

KVR Government College for Women (Autonomous)

Re-Accredited by NAAC with Grade "A"

KURNOOL



BOARD OF STUDIES MEETING

2021-2022

II B.Sc. Home Science Syllabus

DEPARTMENT OF HOME SCIENCE

BOS Date: 14.02.2022

II B.Sc. Home Science – Semester III
Hsc301. FAMILY AND COMMUNITY NUTRITION

Theory: 4Hours/Week
Practical: 2Hours/Week

Learning outcomes:

- Understanding the nutritional problems and nutrition requirements of the community.
- Planning of nutrition diets according to RDA for different age groups-Infancy to old age and physiological conditions - Pregnancy and lactation

THEORY

Unit-I Meal Planning – Nutrition during Adulthood, Pregnancy and Lactation (14hrs)

- Meal planning – Balanced Diet, RDA, food exchange list. Factors influencing food choice, Dietary guidelines for Indians, principles and steps in meal planning.
- 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.
- Factors affecting the outcome of pregnancy.
- Lactation – Physiology, Nutritional and Food requirements, role of hormones in milk production.

Unit-II Nutrition during Childhood (12hrs)

- 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 (10hrs)

- **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 (8hrs)

- 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 (16hrs)

- 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.

PRACTICALS

1. Planning and preparation of a balanced diet for Adult man
2. Planning and preparation of a balanced diet for Adult women
3. Planning and preparation of a balanced diet for a Pregnant women
4. Planning and preparation of a balanced diet for Nursing mother
5. Planning and preparation of a balanced diet for Pre School Child
6. Planning and preparation of a balanced diet for School child
7. Planning and preparation of a balanced diet for an Adolescent girl
8. Planning and preparation of low cost Nutritious recipes
9. Planning and preparation of diets for PEM child
10. Planning and preparation of diets for Anaemia
11. Use of Anthropometric measurements in assessing the Nutritional Status.
12. Visit to Anganwadi Centre– Observation of feeding programme at AnganwadiCentre.
13. Visit to government school – Observation of School Lunch Programme

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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. Ravinder Chada and Pulkit Mathur, (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

CO- CURRICULAR ACTIVITIES

1. Academic based: -

- Preparation of charts and posters for Nutrition education
- Essay writing competitions
- Group discussions on topics relevant to community nutrition
- Exhibition on low cost nutritious foods and balanced diet

1. Lab/Research based: -

- Visit to Anganwadi centre
- Visit to school lunch programs
- Visit to village and urban slum area for assessing the nutritional status of rural and urban slum population

2. Value based: -

- Nutrition and Health awareness camp
- Poster and puppet show regarding nutrition education and importance of community participation

3. Celebration of Important Days (National and International): -

- Breast feeding week-August 1to7th
- International Women’s day-March 8th
- World Health day-April 7th
- International day of elderly-October 1st
- Nutritional week and month – September.

HSC 302 PRINCIPLES OF GARMENT CONSTRUCTION

Theory: 4 Hours/week
Practical: 2Hours/week

Learning outcomes:

- Understand the use of sewing machine and ways to stitch fabrics.
- Analyze the estimation of fabric and evaluate the stitching and fitting of the garments.

THEORY

Unit-I Equipment in Garment Construction (10hrs)

- Equipment- Measuring, Drafting, marking, sewing and finishing equipment.
- Sewing Machine – Parts of sewing machine, Defects and causes, adjustments in sewing machine and care of sewing machine.
- Types of sewing machine- Mechanical , Electronic , Computerized or Automated , Embroidery Machine , Over lock Sewing Machine

Unit – II Body Measurements and Pattern Making (14hrs)

- Recording of body measurements – Importance, Types of measurements – vertical, Horizontal and Girth measurements. Care to be taken in recording body measurements.
- Pattern making- Methods of pattern making – a. Drafting - Points to be considered while drafting and advantages of drafting, b. Draping and c. Flat pattern making,
- Techniques of pattern manipulation – a. slash and spread, b. pivotal transfer

Unit – III Estimation and Preparation of the Fabric and Pattern Layout (10hrs)

- Estimation of fabric for different garments.
- Importance of grain in fabric for cutting and garment construction.
- Steps in Preparation of fabric for cutting
- Pattern Layout – Importance, precautions, guidelines and care to be taken in pattern lay out for asymmetric, bold, striped checked designs etc.,
- Fabric Cutting – Guidelines to cut out pattern pieces,

UNIT –IV Garment Components (12hrs)

- Necklines – Types of necklines.
- Collars – Factors in designing collar styles, shapes and kinds of collars.
- Sleeves – Categories and styles of sleeves.
- Yokes – Factors for selection of yokes design and types of yokes.
- Waist lines – types
- Skirts – basic shapes and types.

Unit-V Garment Fitting (8hrs)

- Elements of fit – grain, set, line, balance and ease
- Characteristics of well finished garment
- Readymade garments, Tailor made and Homemade garments –advantages and limitations

PRACTICALS

1. Sewing machine – description, use, care and simple repairs.
2. Sewing kit – sewing equipment, measuring tools and marking tools.
3. Basic Stitches – Temporary, permanent and neat ending finishes.
4. Seam and seam finishes.
5. Neckline finishes – Bias, Binding and shaped finishing.
6. Plackets – Continuous bound and two piece plackets.
7. Sleeves – Plain, Puff and bell sleeve.
8. Introducing fullness - Darts, tucks gathers and pleats.
9. Fasteners – Hook and Eye, press buttons, button and button hole.
10. Drafting of basic Bodice block and sleeve
11. Drafting and construction of frock.
12. Drafting and construction of saripetti coat

REFERENCES

1. Manmeet Sodhia. (2005). Dress Designing, 1st edition, Kalyani Publishers.
2. Mary Mathews (2001). Practical clothing construction part I & II Designing drafting & tailoring, Cosmic Press, chennai.
3. Pooja Khurana & Monika Sethi (2017). Introduction to Fashion Technology, 2nd edition, 2017, Fire Well Media.
4. PremalataMullick. (2019).Garment Fabrication and Designing, 1stedition,Kalyani Publishers.
5. PremlataMullick(2010). Garment Construction Skills,1st edition, Kalyani Publishers
6. Sumathi, G.J.(2002). Elements of Fashion & Apparel Design, 1st edition New Age International (P) Ltd.
7. Sushma Gupta, Neeru Garg, Renu Saini. (2018). Text book of clothing, textiles and laundry, 8th edition, Kalyani publishers.

CO- CURRICULAR ACTIVITES

1. Seminar/ Assignment / Quiz /Group Discussion
2. Use of ICT in Class reports and Seminars.
3. Visiting nearby tailoring units and observing different garment components.
4. Visiting nearby Ready-made clothing shops and observing different garment component

HSC 303 – CHILD DEVELOPMENT

Theory: 4Hours/week
Practical: 2Hours/week

Learning Outcomes:

1. To learn scientific knowledge about child-development, and developmental tasks at various stages of child development
2. To know about childhood problems, special needs of challenged children and their management.

THEORY

Unit I Introduction to Growth and Development (10hrs)

- Understanding the terms Child, Growth, Development, Child Development, Human Development, and Developmental tasks.
- Principles of Growth and Development
- Determinants of Development – Heredity Vs Environment; Maturation Vs Learning
- Role of Heredity and Environment on growth and development
- Factors affecting Growth and Development of Children.
- Domains of development
- Stages of development across life span.

Unit II Pre-natal and Early Years of Development (14hrs)

- Stages of Pre-natal development - Physical and Psychological care during pregnancy; Complications during pregnancy.
- Stages of Birth and Types of Birth
- Assessment of new born – APGAR, Characteristics and Reflexes of the new born-added.
- Infancy – Characteristics, Physical proportions, Physiological functions, Motor activities- removed
- Infancy – Developmental Tasks and Characteristics, Physical-motor development, Cognitive development – Piaget’s Sensory motor stage, Language acquisition and development- added, Socio-emotional development
- Stimulation- Importance and Areas of stimulation- added

Unit III Development during Early and Late Childhood (12hrs)

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

Unit IV Children with Special Needs (12hrs)

- Definition of childhood disabilities – General Causative factors
- Classification of childhood disabilities – Definition and characteristics of Auditory Challenge, Intellectual Challenge, Physical Challenge and Learning Disability among children

- Gifted Children – Definition and characteristics
- Importance of Early Identification and special education

Unit V Child Rearing Practices and Behaviour Problems among Children (12hrs)

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

PRACTICALS

1. Observation of a new born baby - APGAR (virtual)
2. Observation of all round development of pre-school children
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

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.
9. Rajammal P Devadas and Jaya, N..(1984). A Text Book on Child Development, MacMillan India ltd
10. Sushila Srivastava and SudhRani.K. (2014). Text Book of Human Development – A Life Span Developmental Approach” 1st edition, S. Chand & Company Pvt. Ltd.
11. Prof. Panda, K.C. (2003). Elements of Child Development. 3rdedition,Kalyani Publications.
12. Dr.Suryakanthi.A. (2009). Child Development- an introduction.4th edition. Kavitha Publications.Gandhigram, Tamil Nadu.

CO-CURRICULAR ACTIVITIES

1. Observation of neonatal characteristics by visiting a maternity hospital.
2. Familiarise with childhood disabilities by visiting local centres for special children like Mentally challenged, Visually challenged and special schools.
3. Identifying children with learning disability in nearby elementary schools
4. Observation of a pre-school child
5. Celebration of Important Days (National and International): -
 - World Hearing day (March 3rd)
 - Children’s Day (Nov 14th)
 - World Disability Day (Dec 3rd)

II B.Sc. Home Science – Semester IV
HSC 401 – THERAPEUTIC NUTRITION

Theory: 4Hours/week

Practical: 2Hours/week

Learning Outcomes:

- To Understands about modification of normal diets to therapeutic diets.
- Planning and preparation of diets for different diseases like Obesity, Cardiovascular, Renal, Diabetes mellitus etc,

THEORY

Unit -I Introduction to Therapeutic Nutrition (12hrs)

- Introduction to the Concepts of Medical Nutrition Therapy
- Therapeutic Nutrition – Purpose of Diet Therapy, Therapeutic adaptation of normal diets – liquid, soft and special feeding methods, pre- and post-operative diets.
- Dietician – Roles and responsibilities, Diet counseling, follow up and patient education.
- IDA – Indian Dietetic Association

Unit -II Malnutrition and Fevers (12hrs)

- 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 (12hrs)

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

Unit -IV Cardio-vascular and Renal Diseases (12hrs)

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

Unit -V Diabetes and Cancer (12hrs)

Diabetes Mellitus – Classification, causes, symptoms,

- 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.

PRACTICALS

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.
- 5 Planning and preparation of diet in diseases of Gastrointestinal System – Peptic Ulcer, Viral Hepatitis
- 6 Planning and preparation of diet in Cardio-Vascular diseases – Atherosclerosis and Hypertension
- 7 Planning and preparation of diet in Kidney diseases – Nephritis
- 8 Planning and preparation of diet in Diabetes Mellitus

REFERENCES

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.

CO-CURRICULAR ACTIVITIES

Academic based: -

- Visit to dietetics Dept. and diet counselling centre
- Exhibition on therapeutic diets
- Diet plans and laboratory reports
- Research based: -
- Case studies
- Project work on assessment of obesity among staff members and students of the college

Value based: -

- Clean and green, nutrition games
- Drama, dance, and music to propagate and promote nutrition education
- 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
- Anti obesity Day – Nov 26th
- World Heart Day – Sep 30th
- World Hypertension Day – May 17th
- World Kidney Day – March 15th

HSC 402 FABRIC CONSTRUCTIONS AND APPAREL CARE

Theory: 4 Hours/week
Practical: 2Hours/week

Learning Outcome:

- Concepts of Grain- fabric count, Thread count, balance, selvedge weft and warp etc.
- Meaning of weaving, knitting and finishes in fabric construction.

THEORY

Unit I Fabric Construction (10hrs)

- Weaving – Introduction, parts of the loom, Steps in weaving.
- Types of weaves – Basic and Decorative weaves.
- Fabric count / thread count, balance and selvedge.

Unit II Knitting and Non-woven fabrics (10hrs)

- Knitting – Definition, classification (weft and warp) - Types of knitting,
- Comparison of Knitting with Weaving – Properties of Knits – Use and Care of Knits
- Non – woven Fabrics – Felting, Bonding, Braiding, Knotting etc., Properties of non-woven fabrics and applications of non woven fabrics.

Unit III Finishes - Chemical, Mechanical and functional finishes (12hrs)

- Introduction to finishes – Importance, Kinds of finishing processes, Classification
- Chemical finishes. – Bleaching, mercerizing, shrinking, degumming, weighting.
- Mechanical finishes – Tentering, decatizing, calendaring, schreinerizing, moireing, napping, flocking, crepe and wrinkled effect, beetling and embossing
- Functional finishes – water repellence, flame proofing, mildew proofing, moth proofing, antiseptic and antistatic finishes

Unit IV Clothing Selection and Wardrobe Planning (14 hrs)

- Factors affecting the selection of clothing
- Clothing selection – Clothing for specific groups – Infants, children, teenagers, adults and elderly
- Wardrobe planning – Definition, Importance and planning

Unit V Laundering (14hrs)

- Manual Laundry Equipment – Washing, Drying and Ironing
- Machine Laundry – Procedure in use of washing machines and Precautions

Reagents/ supplies used in Laundry – Soap, detergent, bleaching agents etc.

- Laundering procedure for cotton and linen, woollens, silk and synthetics,
- Process of Dry cleaning
- Stain removal – Classification of stains and ways of stain removal

PRACTICALS

1. Identification and preparation of different weaves
2. Identify thread count of a fabrics
3. Collection of Samples of different weaves, knits and finishes
4. Classify stains and identify the methods of removing stains.
5. Mending – darning, patch work.
6. Laundering of cotton silk, wool and nylon
7. Drafting and stitching of salwar and chudididar.
8. Drafting and stitching of Kameez.
9. Drafting and stitching of sari blouse.

REFERENCES

1. Deepali Rastogi and Sheetal Chopra.(2017). Textile Science” 1st edition, Orient Black Swan Pvt. Ltd.
2. Sushma Gupta, Neeru Garg, Renu Saini (2018). Text book of clothing, textiles and laundry” 8th edition, Kalyani publishers.
3. Seema Sekhri(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. Kanwar Varinder Pal Singh. (2004). Introduction to Textiles, 1st edition, Kalyani Publishers.
10. Dantyagi. S, (1996). Fundamentals of Textiles and Their Care, 5th edition, Orient Longman Limited.
11. Neomia D’ Souza (1998). Fabric Care, 1st edition, New Age International Publishers
12. Durga Deulkar, (2002), Household Textiles and laundry Work, Atma Ram & Sons, Delhi.

CO- CURRICULAR ACTIVITIES

1. Seminar / Assignment / Quiz / Group Discussion
2. Use of ICT in Class reports and Seminars.
3. Visit to dry cleaning centers to know about laundry and stain removing techniques.
4. Visit to Weaving center.

HSC 403 HUMAN DEVELOPMENT AND FAMILY DYNAMICS

Theory: 4Hours/week

Practical: 2Hours/week

Learning Outcome:

- To understand the factors essential for harmonious and wholesome family living.
- To gain the knowledge on pubertal changes, adolescence and appreciate value of marriage in Indian families

THEORY

Unit I Adolescence (13 - 18 Years) (14hrs)

- Adolescence – Definition, Importance, Characteristics and Developmental tasks
- Physical and physiological changes during Puberty for Boys and Girls
- Developments during adolescence– Cognitive -Piaget's Formal - operational stage; Emotional development, Heightened Emotionality; Social development;
- Identity development and identity crisis during adolescence

Unit II Young Adulthood (19 – 39 Years) (10hrs)

- Characteristics, Developmental tasks.
- Areas of development – Physical, Cognitive, Emotional, Personality, and Social development
- Vocational / Career selection – factors influencing vocational selection and adjustments

Unit III Marriage and Family (12hrs)

- Marriage – Meaning, Functions, Needs, Values, Goals and Choice of Marriage Partner.
- Adjustments in marriage – In laws, sex adjustment to mate, adjustment to parenthood, and financial adjustments.
- Criteria for successful marital adjustment.
- Family – Meaning, Definition, Functions of family.

Unit IV Middle Adulthood (40 – 60 Year) (12hrs)

- Characteristics, Developmental tasks
- Physical and physiological changes,
- Adjustments during middle adulthood - Vocational, Marital, Parenthood, Singlehood etc. during this period

Unit V Late Adulthood (60+ Years) (12hrs)

- Age categories, Characteristics and developmental tasks of late adulthood,
- Changes in old age – Physical, Physiological, Cognitive, Sensory and memory changes
- Problems of old age and coping up strategies

PRACTICALS

1. Study of adolescent adjustment problems
2. Case study of adolescent boy and Girl
3. Identification of Mate selection criteria depicted in Mass media
4. Case study of Married couple-Marital adjustment
5. Case study of elderly man and woman.
6. Visit to counselling centre – Finding common problems of adolescents and married Couples

REFERENCES

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 Devadas 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 Sudha Rani. K. (2014). Text Book of Human Development – A Life Span Developmental Approach” 1st edition, S. Chand & Company Pvt. Ltd.

CO-CURRICULAR ACTIVITIES

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

HSC 404. NUTRITIONAL BIOCHEMISTRY

Theory: 4Hours/week

Practical: 2Hours/week

Learning Outcome:

- To acquires knowledge about utilization of nutrients
- To understands the metabolism of different macro nutrients in human body.

THEORY

UNIT I Introduction to Biochemistry and Carbohydrates (12hrs)

- Definition and scope of biochemistry.
- Relevance of biochemistry to nutrition and health.
- Acid and Base balance, pH and Buffer
- Oxidation and Reduction reaction
- Chemistry of carbohydrates- classification – 1. Monosaccharide, 2. Disaccharides, 3. Polysaccharide
- Physical and chemical properties

UNIT II Lipids and Proteins

- Chemistry of Lipids
 - Classification of Fatty Acids
 - Classification and Properties of Lipids
 - Structural Lipids – Phospholipids, Glycolipids, Lipoproteins and Cholesterol.
- Chemistry of Proteins
 - Definition, Classification(chemical and nutritional) of Amino Acids
 - Definition, Classification(chemical and nutritional) and properties of Proteins

UNIT III Enzymes and Co-Enzymes

- Enzymes – Definition, Properties, Classification, Enzyme Specificity, Enzyme Action, Inhibition and Factors effecting Enzyme Activity.
- Co enzymes– Vitamins as co enzymes

UNIT IV Metabolism of Carbohydrates

- Introduction to Metabolism – Catabolism and anabolism.
- Metabolism of Carbohydrates– Utilization of glucose after absorption,
- Homeostasis of glucose – Role of liver and Hormones in regulation of blood glucose level, Glucose Tolerance Test.
- Anaerobic and aerobic metabolisms of Carbohydrates – Glycolysis and Kreb's cycle.

UNIT V Metabolism of Lipids and Proteins

- Metabolism of Lipids - Beta oxidation and bio synthesis of fatty acids.
- Metabolism of Amino acids – Deamination, Transamination, Decarboxylation of amino acids and Urea cycle.
- Integration of Carbohydrate, protein and Lipid metabolism

PRACTICALS

1. Qualitative analysis of carbohydrates –
 - Monosaccharide – glucose and fructose.
 - Disaccharides – lactose, maltose and sucrose
 - Polysaccharides – starch
2. Qualitative analysis of Proteins and amino acids
3. Qualitative analysis of lipids – Solubility, emulsification and Iodine test for unsaturated fats

REFERENCES

1. Rama Rao, A.V.SS. (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.

CO-CURRICULAR ACTIVITIES

1. Preparation of charts, models, posters etc. on topics like structures, tests for identification and metabolic cycles of carbohydrates, proteins and lipids.
2. Field survey to collect data on metabolic disorders like diabetes mellitus in the community
3. Visit to hospitals/ private laboratories to observe analysis methods

HSC 405 – FAMILY RESOURCE MANAGEMENT

Theory: 4 Hours/Week
Practical: 2 Hours/Week

Learning Outcome:

- To identify the characteristics and classify resources and describe the ways of maximizing satisfaction from the use of resources.
- To understand the Process of Management – Planning, supervising, organizing and evaluation.

THEORY

Unit-I Home Management (10hrs)

- Management – Definition and meaning
- Home management – definition and purpose
- Steps in management process – Planning, Organizing , Controlling and Evaluation – their importance
- Home maker –Definition , Qualities of a good home maker

Unit - II Motivating factors of Management (12hrs)

- Values – Meaning, importance and types of values
- Goals – Types and characteristics of goals
- Standards – Classification and factors affecting standard
- Inter relation between values, Goals and standards
- Decision Making – Definition and role of decision making in management
- Steps in decision making – Types of decisions.

Unit-III Family Resource Management (10hrs)

- Family Resources – Classification – Human and Non-human Resources; characteristics
- Factors affecting the management of resources
- Guidelines for the use of resources
- Application of management process to all resources

Unit-IV Time and Energy Management (14hrs)

- Time – Nature and significance; Tools in time management – peak loads, work curves
- Energy Management- work simplification – principles of work simplification and techniques. Motion mindedness – principles of body mechanics
- Inter relationship of time and energy
- Fatigue –types and its management.

Unit-V Money Management (14hrs)

- Money Management –Family income Sources and types
- Supplementing the family income
- Budget – meaning and advantages of budgeting; Steps in making budget for a family
- Engel's law of consumption; Factors affecting the budget;

- Household accounts – Importance and account keeping systems.
- Savings – Need and reasons for saving; Types and methods of saving – post office, LIC, Unit Trust, Chit funds, Banks.

PRACTICALS

1. Identifying of human and non-human resources
2. Making decision by analyzing the problem by following the steps of decision making process.
3. Time plans
 - i) Students on a working day and holiday
 - ii) Time plan for working women on a working day and holiday
 - iii) Time plan for house wife
4. Budget Plans for different income groups
 - i) Low income group
 - ii) Middle income group
 - iii) High income group
5. Collect information on savings in different families.

REFERENCES

1. Premavathy Seetharaman and ParveenPannu (2005), “Interior Design and Decoration”, 1st edition, CBS Publishers.
2. Sonia Batra & PreetiMehra An Introduction to Family Resource Management” 1stedition,CBS Publishers & Distributors.
3. PremlataMullick.(2016). Textbook of Home Science, 4th edition, 2016, Kalyani Publishers.
4. Sushma Gupta, Neeru Garg. (2012). Text book of Family Resource Management, Hygiene & Physiology, 9th edition, Kalyani Publishers.
5. Varghese, M.A. and N.N. (2009). Home Management, New Age International Pvt. Ltd.

COCURRICULAR ACTIVITIES

- Visit to bank to have awareness of different types of savings.
- Visit to post office to acquaint with the services rendered on different types of savings and write a report.
- Report writing on peak loads in different families.
- Seminars/ assignments/ group discussions.

HSC 406. COMMUNITY DEVELOPMENT

Theory: 4Hours/Week
Practical: 2 Hours/Week

Learning Outcome:

- To understand the meaning and concepts of community development
- Importance of Programme Planning in organising community development programmes

THEORY

Unit-I Community Types and Their Characteristics (10hrs)

- Meaning of community – Types
- Features of Rural community, changes in Indian rural life.
- Features of Urban community, growth of cities and major problems in cities.
- Features of Tribal community

Unit-II Community Development (14hrs)

- Community Development – Definition, objectives, principles and areas,
- Panchayat Raj Systems in India (brief) –Meaning, Definition, Democratic Decentralization
- Role of Functionaries–Three tier system of Panchayat Raj -
 1. Village Panchayath –Functions
 2. Mandal Parishath – Committees (Planning, production etc.), Functions
 3. ZillaParishath – Commitees, Functions – District, State and Central level
 4. Extension organization in panchayat raj set - up.

Unit III Program Planning (12hrs)

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

Unit IV Lesson Planning (8hrs)

- Characteristics of good lesson plan – definition, advantages/ importance, principles, essentials of a good lesson plan and elements of lesson planning.
- Planning lessons for a specific groups – Women and Children
- Different topics for lesson plans –Swatcha Bharath, Nutrition and Health education

Unit- V Development Programmes in Community (16hrs)

- Government and Non- Governmental Organizations – Meaning and definition
- Role of organizations (Government and Voluntary) for the development of people
- Millennium Development Goals/ Sustainable Development Goals
- Developmental programmes in India – DWCRA, KVK, IRDP, TRYSEM, MEPMA, MGNREGA, BALIKA SAMRUDDHI YOJANA.

PRACTICALS

1. Visit to a village /community to know the facilities available to the people in the community and to identify their needs and problems
2. Plan a program for women and children of community surveyed according to their needs and interests using
Lecture cum group discussion –lesson plan
3. Execute program in the community surveyed and evaluate performance
4. Method demonstration – recipe and craft
5. Field Visits – Mandal Office, ICDS, MahilaPranganam.

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. Indhubala9 1980), Gruhavignasastravistarana , Telugu academy text book publications
5. Adivi Reddy (1985). ExtensionEducation, Sreelakshmi press, Bapla,
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.)
8. Serene Shekhar (Gote) Santosh Ahlawal. (2013). A Textbook of Home science Extension Education. Daya publishing house. New Delhi.

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 to know the functions.
6. Visit to KVK, MahilaPranganam 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 and health education.
8. Plan and organize an exhibition.

K.V.R GOVERNMENT COLLEGE FOR WOMEN (A), KURNOOL
Department of Home Science
Certificate Course on -- Fashion Designing

Broad areas of the Subject: Textile and Fashion Designing
Nature : Interdisciplinary and Employability

Objectives of the Course: 1. To inculcate aesthetic sense and creativity in students
2. To impart entrepreneurial and employability skills in student

MOU : Started in Collaboration with: Kurnool Institute of Fashion
Technology
Credit : 01 credit

Duration of the Course : 3 months

Work load : 6 hours/week

Course Syllabus

Unit I. Introduction to various concepts and principles of Fashion design

Unit II. Colours- Introduction to colour wheels and schemes

Unit III. Drawing working sketches and fashion figures and dress designing.

Unit IV. Garment making- baby frock, umbrella frock, salwarkameez, chudidar, collar dresses, blouses

Unit V. Fashion crafts- Embroidery- 10 types of stitches and zari work

Methodology: Lecture, Demonstration, Practice session with guidance
Preparation of sample and recording

Examination/ Evaluation: Continuous monitoring and evaluation and Exhibition of the sample/artefact prepared and necessary feedback and appreciation given.

K.V.R GOVERNMENT COLLEGE FOR WOMEN (A), KURNOOL
Department of Home Science
Certificate Course on – Personality Development

Broad areas of the Subject :Human Development and Family Studies

Nature of the course :Grooming and Finishing

Objectives of the Course: To help the students to develop their personality
To groom the students' to face the challenges of world.

MOU : Started in Collaboration with Dept. of Political Science and Psychology

Credit : 01credit

Duration of the Course : 3 months

COURSE SYLLABUS

Unit I. Personality & Individuality – Definition and its Importance

Unit II.Dimensions of Personality

Physical - Physique (Health & Hygiene), Self Confidence, Body Language, Dress up/ Attire, Mannerism &Etiquettes

Social - Social Intelligence (SQ), Communication Skill, Confidence, Sharing and Cooperation

Emotional - Emotional Intelligence (EQ), Stress management and Coping, Optimism& Assertiveness

Cognitive - Effective Learning techniques, Problem solving, Critical thinking, Goal Setting& Decision Making, Time management etc.

Unit III. Factors influencing personality- Heredity, Family factors, Parenting styles, Life Experiences, Intelligence, Health & Physical status, Neighborhood and Culture

Unit IV. Types of Personality and tips to improve personality

Unit V.How to Prepare for Competitive Exam & face Job Interview

Methodology: Lecture, Demonstration, Video shows, Practice session with guidance

K.V.R GOVERNMENT COLLEGE FOR WOMEN (A), KURNOOL

**Department of Home Science
Certificate Course on – Art & Crafts**

Broad areas of the Subject : Housing and Interior Decoration
Nature : Interdisciplinary and Employability

Objectives of the Course: 1. To inculcate aesthetic sense and creativity in students
2. To impart entrepreneurial and employability skills in student

MOU :Started in Collaboration with: **Fevicryl – Pidilite company**
Credit :01credit

Duration of the Course : 30 hours

Course Syllabus

Free style Fabric painting, Trendy one stroke painting, 3D mural Art with Shilpkar, Embroidery style painting with 3D effects, Textured Stain glass Painting, Stencil and Block Printing Techniques

Methodology: Demonstration, Practice session with guidance
Preparation of sample and recording

Examination/ Evaluation: Continuous monitoring and evaluation and Exhibition of the sample/art-craft prepared and necessary feedback and appreciation given

