

UNIT 5: Careers & Entrepreneurship in Home Science:

- **Scope of careers and entrepreneurship in**
 - i. **Foods & Nutrition** – In hospitals, health centres, food industry
 - ii. **Human Development**- welfare programs of Government/NGOs, preschools
 - iii. **Textiles & Clothing**- in textile industry, boutiques, research labs
 - iv. **Resource Management**- construction sector (CAD assistants, interior designer), creative crafts entrepreneur
 - v. **Extension Education**- extension projects of Government/ NGOs, entrepreneur making teaching aids.

References:

1. Chouhan, A. (2015) “Comprehensive Home Science X”, 1. Yadav, K and Singh, O. S. (2014) “Home Science”, ISBN 9788126919062, Atlantic Publishers and Distributers Private limited.
2. Premlata Mullick, P. “Textbook of Home Science”, Kalyani Publishers

Suggested Activities:

Virtual or physical visits to Home Science departments in leading Universities/ Colleges offering Home Science at UG/PG/ Ph. D. levels

Virtual interactions with some faculty/students of Home Science from other Colleges in A.P./ outside A.P.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
I SEMESTER PATHWAY - PAPER – II Time: 5hrs/week
HSC 1602(4) **HEALTH, HYGIENE & WELLNESS**
w.e.fAK 2023-2024 (Admitted batch) Marks:100

Learning objectives:

- To understand and apply the emerging concepts and issues to health, hygiene and sanitation
- To critically understand the present scenario of health hygiene in Indian
- To apply and design hygiene promotion and education programmes for development.

Learning Outcome: On completion of the course a student shall

- Possess an understanding of the concept of good health and means to achieve it.
- Display the ability to identify the morphology, growth and reproductive features of various microorganisms
- Acquire the skills in various sterilization techniques
- Be equipped with skills of balancing stress and anxiety

Theory

UNIT – I: Health & wellness –

- Definition & meaning
- Dimension/ Elements of health and wellness – Physical, Social, Emotional, Intellectual, and Spiritual.
- Factors affecting Health and Wellness
- Indicators of health- concept of Mortality, Morbidity, Disability

UNIT – II: Classification & Study of Microorganisms-

- Bacteria- morphology, growth, Nutrition and Reproduction
- Virus- morphology, growth, Nutrition and Reproduction
- Yeasts- morphology, growth, Nutrition and Reproduction
- Algae- morphology, growth, Nutrition and Reproduction
- Mould- morphology, growth, Nutrition and Reproduction
- Beneficial Applications of Microorganisms in Food Industry, Agriculture and other areas.

UNIT – III: Mode of infection

- Infection- sources, mode of transmission.
- Diseases caused by microorganisms-Symptoms, aetiology, mode of transmission of
- a. **Bacterial diseases-** Typhoid, Tuberculosis, Jaundice, Dysentery;
- b. **Viral Diseases:** Influenza, Measles, Poliomyelitis, AIDS
- c. **Parasite transmitted diseases-** Malaria, Dengue, Filariasis.

UNIT – IV: Prevention & Control

- Control of Micro-organisms – Sanitation, Sterilization & Disinfection- Physical and chemical method.
- Immunity- definition & types, Immunization schedule
- Hygiene - Meaning and importance of personal hygiene
- Standard precautions to prevent infections

Unit V: Management of Health & Wellness

- Modern lifestyle and hypo-kinetic diseases; prevention and management through Physical exercise
- Stress, anxiety, and depression- Definition and concept
- Role of Yoga, asanas and meditation in maintaining health and wellness.
- Role of sleep-in maintenance of physical and mental health.

References:

- Frazier, W. Candwestnoff, D.C (1997) Food Microbiology, Tata McGraw Hill
- A.S. Rao 2001 Introduction to microbiology, Prentice Hall of India
- Anna k. Joshua, Microbiology, popular book depot, Madras
- R. Ananthanarayanan, C.K.J. Paniker, 2001, Orient Longman Private Limited.
- General Microbiology , 1982, power &Daginawala, Himalaya Publishing House
- Stanier R. Y., Adelberg, E.A. and Ingraham, J.L. (1989) General Microbiology.
- Atlas R. M. (1988) Microbiology, fundamentals and application. Micmillon N. Y.

Learning objectives:The students will be able to:

- Learn the meaning, scope and concept of Home Science Extension.
- Explain the importance of Extension Education in Home Science
- Understand the role Extension worker in community
- Understand the Principles, steps in Teaching and Learning process
- Different Teaching Methods and Teaching Aids in Communication Process.
- Know the importance of Teaching Methods and Teaching Aids in Communication Process.
- Know the barriers of communication and learn how to overcome them.

Learning outcomes:

- Learn Practical skills in planning, preparation of Audio-Visual Aids
- Usage of bulletin board in extension education
- Use of different types of Teaching methods and Audio-Visual Aids for different target groups.
- Qualities of an Extension Worker

SYLLABUS:

UNIT – I: EXTENSION EDUCATION -

- Meaning, Concept, Scope and objectives
- Formal and Non formal Education
- Philosophy and principles of Extension Education
- Role and Qualities of an Extension worker

UNIT-II: TEACHING AND LEARNING PROCESS

- Teaching – Meaning, definition, steps in Teaching
- Learning – Meaning, definition, Elements of Learning
- Learning Situation – Definition, Elements of Learning Situation
- Principles of learning and their Implications for Teaching
- Motivation – Principles of Motivation in Extension
- Classification of motives

UNIT – III: TEACHING METHODS/TECHNIQUES

- Extension Teaching methods – Definition, Functions and Classification of Teaching methods – According to use and form
- Individual methods – Farm and home visits, Telephone calls, Personal letter, Result demonstrations.
- Group methods – Method demonstration, Group meetings/Discussions, Conferences, Field trips etc.
- Mass Methods – Print and electronic media , Internet, Social media and Exhibitions

- Factors to be considered in selection and combination of teaching methods.

UNIT – IV: AUDIO - VISUAL AIDS:

- Audio Visual Aids – Meaning and Classification
- Factors Influencing selection of Audio-Visual Aids
- Principles of Preparing in Planning, Presentation and evaluating in Audio-Visual Aids
- The cone of Experience

UNIT-V COMMUNICATION

- Communication – Meaning, Definition and scope of Communication
- Key Elements in the process of Communication – 1. Communicator 2. Messages, 3.Channel 4. Treatment of Messages 5. Audience 6. Audience Response.
- Types of Communication – Verbal, Non Verbal, Small group and Mass Communication.
- Barriers to communication.

REFERENCES:

1. Adivi Reddy (1985). Extension Education, Sreelakshmi press, Bapla,
2. Dahama.O.P .(1981). Extension and Rural welfare, Ram Prasad and Sons Agra Bhopal.
3. Doshi, S.L. (2007). Rural Sociology. Delhi Rawat Publishers.
4. Dubey,V.K.. (2009). Extension Education & Communication, 1st edition New Age International Ltd
5. Indhubala (1980), Gruhavignasastravistarana , Telugu academy text book publications
6. Sanths Govind, G. Tamliselvi And J. Meenainbigai .(2011). Extension Education and Rural Development .Agroblos (India) Chopasani Road Jodhpur- 342002 (Raj.)
7. Shekar Serene & Santosh Ahlawat . (2013).Text book of Home Science Extension Education, 1st edition, Daya Publishing house.
8. Supe, S.V.(1983). An Introduction to Extension Education. Oxford& IBH publishing Co, New Delhi.

CO- CURRICULAR ACTIVITIES

1. Adoption of a village based on the socio-economic background.
2. Visit to an adopted village and conduct
 - Baseline survey regarding demographic, population, Educational and felt needs of the villagers.
 - Collection of data.
 - Pooling and Analyzing the data.
3. Preparation, use and evaluation of visual aids viz.,
 - Poster
 - Different types of charts.
 - Flash cards
 - Display of Bulletin Board.
4. Presentation of seminars in the class rooms.
5. Blackboard teaching for 15 minutes in the class room.
6. Promoting effective verbal and non- verbal communications among students.

**

**

**

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
II SEMESTER **HOMESCIENCE** TIME:2Hrs/Week
HS 2151 (2) **ESSENTIALS OF HOME SCIENCE EXTENSION** Marks:50
w.e.f. 2023-24 admitted batch (23AK) **Practical Syllabus**

Learning objectives:The students will be able to:

- Learn Practical skills in planning, preparation of Audio-Visual Aids
- Usage of bulletin board in extension education
- Use of different types of Teaching methods and Audio-Visual Aids for different target groups.

Learning outcomes: The students will be able to:

- Identify and apply art and design elements, principles, and terminology in the creation and improvement of work.
- Demonstrate effective use of media and techniques while creating works of art and/or design.

SYLLABUS:

1. Visit to a community/ village to find out the socio- economic needs of the people
2. Preparation of Survey Schedule
3. Preparation and display of teaching aids – Posters, charts, flash cards etc.
4. Display of bulletin board
5. Illustrated Lecture and Method Demonstration to any community on Home Science related Topics.

REFERENCES:

1. Adivi Reddy (1985). Extension Education, Sreelakshmi press, Bapla,
2. Dahama.O.P. (1981). Extension and Rural welfare, Ram Prasad and Sons Agra Bhopal.
3. Doshi, S.L. (2007). Rural Sociology. Delhi Rawat Publishers.
4. Dubey, V.K.. (2009). Extension Education & Communication, 1st edition New Age International Ltd
5. Indhubala (1980), Gruhavignasastravistarana , Telugu academy text book publications
6. Sanths Govind, G. Tamliselvi And J. Meenainbigai .(2011). Extension Education and Rural Development .Agroblos (India) Chopasani Road Jodhpur- 342002 (Raj.)
7. Shekar Serene & Santosh Ahlawat . (2013).Text book of Home Science Extension Education, 1st edition, Daya Publishing house.
8. Supe, S.V.(1983). An Introduction to Extension Education. Oxford& IBH publishing Co, New Delhi.

CO- CURRICULAR ACTIVITIES

1. Adoption of a village based on the socio-economic background.
2. Visit to an adopted village and conduct

- Baseline survey regarding demographic, population, Educational and felt needs of the villagers.
 - Collection of data.
 - Pooling and Analyzing the data.
3. Preparation, use and evaluation of visual aids viz.,
 - Poster
 - Different types of charts.
 - Flash cards
 - Display of Bulletin Board.
 4. Presentation of seminars in the class rooms.
 5. Blackboard teaching for 15 minutes in the class room.
 6. Promoting effective verbal and non- verbal communications among students.
- ** ** **

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
II SEMESTER **HOMESCIENCE** TIME:4Hrs/Week
HS 2201(3) **HOUSING FOR BETTER LIVING** Marks: 100
W.e.f. 2023-24 admitted batch (23AK)

Learning objectives:

- Learn about the types of shelter that people have constructed to protect themselves, their possessions, and their activities.
- Understand the choices involved in the construction of such buildings.
- Learn about the effects of climate, topography, and architectural style on types of building materials and housing costs.
- Learn about the changing functions of buildings and rooms within buildings.

Learning outcomes:

- Students will cultivate healthy, meaningful relationships with others.
- Students will contribute to the social, economic, or educational development of the campus and surrounding community.

THEORY

UNIT-I: HOUSING:

- Importance and functions of a house; Influence of housing on health and FamilyLiving.
- Requirements for purchasing land for building a house - Selection of site, soil condition, locality, orientation, sanitary facilities, good neighborhood, legal characteristics etc.
- Principles of planning a house – aspect, prospect, privacy, flexibility, roominess,grouping, circulation, furniture requirements, sanitation, practical considerations.

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, Kitchen Planning- L shape, U shape, single walled, corridor, peninsular shaped kitchens. Sstorage facilities in kitchen and other rooms.
- Advantages and disadvantages of owning and renting a house.

UNIT-III: BUILDING MATERIALS AND FLOORING MATERIALS

- Building Materials – Properties and uses of – a.) Metals – Iron, Steel, Aluminium, Copper, Lead; Gypsum & related products; b.) Non-Metals - Stone; Brick, Cement; Lime Mortar; Concrete; Timber; Plywood & related products; c.) Plastics & related products.
- B. Flooring – Factors in selection of flooring material and Types of flooring.
- C. Prefabrication – Importance, Elements; Laurie Baker Housing, Green Buildings – Concept and Importance.

UNIT-IV: BUILDING PROTECTION & RESEARCH ORGANIZATIONS

- Dampness & Fire Protection – Reasons/ Causes, Preventive and curative methods of dampness & fire accidents
- Types of Residential Buildings, Importance of Housing Standards – Functions, Floor Space Index, Setback, Zoning.

Learning objectives:

- Learn about the types of shelter that people have constructed to protect themselves, their possessions, and their activities.
- Understand the choices involved in the construction of such buildings.
- Learn about the effects of climate, topography, and architectural style on types of building materials and housing costs.
- Learn about the changing functions of buildings and rooms within buildings.

Learning outcomes:

- Students will cultivate healthy, meaningful relationships with others.
- Students will contribute to the social, economic, or educational development of the campus and surrounding community.

Syllabus:

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. Premlata Mullick, (2016). Textbook of Home Science, 4th edition,, Kalyani Publishers
2. Varghese &Oagle (2005) Home Management, New Age International Publishers.
3. Subasini Mohapatra (2010).Home Management and Household Economics, Kalyani Publishers.
4. Premavathy Seetharaman, Parveen Pannu (2005), Interior Design and Decoration, 1st edition, CBS Publishers.
5. Sushma Gupta, Neeru Garg &Renu Saini (2018), Text book of Family Resource Management, Hygiene and Physiology, 11th edition, Kalyani Publishers.
6. Pratap Rao, M. (2012), Interior Design – Principles & Practice, 4th edition, Standard Publishers & Distributors.
7. Prof. Veena Gandotra, Dr. Sarjoo Patel (2006), Housing for Family Living, 1st edition, Dominant Publishers & Distributors

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
II SEMESTER **HOMESCIENCE** TIME:4Hrs/Week
HS-Mi 2301 (3) **FOOD SCIENCE** Marks: 100
W.e.f. 2023-24 admitted batch (23AK)

OBJECTIVES: To enable students

1. Obtain knowledge of different food groups, their composition and role in diet.
2. To gain knowledge of different plant and animal derived foods and their nutritive values and properties.
3. Different methods of processing and cooking.

LEARNING OUTCOMES:

1. Demonstrate and use the different methods of cooking
2. Understand the composition and nutritive value of both animal and plant food
3. Apply the different techniques to check the stages in sugar cookery.
4. Able to identify different structures and identification of spoilage of egg
5. Interpret the importance and functions of food and its nutrients

UNIT – I:

FOOD GROUPS:

8 hours

1. Basic food groups in foods and nutrition. Functional and objectives of food groups- energy yielding, body building and protective foods. Food Pyramid, My Plate.
2. Study of various cooking methods - Boiling, steaming, stewing, frying, baking, roasting, broiling, cooking under pressure.
3. Solar cooking and Microwave Methods-Advantages and disadvantages
4. Cereals –Structure, composition and nutrition of rice, wheat, milling process, cooking on parboiled and raw rice, principles of starch cookery, gelatinization.

UNIT –II:

10 hours

1. Pulses and grams – Varieties of pulses & grams, composition, nutritive value, forms of pulses, effects of cooking, role of pulses in cookery, toxic constituents.
2. Vegetables - Classification, composition, nutritive value, selection and processing for cooking, methods and principles involved in cooking.
3. Fruits - Composition, nutritive value, changes during ripening, methods and effects of cooking, enzymatic browning.

UNIT –III:

10 hours

1. Spices and Condiments - Uses and abuses. Fats and Oils - Types of oils, function of fats and oils, shortening effects of oil, smoking point of oil, factors affecting absorption of oil.
2. Sugar cookery- Stages of sugar cookery, crystallization and factors affecting crystallization.

UNIT –IV:

10 hours

1. Milk - Composition, nutritive value, kinds of milk, pasteurization and homogenization of milk, changes in milk during heat processing, preparation of cheese and milk powder

2. Egg - Structure, composition, classification, nutritive value, uses of egg in cookery, methods of cooking, foam formation and factors affecting foam formation.

UNIT –V:

10 hours

1. Meat -Structure, composition, nutritive value, selection of meat, post mortem changes in meat, aging, tenderness, methods of cooking meat and their effects.
2. Poultry – types, composition, nutritive value, selection, methods of cooking.
3. Fish - Structure, composition, nutritive value, selection of fish, methods of cooking and effects.

REFERENCE BOOKS:

1. Food science, Chemistry and Experimental foods by M. Swaminathan.
2. Food Science by Norman.N.Potter.
3. Experimental study of Foods by Griswold R.M.
4. Food Science by Helen Charley.
5. Foundation of Food Preparation by A.G. Peckam.
6. Modern Cookery for teaching and trade, volume I&II,Thangam Philip. OrientLongmans Ltd.
7. Food Fundamentals by MacWilliams, John Willy and son's, New York.
8. Food Facts & Principles by Shakunthalamanay&Shadakhraswamy.
9. Food Science by Srilakshmi, second edition,2002.

CO-CIRCULAR ACTIVITIES:

1. Student Seminars on different food groups
2. Collection of samples of different food products available in the market and study their nutrient composition and use in cookery.
3. Field visits – Visit to food processing units.
4. Field study – Survey on Food Additives used in various food products/processed foods.
5. Collection of different ready to eat foods and processed foods.
6. Celebration of Important Days (National and International)
 - World Nutrition day - May 28th
 - Nutrition week (Sep 1st - 7th)
 - World food day - October 16th

**

**

**

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
II SEMESTER **HOMESCIENCE** TIME:2Hrs/Week
HS-Mi 2351 (2) **FOOD SCIENCE PRACTICAL SYLLABUS** Marks: 50
W.e.f. 2023-24 admitted batch (23AK)

LEARNING OUTCOMES:

1. Knowledge on standardization of weights.
2. Differentiate different methods of cooking
3. Understanding different pre preparation methods and time saving procedures
4. Able to calculate energies required for various health conditions
5. Skill in preparation of score cards for sensory evaluations

LEARNING OUTCOMES:

1. Demonstrate and use the different methods of cooking
2. Understand the composition and nutritive value of both animal and plant food
3. Apply the different techniques to check the stages in sugar cookery.
4. Able to identify different structures and identification of spoilage of egg
5. Interpret the importance and functions of food and its nutrients

SYLLABUS

1. Measuring ingredients Methods of measuring different types of foods – grains, flours & liquids
2. Cooking methods Moist heat methods – (i) boiling, simmering, steaming, & Pressure cooking, (ii). Dry heat methods – baking. (iii), Fat as a medium, Cooking- shallow and deep fat frying.
3. Methods of cooking fine and coarse cereals. Examination of starch
4. Cooking of soaked and unsoaked pulses, Common preparations with pulses.
5. Experimental cookery using vegetables of different colours & textures.
Common Preparations with vegetables. Preparation of soups and salads. Prevention of darkening in fruits & vegetables.
6. Milk & milk products: Common preparation with milk, cheese & curd. -cheese curry & cooking vegetables in milk.
7. Flesh foods: Fish, meat & poultry- preparations.
8. Egg Experimental cookery- boiled egg, poached egg. Common preparations with egg.
9. Beverages Preparation of hot beverages- coffee, tea. Preparation of cold Beverages- fruit drinks & milk shake.
10. Sensory Evaluation and preparation of score card.

REFERENCE BOOKS:

10. Food science, Chemistry and Experimental foods by M. Swaminathan.
11. Food Science by Norman.N.Potter.
12. Experimental study of Foods by Griswold R.M.
13. Food Science by Helen Charley.
14. Foundation of Food Preparation by A.G. Peckam.

15. Modern Cookery for teaching and trade, volume I&II, Thangam Philip. Orient Longmans Ltd.
16. Food Fundamentals by MacWilliams, John Willy and son's, New York.
17. Food Facts & Principles by Shakunthalamanay & Shadakhraswamy.
18. Food Science by Srilakshmi, second edition, 2002.

CO-CIRCULAR ACTIVITIES:

7. Student Seminars on different food groups
8. Collection of samples of different food products available in the market and study their nutrient composition and use in cookery.
9. Field visits – Visit to food processing units.
10. Field study – Survey on Food Additives used in various food products/processed foods.
11. Collection of different ready-to-eat foods and processed foods.
12. Celebration of Important Days (National and International)
 - World Nutrition Day - May 28th
 - Nutrition Week (Sep 1st - 7th)
 - World Food Day - October 16th

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM
III SEMESTER **HOMESCIENCE** TIME: 4HRS/WEEK
HS3103 (3) **CHILD DEVELOPMENT (Th)** MARKS: 100
w.e.f. 2020 –2021 (“20AH”) **SYLLABUS**

Learning objectives:

- Scientific knowledge about child-development, and Developmental tasks at various stages of child development.
- The childhood problems, special needs of challenged children and their management.
- Understand the stages of pregnancy and birth process.
- Use basic principles for assessment of various developments during childhood.
- About parenting styles adopted by parents and impact of different parenting styles on child's behaviour.

Learning Outcomes:

- The developmental milestones and can identify developmental delays.
- Observation of neonatal characteristics by visiting a maternity hospital.
- Familiarise with childhood disabilities by visiting local centres for special children.
- Assessment of different developments like physical, social and cognitive development of children belonging to different age groups.
- Learn the method of assessment of behaviour problems among children using a check list.

THEORY

UNIT - I: INTRODUCTION TO GROWTH AND DEVELOPMENT

- Understanding the terms Child, Growth, Development, Child Development, Human Development, and Developmental tasks.
- Principles of Child Development and Factors influencing growth and Development of Children.
- Determinants of Development - Heredity Vs Environment - Maturation Vs Learning
- Stages of Development across life span

UNIT – II: PRE-NATAL AND EARLY YEARS OF DEVELOPMENT

- Stages of Pre-natal development - Physical and Psychological care during pregnancy - - Complications during pregnancy.
- Stages of birth and Types of Birth
- Infancy – Characteristics -Physical proportions, Physiological functions, Motor activities.
- Babyhood – Developmental Tasks and Characteristics, Physical-motor development, Cognitive development – Piaget's Sensory motor stage, Language, Socio-emotional development.

UNIT – III: DEVELOPMENT DURING EARLY CHILDHOOD

- Early Childhood Period –Characteristics -Physical, Emotional, Social and Cognitive development - Piaget's Pre-operational stage. Importance of play and types of play. Social stages in play.

UNIT – IV: DEVELOPMENT DURING LATE CHILDHOOD

- Late Childhood Period – Characteristics, Physical, Emotional, Social and Cognitive development- Piaget’s Concrete-operational stage.

UNIT – V: CHILD REARING PRACTICES AND BEHAVIOR PROBLEMS AMONG CHILDREN

- Parenting Styles –Authoritarian, Authoritative and Permissive styles, Influence of child rearing practices on child’s Behavior.
- Behavioral Problems – Definition, Common Behaviour problems - Thumb sucking, enuresis, temper tantrums, destructiveness - Early identification and Referral. Juvenile delinquency – Definition and Causative factors

REFERENCES:

1. Berk, L. E. (2007). Child Development. Prentice-Hall of India Pvt. Ltd, New Delhi.
2. Feldman, R.S. (2011). Understanding Psychology, Tenth Edition, Tata McGraw Hill Education Private Limited, McGraw- Hill, New Delhi.
3. Hallahan, D.P. and Kauffman, J.M. (1991). Introduction to exceptional children. 5th ed. Allyn and Bacon, Boston.
4. Hurlock – E.B. (1990) Child Development, Tata McGraw Hill Company Ltd, New York. McGraw- Hill, New Delhi.
5. Rozario, J. and Karanth, P. (2003). Learning disability in India. Sage publication, New Delhi.
6. Santrock, J. W. (2013). Child Development. Tata McGraw Hill Company Ltd, New Delhi.
7. Singh, A. (2015). Foundations of Human Development: A life span approach, 1st edition Orient Black Swan Pvt. Ltd., New Delhi.
8. Prasad, J. and Prakash, R. (1996). Education of handicapped children, problems and solution. Kanishka publication distribution. New Delhi.

** ** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM
III SEMESTER **HOMESCIENCE** TIME: 2HRS/WEEK
HSHS 3153(2) **CHILD DEVELOPMENT (Pr)** MARKS:50
w.e.f. 2020 –2021("20AH") **SYLLABUS**

Learning Outcomes of the course:

- Assessment of different developments like physical, social and cognitive development of children belonging to different age groups.
- Learn the method of assessment of behaviour problems among children using a check list.

PRACTICALS:

1. Observation of characteristics of an infant
2. Observation of different Developments of pre-school children – Physical, language, Concept development
3. Assessment of social Development among elementary school children
4. Visit to local Special schools for children with disabilities - Taking Case studies
5. Identification of Children with Behaviour problems using a Check List

REFERENCES:

9. Berk, L. E. (2007). Child Development. Prentice-Hall of India Pvt. Ltd, New Delhi.
10. Feldman, R.S. (2011). Understanding Psychology, Tenth Edition, Tata McGraw Hill Education Private Limited, McGraw- Hill, New Delhi.
11. Hallahan, D.P. and Kauffman, J.M. (1991). Introduction to exceptional children. 5th ed. Allyn and Bacon, Boston.
12. Hurlock – E.B. (1990) Child Development, Tata McGraw Hill Company Ltd, New York. McGraw- Hill, New Delhi.
13. Rozario, J. and Karanth, P. (2003). Learning disability in India. Sage publication, New Delhi.
14. Santrock, J. W. (2013). Child Development. Tata McGraw Hill Company Ltd, New Delhi.
15. Singh, A. (2015). Foundations of Human Development: A life span approach, 1st edition Orient Black Swan Pvt. Ltd., New Delhi.
16. Prasad, J. and Prakash, R. (1996). Education of handicapped children, problems and solution. Kanishka publication distribution. New Delhi.

** ** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM
III SEMESTER **HOMESCIENCE** TIME: 4HRS/WEEK
HS 3203(3)**FAMILY&COMMUNITY NUTRITION (Th)** MARKS:100
w.e.f. 2020 –2021("20AH") **SYLLABUS**

Learning objectives:

- Understanding the nutritional problems and nutrition requirements of the community.
- Acquiring knowledge about RDA, food groups, steps in planning a diet.
- Planning of nutrition diets according to RDA for different age groups-Infancy to old age and physiological conditions -Pregnancy and lactation
- Different methods of assessing nutritional status –Anthropometry, biochemical, clinical examination and diet survey etc.,
- Preparation of nutritious diets for different age groups meeting the RDA.
- ABCD-techniques for nutritional status assessment.
- Planning programs to combat nutritional problems in community.

Learning Outcomes of the course: The students will be able to:

- Calculations of nutritive values of the diets and RDA for different age groups.
- Nutrition education techniques.
- Assessment of nutritional status using ABCD techniques.
- Planning & Preparation of diets for different age groups

THEORY

UNIT-I: MEAL PLANNING – NUTRITION DURING ADULTHOOD, PREGNANCY AND LACTATION

- Principles of meal Planning, Balanced Diet. Dietary guidelines for Indians
- Nutrition for Adults – Reference man and Reference women – Nutritional requirements for adult man and woman of different physical activities (Sedentary, Moderate and Heavy work).
- Pregnancy – Nutritional and Food requirements, Physiological changes and complications.
- Lactation – Physiology, Nutritional and Food requirements

UNIT – II: NUTRITION DURING CHILDHOOD

- Infancy – Nutritional requirements – Breast feeding and its advantages; Artificial/bottle feeding; Weaning Practices, Supplementary foods.
- Early childhood – Nutritional requirements – RDA, Inculcating healthy eating habits among pre-schoolers
- Late childhood – Nutritional requirements – RDA, Food habits, Importance of breakfast and packed lunch.
- Traditional foods and Junk foods – Impact on health

UNIT – III: NUTRITION DURING ADOLESCENCE AND OLD AGE

- **Adolescence**-Nutritional requirements –RDA, Food habits, Nutritional problems and Eating Disorders- Anorexia and Bulimia.
- **Geriatric Nutrition**- Physiological changes in elderly, Factors affecting food intake, Nutrient needs and Requirements, Nutrition related problems and their diet management

UNIT-IV: NUTRITIONAL STATUS ASSESSMENT

- Assessment of the Nutritional Status of the Community – Need and objectives
- Direct methods – Anthropometry, Biochemical Analysis, Clinical Examination, Diet Surveys, Functional assessment and Biophysical or Radiological examination.

- Indirect methods – Ecological factors and Vital Health Statistics
-

UNIT –V NUTRITIONAL PROBLEMS, PROGRAMS AND EDUCATION

- Nutrition problems prevalent in India – Under nutrition – PEM and deficiencies of Vitamin A, Iron and Iodine; Over nutrition
- Community Nutrition Programmes to combat malnutrition – Supplementary Feeding Programmes – ICDS, School lunch programme; Prophylactic Programmes to prevent Vitamin A, Iron, Iodine deficiencies
- Role of National and International Organizations in combating malnutrition – NIN, CFTRI, NNMB, WHO, FAO, CARE and UNICEF
- Nutrition Education – Definition, methods used in nutrition education to improve nutritional and health status of people.

REFERENCES

1. Bamji MS, Krishnaswamy K, BrahmamGNV (2016). “Textbook of Human Nutrition”, 4th edition, Oxford and IBH Publishing Co. Pvt. Ltd.
2. Dietary Guidelines for Indians – A Manual (2011), published by NIN.
3. Food Composition Tables, (2017, published by NIN.
4. Prabha Bisht, Community Nutrition in India, Star Publications, Agra.
5. Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.
6. RavinderChada and PulkitMathur, (2015). Nutrition – A Life Cycle Approach, 1st edition, Orient Black Swan.
7. Sara Abraham (2016). Nutrition through life cycle, 1st edition, New Age International Publishers.
8. Srilakahsmi, B. (2018). Food Science, 7th edition, New Age International (P) Ltd.
9. Srilakahsmi, B. (2018). Nutrition Science, 6th edition, New Age International (P) Ltd.
10. Srilakahsmi, B. (2019). Dietetics, 8th edition, New Age International (P) Ltd.
11. Suryatapa Das (2018). Textbook of Community Nutrition” 3rd edition, Academic Publishers.
12. Swaminadhan, M. (1985). Essentials of Food and Nutrition Volume I and II ”, 2nd edition, The Bangalore Printing and Publishing Co. Ltd., Bangalore

** ** **

OUTCOMES OF THE COURSE

The students will be able to:

- Planning & Preparation of diets for different age groups
- Calculations of nutritive values of the diets and RDA for different age groups.
- Nutrition education techniques.
- Assessment of nutritional status using ABCD techniques.

PRACTICALS

1. Planning and preparation of a balanced diet for Adult man and women.
2. Planning and preparation of a balanced diet for Pregnant and Nursing mother.
3. Planning and preparation of a balanced diet for a Pre School Child.
4. Planning and preparation of a balanced diet for School child and an Adolescent
5. Planning and preparation of low cost Nutritious recipes
6. Planning and preparation of diets for PEM and Anaemia
7. Use of Anthropometric measurements in assessing the Nutritional Status.

8. Visit to Anganwadi Center – Observation of feeding programme at Anganwadi Center.
9. Visit to government school – Observation of School Lunch Programme

REFERENCES

13. Bamji MS, Krishnaswamy K, BrahmamGNV (2016). “Textbook of Human Nutrition”, 4th edition, Oxford and IBH Publishing Co. Pvt. Ltd.
14. Dietary Guidelines for Indians – A Manual (2011), published by NIN.
15. Food Composition Tables, (2017), published by NIN.
16. Prabha Bisht, Community Nutrition in India, Star Publications, Agra.
17. Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.
18. RavinderChada and PulkitMathur, (2015). Nutrition – A Life Cycle Approach, 1st edition, Orient Black Swan.
19. Sara Abraham (2016). Nutrition through life cycle, 1st edition, New Age International Publishers.
20. Srilakahsmi, B. (2018). Food Science, 7th edition, New Age International (P) Ltd.
21. Srilakahsmi, B. (2018). Nutrition Science, 6th edition, New Age International (P) Ltd.
22. Srilakahsmi, B. (2019). Dietetics, 8th edition, New Age International (P) Ltd.
23. Suryatapa Das (2018). Textbook of Community Nutrition” 3rd edition, Academic Publishers.

24. Swaminadhan, M. (1985). Essentials of Food and Nutrition Volume I and II ", 2nd edition, The Bangalore Printing and Publishing Co. Ltd., Bangalore

** ** *

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM
III SEMESTER **HOMESCIENCE** TIME:
4HRS&2HRS/WEEK

HS3303 (3) & HS 3353(2) **APPAREL DESIGN (Th&Pr)**MAX.MARKS:100&50
w.e.f. 2020 –2021("20AH") **SYLLABUS**

Learning objectives:

- Adjustments and care of using a sewing machine
- Method of taking perfect body measurements and pattern making.
- Using drafting equipment and Systematic method of Drafting
- Stitching different basic stitches
- Stitching necklines, collars, plackets and sleeves.
- Drafting and construction of saree petti coat and frock

Learning Outcomes of the course:The students will be able to

- Explain the different sewing equipment used in garment construction.
- Recall the different parts of sewing machine and its function.
- Understand the use of sewing machine and ways to stitch fabrics.
- Learn to identify the defects and to know the adjustments of sewing machine.
- To know the different body measurements to stitch a garment.
- Analyse the estimation of fabric for different garments.
- Evaluate the stitching and fitting of the garments.
- Visiting nearby tailoring units and observing different garment components.
- Visiting nearby Ready-made clothing shops and observing different garment components

Syllabus:

UNIT – I:

- Preparation of material for stitching.
- Recording of body measurements.

UNIT – II:Children's Garments –

- Construction of Romper.
- Construction of Magyar frock.
- Construction of A-line frock.
- Construction of (Yoke) frock.
- Adult female Garments.

UNIT – III:Adult female garments:

- Construction of Salwar.
- Construction of Kameez

UNIT – IV:

- Construction of Petticoat.

- Construction of House-coat.

UNIT – V:

- Construction of Sari blouse.
- Optional Research Oriented Projects (group - work)
- Problems of an Indian Consumer
- Homemade, Tailor-made and Ready-made garments.
- Role of advertisement in Clothing selection
- Wardrobe Planning – factors.

REFERENCES:

1. Shoben,M. – Patterns from your Favourite clothes – Heinemann Professional Publishing, Oxford. (1998)
2. Paul Jewel (2000) Encyclopedia of Dressmaking – APH Publishing Corporation, New Delhi.
3. Natalie Bray.(1999). More dress Pattern Designing. Om Book Publishers, New Delhi.
4. Mathews M. – Practical Clothing Construction – Kranthi Publishers, Madras.(1974)

** ** **

St Josephs College for Women
IV SEMESTER **HOMESCIENCE** TIME: 4HRS/WEEK
HS4103 (3) **THERAPEUTIC NUTRITION** MAX.MARKS:100
w.e.f. 2020 –2021(“20AH”) **SYLLABUS**

OBJECTIVES: To enable the students to

- Understand the role of diet in therapy.
- Develop the capacity and aptitude for taking up dietetics as a profession.
- Gain knowledge and develop skills and techniques in the planning and preparation of therapeutic diets.

OUTCOMES OF THE COURSE:

On completion of the Course, the student shall

- 1.Appreciate dietetics as career opportunity
- 2.Demonstrate knowledge on preparing therapeutic diets
- 3.Be skilled to work in capacity of dietician at health care organizations.
- 4.Be equipped to launch own entrepreneurial venture in the field of dietetics.

THEORY

UNIT -I INTRODUCTION TO THERAPEUTIC NUTRITION:

- Therapeutic Nutrition – Purpose of Diet Therapy, Therapeutic adaptation of normal diets – liquid, soft and special feeding methods, pre- and post operative diets.
- Dietitian – Roles and responsibilities, Diet counselling, follow up and patient education.
- IDA – Indian Dietetic Association

UNIT -II MALNUTRITION AND FEVERS :

- Fevers – Acute and Chronic fevers – Typhoid, T.B. – Causes, symptoms and dietary management
- Under weight, Overweight and Obesity – Causes, assessment, symptoms and dietary management and complications

UNIT -III GASTROINTESTINAL AND LIVER DISEASES :

- Gastrointestinal Diseases – Dyspepsia, Peptic ulcer, Diarrhoea, Constipation and Malabsorption Syndrome – Steatorrhea, Celiac disease and Tropical Sprue – Causes, symptoms and dietary management
- Liver diseases – Hepatitis, Cirrhosis of liver - Causes, symptoms and dietary management

UNIT -IV CARDIO-VASCULAR AND RENAL DISEASES:

- Cardio-Vascular Diseases – Role of fat in the development of Atherosclerosis, Hypertension - Causes, symptoms and dietary management
- Kidney disease – Nephritis, Nephrosis, Renal Failure, and Renal calculi - Causes, symptoms and dietary management

UNIT -V DIABETES AND CANCER :

- Diabetes Mellitus – Classification, causes, symptoms,
- Tests for detection of Diabetes Mellitus , Dietary management- and complications
- Cancer – Classification, risk factors, symptoms, general systemic reactions, nutritional requirements; Role of food and dietary guidelines for prevention of cancer

REFERENCES BOOKS:

1. Bamji MS, Krishnaswamy K, Brahmam GNV. (2016). Textbook of Human Nutrition, 4th edition, Oxford and IBH Publishing Co. Pvt. Ltd.
2. Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). "The Art and Science of Cooking: A Practical Manual, Revised Edition. Elite Publishing House Pvt. Ltd.
3. NIN. (2017). Food Composition Tables , National Institute of Nutrition, Hyderabad.
4. Srilakahsmi, B. (2019).Dietetics , 8th edition, New Age International Publishers.
5. Srilakahsmi, B. (2018). Nutrition Science , 6th edition, New Age International Publishers.
6. Sumati R. Mudambi,.Rajagopal, M.V.(2012). Fundamentals of Foods, Nutrition and Diet Therapy, 6th edition, New Age International Publishers.
7. Swaminadhan, M., (1988). Essentials of Food and Nutrition, Volume I and II, The Bangalore Printing and Publishing Co. Ltd., Bangalore.
8. Wardlaw MG&Insel PM. (2004). Perspectives in Nutrition, Sixth Edition.

- Wardrobeplanning–Definition,Importance,Factors and Steps for planning wardrob

UNIT-V: LAUNDRY EQUIPMENT, DYEING AND PRINTING:

- Machine Laundry – procedure in use of washing machines- precautions, starching, drying and Ironing.
- Dyeing- preparation of material for dyeing-Classification of dyes, Mode of Application for Various fibers and fabrics.
- printing- preparation of material for printing, Traditional and mechanical printing methods- Block, Tie and Dye, Batik, Roller, stencil, Screen, digital, duplex, photo printing .

REFERENCES:

1. DeepaliRastogiandSheetal Chopra.(2017). Textile Science” 1st edition, Orient Black Swan Pvt. Ltd.
2. Sushma Gupta, NeeruGarg, Renu Saini (2018). Text book of clothing, textiles and laundry” 8th edition, Kalyani publishers.
3. SeemaSekhri(2017). Text book of Fabric Science – Fundamentals to Finishing, 2nd edition, PHI Learning Pvt. Ltd.
4. Vastala. (2003). Text book of Textiles and Clothing”, 1st edition, Published by ICAR.
5. KanwarVarinder Pal Singh. (2004). Introduction to Textiles, 1st edition, Kalyani Publishers.
6. Dantyagi. S, (1996). Fundamentals of Textiles and Their Care, 5th edition, Orient Longman Limited.
7. Neomia D’ Souza (1998). Fabric Care, 1st edition, New Age International Publishers DurgaDeulkar, (2002), Household Textiles and laundry Work, Atma Ram & Sons, Delhi.

** ** *

1. Rama Rao, A.V.S.S. (2015) A Text book of Biochemistry, 6th edition, UBSPD publications.
2. Singh S.P., (2011), Principles of Biochemistry, CBS Publishers.
3. Satyanarayana, U. (2000). Biochemistry, 2nd edition, Uppala Author publishers.
4. Dulsy Fatima, Dr. L.M. Narayanan (2005). Biochemistry, 1st edition, Saras publications.

** ** *

w.e.f. 2020 –2021(“20AH”) SYLLABUS

COURSE OBJECTIVES:To enable the students to

1. To become better managers.
2. Understand the meaning and implementation of management with special reference to house.
3. Recognize and utilize resources available to them to achieve better quality of life.
4. Recognize the internal and external factors affecting financial decisions of a family.
5. Increase students' ability to make wise use of money.
6. Understand the impact of government policies on family spending

COURSE OUTCOMES:

On successful completion of the course, the student shall

1. Understand about the process of management, resources, and money management.
2. Demonstrate ability to identify economical goals of family
3. Exhibit the ability to demonstrate efficient management of time and energy.

UNIT I

MANAGEMENT PROCESS:

- a. Management Process – Steps – Planning, Organizing, Controlling & Evaluating.
- b. Types of managerial situations in family- Elementary, Growth & Developmental and Preventive.
- c. Roles played by Home Maker, Role Overload, Role Conflict.
- d. Systems Approach to Management- Elements and Importance.

UNIT II

- a. Factors motivating Management: Values, Goals & Standards – Types, Factors influencing, Inter-relationship
- b. Resources – classification, factors influencing
- c. Decision Making – Steps in Decision making, Types of Decisions, Factors influencing Decision making.
- d. Conflict Resolution –Methods, Importance.

UNIT III

- a. Time Management – Importance, Tools of time management – Time Norm, Time Cost, Work Norm, Work Curve, Peak Load; Management Process applied to Time – Planning , Controlling & Evaluating.
- b. Energy Management – Importance, Management process applied to Energy; Fatigue – Types- Physiological & Psychological, Methods of Coping.
- c. Work Simplification – Techniques to study work simplification -Process Chart, Pathway Chart, Operation Chart; Mundell's Classes of Change – Three classes of Change.

UNIT IV

- a. Family as an Economic Unit – Functions, Economic Goals of Families, Factors influencing Economic Goals

- b. Family Income – Definition, Classification, Methods of handling Family Income, Methods of Supplementing Family Income.

UNIT V

- a. Family Expenditure – Heads of expenditure.
- b. Budget – Steps in Budgeting, Budgets for Different Income Levels, Factors influencing Family Budget.
- c. Savings – Importance, Benefits of Savings, Modes of saving in India – Advantages & Risks.

*** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM
IVSEMESTER HOMESCIENCE TIME: 2HRS/WEEK
HS 4254 (2) RESOURCE MANAGEMENT & FAMILY ECONOMICS MAX.MARKS:100
w.e.f. 2020 –2021(“20AH”) PRACTICAL SYLLABUS

COURSE OBJECTIVES:To enable the students to

1. To become better managers.
2. Understand the meaning and implementation of management with special reference to house.
3. Recognize the internal and external factors affecting financial decisions of a family.
4. Increase students' ability to make wise use of money.

COURSE OUTCOMES:

On successful completion of the course, the student shall

- a. Analyze the various ways to reduce expenditure
 - b. Recognize and utilize resources available to them to achieve better quality of life.
 - c. Increase students' ability to make wise use of money
 - d. Exhibit the skills of a better manager of resources.
-
1. Decision making – technique of decision tree
 2. Time norm – for any two activities
 3. Work norm – for any two activities
 4. Study of peak load of selected career women/full time home makers through personal interview
 5. Study of work simplification by using a) process chart b) pathway chart
 6. Study of fatigue experienced by women through personal interview
 7. Study of economic goals of selected home makers from beginning, expanding and contracting stages of family life cycle.
 8. Planning of budget for different income levels.
 9. Study of different modes of savings – visit to post office/banks to know

*** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM
IV SEMESTER **HOMESCIENCE** TIME:
4HRS/WEEK
HS 4303 (3) **HUMAN DEVELOPMENT AND FAMILY DYNAMICS**
MAX.MARKS:100
w.e.f. 2020 –2021("20AH") **SYLLABUS**

OBJECTIVES: To enable students to:

- Become acquainted with the stages in family life and the accompanying change
- Create an awareness about the roles and relationships within the family and to meet them.

OUTCOMES OF THE COURSE:On completion of the Course, the student shall

- Acquire knowledge on the roles and relationship in the family
- Be aware about the cultural relevance of marriage customs and practices in India
- Exhibit a knowledge of various crises in family life
- Possess a comprehensive knowledge on importance of and methods of family planning
- Demonstrate an understanding of various areas of marital adjustment.

THEORY

UNIT-I HUMAN DEVELOPMENT – ADOLESCENCE:

- Adolescence – Definitions by WHO, UNICEF, NCERT, Characteristics.
- Physical and physiological Changes during puberty for Boys and girls-
- Developments during adolescence – Cognitive- Piaget's Formal-operational stage, Emotional and Social development.
- Major concerns during adolescence – Substance abuse, Delinquency Suicidal Ideation, Teen age pregnancy etc. - Symptoms and warning signs - Use of Counselling.

UNIT-II HUMAN DEVELOPMENT -YOUNG ADULT HOOD:

- Definition, Development tasks, significance of the period, Changing responsibilities
- Adjustments during young adulthood period
- Preparation for Marriage – Factors to be considered in the choice of marriage partner. Modes of mate selection, Self-choice marriage and arranged marriage – Advantages and disadvantages.
- Pre-marital counselling – Meaning and Need for Pre-marital Counselling.

UNIT-III MARRIAGE AND ADJUSTMENTS:

- Marriage –Definition and Functions, needs and goals. Criteria for successful marriage.
- Values and goals of marriage – Indian context. Different Marriage practices- Advantages and disadvantages.
- Adjustments in marriage – In laws, sex adjustment to mate, adjustment to parenthood, and financial adjustments.
- Transition to Parenthood – Factors that influence Planned Parenthood.

UNIT-IV INDIAN FAMILY AND CHANGING TRENDS:

- Family – Meaning, Definition, functions of family, sociological significance of family.

- Types of Family – Definitions of Joint, Extended, Nuclear Families, Alternate family styles - Modern trends in family – Advantages and disadvantages.
- Changing Indian family structure – Factors responsible - Advantages and disadvantages, Impact on Children.
- Crisis in Family- Divorce, Death of the spouse etc- coping, Need for the family counselling.

UNIT-V HUMAN DEVELOPMENT - MIDDLE AND LATE ADULTHOOD:

- Middle adulthood – Definition, physical and physiological changes - health issues, Psychological changes during middle age, coping up strategies, preparation for retirement.
- Late adulthood – Sub groups and definitions, Late adulthood and Ageing (beyond 60 years) - Definitions, Characteristics of old age – Physical and physiological changes during old age, cognitive and memory changes.
- Problems of old age and coping up strategies
- Cultural perspective on aging and institutionalization –Indian context

REFERENCE BOOKS:

1. Berk, E. L. (2013). Exploring life span development. 3rd ed. McGraw Hill, New York.
2. Hurlock – E.B. (1990) Child Development MC. Graw Hill Company Ltd, New York. McGraw- Hill, New Delhi.
3. Papalia, D.E. and Olds, SW. (2008). Human development. 11th ed. McGraw Hill. New York.
4. Parbati Sahu.(2009). Marriage and Family Relationships, 1st edition, Kalyani publishers
5. Rajammal P Devadasand and Jaya, N..(1984). A Text Book on Child Development, MacMillan India ltd.
6. Santrock, J. W. (2007). A topical approach to life-span development. McGraw- Hill, New Delhi:
7. Singh, A. (Ed).(2015). Foundations of Human Development: A life span approach. New Delhi.
8. Sushila Srivastava and SudhaRani.K. (2014). Text Book of Human Development – A Life
9. Span Developmental Approach” 1st edition, S. Chand & Company Pvt. Ltd.

UNIT – IV : AUTOCAD 2000 : Use in Designing

UNIT – V : Applications of computer Science in Home Science .

REFERENCE BOOKS :Course material would be provided.

** ** *

ST.JOSEPH’S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM
IV SEMESTER **HOMESCIENCE** TIME:
4HRS/WEEK
HS 4304 (3) **EXTENSION EDUCATION AND COMMUNITY
DEVELOPMENT**MAX.MARKS:100
w.e.f. 2020 –2021(“20AH”) **SYLLABUS**

OBJECTIVES: To enable the students to understand -

1. The concept of extension
2. The scope of extension in Home Science

COURSE OUTCOMES:On completion of the Course, the student shall

1. Acquire knowledge on usage of digitalization
2. Understand the concept of extension education
3. Demonstrate knowledge on rural administration and national schemes of literacy
4. Display familiarity in report writing in community development and women empowerment.

THEORY

UNIT-I PROGRAM PLANNING:

- Definition, Objectives and Principles of Program Planning in Extension
- Steps in Program Planning
- Evaluation – Principles, methods of evaluating individual and group performances.
- Methods to find out felt and unfelt needs of the community.

UNIT-II LESSON PLANNING:

- Characteristics of good lesson plan – Pre-requisites and components of lesson planning.
- Planning lessons for a specific groups – Women and Children
- Different topics for lesson plans – Swacha Bharath, Nutrition and health education.

UNIT-III COMMUNITY TYPES AND THEIR CHARACTERISTICS:

- Features of Rural community

- Features of Urban community
- Features of Tribal community

UNIT-IV COMMUNITY DEVELOPMENT :

- Community Development – Definition , Scope objectives – Role of Functionaries
- Panchayat Raj Systems in India (brief) –Meaning, Definition, Democratic Decentralization
- Five tier system of Panchayat Raj – Village Panchayath –Functions
- Mandal Parishath – Seven Committees (Planning, Production etc.,) Functions
- ZillaParishath – Commitees, Functions- District, State and central level
- Extension organization in Panchayath raj set-up
- Concept of Welfare State, Directive Principles

UNIT-V GOVERNMENT AND NON-GOVERNMENTAL ORGANIZATIONS:

- Government and Non- Governmental Organizations-Meaning and definition
- Role of organizations (Government and Voluntary) for the development of people
- International Agencies – WHO, CARE, UNICEF,
- National and Voluntary Agencies – ICDS, RASS, KVK, DWCRA, MEPMA
- Local Level Voluntary Agencies, people’s organizations at grass roots – PASS

REFERENCE BOOKS:

1. A guide book for Anganwadi workers. Published by the department of women & child development. Ministry of Human resource development. Government of India.
2. Doshi, S.L. (2007). Rural Sociology. Delhi Rawat Publishers
3. Dahama.O.P .(1981). Extension and Rural welfare, Ram Prasad and Sons Agra Bhopal.
4. Indhubala9 1980), Gruhavignasastravistarana , Telugu academy text book publications
5. Adivi Reddy (1985). ExtensionEducation, Sreelakshmi press, Bapthla,
6. Dubey,V.K.. (2009). Extension Education & Communication, New Age International Ltd
7. Sanths Govind, G. TamliSelviAnd J. Meenainbigai. (2011). Extension Education and Rural Development .Agroblos (India) Chopasani Road Jodhpur- 342002 (Raj.)

** ** *

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER

HOMESCIENCE

Time:3Hrs/Week

HS-E1-5303(3)

INTERIOR DESIGN AND DECORATION

Max.Marks:100

w.e.f. 20AH Batch

SYLLABUS

OBJECTIVES:

- Remember and explain in a systematic way the difference between interior design and decoration
- Understand and use the elements and principles to create beautiful designs & interiors.
- Critically explain the nuances of Indian interior design work in prescribed areas under co-curricular activity.

COURSE OUTCOME:

- Identify Elements of Design and types of design.
- Acquire skills in use of Art Principles.
- Perform skills related to application of color and color harmonies.

UNIT-I: Introduction to interior design -goals, Design – definition, classification, requirements, elements of design – line, form, texture, value, size, direction, color

UNIT-II: Principles of Art – Harmony, Balance, Proportion, Rhythm, Emphasis – methods of obtaining in interiors, importance.

UNIT-III: Color in interiors – Importance, Classification, Prang's color system – hue, value and intensity, color harmonies – classification and application

UNIT-IV: Furniture and Furnishings

- a. Furniture – styles, selection and arrangements of furniture for interiors.
- b. Furnishings – classification, selection of furnishings, window treatment – types of curtains/ draperies.

UNIT-V:

- a. Accessories – Importance, classification
- b. Flower Arrangement – Importance, styles, classification, care of cut flowers.
- c. Plants as accessories – Bonsai, Indoor plants – selection and care.

Co-curricular Activities:

Mandatory: (Training of students by teacher on field related skills: 15 hrs)

For Teacher:

- Training of students by teacher in laboratory and field for a total of 15 hours on visit to Interior Designing agencies, boutiques etc. to demonstrate the application of elements of design, color harmonies and Art principles in interior decoration.=

For Student:

- Observing use of color in interiors in different platforms.
- Making an album of AutoCAD drawings to showcase skill in designing using the software.
- Max marks for Field Work Report: 05.
- Suggested Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.
- Unit tests (IE).

REFERENCES:

1. Faulkner & Faulkner “Inside Today’s Home”
2. Goldstein & Goldstein “Art in Everyday Life”
3. Premavathy Seetharaman & Parveen Pannu “Interior Design & Decoration

** ** *

ST.JOSEPH’S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
Time:3Hrs/Week

HOMESCIENCE

HS-E1-5353(2)
Max.Marks:50

INTERIOR DESIGN AND DECORATION

w.e.f. 20AH Batch

PRACTICAL SYLLABUS

OBJECTIVES:

- Application of the principles and elements in creating beautiful landscape.
- Acquire computer skills to be able to render the planned interiors using AutoCAD.

COURSE OUTCOMES:

- Demonstrate the methods of using AutoCAD
- Exhibit skills in drawing.

PRACTICAL SYLLABUS:

- a. Elements of Design and types of design – naturalistic, stylized, geometric and abstract.
- b. Structural and decorative design – requirements and critical evaluation of art objects.
- c. Art principles – harmony, balance, proportion, rhythm and emphasis – sketching to illustrate application in interiors.
- d. Color and color harmonies – application in interior.
- e. Introduction to AutoCAD.
- f. Setting up a drawing – tools, commands.
- g. Isometric drawings.
- h. Designing using AutoCAD – Furniture, Interiors, Floor plans/layouts/elevations.
- i. 3D drawing in AutoCAD.

SUGGESTED CO-CURRICULAR ACTIVITIES

- Training of students by Interior design experts in AutoCAD.
- Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
- Drawing sketches, Paintings using various color harmonies.
- Video show and films on Interior design works and decoration of Interiors.
- Preparation of resource files by collecting new and innovative designs and models of Interior design.
- Invited lectures and presentations on related topics by Designer experts.

REFERENCES

- Faulkner & Faulkner “Inside Today’s Home”.
- Goldstein & Goldstein “Art in Everyday Life”.
- Premavathy Seetharaman & Parveen Pannu “Interior Design & Decoration”.

**

**

**

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER

HOMESCIENCE

Time: 3

Hrs/Week

HS-E1-5304(3)

TEXTILE DESIGN

Max. Marks:

100

w.e.f. 20AH Batch

SYLLABUS

OBJECTIVES:

- remember and explain in a systematic way the Principles of design, elements, classification and its importance in textile design.
- understand the different types of fibers and fabrics.
- analyse the structure of loom and classification of weaves.

COURSE OUTCOMES:

- Demonstrate the embroidery techniques and designs.
- Understand and apply the skills in dyeing, Printing and painting textiles.
- Create awareness by visiting embroidery, dyeing and printing units.

UNIT-1: Introduction to textile design:

Elements of design, principles of design, classification of methods by which design is obtained in fabric – structural and surface designs

UNIT-2: Structural designs in fabric:

- Basic weaves – plain weave and variations, twill weave and variations, satin weave and sateen weave – features, identification.
- Decorative weaves – jacquard weave, dobby weave, swivel weave, lappet weave, pile weave, leno weave – features, identification.

UNIT-3: Surface design on fabrics

- Dyeing – preparation of fabric, classification of dyes, mode of action and application for various fibers and fabrics.
- Printing – preparation of fabric, printing paste, printing on fabric, painting methods- block printing, screen printing, roller, stencil, spray, digital, tie & dye and batik printing.

UNIT-4: Traditional textiles of India

Importance, traditional textiles and embroideries of India – origin, fabrics of different states of India – motifs used, typical colors and fabrics used for – Dacca Muslins, Benaras Brocades, Chanderi, Kanthas of Bengal, Kasuti of Karnataka, Chikankari of Lucknow, Kashida of Kashmir, Phulkari of Punjab, Pipli of Orissa.

UNIT-5: Traditional Textiles of India

Dyed, Printed and Painted Textiles – History, Significance, Typical designs & fabrics used for

- Bandini/Bandhej of Gujarat & Rajasthan, Patolas, Ikkats, Telia Rumal, Pochampalli
- Kalamkari of Andhra Pradesh
- Block Printing, Stencil printing, Batik.

Co-curricular Activities:

Mandatory: (Training of students by teacher on field related skills: 15 hrs)

For Teacher: Training of students by teacher in laboratory and field for a total of 15 hours on visit to dyeing, printing and embroidery units etc. to demonstrate the process.

For Student:

- Visiting nearby hand embroidery units and observing different traditional embroidery techniques.
- Visiting nearby textile emporiums and observing the fabrics of different states.
- Preparing/Making of Hand and Traditional embroidery samples.
- Preparing/Making of Dyed, printed and painted textile samples.
- Max marks for Field Work Report:05.
- Suggested Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.
- Unit tests (IE).

REFERENCES

1. Chavan,R.B. (1979), Textile Printing (Book of Papers), Department of Textile Technology, IIT, New Delhi.
2. Saraiya,N.S. and Gupta,P.C. Technology and Management of Printing
3. Shenai.V.A. (1979), Chemistry of Dyes and Principles of Dyeing, Sevak Publications, Mumbai.

** ** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
Time:2Hrs/Week

HOMESCIENCE

HS-E1-5354(2)

TEXTILE DESIGN

Max.Marks:50

w.e.f. 20AH Batch

PRACTICAL SYLLABUS

OBJECTIVES:

- Identify the types of weaves (Basic weaves and decorative weaves).
- Critically explain & judge: The estimation of designs suitable for dyeing and printing, dye paste requirement, and also estimation of suitability of material.

COURSE OUTCOMES:

- Analyze the history, process, application and typical designs of different states.
- Evaluate the difference between traditional and modern textiles.

PRACTICAL SYLLABUS:

1. Design Modification to suit different surfaces/uses.
2. Preparation of Dye Paste/Dye Solution for Dyeing & Printing.
 - a. Tie & Dye
 - b. Block Printing
 - c. Batik (Demonstration/Field Visit).
3. Preparation of Samples of Traditional Embroidery -Kanthas, Pipli, Chikankari
4. Study and practice of Typical Designs used in Traditional Embroidery and printing in India.
5. Market Survey to know availability of Traditional Textiles in local market.
6. Survey to know the Awareness about Traditional Textiles and Embroidery among youth and adults.

SUGGESTED CO-CURRICULAR ACTIVITIES

- Training of students in Dyeing, Painting and Printing various fabrics.
- Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
- Drawing sketches, Paintings using various colour harmonies.
- Video show and films on Interior design works and decoration of Interiors.
- Preparation of resource files by collecting the history, process, application and typical designs of different states.
- Invited lectures and presentations on related topics by Textiles experts.

REFERENCES

1. Chavan,R.B. (1979), Textile Printing (Book of Papers), Department of Textile Technology, IIT, NewDelhi

2. Saraiya, N.S. and Gupta, P.C. Technology and Management of Printing
3. Shenai, V.A. (1979), Chemistry of Dyes and Principles of Dyeing, Sevak Publications, Mumbai

** ** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
Time:3Hrs/Week

HOMESCIENCE

HS-E2-5203(3) **ORGANIZATION & MANAGEMENT OF PRE-SCHOOLS**

Max.Marks:100

w.e.f. 20AH Batch

SYLLABUS

OBJECTIVES:

- Understand the concepts and importance of preschool.
- Learn the resource management, physical structure and facilities of an ECE Centre.
- Describe the quality of an ideal pre-schoolteacher.

COURSE OUTCOME:

- Learn techniques in observation of events related to pre-school education.
- Demonstrate skills related to recording of observed programme.
- Plan a programme based on theme based approach.

UNIT – I: Concept and Organization of Preschool:

- Nomenclature of Pre-schools in Indian context- Nursery, Kindergarten and Early Childhood Centres and Anganwadi Centre.
- Expansion from ECE to ECCE to ECD.
- Need and Significance of pre-school education
- Objectives of Pre-school education

UNIT- II: Resource Management- Location, Site and Building:

- Types of rooms, Arrangement of room (activity centers),ventilation, lighting &safety
- Space- Indoor and outdoor -Minimum requirement
- Play Equipment – Types- Principles in selection of equipment and maintenance
- Child friendly environment ,Provision of Safe drinking water and Sanitary facilities

UNIT – III: Personnel Management:

- Qualities of an Ideal pre-school teacher – Role of Care taker and other Staff involved in Welfare and Care of Children.
- Teacher – Child Ratio
- Need and Importance of training to personnel

UNIT – IV: Records and Registers:

- Need, Importance and Maintenance of records and registers
- Types of records and Registers – Teacher related, Child related and school related.

UNIT – V: Managing a Pre-school programme:

- Pre-school programme- Principles of planning
- Long- and Short-term planning
- Theme based approach in planning.-planning, implementation and evaluation
- Developmentally appropriate programme-planning, implementation and evaluation

P.T.O.

HS-E2-5203

::2::

Co-curricular Activities:

Mandatory: (Training of students by teacher on field related skills: 15 hrs) Field work and Report Preparation

- Visit to a Pre-school, Anganwadi centre, Nursery school for one day observation of Children and report writing

Max marks for Field Work Report: 05.

- Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

REFERENCES:

1. Pankajam, G. 1994, 'Pre School Education Philosophy and Practice', The Indian publications, Ambala Cantt
2. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi.
3. Mujibul Hasan Siddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
4. Crosser, S. (2005). What do we know about Early Childhood Education? Research based Practice (pp. 154-165). U.S.A: THOMSON Delmar Learning.
5. Dorothy, J. S. A., & Dorsey, G.(2003). Developing and Administering”, A childcare center, 5th edition (pp. 361-374). U.S.A: Thomson Delmar Learning.
6. Billman, & Sherman, J.A. (1996). Observation and Participation in Early Childhood

settings, A Practicum Guide (pp.13-39). U.S.A: Allyn & Bacon.

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER

HOMESCIENCE

Time: 3

Hrs/Week

HS-E2-5253(3) **ORGANIZATION & MANAGEMENT OF PRE-SCHOOLS** Max.

Marks: 50

w.e.f. 20AH Batch

PRACTICAL SYLLABUS

Objectives:

- Plan a programme for preschool children based on theme appropriate
- Plan a programme based on developmentally appropriate programmes

Course Outcome:

- Plan a programme based on developmentally appropriate programme
- Prepare visual aids related to planned programme

Practical Syllabus:

1. Field Visit: Observations and recording of early childhood education programmes by different managements
2. Field Visit: Observation and recording of a day's programme in a pre-school, Anganwadi Centre, Nursery school and report writing
3. Field Visit: Observation of qualities of a pre-schoolteacher
4. Field Visit: Observation of equipment in ECE Centre
5. Planning a day's programme for pre-school children based on theme approach
6. Implementation and evaluation of prepared plans based on theme approach
7. Planning a day's programme for pre-school children based on developmentally appropriate approach
8. Preparing teaching aids related to planned programme

Suggested Co-Curricular Activities:

- Training of students to prepare themes & teaching aids for pre-schoolchildren.
- Visit to nearby rural and urban pre-schools to study the resources available and management of pre-schools and preparation of report.

REFERENCES:

- Pankajam, G. 1994, 'Pre School Education Philosophy and Practice', The Indian publications, Ambala Cantt

- Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi.
- Mujibul Hasan Siddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
- Crosser, S. (2005). What do we know about Early Childhood Education?’, Research based Practice (pp. 154-165). U.S.A: THOMSON Delmar Learning.
- Dorothy, J. S. A., & Dorsey, G.(2003). Developing and Administering”, A childcare center, 5th edition (pp. 361-374). U.S.A: Thomson Delmar Learning.
- Billman., & Sherman, J.A. (1996). Observation and Participation in Early Childhood settings, A Practicum Guide (pp.13-39). U.S.A: Allyn & Bacon.

** ** **

ST.JOSEPH’S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
Hrs/Week

HOMESCIENCE

Time: 3

HS-E2-5204(3)

MANAGEMENT OF VOLUNTARY ORGANIZATIONS Max.

Marks: 100

w.e.f. 20AH Batch

SYLLABUS

OBJECTIVES:

- Acquire specific knowledge of voluntary organization.
- Recognize the project management dimensions, planning & its implementation.
- Understand Human resource management in voluntary organization.

Course Outcomes:

- Learn techniques about SWOC analysis.
- Analyse the requirements of voluntary organizations.
- Promote skill in preparing visual aids related to planned programme.

UNIT –I: Conceptual frame work:

1. Aims, objectives and functions of NGOs
2. Voluntary organization
3. Non-Governmental organization
4. Management of organizations
5. Changing concepts of voluntary organizations

UNIT –II: Process of formation of organization:

1. Structure, goals and functions
2. Establishment and registration
3. Approaches and methodologies of work.
4. Partnership with government, and corporate sector

UNIT –III: Management of voluntary organization:

1. Financial resources
2. Source of finance
3. Organizational budget, Audit
4. Enhancing the involvement of people in organizations- executive boards, committees, professionals and other staff,
5. Team building, supervision and participation in training

UNIT –IV: Developmental Projects:

1. Project planning, project selection, Action plan
2. Project formation, Project implementation
3. Management of programs

UNIT-V: Administrative requirements

1. Office and maintenance of records
2. Reporting and documentation
3. Evolution and assessment
4. Problems of organizations
5. Emerging challenges and responses

P.T.O.

HS-E2-5204(3)

::2::

Co-curricular Activities:

Mandatory: (Training of students by teacher on field related skills: 15 hrs) Field work and Report Preparation

- Visit to a Voluntary organization, study the resources & management of the organization and report writing

Max marks for Field Work Report: 05.

- Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

References:

1. Choudhary D. Paul, 1992 – Social Welfare Administration, Atma Ram and Sons, Delhi
- Garain. S. 1998 – Organizational Effectiveness of NGOs University. Book House, Jaipur
2. Choudhari D. Paul – Voluntary efforts in social welfare and Development Sidhartha Publishers, New Delhi.
3. Latith N.V.1984–Voluntary Work in India, a study of volunteers in welfare Agencies, New Delhi,
4. Gangrade K.D. – Social Work and Social Development, Northern Book Centre, New Delhi Young India foundation New Delhi.
5. Kulkarni V.M. – Voluntary Action in a Developing Society, New Delhi
6. Pathak Shankar 1981 Social Welfare: An Evolution and Development Perspective, McMillan India.
7. Dr. Koteswar Raju, - Excellence in NGO.

** ** *

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER

HOMESCIENCE

Time: 2

Hrs/Week

HS-E2-5254(3)

MANAGEMENT OF VOLUNTARY ORGANIZATIONS

Max.

Marks: 50

w.e.f. 20AH Batch

PRACTICAL SYLLABUS

Objectives:

- Enhance skills & techniques of project evaluation / Resource mobilization
- Analyse the basic concepts & principles involved in managing organizations

Course Outcome:

- Demonstrate skills in preparation of Project proposal.
- Evaluate the implementation of programmes in Voluntary organizations.

Practical Syllabus:

- SWOC analysis (Strengths, Weakness, opportunities, challenges)
- Survey to identify the voluntary organization works
- Assess the voluntary organization in implementing the schemes
- Exploration of various requirements for voluntary organization
- Visit to voluntary organizations & Observation of voluntary organization
- Selection of Locale & Clientele -Children, Youth, Adult, Old age (Different age groups) and Preparation of Project proposal
- a. Input sources - Manpower, Finance, Infrastructure facilities, Scope for implementation,
- Cost benefit analysis
- b. Preparation of project proposal–Vision Mission, Financial support, Monitoring, Evaluation

Suggested Co-Curricular Activities

- Training of students to prepare project proposal to run a Voluntary organization.
- Visit to nearby NGO's and preparation of report.

References

1. Choudhary D. Paul, 1992 – Social Welfare Administration, Atma Ram and Sons, Delhi
- Garain. S. 1998 – Organizational Effectiveness of NGOs University. Book House, Jaipur
2. Choudhari D. Paul – Voluntary efforts in social welfare and Development Sidhartha Publishers, NewDelhi.
4. Latith N.V.1984–Voluntary Work in India, a study of volunteers in welfare Agencies, NewDelhi,
5. Gangrade K.D. – Social Work and Social Development, Northern Book Centre, New Delhi Young India foundation New Delhi
6. Kulkarni V.M. – Voluntary Action in a Developing Society, New Delhi.
7. Pathak Shankar 1981 Social Welfare: An Evolution and Development Perspective, McMillan India
8. Dr. Koteswar Raju, - Excellence in NGO.

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
3Hrs/Week

HOMESCIENCE

Time:

HS-E3-5103(3)

FOOD QUALITY CONTROL AND ASSURANCE

Max.

Marks: 100

w.e.f. 20AH Batch

SYLLABUS

OBJECTIVES: After successful completion of the course, the students will be able to:

- Describe and introduce the principles and methods of food quality control and assurance
- Understand the methods of quality control and assurance in foods.
- Apply and use the principles and selection of panelists for sensory evaluation and quality management system.

COURSE OUTCOMES:

- Identify and examine the methods for measuring food attributes.
- Understand and estimate the principles of sensory evaluation of food products.
- Acquire skills in selection and training of sensory panel.

UNIT-I: Food Quality – Definition- Food Quality and its need in food industry - Food Quality control objectives- Importance – Functions of quality control – Stages of quality control in Food industry- Methods of quality control – Quality attributes- Classification of quality attributes.

UNIT-II: Food quality assurance: Theoretical and practical considerations, description of different systems: GAP, GMP, TQM, ISO, Indian Food Standards – Voluntary and Obligatory Standards (PFA, FPO, MMPO, BIS, AGMARK etc) Codex Alimentations, WHO, Worldwide Food Safety issues. Fair Average Quality (FAQ) specification for food grains, ISO 9000series.

UNIT-III: Sensory evaluation: Requirements and methods –Sensory parameters: Color, flavor, texture, Taste, aroma, general and overall acceptability –Subjective and objective test of sensory parameters (Differential test, Rating test, Sensory threshold test)

UNIT-IV: Quality assessment of Food materials i.e. Cereals, Pulses, Fruits, Vegetables products – selection method, Food Standards- Food packaging and labeling methods – Recent trends

UNIT–V: Quality assessment of Food materials i.e. Meat, Poultry, Egg, Processed food products- selection method, Food Standards- Food packaging and labeling methods - Recent trends

REFERENCE:

1. Manay,S and shadaksharamasamy, Food Facts and principles, New age International.(p) publishers, New Delhi.
2. Srilakshmi, B., 2002, Food Science, 2nd edition, New Age International private limited. New Delhi.
3. Siva sankar,B.(2013)Food processing and preservation 2nd edition, Prentice Hall, Pvt, Ltd.
4. Swaminadhan,M., Food Science, Chemistry and Experimental foods, Bappco publishers, Bangalore,2004
5. Ranganna S, Hand book of Analysis and Quality-Fruits and Vegetable products, Tata McGraw Hill, New Delhi, 1986.

CO-CURRICULAR ACTIVITIES Mandatory

1. Visit to food processing industries to understand the principles and methods of quality control and assurance in foods.
2. Visit to food testing lab or any agency of food standards.

** ** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
3Hrs/Week

HOMESCIENCE

Time:

HS-E3-5153(2)

FOOD QUALITY CONTROL AND ASSURANCE

Max.

Marks: 50

w.e.f. 20AH Batch

PRACTICAL SYLLABUS

Objectives: After successful completion of the course, the students will be able to:

- Analyses and explain about quality control and common food standards
- Evaluate and assess the techniques of quality assessment of different foods.

Course Outcomes:

- Exhibit skills in quality assessment of food materials.
- Evaluate techniques related to quality assessment of food products.

Practical Syllabus:

1. Sensory and instrumental methods for measuring food sensory attributes.
2. Selection and training of sensory panel.
3. Assessment of sensory evaluation of foods by Hedonic scale.
4. Quality assessment of cereals
5. Quality assessment of fruits and vegetables
6. Quality assessment of meat, poultry and other processed products.
7. Quality assessment of dairy products.
8. Quality assessment of processed food products.
9. Visit to food testing lab and writing report on quality assessment of different foods.
10. Visit to food processing industry to study the quality measures undertaken by them.

Suggested:

1. Market survey of preserved fruits and vegetable products
2. Nutrition labeling requirements and developments
3. Assessment of personal hygiene
4. Assessment of surface sanitation by swab/rinse method
5. Celebration of Important days (National and International) World Food safety day -
7th JUNE, World Food day - 16th OCT

Reference:

6. Manay,S. and shadaksharamasamy, Food Facts and principles, New age International.(p) publishers, New Delhi.
7. Srilakshmi, B., 2002, Food Science, 2nd edition, New Age International private limited, New Delhi.

8. Siva sankar,B.(2013)Food processing and preservation 2ndedition, Prentice Hall, pvt, Ltd.
9. Swaminadhan,M., Food Science, Chemistry and Experimental foods, Bappco publishers, Banglore,2004
- 10.Ranganna S, Hand book of Analysis and Quality-Fruits and Vegetable products, Tata McGraw Hill, New Delhi,1986.

** ** **

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
3Hrs/Week

HOMESCIENCE

Time:

HS-E3-5104(3)

FOOD SAFETY, SANITATION AND HYGIENE

MAX.

Marks: 100

w.e.f. 20AH Batch

SYLLABUS

OBJECTIVES:

- Enumerate the various aspects of food safety and to identify the causes and prevention procedures for food borne illness, intoxication and infection
- Understand the need for consumer education and discuss occupational safety and health administration requirements.
- To create awareness regarding sanitation of dishes, equipment and kitchen.

COURSE OUTCOMES:

- List out common food adulterants in foods and understand the need for consumer education
- Acquire skills in food handling, solid and liquid waste management and disposal.
- Perform techniques related to food safety and standards.

UNIT-I: Food safety- Definition, Meaning - factors affecting food safety - importance of food safety - Risks and hazards - Food related hazards - microbial consideration in food safety- Food safety and standards bill2005

UNIT-II: Basic principles of Food hygiene and Sanitation - Personal and environmental Hygiene – Hygiene aspects of Food handlers- Hygiene aspects in preparation and storage of food - dish washing and garbage disposal- Safety of leftover foods Methods of sanitation and hygiene

UNIT-III: Food Adulteration and Adulterants: Meaning, Methods to identify the presence of adulterants-Types of adulteration in various foods-Intentional, incidental and metallic contaminants - Consequences of adulteration

UNIT-IV: Safety in Food processing –Regulatory compliance requirement for establishment of food outlets - Frame work for enabling environment for serving safe and nutritious food at food establishment or outlets. Sterilization and disinfection using heat and chemicals – Solid and liquid waste management and disposal.

UNIT-V: Objectives of developing Food Safety and Standards- Enforcement of structure and procedure - Role of food analyst- good practices- statutory and regulatory requirements - Certification - HACCP, ISO-22000,FSSC-22000

CO-CURRICULAR ACTIVITIES:

Mandatory (Training of student by teacher on field related skills)

- Market survey of preserved fruits and vegetable products
- Visit to Food Service Centre-Hotel/Fast Food Centre to study the food safety measures and report writing

HS-E3-5104(3)

::2::

References:

1. Manay,S. and shadaksharamasamy, Food; Facts and principles, New age International.(p) publishers, New Delhi.
2. Mahtab,S, Bamji. S,Kamala Krishnaswamy, Brahmam G.N.V, Text book of Human Nutrition, Third edition, Oxford and IBH publishing co. private limited, New Delhi.
3. Srilakshmi,B.,2002, Food Science, 2ndedition, New Age International private limited., New Delhi.
4. Swaminadhan ,M., Advanced Text book on Food and Nutrition,Vol.1,Second Edition, Bangalore printing and publishing Co.Ltd, Bangalore, 2012
5. Dietary Guidelines for Indians, ICMR, National Institute of Nutrition.
6. Norman Marriott (1999), Principles of Food Sanitation, 4th ed., Sanitation in Food Processing, JohnA. Troller, 1993, Academic press.

** ** *

ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

V SEMESTER
2Hrs/Week

HOMESCIENCE

Time:

HS-E3-5154(3)

FOOD SAFETY, SANITATION AND HYGIENE

MAX.

Marks: 100

w.e.f. 20AH Batch

PRACTICAL SYLLABUS

OBJECTIVES:

- Analyse food handling procedure, describe food storage and refrigeration techniques.
- Evaluate labelling methods by following the principles of food safety, sanitation and hygiene

COURSE OUTCOME:

- Demonstrate good personal hygiene and safe food handling procedures
- Exhibit skills in handling equipment ,describe storage and refrigeration techniques

PRACTICAL SYLLABUS:

1. Detection of common adulterants in foods
2. Bacteriological analysis of water
3. Microbiological examination of different food samples.
4. Assessment of personal hygiene
5. Assessment of surface sanitation by swab/ rinse method
6. Scheme for detection of food borne pathogens
7. Market survey of preserved fruits and vegetable products.
8. Demonstration of safe food handling procedure
9. Visit to Food Service Centre-Hotel/Fast food Centre to study the food safety measures and report writing
10. Visit to Food service Institution- Hostel /Hospital to study the food safety, hygiene & sanitation measures and report writing.

SUGGESTED:

- Visit to Food service Institution - Hostel /Hospital to study the food safety, hygiene & sanitation measures and report writing.
- Group discussion on principles, actions and limitations off safety, sanitation and hygienic procedures.
- Celebration of Important days (National and International) World sanitation day -19th November
- World Hand Hygiene Day - 5th May

REFERENCES

- Manay,S. and shadaksharamasamy, Food; Facts and principles, New age International.(p) publishers, New Delhi.
- Mahtab, S, Bamji.S, Kamala Krishnaswamy, Brahmam G.N.V,Text book of Human Nutrition, Third edition, Oxford and IBH publishing co. private limited, New Delhi.
- Srilakshmi,B.,2002,FoodScience, 2ndedition, New Age International private limited., New Delhi.
- Swaminadhan ,M., Advanced Text book on Food and Nutrition,Vol.1, Second Edition, Bangalore printing and publishingCo.Ltd,Banglore,2012
- Dietary Guidelines for Indians, ICMR, National Institute of Nutrition
- Norman Marriott (1999), Principles of Food Sanitation, 4th ed., Sanitation in Food Processing, JohnA. Troller, 1993, Academic press.

** ** **