University of Rajasthan
Jaipur

SYLLABUS

Scheme of Examination and
Course of Study

FACULTY OF SCIENCE

B.Sc. (HOME SCIENCE)

PART-II Examination, 2019
(10+2+3 Pattern)
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.

Dr. Registrar
(Academic)
University of Rajasthan
JAIPUR
<table>
<thead>
<tr>
<th>Paper</th>
<th>Subjects</th>
<th>Duration of Exam</th>
<th>Max Marks</th>
<th>Min Marks</th>
<th>No. of Hr/Wk Th</th>
<th>No. of Hr/Wk Pr</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>Apparel Technology (Theory) VI* Apparel Construction (Practical) VI</td>
<td>3 hrs</td>
<td>100</td>
<td>36</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 hrs</td>
<td>50</td>
<td>18</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Extension Education and Development (Theory) VII Extension Education and Development (Practical) VII</td>
<td>3 hrs</td>
<td>100</td>
<td>36</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>18</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Life Span Development (Theory) VIII Human Development (Practical) VIII</td>
<td>3 hrs</td>
<td>100</td>
<td>36</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>18</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>Nutritional Biochemistry (Theory) IX Nutritional Biochemistry (Practical) IX</td>
<td>3 hrs</td>
<td>100</td>
<td>36</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>18</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Interior Space Design (Theory) X Interior space design (Practical) X</td>
<td>3 hrs</td>
<td>100</td>
<td>36</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>18</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>750</td>
<td>270</td>
<td>26—</td>
<td>10=36</td>
</tr>
</tbody>
</table>

Dy. Registrar
(Academics)
University of Rajasthan
JAIPUR
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

<table>
<thead>
<tr>
<th>UNIT-I</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Importance of clothing</td>
<td>3</td>
</tr>
<tr>
<td>2. Social and psychological aspects of clothing</td>
<td>10</td>
</tr>
<tr>
<td>• Functions of clothing</td>
<td></td>
</tr>
<tr>
<td>• Theories of clothing</td>
<td></td>
</tr>
<tr>
<td>• Clothing in relation to status, culture and rituals</td>
<td></td>
</tr>
<tr>
<td>• Individuality and conformity</td>
<td></td>
</tr>
<tr>
<td>• Conspicuous consumption</td>
<td></td>
</tr>
<tr>
<td>3. Evolution of clothing in Indian context</td>
<td>8</td>
</tr>
<tr>
<td>• Sources of evidence for the study of historic costumes</td>
<td></td>
</tr>
<tr>
<td>• Timeline of clothing of draped style of early civilization till stitched style of 21st century</td>
<td></td>
</tr>
</tbody>
</table>

UNIT-II

4. Selection of suitable fabrics and garments for
   • 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.
5. Selection of readymade garments
   • Appearance – Size, design, line and colours
   • Fabric – Durability, ease of care
   • Workmanship – Cutting, sewing and finishing
   • Cost & Fitting
6. Production in apparel industry
   • Fusing & pre-folding machines
   • Cutting & spreading – marker types and calculation
   • Spreading process and equipments
   • Types of cutting machines
   • Ticketing and bundling – purpose and types

UNIT-III

7. Quality specification system for garment manufacture
   12

Dy. Registrar
(Academic)
University of Rajasthan
VATLI-3
- Quality in raw material
- Quality in process production
- Quality in final garment

8. Computer application automation in garment manufacturing

9. Merchandising and Retailing
   - 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.

References:

APPAREL CONSTRUCTION (PRACTICAL - VI)
Max Marks: - 50 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
   - Functional: Temporary, Permanent, basting, hemming, running, back stitch
   - Plain seam and finishes
   - Enclosed seam: Run & fell, French seam

Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR
1. Fasteners: Hook with eye, shank button, loop & button
2. Plackets: Even hem, continuous wrap, two piece placket
3. Edge finishing: Shaped facing, bias facing & bindings
4. Disposal of fullness: Pin tucks, simple gathers, pleats, knife box
5. Construction of Childs and Adult Bodice block with sleeve block
   Drafting & Construction of Garments
   Children - "A" line frock with variations in sleeve and collar / gathered frock
   with variations in sleeve and collar.
6. Women - Saree blouse and petticoat / Kurta with salwar or churidar
   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

<table>
<thead>
<tr>
<th>UNIT - I</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concept of Learning: Elements &amp; Principles involved in Learning</td>
</tr>
<tr>
<td>2</td>
<td>Types of learning</td>
</tr>
<tr>
<td>3</td>
<td>Effective learning situation</td>
</tr>
<tr>
<td>4</td>
<td>Adult learning - Concepts, objectives, Principles and Characteristics of Adult Learners</td>
</tr>
<tr>
<td>5</td>
<td>Extension teaching - Concept, Definition, Steps and Factors Affecting Teaching</td>
</tr>
<tr>
<td>6</td>
<td>Motivation - Concept, Types and Principles, techniques of Motivating people in extension, Maslow theory of motivation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT - II</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Teaching methods in Extension - concept and Importance</td>
</tr>
<tr>
<td>8</td>
<td>Classification of Methods - according to use, nature, form, learning objective, innovation decision process and according to adopters categories</td>
</tr>
<tr>
<td>9</td>
<td>Purpose, Procedure, Advantages and Limitations of each teaching method</td>
</tr>
<tr>
<td>10</td>
<td>Factors affecting Use and Selection of Teaching method</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT - III</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Teaching Aid - Concept and selection Criteria</td>
</tr>
<tr>
<td>12</td>
<td>Classification of teaching aids on the basis of material used in teaching learning process -</td>
</tr>
<tr>
<td></td>
<td>1. Projected and non-projected</td>
</tr>
<tr>
<td></td>
<td>2. Audio, Visual and Audio-visual</td>
</tr>
<tr>
<td>13</td>
<td>Concept, importance, strategies for development and uses, advantages and limitations of each teaching aid</td>
</tr>
<tr>
<td>14</td>
<td>Cone of Experience</td>
</tr>
</tbody>
</table>

References-
1. Planning. preparation and use of any three -
   Audio aids
   Visual aids and
   Audio Visual

2. Develop skills in extension teaching methods- Demonstration, drama, role play, puppetry, group discussion, talk and bulletin board display.
LIFE SPAN DEVELOPMENT (THEORY VIII)

Max Marks: - 100 marks
Teaching workload: 4 hours/week
Total teaching workload: 96 hours/year

Objectives:
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, lapses and individual differences in human development.

UNIT I

<table>
<thead>
<tr>
<th>1. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. NEONATE- Adjustment, sensory, perceptual, abilities, feeding practices and care of newborn. Importance of early stimulation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. INFANCY- Milestone of infancy, physical, motor, social, emotional, cognitive and language development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

UNIT-II

<table>
<thead>
<tr>
<th>4. EARLY CHILDHOOD (2 Years to 6 Years) Developmental Milestones, Major Developments, Significance of Early Childhood years, Importance of play during early childhood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

UNIT-III

<table>
<thead>
<tr>
<th>7. YOUNG ADULTHOOD (20 Years to 40 Years) Developmental Milestones, Responsibilities, Adjustments and Challenges, Changing trends in parenting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

- MIDDLE AGE (40 Years to 60 Years) Developmental milestones, Characteristics, Changes, Challenges and Adjustment, Health issues and Menopause, Mid life crisis, Course Work and Satisfaction.
  | Hours |
  | 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.
  | Hours |
  | 10 |

References:

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:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study of the reflexes of new born in child clinics.</td>
<td>4</td>
</tr>
<tr>
<td>2. Anthropometric measurement of children from birth to 6 years. Plotting and interpretation of data as per WHO norms.</td>
<td>4</td>
</tr>
<tr>
<td>3. Planning, Preparation and conduction of developmentally appropriate activities to enhance overall development of children: physical, motor, language, cognitive, social and emotional (AV aids).</td>
<td>8</td>
</tr>
<tr>
<td>4. Focus group discussion with adolescents to understand their aspirations, educational and career choices.</td>
<td>4</td>
</tr>
<tr>
<td>5. Preparation of a brief questionnaire to identify the problems faced by adults and aging people in communities. Report the information as individual case profile.</td>
<td>4</td>
</tr>
</tbody>
</table>

Examination Scheme
Major Problem – Preparation of aids
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.

UNIT I
1. Introduction to Nutritional Biochemistry:
   - Definition and Objectives
2. Carbohydrates
- 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.

3. Lipids
- 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.

4. Proteins
- 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.

UNIT - II
5. Nucleic Acid
- Types, composition
- Functions of Nucleic Acids.
- Elementary knowledge of Biosynthesis of proteins.

- Definition and Classification.
- Functions, Deficiencies and Sources.
- Digestion and absorption

- Definition and Classification.
- Functions, Deficiencies and Sources.
- Absorption and Factors affecting absorption.

UNIT - III
8. Enzymes
- Definition and classification of enzymes.
- Mechanism of enzyme action, Factors affecting enzyme reactions: substrate, temperature, pH activator and inhibitor.

9. Intermediary Metabolism
- Carbohydrates - Glycolysis (aerobic and anaerobic), TCA Cycle.
- Electron Transport chain, glycogenesis, glycogenolysis.

[Signature]
gluconeogenesis, blood sugar regulation
- Lipids - Beta oxidation and ketosis
- Proteins - General reactions of amino acid metabolism: deamination, transamination, decarboxylation and area cycle.

References:

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

<table>
<thead>
<tr>
<th>Qualitative analysis of known mono-saccharides:</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Glucose (b) Fructose (c) Galactose</td>
<td></td>
</tr>
<tr>
<td>Qualitative analysis of unknown monosaccharides</td>
<td>01</td>
</tr>
<tr>
<td>Qualitative analysis of known disaccharides</td>
<td></td>
</tr>
<tr>
<td>(a) Maltose (b) Lactose (c) Sucrose</td>
<td>03</td>
</tr>
<tr>
<td>Qualitative analysis of unknown disaccharide</td>
<td>01</td>
</tr>
<tr>
<td>Qualitative analysis of known polysaccharides</td>
<td></td>
</tr>
<tr>
<td>(a) Starch (b) Dextrin (c) Glycogen</td>
<td>03</td>
</tr>
<tr>
<td>Qualitative analysis of unknown polysaccharides</td>
<td>02</td>
</tr>
<tr>
<td>Qualitative analysis of protein - egg albumin and milk protein casein</td>
<td>02</td>
</tr>
<tr>
<td>Qualitative analysis of fat &amp; oil</td>
<td>01</td>
</tr>
<tr>
<td>Estimation of Moisture content of fresh peas.</td>
<td></td>
</tr>
<tr>
<td>Estimation of ash content of milk powder.</td>
<td>01</td>
</tr>
</tbody>
</table>
Estimation of reducing sugar in honey by Benedict reagent.

Estimation of acid value of rancid ground nut oil.

Estimation of iodine value of ground nut oil.

Estimation of vitamins in lemon juice by dye method.

Qualitative testing of some food adulterants in:
(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:


Examination Scheme

Marks

[Signature]
Qualitative analysis of carbohydrate / oil / protein.
Quantitative analysis (Titration)
- Principle 03
- Method 01
- Observation and calculation 05
- Result 03
Identification of adulterants 05
Viva 05
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**

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wall &amp; wall finishes</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- Definition &amp; importance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of walls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Wall treatments: paints, plaster, panelling, wall papers</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Floor &amp; floor coverings</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- Definition &amp; importance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of floor finishes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Floor coverings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of floor covering</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ceilings</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- Definition &amp; importance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of ceilings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Treatments for ceilings</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Door &amp; Window</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>- Parts of a door &amp; window</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of doors &amp; windows</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Arches</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>- Introduction &amp; importance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of arches</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Stairs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>- Introduction &amp; importance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of stairs</td>
<td></td>
</tr>
</tbody>
</table>

### UNIT-II
**Room decoration**

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Furniture</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- Types of furniture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Selection use &amp; care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ergonomic design of furniture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Arrangement of furniture in various rooms</td>
<td></td>
</tr>
</tbody>
</table>
Using Anthropometric measurements in room for furniture arrangement

- Bed room
- Drawing room
- Dining room
- Children room

9. Flower decoration
   - Selection of plant material for
   - Fresh arrangement
   - Dry arrangement
     (a) Basic equipments
     (b) Vases and containers
     (c) Type of flower arrangement
   - Shaping an arrangement

10. Door and window treatments
    (a) Hard
    (b) Soft

11. Accessories
    (c) Accessories

Art & Accessories
   - Selection and use for various rooms:
   - Types of accessories
   - Selection

12. Interior lighting
    - 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

UNIT-III
Kitchen planning & waste management

13. Kitchen as an important unit of house
    - Functions performed in kitchen
    - Functional design & arrangement of work places.

Kitchen geometry
   - Work heights of different work areas and storage areas
   - Space dimensions of different work centres and work areas

Principles of kitchen planning
   - 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

Material specifications for kitchen
   - Floor, wall, sink, ceiling and its characteristics
   - Platforms, storage etc
   - Type of finishes

Using Anthropometric measurements in kitchen design
   - Storage
Domestic waste management techniques
- Salvage or manual component separation
- Compaction or mechanical reduction
- Incineration or thermal volume reduction
- Open dumping
- Sanitary landfilling or controlled tipping
- Composting
- Vermiculture biotechnology
- Waste management by 3 R techniques: Reduction, Reuse, Recycle

Kitchen Gardening
- Planning of kitchen garden
- Preparation of a kitchen garden
- Methods of propagation
  - Seed propagation
  - Vegetative propagation
- Rotation of crops
- Time for negotiable sowing
- Landscape gardening

Note: seminar presentation on selected topics from unit I

References:

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.

INTERIOR SPACE DESIGN (PRACTICAL-N)

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.

Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR
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.

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

**Examination Scheme**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major:</strong> Three dimensional Models of rooms and kitchen</td>
<td>2</td>
</tr>
<tr>
<td><strong>Minor I</strong> Drawing of types of door, windows, roofs, ceilings, floorings</td>
<td>1</td>
</tr>
<tr>
<td><strong>Minor II</strong> Flower arrangement, door or window treatments, lighting</td>
<td>1</td>
</tr>
<tr>
<td><strong>Internal</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

Date of Registration

Academic Year

University of Education