GENERAL

INFORMATION ABBREVIATIONS USED IN THE CURRICULUM

L – Lecture
T – Tutorial
P – Practical
Cr – Credits
LO – Learning Objective
CO – Course Outcome
PO – Programme Outcome
PEO – Programme Education Objective
PSO – Programme Specific Outcome
HUM – Humanities (including Languages and others)
SCI – Basic Sciences (including Mathematics)
CSE – Computer Science Engineering
CUL – Cultural Education
CES – Centre for Environmental Studies
CIR – Corporate and Industrial Relationship

Course Outcome (CO) – Statements that describe what students are expected to know, and are able to do at the end of each course. These relate to the skills, knowledge and behaviours that students acquire through the course.

Program Outcomes (POs) – Program Outcomes are statements that describe what students are expected to know and be able to do upon graduating from the Program. These relate to the skills, knowledge, attitude and behaviour that students acquire through the program. NBA has defined the Program Outcomes for each discipline.

PROGRAMME EDUCATION OBJECTIVE (PEO):

Food Science graduates will be able to:

PEO1: Confidently pursue higher studies and research
PEO2: Serve in core food industry, which leverages diverse food science domains including food chemistry, product development, safety & quality control.
PEO3: Become an entrepreneur confidently
PEO4: Perform well in applied nutrition fields including public health and clinical nutrition
PEO5: Contribute to the manpower requirement in this field so as to address societal & national needs

PROGRAMME OUTCOME (PO):

1. Scientific Knowledge: Apply the knowledge of biological sciences as a basis for understanding the role of food and nutrients in health and diseases.
2. Design/development of solutions: Design solutions for health and nutritional problems and design products that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal and environmental considerations.
3. Environment
and sustainability: Understand the impact of food processing and preservation solutions in societal and environmental contexts, and demonstrate the knowledge and need for sustainable development.
4. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the nutrition and healthcare practice.

5. **Individual and team:** Function effectively as an individual, as a team member or leader in diverse teams, and in multidisciplinary settings.

6. **Communication:** Communicate effectively on nutritional and health burdens with the scientific community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

7. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of healthcare management.

**PSO FORB.SC. FOOD SCIENCE AND NUTRITION**

**PSO1:** Understand the significance of diverse food groups in relation to health.

**PSO2:** Comprehend the association between nutrients with physiology, diseases and dietary solutions.

**PSO3:** Associate the theoretical knowledge and skills acquired to the food industry.

**PSO4:** Apply knowledge and technical skills in assessing, evaluating and providing health care solutions for individuals and communities.
Prerequisite: Basic Food Groups, cooking methods, effect of cooking

Course Objectives:
1. To obtain knowledge on food groups and its nutritional composition
2. To understand the impact of cooking on the stability of nutrients.
3. To analyze the changes during processing and storage on the nutritional composition of foods.
4. To study the factors influencing the cooking quality of different foods.

Course Outcomes:
CO1: Acquire knowledge in the composition of food groups.
CO2: Gain knowledge on nutritive value of different foods, cooking methods, factors influencing and changes in cooking quality.
CO3: Gain homescale processing and storage skills to retain nutrients.
CO4: Develop culinary skills to satisfy sensory and nutrient needs.

Skills:
- Develop skill on various cooking methods and medium of cooking.
- Acquire skills in processing and storage of foods.

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Syllabus:

Unit I - Introduction of Food Groups and Cooking Methods 12hrs.
- Foods, Classification, Functions, Food groups, Balanced Food, Food pyramid, My plate
- Cooking Objectives of Cooking, Preliminary preparation, cooking methods, Dry heat, Moist heat, Merits and Demerits.

Unit II - Cereals, Pulses, Nuts and Oil Seeds, Fats and Oils 12hrs.
- Structure, Composition and Nutritive Value, Changes in Nutritive Value during Cooking, Processing and storage, cooking quality
- Cereals - Cereal cookery concepts, fermented products, non-fermented products, breakfast cereals
Pulses - Factors affecting cooking quality of pulses, storage and infestation, toxic constituents, pulse cookery.

Nuts and oilseeds - Nuts and oilseeds cookery, toxins in nuts and oilseeds

Fats & Oils - Processing and refining of fats, specific fats, role of fats/oil in cookery, emulsion, smoking point, rancidity.

Unit III - Vegetables and Fruits 12hrs

Vegetables - Classification, composition and nutritive value, selection, vegetable cookery - pigments, changes in nutritive value, ripening of fruits, storage of vegetables and fruits, fungi and algae as foods

Fruits - Classification, composition and nutritive value, post-harvest change, enzymatic and non-enzymatic browning, vegetables and fruits as functional foods, ripening of fruits, pectic substances and gel formation, storage of fruits.

Unit IV - Meat, Poultry, Dairy and Fish 12hrs.

Milk - Composition and properties of milk, nutritive value, effect of heat, acid, enzymes, phenolic compounds and salts. Microorganisms, processing, milk products, milk substitutes, role of milk and milk products in cookery

Egg - Structure, composition and nutritive value, quality of eggs, egg cookery, buying and handling, preservation, role of egg in cookery.


Poultry - Classification, processing, composition and nutritive value, preservation and storage

Fish - Classification, composition, selection, fish cookery, spoilage, preservation and storage.

Unit V - Sugars, Beverages, Spices and Condiments 12hrs

Sugars - Nutritive value, properties, stages of sugar cookery, sugar related products, sugar cookery and artificial sweetener.

Beverages - Classification, nutritive value - coffee, tea, cocoa, chocolate, fruit beverages, soups, vegetable juices, milk based beverages, malted beverages, aerated and non-alcoholic beverages, miscellaneous beverages, alcoholic beverages.

Spices and Condiments - Types, functional properties, role of spices in cookery.

Textbooks:
4. Food science, Chemistry and Experimental foods by M. Swaminathan.
5. Swaminathan, M. : Handbook of Food Science and Experimental Food
Reference Books:

Evaluation Pattern

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar
Principles of Nutrition

Semester I
Course Code: 21FSN102
L-T-P – C3-I-0-4

HoursofInstruction/week – 4
No.ofCredits – 4
Total 60hrs.

Prerequisite: Nutrients, Sources, Functions and metabolism.

Course Objectives:
1. Acquire an understanding of nutrition science for health promotion and disease prevention
2. Gain knowledge on functions, metabolism, requirements and effects of deficiency of nutrients.
3. Gain scientific knowledge about the vital link between nutrition and health of individuals.

Course Outcomes:
CO1: Understand basic physiology and biochemistry of nutrients.
CO2: Gain knowledge on the role of nutrients in growth and maintenance of physical structure and metabolism of the body.
CO3: Comprehend the various nutritional disorders and curing the effect of malnutrition
CO4: Evaluate nutrition information based on scientific reasoning for clinical and community application

Skills: Learn skills in developing a balanced diet based on individual requirements. CO-

POMappings

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Syllabus:

**Unit I: Energy**

12hrs.
Energy, Unit of Energy, Measurement of Calorific Value, Physiological fuel values, Determination of energy requirements - Direct and Indirect calorimetry, Relation between Respiratory quotient and Energy output, Specific dynamic action of foods (Diet Induced Thermogenesis) definition, determination of basal metabolism - Benedict’s Roth Apparatus, Factors Affecting BMR, determination of energy metabolism during work.

Energy requirements for various age groups.

**Unit II: Carbohydrates and Proteins**

12hrs.
Carbohydrates - Classification, composition, sources, functions, digestion, absorption, glycemic index and metabolism, Requirements (RDA) and deficiency. Dietary fiber – definition, sources, functions and types - Soluble and Insoluble Fiber.

Proteins -
Classification, composition, sources, functions, digestion, absorption and metabolism, Requirements (RDA) and deficiency. Amino acid classification and functions. Evaluation of protein quality - PER, NPU, NDPER, BV and Chemical score.
Unit III: Lipids and Water 12hrs.

**Lipids and fats** - Classification, composition, Sources, Essential fatty acids, functions, digestion, absorption, metabolism, and requirements

**Water and Electrolyte Balance** - Distribution of water and electrolytes, Functions, Requirements, Sources, water balance.

Unit IV: Minerals 12hrs

**Macrominerals** - Classification, Distribution in the body, Functions, Sources, absorption, storage, metabolism, storage, requirements, deficiency and toxicity - Calcium, Phosphorus, Magnesium.

**Microminerals** - Classification, Distribution in the body, Functions, Sources, absorption, metabolism, storage, requirements, deficiency and toxicity - Sodium, Potassium, Copper, Iron, Zinc, Iodine, and Fluorine, Selenium

Unit V: Vitamins 12hrs.

**Fat soluble vitamins** - Chemistry, Functions, Sources, absorption, transport, metabolism, Requirements, Deficiency and toxicity.

**Water Soluble Vitamins** - Chemistry, Functions, Sources, absorption, transport, and metabolism, Requirements, Deficiency and toxicity.

**Antioxidants** - Free radicals damage, Oxidant defenses system, Antioxidants in diseases, Sources.

Text Books:

Reference Books:

Evaluation Pattern:

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*CA - Can be quizzes, assignment, projects, and reports, and seminar
Introduction to Physical Chemistry of Foods

Prerequisite: Basics of Bonding, thermodynamics, kinetics, and surface chemistry.

Course Objective: To impart knowledge on the basic physical chemistry aspects with respect to food

Course Outcomes:

CO1: To relate the application of thermodynamics in understanding the chemistry of food
CO2: To understand the concept of solutions of solid in liquid and liquid in liquid and the properties related to the concentration of solute.
CO3: To gain knowledge on the colloids and the special properties of colloids
CO4: To understand the basics on surface activity and surfacereactions
CO5: To provide knowledge on the rheological properties, its measurement and its application to food

Skills: Develop skills in the application of physical properties of foods in product development

CO-PO Mapping

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Syllabus:

Unit I: Thermodynamics 12hrs
System and surrounding, homogenous and heterogeneous system, Intensive and extensive properties, Entropy, Enthalpy, Gibb’s free energy, stable- unstable systems. Heat capacity, specific heat capacity- measurement of specific heat capacity using Bomb calorimeter

Unit II: Solutions 12hrs

Unit III: Colloidal Chemistry 12hrs
Types of colloids-Lyophilic and Lyophobic colloids, classification of colloids, stability of lyophobic and lyophilic sol, emulsification, foaming, light scattering, destabilization of emulsions and foams. Isoelectric point, protection of colloids- protective colloids, Gold Number, Hofmeister series, coagulation or flocculation.
coacervation, sensitization, micelle and critical micelle concentration, application of colloids. Sedimentation, Coalescence, gelatinization.

Unit IV: Surface chemistry 12hrs
Surface tension, interface tension, capillary effects, surface activity, surfactants, wetting, contact angle, adsorption - types and mechanism, catalysis - biocatalyst - enzymes, self-assembly of macromolecules, thermodynamics of self-assembly.

Unit V: Rheology 12hrs
Rheological classification of foods. Rheology of solid foods, rheology of liquid foods, Hooke’s law, Newtonian flow, non-Newtonian flow, gel flow - viscoelasticity, methods of viscoelasticity. Factors influencing rheological properties, measurement of rheology, application of study of rheology in food industry.

Text Books:

Reference Book
1. Introduction to the physical chemistry of food, Christos Ritzoulis, 1st edition, CRC press, 2013

Evaluation Pattern

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*CA - Can be quizzes, assignment, projects, and reports, and seminar.
Semester I
Course Code: 21FSN181
L-T-P–0-0-2-1

HoursofInstruction/week–2
No.ofCredits– 1
Total 30hrs.

Prerequisite: Food groups, nutrients, cooking skills, cooking methods.

Course Objectives:
1. Understand different food groups, their nutritive value and role in day’s diet.
2. Training in different recipes applying various cooking methods.
3. Calculate nutritive value for selected foods.

Course Outcome:
1. Gain hands-on skills through different recipes and various cooking methods.
2. Understand the concept of food selection based on nutrients sources.
3. Developing skills to calculate nutritive value for selected foods.

Skills: Develop skills in various cooking methods involved.

CO-POMapping

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Practical’s: 30hrs.

1. Cereals and Cereal Cookery
   a. Preparation of cereal products using Rice, Wheat, Ragi, Thinai, Samai, Varagu etc.
   b. Experimental cookery on cereals.

2. Pulses
   a. Preparation of pulse-based recipes.
   b. Experimental cookery.

3. Vegetables and Fruits
   a. Effect of cooking on vegetable pigments.
   b. Preparation of vegetable curries, and fruit salad.

4. Milk Cookery
   Preparation of ice creams and milk products.
5. **Egg**
   Preparation of
   a. Scrambled egg.
   b. Poached egg.
   c. Omelette and Experimental cookery.

6. **Fats and Oils**
   Preparation of deep fat food products.

7. **Beverage**
   Preparation of Coffees, Tea, Cocoa drinks and various milk based fruit juice beverages.

**References:**
7. Potter, N. : *Food Science.*

**Evaluation Pattern:**

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*CA – Regular Lab work assessment*
Prerequisite: Basicsofcomputerusage, Windows, Microsoftoffice

Course Objectives:
1. To learnt he computerperipherals in the operation of computers
2. To understand the computer network in sharing of information through computers
3. To acquire the skills in the application of windows in documentation, data analysis and presentation

Course Outcomes:
CO1: Gain knowledge on historical developments and computer peripherals in the operation of computers.
CO2: Understand the computer networks in efficient utilization of internet and intranet connection in digital communication.
CO3: Elicit multimedia presentation focusing on utilization of authorizing tools.
CO4: Able to apply computer applications in meal management practices and explore the nutritional softwares and e-journals in professional and academic endeavors.

Skills: Acquire the skills in exploring windows applications in development of documents, data analysis in spreadsheet and powerpoint presentation

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Syllabus:

Unit I- Introduction to Computers
History of Development of Computers, Types of Computers- Mainframe, Minis, Micros and Super Computer Systems, Binary numbers, Bits, Bytes, CPU, Input and Output Devices, Main and Auxiliary Stage Devices, Software and Hardware

Unit II- Operating Systems and MS Office
Introduction to Operating Systems, Windows Applications MS Word, MS Excel, MS Access and MS PowerPoint
Practical
MSWord, Excel, Access and PowerPoint

**Unit III - Computer Networks** 6hrs.
LAN, WAN, Intranet, Extranet, Servers, Modem, Fibre Optics, Basics of HTML, WWW, URL, TCP/IP

Practicals
Introduction to Computer Networks

**Unit IV - Multimedia** 6hrs.
Introduction of Multimedia, Basic Elements, Hardware, Applications of Multimedia, Authorizing Tools

Practicals
Introduction to Macro Flash Player, Adobe Photoshop, Corel Draw

**Unit V - Application of Computers in Food Science and Nutrition** 6hrs.
Microsoft Office Applications - Nutrition Education and Counseling, PowerPoint presentation, Excel sheets in Nutrient and Diet calculations, Use of SPSS, Accessing Digital Library, e-Journals in Food Science and Nutrition, Relevant Nutrition software’s, Applications and Webpages.

Practicals
Developing Mini Projects in Food Science and Nutrition using MS Word, MS Excel and MS PowerPoint

Textbooks:

Reference Books:

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Semester I
Course Code: 21ENG103
L-T-P—2-0-1-3

Hour of Instruction/week—4
No. of Credits —3
Total-60hrs.

Course Objectives:
To help students obtain an ability to communicate fluently in English; to enable and enhance the students’ skills in reading, writing, listening and speaking; to impart an aesthetic sense and enhance activity.

Course Outcomes:
CO1: Demonstrate competency in all four linguistic skills viz. listening, speaking, reading and writing
CO2: Apply different styles of communication in a professional context
CO3: Participate in different planned and extempore communicative activities
CO4: Interpret and discuss facts and information in a given context
CO5: Develop an appreciation for human values

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Syllabus:

Unit I
Kind of sentences, usage of preposition, use of adjectives, adverbs for description, determiners, subject-verb/pronoun, collocation, phrasal verbs,modifiers, linkers/discourse markers, question tags

Unit II
Paragraph writing
Essay writing—Descriptive and Narrative

Unit III
Letter writing—Personal (congratulation, invitation, felicitation, gratitude, condolence etc.)
Official (Principal/HOD/College authorities, Bank Manager, Editor of Newspapers and Magazines)

Unit IV
Reading Comprehension—Skimming and scanning—inference and deduction—Reading different kind of materials
Speaking—Narration of incidents/stories/anecdotes—Current news awareness
Unit V

John Holt’s Three Kinds of Discipline
(Detailed) Max Beerbohm’s The Golden Drugget (Detailed)
Ogden Nash – This Is Going to Hurt Just a Little Bit (Detailed)
Robert Kroetsch – I am Getting Old Now (Detailed)
Langston Hughes – I Too
Wole Soyinka – Telephone Conversation (Non-detailed)
Kamala Das – The Dance of the Eunuchs (Non-detailed)
Edgar Allan Poe – The Black Cat (Non-detailed)
Ruskin Bond – Time Stops at Shamili (Non-detailed)

References

3. Murphy, Raymond. Murphy’s English Grammar, OUP, 2004
4. Online Sources

Evaluation Pattern

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar.
SemesterI
CourseCode:21TAM102
L-T-P-C– 2-0-0-2

CourseOutcomes:

CO1 இலகைலகியைச்சங்கிலானவருக்குச்சந்தற்கானது

CO2 நிதியைச்சங்கிலானவருக்குச்சந்தற்கானது

CO3 விளக்கமாகவைக்குச்சந்தற்கானது

CO4 விளக்கமாகவைக்குச்சந்றழுங்காகவைக்குச்சந்றழுங்காகவைக்குச்சந்றழுங்காகவைக்குச்சந்றழுங்காகியுள்ளது

CO5 நிதியைச்சங்கிலானவருக்குச்சந்தற்கானது

CO6 நிதியைச்சங்கிலானவருக்குச்சந்தற்கானது

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புராணத்தில் குறிப்பிட்டிய பண்டைசன் குரல் (தேவரின் கவலைகள்).

அல்லது

புராணங்களை விளக்கும் குறிப்பிட்டிய குரல் போன்ற குரல்: அரசர் போன்ற குரல் குரல் குரல்.
அன்றி
சபையாளர்களிடம்: சின்னாயக்கார் சின்னாயக்கார் குண்டு மாணிக்கவாசகர் மாணிக்கவாசகர் ஸ்ரீயுக்கண்ணர் ஸ்ரீயுக்கண்ணர் சிற்றுருக்கு குண்டு மாணிக்கவாசகர் ஸ்ரீயுக்கண்ணர் ஸ்ரீயுக்கண்ணர்

அன்றி

c.வல்லுணவுக்காக, கால்பானியானால் வாசகர் வாசகர் ஸ்ரீயுக்கண்ணர் ஸ்ரீயுக்கண்ணர் ஸ்ரீயுக்கண்ணர்

அம்சம்

பல்பானறு போர்க்கால காலக்கார் (துறையாளர், துறையாளர், புது துறையாளர்)

பாடல்கள்,


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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar.
MALAYALAMI

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CourseObjectives:
To teach Malayalam for effective communication in different spheres of life:- Social context, Education, Research & Media.

CourseOutcomes:
CO1 Inculcate philosophical thoughts and practice. CO2 Understand the postmodern trend of literature. CO3 Understand the literary cultural era of a particular region. CO4 Familiarize with the Malayalam literary maestro. CO5 Expansion of ideas in writing.

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Syllabus:

UnitI
Ancient poet trio: Adhyatmaramayanam, Lakshmana Swanthanam (Lines: valsasoumitre...mungikidakayal), Ezhuthachan-Medieval period classics– Jnanappana (Lines: 201 to 298), Poontham.

UnitII

UnitIII
Short stories from period 1/2/3: Poovanpazham- Vaikaom Muhammed Basheer-Literary & Cultural figures of Kerala and about their literary contributions.

UnitIV
Literary Criticism: Bharatha Paryadanam- Vyase Chiri– Ithihasastudies-Kuttikrishna Mararu- Outline of literary criticism in Malayalam Literature- Introduction to Kuttikrishna Mararu & his outlook towards literature & life.
Unit V

Error-free Malayalam: 1. Language; 2. Clarity of expression; 3. Punctuation - Thettillatha

References:
3. Ulloor S. Parameshwaralyer, Kerala Sahithiya CHARITRAM, World Book Library, 2010

Evaluation Pattern

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar.
Course Objectives:

To teach Hindi for effective communication in different spheres of life:

Course Outcomes:

CO1: Gain knowledge about the origin and development of Hindi language.
CO2: Understand the grammatical structures of classes of words.
CO3: Apply the mechanics of writing.
CO4: Appreciate different genres of literary texts.
CO5: Demonstrate linguistic competence in written communication.
CO6: Creating different forms of literary writing.

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Syllabus:

Unit-I

a) Introduction to Hindi Language, other Indian Language’s, Official Language, link Language Technical terminology.
b) Hindialphabet: Paribhasha Aur Bhed.
c) Shabda: Paribhasha Aur Bhed, Roopantharki Drishtise
d) Sangya-Paribhasha Aur Bhed, Sangyake Roopanthar-ling, vachan, karak
e) Sarvanaam-Paribhasha Aur Bhed.

Unit-II

a) Common errors and error corrections in parts of speech– with emphasis on use of pronouns, Adjective and verbs in different tenses– gender & number
b) Conversations, Interviews, Short speeches.

Unit-III

a) Letterwriting–Paribhasha Aur Bhed, Avedanpatra (request letter) & Practice
b) Translation-Paribhasha Aur Bhed, English to Hindi
Unit- IV

Poem:
- Maithilisharangupth: sakhivemujsekahakarjaate
- Suryakanthtripatinirala: Priyatam
- Mahadevivarma-adhikaar
- Shyaramsharangupth: ekphoolkichah

Unit-V

Kahani
- Kafan-Premchand,
- RajasthankiEkGaavkeetheerthyatra- Beeshmasahni
- Raychandrabhai: ByMahathmaGandhi- Sathyakeprayog
- Rajani-MannuBhandari

TextBooks:
2. Vyavaharik HindiVyakaran, Anuvadthaha Rachana: Dr. H. Parameswaran, RadhakrishnapubishingHouse, NewDelhi
Poetry: KavyaGanga-Ed. Chandrashekar- SumanPrakashan; Mysore, kavyaSargam-Ed, Dr. SanthoshKumarChathurvedi–LokbharathiPrakashan

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*CA–Canbe Assignment, Projects, and Reports
CULTURALEDUCATION-1

Course Objectives:
The course is designed as an introductory guide to the variegated dimensions of Indian cultural and intellectual heritage, to enable students to obtain a synoptic view of the grandiose achievements of India in diverse fields. It will equip students with concrete knowledge of their country and the mind of its people and instil in them some of the great values of Indian culture.

Course Outcomes:
CO1: Be introduced to the cultural ethos of Amrita Vishwa Vidyapeetham, and Amma’s life and vision of holistic education.
CO2: Understand the foundational concepts of Indian civilization like puruṣārtha-s, law of karma and varṇāśrama.
CO3: Gain a positive appreciation of Indian culture, traditions, customs and practices.
CO4: Imbibe spirit of living in harmony with nature, and principles and practices of Yoga.
CO5: Get guidelines for healthy and happy living from the great spiritual masters.

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Syllabus:

Unit I
Introduction to Indian culture; Understanding the cultural ethos of Amrita Vishwa Vidyapeetham; Amma’s life and vision of holistic education.

Unit II
Goals of Life – Purusharthas; Introduction to Varnasrama Dharma; Law of Karma; Practices for Happiness.

Unit III
Symbols of Indian Culture; Festivals of India; Living in Harmony with Nature; Relevance of Epics in Modern Era; Lessons from Ramayana; Life and Work of Great Seers of India.
TextBook: Cultural Education Resource Material Semester-1

Reference Books:
1. The Eternal Truth (A compilation of Amma’s teachings on Indian Culture)
3. Awaken Children (Dialogues with Mata Amritanandamayi) Volumes 1 to 9

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar.
Semester II
Nutrition through Lifespan

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Pre-requisite: Growth, Development, Demand for nutrition, Different stages of life

Course Objective:
This course will give you an insight on how nutrient needs vary during the lifespan - nutrition during preconception, pregnancy and lactation, infant nutrition, childhood and adolescent nutrition, as well as adult and older adult nutrition.

Course Outcomes:

CO 1: Apply the knowledge of nutrition science to human health across the lifespan.
CO 2: Measure the nutritional needs for normal healthy humans throughout their lifecycle on the physiological basis.
CO 3: Comprehend the knowledge on nutritional problems and complications.
CO 4: Assess and compare diet and nutritional requirements relative to age, developmental and disease status.
CO 5: Evaluate nutrition products for composition, quality, and appropriateness of use (e.g., infant formulas, supplements and specialty foods) and formulate dietary intervention to address nutritional deficiencies.

Skills: To provide wide knowledge and develop skill in planning the nutritional needs of all age groups by understanding their growth and development, requirements and nutritional problems.

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Syllabus:

Unit I: Introduction to RDA and Balanced Diet 12hrs.
Basics for Recommending the Dietary Allowances, Acceptable Dietary Intake, Purposes of RDA, Factors Affecting Recommended Dietary Allowances, Requirements and Recommended Dietary Allowances, Growth chart, Uses of ICMR RDA in planning balanced diet, Consumption Units. Reference Man and Woman, Food and Nutritional Requirements for Adults doing Different Activities.

Unit II: Maternal Nutrition 12hrs.
Nutrition in pregnancy:
Maternal nutrition and outcome, Importance of pre and periconceptional nutrition during pregnancy; Prepregnancy weight and fetal outcome, Fetal weight gain, Nutritional assessment and guidance in prenatal care.

Nutrition in lactation:

Unit III: Nutrition for infant
12 hrs.

Unit IV: Nutrition in childhood and adolescence
12 hrs.

Unit V: Nutrition for adulthood and old age
12 hrs.

Reference Textbooks:
lishing, NewDelhi. 2009.
Suggested Readings:

**Evaluation Pattern**

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar*
Human Physiology

Semester II
Course Code: 21FSN112
L-T-P: 3-0-1-4

Hour of Instruction/week: 4
No. of Credits: 4
Total: 60 hrs.

Pre-requisite: Basic biology, Human body, Organs and systems, functions.

Course Objectives:
1. Understand the Composition and Functions of Blood, Haemostasis, Homeostasis, Blood Coagulation, Anemia, Blood Transfusion and Blood Groups
2. Comprehend the structure and functions of Cardiovascular and Respiratory Systems
3. Understand the Anatomy and Physiology of the Digestive and Excretory System
4. Comprehend the Structure and Functions of the Endocrine Glands
5. Understand the Anatomy and Physiology of Male and Female Reproductive Systems
6. Comprehend the Structure and Functions of the Nervous System and sense organs

Course Outcomes:
CO1: Understand the Anatomy and Functions of the various organs and organ systems of the body.
CO2: Comprehend the Mechanism of Action of Organs.
CO3: Relate the Physiology of the human body with Food and Nutritional requirements
CO4: Recognize the Clinical Symptoms of Nutritional Deficiencies based on anatomical considerations

Skills: Develop skills to assess physical and clinical symptoms based on the physiological changes

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Syllabus:

Unit I - Blood, Heart and Circulation

Blood - Composition, functions, RBC – Structure, functions, erythropoiesis, Haemoglobin, WBC – Structure, functions, Classification.


Heart and Circulation - Heart – Anatomy and physiology, Blood vessels – Structure of artery, vein, capillaries, Cardiac output, Arterial Blood pressure, clinical measurement of blood pressure, properties of cardiac muscle, origin and conduction of heartbeat, cardiac cycle, Regulation of the Heart’s action.
Unit II - Respiratory and Excretory System 10hrs.

Respiratory System - Structure of respiratory organs, mechanics of respiration, subdivisions of lung air, chemistry of respiration, artificial respiration, control of respiration, oxygen saturation, pulsoximeter.


Unit III - Digestive System and Musculoskeletal System 10hrs. Dig


Musculoskeletal System: General Anatomy of Muscular System - Function of muscles, Ligaments, Tissues, Skeletal system, Bones and Joints.

Unit IV - Endocrine and Reproductive System 10hrs.

Endocrinology - Structure and functions of thyroid, pituitary, parathyroid, adrenals, islets of Langerhans of pancreas, sex glands.

Reproductive System - Anatomy of Male and Female Reproductive Organs, Physiology of Menstruation, Pregnancy and Associated Changes, Placenta, mammary Gland and Lactation - Structure, lactation and process of reproduction, fertilization, development of embryo, pregnancy and parturition.

Unit V - Nervous System and Sense Organs 10hrs. Nervous System:

Spinal cord - Structure and functions. Ascending and descending tracts, reflex action.

Brain - Structure and functions of cerebrum, optic thalamus, midbrain, pons, medulla oblongata, hypothalamus, cerebellum.

Autonomic nervous system, sympathetic and parasympathetic.

Special Senses.

Eye - Physiology of vision, Structure of eye, dark and light adaptation, accommodation of the eye, visual fields, common problems due to abnormalities – presbyopia, cataract, Astigmatism, Blindness.

Ear - Structure and Physiology.

Nose - Structure and Physiology.

Tongue - Structure and Physiology.

Unit VI: Practical Experience: 10hrs.

1. Bleeding time
2. Clotting time
3. Identification of tissues
4. Blood groups – identification
5. Measurement of Hemoglobin
6. Measuring Pulse Rate
7. Measuring Blood Pressure
8. Measurement of height, weight and calculation of BMI
9. Physical fitness test
TextBooks:
5. Stuart Ira Fox, Human Physiology (2015)

Reference Books:

Evaluation Pattern

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar
**Semester II**  
**Course Code:** 21FSN113  
**L-T-P:** 3-0-3  
**No. of Credits:** 3  
**Total Hours:** 45

**Pre-requisite:** Basic knowledge of microorganisms, food-based microbes.

**Course Objective:**
1. To obtain knowledge on morphology of microorganisms and types of microscopy
2. To understand the factors influencing the growth of microorganisms
3. To apply the preservation principles and methods to prevent the foods from microbial contamination
4. To explore the beneficial effects of microorganisms in the development of food products.

**Course Outcomes:**

**CO1:** Know the different types and morphology of microorganisms and magnification capacity of different types of microscopes.

**CO2:** Understand the factors affecting the growth in controlling the growth curve of microorganisms.

**CO3:** Able to preserve perishable foods from different types of microbial spoilage.

**CO4:** Able to preserve non-perishable foods from microbial contamination and spoilage.

**CO5:** Explore the beneficial effects of microorganisms in the processing and development of fermented foods.

**Skills:** Develop skills in identification, testing, and control of microorganisms in relation to food safety.

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**Syllabus:**

Unit II: Microbiology of Plant-based Foods 12 hrs.
Outline of Contamination, Spoilage and Preservation of Vegetables and Fruits, Cereals and Cereal Products, Pulses, Nuts and oilseeds, Sugar and Sugar Products

Unit III: Microbiology of Animal-based Foods 12 hrs.
Outline of Contamination, Spoilage and Preservation of Milk and Milk Products, Canned Foods, Meat and Meat Products, Egg and Poultry

Unit IV: Beneficial Effects of Microorganisms 12 hrs.
Fermented Foods – Curd, Cheese, Sauerkraut, Meat, Soy-based Foods, Alcoholic Beverages and Vinegar

Unit V: Food Intoxication and Food Infection 12 hrs.
Foodborne Diseases – Classification- Intoxication – Botulism and Staphylococcal intoxication- Infection – Salmonellosis, Clostridium Perfringens illness, Bacillus cereus, Ecoli, Shigellosis, Yeasrisia and Streptococcus faecalis – Foods involved, Disease’s outbreak, Preventive and control measures.

Reference Textbooks:

Suggested Readings:

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar
Semester II  
Course Code: 21FSN114  
L-T-P—3-0-3  

**Course Objective:**
To provide a deeper knowledge on the chemical constituents, their stability, changes in different medium and their applications.

**Course Outcomes:**

- **CO1:** Gain clear understanding of the interaction of water with food and the role of water in food.
- **CO2:** Understand the chemistry of sugars and starch and their contribution in the foods.
- **CO3:** Gain knowledge on the types of proteins, properties and the action of chemicals on it.
- **CO4:** Recognize the characteristics of fats and oils.
- **CO5:** Familiarize with the pigments in food, spices and condiments, enzymes, additives and toxic substances.

**Skills:** Develop skills in the chemistry behind foods during processing.

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### Syllabus:

**Unit I: Sols, Gels and Solutions**  
12 hrs


**Unit II: Carbohydrates - Chemical properties for Food Applications**  
12 hrs

Carbohydrates - Starch - granule structure and properties, native and modified Heteropolysaccharides,pectic substances and seed gums, Sweeteners, Effect of Sugar, Acid, Alkali, Fat and Active Agents on Starch, Types of Candies, Chemistry of Milk Sugar, Non Enzymatic Browning, Swelling of Starch Granules, Gel Formation, Retrogradation, Syneresis.

**Unit III: Proteins - Chemical properties for Food Applications**  
12 hrs
Proteins-
Aminoacidchemistry,Proteinstructure,ComponentsofWheatProteins,Structure,GlutenFormationEffectofSoaking,FermentationandGerminationonPulseProteins.PropertiesofEggProtein,
Chemistry of Milk Protein, Changes in Milk, Egg, and Meat Proteins during Heating, Action of Heat, Acid, and Alkalis on Vegetables and Animal Proteins

Unit IV: Fats and Oils - Chemical properties for Food Applications 12


Unit V: Chemistry of Pectic Substances, Plant Pigments, Spices and Condiments 12


**Textbooks**

**References**

**Evaluation Pattern**

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar.*
Nutrition through Lifespan (Practical-II)

Course Code: 21FSN182
Course Code: 21FSN182

Semester II
L-T-P-O: 0-0-2-1

Hour of Instruction/week: 2
No. of Credits: 1
Total: 30 hrs.

Prerequisite: Stages of Human Development, Food & Nutritional Requirements

Course Objectives:
1. Get familiar with weights, measures of both raw ingredients and cooked foods
2. Understand basics of planning menus and prepare food items for different age & income groups
3. Understand the role of a dietitian in diet planning and homemaker in family meal planning

Course Outcomes:
1. Understand the basic concept of meal management, meal planning for all age groups
2. Develop skills in planning balanced diet, variety food preparation using five food groups a day
3. Apply the knowledge in preparing nutrient dense value-added foods
4. Developing competence in inefficient production and cooking methods

Skills: Develop skills in planning and evaluating menu plans throughout different stages of lifespan

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*CA–RegularLabworkassessment*
Prerequisite: Chemistry behind foods, Effect of cooking, changes during cooking

Course Objectives:
1. To enable the student to study the physio-chemical changes that occur in foods during cooking.
2. To gain knowledge about the chemistry underlying the properties and reactions of various food components.
3. To understand the various properties exhibited by starch and sugars, proteins, fats and oils, pectic substances and spices and condiments.

Course Outcomes:
CO1: Demonstrate proficiency in understanding physiochemical changes occurring in foods during cooking.
CO2: Describe the basic principles and properties of starch proteins, fats and oils, pectic substances and spices and condiments.
CO3: Gain sufficient knowledge about chemistry of starch proteins, fats and oils, pectic substances.

Skills: Develop products with minimum nutritional loss based on the knowledge of food chemistry.

CO-POMapping:

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Practical’s: 30hrs.

1. Gelatinization of Starch
2. Microscopic Examination of uncooked and gelatinized Starch
3. Retrogradation and Syneresis
4. Gluten Formation
5. Stages of Sugar Cookery
6. Preparation of Fondant, Fudge, Caramel and Toffee
7. Scum Formation
8. Boiling over and scorching of milk
9. Gluten Formation
10. Effect of Soaking, germination and fermentation of Pulses Coagulation of egg white and egg yolk
12. Smoking Temperature of Different Fats, Factors Affecting Absorption of Fats
13. Effect of acids, alkali and heat on water & fat-soluble pigments, Enzymatic Browning, prevention
TextBooks:

Reference Books:

Evaluation Pattern:

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*CA–Regular Labwork assessment*
Professional Communication

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<tbody>
<tr>
<td>1. To convey and document information in a formal environment</td>
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<tr>
<td>2. To acquire the skill of self-projection in professional circles</td>
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<tr>
<td>3. To inculcate critical and analytical thinking</td>
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<tr>
<td>CO1: Demonstrate competency in oral and written communication</td>
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<tr>
<td>CO2: Apply different styles of communication in professional context</td>
</tr>
<tr>
<td>CO3: Participate in different planned &amp; extempore communicative activities</td>
</tr>
<tr>
<td>CO4: Interpret and discuss facts and information in a given context</td>
</tr>
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<td>CO5: Develop critical and analytical thinking</td>
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Skills: Develop skills in critical and analytical thinking

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Syllabus:

**Unit I**
Vocabulary Building: Prefixes and Suffixes; One-word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, misplaced modifiers, Dangling modifiers – Reported Speech

**Unit II**
Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation - Essay writing: Analytical and Argumentative

**Unit III**
Circulars, Memos – Business Letters - e-mails

**Unit IV**
Reports: Trip report, incident report, event report – Situational Dialogue - Group Discussion
Unit V

Listening and Reading Practice - Book Review

Unit VI

Practical sessions

Text books:

Reference books:
1. Felixa Eskey. TechTalk, University of Michigan, 2005

Evaluation Pattern

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*CA- Can be quizzes, assignment, projects, and reports, and seminar.
TAMILII

SemesterII
CourseCode: 21TAM112
L-T-P–2-0-0-2

HoursofInstruction/week–2
No.ofCredits– 2
Total 30hrs.

CourseOutcomes:
CO1 தமிழ் முறைகளை வெளிப்படுத்துவது
CO2 தமிழ் முறைகளை முழுமையாக வளர்க்கவும்
CO3 தமிழ் முறைகளை வழிபட்டு பகுதிகளாக வடிவமைக்கவும்
CO4 தான்கற்ற குறிப்பிட்டு குறிப்பிட்டு முறைகளை வளர்க்கவும்
CO5 படப்பட்டை வெளிப்படுத்துவது
CO6 படப்பட்டை முழுமையாக வளர்க்கவும்

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அல்லாமல்

தமிழ் முறைகளை வழிபட்டும் போது பயனாக்குவது தமிழ் முறைகளை வழிபட்டும் போது பயனாக்குவது
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தமிழ் முறைகளை வழிபட்டு பயனாக்குவது
மணிதமகடல் தகவுகள் அமைப்பு

மூன்று மணிக்கு குறியீடுகள்

நடையியல் கட்டுப்பாடுகள் குறிப்பிட்டு பற்றிக்கல்லால்

அமை2

திருச்செல்வத்தோடு திரும்பியக் கட்டுப்பாடு

பொருள்கற்றுப்பாடு கைகைக்கு

தகழும் பல்வேறு தொடர்பு

திரி கலக்கலோர்(அமர்ப,மூர்ப,கம்பி,புராண

மாற்று, மூலம் முற்றிலும் கிளைகள்தொடர்பு பற்றிக்கல்லால்.
அறநளகள்: உலகநிதி (1-5) – ஏலா(1,3,6).
சிததரகள்: கடசவளசிததரபாயலகள் (ஆனநதகள்–1,4,6,7,8),மறைவு அகமல்கருளநிகரப்பட்டு கல (1-5).

அக்க3

தமிழ்மொழிகள்: வலக்கில்பாக்கள்–தொண்டீவில்பாக்கள் – காற்று ககாமழை

அக்க4

தமிழக நிலைச்சுற்று தொண்டீசுவதில்தொண்டீசுவதில் குற்றூரவரப்பட்டு அதிகாசு கால் பட்டு பத்தியறல் கூடையும், மறைவிகள் உயம், அகமல்கருளநிகரல், தமிழாகமன்றிகள் மறைவு பாடல்.

அக்க5

தமிழ்மொழிகள்: ஆம்பியலக்கோண்டிலியல்பாம்பாக்கள். - குற்றூர பாண்டி - சிறுமி பாண்டியல்பாம்பாக்கள் கூடையும் பாடல், குற்றூர பாண்டியல்பாம்பாக்கள் கூடையும்.

பட்டியல்கள்:


தம.சமையல் பாடல், “தின்கர்மதாசும் பாதையும் பாடல்” கால் குற்றூரச்சொருக்கல் பாதையும், 1964,2006


EvaluationPattern

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*CA- CanbeQuizzes, Assignment, Projects, and Reports, and Seminar.
MALAYALAMII

Course Objectives: To understand the ancient cultural language specialities.

Course Outcomes:

CO1 To understand the different cultural influence of linguistic translation. CO2 To identify the romantic elements of modern literature. CO3 To analyze the autobiographical aspects. CO4 To create awareness of the historical, political and socio-cultural aspects of literature. CO5 Expansion of ideas in writing.

CO-POMAPPING

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Syllabus:- Unit

Unit I

Ancient poet trio: Kalayanasougandhikam (Lines: kallum marangalum... namukkennarikavrikodara), Kunjan Nambiar - Critical analysis of his poetry. Ancient Drama: Kerala Sakunthalam (Act 1), Kalidasan (Translated by Attor Krishna Pisharody).

Unit II


Unit III

Memoirs from Modern Poets: Theppathi, Balachandran Chullikkadu - literary contributions of his time.

Unit IV

Part of an autobiography/travelogue: Kannerum Kinavum, Chapter: Valarnnu Varunormatmavu, V.T. Bhattathirippadu - Socio-cultural literature - historical importance.

Unit V

References:
1. Leelavathy, M., Malayakaavidha Sahithiyasaritraam, Kerala Sahitya Akademi, Thrissur; 2015th edition
3. Ulloor S. Parameshwaralyer, Kerala Sahithiya CHARITRAM, World e Book Library, 2010

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar.
Course Objectives:
Appreciation and assimilation of Hindi Literature both drisya & shravya using the best specimens provided.

Course Outcomes:
CO1: Understand the fundamentals of grammar
CO2: Apply the mechanics of writing.
CO3: Develop their critical and creative skills.
CO4: Appreciate different genres of literary texts.
CO5: Demonstrate linguistic competence in written communication.
CO6: Create different forms of literary writing for Media.

CO-POMapping

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Syllabus:

Unit I
a) Visheshan-ParibhashaAurBhed.specialusag eofadverbs, changing voice and conjunctions in sentences.
b) kriya-ParibhashaAurBhed, rupan tharkidrushtise-kaalepadhparichay.
d) VighyapanLekhan (Advertisementwriting), SaarLekhan (Precisewriting).

Unit II
CommunicativeHindi–MoukhikAbhivyakthi–understandingproperpronunciation,Haptics…etcinInterviews,shortspeeches.

Unit III
Filmreview, Audio–Visual–MediaHindi–Moviesappreciation andevaluation. NewsreadingandpresentationsinRadioandTVchannelsinHindi, samvaadhlekhan,
Unit IV

a) Harishankarparasaiyi-SadacharkaThavis
b) Jayashankarprasadh–Mamata
c) Manubandari-Akeli
d) Habibtanvir-Karthus

Unit V

Kavya Tarang
a) Himadrithungshrungse (poet-Jayasankarprasad)
b) Dhabba (poet-kedarnath sing),
c) Proxy (poet-Venugopal),
d) Machis(poet–SuneetaJain),
e) Vakth.(poet –Arunkamal)
f) Fasal(poet-SarveshwarDayalSaxena)

Text Books:
1. KavayTarang Dr. Niranjan, Jawahar Pusthakalay, Mathura. kavya Sargam-Ed, Dr.Santhosh Kumar Chathurvedi–LokbharathiPrakashan.
2. KahaniKunj: Editor: Shashidar, Govind Pusthakalay, Mathura
3. Vyavaharik Hindi Vyakaran, Anuvadtha Rachana: Dr. H. Parameswaran, RadhakrishnapublishingHouse, New Delhi

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*CA–Can be Assignment, Projects, and Reports.
CulturalEducationII

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CourseObjectives:
The course is designed to enable students to deepen their understanding and further their knowledge about the different aspects of Indian culture and heritage. It will equip students with concrete knowledge of their country and the minds of its people and instill in them some of the great values of Indian culture.

CourseOutcomes:

CO1
Get an overview of Indian contribution to the world in the fields of science and literature.

CO2
Understand the foundational concepts of ancient Indian education system.

CO3
Learn the important concepts of Vedas and Yoga Sutra and their relevance to daily life.

CO4
Familiarize themselves with inspirational characters and anecdotes from the Mahābhārata and Bhagavad-Gītā and Indian history.

CO5
Gain an understanding of Amma’s role in the empowerment of women.

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Syllabus:

**UnitI**
To the World from India; Education System in India; Insights from Mahabharata; Human Personality. India’s Scientific System for Personality Refinement.

**UnitII**
The Vedas: An Overview; One God, Many Forms; Bhagavad Gita – The Handbook for Human Life; Examples of Karma Yoga in Modern India.

**UnitIII**
Chanakya’s Guidelines for Successful Life; Role of Women; Conservations with Amma.

TextBook:

1. Heritage of India. R. C. Majumdar. Ramakrishna Mission Institute of Culture.
3. Indian Culture and India’s Future. Michel Danino. DK Publications.
**Evaluation Pattern**

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*CA–Can be Assignment, Projects, and Reports.*
Semester III
Nutritional Biochemistry

Pre-requisite: School-level chemistry of biomolecules

Course Objective: To impart knowledge on the biochemistry and metabolism of macronutrients and micronutrients.

Course Outcomes: At the end of the course, the students will be able to

CO1: Understand the fundamental concepts of nutrition and functions of enzymes and hormones.

CO2: Gain knowledge on the chemical/biochemical properties and metabolic pathways of carbohydrates, proteins, lipids and nucleotides.

CO3: Acquire a clear understanding of the significance of nucleic acids in protein synthesis.

Skills: To provide wide knowledge in connection on nutrition and biochemistry involved in the food components.

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Syllabus:

UNIT I - Biomolecules 12 hrs
An overview of bio-macromolecules: carbohydrates, lipids, amino acids, proteins and nucleic acids

UNIT II - Chemistry of Enzymes and Hormones 12 hrs

UNIT III - Chemistry of Carbohydrates and Proteins and their Metabolism 12 hrs
Carbohydrates - Classification and physico-chemical properties - Aerobic and anaerobic degradation - Glycogenesis, Glycolysis, Gluconeogenesis - HMP shunt pathway - Alcoholic fermentation - Hormonal regulation of blood glucose. Proteins and amino acids - Classification, structure and physico-chemical
properties-Proteindegradationandmetabolism -Urea cycle-Glutamineandalanine cycle-Proteinsynthesis.

**Unit IV - Chemistry of Lipids and Nucleotides and their Metabolism**  
12 hours  
Lipids-Classification, chemical structure, and properties - Identification of fats and oils (saponification number, acid number, iodine number and Reichert – Miesel number) - Metabolic pathways of triacylglycerol, fatty acids, cholesterol and lipoproteins - Biosynthesis of fatty acids and ketone bodies. Nucleic acids: Classification - metabolism of nucleic acid components - Biosynthesis of nucleotides.

**Unit V - Nucleic Acids**  
12 hours  
Chemistry and metabolism of nucleic acids: definition, components, nucleosides, nucleotides, structure of DNA and RNA, types of RNA, replication, transcription, role of DNA and RNA in protein synthesis. Basics of molecular biology and genetics, molecular basis of mutation, restriction enzymes, recombinant DNA technology, cloning of genes.

**Textbooks:**

**Reference books:**

**Evaluation Pattern**

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar.*
Clinical Nutrition and Dietetics – I

Semester III
Course Code: 21FSN202
L-T-P – 2-2-0-4

Hour of Instruction/week – 4
No. of Credits – 4
Total 60 hrs.

Pre-requisite: Diet management & Role of Dieticians

Course Objective:
1. Understand the theoretical aspects of clinical nutrition.
2. Gain knowledge on different therapeutic diets and their preparation.

Course Outcomes:

CO1: Understand the basics concept of Dietary management.
CO 2: Acquire knowledge on roles and responsibilities, skills, ethics and opportunities for a dietitian
CO 3: Apply principles of diet therapy, modification of normal diet for therapeutic purposes.
CO 4: Comprehend the causes, symptoms and dietary management addressing risk factors.

Skills:
- Enhance knowledge and skill of nutrition and to develop critical evaluation skills through an integration of nutrition, dietetics and research.
- Applying technical skills, knowledge of health behavior, clinical judgment, and decision-making skills when assessing and evaluating the nutritional status of individuals and communities

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Syllabus:

Unit I: Introduction to Clinical Nutrition and Dietetics

12 hrs.
Definition and history of dietetics - Concepts of a desirable diet for optimum health - Interrelationship between food, nutrition and health - Factors affecting food choices,Physiological factors regulating food intake - Role of neurotransmitters and nutrients in hunger and satiety.
Introduction to diet therapy - Glycemic Index, dietary supplements, adjunct to diet therapy, food nutrition and drug interaction.

Unit II: Role and Responsibilities of Dieticians

12 hrs.
Dietician, classification, responsibilities, code of ethics, assessment and diet planning, diet counselling and nutrition education, dietician in India, Indian Dietetic Association (IDA)
Unit III - Principles and Objectives of Medical Nutrition Therapy 12hrs.

Characteristics of a Regular diet, rationale for modifications in terms of energy and other nutrients, texture, consistency. Translation of diet orders into menu: defining nutrient needs, desirable dietary pattern, menu plan, use of exchange list, types of menu. Monitoring food intake.

Enteral and Parenteral feeding - Indications, types (oral supplements, tube feeding, parenteral feeding, TPN, pre- and post-operative diets, immuno nutrition), methods of administration, monitoring and associated complications.

Unit IV - Dietary Principles and Management of Special Conditions: 12hrs. Prot

Enteral energy and nutrition (hospital and domiciliary treatment) - Febrile diseases - classification of fevers, metabolism, general dietary considerations - diet in acute and chronic fevers (typhoid and tuberculosis) - Surgical conditions, Burns and organ transplants, Infectious diseases (typhoid, malaria, tuberculosis, HIV), arthritis, gout, hypothyroidism

Unit V - Nutrition in Adverse Reactions to Food 12hrs.

Pathogenesis, food allergens, symptoms, tests for diagnosis, food allergies - pollen, food allergy syndrome, latex - fruits syndrome, food dependent, exercise-induced anaphylaxis, food induced anaphylaxis, food - protein induced enterocolitis syndrome, cow’s milk protein allergy (CMPA). Management - restricted diets, elimination diets, allergy sensitization.

Reference Textbooks:

Suggested Readings:
1. Bemadette M, Marriott and Sydne J Carlson, Nutritional needs in cold and high altitude environments

Evaluation Pattern

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar.*
Course Code: 21FSN203
L-T-P – 2-2-0-4

Pre-requisite: Basicsoffoodprocessing&preservationmethods

Course Objectives:
1. Gain knowledge on the principles of food preservation and processing
2. Understand the physicochemical properties of food
3. Understand the processing of various food groups based on its properties

Course Outcomes:
CO1: Comprehend the nature and properties of foods
CO2: Understand the principles of the various processing methods for different foods.
CO3: Adapting conventional practices and modern technology to arrive at efficient processing.

Skills: Develop skills in various food processing techniques

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Syllabus:

Unit I – Introduction to food processing

12hrs. Nature and properties of food, fluid and viscoelastic behavior of foods, Principles of different food processing such as membrane filtration (ultra, osmosis and reverse osmosis, dialysis), pulsed electric, irradiation, high pressure processing and hurdle technology. Effect of food processing on the nutritional properties of food.

Unit II – Processing of cereals and millets

12hrs. Milling products and by-products of wheat, rice, corn, barley, oats, sorghum and other millets, whole wheat atta, blended flour, fortified flour, flaked, puffed and popped cereals, malted cereals, processed foods - bakery products, pastas products and value-added products.

Unit III – Processing of legumes and oilseeds

12hrs. Milling, processing for anti-nutritional factors, processing for production of edible oil, meal, flour, protein concentrates and isolates, extrusion cooking technology, snack foods, development of low-cost protein foods.

Unit IV – Processing of Dairy and animal foods

12hrs. Dairy processing and animal foods.
ry-Manufacture of different types of milk, drying of whole and skim milk, cream separation, churning of butter, processing of different types of cheese, Probiotic milk products - yoghurt, dahi and ice-cream,
indigenous milk products—khoa, burfi, kalakhand, gulabjamun, rasagola, srikhand, channa, paneer, ghee, lassi.
Animal Foods: Canning, cooking, drying, pickling, curing and smoking, salami, kebabs, sausages, sliced, minced, corned, whole egg powder, egg yolk powder, fish protein concentrate and fish oil.

Unit V: Processing of Fruits and Vegetables 12 hrs.
Introduction to ripening of fruits and vegetables, processing and preservation of various fruits and vegetables, fruit juices concentrates and powders, purees, pastes, sugar and salt preserves, dehydrated fruits and vegetables.

Related practical experiences
1. Visit to TNAU
2. Visit to flour mill
3. Visit to milk processing unit
4. Visit to FSSAI, CODEX, NABL Accreditation labs

Text Books:

Reference Books:

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*CA- Can be quizzes, assignments, projects, and reports, and seminar.
Semester III  
Course Code: 21FSN204  
L-T-P: 2-1-0-3  
Hour of Instruction/week: 3  
No. of Credits: 3  
Total: 45 hrs.

Pre-requisite: Food safety, Consumer awareness, Nutrition information and labelling

Course Objectives:
1. Know the importance of quality assurance in food industry.
2. Know the principles of quality control of food additives.
3. Know the standards for quality assessment and food safety against adulteration for various foods.
4. Familiarize with critical assessment and control points for quality assurance.

Course Outcome:
CO1: Understand the principles of quality assurance systems in a food industry. CO2: Apply quality management systems of food processing and evaluation. CO3: Identify and understand issues pertaining to food safety and quality control. CO4: Assessing the quality parameters during food product development.

Skills: Develop skills in food safety and food quality management

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Syllabus:

Unit I  
8 hrs.
Water, Sanitation, Hygiene, Food quality, Food selection, Food Safety, Household hygiene, Food safety measures during food production, Organization of quality control function in the food industry.

Unit II  
10 hrs.
Principles of quality control of food– Raw material control, processed control and finished product inspection. Leavening agents, classification, uses and optimum levels. 
Food additives—Preservatives, colouring, flavouring, sequestering agents, emulsifiers and antioxidants.
Unit III  8hrs.
Standardizationsystemsforqualitycontroloffoods-NationalandInternationalstandardizationsystem,Foodgrades,
Foodlaws-compulsoryandvoluntarystandards.
Foodadulteration-Commonadulterantsin foodsandteststodetectcommonadulterants.

Unit IV  10hrs.
Methodsfordeterminingquality-Subjectiveandobjectivemethods.
Sensoryassessmentoffoodquality-appearance,color,flavour,textureandtaste,differentmethodsof
sensoryanalysis,preparationofscorecard,panelcriteria,sensoryevaluationroom.

Unit V  9hrs.
Food safety: The concept of food safety and its definition. Elements of food safety management.
Challengesin management of food safety and outlook. Hazards associated with foods – Milk and dairy
products; meat,egg and poultry; fruits and vegetables; nuts and oil seeds. Control of hazards and
management of safety offoodsatrawandprocessedstage.
Hazard Analysis and Critical Control Point System (HACCP): Introduction, the need for HACCP,
Principlesof theHACCPSystemandapplicationof HACCP,microbiologicalcriteriainfoodpackaging.

Reference Books:
1. Food science-Norman potter
3. FoodTechnology-Presscott.S.C.andProcter
4. Foodchemistry-Meyer
5. Foodscience,Chemistryandexperimentalfoods-M.Swaminathan
6. Food chemistry-Lee
Sci&Nut.(2014-15,AnnexureNo.32APage16of 33SCAADt.06.02.2014
10. ManoranjanKalia-Foodprocessing andpreservation.

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*CA- CanbeQuizzes,Assignment,Projects,andReports,andSeminar
Clinical Nutrition and Dietetics-I (Practical-IV)

Semester III
Course Code: 21FSN281
L-T-P-0-0-2-1

Prerequisite: Diet Planning, Therapeutic Diet

Course Objectives:
1. Understand the basic principles in diet planning
2. Develop skills and techniques in planning and preparation of therapeutic diets for various disease conditions

Course Outcomes:
CO1: Understand the basic principles involved in planning diets for different disease conditions.
CO2: Plan and prepare diets to meet the quality and quantity requirements for specific disease conditions.
CO3: Acquire practical knowledge of therapeutic diets to meet their requirements.

Skills: Develop skills to plan and prepare therapeutic diets

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Practical’s: 30hrs.

Textbooks:
1. Srilakshmi, V. Dietetics New Age International P. Ltd., New Delhi, 2011.
Reference books:

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*CA–Regular Lab work assessment
Nutritional Biochemistry (Practical – V)

Semester III
Course Code: 21FSN282
L-T-P: 0-0-2-1

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**Prerequisite:** Basics on biochemical assessments

**Course Objective:** To impart knowledge on quantitative estimation of blood and urine parameters.

**Course Outcomes:** At the end of the course, the students will be able to:

- CO1: Understand the fundamental concepts of biomolecules.
- CO2: Gain hands-on experience in quantitative analysis of urine and blood parameters

**Skills:** Develop skills on blood and urinary analysis.

**CO-POMapping**

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**Practicals:**

1. Quantitative analysis of urine for sugar, protein, bile pigments, bile salts,
2. Acetone and Blood.
3. Estimation of Urine Glucose (Benedict’s Method)
4. Estimation of Urine Urea (DAM-TSC Method)
5. Estimation of Blood Glucose (Folin-WUM Method)
6. Estimation of Blood Urea (DAM-TSC Method)
7. Estimation of serum cholesterol (Zak’s Method)
9. Electrophoretic pattern of blood proteins (Demonstration).

**Text Books:**

Reference Books:

Evaluation Pattern:

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*CA–Regular Lab work assessment
Semester III
Course Code: 21SSK202
L-T-P-1-0-2-2

Hours of Instruction/week – 3
No. of Credits – 3
Total – 45 hrs.

Pre-requisite: Team Spirit, self-confidence and required knowledge, basic English language skills, knowledge of high school level mathematics.

Course Objective: To help students understand the nuances of leadership, know the importance of working in teams, face challenging situations, crack interviews, improve communication skills and problem-solving skills.

Course Outcome:
CO1: Soft Skills - At the end of the course, the students would have understood the importance and tactics of working in teams. They would have developed the ability to communicate convincingly and negotiated diplomatically while working in teams to arrive at a win-win situation. They would further develop their interpersonal and leadership skills. They would also have acquired the necessary skills, abilities and knowledge to present themselves confidently.

CO2: Soft Skills - At the end of the course, the students would have the ability to prepare a suitable resume. They would have the ability to analyse every question asked by the interviewer, compose correct responses and respond in the right manner to justify and convince the interviewer of one’s right candidature through displaying etiquette, positive attitude and courteous communication. They would be sure-footed in introducing themselves and facing interviews.

CO3: Aptitude - At the end of the course, students will be able to identify, recall and arrive at appropriate strategies to solve questions on geometry. They will be able to investigate, interpret and select suitable methods to solve questions on arithmetic, probability, statistics and combinatorics.

CO4: Verbal - At the end of the course, the students will have the ability to use words, idioms and phrases, interpret the meaning of standard expressions and compose sentences using the same.

CO5: Verbal - At the end of the course, the students will have the ability to decide, conclude, identify and choose the right grammatical construction.

CO6: Verbal - At the end of the course, the students will have the ability to examine, interpret and investigate arguments, use inductive and deductive reasoning to support, defend, prove or disprove them. They will also have the ability to create, generate and relate facts, ideas, opinions and share the same convincingly to the audience/reipient using their communication skills in English.

Skills: Communication, teamwork, leadership, facing interviews and problem-solving.

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Syllabus:

Unit I - Soft Skills


Leadership, Internal problem solving, Growth and productivity, Evaluation and co-ordination.

Facing an interview: Importance of verbal & aptitude competencies, strong foundation in core competencies, industry orientation/knowledge about the organization, resumewriting, being professional. Importance of good communication skills, etiquette to be maintained during an interview, appropriate grooming and mannerism.

Unit II - Aptitude

Geometry: 2D, 3D, Coordinate Geometry, and Heights & Distance.


Statistics: Mean, Median, Mode, Range, and Standard Deviation.

Logical Reasoning: Blood Relations, Direction Test, Syllogisms, Series, Odd man out, Coding & Decoding, Cryptarithmetic Problems, and Input-Output Reasoning.

Campus recruitment papers: Discussion of previous year question papers of all major recruiters of Amrita Vishwa Vidyapeetham.

Competitive examination papers: Discussion of previous year question papers of CAT, GRE, GMAT, and other management entrance examinations.

Miscellaneous: Interview Puzzles, Calculation Techniques and Time Management strategies.

Unit III - Verbal Skills

Vocabulary: Create an awareness of using refined language through idioms and phrasal verbs.

Grammar (Advanced Level): Enable students to improve sentence structure through a clear understanding of the rules of grammar.

Reasoning Skills: Facilitate the student to master reasoning skills through Syllogisms, and critical reasoning arguments.

Reading Comprehension (Advanced): Enlighten students on the different strategies involved in tackling reading comprehension questions.

Public Speaking Skills: Empower students to overcome glossophobia and speak effectively and confidently before an audience.

Writing Skills: Introduce formal written communication and keep the students informed about the etiquettes of email writing.

References:

3. The Hard Truth about Soft Skills, by Amazon Publication.
4. Verbal Skills Activity Book, CIR, May 2018
5. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. OwlPurdueUniversity onlineteaching resources
8. www.thegrammarbook.com onlineteachingresources
9. www.englishpage.com onlineteachingresources and otheruseful websites
11. QuantitativeAptitudeforAllCompetitiveExaminations, AbhijitGuha.
15. QuantitativeAptitudeforCompetitiveExaminations, RSAgarwal.
16. AModernApproachtoLogicalReasoning, RSAgarwal.
17. AModernApproachtoVerbal & Non-Verbal Reasoning, RSAgarwal.

**EvaluationPattern**

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*CA-CanbePresentations, Speakingactivities and tests.*
SEMESTER IV
Food Processing and Preservation Technology – II

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Pre-Requisite: Techniques involved in food processing and preservation

Objectives:
1. Understand the importance of food preservation.
2. Gain knowledge on types of food spoilage.
3. Comprehend the use of different temperatures in food processing.
4. Understand preservation of various foods using sugar, chemicals and salt.
5. Understand the principles and concepts of food fermentation.

Course Outcomes:

CO1: Understand the role of microorganisms in food spoilage.
CO2: Gain knowledge on high and low temperature processing.
CO3: Comprehend chemical preservation, sugar preservation and fermentation.
CO4: Apply the knowledge/concepts to develop new products with minimal processing for better retention of essential nutrients.

Skills:
1. Develop skills in food preservation.
2. Develop new products with minimal processing for better retention of essential nutrients.

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Syllabus:

Unit I - Introduction to Food Preservation 10hrs.
Importance of Food Preservation, Types of Spoilage, Basic Principles of Food Preservation.

Unit II - Preservation by the Use of Low and High Temperature 14hrs.

a) Preservation by the Use of Low Temperature - Refrigeration, freezing
Refrigeration, Advantages, Factors to be Considered, Common Spoilages, Freezing, Difference between Refrigeration and Freezing, Method of Freezing, Freezedrying and freeze concentration, Steps Involved in Freezing Common Foods, Spoilages, storage.
b) **Preservation by the Use of High Temperature**

Sun Drying, Solar Drying and Dehydration, Mechanical Dehydration, Merits and demerits, Factors Affecting Drying, Preparation of Foods for Drying, Freeze Drying and Dehydro Freezing – Mechanism and Advantages, Spray drying, Canning, Steps Involved, Types of Cans, Spoilage Encountered, Pasteurization and Sterilization

**Unit III - Preservation by Using Sugar**

Sugar Concentrates – Principles of Gel Formation, Preparation of Jam, Jelly, Marmalades, sauce and squash, Preserves, Candied, Glazed and Crystallized Fruits

**Unit IV - Preservation by Using Chemicals and Salts**

Fermentation

Definition, Types of Fermentation, Advantages, Preparation and Preservation of Fruit Juices, RTSPickling – Principles Involved and Types of Pickles - Indian Pickles, Vinegar, Salt Preservation

Chemical Preservatives –
Definition, Role of Preservation, Permitted Preservatives, FPOSpecification, Biopreservatives of microbial origin, FSSAI

**Unit V - Preservation by Fermentation**

Common Fermented Foods, Wine and Cheese Making

Textbooks:


Reference Books:


Evaluation Pattern

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar
Clinical Nutrition and Dietetics – II

Semester IV  
Course Code: 21FSN212  
L-T-P: 2-2-0-4  

Hour of Instruction/week: 4  
No. of Credits: 4  
Total: 60 hrs.

Pre-requisite: Nutrition & Diseases

Course Objective:
1. Understand the role of nutrition for good health.
2. Obtain knowledge on different therapeutic diets and their preparation.
3. To acquire relevant skills to develop a dietitian.

Course Outcomes:

CO1: Understand the principles behind various diets in prevention and treatment of diseases.
CO2: Gain core knowledge and skills to enable individual to work in public health and health promotion.
CO3: Gain experience on planning and preparation of various therapeutic diets.
CO4: Develop capacity and aptitude for taking up dietetics as a profession.

Skills:
- Develop skills and techniques in planning and preparation of diets for various disease conditions.
- Applying principles of diet therapy in planning, preparation and nutrient calculation of hospital diets, therapeutic diets for various diseases.

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Syllabus:

Unit I - Introduction to Clinical Nutrition and Dietetics 10 hrs.
Nutritional assessment in clinical care – goals and methods (SGA). Modification of normal diets (normal, soft and fluid diets), types and factors to be considered in planning therapeutic diets, general principles of dietary calculation.
Principle involved in planning menu. Techniques of writing menus, Food service management in hospitals - Types (centralized and decentralized systems of service), management of delivery and service of food in different systems.

Unit II - Dietary Management of Metabolic Syndrome and Associated Disorders 13 hrs.
Metabolic syndrome: Concept; Pathophysiology of insulin resistance.
Obesity- introduction, etiology, clinical assessment, treatment approaches, consequences of obesity and its prevention.
Diabetes mellitus – types, etiology, symptoms and diagnosis, aims of dietary treatments, special dietary consideration for type I and II diabetics, complications of diabetes

Diseases of the heart and blood vessels - etiology, symptoms and diagnosis; atherosclerosis, lipids and other dietary factors and coronary heart diseases (CHD). Diet in CHD, hypertension, congestive heart failure and hyperlipidemia.

Unit III – Dietary management of gastrointestinal tract disorders

Structure and function of gastrointestinal tract, dietary treatment for constipation, diarrhea, peptic ulcer, celiac disease, tropical enteropathy, tropical sprue, inflammatory bowel disease, irritable bowel syndrome and diverticulardisease.

Unit IV - Nutritional management in liver and kidney diseases


Unit V – Nutritional therapy in neoplastic diseases


Reference Textbooks:

1. Srilakshmi B, Dietetics, Newage International publishers, New Delhi, 2019. Seventh edition,

Suggested Readings:

### Evaluation Pattern

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar*
Bakery and Confectionery

Semester IV  
Course Code: 21FSN213  
L-T-P: 2-0-1-3  
Hour of Instruction/week: 3  
No. of Credits: 3  
Total: 45 hrs.

Pre-requisite: Baking principles & bakery products

Course Objectives:

1. Understand the science and technology of baking
2. Understand the role of different ingredients in bakery
3. Develop skills in planning and establishing a bakery unit.

Course Outcomes:

CO1: Understanding the role of ingredients in baking quality.
CO2: Increased knowledge on the complete process of baking and presentation of baked products.
CO3: Improved knowledge on appropriate sanitation, hygiene and safety practices during baking.
CO4: Gain knowledge to setup a bakery unit.

Skills: Learned various baking skills to bake different products

CO-PO Mappings

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Syllabus:

Unit I 8hrs.
Introduction to baking:
Baking - Definition, History, Principles of baking, classification of baked foods. Types of equipment’s in baking industry, cleaning and sanitizing methods of baking equipment’s, baking temperature of different products, operation techniques of different baking equipment’s.

Unit II 8hrs.
Role of Ingredients:
Ingredients and Their Role in Baking - Flour, Yeast, sugar, egg, butter, salt, baking powder, colouring, flavouring agents. List of standard colouring and flavouring agents

Unit III 10hrs.
Factors for setting up a bakery unit:
Factors to be considered for setting up a Bakery Unit
Types of Ovens – Construction and Working of Conventional and Modern Ovens, Study and Maintenance
of Major and Minor Equipment’s.
BreadMaking–
StepsandMethods,RoleofIngredients,VarietyBreads,QualitiesofaGoodLoaf,BreadFaults,breaddiseases.

Unit IV 10hrs.
PreparationandDecorationofbakedfoods
CakeMaking–FunctionsofIngredients
CakeMixingMethods,TypesofCakes,CakeJudging,CakeFaultsandremediesBiscuit,CookieandPastryMaking,
TypesandtechniquesofIcing,
Frostingandfillings.Sensoryevaluationofbakedproducts-objectiveandsubjectivemethods

Unit V 9hrs.
Confectionery
ProcessingofRawMaterials-CocoaandChocolate.MakingofToffee,Chocolates,FruitDrops,Hard
BoiledCandies(clear,hard,pulled,grained,filled),Softcandies(fondant,modifiedfondantsliketoffee,fudge,marshmallows,
gums,jellies,chocolates)Bars,ChewingGums,SpecialConfectioneryFoods-
tables,Lozenges.

ReferenceBooks:
5. BakeryJournal

Practicals:(TogainknowledgeaboutBakery-NoExamination)
1. Breads
2. Cakes
3. Biscuitsandcookies
4. Pastries
5. Icing

EvaluationPattern

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*CA-CanbeQuizzes,Assignment,Projects,andReports,andSeminar
Food Biotechnology

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**Prerequisite:** Genetic engineering, enzymes and microbes, fermentation

**Course Objectives:**
1. To understand the role of enzymes as a tool in genetic engineering and biotechnology.
2. To make learners aware of the principles of genetic engineering, plant tissue culture, and molecular cloning.
3. To enable learners to understand the concept of fermentation biotechnology.
4. To delineate the role of microbes in the application of biotechnology in Food Science and Nutrition.

**Course Outcomes:**

**CO1:** Expand the knowledge of food biotechnology in relation to genetic engineering and plant tissue culture.

**CO2:** Understanding the role of enzymes and microbes in the food industry.

**CO3:** Help to keep abreast on the development and applications of biotechnology in food and nutrition.

**Skills:** Develop appropriate skills involved in food biotechnology and genetic engineering

**CO-POMappings**

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**Syllabus:**

**Unit I - Introduction and Tools of Genetic Engineering**

10hrs. Definition, enzymes as tools-exonucleases, endonucleases, ligases, reverse transcriptase and alkaline phosphatase, cloning vectors-plasmids, bacteriophage, cosmids and phasmids

**Unit II - Genetic Engineering and Plant Tissue Culture**

10hrs. Outline of genetic engineering in prokaryotes (microbial cells), concept of molecular cloning, plant tissue culture, micropropagation, transgenic plants, genetically modified foods-golden rice, flavrsavr tomato and Bt brinjal; enlisting applications of genetic engineering, isolation of DNA and plasmids

**Unit III - Fermentation Biotechnology**

8hrs. General structure of bioreactors and listing types, bacterial growth curve, batch and continuous culture, environmental factors, basic concepts of downstream processing, definition of biochips and biosensors

**Unit IV - Use of Microbes in Food Industry**

8hrs. Primary metabolites, secondary metabolites, synthesis of citric acid, glutamate, xanthan gum, vitamin B12, riboflavin
ndSingleCellProtein – spirulina and yeast biomass
Unit V- Enzyme Biotechnology
9hrs.
Soluble enzymes, immobilization of enzymes – methods of immobilization, role of enzymes in food industry, safety assessment of transgenic crops

Textbooks:

2. Green, P.J., 2010, Introduction to Food Biotechnology, CRC Press, USA.

Reference Books:


Evaluation Pattern

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar
Prerequisite: 12th Standard in Science

Course Objectives:
1. Understand the basic facts related to the environment including components of the environment, nutrient recycling, biodiversity and ecosystem services.
2. Identify various interactions between society and the environment, including overpopulation, urbanization, resource exploitation, habitat destruction, consumerism, environmental protection, activism, regulation.
3. Characterize some important environmental issues from environmental and social perspectives.
4. Assess integrated approaches for solving socio-environmental problems and sustainable living, including indigenous and traditional approaches.
5. Identify attitudinal factors and specifically, the ethical issues that lie at the root of social and environmental problems and the necessity for individual attitudinal change and sustainable action to attain global sustainability.

Course Outcomes:
CO1: Integrate facts and concepts from ecological, physical and social sciences to characterize some common socio-environmental problems.
CO2: Develop simple integrated systems and frameworks for solving common interconnected socio-environmental problems.
CO3: Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.
CO4: Identify the ethical underpinnings of socio-environmental issues in general.

CO-POMapping

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Syllabus:

Unit 1

State of Environment and Unsustainability, Need for Sustainable Development, Traditional conservation systems in India, People in Environment, Need for attitudinal change and ethics, Need for Environmental Education, Overview of International Treaties and Conventions, Overview of Legal and Regulatory Frameworks.
Environment: Abiotic and biotic factors, Segment of the Environment, Biogeochemical Cycles, Ecosystems (associations, community adaptations, ecological succession, Foodwebs, Foodchain, ecological pyramids), Types of Ecosystems – Terrestrial ecosystems, Ecosystem Services, Economic value of ecosystem services, Threats to ecosystems and conservation strategies.

Biodiversity: Species, Genetic & Ecosystem Diversity, Origin of life and significance of biodiversity, Value of Biodiversity, Biodiversity at Global, National and Local Levels, India as a Mega-Diversity Nation (Hotspots) & Protected Area Network, Community Biodiversity Registers. Threats to Biodiversity, Red Databook, Rare, Endangered and Endemic Species of India. Conservation of Biodiversity. People’s action. Impacts, causes, effects, control measures, international, legal and regulatory frameworks of: Climate Change, Ozone depletion, Air pollution, Water pollution, Noise pollution, Soil/land degradation/pollution

Unit 2
Linear vs. cyclical resource management systems, needs for system thinking and design of cyclical systems, circular economy, industrial ecology, green technology. Specifically apply these concepts to: Water Resources, Energy Resources, Food Resources, Land & Forests, Waste management.

Discuss the interrelation of environmental issues with social issues such as: Population, Illiteracy, Poverty, Gender equality, Class discrimination, Social impacts of development on the poor and tribal communities, Conservation movements: people’s movements and activism, Indigenous knowledge systems and traditions of conservation.

Unit 3

Ethical issues related to resource consumption, Intergenerational ethics, Need for investigation and resolution of the root cause of unsustainability, Traditional value systems of India, Significance of holistic value-based education for true sustainability.

Textbooks and References
1. https://www.sites.google.com/site/amritaevs/home
### Evaluation Pattern

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar.*
CLINICAL NUTRITION AND DIETETICS – II (Practical VI)

Semester IV  
Course Code: 21FSN283  
L-T-P – 0-0-2-1  

Prerequisite: Diet Planning, Therapeutic Diet

Course Objectives:

1. Understand the basic principles in diet planning
2. Gain knowledge on different disease conditions which require dietary recommendations
3. Develop skills and techniques in planning and preparation of therapeutic diets for various disease conditions

Course Outcomes:

CO1: Understand the basic principles involved in planning diets for different disease conditions.
CO2: Plan and prepare diets to meet the quality and quantity requirements for specific disease conditions.
CO3: Understand the calculations of nutritive value for the planned and prepared diet

Skills: Develop skills to plan and prepare diets for specific disease conditions

CO-POMapping

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Practical’s 30hrs.

1. Modifications of Diets in Liver Diseases – Jaundice, Hepatitis and Cirrhosis
2. Diets for Nephritis, Renal Failure and Renal Calculi, Protein Restricted Diets
3. Diets for Cardiovascular diseases – Sodium Restricted, Hypertension, Atherosclerosis, Fat Controlled
4. Modification of Diets in Diabetes Mellitus
5. Modification of Diet for Cancer Patients and HIV Infected Person

Text Books:

1. Srilakshmi, V. Dietetics New Age International P. Ltd., New Delhi, 2011.

Reference Books:

**Evaluation Pattern:**

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*CA–RegularLabworkassessment*
Food Processing and Preservation (Practical-VII)

Semester IV
Course Code: 21FSN284
L-T-P–0-0-2-1

Hour of Instruction/week – 2
No. of Credits – 1
Total 30 hrs.

Prerequisite: Food preservation, cooking methods.

Course Objectives:
1. To learn the principles behind the method of preservation
2. To understand the stages of cookery and chemical characteristics in food preservation
3. To able to formulate preserved products with nutritional value addition
4. To acquire skills to preserve different food groups based on perishability

Course Outcomes:
CO1: Know the principles of food preservation methods.
CO2: Acquire skills to formulate preserved products with value addition for nutritional benefits.
CO3: Develop new products with maximum retention of essential nutrients

CO-POMapping

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Skills: Develop food processing and preservation skills for product development

Practicals: 30 hrs.

1. Stages in sugar cookery, Evaluation of pectin quality, sugar concentration (Brix), pH and acid content
2. Preparation of jam, jelly, marmalades, preserves, candied, Tutti-fruity, Glazed, Crystallized fruits, Toffees
3. Preparation of squashes, fruit juice and RTS
4. Preparation of tomato sauce, Tomato ketchup.
5. Preparation of pickles (oil, vinegar and salt-based)
6. Preparation of salted, dehydrated, vegetable preserves (vathals)
7. Preparation of dehydrated cereal and pulse products (vadams), Rice, Sago, Wheat, Maida, Rice flakes, black gram dhal, green gram dhal, horse gram dhal.
8. Visit to Fruits and Vegetable processing industry.
TextBooks:


Reference Books:


Evaluation Pattern:

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*CA – Regular Lab work assessment
**SOFTSKILLSII**

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**Pre requisite:** Willingness to learn, communication skills, basic English language skills, knowledge of high school level mathematics.

**Course Objective:**
To help students understand the corporate culture and assist them in improving their group discussion skills, communication skills, listening skills and problem-solving skills.

**Course Outcomes:**

**CO1: Soft Skills** - At the end of the course, the students will have a clear understanding of the corporate culture, professional etiquette, professional grooming and would have understood the nuances of smooth transition from academic to the corporate. They would further develop their inter-personal and leadership skills.

**CO2: Soft Skills** - At the end of the course, the students shall learn to examine the context of a Group Discussion topic and develop new perspectives and ideas through brainstorming and arrive at a consensus.

**CO3: Aptitude** - At the end of the course, the student will be able to interpret, critically analyze and solve questions under arithmetic, algebra and logical reasoning and solve them employing the most suitable methods.

**CO4: Verbal** - At the end of the course, the students will have the ability to relate, choose, conclude and determine the usage of right vocabulary according to the context.

**CO5: Verbal** - At the end of the course, the students will have the ability to utilise prior knowledge of grammar to recognize structural limitations and modify them.

**CO6: Verbal** - At the end of the course, the students will have the ability to comprehend, interpret, deduce and logically categorize words, phrases and sentences. They will also have the ability to theorise, discuss, elaborate, criticise and defend their ideas.

**Skills:** Communication, etiquette and grooming, inter-personal skills, listening skills, convincing skills, problem-solving skills.

**CO-POMappings**

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**Syllabus:**

**Unit I – Soft Skills**

**Professional Grooming and Practices:** Basic of corporate culture, key pillars of business etiquette: socially acceptable ways of behavior, body language, personal hygiene, professional attire and cultural adaptability. Handling pressure, multi-tasking, being enterprising, adapting to corporate life.

**Group Discussions**: Advantages of group discussions, Types of group discussions and Roles played in a group discussion. Personality traits evaluated in a group discussion. Initiation techniques and maintaining the flow of the discussion, how to perform well in a group discussion. Summarization/conclusion.

**Unit I – Aptitude**

**Equations**: Basics, Linear, Quadratic, Equations of Higher Degree, and Problem on Ages.

**Logarithms, Inequalities and Modulus**: Basics

**Sequence and Series**: Basics, AP, GP, HP, and Special Series.

**Time and Work**: Basics, Pipes & Cistern, and Work Equivalence.

**Time, Speed and Distance**: Basics, Average Speed, Relative Speed, Boats & Streams, Races, and Circular Tracks.

**Logical Reasoning**: Arrangements, Sequencing, Scheduling, Venn Diagram, Network Diagrams, Binary Logic, and Logical Connectives, Clocks, Calendars, Cubes, Non-verbal reasoning, and Symbol-based reasoning.

**Unit I – Verbal Skills**

**Vocabulary**: Help students understand the usage of words in different contexts.

**Grammar (Medium Level)**: Train students to comprehend the nuances of Grammar and empower them to spot errors in sentences and correct them.

**Reading Comprehension (Basics)**: Introduce students to smart reading techniques and help them understand different tones in comprehension passages.

**Reasoning**: Enable students to connect words, phrases and sentences logically.

**Oral Communication Skills**: Aid students in using the gift of the gab to interpret images, do a video synthesis, try asong in interpretation or elaborate on a literary quote.

**References**:

3. The Hard Truth about Soft Skills, by Amazon Publication.
4. Verbal Skills Activity Book, CIR, May 2018
5. Nova’s GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. Owl Purdue University online teaching resources
8. www.thegrammarbook.com onlineteachingresources
9. www.englishpage.com onlineteachingresourcesandotheruseful websites
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.

**Evaluation Pattern**

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*CA-Can be Presentations, Speaking activities and tests*
Semester V  Course Code: 21FSN290  L-T-P  –  0-0-0-3

Live-in Lab I

Course Objectives

- Identify and analyse the various challenge indicators present in the village by applying concepts of Human Centered Design and Participatory Rural Appraisal.
- User Need Assessment through Quantitative and Qualitative Measurements
- Designing a solution by integrating Human Centered Design concepts
- Devising proposed intervention strategies for Sustainable Social Change Management

Course Outcome

CO1: Learn ethnographic research and utilise the methodologies to enhance participatory engagement.
CO2: Prioritize challenges and derive constraints using Participatory Rural Appraisal.
CO3: Identify and formulate the research challenges in rural communities.
CO4: Design solutions using a human centered approach.

CO-POMapping

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Syllabus

This initiative is to provide opportunities for students to get involved in coming up with technology solutions for societal problems. The students shall visit villages or rural sites during the vacations (after 4th semester) and if they identify a worthwhile project, they shall register for a 3-credit Live-in-Lab project, in the fifth semester.

Thematic Areas

- Agriculture & Risk Management
- Education & Gender Equality
- Energy & Environment
- Livelihood & Skill Development
- Water & Sanitation
- Health & Hygiene
- Waste Management & Infrastructure
The objectives and the projected outcome of the project will be reviewed and approved by the department chairperson and a faculty assigned as the project guide.

**Evaluation Pattern**

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SEMESTER V

FOOD PRODUCT DEVELOPMENT AND MARKETING

Semester V
Course Code: 21FSN301
L-T-P-3-1-0-4

Hour of Instruction/week – 4
No. of Credits – 4
Total 60 hrs.

Prerequisite: Product development, consumer view on food products, product testing, sensory evaluation

Course Objectives:
1. Develop new food products to support nutrioneurprise.
2. Develop entrepreneurship skills for setting up small scale food industries.
3. Understand sustainable packaging and labelling for different food products.

Course Outcomes:
1. Learn the trends and dimensions in food consumption pattern.
2. Understand and apply the principles in food product development and design.
3. Gain knowledge on different steps involved in food testing, evaluation and packaging.
4. Develop entrepreneurship skills and to plan financial and marketing strategies.

Skills:
- Develop skills and process in new food product development.
- Develop skills in Marketing of Food Products.

CO-POMappings

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Syllabus:

**Unit I - Food Consumption Pattern**

**Unit II - Introduction to Food Processing and Product Development**
Components of Food Processing, Status of Food Processing Industry in India and Scope of Growth in Future, Principles and Purpose of New Product Development, Product Design and Specifications.
Unit III–Development of Convenience Foods


Unit IV–Testing, Evaluation and Packaging of Products


Unit V–Financial Management and Marketing of Food Products


Text Books:
1. Sudhir Gupta (2017) Handbook of Packaging Technology, Engineers India Research Institute, New Delhi

Reference Books:

Evaluation Pattern

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar
FOODSERVICEMANAGEMENT

SemesterV
CourseCode: 21FSN302
L-T-P–3-1-0-4

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Pre requisite: Food service, food production, menu planning, purchase and storage, institutional food service.

CourseObjectives:
1. To understand the approaches, tools, management and resources of institutional food service.
2. To learn planning and organizing space.
3. To study the principles of food, personal and hygiene management.
4. To gain knowledge in financial management and marketing skills.

CourseOutcome:
CO1: Gain experience in principles and functioning of food service institutions.
CO2: Understand about financial management and marketing skills.
CO3: Apply knowledge on personnel management, sanitation and hygiene in food service institutions.
CO4: Acquire technical skills to develop quantitative and qualitative cookery.

Skills: Develop skills in bulk food production and institutional food service.

CO-POMappings

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Syllabus:

UNITI- Introduction to Food Service System

Food Service
Types of food service systems, Approaches to management, Principles of management, Tool of management, Management of resources. Kitchenspace, storagespace, serviceareas. Equipment: Types, selection, purchase, design, installation, operation and maintenance

UNITII- Food Management

Food management-
Characteristics of foods, nutritional knowledge, food purchase, inventory management, menu planning, food production, food service, wastemangement.
Need based specific units- Dietary, catering, institutional food service.
UNITIII-Personal Management and Hygiene

**Unit:** Personnel Management: concepts, staff employment, employee benefits, staff training and development, legal aspects of personal management.

**Sanitation and Safety:** Hygiene, Sanitation and Safety in Food Service Institutions: Definition, importance, environmental hygiene and sanitation; hygiene in food handling; personnel hygiene of personnel; importance of pest and rodent control in food services.

**Safety:** Accidents in food service establishments, safety procedure, training, Educating, legal responsibilities of foodservice manager.

UNITIV-Financial Management and Marketing

**Unit:** Definition, application of management Account of catering operators, cost concepts, book keeping and accounting—systems of book keeping, book of account maintenance of account books, balance sheets, inventory and budgetary control. Marketing the products, challenges ahead.

UNITV-Concepts behind Food Service

**Unit:** Styles of food service – Color, Table service, furnishing, packing services, service stations – hospitals, restaurants, hotels, Motels, food courts and catering services. Services—banquet and party setting and services, therapeutic diets, home remedies, traditional cookery, international cushiness, current trends.

Reference Books:

5. Kotas Rand Davis Br “Foodcost control” Billing & Sons Ltd, Great Britian, 1976
6. Dr. B. K. Chakravati, “A Technical guide to Hotel operation”, Metropolitan, New Delhi, India.

Evaluation Pattern

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*CA-Can be quizzes, Assignment, Projects, and Reports, and Seminar
Post-Harvest Technology

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Pre-requisite: Post-harvest loss, processing methods, storage, handling, transportation of commodities.

Course Objectives:
1. To understand the importance and methods of post-harvest techniques for foods
2. To gain knowledge in food processing and food conservation

Course Outcome:
CO1: Gain understanding on significance of post-harvest technology.
CO2: Understand the factors involved in post-harvest loss.
CO3: Gain knowledge on different storage structures.
CO4: Understand the methodology in post-production techniques.

Skills: To develop skills in food processing and food conservation.

Syllabus:

**UNIT I**
10hrs.
Introduction to Post Harvest Technology- Definition, importance and problems encountered.
Buffer stock – definition, quantity of stores available. Governmental measures to augment food production-need for food conservation. Food loss in the post-harvest period, extent of losses, loss in the field, threshing yard, storage, marketing loss.
Role of post-harvest technology in combating malnutrition in India.

**UNIT II**
13hrs.
Importance of processing- methods of processing cereals (wheat, rice, maize), breakfast cereals, pulses, fruits and vegetables, meat, fish, poultry, eggs and sugars.
UNITIII 13hrs.
Importance of processing - methods of processing of oilseeds, milk and milk products, condiments and spices, beverages, tea, coffee and cocoa (SS).

UNIT IV 12hrs.
Agents Causing Food Losses - Physical agents, (moisture, temperature), Chemical losses, biological losses - insects - insects - microorganisms.
Control of Spoilage Agents - Importance and methods of sanitary handling, physical, chemical, biological and other means of control of insects, rats and rodents and birds. Insect control methods - Physical methods and chemical methods including fumigation techniques.
Handling and Transport of Food Commodities - Traditional and improved methods. Nutrient losses in spoiled foods and national program to save various food produce.

UNIT V 12hrs.
Storage - Importance of storage structures - requirements, traditional & modern and underground & aboveground storage and their improvements, Cold storages, FCI godowns, PDS. Agencies Controlling Food Losses - Role of SGC, FCI, CWC, SWC, IGSI in controlling food losses.

Related Experiences:
1. Visit to FCI
2. Visit to Processing Mill (Cereal & Pulse)
3. Foodpark with cold storage

Reference Books:
5. Gordon G Birth, Food Science, Pub in New York.
7. Technology of cereals by NL Kent and JADEvers.

Evaluation Pattern

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*CA- Can be Quizzes, Assignment, Projects, and Reports, and Seminar
Packaging and Labelling of Food Products

Semester V
Course Code: 21FSN304
L-T-P: 3-0-3

Prerequisite: Packaging methods, packaging materials, Food product labelling

Course Objectives:
1. To understand the relationship between packaging design and the chemistry of the food packaged.
2. To understand the influence of oxygen in storage materials.
3. To understand the different types of materials used in food packaging.
4. To understand the principles of labeling

Course Outcomes:
CO1: Demonstrate knowledge of the material involved in packaging with the chemistry of the food packaged. CO2: Describe the influence of oxygen in different types of packaging materials.
CO3: Demonstrate the advantages and disadvantages involved with different packaging material. CO4: Acquire knowledge on the factors to be considered while labeling packed foods

Skills: Develop skills in food packaging based on the chemistry of food and packaging material’s used.

COPOMapping:

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Syllabus:

**Unit I: Packaging design and chemistry of food products**

Packaging - Definition, Principles of packaging, Importance, relationship between Packaging and food, functional requirements for food packaging - preservation and protection, transport and storage, operational, communication, appellative function, persuasive function, informative function, environmental requirements. Integrated food packagingsystems - Types, Food packaging and environmental ethics, sustainability in food packaging, packaging design.

9 Hrs

**Unit II: Oxygen scavenging Packaging**

Active Packaging, oxygen scavengers, moisture control, gas permeability control, ethylene scavengers, odour removers, antimicrobial packaging, carbon dioxide absorbers.

9 Hrs
Unit III - Food Packaging Materials 9 Hrs

Chemical features of food packaging materials, characteristics, Ceramic packaging materials, metal packaging materials, cellulosic packaging materials, plastic packaging materials, multilayer packaging, testing and analysis.

Unit IV - Labeling of Food Products 9 Hrs

Components - Nutritional information, factors to be considered, design and graphics, nutrition facts. Labelling - Purpose, type, regulations, market survey on food labelling.

Unit V - Regulations 9 Hrs

Laws and regulatory compliances, Understanding Barcodes - Where to Get Barcodes, Creating your own Barcodes, Incorporating Barcodes.

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*CA - Can be quizzes, assignment, projects, and reports, and seminar
SemesterV  
CourseCode:21FSN381  
L-T-P–0-0-2-1  
HoursofInstruction/week–2  
No.ofCredits–1  
Total30hrs

Prerequisite:ProductDevelopmentStandardization,OrganolepticEvaluation.

CourseObjectives

1. Todevelopskillsinproductdevelopment
2. Tounderstandthestepsinvolvedincosting
3. Tolearnsalestechniques

CourseOutcomes:

- CO1:Identifyandcategorizesuitablefoodsfordevelopingproducts
- CO2:Understandthestepsinvolvedinthepreparationofanewfoodproduct
- CO3:Standardizationoffoodproductsforlargescalecooking
- CO4:Gainknowledgeonmarketingtechniquesandlaunchingthedevolvedproducts

Skills:DevelopSkillsonnewfoodproductdevelopmentandstandardization

CO-POMapping:

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Practical’s 30hrs.

ProductDevelopmentandStandardization
- CerealandPulseBasedFoods
- FruitJuices,Squash,JamsandPreserves
- Pickles,Ketchup,Sauce
- WeaningFoods
- HealthFoodsandNutritionalSupplements
- Conveniencefoods,RTSandRTEfoods

MarketingofaFoodProduct
- SelectionofaProduct,Preparation,StandardizationandQuantityCooking
- SelectionofPackagingMaterial,Labelling,CostCalculationandMarketing
- PresentationofReport
TextBooks:

Reference Books:

Evaluation Pattern:

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*CA–Regular Lab work assessment
FoodServiceManagement(PRACTICAL IX)

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**Prerequisite:** Food service, food production, menu planning, purchase, storage, Institutional food service.

**Course Objectives:**

1. Understanding the approaches, tools, management and resources of institutional food service.
2. To learn planning and organizing space.
3. To learn the principles of food, personal and hygienic management.

**Course Outcome:**

CO1: Gain experience in principles, designing and functioning of food service institutions

CO2: Apply knowledge on personnel management, sanitation and hygiene in food service institutions.

CO3: Acquire technical skills to develop quantitative and qualitative cookery.

**Skills:** Develop skills in bulk food production and institutional food service.

**CO-POMapping:**

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**Practical’s**

1. Layout planning for different food service systems.
2. Learned setup different styles of food service.
3. Family meal & function menu & service planning.
4. Layout planning for hospital dietary service.
5. Quality standards and control.
7. Portion control: Management of left-over foods.
8. Creating good ambiance in food service (Interior decoration).
9. Informal and formal service styles (Table Service).
10. Traditional food service systems.
11. Roles and responsibilities of front office and housekeeping.

**30 hrs.**
ReferenceBooks:
5. Kotas and Davis B. “Food Cost Control”, Billing & Sons Ltd, Great Britain, 1976
6. Dr. B.K. Chakravati, “A Technical guide to Hotel operation”, Metropolitan, New Delhi, India.

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*CA – Regular Lab work assessment
Prereq ui site: TeamSpirit, self-confidence and required knowledge, basic English, knowledge languages skills, dgeo of high school level mathematics.

Course Objective:
To help students understand the nuances of leadership, know the importance of working in teams, facing situations, cracking interviews, improve communication skills and problem-solving skills.

Course Outcomes:

CO1: Students will understand the importance and tactics of working in teams. They will have developed the ability to communicate convincingly and negotiate tactically while working in a team to arrive at a win-win situation. They will further develop their interpersonal and leadership skills. They will also have acquired the necessary skills, abilities and knowledge to present themselves confidently.

CO2: Students will have prepared a suitable resume. They will have the ability to analyse every question asked by the interviewer, compose correct responses and communicate effectively, using appropriate communication etiquette, positive attitude and courteous communication.

CO3: At the end of the course, students will have acquired the ability to identify, recall and arrive at appropriate solutions to geometry problems. They will be able to investigate, interpret and select suitable methods to solve questions on arithmetic, probability, statistics and combinatorics.

CO4: At the end of the course, students will have the ability to understand and use words, idioms as expressions, interpret the meaning of standard expressions and compose sentences using the same.

CO5: At the end of the course, students will have the ability to argue inductive and deductive reasoning to support, defend, prove or disprove them. They will also have the ability to create, generate and relate facts / ideas / opinions and share / express the same thoughts convincingly to an audience/recipient using their communication skills in English.

Communication, teamwork, leadership, facing interviews and problem-solving.

Skills: Mappings

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Syllabus:

**Unit I–Soft Skills**

**Team Work:** Value of teamwork in organizations, Definition of a team. Why team? Effective team-building. Parameters for a good team, roles, empowerment and need for transparent communication, Factors affecting team effectiveness, Personal characteristics of members and its influence on team.

**Leadership:** Internal problem solving, Growth and productivity, Evaluation and co-ordination.

**Facing an Interview:** Importance of verbal & aptitude competencies, strong foundation in core competencies, industry orientation/knowledge about the organization, resume writing, being professional. Importance of good communication skills, etiquette to be maintained during an interview, appropriate grooming and mannerism.

**Unit II–Aptitude**

**Geometry:** 2D, 3D, Coordinate Geometry, and Heights & Distance.

**Permutations & Combinations:** Basics, Fundamental Counting Principle, Circular Arrangements, and Derangements.

**Probability:** Basics, Addition & Multiplication Theorems, Conditional Probability, and Bayes’ Theorem.

**Statistics:** Mean, Median, Mode, Range, and Standard Deviation.

**Logical Reasoning:** Blood Relations, Direction Test, Syllogisms, Series, Odd man out, Coding & Decoding, Cryptarithmetic Problems and Input-Output Reasoning.

**Campus recruitment papers:** Discussion of previous year question papers of all major recruiters of Amrita Vishwa Vidyapeetham.

Competitive examination papers: Discussion of previous year question papers of CAT, GRE, GMAT, and other management entrance examinations.

**Miscellaneous:** Interview Puzzles, Calculation Techniques and Time Management strategies.

**Unit II–Verbal Skills**

**Vocabulary:** Create an awareness of using refined language through idioms and phrasal verbs.

**Grammar (Advanced Level):** Enable students to improve sentence structure through a clear understanding of the rules of grammar.

**Reasoning Skills:** Facilitate the student to enhance reasoning skills through Syllogisms and critical reasoning arguments.

**Reading Comprehension (Advanced):** Enlighten students on the different strategies involved in tackling reading comprehension questions.

**Public Speaking Skills:** Empower students to overcome glossophobia and speak effectively and confidently before an audience.

**Writing Skills:** Introduce formal written communication and keep the students informed about the etiquettes of email writing.

**References:**

3. The Hard Truth about Soft Skills, by Amazon Publication.
4. Verbal Skills Activity Book, CIR, May 2018
5. Nova's GRE Preparatory Course, Jeffrey Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. OwlPurdueUniversityonlineteachingresources
8. www.thegrammarbook.comonlineteachingresources
9. www.englishpage.com onlineteachingresourcesandotherusefulwebsites
11. QuantitativeAptitudeforAllCompetitiveExaminations,AbhijitGuha.
15. QuantitativeAptitudeforCompetitiveExaminations,RSAggarwal.
16. AModernApproachtoLogicalReasoning,RSAggarwal.
17. AModernApproachtoVerbal&Non-VerbalReasoning,RSAggarwal.

### EvaluationPattern

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*CA-CanbePresentations,Speakingactivitiesandtests.
Course Objective:

- Proposal writing in order to bring in a detailed project planning, enlist the materials required and propose budget requirement.
- Use the concept of CoDesign to ensure User Participation in the Design Process in order to right capture user needs/requirements.
- Building and testing a prototype to ensure that the final design implementation is satisfies the user needs, feasible, affordable, sustainable and efficient.
- Real time project implementation in the village followed by awareness generation and skill training of the users (villagers)

Course Outcome

CO1: Learn co-design methodologies and engage participatorily to finalise a solution
CO2: Understand sustainable social change models and identify change agents in a community.
CO3: Learn Project Management to effectively manage the resources
CO4: Lab scale implementation and validation
CO5: Prototype implementation of the solution

CO-PO Mapping

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Syllabus

The students shall visit villages or rural sites during the vacations (after 6th semester) and if they identify a worthwhile project, they shall register for a 3-credit Live-in-Lab project, in the fifth semester.

Thematic Areas

- Agriculture & Risk Management
- Education & Gender Equality
- Energy & Environment
- Livelihood & Skill Development
- Water & Sanitation
- Health & Hygiene
- Waste Management & Infrastructure
## Evaluation Pattern

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SEMESTER VI
Community Nutrition and Public Health

Semester VI
Course Code: 21FSN311
L-T-P: 3-1-0

 SEMESTER VI
Course Code: 21FSN311
L-T-P: 3-1-0

Prerequisite: Public health problems, food security, nutrition intervention programmes, nutrition indicators

Course Objectives:
1. Understand the significance of public health nutrition
2. Gain knowledge on prevailing epidemiology, food and nutrition security status in public health
3. Develop skills to assess the nutritional status of the community

Course Outcomes:
CO1: Develop comprehensive skills in public health nutrition
CO2: Acquire knowledge in epidemiological aspects
CO3: Excel in assessment of nutritional status on the community
CO4: Creating field experts to the Government and Non-Government Organizations

Skills: Develop skills in assessing health and nutritional status of the community

CO-POM Mappings

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Syllabus:

Unit I - Introduction to Public Health Nutrition

Understanding the community, public health nutrition, public health nutrition cycle, nutritional status of the community, Public health nutrition and national development, sustainable development goals, assessment of public health and nutritional status of the community at the global, national, regional, and community level.

Page 118 of 128
Unit II- Health and Nutritional Assessment of Community

13hrs. Direct parameters—Anthropometry, biochemical, clinical and dietary methods—definition, instruments and tools, standard of reference and measurement techniques
Indirect parameters—vital statistics, nutritional and health indicators, HDI index, socio-economic indices, KAP, psychosocial factors, ecological factors

Unit III- Food and Nutritional Security

13hrs. Introduction and definition of food and nutritional security, factors affecting food and nutritional security, national and international approaches to improve food security. Environmental impact-biodiversity, Econutrition. Dietary diversity—per capita availability and consumption

Unit IV - Epidemiology in Public Health


Unit V- Strategies for Promoting Public Health Nutrition


Text Books:

Reference Books:
2. Reports of the State of World’s Children, WHO and UNICEF, Oxford University.
4. Indian Journal of Medical Research, ICMR, New Delhi,
5. Indian Journal of Pediatrics, Valley Nicro, Missouri, U.P.
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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar
Analytical Instrumentation in Food Analysis

Semester VI
Course Code: 21FSN312
L-T-P: 2-0-0-2

Prerequisite: Basic knowledge on instruments used in food analysis

Course Objectives:
1. Gain knowledge on different analytical techniques used in food analysis
2. Understand the principles and applications of various analytical instruments used in food analysis.

Course Outcomes:
CO1: Familiarized to various conventional and modern food analysis techniques
CO2: Familiarize with various principles under which each technique works.
CO3: Understand the applications of instruments for appropriate nutrients and active compounds.

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Syllabus:

Unit I - Introduction to Food Analysis 5hrs.
Need for food analysis, need for instrumentation in food analysis, Criteria for selecting a technique, Instrumental techniques in food analysis, Transition of food analysis.

Unit II - Chromatographic Techniques 7hrs.
Gas chromatography, Liquid chromatography, Thin Layer Chromatography, High Performance Thin Layer Chromatography – Principles and applications

Unit III - Hyphenated Techniques 6hrs.
Gas Chromatography-Mass Spectrometry (GC-MS), Liquid Chromatography-Mass Spectrometry (LC-MS) – Principles and applications - Principles and applications
Unit IV - Spectroscopic Techniques


Unit V - Thermal Methods of Analysis

Thermogravimetry, Differential Thermal Analysis (DTA), Differential Scanning Calorimetry (DSC) – Principles and applications

Textbooks:
1. Manual in Instrumentation in Food Analysis, IGNOU University

Evaluation Pattern

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*CA-Can-be Quizzes, Assignment, Projects, and Reports, and Seminar
Semester VI
Course Code: 21FSN313
L-T-P – 2-0-0-2

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Prerequisite: Nutrition & counseling.

Course Objectives:
1. Expose on the method of nutrition education
2. Understand the significance of Information Education and Communication (IEC) tools for nutrition education
3. Develop skills on how to plan, execute and evaluate a nutrition education programme.

Course Outcomes:

CO1: Appropriates skills for developing nutrition education materials
CO2: Gain knowledge on mass communication, media and aid tools for nutrition education
CO3: Utilized different communication tools for nutrition education
CO4: Gained knowledge on approaches, strategies and to organize nutrition education programmes

Skills: Develop skills in organizing nutrition education programmes

### CO-POMappings

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Syllabus:

**Unit I - Nutrition Education**  
6hrs.
Nutrition Education Meaning, nature and importance of nutrition education to the community and the lessonsto betaught. Training workers in nutrition education programs, integration of nutrition education with education and extension work. Principles of planning, executing and evaluating nutrition education programs, problems of nutrition education, Nutrition education approaches
Methods of Nutrition Education - Direct and Indirect Methods, Individual and Group Contacts, Types, Methods, Merits and Demerits
Unit II - Mass Communication in Nutrition Education

6hrs.
Definition, Merits and Demerits, Types – Print Media, Newspapers, Magazine, Leaflets, Pamphlets, Radio, Television, Films, Filmstrips

Unit III - Tools in Nutrition Education

6hrs.
IEC Materials - Significance of IEC materials, types, Advantages and Limitations, Design and development of IEC materials
Related Experiences
Preparation of chart, poster, or leaflets
Digital Health Interventions: Mobile Health, Mobile App, Online communication, Dietary survey, Websources

Uses of Folk Media in Nutrition Education - Types of Folk Media, Merits and Demerits
Related Experiences
Preparation of Skits or Puppet Shows or Villupattu

Unit IV - Organizing Programmes in Nutrition Education

6hrs.
Introduction – Selection of Theme, Planning the Programme, Executing the Programme, Evaluation of the Programme

Unit V - Approaches and Strategies for Improving Nutritional Status and Health

6hrs.
Approaches and Strategies for improving nutritional status and health, Health-based interventions, Food-based interventions including fortification and genetic improvement of foods, supplementary feeding, Nutrition education for behaviour change, Environmental sanitation, Food Nutrition and Health WASH interventions, National and state governmental nutrition education intervention programmes.

Text books:

Reference books:

Evaluation Pattern

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar*
Prerequisite: Basic knowledge on food product evaluation

Course Objectives:
3. Gain knowledge about different techniques for food product development and evaluation
4. Learn various methods of evaluating the quality and safety of foods.

Course Outcomes:
CO1: Gain knowledge on the importance of food grading and quality
CO2: Identify the sensory characteristics of different foods
CO3: Interpret the evaluation techniques and tests used in analyzing food quality
CO4: Ascertain the role of microorganisms in food quality

Skills: Develop skills in food product development and evaluation

CO-POMappings

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Syllabus:

Unit I - Introduction to Food Evaluation Quality
Definition, Objectives and Need for Evaluation of Food Quality
Factors Affecting the Evaluation of Food Quality – Psychological and Physiological

Unit II - Method of Evaluation of Food Quality – Subjective Methods
- Sensory Characteristics of Food – Appearance, Colour, Flavour, Taste, Texture and Consistency, Conducting Sensory Tests – Training Panel Members, Testing Laboratory –
- Preparation of Samples, Techniques of Smelling and Tasting, Testing Time, Design of Experiment,
Reasons for Testing Food Quality
Tasting procedures - Chewing, nibbling, slurping, mouth rinsing
Organoleptic Evaluation-Flavour, Colour, Clarity, Viscosity, texture, smelling procedures

**Unit III** Sensory Tests used for Food Evaluation 6hrs.
Types of Tests, Difference Tests, Rating Tests, Sensitivity Tests, Descriptive Tests, Interpretation of scores, Application of softwares in interpreting scores
Threshold tests-Absolute, Recognition, Differential, Terminal
Discrimination tests-paired comparison, duotriodifference, triangular
difference, singlesample test, twoalternative forced choicetest
Descriptivetests-Simple descriptive, Descriptivewith rating, Flavour profile, Dilution profile technique

**Unit IV** Method of Evaluation of Food Quality– Objective Methods 6hrs.

**Unit V** Evaluation of Microbial Quality of Foods 5hrs.
Methods, Assays used to assess the Microbial Load of different foods, Permitted levels of Microbial Load in different foods, Microbes responsible for Food Quality, Microbiological evaluation standards.

**Text books:**

**Reference books:**

**Evaluation Pattern**

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*CA-Can be Quizzes, Assignment, Projects, and Reports, and Seminar*
FoodAnalysis(Practical–X)

SemesterIV
CourseCode:21FSN383
L-T-P– 0-0-2-1

HoursofInstruction/week–2
No.ofCredits– 1
Total30hrs.

Prerequisite:QuantitativeAnalysis,Proximateanalysis

CourseObjectives:
1. Tolearnthequalitativeandquantitativeanalyticaltestsinfoods.
2. Tounderstandtheprinciplesofreactionintheidentificationofnutritionalconstituentsinfoods.
3. Toacquiretheskillstoanalyzenutritionalcomponentsoffoods.
4. Todemonstratetheanalysisofnutritionalconstituentsinfoods.

CourseOutcomes:
CO1: Know the difference between qualitative and quantitative analytical tests in foods.
CO2: Understand the identification of different types of sugars, proteins and minerals.
CO3: Able to identify and analyze constituents in foods in a logical sequence of steps of analysis.

Skills: Acquire skills to quantify proximate nutrients in foods

CO-POMapping

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Practical’s: 30hrs.

1. Quantitativetestsforsugars,proteinsandminerals.
2. Quantitativeestimationofglucoseinsugarsolution.
3. Quantitativeestimationofreducingsugaringrapejuice.
4. Quantitativeestimationofreducingsugarinhonesolution.
5. Quantitativeestimationofascorbicacidindrumsstickleaves.
6. Quantitativeestimationofascorbicacidinlimejuice.
7. Quantitativeestimationofascorbicacidinrawandcookedcabbage.
8. Quantitativeestimationofcalcium.
9. Quantitativeestimationofphosphorous.
TextBooks:


Reference Books:


Evaluation Pattern

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*CA – Regular Labwork assessment*
ELECTIVESA
FoodHygieneandSanitation

SemesterV
CourseCode: 21FSN231
L-T-P: 3-0-0-3
HoursofInstruction/week– 3
No.ofCredits–3
Total45hrs.

Prerequisite: Foodsafety, Hygiene, WASH, FNHW

CourseObjectives:
1. Understand the basics of food hygiene
2. Understand the concept of safe and effective sanitation practices
3. Understand the sanitary aspects of water.

CourseOutcome:
CO1: Design food hygiene and sanitation measures to control the spread of microorganisms.
CO2: Understand the links between water, sanitation and health

Skills: Develop skills in maintaining sanitary practices in the food industry

CO-POMapping

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Syllabus:

Unit I - Food Hygiene
9hrs.
General principle of food hygiene. Hygiene in rural and urban areas in relation to food preparation, personal hygiene and food handling habits. Place of sanitation in food plants. Sanitary aspects of building and equipment: Plant layout and design. Comparative studies on sanitary fabrication of different types of processing equipment’s.

Unit II - Safe and Effective Insect and Pest Control
9hrs. Extra
Neous materials in foods. Principles of insect and pest’s control. Physical and chemical methods of control. Effective control of micro-organisms: microorganisms important in food sanitation, microorganisms as indicators of sanitary quality.
Unit III - Sanitary aspect of water supply  
9hrs.
Source of water, quality of water, watersupply and its uses in food industries. Purification and disinfection of water, preventing contamination of potable water supply.

Unit IV - Cleaning practices  
9hrs.
Effective detergency and cleaning practices: Importance of cleaning technology, physical and chemical factors in cleaning, classification and formulation of detergents and sanitizers, cleaning practices.

Unit V - Sanitation practices  
9hrs.
Sanitary aspect of waste disposal. Establishing and maintaining sanitary practices in food industry, sanitation principle and the requirements for a food sanitation program, role of sanitation, general sanitary consideration and sanitary evaluation of food plants.

References:
1. Guideto Improve Food Hygiene - Gaston and Tiffney
2. Practical Food Microbiology & Technology - Harry H. Weiser, Mountney, J. and Gord, W. W.
3. Food Poisoning and Food Hygiene - Betty C. Hobbs
4. Principles of Food Sanitation - Marriott and Norman, G.
5. Hygiene and Sanitation in Food Industry - S. Roday

Evaluation Pattern

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*CA - Can be quizzes, assignment, projects, and reports, and seminar
AdolescenceHealthandLifestyle

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**Pre-requisite:** Health, Lifestyle changes, adolescent needs.

**Course Objectives:**
1. Understand the value of health and nutrition during adolescence.
2. Understand the relationship between lifestyle practices and health outcomes.
3. Understand various strategies undertaken to promote adolescent health, lifestyle and nutritional status.

**Course Outcome:**
- CO1: Increased mindfulness on significance in adolescent’s health.
- CO2: Gained information on the impact of long term good lifestyle practices on health.
- CO3: Attained knowledge on methods to overcome unhealthy lifestyle practices.

**Skills:** Develop skills to overcome lifestyle changes during adolescence.

**CO-POMapping:**

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**Syllabus:**

**Unit I: Introduction to Adolescent Health and Lifestyle**

Significance of Adolescent Health - stages of adolescence, physical, social, emotional, spiritual and intellectual well-being, sedentary lifestyle, reproductive health and factors influencing, integration of knowledge and skills to develop healthy lifestyle plans, parent’s adolescence communication.

**Unit II: Promotion of Good Eating Habits**

Food choices - Skipping Breakfast - Factors, impact on health, Measures to overcome junk food consumption - Factors, impact on health, Measures to overcome eating white products - Factors, impact on health, Measures to overcome.
randFluidintake-Significanceonhealth

9hrs.
Unit III – Resting pattern and physical activity
9hrs.
Postures – Ergonomics, Good and Bad postures, Advantage and Disadvantages; Degenerative Disc Disease – Causes, types, Consequences to human health
Sleeping Pattern – Types, advantages and disadvantages, circadian rhythm, nocturnal habits, consequences to human health.
Physical activity, obesity and weight management – Types and significance, weight management.

Unit IV – Supporting Mental Health
9hrs.
Stress – Causes, types, signs and symptoms, coping with emotions and stress, impact of Stress on adolescent health
Depression and Suicidal tendency – Causes and impact of Depression on adolescent health
Peer pressure – Causes, types and impact of peer pressure and ways to overcome on adolescent health
Procrastination – Causes, types and impact of peer pressure and ways to overcome on adolescent health
Violence – Types, causes and effects, rehabilitation measures

Unit V – Personal habits and hygiene
9hrs.
Personal Habits:
Alcohol addiction, Smoking, Substance Abuse, Electronic addiction – Factors, symptoms, types, health impact, measures to overcome

Personal hygiene:
General hygiene, menstrual hygiene, dental hygiene

Text Books:
1. An Introduction to Lifestyle Management: Facilitator’s Handbook, Dr. Anja Morris-Paxton, 2019

Evaluation Pattern:

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar
Pre-requisite: Health and fitness knowledge, practice.

Course Objectives:
1. Understand the importance of fitness and health
2. Gain knowledge on the relationship between nutrition and physical activity
3. Gain understanding on the techniques of training
4. Understand the risk of hypokinetic diseases
5. Comprehend the principles of exercise and stress management

Course Outcome:
CO1: Understand the significance of fitness and training
CO2: Foster fitness skills
CO3: Learn to manage lifestyle related disorders
CO4: Participate on stress and health management practices

Skills: Gain the technical ability to establish and manage fitness centers

CO-POMapping:

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Syllabus:

Unit I - Health and Fitness 9hrs.
Definition, Components and Relationship among Physical Fitness, Wellness and Health—challenges and personalized approach, Benefits of fitness training

Unit II - Exercise Physiology and Nutrition for Physical Activity 9hrs.
Pulmonary Structure and Function, Cardiovascular Regulation and Integration, Skeletal and neural control,
endocrines and exercise, role of macro and micro nutrients, optimum nutrition and introduction - Food Groups, MyPyramid (FAO/WHO, 2005), Adequate Diet. Role of Macro and Micro nutrients – Carbohydrates, Proteins, Fats, Vitamin D, Calcium, Iron, Optimum Nutrition and Hydration for Health

**Unit III - Physical Activity Training**
9hrs.
Aerobic and anaerobic training - To enhance Cardio Vascular Endurance, Flexibility and Body Composition, Measurement of PAL, Benefits of Fitness training and Gadgets for measuring PA – Motorized Treadmill,(aerobic Fitness), Functional Trainer, Fluid Rower (Upper body), Elliptical Bicycle and Bicycle Ergometer (Lower body), Stretch Trainer (Whole body), Multi Gym (9, 12, 16 station) for different muscle groups

**Unit IV - Diseases due to Faulty Food Habits and Physical Inactivity**
9hrs.
Life Style related diseases/disorders - Non communicable Disease conditions - Underweight, Obesity, Diabetes mellitus, Hypertension, Cancer, Cardiovascular Disease, Anaemia

**Unit V - Exercise, Stress and Health Management**
9hrs.
Stress Assessment and Management Techniques - Exercise at medium and high altitudes, Underweight, Overweight and Obesity, Relaxation Techniques, Yoga and Meditation for Health, Clinical Exercise Physiology for Cancer, CV and Pulmonary Rehabilitation

**Textbooks:**

**Reference Books:**

**Evaluation Pattern:**

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar*
ELECTIVESB
HomeScalePreservationoffoods

Semester VI
Course Code: 21FSN331
L-T-P–3-0-0-3

HoursofInstruction/week– 3
No.ofCredits –3
Total 45hrs.

Pre-requisite: Food processing, preservation, additives, preservatives

CourseObjectives:
1. Understand themethodsofhomescalefoodpreservation
2. Gainknowledgerelatedtopreservationonsugar, salt, drying andchemicalspreservative
3. Learnt theimportanceofmoistureremoval andfermentationinhomescalepreservation

CourseOutcomes:
CO1: Gainexpertisetomanagesurplusfruitsandvegetablesathomescale level
CO2: Enhance the knowledge related to preservation on sugar, salt, drying and chemicals preservativeCO3: Empowered to become anentrepreneurinsmallscalefoodindustries

Skills: Develop skillsinfood processing and preservationathomescale level

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Syllabus:

Unit I - IntroductiontoFoodPreservation 9hrs.
Basic Principles of Food Preservation, Types of Spoilage, Importance of Food Preservation Different Method of Food Preservation. Management of surplus foods.

Unit II - PreservationbyusingSugar 9hrs.
Sugar concentrates, Preparation of Jam, Jelly, Marmalades, Preserves, Candied, Glazed, Crystallized Fruits, FPOSpecification, Problems Encountered, Spoilages

Unit III - PreservationbyRemovalofMoisture 9hrs.
Sundrying, Drying, Dehydration, Method of Drying, Preparation of Vegetable Vathals - Ladies Finger, Brinjal, Beans, Cluster Beans, Preparation of Vadams – Rice vadam, Sago Vadam, Rice Flakes Vadam, Tomoto Vadam
Unit IV - Preservation by using Chemicals and Salts

9hrs.
Chemical Preservatives – Definition, Types of Preservatives, Preparation and Preservation of Fruit Juices, picking – Principles Involved, Process, Types
Preparation of Various Types of Pickles – Lime, Mango, Ginger, Capsicum, Mixed Vegetables, Brinjal, Onion, Garlic

Unit V - Fermentation

9hrs.
Definition, Types of Fermentation, Common Fermented Foods – Cheese Making, Dokhla, Wine

Text books:

Reference Books:

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*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar
NutraceuticalsandNutrigenomics

Semester VI
Course Code: 21FSN332
L-T-P–3-0-0-3

Hour of Instruction/week – 3
No. of Credits – 3
Total 45 hrs.

Pre-requisite: Nutraceuticals, bioactive components, dietary supplements, genetically modified foods

Course Objectives:
1. Gain knowledge about functional foods, nutraceuticals, and nutrigenomics.
2. Understanding the molecular level interaction between nutrients and other dietary bioactives with human genome.
3. Know the applications of nutrigenomics in wellness and disease management.

Course Outcomes:
CO1: Understand the developments in the field of nutraceuticals and nutrigenomics.
CO2: Understanding the functions of dietary supplements and nutraceuticals in disease conditions.
CO3: Know the importance of probiotics and prebiotics in human health.
CO4: Comprehend the components of nutrigenomics, gene expression, functional foods

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Syllabus:

Unit I - Nutraceuticals and Functional Foods
Definition of functional and traditional foods, nutraceuticals, designer foods and pharma foods, history of functional foods, components offunctional foods, foods containing nutraceuticals and classification of nutraceuticals – based on plants sources, mechanisms of action and chemical nature

9hrs.

Unit II - Role of Dietary Supplements and Nutraceuticals in Health and Disease
Concept of dietary supplements, sources and functions of phytochemicals with suitable examples, FOSHU foods – concepts, regulatory aspects

9hrs.

Unit III - Probiotics and Prebiotics
Gut microbiota, functions, concept of probiotic, prebiotic, and symbiotic; applications of probiotics in human

9hrs.
nutrition

Unit IV - Nutrigenomics 9hrs.

Definition of nutrigenomics, gene expression– transcription, translation, post translational modification, nutrition in the omics era- elementary concepts on epigenetics, transcriptomics, proteomics, metabolomics; genetic variation and nutritional implications

Unit V - Nutrition and Gene Expression and Nutrigenomics and Complex Diseases 9hrs.

Nutrient control of gene expression – amino acids, nucleotides, basic concepts of nutrigenomics and complex diseases– diabetes, cancer and obesity

Text Books:


Reference Books:

2. Tamine, A., 2015, Probiotic Dairy Products, Blackwell Publishing Ltd., UK

Evaluation Pattern

<table>
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<tr>
<th>Assessment</th>
<th>Internal</th>
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*CA - Can be quizzes, assignments, projects, and reports, and seminar
Career Opportunities in Food Science and Nutrition

<table>
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<tr>
<th>SemesterVI</th>
<th>Hour of Instruction/week – 3</th>
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**Prerequisite:** Biological sciences, food science, dietetics, community nutrition, food industry

**Course Objectives:**
1. Understand the extended higher learning opportunities for UG Food Science and Nutrition graduates.
2. Understand various career opportunities pertaining to graduates in UG Food Science and Nutrition.
3. Building capacity and Learning skill for competitive examination opening into government and non-government sectors

**Course Outcome:**
CO1: Awareness built on higher learning opportunities
CO2: Building appropriate skills and capacity to open careers in various food sector. CO3: Building knowledge and skills for the competitive exam preparations.

**Skills:** Strengthen technical and develop exam preparedness skills

**CO-POMappings**

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**Unit I - Preparation for higher learning & research**
9hrs. Understanding the domain of higher learning, Opportunities for higher learning, thrust areas of exchange studies, possible interdisciplinary courses and learning opportunities.

**Unit II - Career opportunities in hospitals**
9hrs. Registered Dietitian Examination, preparation, how to apply, syllabus, technical knowledge and skills required.

**Unit III - Career opportunities in government sector & community**
9hrs. Various Ministry, National and state government departments open for recruiting officers and staff with food science and nutrition background.
Unit IV - Career Opportunities in Food Industry & as an Entrepreneur

9 hrs. Required Education & Training for a career in the Food Industry, Opportunities as a Food technologist, Product/process development scientist, Quality manager, Regulatory affairs officer, Know about the Recruiters and roles and responsibilities. Small and large-scale food-based businesses, how to initiate startups, applying for FSSAI, setting quality standards roles and responsibilities.

Unit V – Preparation for Competitive Exams

9 hrs. Various resources, weblinks and websites for various relevant job applications. State employment exchange registration. Registered Dietitian Exam - Eligibility, registration, application, Syllabus. NET/SLET Exams – Interior design, resource management, textiles and clothing, human development, extension education

Textbooks/References:
2. Online resources

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