

FAMILY MEAL MANAGEMENT

CC – 7

F.N. 401

2+2= 4

UNIT:1 (A)Introduction to meal management - balanced diet, food groups & the planning of balance diet.
(B) Food guides for selecting adequate diet. Diet therapy, Diet & stress in Current scenario.

UNIT:2 (A) Meal planning for the family. Indian meal patterns - vegetarian & non-Vegetarian.
(B) Food faddism & the faulty food habits.

UNIT:3 (A) Nutritive value of common Indian recipes. Nutrition in pregnancy – Physiological stages of pregnancy, nutritional requirements. Food selection, complication of pregnancy.
(B) Nutrition during lactation - Physiology of lactation, nutritional requirements.

UNIT: 4. (A)Nutrition during infancy - growth & development, nutritional requirements, breast feeding, infant formula, introduction of supplementary foods. Nutrition during early childhood (Toddler/Preschool)- Growth & nutrient need, nutrition related problems, feeding patterns.
(B) Nutrition of school children- Nutritional requirement, importance of snacks, school lunch. Nutrition during adolescence - Growth & nutrient needs, food choices, eating habits, factor influencing needs. Nutrition during adulthood - Nutritional requirements, feeding pattern. Geriatric nutrition: Factors affecting food intake and nutrient use, nutrient needs, nutrition related problems.

PRACTICAL

- Planning, preparation and nutritional evaluation of diets in relation to activity levels and physiological state.
- 1. Planning and preparation of a balanced diet for a pregnant woman.
- 2. Diet during complication of pregnancy.
- 3. Planning and preparation of a balanced diet for a lactating woman.
- 4. Preparation of weaning foods.
- 5. Planning and preparation of a balanced diet for pre-school child.
- 6. Balanced diet for school going child. Preparation of packed lunch.
- 7. Planning and preparation of a balanced diet for adolescence.
- 8. Planning of meals for adult belonging to different income group.
- 9. Planning meal for senior citizen.
- 10. Project work with proper diet plan based on survey.

References:

- 1) Dr. M. Swaminathan Essentials of food & nutrition Vol. I published by the Bangalore Printing and Publishing Co. Ltd. No. 88, Mysore road, Bangalore.
- 2) Mudambi S. R. and M.V Rajgopalan, Fundamentals of food and Nutrition, Wavey estern Ltd. 1983.
- 3) The rov well Williams, essentials of nutrition and Diet therapy, fifth Glition, Tinu mirror / Mospo company, westline industrial prive, St. Louis Missouri – 1990.
- 4) Hand book of food preparation CFTR1.
- 5) E. Gopalan; B.V ramsastri, nutritive value of Indiam foods, national institute of nutrition, Indian council of Medical Researal, Hyderabad – 7.

GROWTH AND DEVELOPMENT OF CHILDHOOD PERIOD

CC – 8

H.D. – 402

2+2=4

Objectives:

- 1) To give knowledge about growth and development of early and late childhood to students.
- 2) To understand the students about different observation techniques for to measure behavior of child.

Unit – 1

- a) – Behaviour characteristics of early years.
 - Development tasks of early years.
- b) – Physical and motor development.
 - Physical growth cycle, Body size, Body proportions, Bones, Muscular and Fat, teeth.
 - Principles and sequence of motor development motor skill, some common motor skill of early years, function of motor skills.
- c) – Social Development.
 - Meaning of social development.
 - Social Expectations.
 - Importance of Early social experiences.
 - The pattern of social development.
 - Social development of early childhood.

Unit – 2

- a) – Emotional Development.
 - Pattern of emotional development.
 - Conditions responsible for emotional development.
 - Characteristics of children's emotions.
 - Common emotional patterns.

- Hazards of emotional development.
- b) – Mental and moral development.
 - Definition of insurgence.
 - Factor affecting to intelligence.
 - Meaning of mental age and chronicle age.
 - Different aspects of intelligence such as concept development, imagination, memory, creativity in early years.
 - Meaning and pattern of moral development, meaning & techniques of discipline.
- c) – Speech Development.
 - Meaning of speech, A tool for communication, A factor affecting to speech.
 - Pattern of speech in early years.
 - Problems of speech in early years.

Unit – 3

- a) – Behavioural characteristics of late children.
- b) – Developmental tasks of late childhood.
- c) – Physical, Motor and Social developments of early years.
- d) – Mental, Emotional and personality developments of early years.

Unit – 4

- a) – Play development.
 - Meaning, Characteristics and types of play and its importance.
- b) – Creativity and Interests of childhood.
 - Meaning and value of creativity.
 - Hazards of creativity.
 - Some common childhood interests.
- c) – Child guidance and counseling.
 - Some common problems of childhood.
 - Problem identifications techniques and its use and administration.

Practical

- Anthropometric measurement of 3 – 5 years child.
- To plan activities of physical development for early and late childhood and observe them.
- To plan activities of motor and creative development of early and late childhood and observe them.
- To plan activities of socio – emotional activities and observe them.
- To study the different interests of early and late childhood.
- To study the different problems of early and late childhood.
- To prepare and collect the different types of play materials for child and helps to needy children.

References

- Hurlock E.B.; 1978; child development; 6th Edition; Mc Graw – Hill International Editions.
- Bigner J.J.; 1994; Individual and family development; A life – span Interdisciplinary Approach; Prentice Hall.
- Helen bee; 1995; Developing child; 7th Edition; Harper Collins college publishers.
- Fogel Anal and Melson gail F.; 1988; Child Development; Individual, Family and Society; West publishing company.

HUMAN PHYSIOLOGY

CA – 7

Physio - 403

2+2=4

Objectives:

- 1) To provide the knowledge about structure and different systems and organs of the body.
- 2) To impart the knowledge about physiological process like digestion, absorption, excretion, transport and uptake of nutrients.
- 3) To give the information about hormonal and nervous regulation of the body function.
- 4) To provide the knowledge about immune system.

Unit – 1

- a) Digestive systems: Structure, functions of various part of the digestive tract, process of digestion.
- b) Circulatory system:

Blood: composition, function, plasma, blood coagulation process, blood group, hemoglobin, blood pressure, organ of circulatory system – Heart, blood vessels, lymph, spleen.
- c) Excretory system: Skin, lungs, large intestine, kidney and urinary excretory organ – kidney, (nephron), urinary bladder, ureters, urethra etc. urine – composition, formation of urine.

Unit – 2

- a) Respiratory systems – Basic anatomy and process of respiration – Transport and exchange of oxygen and carbon dioxide in the body.
- b) Body fluids and electrolyte balance.
- c) Endocrine gland, pituitary gland, thyroid and parathyroid glands – its structure, functions and levels of hormones.
- d) Unit – 3

- a) Reproductive system of male and female – organs, structure & functions.
- b) Skeletal system – bone, its composition, functions and classification of various types of bones.
- c) Muscular system – types of muscles, muscular co – ordination, chemical composition, physiological muscular action.

Unit – 4

- a) Central nervous system – physiology of the nerve cell, nerve fiber, nerves, structure and functions of CNS.
- b) Sensory organs – eyes, ear, skin, nose, tongue – structure, function.
- c) Immunity – definition, importance, types of immunity, immunization, infection – types of infection, causes of infection.

Practicals

- 1) To study various body systems.
- 2) Study of blood cells (R.B.C., W.B.C.)
- 3) Determinations of blood hemoglobin.
- 4) Determinations of blood co – regulation time.
- 5) Determination of bleeding time of blood.
- 6) Blood group and Rh factor.
- 7) Measurement of blood pressure.
- 8) Measurement of pulse rate & body temperature.
- 9) Use of first aid box.

HOUSEHOLD EQUIPMENT

CA - 8

R.M. - 404

2+2=4

Unit : I

1. Materials used for household equipment:
 - a. Basic materials properties, suitability and maintenance
 - b. Metals used for cooking utensils and serving utensils

Unit : 2

1. Electricity: Generation, transmission, current, wiring the home, circuits, motors, safety devices, electrical accessories
2. Heat: Production and transmission, measurement, control, specific heat and latent heat

Unit : 3

Principles involved in operation of the following household equipment and selection, use care and maintenance:

1. Small Kitchen tools measuring cups and spoons, Sifters and strainer
 - Beaters and mashers
 - Knives and forks
 - Cutters and Slicers
 - Peelers and graters
2. Pressure cookers, Solar Cooker
3. Kettles and Coffee Percolators
4. Toasters
5. Ovens and Gas Tandoor
6. Cooking Range

Unit : 4

Mixers and Blenders
Refrigerator
Washing machine
Irons
Vacuum Cleaner

Practical

1. Market survey for household appliances.
2. Use of different kitchen appliances (available in laboratory).
3. Identification of different finishes.
4. Scrapbook (collection of different) innovative equipments.

5. References

- Pitt, Picket and Thie – Household equipments.
- m>jrl. Aes. AacayR – g<h]pkr`onl Ao5q.
- DaR. neha xah – g<h]pkr`onl glta.

ENVIRONMENT DISASTER MANAGEMENT

EG – 4

EDM - (405)

2+0=2

Objectives:

1. To obtain knowledge above natural and manmade disaster.
2. To obtain knowledge regarding managerial tectics.

UNIT : 1

- fundamentals of environment.
- Environment definition. Scope of environment studies.
- Life and the environment. Physio–chemical factors in the environment, changes in the environment – anthropogenic and non – anthropogenic.
- Environmental hazards and risks.
- Natural resources – conservation and sustainable development.

UNIT : 2

- Introduction of Eco – system.
- Impact of population growth on economic development and environment.
- Population and Environment with references to Air, Water, Soil, Noise.

Unit – 3

- Basic view on disaster management.
 - Criteria kept in mind while managing disaster.
 - Necessity of disaster management.
- Disaster – meaning.
 - Types of disaster.
 - Natural disaster – earth quake, flood cyclone.
 - Accidental and its remedies.

Unit – 4

- Manmade disaster.
 - Pollution – Water, Air.
 - Sound and soil.

Solution and its remedies.

- Fier, reasons and its remedies.

Human rights.

Family welfare programme.

SCHEMES AND PROGRAMME FOR FAMILY AND CHILD WELFARE

ES – 4

SF (406)

2+0=2

Objectives:

To enable the students to.

1. Gain knowledge on the schemes of the central and state government for family and child welfare.
2. Get relevant information about services for women aged and the family provided by nongovernmental organizations at the state, national and international level.

Unit – 1 Central and state government schemes for women.

Maternal and child health services.

Antenatal and post natal care.

Family planning services.

Unit – 2 Services and Agencies for women.

Rescue homes, short stay homes.

Mahila daksha samiti, protective homes for women and girls.

SEWA, CHETNA, SNOT womens university, mahila samkhaya, etc.

Unit – 3 Family welfare service.

Family counseling.

Day care centers for children and aged.

Family courts.

Economics and other supportive services for families in distance.

Unit – 4 Overview of family and child welfare services.

Five years plans, allocation of funds, thrust areas.

Gaps in the existing services and programmes.

Need for development of innovative programmes.

References

- Laxmi Devi: 1998; Child and family welfare: Anmol Publications Pvt. Ltd. New Delhi.
- Desai (Ed.) (1994): Family and Interventions – A course compendium, Bombay, Tata Institute of Social Services.
- Govt. of India, Ministry of welfare, Annual report 1993 – 94, units I, II, III, VII.
- Chaudhary Paul D. (1975); Child welfare/ Development, Delhi: Atma Ram Publications.

Unit 1

- Long term goals and motives in life;
 - a. Marriage
 - b. Singlehood
 - c. Co-living-nature
 - d. Forms and importance of marriage mate Selection: Self and Arranged, points to keep in mind for mate selection
- Adjustment and success in marriage:
 - a. Marital adjustment : Meaning, importance and factors influencing it
 - b. Interpersonal and intrapersonal adjustment in marriage:
 - Sexual and emotional
 - Work and money
 - In-law relationship
 - Friends

Unit 2

Conflicts in marriage:

- a. Causes of disharmony in marriage
- b. Divorce and desertion : consequences and influence
- c. Widow-hood, Remarriage : Consequences and influence
- d. Marriage and Family Counselling : Concept, Types and availability of Family courts

Unit 3

Family

- e. Meaning Definitions and Importance of Family
- f. Types of family
- g. Functions of family
- h. Roles : Meaning, definition and Importance of Roles in family

Unit 4

- a. Social change and family Implications for child in context of composition and relationship
- b. Parental Practices : Dimension of control and Responsiveness
- c. Family life cycle : The eight stages and their development tasks
- d. Rights of children, Parental Responsibilities

REFERENCE BOOKS

- Dutt: A book of Marriage and Family
- D'souza, Alfred: Happiness in Marriage
- Nurlock, E.: Development Psychology
- Devdas & Jaya: A Text book of Child Development Goode: the Family
- Knox Fabif: Exploring Marriage and the Family
- Rice, F. Philip: Contemporary Marriage
- Kuppu Swamy: Social Change in India
- Kapadia: Marriage and Family in India

COSTUMES OF INDIA

FE – 4

CI - 407

2+0=2

Objectives:

To enable the students to

1. Identify the special features in the traditional clothing.
2. Examine the influences of traditional costumes to the change in clothing practices.
3. Study the present day costumes.

Unit – 1 Costumes of Men & Women.

Detail of costumes, jewelry and accessories of Men and Women of different status.

Special features.

Unit – 2 Traditional dances costumes.

Bharat natyam, Manipur, oddissi, kathak, kathakali.

Unit – 3 Marriage costumes of different states.

Costumes of separate occasions. Eg. Pregnancy, religious occasion, death etc.

Unit – 4 Tribal costumes of India.

References

- Armstrong, Heles Joseph : Pattermarking for fashin design, Harper Collins Publication, New York, 1987, VII 712 p.
- Gurey, G.S. : Indian Costumes, The popular Book Dept., Mumbai.
- Roshan Alkaji : Costumes of India.
- Dar : Costumes of India and Pakistan.
- Koher, C: A History of costume, Dover pub. Inc., New York, 1963.

TEXTILE TESTING

FE – 4

TT (407)

2+0=2

Objectives:

To acquaint students with the knowledge of fiber, yarn and fabric properties and their measurements.

Theory

- Unit – 1 Introduction to textile testing.
 Importance of textile testing.
 Definition to textile testing.
 Sampling.
- Unit – 2 fiber testing
 Fiber dimensions and their management.
 Measurement of length, staple length, effective length.
- Unit – 3 Yarn testing.
 Yarn characteristics and their measurements.
 Twist, crimp, strength.
 Yarn numbering systems – tex, denier, count.
- Unit – 4 Fabric testing
 Fabric count.
 Fabric thickness and fabric weight.
 Bow and skewness, Dimensional stability.
 Tensile strength and tear strength.
 Color fastness of fabric.
 Air permeability.
 Fabric stiffness.
 Percent moisture content and moisture regain.
 Introduction to drapability and Abrasion resistance.

References

- Booth, J.E. (1968): Principles of textile testing, Butterworth Heinemann Ltd. U.K. or CBS Publishers and distributors, 4596/1A, 11Darya Ganj, New Delhi – 110002, 1996.
- Grower and Hanby (1969) : Handbook of textile testing and quality control.
- Indian standards institute (1982) : Handbook of textile testing.
- Shinkle John H. : Textile testing chemical publishing co. inc. Brooklyn, New York.