

7. Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw- Hill.
8. Markin, L. (2013). Health and Well-Being across Life Course. Sage Publication, Inc. Chapter 2-7
9. Asumadu-Sarkodie, Samuel. (2012). Nutritional Problems and Intervention Strategies in India. (All Chapters)
10. Chao, R.C. (2015). Counselling Psychology: An Integrated Positive Psychological Approach. (Chapter 1-4)
11. Institute of Public Health in Ireland and the Centre for Effective Services (2016) Improving Health and Wellbeing Outcomes in the Early Years: Research and Practice Dublin: Institute of Public Health in Ireland and the Centre for Effective Services. (All Chapters).
12. Kamerman, S.B., PIPPS, S., Ben-Arieh, A. (2010). From Child Welfare to Child Well-Being. Springer Publication. (Chapter 2, 5, 7, 12, 23)

### Suggested Readings

1. Singhi, P. (1999). Child health & well-being: Psychological care within & beyond hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.
2. Childhood in south Asia: A critical look at issues, policies and programmes. Conn.USA: Information Age.

### PRACTICAL (Credit 1; Periods 30)

<ul style="list-style-type: none"> <li>● Use of various tools to understand care needs at different stages- childhood, adolescence, adulthood: Interview, Observation, Movies and Documentaries</li> <li>● Lectures/ Talks/workshops on- Self-care and well-being, Counselling and Yoga/meditation</li> <li>● Profile an organization to a senior citizen home/childcare institution to study care and well-being</li> <li>● Psychometric tests- Well-being scale, Self-concept tests, Subjective well-being scale (WHO), any 2 personality tests</li> </ul>	<b>30 Hours</b>
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### GE HS 005 : FUNDAMENTALS OF HUMAN NUTRITION

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/		

				<b>Practice</b>		
<b>FUNDAMENTALS OF HUMAN NUTRITION</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

### Learning Objectives

1. To understand the relationship between food, nutrition and health.
2. To classify foods into various food groups and explain the concept of a balanced diet.
3. To describe the importance of various nutrients as well as list their food sources.
4. To be able to plan and prepare nutritious meals for an adult.

### Course Outcomes

1. Relate how food affects health.
2. Classify foods into various food groups and explain the concept of a balanced diet.
3. Understand the importance of various nutrients and how these can be obtained from the diet.
4. Describe the considerations for planning and preparing balanced and nutritious meals for adults.

### THEORY (Credits 3; Periods 45)

<b>Units</b>	<b>No. of Hours</b>
<b>Unit I: Basic Concepts in Nutrition</b> Unit Description: Understanding basic terminology used in nutritional sciences and the importance of nutrition Subtopics: <ul style="list-style-type: none"> <li>● Basic terms used in nutrition</li> <li>● Understanding relationship between food, nutrition and health</li> <li>● Functions of food-Physiological, psychological and social</li> <li>● Basic food groups and concept of balanced diet</li> </ul>	<b>10 Hours</b>
<b>Unit II: Nutrients</b> Unit Description: Functions, dietary sources, requirements, effects of deficiency and/ or excess consumption of the various nutrients. Subtopics: <ul style="list-style-type: none"> <li>● Energy- Concept of energy balance</li> <li>● Carbohydrates and dietary fibre</li> <li>● Lipids</li> <li>● Proteins</li> <li>● Fat soluble vitamins</li> <li>● Water soluble vitamins</li> <li>● Minerals</li> </ul>	<b>20 Hours</b>

<b>Unit III: Healthy Eating</b> Unit Description: Nutritional concerns and dietary guidelines for healthy eating for adults.	<b>15 Hours</b>
Subtopics: <ul style="list-style-type: none"> <li>● Factors influencing food choices</li> <li>● Planning balanced meals and diets</li> <li>● Nutritional concerns for adults</li> <li>● Dietary guidelines for prevention of diet related lifestyle disorders</li> <li>● Importance of physical activity and other lifestyle factors</li> </ul>	

### Essential Readings

1. Chadha R and Mathur P eds. (2015). Nutrition: A Lifecycle Approach. Hyderabad: Orient BlackSwan.
2. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Delhi: Phoenix Publishing House Pvt. Ltd.
3. Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food
4. Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
5. NIN (2011). Dietary Guidelines for Indians- A Manual. Second edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
6. Seth V, Singh K, Mathur P (2018). Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual. 6th Edition. Delhi: Elite Publishing House.

### Suggested Readings

1. Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). Wardlaw's Perspectives in Nutrition, International Edition, 9th edition. New York: McGraw- Hill.
2. ICMR (2020). Nutrient Requirements for Indians-Recommended Dietary Allowances and Estimated Average Requirements. Published by National Institute of Nutrition, Hyderabad.
3. Sethi P, Lakra P. Aahar Vigyan, Poshan evam Suraksha (Hindi); First Ed; 2015; Delhi: Elite Publishing House (P) Ltd.
4. Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi. Delhi: Global Books Organisation.
5. Suri S and Malhotra A (2014). Food Science, Nutrition and Safety. Dorling Kindersley (India) Pvt. Ltd, India

## PRACTICAL

**(Credit 1; Periods 30)**

<b>Practical</b>	<b>No. of Lectures</b>
1. Making the right food choices a. Nutrient rich sources from different food groups b. Concept of high fat, salt, sugar (HFSS) foods c. Reading food labels	<b>10</b>
2. Planning a nutritious meal for adults a. Concept of food exchanges b. Calculating nutritional quality of diets c. Balancing meals according to nutrient requirements d. Healthy snacking options	<b>20</b>

**GE HS 005 : TRAINING AND CAPACITY BUILDING**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>TRAINING AND CAPACITY BUILDING</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

**Learning Objectives**

1. To study the concept and significance of training and capacity building.
2. To understand the training process and the functions of different phases of training.
3. To know how different training approaches can be used to achieve various development goals.
4. To develop skills in designing, implementing and evaluating training programmes.

**Course Outcomes**

1. The student will be able to know the importance and scope of training for development.
2. The student will be able to learn the functions of different phases of the training process.
3. The student will be able to understand and critically evaluate the different training approaches and methodologies.