



University of Rajasthan Jaipur

SYLLABUS

B.Sc. (Home Science)

PART-I

Examination-2024

Rj / Jain
Dy. Registrar
(Accounts)
University of Rajasthan
JAIPUR

204

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 honours subsidiary subjects of P.I, P.II and P.III examination taken together.

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

All the candidates will be declared to have passed the examination if they obtain the minimum pass marks viz. 50% in each paper. No division shall be awarded at the P.I and P.II examination.

Eligibility Criteria

Girl Candidates who have passed 12th class or equivalent examination of (10+2) scheme, with at least 50% marks in aggregate are eligible for admission to B.Sc.(Home Science) course (Part-I).

The theory examination paper will consist of three parts:

- 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.
- Part II - will comprise of 5 short answer questions of 4 marks each. The answer to each question must be within the limit of 30-60 words.
- Part III - will comprise of 4 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 practical, separately.

- (i) Foreign national's and (ii) Indian national's 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.
- Candidate-migrating from non-Hindi speaking areas. Who have not passed the High School/Higher Secondary or an examination recognized as equivalent thereto 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) | 2hrs | 60 | 21 | 3 | |
| | (Practical) | 2 hrs | 40 | 13 | | 2 |
| I | Textile & Apparel Designing (Theory)I | 3 hrs | 100 | 36 | 4 | |
| | Textile & Apparel Designing (Practical)I | 3 hrs | 50 | 18 | | 2 |
| II | Development Communication & extension (Theory)II | 3 hrs | 100 | 36 | 4 | |
| | Development Communication & Extension (Practical)II | 3 hrs | 50 | 18 | | 2 |
| III | Foundation of Human Development (Theory)III | 3 hrs | 100 | 36 | 4 | |
| | Methods of Human Study (Practical)III | 3 hrs | 50 | 18 | | 2 |
| IV | Introduction to Foods (Theory)IV | 3 hrs | 100 | 36 | 4 | |
| | Introduction to Foods (Practical)IV | 3 hrs | 50 | 18 | | 2 |
| V | Elementary Design in Housing (Theory)V | 3 hrs | 100 | 36 | 4 | |
| | Elementary Design in Housing (Practical)V | 3 hrs | 50 | 18 | | 2 |
| | | Total | 1150 | 412 | 31+ | 12=43 |

नोट : 36 से कम अंक लाने पर छात्रों को उत्तीर्ण नहीं किया जायेगा। इस प्रश्नपत्र में प्राप्त अंकों को श्रेणी निर्धारण हेतु नहीं जोड़ा जायेगा।

अंक विभाजन — प्रश्नपत्र में दो भाग होंगे — 1. साहित्य खण्ड एवं 2. व्याकरण खण्ड। साहित्य खण्ड में दो भाग होंगे — गद्य भाग एवं पद्य भाग। प्रत्येक खण्ड के लिए 50 अंक निर्धारित हैं।

अंक विभाजन

50 अंक

- | | | |
|---|---------------------------|--------|
| • दो व्याख्या पद्य से (प्रत्येक में विकल्प देना है) | 5 x 2 = | 10 अंक |
| • दो व्याख्या गद्य से (प्रत्येक में विकल्प देना है) | 5 x 2 = | 10 अंक |
| • आलोचनात्मक प्रश्न पद्य से (विकल्प देना है) | $7\frac{1}{2} \times 2 =$ | 15 अंक |
| • आलोचनात्मक प्रश्न गद्य से (विकल्प देना है) | $7\frac{1}{2} \times 2 =$ | 15 अंक |

क. साहित्य खण्ड — गद्य-पद्य की निर्धारित रचनाएं

गद्य भाग —

- | | | |
|---------------------|---|--|
| 1. कहानी | — | हार की जीत — सुदर्शन |
| 2. निबंध | — | नाखून क्यों बढ़ते हैं — आ. हजारी प्रसाद द्विवेदी |
| 3. संस्मरण | — | असीम औ ससीम के बीच — अज्ञेय |
| 4. रेखाचित्र | — | गौरा — महादेवी वर्मा |
| 5. व्यंग्य | — | प्रेमचंद के फटे जूते — हरिशंकर परसाई |
| 6. रिपोर्टाज | — | स्टील लाइफ — फणीश्वरनाथ रेणु |
| 7. साध्य-साधन एकत्व | — | नन्दकिशोर आचार्य |
| 8. पर्यावरणीय निबंध | — | आज भी खरे हैं तालाब — अनुपम मिश्र |

ख. पद्य भाग

- | | | |
|--------------------|---|---|
| 1. कबीर | — | कबीर ग्रंथावली, संपादक — श्यामसुंदर दास सुमिरन कौ अंग — साखी संख्या — 17, 21, 27, 29 = 4 विरह कौ अंग — साखी संख्या — 3, 5, 20, 29 = 4 यितावणी कौ अंग — साखी संख्या — 2, 8, 12, 18 = 4 |
| 2. सूरदास | — | सूरसागर सार, संपादक — डॉ. धीरेन्द्र वर्मा विनय भक्ति पद — 21, 33 यशोदा हरि पालने झुलावे, खेलत में को काको गुसैया मैया मोहि दाऊ बहुत खिझायो आये योग सिखावन पाण्डे = 6 पद |
| 3. तुलसीदास | — | रामचरित मानस — लंका काण्ड — (रावनुरथी विरथ रघुवीरा..... निज-निज प्रभुआन। |
| 4. मीरां | — | मीरां पदावली — सं० शंभुसिंह मनोहर मन थें परस हरि के चरण (01), थारो रूप देख्यां अटकी (09) मो हे रावरे के रंग की राँची (19) मैं तो गिरिधर के घर जाऊ(20) म्हाँ गिरिधर के रंग राती वहाँ (26) |
| 5. रहीम | — | रहीम ग्रंथावली, सं० — विद्यानिवास मिश्र तथा डॉ. गोविन्द रजनीश दोहा संख्या — 186, 191, 211, 212, 214, 218, 219, 220, 223, 224 = 10 दोहे |
| 6. मैथिलीशरण गुप्त | — | साकेत — कैकेयी अनुताप (तदनन्तर बैठी सभा उटज के आगे विनय आज यह माता) |
| 7. निराला | — | वह तोड़ती पत्थर, भिक्षुक |
| 8. अज्ञेय | — | भीतर जागा दाता |
| 9. नागार्जुन | — | कालिदास के प्रति |

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खण्ड 2. व्याकरण/व्यावहारिक हिन्दी -

(11)

50 अंक

- | | | | |
|--|---|--|----------------------------------|
| 1. निबन्ध लेखन | - | शब्द सीमा - 300 शब्द | 8 अंक |
| 2. कार्यालयी पत्र | - | शासकीय, अर्द्धशासकीय, कार्यालय ज्ञापन, कार्यालय आदेश, अधिसूचना, पृष्ठांकन | $3 \frac{1}{2} \times 2 = 7$ अंक |
| 3. संक्षेपण | - | | 5 अंक |
| 4. पल्लवन | - | | 5 अंक |
| 5. शब्द निर्माण | - | उपसर्ग, प्रत्यय, संधि, समास | 5 अंक |
| 6. शब्द के प्रकार | - | संज्ञा, सर्वनाम, क्रिया एवं क्रिया विशेषण | 5 अंक |
| 7. शब्द शुद्धि एवं वाक्य शुद्धि | - | | 5 अंक |
| 8. मुहावरे एवं लोकोक्ति | - | | 5 अंक |
| 9. पारिभाषिक शब्दावली (अंग्रेजी के 5 पारिभाषिक शब्दों के हिन्दी रूप) | - | | 5 अंक |

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2. GENERAL ENGLISH

B.Sc. Part-I

Duration: 3 hrs.

Max. Marks: 100

Minimum Pass Marks: 36

The syllabus aims at achieving the following objectives :

1. Introducing students to phonetics and enabling them to consult dictionaries for correct pronunciation (sounds and word stress)
2. Reinforcing selected components of grammar and usage
3. Strengthening comprehension of poetry, prose and short-stories
4. Strengthening compositional skills in English for paragraph writing. CVs and job applications.

The Pattern of the Question Paper will be as follows:

Unit A: Phonetics and Translation

(20 marks)

(10 periods)

| | |
|---|---------------------|
| I Phonetic Symbols and Transcription of Words | (05) |
| III Translation of 5 Simple sentences from Hindi to English | (05) |
| from English to Hindi | (05) |
| IV Translation of 05 Words from Hindi to English | (2 ^{1/2}) |
| from English to Hindi | (2 ^{1/2}) |

Unit B: Grammar and Usage

(25 marks)

(10 periods)

| | |
|---|------|
| I Elements of a Sentence | (05) |
| II Transformation of Sentences | (05) |
| a. Direct and Indirect Narration | |
| b. Active and Passive Voice | |
| II Modals | (05) |
| III Tense | (05) |
| IV Punctuation of a Short Passage with 10 Punctuation Marks | (05) |

(As discussed in Quirk and Greenbaum)

Unit C: Comprehension

(25 marks)

Following Essays and Stories in *Essential Language Skills* revised edition compiled by Macmillan for University of Rajasthan General English B. A. /B. Com./B. Sc.

Candidates will be required to answer 5 questions out of ten questions from the prescribed texts. Each question will be of two (2) marks. (10)

| | |
|--------------------|----------------------------|
| Sujata Bhastt | Voice of the Unwanted Girl |
| Ruskin Bond | Night Train for Deoli |
| M.K. Gandhi | The Birth of Khadi |
| J.L. Nehru | A Tryst with Destiny |
| A.P.J. Abdul Kalam | Vision for 2020 |

The candidates will be required to answer 5 questions from an unseen passage. (10)

One vocabulary question of 10 words from the given passage. (5)

Unit D: Compositional Skills
(marks)

(30)

(15 periods)

| | |
|--|------|
| I Letters-Formal and Informal | (10) |
| II CV's Resume and Job Applications and Report | (10) |
| III Paragraph Writing | (10) |

Recommended Reading:

Sasikumar, V., Dutta and Rajeevan, A Course in Listening and Speaking-I Foundation Books. 2005.

Sawhney, Panja and Verma eds. English At the Workplace, Macmillan 2003.

Singh, R.P. Professional Communication. OUP. 2004

Judith Leigh. CVs and Job Applications. OUP. 2004

Arthur Waldhorn and Arthur Zeiger, English Made Simple. Upa and Co.

Gunashekar ed. A Foundation English Course for Undergraduates. Book I, CIEFL, Hyderabad.

Quirk and Greenbaum: A University Grammar of English Longman, 1973

- Pollution case studies
 - Disaster management: floods earthquake, cyclone and landslides
- Unit 6 : Social issues, Environment, Laws and Sustainability**
- From Unsustainable to Sustainable development
 - Urban problems related to energy
 - Water conservation, rain water harvesting, watershed management
 - Reclamation and rehabilitation of people; its problems and concerns. Case studies
 - Environmental ethics: Issues and possible solution.
 - Climate change, global warming, acid rain ozone layer depletion, nuclear accidents and holocaust. Case studies
 - Wasteland reclamation.
 - Consumerism and waste product.
 - Environmental Protection Act.
 - Air (Prevention and Control of Pollution) Act
 - Wild life protection Act
 - Forest Conservation Act
 - Biological Diversity Act
 - Issues involved in enforcement of environmental legislation
 - Public Awareness.

Unit 7: Human Population and the Environment

- Population growth, variation among nations
- Population explosion-Family Welfare Programme
- Environment and Human health
- Human Rights
- Value Education
- HIV/AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case Studies

10

$P_{-j}^i (\sqrt{e^2})$
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Suggested Readings:-

1. Diwan A.P. and Arora D.K.1995. Human Ecology Anmol Publication Pvt.Ltd.,New Delhi.
2. Dubey, R.M.1992. Human Ecology and Environmental Education,Chaug Publications,Allahabad.
3. Goudie,Andrew.The Human Impact.
4. Husain Maxia.1994 Human Geography,Rawat Publication,Jaipur.
5. Johnston, R.J.Ed.1986 Dictionary of Human geography,National Publication,New Delhi.
6. Malik,S.L.and Bhattacharya D.K.1986. Aspects of Human Ecology,Northern Book Center,New Delhi.
7. Mishra,R.P and Bhooshan,B.S.1979.Human Settlements in Asia.Public,Polices and programmes Haritage publisher,New Delhi.
8. Nathawat, G.S.1985. Human Ecology,An Indian perspective,Indian Human Ecology Council,Jaipur.
9. Russel, Bartrand, 1976.Impact of Science of society Unwin,Publisher,Indian. (paper back).
10. Sinha Rajiv, 1996.Gloobal Biodiversity Ina.,Shri publication,Jaipur.
11. Sinha Rajiv K., 1994. Development without Desertrction 14.Environmentalist,Jaipur. Sinha Rajiv K., 1996.Environmental Crises and Human at Risk,In A Shri Publication,Jaipur.
12. Smith, Dlanne, 1984.Urban Ecology,George Allen,London.
13. Swarnkar, R.C.1985.Indian Tribes.Printwell publisher,Jaipur.
14. Tivy,Joy and O'Hugegreg,1985.Human Impact on the Ecosystem Edinburgh George Allen Boyd.
16. United Nations Development Report, 1996.Human Development Report, 1996.Oxford University Press,Delhi.
17. Vannathony & Rogers Paul, 1974. Human Ecology and World Development,Flehum Press,New York.

4. Elementary Computer Applications

Maximum Marks- 100 (Main University Examinations)

Theory : Max. Marks -60

Practical : Max. Marks- 40

Each Candidate has to pass in Theory and Practical Examinations separately.

Question paper for Elementary Computer Applications, (Compulsory paper-common for B.A. / B.Sc./ B.Com. Part-I) be so set that it has 120 multiple choice questions (Bilingual) of $\frac{1}{2}$ marks each. The question paper will be of duration of 2 hours. The examinees will have to give their answers on OMR Sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology. Further the practical examination for this paper will be of 40 marks and its duration will be of 2 hours.

Unit - I

Introduction to information technology : Evolution and generation of computers, type of computers, micro , mini , mainframe and super computer. Architecture of a computer system : CPU , ALU, Memory (Ram, Rom families) cache memory, input /output devices, pointing devices.

Concept of Operating system, need types of operating systems: batch, single user, multi - processing , distributed and timeshared operating systems, introduction of Unix. Linux. Windows, Window NT. Programming languages Low level and high level languages. generation of languages , 3 GL and 4 GL languages .Graphic User Interfaces.

Unit - II

Word Processing tool : Introduction , Creating, Saving, Copy, Move and Delete. Checking Spelling and Grammer. Page Layout. interface, toolbars, ruler, menus keyboard shortcut , editing. Text Formatting, insert headers and footers. Bullets and Numbering. Find and Replace etc. Insert Table and Picture , Macro, Mail Merge.

Power Point : Creating and viewing a presentation, managing slide shows navigating through a presentation using hyperlinks, advanced navigation with action setting and action buttons. Organizing formats with Master Slides applying and modifying designs adding graphics , multimedia and special effects.

Unit - III

Electronic Spreadsheet : Worksheet types of create and open a worksheet. Entering data text numbers and formula in a worksheet inserting and deleting cells. cell formatting, inserting rows and columns in a worksheet formatting worksheets. Using various formula and inbuilt function. Update worksheet using special tools like spell check and auto correct setup the page

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Margins of worksheets for printing, Format the data in the worksheet globally or selectively, creating charts. Enhance worksheets using charts, multiple worksheets-concepts

Unit - IV

The Internet - History and Functions of the Internet, Working with Internet, Web Browsers, World Wide Web, Uniform Resource Locator and Domain Names, Uses of Internet, Search for Information, Email, Chatting, Instant messenger services, News, Group, Teleconferencing, Video-Conferencing, E-Commerce and M-Commerce.

Manage an E-mail Account, E-mail Address, configure E-mail Account, log to an E-mail, Receive E-mail, Sending mails, sending files as attachments and Address Book, Downloading Files, online form filling, E-Services - E-Banking and E-Learning.

Unit - V

Social, Ethical and Legal Matters - Effects on the way we Work Socialise, Operate in other areas, Cyber crime, Prevention of crime, Cyber law: Indian IT Act, Intellectual property, Software piracy, Copyright and Patent, Software licensing, Proprietary software, Free and Open source software.

Network Security - Risk assessment and security measures, Assets and types (data, applications, system and network), Security threats and attacks (passive, active); types and effects (e.g. Identity theft, denial of services, computer virus etc.), Security issues and security measures (Firewalls, encryption/decryption), Prevention.

Question Paper pattern for Main University Practical Examination

Max Marks: 40

Practical

The practical exercises will be designed to help in the understanding of concepts of computer and the utilization in the areas outlined in the theory syllabus. The emphasis should be on practical usage rather than on theoretical concepts only.

The practical examination scheme should be as follows -

- Three Practical Exercise (including Attendance & Record performance) 30 marks
 - Operating system
 - MS Word
 - MS Excel
 - MS Power Point
 - Internet
- Viva-voce 10 marks

Reg/Vas 10 marks
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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. | Fashions <ul style="list-style-type: none"> Principles of Fashion Theories of Fashion Fashion Cycle Factors favouring and retarding Fashion | 10 |
| 9. | Fashion Designers and centres <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 : | | |
| <ol style="list-style-type: none"> Bhavnani, E.(1974) Folk and Tribal Designers of India, D.B. Taraporewala sons and co. Pvt. Ltd. Bombay Brijbhushan, J.(1958), The costumes and textiles of India, Taraporewala and sons, Mumbai. Chattopadhyaya , kamaladevi(1975) , handicrafts of India All India handicrafts Board , New Delhi , Clarke, W. (1960)An Introduction to Textile printing , Newness – Butter worth’s , Boston 1977 Mehta , R.J. , the Hnadicrafts and Industrial Arts of India , Taraporewala and sons , Mumbai , Gillow, J. & barinard , N (1991) Traditional Indian Textiles London : Thames & Hudson. Kapoor R.C. & Jain R. (2000) Traditional & Beyond – handcrafted Indian Textiles, India Roli Books. Kothari G. (1995) Colourful textiles of Rajasthan India : Jaipur Printers Aarabai M. (1989) Patolos& resist dyed fabrics of India. New Tersely : Gujarat state Handicraft & Handloom Development corporation , grantha Story J., Manual of Textileprinting , Thames and Hudson , publication London 1992. Agarwal, O.P.,(1977), Care and Presentation of Museum projects – II , NRL. Chattopadhaya , K.D. (, 1977) , Indian Carpets and Floor Coverings , All India Handicrafts Board , New Delhi. Das, Shukla(1992) , Fabric Art-Hertiage of India , Abhinav Publications , New Delhi Carr H., Latham B. (1994) , The Technology of Clothing Manufacture , 2nd edition , Blackwell Sc. Fringes G.S. (1994), Fashion from Concept to Consumer, 6th Edition, Prentice Hall, New Jersey. 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: | | |
| <ol style="list-style-type: none"> To train the students to use the elements of designing To make them learn the application of these to apparels in sketching. 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 croique • Formal & Traditional Wear | 6 |
| Examination Scheme | | |
| Internal – 20 Marks | | |
| Major Problem – 20 Marks (Embroidery) | | |
| Minor Problem – 10 Marks (Drawing) | | |
| DEVELOPMENT COMMUNICATION AND EXTENSION (THEORY II) | | |
| Max Marks: - 100 marks | | |
| Teaching workload: 4 hours/week | | |
| Total teaching workload: 96 hours/year | | |
| Objectives : | | |
| <ol style="list-style-type: none"> 1. To make the students understand the concept of Extension and its related aspects. 2. To understand the existing supports structure for development efforts. 3. To sensitize the students and help them to understand the process of communication and its importance | | |
| Unit – I | | Hours |
| 1 | Concept of Education, Extension Education, adult education, distance education, Formal, Non Formal and Informal Education | 6 |
| 2 | Concept, Meaning, objectives, Scope, principles and philosophy of Extension Education | 12 |
| 3 | Earlier extension efforts in India : Pre and Post Independence period | 8 |
| 4 | Home Science Extension : Concept, Scope and its role in national development | 6 |
| 5 | Extension Worker: Qualities and Role | 4 |
| Unit –II | | |
| 6 | Community : Meaning and its Characteristics | 2 |
| 7 | Concept and Characteristics of different types of Community – Rural , Urban, Slum and tribal communities | 6 |
| 8 | Community organization: meaning, scope, principles and process | 8 |
| 9 | Role and quality of a community organizer | 4 |
| 10 | Support structures for extension- Panchayat, Cooperatives, Voluntary organisations (NGO), Women groups, Youth club and KVK | 12 |

| Unit – III | | |
|---|---|----|
| 11 | Communication- Concept, meaning, Purpose , Function and importance | 6 |
| 12 | Types of Organisational Communication- Oral v/s Written , intrapersonal v/s interpersonal, Verbal v/s Non verbal | 10 |
| 13 | Models of Communication and Key Elements – Aristotle, Shanon- Weaver, Berlo and Leagan’s | 8 |
| 14 | Effective communication- Frame of reference, perception, fidelity , communication gap, time lag, empathy, homophily, hetrophily | 4 |
| References : | | |
| <ol style="list-style-type: none"> 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 , Massachuseets 01003. USA. University of Massachusetts. 6. Mistry S.P.(1998) Non Formal Education 1998 Radha Publications 437814B , Ansari Road , Darya Ganj. New Delhi – 1100002. 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. Srinivasn , 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. | | |
| DEVELOPMENT COMMUNICATION AND EXTENSION (PRACTICAL) | | |
| 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 for small group communication skills 2. To develop skills of self analysis | | |
| 1 | Visit of Community organisations (any Four) and submit report- <ul style="list-style-type: none"> • PHC • NGO | 6 |

| | | |
|--|---|--------------|
| | <ul style="list-style-type: none"> • Panchayat • Aanganwari • Women Organisation's • School • Cooperative • Youth Club | |
| 2 | Prepare a resource file and discuss the uses, advantages and limitations with reference to – <ul style="list-style-type: none"> • Folk Media • Print Media • Electronic Media • Internet based media | 6 |
| 3 | Planning and execution of any two small group communication for development of reading, writing and oral skills <ul style="list-style-type: none"> • Meeting • Discussion/ FGD • Debate • Workshop Planning criteria – selection of the topic, formulation of broad outline, specifying the objective, designing and use of graphic media | 8 |
| 4 | SWOT analysis to know oneself | 4 |
| FOUNDATION OF HUMAN DEVELOPMENT -(THEORY III) Max Marks: - 100 marks Teaching workload: 4 hours/week Total teaching workload: 96 hours/year | | |
| OBJECTIVES: <ol style="list-style-type: none"> 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 and other related fields. | 10 |
| 2. | Historical journey of Human Development. Human Development Today. | 12 |
| UNIT-II | | |
| 3. | Meaning and Principles of Growth and Development. Determinants and Factors affecting Growth and Development: Biological and Environmental. | 10 |
| 4. | Understanding Life Span Stages of Human Development, Highlighting Significant Developmental Tasks. | 12 |
| 5. | Role of Heredity and Environment; and Learning and Maturation on Human Development. | 10 |
| UNIT-III | | |
| 6. | Brief introduction to Perspectives and Theories of Human Development: | 20 |

| | | | |
|---|--|--|------------------|
| | <ul style="list-style-type: none"> • Erikson: Psycho- Social Development • Freud: Psycho-Sexual Development • Piaget: Cognitive Development | | |
| 7. | Culture, Society Family and Individual Development. The Family Life Cycle. | | 6 |
| 8. | Vocational Choices and Careers in Human Development. | | 6 |
| References : | | | |
| <ol style="list-style-type: none"> 1. Allen, B.P. (2006). Personality theories: Development, growth and diversity (5thed). Needham Heights, M.A.: Allyn and Bacon. 2. Ambron. (1978). Child Development, Holt Rinehart 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 Wiley and Sons. 6. Dolloff P.B. and Resnick M.r. 1972. Patterns of life: Human growth and Development Charles E Merrill Publishing Co. Ohio. 7. Surabhi Puohit, Shashiprabha Tandon, Kavita Koradia (1996)-Manav vikas ke sopan, ajmera Publishers, Jaipur 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 practical/batch | | | |
| Objectives: | | | |
| <ol style="list-style-type: none"> 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. | Understanding and application of various methods of human study in field: observation, interviews, questionnaire, field survey. (all Four) | | 18 |
| 2. | Application, administration and scoring of any one selected standardized instrument/test. | | 4 |
| 3 | To develop insights for self analysis through SWOT, personal narratives, role play and essay for self appraisal. | | 4 |
| 4. | Visit and report writing of selected play school, crèche, anganwari (one each) | | 4 |

| Examination Scheme: | | |
|---|--|--------------|
| 1. Major problem:- Use of various method in field/case study | 15 marks | 10 marks |
| 2. Minor problem:- (any one) | | |
| 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 | 20 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. | | |
| Food adulteration and various food laws and labelling rules for food safety. | | |
| Unit – I | | |
| | | Hours |
| 1. | Definition and concept of foods and nutrition | 5 |
| | <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. • Energy giving foods | |
| 2. | Cereals & cereal products | 12 |
| | <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. | |
| 3. | Sugars and sugar Products | 10 |
| | <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. | |
| 4. | Fats and Oils | 8 |
| | <ul style="list-style-type: none"> • Types of fats & oils – biochemical structure also. • Effect of heat • Hydrogenation • Effect of storage : rancidity | |

| Unit –II | | |
|---|--|----|
| Body Building Foods | | |
| 5. | Legumes <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. | Milk and Milk Products <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. | Meat , Fish , egg and poultry <ul style="list-style-type: none"> • Structure of egg. • Nutritional composition of meat, fish, egg & poultry. | 10 |
| 8. | Protective Foods <ul style="list-style-type: none"> • Effect of heat on meat & egg. • Nutritional composition of fruits, vegetables & processed products. • Effect of heat, acids & alkali on fruits & vegetables. | 10 |
| 9. | Miscellaneous <ul style="list-style-type: none"> • Nutritional composition of Tea, Coffee, Cocoa. | 3 |
| Unit – III | | |
| 10. | Food Spoilage and Preservation <ul style="list-style-type: none"> • Causes of food spoilage • Principles & methods based on principles • High temperature – Pasteurization, canning • Low temperature – refrigeration , cold storage , freezing • Preservatives – chemical • High osmotic pressure – salt • Dehydration – solar , spray & drum • Radiation | 10 |
| 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: | | |
| <ol style="list-style-type: none"> 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 | | |

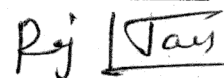
Introduction to Foods (Practical - IV)**Max Marks: - 50 marks****Teaching workload: one practical/week (2 hours/practical)****Total teaching workload: 24 practicals/batch****Contents:**

| | | |
|----|--|---|
| 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. • 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). • Legumes & pulses- daal (plain & daal fry), rajma, chhole, dal makhani, kadhi, mangodi, pancake, dahivada, dal pakodi, besanpakodi, sprout chaat, fermented products, sweets (besanladdoo, mohanthal, dal halwa) • 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, idlivada, sambhar, 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 3 2 2 1 2 1 1 1 1 1 1 2 2 1 |

References :

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.

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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:

| | |
|--|----------|
| Internal and records: | 20 marks |
| Planning of two recipes: | 10 marks |
| Preparations and serving of two recipes: | 15 marks |
| Viva voice: | 5 marks |

ELEMENTARY DESIGN IN HOUSING (THEORY -V)

Max Marks: - 100 marks

Teaching workload: 4 hours/week

Total teaching workload: 96 hours/year

Objectives:

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

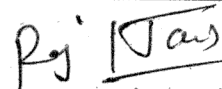
UNIT-II**Landscape management**

| | | |
|-----|---|---|
| 7. | Building terminology <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. | Building rules and regulations <ul style="list-style-type: none"> • General Rules • Layout • Requirements of parts/partition in building • Submission of plan for approval • Others | 4 |
| 9. | Principles of planning the residential space <ul style="list-style-type: none"> • Aspect • Prospect • Grouping of rooms • Ventilation • Service • Orientation • Roominess • Circulation • Privacy • Flexibility • Sanitation • Economy • Elegance | 7 |
| 10. | Building Services <ul style="list-style-type: none"> • Electrical , water supply , sanitary | 5 |
| 11. | Planning of different rooms <ul style="list-style-type: none"> • Importance of all the rooms • Recommended size of rooms | 5 |
| 12. | Construction materials used in building a house <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. | Introduction to foundation of arts a) Good taste <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. | Element of design based on use in interiors a) Line <ul style="list-style-type: none"> • Types of line: straight and curved etc. • Illusion of lines • Emotional significance b) Form <ul style="list-style-type: none"> • Definition • Classification • Requirements of a good form c) Textures <ul style="list-style-type: none"> • Definition • Types: visual, tactile • Significance of texture d) Light <ul style="list-style-type: none"> • Types of light: natural and artificial • Emotional significance artificial lighting system e) Space <ul style="list-style-type: none"> • Definition • Classification: open and close f) Pattern <ul style="list-style-type: none"> • Definition • Motifs: naturalistic, stylized, abstract, geometric • Characteristics of a good pattern | 2 2 2 2 2 2 |
| 15. | Principles of design a) Balance <ul style="list-style-type: none"> • Definition • Types • Application in interior 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 c) Harmony <ul style="list-style-type: none"> • Definition • Methods of achieving harmony: line & shape, colour, ideas, size & texture d) Proportion <ul style="list-style-type: none"> • Definition • Scale • Application in interior e) Emphasis <ul style="list-style-type: none"> • Definition | 3 3 3 3 3 |

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|--|---|--------|
| 16. 17. | <ul style="list-style-type: none"> • 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 <p>Floor decoration with the use of elementary art</p> <p>Table setting & etiquettes</p> <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 <p>Note - Seminar presentation on selected topics from unit – II</p> | 2 3 |
| 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. 5. Choudhary, R. (Editor) English Lettering and Alphabets, Gaurav Publishing house, New Delhi. 6. Couran Terence (1974), The House Book, Mitchell Beazley Publications Ltd, London. 7. Deshpande, R.S. (1995), Modern Ideal Homes For India, Deshpande Publication Trust, Puna. 8. Deshpande (1991), Build Your Homes, United Book Corporation, Puna. 9. Deshpande (1991), Modern Ideal Homes of India, united Book Corporation, Puna. 10. E & OE. " Planning – The architects Handbook" 11. Ferdrick, S. Merit (1981), Building Design and construction and Handbook, New Delhi. 12. Gill, Robert W. (1984), Rendering with Pen and Ink (2nd Edition), Themes and Hudson Ltd. London. 13. Jones, Bridget (2000), Entertaining in Style, Annes Publishing Ltd., London. 14. Joseph, D. Falcon, (1987), principles and practices of Residential Construction, Prentice Hall. New Jersey. 15. Patani M., (2010), Home Management, Star Publication, Agra. 16. Mills, Edward D. (Ed), (1985), Planning: The architects 'Hand book, 10th Edition, Butlerworths. 17. Millar, Max (1960), Know How To Draw, B.T. Batsford Ltd., London. 18. Paltison Garden Day (1982), A Guide To Professional Architectural And Industrial Scale Model Building. Eagle Wood Cliffs, N.J. Prentice Hall. 19. Peet L.J. and Arnold M.G., (1970), Household Equipment, John Wiley and Sons, New York. 20. Raja Rao, T.N., Subranayan. Y , (2000) , Planning of Residential Buildings, Standard Publisher, New Delhi 21. Teemen L. (1974), How it works and how to give it New American Library 22. Gillat M. & Goldstein V. (1967), Art Everyday Life, Oxford & IBH publishing Co., New Delhi. 23. Goldstein M. & Goldstein V. (1967), Art Everything Life, McGraw hill Books comp.Ltd. , New York. | | |

| 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. Furniture dimensions | 1 |
| 6. Drawing of architectural symbols | 1 |
| 7. Drawing of 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 |
| Scheme of Examination | |
| Exercise | Marks |
| Major- House plan for LIG, MIG, HIG. | 20 |
| Minor I - Lettering technique/ rendering technique/ House Planning symbols/Furniture symbols/color wheel and scheme | 5 |
| Minor II – Table setting/Napkin folding/card making/floor decoration | 5 |
| Internal | 20 |


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