

PROJECT MANAGEMENT AND WOMEN ENTREPRENEURSHIP

Code: HSC15414DCE

Credits: L 4

Periods/Week: 4 Hours

M.M: 100

Objectives:

1. To provide conceptual inputs regarding structure and development of women entrepreneurship.
2. To sensitize and motivate students towards entrepreneur management.
3. To understand the framework for identifying and evaluating projects.
4. To impart skills for planning and management of the projects undertaken.

Contents:

Unit I: Women Entrepreneurship:

- Concept and development of women entrepreneurship. Functions and role of women entrepreneurs.
- Characteristics and personal attributes of successful entrepreneurs. Developing entrepreneurial competencies.
- Institutional support in women entrepreneurship. Problems faced by SSI in J&K
- Problems faced by women entrepreneurs and their remedies.

Unit II: Project Identification:

- Identification of project, generation and screening of project ideas. Classification of projects.
- Forms of ownership - sole proprietorship, partnership, company and cooperative

society. Factors influencing the choice.

- Steps for starting a small business, procedure and formalities for registration.
- Incentives and subsidies- need and problems.

Unit III: Project Analysis:

- Market and demand analysis- Demand forecasting. Marketing problems and their remedies.
- Technical, management and economic analysis of projects.
- Estimation of cost of projects- objectives, components and basis of estimates.
- Working capital requirement and its estimates.
- Sources of finance - short term and long term sources.

Unit IV: Financial Analysis and Project Implementation:

- Proforma profit & loss statement and balance sheet.
- Techniques of financial analysis - Break-even analysis, pay back period, average rate of return. Net present value and internal rate of return.
- Project format – common format of a project proposal. Information base and rules governing the preparation of project proposal.
- Project implementation – pre-requisites for successful implementation. Monitoring, controlling and follow-up.

References:

1. Akhauri, M.M.P. (1990) Entrepreneurship for women in India, NIESBUD,

NewDelhi.

2. Hisrich, R.D. and Brush, C.G. (1986) The women Entrepreneurs, D.C Health & Co Toronto.
3. Hisrich, R.D. and Peters, M. P. (1995) Entrepreneurship – Starting Developing and Managing a New Enterprise, Richard D., Irwin, INC, USA.
4. Meredith, G.G. et, al, (1982): Practice of Entrepreneurship, ILO Geneva.
5. Patel, V.C. (1987): Women Entrepreneurship – Developing New entrepreneurs, Ahmadabad EDII.
6. Grover, Indu, & Grover, (2002). Women and empowerment, Agrotech. Publishers, Udaipur.

FOOD SAFETY AND QUALITY CONTROL

Code: HSC15413DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Objectives:

1. Understand the importance of quality assurance in food industry.
2. Understand various tests and standards for quality assessment and food safety.
3. Understand various tests used to detect food adulterants
4. Be familiar with the fundamentals that should be considered for successful quality control programme.

Contents:

Unit I: Quality Control

- Definition of quality, quality control and quality assurance, Total Quality Management and Different Quality Standards.
- Factors affecting Food Quality – Extrinsic and Intrinsic
- Functions of quality control in food Industry
- Introduction to statistical quality control and control charts

Unit II: Sensory Evaluation of Food Quality.

- Sensory tests – Trained panel members, testing laboratory, preparation of samples, techniques of smelling and tasting, testing time, design of experiment, reasoning for testing good quality evaluation card.
- Types of tests –
 - Difference tests – paired comparison test, duo-trio test, triangle test.
 - Rating tests – ranking test, single sample (Monadic test), two sample difference test, multiple sample difference test, Hedonic rating scale, numerical scoring test, composite scoring test.
 - Sensitivity test – sensitivity threshold test, dilution test, descriptive flavour profile method.
- Limitation of sensory evaluation

Unit III: Objective Evaluation of Food Quality

- Advantage, disadvantages and basic guide lines,
- Chemical methods, Physico-chemical methods, Microscopic examination and Physical methods.

Unit IV: Hazard analysis critical control point (HACCP)

- Introduction and Principles of HACCP
- Physical, chemical and biological Hazards in foods
- Consumers role and safe food practices – buying, storing, preparing cooking and serving .
- Food Safety and Standards Act.

References:

1. Early, R. (1995): Guide to Quality Management Systems for the food Industry, Blackie, Academic and professional, London.
2. Gould, W. A., and Gould, R. W (1988): Total quality Assurance for the Food Industries, CTI Publication Inc, Baltimore.
3. Pomeranz, Y. and Meloan, C.E., (1996): Food Analysis: theory and practice, CBS publishers and distributor New Delhi.
4. Ranganna, S. (1986): Handbook of analysis and quality control for Fruit and vegetables products 2nd, edition Tata, McGraw Hill Publishing co, Ltd, New Delhi.
5. Hagstad, H.V and Hubbert, W.T. (1986) Food Control, Foods of animal Origin, Iowa State University Press, AMES.
6. James C.S., (1995) Analytical Chemistry of Foods, Blackie Academic and Professional (Chapman and Hall) Madras.
7. Bryan, F. L. (1992): Hazard Analysis Critical Control Evaluations. A Guide to Identifying Hazards and Assessing Risks Associated with Food Preparation and Storage. World Health Organization, Geneva.
8. Kirk, R. S. and Sawyer, R. (1991) Pearsons Composition and Analysis of Foods, Longman Scientific and Technical. 9th Edition, England.
9. Food and Agricultural Organization (1980): Manuals of Food Quality Control. 2 Additives Contaminants Techniques, Rome.
10. Bureau of Indian Standards: Specifications and Standards Methods.
11. Herschderfer (1987): Quality Control in Food Industry, Food Science and

- Technology -- A series of Monographs, Academic Press, London.
12. Marion Bennion 10th Edition, Introductory Foods.
 13. Norman W. Desrosier, James N. Desrosier, 4th Edition, 1987, The Technology of Food Preservation.
 14. B. Srilakshmi, 3rd Edition 2003, Food Science.
 15. Paul Insel, R. Elaine Turner, Don Rose, 2002 edition, Nutrition
 16. N. Shakuntala Nanay, M. Shadaksharaswamy, 2nd Edition 1996 Foods Facts and Principles.
 17. Singh, S.P. Funk, J., Tripathi, S.C., & Joshi, N. (2009). Food Safety Quality Assurance and global trade. VP (India): International Book Distributing Co.
 18. Jaub, I.A., & Singh, R.P. (1998) Food Storage Stability, New York CRC Press.
 19. Pearson, A.M., & Dutson, T.R. (1995) HCCP in meat, Poultry and Fish processing. New York: Aspen Publishers, Inc.
 20. Iarber, J.M., & Todd, E.CD. (2000) Safe handling of foods. New York Marcel Dekker, Inc.
 21. Vrema, L.R., & Joshi, V.K. (2000) Post harvest technology of fruits & vegetables handling, processing formation and waste management, New Delhi, Indus Publishing Company.

FOOD MICROBIOLOGY

Code: HSC15110DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Discipline Centric Elective

Objectives:

To enable the students to:

1. Learn about the Micro-organism causing spoilage of food.
2. Study methods for controlling & spoilage of micro-organisms.

Contents:

Unit I:

- **Micro-organisms Associated with Food (Bacteria, mould, yeast):-** Types, characteristics and occurrence. Mechanism of food spoilage by these micro-organisms
- **Sources of Micro- organisms:-** Soil, Water, Air, Sources of contaminants in animal and plant food.
- **Effect of Environmental Factors on Growth of Micro-Organism: -** Growth curve. Nutrients, Moisture, PH, Oxidation reduction potential, Temperature and gaseous atmosphere, Inhibitory substance in animal and plant products, Microbial interactions.

Unit II:

- **Microbial Intoxication and Infections:-** Food borne illness - Bacterial and fungal, outline of etiological agents, symptoms, foods involved and control. Food borne illness caused by staphylococci, salmonellae, E. Coli, Clostridium Botulinum, aflatoxin and its biological effects and control.

- **Useful micro-organism** - Lactic acid bacteria and yeast. Probiotics and their beneficial effects, Prebiotics

Unit III:

- **Estimating the number of Microbes:-** Sampling, Direct Microscopic Count, Pour plate count, Surface Plate Count, Membrane Filters, MPN, Methylene Blue Reduction test, Tetrazolium Test, Physical test, Introduction to Advanced techniques- ELISA and Immunofluorescence.
- **Spoilage of food:** - Food Spoilage in fruits, vegetables, cereals, poultry, egg, seafood, dairy products fats and oils and canned foods.
- **Microbiology of Water:-** Water borne Pathogenic Microbes, Sanitary test for Coliform - Presumptive, Confirmed and Completed test, Purification of Water.

Unit IV:

- **Control of Micro-Organisms:** - By asepsis (air, water, equipments use of sanitizing agents, personnel), By removal (washing, centrifugation and filtration), By retarding growth - low temperature storage (Refrigeration, freezing. By drying (Hot air, spray, vacuum, freeze and micro-wave). Controlled atmospheric storage, Use of Chemical Preservatives.

References:

1. Pelezar, M. 1. and Reid, R. D. (1993): Microbiology McGraw Hill Book Company, New York, 5th Edition.
2. Atlas, M. Ronald (1995) Principles of Microbiology latest Edition, Mosby - Year Book, Inc, Missouri, U. S.A.
3. Frazier, W.C. (1998): Food Microbiology Me Graw Hill Inc. 4th Edition.
4. Jay, Janes, M. (2000) Modern Food Microbiology 6th Ed., Aspen Publishers Inc. Maryland.
5. Banwat J. George (1998): Basiv Food Microbiology 2nd Ed., CBS Publishers and Distributors.

COMMUNITY HEALTH MANAGEMENT

Code: HSC15111DCE

Discipline Centric Elective

Credits: L 4

Periods/Week: 4 hrs

Marks: 100

Objectives:

1. To understand the concept of health and health indices popularly used.
2. To realize the health problems of the community and their scientific intervention.
3. To know the supportive services and programmes for community health management.
4. To get sensitized to management information systems in health.

Contents:

Unit I: Concept of Health and Health Care.

Health

- Concept of health, community health, reproductive health and global health, factors affecting health, health as a human right, health for all. Primary health care –Definitions, principles and components.
- Health and related indices in community health, fertility indicators, vital statistics, mortality, morbidity indicators, demographic indicators, -- sex ratio, female foeticide indicators for social and mental health.

Unit II: Community Health Needs and Problems.

- Health needs and problems related to sanitation and environment, protected water, personal hygiene and pollution control.
- Ecology and environment, global warming – causes, effects and prevention, natural and manmade disaster management.
- Health needs and problems of special groups - women, infants, children, adolescents, elderly, urban and rural poor.

Unit III: Health Care Services.

- Health administrative set up, peripheral, state, national, urban, rural, role of NGO's.
- National Health Programme.
- Child survival and safe motherhood
- Reproductive and child health programme.
- National and International agencies.

Unit IV: Management Information System in Health.

- Basic epidemiology, surveillance, health screening.
- Health regulations and acts, International health regulations.
- Census, sample registration system, national family health surveys.
- Major health problems in India.

References:

1. Dutt, P. R. (1993)., Primary Health Care. Vol. 1-3 Gandhigram Institute of Rural Health and Family Welfare Trust, Ambathurai.
2. Menelkar, R. K. (1997): A Textbook of Community Health for Nurses, Vora Medical Publication; Mumbai.
3. Park, K. (2000): Essentials of Community Health Nursing. M/S Banarsidas Bhanot; Jabalpur.
4. Park, K. (2000): Textbook of Preventive and Social Medicine. M/S Banarsidas Bhanot; Jabalpur.

HISTORY AND THEORIES OF HUMAN DEVELOPMENT

Discipline Centric Elective

Code: HSC15112DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Objectives:

1. To acquaint the students with the history of Human Development
2. To enable the students to understand the theories of human development and behavior.

Contents:

Unit I:

- Concept of a theory.
- Early Philosophies: Preformationism, Locke, Rousseau.
- Darwin, Lorenze, Tinbergen and Bowlby,
- Freudian theory, Alfred Adler and Erik Erikson- Further Applications & Evaluation.

UNIT II:

- Piaget's theory. Further Applications & Evaluation.
- Vygotsky's theory - Further Applications & Evaluation.
- Bronfenbrenner's Ecological Systems theory. Further Applications & Evaluation.
- Maslow's Self Actualization Theory- Further Applications & Evaluation.

UNIT: III

- Theories of Self - Contribution of Mead & Cooley to the development of self.
- Theories of Learning- Watson, Pavlov and Skinner.
- Theories of Social Learning- Bandura- Evaluation of the Theory

UNIT: IV

- Theories of Emotional Development- James-Lange, Cannon- Bard.
- Theories of Language Development-: Behaviorism, Nativism, Interactionism.
- Theories of Moral Development-Piaget, Kohlberg.

References:

1. Robert B. Ewen (1998). An Introduction to theories of Personality. 5th Ed. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London.
2. Herner, Richard M. Concept & Theories of Human Development.
3. Crain, W.(1992) Theories of Development, Concepts and Applications. New Jersey: Prentice Hall.
4. Roland, A. (1996). Cultural pluralism and Psychoanalysis. New York: Routledge.
5. Vasta, R. (Ed). (1992). Six Theories of Child Development: Revised Formulations And Current Issues. London : Sessica Kingsley Publishers Limited.
6. Berk, L.E. (2001) Child Development- Third Edition. New Delhi: Prentice Hall of India.
7. Papalia, D.E., Old, & Feldman, R.D. (2010. Human Development (10th) New Delhi: Tata McGraw – Hill Publishing Company Limited.

INDIAN SOCIO ECONOMIC ENVIRONMENT

Code: HSC15113DCE

Credits: L 4

Periods / Week: 4 Hours

M.M: 100

Objectives:

1. To understand the socio economic structure, organization and problems of rural, urban and tribal.
2. To know about policies of development and their impact.
3. To be aware of policies of liberalization and globalization and their impact.

Contents:

Unit I: Indian Economy

- Structure and organization of rural, urban and tribal areas.
- Land ownership, occupational hierarchy ,dependence on agriculture
- Caste, class and institutions
- Roles, status and development of women
- Poverty, inequality, unemployment, stagnation
- Impact of industrialization on urban life, socio economic aspects of metropolitan life
- Historical overview of tribal welfare.

Unit II: Socio Economic Changes since Independence

- Economic planning and achievements
- Growth Vs Development, development index, PWLI, HDI,CPI, etc
- Rural development- concepts, objectives, importance and historical overview
- Special programmes for poor, women and children

- Employment policy – Cottage and small industries
- Land reforms – future programmes
- Tribal development strategies and policies
- New economic policy and its impact.

Unit III: Industry and Agriculture

- Industrial development and diversification
- New Industrial policies in India
- Agriculture price and credit policy.
- New economic policy and agriculture.

Unit IV: Co-Operatives

- Philosophy, objectives, types and progress. Co-operative movement retrospect and prospect in India.
- Causes of failure of village co-operatives
- Co-operative principles, characteristics of co-operative Enterprise (with special reference to women)
- The progress problems and remedies suggested.

References :

1. Ahuwalia, M.S. (2000) : India's Economic Reforms and Development, Oxford University Press.
2. Bhattacharya, B. Urban Development in India. Shree Publishing House Delhi.
3. Bose, Ashish: India's Urbanization. Institute of Economic Growth, Delhi University.
4. Bulsara, J.F. Patterns of social life in Metropolitan Areas.
5. Das Ram: Socio- - Economic Transformation of millions through Rural Development; 21st century publishers, Meerut.
6. Dreze, J. and Sen A.K. (1995). India Economic Development and Social

- opportunity, Oxford University Press.
7. Gulat A: India Agriculture and open Economy
 8. Hussain, N. Tribal India Today, Harman Publishing House.
 9. Krishan, K. L.: Industrial Growth and Diversification
 10. M.B. Nanvati and Anjana J.J. Indian rural Policies
 11. Sen. A.K. : Growth Economics
 12. Singh, A.K.: Tribal development in India Amber Prakshan, Delhi.
 13. Mathur, B. L. (2000) Rural Development and Co-operation. Deepak Parnami RBSA Publishing S.M.S highway Jaipur.
 14. Desai Vasant (1988): Rural Development. Himalya Publishing House, Bombay.

Journals:

1. Economic and Political Weekly
2. Journals of rural development
3. Kurushita, publication of development, Govt. of India, New Delhi.
4. Social Change (Council of Social Development, New Delhi)
5. Vohra publication of development, govt. of India, New Delhi.
6. Annual Economic Survey, J&K
7. Diets and Statistics

STUDY OF FAMILY IN SOCIETY

Code: HSC15114DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Discipline Centric Elective

Objectives:

1. To understand family as a component of socio cultural milieu and context.
2. To realize and appreciate universality and variations in family life patterns across cultures.
3. To understand theoretical and methodological concerns related to family studies.
4. To create awareness regarding structures functions needs and strengths of families with specific references to the Indian family.

Contents:

Unit I: Family in Social Context

- Family as a component of social system-family composition and function.
- Causes and effects of different family structures on changing role of family.
- Family in historical context from traditional to modern
- Origins of family-functional explanations, conflict explanations and the family cycle.

Unit II: Approaches and theories in family studies.

- Interactional approach

- Development approach
- Structural – functional theory

- Exchange perspective
- Alternative life styles

Unit III: Family and Societal Exchanges/ Influences.

- Work and family
- Education and family
- Health and family
- Religion and family
- Ecology and family

Unit IV: Interactional problems in family life.

- Family violence, battered women, child maltreatment and sexual abuse.
- Child rearing and socialization, gender roles.
- Divorce and remarriage
- Dowry

References:

1. Mandelbaum, D.G (1972), Society in India: Continuity and change Berkley: University of California press.
2. Adam's B.N (1975). The family: A sociological interpretation. Chicago: Rand Mc Nully.
3. Coor, R. (1975) Family its structure and functions, New York, Macmillan Publishing Co. .
4. Queen, S.A (1985) The family in various cultures (5th ed) N.Y. Harper & Row.
5. Eshleman J.R., Cashion B.G & Basirico L.A (1988) Sociology- An Introduction USA. Harper Collins, Publishers.
6. Colemar, J.C(1988) Intimate relationships: Marriage and family patterns N.Y Macmillan
7. Hess B.B., Markson E.W & Stein P.J (1988) Sociology 3rd Edition, New York,

Macmillian, Publishing Company.

8. Light D; Keller, S & Calhoun C (1989) Sociology 5th Edition, New York Alfred A. Knoff.
9. Thio A (1989) Sociology – An Introduction 2nd Edition New York, Harper & Row Publishers.
10. Bahr, S.J (1989) Family interaction N.Y : Macmillian Publishing Co.
11. Lock, S.L (1992) Sociology of the family, London: Prentice Hall.
12. Ahuja, R. (1997) Indian Social System (2nd Ed) Jaipur: Rawal.
13. Leslie, G.R (1998). The family in Social Context.
14. Macionis J.J (2001) Sociology 8th Ed. New Jersey, Prentice Hall

Nutritional Disorders & Diseases

Code: HSC15116GE

Credits: L2

Generic Elective

Periods/week: 2 Hours

Marks: 50

Contents:

Unit I : Nutritional Care in Weight Management

- Overweight and Obesity
 - Etiology
 - Dietary and life style modification
- Under Weight
 - Etiology
 - Dietary Management

Unit II: Nutritional Management of CHD & Diabetes Mellitus

- Coronary Heart Disease
 - Etiology
 - Dietary Management of Dyslipidemia / Hyperlipidemia
- Diabetes Mellitus
 - Etiology
 - Management of Diabetes

References:

1. Barkar, D. J.P. (1998). Mothers, Bahks and Health in Later life. Edinburgh, Churchill Livingstone.
2. Whitney, E., & Rady Rolfes, S. (2008). Understanding Nutrition (11th ed). Canda: Wadsworth, Cengage learning.
3. Mahan, L.K., & Escoh- Sump, S. (2004). Krause's Food Nutrition & Diet Therapy (11th ed). Philadephia Sunders an imprint of Elsevier
4. Anderson Dibble., Nutrition in health Disease.
5. Robinson, C. H., Normal and Therapeutic Nutrition. (17th Edition) Macmillan Publishing Company. Lea & Febiger USA Publishing.
6. Shills M.E., et.al., Modern Nutrition in Health and Disease.

Health consequences of Nutritional Deficiencies

Code:HSC15318OE

Credits: L3

Periods/week: 3Hours

Marks: 75 (Ext. Exam: 60 / Int. Assessment: 15)

Contents:

Unit I: Common Nutritional Problems In India.

- Low Birth Weight (LBW)
 - Definition and Developmental problems of LBW
 - Nutritional Requirements.
 - Methods of feeding
- Protein Energy Malnutrition (PEM).
 - Types and etiology of PEM
 - Nutritional Requirement .

Unit II : Nutrition Deficiency Diseases

- Vitamin A deficiency Diseases
 - Etiology
 - Clinical forms and management.
- Nutritional Anemia
 - Types and clinical features
 - Dietary management

UNIT III: Nutrition Intervention Programmes For improving Nutrition And Health

- Vitamin A prophylaxis programme.
- Prophylaxis against Nutritional Anemia.
- Mid day Meal programme.
- ICDS programme.

References:

1. Park,k.(2013).Textbook of Preventive and Social Medicine(22nd ed.).Banarasidas Bhanot Publishers.
2. Srilakshmi,B.(2000).Dietetics(3rd ed.).New Age International Publishers.
3. Robinson,C.H.,Lawler,M.R.,Chenoweth,W.L.,Garwick,A.E.(2013).Normal and Therapeutic Nutrition(21th ed.).Macmillan Publishing Company New York.
4. Ghai,O.P.,Paul,V.K.,Bagga,A.(2009).Ghai Essential Pediatrics(17thed.)CBS Publishers.
5. Rice,F.P.(1992).Human Development-A Life Span approach(2nd ed.).Library of Congress Cataloging in publication data.
6. Mahan,L.K.,Escott-Stump,S.,Raymond,J.L.(2012).Krauses Food and the Nutrition Care Process(13th ed.).Elsevier publishers.

COMMUNITY ORGANIZATIONAL AND DEVELOPMENT

THEORIES

Code: HSC15315DCE

Credits: L 3

Periods / Week: 3 Hours

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

Objectives:

1. To understand the concept, structure and organization of different types of communities.
2. To understand the factors contributing to changes in community, community organization and their mobilization for development goals.

Contents:

Unit I: The Community, Social Groups and Organization

- Concept and characteristics of a community.
- Structures and organization of different types of communities - tribal, rural and urban. Different communities - norms, mores and prevalent customs.
- Social Groups -Concepts, types, characteristics and dynamics of different social group, interests, attitudes and motivations for affiliation.
-

Unit II: Dynamics of Change in Community

- **Social organizations** - Family, school, co-operatives and other organization and their role in community.

- Factors contributing to change and transition in the structure and organization of societal institutions
- **Religion, socio** - Political Ideologies, Imperialism, Mass media and Communication, Globalization and their impact on community.
- **Planned changes** - Concept, solution and changes of planned social changes.

Unit III: Organization in Development

- Theories of development, people centered development, factors contributing to paradigm shift.
- Organizations involved in development of government, corporate and voluntary sector organizations.
- Analysis of their present role, future potential in facilitating development; inter sectoral synergy, importance and operation allegation. Role of leadership in community development.

References:

1. Burkey, Stan (1993) People First: A Guide to Self-Reliant, Participatory Development.
2. Dale, R (2000): Organizational and development strategies, structures and process, Sage publication; New Delhi.
3. Edwards, M and Hulma, D. (1992). Making a difference; NGO's and development in a changing world.
4. Handy, C. B. (1983); Understanding Organizations.
5. Harka Lombos ---- Sociology: Themes and Perspectives.
Korten, D.C. (1990): People Centered Development---Getting to the 21st century New Delhi: Kanishka Publishers.
6. Capuzzi D & Gross D.R. Counselling & Psycho therapy-Theories and Interventions

(4th Ed) Pearsons Education India.

MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE

Code: HSC15314DCE

Credits: L 3

Periods/week: 3 Hours

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

DISCIPLINE CENTERIC ELECTIVE

Objectives

1. To understand the importance of mental health at different stages of life.
2. Develop skills for promoting mental health across the life span.
3. Identify mental health issues in the community & sensitizing its members.
4. Develop skills of organizing school mental health programs.

Contents:

Unit I: Mental Health

- Definition, Concept, Characteristics & importance of holistic health.
- Biological, Ecological, Psychological concepts of Mental health
- Concept of normality & abnormality.
- Mental health - needs & programmes.

Unit II: Infancy & Early Childhood years

- Implication of attachment & bonding for mental health, deprivation syndrome.
- Mental health needs (safety, security, autonomy, self concept, importance of nutrition in health)
- Behavior difficulties manifested at this stage - feeding problems, aggression & withdrawal problems related to early schooling & formal learning.

Unit III: Middle Childhood , Adolescence and Adulthood- Mental Health Needs

- Mental health needs - Recognition, appreciation, friendship & industry.
- School related problems - discipline, truancy, phobias, learning difficulties & disabilities.
- Maladjustment at home & school.
- Problems related to physical appearance (developments & relationships)
- Problems related to sexuality.
- Authority adolescent conflict- (parents, grandparents & school authority)

References:

1. Shawl, S.I -A Text Book of Mental Health-
2. Govt. of India Ministry of health & family welfare (1982) National mental health program for India.
3. Gahan, P. J, Jegeda, R. O, Kapur, M., Minde, G., Nikapota, A.P. & Sell II. L. (1983). A manual on child mental health & psycho social development part III for teachers New Delhi. WHO.
4. Carter, F & Cheesman, P. (1988) Anxiety in childhood & adolescence encouraging self-help through relaxation training. London: Croom Helm
5. Barry, P.D. (1990):Mental health & mental illness (4th ed) Philadelphia J.B, Lippincott.Co.
6. Bone, E, D. (1991) Handbook for the positive revolution, London: Pengium Publication.
7. Gopal, K. N. (1994) Mental health & you
8. Kapur M. (1995) Mental Health of Indian children. New Delhi: Sage publications.
9. Goleman, D (1996). Emotional intelligence. N.Y: Bantam Books.
10. Sharma, R. (2006) Abnormal Psychology. New Delhi: Atlantic Publishers.

WOMEN, NUTRITION & HEALTH

Code: HSC15313DCE

Credits: L 3

Periods/Week: 3 hrs

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

Objectives:

1. To acquaint students with status of women in family and society.
2. Understand how various factors influence the health and nutritional status of women.
3. Plan and undertake various activities to improve the status of women.
4. Understand how health of women influence family, community and national development.

Contents:

Unit I: Women in - Family, Community & Society

- Women's role, their resources and contribution to family.
- Demographic changes, menarche, marriage, fertility, life expectancy, aging and widowhood, female- headed families.

Women & Society

- Women's role their resources and contribution to society.
- Effect of Urbanization on women
- Impact of economic policies, industrialization and globalization on women.

Unit II: Women and Nutrition.

Women's Nutritional requirements and food needs.

- Pubescence and Adolescence, Food related habits of Adolescents, General nutritional problems during adolescence.
- Pregnancy and Lactation, General dietary problems of expectant mothers.
- Menopause and dietary consideration.
- Nutrition related problems of old age.
- Situation of women in global, national and local context.
- Improving the nutrition and health status – interventions throughout the life cycle

Unit III: Women and Health

- Gender and Health, Health seeking behaviour.
- Women and aging --- special concerns in developed and developing societies - menopause, osteoporosis, chronic degenerative disease, neurological problems
- Women – AIDS and Breast Cancer.
- Empowerment of Women
- CEDAW (Convention on Elimination of all forms of Discrimination against Women) and WRLH (Women's Right to life and Health).
- Role of Education and various national schemes.

References:

1. ACC/SCN Policy Discussion Papers.
2. Wallace, H. M. and Giri, K. (1990) Health care of Women and Children in Developing Countries, Third Party Publishing Co., Oakland, California.
3. UNICEF, (1994): The Urban and Household Food Security, UNICEF.
4. IDRC, (1993): Gender, health and Sustainable Development.
5. NGO, Committee on UNICEF (1997): Women and Children in Urban Poverty --- What Way Out?
6. Census Reports, Government of India.
7. NFHS Reports.
8. UNICEF--- State of the World's Children.
9. Weil, D.E.C.; Alicbusan, A. P.; Wilson, J.F; Reich, M.R., and Bradley, D. J. (1990). The Impact of Development Policies on Health. A review of the Literature World Health Organization. Geneva.
10. International Nutrition Foundation – Micro-nutrient Initiative (1999): Preventing Iron Deficiency in Women and Children; Technical Consensus on Key Issues.
11. Gopalan, C. and Kaur, S. (Eds.) (1989): Women and Nutrition in India, Nutrition Foundation of India.

COMMUNITY NUTRITION

Code: HSC15312DCE

Credits: L 3

Period / week: 3 hours

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

Objectives:-

1. Identify Nutritional problems in the community.
2. Evolve/ develop solutions to overcome these problems in the community.
3. Realize the role of state, national and international agencies to combat malnutrition.
4. To know how to plan different programmes of nutrition education for the community.
5. Understand the different methods of assessment of nutritional status of the community.

Contents:

Unit I: Community

- Definition and concept of community and health , Nutrition and society.
- Role of the community/public health nutritionist in health care delivery system.
- Impact of the following on nutritional status of the community:
 - Environmental and agricultural factors.
 - Storage and distribution
 - Socio -cultural and economic factors.

- Population size.
- Science and technology.

Unit II: Nutrition and Behaviour

- Factors affecting food habits and behaviour, Means of modifying them to promote health.
- Methods of Assessing Nutritional Status of the Community
- Definition, Objectives and scope of Nutrition Education.
- Prevalence of malnutrition in India.
- Role of National Nutrition Policy in protecting health of the Nation.

Unit III : Common Nutritional Problems in India.

- Common nutrition problems in India and measures to combat them.
- Nutritional surveillance
- ICDS, ANP, SNP, Mid day meal programme and School lunch programme.

Role of National & International Agencies in Improving the Nutritional Status of the Community.

- WHO, FAO, UNICEF, CARE, NIN, CFTRI, ICMR, Social Welfare Board & MCH

References:

1. Park K., Preventive and Social Medicine. Banarasidas Bhanot Publishers 4th Ed. 1995.
2. Dwyer, T. Mayer, Food and Nutrition Policy in a changing world. New York, Oxford University Press, 1979.
3. Singhai, C. G. Environment Nutrition and Health Hazards in India, Vohra

Publishers and distributors, Allahabad (India).

4. Margen Sheldon. Progress in Human Nutrition. The AVI publishing company, Inc, 1971.
5. Swaminathan. M. Handbook of Food and Nutrition.
6. Rao, Bhaskara. Community and School Nutrition Education discovery Publishing House, New Delhi. 1998.
7. McLaren S. Donald. Nutrition in the community John, Wiley & Sons Chichester 1983,
8. McLaren S. Donald Nutrition and its Disorders 3rd Ed. Churchill Livingstone Edinburgh, 1981.

BEHAVIOUR CHANGE AND ADVOCACY IN HEALTH

Code: HSC15317GE

Credits: L 3

Periods/Week: 3 Hours

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

Objectives:

1. To understand the multi-faceted nature of community health.
2. To develop a holistic understanding of sociology of health and people's perception towards health
3. To be able to critique policies, intervention programmes, and strategies adopted for addressing community health issues.

Contents:

Unit I: Health -Development Perspectives

- Health situation, concept of community health, epidemiology, demography, preventive and promotive health
- Socio cultural perceptions and motivations towards health.
- Health care systems-types-contemporary and traditional systems, socio-cultural context of health care and delivery systems.

Unit II: Community Health Issues

- Reproductive and child Health (RCH) – maternal and child mortality status.Traditional and contemporary RCH practices and issues.
- Social Health issues- Drugs Tobacco, alcohol – prevalence, prevention and

rehabilitation.

- Environment and health- Pollution, toxicity, quality, contaminations, residues and adulteration issues- prevalence, health implications.
- Health issues during disaster and emergencies and special circumstances-assessment and surveillance of affected groups, relief and rehabilitation strategies.

Unit III: Health Communication and Advocacy

- Health communication and advocacy- Meaning, concept, various strategies,types.
- Strategizing health advocacy and BCC campaigns- elements, tools and techniques.
- Role of media in promoting health
- Synergizing inter-sectoral partnerships for health advocacy and action.

References:

1. Barur, V(1999) private Health Care in India.New Delhi: Sage Publications.
2. Easterling, D., Gallagher, K.; Lodwick, D. (2003) Promoting Health at the Community Level.Thousand Oaks, California: Sage Publications.
3. Park,K. (2000) Essential of Community Health.Jaipur: M/S Banarsidas Bhanot.
4. Gupta, J.A.(2000) New Reproductive Technologies- Women's Health and Autonomy.New Delhi: Sage Publications.

GENDER EQUITY AND SOCIETY

Code: HSC15117OE

Open Elective

Credits: L2

Periods/week: 2 Hours

Marks: 50

Objectives

- To appreciate gender as a socio-cultural constraint
- To create awareness of the gender biases and barriers that prevail in society
- To develop sensitivity regarding the socio-economic and political factors that determines life experiences in relation to gender.
- To become aware of the need for proactive approach and empowerment to attain and maintain equality.

Contents:

Unit -I Major Concepts and Issues

- Differentiation between sex and gender.
- Gender role: Socialization and gender role, Stereotypes
- Gender related division of labour and its implications
- Forms of family in terms of residence and descent, i.e, nuclear, joint and extended families; patrilineal and matrilineal family systems.

Unit- II Gender Identities as Inscribed in Culture

- Cultural controls over gender roles
- Construction of gender identities in culture
- Gender and religion
- Media portrayal of gender roles,
- Equality -Inequality perspective and impact

References

1. Desai, N. and Krishna, M. (1988) Women and Society in India, New Delhi, Ajanta Publications.

2. Kaila, N. (1987). Session in Indian Education, New Delhi: Vikas Publications
3. Krishnaraj, M. (ed.) (1986). Women's Studies in India, Bombay: Popular Prakashan.
4. Lengan, L. (1998). Understanding Women's health Issues, A Reader, New Delhi; Kali for Women.
5. Patil, A.K. (1995). Women and Development, New Delhi, Ashish Publishing House.
6. Poonacha, V. (1999). Understanding Women's Studies, Contribution to Women's Series: II Mumbai: RCWS, SNDT Women's University.
7. Swarup, H. and Bisaria, S. (1991)(eds). Women, Politics and Religion, Etawah: AC Brothers.

Current & Emerging Concepts In Human Nutrition

Code: HSC15412DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Objectives:

1. To orient students with current concepts in Human Nutrition
2. To Know about the Emerging trends in Nutrition
3. To make students understand the importance of fiber in relation to Health

Contents:

UNIT I: Defensive Nutrition Paradigm

- Phytochemicals: Concept and its role in prevention of diseases, Antioxidants & their health benefits.
- Concept of Nutrogeomics & Nutraceuticals.
- Probiotics and their beneficial effects, prebiotics.
- Genetically Modified Foods and their benefits. Safety of GM Foods.
- Nutritional Supplements & Ergogenic Aids- Types.
- Government Regulations of Food Safety- FSSAI.

UNIT II: Emerging trends in Nutrition

- Organic Foods & Organic Farming
- Functional Foods & their Benefits
- Commonly used Milk Substitutes
- Artificial sweetener and its types.
- Various Fat replacers in the diet
- Advanced concept of food preservation
- Placebo effect

Unit III: Food Technology

- Food Spelling.
- Food fortification & Enrichment- objectives, commonly fortified foods & methods of fortification.
- Irradiation- Safety & Quality of irradiated foods.
- Microwave Cooking- Its advantages & disadvantages.

UNIT IV: Fiber & its benefits

- Dietary fiber & its types (Soluble And Insoluble Fiber)
- Sources of Fiber & its components
- Importance of Fiber in Human Nutrition
- Role of Fiber in Prevention of Diseases
- Resistant starch & its Potential health benefits.

References:

1. Robinson, C. H., Normal and Therapeutic Nutrition. (17th Edition) Macmillan Publishing Company.
2. Lea & Febiger USA Publishing.
3. Shills M.E., et.al., Modern Nutrition in Health and Disease.
4. B. Shri. Lakshmi., Dietetics, 4th Edition. New age, International (p) Ltd. Publishing.
5. Davis J., and Sherer, K. (1994): Applied Nutrition and Diet Therapy for nurses 2nd Ed. W.B.Saunders. Co.
6. William, S. R. (1993): Nutritional & Diet Therapy 7th Ed. Times Mirror/Mosby College Publishers.

PARENTING IN EARLY CHILDHOOD

Code: HSC15415DCE

Discipline Centric Elective

Credits: L4

Periods/week: 4 Hours

M.M: 100

Objectives

- To understand the significance of parents role in early childhood.
- To develop skills to involve parents in early childhood education programmes.
- To learn to conduct parent education programmes.

Contents:

Unit I: Individual Parenting Roles.

- The task of parenting and the concept of parenting skills.
- Changing concept of parenthood and childhood.
- Being a competent parent.
- Determinants of parenting behaviour.
- Characteristics of the parenting roles.
 - The mothering role.
 - The fathering role.
- Concept of family, and family life cycle stages.

Unit II: Developmental Interaction in Early Childhood Years

- Parents role in developing self awareness in children.
- Family relations and communication.
- Helping the child to learn to express and control emotions.

- Helping children discover personal capabilities.
- Establishing routines and showing responsible behaviour.
- Learning social role and interactions with others.
- Meeting the family needs during this stage.
- Meeting the children's needs.

Unit III: Techniques of parent Education in Preschool Setting

- Informal Meeting: Occasional/accidental meeting,
written/printed-newsletters, circulars, notices etc.
- Parent library, toy library.
- Workshops/demonstration centre.
- Parents corner.
- Open house.
- Large/small group meetings.
- Individual meetings: Home visits, individual sessions.
- Working with vulnerable families.

Unit IV: Parent Education and Support

- Role of professionals.
- Parents as family workers.
- Flexibility to different needs.
- Personal development of parents.

References:

1. Bigner, J.(1979): Parent child relations: An introduction to parenting. N.Y. : McMillian Pub.
2. Brim, Harman (1980); Learning to be parents, principles, programmes and methods. Saga Pub.
3. Fine Marwin (1980): Handbook on parent education, New York: Academic Press Inc.
4. Goldelein, J.C. (Ed.)(1994). toys, Child Development, Cambridge University Press.
5. Gordon, Thomas (1975): Parent effectiveness training, New York: New American Library.
6. Gillian, Pugh (1984): The needs of parents, practice and policy in parent education, Macmillan,
7. Gupta (1991). Speaking of Child Care, Everything You Wanted to Know: (2nd Ed.). New delhi : Sterling.
8. Lidhop, M. (1987). Child rearing and Psycho-social Development. New Delhi: Ashish Publications.
9. Kulkarni, Sudha (1988): Parent Education, Jaipur: Rawat Pub.
10. Naidu, U.S. and Nakhate, V.S. (1985). Child Development Studies in India. Bombay: Tata Institute of Social Sciences.
11. Wagh, Anutai (1984): Parent and Community Participation in the PreSchool Programme, New Delhi: NCERT.

NUTRITION IN EMERGENCY AND DISASTER

Code: HSC15211DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Objectives:

1. To familiarize students with various natural and manmade emergencies and disasters having an impact on nutrition and health status of a community.
2. To understand the special nutritional concerns arising out of emergency situations.
3. To know the strategies of nutritional rehabilitation of emergency affected populations.

Contents:

Unit I: Disaster Management.

- Disaster – Definition, management
- Disaster impact and response.
- Short-term effect of major disasters – Earthquakes, high winds, tidal waves/ flash floods, slow – onset floods, lands slides, famine, drought and war.
- Surveillance.
- Disease Prevention and Control
- Illustration using case studies of major disasters in India.
- Role of National Disaster Management Authority of India and Disaster Management Cell of J&K.

Unit II: Nutritional problems, Assessment and Surveillance in emergency affected populations.

- Causes and indicators of malnutrition in emergency situations.
- Major Nutritional deficiency diseases in emergencies:
Protein energy malnutrition, Vitamin deficiency diseases, Mineral deficiency diseases
- Methods of assessment of mal-nutrition in emergencies.

Unit III : Communicable diseases: Surveillance and treatment.

- Common communicable diseases.
- Chicken pox, Measles, Mumps, Whooping cough, Influenza., Acute respiratory infection, Cholera, typhoid fever, Acute diarrhoeal diseases, Food poisoning, Malaria and Plague
- Role of immunization and sanitation.

Unit IV: Nutritional Relief and Rehabilitation

- Assessment of food needs in emergency situations.
- Food distribution strategy - Identifying and reaching the vulnerable group.
- Targeting Food Aid
- Therapeutic feeding
- Transportation and food storage.
- Sanitation and hygiene.
- Evaluation of feeding programmes
- Public nutrition approach to tackle nutritional problems in emergencies.

References:

1. Goyet, Fish. V.; Seaman, J. and Geijer, U. (1978): The Management of Nutritional Emergencies in Large Populations, World Health Organization, Geneva.
2. Refugee Nutrition Information System (RNIS): Newsletters UN ACC/SCN Sub-committee on Nutrition.
3. Field Exchange, Newsletters by Emergency Nutrition Network, Dept. of Community Health and General Practice, Ireland.
4. SCN News, Newsletters by UN ACC/SCN Sub-committee on Nutrition.
5. Bradley, A., Woodruff and Arabella Duffield (July, 2000): Assessment of Nutritional Status in Emergency Affected Populations - Adolescents, Special Supplement, UN ACC/SCN Sub-Committee on Nutrition.
6. Steve Collins, Arabella Duffield and Mark Myatt (July, 200): Assessment of Nutritional Status in Emergency Affected Populations - Adults, Special Supplement, UN ACC/SCN sub-committee on Nutrition.
7. World Disasters Report - Focus on Public Health, International Federation of Red Cross and Red Crescent Societies.
8. The Management of Nutrition in Major Emergencies WHO - in Collaboration with UNHCR, International Federation of Red Cross and Red Crescent Societies and WFP.
9. Disasters - International Public Nutrition and Emergencies: The Potential for Improving Practice. Special Issue -Vol. 23/4, Dec. 1999.
10. Young, H.; Mears, C (1998): Acceptability and Use of Cereal-based Foods in Refugee Camps. Oxfam Working Paper. Oxfam Publishing, Oxford, U.K.

11. Lusty, T.; Diskett, p. (1977): OXFAM's Practical Guide to Selective Feeding Programmes. Oxfam Practical Guide No.1. Oxford Oxfam, Health Unit.
12. WFP/UNHCR (1998): WFP/UNHCR Guidelines for Selective Feeding Programmes in Emergency Situations. Rome and Geneva: WFP and UNHCR.
13. UNHCR (1999): UNHCR Handbook for Emergencies. 2nd edition, Geneva, UNHCR.
14. MSF (1997): Refugee Health: An Approach to Emergency Situations. London: MacMillan for MSF.
15. USCR (1999): World Refugee Survey 1999. Washington EC. USCR.
16. WFP (1999): World Food Programme. Food and Nutrition Handbook Draft. Rome, WFP.
17. WFP (1991): Food Aid in Emergencies. Rome, WFP.
18. Bortbn, J. (1998): The State of the International Humanitarian System. Briefing Paper. London: ODI.
19. Young, H.; Jaspars, S. (1996): The Relationship between Malnutrition and Mortality in Emergencies: Do We Have All the Answers? London: ODA, Health and Population Division.
20. FAO (1997) FAO's Emergency Activities. Rome, FAO.
21. Young, H., Jaspars, S. (1995): Nutrition Matters: People, Food and Famine London: Intermediate Technology Publications.
22. Jaspars, S.; Young, H. (1995): General Food Distribution in Emergencies: From Nutritional Need to Political Priorities. Good Practice Review 3. Relief and Rehabilitation Network. London: ODI.
23. WHO (1997): Applied Health Research Priorities in Complex Emergencies. Geneva. WHO.
24. Michele Grodner Sara Long Anderson, Sandra DeYoung, Foundations and Clinical Applications of Nutrition.
25. Sue Rodwell Williams 4th Edition Essentials of nutrition and Diet Therapy.
26. Bhavan Sabarwal 1st edition 1999, Public Health and Nutritional Care.

WOMEN'S STUDIES: CHARACTERISTICS, ISSUES & PROBLEMS

Code: HSC15212DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Objectives:

1. To enable students to gain a perspective of the significance of women's studies, gender concepts and the major issues concerning women.
2. To help students develop understanding of the status of women in India and the role of women in social institutions.

Contents:

Unit I Introduction to Women's Studies:

- Women studies- concept , meaning ,definition & genesis
- Growth and Scope of women's studies in India,
- Women's Studies- An International perspective.
- National Committees and Commissions for Women -Department of Women and Child Development

Unit II Factors and Indicators on the status of women

- Demographic Indicators: Sex ratio in India, Factors responsible for adverse sex ratio in India, Consequences of adverse sex ratio
- Fertility: Definition - Crude birth rate, fertility rate in India
- Mortality & Morbidity- Definition, infant and maternal mortality rates in India, Causes for high female maternal mortality rates

- Economic Indicators: Role of women in economic development, female labour force in India
- Political Indicators-Statistical data about the women's representation in Local bodies, State assemblies, & Parliament

Unit III Women and Social Institutions:

- Family, Meaning – Definition & Ethos of Joint Nuclear – patriarchal & matriarchal families
- Marriage – Definition – Monogamy, Polygamy Polyandry.
- Multiple Roles of Women- Role conflict, Role change.
- Socialisation: Meaning, Definition, and Stages – Agencies of Socialisation.
- Gender discrimination, gender stereotyping, Gender Roles, and Gender needs

Unit IV Issues Related to Female children & Women,

- Female foeticide, Female Infanticide and Child marriage
- Dowry, Divorce, Domestic violence and Widow hood
- Female commercial sex workers
- Problems of Elderly and Single women, and Marginalized groups, (SC/ ST/ Women prisoners

References:

- 1) Yadav .C.P: Ency of Women's problems and their remedies
- 2) Sharma Kanta : Women's role in the family
- 3) M.K.Roy: Violence against Women
- 4) P.A Reddy: Problems of Widows in India
- 5) N.S.Nagar: Women and Politics
- 6) Kumar Raj: Women in Agriculture and Trade
- 7) Kumar Raj: Women and Marriage.
- 8)Sushma Srivastava: Women and Family Welfare

COMMUNITY ORGANIZATIONAL AND DEVELOPMENT

THEORIES

Code: HSC15315DCE

Credits: L 3

Periods / Week: 3 Hours

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

Objectives:

1. To understand the concept, structure and organization of different types of communities.
2. To understand the factors contributing to changes in community, community organization and their mobilization for development goals.

Contents:

Unit I: The Community, Social Groups and Organization

- Concept and characteristics of a community.
- Structures and organization of different types of communities - tribal, rural and urban. Different communities - norms, mores and prevalent customs.
- Social Groups -Concepts, types, characteristics and dynamics of different social group, interests, attitudes and motivations for affiliation.
-

Unit II: Dynamics of Change in Community

- **Social organizations** - Family, school, co-operatives and other organization and their role in community.

- Factors contributing to change and transition in the structure and organization of societal institutions
- **Religion, socio** - Political Ideologies, Imperialism, Mass media and Communication, Globalization and their impact on community.
- **Planned changes** - Concept, solution and changes of planned social changes.

Unit III: Organization in Development

- Theories of development, people centered development, factors contributing to paradigm shift.
- Organizations involved in development of government, corporate and voluntary sector organizations.
- Analysis of their present role, future potential in facilitating development; inter sectoral synergy, importance and operation allegation. Role of leadership in community development.

References:

1. Burkey, Stan (1993) People First: A Guide to Self-Reliant, Participatory Development.
2. Dale, R (2000): Organizational and development strategies, structures and process, Sage publication; New Delhi.
3. Edwards, M and Hulma, D. (1992). Making a difference; NGO's and development in a changing world.
4. Handy, C. B. (1983); Understanding Organizations.
5. Harka Lombos ---- Sociology: Themes and Perspectives.
Korten, D.C. (1990): People Centered Development---Getting to the 21st century New Delhi: Kanishka Publishers.
6. Capuzzi D & Gross D.R. Counselling & Psycho therapy-Theories and Interventions

(4th Ed) Pearsons Education India.

WOMEN, NUTRITION & HEALTH

Code: HSC15313DCE

Credits: L 3

Periods/Week: 3 hrs

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

Objectives:

1. To acquaint students with status of women in family and society.
2. Understand how various factors influence the health and nutritional status of women.
3. Plan and undertake various activities to improve the status of women.
4. Understand how health of women influence family, community and national development.

Contents:

Unit I: Women in - Family, Community & Society

- Women's role, their resources and contribution to family.
- Demographic changes, menarche, marriage, fertility, life expectancy, aging and widowhood, female- headed families.

Women & Society

- Women's role their resources and contribution to society.
- Effect of Urbanization on women
- Impact of economic policies, industrialization and globalization on women.

Unit II: Women and Nutrition.

Women's Nutritional requirements and food needs.

- Pubescence and Adolescence, Food related habits of Adolescents, General nutritional problems during adolescence.
- Pregnancy and Lactation, General dietary problems of expectant mothers.
- Menopause and dietary consideration.
- Nutrition related problems of old age.
- Situation of women in global, national and local context.
- Improving the nutrition and health status – interventions throughout the life cycle

Unit III: Women and Health

- Gender and Health, Health seeking behaviour.
- Women and aging --- special concerns in developed and developing societies - menopause, osteoporosis, chronic degenerative disease, neurological problems
- Women – AIDS and Breast Cancer.
- Empowerment of Women
- CEDAW (Convention on Elimination of all forms of Discrimination against Women) and WRLH (Women's Right to life and Health).
- Role of Education and various national schemes.

References:

1. ACC/SCN Policy Discussion Papers.
2. Wallace, H. M. and Giri, K. (1990) Health care of Women and Children in Developing Countries, Third Party Publishing Co., Oakland, California.
3. UNICEF, (1994): The Urban and Household Food Security, UNICEF.
4. IDRC, (1993): Gender, health and Sustainable Development.
5. NGO, Committee on UNICEF (1997): Women and Children in Urban Poverty --- What Way Out?
6. Census Reports, Government of India.
7. NFHS Reports.
8. UNICEF--- State of the World's Children.
9. Weil, D.E.C.; Alicbusan, A. P.; Wilson, J.F; Reich, M.R., and Bradley, D. J. (1990). The Impact of Development Policies on Health. A review of the Literature World Health Organization. Geneva.
10. International Nutrition Foundation – Micro-nutrient Initiative (1999): Preventing Iron Deficiency in Women and Children; Technical Consensus on Key Issues.
11. Gopalan, C. and Kaur, S. (Eds.) (1989): Women and Nutrition in India, Nutrition Foundation of India.

RESEARCH METHODS AND STATISTICS

Code: HSC15210DCE

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Objectives

1. To understand the significance of statistics and research methodology in home science research.
2. To understand the types, tools and methods of research and develop the ability to construct the data gathering instruments appropriate to the research design.
3. To be able to appreciate and understand importance of writing scientifically.

Contents:

Unit I: Research and Statistics in Home Science

- Meaning, importance and objectives. Types and methods of Research.
- Identification of a research problem – sources, process of identification and criteria of selection.
- Formulation of selected problem – concept and process; Hypotheses – Types, sources and process of setting up hypotheses.
- Designing the research study – concept, importance and contents of a research plan.

Unit II: Research Methods and Data Gathering Instruments

- Sampling— steps and techniques. Characteristics of good sample. Sample design and criteria for selecting sampling techniques. Sample size.
- Collection of data— sources and methods.
- Data gathering instruments— observation, questionnaire, interviewing and case methods.
- Scaling techniques. Pilot studies and pre testing.

Unit III: Processing and Analysis of Data

- Processing operations— editing, classification, transcription; Presentation – Tabular and Diagrammatic.
- Analysis of variance— concepts and techniques; coefficient of variation.
- Correlation analysis— concept and significance, Karl Pearson's coefficient of correlation, probable error, Rank difference method, concurrent deviations (ungrouped data only).
- Interpolation and extrapolation— parabolic curve method and Newton's method.

Unit IV: Analysis and Interpretation of Data

- Regression Analysis— lines of regression and regression equation.
- Testing of hypothesis— chi- square, 't' test and 'f' test.
- Report writing— Types, planning report writing, research report format.
- Precautions for writing research reports. Summary and conclusions, bibliography and references.

References:

1. Bandakar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of social Research Himalaya Publishing House Mumbai.
2. Bhanthnagar, G. L. (1990): Research methods and measurement in Behavioural and social science, degree, colo publishing academy, New Delhi.
3. Dooley, D. (1995): Strategies for Interpreting Qualitative data sage publication, California.
4. Gay, L.R. (1981, 2nd Ed) Educational Research, Charles, E. Merrill Columbus Ohio.
5. Long, J. S., (Ed) (1988): Common Problems Proper Solution: Avoiding Errors in Qualitative Research, Beverly Hills, Sage Publications, California.
6. Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publication, New Delhi.
7. Stranss, A. and Corbin, J. (1990): Basis of qualitative Research: Grounded Theory Procedures and Techniques, Sage Publications, California.

CHILD AND HUMAN RIGHTS

Code: HSC15213DCE

Discipline Centric Elective

Credits: L 4

Periods/week: 4 Hours

M.M: 100

Objectives:

1. Develop awareness about evolution of Human Rights
2. To become aware of human rights with specific reference to women & children rights.
3. To work with women & children to create awareness in them about their legal rights & to guide them to access their rights.

Contents:

Unit I: Definition & Evolution of Rights

- Fundamental Rights (Article 12-35 Constitution of India)
- Legal & Moral Rights
- Need and Importance of Rights in a Society
- Universal Declaration of Human Rights (1948)

Unit II: Status of children And Human Rights

- National policy for children
- International conventions on child Rights.

Law and Child Rights

- Juvenile justice (care and protection of children) Amendment Act 2006. Section 2 (d, k,l) ,4 & 6.Working of various juvenile homes in j& k.
- Maintenance of children- section 125 cr.p.c1973, corresponding with section

488 of J&K code of criminal procedure, Child labour- causes & control.

- Infanticide, foeticide.
- Prostitution – Causes & Remedies, Child prostitutes, street children, refugee children.
- Child marriages & Law, Impact of child marriage on child development.

Unit III: Women and their Rights

- Laws related to domestic violence, Sexual harassment at work places, Dowry prohibition, Rape, Medical termination of pregnancy, Prohibition against pre natal diagnostic tests (Sex Determination)

Unit IV: Economic, Social and Environmental Rights Economic Rights

- Outline of economic rights ,
Social Rights
- Art. (39A, 41-43,45,47) of Indian constitution.

Environmental Rights

- Importance of safe guarding environment for human development.
- Environmental protection given under Art. 21,48 A of the constitution,

References:

1. Krishmaraj. M. (ed). (1986) Women Studies in India, Popular pradashan.
2. Burner, T, (1986) Actual minds- possible words. London, Harvard University press.
3. Desai, N. & Krishna, M. (1988)- Women & Society in India, New Delhi, Ajanta publications.
4. Dreze, Jean & Sen, Amartya (1989) Hunger & Public Action, U.K. Oxford University Press.

5. Butterworth, D, & Fulmer, A. (1993). Conflict control power. Child & family consultants.
6. Vishaka .V. state of Rajasthan AIR (1997) SC 3011, Tuka Ram .V. State of Maharashtra 1978, cr.L.J.1864 (S.C)
7. Digumarti, B, R, Digumarti, P. L (1998) International Encyclopedia of women (Vol. I) New Delhi: Discovery.
8. D'souza, C, & Menon, J. Understanding Human Rights (Series 1-4) Bombay. Research & Documentation Centre, St, Pius College.
9. Agarwal, H.O Human Rights, Central Law Agency, Allahabad.
10. Pandey, J.N Constitutional law India, Central law Agency ,Allahabad.
11. Siddique, Ahmed Criminology, Eastern Law Book Co. Lucknow
12. Misra,S.N The Code of Criminal Procedure, Central Law Publications Allahabad.

CULTURE AND PSYCHOLOGY

Code: HSC15316GE

GENERIC ELECTIVE

Credits: L 3

Periods/week: 3 Hours

M.M: 75(Ext.Exam: 60/Int .Assessment: 15)

Objectives:

1. To understand basic concepts related to culture & psychology with specific reference to cross cultural psychology.
2. To understand concerns & issues related to the study of culture & psychology.
3. To perceive the need for indigenization & development of humanistic approach in the study of culture & psychology.

Contents:

Unit I: Understanding the concept & process related to culture & psychology.

- Basic concept of culture & psychology.
- Culture:-Characteristics, dimensions (materials, cognitive, normative)
- Culture & civilization, institutions, customs, folkways, mores and laws.
- Developmental psychology and culture (functions of psychology, development of culture)

Unit II: Culture & Personality development

- Importance of language.
- Characteristics of personality (elements, determinants & traits of personality)

- Social theories of human development (Mead, Cooley, Benedict, Freud, Erickson)

Unit III: Methodological issues & theoretical concerns in the study of culture & psychology.

- Exchange theory.
- Cultural approaches.
- Theoretical approaches.
- Methodological issues.

References:

1. Dawson, L. & Lonner, W. (1974) Readings in cross cultural psychology. Hong Kong: University of Hong Kong Press.
2. Berry, J. W, Poortinga, Y. H & Pandey, J. (1981) Handbook of cross cultural psychology: Theory & methods Boston Allyn & Bacon.
3. Eshleman J.R., Cashion B.G & Basirico L.A (1988) Sociology- An Introduction USA. Harper Collins, Publishers.
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Participatory Tools and Methods

Code: HSC15416GE

Credits: L2

Periods/week: 2 Hours

Marks: 50

Objectives:-

1. To understand meaning and principles of PRA.
2. To acquaint the students with different PRA methods.

UNIT I: Participatory Rural Appraisal & Space related PRA Methods

- Meaning, principles and advantages.
- PRA; process, team, structuring and choosing PRA team.
- Social , Resource and Mobility Map
- Services and opportunities
- Participatory Census Method.

UNIT II: Time related and Relation PRA Methods.

- Time line and Trend Analysis
- Daily Activity Schedule
- Dream Map
- Well Being Ranking
- Venn Diagram
- Spider Diagram

References:

1. Somesh Kumar., Methods for Community participation. A Complete Guide for Practitioners.
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Introduction to Guidance & Counselling

Code: HSC15417GE

Credits: L2

Periods/week: 2 Hours

Marks: 50

Objectives:

1. To understand general concepts of guidance and counselling
2. To discuss different theories involved in counselling
3. Importance & need of guidance and counselling

Unit-I - Guidance

- Guidance: Definition , nature and its functions
- Basic principles of Guidance
- Characteristics of Guidance
- Model of Guidance : Personal and vocational Guidance
- Need of Guidance for Adolescence

Counselling

- Meaning and purpose of counselling
- Elements and steps in counselling
- Theories of counselling
 - Directive/Non-Directive
 - Psychoanalytic (Freud)
- Ethical and legal guidelines of counselling

Unit II: Need of Guidance for:

- Adolescence
- Gifted Children
- Family with special child
- Conflicted families

Need of Counselling for

- Adolescence
- Gifted Children
- Family with special child
- Conflicted families

References:

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Understanding Basic Nutrition

Code: HSC15115GE

Credits: L2

Periods/week: 2 Hours

Marks: 50

Generic Elective

Contents:

Unit -I Nutritional Overview

- Food choice and factors affecting it
- Introducing the nutrients
- Dietary reference intakes
- Nutritional Assessment
- Diet and Health (Chronic diseases)

Unit - II Planning a Healthy Diet

- Principles and Guidelines
- Considerations for Menu planning
- Steps involved in planning menus
- The Food guide Pyramid
- Exchange lists.

References:

1. Barkar, D. J.P. (1998). Mothers, Bahks and Health in Later life. Edinburgh, Churchill Livingstone.
2. Whitney, E., & Rady Rolfes, S. (2008). Understanding Nutrition (11th ed). Canda: Wadsworth, Cengage learning.
3. Mahan, L.K., & Escoh- Sump, S. (2004). Krause's Food Nutrition & Diet Therapy (11th ed). Philadephia Sunders an imprint of Elsevier
4. Anderson Dibble., Nutrition in health Disease.
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Introduction to Disabilities

Code: HSC15418OE

Credits: L2

Periods/week: 2 Hours

Marks: 50

Objectives:

1. To make the student aware about the concept of disabilities
2. To acquaint the student with different types of disabilities

Contents:

Unit I – Disability (Physical & Skeletal Disorders)

- Concept of normality, disability, impairment and handicap
- Physical disorders (causes of CNS disorders, Cerebral Palsy, Epilepsy, Spinal bifida, Spinal cord injuries)
- Arthritis, Amputation (causes)
- Mental retardation (causes and types)

Unit II – Sensory and Emotional Impairments (concept, causes and characteristics)

- Visual impairment
- Speech impairment
- Emotional impairments:
 - Autism
 - Schizophrenia
 - obsession and compulsion

References:

1. Kanga F. (1990) Heaven on wheels, New Delhi Penguin Books
2. Narasimhan M.C & Mukherjee A.K. (1986) Disability a continuing challenge, New Delhi Wiley Eastern limited.
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5. Kirk, S.A., Gallagher, J.J., Anastaslow, N.J., & Coleman, M.R. (2006). Educating conceptual children (11th ed.) New York: Houghton Mifflin Company.
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