

# DISCIPLINE SPECIFIC ELECTIVES (DSEs)

## Semester-VI

### **OPTION-I**

#### **HSC620D2A: (F. Sc. N/D.CLN) – THERAPEUTIC NUTRITION**

(CREDITS: THEORY-4, PRACTICAL-2)

#### **THEORY (4 CREDITS)**

##### **Unit I Principles of nutrition care**

- Nutrition Care Process
- Therapeutic adaptations of the normal diet
- Progressive diets – clear fluid, full fluid, soft and regular

##### **Unit II Etiology, clinical features and nutritional management of Infections and Fevers**

- Typhoid
- Tuberculosis
- HIV

##### **Unit III Etiology, clinical features and nutritional management of the following**

- GI Tract Disorders:
  1. Diarrhoea
  2. Constipation
- Liver: Infective Hepatitis

##### **Unit IV Etiology, clinical features and nutritional management of**

- Weight Imbalances-Overweight and obesity; Underweight.

##### **Etiology, clinical features, basic diagnosis and nutritional management of the Following:**

- Type 1 and Type 2 Diabetes Mellitus
- Hypertension and Coronary Heart Disease

#### **PRACTICAL (2 CREDITS)**

- Planning, preparation and service of diets for the following:
  1. Therapeutic diets-Normal, Soft, Clear and full fluid
  2. Fevers: acute and chronic
  3. Obesity
  4. Type 2 Diabetes
  5. Hypertension and CHD
  6. Survey of therapeutic foods in market.

#### **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.
- Mahan L K and Escott Stump S (2013). *Krause's Food & Nutrition Therapy, 13<sup>th</sup> ed.* Saunders-Elsevier.
- Stacy Nix (2009). *William's Basic Nutrition and Diet Therapy, 13<sup>th</sup> Edition*. Elsevier Mosby.
- ICMR (1999). *Nutritive Value of Indian Foods*. 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, 4<sup>th</sup> edition*. Elite Publishing House Pvt. Ltd

# DISCIPLINE SPECIFIC ELECTIVES (DSEs)

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### **OPTION-II**

#### **HSC620D2B: MONITORING AND EVALUATION IN DEVELOPMENT**

(CREDITS: THEORY-4, PRACTICAL-2)

##### THEORY (4 CREDITS)

##### **UNIT 1: Concept of monitoring and evaluation**

- Meaning of monitoring and evaluation
- Importance of monitoring and evaluation in development projects/programmes.
- Project cycle and the place of monitoring and evaluation in the cycle.

##### **UNIT 2: Approaches in monitoring and evaluation**

- Programmes oriented approach.
- People oriented approach.
  - \_ Initiative (Whose)
  - \_ Informative (collected or shared)
  - \_ Emphasis (Finance and Human development)
  - \_ One-time or continuous or inbuilt
  - \_ Quantitative or Qualitative.
  - \_ Techniques and methods (available or to be evolved)

##### **UNIT 3: Participatory Assessment, Monitoring and Evaluation**

- Evolution to participatory Assessments, Monitoring and Evaluation
- Importance of PAME
- Strengths and weaknesses of Insiders and Outsiders in Evaluation
  - Information needs of the project.
  - Field workers as facilitators of PAME.
- Profile of the facilitators.

##### **UNIT 4: Steps in Participatory monitoring and evaluation**

- Feedback system with active involvement of people.
- Identify areas, Organise And Prioritize
- Develop indicators (economic, social, political, environment)
- Develop monitoring and evaluation materials and assign responsibilities
- Collect data, analyse and provide feedback
- Report and disseminate

##### **PRACTICAL (2 CREDITS)**

1. Study development project in the area in terms of their monitoring and evaluation practices.
2. Critically examine the process of monitoring and evaluation
3. Preparation of the report

##### **References**

- *Narayan, Deepa (1993). Participatory Evaluation: Tools for Managing Change in Water and Sanitation, World Bank Technical Number 207, The World Bank.*
- *Oaidey, Peter and David Marsden (1984). Approaches to Participation in Rural Development, Geneva, ILO*
- *Mithin, Diana and John Thompson Ed (1994). RRA Notes: Special issue on Participatory Tools and Methods in Urban areas, International institute for Environment and Development.*
- *Regional office for Asia and the Pacific (RAPA) (1988). Participatory Monitoring and Evaluation, Handbook for Training Field Workers, Bangkok, FAO*
- *Eyken, William Vander (1994). Introducing Evaluation. The Hague. The Netherlands The Bernard Van Leer Foundation.*

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### OPTION-III

#### HSC620D2C: RESIDENTIAL SPACE DESIGN AND FURNISHING

(CREDITS: THEORY-4, PRACTICAL-2)

##### THEORY (4 CREDITS)

##### Unit 1: Family Housing Needs

- Protective, economic, affectional, social standard of living housing goals, style, function, occupation.
- Factors influencing selection and purchase of site for house building.
- Legal aspects, location, physical features, soil conditions, cost, services.

##### UNIT 2: House Planning

- Reading house plans
- Grouping of rooms, orientation, circulation, flexibility, privacy, spaciousness, services, aesthetics, economy light and ventilation.
- Planning different rooms: Living room, dining room, bedrooms, kitchen, store room, toilet, passage, staircase.
- Landscape planning: principles and application.

##### UNIT 3: State and central housing schemes

- Housing problems, causes and remedial measures.
- Housing Development Finance Corporation
- Cooperative Housing Society
- Life Insurance Corporation
- Cooperative Banks
- Loan from Provident Fund
- Finance Corporation of India

##### UNIT 4: Furniture

- Styles of furniture – traditional, contemporary and modern
- Selection of furniture for comfort, rest and relaxation for work and storage
- Arrangement of furniture for living, sleeping, dining and multipurpose rooms
- Upholstered furniture material, techniques and designs
- Furnishing fabrics
- Types of curtains, draperies, floor coverings, rugs and carpets, cushion covers, bed linen and table linen.

##### PRACTICAL

1. Drawing house-plans with standard specifications
2. Furniture layout of living, dining, kitchen and bedroom
3. Development of designs and construction of any three of under mentioned items- cushions, doormats, rugs, table mats, wall paintings and picture frame designs
4. Crafts out of fibre, fabric, clay etc.
5. Flower arrangements- styles, innovation of new styles

##### References

- *Anna H. Rutt (1961): Home furnishing, John Wiley Eastern Private Ltd, New York. (Unit II)*
- *Deshpande, R.S. (1980): Modern Ideal Homes for India, (9th Edn.). Smt. L.S. Deshpandepublications Trust. (Unit III, IV)*
- *Deshpande, R.S. (1980): Building your own House, United Book Corporation. (Unit I, II)*
- *Conran Terrance (1985): New House Book, Guild publication, London (Unit II, IV)*
- *Modak, N.V and Amdekar, V.N. (1971): Town and country planning Housing, Orient Longman.(Unit I, II)*
- *Rangwala S. (174): 'Town Planning', Anand, Character Book Stall.*
- *Chudley, R. (1973): Construction Technology (I), English Language Book Society and Longman Group (Ltd.)*
- *Tessie Agan (1986): The House: Its Plan and Use, New York, J. B. Lippincott Co.*
- *Leach S. Del Mary (1983): Techniques of Interior Design Rendering and Presentation, New York, McGraw Hill.*

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### OPTION-IV

#### HSC620D2D: ADOLESCENT RELATIONSHIPS

(CREDITS: THEORY-4, PRACTICAL-2)

THEORY (4 CREDITS)

#### **Unit I: Understanding adolescence**

- Definitions, social construction of adolescence
- Significant physical, physiological
- Hormonal changes in puberty

#### **Unit II: Influences on Adolescence**

- Ecological influences
- Cultural influences on adolescence
- Processes in identity formation: social identities, gender & well being

#### **Unit III: Adolescent Relationships: Role in building social capital**

- Family relationships: in nuclear, extended & joint families
- Peer relationships: identity formation, knowing one's strengths & weaknesses
- Relationships beyond the family and peers

#### **Unit IV: Adolescent Well-being**

- Indicators of well-being: physical, socio-emotional, spiritual
- Relationships and well-being
- Social ecology and experiences that promote well-being

#### **PRACTICAL**

1. Class room exercise on peer relationships
2. Understanding self as a male/female adolescent: exercise on self-reflection
3. Writing a brief biography of relationship with a close friend
4. Relations with parents and siblings- separate interviews
5. Analysis of different forms of media to understand interpersonal relationships
6. Workshops- managing emotions with reference to relationships and to learn crisis management
7. Methods of promoting well-being- yoga, self-development resources, counselling

#### **RECOMMENDED READINGS**

- *Erikson, E.H. (1968). Identity, youth and crisis. New York: Norton.*
- *Manthei, R. (1997). Counselling: The skills of finding solutions to problems. London: Routledge.*
- *Sharma, N. (2009). Understanding Adolescence, New Delhi: National Book Trust.*
- *Rice, F. P. (2007). Adolescent: Development, Relationships and Culture.*