

Details of Courses Undergraduate Programme (B.A.)

	Paper + Practical	Paper+ Tutorial
<u>I. Core Courses</u>	12x 4 = 48	12x5= 60
(12 Papers)		
Two Papers- English		
Two Papers- MIL		
Four Papers-Discipline 1.		
Four Papers- Discipline 2.		
Core Course Practical/ Tutorial (12 Practical)	12x2= 24	12x1=12
<u>II. Elective Course</u>	6x4 = 24	6x5
(6 Papers)		
Two Papers- Discipline 1 Specific		
Two Papers-Discipline 2 Specific		
Two Papers- Interdisciplinary		
Two Papers from each discipline of choice and two papers of interdisciplinary nature		
Elective Course Practical/Tutorials*	6x2 = 12	6x1 = 6
(6 Practical/Tutorials*)		
Two Papers- Discipline 1 Specific		
Two Papers- Discipline 2 Specific		
Two papers- Generic (Inter-disciplinary)		
Two Papers from each discipline of choice including papers of interdisciplinary nature		
• Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory Courses (AECC) (2 papers of 2 credits each)	2x2= 4	2x2 = 4
Environmental Sciences		
English Communication/ MIL		
2. Skill Enhancement Courses(SEC) (4 papers of 2 credits each)	4x2 = 8	4x2 = 8
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	Total credits = 120	Total = 120

***wherever there is practical there will be no tutorials and vice -versa 6**

SCHEME OF COURSES FOR BA (PROGRAM)HOME SCIENCE UNDER CBCS HNBGU

Semester	(A) Core Course (4 Courses) (4 lectures+2 Practical per Course) 6x4= 24 credits	(B) Ability Enhancement Courses (AECC) (2 courses) 2 Credits per Course 2x2= 4 Credits	(C) Skill Enhancement Course(SEC) (4 Courses) (2 Credits per course) 2x4=8 Credits	(D) Elective Discipline Specific (DSE) (2 courses) (4 lectures+2practical per Course) 4x6=24 Credits (One course to be Chosen from two on offer each semester)	(E) Elective : Generic Elective(GE) (2 courses) (5 lectures+1 Tutorial per course) 2x6=12 Credits
I	<u>Home Science Core-01</u> Family resource management and interior decoration	(English/MIL Communication) / Environmental Science			
II	<u>Home Science Core-02</u> growth and development (Prenatal and Infancy Years)	Environmental Science/ (English/MIL Communication)			
III	<u>Home Science Core-03</u> Principles of nutrition		<u>Home Science SEC 01</u> Child growth and development (Early and Late childhood Years)		
IV	<u>Home Science Core-04</u> Introduction to textiles		<u>Home Science SEC 02</u> Parent and Community Education		
V			<u>Home Science SEC 03</u> Fundamentals of foods and nutrition	<u>Home Science DSE 01</u> Human Development- (Adolescent and puberty) <u>Home Science DSE 02</u> Housing	<u>Home Science GE 01</u> Women Empowerment
VI			<u>Home Science SEC 04</u> House Keeping	<u>Home Science DSE 03</u> Therapeutic Nutrition <u>Home Science DSE04</u> Fabric Finishing and Laundry	<u>Home Science GE 02</u> Nutrition and Health

SCHEME OF COURSES FOR BA (PROGRAM)HOME SCIENCE UNDER CBCS HNBGU

S. No.	Name of the Course	Page Numbers
	Core Courses	
C 01	Family resource management and interior decoration	
C 02	Growth and development (Prenatal and Infancy Years)	
C 03	Principles of nutrition	
C 04	Introduction to textiles	
	Discipline Specific Electives (DSE)	
DSE 01	Human Development-(Adolescent and puberty)	
DSE 02	Housing	
DSE 03	Therapeutic Nutrition	
DSE 04	Fabric Finishing and Laundry	
	Generic Electives (GE)	
GE 01	Women Empowerment	
GE 02	Nutrition and health	
	Skill Enhancement Courses (SEC)	
SEC 01	Child growth and development (Early and Late childhood Years)	
SEC 02	Parent and Community Education	
SEC 03	Fundamentals of foods and nutrition	
SEC 04	House Keeping	

S. No.	Name of the Course	Page Numbers
Core Courses		
C 01	Family resource management and interior decoration	
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C 03	Principles of nutrition	
C 04	Introduction to textiles	

(4 Cr-Theory + 2 Cr-Practical)

BA with Home Science: Programme Specific Outcomes (PSO):

On completion of the UG course BA with Home Science, students will be able to:

PSO1: Understand the basic concepts of family resource management and gain knowledge of motivating factors of management process.

PSO2: Understand the basic concepts, terminology and principles of child growth and development process from prenatal period to adolescence and to understand the difference between growth and development.

PSO3: Understand the basic concepts, terminology and principles of food and nutrition and essential constituents of food i.e. protein, carbohydrate, fat and vitamins which nourish the body.

PSO4: Understand the basic concepts, terminology, principles of Clothing and textiles including classification, manufacture, characteristics and properties of textile fibers.

PAPER-C 01- Family Resource Management and Interior Decoration

Course Outcomes:

CO 1. The students will be able to understand the significance of home management.

CO 2. The students will be able to identify and make efficient use of various resources.

CO 3. The students will be able to adopt proper management processes to achieve family goals.

CO 4. The students will be able to learn principles of art and design and to incorporate them in interior decoration

CO 5. The students will be able to learn the use of colours and lighting to enhance the functionality and beauty of the house.

CO 6. The students will be able to attain the knowledge of using and taking care of various accessories.

CO 7. The students will be able to develop ability to solve personal management problems.

Unit – I Home management

1. Introduction to management, Definition and significance.
2. Process of home management- planning controlling and evaluation.

Unit – II Factors motivating management.

Factors motivating management process-value, goals, standards. Decision making- steps and types.

Unit – III Family resources and their management

-Type of resources [human and non human and their proper management]

Unit – IV Interior Decoration

1. Meaning and Principles of interior decoration.

2. Elements and principles of art.
3. Design- Decoration and structural.
4. Color- properties, classification and color schemes.
6. Lighting.
7. Flower arrangement
8. Accessories.

Book Recommended:

1. Home Management for Indian Families: M.K. Mann
2. Management for Modern Families : Gross and Crandall
3. Management in Family Living : Nickell and Dorsey
6. Grah Prabandh : Sharma and Verma

Practical

- Flower arrangement (fresh and dry)
- Handicraft (using inexpensive materials), rakhi and greeting cards
- Colour chart and colour schemes

Paper- C 02- Child growth and development (Prenatal and Infancy Years)

Course Outcomes:

- CO 1.** The students will be able to learn the importance of child development process.
- CO 2.** The students will be able to identify the factors affecting the growth and development of infant.
- CO 3.** The students will be able to learn about the problems and complications of pregnancy and care of pregnant women.
- CO 4.** The students will be able to gain knowledge about different stages of prenatal development.
- CO 5.** The students will be able to learn about physical development during infancy.
- CO 6.** The students will be able to learn about characteristics and behavior of newborn which is important for their proper care.

Unit I: Growth and Development

Scope and Importance of studying child development
Definition and difference between growth and development
Factors affecting development

Unit II: Development

Chief areas of development (brief)
Principles of development (Including Types of changes in development, Stages of development, Developmental tasks)

Unit III: Prenatal Development

Conception and signs of pregnancy
Factors influencing prenatal development
Problems and Complications of pregnancy
Periods of prenatal development: Period of zygote, period of embryo, period of fetus

Unit IV: Infancy

Kinds of birth, Adjustments after birth: Temperature, Breathing, Sucking and swallowing or taking nourishment, Elimination

Infancy: Definition, Characteristics and behavior of the newborn

Physical development; Sensory capacities

Practical:

Observing the characteristics and behavior, and sensory capacities of the infants.

RECOMMENDED READINGS

- Bee. H. (1995). The Developing Child. Harper Collins.
- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan

DSC-03: Principles of Nutrition:

Course Outcomes:

CO1. Students will be able to understand the concept and basic issues of food and nutrition

CO2. Students will be able to understand the essential constituents of food i.e. protein, carbohydrate, fat and vitamins.

CO3. Students will be able to gain elementary knowledge and importance of basic food groups.

CO4. Students will be able to gain knowledge of nutrition in different life cycle periods.

CO5. Students will be able to gain knowledge of basic principles of meal planning.

CO6: Students will be able to gain knowledge of preparing diets for different economic class of society and different age groups.

1. Introduction to food and nutrition:
 - (a) Definition- Foods, Nutrition, Nutrients.
 - (b) Classification and function of foods.
 - (c) Energy-factors affecting total energy requirements of the body
2. Essential constituents of food-their sources, functions, requirements, absorption and deficiency diseases:
 - (a) Protein
 - (b) Carbohydrate
 - (c) Fat
 - (d) Vitamins
 - (e) Minerals
 - (f) Water
3. Elementary knowledge of basic food groups. Importance of basic food groups in the diet. Nutritive contribution of food stuffs and their importance in Indian diets like cereals and millets, pulses, nuts and oilseeds, vegetables, fruits, milk and milk products, egg, meat, fish and other flesh, fats and oils, sugar and jaggery spices and condiments.
4. Nutrition during life cycle:
 - (a) Nutrition during childhood

- (b) Nutrition for adolescence
- (c) Nutrition for adults
- (d) Nutrition during old age
- (e) Pregnancy and lactation

5. Meal planning

- a. Importance and basic principles of meal planning, factors affecting meal planning, meal planning for special occasions, like festival and birthday party.
- c. Diet planning for different economic levels and different age groups- Early and late childhood adolescence, adulthood and old age.

Practical

Diet planning and preparing diets for different economic levels and different age groups- Early and late childhood adolescence, adulthood and old age.

Books Recommended:

1. Normal and therapeutic nutrition : Robinson
2. Essential of foods and nutrition : Swaminathan
3. Human nutrition and application in India: Mudambi
4. Nutritive value of Indian foods : Gopalan C.
5. Basic Aahar avam Poshan Vigyan : Vimla Sharma
6. Poshan Vigyan Ke Mool : S.P. Sukhiya Siddhant
Siddhant

PAPER- C 04 – Introduction to Textiles

Course Outcomes

CO1: Students will be able to understand the fundamentals of textiles.

CO2: Students will be able to understand the characteristics, properties and classification of fibers.

CO3: Students will be able to understand how to identify the common fibers.

CO4: Students will be able to understand the different processes of yarn construction.

CO5: Students will be able to gain knowledge of fabric construction.

CO6: Students will be able to acquire skills in designing different fabrics according to demand and fashion.

UNIT-I -Textiles Fibers: -Manufacturing, characteristics, properties, uses and classification of textile fibres :

- (a) Natural plant fibres-cotton, flax
- (b) Natural animal fibres-wool and silk

(c) Synthetic fibres- rayon, nylon

UNIT-II- Identification of common fibres- microscopic, burning and physical tests.

UNIT-III - Yarn construction

- Types of yarns
- Different processes of yarn making

UNIT-IV Fabric construction

- Weaving- classification of weaves
- Different ways of fabric construction- weaving, knitting, knotting, braiding etc.

Book Recommended:

1. Guide to household textiles and laundry work : Durga Deulkar
2. Fundamentals of textiles and their care : Susheela Dantyagi
3. Vastra Vigyan ke Mool Siddhanth : G.P. Sherry
4. Vastra Shilp Vigyan : Vimla Sharma

Practical- Introduction to Textiles

- Identification of fibres (microscopic test, burning test, physical test)
- Samples of weaves and knitting
- Identification of common fibres- microscopic, burning and physical tests

S. No.	Name of the Course	Page Numbers
	Discipline Specific Electives (DSE)	
DSE 01	Human Development-(Puberty and Adolescence)	
DSE 02	Housing	
DSE 03	Therapeutic Nutrition	
DSE 04	Fabric Finishing and Laundry	

PAPER- DSE 01- Human Development (Late Childhood Years, Puberty and Adolescence)

Course Outcomes:

CO1: Students will be able to comprehend development through various stages of life span.

CO2: Students will be able to understand and accept that change is an inevitable part of life.

CO3: Students will be able to appreciate that growth and development is a continuous process.

CO4: Students will be able to develop positive acceptance of self.

CO5: Students will be able to recognize that changes during adolescence occur at different timing in every individual.

CO6: Students will be able to understand individual differences in development.

Unit I: Late Childhood Years

Definition, developmental tasks

Physical and motor development

Language development: Special vocabularies of late childhood, content of speech, amount of talking

Unit II: Late Childhood Years:

Emotional Development: Common emotional patterns

Social development: Gang-age, characteristics of children's gangs

Cognitive development

Unit III: Puberty

Puberty: Definition, age, growth spurt; Body changes during puberty: size, proportion, primary and secondary sex characteristics; Effects of puberty on behavior

Unit IV: Adolescence

Definition, characteristics, developmental tasks

Physical development

Social development

Emotional development

Cognitive development

Practical:

Case profile of an adolescent- including study of self, family relationships and peer relationships.

References:

1. fodklkRed euksfoKku] jktsUnz izlkn flag] ftrsUnz dqekj mik;/k;] jktsUnz flag] eksrhyky cukjlhnl] ubZ fnYyh
2. Hurlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill
3. Baal Vikas evam Baal Manovigyan, Brinda Singh, Panchsheel Prakashan, Jaipur

PAPER- DSE 02 - Housing

Course Outcomes:

CO1: Students will be able to understand the need and functions of house and factors affecting choice of housing.

CO2: Students will be able to know about various materials used for building a house.

CO3: Students will be able to understand the principles of house planning and its practical considerations.

CO4: Students will be able to gain knowledge of house plans for people of different socio-economic groups.

CO5: Students will be able to acquire knowledge of various types of kitchens.

UNIT-I

Function of a house. Factors influencing the choice- size, organization, activities of the family and its members and financial

position.

UNIT-II

House site-selection of house site, public convenience, locality, types of soil, physical features of the site (sun, wind, direction, view to neighbor-hood, availability of services)

UNIT-III

Principles underlying the planning of a house-aspect, prospect, privacy, grouping, roominess, flexibility, sanitation, circulation, furniture, requirement and practical considerations.

UNIT-IV

- House plans for different income groups.
- Arrangement of rooms and kitchen. House construction-principles of planning a house.

UNIT-V

-Need and desirability of owning a house/renting/building/buying.

Books Recommended:

1. Build your own home : R.S. Deshpande
2. Modern ideal homes for India : R.S. Deshpande
3. Homes with character : Craig and Rush
4. The house; its plan and use : Ressie Agan
5. Grah Kala Avam Awas Vyavastha : Manju Patni
6. Grah Kala Avam Grah Prabandh : Sharma and Verma

Practical - Housing

1. Making House Plans for various income levels, home planning symbols
2. Identification of building materials
3. Land-scape planning

PAPER- DSE 03 - Therapeutic Nutrition and Dietetics

Course Outcomes:

- CO1:** Students will be able to understand basic fundamentals of dietetics.
CO2: Students will be able to understand the principles of dietary management.
CO3: Students will be able to plan and prepare therapeutic diets.
CO4: Students will be able to understand principles of diet therapy and modification of normal diet.
CO5: Students will be able to understand dietary management in various diseases.

1. Introduction: History of dietetics, effect of illness on food acceptance and utilization, Role of dietitian, education of the patient and dietetic counseling.
2. Therapeutic modification of the normal diet: Changing the consistency, energy value, bulk, flavour and frequency of feeding.
3. Principles of dietetic management of the chronically ill patient, naso-gastric feeding, parental nutrition.
4. Causes, symptoms and principles of dietetics managements of fevers (long and short duration) peptic ulcer, gastritis , gall stone, jaundice, hepatitis, cirrhosis & infantile cirrhosis, diarrhoea, constipation, cardio-vascular diseases, diabetes mellitus , obesity, under weight (PCM).

Books Recommended:

1. Human Nutrition and Dietetic by S. Davidson, R. Passmore, J.F. Brooke & A.S. Truswell, Great Britain Churchill & Living Stone.
2. A Text Book of food and nutrition by M.Swaminathan, Vol. II. Ganesh Publisher, Madras.
3. Normal & Therapeutic nutrition by F.T. Prodfit & Robinson.

Practical-

1. Fluid and soft diets.
2. Planning and preparation of diet during different diseases cited above.

PAPER- DSE 04 -Finishing of Fabrics and Laundry Science

Course Outcomes:

CO1: Students will be able to understand various physical and chemical finishes.

CO2: Students will be able to understand the methods of application of finishes on various textile fibres.

CO3: Students will be able to understand the principles of laundry, laundry reagents and equipments.

CO4: Students will be able to understand the design process on fabrics.

CO5: Students will be able to understand the process and principles of dyeing.

Unit I-Fabric finishing:

- (a) Physical Finishes – singeing, napping, shearing , sizing, shrinking, tentering, calendering.
- (b) Chemical finishes-resin finish, crease resistance, water proofing, flame proofing, mildew proofing.

UNIT-II

Design techniques for finished fabrics: Block printing, roller printing, spray printing and screen printing.

Unit III

Dyeing of fabrics- types of dyes, methods of dyeing

UNIT-VIII Laundry

- (a) Basic Principles of Laundry.
- (b) Methods of laundry-wet and dry-cleaning, friction, suction, kneading and squeezing.
- (c) Laundry reagents and equipments.

Practical

- Block printing, screen printing.
- Dyeing of fabrics by different methods
- Using laundry reagents

S. No.	Name of the Course	Page Numbers
	Skill Enhancement Courses (SEC)	
SEC 01	Child growth development (Babyhood and Early Childhood Years)	
SEC 02	Parent and Community Education	
SEC 03	Fundamentals of foods and nutrition	
SEC 04	House Keeping	

PAPER SEC 01- Child Development (Babyhood and Early Childhood Years)

Course Outcomes:

- CO1:** Students will be able to understand the fundamentals of Child development with reference to babyhood periods.
- CO2:** Students will be able to understand the fundamentals of Child development with reference to early childhood years.
- CO3:** Students will be able to understand the process of physical, motor and language development in early childhood years.
- CO4:** Students will be able to understand the socialization process in early childhood years.
- CO5:** Students will be able to understand the concept of emotional development.
- CO6:** Students will be able to understand the concept of cognitive development.

Unit I: Babyhood

Definition, developmental tasks

Physical development

Patterns of motor control in head, trunk, arm and hand, and leg region

Unit II: Babyhood

Language development: Pre-speech forms of communication – crying, babbling, gesturing and emotional expressions;
Emotional development: Common emotional patterns in babyhood: Anger, fear, curiosity, joy and affection; Social development: Socialization and pattern of development of social behavior

Unit III: Early Childhood Years

Definition, foundation years, developmental tasks

Physical and motor development

Language development: Significance of learning to speak; content of speech

Unit IV: Early Childhood Years

Emotional development: Heightened emotionality, common emotions

Socialization, some social and unsocial behavior patterns

Cognitive development

RECOMMENDED READINGS

- Bee. H. (1995). The Developing Child. Harper Collins.
- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan

PAPER -SEC 02-Parent and Community Education

Course Outcomes:

CO1: Students will be able to understand the need and significance of Parent education.

CO2: Students will be able to understand the status of parent as stakeholders in different roles.

CO3: Students will be able to understand the fundamentals of community education.

CO4: Students will be able to understand the role of parents in child education, health and child rights.

CO5: Students will be able to understand the formal and informal techniques of parent and community education.

Unit-I

Parent education –Need, aspects, types of parent education.

Parents as stake holders, planners, advisers, volunteers, and resource persons.

Unit-II

Community education – Fundamental principles of community. Community education with reference to education , health, rights of children, child rearing and socialization in various socio-cultural settings.

Unit-III

Techniques of Parent and community Education- Informal meeting, group and individual meetings, Use of audio visual aids.

Organizing parent and community programmes – school, community centers, recreation centers, youth clubs and other NGO's.

RECOMMENDED READINGS:

Child Welfare Information Gateway (2013) Parent education to strengthen

families and reduce the risk of maltreatment. Washington, DC: U.S. Department of Health and Human Services, Children Bureau

Elias, M., Clabby, J. & Friedlander, S. (2000). Emotionally intelligent parenting. Crown Publishing.

Hildebrand, V. (2000). Parenting: Rewards and responsibilities. New York, NY: Glencoe McGraw-Hill.

Reppucci, N.D., Britner, P.A., Woolard, J.L. (1997) Preventing child abuse and neglect through parent education. Baltimore: Paul Brooks Publishing Company.

Simpson, A. R. (1997). The role of the mass media in parenting education. Boston: Harvard, Center for Health Communication.

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

PAPER -SEC 03 - Fundamentals of foods and nutrition

Course Outcomes:

CO1: Students will be able to understand process of digestion and absorption of food in body.

CO2: Students will be able to understand energy requirements of various conditions and age groups.

CO3: Students will be able to develop an understanding of various methods of cooking and their advantages and disadvantages.

CO4: Students will be able to understand how to prevent nutrient losses while cooking.

Unit – I Digestion of food

Digestion and absorption of food – Carbohydrates, proteins and fats.

Unit - II Energy

a. Energy- definition ,factors affecting total energy requirements of the body

b. Basal metabolism-definition, factors affecting rate of BMR

Unit 4- Methods of cooking and preventing nutrient losses

- Dry, moist, frying and microwave cooking

- Advantages, disadvantages and the effect of various methods of cooking on nutrients

- Minimizing nutrient losses

Books Recommended:

1. Normal and therapeutic nutrition : Robinson
2. Nutrition science : B. Shrilaxhmi
3. Human nutrition and application in India: Mudambi
4. Nutritive value of Indian foods : Gopalan C.
5. Basic Aahar avam Poshan Vigyan : Vimla Sharma
6. Poshan Vigyan Ke Mool : S.P. Sukhiya Siddhant
Siddhant

PAPER SEC-04- House Keeping

Course Outcomes:

- CO1:** Students will be able to understand the role of housekeeping department in hotel operations.
- CO2:** Students will be able to understand the roles and responsibilities of personnel in housekeeping department.
- CO3:** Students will be able to understand the organizational structure of housekeeping department.
- CO4:** Students will be able to identify typical cleaning responsibilities of housekeeping department.
- CO5:** Students will be able to understand the safety and security needs of housekeeping department.

Unit I -Housekeeping Department

- Role of housekeeping in hospitality industry
- Planning, organization & communication of Housekeeping activities.
- Roles/responsibilities of personnel in the housekeeping department

Unit II Cleaning Activity and Pest Control

- Cleaning agents- selection and use for different surface
- Cleaning equipment- selection, care and maintenance
- Types of common pests and effective methods to control

Unit III In House accidents, Fire safety and First Aid

- Types of accidents commonly occur in hospitality institution, methods to avoid and/or reduce.
- Fire safety measures in the institution
- First aid for commonly occurring health problems.

Learning Activities

1. To learn room cleaning procedure). List down the daily, weekly and yearly tasks.
2. To learn the cleaning procedure and care of glass articles.
3. To learn cleaning procedure and care of metals like brass and silver articles.

RECOMMENDED READINGS

- Asler, (1970): Management of Hospitality Operations, Bobbs Merrill, London.
- Andrew Sudhir (1985): Hotel Housekeeping- training manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
- Charavarti, B.K.: A technical guide to Hotel Operation, Metropolitan Book Co. Pvt. Ltd., and New Delhi.
- David, M.Allen: Accommodation and cleaning service, Vol. 1 & 2. Hutchinson Publishing Group 17-21 Conway street, London.
- Gladwell Derek: Practical Maintenance of equipment for hoteliers, Licenses and caterers, Hutchinson and Co. Pvt. Ltd.

S. No.	Name of the Course	Page Numbers
	Generic Electives (GE)	
GE 01	Women Empowerment	
GE 02	Nutrition and health	

PAPER- GE 01- Women Empowerment

Course Outcomes:

- CO1:** Students will be able to develop awareness about the need and objectives of women empowerment.

- CO2:** Students will be able to develop knowledge on the basic concepts of women empowerment.
CO3: Students will be able to gain knowledge about women in Indian society.
CO4: Students will be able to develop an understanding of status of women in Indian society.
CO5: Students will be able to understand the concept and need of gender sensitization.
CO6: Students will be able to understand national policy for empowerment of women.
CO7: Students will be able to develop an understanding of various programs and policies for women and child welfare.

Unit -1

Empowerment of women: Meaning, objectives and target

Areas of empowerment: Education, health, social life, economic status, communication skills, political life, cultural life, decision making and mobility

Unit -2

Gender-based discrimination – Discrimination in social, health, economical, political and educational; Violence against women, dowry etc.

Discrimination against girl child – social, nutrition, education etc

Female foeticide (pre-birth and pre-conception elimination), Female infanticide

Unit -3

Sex ratio – Definition, declining sex ratio of women and girl child – causes and consequences

Unit -4

Laws protecting women from violence and discrimination

Unit -5

National Policy for Empowerment of women

Programs for women

References:

- (1) Antony M. J. (1989) women's rights, New Delhi.
- (2) Bhattacharya R. Career Management, A new Challenge Vol : 1, New Delhi.
- (3) Chandra Shekhar © 1992 – Women's Resource & National Development A – Perspective New Delhi – (Publishing House)
- (4) Gove. M. S. India Youth – Process of Socialization – New Delhi, 8, Vishva Yuvak Kendra.
- (5) Gupta J. L. (1988) Challenge to their Sex, Indian women's problems.

PAPER- GE 02- Nutrition and Health

Course Outcomes:

CO1: Students will be able to develop basic concepts of nutrition.

CO2: Students will be able to apply knowledge of the role of nutrition and healthy eating for disease prevention and wellness.

CO3: Students will be able to understand principles of diet therapy and modification of normal diet.

CO4: Students will be able to understand various programs related to nutrition and health care.

CO5: Students will be able to develop interventions to affect change and enhance wellness in community.

Unit I : Definition of Nutrition and Health Dimensions of Health (Physical, psychological emotional and spiritual)

Unit II : Factors affecting energy requirement : BMR, activity, age climate, diet, physiological conditions.

Unit III : Concept of Adequate diet and meal planning.

- a) Importance of meal planning
- b) Factors effecting meal planning: age , nutritional, socio-cultural , religious, economic factors and availability of material resources.
- c) Nutrition during Pregnancy and Lactation: Importance of adequate diet, nutritional requirements during pregnancy, Deficiency of nutrients and its impact, common, problems of pregnancy and their management. Nutritional requirements during lactation and dietary management.

Unit IV : Principles of Diet Therapy: Modification of normal diet for therapeutic purposes, Fluid diet, soft diet, Bland diet.

Unit V : Nutritional and Health care Programs for the mother and the child : ICDS and role of primary health centers.

References :

1. William, S.R. (1989) Nutrition and Diet Therapy 4th Ed. C.V. Mosby Co.
2. Robinson, C.H. Laer, MR., Chenoweth, W.L. Warwick A.E. (1986) Normal and Therapeutic Nutrition. MacMillan publishing Co. New York.
3. Swaminathan, M(1985) : Essentials of food & Nutrition vol. I and II
4. Ghosh, S (1992) The feeding and care of infants and young children. VHA1 6th Ed. New Delhi.

