

SRI VENKATESWARA UNIVERSITY



B.Sc. HOME SCIENCE HONOURS III YEAR SYLLABUS (V & VI SEMESTERS)

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2023-2024

**PROGRAMME: FOUR YEAR B.Sc. HOME SCIENCE
HONOURS**

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

B.Sc. – Honours in HOME SCIENCE - MAJOR
w.e.f. AY 2023-24 onwards

COURSE STRUCTURE

III year Syllabus

SEMESTER	Course Code	Title of the Course	No. of Hours		Credits
V	12	Clinical Nutrition and Diet Therapy	3	-	3
		Clinical Nutrition and Diet Therapy Practical		2	1
	13	Extension Education and Community Development	3	-	3
		Extension Education and Community Development Practical		2	1
	14	Marriage, Family and Child Welfare	3	-	3
		Marriage, Family and Child Welfare Practical		2	1
	15	Textile and Apparel Design	3	-	3
		Textile and Apparel Design Practical		2	1
VI		Internship			

SEMESTER
Course 12- CLINICAL NUTRITION AND DIET THERAPY
Credits -3

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- Understands the meaning, objectives and purpose of therapeutic nutrition.
- Understands about modification of normal diets to therapeutic diets.

B) Understands and Uses

- Planning and preparation of diets for different diseases like Obesity, Cardiovascular, Renal, Diabetes mellitus etc,

C) Critically explains, judges

- Calculation of Nutrient Requirements and modification of the diets for complications in different disease conditions.

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

- Preparation of diets for the patients in acceptable manner by applying their own choice of foods through observing the family members, elderly, friends, neighbours and patients.

E) Practical skills

- Planning and preparation of diets for different disease conditions.
- Diet counselling and patient education

THEORY

Unit -I Introduction to Therapeutic Nutrition

- Therapeutic Nutrition – Purpose of Diet Therapy, Therapeutic adaptation of normal diets – liquid- semi solid diet -Soft Diet
- Special feeding methods, pre- and post-operative diets.
- IDA – Indian Dietetic Association
- Role and Responsibilities of Dietician – interpersonal relationship – planning and implementing dietary care.

Unit -II Malnutrition and Fevers

- Nutrition problems– Under nutrition – PEM and deficiencies of Vitamin A, Iron and Iodine

- Fevers – Acute and Chronic fevers – Typhoid, T.B. – Causes, symptoms and dietary management
- Recurrent Malaria, Dengue, Covid-19– causes, symptoms and dietary management

Unit -III Nutrition for Metabolic disorders

- Overweight and Obesity – Causes, assessment, classification, symptoms and dietary management and complications.
- Diabetes mellitus –classification, causes, symptoms, tests for detection of Diabetes Mellitus, Dietary management- and complications.

Unit -IV Gastrointestinal and Liver Diseases

- Gastrointestinal Diseases –Peptic ulcer, Diarrhoea, Constipation, Malabsorption Syndrome– Causes, symptoms and dietary management
- Hepatitis, Liver Cirrhosis

Unit -V Cardiovascular 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.

PRACTICAL

Credits -1

Planning and preparation of the following diets

1. Preparation of modified diets-Liquid and Soft diets.
2. Planning and preparation of diet in fevers – Typhoid and T.B.
3. Planning and preparation of diets for Underweight and Obesity.
4. Planning and preparation of diets for Aneamia.
5. Planning and preparation of diet in diseases of Gastrointestinal System – Peptic Ulcer, Diarrhoea, **Constipation**

REFERENCES

1. MS, Krishnaswamy K, Brahman 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. Srilakshmi, B. (2019).Dietetics, 8th edition, New Age International Publishers.
5. Srilakshmi, 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.

CO-CURRICULAR ACTIVITIES

1. Academic based: -
 - Visit to dietetics Dept. and diet counselling centre
 - Exhibition on therapeutic diets
 - Diet plans and laboratory reports
2. Research based: -
 - Case studies
 - Project work on assessment of obesity among staff members and students of the college
3. Value based: -
 - Clean and green, nutrition games
 - Drama, dance, and music to propagate and promote nutrition education
4. Celebration of Important Days (National and International): -
 - World Diabetes day -November 14th
 - World Cancer day -February 4th
 - World Health day -April 7th
 - National Cancer Awareness Day-Nov 7th

V SEMESTER
Course 12- CLINICAL NUTRITION AND DIET THERAPY
Model Question Paper

Time: 3 hrs

Max Marks: 75

Part - A

Answer any FIVE questions. Each question carries 5 Marks

(5x5 = 25 Marks)

1. Write the purpose of diet therapy?
2. Classify fevers and explain the symptoms.
3. What is meant by hypertension? Elucidate the causes for it.
4. Define liver cirrhosis. Write the principles of dietary management?
5. What is type II diabetes? Explain the causative factors
6. Elucidate the points to be considered for planning a diet to prevent constipation?
7. Define Diet counselling. Explain its importance in today's life.
8. What is „Peptic ulcer“? Write the causative factors.

PART – B

Answer FIVE questions. Each Question carries 10 marks

(5x10 = 50 Marks)

9. a) Write in detail about the therapeutic adaptation of normal diet.
(OR)
b) Who is a Dietician? Explain the Roles and responsibilities of a dietician.
10. a) What are complications of obesity?
(OR)
b) Elucidate the causative factors for Typhoid? Write the dietary management for Typhoid.
11. a) Describe the symptoms, and dietary management of Celiac disease
(OR)
b) What are the functions of liver and discuss about the agents responsible for liver damage.
12. a) What is meant by Atherosclerosis. Explain the symptoms and plan a diet for an Atherosclerosis patient.
(OR)
b) Elucidate the reasons for Renal Failure. Give an account of dietary restrictions during this condition.
13. a) Describe the principles of dietary management of a person with Diabetes mellitus
(OR)
b) Discuss the dietary guidelines to be followed for prevention of Renal calculi.

V SEMESTER

Course 13-EXTENSION EDUCATION AND COMMUNITY DEVELOPMENT

Credits -3

Outcomes of the course

At the end of the course, the students are able to learn:

A) Remember and explain in a systematic way

- Features of rural, urban and tribal communities
- Meaning of community development

B) Understands and Uses

- Importance of Programme Planning in organising community development programmes
- Planning lessons for specific groups

C) Critically explains

- Role of various Governmental and Non-Governmental agencies in Community development
- Objectives and services rendered by Governmental and Non-Governmental agencies to the community.

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

- Learn about Panchayat Raj set-up at different levels, by visiting and exploring with Government officials and village heads.

E) Practical skills

- Planning, Preparation and execution of lessons in the classrooms and community.
- Conducting project work on community development programmes.

THEORY

Unit 1 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 specific groups – Women, adolescents and Children
- Different topics for lesson plans – Swatcha Bharath, Swaasthya Bhaarat, Energy Conservation, Stress Management, Millets for Health, health education (Any FOUR).

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

PRACTICAL

Credits -1

1. Plan an activity to create awareness among women and children of community surveyed according to their needs and interests - Lecture cum group discussion
2. Field Visits – Mandal Office, ICDS, Mahila Pranganam, PASS organization
3. Community development – Need based group project work.
4. Field Visit to Voluntary Organizations to know functioning
5. Interaction with village level functionaries to understand issues at grassroot level.
6. Interaction with women self- helps group leaders/ members to know the impact of welfare programmes.
7. Field visit to a tribal area to know their issues(optional)

REFERENCES

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. Indhubala (1980), Gruhavignasastravistarana, Telugu academy text book publications
5. Adivi Reddy (1985). Extension Education, Sreelakshmi press, Bapatla,
6. Dubey, V.K.. (2009). Extension Education & Communication, New Age International Ltd
7. Sanths Govind, G. Tamliselvi And J. Meenainbigai. (2011). Extension Education and Rural Development. Agrobios (India) Chopasani Road Jodhpur-342002 (Raj.)

CO- CURRICULAR ACTIVITIES

1. Prepare a model lesson plan to create awareness among women and children in the community surveyed.
2. Execute the lessons in the community.
3. Prepare a model/ method demonstration to educate the women on nutritious locally available foods and demonstrate in the community.
4. Visit to the ICDS office to acquaint with the services rendered and submit the report.
5. Visit to local NGO (Eg: PASS) organization to know the functions.
6. Visit to KVK, Mahila praganam to have awareness on different training programs given by the Government to the needy women.
7. Plan, organize and execute awareness program in the community at the end of the SEMESTER on nutrition, environment, energy conservation and health education.

V SEMESTER

Course 13-EXTENSION EDUCATION AND COMMUNITY DEVELOPMENT

Model Question Paper

Time: 3 hrs

Max. Marks: 75

PART – A

Answer any FIVE questions. Each question carries 5 Marks

(5x5 = 25 Marks)

1. Write the objectives of program planning?
2. Elucidate the characteristics of a good lesson plan?
3. Explain the feature of tribal community.
4. What are the objectives of community development?
5. Functionaries of Panchayath Raj system.
6. Give an account of Felt and unfelt needs.
7. Write about KVK.
8. Enumerate steps in evaluation process.

PART – B

Answer FIVE questions. Each Question carries 10 marks

(5x10 = 50 Marks)

9. a) Define Programme planning. Explain the steps in Programme planning.
(OR)
b) Plan a programme to educate the rural people on “Swatcha Bharath”.
10. a) What is lesson planning? Write about the pre-requisites and components of a lesson plan
(OR)
b) Plan a lesson in detail on „Green leafy vegetables” to educate the rural women and children.
11. a) What are the characteristics of Indian villages?
(OR)
b) Discuss the features of urban community.
12. a) What is democratic decentralization? Describe the three tiers of Panchayath Raj system.
(OR)
b) Write functions of Zilla Parishad committees at different levels.
13. a) What are voluntary organizations? Write about the objectives and services rendered by any two voluntary organizations.
(OR)
b) Describe the role of DWCRA in the development of rural women.

V SEMESTER

Course 14 -MARRIAGE, FAMILY AND CHILD WELFARE

Credits -3

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- Factors essential for harmonious and wholesome family living.
- Knowledge on pubertal changes, adolescence and appreciate value of marriage in Indian families
- Meaning of Pre-marital counselling and Post -marital counselling

B) Understand and Use

- Understand the need for planning and preparation of parenthood.
- Understand the importance of adjustments to strengthen marital and family relationships

C) Critically explains, judges

- Adjustment in marriage.

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

- Visiting counselling centres and understanding coping up strategies of problems

E) Practical skills

- Visiting different governmental and nongovernmental organizations working for the welfare of children.

THEORY

Unit I- Marriage

- Marriage –Definition and Functions, needs and goals. Criteria for successful marriage.
- Values and goals of marriage – Indian context. Different Marriage practices- Advantages and disadvantages.
- 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.

Unit II Marital Adjustments and Family

- Adjustments in marriage – In laws, sex adjustment to mate, adjustment to parenthood, and financial adjustments.

- 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 –Changing family functions.

Unit III Parenting

- Parenting -definition-Transition to Parenthood – Factors that influence Planned Parenthood.
- Parenting Styles –Authoritarian, Authoritative and Permissive styles, Influence of child rearing practices on child’s Behaviour.
- Role of father in child rearing
- Child Welfare Programmes- Concept of Child welfare, principles. Programmes and services for children, crèches, day care centres.
- Children in difficult situations – Child Abuse, Street Children, Child Labour – National and International Child Welfare Programmes - Government and Non-Governmental Programmes –Adoption – Foster care – Institutional Care –SOS.
- Family Welfare – Objectives of family Welfare ; Family Welfare Programmes and agencies -Government and Non-Government organizations-

Unit V Legislation relating to Marriage, Family and Divorce

- Legislation related to Marriage: Hindu Marriage Act, Special marriage Act, Dowry Prohibition Act.
- Legislation related to Family: Need for family Counselling centres and family court
- Marital disharmony-Divorce -Reasons for Divorce-Stages of divorce process, Laws related to divorce

PRACTICAL

Credits -1

1. Case study of Married couple-Marital adjustment
2. Case study of marital disharmony
3. Visit to family counselling centres
4. Visit to Day care centres
5. Visit to Orphanage/ NGO s for Child welfare
6. Visit to SOS village

REFERENCES

1. Paul Choudary, D. (1995). *Child welfare and development*, Atmaram and Co. New Delhi.
2. Alfred D. Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.
3. Kumar, R.(2002).*Child Development in India*, Ashish Publishing House, New Delhi, Reprint.
4. ParbatiSahu.(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.

CO-CURRICULAR ACTIVITIES

1. Analysing the reasons for suicides among adolescents reported in mass media
2. Identification of Mate selection criteria depicted in Mass media
3. Visiting counselling centres and understanding coping up strategies of problems
4. Familiarise with problems of elderly through case studies and institutional visits.

V SEMESTER

Course 14 -MARRIAGE, FAMILY AND CHILD WELFARE

Model Question Paper

Time: 3 hrs

Max Marks: 75

PART -A

Answer any FIVE questions. Each question carries 5 Marks.

(5x5=25Marks)

1. Elucidate the goals of marriage.
2. Write the factors to be considered while selecting a mate.
3. Enumerate the functions of a family.
4. State the family life stages.
5. Write about the role of father in child rearing
6. Describe the objectives of family welfare
7. Write about child abuse
8. Explain the reasons for divorce?

PART -B

Answer FIVE questions. Each question carries 10 Marks.

(5x10=50Marks)

9. a) Define marriage . Write the criteria for a successful marriage
(OR)
b) Discuss the advantages and disadvantages of arranged and self choice marriage
10. a) Describe different adjustment in marriage.
(OR)
b) Write about the advantages and disadvantages of modern trends in family.
11. a) What is parenting? Write about different parenting styles and its influence on child's behaviour.
(OR)
b) What is meant by Planned Parenthood? Discuss the factors that influence planned Parenthood.
12. a) write about the concept and principles of child welfare programmes
(OR)
b) Elucidate different national and international child welfare programmes.
13. a) Describe the Hindu marriage act.
(OR)
c) Explain the need for family counselling centres and family court.

V SEMESTER
Course 15- TEXTILE & APPAREL DESIGN
Credits -3

Outcomes of the course

The students will be able to:

- A) **Remember and explain in a systematic way**
 - About the Principles of design, elements, classification and its importance in textile design.
- B) **Understand and Use**
 - Different types of fibers and fabrics.
- C) **Critically explains, judge**
 - Analyse the structure of loom and classification of weaves.
 - The estimation of designs suitable for dyeing and printing, dye paste requirement, and also estimation of suitability of material.
- D) **Working in out of prescribed areas under co-curricular activity**
 - Identify the types of weaves (Basic weaves and decorative weaves).
- E) **Practical skills**
 - Stitching of children, women garments and practicing of surface Ornamentation of the fabric

THEORY

UNIT - I: Introduction to Textile design,

classification of methods by which design is obtained

in fabrics **UNIT - II:** Structural Design in fabrics-

(a) Weaving: Basic weaves, Decorative weaves

(b) Knitting, braiding, felting, bonding, crochet and tatting.

UNIT - III: Surface design on fabrics. Preparation of fabric for dyeing and printing

a) Dyeing: i) classification of dyes. ii) mode of action and application for various fibers and fabrics.

b) Printing: Block, Roller, Screen, Stencil, Tie and Dye and Batik.

c) Finishes: Scouring, Bleaching, singeing, weighing, tentering, mercerising, starching, calendaring, embossing, moireing, napping, crepe effect.

UNIT - IV:

a) Northern states: Kashmir, Punjab

b) Southern states: Tamil Nadu, Kerala, Karnataka and Andhra Pradesh

c) East: Assam, West Bengal d) West: Maharashtra

UNIT V: Traditional Textiles- Dacca Muslin, Banarasi brocade, Chanderi, Bandhini, Patola, Pochampalli, Kalamkari.

PRACTICAL

Credits -1

1. Preparation of material for stitching. 2. Recording of body measurements.
 - a. Construction of A-line frock.
 - b. Construction of Salwar and kameez
 - c. Construction of House-coat. (optional)
 - d. Construction of Sari blouse- Demonstration(optional)
 - e. Construction and identification of various weaves
 - f. Different methods of printing (Preparation of fabric samples)
 - i) Block
 - ii) Stencil
 - iii) Spray
 - iv) Vegetable
 - v) Fabric painting
 - vi) Tie and dye

REFERENCES:

1. Jwekar.M.D&Jwekar.V.B, (1962), "Easy Knitting Instruction", Ball Co, Bombay.
2. Mathew.M, (1979), "Practical clothing construction", Reliance Printers, Madras.
3. Greiser.H.E&Stroom.M.M, (1962), "Guide to modern clothing", Mc Grew Hill, New York.
4. Daniel.H, (1974), "Printing", Hawlin Publishers Ltd, London.

Co-curricular Activities: a). 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:

1. Visiting nearby hand embroidery units and observing different traditional embroidery techniques.
2. Visiting nearby textile emporiums and observing the fabrics of different states.
3. Preparing/Making of Hand and Traditional embroidery samples.
4. Preparing/Making of Dyed, printed and painted textile samples.
5. 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.

Suggested Co-Curricular Activities

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

V SEMESTER
Course 15- TEXTILE & APPAREL DESIGN
Model Question Paper

Time:3 Hrs.

Max. Marks:75

Part – A

I. Answer any five of the following questions

(5 X 5 = 25M)

1. What is Textile Design? Write about elements of design.
2. Classify weaves.
3. Write about block printing and screen printing.
4. Write about plain weave and its variations?
5. Write about jacquard weave and lappet weave?
6. What are the typical motifs and colors used for Dacca Muslins?
7. Briefly explain the process of Kalamkari of Andhra Pradesh?
8. Name the dyes preferred for cotton and silk fabrics.

Part – B

II. Answer any FIVE of the following. Each question carries 10 marks

(10X5 = 50M)

1. a) Explain in detail about process, application and typical designs of Bandini of Gujarat.
(OR)
b) Explain in detail about process, application and typical designs of Kalamkari of Andhra Pradesh.
2. a) Write about the motifs, typical colors and fabrics used for antas of Bengal?
(OR)
b) Write about motifs, typical colors and fabrics used for Kasuti of Karnataka.
3. a) Explain the preparation of fabric, printing paste and the method of Blockprinting.
(OR)
b) Explain in detail about preparation of fabric, preparation of printing paste and the method of Batik printing.
4. a) Explain the application of dyes for cotton fibers and fabrics.
(OR)
b) Explain the application of dyes for silk fibers and fabrics.
5. a) Explain in detail about the significance of traditional embroideries and suggest measures to popularize them.
(OR)
b) Explain in detail about the significance of traditional textiles of India and write about the measures taken by the Government to preserve and popularize them.

VI SEMESTER
LONG TERM INTERNSHIP