

# **SRI VENKATESWARA UNIVERSITY**



## **REVISED SYLLABUS OF B.Sc. HOME SCIENCE**

**UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-2021**

**PROGRAMME: THREE-YEAR B.Sc. HOME SCIENCE**

*(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities & Model Q.P.)*

*(For Fifteen Courses of 1, 2, 3 & 4 Semesters)*

**(To be Implemented from 2020-21 Academic Year)**

# **PROGRAMME: THREE-YEAR B.Sc. HOME SCIENCE**

(WITH EFFECT FROM THE ACADEMIC YEAR 2020 Onwards)

## **B. Sc. HOME SCIENCE**

### **DOMAIN SUBJECT: HOME SCIENCE**

**(Syllabus with Outcomes, Co-curricular Activities, References & Model Question Papers  
for 1, 2, 3 and 4<sup>th</sup> Semesters)**

The domain subject **HOME SCIENCE** is multidisciplinary course with inputs from Biological, Physical Chemical and Social Sciences and Technology which facilitate to study and enhance quality of well- being of individuals, families and communities. The course focuses on providing scientific and systematic knowledge about family, nutrition, resource management and interior designing , development of individuals through life span , Science of textiles and clothing and community development . In this course the students gain knowledge on fundamental principles and foundations of all the five core fields of the study Viz., **1.Food Science and Nutrition (FN) 2. Human Development (HD), 3. Textiles and Apparel Science (TEX), 4.Housing and Family Resource Management (HM) and 5.Extension and Community Development (EXT)**. The Five core courses empower the students with skills to improve every facet of individual's life by not only leading more enriched life but also provides excellent career opportunities through skill based training and contribute to the welfare of society by taking Science from the laboratory to the community.

Many Home Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, Food and Textile industries, Hospitals, Cafeterias, Commercial Restaurants, Fashion Designing, Apparel Merchandising, Consultancy and Counselling, Welfare Organizations, Extension Education and Community Development Programs. Keeping in view the growing aspirations of young generation the curriculum has been updated and designed for each course with outcomes which includes knowledge, intellectual skills and practical skills.

## GENERAL CURRICULAR ACTIVITIES

### ➤ Lecturer-based

- 1) **Class-room activities:** Organization of Group discussions, question-answer sessions, scientific observations, use of audio-visual aids, guidance programmes, examination and evaluation work (scheduled and surprise tests), quizzes, preparation of question banks, student study material, material for PG entrance examinations etc.
- 2) **Library activities:** Reading books and magazines taking notes from prescribed and reference books and preparation of notes on lessons as per the syllabus; Reading journals and periodicals pertaining to different subjects of study; Making files of news-paper cuttings etc.
- 3) **Lab activities:** Organization of practicals related to five major Courses- Maintenance of lab attendance registers / log registers for different laboratories- Foods lab, Textiles lab, bio - chemistry lab, Maintenance of glassware, chemicals, utensils and equipment related to food practicals and furniture in cottage if available for the Housing and Family resource management course practicals.
- 4) **Activities in the Seminars, workshops and conferences:** Encouraging students to Participate /present posters, papers in seminar/workshop/conference.
- 5) **Smart Classroom Activities:** Organization of Departmental WhatsApp groups, /Google Class Rooms/ for quick delivery of the subject; Using smart/digital/e- class rooms (mandatory) wherever present; Utilization of YouTube videos (subject to copy rights) etc.

### ➤ Student-based

- 1) **Class-room activities:** Power point presentations, seminars, assignments etc.
- 2) **Library activities:** Visit to library during library hour and preparation of notes
- 3) **Lab activities:** Maintenance of observation note books for different labs, Preparing samples of art and textile stitches for record, , maintenance of utensils of food lab, sewing machine and textile tools of textiles laboratory.
- 4) **Activities in the Seminars, workshops and conferences:** Participation/presentation in seminar/workshop/conference.
- 5) **Community based activities**

- Preparation of audio-visual aids like charts, posters and models with clay, cardboard, thermocol sheets, album making for education of community.
- Planning and organization of exhibitions to create awareness about Nutrition, Interior decorative items, textile products etc.,
- As a part of field work programmes students visit urban slums and rural areas, conduct survey and provide nutrition education and health awareness through different teaching methods, audio-visual aids, method demonstrations, role plays etc.

## **CO-CURRICULAR ACTIVITIES**

### **OBJECTIVES:**

The co-curricular activities are aimed at strengthening the theoretical knowledge with an activity related to the content taught in the class room. The activities promote aesthetic development, character building, spiritual growth, physical growth, moral values and creativity of students.

The different types of co-curricular activities relevant to different domains of **Home Science** are listed below:

#### ➤ **Academic – based**

- 1) Planning and Preparation of diets for different health conditions, Development of Teaching, Learning Materials (TLM) for rural audience and pre-school children like Charts/Clay or Thermocol sheet Models etc., Designing and construction of different garments like frock, petticoat, salwar, kameez etc.
- 2) Promoting skills of resource management and interior design and decoration through cottage stay and organizing exhibitions; Development of TLM for rural audience to create awareness about health and Nutrition.
- 3) Debates, Essay Writing Competitions and Group Discussions.

#### ➤ **Lab/Research –based**

- 1) Planning and preparation of normal diets for different age groups and therapeutic diets for different diseases
- 2) Getting hands-on experience through visits to hospitals, Government and non-government organizations, pre-schools, schools for children with special needs and visit to spinning and weaving mills and colour dyeing units.

- 3) Knowing about housing and interior decoration and applying art principles in planning and decoration of the house.
- 4) Field Visit to rural areas for understanding needs of community.

➤ **Value - based**

Celebration of significant days related to Nutrition, Health, Children and Women. Field and home visits by students in rural areas and educating the community about cleanliness, girl-child importance, child rearing practices, Nutrition , health awareness etc

**Observation of Days of National/ International Importance**

Republic Day ( Jan 26 <sup>th</sup> )	World Suicidal Prevention Day (Sep 10 <sup>th</sup> )
International Women’s Day ( March 8 <sup>th</sup> )	International Day of Elderly (October 1 <sup>st</sup> )
World Health Day (April 7 <sup>th</sup> )	World Food Day (October 16 <sup>th</sup> )
World Nutrition Day( May 28)	Children’s Day (Nov 14 <sup>th</sup> )
Breast Feeding Week ( August 1-7 <sup>th</sup> )	World Diabetes Day (Nov 14 <sup>th</sup> )
Independence Day ( August 15 <sup>th</sup> )	World Disability Day (Dec 3 <sup>rd</sup> )
Nutrition Week (Sept 1-7 <sup>th</sup> )	Human Rights Day (Dec 10 <sup>th</sup> )

**SEMESTER - I**  
**HSC -101- BASIC NUTRITION**

**Outcomes of the course**

At the end of the course the student will be able to demonstrate the following:-

**A) Remembers and explains in a systemic way**

- Understanding the concepts of nutrition and food and its relation to health.
- Acquiring knowledge about macro and micro nutrients and their functions.
- Knowing the consequences of deficiency of taking nutrients.
- Understanding importance of non nutrients in human nutrition

**B) Understands and Uses**

- Planning recipes by selecting appropriate foods based on the macro and micro nutrient composition.
- Selection of foods based on the nutrient composition for healthy and disease people.

**C) Critically explains, judges and solves**

- Planning and calculating nutritive values for the foods and recipes.
- Identification of signs and symptoms of different nutrient disorders.
- Practical knowledge on availability of seasonal and other foods by doing market survey.
- Listing out the common foods and their names in scientific and local languages.

**D) Working in out of prescribed area under a co-curricular activity**

- Selection of foods based on seasonal availability and planning recipes on the nutrient composition to healthy and diseased conditions.

**E) Practical skills**

- Market survey on different foods available and learning local and scientific names.
- Learn to identify different food samples and to know their nutrient composition.
- Planning of recipes according to nutrient components.

**SEMESTER - I**  
**HSC -101- BASIC NUTRITION**

Theory:4Hours/week  
Practicals: 2 Hours/week

**THEORY**

**UNIT-I Introduction to Nutrition and Macro Nutrients**

- Introduction and scope of Nutrition, definitions, relationship between Food, Nutrition, Health and Disease
- Macro Nutrients – Classification, functions, digestion, absorption, dietary sources, RDA, clinical manifestations of deficiency and excess and storage of the following in the body.
  - Carbohydrates
  - Lipids
  - Proteins

**UNIT – II Micro nutrients- Vitamins**

- Vitamins – Classification, functions, dietary sources, RDA, clinical manifestations of deficiency and excess of the following
  - Fat soluble vitamins – A, D, E and K
  - Water soluble vitamins – B Complex Vitamins - Thiamine, Riboflavin, Niacin, Pyridoxine, Folic acid, Cyanocobalamin and Vitamin C.

**UNIT - III Minerals**

- Minerals – classification, functions, dietary sources, RDA, clinical manifestations of deficiency and excess of the following
  - Macro minerals – Calcium, Phosphorous, Magnesium, Sodium and Potassium
  - Micro minerals or Trace elements – Iron, Iodine, Fluorine and Zinc

**UNIT - IV Energy**

- Energy value of foods – Determination of gross energy value of foods using Bomb calorimeter and Oxy calorimeter. Physiological energy value of foods.
- Basal Metabolism – Factors affecting Basal Metabolic Rate, Measurement of BMR by Direct and Indirect Calorimetry. Formulas for calculating BMR.
- Computing Total Energy Requirement of the body based on Basal metabolic rate, Physical activity and Thermic effect of food. RDA and sources of energy.

**UNIT – V Water and Non Nutrient constituents of Food**

- Water – Functions, sources, requirement and regulation of water balance, Effect of deficiency and excess – Dehydration and over hydration; Electrolyte balance.
- Non nutrient constituents of foods and their importance
  - Phytochemicals – Curcumin, Lycopene, Flavonoids
  - Antioxidants – Vitamin C, E and Carotenoids
  - Detoxifying agents –Anthocyanins, Chlorophylls
  - Beneficial effects of non- nutrient constituents of food on Health.

## **PRACTICALS**

1. List out the common foods and to learn their names in Telugu, English, Hindi and Urdu.
2. Learn to identify the different food samples and to know their nutrient composition.
3. Market survey
4. Dietary sources, Recommended Dietary Allowances and planning of recipes of the following nutrients
  - Macronutrients
  - Carbohydrates
  - Proteins
  - Fats
  - Fiber
5. Micronutrients
  - Vitamins –
    - Vitamin A
    - Vitamin C
  - Minerals –
    - Calcium
    - Iron

## **REFERENCES**

1. Bamji MS, Krishnaswamy K, Brahman, (2016) Textbook of Human Nutrition, 4<sup>th</sup> edition. Oxford and IBH Publishing Co. Pvt. Ltd.
2. Longvah, T., Ananthan, R., Bhaskarachary, K. and Venkaiah, K. (2017). Indian Food Composition Tables, Published by NIN
3. Raheena Begum, (2013). Textbook of Food, Nutrition and Dietetics, 3<sup>rd</sup> edition, Sterling Publishers Pvt. Ltd.
4. RavinderChada and PulkitMathur, (2015). Nutrition – A Life Cycle Approach, 1<sup>st</sup> edition, Orient Black Swan Private Limited
5. Shubhangini A. Joshi, (2002). Nutrition and Dietetics, 2<sup>nd</sup> edition, Tata McGraw-Hill Publishing Company Ltd.
6. Srilakshmi, B., (2018). Nutrition Science, 6th edition, New Age International Publishers.
7. Swaminadhan S, (2005). Advanced Text book on foods & nutrition, Vol. I&II (2<sup>nd</sup> revised and enlarged) Bappco.
8. VijayaKhader, (2000). Food, nutrition & health, Kalyani Publishers.



## CO-CURRICULAR ACTIVITIES

1. Student seminars on different nutrients.
2. Preparation of posters, charts, flashcards etc. related to different nutrients – Functions, RDA dietary sources, nutrient content of foods and deficiency symptoms.
3. Collections of food samples rich in particular vitamins and minerals like calcium, iron etc.
4. Visit to food stores, vegetable and fruit markets to study locally available foods.
5. Study projects to collect the data from people. Eg. Foods avoided or given in specific conditions.
6. Celebration of Important Days (National and International)
  - World's Breast Feeding Week(August 1<sup>st</sup> -7<sup>th</sup> )
  - Nutrition Week – September 1<sup>st</sup> - 7<sup>th</sup>
  - Nutrition Month – September month
  - Hand Washing Day – October 15<sup>th</sup>
  - World Food Day – October 16<sup>th</sup>

**Home Science**  
**Semester I**  
**HSC-101– BASIC NUTRITION**  
**Model Question Paper**

**Time: 3 hrs.**

**Max. Marks: 75**

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**PART – A**

**Answer any FIVE questions. Each question carries 5 Marks (5x5 = 25 Marks)**

1. Classify carbohydrates.
2. Explain dehydration.
3. Write about Kwashiorkor.
4. What are the dietary sources and functions of zinc?
5. Define Food, Nutrition and Health. What are the visible symptoms of good health?
6. What are the functions of lipids?
7. Discuss the functions of Vitamin B1- Thiamine in the body.
8. Write about flourosis.

**PART– B**

**Answer FIVE questions. Each Question carries 10 Marks (5x10 = 50 Marks)**

9. a) Discuss the functions of Proteins.  
(OR)  
b) Write about the classification of Lipids.
10. a) Write about functions, deficiency and dietary sources of vitamin-A.  
(OR)  
b) Write about the functions, deficiency and dietary sources of vitamin-C.
11. a) Discuss the functions, deficiency, RDA and dietary sources of Iron.  
(OR)  
b) What are the functions of calcium? Give dietary sources and RDA of calcium for different age groups.
12. a) What is BMR? Discuss the factors that affect BMR.  
(OR)  
b) Explain the determination of energy value of foods by Bomb calorimeter.
13. a) What are Phytochemicals? Explain their beneficial effects on Health.  
(OR)  
b) Define water balance. Explain the regulation of water balance in the body

## SEMESTER - I

### HSC-102 –GENERAL PSYCHOLOGY

#### Outcomes of the course

The students will be able to:

**A) Remember and explain in a systematic way**

- The concept of psychology and its branches of study.
- About basic psychological concepts like Attention, Perception, , Memory and Motivation

**B) Understand and Use**

- Understand the meaning of Personality
- Use theoretical perspectives of Psychology to understand human behaviour.

**C) Critically explains, judges**

- The determining factors of human personality.

**D) Working in out of prescribed areas under co-curricular activity**

- Observing different types of personalities based on type theory
- Identifying children with extremes of intelligence in local schools.

**E) Practical skills**

- Methods of study of children using different methods.
- Assessment of personality and intelligence using standard tests.

## SEMESTER - I

### HSC-102 –GENERAL PSYCHOLOGY

Theory: 4Hours/week  
Practicals: 2 Hours /week

#### THEORY

##### UNIT I Introduction to Science of Behaviour

- Psychology as a Science of Behaviour: Definition, scope and Methods of Studying Human Behaviour–Observation method , Experimental Method, Case Study method , Survey Method , Cross sectional and Longitudinal Methods – Merits and Demerits.
- Branches of Psychology –Definition and basic concept of different branches- Developmental Psychology, Clinical, Counselling psychology, Abnormal, Educational, Industrial, Social and Sports Psychology.

##### UNIT II Basic Psychological Concepts

- Attention– Definition, Types -Voluntary and Involuntary; Determinants of attention.
- Perception – Definition, perceptual organization and perceptual Constancies and illusions.
- Memory – Definition, types and nature of memory. Methods of memorizing and factors influencing memory. Forgetting – types and causes. Ways of improvingmemory.
- Interests and Aptitude– Definition of the terms –factors affecting individual’s interest and attitude; Assessment of interests and attitudes using inventories and scales.

##### UNIT III Personality

- Personality:Definition, Concept and types of personality – Normal and abnormal personalities, Factors affecting development of personality
  - Assessment of personality– Projective Tests- Definition CAT, TAT, Rorschach inkblot test.
- Major Psychological Approaches – Psycho-dynamic, Behavioural, Humanistic, Cognitive, Socio-cultural and Trait perspectives.
- Psycho-dynamic Perspective: Freud’s Psycho-analytic theory – Understanding the structures of Id, ego and super ego and their interaction, Erickson’s Theory – Eight stages of development.

##### UNIT IV Major Psychological Approaches -I

- Behavioural Perspective: Learning –Definition, Steps in learning process, Learning laws, Theories of learning-Classical Conditioning, Operant conditioning and Watson’s Behaviourism.
- Humanistic Perspective: Motivation – Definition- Psychological basis – classification- Physiological, Psychological and social motives, unconscious, Abraham Maslow’s theory of motivation.

## **UNIT V Major Psychological Approaches -II**

- The Cognitive Perspective–Definition of terms - Cognition, Meta cognition, Intelligence, Intelligence Quotient (IQ) and Emotional Intelligence.
  - Assessment of Intelligence – Verbal and nonverbal tests, classification of children based on intelligence, extremities of intelligence- sub normal and the gifted.
- Gardner’s Multiple Intelligence theory.
- Trait Perspective – Type theory of Sheldon and Big Five Factor Theory.

## **PRACTICALS**

1. Methods of studying child / Human Behaviour – Observation / Interview schedules
2. Assessment of Perception-Muller Iyer illusion Experiment
3. Memory Recognition Test
4. Assessment of Interest - Thurston’s Interest Schedule / Available tests
5. Assessment of Intelligence-Raven’s progressive Matrices test/ Alexander pass-along test/ Available test
6. Assessment of personality-Projective tests / Personality Inventory/ Available tests

## **REFERENCES**

1. Baron, R.A. (2001), Psychology (5<sup>th</sup> edition), Pearson Education Inc., New Delhi.
2. Feldman, R.S. (1997), Essentials of understanding psychology (3<sup>rd</sup> Edition) McGraw- Hill Companies. Inc. New York.
3. Mangal, S.K. (2019). General Psychology, revised edition, 2019, Sterling Publishers Pvt. Ltd.
4. Parameswaran, E.G. and Beena, C. (2002). Invitation to psychology, 1<sup>st</sup> edition, Neel Kamal Publications.
5. Sreevani, R. (2013). Psychology for Nurses, 2<sup>nd</sup> edition, 2013, Jaypee Brothers Medical Publishers (P) Ltd.

## **CO-CURRICULAR ACTIVITIES**

1. Assessment of students IQ using verbal and non-verbal tests
2. Identifying children with extremes of intelligence in local schools
3. Giving small tests to check the students’ memory, perception and Emotional intelligence
4. Assisting and guiding students to understand the concept of personality through lectures, small group seminars and workshops.
5. Observing different types of personalities based on type theory
6. Providing opportunity to interact with experts of different branches of Psychology like clinical psychologist, Counselling Psychology etc.,

**Home Science**  
**Semester I**  
**HSC-102- GENERAL PSYCHOLOGY**  
**Model Question Paper**

**Time: 3 hrs**

**Max Marks: 75**

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**PART-A**

**Answer any FIVE questions. Each question carries 5 Marks.**

**(5x5=25 Marks)**

1. State the merits and demerits of observational methods
2. Define Abnormal and Clinical Psychology.
3. Explain the causes of forgetting.
4. Define Intelligence. Write about extremities of intelligence
5. Write the involuntary determinants of attention.
6. Write short notes on projective tests.
7. Describe the steps in learning process.
8. Distinguish and differentiate between Aptitude and Interest

**PART-B**

**Answer FIVE questions. Each question carries 10 Marks. (5x10=50 Marks)**

9. a) Write about Experimental and Survey methods of studying human behaviour.  
(OR)  
b) Explain the longitudinal and cross sectional methods of studying human behaviour
10. a) Define attention and discuss the determinants of attention.  
(OR)  
b) Elucidate the method of memorizing and factors influencing memory.
11. a) Explain Erickson's Psycho- social theory.  
(OR)  
b) Describe the factors affecting development of personality.
12. a) Write Abraham Maslow's Theory of motivation.  
(OR)  
b) Explain classical conditioning theory.
13. a) Write the classification of children based on intelligence  
(OR)  
14. b) Explain Gardner's Multiple Intelligence theory

## SEMESTER - I

### HSC-103 - HOUSING FOR BETTER LIVING

#### Outcomes of the course

At the end of the course, the students will be able to learn

**A) Remember and explain in a systematic way**

- Importance of house for better living
- Requirements to purchase land, building materials protection and care of house

**B) Understands and Uses**

- Principles of planning a house with an emphasis on kitchen plans
- Types and properties of building materials

**C) Critically explains, judges**

- Planning of different rooms in a house.
- House plans for different income groups.
- Advantages and disadvantages of own and rented house.
- Protection of house from dampness, termites, fire etc.,
- Selection and purchase of equipment for the house.

**D) Working in out of prescribed areas under co-curricular activity**

- Study of building materials and equipment which are not included in the syllabus
- Visiting Places –Building sites/ Construction

**E) Practical skills**

- Drawing of floor plans of houses for different income groups using symbols.
- Drawing of different kitchen plans
- Study and identification of different building materials.
- Study of electrical and non-electrical equipment for the house, their operation and care.

## SEMESTER - I

### HSC – 103 - HOUSING FOR BETTER LIVING

Theory: 4 Hours/Week  
Practicals: 2 Hours/Week

#### **THEORY**

##### **Unit I: Housing**

- Importance and functions of a house; Factors influencing the choice of house.
- Requirements for purchasing land for building a house - Selection of site, soil condition, locality, orientation, sanitary facilities, good neighbour-hood, legal characteristics etc.
- Principles of planning a house – aspect, prospect, privacy, flexibility, roominess, grouping, circulation, sanitation, practical considerations etc

##### **Unit II: House Plans**

- Planning of different rooms in the house – Veranda, living room, bed room, kitchen etc.
- Kitchen plans – Planning of efficient work centres (L shape, U shape, single walled, peninsular shaped kitchens) and storage facilities in kitchen and other rooms.
- House plans for different income groups – High income, Middle income and Low income.
- Advantages and disadvantages of owning and renting a house.

##### **Unit III: Building Materials and Flooring Materials**

- Types and properties of Building Materials – Stone; Clay products; Cement; Mortar; Concrete; Timber; Plywood & related products; Plastics & related products; Paints & related products; Ferrous & nonferrous metals; Gypsum & related products.
- Flooring – Factors in selection of flooring material and Types of flooring

##### **Unit IV: Building Protection**

- Dampness Protection – Reasons, Preventive and curative methods of dampness
- Termite Protection – Sources, preventive and curative methods of termite attack
- Fire Protection – Causes of fire, preventive measures and fire resisting construction
- Household cleaning and care – General principles to be followed for cleaning rooms and floors; Equipment and reagents for cleaning rooms and floors.

##### **Unit V: Household Equipment**

- Factors to be considered for the selection and purchase of household equipment.
- Construction principles and care of the following equipment
  - Small electrical appliances – mixers, toasters, beaters, iron etc.
  - Large electrical appliances – Refrigerator, washing machine, vacuum cleaner, dish washer, electric range etc.
  - Low cost non-electrical appliances for rural areas – hay box, low cost refrigerator, solar cooker etc.
- Points to be considered while operating electrical appliances and safety measures to avoid accidents



## **PRACTICALS**

1. House plan - symbols, site plan, floor plan, elevation, landscape
2. House plans for different income levels - low income, middle income and high income.
3. Kitchen plans- L shape, U shape, broken L, U Shape, peninsular, one walled.
4. Market study on building materials & identification of – floor finishes, wall finishes and ceiling finishes.
5. Care and cleaning of metals and Non-metal items.
6. Care and cleaning of different types of floors and walls using suitable cleaning equipment and cleaning agents

## **REFERENCES**

1. PremlataMullick, (2016). Textbook of Home Science, 4<sup>th</sup> edition,, Kalyani Publishers
2. Varghese &Oagle (2005) Home Management, New Age International Publishers.
3. SubasiniMohapatra (2010).Home Management and Household Economics, Kalyani Publishers.
4. PremavathySeetharaman, ParveenPannu (2005), Interior Design and Decoration, 1<sup>st</sup> edition, CBS Publishers.
5. Sushma Gupta, NeeruGarg&RenuSaini (2018), Text book of Family Resource Management, Hygiene and Physiology, 11<sup>th</sup> edition, Kalyani Publishers.
6. PratapRao, M. (2012), Interior Design – Principles & Practice, 4<sup>th</sup> edition, Standard Publishers & Distributors.
7. Prof. VeenaGandotra, Dr.Sarjoo Patel (2006), Housing for Family Living, 1<sup>st</sup> edition, Dominant Publishers & Distributors

## **CO-CURRICULAR ACTIVITIES**

1. Study of building materials and equipment which are not included in the syllabus
2. Visiting Places- Building sites/ Construction
3. Drawing layouts
4. Model making- clay, cardboard etc
5. Debates/Seminar/Group discussions/Quiz
6. Charts & Poster Presentations
8. Organizing exhibitions
9. Album making of Layouts, finishes. Household Equipment etc

**HOME SCIENCE**  
**Semester-I**  
**HSC-103 - HOUSING FOR BETTER LIVING**  
**Model Question Paper**  
**Max. Marks: 75**

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**Time: 3 hrs**

**PART – A**

**Answer any FIVE questions. Each question carries 5 Marks (5x5 = 25 Marks)**

1. What are the factors influencing the choice of the house?
2. Write about requirements for selection of a site
3. What do you know about the physiological and psychological functions of a house?
4. “Owning is better than renting”. Justify the statement.
5. Mention various types of floors and floor coverings.
6. Enumerate the different points to be considered while doing a house plan for different income groups.
7. Explain any five principles of planning a house.
8. What are the factors to be considered in the care and maintenance of refrigerator?

**PART – B**

**Answer FIVE questions. Each question carries 10 Marks (5x10 = 50 Marks)**

9.a) What is a house? What are the advantages and disadvantages of renting and owning a house.

(OR)

b) Mention various factors to be considered while building a house.

10.a) Elaborate various factors to be considered in planning of different rooms in a house?

(OR)

b) Write about kitchen plans and how can you efficiently plan different work centres?

11.a) Name the different materials used in the construction of a building. Write in detail about any three building materials.

(OR)

b) Write about the maintenance, care and selection of floor coverings.

12.a) Mention the factors from which a building needs protection. Explain the causes, preventive measures and curative methods for termite protection.

(OR)

b) Explain the principles to be followed for cleaning various rooms and floors.

13.a) Explain the factors to be considered for the selection and purchase of household equipment.

(OR)

(b) Explain the points to be considered while operating electrical appliances and safety measures to avoid accidents.

**SYLLABUS VETTEDBY**

**Prof. KARNAM ANURADHA, M.Sc., M. Phil., Ph.D.**

**BOS CHAIRPERSON**

Department of Home Science

Sri Venkateswara University

TIRUPATI.

**SUBJECT EXPERTS**

<b>S.No</b>	<b>DOMAIN COURSES</b>	<b>SUBJECT EXPERTS</b>
<b>1</b>	<b>Food Science and Nutrition (FN)</b>	1. <b>Dr.K.V.Sucharitha</b> , Asst.Professor, Dept. of Home Science, S.V .University, Tirupati. 2. <b>Dr.K.Manjula</b> , Asst. Professor, Dept. of Home Science, S.V .University, Tirupati. 3. <b>Mrs. B. Sandhya Lakshmi</b> , Lecturer in Home Science, Osmania College for women, Kurnool. 4. <b>Dr. G. Nagamani</b> , Lecturer (Contract), Dept. of Home Science,S.P.W Degree and PG College, Tirupati
<b>2</b>	<b>Human Development (HD)</b>	1. <b>Dr. C.Kalapriya</b> ,Asst.ProfessorDept. of Home Science,D.K.Govt. College for Women(A), Nellore. 2. <b>Dr. B.Swaroop Rani</b> , Asst.Professor Dept. of Home Science, S.V .University, Tirupati
<b>3</b>	<b>Textiles and Apparel Science (TEX)</b>	1. <b>Dr. P. Kumari</b> ,Professor, Dept. of Home Science, S.P.W Degree and PG college, Tirupati. 2. <b>Mrs. G. Srivani</b> , Lecturer (Contract), Dept. of Home Science,S.P.W Degree and PG College, Tirupati. 3. <b>Dr. C.Kalapriya</b> ,Asst.ProfessorDept. of Home Science,D.K.Govt. College for Women(A),, Nellore.
<b>4</b>	<b>Housing and Family Resource Management (HM)</b>	1. <b>Dr. V. Lakshmi</b> , Asst.Professor, Dept. of Home Science,S.P.W Degree and PG College, Tirupati. 2. <b>Mrs. B. Sandhya Lakshmi</b> ,Lecturer in Home Science, Osmania College for women, Kurnool.
<b>5</b>	<b>Extension and Community Development (EXT)</b>	1. <b>Dr. P. Kumari</b> , Professor, Dept. of Home Science, S.P.W Degree and PG college, Tirupati