FACULTY OF SCIENCE

SYLLABUS

FOR

B.Sc. HOME SCIENCE - 3rd YEAR

(Composite, Dietetics, Human Development and Family Relations, Apparel and Textile Design, Interior Design Management)

EXAMINATIONS, 2014

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* Common to all Stream
## B.Sc. Home Science - Human Development and Family Relations - 3rd Year

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<td>Legislation and Policy issues in Social Welfare</td>
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<td>Media Management for Social Awareness</td>
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* Common to all Stream
### B.Sc. Home Science - Apparel and Textile Design - 3rd Year

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## B.Sc. Home Science - Interior Design Management-3rd Year

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<td>Furniture, Furnishings &amp; Fittings</td>
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<td>Design &amp; Display Systems</td>
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<td>3.</td>
<td>Landscape Design</td>
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<td>Interior Services &amp; Workplace Environment</td>
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<td>6.</td>
<td>Exhibition/Fabrication/Workshop/Seminar</td>
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<td>Personal Empowerment &amp; Entrepreneurship Development</td>
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* Common to all Stream
PAPER : 1 CONSUMER BEHAVIOUR AND ECONOMICS

THEORY

Total Marks 75
Paper: 65
Internal Assessment: 10

Teaching Period: 3hrs/week

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

OBJECTIVES:

1. To orient the students to the role, rights and responsibilities of consumer.
2. To understand the market, types of business, and marketing strategies influencing the consumer behavior.
3. To make students aware of the different consumer aids available in the market and the problems faced by consumer while purchasing a product.
4. To orient the students to the significance of consumer protection legislations and procedure for Redressal.

CONTENTS

UNIT-I

2. Consumer market and marketing strategies (Advertising, Packaging and Labeling, Grading).

UNIT-II

1. Meaning of consumer education, Sound buying practices- Planning purchases- what, where, how and when to make purchases.
2. Product safety aids (Agmark, FPO Certification, ISI Mark, Hallmark, ECO Mark, Wool Mark, Sanforisation and Mercerization).

UNIT-III

UNIT – IV


2. Consumer Redressal complaints by the consumer, where and how to file complaint and procedure for filing an appeal.

Recommended Readings-


PAPER : 2  DIET THERAPY (Common to Composite & Dietetics)

THEORY

Total Marks: 75
Paper: 65
Internal assessment: 10

Teaching periods: 3hrs/week

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students should attempt one question from each unit and the compulsory question (Students have to attempt five question in all).

OBJECTIVES:

This course should enable the students to –

1. Know the principles of diet therapy.
2. Understand the modifications of normal diet for therapeutic purposes.
3. Understand the role of the dietician.

UNIT I

1. Team approach to health care:

Role of doctor, dietitians and paramedical staff with regards to assessment of patients needs.
2. Energy modifications and nutritional care for weight management:
   - Overweight and obesity: Etiological factors, prevention and treatment, low energy diets and behavioral modification.
   - Underweight: Etiology and assessment, high-energy diets and weight gain.

UNIT II

3. Etiological factors, symptoms and management of: Upper GI tract diseases – Gastric and duodenal ulcers, flatulence, hyperacidity and reflux.


UNIT III

5. Etiology, symptoms and management of: Liver diseases – Infective hepatitis and Cirrhosis


UNIT IV

7. Etiology, symptoms and management of: Cardiovascular diseases – Atherosclerosis, Hypertension and coronary heart disease.

8. Etiology, symptoms and management of: Glomerulonephritis

REFERENCES:


**DIET THERAPY (PRACTICAL)**

Total Marks: 50
   Paper: 45
   Internal assessment: 5

Teaching periods: 2hrs/week

Instructions to the paper setter:

1. Each practical paper will be of three hours duration.
2. The paper should be balanced covering entire syllabus.

OBJECTIVES:

To enable students to apply the principles of planning therapeutic diets for various disease conditions.

I. Planning and calculation of nutritive content and preparation of diets for the following conditions:
   1. Overweight and Obesity
   2. Ulcers
   3. Liver Diseases: Infective Hepatitis
   4. Diabetes Mellitus- Type II
   5. Hypertension and Atherosclerosis
   6. Glomerulonephritis

II. Visit to a Dietetics Department in a local hospital for observing team approach to nutritional care of patients.

REFERENCES:

PAPER : 3  APPAREL CONSTRUCTION  
(Common to Composite & Apparel and Textile Design)  

THEORY  

Total marks: 75  
Paper: 65  
Int. Ass: 10  

Teaching Period: 3Hrs/week  

Objectives:  
To impart knowledge about-  

- Various terms related to Pattern Making & Apparel construction.  
- Pattern development.  
- Fitting problems.  

Instructions for the paper setters:  
1. Each theory paper will be of **three hours** duration.  
2. Question paper will have **four** sections.  
3. A total of **nine** questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.  
4. All questions may carry **equal marks** unless specified.  
5. Students will be expected to attempt one question from each unit and the compulsory question.  

UNIT-I  
1. Terminology used in Pattern making: Pattern drafting, template, working pattern, production pattern, design specification sheet, pattern chart, cost-sheet, dart, dart legs, dart intake, trueing and blending, plumb line, vertical lines, horizontal lines, perpendicular lines, symmetric and asymmetric lines, style number, pattern size. Pivotal point & style reading  
2. Pattern making tools.  

UNIT-II  
3. Terminology of sleeves, collars, skirts & trousers.  

UNIT-III  
4. Fitting- principles of good fit, various fitting problems and its remedies.  
5. Handling special fabrics.
UNIT-IV

6. Methods of Pattern Development

- Drafting
- Flat Pattern Method, Slash and Spread, Pivot Method

Basics of Commercial paper pattern

- Pattern Envelope
- Pattern Marking
- Pattern Layout

References:


- Allyne B. Flat Pattern Design. McGraw Hill Pub, USA


APPAREL CONSTRUCTION

PRACTICAL

Total Marks: 50
Paper : 45
Int. Ass: 05

Teaching Period: 2 hrs/week

Objectives:

To learn- Drafting of different basic block
  - Dart manipulation.
  - Construction techniques of various garments

Instructions for paper setters:-

1. Each practical paper will be of 3 hours duration.

2. The file work and the sessional work will be of 05 marks each (10 marks).

CONTENT

1. Drafting of adult’s bodice block and sleeve block.
2. Dart manipulation- single dart, princess line and yokes.
3. Drafting of basic adult’s skirt block
4. Drafting and construction of
   - Petticoat
   - Blouse
   - Nighty with yoke
   - Kameez –Salwar/ Churidaar

References:


PAPER-4: FURNITURE, FURNISHINGS AND FITTINGS  
( Common to Composite & Interior Design Management )

THEORY

Teaching Period: 3 hrs/week

Total Marks: 75
Paper: 65
Int.Ass: 10

Objectives:

• Gain knowledge of furniture, furnishings, accessories and fittings.
• Develop skills in selection of furnishing fabrics, furniture etc.
• Understand various types of window and doors treatments and lighting fixtures.

Instructions to the examiner:

• Each theory paper will be of three hours duration.
• Questions paper will have four sections.
• A total of nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus will be set.
• All questions may carry equal marks unless specified.
• Students will be expected to attempt one question from each section and the compulsory question.

Section A

Unit: - I

• General Principles for furniture selection: cost, construction, durability, care of the furniture etc.
• Furniture design based on anthropometric dimensions
• Styles of furniture – traditional, contemporary and modern.
• Upholstered furniture materials, techniques and designs.

Unit: - II

• Cane furniture
• Glass furniture
• Plastic furniture
• Wrought iron furniture
• Wooden furniture

Section B

Unit: - III

Furnishings

• Introduction to furnishings
• Upholstery, draping of curtain fabrics
- Floor coverings – tiles, stone, carpets and rugs, wooden floors.
- Walls and windows treatments
- Ceiling treatments

**Section C**

**Unit: - IV**

**Fittings**
- Door and window fittings
- Sanitary fittings
- Light fixtures

**Section D**

**Unit: - V**

**Estimating and Budgeting**
- Need for an estimate
- Types of estimate and Budgeting (preliminary, detailed, item rate)
- Tenders

**References**
- Linley David; *Classical Furniture*; Pavillion Books Limited, London
- Iron Furniture; Book Wise.
- Germer Jerry; *Creating Beautiful Bathrooms*. RA Creative House Owner
- Deshpande; R.S. *Modern Ideal Homes*, Poona. United Book Corporation. 1960
- Seetharaman; Premavathy and Pannu, Praveen. *Interior Design and Decoration*.
FURNITURE, FURNISHINGS AND FITTINGS

PRACTICAL

Teaching Period: 2hrs/week
Total Marks: 50
Paper: 45
Int. Ass.: 05

Instruction to the paper setter:

1. Each practical paper will be of three hours duration.
2. The file work and sessional work will be of five marks each. (10 marks)

Practical

1. Preparation of a portfolio comprising of different furniture and furnishing material.
2. Free hand sketching of furniture items like chair, tables, beds etc.
3. Kinds of window for treatment in furnishing and interiors
4. Styles in different curtains and drapery effects. (collection of samples from the market)
5. Pelmets, cornices swags, fastoones, Venetian blinds, bamboo rid roller shades.
6. Survey of lighting fixtures – for kitchens, toilets, pantry, corridor, verandah, lobbies, entrance room, bedrooms, garden lights, and porch lights
7. Flower arrangement.
8. Budgeting and costing of furnishing material – numerical sums

References

- Linley David; Classical Furniture; Pavilion Books Limited, London
- Iron Furniture; Book Wise.
- Germer Jerry; Creating Beautiful Bathrooms. RA Creative House Owner
- Deshpande; R.S. Modern Ideal Homes, Poona. United Book Corporation. 1960
- Seetharaman; Premavathy and Pannu, Praveen. Interior Design and Decoration.
PAPER- 5: COMMUNITY AND GENDER DEVELOPMENT

THEORY

Total Marks: 75
Paper : 65
Teaching periods: 3hrs/week
Int. Asst. 10

Instructions for Paper Setter:

1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **Nine** questions comprising of two questions from each Section and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each Section and the compulsory question.

OBJECTIVES-

1. To aware the students of the structure and functions of community development.
2. To understand the existing support structures for development efforts.
3. To understand the role of women as partner in development.
4. To get sensitized to gender disparities/ imbalances related to developmental issues.
5. To be aware of the legislations, policies and programs oriented towards the amelioration and empowerment of women.

CONTENT

UNIT-I

1. Definition and origin of community development.
2. Principles and philosophy of community development.
3. Basic features and objectives.
4. Structure and functions of community development.

UNIT-II

1. Panchayati Raj and democratic decentralization.
2. Evolution and function of Panchayati Raj.
UNIT-III

2. Status of women- meaning, domestic status, demographic status, educational status, occupational status, political participation and health status.
3. Violence against women- dowry, divorce, female foeticide and infanticide, domestic violence, sexual harassment at work place and exploitation.

UNIT-IV

1. Gender and development.
2. Women empowerment: case study of SEWA (Self Employed Women’s Association)
3. Policies and programs for women development.

References

7. Mandate of Ministry of Women and Child Development, Govt. of India: www.wcd.nic.in
PAPER- 6: THEORETICAL PERSPECTIVES ON HUMAN DEVELOPMENT  
(Common to Composite & Human Development and Family Relations)

THEORY

Total Marks: 75
Paper: 65
Teaching Period: 3hrs/week
Internal Assessment: 10

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

• To familiarize students with different theories of human development
• To develop an understanding about the processes of human development and behavior.
• To develop and insight into application of various theories.

Unit – I

1. Introduction
   • Significance of theories in understanding human development.

Unit – II

2. Piaget’s cognitive theory
   • Description of stages of cognitive development

Unit – III

3. Freud’s Psychoanalytic theory
   • Description of psychosexual stages of development
4. Erickson’s theory of Psycho-social development
   • Description of stages of Psycho-social development
Unit – IV

5. Kohlberg’s theory of moral development
   • Description of stages


References:


THEORETICAL PERSPECTIVES ON HUMAN DEVELOPMENT

PRACTICAL

Total Marks: 50
Paper: 45
Teaching Period: 02hrs/week
Internal Assessment: 05

Instructions to the paper setter:

1. Practical exam paper should be of three hours duration.
2. The paper should be balanced covering entire syllabus.

Practical

1. Conduct activities related to testing Piagetian concepts for infancy, childhood and adolescence.
2. Power point presentations related to: review, compilation and presentation of research on personality development.
3. Observe and write a report about:
   • Psychosocial development of 2-5 years old.
   • Emotional Development of 5-11 years old.

Reference:

PAPER -7: NUTRITIONAL BIOCHEMISTRY (For Composite stream)

THEORY

Total Marks : 50
Paper : 45
Internal Assessment : 5

Teaching periods: 2 hrs/ week

Instructions for Paper Setter:

1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **Nine** questions comprising of two questions from each section and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each Section and the compulsory question.

Focus

The Course lays the foundation for understanding the functioning of metabolic processes at cellular level, and the role of various nutrients in these processes.

**UNIT – I**

1. Carbohydrates – Definition, classification
   - Monosaccharides – glucose, fructose, galactose
   - Disaccharides – maltose, lactose, sucrose
   - Polysaccharides – starch, glycogen
2. Proteins and aminoacids–Definition, classification
   - Essential & non-essential amino acids
3. Lipids and fatty acids–Definition and classification

**UNIT – II**

Intermediary metabolism – General consideration :

4. Carbohydrates – Glycolysis, gluconeogenesis, TCA cycle
5. Proteins – urea cycle, biological value of proteins
6. Lipids –β-Oxidation and biosynthesis of fatty acids. Ketone bodies

**UNIT – III**

8. Vitamins – Chemistry & biochemical role of fat soluble vitamins – A, D, K & E. Water soluble vitamins – B complex (B1 and B2 only) and C.

**UNIT – IV**

9. Mineral – Macrominerals and microminerals – elementary aspects
10. Hormones – Biological role of – Adrenal cortex and medulla, thyroid and pancreas
NUTRITIONAL BIOCHEMISTRY (PRACTICAL)
(For Composite stream)

Teaching periods: 2 hrs/ week

Instructions to the paper setter:
1. Practical exam paper should be of three hours duration.
2. The paper should be balanced covering entire syllabus.

Objectives
This course will enable the students to be familiar with qualitative and quantitative determination

1. Qualitative analysis of monosaccharides, disaccharides and polysaccharides.
2. Qualitative test of amino acids and proteins
3. Quantitative estimation of glucose
4. Quantitative estimation of phosphorus by colorimetric method
5. To test the reaction of proteins, fats and carbohydrates in milk
6. To test the reaction of proteins, fats and carbohydrates in egg
7. To test the reaction of proteins, fats and carbohydrates in wheat flour
8. Qualitative test of normal and abnormal constituents of urine

References
PAPER -8: PERSONAL EMPOWERMENT AND ENTREPRENEURSHIP DEVELOPMENT  (Common to all Six streams)

THEORY

Total Marks : 75
Paper : 65
Internal Assessment : 10

Teaching Periods – 3 hrs/ week

Instructions for Paper Setter:

1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **Nine** questions comprising of two questions from each Section and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each Section and the compulsory question.

OBJECTIVES:

1. To orient the students to the concept, need and process of entrepreneurship.
2. To understand the market, types of business, the parameters for selecting and running an enterprise successfully.
3. To make students aware of the different opportunities for employment and business in Human Development and Family Relations.
4. To orient the students to the significance of programme design with focus on planning, implementation and evaluation.
CONTENTS

Section-A

PERSONAL EMPOWERMENT

a) The challenge – understanding and managing oneself: being aware of one’s strengths & weakness.

b) Factors affecting Personality Development, Peer Pressure – Issues and management.

c) Conflicts and stresses – Simple coping strategies

Section-B

PERSONAL GROWTH AND PERSONALITY DEVELOPMENT

a) Women and Development: the personal, familial, societal, national perspective.

b) Women’s organization and collective strength: Women’s action groups, women participation in development initiative.

c) Capacity building for women – Education, Decision making abilities and opportunities, awareness and information on legal and political issues.

d) Gender Issues: Inequalities and discriminations, biases and stereotypes: myths and facts.

Section-C

ENTREPRENEURSHIP MANAGEMENT

a) Entrepreneurship: Concept and Theories, Need and Importance of entrepreneurship development in India.

b) Entrepreneurial Traits and Types.

c) Women Entrepreneur: Characteristics, Role, Demand and Challenges.

Section-D

ENTERPRISE PLANNING AND EXECUTION


b) Four P’s of marketing, A brief introduction to Quality control and Quality assurance.

c) Feed back, monitoring and evaluation, SWOT analysis.
RECOMMENDED READINGS

12. The CII Entrepreneur’s Hand Book.

PERSONAL EMPOWERMENT AND ENTREPRENEURSHIP DEVELOPMENT

PRACTICAL

Total Marks: 50
Paper: 45
Internal Assessment: 05

Teaching Period – 2 hrs/ week

Instructions for Paper Setter:

1. Each practical paper will be of 2 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Objectives:

1. To develop human competencies for Entrepreneurship.
2. To develop skills in Program management.
3. To analyze the issue and problems of a specific community for need assessment.
4. To develop skills in the use of participatory approaches in program planning and evaluation.
Contents

1. Case study and analysis of one women headed micro enterprise/ small scale enterprise.
3. Portfolio on legislation, governing small scale enterprise.
4. Steps to organize and manage any one of the following:
   A. Open Nursery school/ Day care center for the children.
      (B.Sc. Child Development)
   B. Window and interior store display. (B.Sc. Apparel and Textiles)
   C. Catering Services (B.Sc. Hospitality Management)
   D. Interior Design office (B.Sc. Interior Design Management)
   E. Establishing Cafeteria/ Diet Clinic (B.Sc. Dietetics)

Note--- B.Sc. (Composite) students can opt for any one of the above.

5. Planning, Organization, implementation and evaluation of a need base extension program
   for the selected community in relation to anyone.
   - Literacy
   - Income Generation
   - Social Evils.
   - Health
   - Maternal and Child care

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<td>Public Health and Epidemiology</td>
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* Common to all Stream
Focus
The Course lays the foundation for understanding the functioning of metabolic processes at cellular level, and the role of various nutrients in these processes.

UNIT – I
Carbohydrates – Definition, classification
• Monosaccharaides – glucose, fructose, galactose
• Disaccharides – maltose, lactose, sucrose
• Polysaccharides – starch, glycogen

Proteins–Definition, classification
• Essential & non-essential amino acids

Lipids–Definition and classification
• Definitions – Acid Value, Iodine value and saponification value
• Fatty acids – types
• Lipoproteins – types, composition, role and significance in disease

UNIT – II
Intermediary metabolism – General consideration
• Carbohydrates – Glycolysis, gluconeogenesis, blood sugar regulation
• Proteins – urea cycle, Biological value of proteins
• Lipids – Oxidation and biosynthesis of fatty acids
• Biological oxidation – Citric acid cycle, Electron transport chain
• Introduction to genetic control of metabolism – Nucleic acids – Structure, replication, transcription, genetic code, translation – elementary aspects

UNIT – III
• Enzymes – Definition, type and classification of enzymes. Coenzymes, specificity of enzymes, factors affecting enzyme catalysis, enzyme inhibition
• Acid-base balance

UNIT – IV
• Vitamins – Chemistry & biochemical role of fat soluble vitamins – A, D, K & E. Water soluble vitamins – B1, B2, B6 niacin and C.
• Minerals – Macrominerals and microminerals – elementary aspects
• Hormones – Biological role of – Adrenal cortex and medulla, thyroid, parathyroid and pancreas
NUTRITIONAL BIOCHEMISTRY (PRACTICAL)

(For Dietetics stream)

Teaching periods: 2 hrs/ week

Instructions to the paper setter:

1. Practical exam paper should be of three hours duration.
2. The paper should be balanced covering entire syllabus.

Objectives

This course will enable the students to be familiar with qualitative and quantitative determination

1. Qualitative analysis of monosaccharides, disaccharides and polysaccharides.
2. Qualitative test of amino acids and proteins
3. Quantitative estimation of glucose
4. Quantitative estimation of phosphorus by colorimetric method
5. To test the reaction of proteins, fats and carbohydrates in milk
6. To test the reaction of proteins, fats and carbohydrates in egg
7. To test the reaction of proteins, fats and carbohydrates in wheat flour
8. Qualitative test of normal and abnormal constituents of urine

References

PAPER -2: DIET THERAPY (Common to Composite & Dietetics)

PAPER -3 : FOOD COST AND QUALITY CONTROL

(THEORY)

Total Marks: 75
Paper: 65
Internal assessment: 10

Teaching periods: 3hrs/week

Instructions to the examiner-

1. Each theory paper will be of three hours duration.
2. Questions paper will have four sections.
3. A total of Nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each section and the compulsory question

OBJECTIVES:

This course should enable the students to –

1. Know the importance of cost control and quality control.
2. Be familiar with costing and pricing of recipes.
3. Be familiar with cost reporting system.
5. Be familiar with the testing of various quality parameters.

UNIT I

1. Financial management – Definition and scope

Application of management accounting to catering operations. Investment decisions, operational decisions; disposition decisions.
2. Methods of costing in catering business and cost classification into materials, labour and overhead.

UNIT II

3. **Material costing, use of standardized recipes, materials cost control:** Through basic operating activities like purchasing, receiving, storage, issuing, production, sales and accounting; yield analysis from time to time by a suitable mark up policy.

4. **Pricing:** Method of pricing; factors affecting pricing; ascertaining a profitable price level; subsidy pricing; making pricing decisions.

UNIT III

5. **Budgeting:** Definition, kinds of budget, production, advantage of budget control, limitations of budgeting, selling and distribution cost budget, labor cost budget, overhead cost budget, budgeted profit and loss.

6. **Book keeping and accounting**

UNIT IV

7. **Basis of quality control, evaluation and assurance:** Food laws, food standards, HACCP and GRAS.

8. **Internal check and internal control:** Meaning and advantages – Factors to be borne in mind while developing internal check/ control procedure. Samples, inspection sampling and interpretation of data.

9. **Food adulteration:** Common adulterants in food.

REFERENCES:


FOOD COST AND QUALITY CONTROL (PRACTICAL)

Teaching periods: 2/week

Instructions to the paper setter:

1. Practical exam paper should be of three hours duration.
2. The paper should be balanced covering entire syllabus.

OBJECTIVES:

To enable students to understand the importance of budgeting and food costs and also to make them aware of the common adulterants found in food.

I Record keeping of purchasing, receiving, storing and issuing.
II Household methods of detection of adulterants and quality of foods:
   1. Chemical examination – butter and ghee, oils and fats, milk and milk products, eggs.
   2. Physical examination – cereals and cereal products, confectionary, eggs, spices, pulses and pulse products.

REFERENCES:

TEACHER: TRENDS IN NUTRITION (THEORY)

Total Marks: 75
Paper: 65
Internal Assessment: 10

Teaching periods: 3hrs/week

Instructions to the examiner-

1. Each theory paper will be of three hours duration.
2. Questions paper will have four sections.
3. A total of Nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each section and the compulsory question.

OBJECTIVES:

This course should enable the students to:

1. Understand the latest trends in the field of nutrition.
2. Apply this knowledge to improve nutritional sciences.

UNIT I

2. Herbs as useful adjuncts to manage chronic diseases: Introduction, unique herbal flavors and uses.

   Herbs for Improved cardiovascular function.

   Herbs for Blood Sugar modification.

   Herbal Supplements for weight reduction.

UNIT II


   Functional foods - Raw, Processed, Supplemented.

   Benefits and problems associated with functional food health claims.


   Dietary Supplements for heart and bone health.
UNIT III

5. **Health Benefits of Phytochemicals and Antioxidants.**
6. **Nutraceuticals:** Introduction, Importance and Health benefits.

UNIT IV

7. **Genetically modified foods:** Definition, scope and safety regulation.
8. **Computers in management of nutrition practice:** (Clinical care, Community nutrition and Nutrition research).

REFERENCES:

3. Edelstein, Sharlin (2009); Life cycle nutrition, an evidence based approach.
4. Zempleni, Damiel (2003); Molecular Nutrition

TRENDS IN NUTRITION (PRACTICAL)

Total Marks: 50
Paper: 45
Internal Assessment: 5

Teaching periods: 2/week

1. Planning and preparation of recipes using herbs for the following:
   a. Improving cardiovascular function.
   b. Blood Sugar modifications.
   c. Weight reduction.
   d. Post Pregnancy and Lactation.

2. Computer Software-hands on experience on Nutrition/Nutrition related Software.
REFERENCES:

4. Zemleni, Damiel (2003); Molecular Nutrition

PAPER -5: PUBLIC HEALTH AND EPIDEMIOLOGY (THEORY)

Total Marks: 75
Paper: 65
Internal Assessment: 10

Teaching Periods: 3hrs /week

Instructions to the examiner-

1. Each theory paper will be of three hours duration.
2. Questions paper will have four sections.
3. A total of Nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each section and the compulsory question

OBJECTIVES:

This course should enable the students to:-

1. Understand the concept of health from the individual and community perspective.
2. Define various basic concepts, methods and tools used by epidemiologists and public health specialists to study the health and dynamics of populations.

UNIT I

UNIT II

3. Indicators of health. Functions and tools used in public health care and practice.

UNIT III

5. Epidemiology: Basic concepts, definition and aims. The epidemiology triad.

UNIT IV


REFERENCES:

15. International Public Health: Diseases, Programs, System and Policies, Jones and Bartlett Publishers.
PUBLIC HEALTH AND EPIDEMIOLOGY (PRACTICAL)

Teaching Periods: 2 hrs/week

1. Calculation of Basic Epidemiological measures: Risk, Rates, Prevalence, Percentage, Incidence and Ratios

2. Role of fieldwork in Public Health and Epidemiology.

3. Health Care Surveillance, Registration of vital events and Demographic Factors.


5. Use of Abbreviations in Scientific Writing.


PAPER -6: NUTRITIONAL ASSESSMENT AND SURVEILLANCE (THEORY)

Total Marks: 75
  Paper: 65
  Internal Assessment: 10

Teaching periods: 3 hrs/week

Instructions to the examiner-

1. Each theory paper will be of three hours duration.
2. Questions paper will have four sections.
3. A total of Nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each section and the compulsory question

OBJECTIVES:

1. To orient the students with all the important methodologies applied in nutritional assessment and surveillance of human groups.
2. To develop specific skills to apply the most widely used methods.

UNIT I

1. Nutritional status assessment and surveillance:

   Meaning, need, objective and importance

2. Direct nutritional assessment of human groups:

   Clinical signs, nutritional anthropometry, biochemical tests (biophysical methods)

UNIT II

3. Diet survey:

   Need and importance, methods of dietary survey. Interpretation-concept of consumption unit, Adequacy of diet with respect to RDA.

4. Clinical Signs:

   Need and importance, Interpretation of description list of clinical signs, identifying signs of PEM, Vitamin A deficiency, iodine deficiency, anemia.
UNIT III

5. Nutritional anthropometry:

Need and importance, standards for reference, techniques of measuring height, weight, head, chest and arm circumference, interpretation of these measurements and use of growth charts.

6. Monitoring growth of children-weighing and charting growth

UNIT IV

7. Secondary sources of community health data:

Sources of relevant vital statistics. Importance of infant, child and maternal mortality rates. Epidemiology of nutritionally related diseases.

8. Sociological factors in the etiology and prevention of malnutrition:

Food production and availability, cultural influences, socio-economic factors, food consumption, conditioning infections, medical and educational services, psychosocial, emergency/disaster conditions example: Famine, floods, war.

REFERENCES:

NUTRITIONAL ASSESSMENT AND SURVEILLANCE (PRACTICAL)

Total Marks: 50
Paper: 45
Internal Assessment: 5

Teaching Periods: 2 hrs/week

Instructions to the paper setter:

1. Practical exam paper should be of three hours duration.
2. The paper should be balanced covering entire syllabus.

1. Anthropometry:

Measurement of infants/ Preschoolers/ Adolescence/ Adult length, height, weight, circumference measurements, head, chest, mid-upper arm, waist, hip, precautions to be taken. Accuracy, precision and reliability of measurements. Intra and inter observer variability and errors. Tools used and sensitivity.

2. Comparison of norms and interpretation to assess nutritional status:

Weight for age, height for age, weight for height, MUAC, Standard deviation, BMI, waist to hip ratio and significance.


4. Clinical assessment and signs of nutrient deficiency for the following:

PEM (kwashiorkor and Marasmus), Vitamin A deficiency, Anemia

5. Biochemical parameters commonly used for the assessing nutritional status:

Norms and cut off points for desirable, at risk/ deficiency for PEM (kwashiorkor and Marasmus), Vitamin A deficiency, Anemia

6. Estimating food and nutrient intake:

Household food consumption data, per consumption unit, 24 hrs dietary recall, 24 hrs record, weightment method, food diaries, food frequency data

7. Field visit for the surveillance system used in nutrition and health programmes.

PAPER-7: Personal Empowerment and Entrepreneurship Management

(Common to all Six stream)
### B.Sc. Home Science - Human Development and Family Relations - 3rd Year

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<td>Child Guidance and Family Counselling</td>
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<td>Legislation and Policy issues in Social Welfare</td>
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<td>Media Management for Social Awareness</td>
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* Common to all Stream
PAPER – 1: Theoretical Perspectives on Human Development
(Common to Composite & Human Development and Family Relations)

PAPER – 2: CHILD GUIDANCE AND FAMILY COUNSELLING

THEORY

Total Marks: 100
Paper: 90
Teaching Periods: 4 hrs/week
Internal Assessment: 10

Instructions for Paper Setter:

1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **nine** questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

• To understand the need and importance of guidance and counselling in the field of human development.
• To introduce basic concepts and principles of child guidance and family counselling.
• To understand situations, special concerns and issues faced by students, teachers and counsellors in school.
• To understand the role of a counsellor and counselling at different stages of life.

Contents

UNIT I

1. Introduction to guidance and counselling
2. Meaning, scope and goals of guidance and counselling
3. Principles of guidance and counselling

UNIT II

4. Ethics of guidance and counselling
5. Characteristics, qualities and skills of counsellor.
Unit III

6. Types of guidance: Educational, Vocational and Personal
7. Techniques: Brief introduction to techniques such as play therapy, music therapy.

UNIT IV

8. Counselling Process –Preparation and Pre Requisites for counselling, stages in counselling process.
9. Description of the following problems and effective counselling for the same.
   - Academic stress
   - Child abuse
   - Behavioral and emotional problems
   - Marital problems
   - Single parent (divorce, death, separated)
   - Family discord.

References:


Jones ,R.N.(2002). *Basic Counselling skills –A helper’s manual.*


CHILD GUIDANCE AND FAMILY COUNSELLING
(PRACTICAL)

Total Marks: 50
Paper : 45
Internal Assessment:05

Teaching hours: 2hrs/week

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Objectives:

- To develop skills for identifying children and families with problems.
- To make students aware of various agencies rendering guidance and counselling services in the city and outside the city.

1. Conduct a case study of a child or a family with a problem and prepare a report of the same.
2. Prepare a guidance program for any one of the following.
   - Stress management
   - De-addiction
   - Time management
   - Improvement of study habits
   - Any other
3. Institutional visits and critical evaluation of current guidance and counselling centers being run in the city.
4. Prepare resource materials for display on any topic of child guidance and family counselling.

References:

PAPER-3 : LEGISLATION AND POLICY ISSUES IN SOCIAL WELFARE

THEORY

Teaching Periods: 4hrs/week

Total Marks: 100

Paper: 90

Internal Assessment: 10

Instructions for Paper Setter:

1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **nine** questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives

To enable the students:

1. To gain knowledge about the laws and policies related to social welfare.
2. To identify gaps in the existing policies and laws related to social welfare.

Unit I

1. Historical perspectives related to:

   - The development of legislation and policies of social welfare.

2. Agencies involved in implementation of policies and laws related to social welfare.

Unit II

3. Laws relating to children

   - Juvenile Justice Act 1986
   - Child labour (Prohibition & Regulation) Act, 1986
   - Hindu law of adoption

4. National policy for children

   - Salient features
   - Priority areas
   - Gaps

Unit III

5. Laws relating to marriage

   - Personal laws (Hindu, Christian, and Parsis)
• Special marriage act, child marriage restrain act
• Widow marriage

6. Laws relating to family

• Divorce, maintenance, custody of children, succession
• Implications for family and child welfare

Unit IV

7. Violation of rights related to:

• Child abuse
• Domestic Violence
• Elderly

8. National policy for the aged

References –


**LEGISLATION AND POLICY ISSUES IN SOCIAL WELFARE**

**PRACTICAL**

Teaching Periods: 2hrs/week  Total Marks: 50
Paper: 45
Internal Assessment: 05

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Objectives

To enable the students:

1. Gain practical knowledge about legislations and policy issues in social welfare.
2. Get an update on the current issues related to social welfare.
3. Generate awareness amongst the masses related to legislation and policy issues.
Content:

1. Prepare a display for the bulletin board related to any one of the following themes:
   - Child labour
   - Women empowerment
   - Changing family structure
   - Positive transition to old age
   - Any other social welfare issue
2. Make a resource file that documents various law suits and policies currently discussed in
   the media with a detailed report of any one case.
3. Have a focus group discussion/panel discussion on laws and policies related to any social
   welfare issue.
4. Prepare leaflets and handouts for distribution amongst the college students related to laws
   pertaining to their well-being.
5. Prepare an interview schedule for any two of the following target groups pertaining to their
   problems and welfare measures suggested by them:
   - College students
   - Girl child
   - Elderly
   - Single mothers

References –


PAPER – 4: MEDIA MANAGEMENT FOR SOCIAL AWARENESS

(THEORY)

Total Marks: 75
Paper: 65
Teaching Periods: 3hrs/week
Internal Assessment: 10

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

• To familiarize students with different types of media.
• To develop an understanding about the application of various types of media for creating social awareness.
• To create awareness about various programmes broadcasted for creating social awareness.

Unit - I
• Media: meaning and its application for social awareness.
• Scope of different types of media.
• Skills of using various types of media.
• Advantages of using folk media to promote awareness.

Unit - II
• Visual media: its meaning, scope and types.
• Scope of different types of visual media
• Important considerations in making of posters, pictures, charts, booklets, and pamphlets.
• Print media – types, features, and related laws.
• Importance of the visual and print media in creating social awareness.

Unit - III
• Electronic media: Its importance, meaning and types.
• Programs broadcasted for social awareness such as news, dramas, documentaries, music, talks, interviews, discussion, etc.
• Television- Types of programs and their significance in generating social awareness.
Unit - IV

- Cinema: types, scope and its importance for generating social awareness.
- Importance of campaign programs and advertisements.
- Different campaigns of social awareness being run effectively in the country.

Reference:

- Pamar, S. (1976). *Traditional Folk Media in India*. P.O. Box 6525, New Delhi.

**MEDIA MANAGEMENT FOR SOCIAL AWARENESS**

**(PRACTICAL)**

| Total Marks: | 50 |
| Paper: | 45 |
| Teaching Periods: 2 hrs/week | Internal Assessment: 05 |

**Instructions for Paper Setter:**

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

1. View TV programs for one week and critically evaluate them in light of their suitability for generating social awareness.
2. Listen to radio programs for one week. Select any two programs and evaluate their relevance to social awareness, giving suggestions for their improvement.

3. Plan a project of generating social awareness on any issue. Prepare a power point presentation in groups and use it for class presentation.

4. Collect 10-15 samples of posters, pamphlets, brochures, stickers etc. related to social issues and prepare a folder.

5. Prepare two samples of any of the following related to social awareness issues
   a. Poster
   b. Pamphlet
   c. Brochure
   d. Stickers
   e. Chart
   f. Placard

6. Prepare a street play/skit/folk dance/puppet show to generate social awareness and enact it in college or community.

Reference

- Pamar, S. (1976). *Traditional Folk Media in India*. P.O. Box 6525, New Delhi.
PAPER -5: PSYCHOLOGICAL TOOLS AND TESTING

THEORY

Total Marks : 100
Paper : 90
Internal Assessment: 10

Instructions for Paper Setter:
1. Each theory paper will be of three hours duration.
2. Questions paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:
1. To familiarize the students with concept of testing and assessment.
2. To enable the students develop an understanding of the tool of psychological assessment.
3. To orient students to the qualities of a good test and ethical considerations of testing.

Content:

Unit – I

1. Psychological Tests
   • Definition
   • Types of tests
   • Uses of testing

2. History of Psychological testing

Unit – II

3. Characteristics of a good psychological test
   • Ethical issues of psychological testing

4. Norms
   • Definition
   • Types of Norms

Unit – III

5. Intelligence & its measurement
   • Definition of intelligence & IQ, classifications of IQ
   • Measurement of intelligence( Intelligence tests)
6. Aptitude and its measurement.
   - Definition of aptitude
   - Measurement of aptitude (D.A.T)

Unit – IV

7. Personality & its measurement
   - Definition of Personality
   - Measurement of Personality
     i. Subjective Methods
     ii. Objectives Methods

8. Projective Techniques
   - Characteristics
   - Types of Projective techniques
   - Limitations

References:


**PSYCHOLOGICAL TOOLS AND TESTING**

**PRACTICAL**

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**Instructions for Paper Setter:**

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

**Objective:**

1. To develop skills of collecting data through interview schedule, rating scale and checklist.
2. To develop skills of administering tools for assessment of intelligence, adjustment, and personality and interpret the results.
Content:

1. Development of the following tools:
   - Interview schedule
   - Rating scale
   - Checklist

2. To administer the tool and interpret results of the following psychological tests:
   - SPM
   - Adjustment Inventory
   - Screening checklist for problems of adolescents
   - Family environment scale
   - Any one test of personality

References:


PAPER-6: PARENTING

PRACTICAL

Total Marks: 50
Paper: 45
Internal Assessment: 05

Teaching Periods: 2hrs/week

Instructions for Paper Setter:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Objectives:
1. To enhance students’ awareness of important concerns related to parenting.
2. To acquaint the students with tools, methods and techniques of collecting and analyzing data.

Content:
1) To administer and interpret psychological tests related to:
   • Child rearing practices.
   • Parent child relationship.
   • Family relationships
2) Develop and administer an interview schedule for conducting a survey related to:
   • Parenting problems
   • Parent child conflicts.
3) Conduct a survey of ten families related to problems faced by parents in rearing up any one of the following and analyze the result.
   • An infant
   • A pre-schooler
   • An adolescent
4) Conduct a case study of any family who is facing problems related to parenting and requires counselling. Based on the case study suggest strategies that can be used to help this family.
5) Prepare an audio visual aid such as a poster, folder of articles, Brochure etc to create awareness about effective parenting skills.
References:


**PAPER -7: PERSONAL EMPOWERMENT AND ENTREPRENEURSHIP DEVELOPMENT** (Common to all Stream)
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<td>65  10  75  45  05  50  125</td>
</tr>
<tr>
<td>2.</td>
<td>Fabric Construction</td>
<td>3  2  5</td>
<td>65  10  75  45  05  50  125</td>
</tr>
<tr>
<td>3.</td>
<td>World Costumes</td>
<td>3  2  5</td>
<td>65  10  75  45  05  50  125</td>
</tr>
<tr>
<td>4.</td>
<td>Commercial Clothing</td>
<td>-  5  5</td>
<td>-   -   -   135  15  150  150</td>
</tr>
<tr>
<td>5.</td>
<td>Computer Aided Designing</td>
<td>-  5  5</td>
<td>-   -   -   135  15  150  150</td>
</tr>
<tr>
<td>6.</td>
<td>Trends in Apparel &amp; Textile Design</td>
<td>-  5  5</td>
<td>-   -   -   65  10  75  75</td>
</tr>
<tr>
<td>*7.</td>
<td>Personal Empowerment &amp; Entrepreneurship Development</td>
<td>3  2  5</td>
<td>65  10  75  45  05  50  125</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>35</td>
<td>875</td>
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</tbody>
</table>

* Common to all Stream
PAPER -1: APPAREL CONSTRUCTION
(COMMON TO COMPOSITE & APPAREL AND TEXTILE DESIGN)

PAPER -2: FABRIC CONSTRUCTION
(THEORY)

Objectives:-
To impart knowledge about-

- Fabric manufacturing and fabric properties.
- Fabric structures and to analyze them.

Instructions for the paper setters:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

UNIT-I

1. WEAVING
   a) Basic terminology and basic concept.
   b) Looms.
   c) Parts of looms and their functions.
   d) Types of looms.
      - Shuttle looms- pit and table
      - Introduction to shuttle less looms.

UNIT-II

2. WEAVES
   Types of weaves
B.Sc. Home Science- Apparel and Textile Design

a) Simple- Plain, twill and satin.
b) Novelty weaves: - clipped or unclipped spot weave, swivel weave, lappet weave, Jacquard, doby, pile, leno weave.

UNIT-III

3. KNITTING
   a) Definition and basic terminology.
   b) Weft knitting
   c) Warp knitting
   d) Knitting machines and machine needles.

UNIT-IV

4. NON-WOVEN METHODS OF FABRIC CONSTRUCTION
   a) Felting
   b) Bonding
   c) Needle punched.

References:


FABRIC CONSTRUCTION (PRACTICAL)

Teaching Periods: 2 hrs/week  Total marks: 50
                             Paper: 45
                             Int. Ass: 05

Objectives:-
   • To identify various weaves.
   • To acquire skills for various fabric construction techniques.

Instructions for paper setters:-

1. Each practical paper will be of 3 hours duration.

2. The file work and the sessional work will be of 05 marks each (10 marks).
CONTENT

1. Making samples of various basic weaves on looms.
2. Making samples by hand knitting and machine knitting.
3. Making samples of various knots using Macramé.
4. Making samples of Crochet.

ASSIGNMENT-
- Making an article of Macramé and Crochet.
- Collection of samples of various weaves and their graphical representation
- Visit to weaving and knitting industry.

References:


PAPER -3: WORLD COSTUMES (THEORY)

Teaching Periods: 3hrs/wk.      Total  Marks: 75
Paper: 65
Int. Ass: 10

Objectives:
- To study the World Costumes and Ancient Indian costumes of different eras.
- Introduction of World Civilization with special emphasis on costumes and accessories.

Instruction for paper setters:
1. Each theory paper will be of 3 hours duration.
2. Question paper will have 4 sections.
3. Total of 9 questions comprising of 2 questions from each unit including one compulsory question of short answer type covering the whole syllabus will be set.
4. All question carry equal marks unless specified.
5. Students will be expected to attempt 1 question from each unit and the compulsory question.

UNIT-I

A) Study of traditional costumes of India during following periods.
   1) Indus valley civilization.
   2) Indo –Aryans and Vedic age.
B.Sc. Home Science- Apparel and Textile Design

3) Mauryan and Sunga period
4) Satavahana period.

UNIT-II

5) Kushan period.
6) Gupta period.
7) Mughal period.
8) British period.

UNIT-III

B) Study of World costumes during following periods.
1) Egypt
2) Greece
3) Rome
4) Byzantine.

UNIT-IV

5) French Costumes-middle ages.
6) Renaissance
7) French revolution.
8) Romantic period.

References:
Kumar, R. Costumes and Textiles of Royal India. Christie’s book Ltd, London
Bombay.

WORLD COSTUMES (PRACTICAL)

Teaching Periods: 2 Hrs/wk. Total marks: 50
Paper: 45
Int. Ass: 05

Objectives:
1. To create awareness about motifs and costumes of different civilizations.
2. To design contemporary costumes by taking inspiration from the costumes of different civilizations.

Instructions for paper setters:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and the sessional work will be of 5 marks each (10 marks).
B.Sc. Home Science- Apparel and Textile Design

CONTENT

A) Textile Designing.
   1) Collection of motifs of different civilizations.
   2) Designing of household textiles using these motifs.

B) Costume Designing
   1) Illustration of costumes of different civilizations.
   2) Designing of contemporary costumes taking inspiration from Ancient Indian and World Costumes.

C) Portfolio making and presentation.

References:

B.Sc. Home Science- Apparel and Textile Design

PAPER- 4: COMMERCIAL CLOTHING
(PRACTICAL)

Teaching Periods: 5hrs. /week

Total Marks: 150

Paper: 50
Int. Ass.: 15
Exhibition: 50
Order work: 35

Objectives:
To impart knowledge about-

- Draping technique
- Grading technique
- Commercial paper pattern
- Designing and construction of different garments in different sizes

Instructions for paper setters:
1. Each practical paper will be of 3 hours duration.
2. Paper will be set from Topic I, II and III for 50 marks.
3. Exhibition and order work will be of 50 and 35 marks respectively.

CONTENT

1. Draping – Basic bodice block (Front & Back)
2. Grading
   - Child’s bodice block
   - Sleeve block
   - Basic skirt
3. Commercial Paper Pattern
   - Casual Frock (4-5 yrs.)
   - Skirt and Top
4. Designing and Construction of the following garments:
   - Casual Frock
   - Skirt and Top
5. Exhibition - Exhibition of the sessional work of 2nd yr. and 3rd yr. will be put up.
6. Order work- Five garments will be constructed on order.

NOTE: Exhibition and Order work will be evaluated by the external examiner.
References:

- Gioello, & Berke. Figure type & size range. Fairchild publishers New York.
- Martin, S. Grading. Batsford publisher UK.
- Jacob, T.A. The Art of Sewing. UBS Publisher distribution Ltd, New Delhi.

**PAPER-5: COMPUTER AIDED DESIGNING**

(Common to Apparel and Textile Design & Interior Design Management)

(PRACTICAL)

Teaching Periods: 5 Hrs/week

<table>
<thead>
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<th>Objectives:</th>
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<td>To impart knowledge about</td>
<td>Paper: 135</td>
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<tr>
<td>• Basic computer</td>
<td>Int. Ass.: 15</td>
</tr>
<tr>
<td>• Paint</td>
<td></td>
</tr>
<tr>
<td>• Corel draw</td>
<td></td>
</tr>
<tr>
<td>• Adobe Photoshop</td>
<td></td>
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</table>

**Instructions for paper setter:**

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and the sessional work will be of 10 marks and 20 marks respectively.

**CONTENT**

1. **MS POWERPOINT**
   - Detailed study of all menu options.
   - Presentation on any topic related to course work.
2. **PAINT**
   - Detailed study of tools.
   - Create nursery, geometrical and floral motifs.

3. **CORAL DRAW**
   - Detailed study of tools and menu options.
   - Create front profile of female figure.
   - Design a one-piece dress along with accessories.

4. **PHOTOSHOP**
   - Detailed study of tools and menu options.
   - Create compositions of prints in various colours, placements and textures.

**References:**
- Corel Draw X4 in simple steps- Dream tech press.
- Rajaraman,V. Fundamentals of Computer.

**PAPER-6: TRENDS IN APPAREL AND TEXTILE DESIGN**

**PRACTICAL**

Teaching Periods: 5hrs/week

<table>
<thead>
<tr>
<th>Total Marks:</th>
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<tr>
<td>External Evaluation:</td>
<td>65</td>
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<tr>
<td>Int.Ass:</td>
<td>10</td>
</tr>
</tbody>
</table>

- Presentation of the latest trends in the following:
  - Different types of textures/ fabrics.
  - Colours
  - Trimmings
  - Silhouette
  - Fashion / Styles
  - Surface ornamentation
  - Accessories
B.Sc. Home Science- Apparel and Textile Design

- Project – Developing design and product of latest trends in textiles and apparel (one each).

NOTE: 1. All the topics should cover the latest trends in apparel and furnishings.
   2. No question paper will be set and the presentations will be evaluated by external examiner.

PAPER-7: PERSONAL EMPOWERMENT AND ENTREPRENEURSHIP DEVELOPMENT

(Common to all six stream)
## B.Sc. Home Science - Interior Design Management-3rd Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Paper/Subject</th>
<th>Credit Hours</th>
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<tr>
<td></td>
<td></td>
<td>T</td>
<td>P</td>
</tr>
<tr>
<td>1.</td>
<td>Furniture, Furnishings &amp; Fittings</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Design &amp; Display Systems</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Landscape Design</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Interior Services &amp; Workplace Environment</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Computer Aided Design</td>
<td>-</td>
<td>6</td>
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<tr>
<td>6.</td>
<td>Exhibition/Fabrication/Workshop/Seminar</td>
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<td>*7.</td>
<td>Personal Empowerment &amp; Entrepreneurship Development</td>
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<td></td>
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* Common to all Stream
PAPER -1: FURNITURE, FURNISHINGS AND FITTINGS  
(COMMON TO COMPOSITE & INTERIOR DESIGN MANAGEMENT)

Paper -2: DESIGN AND DISPLAY SYSTEM

THEORY

Teaching Period: - 1 hr/week                        Total Marks: 25
Time: 1 ½ hrs.                                      Paper: 25

OBJECTIVES

• To develop understanding of designing offices, restaurant, retail and other hospitality projects.
• The aim of this subject is to develop skills in the students for display of various objects, products in retail, exhibitions, museums, commercial and industrial establishment.
• Develop understanding about design of retail outlets and spaces, standard aspects of architecture and interior design, elements of ergonomics, promotion, and graphic design.
• To ensure that the retail design is effective, the designer must be acquainted with fundamentals on optimal utilization of space, marketing and psychology of the buyers.
• A building (or part of a building) or any place used as a place where meals or sandwiches are prepared and/or served to its clientele.
• Creating a workable business environment requires effective planning and precise implementation. Attention to detail can mean the difference between an effective working environment and a problematic one.

Instructions to the examiner-

• Each theory paper will be of one and a half hours duration.
• Questions paper will have two sections.
• Section A carries five marks which is compulsory, consisting of objective type questions covering the whole syllabus.
• Section B carries twenty marks and a total of four questions.
• Students will be expected to attempt two questions from section B carrying ten marks each.

I] INTRODUCTION TO OFFICE

Types of offices:

• Open offices style
• Closed offices
• Formal office
• Informal office environment.

II] INTRODUCTION TO RESTAURANTS

Types of restaurants:

• Fine dine
• Fast food
• Thematic
• Cafes
• Specialty restaurant
• Inns and Taverns

III] INTRODUCTION TO RETAIL

Type of retail markets:

• Departmental store
• Hyper market
• Convenience store
• Boutique
• Factory outlet
• Brand store
• Visual Merchandise

References

• Joseph, W. The Asthetics of Merchandise Presentation
• Hudson, J. 1000 New Designs and Where to Find Them
• Otto, R. and Hudson. J; Retail Design
• Tony, M. Visual Merchandising: Windows and In-Store Displays for Retail
• Edgar, A. F.(2003) 1001 Ideas to Create Retail Excitement, Revised Edition
• Francic, D.K. Interior Design: Illustrated
• Taschen Series ; New York Interiors : Alpine Interiors: Tuscany Interiors: Indian Interiors
• Jane, W. Space Within
• Christopher, A. A Pattern Language
• Folio. Selection of Interior Designer’s Portfolios. Kamlesh Shah Publisher and Distributors.
• Duffy, F. The New Office. Conran Octopus. Mandarin Offset LTD

70
B.Sc. Home Science - Interior Design Management

DESIGN AND DISPLAY SYSTEM

PRACTICAL

Teaching Periods - 4hrs/week

Total Marks : 100
Paper : 90
Internal Assessment: 10

Instructions to the examiner-
1. Each practical paper will be of six hours duration.
2. Students are required to attempt two questions out of three.
3. Questions would be relating to design problems from retail store, restaurant and office. Students would be designing within the given area, dimensions and outer periphery on the paper. Students have to draw furniture layout (plan), one elevation, flooring, ceiling details and 3D view of any area of the interiors. 100 words write up for explaining the concept chosen for design.
4. All questions may carry equal marks.

Unit-I: Suggested Office Design Project

- Project introduction (maximum area 5000sq ft)
- Client profile/ company profile
- Case studies
- Library studies
- Design layout with working drawings(furniture layout, reflective ceiling plan, flooring plans, wall treatment and furniture details)
- Materials board

Unit-II: Suggested Restaurant Design Project

- Project introduction (maximum area 7000sq ft)
- Client profile/ company profile
- Case studies
- Library studies
- Design layout with working drawings(furniture layout, reflective ceiling plan, flooring plans, wall treatment and furniture details)

Unit-III: Suggested Retail Design Project

- Project introduction (maximum area 3000sq ft)
- Client profile/ company profile
- Case studies
- Library studies
- Area given with restriction of retail store of Chandigarh and byelaws
• Design layout with working drawings

**Unit-IV:**

Visit to various sites

• Offices
• Restaurants
• Retail outlets
• Market survey for furniture and other interiors related material.

**References**

• Joseph, W. The Asthetics of Merchandise Presentation
• Hudson, J. 1000 New Designs and Where to Find Them
• Otto, R. and Hudson. J: Retail Design
• Tony, M. Visual Merchandising: Windows and In-Store Displays for Retail
• Edgar, A. F.(2003) 1001 Ideas to Create Retail Excitement, Revised Edition
• Francic, D.K. Interior Design: Illustrated
• Taschen Series ; New York Interiors : Alpine Interiors: Tuscany Interiors: Indian Interiors
• Jane, W. Space Within
• Christopher, A. A Pattern Language
• Folio. Selection of Interior Designer’s Portfolios. Kamlesh Shah Publisher and Distributors.
• Duffy, F. The New Office. Conran Octopus. Mandarin Offset LTD
PAPER – 3: LANDSCAPE DESIGN

THEORY

Teaching Periods: 3 hrs/ week                                                                 Total Marks: 75
Paper: 65                                                                                     Int. Ass. 10

OBJECTIVES
To help students to understand-

1. Landscape Design is the design of outdoor and public spaces to achieve environmental, socio-behavioral, and/or aesthetic outcomes.
2. The scope of the Landscape Design includes: urban design; site planning; town or urban planning; environmental restoration; parks and recreation planning; visual resource management; green infrastructure planning and provision; and private estate and residence landscape master planning and design; all at varying scales of design, planning and management.

Instructions to the examiner-

1. Each theory paper will be of three hours duration.
2. Questions paper will have four sections.
3. A total of nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each section and the compulsory question.

SECTION–A

Unit-I: History of Landscape

- Origin of landscape: from necessity to beautification
- Famous gardens: Mughal gardens Chashme Shahi garden: Lal bagh gardens: Lloyds botanical garden:
- International gardens:

SECTION–B

Unit-II: Design methodology for landscape design

- Principles of landscape design
• Elements of design
• Site analysis
• Site assessment

Unit-III: Process of landscape design

• Defining use area
• Exterior and Interior space understanding

SECTION–C

Unit-IV: Material to be used for landscape

• Site inventory, formulas
• Natural and manmade materials
• Selection of plants and species

SECTION–D

Unit- V: Types of landscapes and lighting techniques

• Ornamental garden
  (Place of use, area demarcation, choice of materials)

• Kitchen garden
  (Area allocation, choice of plants and vegetations)

• Public garden
  (Circulation pattern, sitting arrangement, focal point)

• Recreational garden
  (Planning and designing)

• Street way and round about
  (Beautification and utilization)

References

• Rudy, J. F. and Joy P. F. Landscapes and gardens for historic buildings
• Derek, F. Ideas and Inspiration for Your Garden
• Rosemary, A. The Essential Garden Design Workbook: Second Edition
• Tony, B. Plan Graphics for the Landscape Designer (2nd Edition)
• David, S. Landscape Construction
• Simonds. Landscape Architecture
• Leory, G. H. Landscape Design : A Practice Approach (5th Edition)

LANDSCAPING DESIGN

PRACTICAL

Teaching Periods: 2 hrs/ week

Total Marks: 50
Paper: 45
Int. Assess: 05

Instructions to the examiner-
1. Each practical paper will be of three hours duration.
2. A total of three questions comprising of two design problems with relevant theory to explain the design solutions.
3. All questions may carry equal marks unless specified.

I. Study and analysis of city gardens.
• Case studies
• Visit to different gardens and other landscape areas
• Visit to nursery
• Preparing reports of various visits

II. Suggested: Design Project 1 of Residential Landscape. (Maximum area 5000 square feet inclusive of 30% built up area)

• Client Profile
• Requirements (garage, sit out etc.)
• Concept
• Submission Sheets Design work/ Sheets/ 3D views
• Layout
• Specification Sheet (flower, plants, tree)
• Materials to be used. (Pavers, tiles etc.)
• Details of gazebo, furniture, waterfall etc.
III. **Suggested: Design Project 2 of Commercial Landscape.** (Maximum area 10,000 square feet)

- Client Profile
- Requirements (garage, sit out etc.)
- Concept
- Submission Sheets Design work/ Sheets/ 3D views
- Layout
- Specification Sheet (flower, plants, tree)
- Materials to be used. (Pavers, tiles etc.)
- Details of gazebo, furniture, waterfall etc.

**References**

- Rudy, J. F. and Joy P. F. Landscapes and gardens for historic buildings
- Derek, F. Ideas and Inspiration for Your Garden
- Tony, B. Plan Graphics for the Landscape Designer (2nd Edition)
- David, S. Landscape Construction
- Simonds. Landscape Architecture
OBJECTIVES:-

- To familiarize the students with the effects of work place environment on health and efficiency.
- Planning and Strategies to improve the work environment workers' safety and health these include physical, social, psychological, and environmental conditions and factors.
- Work environment includes lighting, temperature, and noise factors, as well as the whole range of ergonomic influences.

Instructions to the examiner-

1. Each theory paper will be of three hours duration.
2. Questions paper will have four sections.
3. A total of Nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each section and the compulsory question.

SECTION–A

Unit I: Workplace Environment:

- Concept of Work place Environment – Heat, cold, noise, lighting, vibration & atmospheric pollution.
- Sources and effects of heat & cold on human body.
- Solutions for Air Conditioning (HVAC), Lighting, Security and Safety System.
- Working techniques of Lifts and Escalators.

SECTION–B

Unit II: Illumination:

- Purpose and types of lighting – natural and artificial
- Reflection and inadequate lighting
- Lighting standards for various tasks.
- Calculation of lux level in the room or area.
SECTION–C

Unit III: Air Conditioning

a) Definition and types
   - Window Air conditioning
   - Floor Standing Air conditioning
   - Split Air conditioning
   - Cassette Air conditioning

b) AHU, fan coil units, ducts and grills

SECTION–D

Unit IV: Interior Services:

- Water supply
- Drainage
- Thermal insulation
- Acoustic and Sound insulation

REFERENCES

3. Rockport, M. Commercial lighting, Rockport Publisher; Inc.

INTERIOR SERVICES & WORK PLACE ENVIRONMENT

PRACTICAL

Teaching Periods: - 2hrs/week              Total Marks: 50
Practical: 45                              Internal Assessment: 05
Internal Assessment: 05

Instructions to the examiner:-

- Each practical paper will be of three hours duration.
- The file work and sessional work will be of five marks each (10 marks)
1. **Preparing and planning of water supply and drainage layouts for --**
   a) Toilets (both public and residential) and  
   b) Kitchen (both commercial and residential)  
   c) Residential area with adjoin society.

2. **Simple exercises (survey/report) on Workplace environment concepts.**
   a) Energy Efficient Buildings / Green Buildings  
   b) Cost Effective Building

3. **Preparing and planning of Electrical Layouts** for various areas with different communication equipments by symbolic representation and selection of suitable fittings for different work areas, such as –
   a) Drawing room,  
   b) Bedrooms,  
   c) Study,  
   d) Bath,  
   e) Kitchen etc.

**REFERENCES**

3. Rockport, M.. Commercial lighting, Rockport Publisher; Inc.
PAPER-5: COMPUTER AIDED DESIGN

(PRACTICAL)

Teaching Period: 6 hrs/week                         Total Marks:  150
Paper: 135
Internal Assessment: 15

Objectives:
  • The students will learn to use AutoCAD as a drafting tool to produce accurate presentation and working drawings of their design projects and all furniture designs.

  Unit - I

  1. Getting started with basics

    • Use of AutoCAD
    • Commands line, rectangle, circle, offset, construction line, polyline, polygon, arc, hatch etc.
    • Display commands
    • Setting units.

  Unit - II

  2. Formats
    • Text
    • Dimensions
    • Layers
    • Colors
    • Line weight and line type.

  Unit - III

    • Primitives
    • Extruding
    • Lofting
    • Pivots
    • Instancing and References
B.Sc. Home Science - Interior Design Management

Unit - IV

- Modifiers
- Adding materials
- Mapping coordinates
- Lighting
- Setting cameras

Unit - V

- Blocks
- Attributes
- Using paper space
- Viewports
- Setting Paper sizes

Unit - VI

- Plotting from model and paper space.
- Perspectives, slides and scripts.
- Creating objects in 3D.
- Rendering 3D images.

Note:

- There will be three practical’s per week and each practical will be of two hours.
- Final practical examination will be of three hours.
- Final practical examination will be set by the external examiner on the spot.
- The file work and sessional work will be of 10 marks and 20 marks respectively

References

- AutoCAD manual (Auto Desk)
- Dummy Series of Books (AutoCAD)
- Finkelstein, E. AutoCAD 2010 Bible.
PAPER -6: EXHIBITION/ FABRICATION/ WORKSHOP/ SEMINAR
(PRACTICAL)

Teaching Period: 4 hrs/week  Total Marks: 100
                                      Paper: 90
                                      Internal Assessment: 10

Objectives:-

- Gain confidence in presenting.
- Develop skills for presentation in front of audience and experts.

Practical

Exhibition and Fabrication

- Display of projects done by students in their academics (sheet work of all subjects, 3D views, material board, collage, models etc)
- Putting up of formal exhibition on any concept (Rajasthan, modern India, tourist spots etc)
- Evaluation (internal assessment) of the project work by the external examiner.

Work Shops

- Work shop by experts on various topics (landscapes, vastu shastra, paints, flooring, wall treatment, furnishing, economical interiors etc)

Seminars

- Presentations by students on various topics related to interior design.

Note:

- Viva will be conducted during final practical examination.
- Final portfolio presentation by students on their projects.
- Students will be judged at various stages by external examiners during the session (after every presentation and seminar conducted)

PAPER -7: PERSONAL EMPOWERMENT AND ENTREPRENEURSHIP DEVELOPMENT  (Common to all Six Stream)

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