

Semester - II

Core Course: 8

Therapeutic Nutrition

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under:

Group A: Compulsory - ten questions (two questions from each unit) of two marks each.

$$2 \times 10 = 20 \text{ marks}$$

Group B: Five questions (one from each unit) - each question of 3 marks, four to be answered.

$$5 \times 3 = 15 \text{ marks}$$

Group C: Five questions (one from each unit) - each question of 10 marks, three to be answered.

$$10 \times 3 = 30 \text{ marks}$$

Objectives:

This course will enable the students to:

- 1. Understand the etiology, physiologic and metabolic anomalies of acute and chronic diseases and patient needs.
- Acquire basic knowledge about the effects of various diseases on nutritional status and dietary requirements.
- Be able to provide required nutritional care and treatment of the various diseases.

Unit I

- Importance of nutrition in health and disease
- Importance of meal planning, factors to be considered while planning meal
- Dietary management: in weight imbalance (obesity and underweight)

Unit II

Prevalence, etiology, biochemical and clinical manifestations and therapeutic measurement of the following:

- Typhoid fever
- Tuberculosis
- HIV infection and AIDS

Unit III

Prevalence, etiology, biochemical and clinical manifestations and therapeutic measurements of the following:

- Nutritional anaemia
- Liver disorders: Jaundice, Hepatitis
- Disease of the Cardio-Vascular System
- Kidney Diseases

Unit IV

Types, causes, symptoms and dietary management of metabolic disorders

- Diabetes Mellitus
- Gout
- Cancer

Unit V

Dietary counseling: Needs, objectives, steps and techniques

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Practical

- Preparation of therapeutic diets - clear liquid diet, full fluid, soft and normal diet
- Plan and prepare diet for the diseases covered in theory and calculate the nutrients requirement
- Plan a day's meal and calculate nutrients requirement for following diseases:
 - Weight imbalance
 - Fever
 - Liver disease
 - Cardio - vascular Disease (500mg and 1000mg sodium restricted diet)
 - Renal disorders
 - Metabolic disorder

References:

1. M. Sivamuthiam, Advanced Textbook on Food and Nutrition
2. R. C. Misra, Health and Nutrition Education
- 3- विज्ञान विद्यालय फॉलोवर & मिल्डवीज़ कॉम्प्लेक्स
4. P. Jnaid Rao, Nutrition and Food Science
5. Shubhangini M. Joshi, Nutrition and Dietetics
6. B. Shrivastava: Dietetics, 4th Edition
7. F.P. Anita & Philip Abraham: Clinical Dietetics & Nutrition, 4th Edition
8. Carol Lute and Karen Praytulski: Nutrition and Diet Therapy

Core Course 6 Maternal and Infant Nutrition **05 Credits**

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Maternal and Infant Nutrition

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The pattern of question papers will be as under

Group A- Compulsory - ten questions (one question from each unit) of two marks each. $2 \times 10 = 20$ marks

Group B- Five questions (one from each unit) - each question of 3 marks, four to be answered. $3 \times 4 = 12$ marks

Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered. $10 \times 3 = 30$ marks

Objectives

This course will enable the students to

- Understand physiological changes during pregnancy and lactation.
 - Get acquainted with growth and developmental changes from conception till birth.
 - Understand the inter-relationship between nutrition and growth and development during a life cycle.

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- ❑ Importance of Maternal nutrition prior to and during pregnancy, Effect of under nutrition on mother-child health, including pregnancy
 - ❑ Physiology and endocrinology of pregnancy and embryonic and fetal growth and development
 - ❑ Nutritional requirement during pregnancy
 - ❑ Complications of pregnancy and management and importance of antenatal care of at - risk mothers
 - ❑ Congenital malformations, fetal alcohol syndrome and gestational diabetes mellitus

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- Lactation
 - Development of mammary tissue and role of hormones
 - Human milk composition and factors affecting breast feeding and fertility Management of lactation -breast feeding, Roaming in problems - engorgement,堵奶, engorged breast, inverted nipples etc.

Unit 11

- #### **Care and management of the preterm and LBW infants: implications for feeding and management**

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- Menopause
 - Signs and symptoms
 - Problems
 - Management of dietary needs and health

Unit 7

- #### 1 Policies and programmes for promotion maternal and child nutrition and health

References:

1. M. Swaminathan : Food and Nutrition
2. viggij ,aa ite'ek foKesa & MikWDV) c'arik flag
3. viggij Valida & ekta 'qiqj jprk ,aa dzigj foKesa
4. viggij ,aa ite'ek foKesa & MikWDV) Vihak Jowrik
5. Health Matters : Archana Sinha
6. Nutrition and Child Development: 4th Edition, KE Elizabeth

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Core Course: 7	Communication Technology	05 Credits
Fall Marks: 70		Time: 3 Hours

- The pattern of question papers will be as under
- Group A- Compulsory - ten questions (two questions from each unit) of two marks each,
 $2 \times 10 = 20$ marks
- Group B- Five questions (one from each unit) - each question of 3 marks, four to be attempted.
 $3 \times 4 = 12$ marks
- Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.
 $10 \times 3 = 30$ marks

Objectives:

- Develop understanding regarding various aspects of communication.
- Develop understanding regarding various audio-visual aids used for various groups: individual, group, mass.
- Develop ability to prepare, operate use of various audio-visual aids.

Unit I

Concept of Communication

- Definition, meaning and nature of communication
- Process, elements of communication
- Barriers in communication

Unit II

Forms of Communication

- Verbal and non-verbal
- Intra, inter, group, mass

Unit III

Mass Media

- Types, roles and characteristics
- Uses of - Electronic and traditional media

Unit IV

Adoption and Diffusion

- Concept of adoption
- Innovation and diffusion
- The Adoption process
- The Innovation - Decision process
- Adopter categories

Unit V

Introduction to Information Communication Technology (ICT)

- Role of ICT in Extension work and development

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References:

1. Dale (1964), Audio-visual Methods of Teaching, Holt, Rinhart and Winston, London.
2. Brown et al (1983), A.V. Instruction Technology, Media and Methods, 6th Edition, Mc Graw Hill Book Co, New York.
3. Joshi Uma (1997), Text book of Mass Communication and Media, Anmol Publications, New Delhi.
4. Joshi Uma (2001), Understanding Development Communications: Dominant Publishers, New Delhi.
5. Sandhu Anoop Singh(1996), Extension Programmes Planning, Oxford and IBH

Core Course 8: Women's Studies 05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under:

Group A - Compulsory - ten questions (two questions from each unit) of two marks each.

$2 \times 10 = 20$ marks

Group B - Five questions (one from each unit) - each question of 5 marks, four to be answered.

$5 \times 4 = 20$ marks

Group C - Five questions (one from each unit) - each question of 10 marks, three to be answered.

$10 \times 3 = 30$ marks

Objectives:

- ① To develop awareness regarding status of women in India and sensitivity of women's issues and concerns
- ② To enable women to become champions/ well equipped in the changing society
- ③ To empower women in their struggle against inequality and gender bias
- ④ To become aware of the comprehensive and balanced understanding of social reality

Unit I

- ① Women in India Civilisation down the ages, Stages of Women in ancient India-Vedic age, Puranic Period, Mauryan Period, Gupta, Medieval, Feudal Period, Buddhist Period, British Period, Women in Post-independence period

Unit II

- ① Relevance of Women's Studies
- ② Sources and growth of Women's Studies

Unit III

Issues related to Crisis against Women in India

- ① Child marriage
- ② Female feticide
- ③ Dowry
- ④ Sati
- ⑤ Honor killing
- ⑥ Rape and Sex abuse
- ⑦ Trafficking
- ⑧ Domestic Violence

Unit IV

Personal and Civil Laws related to Women

- ① Dowry prohibition Act
- ② Divorce and maintenance Law
- ③ Marriage Registration Act
- ④ Domestic Violence Act 2005
- ⑤ Pre-Natal Diagnostic Act
- ⑥ Laws against Feticides
- ⑦ Medical Termination of Pregnancy (MTP) Act, 1971
- ⑧ Immoral Traffic Prevention Act
- ⑨ Indecent Representation of Women (Prohibition) Act 1966
- ⑩ Law against Sexual Harassment at workplace

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Unit V**Women's Welfare Programme****References:**

1. Asthana P. (1974), Women's Movement in India, Vikas Delhi.
2. Antony M.J. (1985), Women Rights Dialogue, New Delhi
3. Okin S.M. (1989), Justice, Gender and Family, Basic Books, New York
4. Pant N. (1995), Status of Girl Child and Women in India, Delhi, APH
5. Girl Child in India - Devasena Lectionnaire
6. Srivastava T.N. (1985), Women & Law Intellectual, New Delhi
7. Baker H.A. Berheide, G.W. and Others (Eds), 1980, Women Today: A Multidisciplinary Approach to Women's Studies, Books/Gale Publications
8. Desai N. & Patel, V., Indian Women: Change and Challenges in the International Decade: Popular Prakashan, Bombay
9. Gupta, M.K. & Sudan LK. (1990), Women at work in Developing Economy, Arsal, New Delhi
10. Parashar, A(1992), Women and Family Lawforms in India: Uniform Civil Code and Gender Equality, Sage Publications, New Delhi
11. Namita Agrawal, Women and law, New Century Publication, New Delhi
12. Vianello M. & Birnbaum R. (1990), Gender Inequality/A Comprehensive Study of Discrimination and Participation, Sage Publications, London
13. Sharma U. (1989), Brides are not for Burning Dowry Victims in India, Radiant, New Delhi
14. Women in a Changing Society by S.K. Chah

Core Course: 9 Management of Textile Crafts and Apparel industry

Full Marks: 70

5 Credits

Time: 3 Hours

The pattern of question papers will be as under:

Group A- Compulsory - ten questions (one question from each unit) of two marks each.

$$2 \times 10 = 20 \text{ marks}$$

Group B- Five questions (one from each unit) - each question of 3 marks, four to be answered.

$$5 \times 4 = 20 \text{ marks}$$

Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.

$$10 \times 3 = 30 \text{ marks}$$

Objectives:

This course will enable the students:

- 1 To understand the textile crafts of India
- 2 To enhance awareness regarding the history and production centers of the traditional textile crafts of India
- 3 To understand the aspects of management regarding designing, merchandising and mass media
- 4 To highlight certain aspects of apparel industry
- 5 To signify the role of traditional textile crafts in economic empowerment.

Unit I

Study of Textile Crafts of India: history, production centers, techniques, designs, colors and products

- 1 Woven textiles of India- Banarasi Brocades, Jardanis and Baluchars of Bengal, Kani Shawls of Kashmir
- 2 Embroidered textiles of India- Kantha of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir
- 3 Painted and Printed textiles of India- Kalamkari of Andhra Pradesh, Dabu printing of Rajasthan, Ajrakh prints of Gujarat
- 4 Dyed textiles of India- Bandhanis of Rajasthan and Gujarat, Ikkat-Patola of Gujarat, Bandhas of Orissa, Achampalli of Andhra Pradesh

Unit II

Elements used in creating a design

- 1 Color- Color harmony, its sensitivity and composition in dress
- 2 Components of fashion- Color and fabric

Unit III

Principles of Merchandising

- 1 Types of merchandising

Unit IV

Role of Mass Media in Fashion

- 1 Role of Mass Media in promoting fashion
- 2 Impact of Mass Media on fashion

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Unit V**Cultural and Economic Empowerment through Textile Crafts**

Textile crafts in National economy

: Sustenance of traditional textile crafts

Reference:

1. J. Anderson Black, Maudie Garland, A History of Fashion, Orbis Publishing Ltd, London
2. Boucher Francois, A History of Costume in the West, Thames and Hudson.
3. Sharon Lee Tate, Inside Fashion Design, Harper and Row Publishers, New York.
4. Kathryn Samuel, Lite Styles, Fashion Styles, Orbis Publishing Ltd, London.
5. Carter E. (1977), The Changing World of Fashion, G.P. Putnam's Sons, New York.
6. Carr Hand Pomery J. (1992) , Fashion Design and Product Development, Blackwell Scientific Publications, London, Edinerg.
7. Complete guide to Sewing, Reader's Digest Association, New York.
8. Creative Clothing Construction, McGRAW HILL, 1978