

ADVANCE HUMAN NUTRITION

CC-11

FN - 601

2+2=4

Objectives :-

This course will enable to students.

1. Understand the functions and Sources of nutrition's .
2. Apply the Knowledge in maintenance a good health for the individuals and the community.
3. Be familiar with factors affecting availability and requirements.

Unit — 1

A. Concept and definition of terms nutrition malnutrition and health brief history of nutritional science and Scope of nutrition.

B. Minimal nutritional and requirement and RDA formulation of RDA and Dietary guidelines reference man and reference women.

Unit—2

A. Body composition and changes through the life cycle.

B. Energy in human nutrition assessment of energy requirements.

Definition and excess

Unit—3

A. Protein — Assessment of protein quality (BV, PER NPU) Digestion and absorption, features affecting protein bio-availability including ant nutritional factors, Requirements Deficiency. Lipids — Digestion and Absorption, Interpretational and resynthesis of triglyorides. Types of fully colds reole and nutritional significance CSFA, MUFA, PUFA . W -31.

B. Carbohydrates- Digestion and absorption, Blood glucose and effect of decedent carbohydrates on blood glucose, glycolic index,

Detune fiber – classification, composition, properties and nutritional significance.

Unit :4

- A. Minerals and trace elements – physiological role, bio availability and requirement, sources, deficiency and Excess (Calcium, Phosphorus, magnesium Iron, Fluoride Zine, Selenium, iodine, Chromium)
- B. Vitamins – Physiological role, bio availability and requirements Sources, Deficiency and excess (fat soluble and water soluble). Water Function requirement.

Practicals:

1. Estimating energy requirements using factorial method
2. Demonstration of BMR apparatus.
- 3 . Categorization of foods as rich, moderate and poor sources of energy
4. planning and preparation of dishes rich in energy, protein. fat, fibre calcium vitamin A, vitamin C thiamine. riboflavin. niacin.

Reference:

- Guthrie A.H. (1 986): Introductory Nutrition, 6th Ed. The C4V. Mosby Company.
- Robinsan CH., Lawler M.R. Chenoweth W.L. and Garwick A.E. (1986): Normal and Therapatic Nutrition. t 7th Ed. Mec Millan Publishing co.
- Swaminathan M. (1 985): Essentials of Food and Nutrition, Vol. 1 and 11. Ganesh and co. Madras.
- Gopalan C• et. ai. (991): Nutritive value of Indian foods. Indian council of medical research.
- Indian council of Medical Research (1984): Nutrient Requirements and Recommended Dietary Allowance for Indians, New Delhi.
- FAO I WHO I UNO: Technical Report Series. 124 (1 985) Energy and Protein Requirements, Geneva
- WHO Technical Report series for different Nutrients.

FOOD COMMODITIES AND PREPARATION – II

CC – 12

FN – 602

2+2=4

Objectives

This course will enable the students to:

1. Understand factors to be considered during selection of basic commodities, raw and processed and various aspects of their production and distribution.
2. Know the qualities and standards of available commodities and their suitability for different purposes.
3. Understand use of different commodities in various food preparations.

UNIT: 1 Food Adjuncts- Spices , Condiments, Herbs, Extracts, Concentrates, Essences, Food colours, Origin , Classification, description, uses, specifications, procurement and storage.

Unit: 2 Convenience Foods- Role, types, advantages, uses, cost and contribution in diet and Salt- Types and uses.

UNIT: 3 Beverages- Tea, Coffee, Chocolate and cocoa powder – Production (including cultivation), processing, cost and nutritional aspects. Other beverages- Aerated beverages , Juices.

UNIT: 4 Preserved products- Jams, Jellies, Pickles, Squashes, Syrups – Types, Composition and manufacture, selection, cost, storage, uses and nutritional Aspects and Food standards – ISI, Agmark, FPO, MPO, PFA.

PRACTICAL

1. Preparing, serving and evaluating food items.
 - Desserts- Halwas, ice creams, hot and cold desserts.
 - Cakes- Variations.
 - Biscuits- Variations.
 - Sandwiches- Open and Toasted.
 - Snakes – Variations.
2. Food preservation – Preparations of pickles and jams.
3. Demonstration of various methods like drying, Murrabas, Freezing.

REFERENCES

- Lavis, S. (1988) Food Commodities, Heinemann Ltd. London.
- Hughes, O. and Bennion, M.(1970) Introductory Foods, MacMillan & Co. New York.
- Pyke, M. (1974) Catering Service and Technology, John Murrey Pube, London.
- Dowell, P., Bailey, A.(1980) The book of ingredients. Dorling Kinderley Ltd., London.
- Phillip, T.E., (1988) Modern cookery for Teaching and the Trade, 4th Ed., Orient Longman, Bombay.
- Purthi, J.S.(1979) Spices and Condiments, National Book Trust, New Delhi.
- Prevention of Food Adulteration Act(1994): Govt. of India.

NUTRITIONAL ASSESSMENT AND EDUCATION

CC-13

FN - 603

2+2=4

This course should be able to enable the student to

1. Understand the concept of nutritional status and its relationship to health.
2. Know the aims and objectives for assessing the nutritional status of an individual and the community.
3. Know the methods used for assessment of nutritional status.
4. Know the extent and types of malnutrition prevalent in the country and region.
5. Identify the factors responsible for the malnutrition.

Unit—1

- A. Nutritional status assessment and importance — Meaning, need, objectives and importance.
- B. Direct nutritional assessment of human groups — clinical signs, nutritional anthropometry, biochemical test, biophysical methods.

Unit—2

- A. Diet surveys, Need and importance concept of consumption unit, intra and inter individual distribution in family.
- B. Adequacy of diet with respect to RDA concept of family food security.

Unit—3

- A. Rapid Assessment Procedure — Need and importance, technique.
- B. Interpretation of the data for rapid assessment procedure.

Unit—4

- A. Types of malnutrition prevalent in the country and region factors responsible for malnutrition.
- B. Sociological factors in the etiology and prevention of malnutrition — food — production, availability, cultural influences, socioeconomic factors, food consumption, conditioning infection, medical & educational service, psychosocial, emergency disaster conditions e.g. famine, flood, war.

Anaemia, Rickets, B complex vitamin deficiencies.

Practical :

1. take various anthropometric measurements for individuals of different ages e.g. head, chest circumference, MUAC, Height, weight, BMI etc.

- 2 . To assess the nutritional status of individuals and the communities.
- 3 . To collect data and food and nutrient intake of different communities
24 hour recall method, Household food consumption etc.
- 4 . to know the significance and importance of various biochemical parameter.
- 5 . clinical assessment and sign of nutrient deficiency for PEM, Vitamin A, Anaenai, Rickets, B complex vitamin deficiencies.

Reference:

- Jellifie D.B (1966) : Assessment of the nutritional status of the community world health organization .
- Sain D.R Lockwood R., schrimshaw M.S (1981): Methods for the evolution of the impact of food and nutritional programmes, united nations university.
- Ritchie, J.A.S (1967) Learning better nutrition FAO rome.
- Gopalan C: Nutrition and health care ,Nutrition Foundation of India, special publication series.
- Beghin I , M. Duraram .B (1988) A guide to nutritional status assessment W.H.O geneva.
- Gopaldas, T. and seshadri S. (1987) Nutrition Moniforing and Assessment Oxford university Press.

PROJECT WORK

CC-14

FN - 604

0+3=3

Objectives :

This Course will enable the students to –

1. Make use of all the knowledge and skills acquired during the during the entire course to deal with the community.
2. Understand situational analysis of nutrition and health problems of community.
3. Devise ways and means to brings about possible improvements in the quality of life of the community.

Internship will he organized with different organized to place the students according to their area of interest .The staff in charge has to work out the details of operation and evolution with the officers of the organization concerned.

FRONT OFFICE AND HOUSEKEEPING

ADMINISTRATION

CC-11

RM - 601

4+0=4

To enable the students to —

- 1) Understand the organizational procedures of front office.
- 2) Comprehend the principle of front office operation.

Unit — 1 Front office:

- (A) Duties of front office personal qualities and attributes of front office personal
- (B) Basic terminology used in the front office.
- (C) Coordination and communication between front office and other department.

Unit — 2 Front office organization:

- (A) Lay out of a front office (Plan).
- (B) Planning Equipment and furniture for the front office.
- (C) Organizational structure of the front office.

Unit — 3 Housekeeping administration:

- (A) Introduction and importance of hospitality.
- (B) Organization of Housekeeping department.
- (C) Duties and responsibilities of housekeeping staff.

Unit—4

- (A) Job description and job specifications.
- (B) Co — ordination of housekeeping department with other department.
- (C) Job procedures, calculation of standard time, types of shift.

Reference:

- Andrews, . (1982): Hotel Front Office Training Manual, Tata Mc Graw Hill.
- Maszorn's, J.J.(1971): Front Office Operation, Bobbs.
 - Lennox, M. Brauson , J. (1985): Hotel, Hostel and Hospital Housekeeping , Pitman Publishing.
 - Andrews Sudhir, (1985): Hotel Housekeeping Training Manual, Tata Mc Grow Hill Publishing Co. Ltd., New Delhi.

FAMILY BUDGET

CC-12

RM - 602

2+2=4

Objective :

To enable students to -

1. understand the internal and external factors affecting decision.
2. Be able to use to make wise use of money.
3. Develop an appreciation of role of successful financial management in satisfaction family living.

UNIT - 1

family as an economic unit.

Family types.

Function of family.

- Economic goals of family

Unit — 2 Different sources of money income, wages, salaries, rent, profit, gifts, transfer

Of payment etc.- Sources of real income.

- Regular and irregular income.

- Guidelines for money income management.

Unit — 3 Budgeting as guide to financial management.

- Meaning of budget.

- Benefit of advantages of budget.

- Obstacles of budgeting.

Unit — 4 Characteristics of good budget.

- Factors affecting the budget.

- Engel , s law of family expenditure.

- Steps of making budget. (by Gross and Cvand all)

PRACTICAL

1. To Study of Family Budget
2. Making budget for various income group of family
3. Methods of record keeping
4. Other practical based on theory

References :

- Homes management and family finance by Dr. Maneesha Shukul & prof. Veena Gandotara – published by dominant Publisher and distributions.
- Nickell P. and Dorsey V. (1986) Management in family Living 4th Edu wilay eastern Ltd. New delhi.(Unit II-V , VII)

WORK AND WORK ENVIRONMENT

CC-13

RM - 603

2+2=4

Objectives :

1. Gain knowledge about the human cost of work and know the procedure for designing work and work – place to increase efficiency in household work.
2. To gain knowledge regarding managerial process applied to times as resources.
3. Acquire the ability to use motion study techniques to analyze work and work place

Unit—1

- A. Work -Definition, Characteristics repetitive, routine, diversified and creativities.
- B. Work values — Efficiency, economy of material and human resources, higher productivity, work quality, standards and satisfaction.
- C. Management process in work — Planning, organizing, directing, controlling and

Unit—2

- A. Work environment meaning, importance.
- B. Component of work environment,
 - Worker, Space design, lighting, climate, noise etc.
- c. Important work centre of home.
 - Kitchen.
 - Cleaning area.
 - Study room.

Unit—3

- A. Principle of body mechanics.
 - Measurement of work area horizontal and vertical.
- B. Energy Meaning types of fatigue and energy management.
- c. work posture – study about right posture of work, cost of work and method of simplification

Unit 4

- A. Concept of work place environment Heat/cold health problems, health cramps, heat exhaustion. Heat struck and fatigue.

- B. Noise/ lighting.
- C. Illumination & vibration and atmospheric pollution etc.

Practicles:

1. To study different work of house (area wise).
2. To find cut expenditure of time for work and calculate energy cost.
3. To Study posture of house wife.
4. To study the maximum and normal working are on vertical and horizontal surface.
5. To study about process chart.
6. To study about path way chart.

PROJECT WORK

CC-14

RM - 604

0+3=3

- This subject deals with different area's of s of elective subjects of home science.
- Below given subjects chosen by Students according to their interest of area (anyone)
- Hotel management — Front office management — housekeeping administration.
- Dairy Co-operative sector training — Front management and institution — office Management Oblique account keeping. Factory of equipments making quality control — marketing designing sector.
- Training Under any architect Office – interior designing — oblique Office managenet.
- Training under Resource management.
- Training under art and craft institute.

Internship will be organized with different organizations to place the students according to their area of interest. The shift incharge has to work out the details of operation and evaluation with the officers of the organization concerned.

CHILD WITH SPECIAL NEEDS

CC-11

HD - 601

2+2=4

1. to appreciate the special needs of children with different disabilities and disorders.
2. To gain insight in the cause of disability and disorders in children in children and in to their prevention and treatment.
3. To be sensitized to the similarities and in children and in to disabled and nondisabled children
4. To perceive the importance of the family and the community in the development
`Of the child with special needs.

UNIT - 1

(A) Introduction:

Meaning and definition of child with special needs. Historical perspective of exceptional children, Right of disabled Child. Meaning and importance of special education.

(B) Physically Handicapped children. Definition, Causes, Intervention and management.

Unit- 2.

(A) Mentally retarded Children

Meaning and concept of Mentally retarded children, its causes, types and services.

(B) Visually impair children

Meaning and concept of Blind, causes, types and services.

Unit-3.

(A) Hearing impaired Children

Meaning and concept of Hearing impaired children, its causes, types and services.

(B) Speech defects children

Meaning , types and remedial services.

Unit -4.

(A) Learning Disabled children

Meaning, behavioural characteristics of learning disabled children and remedial services.

(B) Gifted children

Meaning, characteristics and services.

References

- Berdine, W. H., Blackhurst, A. E., (1985), An introduction to special education (2nd edi.), Lexington, Harper Collins.
- Hallahan, D. P. & Kauffman, J. M., (1991), Introduction to exceptional children (5th edi.), Boston, Allyn and Bacon.

**ORGANIZATION & MANAGEMNET OF
EDUCATION PROGRAMME**

CC-12

HD - 602

2+2=4

Objectives:

- (1) To acquire knowledge about running management.
- (2) To obtained information related to preschool principles and different educational methods.

Unit—1

(A) History of preschool education.

- Introduction, Meaning, Objectives.
- Importance and activities.
- Public crèches — Meaning and importance.
- Organization of preschool education after and before independence.

(B) Principles of preschool education.

- Methods of preschool education — Kinder Garten, Montesary and Nursary Baiwadi.
- Characteristics, Limitation.

Unit—2

(A) Curriculum.

- Meaning & importance.
- Essential principles.
- Building principles of curriculum.

(B) Types of curriculum.

- Importance of content in curriculum.
- Directing principles of curriculum.

Unit—3

(A) Child & education Institute.

- Educational Institute — Meaning common factors
- Classification of educational institute.
- Formal and informal institute.

B) society and building of child.

- school and society.
- family as educational institute.

Unit -4

(A) Social education.

- Necessities of education
 - Ways of educational methods
 - Goals for social education

(B) Democratic values

- Meaning and importance.
- Democratic values in integration of nation.

Practicals:

1. Types of building for preschool education.
2. Curriculum planning for preschool.
3. Types of supervision and implimentation.
4. Methods of training for supervision.
5. To prepare project for ideal play group institute.

ADOLESCENCE AND ADULTHOOD

CC-13

HD - 603

2+2=4

Objectives :

The student will

1. Acquire knowledge and insights about the dynamics of contemporary marriage and family systems in India.
2. Become acquainted with the concept, goals and areas of adjustment in marital relationship and within the family.
3. Become aware of the changing roles and relationship within the family.
4. Understand the dynamics of families in distress and crisis.
5. Become aware of the interceptive and preventive family welfare measures.

Unit — 1 The family.

- (A) Definition, functions, types (with reference to India.)
- (B) Family life cycle stages and sub stages (beginning, expanding, contracting.)
- (C) Changing trends in India and factors influencing (Social change, family and ideologies, family structures.)

Unit 2 Marriage.

- (A) Marriage as an goals, rituals, function, changes and challenges.
- (B) Mate selection, factors, in mate selection, considerations of exogamy and endogamy, changing trends, arranged and personal choice of mates.
- (C) Preparation for marriage, social emotional values and endogamy concerns and issues, financial exchanges, guidance and counseling.

Unit — 3 International Relationship within the family.

- (A.) Individual roles, rights and responsibilities within the family.
- (B) Family interaction and Communication : - Importance, types and methods of improvement.
- (C) Areas Of adjustment within the family' at different stages of family life cycle.

Unit 4: Families with problems and intervention for families.

- (A) Families with marital disharmony and disruption, dimension, casual factor.
- (B) Families in distress, violence and abuse, dowry victimization, violence against women.
- (C) Interventions for families in trouble.

References:

- (1) Augustine, J. N. (Ed.) (1982) : the family in transition, New Delhi: Vikas publishing House.
- (2) Coleman, J.C (1986) Intimate Relationships, Marriage and Family, Chicago : Macmillan Publishing Co.
- (3) Lal A.K (1990) : The Urban family : A study of hindi Social system, New Delhi: vikas publications.
- (4) Rao, P. and Rao, V.N (1982): marriage. The Family and women in india, New Delhi : Vikas Publications.
- (5) Srinivasan, K. and Mukherji S. (Eds) (1987) ; Dynamics of population and family Welfare , Bombay; Himalaya publishing home.

PROJECT WORK

CC-14

HD - 604

2+2=4

Objectives :-

the students will be able to identify the needs, plan and execute programs in an organization conducting ECCE programme or primary school or community.

- Get an opportunity for exposure to the functioning of the specific agency in the field of family and child welfare.

- To provide first hand experience to students to undertake educational activities with children having special needs.

- Placement will be based on student's convinces & Interacted Areas.
- Placement agencies (Select any one areas)
 - Preschools , day care centers , ICDS centers, classes I & II of primary schools, balwadis and crèches.

- Urban community centers, courts, counseling centers, Rescue Homes and shelter homes womens .NGOs working for women in rural and tribal areas SEWA, TWCA, NGOs working for street children, sponsorship agencies.

- Schools that provide education to children with special needs in their regular programme.

- Special schools for children with mental retardation, hearing impairment, visual impairment, learning disability, cerebral palsy and orthopedic disability.

- Aganwadis and balwadis that have children with special needs.

- Development and welfare, detection and treatment of disabling conditions in children and their education.

- Child guidance centers that employ special educators or child development specialists for guiding children and their parents to meet their educational needs.

Procedure for evaluation.

- The evaluation of the students under internship should be done both by the supervisor from the university college as well as the placement agencies.

• Expected outcome:

- At the end of the internship students are expected to develop realistic perceptions of the agencies in which they were placed , identifies strength and weakness in the services and suggest suitable measure for improvements.

TRDITIONAL TEXTILE OF INDIA

CC-11

TC - 601

2+2=4

Objective :-

- To impart knowledge about the textiles of India.
- To impart knowledge about their method of manufacture, material dyes and motifs used.
- This enable the students to understand the art, which can form the basis for textile design.

Unit — 1 Dyed and printed textiles of India.

- Kalmkari:
- Patola, Tie and dye of Gujarat and Rajasthan.
- Andhra Pradesh: Pochampally, Telia run' aii.
- Ikats of Otissa.

Unit — 2 Woften Textile of India.

- Brocades
- Kashmir shawls.
- Muslim of Bengal.
- Silk of Karnataka.
- Cotton of Kerala.

Unit — 3 Woven sarees of India.

Unit — 4 Khadi and cottage Industries.

PRACTICAL

1. Picture collection of Indian textile from different state mention in theory
2. Swatches collection of Indian textile from different statemention in theory
3. Draw an effect of Bandhani, Batik, Mothara, Ajarakh print, Kalamkari, Bagh print, Patola, Paisley motif etc. on drawing sheet.

Reference:

- Chattopadhyay, Kamaladevi (1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
- Dongerkery S. (1951): The Romance of Indian Embroidery, Bombay, Thakor Co.

BASIC EMBROIDERY & SURFACE DESIGN

CC-14

TC - 602

2+2=4

UNIT – 1

Introduction to Embroidery – Origin and development of embroidery –History and Importance of embroidery-General Rules for Hand Embroidery -Tools and equipment used for embroidery.

UNIT – 2

Study of basic and fancy Embroidery Stitch by Hand such as Running, Cording, Button hole, Satin, Long & Short, Artificial Velvet, Chain, Stem, Herringbone, Cross Star, French Knot, Double Knot, Fish Bone. Knowledge of Eyelet Work, Cutwork, Drawn thread Work, Patch Work, Shaded Embroidery, Bead Work, Bobbin Embroidery Thread work.

UNIT – 3

Study of traditional embroidery such as Kashmir embroidery, Phulkari of Panjab, Chamba rumal of Himachal Pradesh, Sujani of Bihar, Kantha of Bengal, Kasuti of Maharastra, Embroidery of Gujarat, Embroidery of Rajasthan, Embroidery of Manipur, Chikankari of Uttar Pradesh

UNIT – 4

-Care Maintenance of Embroidery Articles – Pressing Articles – Frames (Glass & Wooden).

-Various tracing method for embroidery designs.Study of Computerized Embroidery Machinerics

PRACTICAL

1. Make a basic combine embroidery sample on 12X12” fabric Running, Cording, Button hole, Fish Bone Long & Short, Chain, Satin, French Knot Stem, Herringbone, Cross Star, Double Knot
2. Make a traditional embroidery sample on 12X12” fabric Kashmir embroidery, Phulkari of Panjab, Chamba rumal of Himachal Pradesh, Sujani of Bihar, Kantha of Bengal, Kasuti of Maharastra, Embroidery of Gujarat, Embroidery of Rajasthan, Embroidery of Manipur, Chikankari of Uttar Pradesh

REFERENCES

- Sheila Paine, “Embroidered Textiles”, Thames and Hudson Ltd., 1990.
- Shailaja D. Naik, “Traditional Embroideries of India”, A.P.H. Publishing Corporation, New Delhi, 1996.

FASHION MERCHANDISING

CC-15

TC - 603

2+2=4

Objectives:

- (1) To equip the student with useful information about costumes behavior and relate to marketing of fashion.
- (2) To analyses the buy in function and the different of buyer's responsibilities various types of merchandising organization.
- (3) To gain knowledge about practiced by merchandises of fashion in determining what to buy and which resource to select.

Unit— 1

- (A) Historical importance of retailing and merchandising.
- (B) Types of label and its importance, temporary permanent care labels.
- (C) The distribution channel.

Unit—2

- (A) Promotional devices advertising its importance personal selling publicity.
- (B) Branding labeling price appeal, prelims sampling and packaging.
- (C) Market survey.

Unit—3

- (A) Standards & standardization of textile products.
- (B) Quality standards for textile by product B.I.S. foreign standards.
- (C) Textile labeling act quality control method used by manufacture.

Unit—4

- (A) Fashion concept fashion cycles, factors influencing fashion.
- (B) Theory of fashion designing.
- (C) Human proportions an figure Construction typesma ll medium and fashion figure.

PRACTICAL

- Practical Based on Theory

PROJECT WORK

CC-14

TC - 604

0+3=3

- for the and textile subjects.

- Training under any textile and garments factories with aspects of designing – quality
Control, production and marketing managements.
- Training for embroidery – hand made and machine made.
- Training boutique management.
- Training for tailoring business.
- Training under any fashion designing institute related to garment.
- Study of retailing and wholesaling business- garments to textile.
- Training under art and craft institute.

COMMUNITY ORGANIZATION & LEADERSHIP - 2

CC-11

Ext - 601

2+2=4

Objective :-

To enable students to ;

1. Appreciates collective action of weaker section of people for their own development.
2. Understand the community dynamics and its influence on different section of community .
3. Study the ideology of organizing people in development.
4. Understand the pattern of leadership in community traditional and emerging.
5. Understanding the process of organizing people for their own development.

Unit : 1

- Initiative from within the community.
- Initiative from outside the community.
- Role of the community organizer.
- Phase in community organization.

Unit – 2

- Preparation :- individual approach to member initial meetings, Relating with each other as group members, evolving a focus for themselves.
- Setting Down : specifying areas of work , preparation of work, support needed.
Sustaining interest in the group developing interpersonal relations.
- Stabilization : shared leadership, developing distractive identity, a vision of present and future work structure, pattern of work and responsibilities.

Unit – 3

- Steps in group formation/ community organization.
- Experience sharing in meeting.
- Identifying commonalities on experiences.

- Spreading the message of meetings.

Unit -4

- Discussing difficulties in attending meeting and working out solution.
- Structuring objective time, place frequency of meetings and sharing of responsibilities.
- Monitoring the formation of group. Indicator for monitoring and using them e.g constay of membership , common understanding of the objectives, shared participation in meeting, nonsense in decision making etc.

Practicals :

Practicals based on content of theory of community organization and leadership.

References:

- Tosslet, D.R (1976) ; facilitating community chage : A basic Guide, California University Associates.
- Oakley pater and Niassdn Daving (1984); Apporoach to participation in rural development , genery .
- Devith P. tonsion, planning and poor , London.
- RAhman,md A (1981) some dimension of people participation in Boom Sena movement, UNRISD, Geneva.

MEDIA FOR DEVELOPMENT PROJECTS

CC-12

Ext - 602

2+2=4

Objectives :-

To enable students to –

1. Explore the use different media in development projects and
2. Acquire skills in developing and using media in development projects.\

Practical :

1. Analyzing the use of different media at different stages of planning. Implementation and evaluation of projects .
2. Designing communication strategies as part of the project.
3. Evaluating the outcomes in term of knowledge gained , altitude developed and practices improved by the target group.

Reference :

- Roy, G.L (1991) : Extension communication and management, Calcutta , anya prakash.
- Jain R. (1993) ; Mass media and rural development, Vol 11, New Delhi, Manak Publication Pvt. Ltd.
- Thakur, B.S. and Agrawal (1989) ; Media utilizing for the development of women and children, New Delhi, Concept Publishing Co.
- Mody Bella (1991) ; Designing Massage for development Communication, New Delhi, Sega Publications.
- Dhama, O.p and Bhatnagar, O.p (1988). Education and communication for development .New Delhi, Oxferd and Ibh Publishing co.pvt. Ltd.

Journals :

Journal of educational Research and extention research Extention, Sri Ramakrishna Mission Vidyalaya College of education Coimbatore Tamil naidu india.

CHANGING TREND IN EXTENSION EDUCATION

CC-13

Ext - 603

2+2=4

Objectives :-

To enable students to:

1. Understand the widening concept of extension.
2. Be aware of the extension models in practice and their scope in facilitating development.
3. Feel strongly for the people without power and influence them to become partners in development projects and programs.

Unit -1 concept of extension

1. Meaning of extension.
2. Origin and wider understanding of the meaning extension.

Unit -2 Extension models :

1. Technology - innovation Transfer model.
2. Social education model.
3. Empowerment/ Participation model.

Unit -3 extension Education process.

- Environment for learning.
- Role of the education.
- Role of people (Participants) passive.

Unit -4 communication process or Closed communication.

- experiences improved. Learning
- oriented to experiential meaning a high level of emotional response. Information

Reference :

- Rogers Alan
(1989) teaching Adults in Extension, education for development.
- Westwood
Row, Tilehurst READING RG 316 LT. England, Wood mark.
- Reddy A.
(1987) : Extension education, Bapatia, India, Shree Lakshmi press.
- WHO
(1988) : Education for health , Geneva, Switzerland , World Health Organisation.
- Oakley.
Peter and adavid Masden (1984) : Approach to participation in rualal in rural
Development. Published on behalf of the ACC task Force on rural Devt., Geneva,
International Labour office.

Journals:

- Changing
village, PPS Gussain for consortium on rural technology, D -320, Laxminagar, New
Delhi 110091.
- Jounal Of
rural Development The National institute of Rural development. Rajendranagar,
hydrabad 500029.
- Social
Welfare, Central Social welfare Broad, samaj kalian Bhavan, B-12, Tana crecent,
Institutional Area , South of IIT, New Delhi 110016.

PROJECT WORK

CC-14

Ext - 604

2+2=4

Objectives :-

To enable students to :

1. Gain skills in applying theory learnt in class room in actual life.
2. Prepare themselves for career opportunities available.

Field placement.

According to their interest and abilities, the students would be placed in organization agencies dealing with different media. For instance, students interested to develop their talents in the use of folk media may be placed with theatre. Similarly students as per their interest may be placed with special skills in the particular field.

HEALTH EDUCATION

ES-6

HE - 605

2+0 =4

Objectives :-

- To aware the students about health educational health services.
- Be familiar with individual health habits and infection diseases
- To aware the students about frusted , Physical fitness and latest method of diagnosis

Unit 1 Health education and health services.

- Health concept factor affecting personal hygiene quality of good health , mani objective of health education
- Types of school health programmes and health service , facilities for health educatin.

Unit — 2 Individual health habits & Infectious diseases.

- Good Habits, some bad habits⁴, characteristics of Infections (measures, Types of Disinfectants.
- Air borne Diseases water borne diseases , insect –bore diseases infection diseases common characteristics of sexual diseases.

Unit -3 First AID & Nutrition.

- Shocks Drowning, Poisoning, Food Poisoning, Brain Hemorrhage
Massage, Bandages and Splints, First AID Box.
- Balanced Diet, Importance of Food Constituents, Factors for affecting to nee balanced diet.

Unit — 4 Physical Fitness.

- Different aspects on physical fitness, strength, speed, Endurance, Flexiiflty Co ordination.
- Latest Methods of diagnosis C.T.Scane M.R.I, Endoscopy, Plastics surgye,
Telemedii1fle'

ADVERTISING AND LABELING INFORMATION

ES - 6

AL -605

2+0= 2

Objectives :

To enable to structure to –

1. Understand the consumer aids for consumer decision.
2. Chalyes the advertising and liable information contents and assess its influence on consumers .
3. Become aware of the need for adequate congifine data in advertising and the lable information with will help the consumers in decision making.

Unit – 1 Introduction to advertisement.

- Advertising and demand.
- Advertising and profits.
- Advertising and goals.
- Role of advertising in consumer decision.

Unit - 2 Types of Advertising.

- Newspaper, Magazine, Direct Advertising Radio and Tele advertising, (Direct Mail etc.)
- Advantages and Disadvantage of each.

Unit - 3 Consumer aids.

- Label information.
- Consumer education.
- Trade marks, Brand names & patents.

Unit - 4

- Package materials, mode and safety.
- Legislation: Rules laid down for advertising and lakelling, and their relevance to consumers.

References :

- 1) Hevbert. F. Holge (1978): Theory and problems Advertising.
- 2) Beckman. T.R. Maynard H and Davidson W.R(1989): principle Of marketing
New York. Ronald press co.
- 3) Kumar Keva ‘ (1987) Miss communication in India A comprehensive and
critical look at th’ mass media in India.
- 4) Philips. C.R. and l)uncan. DJ (1Q65): Marketing Principles and Methods, Rie1ards D. Insmn
Publishers. 11lmnois

DAIRY SCIENCE AND ANIMAL HUSBANDARY

EG-6

DAH - 606

2+0=4

Objectives:

The Courses is planned to acquaint the students with.

- (1) Study of nutrients and their nutritional importance in livestock.
- (2) Study of various feed and toddler's use in animal feeding
- (3) Method manufacturing of concentrated and condensed dairy products.
- (4) Fat rich dairy products

Unit — 1.

. Indigenous dairy products.

. Concentrated and condensed dairy products.

(A) Khoa : Definition of Composition Types methods of manufacture, Factors affecting yield physico chemical changes during manufacture and storage of khoa. over run. Defects,

(B) Khoa based sweets: Peda Barfi. Gulab Jamun, Milk cack, Kalakind, Rabri Basundi, Khir, Kurchan.

Unit—2

. Condensed and Evaporated milks:

History, status scope in India, definition composition, method of manufacturing lactose crystallization browning, heat stability, gelation salt, balance and Defects.

. Fat rich dairy products:

(A) Cream: Definition composition of Methods of cream separation of types of cream factors affecting cream in skimming efficiency, defects.

(B) Butter Definition, Composition, Classification, Method of Desi butter, Table butter and white butter.

(C) Fat losses in butter milk, Theories of changing over run detects.

Unit-3 Introduction regarding.

- Anatomy of digestive system in ruminants(cattle/buffalo).
- Study of rumen microbiology.

Unit -4 Study of nutrients and nutritional importance:

- Water, carbohydrates, proteins, lipids, minerals, vitamins,etc.
- Classification of practices for fodder production.

References:

- 1) Outline of dairy technology by Sukumar De:oxford university press publication.
- 2) Milk and dairy products technologies by Edgar Spreed, Marcel Dekker publication:
- 3) Dairy technology: principles of milk properties and processes by P Walstra, T.J.Geurts, A. Noomen, A Jellema and M.A.J.S. van boekel: Marcle Dekker publication .
- 4) Animal nutrition & feeding practices in india ,S.K.Ranjhan.
- 5) A text book of animal husbandary (8th edi.) G.C. Banerjee.
- 6) Feeds and feeding: G.B. Morrison.
- 7) A textbook of animal nutrition : G.C . benerjee.

FOOD COST AND QUALITY CONTROL - I

EG - 6

FCQ- 606

2+0=2

Objectives:-

This course will enable the students to .

- know the importance of cost control and quality control. K
- be familiar with costing and pricing of recipes B
- be familiar with cost reporting system B
- be aware of the Government regulation and standards of food quality B

UNIT-1

- A. I
importance of costing and cost control methods of costing and costing methodology in catering business, emphasis on better costing.
- B. C
cost classification into material, labour and overheads and their percentage analysis net sales for clear understanding of their relative importance.

UNIT -2

- A. M
material costing use of standardized recipes material cost control through basic operating activities like purchasing, receiving, storage, issuing production, sales and accounting, yield analysis from time to time.

UNIT -3

- A. M
material costing as an aid to pricing by a suitable mark up policy.
- B. C
control of labour costs and overhead, periodicals, percentage analysis calculation of overhead allocation rates.

UNIT -4

- A. C
cost behavior into various, fixed and semi-variable and its impact on unit cost.
- B. C
cost reporting system – daily, monthly and for special managerial decision.

Practical's

- 1. S
study Different packaging and wrapping material for different food products.

2. shelf life studies(to be sprade over a few weeks) S
3. food additives – Preservatives color , antioxidants pesticides flavors. F
4. costs used for Wrapping & packaging materials. T

Refernces :

- Char .B.K (1977) : cost accounting Acadamic publishers , Calcutta B
- Chats aA. Cury U and Frtank G.W. (1970) : Cost Accounting taraporewala sons and co.pvt. Ltd., Bombay. M
- Chasad N.K(1979) : Principle and practice of cost Accounting , book syndicate Pvt. Ltd. Calcutta P
- Cheister D.C. (1977) Food And Beverages Control prentice hall Inc. New Jersey. K
- Chotas E. an Approach to food costing berrie and rockliff Ltd . LONDON K

COMMUNITY NUTRITION

FE - 6

CN - 607

2+2=4

Objectives:-

This course will enable to students to –

1. Understand the factors that determines the availability and consumption of food.\
2. Be familiar with the common nutritional problems of community their causes symptoms, treatment and prevention.
3. Get exposed to schemes, programmes and policies of government of India to combat malnutrition.
4. Be aware of the health hazards related to food and water.

Theory

Unit – 1 Concept and scope of community nutrition.

Unit - 2 Food availability and factors affecting food availability and its consumption.

- Agricultural production.
- Post harvest handling, marketing and distribution.
- Population.
- Economic.
- Regional.
- Socio — cultural and Industrialization.

Unit—3

(A) Nutritional problems of the community and implication for public health.

(B) Common problems in India.

Causes (nutritional and non — nutritional).

- Incidence of nutritional problems, signs and symptoms and treatment (PEM, Micro nutrient deficiencies — Vitamin A, Iron, Iodine). and fluorosis.)

Unit -4

(A) Schemes and programmes to combat nutritional problems in india.

(B) Prophylaxis programmes.

- Midday meal programme
- ICDS

PROGRAMMES FOR URBAN AND RURAL DEVELOPMENT

FE- 8

PUR -607

2+0=2

OBJECTIVES

1. Understand the national efforts towards urban and rural development.
2. Examine the cumulative impact of these developmental efforts in quantitative and qualitative dimensions.

Unit: 1

(A) Five year plan

- History of planning in India, Five year plan and their focus. Planning at different level- National to grass roots.

(B) Current programmes for urban and rural poor.

Unit: 2

(A) Programmes for women and children

- DWCRA, ICDS, CHETNA, SEWA and other current programme for women and children.

(B) Women empowerment approach.

Unit: 3

(A) Role of NGOs

- Need for participation of NGOs in developmental efforts. Encouragement given to NGOs.

(B) National and International programmes for women and children.

Unit : 4

(A) Examining the impact of the developmental efforts in selected urban and rural areas. Quantitative achievements of a programme and qualitative improvement.

(B) Study of the evaluation reports of the various programmes.

References:

- Upadhyay , H.C. (1991) Modernization and rural development, New Delhi. Anmol publication.
- National Institute of Rural Development , Hyderabad.(1991) Rural Development Statistics.
NIRD.
- Desai Vasanth,(1988)rural development programmes and strategies. Volume 1-6. Bombay. Himalaya PUBLISHING House.
- Kelbagh, Chetna. (1991) Women and Development. New Delhi . Discovery publishing House.