



INSTITUTE OF HOME SCIENCE

THE UNIVERSITY OF KASHMIR

Hazratbal- 190006

CHOICE BASED CREDIT SYSTEM SYLLABUS OF M.Sc. HOME SCIENCE – SESSION, 2022 Onwards

M.Sc. SPECIALIZATIONS:

Course Code

- | | |
|------------------------------------|----------|
| ➤ FOOD SCIENCE AND NUTRITION | F. Sc. N |
| ➤ DIETETICS AND CLINICAL NUTRITION | D. Cl. N |
| ➤ EXTENSION AND COMMUNICATION | E. C |
| ➤ HUMAN DEVELOPMENT | H. D |

Semester I

S. No.	Title of the Course/ Course Code.	Specialization	Hours/Week			Marks	Credits
			L	T	P		
1	Applied Physiology HSC22101CR	Both Food Science & Nutrition / Dietetics & Clinical Nutrition	4	0	0	100	4+0+0=4
2	Nutritional Biochemistry HSC22102CR		4	0	0	100	4+0+0=4
3	Lab Techniques in Physiology & Nutritional Biochemistry (Lab Course) HSC22103CR		0	0	8	100	0+0+4=4
4	Communication Techniques HSC22104CR	Extension & Communication	4	0	0	100	4+0+0=4
5	Methods for Community Participation HSC22105CR		4	0	0	100	4+0+0=4
6	Communication Techniques & Methods for Community Participation (Lab Course) HSC22106CR		0	0	8	100	0+0+4=4
7	Methods of Studying Human Development HSC22107CR	Human Development	4	0	0	100	4+0+0=4
8	Early Childhood Care & Education HSC22108CR		4	0	0	100	4+0+0=4
9	Methods of Studying Human Development & Early Childhood Care & Education (Lab Course) HSC22109CR		0	0	8	100	0+0+4=4

10	Food Microbiology HSC22110DCE	Food Science & Nutrition/Dietetics & Clinical Nutrition	4	0	0	100	4+0+0=4
11	Community Health Management HSC22111DCE	Extension & Communication	4	0	0	100	0+0+8=4
12	History & Theories of Human Development HSC22112DCE	Human Development	4	0	0	100	4+0+0=4
13	Indian Socio-Economic Environment HSC22113DCE	Extension & Communication	4	0	0	100	4+0+0=4
14	Study of family in Society HSC22114DCE	Human Development	4	0	0	100	4+0+0=4
15	Nutritional Disorders & Diseases HSC22001GE	Dietetics & Clinical Nutrition	2	0	0	50	2+0+0=2
16	Gender Equity and Society HSC22001OE	Extension & Communication	2	0	0	50	2+0+0=2

APPLIED PHYSIOLOGY

Code: HSC22101CR

Core

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Objectives:

1. To enable students to understand the integrated function of all systems and the grounding of Nutritional Science in physiology
2. To know about the different systems of the body and their functions
3. To understand the alterations of structure and functions in various organs and systems of the body in disease conditions

Unit I The Living Cell:

- Cell structure, Structure and function of Cell Organelles.
- Types of Tissues, Characteristics and functioning of tissues.

Blood and other Body fluids:

- Intracellular and extra cellular fluids, blood composition, blood volume and factors affecting it, hemoglobin, plasma protein.
- Coagulation of blood, blood groups, Hemolytic disease of the newborn, blood transfusion.

Cardio - Vascular System:

- Working of heart, structure and function of heart.
- Blood pressure - factors affecting it.
- Hypertension and its causes.

Unit - II Digestive System:

- Structure and functions of digestive organs, alimentary canal and its associated glands. Composition and function of different digestive juices.
- Digestion and mechanism of absorption of carbohydrates, proteins and fats.

Respiratory System

- Organs - their structure and functions.
- Composition of inspired, expired air and alveolar air, factors affecting breathing.

Excretory System

- Urinary System - organs involved, their structure and function. Mechanism of urine formation. Role of kidneys in water and electrolyte balance.
- Skin - its structure and function.

Unit - III Reproduction and Development

- Structure of male and female reproductive organs.
- Spermatogenesis and Oogenesis, Menstrual cycle, ovulation, pregnancy and parturition, stages of labor.
- Mammary glands and physiology of lactation, effect of hormones on reproductive system.

Muscles and Skeletal System

- Kinds of muscles-voluntary and involuntary muscles. Physiology of muscle contraction.
- General introduction to skeletal system.

Unit IV Nervous System

- Structure and function of different parts of brain.
- Reflex action and its types.
- Autonomic nervous system.

Endocrine Glands

- Thyroid, para-thyroid, adrenal cortex, adrenal medulla, pancreas, pituitary and gonads – Structure and functions. Hormones secreted by these glands, their functions and associated abnormalities.

Immunity:

- Natural immunity, acquired immunity.
- Reticulo-endothelial system.
- Phagocytosis and its phases.

References:

1. Eldra Pearl Solomon, William Davis P.(2000).Human Anatomy & Physiology.17th edition. Holt-Saunders International Editions, Sanders College Publishers.
2. Sembulingam K., and Sembulingam P. (2019). Essentials of Medical physiology.8th edition.Jaypee Brothers Medical Publishers.
3. Walter F.Boron,Emile L.Boulpaep.(2016).Elsevier publishers.
4. Guyton, A. C. and Hall, J. B. (2000) Text book of Medical Physiology, 14th Edition,Elsevier publishers.
5. Jain A. K. Text Book of Physiology Vol. I & II (2017).7th edition. Avichal Publishing Company, New Delhi..
6. Tortora G.J. & Grabowshi S.R. (2017). Principles of Anatomy & Physiology, 15th edition, Wiley Blackwell Publishers.
7. Pal ,G.K.,Pravati Pal (2020).Textbook of Practical Physiology.5th edition. University press (India) pvt.ltd.
8. Martini.(2000).Anatomy & Physiology.6th edition.Prentice Hall.Inc.
9. Elaine N. Marieb. (2021).Human Anatomy and Physiology.5th edition.Pearson education.
10. Vander,Sherman,Lucian.(2011).Human Physiology.6th edition.WCB,McGraw-Hill publishers.

NUTRITIONAL BIOCHEMISTRY

Code: HSC22102CR

Core

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Objectives:

1. To make the students aware of the importance and relevance of Bio-chemistry and Nutrition
2. To enable the students to understand the basic concepts, structure and function of various nutrients

Unit-I

- **Carbohydrates:** Properties of monosaccharides, optical isomerism, mutarotation, biologically important derivatives of monosaccharides (glycosides, sugar alcohols, sugar acids, sugar phosphates, deoxy sugars, amino sugars), disaccharides (lactose, maltose, sucrose) structures and functions of poly-saccharides, (starch, glycogen, pectin, cellulose), mucopolysaccharides (hyaluronic acid, heparin, chondroitin sulphate). Flatulence factors.
- **Metabolism:** Glycolysis and TCA cycle, gluconeogenesis, glycogenolysis, hereditary disorders of carbohydrate metabolism.

Unit-II

- **Lipids:** Triglycerides, fatty acids - nomenclature and their properties, phospholipids, lecithin, cephalin, sphingomyelins, glycolipids, lipoproteins (composition and transport) steroids (cholesterol and bile acids) prostaglandins.
- **Metabolism:** Oxidation of fatty acids and ketone bodies. Genetic disorders of lipid metabolism (Gaucher's disease, Niemann-Pick disease, Tay-Sachs disease)

Unit-III

- **Proteins:** Peptides and proteins. Determination of amino acid composition of proteins (N & C terminals). Orders of protein structure, factors responsible for protein structure, structure of collagen, denaturation, precipitation of proteins, isolation and purification of proteins.
- **Metabolism:** Oxidative degradation of amino acids. Urea cycle. Inborn errors of metabolism.

Unit IV

- **Enzymes:** Classification and nomenclature, distribution of enzymes, enzyme specificity, enzyme assay, factors influencing enzyme activity, Michaelis-Menten equation, Line-weaver Burk plot, enzyme inhibition, co-enzymes and prosthetic groups, structure and biochemical role of co-enzymes.
- **Nucleic Acid:** Bases, nucleosides, nucleotides, Structure and properties of DNA, Types of RNA, Replication, Transcription and translation of genetic information, nucleoproteins (Protamines, histones)
- Uric acid metabolism and Gout.

References:

1. Murray, R. K., Grannar, D. K., Mayes, P. A. and Rodwell, V. W., (2000): 25th Ed. Harpers Bio-chemistry. Macmillan Worth Publishers.
2. Nelson, D. L. and Cox, M. M. (2000): 3rd Edition Lehningers Principles of Biochemistry, Macmillan Worth Publishers.
3. Devlin, T. M. (1997): 4th Edition Textbook of Biochemistry with Clinical Correlation, Wiley Liss Inc.
4. Stryer, L. (1998): 4th Ed. Biochemistry, W. H. Freeman and Co.
5. Raghuramula, N.: Madhavan Nair and K. Kalyanasundaram, S. A Manual of Laboratory Techniques N1N. 1CMR.
6. Fundamentals of Biochemistry (2005): 6th Edition, J. L Jain, S. Chand & company limited
7. Biochemistry 4th Ed. - D. Voet, J. Voet (Wiley, 2011).

PHYSIOLOGY AND NUTRITIONAL BIOCHEMISTRY (Lab Course)

Code: HSC22103CR

Core

Credits: 4

Periods/week: 8 Hours

Max. Marks: 100

1. Qualitative Analysis of carbohydrates.
2. Qualitative Analysis of Proteins/ Amino-acids.
3. Qualitative test for Fats, Cholesterol.
4. Qualitative test for Calcium and Phosphorus.
5. Determination of Saponification value of lipids, Acid number of fats and Iodine number of fats.
6. Quantitative estimation of sugar by titrimetric method.
7. Use of pH meter and determination of pH value of dilute and strong acids and bases. Fruits and vegetable extracts.
8. Estimation of glucose in blood.
9. Estimation of soluble proteins in blood (Biuret method).
10. Estimation of calcium & phosphorus.
11. Estimation of bilirubin & cholesterol.
12. Estimation of creatinine & vitamin C.
13. Estimation of blood urea.
14. Microscopic examination of slides of various tissues.
15. Estimation of hemoglobin (Sahil's method).
16. Examination of Total blood count, differential count.
17. Determination of various blood group.
18. Examination of urine.

COMMUNICATION TECHNIQUES

Code: HSC22104CR

Core

Credits: 4

Periods/Week: 4 Hours

Max. Marks: 100

Objectives:

1. To understand the meaning, scope & importance of communication in extension work.
2. To understand the various Audio-visual Aids & their use.
3. To know the various communication & extension approaches.

Unit I: Communication

- Definition & importance of communication in extension work, communication models, functions of communication, communication relationship, main problems in communication. Modern means of communication and its challenges.

Unit II: Audio-visual Aids

- Definition, classification, cone of experience, advantages and disadvantages.
- Choice of visual aids planning. The use of visual aids, selecting theme for visual layout and design. Three-dimensional effects in visual aids. Evaluation of visual aids.

Unit III: Communication and Extension Approaches

- Individual approach – Personal visits, personal letters.
- Group approach - Demonstration, Group Discussion, Symposium, campaigns

Unit IV: Mass Media Approaches of Communication.

- Motion Pictures, Radio, Television.
- Charts, Posters, Flash Cards.
- Puppetry, folk songs, Storytelling.

References:

1. K. Sampath, A. Pannirselvam, S. Santhanan, Introduction to Education Technology.
2. O. P. Dhama Education and Communication for Development.
3. Gerald A. Yoakan, Robert G. Simpson, Modern Methods and Techniques of Teaching.
4. R. E. de Kieffer Lee W. Cochran Audio Visual Techniques (Manual).
Rather, A. R. (2003) Instructional Technology. Gulshan Publi

METHODS FOR COMMUNITY PARTICIPATION

Code: HSC22105CR

Credits: 4

Core

Periods/Week: 4 Hours

Max. Marks: 100

Objectives:

1. To understand meaning and principles of PRA.
2. To acquaint the students with different PRA methods.
3. To understand advantages and obstacles involved in peoples' participation.

Unit I: Conceptual Specification

- Concept and Principles.
- Origin and Sources of PRA.
- Salient features of PRA.
- Peoples' participation advantages and obstacles.
- PRA methods.
- Applications of PRA.
- Concerns about PRA.

Unit II: Space Related PRA Methods

- Social map
- Resources map
- Participatory modeling method.
- Mobility map
- Services and opportunities map.
- Transect map
- Participatory census methods.

Unit III: Time Related PRA- Methods

- Daily activity schedule.
- Time line
- Seasonal diagram
- Trend analysis
- Historical transect
- Participatory genealogy method.
- Dream map

Unit IV: PRA Relation Methods

- Cause effect diagram.
- Systems diagram.
- Network diagram
- Venn Diagram
- Pie Diagram
- Spider Diagram.
- Body Mapping
- Well-being Ranking Method
- Pair wise Raking Method.
- Matrix Ranking/ Scoring method.

References:

1. Somesh Kumar., Methods for Community participation. A Complete Guide for Practitioners.
2. Chandramouli., K (1991) "Pass on the Pen Approach. Identifying the poorest of the poor families; PRA notes 14: December, PP 29-32 IIED, London.
3. Cornwall, A. (1992) "Body Mapping in Health PRA/ PRA' PRA notes 16 July PP 69-76 IIED, London.
4. Kumar Somesh ed., (1996) ABC of PRA - Attitude and Behaviour changes, A report of the Proceeding of South - East Workshop on Attitudes and Behaviour in PRA. Action Aid India and PRAXIS, Patna.
5. Dr. A. Adivi Reddy, 7th Edition 2001, Extension Education.
6. G. L. Ray, 2nd revised and enlarged edition 1996, first published 1991.

COMMUNICATION TECHNIQUES & METHODS FOR
COMMUNITY PARTICIPATION (Lab Course)

Code: HSC22106CR

Credits: 4

Core

Periods/Week: 8 Hours

Max. Marks: 100

1. Prepare an almanac (a year book) of facts. It should contain common concerns, issues, events and statistics.
2. Prepare leaflets and folders with Home Science messages.
3. Design and build a flannel board for your own instructional use. Select and complete the project by selecting, a number of pictures that you can use in teaching.
4. Prepare and indicate any type of information you could present by a chart related to women/children.
5. Make a poster using appropriate size, colour and lettering to educate the selected group on any problem of importance.
6. Make a series of flash cards to educate rural population on any one problem related to health/ hygiene/ nutrition.
7. Plan and demonstrate a role play on any relevant problem in a community.
8. Space related PRA Methods
 - Social mapping
 - Resource mapping
 - Mobility mapping
 - Services and Opportunities mapping
9. Time related PRA-methods
 - Time line
 - Daily activity schedule
 - Dream mapping
 - Trend analysis

10. PRA relation methods.

- Venn Diagram
- Pair wise ranking method
- Pie diagram
- Spider diagram

METHODS OF STUDYING HUMAN DEVELOPMENT

Code: HSC22107CR

Core

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Objectives:

1. To enable the students to use the different methods & techniques of understanding Human Development and apply in a practical text.

Unit I: Studying Human Development

- Importance, Trends and challenges in studying Human Development
- Ethics in life span research
- Objective, Subjective and Projective techniques
- Inventory, Scale, Test. Concept of validity & reliability

Unit II: Observation & Interview Methods

- Observation- Types, Steps, Techniques, Advantages, Disadvantages
- Interview- Types, Steps, Advantages, Disadvantages

Unit III: Questionnaire & Case study methods

- Questionnaire- types, steps, advantages, disadvantages
- Case study- types, steps, advantages, disadvantages

Unit IV: Socio-metric & Psychometric Methods

- Socio-metric Methods:
 - Sociometric questionnaire
 - Guess who Technique
 - Social Distance scale
- Psychometric Methods:

Scales of infant assessment
Wechsler battery of tests
Raven's progressive Matrices

References:

1. Kerlinger. N, F, (1964) Foundations of Behavioral Research. New Delhi: Surjee Publications.
2. Freeman, F.S., (1965) Theory and Practice of Psychological testing. 3rd Ed. Oxford & I.B.H. Publishing Co.
3. Anastasi A., (1982) Psychological Testing 5th Ed. New York, Macmillian Publishing Company.
4. Sharma, B.A.V; Prasad D.R & Satyanayaran P., (1985) Research Methods in social Sciences, New Delhi, Sterling Publications.
5. Blaxter, L. Hughes, C. & Tight, M.(1990) How to research. New Delhi: Uwa Book.
6. John W. B, & James U. Kahn (1993) Research in Education. New Delhi: Prentice hall of India Pvt. Ltd.
7. Alward, G. (1994) Practitioners guide to Developmental & psychological testing. New York: Plenum Press.
8. V.V. Khanzode (1995) Research Methodology techniques & trends. New Delhi: APH Publishing Corporation.
9. Kothari, C. R. (2000) Research Methodology Methods & techniques. New Delhi: Vishwa Prakashan.
10. Rajamanickam, M., (2004). Experimental Psychology -With Advanced Experiments. New Delhi: Concept Publishing Company.
11. Rather, A. R Measurement & Evaluation. Srinagar: Gulshan Publishing.

EARLY CHILDHOOD CARE AND EDUCATION

Code: HSC22108CR

Core

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Objectives:

1. To gain knowledge and insight regarding principles of early childhood care and education.
2. To develop the skills and techniques to plan activities in ECCE centers of different types.
3. To conduct activities in early childhood care and education and to work effectively with parents and community.

Unit-I - Principles of early childhood care and education

- Importance, need, scope and objectives of ECCE
- Contribution of thinkers to the development of ECCE-Froebel, Maria, Montessori, M.K. Gandhi, Rabindra Nath Tagore.
- Concept of formal, non-formal and play way methods.
- Types of preschool programme- play centres, day care centres, Mobile Crèche. Montessori schools, Kindergarten, Anganwadi, Balwadi.

Unit-II - Historical trends and ECCE in India

- ECCE in pre-independence and post-independence eras
- Kothari Commission, Contribution of Five years plans, Yashpal committee
- Contribution of agencies to ECCE in India- ICDS-UNICEF, NCERT
- Latest trends in ECCE - NEP 2020

Unit-III - Organization and Programme Planning of Pre-school centres- NEP 2020

- Organization, Administration of Early childhood centres. Building and equipment-location and site, arrangement of rooms, play space, selection of different types of outdoor and indoor equipment.
- Planning- Setting goals and objectives, long term, short term daily routines
- Records & Report - Types (Anecdotal, Cumulative and medical)

Unit-IV - Activities for ECCE

- Language- Goals, types and activities (songs, picture talk, games, riddles, jokes and stories)
- Music- Objectives, goals & aspects of music (Composing, listening and singing)
- Mathematics - Goals, developmental concepts at different stages and principles of teaching maths
- Science and Social studies- Thinking, observing, classifying, communicating, concept formation

References:

1. Jenkkins, E. (1977) A practical Guide to early childhood curriculum, C.V Mostey Co.
2. Kaul, V. (1977) Early childhood education programme, New Delhi NCERT
3. Kohn, V. (1977) The exploring child Mumbai Orient Longman.
4. Maximum 9 (1980) The very young California Wordsworth.
5. Read Katherine(1980) The nursery school halt Rineherst and Winston.
6. Hildbe and Verma (1981) Introduction to Early Childhood Education, Macmillian Publication.
7. Day Barbara (1983) Early childhood education New York Macmillan Publication.
8. Grewal, J.S (1984) Early childhood education, Agra National Psychological corporation.
9. Kulbaemis (1988) Parent education perspectives and approaches, Jaipur, Ravat Publications.
10. Murelidharam, R. (1991) Guide to Nursery school teachers: New Delhi NCERT

11. Bhatia and Bhatia (1995). Theory and principles of education. New Delhi Waaba House.
12. Khurshid-ul-Islam S; & Rao V (1997). Early Childhood Care & Education. New Delhi. Commonwealth Publishers.
13. Mohanty, J; & Mohanty, B. (2007) Early Childhood Care & Education. New Delhi. Deep & Deep Publication.
14. Brewster J.A (1998) Introduction to early childhood education 3rd ed. Boston Allyn and Bacon.

Methods of Studying Human Development & Early Childhood Care
& Education (Lab Course)

Code: HSC22109CR

Core

Credits: 4

Periods/week: 8 Hours

Max. Marks: 100

Intelligence Test:

1. Administration of Ravens Progressive Matrices on young adults
2. WPPSI- (Revised) to be administered on pre- school children

Projective Techniques:

Administration of

1. T.A.T
2. C.A.T
3. Rorsharch ink blot test
4. Personality inventories:
 - Maudsley Personality Inventory (MPI) (Eysenck)
 - 16 Personality Factor Questionnaire (Cattel)
5. Socio metric test
6. Case Study/ Questionnaire/ Interview/ Observation protocols
7. MMPI (Minnosta Multi phasic Personality Inventory)

Visit to Various Centres of ECCE

1. Preschools, day care centre & Anganwadi centers- preparation of observation reports.
2. Placement in any one of the above centres for a week and submission of a report.

Planning, preparing and administering teaching kits on Pre-school children

- Mock set up
- Storytelling, puppets and mobiles
- Song booklet and low-cost musical instruments, readiness games and material.
- Art and craft portfolios.
- Picture talk and object talk related material.
- Role play
- Organization of games for children with special needs

Planning of parent teacher meet

1. Simulation of meet/event/function
2. Planning and activity program for pre-school children

FOOD MICROBIOLOGY

Code: HSC22110DCE

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Discipline Centric Elective

Objectives:

To enable the students to:

1. Learn about the Micro-organism causing spoilage of food.
2. Study methods for controlling & spoilage of micro-organisms.

Unit I:

- **Micro-organisms Associated with Food (Bacteria, mould, yeast):-** Types, characteristics and occurrence. Mechanism of food spoilage by these micro-organisms
- **Sources of Micro- organisms:** - Soil, Water, Air, Sources of contaminants in animal and plant food.
- **Effect of Environmental Factors on Growth of Micro-Organism:** - Growth curve. Nutrients, Moisture, pH, Oxidation reduction potential, Temperature and gaseous atmosphere, Inhibitory substances in animal and plant products

Unit II:

- **Microbial Intoxication and Infections:** Food borne illness - Bacterial and fungal, outline of etiological agents, symptoms, foods involved and control. Food borne illness caused by *Staphylococci*, *Salmonellae*, *E. coli*, *Clostridium botulinum*, aflatoxin- its biological effects and control
- **Useful micro-organism** - Lactic acid bacteria and yeast. Probiotics, Prebiotics and their beneficial effects

Unit III:

- **Estimating the number of Microbes:** Sampling, Direct Microscopic Count, Pour plate count, Surface Plate Count, Membrane Filters, MPN, Methylene Blue Reduction test, Tetrazolium Test and PCR
- **Spoilage of food:** - Food Spoilage in fruits, vegetables, cereals, poultry, egg, dairy products fats and oils and canned foods
- **Microbiology of Water:** Water borne Pathogenic Microbes, Sanitary test for Coliform - Presumptive, Confirmed and Completed test, Purification of Water

Unit IV:

- **Control of Micro-Organisms:** - By asepsis (air, water, equipments' use of sanitizing agents, personnel), By removal (washing, centrifugation and filtration), By retarding growth - low temperature storage (Refrigeration, freezing. By drying (Hot air, spray, vacuum, freeze and micro-wave). Controlled atmospheric storage, Use of chemical preservatives

References:

1. Pelezar, M. 1. and Reid, R. D. (1993): Microbiology McGraw Hill Book Company, New York, 5th Edition.
2. Atlas, M. Ronald (1995) Principles of Microbiology latest Edition, Mosby - Year Book, Inc, Missouri, U. S.A.
3. Frazier, W.C. (1998): Food Microbiology Me Graw Hill Inc. 4th Edition.
4. Jay, Janes, M. (2000) Modern Food Microbiology 6th Ed., Aspen Publishers Inc. Maryland.
5. Banwat J. George (1998): Basiv Food Microbiology 2nd Ed., CBS Publishers and Distributors.

COMMUNITY HEALTH MANAGEMENT

Code: HSC22111DCE

Discipline Centric Elective

Credits: 4

Periods/Week: 4 hrs.

Max. Marks: 100

Objectives:

1. To understand the concept of health and health indices popularly used.
2. To realize the health problems of the community and their scientific intervention.
3. To know the supportive services and programmes for community health management.
4. To get sensitized to management information systems in health.

Unit I: Concept of Health and Health Care

Health

- Concept of health, community health, reproductive health and global health, factors affecting health, health as a human right, health for all. Primary health care -Definitions, principles and components
- Health and related indices in community health, fertility indicators, vital statistics, mortality, morbidity indicators, demographic indicators -sex ratio, female foeticide indicators for social and mental health

Unit II: Community Health Needs and Problems

- Health needs and problems related to sanitation and environment, protected water, personal hygiene and pollution control
- Ecology and environment, global warming - causes, effects and prevention, natural and manmade disaster management
- Health needs and problems of special groups - women, infants, children, adolescents, elderly, urban and rural poor

Unit III: Health Care Services

- Health administrative set up, peripheral, state, national, urban, rural, role of NGO's.
- National Health Programmes
- Child survival and safe motherhood
- Reproductive and child health programme
- National health schemes

Unit IV: Management Information System in Health

- Basic epidemiology, surveillance, health screening
- Health regulations and acts, international health regulations
- Census, sample registration system, national family health surveys
- Major health problems in India.

References:

1. Dutt, P. R. (1993)., Primary Health Care. Vol. 1-3 Gandhigram Institute of Rural Health and Family Welfare Trust, Ambathurai.
2. Menelkar, R. K. (1997): A Textbook of Community Health for Nurses, Vora Medical Publication; Mumbai.
3. Park, K. (2000): Essentials of Community Health Nursing. M/S Banarsidas Bhanot; Jabalpur.
4. Park, K. (2000): Textbook of Preventive and Social Medicine. M/S Banarsidas Bhanot; Jabalpur.

HISTORY AND THEORIES OF HUMAN DEVELOPMENT

Discipline Centric Elective

Code: HSC22112DCE

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Objectives:

1. To acquaint the students with the history of Human Development
2. To enable the students to understand the theories of Human Development and behavior.

Unit I: Theories of Human Development

- Concept of a theory
- Early Philosophies: Preformationism, Locke, Rousseau
- Darwin, Lorenze, Tinbergen and Bowlby
- Theories of Sigmund Freud, Alfred Adler and Erik Erikson, Criticism of theories

UNIT II: Cognitive, Ecological and Humanistic theories and criticism

- Piaget's theory of Cognitive Development
- Vygotsky's Socio-cultural theory
- Bronfenbrenner's Ecological Systems theory
- Maslow's Self Actualization Theory

UNIT: III Self, Learning and Social learning theories and criticism

- Theories of Self - Contribution of Mead & Cooley to the development of self
- Theories of Learning- Watson, Pavlov and Skinner
- Theories of Social Learning- Bandura- Evaluation of the Theory

UNIT: IV Theories of Emotions, Language and Moral Development and criticism

- Theories of Emotional Development- James-Lange, Cannon- Bard
- Theories of Language Development-: Behaviorism, Nativism, Interactionism
- Theories of Moral Development: Kohlberg

References:

1. Robert B. Ewen (1998). An Introduction to theories of Personality. 5th Ed. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London.
2. Herner, Richard M. Concept & Theories of Human Development.
3. Crain, W.(1992) Theories of Development, Concepts and Applications. New Jersey: Prentice Hall.
4. Roland, A. (1996). Cultural pluralism and Psychoanalysis. New York: Routledge.
5. Vasta, R. (Ed). (1992). Six Theories of Child Development: Revised Formulations And Current Issues. London : Sessica Kingsley Publishers Limited.
6. Berk, L.E. (2001) Child Development- Third Edition. New Delhi: Prentice Hall of India.
7. David R. Shaffer (2005) Social and Personality Development, 5th Edition. Thomson Wadswords USA.
8. Papalia, D.E., Old, & Feldman, R.D. (2010. Human Development (10th) New Delhi: Tata McGraw - Hill Publishing Company Limited.

INDIAN SOCIO-ECONOMIC ENVIRONMENT

Code: HSC22113DCE

Credits: 4

Discipline Centric Elective

Periods/Week: 4 Hours

Max. Marks: 100

Objectives:

1. To understand the socio-economic structure, organization and problems of rural, urban and tribal.
2. To know about policies of development and their impact.
3. To be aware of policies of liberalization and globalization and their impact.

Unit I: Indian Economy

- Structure and organization of rural, urban and tribal areas
- Land ownership, occupational hierarchy, dependence on agriculture
- Caste, class and institutions
- Women development and status
- Poverty, inequality, unemployment, stagnation
- Impact of industrialization on urban life, socio economic aspects of metropolitan life

Unit II: Socio Economic Changes since Independence

- Economic planning and achievements
- Growth *vs* Development, development index, PWLI, HDI, CPI, etc.
- Rural development- concepts, objectives and importance
- Employment policy - Cottage and small industries
- Land reforms - future programmes
- Tribal development strategies and policies
- New economic policy and its impact

Unit III: Industry and Agriculture

- Industrial development and diversification
- New Industrial policies in India
- Agriculture price and credit policy

Unit IV: Co-operatives

- Philosophy, objectives, types and progress. Co-operative movement retrospect and prospect in India.
- Causes of failure of village co-operatives
- Co-operative principles, characteristics of co-operative Enterprise (with special reference to women)
- The progress problems and remedies suggested

References:

1. Ahuwalia, M.S. (2000): India's Economic Reforms and Development, Oxford University Press.
2. Bhattacharya, B. Urban Development in India. Shree Publishing House Delhi.
3. Bose, Ashish: India's Urbanization. Institute of Economic Growth, Delhi University.
4. Bulsara, J.F. Patterns of social life in Metropolitan Areas.
5. Das Ram: Socio- - Economic Transformation of millions through Rural Development; 21st century publishers, Meerut.
6. Dreze, J. and Sen A.K. (1995). India Economic Development and Social opportunity, Oxford University Press.
7. Gulat A: India Agriculture and open Economy
8. Hussain, N. Tribal India Today, Harman Publishing House.
9. Krishan, K. L.: Industrial Growth and Diversification
10. M.B. Nanvati and Anjana J.J. Indian rural Policies
11. Sen. A.K. : Growth Economics
12. Singh, A.K.: Tribal development in India Amber Prakshan, Delhi.
13. Mathur, B. L. (2000) Rural Development and Co-operation. Deepak Parnami RBSA Publishing S.M.S highway Jaipur.
14. Desai Vasant (1988): Rural Development. Himalya Publishing House, Bombay.

Journals:

1. Economic and Political Weekly
2. Journals of rural development
3. Kurushita, publication of development, Govt. of India, New Delhi.
4. Social Change (Council of Social Development, New Delhi)
5. Vohra publication of development, govt. of India, New Delhi.
6. Annual Economic Survey, J&K
7. Diets and Statistics

STUDY OF FAMILY IN SOCIETY

Code: HSC22114DCE

Discipline Centric Elective

Credits: 4

Periods/week: 4 Hours

Max. Marks: 100

Objectives:

1. To understand family as a component of socio-cultural milieu and context.
2. To realize and appreciate universality and variations in family life patterns across cultures.
3. To understand theoretical and methodological concerns related to family studies.
4. To create awareness regarding structures functions needs and strengths of families with specific references to the Indian family.

Unit I: Family in Social Context

- Family as a component of social system-family composition and function.
- Causes and effects of different family structures on changing role of family.
- Family in historical context from traditional to modern
- Origins of family-functional explanation, conflict explanation

Unit II: Approaches and theories in family studies

- Interactional approach
- Developmental approach
- Structural - functional theory
- Exchange perspective
- Alternative life styles

Unit III: Family and Societal Exchanges/ Influences

- Work and family
- Education and family
- Health and family
- Religion and family
- Ecology and family

Unit IV: Interactional problems in family life

- Child rearing and socialization, gender roles
- Family violence, battered women, child maltreatment and sexual abuse.
- Divorce and remarriage
- Dowry

References:

Rao,C.S.(2012) Sociology:Principles of Sociology with an introduction to sociological thought. 7th Ed. S .Chand and company.

Bhushan,V and Sachdeva D.R.(2016) Introduction to Sociology. Kitab Mahal Publishers. New Delhi

1. Adam's B.N (1975). The family: A sociological interpretation. Chicago: Rand Mc Nully.
2. Coorer, R. (1975) Family its structure and functions, New York, Macmillian Publishing Co. .
3. Queen, S.A (1985) The family in various cultures (5th ed) N.Y. Harper & Row.
4. Eshleman J.R., Cashion B.G & Basirico L.A (1988) Sociology- An Introduction USA. Harper Collins, Publishers.
5. Colemar, J.C(1988) Intimate relationships: Marriage and family patterns N.Y Macmillian
6. Hess B.B., Markson E.W & Stein P.J (1988) Sociology 3rd Edition, New York, Macmillian, Publishing Company.
7. Light D; Keller, S & Calhoun C (1989) Sociology 5th Edition, New York Alfred A. Knoff.

8. Thio A (1989) *Sociology - An Introduction* 2nd Edition New York, Harper & Row Publishers.
9. Bahr, S.J (1989) *Family interaction* N.Y : Macmillian Publishing Co.
10. Lock, S.L (1992) *Sociology of the family*, London: Prentice Hall.
11. Ahuja, R. (1997) *Indian Social System* (2nd Ed) Jaipur: Rawal.
12. Leslie, G.R (1998). *The family in Social Context*.
13. Macionis J.J (2001) *Sociology* 8th Ed. New Jersey, Prentice Hall

Nutritional Disorders & Diseases

Code: HSC22001GE

Credits: 2

Periods/week: 2 Hours

Max. Marks: 50

Generic Elective

Unit I: Nutritional Intervention in Weight Management

- Overweight and Obesity
 - Etiology
 - Dietary and life style modification

- Under Weight
 - Etiology
 - Dietary Management

Unit II: Nutritional Intervention of life style disorders

- Coronary Heart Disease
 - Etiology
 - Dietary Management of Dyslipidemia

- Diabetes Mellitus
 - Etiology
 - Dietary Management of Diabetes

References:

1. Barkar, D. J.P. (1998). Mothers, Bahks and Health in Later life. Edinburgh, Churchill Livingstone.
2. Whitney, E., & Rady Rolfes, S. (2008). Understanding Nutrition (11th ed). Canda: Wadsworth, Cengage learning.
3. Mahan, L.K., & Escoh- Sump, S. (2004). Krause's Food Nutrition & Diet Therapy (11th ed). Philadephia Sunders an imprint of Elsevier

4. Anderson Dibble., Nutrition in health Disease.
5. Robinson, C. H., Normal and Therapeutic Nutrition. (17th Edition) Macmillan Publishing Company. Lea & Febiger USA Publishing.
6. Shills M.E., et.al., Modern Nutrition in Health and Disease.

GENDER EQUITY AND SOCIETY

Code: HSC22001OE

Credits: 2

Periods/week: 2 Hours

Max. Marks: 50

Open Elective

Objectives

- To appreciate gender as a socio-cultural constraint.
- To create awareness of the gender biases and barriers that prevail in society
- To develop sensitivity regarding the socio-economic and political factors that determines life experiences in relation to gender.
- To become aware of the need for proactive approach and empowerment to attain and maintain equality.

Unit -I Major Concepts and Issues

- Differentiation between sex and gender
- Gender role: Socialization and gender role, Stereotypes
- Gender related division of labour and its implications
- Forms of family in terms of residence and descent, i.e., nuclear, joint and extended families; patrilineal and matrilineal family systems

Unit- II Gender Identities as Inscribed in Culture

- Cultural controls over gender roles
- Construction of gender identities in culture
- Gender and religion
- Media portrayal of gender roles
- Equality -Inequality perspective and impact

References

1. Desai, N. and Krishna, M. (1988) Women and Society in India, New Delhi, Ajanta Publications.

2. Kaila, N. (1987). *Session in Indian Education*, New Delhi: Vikas Publications
3. Krishnaraj, M. (ed.) (1986). *Women's Studies in India*, Bombay: Popular Prakashan.
4. Lengan, L. (1998). *Understanding Women's health Issues, A Reader*, New Delhi; Kali for Women.
5. Patil, A.K. (1995). *Women and Development*, New Delhi, Ashish Publishing House.
6. Poonacha, V. (1999). *Understanding Women's Studies, Contribution to Women's Series:II* Mumbai: RCWS, SNDT Women's University.
7. Swarup, H. and Bisaria, S. (1991)(eds). *Women, Politics and Religion*, Etawah: AC Brothers.