

Semester III

S.No.	Title of the Course/ Course No.	Hours/Week			Marks	Credits
		L	T	P		
1	Assessment of Nutritional Status HSC22301CR	4	0	0	100	4+0+0=4
2	Advanced Food Science HSC22302CR	4	0	0	100	4+0+0=4
3	Assessment of Nutritional Status / Analytical Techniques in Food Science (Lab Course) HSC22303CR	0	0	8	100	0+0+8=4
4	Institutional Management HSC22304CR	4	0	0	100	4+0+0=4
5	Assessment of Nutritional Status / Institutional Management (Lab Course) HSC22305CR	0	0	8	100	0+0+8=4
6	Management of Human Service OrganizationHSC22306CR	4	0	0	100	4+0+0=4
7	Extension Management HSC22307CR	4	0	0	100	4+0+0=4
8	Management of Human Service Organization/ Extension Management (Lab Course) HSC22308CR	0	0	8	100	0+0+8=4
9	Advanced Study in Human Development - II HSC22309CR	4	0	0	100	4+0+0=4
10	Study of Persons with Disabilities HSC22310CR	4	0	0	100	4+0+0=4
11	Advanced Study in Human Development - II/ Study of Persons with Disabilities (Lab Course)	0	0	8	100	0+0+8=4

	HSC22311CR					
12	Community Nutrition HSC22312DCE	4	0	0	100	4+0+0=4
13	Women Nutrition and Health HSC22313DCE	4	0	0	100	4+0+0=4
14	Mental Health in Developmental Perspectives HSC22314DCE	4	0	0	100	4+0+0=4
15	Community Organization and Developmental Theory HSC22315DCE	4	0	0	100	4+0+0=4
16	Culture and Psychology HSC22003GE	2	0	0	50	2+0+0=2
17	Behaviour Change and Advocacy in Health HSC22003OE	2	0	0	50	2+0+0=2

Note: Course Code HSC22301CR is common for both specializations of Food Science & Nutrition/Dietetics & Clinical Nutrition

ASSESSMENT OF NUTRITIONAL STATUS

Code: HSC22301CR

Credits: 4

CORE

Periods/ Week: 4 Hrs.

Max. Marks: 100

Learning Objectives:

1. Orient the students with all the important state-of the art methodologies applied in nutritional assessment and surveillance of human groups.
2. Develop specific skills to apply the most widely used methods.

Learning Outcomes:

1. Students will learn about different methods of assessing nutritional status of children, adults and elderly.
2. Students will be able to identify the presence and type of nutritional deficiencies and design suitable prophylaxis against diseases.
3. Will be able to develop health care programmes that meet the community needs which are defined by the assessment.
4. Measure the effectiveness of the nutritional programmes and interventions once initiated.

Unit I:

Indicators of MCH Care

- Maternal mortality rate
 - Late Maternal death
 - Pregnancy - related death
 - World Scenario

- Causes
- Preventive and social measures

Mortality in Infancy and childhood

- Perinatal, Neonatal, Post neonatal and infant mortality rate
- Factors affecting infant mortality
- Preventive and social measures
- 1 - 4 year, under 5 mortality rates
- Child survival rate

Unit II:

Assessment of nutritional status by Anthropometry & Clinical Examination

Nutritional Assessment Schedule

- Anthropometry- Infants, Children and Adults
 - Weight (Techniques used)
 - Height, (Techniques used)
 - Mid arm circumference
 - Head circumference
 - Chest circumference
 - Skin fold thickness (Use of Calipers)
 - Anthropometric Indices
 - Growth Charts and Percentiles
- Clinical Evaluation
 - PEM, (Protein Energy Malnutrition)
 - Vitamin A Deficiency
 - Iron Deficiency
 - Calcium Deficiency
 - Dental Caries and Fluorosis

Unit III:

Assessment of nutritional status by Biochemical and Dietary Assessments

- Laboratory and Bio-chemical Evaluation

Laboratory Test

- Haemoglobin estimation
- Test for Stools
- Urine examination

Bio-Chemical Evaluation

- Proteins
 - Vitamins – Riboflavin, Thiamin and Beta-carotene.
 - Minerals – Iron, Calcium
- Assessment of Dietary Intake Food Frequency Method & 24 hr. recall method)
- Vital Statistics
- Assessment of Ecological factors

Unit IV: Nutritional Surveillance and Social Aspects of Nutrition

- Nutritional Surveillance
- Nutrition surveillance and growth monitoring
 - Nutritional status indicators
 - Problem and Ecology of Mal nutrition
 - Preventive and social measures
- Food hygiene
- Milk, Egg, Meat, Fruits and Vegetables

References

1. Jelliffe, D, B, and jelliffee, E. F.P, (1989): Community Nutritional Assessment, Oxford University Press.
2. Beghin, I., Cap, M. and Dujardan, B. (1988): A Guide to nutritional status Assessment, WHO, Geneva.
3. Gopaldas, T. and Seshadri, S., (1987) Nutrition Monitoring and Assessment, Oxford University Press.
4. Mason, J. B, Habich, J.P. Tabataba, H. and Valverde, V., (1984) Nutritional Surveillance, WHO.
5. Lee, R.D., and Nieman, D. C., (1993): Nutritional Assessment, Brown and Benchmark Publishers.

6. Sauberlich, H. E., (1999) Laboratory Tests for the Assessment of Nutrition Status, CRC, Press.
7. Cameron, N. (1984): Measures of Human Growth, Sheridan House Inc. New York.
8. Scrimshaw, N. and Gleason, G. (Ed) (1991): Rapid Assessment Methodologies for planning and Evaluation of healthrelated programs, Published by (INFDC) International Nutrition Foundation for Developing Countries.
9. FAO Nutritional Studies No. 4 (1953): Dietary Surveys: Their Technique and interpretation, FAO.
10. Bingham, S.A., (1987): The Dietary Assessment of Individuals, Methods Accuracy, New Techniques and recommendation, Nutrition Abstracts and Reviews, 57: 705-743.
11. Fidanza.
12. Collins, K.J., (ed) (1990) Handbook of methods for the measurements of work performance, physical fitness and energy expenditure in Tropical Population. International Union of Biological Sciences.
13. Ulijaszek, S. J., and Masice-Taylor, C.G.N., (ed) Anthropometry: the individual and the Population, Cambridge University Press, Cambridge.
14. Shetty, P.S., and James, W.P.T., (1994): Body Mass Index. A Measure of chronic Energy Deficiency in Adults FAO food and Agriculture Organization of the United Nations, Rome.
15. Davies, P.S.W and Cole, (ed): Body Composition Techniques in Health and Disease. Cambridge University, Cambridge.
16. Himes, J.H (1991): Anthropometric Assessment of Nutritional Status. Wiley- Liss New York.
17. Lohman, T.G., Roche, A.F., and Martorell, R. (ed) Anthropometric Standardization References Manual. Human Kinetics Books, Illinois.
18. Park,K(2017).Textbook of Preventive and Social medicine.20thedition.BhanarsidasBhanotPublishers,Jabalpur,India.

ADVANCED FOOD SCIENCE

Code: HSC22302CR

Credits: 4

CORE

Periods/ Week: 4 Hrs.

Max. Marks: 100

Learning Objectives:

1. To understand the factors effecting the sensory qualities various foods.
2. To understand the principles of chemistry of foods.
3. To apply the principles while preparing and cooking foods.
4. To learn the methodology of standardization of recipe evaluation.

Learning Outcomes:

1. Apply knowledge gamed in food chemistry and sensory evaluation to the development, processing and preservation of safe, nutritious and high-quality food products.
2. Students will be able to design food products that meet the various food regulations and laws.

Unit-I

- **Evaluation of food by sensory and objective methods:** Factors affecting acceptability of foods. Sampling of food, selection of taste panel. Objective methods of food evaluation- microscopic examination, Chemical& physical methods of food evaluation.
- **Colloidal Chemistry:** General structure of food stuffs and relationship of cooking to colloidal chemistry. Denaturation.
- **Browning reactions** – Enzymatic and non-enzymatic.
- **Sugar Cookery:** Sources & uses of sugar in cookery, caramelization by heat and pH changes. Crystallization of sugar solution, factors that affects the size of crystals. Stages of sugar cookery. Crystalline and non-crystalline candies.

Unit-II

- **Starch Cookery:** Types of starch, gelatinization, retrogradation, Flour composition and baking qualities and bread making. Leavening agents. Gelatin composition and properties, preparation and its uses in food
- **Milk Cookery:** Properties of milk protein. Uses of milk in food preparation. Cheese and Ice Cream preparation.
- **Egg Cookery:** Uses, properties and coagulation of egg proteins. Egg as binding, foaming, emulsifying and thickening agent. Mayonnaise preparation.

Unit-III

- **Vegetables and Fruits:** Structure of vegetable tissues. Starch, pectic substances & pigments (chlorophylls, anthocyanins). Enzymes. Browning, use of plant-enzymes for textural changes in food,
- **Fats and Oils:** Processing and refining of fats, Uses in food preparation. Smoking point and melting point. Hydrogenation. Fat as shortening agent. Rancidity - types. Changes on storage & during cooking.
- **Pulse Cookery:** Factors affecting cooking quality of legumes. Germination of pulses and effect of germination on pulses.

Unit IV

- **Meat, Poultry and Fish:** Types of meat, poultry and fish. Postmortem changes in muscle meat. Tenderness of meat. Processing and effect of processing. Methods of cooking.
- **Food Processing and Irradiation:** Effect of processing and Irradiation on Nutritive value of foods.
- **Food Adulteration:** Definition of adulteration, Common adulterants in foods.

References

1. Charley H. (1982): Food Science 2nd Ed., John Wiley and Sons. New York.
2. Potter, N. and Hotchkiss, J. H. (1996): Food Science, 2nd Editions C.B.S. Publishers and Distributors, New Delhi.
3. Belitz, H. D. and Grosch, W. (1999): Food Chemistry 2nd Ed. Springer, New

York.

4. Bowers, J. (1992): Food Theory and Application (2nd Ed), Macmillan Publishing Co., New York.
5. Peckhan, G. and Freeland - Graves, G. H. (1979): Foundation of Food Preparation.
6. Becker, P. (1965). Emulsions: Theory and Practice, Reinhold, New York.
7. B. Sri Lakshmi 2nd Ed. (2002): Food Science. New age International Pvt. Ltd.
8. Antia & Abraham, 4th Edition. (2012). Clinical dietetics and Nutrition. Oxford University press. New Delhi.
9. Vaclavik V and Christian E. Second Edition (2003). Plenum Publishers, New York.

Assessment of Nutritional Status & Advanced Food Science (Lab Course)

Code: HSC22303CR

Credits: 4

CORE

Periods/ Week: 8 Hrs.

Max. Marks: 100

LAB - A

1. Diet survey methods

- Diet history - Individual, Family
- 24-hour recall method
- Weighment method
- Qualitative and quantitative methods

2. Anthropometric practices of studying various groups (Infants, children & adults)

- Height
- Weight
- Mid-arm circumference
- Head circumference
- Chest circumference
- Waist hip ratio
- BMI
- Comparison of standards. (Given by ICMR)

3. Biochemical tests

- Blood components tests for iron deficiency
- Protein estimation (Lowry's method)

4. Assessment of nutritional status of:

- Pregnant women, Lactating women and Preschool children

5. Evaluation study of a nutrition project.

LAB - B

1. Standardization of recipes

2. Sugar Cookery:

- Experiments on crystallization of sugar
- Stages of sugar cookery
- Preparation of crystalline and non-crystalline candies

3. Cereal & Starch Cookery:

- Gelatinization of starch
- Preparation of Cakes & Biscuits

4. Pulse/legume cookery:

- Cooking of legumes by different methods, effect of addition of salt, acid, alkali, oil & spices on quality and time, effect of soaking, germination and pressure cooking on time and quality

5. Egg Cookery:

- Stages of fresh egg white foam,
- Effect of addition of various ingredients on foam formation,
- Coagulation of whole egg, egg yolk and egg white.
- Preparation of custard
- Preparation of Emulsions (Mayonnaise)

6. Milk Cookery:

- Preparation of cottage cheese, with different curdling agents
- Cream of tomato soup
- Ice cream preparation

7. Vegetable and fruit cookery:

- Factors affecting colour, texture, flavour of vegetables (acid and alkali).

- Observation of browning in raw fruits and vegetables

8. Fats & oils:

- Observing Smoking point of different oils.
- Factors affecting absorption of deep fat and shallow fried foods.

Code: HSC22304CR

Credits: 4

CORE

Periods/ Week: 4 Hrs.

Max. Marks: 100

Learning Objectives:

1. To know about different aspects of food service management.
2. To understand about sanitation safety and physical layout of food service organization.
3. to know about cost control, book keeping and accountancy.

Learning Outcomes:

1. This course gives basic knowledge about the principles of management. It enables students to develop effective planning to utilize resources.
2. The students would get information about scope and importance of food and catering management. Also, knowledge regarding different types of establishment and menus will be helpful in working on various lines regarding setting up of entrepreneur units.
3. The students would gain knowledge required for setting up and management of a food or catering establishment.

Unit I: Food - Service, Management, Selection, Storage and Production

- Introduction to food service establishment
- Types of food services in India - hospitals, hotel, canteen, schools and cafeterias, Formal and informal food services
- Meal Planning - Menu, types of menus, need for menu planning, principles involved in planning menus, mechanics of planning menu, Menu writing
- Food selection and storage - The food buyer, the market, purchasing procedure. Selection of food and storage - types of storage, planning storage spaces, sanitation, safety and security of stores
- Quantity Food production- Standardization of recipes, food Production process, large quantity cooking techniques

Unit II: Sanitation and Safety

- Sanitation and safety-
 - Environmental Hygiene and Sanitation
 - Hygiene in Food Handling
 - Personnel Hygiene (with reference to sources of food infection and health rules.
 - Methods of sanitary dish washing and cleaning supplies
 - Safety in food catering and use of equipment

Unit III: Physical layout and equipment

- Physical layout and equipment-
 - Developing Kitchen plans
 - Layout of Kitchens
 - Work Simplification
 - Equipment for Kitchen and Service rooms
 - Décor of Service and Dining areas

Unit IV: Functional Management

- Management: Concept, Processes and Principles
- Organizing: Organization structure and design, types, formal and informal organization, delegation of authority
- Financial Management - Concept, Financial planning, Role of Financial Manager, Working Capital Management – inventory, cash and receivables
- Human Resource Management – concept and significance, Job analysis, Recruitment and selection, training and development
- Cost control-Factors affecting cost control, techniques of cost control with special reference to foods

References:

1. Agarwal R. D., Organizational and Management, Tata McGraw Hill, publishing co, Ltd, New Delhi. 1982.

2. Beach Dales, S. Personnel, The management of people at work, 4thed Macmillian Publishing Co. Inc, New York, 1986.
3. Finely, R. e., The personnel and his part, , D,B., Toreprovela, 1971
4. HitchcockAmry, J. Food service systems administration, Macmillian publishing 1986.
5. Keiser James and Kallio Elmen controlling and analysing cost in food service operations, Jobarwiley and sen, Inc., New York, 1974.
6. Kinder Faye and Green Mancy R. Meal Management, 5th ed, Macmillian Publishing co, Inc, New York 1987.
7. Kotschevar, L. Terrell, M.E. Food service planning prevent and equipment, John wiley and sons Ltd, 1971.
8. Lawrence, a. A. Management in Action, Times of India Press.
9. West Bessie Brooke, wood Levelle, Hunger Virginia F, and Shugart Grace Severaance - Food service in institutions, 5th edition John Wiley and sons, New York 1977.

Assessment of Nutritional Status /Institutional Management (Lab Course)

Code: HSC22305CR

CORE

Credits: 4

Periods/ Week: 8 Hrs.

Max. Marks: 100

LAB - A

1) Diet survey methods

- Diet history - Individual, Family
- 24-hour recall method
- Weighment method
- Qualitative and quantitative methods

2) Anthropometric practices of studying various groups (Infants, children & adults)

- Height
- Weight
- Mid-arm circumference
- Head circumference
- Chest circumference
- Waist hip ratio
- BMI
- Comparison of standards. (Given by ICMR)

3) Biochemical tests

- Blood components tests for iron deficiency
- Protein estimation (Lowry's method)

4) Assessment of nutritional status of

- Pregnant women, Lactating women and Preschool children.

LAB- B

1. Market survey and cost analysis of processed and finished food products (Traditional meat products, Fluid milk and milk products, Processed apple products and pickles)
2. Evaluation of food service units and Equipments.
3. Layout analysis of kitchen - Hospital & Hostel based
4. Planning menus for quantity
 - Banquet
 - Outdoor catering
 - Packed meals
 - Restaurant
5. Standardizing recipes for quantity
6. Cost analysis of menus in
 - College canteen
 - Hostel mess
 - Hospital (private and government)
7. Analysis of food safety & hygiene

MANAGEMENT OF HUMAN SERVICE ORGANIZATIONS

Code: HSC22306CR

CORE

Credits: 4

Periods/Week: 4 Hours

Max. Marks: 100

Learning Objectives:

1. To understand the concept and Management of Human Service Organization.
2. To Know about the Organizations working for the service of women and children.
3. To know about the Organizations Working for the Service of Youth and Groups with Special Needs.

Learning Outcomes:

1. Transforms personal attributes; guided by moral values and involve gendered work
2. Understand Management of Human Service Organization;
3. Know about the Organizations working for the service of women and children; and know about the Organizations Working for the Service of Youth and Groups with Special Needs.

Unit I: Concept and Management of Human Service Organizations

Concept of Human Service Organizations

- Need & Nature of human service organizations in India.
- Philosophy and significance in a developing nation.

Management of Human Service Organizations

- Concept, importance, functions and approaches to management.
- Planning, implementation, personnel management, financial management, administration and monitoring of organizational activities. Managerial skills.

Unit II: Organizations working for the service of women and children

Government & Non-Government Organization Working for the Service of Women

- National Commission for Women, SEWA, Central Social Welfare Board, State Social Welfare Board, Bhartiya Gramin Mahila Sangh, Women's Development Corporation specific reference to J&K State, Various NGO'S:
 - Help Foundation
 - SOS VILLAGES
 - Helpline
 - Chottay Tarrey

Government & Non-Government Organization Working for the Service of Children

- Indian council of child welfare, Integrated Child Development Services, National Institute for Public Co-operation and Child Development, Chottay-Tarrey

Unit III: Organizations Working for the Service of Youth and Groups with Special Needs

- Government & Non-Government Organizations Working for the Service of Youth.
- Nehru Yuvak Kendra, YMCA, YWCA, YUVA

Government & Non-Government Organization Working for the Service of Groups with special needs

- Physically and mentally handicapped, aged, destitute, orphans, street children, National Association for Blind, Spastic Society of India, Help Age - India.

Unit IV: Assessment of Human Services Organizations & Concept of Volunteerism

Assessment of Human Service Organizations

- Concept of Volunteerism
- Profile of Volunteers
- Motivation of Volunteers
- Role of Volunteerism and Society

References

1. J. A. F stoner (1978): Management. Prentice-Hall, Inc., Englewood cliffs, New Jersey.

2. E. B. Flippo (1984): Personal Management. Mc Graw-Haill Book Company, New York.
3. D. D. V. Fleet (1991): Contemporary Management. Houghton Mifflin Company Boston.
4. K. K. Ahuja (1997): Management and Organization. CBS Publlishers and Distributers.
5. B. S. Marshal (2002): Organisation and Management: Text and Cases. Galgotia Publishing Company, New Delhi.

6. S. N. Chand (2009): Management. Atlantic Publishers and Distributors (O) LTD, New-Delhi.

EXTENSION MANAGEMENT

Code: HSC22307CR

CORE

Credits: 4

Periods/Week: 4 Hours

Max. Marks: 100

Learning Objectives:

1. To understand the concept and process of Extension Management.
2. To enable students to realize the importance of management for achieving organizational goals.
3. To apply the principles of management for effective management of extension organization / services.

Learning Outcomes:

1. Provide stimulation that causes the desired mental and or physical action on the part of the learner.
2. Understand the concept and process of Extension Management;
3. Enable students to realize the importance of management for achieving organizational goals;
4. Apply the principles of management for effective management of extension organization / services.

Unit I: Extension & Personal Management

Extension:

- Definition and meaning, objectives, need, process and principles of extension
- Teaching learning process, steps of extension teaching
- Motivating people to work
- Requirements of extension workers

Personal Management:

- Meaning, nature, functions and role of personal management
- Job analysis, job description and job specification

Unit II: Organizing and planning in Extension Management

- **Planning:** Definition, requirements, elements, contingency
- **Organization:** Culture & goals
- **Organizing:** Definition, requirements, line and staff functions, span of management, scalar principle, delegation of authority, use of committees, coordination, involvement of organizations at local level, inputs management, common mistakes in organizing

Unit III: Staffing and Leading in Extension Management

- **Staffing:** Definition, Requirements of effective staffing, Human resources development in organization, orienting the new entrant, training for development, in-service training, performance appraisal, stress in managing, organizational conflicts, Grievance handling
- **Leading:** Definition, Requirements of effective leading, the nature of people, theory X, Y, Z. Information needs of extension agents

Unit IV: Controlling and Efficiency of Personal in Extension Management

- **Controlling:** Definition, Requirements of effective controlling, Monitoring and evaluation, Supervision, Budgeting and Auditing, Reporting, Self- Discipline, Change agent problems, **Efficiency of Personal:** Orientation to new workers, stimulus and incentives, Code of ethics
- Qualities of a good extension manager

References:

1. Banerjee, S. (1981). Principles and Practice of Management. Oxford and IBH Publishing Company, New Delhi.
2. Basu, C.R., (1989). Organization and Management, S. Chand & Co. Ltd., New Delhi.
3. Burton, Gene and HanabThaker (1997). Management Today. Tata McGraw Hill Publishing Company, New Delhi.

4. Chandan, J. S., (1997) Management – Concepts and Strategies, Vikas Publishing House, New Delhi.
5. G. L. Ray., (1996)., Extension Communication & Management.
6. Hersey, Paul and Kenneth, H. Blanchar. (1996). Management of Organizational Behaviour. Utilising Human Resources, Prentice Hall of India, Private Limited; New Delhi.
7. Koontz and Heinz Wehrich., (1990) Essentials of Management. McGraw-Hill; New Delhi.
8. Prasad., M. L., (1999) Principles and Practice of Management. Sultan Chand & Sons, New Delhi.
9. Rao, V. S. P. and Narayana, P. S. (1987) Principles and Practice of Management. Konark Publishers, Private Limited, New Delhi.
10. Tripathi, P. C. and Reddy, P. N. (1993). Principles of Management: Tata McGraw Hill, New Delhi.

MANAGEMENT OF HUMAN SERVICE ORGANIZATION/ EXTENSION MANAGEMENT (Lab Course)

CORE

Code: HSC22308CR

Credits: 4

Periods/Week: 8 Hours

Max. Marks: 100

1. Visit to Government agencies working for the services of women- health, nutrition, educational, economical and social.
2. Visit to Non- governmental agencies working for the services of women health, nutrition, educational and social.
3. Visit to Government agencies working for the services of children.
4. Visit to Non- governmental agencies working for the services of children
5. Organizing group discussion for planning extension activities for various target groups viz: farmers, farm women and youth.
6. Interaction and its reporting with following officials:
 - Financial Institutions
 - Cooperatives
7. Meeting various extension functionaries from departments of agriculture, horticulture, and animal husbandry.
8. Organizing role plays and brain storming session for identified groups.

ADVANCED STUDY IN HUMAN DEVELOPMENT-II

Code: HSC22309CR

CORE

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Learning Objectives:

1. To understand the advanced stages of Human Development with specific focus on youth and stages of adulthood.
2. To understand the principles and factors influencing Human Development in these stages.

Learning Outcomes:

1. Acquire the knowledge of developmental processes and principles during adulthood
2. To engage with the critical areas in the study of development in adulthood
3. To demonstrate knowledge of domains of development during adulthood

Unit I: Youth/Young Adulthood.

- Perspectives on youth and adulthood
- Developmental needs
- Physical changes
- Changes in the structure of thought/culmination of identity formation.
- Life cycle approach- sexuality, Criteria for mate selection, marital adjustment, parenthood, friendships
- Vocational choice, career development

Unit II: Middle Adulthood

- Physical continuity and changes
- Cognitive continuity and change

- Personality changes
- Relationships at midlife (with adult children and ageing parents)
- Occupational continuity and change
- Menopause in women, health and disease, adult sexuality.

Unit III: Late Adulthood

- Physical changes-Health, fitness and disability
- Continuity and changes in the personality
- Changes in cognitive abilities
- Grand parenthood-Inter generational relations
- Retirement from formal work-effect on Identity

Unit IV: The End of Life

- Mental Health and Intervention: Depression, Anxiety disorders
Dementia: Alzheimer's disease

Death, dying and bereavement:

- Aspects of death and stages of dying
- Aid in dying/Euthanasia
- Grief reactions and stages
- Cultural Differences

References:

1. Schiamberg, L.B and Smith K.U (1982) Human Development, New York, Macmillian.
2. Rice, F.P.(1992) Human Development-A life span approach, New Jersey Prentice Hall.
3. Lefrancois, G.K (1996) The life span new York, ward worth publishing.
4. Santrock, J.W (1997) Life span development Brown and Bench Mack.
5. Deaths S.M and LenkerL.J.(eds)1999 Aging and Identity , London Praeger.
6. Berk, L.E.C (1998). Development through the life span. Massachusetts: Allyn & Bacon auicom Company.
7. Kail, .V., &Cauanaugh, J.C. (2004) Human Development (3rd ed.) New York: Wadsworth, A division of Thomson learning, Inc.

8. Papalia, D.E., Old, & Feldman, R.D. (2010). Human Development (10th) New Delhi: Tata McGraw - Hill Publishing Company Limited.
9. Laura E. Berk (2013) Child Development (9th Ed.) Pearson Education Inc. (PEI).

STUDY OF PERSONS WITH DISABILITIES

Code: HSC22310CR

CORE

Credits: 4

Periods/Week: 4 Hours

Max. Marks: 100

Learning Objectives:

1. To become aware of various impairments and their effects and to understand the variation between people with disabilities.
2. To identify the physical and social barriers which create difficulty for people with disabilities.
3. To apply the understanding gained from the experiences of people with disabilities in planning services for them.

Learning Outcomes:

1. Understand conceptual approaches to developmental disabilities.
2. Acquire knowledge of definitions, etiology, diagnosis, and assessment of developmental disabilities.
3. Gain an understanding of methods of working with individuals with disability

Unit I: Understanding Disability

- Normality, disability, impairment, handicap
- Various approaches to defining and understanding disability: medical approach, administrative approach, legal approach, social approach
- Attitude of people towards disability
- Techniques of identification and assessment

Unit II: Skeletal disorders and Sensory Impairments

- Skeletal and Muscular disorders, causes and effects on individuals: Arthritis, Amputations

- Sensory disorders, causes and effects on individuals:
 - **Visual:** Definition, causes, prevalence and educational considerations
 - **Hearing:** Definition, classification, causes, characteristics, prevalence and educational considerations
 - **Speech:** Definition classification, causes and prevalence

Unit III: Intellectual and Emotional Impairments

- Intellectual impairments, causes and effects on individuals: Mental retardation, learning disabilities
- Emotional impairments, causes and effects on individuals: Autism, Neurosis, Psychosis, Phobias, Obsessions and compulsion, schizophrenia, ADHD, Conduct disorders, Elimination disorders and Habit disorders

Unit IV: Physical disorders and Overview of Persons with Disabilities

- Physical disorders, causes and effects on individuals: CNS disorders (Cerebral palsy, Epilepsy, Spinabifida, Spinal cord injuries)
- Physical and social barriers in the development of persons with disabilities, modification of physical and social environment.
- The philosophy of inclusion
- Programs and policies for persons with disabilities
- Issues in planning inclusive programs for persons with disabilities

References:

1. Narasimhan M.C & Mukherjee A.K. (1986) Disability a continuing challenge, New Delhi Wiley Eastern limited.
2. Kanga F. (1990) Heaven on wheels, New Delhi Penguin Books
3. Baquer, A. (1994) Disabled, Disablement, Diabolism, New Delhi: Voluntary Health Association of India.
4. Oliver M. (1996) Understanding Disability, from theory to practice, London Macmillan press.
5. Pandey R.S & Advani L. (1996) Perspectives in disability and rehabilitation. New Delhi Vikas Publishing House Private Limited.

6. Micheal L. Hardman, Clifford J. Drew, M. Winston Egan, Hardman (2004) Human Exceptionality – Society, School & Family, 8th Edition, Allyn & Bacon.
7. Kirk, S.A., Gallagher, J.J., Anastaslow, N.J., & Coleman, M.R. (2006). Educating conceptual children (11th ed.) New York: Houghton Mifflin Company.
8. Micheal L. Hardman, Clifford J. Drew, M. Winston Egan, Hardman (2014) Human Exceptionality – Society, School & Family, 11th Edition, Allyn & Bacon.

Journals

1. Disability and society
2. Action and disability News
3. Impairment and disability
4. Asia Pacific disability rehabilitation journals.

Advanced Study in Human Development-II & Study of Persons with Disabilities (Lab Course)

Code: HSC22311CR

CORE

Credits: 4

Periods/week: 8 Hours

Max. Marks: 100

1. Plan and organize life skill education for adolescents and youth about responsible parenthood.
2. Study the change in life style after retirement (economic & health problems) and their coping strategies.
3. Study the attitude of people towards death in age group-65 years and above and prepare a report.
4. Individual case study of a child with disability
5. Review and critique of a person with disabilities as portrayed by media (Print and electronic).
6. Case study of two institutions (CRC & Shafaqat).
7. Planning and execution of activities for special children (visual and hearing impaired, mentally retarded in any particular setting).

COMMUNITY NUTRITION

Code: HSC22312DCE

DISCIPLINE CENTRIC ELECTIVE

Credits: 4

Period / week: 4 hours

Max. Marks: 100

Learning 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

Learning Outcomes:

1. Extensive study of role of nutrition in community health and national development, nutritional problems faced by our country, methods of assessment of nutritional status at community level, various methods of nutrition education in community, role of various national and international agencies in community nutrition and recent advances in community nutrition research.
2. Students will be able to interpret and apply nutrition concepts to evaluate and improve the nutritional health of communities.

Unit I: Community

- Definition and concept of community, perspectives in the history and philosophy of community 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
- Infection and parasitic infestation and its impact on nutritional status of the community.

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:
- Nutritional anthropometry
 - Bio-Chemical tests
 - Clinical evaluation
 - Diet Survey

Unit III: Nutrition Education

- Definition, Objectives, scope
- Methods and techniques in nutrition education for combating malnutrition in India.

Nutrition & National Development:

- Prevalence of malnutrition in India
- Role of National Nutrition Policy in protecting health of the Nation

Programme Planning

- Diagnosis of situation, setting of objectives, suitability and relative cost of various solutions, implementation and evaluation of nutrition education programmes.

Unit IV: Common Nutritional Problems in India

- Low Birth Weight, Protein Energy Malnutrition, Xerophthalmia, Nutritional Anemia, Iodine Deficiency Disorders, Endemic flourosis and Lathyrism
- Combating major nutritional problems in India

- Nutritional surveillance: NNB, Agricultural production, public health approach.
- Nutrition intervention programme for improving nutrition and health.
- Operation and evaluation of 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, OXFAM, WFP, Nutritional expert committee, NIN, CFTRI, ICMR, Social Welfare Board, MCH & IRDP.

References:

1. Park K., Preventive and Social Medicine. Banarasidas Bhanot Publishers 26th Ed. 2001.
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, 2000.
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.

WOMEN, NUTRITION & HEALTH

Code: HSC22313DCE

Credits: 4

DISCIPLINE CENTRIC ELECTIVE

Periods/Week: 4 hrs.

Max. Marks: 100

Learning 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.

Learning Outcomes:

1. Develop the skills necessary for lifelong learning in the area of women's health.
2. Describe women's health from a biopsychosocial perspective that includes the biologic, social, economic, political, and spiritual determinants of health.
3. Apply ethical principles to increase understanding of the importance of comprehensive access to healthcare for all women.
4. Recommend appropriate resources (educational, community, etc.) for women's health care needs.

Unit I: Women in - Family, Community & Society

- Women's role, their resources and contribution to family.
- Demographic changes, menarche, marriage, fertility, morbidity, mortality, life expectancy, sex ratio, 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

- Health facilities, Disease patterns and reproductive health
- Gender and Health, Health seeking behaviour
- Women --- pregnancy and lactation
- Safe motherhood, Care of - at risk mothers, Family Planning
- Women and aging --- special concerns in developed and developing societies- menopause, osteoporosis, chronic degenerative disease, neurological problems
- Women - AIDS and Breast Cancer

Unit IV: Policies, Legislation's & Empowerment of Women

- 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 oh 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.

MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE

Code: HSC22314DCE

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

DISCIPLINE CENTERIC
ELECTIVE

Learning 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.

Learning Outcomes:

1. Students will learn methods to understand themselves and ways to promote their own mental well-being.
2. Understand the complexities and dilemmas of diverse perspectives in the field of mental health and distress.
3. The students will get acquainted with various interventional strategies to overcome mental illness.

Unit I:

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

Unit II:

- Mental hygiene-definition, scope, mental hygiene in family and school
- Importance and functions of mental hygiene

- Principles of mental hygiene
- Factors determining mental hygiene

Unit III:

- Anxiety, stress, depression: Meaning, concept and classification
- Treatment of anxiety, stress, depression
- Concept of Adjustment and maladjustment
- Indicators of Maladjustment (with reference to Frustration, Phobias, Mania, Anxiety).

Unit IV:

- Mental health care scenario in India
- Policy related to mental health
- Family intervention, Psycho-educational and supportive intervention
- Community mental health: Primary mental health care, Community initiatives

References:

1. Govt. of India Ministry of health & family welfare (1982) National mental health program for India.
2. Carter, F & Cheesman, P. (1988) Anxiety in childhood & adolescence encouraging self-help through relaxation training. London: Croom Helm
3. Barry, P.D. (1990): Mental health & mental illness (4th ed) Philadelphia J.B, Lippincott.Co.
4. Sharma, R. (2006) Abnormal Psychology. New Delhi: Atlantic Publishers.

COMMUNITY ORGANIZATIONAL AND DEVELOPMENT

THEORIES

Code: HSC22315DCE

DISCIPLINE CENTRIC ELECTIVE

Credits: 4

Periods/Week: 4 Hrs.

Max. Marks: 100

Learning 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.

Learning Outcomes:

1. Recognise the aspects which can bring about social change for disadvantaged groups, improve community decision-making, reduce crime, improve safety and public health.
2. Bring students together to work towards a common goal, improving the quality of life in their communities.
3. Act as a powerful tool to address social and economic issues, promotes inclusivity and diversity, and empowers communities to take action.

Unit I: The Community

- Concept and characteristics of a community
- Structures and organization of different types of communities - tribal, rural and urban. Nature and inter relationship of socio-economic and political influences. Different communities - norms, mores and prevalent customs

Unit II: Social Groups and Organization

- Concepts, types, characteristics of different social group, interests, attitudes

and motivations for affiliation

- Dynamics of social group, interaction in different types of communities family and kinship group, class-based groups, interest groups and associations

Unit III: 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, historical and contemporary situation
- **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
- People's participation, concept, types and barriers to participation in bringing about social change, based on analysis of participation for development

Unit IV: 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. HarkaLombos ---- Sociology: Themes and Perspectives.

6. Korten, D.C. (1990): People Centered Development---Getting to the 21st century.

CULTURE AND PSYCHOLOGY

Code: HSC22003GE

GENERIC ELECTIVE

Credits: 2

Periods/week: 2 Hrs.

Max. Marks: 50

Learning Objectives:

1. To understand basic concepts related to culture & psychology with specific reference to cross cultural psychology.
2. To understand the theoretical issues related to the study of culture & psychology.

Learning Outcomes:

1. Comprehend the role of culture and psychology in understanding the developmental psychology.
2. Gain knowledge of various theories in understanding the relationship of culture and psychology.

Unit I: Culture & Personality development

- Basic concept of culture, psychology and functions of psychology
- Characteristics, dimensions and development of culture
- Concept of personality
- Characteristics, elements, determinants & traits of personality

Unit II: Theoretical concerns in the study of Culture & Psychology

- Social theories of Human Development (Mead, Cooley, Erickson)
- Exchange theory
- Cultural approaches

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.
4. Hess B.B., Markson E.W & Stein P.J (1988) Sociology 3rd Edition, New York, Macmillian Publishing Company.
5. Light D; Keller, S & Calhoun C (1989) Sociology 5th Edition, New York Alfred A. Knoff.
6. Thio, A (1989) Sociology - An Introduction 2nd Edition New York, Harper & Row Publishers.
7. Berry, J. W. Dason, P. R. & Saraswathi, T. S. (Eds) (1997) Handbook of cross cultural psychology: Basic process & human development (2nd ed.) Boston Allyn & Bacon.
8. Danziger, K. (1997) Naming the mind. London Sage.
9. Dattan, N. & Resse, H. W. (1997) Life span developmental psychology, New York: Academic Press.
10. Saraswathi, T. S. (1999) culture, Human Development & Socialization. New Delhi; Sage.
11. Baker, C.(2000) Cultural Studies. London; Sage.
12. Coulding, N. (2000) Inside Culture. London: Sage.
13. Valand, J. (2000). Culture & Human development.
14. Macionis J.J (2001) Sociology 8th Ed. New Jersey, Prentice Hall

BEHAVIOUR CHANGE AND ADVOCACY IN HEALTH

Code: HSC18003OE

OPEN Elective

Credits: 2

Periods/week: 2 Hrs.

Max. Marks: 50

Learning 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.

Learning Outcomes:

1. Have enhanced understanding of the relationship between health and behavior change.
2. Develop a holistic understanding of sociology of health and people's perception towards health.
3. Critique policies, intervention programs, and strategies adopted for addressing community and public health issues.
4. Gain an insight into community health issues interventions in the area of health.

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: 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 BanarsidasBhanot.
4. Gupta, J.A.(2000) New Reproductive Technologies- Women's Health and Autonomy.New Delhi: Sage Publications.