

DISCIPLINE SPECIFIC ELECTIVES (DSEs)

Semester-V

OPTION-I

HSC520D2A: (F. Sc. N/D.CLN) - PUBLIC NUTRITION

(CREDITS: THEORY-4, PRACTICAL-2)

THEORY (4 CREDITS)

Unit 1 Concept and scope of public nutrition

- Definition and multi-disciplinary nature of public nutrition
- Concept and scope
- Role of public Nutritionist.

Unit 2 Nutritional Problems, their implications and related nutrition programmes.

- Etiology, prevalence, clinical features and preventive strategies of:-
 1. Under-nutrition.
 2. PEM, Nutritional anaemia's, Vitamin A deficiency, Iodine deficiency disorders
 3. Over-nutrition -Obesity.
 4. Fluorosis.
- National nutrition policy and Programmes- Integrated Child Development Services (ICDS)Scheme, Mid-day meal Programme(MDMP), National Programme for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders.

Unit 3 Assessment of Nutritional Status

- Objectives and importance
- Meaning of Assessment
 1. Direct methods – Clinical Science, nutritional anthropometry, biochemical and clinical examination
 2. Indirect methods – dietary surveys, vital statistics

Unit 4 Nutrition Education

- Objectives, principles and scope of nutrition and health education and promotion.
- Behaviour change communication.

PRACTICAL (2 CREDITS)

- Assessment of nutritional status: 24 hour dietary recall, anthropometry, clinical assessment
- Development of low cost nutritious recipes for population groups vulnerable to nutritional deficiencies
- Planning and conducting a food demonstration
- Visit to an ongoing nutrition and health promotion programme.

RECOMMENDED READINGS

- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- Stacy Nix (2009). William's Basic Nutrition and Diet Therapy, 13th Edition. Elsevier Mosby.
- Wadhwa A and Sharma S (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.
- ICMR (1989) Nutritive value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Seth V and Singh K (2007). Diet Planning through the Life Cycle Part II: Diet Therapy.
- A Practical Manual, 4th edition. Elite Publishing House Pvt. Ltd.

DISCIPLINE SPECIFIC ELECTIVES (DSEs)

Semester-V

OPTION-II

HSC520D2B: ENTREPRENEURSHIP DEVELOPMENT

(CREDITS: THEORY-4, PRACTICAL-2)

THEORY (4 CREDITS)

Unit 1 Entrepreneurship Development

- Entrepreneurship- concept, definition, need and significance of entrepreneurship development in India, entrepreneurship growth process, barriers, entrepreneurship education model.
- Entrepreneur-their characteristics, types, gender issues, role demands and challenges.
- Entrepreneurial Motivation.
- Challenges faced by Women Entrepreneurs with specific reference to J & K

Unit 2 Enterprise Planning and Launching

- Types of enterprises classification based on:
 1. Capital
 2. Product
 3. location,
 4. ownership pattern and process
- Sensing business opportunities and assessing market potential; market research
- Appraising of project and feasibility

Unit 3 Enterprise Management and Networking

- Managing Production
 1. Organizing Production; input-output cycle
 2. Ensuring Quality
- Managing Marketing
 1. Understanding markets and marketing
 2. Functions of Marketing
 3. 4Ps of Marketing (same as marketing mix)

Unit 4. Financial Management

- Meaning of Finance
- Types and Sources of Finance
- Estimation of project cost
- Profit Assessment
- Networking of Enterprises

PRACTICAL (2 CREDITS)

1. SWOT analysis with respect to entrepreneurial competencies through case profiling of successful entrepreneurs and enterprises.
2. Achievement Motivation lab-development of entrepreneurial competencies
3. Survey of an institution facilitating entrepreneurship development in J & K
4. Preparation of business plan.

RECOMMENDED READINGS

- Gundry Lisa K. & Kickul Jill R., 2007, *Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention*, SAGE Publications, Inc.
- Taneja & Gupta, 2001, *Entrepreneur Development- New Venture Creation*, Galgotia Publishing Company.

DISCIPLINE SPECIFIC ELECTIVES (DSEs)

Semester-V

OPTION-III

HSC520D2C: TRADITIONAL INDIAN TEXTILES

(CREDITS: THEORY-4, PRACTICAL-2)

THEORY (4 CREDITS)

THEORY (4 CREDITS)

Unit 1 Study of Textile Crafts of India: with reference to history, production centres, techniques, designs, colours and products

- Woven Textiles-Benaras Brocades ,Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir
- Embroidered Textiles-Kanthalas of Bengal, Kasuti of Karnataka, `
- Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries.

Unit 2: Printed and painted textiles of India.

- Painted and Printed textiles - Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan , Ajarakh prints of Gujarat
- Dyed textiles -Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Teliarumal

Unit 3 Status of Traditional Textiles in Modern India

- Evolution and socio-economic significance of Khadi
 - Handloom sector
 - Handicraft sector
 - Sustenance of traditional textile crafts

Unit 4 Conservation of Textiles

- Factors affecting deterioration of textiles
- Care of textiles
- Storage of textiles

PRACTICAL (2 CREDITS)

1. Tie & dye using various techniques on cellulosic and protein fibres
 - Batik on cotton
 - Block printing: pigment
2. Embroidery stitches of traditional embroideries
3. Portfolio development-Traditional textile crafts
 - Woven
 - Painted/printed
 - Embroideries
4. Product development
5. Visit to craft centres

RECOMMENDED READINGS

- Agarwal, O.P., 1977, Care and Presentation of Museum projects - II, NRL
- Chattopadhyaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi
- Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi

DISCIPLINE SPECIFIC ELECTIVES (DSEs)

Semester-V

OPTION-IV

HSC520D2D: CHILD RIGHTS AND GENDER EMPOWERMENT

(CREDITS: THEORY-4, PRACTICAL-2)

THEORY (4 CREDITS)

Unit 1 Understanding Child Rights

- Meaning of Child Rights and Convention on Child Rights
- Knowing disadvantage and exclusion in relation to children
- Demographic profile of the child in India

Unit 2 Children in Difficult circumstances

- Street children, working children and homeless children
- Child Abuse
- Child Trafficking
- Children in conflict with law
- Laws and policies

Unit 3 Conceptualizing Gender

- Defining terms- sex, gender, masculinity, femininity
- Socialization for gender- gender roles, gender stereotypes
- Perspectives on feminism

Unit 4 Gender Empowerment

- Issues and concerns related to girls and women in India
- Media and gender
- Laws, policies and programmes for girls and women in India

PRACTICAL (2 CREDITS)

1. Understanding child rights and gender in diverse social groups through visits.
2. Administration of behaviour disorder checklist or scale to find out the behaviour problems in children living in orphanages & implementation of activities aimed at improving the behaviour of children.
3. Programme planning for child rights and its implementation for creating awareness to the group.
4. Programme planning on rights of women and its implementation for creating awareness to the group.

RECOMMENDED READINGS:

- Agarwal, A. & Rao, B.V. (2007). *Education of Disabled Children*. New Delhi: Eastern Book Corporation.
- Agnes, F. (1999). *Law and Gender Inequality: The politics of Women's Rights in India*. Oxford University Press.
- Bajpai, A. (2006). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- Kishwar, M. (1999). *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. New Delhi: Oxford University Press.
- Satyarathi, K. and Zutshi, B. (Ed) (2006). *Globalization, Development and Child Rights*. New Delhi: Shipra Publication.
- Saikia, N. (2008). *Indian women: A socio-legal perspective*. New Delhi: Serials Publication.