Registrar (Acad.)
University of Rajasthan
JAIPUR 

UNIVERSITY OF RAJASTHAN
JAIPUR
SYLLABUS

Scheme of Examination and
Course of Study

FACULTY OF SCIENCE
B.Sc (HOME SCIENCE)
PART I Examination, 2016
(10+2+3 Pattern)

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Asst. Registrar (Acad-I)

University of Rajasthan

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BACHELOR OF SCIENCE – PART I (Home Science)

(10+2+3 Pattern)

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.

All the rest will be declared to have passed the examination if they obtain the minimum pass marks viz. 36% in each paper. No division shall be awarded at the Pt.I and Pt.II examination.

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.

Distribution of papers

The candidates shall be required to offer all the papers under the Heading 'qualifying papers'. The marks of papers for qualifying papers' shall not reckon towards division. The candidates are required to pass in the theory as well as practicals, separately.

- (a) (i) Foreign national's and (ii) Indian nationals coming back from foreign countries who had domiciled there earlier, and have migrated to join the course may be allowed to offer the special paper on elementary 'Hindi' or 'History of Indian Civilization' on lieu of the compulsory paper of General Hindi.
- (b) Candidates-migrating from non-hindi speaking areas. Who have not passed the High School/Higher Secondary or an examination recognized as equivalent there to with Hindi as an optional Subject may be allowed to offer Elementary Hindi in lieu of General Hindi.

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Scheme for B.Sc. Home Science Part I

Paper	Subjects	Duration of Exam	Max Marks	Min Marks	No. of Hr/wk	No. of Hr/wk
Compulsory Subjects					Th	Pr
1.	General Hindi	3 hrs	100	36	3	
2.	General English	3 hrs	100	36	3	
3.	Environmental Studies	2hrs	100	36	2	
4.	Elementary Computer Application(Theory) (Practical)	2hrs	60	22	3	2
		2 hrs	40	14		
5.	Elementary Hindi (in lieu of Gen. Hindi)	3 hrs	100	36	3	
Home Science Papers						
I	Textile & Apparel Designing (Theory)I Textile & Apparel Designing (Practical)I	3 hrs	100	36	4	2
		3 hrs	50	18		
II	Development Communication (Theory)II Development Communication (Practical)II	3 hrs	100	36	4	2
		3 hrs	50	18		
III	Foundation of Human Development (Theory)III Methods of Human Study (Practical)III	3 hrs	100	36	4	2
		3 hrs	50	18		
IV	Introduction to Foods (Theory)IV Introduction to Foods (Practical)IV	3 hrs	100	36	4	2
		3 hrs	50	18		
V	Elementary Design in Housing (Theory)V Elementary Design in Housing (Practical)V	3 hrs	100	36	4	2
		3 hrs	50	18		
		Total	750	270	20+	10=30*

*Home Science: 20 Theory hours + 10 Practical Hours

B.SC. HOME SCIENCE PART I

TEXTILE & APPAREL DESIGN (THEORY I)		
Max Marks: - 100 marks		
Teaching workload: 4 hours/week		
Total teaching workload: 96 hours/year		
Objectives:		
<ol style="list-style-type: none"> 1. To teach students the basics of designing 2. To make them learn the application of these to apparels 3. To familiarize them to the rich heritage of woven, printed and embroidered textiles of India 4. To introduce the basics of Fashion 		
Contents :		
UNIT-I		Hours
1.	Design <ul style="list-style-type: none"> • Classification of design : structural and decorative designs as applied to textiles • Introduction to Basic designing – Motif and repeat • Types of design :- Natural , stylised , geometrical and abstract 	10
2.	Concept of design <ul style="list-style-type: none"> • Elements of design – line , form , colour and texture • Principals of design – balance , proportion , emphasis , rhythm and harmony • Application of elements and principles of design related to apparel 	20
UNIT -II		Hours
3.	Study in reference to origin, material used, processing techniques, colours and motifs used Traditional Woven Textiles <ul style="list-style-type: none"> • Bengal – Jamdani , Baluchari • Tamilnadu – kanjeevaram • Maharashtra – Paithani • Madhya Pradesh – Chanderi • Uttar Pradesh – Brocades 	10
4.	Traditional Dyed Textiles <ul style="list-style-type: none"> • Rajasthan – Bandhani • Andhra Pradesh – Ikat • Gujarat – Patola 	5
5.	Traditional Painted & Printed textiles <ul style="list-style-type: none"> • Andhra Pradesh – Kalamkari – Kalahasti & Masulipatnam • Nathdwara – Pichwais • Orrisa – Patachitra • Rajasthan – Sanganer and Bagru 	10
6.	Traditional Embroideries <ul style="list-style-type: none"> • Jammu & Kashmir - Kashida • Gujarat – Kutch • Punjab – Phulkari • Uttar Pradesh – Chikankari and zardosi • Karnataka – Kasuti • West Bengal – Kantha 	10
7.	Conservation and restoration of textiles <ul style="list-style-type: none"> • Special care of textiles 	5

UNIT-III		Hours
8.	Fashion terminology <ul style="list-style-type: none"> • Principles of Fashion • Theories of Fashion • Fashion Cycle • Factors favouring and retarding Fashion 	10
9.	Fashion Details <ul style="list-style-type: none"> • Sources of Fashion • Fashion Centres • Role of Designers • Indian Designer 	10
10.	Fashion Marketing <ul style="list-style-type: none"> • Fashion market & marketing environment 	6

References :

1. Bhavnani, E.(1974) Folk and Tribal Designers of India, D.B. Taraporewala sons and co. Pvt. Ltd. Bombay
2. BrijBhushan, J.(1958), The costumes and textiles of India, Taraporewala and sons, Mumbai.
3. Chattopadhyaya , kamaladevi(1975) , handicrafts of India All India handicrafts Board , New Delhi ,
4. Clarke, W. (1960)An Introduction to Textile printing , Newness – Butter worth's , Boston 1977
5. Mehta , R.J. , the Hnadicrafts and Industrial Arts of India , Taraporewala and sons , Mumbai ,
6. Gillow , J. &barinard , N (1991) Traditional Indian Textiles London : Thames & Hudson.
7. Kapoor R.C. & Jain R. (2000) Traditional & Beyond – handcrafted Indian Textiles, India Roli Books.
8. Kothari G. (1995) Colourful textiles of Rajasthan India : Jaipur Printers
9. Aarabai M. (1989) Patolos& resist dyed fabrics of India. New Tersely : Gujarat state Handicraft & Handloom Development corporation , grantha
10. Story J., Manual of Textileprinting , Thames and Hudson , publication London 1992.
11. Agarwal, O.P.,(1977), Care and Presentation of Museum projects – II , NRL.
12. Chattopadhaya , K.D. (, 1977) , Indian Carpets and Floor Coverings , All India Handicrafts Board , New Delhi.
13. Das, Shukla(1992) , Fabric Art-Hertiage of India , Abhinav Publications , New Delhi
14. Carr H., Latham B. (1994) , The Technology of Clothing Manufacture , 2nd edition , Blackwell Sc.
15. Fringes G.S. (1994), Fashion from Concept to Consumer, 6th Edition, Prentice Hall, New Jersey.
16. Tate, S.L.andEdwards , M.S. (1982) The Complete Book of Fashion Design , , Harper & Row Publication.New York

TEXTILE & APPAREL DESIGNING (PRACTICAL -I)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives:

1. To train the students to use the elements of designing
2. To make them learn the application of these to apparels in sketching.
3. To impart skill of embroideries of different states of India.

Contents:		Practical
1.	Introduction to elements of design <ul style="list-style-type: none"> • Line and form – through drawings • Colour – colour wheel, grey scale and value scale, intensity scale, colour schemes. 	4
2.	Preparation of port folio using traditional motifs <ul style="list-style-type: none"> • Natural • Stylised • Geometrical & abstract 	4
3.	Preparation of traditional Embroidery samples <ul style="list-style-type: none"> • Kasuti • Chikankari • Kashmiri • Phulkari • Kantha 	10
4.	Fashion sketching <ul style="list-style-type: none"> • Technical drawing of fashion details: sleeves , yolks & necklines, bodices and skirts • Designing & Dressing on a croquie • Formal & Traditional Wear 	6
Examination Scheme		
1. Major Problem – 25 Marks (Embroidery)		
2. Minor Problem – 15 Marks (Drawing)		
3. Internal – 10 Marks		
DEVELOPMENT COMMUNICATION (THEORY II)		
Max Marks: - 100 marks		
Teaching workload: 4 hours/week		
Total teaching workload: 96 hours/year		
Objectives :		
1. To sensitize the students and help them to understand the process of communication and its importance in development.		
2. To develop skills in using various methods of communication.		
3. To sensitize students to the interests and needs of the communication and adoption process.		
Unit – I		Hours
1.	Concept, meaning, purpose of communication, importance of communication in development.	10
2.	Types of communication – Verbal and non verbal, intrapersonal and interpersonal, formal and informal , traditional and modern	10
3.	Communication models and key elements – Aristotle, Berlo ,Schramm- Weaver , Rogers and Shoemaker , Leganes.	7
Unit –II		
4.	Audio – visual aids – meaning , classification , importance , advantages , limitations and use.	10
5.	Approaches of communication in development – <ul style="list-style-type: none"> • Individual – personal visits , phone calls , letters. • Group – lectures , group discussions , demonstration, bulletin board, drama and field trips. 	5 8

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6.	<ul style="list-style-type: none"> • Mass approach – electronic and print media. Innovation – decision (adoption) process – characteristics , adoption categories , factors affecting adoption.	6 8
Unit – III		
7.	Listening – Concept , process , types , variables affecting , developing effective listening skills , feedback	8
8.	Perception – Selective attention, types of perception.	6
9.	Learning – Meaning , process , Thorndike laws of learning , principles and its implication in extension , adult learning	10
10.	Motivation – Meaning, types, Maslow's theory of motivation, motivating rural people and extension personnel.	08
References :		
<ol style="list-style-type: none"> 1. Directorate of Adult Education, Govt. of India (1994): New Delhi, Literacy Digest. National Literacy Mission. 2. Hussain Institute for non-formal and continuing education. 3. 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. 4. Mistry S.P.(1998) Non Formal Education 1998 Radha Publications 437814B , Ansari Road , Darya Ganj. New Delhi – 1100002. 5. Pillai , K.S. (1993) : ABC of Non-Formal Education , 17-B , Indraprasth Estate, New Delhi , Indian Adult Education Association. 6. Rajani R. Stirurr – Non-Formal Education for Development. APH Publishing Corporation , 5 , Ansari Road Darys Ganj New Delhi – 1 , 10002 7. Reddy R.S. (1999) – Adult and Non- Formal Education Common wealth Publisher. 8. Sharma SR (1997) – Reflections on Continuing and Non – Formal Education –Pointer Publisher , S.M.S. Highway , Jaipur. 9. Singh dev Raj (1995) -Infrastructure Planning for non-formal Education –Commonwealth Publishers. 10. Singh UK , Sudarshan KN. (1996) Non-Formal and continuing Education Discovery Publishing House , 4831/24 , Ansari Road , Darya Ganj , New-Delhi- 110002. 11. Srinivasn , Iyer (1977) : Perspectives on Non-Formal Adult Learning 251 , Park Avenue South , New York 10010 U.S.A. World Education Inc. 12. Supe , S.V. (1997) An Introduction to Extension Education. Oxford IBH Publishing Co. Pvt. Ltd. , New-Delhi. 		
DEVELOPMENT COMMUNICATION (PRACTICAL - II)		
Max Marks: - 50 marks		
Teaching workload: one practical/week (2 hours/practical)		
Total teaching workload: 24 practicals/batch		
Objectives		
<ol style="list-style-type: none"> 1. To develop skills in preparing various visual aids. 2. To develop skills in using visual aids for learning effective. 		
Contents :		
1.	Basic skills of drawing, colouring and lettering techniques in visual aids	1
2.	Planning, preparation and use of :-	
	<ul style="list-style-type: none"> • Poster 	3
	<ul style="list-style-type: none"> • Charts 	6
	<ul style="list-style-type: none"> • Leaflet 	4

3.	• Flannel graph or flash cards Collection and use of objects, specimen and photographs-	6 4
Examination scheme :		
1.	Preparation of visual aids	20 marks
2.	Use of visual aids	15 marks
3.	Viva	5 marks
4.	Internal assessment	10 marks
FOUNDATION OF HUMAN DEVELOPMENT -(THEORY III)		
Max Marks: - 100 marks		
Teaching workload: 4 hours/week		
Total teaching workload: 96 hours/year		
OBJECTIVES:		
1. To introduce the foundation of human development knowledge and concepts to the students.		
2. To familiarize them with basic controversies, themes and theories of human development.		
UNIT I		Hours
1.	Multidisciplinary Approaches to the Study of Human Development. Scope and Contributions of the Fields of Psychology, Sociology, Anthropology, Medicine, Management and Other Related Fields.	10
2.	Meaning and Principles of Growth and Development. Determinants and Factors affecting Growth and Development: Biological and Environmental.	12
UNIT-II		
3.	Understanding Life Span Stages of Human Development, Highlighting Significant Developmental Tasks.	10
4.	Historical Development of Human Development as a Field of Study.	12
5.	Role of Heredity and Environment; and Learning and Maturation.	10
UNIT-III		
6.	Brief introduction to Perspectives and Theories of Human Development: • Erikson: Psycho- Social Development • Freud: Psycho-Sexual Development • Piaget: Cognitive Development • Bandura: Social Learning Development	20
7.	Culture, Society Family and Individual Development. The Family Life Cycle.	6
8.	Aptitudes, Vocational Choices and Careers in Human Development.	6
References :		
1. Allen, B.P. (2006). Personality theories: Development, growth and diversity (5 th ed). Needham Heights, M.A.: Allyn and Bacon.		
2. Ambron. (1978). Child Development, Holt Rinchart and Winston.		
3. Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice, Oxford University Press, New Delhi		
4. Bee H. (1985, 1995). The Developing Child, Harper and Row Publishers New York.		
5. Elkind D. (1978). Development of the child, John Wily and Sons.		
6. Dolloff P.B. and Resnick M.r. 1972. Patterns of life: Human growth and Developme Charles E Merrill Publishing Co. Ohio.		
7. Surabhi Puohit, Shashiprabha Tandon, Kavita Koradia (1996)-Manav vikas ke sopan, ajmera Publishers, Jipur		

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8. Winch R.F. (1963). The modern Family, Holt Rinehart and Winston.

METHODS OF HUMAN STUDY(PRACTICAL - III)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives:

1. To introduce methods of Human study to students.
2. To provide the practical experience of applying them in field situations.
3. To expose the students to selected welfare institutions.
4. To learn to understand their strength, weakness and potentials.

Contents:

Practical

1.	Use of various methods of human study in field: observation, interviews, questionnaire, case studies, field notes, reports, records and ethnography.	6
2.	Application, administration and scoring of any one selected standardized instruments/tests	8
3.	CAT & PF Projective techniques of personality assessment.	4
4.	To develop insights for self analysis through SWOT, personal narratives, role play and essay for self appraisal.	2
5.	To visit selected 4 welfare institutions.	4

Examination Scheme:

1. Major problem:-
Use of various methods in field/case study 20 marks
2. Minor problem:- (any one) 15 marks
 - a. Description of any one project test: CAT/PF study.
 - b. Self analysis/SWOT
 - c. Role play on any current theme.
 - d. Analysis of any one welfare institution
3. viva 5 marks
4. Internal 10 marks

INTRODUCTION TO FOODS (THEORY - IV)

Max Marks: - 100 marks

Teaching workload: 4 hours/week

Total teaching workload: 96 hours/year

Objectives :

This course will enable the students to understand

1. The definition, concept and functions of Foods and Nutrition.
2. The nutritional composition of various foods products.
3. The effect of processing on food products.
4. Increase the availability of food by preventing spoilage and through preservation.
5. Food adulteration and various food laws and labelling rules for food safety.

Unit - I

Hours

1.	Definition and concept of foods and nutrition <ul style="list-style-type: none"> • Functions of Food – Physiological, psychological, social. • Study of following food groups with respect to their nutritional composition, Effects of heat (dry and moist), acid and alkali. 	5
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2.	<ul style="list-style-type: none"> • Energy giving foods <p>Cereals & cereal products</p> <ul style="list-style-type: none"> • Structure of wheat & rice • Nutrition composition of raw and processed cereal products – flour, grit, semolina, flakes, parched, puffed, fermented, RTE, macroni products. • Effect of heat (dry and moist) on starch and protein of cereals. • Effect of alkali on cereals. • A brief overview of processing techniques for example – Milling, Parboiling, Malting, Fermentation, Fortification & Enrichment. 	12
3.	<p>Sugars and sugar Products</p> <ul style="list-style-type: none"> • Structure of fructose. • Nutritional composition of sugar & sugar products Example – Jaggery , Brown Sugar , Khandsari Sugar , Sugar Cubes , Mishri , High fructose syrup . • Effect of heat (dry & moist) of sugar. • Effect of acid & alkali on sugar. 	10
4.	<p>Fats and Oils</p> <ul style="list-style-type: none"> • Types of fats & oils – biochemical structure also. • Effect of heat • Hydrogenation • Effect of storage : rancidity 	8
Unit –II		
Body Building Foods		
5.	<p>Legumes</p> <ul style="list-style-type: none"> • Nutritional composition of pulses and soya products • A brief overview of processing techniques for example – Milling , fermentation , germination 	8
6.	<p>Milk and Milk Products</p> <ul style="list-style-type: none"> • Nutritional composition of various types of milk & milk products. • Types of milk products. • Effect of heat, acid & alkali. • A brief overview of processing techniques for example – Pasteurization & fortification. 	10
7.	<p>Meat , Fish , egg and poultry</p> <ul style="list-style-type: none"> • Structure of egg. • Nutritional composition of meat, fish, egg & poultry. • Effect of heat on meat & egg. 	10
8.	<p>Protective Foods</p> <ul style="list-style-type: none"> • Nutritional composition of fruits, vegetables & processed products. • Effect of heat, acids & alkali on fruits & vegetables. 	10
9.	<p>Miscellaneous</p> <ul style="list-style-type: none"> • Nutritional composition of Tea, Coffee, Cocoa. 	3
Unit – III		
10.	<p>Food Spoilage and Preservation</p> <ul style="list-style-type: none"> • Causes of food spoilage • Principles & methods based on principles • High temperature – Pasteurization, canning 	10

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	<ul style="list-style-type: none"> • Low temperature – refrigeration , cold storage , freezing • Preservatives – chemical • High osmotic pressure – salt • Dehydration – solar , spray & drum • Radiation 	
11.	Food Adulteration – definition, common adulterants and their health hazards, food laws and labelling.	5
12.	Food Additives: food colours, flavourants, spices and condiments, emulsifiers, stabilizers, leavening agents.	5

References:

1. Bennion, M. (1985) Introductory Foods. Eight editions. Macmillan Publishing Company, New York. Charly, H. (1970) Food Science. John Wiley & Sons Inc, New York, Second Edition
2. Frazier, W.C. (2006), 26th Reprint ,Food Microbiology. Tata McGraw Hill Publishing Co., New Delhi
3. Lowe, B. (1937) Experimental Cookery. John Wiley and Sons Inc, New York
4. Manay, N.S and Shadaksharaswamy M. (2001) Food Facts and Principles. Second edition, New Age International Publisher, New Delhi
5. Meyer, L.H. (1987) Food Science, 3rd Ed CBS Publishers and Distribution, Delhi
6. Potter, N.N. (1987) Food Science, 3rd Ed CBS Publishers and Distributors, Delhi 1987
7. Srilakshmi, B. Food Science , new Age International (P) Ltd. Publishers, New Delhi,
8. Swaminathan M. (1990), Food Science Chemistry and Experimental Foods, The Bangalore Printing & Publishing Co. Ltd. , Mysore, Bangalore

Introduction to Foods (Practical - IV)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Contents:

1.	Weights & Measures, basic terms used in cookery	1
2.	Methods of Cooking.	1
3.	Table settings.	1
4.	Visit to Departmental Store & preparation of list to explore various ready to eat, preserved & convenience food items.	1
5.	Food Preparation, understanding the principles involved, nutritional quality and portion size.	
	<ul style="list-style-type: none"> • Beverages- Tea (hot & iced), Coffee (hot & cold), chhaach, lassi, milk shakes, fruit punch (using squashes, fresh fruits), lemonade, jaljeera, aamla shake , aampanna , mocktails(2) , mirinda shake. 	1
	<ul style="list-style-type: none"> • Cereal cookery –chapaati, puri (plain, missi), parantha (stuffed, plain), pancakes, bhatura, rice(plain, pulao , sweet) ,khichdi, daliya, upma, poha, halwa, baati, choorma, mathri (namakpara, shakkarpara) ,chowmein, pizza, sandwiches (open, club, cucumber+ tomato). 	3
	<ul style="list-style-type: none"> • Legumes & pulses-daal (plain & daal fry) , rajma, chhole, dal makhani, kadhi, mangodi, pancake, dahivada, dal pakodi, besanpakodi, sprout chaat, fermented products, sweets (besanladdoo, mohanthaal, dal halwa) 	2
	<ul style="list-style-type: none"> • Vegetables- Dry vegetables (aalugobi, methiaalu, palaktamaatar) , 	2

	(besanladdoo, mohanthaal, dal halwa)	2
	<ul style="list-style-type: none"> • Vegetables- Dry vegetables (aalugobi, methiaalu, palaktamaatar) , stuffed vegetables (bhindi, capsicum) ,vegetables with gravy (dahiaalu, malaikofta, gatta, dumaalu, matarpaneer, chilli paneer), baked vegetables. • Fruits- Salads & desserts • Milk & milk products- paneer, khoa, curd, shrikhand, kheer, custard, raita, fruit cream • Meat, fish & poultry preparations. • Eggs- Boiled, ommelette, fried (half, full) , poached. • Soups- clear & cream including Indian soups- palak, tomato, mixed veg., minestrone, sweet corn, pea soup, lentil, rabri. • Salads- tossed , Russian, fruit salad, sprout salad, kosambri, Russian salad, corn, chana, pasta salad, salad dressings. • Snacks- samosa, kofta, kachori, dosa, idlivadasambhar, khaman, uttapam, tikkichola, pavbhaji, sago khichri, mixed veg cutlets, bhelpuri, harabharakabaab, paneertikka, burger, spring rolls. • Sweets- jalebi, sandesh, gulabjamun, laddu, coconut barfi, gujiya, petha roll, chhainamurki. • Baked products- demonstration of cakes & biscuits 	1 2 1 1 1 1 2 2 1
References :		
<ol style="list-style-type: none"> 1. Raina U, Kashyap S.K Narula, V., Thomas, S., Suvira, Vir, S and Chopra S., Basic Food Preparation: Complete Manual, Orient Longman Pvt. Ltd., New Delhi, Third edition, 2002. 2. Gupta. S., Seth, R., Khanna, K. and Mahna, R. Art and Science of Cooking – A student's Manual, Blaze Publishers & Distributors Pvt Ltd., New Delhi 1991 3. Mathur, M., Goyle, A., Gupta, P. and Magon A. Book of Recipes. India Book House, Jaipur , 1995. 		
Examination Scheme:		
	<ol style="list-style-type: none"> 1. Planning of two recipes: 2. Preparations and serving of two recipes: 3. Viva voice: 4. Internal and records: 	<p>10 marks</p> <p>25 marks</p> <p>5 marks</p> <p>10 marks</p>
ELEMENTARY DESIGN IN HOUSING (THEORY -V)		
Max Marks: - 100 marks		
Teaching workload: 4 hours/week		
Total teaching workload: 96 hours/year		
Objectives:		
<ol style="list-style-type: none"> 1. To gain insight into the principles underlying house planning. 2. To develop an insight into land space planning. 3. Understanding the principles of art and design. 		
Unit – I		
Family's housing needs Hours		
1.	Functions of housing <ul style="list-style-type: none"> • Protective • Economic 	3

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2.	<ul style="list-style-type: none"> • Affection • Social status <p>Factors influencing family housing needs</p>	4
3.	<ul style="list-style-type: none"> • Attributes of family • Size and structure • Activities and stage of life cycle • Living habits etc. <p>Factors influencing selection and purchase of site for house building</p>	4
4.	<ul style="list-style-type: none"> • Vegetation, size, soil types • Drainage , contour (shape) • Orientation etc. <p>Legal aspect and procedure for</p> <p>(a) purchasing</p> <ul style="list-style-type: none"> • Plot • Apartment • Independent house 	5
5.	<p>(b) Construction of house</p> <p>Calculating the cost of housing</p> <ul style="list-style-type: none"> • Cost of land • Cost of building materials • Cost of labour • Cost of supplies, electricity, water, sanitary fitting. 	6
6.	<p>Types of houses</p> <ul style="list-style-type: none"> • Tenement • Apartment • Duplex • Row houses 	3

UNIT-II

Landscape management

7.	<p>Building terminology</p> <ul style="list-style-type: none"> • Layout, building, height of a building, plot or site street or road, applicant, building line. • Sectional plan , licensed architect , set back line , alteration , height of room , balcony , barsati • Basement , chajja , courtyard , detached building , habitable room , garage, uncovered area, chute , mezzanine floor • Built-up , ground floor , floor area ratio , common area , carpet area , sub structure , super structure • Plinth , plinth area , parapet wall , partition , floor area , wall area , circulation area , open space 	8
8.	<p>Building rules and regulations</p> <ul style="list-style-type: none"> • General Rules • Layout • Requirements of parts/partition in building • Submission of plan for approval • Others 	4
9.	<p>Principles of planning the residential space</p> <ul style="list-style-type: none"> • Aspect 	7


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10.	<ul style="list-style-type: none"> • Prospect • Grouping of rooms • Ventilation • Service • Orientation • Roominess • Circulation • Privacy • Flexibility • Sanitation • Economy • Elegance 	5
11.	<p>Building Services</p> <ul style="list-style-type: none"> • Electrical , water supply , sanitary 	5
12.	<p>Planning of different rooms</p> <ul style="list-style-type: none"> • Importance of all the rooms • Recommended size of rooms <p>Construction materials used in building a house</p> <ul style="list-style-type: none"> • Building stones • Clay products • Metals products: Iron , steel and non ferrous • Cement • Lime • Wood Products: Timber • Glass • Plastic • White wash , distemper and paints 	6
Unit – III		
Elementary designing		
13.	<p>Introduction to foundation of arts</p> <p>a) Good taste</p> <ul style="list-style-type: none"> • Types of design: structural & decorative • Objectives of design: function, beauty and expressiveness • Design concept: application of design 	4
14.	<p>Element of design based on use in interiors</p> <p>a) Line</p> <ul style="list-style-type: none"> • Types of line: straight and curved etc. • Illusion of lines • Emotional significance <p>b) Form</p> <ul style="list-style-type: none"> • Definition • Classification • Requirements of a good form <p>c) Textures</p> <ul style="list-style-type: none"> • Definition • Types: visual, tactile • Significance of texture <p>d) Light</p>	2
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	<ul style="list-style-type: none"> • Types of light: natural and artificial • Emotional significance artificial lighting system 	
	<ul style="list-style-type: none"> e) Space <ul style="list-style-type: none"> • Definition • Classification: open and close 	2
	<ul style="list-style-type: none"> f) Pattern <ul style="list-style-type: none"> • Definition • Motifs: naturalistic, stylized, abstract, geometric • Characteristics of a good pattern 	2
15.	Principles of design	
	<ul style="list-style-type: none"> a) Balance <ul style="list-style-type: none"> • Definition • Types • Application in interior 	3
	<ul style="list-style-type: none"> b) Rhythm <ul style="list-style-type: none"> • Definition • Ways of achieving rhythm: repetition of shapes, progression of size, continuous line movement, radiation • Application in interior 	3
	<ul style="list-style-type: none"> c) Harmony <ul style="list-style-type: none"> • Definition • Methods of achieving harmony: line & shape, colour, ideas, size & texture 	3
	<ul style="list-style-type: none"> d) Proportion <ul style="list-style-type: none"> • Definition • Scale • Application in interior 	3
	<ul style="list-style-type: none"> e) Emphasis <ul style="list-style-type: none"> • Definition • Ways of achieving emphasis: grouping of objects, use of contrasting colour, use of decoration, use of back ground space • Where to place the emphasis: law of margin • Application in interior 	3
16.	Floor decoration with the use of elementary art	2
17.	Table setting & etiquettes	3
	<ul style="list-style-type: none"> • Selection of table wares for traditional & continental meals • Setting for Indian traditional and continental meals. • Formal and buffet arrangements 	
Note - Seminar presentation on selected topics from unit - II		
References:		
<ol style="list-style-type: none"> 1. Adams, S.T. (1981), How To Buy, Repair And Maintain Home Systems And Applications, , ARCO Publications, New York. 2. Agan Tessie (1986), The House Its Plan And Use, Oxford and IBH publishing company, New Delhi, 3. Agan, Tessie (1951), The House Its Plan And Use, J.B. Lippincott New York. 4. Broadbent G., Bunt R. & Charles Zencles, (1980), Sign,Symbol And Architecture , John Wiley & Sons, New York. 		

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ELEMENTARY DESIGN IN HOUSING (PRACTICAL - V)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives :

1. To familiarize the students with the planning and understanding interior environment.
2. Understand the methods of interior construction techniques.
3. Understand art and apply its principles in the creation.

Contents :

		Practical
1.	Market survey on material & its cost used for building house	1
2.	Introduction to drawing equipment/Rendering techniques	1
3.	Introduction to Lettering/Application of scale	1
4.	Geometrical constructions of point, line, Quadrilateral and circle	1
5.	Dimensioning	1
6.	Plan, elevation, section	1

7.	Drawing of housing and electricity symbols	1
8.	Drawing of Architectural symbols for Furniture	1
9.	Collection and analysis of LIG house plan	1
10.	Collection and analysis of MIG house plan	1
11.	Collection and analysis of HIG house plan	1
12.	House plan of HIG	1
13.	House plan of MIG	1
14.	House plan of LIG	1
15.	Drawing of colour wheel, tint & shade chart and colour schemes	1
16.	Floor decoration: rangoli using rice	1
17.	Floor decoration : rangoli using flowers	1
18.	Floor decoration : rangoli using colour powder	1
19.	Floor decoration : alpana/ mandana	1
20.	Types of table setting: traditional & continental	1
21.	Table manners and etiquette	1
22.	Types of Napkin folding	1
23.	Wrapping of gift: rectangle, square, cylindrical, round and irregular boxes	1
24.	Envelop making/Card Making	1
Examination Scheme		
1.	Major- House plan for LIG, MIG, HIG.	20 marks
2.	Minor I - Lettering technique/ rendering technique/ House Planning symbols/Furniture symbols/color wheel and scheme	10 marks
	Minor II - Table setting/Napkin folding/card making/floor decoration	10 marks
3.	Internal	10 marks

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