

Semester II

S.No.	Title of the Course/ Course No.	Hours/Week			Marks	Credits
		L	T	P		
1	Life Span Nutrition HSC15201CR	4	0	0	100	4+0+0=4
2	Clinical & Therapeutic Nutrition HSC15202CR	4	0	0	100	4+0+0=4
3	Planning & Preparation of Normal & Therapeutic Diets (Lab Course) HSC15203CR	0	0	8	100	0+0+4=4
4	Extension Programme Planning and Design HSC15204CR	4	0	0	100	4+0+0=4
5	Extension Education System HSC15205CR	4	0	0	100	4+0+0=4
6	Extension Programme Planning and Design / Field Experiences (Lab Course) HSC15206CR	0	0	8	100	0+0+4=4
7	Advanced Study in Human Development-I HSC15207CR	4	0	0	100	4+0+0=4
8	Management of Programmes for Children and the Family HSC15208CR	4	0	0	100	4+0+0=4
9	Advanced Study in Human Development & Management of Programmes for Children and the Family (Lab Course) HSC15209CR	0	0	8	100	0+0+4=4

10	Research Methods & Statistics HSC15210DCE	3	0	0	75	3+0+0=3
11	Nutrition in Emergency & Disaster HSC15211DCE	3	0	0	75	3+0+0=3
12	Women's Studies: Characteristics, Issues and Problems HSC15212DCE	3	0	0	75	3+0+0=3
13	Child and Human Rights HSC15213DCE	3	0	0	75	3+0+0=3
14	Nutrition in Health and Disease HSC15214GE	3	0	0	75	3+0+0=3
15	Introduction to Human Development HSC15215GE	3	0	0	75	3+0+0=3
16	Extension Programme Planning HSC15216OE	3	0	0	75	3+0+0=3

LIFE SPAN NUTRITION

Code: HSC15201CR

CORE

Credits: L 4

Periods/week: 4 Hours

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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 the Infant, Initial feeding patterns, Development of feeding skills, Alternative feeding, Introduction of semi solid foods.
- 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
- Optimal nutrition for athletic performance - Energy, Carbohydrates, Dietary fat, Vitamins, Minerals, Fluid intake related to exercise.

References:

1. Barkar, D. J.P. (1998). Mothers, Bahks and Health in Later life. Edinburgh, Churchill Livingstone.
2. Ward, R.H.T. Smith, S.K. Donnai D. (eds) (1994) Early Fetal Growth and Development. London, RCOG, Press.
3. Tanner, J. M. (1998) Foetus into Man: Physical Growth from Conception to Maturity. Wheaton. And Co. Ltd. Great Britain.
4. WHO* (1999) Nutrition for Health and Development: Progress and Prospectus on the Eve of the 21st Century.
5. Kennedy Carroll (1998): Human development New York, Macmillan
6. Watson, R. R. (Ed) (2000) Handbook of Nutrition in the aged. 3rd Edition. CRC Press. Boca Raton.
7. Whitney, E., & Rady Rolfes, S. (2008). Understanding Nutrition (11th ed). Canda: Wadsworth, Cengage learning.
8. Insel, PEM., Turner, R.E., & Roos D. (2007). Nutrition (3rd ed) Sudnury: Jones & Bartlett Publishers.
9. Mahan, L.K., & Escogh-Sump, S. (2004). Krause's Food Nutrition & Diet Therapy (11th ed). Philadelphia Sunders an imprint of Elsevier

CLINICAL AND THERAPEUTIC NUTRITION

Code: HSC15202CR

CORE

Credits: L 4

Periods/week: 4 Hours

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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

- Hepatic disorders: Fatty liver, jaundice, viral hepatitis, cirrhosis of liver - principle of diet, dietary management and modification of diet.
- 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:

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

**PLANNING AND PREPARATION OF NORMAL AND
THERAPEUTIC DIETS (Lab Course)**

Code: HSC15203CR

CORE

Credits: P 4

Periods/week: 8 Hours

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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.
13. Diarrhoea and Constipation.
14. Liver diseases.
15. Peptic ulcer patient.
16. Atherosclerosis and Hypertension.
17. Renal diseases.
18. Obesity and under nutrition
19. Mal absorption syndrome (Celiac Disease)
20. Obese diabetic
21. Gallbladder disease.

EXTENSION PROGRAMME PLANNING & DESIGN

Code: HSC15204CR

CORE

Credits: L 4

Periods/Week: 4 Hours

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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:

1. Albrecsht, H et.al. (1989) Rural Development Series. Agricultural Extension Vol. 1 & II. Basic concepts and methods. Wiley Eastern limited, New Delhi.
2. Chaubey, B.K (1979). A Handbook of Extension Education. Jyoti Prakshan; Allahabad.
3. Dhama, O.P. and Bhatnagar, O. P. (1987), Education and communication for Development Qxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Extension Education in Community Development, (1961) Ministry of food and Agriculture Govt. of India., New Delhi.
5. Pankajain, G. (2000) Extension --- Third Dimension of Education, Gyan Publishing House; New Delhi.
6. Ray, G.L. (1999) Extension Communication and Management Naya Prakash; Calcutta.
7. Reddy, A. (1999) Extension Education. Sree Lakshmi Press, Bapatla.
8. Sandhu, A,S. (1994) Extension Programme Planning, Oxford & 1D11 Publishing Company Private Limited, New Delhi.
9. Singh, R. (1987), Textbook of Extension Education, Sahitya Kala Prakshan Ludhina.
10. Supe, S.V, (1982) Introduction to Extension Education, Oxford Publishers,, New Delhi
11. A.S. Sandhu, (1994) Extension Programme Planning , Oxford & IBH Publishing Co- Pvt., Ltd, New Delhi.

EXTENSION EDUCATION SYSTEM

Code: HSC15205CR

CORE

Credits: L 4

Periods/Week: 4 Hours

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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 -ICAR-(Indian Council of Agricultural Research) Agriculture universities, KVK-(Krishi Vigyan Kendras) TTCS-(Trainers 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. Albreest; H. et. Al (1989). Rural Development Series, Agricultural Extension Vol I & II. Basic Concepts and Methods. Wiley Eastern Limited, New Delhi.
 2. Chaubey, B. K. (1979) A Handbook of Education Extension Jyoti Prakashan. Allahabad.
 3. Dhama, O. P. and Bhatnagar; O. P. (1987) Education and Communication for Development Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
 4. Extension Education in Community Development (1961) Ministry of Food and Agriculture. Government of India. New Delhi.
 5. Pankajan; G. (2000)-Extension -- Third Dimension of Education, Gyan Publishing House, New Delhi.
 6. Ray. G. L. (1999) Extension Communication and Management. Naya Prakash, Calcutta.
 7. Reddy; A. (1999) Extension Education, Sree Lakshmi Press, Bapatta.
- Waghmare, S.K. (1989). Exploring of Extension excellence, Multi Tech. Pub Company.

EXTENSION PROGRAMME PLANNING & DESIGN / FIELD
EXPERIENCES (LAB COURSE)

Code: HSC15206CR

CORE

Credits: P 4

Periods/Week: 8 hrs

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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.
6. Studying the on- going programmes of Social Welfare Department.
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

CORE

Credits: L 4

Periods/week: 4 Hours

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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)

- The new born: Birth process and the neonate, physical description, sensory capacities and reflexes. Becoming coordinated-feeding, crying, sleeping.
- 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:

1. Herlock, Elizebeth B. 1978, Child Development 6th Edition McGraw Hill.
2. Rice F.P.(1995) Human Development New Jersey Prentice Hall.
3. Berk, L.E (1995) Child Development. London Allyn and Bacon.
4. Cole, M. S. (1993) The development of children(2nd ed) New York Scientific American Books. Freeman and Co.
5. Dutt. H. (1997) Moral values in child development. New Delhi Anmol.
6. Papalia, D.E., Old, & Feldman, R.D. (2010). Human Development (10th) New Delhi: Tata McGraw - Hill Publishing Company Limited.
7. Bee H. (1997) The developing child(VII Ed) New York Longman.
8. Mussen, P.H Conger JJ. Kagan, J, and Hustan, A. C (1996) child development and personality, New York Harper and Row.
9. Berger, K.S. (2006). The Developing person through childhood & adolescence (7th Ed.) New York: Worth Publishers.
10. Santrock, W (2007). Adolescence (11th ed) New Delhi: Tata McGraw Hill Publishing Company limited.
11. Papalia, D.E, Olds, S.W, Feldman,R.S (2010) Human Development 10th Edition Mc Graw Hill companies.

MANAGEMENT OF PROGRAMMES FOR CHILDREN AND THE FAMILY

Code: HSC15208CR
Credits: L 4
Periods/week: 4 Hours
M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

CORE

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).
- International Level: WHO, UNICEF, ILO, CARE, World Bank.
- 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:

1. Chaudhary. D.P. (1985): Child welfare services New Delhi. Atmaram and sons.
2. Wanhgtery, A. S. and Ricks, B.R. (1989) contemporary supermision: Managing people and technology . New York : MacGraw Hill.
3. Grewal J.S. (1984) Early childhood education foundations and practices, Agra: National Psychology corporation.
4. Hildbrand V.(1984) Management of child development centres, New York Collier Macmillian Publishing.
5. Leeper, S. H., Wither, S. R.L. & Way, B (1984) Good schools for young children (5th ed) New York: Macmillian Publishing Co.
6. Maluccio, A.N., Fein, E and Olmstead, K. A.(1986) Permanency planning for children concepts and methods: New York. Tavistock Publications.
7. W.B. ((1) Experiencing fieldwork New York: Sage.
8. Watkins, P.K. and Divant (1987) Preschools Directors Stall developments Handbook. New York: Centers for applied research in education. Pifelion publishing.
9. Kumar, R. 1998. Child development in India - Health welfare and Management, Ashish Publication house.
10. Singh D. 1995. Child development: Issues, Polices and Programmes. Kauiska Publication.

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

Code: HSC15209CR

CORE

Credits: P 4

Periods/week: 8 Hours

M.M: 100(Ext.Exam: 80/Int .Assessment: 20)

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
8. Prepare a plan - short term /long term for enhancing quality of any Program/project working for Women/Children.
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

Discipline Centric Elective

Credits: L 3

Periods/week: 3 Hours

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

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

- Research – Concept; Identification of Research Problem – sources and process.
- 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.
- Sampling – steps and techniques. Characteristics of good sample. Sample design and criteria for selecting sampling techniques. Sample size.

Unit II: Research Methods and Data Gathering Instruments

- Collection of data – sources and methods. Designing questionnaire, Scaling techniques.
- 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).

Unit III: Processing and Analysis of Data

- Regression Analysis—lines of regression and regression equation.
- Testing of hypothesis—chi-square, 't' test and 'f' test.
- Interpolation and extrapolation— parabolic curve method and Newton's method.
- Report writing—Types, planning report writing, research report format.

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 qualitive Research: Grounded Theory Procedures and Techniques, Sage Publications, California.

NUTRITION IN EMERGENCY AND DISASTER

Code: HSC15211DCE

Discipline Centric Elective

Credits: L 3

Periods/week: 3 Hours

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

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.
- Nutritional Relief and Rehabilitation

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.
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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 Ist edition 1999, Public Health and Nutritional Care.

WOMEN'S STUDIES: CHARACTERISTICS, ISSUES & PROBLEMS

Code: HSC15212DCE

Discipline Centric Elective

Credits: L 3

Periods/week: 3 Hours

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

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,
- Fertility: Definition - 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 & Issues Related to Female children & Women

- 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
- Female foeticide, Female Infanticide
- Dowry, Divorce and Domestic violence.

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

Discipline Centric Elective

Credits: L 3

Periods/week: 3 Hours

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

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

- Rights:- Definition and Types
- Need and Importance of Rights in a Society
- Universal Declaration of Human Rights (1948)
- International conventions on child Rights.

Unit II: 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)
- 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.

NUTRITION IN HEALTH AND DISEASES

Code: HSC15214GE

Generic Elective

Credits: L 3

Periods/week: 3 Hours

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

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 : Carbohydrate, Protein, Fats, Vitamins and Minerals
- Menu planning and factors affecting menu planning
- Routine Hospital diets (Liquid, Soft, Bland)

Unit II: Nutrition throughout life span

- Nutrition during Pregnancy and Lactation
- Nutrition during Infancy (Weaning)
- Nutrition for children and adolescents
- Nutrition for adults

Unit III: Therapeutic Nutrition

- Diet in relation to cardiovascular diseases (Atherosclerosis, Hypertension)
- Diet in relation to Renal diseases (Renal Failure, Urinary Calculi)
- Diet in liver and gallbladder diseases (Jaundice , Hepatitis)
- Diet in relation to Obesity and Undernutrition

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.
7. Watson, R. R. (Ed) (2000) Handbook of Nutrition in the aged. 3rd Edition. CRC Press. Boca Raton.
8. Whitney, E., & Rady Rolfes, S. (2008). Understanding Nutrition (11th ed). Canda: Wadsworth, Cengage learning.
9. Insel, PEM., Turner, R.E., & Roos D. (2007). Nutrition (3rd ed) Sudnury: Jones & Bartlett Publishers.
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INTRODUCTION TO HUMAN DEVELOPMENT

Code: HSC15215GE

GENERIC ELECTIVE

Credits: L 3

Periods/week: 3 Hours

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

Unit-I Human Development: An Overview

- Human Development: Concept, Need and Scope
- Historical Perspective
- Trends and challenges in studying Human Development
- Ethics in life span research

Unit-II Stages and Aspects of Human Development

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

Unit-III 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:-

1. Berk, L.E. (2007) Development Through the Life span 3rd Edition. Darling Kindersley. India.
2. Papalia, D.E., Old & Feldman, R.D. (2010) Human Development. 10th Edition. New Delhi. Tata Mohraw- Hill Publishing company limited.
3. Hurlock. B.E. (1981) Development Psychology: A Life Span Approach. 5th Edition. New Delhi. Tata MC.Graw-Hill publishing company limited.
4. Kothari, C.R. & Garg,G. (2014) Research Methodology: Methods & Techniques. 3rd Edition. New Delhi. New Age International Publishers.
5. Mangal, S.K. (2008) Advanced Educational Psychology . 2nd Edition. New Delhi. PHI Learning Private Limited.

EXTENSION PROGRAMME PLANNING

Code: HSC15216OE

OPEN ELECTIVE

Credits: L 3

Periods/week: 3 Hours

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

Unit-I: Extension Education

- Need, Importance, Scope, Philosophy, objectives & principles
- Extension Approaches: Extension Approach, Training approach , cooperatives self help
- Approach, Integrated development approach.

Unit-II: Extension Teaching Methods

- 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 -III: 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:-

1. S.V. Supe(1997), *An Introduction to extension education*, Second edition Oxfor & IBH Publishing CO.Pvt. Ltd. New Delhi.
2. O.P. Dahama & O.P. Bhatnagar, (1985) *Education and Communication for development* , Oxford & IBH publishing Co.Pvt. LTD, New Delhi (Second Edition).
3. Uttam Kumar Singh & A.K. Nayak (1997), *Extension Education*, Common Wealth Publishers, New Delhi, 110002.