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LIFE SPAN NUTRITION

Code: HSC15201CR
Credits: L 4
Periods/week: 4 Hours
M.M: 100

Objectives:

1. To know about the recommended dietary allowances.
2. To enable students to understand the role of nutrition in pregnancy, lactation and childhood.
3. To understand the special needs of nutritional requirement for the adolescents and adults.
4. To know about the ageing process.
5. To understand the special needs for sports nutrition.

Contents:

Unit I: Nutrition in Pregnancy and Lactation

Nutrition in pregnancy

- Nutrition before conception
- Physiology of pregnancy:
  - Stages of human fetal growth.
  - Physiological and biochemical changes in pregnancy
- Critical periods.
- Maternal weight
  - Weight prior to conception.
  - Weight gain during pregnancy
- Birth weight & factors affecting it.
Nutrition & Nutritional supplementation during pregnancy.
Common nutrition related concerns of pregnancy, High risk pregnancies.

Nutrition in lactation

- Physiology of lactation
  - Changes during adolescence, Pregnancy & After delivery.
  - Hormonal Controls
- Nutrition for breast feeding women
- Practices incompatible with lactation
- Contra Indications to breast feeding

Unit II: Infancy and childhood Nutrition

Nutrition in Infancy

- Physiological development & Nutrient Requirements
- Feeding problems during infancy.
- Low birth weight infants:
  - Physiologic development, Nutritional requirements, Parenteral & Enteral feeding, Feeding methods for LBW’s.

Nutrition in Childhood:

- General physiological development
- Influences on childhood food habits and intake
- Nutritional concerns & Common diseases of childhood
- Adverse reactions to foods:
  - Food intolerance and Allergies
Unit- III: Nutrition during Adolescence & Adulthood

Nutrition in Adolescence

- Physical growth and development & Nutritional requirements
- Food Habits:- Irregular meals and snacking, eating away from home, Fast foods and media, potential nutritional inadequacies.

Nutrition in Adulthood:-

- Nutrient needs of the mature adults
- Defensive nutritional paradigm
- Weight and body composition, Mobility, Immunity, Taste and Smell, Gastrointestinal changes.
- Nutrition related concerns and Meal management of mature adults.

Unit IV: Geriatric and Sports Nutrition

Geriatric Nutrition

- Introduction to Gerontology , Ageing process and theories of ageing
- Physiological changes associated with ageing
- Dietary manipulation and nutrient requirement
- Nutritional support for elderly
- Food choices and eating habits
- Drug and nutrient interaction

Sports Nutrition

- Nutrition and Physical Performance
- Muscles, Energy Systems and Physical performance
References:


Objectives:

1. To study the relationship between diet and disease.
2. To know about the changes of dietary requirements during pathological conditions.
3. To become proficient in planning and calculating diets for various diseases.
4. To learn the formulation of diets suited to the local conditions.
5. To understand the role of preventive, protective and curative diet in clinical practice.

Contents:

Unit I:

Dietetics

➢ Dietetics – History, Scope, concept, importance, objectives of diet therapy.
➢ Role of dietitian in hospital and community.

Patients care and rehabilitation.

➢ Team approach in patient care.
➢ Interpersonal relationship with the patients.
➢ Recognition of the effect of illness on food acceptance and utilization, psychology of feeding patients, feeding infants and young children.
Use of food exchange list

Modification of the normal diet

- Liquid diet, soft diet and bland diet.
- Routine hospital diets, methods of feeding- oral, parenteral and tube feeding.
- Dietary management in Injury, Burns and Surgery.

Unit II:

Types of Fever and Dietary management

- Types of fevers - typhoid, pneumonia, rheumatic fever, poliomyelitis and tuberculosis.
- Physiology of fevers, metabolic changes and dietary management.

Types of gastro-intestinal tract and Dietary management.

- Various methods in diagnosis of Gastro-intestinal diseases.
- Gastritis: Clinical features, type (Acute and chronic), causes and dietary treatment.
- Peptic ulcer: type (gastric and duodenal ulcer), etiology, prevalence, dietary management and counseling. Haematemesis and Malena.
- Disease of the small intestine and colon: Diarrhea, dysentery and constipation – (causes, types, dietary management and counseling).
- Mal-absorption syndromes: Celiac diseases, Tropical sprue, Ulcerative Colitis and diverticulosis – (causes, symptoms, dietary management and counseling).

Unit III:

Types and Dietary Management in diseases of liver and Gall bladder

- Gallstone formation and cholecystitis- principle of diet, dietary management and modification of diet.
Types and Dietary Management of Renal diseases.

- Acute and chronic glomerulonephritis, nephrotic syndrome.
- Renal failure, urinary calculi and dialysis, symptoms and clinical findings, dietary modifications.
- Controlled Protein, Potassium and Sodium diets.

Unit IV:
Dietary Management in Acute and chronic diseases of heart.

- Atherosclerosis, Hypertension-Clinical features, risk factors for coronary heart diseases.
- Hyperlipidemia, hyperproteinemia - dietary modification and management of sodium restricted diet.

Dietary Management in Obesity and Under-nutrition.

- Definition, diagnostic test, etiology, types and complications.
- Dietary management and other recommendations.

Dietary Management in Metabolic disorders.

- Diabetes mellitus: Types, causes, symptoms, complications, diagnosis, treatment, dietary management and counseling. Hypoglycemic agents, Glycemic Index.
- Gout, Addison’s disease, low purine diets (Dietary modification).
References:

3. Lea & Febiger USA Publishing.
PLANNING AND PREPARATION OF NORMAL AND THERAPEUTIC DIETS (Lab Course)

Code: HSC15203CR

Credits: P 4

Periods/week: 8 Hours

M.M: 100

Planning and preparation of diets :

1. Pregnant women.
2. Lactating women suffering from calcium and vitamin deficiencies.
3. Low and medium cost weaning food recipes (keeping in view its acceptability)
4. Pre-school children (keeping in view its acceptability)
5. School going children (Packed lunch)
6. Children suffering from PEM (3-6 years)
7. Adolescents
8. Adults (30-50 yrs of age).
9. Athlete involved in a strenuous sport event.
10. Elderly person (60-80 yrs) having dental problems/dentures
11. In terms of consistency (Liquid, Soft, Full fluid).
12. Febrile illness.
15. Peptic ulcer patient.
17. Renal diseases.
18. Obesity and under nutrition
19. Mal absorption syndrome (Celiac Disease)
20. Obese diabetic
EXTENSION PROGRAMME PLANNING & DESIGN

Code: HSC15204CR

Credits: L 4

Periods/Week: 4 Hours

M.M: 100

Objectives:

1. To understand the process of programme planning in extension.
2. To develop ability in planning extension programmes.
3. To learn the principles and procedures involved in programme planning, implementations and evaluation.

Contents:

Unit I: Programme Planning

- Definition, Meaning and importance of programme planning in extension.
- Principles of programme planning, Criteria for good programme planning, Nature and scope of programme planning.
- Abilities needed by planners
- Objectives of Extension programme planning.

Unit II: Steps of Programme Planning

- Collection of facts
- Analysis of situation
- Identification of problems
- Deciding on programme objectives
- Developing plan of work
Unit III: Programme implementation.

- Participation of organizations in programme planning
- Involvement of people in programme planning
- Role of specialist in Extension programme planning
- Surveys - Types of surveys
- Extension programme planning model

Unit IV: Extension Evaluation

- Evaluation- Definition, Nature, Types, Purpose
- Components to be evaluated.
- Contribution of evaluation to programme planning
- Evaluation principles, Characteristics of evaluation information
- Extension evaluation process, validity of programme principles and procedures
References:

EXTENSION EDUCATION SYSTEM

Code: HSC15205CR
Credits: L 4
Periods/Week: 4 Hours
M.M: 100

Objectives:
1. To understand the changing concept of extension.
2. To get acquainted with the trends in extension approaches and models.
3. To identify the support system development for extension education.

Contents:

Unit I Conceptual Analysis
- Extension: Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension and dimension of extension.
- Extension Education: Meaning, Process and Principles of learning in extension.
- Extension education system in other countries; Sri Lanka, Indonesia, Philippines, China and Bangladesh.

Unit II Extension Models and Approaches
- Models: Innovation transfer model, social education model, social action/conscientization models & combination models.
- Approach: Agricultural extension, training and visit, participatory project, farming system development, cost sharing, educational institution, integrated area, cluster and target approach.
Unit III   National Extension System

- Early extension efforts, community development programme: genesis and growth, objectives, principles, critical appraisal of the community development programme. Functions of -1CAR-(Indian Council of Agricultural Research) Agriculture universities, KVK-(Krishi Vigyan Kendras) TTCS-(Trainees Training Centres) Extension systems of ministry of rural development, Department of sciences and technology, Department of industries and Department of women and child development. Development work by NGO's, Government – NGOs collaboration.

Unit IV   Support Structure and their Functions

- Panchayat, Panchayat union and DRDA. Central Social Welfare Board, State Social welfare Board, National level Voluntary Agencies like CAP ART, KVIC, local level.
- Voluntary agencies: People's Organization at grass roots – SHGs,. 
References:


1. Assessment of needs and problems of identified group in a community
   any one: Children / Adolescents / Women / Aged
2. Selection of a problem for an identified group in a community requiring
   intervention and developing a plan of action.
3. Implementation of a prepared plan of action
4. Preparation of a suitable teaching aid for a programme planned
5. Evaluation and feedback of the programme implemented.
7. Visit to Panchayats to study their role in rural development.
8. Visit to training and development organization for Women.
9. Assessing social changes taking place in
    ➢ Rural Areas
    ➢ Urban Areas
10. Visit to community development agencies related to Health, Nutrition and
    Education
11. Studying the Role of Centre for Life-Long Learning and State Resource
    Centre University of Kashmir towards community development
12. Study of New Youth Employment Programme for J&K
    ➢ HIMAYAT
    ➢ UDAAN
ADVANCED STUDY IN HUMAN DEVELOPMENT-I

Code: HSC15207CR
Credits: L 4
Periods/week: 4 Hours
M.M: 100

Objectives:

1. To study the advanced stages of Human Development from prenatal to adolescence.
2. To understand the principles and factors influencing various stages of Human Development.

Contents:

Unit-I: Principles and Concept of Development

- Principles of growth and development
- Developmental tasks
- Basic concepts of development- Continuous, Discontinuous, Organismic, Mechanistic, Balanced point of View, Nature-nature issue, Sensitive periods, Individual Differences.

Prenatal Development

- Recapitulation of stages in prenatal development
- Genetic and environmental factors- maternal conditions and teratogens. Significance of the genome project for understanding Human development.
- Importance of Indian practices during pregnancy.
Unit II: Infancy (Birth to 2 years)

- Imitation, object permanence and other cognitive accomplishments.
- Early language development.
- Social relationships during infancy.
- The cultural experience of being an infant.

Unit III: Childhood (2 to 11 years)

- Transition from infancy to childhood
- Physical and motor development (2-6 Years)
- Play and social relationships - The emerging self
- Language, Cognition, Socialization and Emotions in early years
- Physical and Motor development (6-12 Years).
- Sense of industry and personality
- Cognitive, moral and language development
- Social relationships - peers, siblings and parents
- The experience of schooling - academic achievement.

UNIT IV: Adolescence (11-18 years)

- Transition from childhood to sexual maturity - puberty and its consequences, emotional changes.
- Development of formal operations: Adolescent thought - Integration of the self-issues of identity.
- Role of family, peers, community and ethnic group.
- Moral reasoning and Judgment
- Health, sexuality, mental health, delinquency, conformity.
References:

MANAGEMENT OF PROGRAMMES FOR CHILDREN AND THE FAMILY

Code: HSC15208CR
Credits: L4
Periods/week: 4 Hours
M.M: 100

Objectives:

1. To understand the purpose, scope and challenges of management for programmes of children and families.
2. To know about the various approaches to programme management.
3. To give students opportunity to work with children and families in different settings.
4. To critically evaluate and review programme models.

Contents:

Unit I: Management

- Management – Meaning, characteristics, nature, importance, functions, principles & Managerial skills.
- Management process:
  - Planning, Coordination
  - Supervision, Monitoring and Evaluation

- Staff development
  - Man power, Planning
  - Meeting & training
  - Appraisal, SWOT Analysis.
Unit II: Programmes and services for children and families.

- Nature, characteristics and function of welfare and development organization.
- Demographic profile of children in India, Family welfare-Concept, Scope and need
- Family and child welfare services working at national level (NIPCCD, ICCW, CSWB, NCERT, ICDS, Department of Women and Child Development).
- Development programmes related to Health, Nutrition and Education.

Unit III: Welfare and its Historical Perspective

- Nature, characteristics and function of welfare and development organization.
- Concept of development programmes
- Family welfare – concept, scope, need and historical perspectives.

Unit IV: Managing Programmes for Children and Family

- Obtaining funds from Govt. and other source and formulating a budget.
- Administration, Structure and Management of various Institutions- Residential Organization, Orphanage, Home for destitute, Bal bawans Recreational Centres.
- Training of personnel in the field of family & Child welfare- Need & types.
References:

ADVANCED STUDY IN HUMAN DEVELOPMENT AND
MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILY
(Lab Course)

Code: HSC15209CR
Credits: P 4
Periods/week: 8 Hours
M.M: 100

1. Study of local practices during pregnancy
2. Studying reflexes of infants (0-1)
3. Recording physical & motor development during infancy & early childhood years
4. Studying school adjustments during late childhood years.
5. Studying the problems associated with adolescence in the local context
6. Evaluating the functioning of ICDS Centres
7. Preparing a case study of Red Cross Society in Srinagar
9. Planning and execution of activities for children in various institutions
10. Creating awareness about family welfare methods in a nearby rural area (Target group women)
11. Planning and implementing income generating activities for Women. Evaluate its impact on the group.
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:


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, feminine, 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 indictors 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:

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.
8. The Management of Nutrition in Major Emergencies WHO - in Collaboration with UNHCR, International Federation of Red Cross and Red Crescent Societies and WFP.
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 Widowhood

- 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
CHILD AND HUMAN RIGHTS

Code: HSC15213DCE

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

➢ 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 prenatal 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 safeguarding environment for human development.
➢ Environmental protection given under Art. 21,48 A of the constitution,

References:


11. Siddique, Ahmed Criminology, Eastern Law Book Co. Lucknow

NUTRITION IN HEALTH AND DISEASES

Code: HSC15214GE

Credits: L2

Periods/week: 2 Hours

Marks: 50

Objectives:

1. To make students aware about fundamentals of Nutritional Science.
2. To enable students to understand the role of nutrition during life span.
3. To orient students to understand the role of diet in prevention of diseases

Contents:

Unit I: Fundamentals of Nutrition Science

- Food, Nutrition and Health: An Introduction
- Dietary Guidelines and their uses: (Recommended Dietary Allowances, its uses and limitations)
- Introduction to Basic Nutrients
- Menu planning and factors affecting menu planning

Unit II: Nutrition in Normal and Therapeutic Conditions

- Nutrition during Pregnancy
- Nutrition during Lactation
- Nutrition during adolescents
- Diet in relation to cardiovascular diseases
  - Atherosclerosis
  - Hypertension
- Diet to relation to obesity and under nutrition
- Diet in relation to Urinary Calculi
References:

2. Lea & Febiger USA Publishing.
INTRODUCTION TO HUMAN DEVELOPMENT

Code: HSC15215GE

Credits: L2

Periods/week: 2 Hours

Marks: 50

Objectives:-

1. To understand the concept of stages and aspects of Human Development.
2. To understand the application of methods of studying Human Development.

Unit-I Overview of Human Development

- Concept, Need and Scope of Human Development.
- Principles of Growth and Development.
- Developmental tasks.
- Stages of development: Concept & Significance
- Aspects of Development (Physical, Cognitive, Psychological, Socio-emotional)

Unit-II Methods of Studying Human Development

- Subjective, objective & projective techniques
- Observation- Definition, concept & types
- Interview- Definition, concept & Types
- Questionnaire –Definition, concept & Types
- Case Study- Definition, concept & Types
References:-


EXTENSION PROGRAMME PLANNING

Code: HSC15216OE

Credits: L2

Periods/week: 2 Hours

Marks: 50

Unit-I: Extension Education and Teaching Methods.

• Need, Importance, objectives & principles

• Characteristics of learning, goals of extension teaching.

• Classification of extension methods in India: Individual contact, Demonstration, Working with village leaders, A.V. Aids & Print material

• Village group activities: 3.D Aids.

Unit –II: Extension Programme Planning

• Programme Planning Process, Principles, Steps, Plan of work and evaluation

• Importance of extension programme, characteristics of a good programme, Involvement of people in Programme Planning

• Obstacles in programme execution.
References:-

