

# REGULATIONS, COURSE SCHEME & SYLLABUS

*for*

FIVE-YEAR INTEGRATED MASTERS PROGRAMME (FYIMP)

in

Home Science

UNDER NEP-2020

IMPLEMENTED FROM ACADEMIC SESSION 2026 &  
ONWARDS



Institute of Home Science,  
University of Kashmir  
Srinagar,  
J&K, INDIA

## **Regulations, Course Scheme & Syllabus for Five-Year Integrated Masters Programme (FYIMP) in Home Science offered at Main Campus, University of Kashmir**

### **1. COURSE NAME:**

Five-Year Integrated Masters Programme (FYIMP) in Home Science

### **2. ELIGIBILITY FOR ADMISSION:**

Subject to the policy in vogue for admission to the first semester of the programme in University of Kashmir, a candidate under the general category must have passed 10+2 examination with 45% marks, with a relaxation of 5% marks for the reserve category candidates, from Jammu and Kashmir board of school education or from any other recognised board/ institution whose examination has been recognized as equivalent thereto by the Jammu and Kashmir Board of School education and fulfils the conditions of eligibility as laid down by the University from time to time, as specified in the regulations for FYIMP programmes.

### **3. MODE OF SELECTION**

Admission to different programmes shall be made through Entrance Test and admission shall be granted on the basis of the merit obtained in the entrance test, conducted by the University. Further, if the number of available seats is more than the total number of applicants, then Entrance Test shall not be conducted.

### **3. INTAKE**

- (i) The intake shall be 60 female students
- (ii) The reservation of seats shall be as per the reservation policy of the University.
- (iii) The intake for each programme can be changed based on the recommendations of the Departmental Committee forwarded by the concerned head of the department to competent authority of the University through the Dean of the School.

### **4. FEE STRUCTURE:**

- (i) The fee structure shall be as specified in the regulations given by the University of Kashmir.
- (ii) Any change in the fee shall be notified from time to time by the University.

### **5. COURSE STRUCTURE:**

A course may comprise lectures/tutorials/laboratory work/field-work/outreach activities/project work/viva-voce/seminars/presentations/self-study etc. or a combination of these.

### **6. SEMESTERWISE CREDIT DISTRIBUTION/CREDIT FRAMEWORK FOR DIFFERENT COURSES IN FIVE-YEAR INTEGRATED PROGRAMME OF HOME SCIENCE**

Each semester shall have a minimum of 20 credits. The programme shall have different types of courses in each of the semesters as indicated below:

| SEMESTER                | MAJOR |     |     |      |     |            | MINOR     | AEC      | MDC      | VAC1     | VAC2     | SEC      | G. TOTAL CREDITS |
|-------------------------|-------|-----|-----|------|-----|------------|-----------|----------|----------|----------|----------|----------|------------------|
|                         | CT1   | CT2 | CT3 | CT4  | CT5 | TOTAL      |           |          |          |          |          |          |                  |
| <b>I</b>                | 4     | -   | -   | -    | -   | 4          | 4         | 3        | 3        | 2        | 2        | 2        | 20               |
| <b>II</b>               | 4     | -   | -   | -    | -   | 4          | 4         | 3        | 3        | 2        | 2        | 2        | 20               |
| <b>III</b>              | 4     | 4   | -   | -    | -   | 8          | 4         | 3        | 3        | -        | -        | 2        | 20               |
| <b>IV</b>               | 4     | 4   | 4   | 4    | -   | 16         | 4         | -        | -        | -        | -        | -        | 20               |
| <b>V</b>                | 4     | 4   | 4   | 2+2* | -   | 16         | 4         | -        | -        | -        | -        | -        | 20               |
| <b>VI</b>               | 4     | 4   | 4   | 4    | -   | 16         | 4         | -        | -        | -        | -        | -        | 20               |
| <b>VII</b>              | 4     | 4   | 4   | 4    | 4   | 20         | --        | -        | -        | -        | -        | -        | 20               |
| <b>VIII</b>             | 4     | 4   | 4   | 4    | 4   | 20         | --        | -        | -        | -        | -        | -        | 20               |
| <b>IX</b>               | 4     | 4   | 4   | 4    | 4   | 20         | --        | -        | -        | -        | -        | -        | 20               |
| <b>X</b>                | 4     | 4   | 4   | 4    | 4   | 20         | --        | -        | -        | -        | -        | -        | 20               |
| <b>G. TOTAL CREDITS</b> |       |     |     |      |     | <b>144</b> | <b>24</b> | <b>9</b> | <b>9</b> | <b>4</b> | <b>4</b> | <b>6</b> | <b>200</b>       |

\*Internship/Project work

a. **All major courses** for Five-Year Integrated Masters Programme (FYIMP) in Home Science shall be offered by the Institute of Home Science.

b. **Minor (Allied Discipline Centric) Courses:** One minor course of **04 credits from semester I-VI**, to be chosen from any other allied/related discipline/subject, with an intention to seek exposure beyond major subject to help in providing a wider understanding of the major discipline.

c. **Multi-disciplinary Courses:** One Multidisciplinary Course (MDC) of 03 credits for each of the first three semesters need to be chosen from different disciplines other than the main discipline or the related discipline (Minor) to acquire knowledge in various other fields. Those courses can be chosen which a student has neither studied at the +2 level nor has taken any of these subjects as a major or minor in the programme. Ordinarily all Multi-Disciplinary Courses shall be offered by the other University Departments/Institutions towards a centrally created pool of such courses.

d. **Ability Enhancement Courses:** One Ability Enhancement Course (AEC) of 03 credits needs to be chosen for each of the first three semesters. These are designed to help students enhance their skills in communication and language. The Ability Enhancement Courses including communication skills, English Language and Modern Indian Languages (MIL) shall be offered by relevant departments towards a centrally created pool of such courses.

e. **Value-added courses:** Two VAC courses each of two credits for first two semesters need to be chosen by the candidate. These courses including understanding India, environmental science

education, health & wellness, and digital and technological solutions are courses designed to enhance the standard of the learners beyond those specified in major or related disciplines. These courses are to be offered by relevant departments towards a centrally created pool of such courses.

f. **One Skill Enhancement Course (SEC)** of minimum 2 credits in each of the 1st three semesters shall be offered by the parent department (Institute of Home Science).

g. As per guidelines on curriculum and credit framework for Post Graduate programmes, issued by UGC dated June 12, 2024, the curricular component of 5-year integrated programme at PG (from 7th semester onwards) shall be similar to that of 2-year PG programme.

h. For the first eight (08) semesters of the integrated five-year programme, curriculum shall be based entirely on course work. However, for the 9th and 10th semester, the students be given an option to choose any combination of course work and research out of following options as reflected in the relevant regulations of the specific programme:

- (i) only course work in the 9th and 10th semester  
or
- (ii) course work in the 9th semester and research in the 10th semester  
or
- (iii) only research in the 9th and 10th semester.

## 7. Examination

- a. Examination for each semester of the programme shall be conducted by the Controller of Examinations / Head of the Department (HoD), concerned as per the academic calendar or on such dates as may be fixed for the purpose by the Controller of Examinations in consultation with the Dean of the School.
- b. Provided that supplementary examination shall be conducted for left out backlogs of the students within a period of one month from the declaration of 10th semester result.
- c. The Question paper shall be set by Examiners as per the University policy in vogue.
- d. Subject to the policy of the University as laid down from time to time the question papers shall ordinarily be evaluated by the Examiner who set the Question Paper. However, in cases where it is felt necessary by the Controller of Examinations/Head of the Department, alternate arrangements may be made as per the University norms.

## 8. NOMENCLATURE AND COURSE CODES

A unique course code shall be used for each paper/course to maintain uniformity in Major, Minor, Skill Enhancement, Ability Enhancement, Multidisciplinary and Value Added Courses.

Each course code shall consist of twelve (12) characters like **IHSCMJHD0126**.

Where:

“**I**” stands for Integrated.

“**HSC**” stands for programme code (Home Science).

“**MJ**” stands for Major course.

“**HD**” stands for course title.

“**01**” stands for semester number.

“**26**” stands for year of implementation.

## 9. Nature and Duration

(i) Subject to the provisions contained in the Act and the general policy of the University, Five-Year Integrated Master's Programme (FYIMP) shall be a full-time regular programme of five (5) years duration comprising ten (10) semesters.

(ii) Each academic year shall have two semesters; one odd and one even semester and each semester shall have at least 15 working weeks of active teaching/learning.

(iii) A candidate admitted to the Programme shall be required to earn a minimum of 200 credits to complete the integrated five-year post-graduate programme with a shelf life of 7 years for each credit earned.

a. Five-Year Integrated Master's Programme (FYIMP) in Home Science may have multiple exits. However entries at various levels shall not be available due to some academic and technical limitation.

b. Admissions shall be made in the 1st semester (1st Year), 7th semester (4th Year) and 9th semester (5th Year), possessing required qualification/credits as specified in the regulations of the programme, subject to the availability of vacancy.

c. After first year (successful completion of two semesters with a minimum of 40 credits), a candidate with a minimum of 4 additional Skill Credits is eligible to receive **Certificate**.

d. After second year (successful completion of four semesters with a minimum of 80 credits), a candidate with a minimum of 4 additional Skill Credits is eligible to receive **Diploma**.

e. After third year (successful completion of six semesters with a minimum of 120 credits), a candidate is eligible to receive **Bachelor's Degree**.

f. After four years (successful completion of eight semesters with a minimum of 160 credits), a candidate is eligible to receive **Bachelor's (Honors) Degree with/without Research**.

g. A candidate entering the programme in 4th year and exiting after completion of 4th year shall be eligible to receive **PG Diploma**.

h. After completion of 5 years (successful completion of ten semesters), a candidate shall receive Five-Year Integrated Master's Degree. A candidate who joins the programme in 7th semester shall be awarded **Two Year Master's Degree**, while the one who joins in 9th semester shall be awarded **One Year Master's Degree**.

i. A candidate availing exit option shall have the option to re-enter the programme within 3 years of exit at the beginning of any academic year to complete the degree with the prevailing syllabi. However, the degree has to be completed in a maximum of 9 years from the date of admission to the 1st Semester.

### Semester-Wise Credit Distribution for different courses in FYIMP

(Home Sciences) 2026 (Semester 1-6)

| Course Semester | Course Code                            | Title of the Course                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Type of Course  |                |              | Total Credits |
|-----------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|--------------|---------------|
|                 |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Major<br>*L+P+T | Minor<br>L+P+T | SEC<br>L+P+T |               |
| 1st             | IHSCMJHD0126                           | <b>Human Development-<br/>Conception to Adolescence</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | 3+1+0           | -              | -            | 4             |
|                 | IHSCMNFR0126                           | <b>Family Resource Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | -               | 3+1+0          | -            | 4             |
|                 | <b>Multidisciplinary Course (MDC)</b>  | <b>Note:</b> Students will have to opt for one (1) course of three (3) credits from the pool of Multidisciplinary Courses by selecting out of any of the broad fields (Life Sciences, Arts, Humanities, Social Sciences, physical sciences and Interdisciplinary Studies) designed at the central level by the University which they have not studied at the 12 <sup>th</sup> level or the opted course is not related to their major and minor stream under this category. |                 |                |              | 3             |
|                 | <b>Ability Enhancement Course(AEC)</b> | <b>Note:</b> Students will have to opt for one (1) course of three (3) credits from the pool of Ability Enhancement Course (AEC) designed at the central level by the University.                                                                                                                                                                                                                                                                                           |                 |                |              | 3             |
|                 | <b>Value Added Course (VAC)</b>        | <b>Note:</b> Students will have to opt for two (2) courses of two (2) credits from the pool of Value-Added Course (VAC) designed at the central level by the University.                                                                                                                                                                                                                                                                                                    |                 |                |              | 4             |
|                 | IHSCSEHS0126                           | <b>Healthy And Sustainable Food Choices</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | -               | -              | 0+2+0        | 2             |
| 2 <sup>nd</sup> | IHSCMJFN0226                           | <b>Fundamentals of Nutrition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3+1+0           | -              | -            | 4             |
|                 | IHSCMNBC0226                           | <b>Basics of Clothing and Textiles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | -               | 3+1+0          | -            | 4             |

|                       |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |       |       |          |
|-----------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|----------|
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|                       | <b>Ability Enhancement Course(AEC)</b> | <b>Note:</b> Students will have to opt for one (1) course of three (3) credits from the pool of Ability Enhancement Course (AEC) designed at the central level by the University.                                                                                                                                                                                                                                                                        |       |       |       | <b>3</b> |
|                       | <b>Value Added Course (VAC)</b>        | <b>Note:</b> Students will have to opt for two (2) courses of two (2) credits from the pool of Value-Added Course (VAC) designed at the central level by the University.                                                                                                                                                                                                                                                                                 |       |       |       | <b>4</b> |
|                       | IHSCSEEM0226                           | <b>Event Management and Design</b>                                                                                                                                                                                                                                                                                                                                                                                                                       | -     | -     | 0+2+0 | <b>2</b> |
| <b>3<sup>rd</sup></b> | IHSCMJDC0326                           | <b>Developmental Communication and Extension</b>                                                                                                                                                                                                                                                                                                                                                                                                         | 3+1+0 | -     | -     | <b>4</b> |
|                       | IHSCMJBN0326                           | <b>Basics of Nutritional Biochemistry</b>                                                                                                                                                                                                                                                                                                                                                                                                                | 3+1+0 | -     | -     | <b>4</b> |
|                       | IHSCMNGD0326                           | <b>Gender and Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | -     | 3+1+0 | -     | <b>4</b> |
|                       | <b>Multidisciplinary Course (MDC)</b>  | <b>Note:</b> Students will have to opt for one (1) course of three (3) credits from the pool of Multidisciplinary Courses by selecting out of any of the broad fields (Life Sciences, Arts, Humanities, Social Sciences and Interdisciplinary Studies) designed at the central level by the University which they have not studies at the 12 <sup>th</sup> level or the opted course is not related to their major and minor stream under this category. |       |       |       | <b>3</b> |
|                       | <b>Ability Enhancement Course(AEC)</b> | <b>Note:</b> Students will have to opt for one (1) course of three (3) credits from the pool of Ability Enhancement Course (AEC) designed at the central level by the University.                                                                                                                                                                                                                                                                        |       |       |       | <b>3</b> |
|                       | IHSCSEMH0326                           | <b>Mental Health and Stress Management</b>                                                                                                                                                                                                                                                                                                                                                                                                               | -     | -     | 0+0+2 | <b>2</b> |
|                       | IHSCMJFF0426                           | <b>Fundamentals of Food Science</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | 3+1+0 | -     | -     | <b>4</b> |
|                       | IHSCMJCS0426                           | <b>Communication Systems and Change</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | 3+1+0 | -     | -     | <b>4</b> |

|                 |              |                                                      |       |       |   |          |
|-----------------|--------------|------------------------------------------------------|-------|-------|---|----------|
| 4 <sup>th</sup> | IHSCMJMS0426 | <b>Methods of Studying Human Development</b>         | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMJHP0426 | <b>Human Physiology</b>                              | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMNIC0426 | <b>Application of ICT for development</b>            | -     | 3+1+0 | - | <b>4</b> |
| 5 <sup>th</sup> | IHSCMJFM0526 | <b>Food Microbiology</b>                             | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMJMC0526 | <b>Media Culture &amp; Society</b>                   | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMJEC0526 | <b>Early Childhood Care and Education</b>            | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMJIP0526 | <b>Internship &amp; Project work</b>                 | 0+0+4 | -     | - | <b>4</b> |
|                 | IHSCMNGC0526 | <b>Guidance and Counselling</b>                      | -     | 3+1+0 | - | <b>4</b> |
| 6 <sup>th</sup> | IHSCMJMH0626 | <b>Management of Human Service Organization</b>      | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMJHD0626 | <b>History and theories of Human development</b>     | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMJDD0626 | <b>Developmental Disabilities</b>                    | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMJPM0626 | <b>Project Management and Women Entrepreneurship</b> | 3+1+0 | -     | - | <b>4</b> |
|                 | IHSCMNCH0626 | <b>Community Health Management</b>                   | -     | 3+0+1 | - | <b>4</b> |

*\*L=Lecture, P= Practical, T= Tutorial*

## Programme Learning Outcomes (PLOs)

### Five Year Integrated Masters Programme (FYIMP) in Home Science

| After completion of FYIMP in Home Science, the students would be able to: |                                              |                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PLO-1</b>                                                              | <b>Knowledge and understanding</b>           | Demonstrate comprehensive knowledge and understanding of the core concepts, principles, theories, and contemporary developments in the diverse disciplines of Home Science including Food and Nutrition, Human Development, Resource Management, Clothing and Textiles, Extension Education, and related interdisciplinary areas.                                 |
| <b>PLO-2</b>                                                              | <b>Skills</b>                                | Develop disciplinary, technical, analytical, creative, and interpersonal skills in the diverse areas of Home Science including Food and Nutrition, Human Development, Resource Management, Clothing and Textiles, Extension Education, and related interdisciplinary domains for effective functioning at individual, family, community, and professional levels. |
| <b>PLO-3</b>                                                              | <b>Application of Knowledge and Skills</b>   | Apply theoretical knowledge, practical competencies, and problem-solving abilities in areas related to nutrition and health, child and human development, family resource management, textiles and apparel, community outreach, and sustainable living for improving quality of life.                                                                             |
| <b>PLO-4</b>                                                              | <b>Communication Skills</b>                  | Demonstrate effective oral, written, digital, and interpersonal communication skills for professional interaction, counselling, extension work, community engagement, advocacy, and dissemination of knowledge across diverse settings.                                                                                                                           |
| <b>PLO-5</b>                                                              | <b>Critical Thinking and Problem Solving</b> | Develop the ability to critically analyse issues related to health, nutrition, human development, family welfare, consumer concerns, textiles, livelihood, and community development, and formulate evidence-based and sustainable solutions.                                                                                                                     |
| <b>PLO-6</b>                                                              | <b>Ethics and Professional Conduct</b>       | Exhibit ethical values, professional integrity, empathy, inclusiveness, and social responsibility while working with individuals, families, institutions, and communities in diverse professional and social contexts.                                                                                                                                            |
| <b>PLO-7</b>                                                              | <b>Life Long Learning</b>                    | Recognize the importance of continuous learning, skill enhancement, professional development, and adaptation to emerging trends, technologies, and innovations in the multidisciplinary fields of Home Science.                                                                                                                                                   |
| <b>PLO-8</b>                                                              | <b>Social Awareness</b>                      | Demonstrate sensitivity towards social, cultural, economic, gender, environmental, and public health concerns and contribute towards community welfare, sustainable development, and societal well-being.                                                                                                                                                         |
| <b>PLO-9</b>                                                              | <b>Research and Innovation</b>               | Develop research aptitude and innovative thinking for identifying problems, conducting scientific inquiry, interpreting data, and generating sustainable and context-specific solutions in various domains of Home Science.                                                                                                                                       |
| <b>PLO-10</b>                                                             | <b>Entrepreneurship and Employability</b>    | Enhance entrepreneurial abilities, managerial competencies, leadership qualities, and employability skills for careers, self-employment, consultancy, extension services, product development, and allied professions in Home Science and related sectors.                                                                                                        |

Type of Course: Major

**Course Title: Human Development- Conception to Adolescence**  
**Course Code: IHSCMJHD0126**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits: 4 (L+P+T= 3+1+0)**  
**Semester: 1**

**Objectives:**

1. To introduce the principles, domains and issues of Human development
2. To develop an understanding of stages of prenatal development and child birth
3. To create awareness about the childhood and adolescence development
4. To gain hands on experience through observations and assessments

**Course Learning Outcomes:** By the end of this paper the students will be able to:

**CLO1:** Explain the principles and major domains of Human development

**CLO2.** Understand the stages of prenatal development and child birth

**CLO3.** Analyze the childhood and adolescence development

**CLO4.** Conduct observations and perform assessments in practical settings

**CLO- PLO Matrix for the course IHSCMJHD0126**

| UNIT-WISE<br>CLOs  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average<br>CLO |
|--------------------|------|------|------|------|------|------|------|------|------|-------|----------------|
| IHSCMJHD012<br>6.1 | 3    | 2    | 2    | 2    | 2    | 1    | 3    | 3    | 2    | 2     | 2.2            |
| IHSCMJHD012<br>6.2 | 3    | 2    | 2    | 1    | 2    | 1    | 3    | 3    | 3    | 1     | 2.2            |
| IHSCMJHD012<br>6.3 | 3    | 2    | 2    | 1    | 2    | 1    | 3    | 3    | 3    | 3     | 2.3            |
| IHSCMJHD012<br>6.4 | 2    | 3    | 2    | 1    | 2    | 1    | 3    | 3    | 3    | 2     | 2.2            |
| Average PLO        | 2.75 | 2.25 | 2    | 1.25 | 2    | 1    | 3    | 3    | 2.75 | 2.25  | 2.22           |

## **Theory (03 Credits)**

### **Contents:**

#### **Unit-I: Basics of Human Development**

- Concept and scope of Human development
- Principles of Growth and Development
- Stages of life span and domains of Human development
- Issues in development: Nature- Nurture issue, Continuity and Discontinuity

#### **Unit-II: Foundation of the Developmental Pattern**

- Stages of Prenatal Development
- Conditions Affecting Prenatal Development
- Child Birth: Process, types of birth
- Health and behavioral assessment of a neonate

#### **Unit -III: Infancy, childhood and Adolescence**

- Definitions, characteristics and developmental tasks in infancy, childhood and adolescence
- Physical and motor development (Infancy to adolescence)
- Significance of play and school in childhood.
- Role of parents, siblings and peers in childhood and adolescence

#### **Practical/ Lab Work (01 Credit)**

- Prepare a poster/ leaflet/booklet on the stages of Life span Development
- Observe and record the physical and social development in preschool children
- Frame a questionnaire on school adjustments during childhood years
- Assess the physical/emotional/social problems of adolescents using a questionnaire

#### **Suggested Readings:**

1. Berger, K.S. (2006). The Developing person through childhood & adolescence (7th Ed.) New York: Worth Publishers.
2. Santrock, W (2007). Adolescence (11th Ed) New Delhi: Tata McGraw Hill Publishing Company limited.
3. Papalia, D.E., Old, & Feldman, R.D. (2010). Human Development (10th) New Delhi: Tata McGraw – Hill Publishing Company Limited.
4. Laura E. Berk (2013) Child Development (9th Ed.) Pearson Education Inc. (PEI).
5. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher

**Type of Course: Minor**  
**Course Title: Family Resource Management**  
**Course Code: IHSCMNFR0126**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester: 1**

## Objectives

1. To provide knowledge about the concept, purpose, and process of home management
2. To impart understanding of different types of resources, their characteristics, and factors affecting their use
3. To develop understanding of time, energy, and money as important family resources and their effective management
4. To develop practical skills in preparing a family budget for different household needs and emergencies and enable students to understand the care and maintenance of household equipment

**Course Learning Outcomes: By the end of this paper the student will be able to:**

**CLO 1:** to understand the fundamentals of resource management in changing environment

**CLO2:** sensitize the students to available resources, their uses and conservation for Family Resource Management

**CLO3:** Understand the processes of management for judicious use of resources

**CLO4:** Prepare Family budget (food, clothing, transportation, health and emergencies) and learn how to take care of household equipments.

## CLO- PLO Matrix for the course IHSCMNFR0126 (Family Resource Management)

| UNIT- Wise CLOs        | PL O1 | PL O2 | PL O3 | PL O4 | PL O5 | PL O6 | PL O7 | PL O8 | PL O9 | PLO 10 | Average CLO |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------------|
| <b>IHSCMNFR01 26.1</b> | 3     | 2     | 3     | 2     | 2     | 2     | 3     | 2     | 2     | 2      | 2.3         |
| <b>IHSCMNFR01 26.2</b> | 3     | 2     | 2     | 2     | 2     | 2     | 2     | 2     | 2     | 2      | 2.1         |
| <b>IHSCMNFR01 26.3</b> | 3     | 2     | 2     | 2     | 2     | 1     | 1     | 2     | 2     | 2      | 2           |
| <b>IHSCMNFR01 26.4</b> | 3     | 2     | 2     | 2     | 2     | 2     | 2     | 2     | 2     | 2      | 2.1         |
| <b>Average PLO</b>     | 3     | 2     | 2.25  | 2     | 2     | 1.75  | 2     | 2     | 2     | 2      | 2.12        |

## **Theory (03 credits)**

### **Contents**

#### **UNIT I Introduction to Family Resource Management**

- Concept and Purpose of home management.
- Obstacles to good Management.
- Process of Management – Planning, Organizing, Controlling and Evaluation. Motivating
- Factors in Management – Values, Standards. and Goals

#### **UNIT II Resource Management**

- Resources: their classification and characteristics
- Factors affecting the use of Resources.
- Decision making: Role and Steps of Decision Making in Management.
- Significance and Stages of Family Life Cycle.

#### **UNIT III Time, Energy and Money Management**

- Time as a Resource, Steps in making Time Plan, Tools and Aids in Time Management.
- Energy as a Resource, Work Curve, Fatigue- types, causative factors and alleviating techniques.
- Meaning and Techniques of Work Simplification
- Family income as a Resource, Sources of Income and Expenditure and Saving.

## **Practical/ Lab Work (01 credit)**

- Preparation of a Family budget making (food, clothing, transportation, health and emergencies).
- Care of household equipment

### **Suggested Readings:**

Home Management, Arya Publishing House. Aashima Arora and Hemant Kapoor (2012), Nickell, P., Rice, A., & Tucker, S. (2020). Management in Family Living (11th ed.). CBS Publishers & Distributors.

Deacon, R. E., & Firebaugh, F. M. (2021). Family Resource Management: Principles and Applications (3rd ed.). Pearson Education.

Kochar, S. K. (2022). Home Management and Family Resource Management. New Age International Publishers.

Sharma, R., & Kaur, P. (2023). Household Resource Management and Family Finance. Jaypee Brothers Medical Publishers.

Varghese, M. A., Ogale, N. N., & Srinivasan, K. (2024). Home Management: Theory and Practice (Revised ed.). Orient BlackSwan.

**Type of Course: Skill Enhancement Course**  
**Course Title: Healthy And Sustainable Food Choices**  
**Course Code: IHSCSEHS0126**  
**Total Marks: 50**  
**(External: 35 , Internal: 15)**  
**Credits: 02(L+P+T=0+2+0)**  
**Semester: I**

**Objectives:**

1. To develop understanding of healthy food choices, nutrient profiling, and portion control.
2. To build skills in food label interpretation, HFSS classification, and healthy food preparation.

**Course Learning Outcomes:** By the end of this paper, the student will be able to:

**CLO 1:** Identify and classify healthy and unhealthy foods using food labels and nutrient profiling methods.

**CLO 2:** Demonstrate understanding of portion sizes and apply portion control principles in meal planning.

**CLO- PLO Matrix for the course IHSCSEHS0126 (Healthy and Sustainable Food Choices)**

| UNIT- Wise CLOs | PLO 1 | PL O2 | PL O3 | PLO 4 | PL O5 | PLO6 | PLO7 | PLO 8 | PLO9 | PLO10 | Averag e CLO |
|-----------------|-------|-------|-------|-------|-------|------|------|-------|------|-------|--------------|
| IHSCSEHS0126.1  | 3     | 2     | 3     | 2     | 3     | 2    | 2    | 3     | 2    | 2     | 2.4          |
| IHSCSEHS0126.2  | 3     | 3     | 3     | 2     | 2     | 2    | 3    | 2     | 2    | 2     | 2.4          |
| Average PLO     | 3.0   | 2.5   | 3.0   | 2.0   | 2.5   | 2.0  | 2.5  | 2.5   | 2.0  | 2.0   | 2.4          |

**Contents:**

**UNIT I:**

- Identification of healthy and unhealthy foods
- Nutrient profiling of commonly consumed food items
- Concept and application of portion/serving sizes and portion control

**UNIT II:**

- Estimation of energy and nutrient density of selected food products using nutrient composition database
- Food labels and basics of nutrient profiling models to classify foods as HFSS
- Planning and preparation of snacks, soups, salads, and desserts.

### **Suggested Readings**

1. National Institute of Nutrition (NIN-ICMR). (2024). Dietary Guidelines for Indians. Hyderabad: ICMR.
2. FAO, IFAD, UNICEF, WFP & WHO. (2023). The State of Food Security and Nutrition in the World.
- 3.Sizer, F., & Whitney, E. (2022). Nutrition: Concepts and Controversies (16th ed.). Cengage Learning.
4. Gibney, M. J., Barr, S. I., Bellisle, F., et al. (2021). Nutrition Society Textbook Series: Public Health Nutrition. Wiley-Blackwell.
5. .Agarwal, P., & Mathur, P. (2021). Eat Right – A Food Systems Approach. Food Future Foundation.

**Type of Course: Major**  
**Course Title: Fundamentals of Nutrition**  
**Course Code: IHSCMJFN0226**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester: 2**

### Objectives

1. To develop understanding of the concepts of food, nutrition, nutrients, RDA, food groups, and food pyramid.
2. To impart knowledge about the functions, dietary sources, and deficiency manifestations of carbohydrates, proteins, lipids, vitamins, and minerals.
3. To provide knowledge about the nutritional contribution of cereals, pulses, fruits, vegetables, milk, eggs, meat, fats, and oils.
4. To develop practical skills in weights and measures and classification of foods according to sources and functions

### Course Learning Outcomes

**By the end of this paper the student will be able to:**

**CLO 1:** Understanding the fundamental concepts of food, nutrition, nutrients and food groups

**CLO2:** Understanding and differentiating between the major Macro and micronutrients

**CLO3:** Explain the nutritional contribution of major food groups and recognise the importance of fibre and protective foods in health promotion.

**CLO4:** Use standard weights and measures in food preparation. Identify common nutritional deficiency disorders through clinical signs.

**CLO- PLO Matrix for the course: IHSCMJFN0226 (Fundamentals of Nutrition)**

| UNIT- Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average CLO |
|-----------------|------|------|------|------|------|------|------|------|------|-------|-------------|
| IHSCMJFN0226.1  | 3    | 2    | 3    | 1    | 2    | 1    | 3    | 2    | 1    | 1     | 1.9         |
| IHSCMJFN0226.2  | 3    | 3    | 2    | 1    | 2    | 1    | 3    | 2    | 1    | 1     | 1.9         |
| IHSCMJFN0226.3  | 3    | 2    | 3    | 2    | 1    | 1    | 3    | 2    | 2    | 1     | 2           |
| IHSCMJFN0226.4  | 3    | 2    | 2    | 1    | 1    | 2    | 2    | 2    | 1    | 1     | 1.7         |
| Average PLO     | 3    | 2.25 | 2.5  | 1.25 | 1.5  | 1.25 | 2.75 | 2    | 1.25 | 1     | 1.8         |

## **Theory (03 credits)**

### **Contents:**

#### **Unit: I Basic Concepts in Food and Nutrition**

- Concept of food, nutrition and nutrients.
- Basic concept of RDA, food groups and food pyramid
- Classification of nutrients.
- Functions of macro and micro nutrients

#### **Unit: II Macro and Micro-Nutrients**

- Carbohydrates: Dietary sources and clinical manifestations of deficiency
- Proteins: Dietary sources and clinical manifestations of deficiency
- Lipids: Dietary sources and clinical manifestations of deficiency
- Vitamins and minerals: Dietary sources and clinical manifestations of deficiency

#### **Unit: III Food Groups**

- Cereals and pulses: Nutritional contribution, changes during spoilage and cooking
- Fruits and vegetables: Nutritional contribution, changes during spoilage and cooking (*Special reference to Fibre*)
- Milk, eggs, meat, poultry: Nutritional contribution, changes during spoilage and cooking
- Fats and Oils: Nutritional contribution, changes during spoilage and cooking

#### **Practical/ Lab Work (01 credit)**

- Weights and measures
- Classification of foods as per the income levels
- Clinical Examination of the Nutritional Deficiencies

### **Suggested readings:**

1. Callahan, A., Leonard, H., & Powell, T. (2024). Nutrition: Science and Everyday Application (2nd ed.). Open Oregon.
2. Zikmund, J. (2025). Nutrition Fundamentals and Medical Nutrition Therapy (4th ed.). ANFP.
3. Ojimekwe, P. C. (2022). Fundamentals of Food Science and Nutrition (2nd ed.).
4. Whitney, E., & Rolfes, S. R. (2024). Understanding Nutrition (16th ed.). Cengage Learning.
5. Bender, D. A., & Cunningham, S. M. (2022). Introduction to Nutrition and Metabolism (6th ed.). CRC Press.

**Type of Course: Minor**  
**Course Title: Basics of Clothing and Textiles**  
**Course Code: IHSCMNFS0226**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester: 2**

**Objectives:**

1. To understand clothing basics and the classification of textile fibres.
2. To acquire knowledge of clothing selection and fashion concepts.
3. To understand yarns, fabric construction, and textile care practices.
4. To develop practical skills in fibre identification and basic stitching techniques.

**Course Learning Outcomes:** By the end of this paper, the student will be able to:

**CLO 1:** Understand the functions, terminology, and selection criteria of clothing for different age groups and for special needs.

**CLO 2:** Describe the fundamental concepts of fashion, including the fashion cycle, sources of fashion, and factors influencing fashion trends.

**CLO 3:** Analyse the structure and functioning of the fashion industry, including fashion centres, brands, and market trends.

**CLO 4:** Apply knowledge of garment components and elements and principles of design in the selection and evaluation of clothing and apparel.

**CLO- PLO Matrix for the course IHSCMNFS0226 (Basics of Clothing and Textiles)**

| UNIT- Wise CLOs | PLO 1 | PLO2 | PLO3 | PLO 4 | PLO 5 | PLO6 | PLO 7 | PLO 8 | PLO 9 | PLO10 | Average CLO |
|-----------------|-------|------|------|-------|-------|------|-------|-------|-------|-------|-------------|
| IHSCMNFS0226.1  | 3     | 2    | 3    | 2     | 2     | 2    | 3     | 2     | 2     | 3     | 2.4         |
| IHSCMNFS0226.2  | 3     | 2    | 3    | 2     | 2     | 2    | 3     | 2     | 2     | 3     | 2.4         |
| IHSCMNFS0226.3  | 3     | 2    | 3    | 2     | 3     | 2    | 3     | 2     | 2     | 2     | 2.4         |
| IHSCMNFS0226.4  | 3     | 3    | 3    | 2     | 3     | 2    | 2     | 2     | 2     | 2     | 2.4         |
| Average PLO     | 3.0   | 2.5  | 3    | 2     | 2.5   | 2    | 3     | 2     | 2     | 2.5   | 2.4         |

## **Theory (03 credits)**

### **Contents**

#### **UNIT I: Introduction to clothing and fibers**

- History and functions of Clothing
- Clothing terminology
- Classification of fibres (Natural and manmade)
- Basics of fibre identification

#### **UNIT II: Basics of Clothing Selection**

- Principles of clothing selection
- Factors affecting clothing choice: Age, climate, occupation and culture
- Readymade garments, Factors affecting the buying of readymade garments
- Fashion terminology and fashion cycle

#### **UNIT III: Fabric construction and care**

- Yarns and their types
- Methods of fabric construction: Weaving, knitting and non-woven
- Basics of laundering
- Storage of fabrics

### **Practical/ Lab Work (01 credit)**

1. Identification of fibres by burning test and visual method
2. Market survey on different clothing brands to study available styles, colours, materials and labels
3. Market survey on garment accessories
4. Basic hand stitches

### **Suggested Readings:**

1. Fei, B., George, S. C., & Tawiah, B. (Eds.). (2026). *Sustainable fashion materials: Innovations and the future of fashion*. Springer.
2. Gupta, D., Majumdar, A., & Gupta, S. (Eds.). (2026). *Functional textiles and clothing: Proceedings of FTC 2025*. Springer.
3. Prasath, V. M., et al. (2026). *The essence of fashion and textile design*. ResearchGate.
4. Shahid, M. (Ed.). (2026). *Sustainable plant-based textile fibers*. Springer.
5. Jiang, S.-X., et al. (Eds.). (2025). *Advances in textile materials and processing techniques for sustainability*. Springer.

**Type of Course: Skill Enhancement Course**  
**Course Title: Event Management and Design**  
**Course Code: IHSCSEEM0226**  
**Total Marks: 50**  
**(External: 35 , Internal: 15)**  
**Credits: 02(L+P+T=0+2+0)**  
**Semester: 2**

### Objectives

1. To develop skills in event planning, venue selection, seating arrangements, catering, stage design, and vendor management.
2. To apply marketing mix concepts in event branding, advertising, and media management.

### Course Learning Outcome

**CLO-1** The student will be able to design the layout and logistics of the event.

**CLO-2** The student will be able to learn the marketing mix with regard to events.

### CLO- PLO Matrix for the course IHSCSEEM0226 (Event Management and Design)

| UNIT- Wise CLOs    | PL<br>O1 | PLO<br>2   | PLO<br>3   | PLO4     | PLO<br>5 | PLO<br>6 | PLO7     | PLO<br>8 | PLO<br>9 | PLO1<br>0 | Average<br>CLO |
|--------------------|----------|------------|------------|----------|----------|----------|----------|----------|----------|-----------|----------------|
| IHSCSEEM0226.1     | 3        | 3          | 2          | 3        | 3        | 2        | 2        | 2        | 2        | 2         | 2.4            |
| IHSCSEEM0226.2     | 3        | 2          | 3          | 2        | 3        | 2        | 3        | 2        | 2        | 2         | 2.4            |
| <b>Average PLO</b> | <b>3</b> | <b>2.5</b> | <b>2.5</b> | <b>2</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>2</b> | <b>2</b> | <b>2</b>  | <b>2.4</b>     |

### Unit I:

#### Activities (CLO-1):

- Planning the theme
- Layout of an event.
- Logistics of concept: Venue selection, seating, estimated audience and parking, catering, light and sound, dress codes, stage designing, creative effects, etc.
- Handling vendors and team delegations.

### Unit II:

#### Activities (CLO-2):

- Developing marketing mix for events.
- Branding and advertising of events.
- Handling of Media and celebrities.

**Suggested Readings:**

1. Ruth Dowson and David Bassett (2018), Event Planning and Management: Principles, Planning and Practice (PR In Practice) - 2nd Edition, Vibrant Publisher, ISBN-13: 978-0749483319, ISBN-10: 0749483318.
2. Philip Berners (2018), The Practical Guide to Managing Event Venues (The Practical Guide to Events and Hotel Management Series) - 1st edition, Published by Routledge; ISBN :113848640X
3. Anukrati Sharma and Shruti Arora 2018), Event Management and Marketing: Theory, Practical Approaches and Planning - Ist, New edition, Bharti Publications; ISBN-10 :9386608618, ISBN-13 978-9386608611.
4. Deepak Swaminathan (2018), The Art of Building Experiential Events: An Event Designer's Almanac, Published by Notion Press; ISBN-10 : : 164249075X, ISBN-13-978.1642490756.
5. Judy Allen (2009), Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Special Events - 2nd Edition, Published by Wiley, ISBN-13: 978-0470155745, ISBN-10: 0470155744.

**Type of Course: Major**  
**Course Title: Developmental Communication and Extension**  
**Course Code: IHSCMJDC0326**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits=04 (L+P+T = 3+1+0)**  
**Semester: 3**

### Objectives

1. To understand the concept of extension management
2. To know the communication techniques and extension methods
3. To understand extension programme planning
4. To learn the practical application of community development programmes

**Course Learning Outcomes:** By the end of this paper, the students will be able to

**CLO 1:** Understand the concept and Management of Extension

**CLO 2:** Know about the various extension methods and communication techniques

**CLO 3:** Learn about the various aspects of Extension Programme Planning

**CLO 4:** Practical experience with Community Development Programmes

### CLO-PLO Matrix for the course IHSCMJDC0326 (Developmental Communication and Extension)

| UNIT-WISE CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average CLO |
|----------------|------|------|------|------|------|------|------|------|------|-------|-------------|
| IHSCMJDC0326.1 | 3    | 3    | 2.5  | 2.5  | 2    | 2.5  | 3    | 3    | 2.5  | 3     | 2.7         |
| IHSCMJDC0326.2 | 2.5  | 2    | 2.5  | 3    | 2.5  | 3    | 3    | 2.5  | 2.5  | 2.5   | 2.6         |
| IHSCMJDC0326.3 | 3    | 2.5  | 2    | 2.5  | 2    | 2.5  | 3    | 2.5  | 3    | 2.5   | 2.5         |
| IHSCMJDC0326.4 | 2.5  | 3    | 3    | 3    | 2.5  | 3    | 2.5  | 3    | 3    | 2.5   | 2.8         |
| Average PLO    | 2.75 | 2.62 | 2.5  | 2.75 | 2.25 | 2.75 | 2.87 | 2.75 | 2.75 | 2.62  | 2.65        |

### Theory (03 Credits)

#### Contents

#### Unit I: Introduction to Extension and Communication

- Concept, Scope & Challenges of Extension
- Principles & Models of Extension
- Extension Systems
- Extension Educational Psychology

#### Unit II: Extension Programme Planning

- Concept, Components of Extension Programme planning
- Characteristics of an effective extension programme
- Principles of Programme Planning as applied to a development programme, Steps of Programme Planning

- People's participation in Programme Planning

### **Unit III: Communication Tools & Techniques**

- Concept and functions of communication, communication channels
- Challenges in communication, communicator-communicatee relationship
- Communication approaches and types of Audio-Visual aids: visual aids, audio aids, their merits and demerits
- Elements & Principles of Designing Audio-Visual aids

### **Practical/ Lab Work (01 Credit)**

- Developing skills in planning and conducting Community Development Programmes
- Review of media on selected development issues
- Designing of Audio-Visual Aids for Community Development Programmes

### **Suggested Readings:**

1. Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
2. Devito, J. (1998) Human Communication. New York: Harper & Row. Patri and Patri (2002): Essentials of Communication, Greenspan Publications
3. Murton, T.A., 1965. Extension hand book. Adopter categories. Government Press. RSA.
4. Oakley, P. & Garforth, C., 1985. Guide to extension training: Understanding extension, food and agriculture. Organisation of the United Nations, Rome.
5. Dhama, O.P., 2001. Communication and Extension Methods, Arnup Publication, New Delhi

**Type of Course: Major**  
**Course Title: Basics of Nutritional Biochemistry**  
**Course Code: IHSCMJBN0326**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 4 (L+P+T = 3+1+0)**  
**Semester: 3**

## Objectives

1. To provide knowledge about the introduction, sources, functions, classification, structure, and properties of carbohydrates
2. To impart understanding of the sources, functions, classification, composition, and properties of fats and proteins
3. To develop understanding of enzymes, and biochemical role of vitamins and minerals in human health and metabolism.
4. To develop practical skills in qualitative analysis of carbohydrates and proteins using standard laboratory methods

## Course learning outcomes:

**By the end of this paper the student will be able to:**

**CLO 1:** Develop the foundation for further studies on carbohydrates

**CLO2:** Understand the biochemical role, functioning and metabolism of lipids and proteins

**CLO3:** Describe the structure, classification and functions of vitamins and minerals

**CLO4:** Learn how to do Qualitative analysis of: Monosaccharides, Disaccharides, Polysaccharides and Qualitative analysis of Protein

## CLO- PLO Matrix for the course IHSCMJBN0326 (Basics of Nutritional Biochemistry)

| UNIT- Wise CLOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO10 | Average CLO |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| IHSCMJBN03261   | 3     | 2     | 2     | 1     | 1     | 3     | 3     | 2     | 2     | 2     | 2.1         |
| IHSCMJBN03262   | 3     | 2     | 2     | 1     | 2     | 2     | 3     | 1     | 2     | 1     | 1.9         |
| IHSCMJBN03263   | 3     | 1     | 1     | 2     | 1     | 2     | 1     | 2     | 1     | 2     | 1.6         |
| IHSCMJBN03264   | 3     | 2     | 1     | 1     | 2     | 1     | 1     | 2     | 1     | 1     | 1.5         |
| Average PLO     | 3     | 1.75  | 1.5   | 1.25  | 1.5   | 2     | 2     | 1.75  | 1.5   | 1.5   | 1.7         |

## **Theory (03 credits)**

### **Contents:**

#### **Unit-I Carbohydrates**

- Introduction, sources and functions of carbohydrates
- Monosaccharides: Classification, Structure and general properties
- Disaccharides: Classification, Structure and general properties
- Polysaccharides: Classification, Structure and general properties

#### **Unit-II Lipids and Proteins**

- Introduction, sources and functions of fats
- Classification, Composition and properties of fats
- Proteins: Amino acids, classification of Amino Acids
- Structure of Proteins: Primary, secondary, tertiary & quaternary

#### **Unit-III Enzymes, Vitamins & Minerals**

- Historical Perspective of Enzymes: Nomenclature & classification of enzymes, Co-enzymes, Factors affecting enzyme activity
- Classification and biochemical role of Fat -soluble vitamins - A, D, E, K
- Water soluble vitamins- Thiamine, riboflavin, niacin, Vitamin C
- Biological role and occurrence of minerals

## **Practical/ Lab Work (01 credit)**

1. Qualitative analysis of:
  - Monosaccharides
  - Disaccharides
  - Polysaccharides
2. Qualitative analysis of Protein
3. Estimation of Ascorbic acid (DCPIP Method)

### **Suggested readings:**

1. Biochemical, Physiological, and Molecular Aspects of Human Nutrition (2025) Stipanuk, M. H., Caudill, M. A., Cassano, P. A., Gu, Z., Lönnnerdal, B., & Thalacker-Mercer, A. E. (5th ed.). Elsevier.
2. Advanced Nutrition and Human Metabolism (2025) Gropper, S. S., Smith, J. L., & Carr, T. P. (8th ed.). Cengage Learning.
3. Textbook of Applied Biochemistry and Nutrition & Dietetics (2024) Prasad, R. M. (2nd ed.). CBS Publishers and Distributors.
4. Hawk PB, Oser BL and Summerson WH (1954). Practical Physiology Chemistry, Mc Graw Hill New York

5. Sundaraj P and Sindhu A (2006). Qualitative Tests and Quantitative Procedures in Biochemistry, Elite Publishing House Pvt.Ltd.New Delhi Satyanarayan, U. (2013). Biochemistry. Elsevier Health Sciences.
6. Leininger A L, Nelson D Land Cox M (2009). Principles of Biochemistry, 6th Ed. CBS publishers and Distributors.
7. Murray R.K., Granner DK, Mayes P A and Rodwell V W (2009). Harper's Biochemistry, 28<sup>th</sup>Ed, Lange Medical Book

**Type of Course: Minor**  
**Course Title: Gender and Development**  
**Course Code: IHSCMNGD0326**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits=4 (L+P+T = 3+1+0)**  
**Semester: 3**

### Objectives

1. To know the concept of gender and development
2. To understand gender and its related areas in a broader manner
3. To know about gender issues and empowerment
4. To impart practical knowledge about the programmes related to gender and development

**Course Learning Outcomes:** By the end of this paper the students will be able to

**CLO 1:** Understand gender, gender roles and empowerment

**CLO 2:** Get sensitized to gender disparities/imbances and problems of women

**CLO 3:** Learn about the women and education, health & nutrition

**CLO 4:** To be able to review case studies national and international programmes

### CLO-PLO Matrix for the course IHSCMNGD0326 (Gender and Development)

| UNIT-WISE<br>CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average<br>CLO |
|-------------------|------|------|------|------|------|------|------|------|------|-------|----------------|
| IHSCMJDC0426.1    | 3    | 1    | 1.5  | 2    | 1    | 2    | 1.5  | 3    | 2    | 1.5   | 1.33           |
| IHSCMJDC0426.2    | 3    | 1    | 1    | 2    | 1.5  | 2    | 2    | 3    | 2    | 1.5   | 1.9            |
| IHSCMJDC0426.3    | 2    | 1    | 1    | 2    | 1.5  | 1    | 2    | 3    | 2    | 1.5   | 1.7            |
| IHSCMJDC0426.4    | 2    | 1    | 1    | 2    | 1.5  | 1    | 1.5  | 3    | 2    | 1.5   | 1.65           |
| Average PLO       | 2.5  | 1    | 1.12 | 1.25 | 1.37 | 1.5  | 1.75 | 2    | 2    | 1.5   | 1.64           |

## **Theory (03 Credits)**

### **Contents**

#### **Unit I: Gender and development**

- Concept of gender, gender roles
- National and international efforts for gender empowerment
- Cultural construction of gender- socialization and gender roles
- Changing status of women- influencing factors, role of women's movements

#### **UNIT II: Gender and Development Perspectives**

- Concept and importance of women's development
- Role and participation of women in development.
- Problems, vulnerabilities and marginalization of women
- Gender and National Policies

#### **UNIT III: Gender Issues and Empowerment**

- Violence in women's lives- concept, nature, impact
- Gender and work- invisibility, opportunities and participation in workforce
- Women and education, health & nutrition
- Political participation and leadership of women

### **PRACTICAL**

1. Visit to organizations working for women's development
2. Case study of national and international programmes for women

### **Suggested Readings**

1. Chattopadhyay, S (2018). Gender Socialization and the Making of Gender in the Indian Context. New Delhi: Sage Publications.
2. Goel, A. (2004) Organisation & Structure of Women Development and Empowerment. New Delhi: Deep & Deep
3. LEE, Jong-Wha; Wie, Dainn (2017). Wage Structure & Gender Earnings Differentials in China and India. World Development, 97, 313–329

4. Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S. (2013). Gender development. Psychology Press. (Ch-1: Introduction)
5. Momsen, Janet (2020). Gender and development. Routledge. 3rd Edition (Ch-1: Introduction: Gender is a Development Issue)

**Type of Course: Skill Enhancement Course**  
**Course Title: Mental Health and Stress Management.**  
**Course Code: IHSCSEMH0326**  
**Total Marks: 50**  
**(External: 35 , Internal: 15)**  
**Credits: 02 (L+P+T=0+2+0)**  
**Semester:3**

**Objectives :**

1. To help students understand the spectrum of mental health and mindfulness techniques.
2. To Familiarize students with stress management techniques.

**Course Learning Outcomes:** By the end of this paper the student will be able to :

**CLO 1:** Apply mental health first aid principles, self-reflective practices to promote mental well-health.

**CLO 2:** Practice evidence based stress management strategies.

**CLO-PLO Matrix for the course IHSCSEMH0326**

| Unit wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PL10 | Average CLO |
|----------------|------|------|------|------|------|------|------|------|------|------|-------------|
| IHSCSEMH0326.1 | 2    | 3    | 3    | 2    | 2    | 3    | 3    | 3    | 2    | 3    | 2.60        |
| IHSCSEMH0326.2 | 3    | 2.5  | 3    | 2    | 3    | 3    | 2.5  | 2.5  | 2    | 2    | 2.55        |
| Average PLO    | 2.50 | 2.75 | 3.00 | 2.25 | 2.75 | 3.00 | 2.75 | 2.75 | 2.25 | 2.50 | 2.65        |

**Contents:**

**UNIT I: Understanding Mental Health**

- Mental health first aid simulations.
- Reflective/ Gratitude Journaling for 21 days, Group Discussions on Stigma.
- . Development of EC material (posters, podcasts, social media campaigns).
- Drawing, painting, music, or creative writing for emotional expression.

**UNIT II: Stress Management**

- Jacobsons progressive muscle Relaxation technique.

- Guided mindfulness sessions.
- Time management planning exercises, Stress diary maintenance.
- Develop a personal digital wellness plan.

### **Suggested Readings:**

1. Govt. of India Ministry of health & family welfare (1999) National mental health program for India.
2. Carter, F & Cheesman, P. (2004) Anxiety in childhood & adolescence encouraging self-help through relaxation training. London: Croom Helm
3. Barry, P.D. (1999):Mental health & mental illness (4th ed) Philadelphia J.B, Lippincott. Co.
4. Sharma, R. (2006) Abnormal Psychology. New Delhi: Atlantic Publishers.
5. Bharath Raj,J. (2018). A clinical guide for muscular relaxation. Mysore: Swayamsidha Prakashna publishers.

**Type of Course: Major**  
**Course Title: Fundamentals of Food Science**  
**Course Code: IHSCMJFF0426**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester: 4**

### Objectives

1. To provide knowledge about the functions of food, food groups, and sources of nutrients in different foods
2. To impart understanding of the concepts, objectives, and methods of cooking, food preservation and preliminary preparation techniques
3. To develop understanding of nutritional requirements, balanced diet, RDA, and food exchange lists.
4. To develop practical skills in meal planning and the use of food exchange lists for dietary assessment.

### Course learning outcomes:

**By the end of this paper, the student will be able to :**

**CLO 1:** Learning the basics of Food Science and Nutrition,

**CLO2:** Understanding the basic concept of cooking and preservation,

**CLO3:** Explaining the concept of an adequate diet and the importance of meal planning,

**CLO4:** Familiarising the students with the basic principles of planning diets for individuals.

### CLO- PLO Matrix for the course IHSCMJFF0426 (Fundamentals of Food Science)

| UNIT- Wise CLOs       | PL<br>O1 | PLO<br>2 | PL<br>O3 | P<br>L<br>O<br>4 | PL<br>O5 | PLO6 | PL<br>O7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | Ave<br>rage<br>CL<br>O |
|-----------------------|----------|----------|----------|------------------|----------|------|----------|----------|----------|-----------|------------------------|
| <b>IHSCMJFF0426.1</b> | 3        | 2        | 1        | 2                | 3        | 2    | 1        | 3        | 2        | 1         | 2                      |
| <b>IHSCMJFF0426.2</b> | 3        | 1        | 2        | 1                | 2        | 1    | 2        | 3        | 1        | 2         | 1.8                    |
| <b>IHSCMJFF0426.3</b> | 3        | 2        | 1        | 2                | 3        | 1    | 2        | 1        | 1        | 1         | 1.7                    |
| <b>IHSCMJFF0426.4</b> | 2        | 2        | 1        | 3                | 2        | 1    | 1        | 2        | 1        | 1         | 1.6                    |
| <b>Average PLO</b>    | 2.7<br>5 | 1.75     | 1.5      | 2                | 2.5      | 1.25 | 1.5      | 2.5      | 1.25     | 1.25      | 1.7                    |

### **Theory (03 credits)**

#### **Contents:**

#### **Unit I: Introduction to Food Science**

- Functions of food
- Sources of nutrients in various foods
- Food groups
- Factors affecting the acceptability of foods

#### **Unit-II: Introduction to cooking & preservation**

- Concept, objectives & methods of cooking
- Preliminary preparation, Microwave cooking
- Introduction to preservation, Importance, and common preservatives used
- Household techniques of preservation

#### **Unit-III: Meal Planning**

- Nutritional requirements, Food requirements
- Concept of Nutrition, Health, RDA, Balanced diet
- Food Exchange lists
- Factors affecting meal planning

### **Practical/ Lab Work (01 credit)**

1. Steps in Meal Planning
2. Use of food exchange list
3. Diet planning for individuals (adult male and female)
4. Contribution of different nutrients to total energy intake in the diet

#### **Suggested readings:**

1. Whitney, E., & Rolfes, S. R. (2024). Understanding Nutrition (16th ed.). Cengage Learning.
2. Bender, D. A., & Cunningham, S. M. (2022). Introduction to Nutrition and Metabolism (6th ed.). CRC Press.
3. Zikmund, J. (2025). Nutrition Fundamentals and Medical Nutrition Therapy (4th ed.). Association of Nutrition and Foodservice Professionals.
4. Ojimekwe, P. C., & Amaechi, N. C. (2022). Fundamentals of Food Science and Nutrition (2nd ed.).
5. Brown, A. (2022). Understanding Food: Principles and Preparation (7th ed.). Cengage Learning.

**Type of Course: Major**

**Course Title: Communication Systems and Social Change**

**Course Code: IHSCMJCS0426**

**Total Marks: 100**

**(External: 70 , Internal: 30)**

**Credits=04 (T+P = 3+1)**

**Semester: 4**

### **Objectives**

1. To get awareness about oneself in communication
2. To know about the concept of interpersonal Communication
3. To know about the organisation, Public and Mass Communication
4. To work on content analysis of women's magazines

**Course Learning Outcomes:** By the end of this paper, the students will be able to:

**CLO1:** Learn about concepts and types of communication systems

**CLO2:** Understand the elements and theories of communication

**CLO3:** Know the various stages in human relationship development

**CLO4:** Learn about content analysis and conducting presentations

### **CLO-PLO MATRIX FOR THE COURSE IHSCMJCS0426 COMMUNICATION SYSTEMS AND SOCIAL CHANGE**

| <b>UNIT-WISE<br/>CLOs</b>  | <b>PL<br/>O1</b> | <b>PL<br/>O2</b> | <b>PL<br/>O3</b> | <b>PLO<br/>4</b> | <b>PLO<br/>5</b> | <b>PLO<br/>6</b> | <b>PLO<br/>7</b> | <b>PLO<br/>8</b> | <b>PLO<br/>9</b> | <b>PLO1<br/>0</b> | <b>Average<br/>CLO</b> |
|----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------------|
| <b>IHSCMJCS0426<br/>.1</b> | 2                | 3                | 2.5              | 2.5              | 2                | 2                | 2.5              | 2.5              | 2                | 3                 | 2.15                   |
| <b>IHSCMJCS0426<br/>.2</b> | 2.5              | 2.5              | 2.5              | 2.5              | 2                | 2.5              | 2.5              | 2.5              | 3                | 2                 | 2.45                   |
| <b>IHSCMJCS0426<br/>.3</b> | 3                | 3                | 3                | 2                | 3                | 2.5              | 2                | 2                | 3                | 2.5               | 2.6                    |
| <b>IHSCMJCS0426<br/>.4</b> | 2.5              | 3                | 2                | 2.5              | 3                | 3                | 2.5              | 2                | 2.5              | 2                 | 2.5                    |
| <b>Average PLO</b>         | 2.5              | 2.87             | 2.5              | 2.37             | 2.5              | 2.5              | 2.37             | 2.25             | 2.62             | 2.37              | 2.42                   |

### **Theory (03 Credits)**

#### **Contents**

#### **Unit –I Understanding Self**

- Awareness of self in communication
- Intrapersonal communication
- Self-concept and Self-esteem
- Self-Development: Significance and Process

## **Unit –II Interpersonal Communication**

- Concept, types and functions of interpersonal communication
- Dyadic, small and large group communication: Significance and Types
- Stages in human relationship development
- Media and technology in communication

## **Unit –III Organisation, Public and Mass Communication**

- Organisational communication: concept, types and networks
- Public communication-concept and techniques
- Mass communication - concept, functions, elements
- Theories of Mass Communication

### **Practical/ Lab Work (01 Credit)**

1. Content Analysis of Women's Magazines.
2. Conducting Small Group and Large Group Presentations.

### **Suggested Readings:**

1. DeVito. J (1998) Human Communication. New York: Harper &Row
2. Baran, S (2014) Mass Communication Theory. Wadsworth Publishing.
3. Vivian, J (1991) The Media of Mass Communication
4. Stevenson, D (2002) Understanding Media Studies: Social Theory and Mass Communication, Sage Publications
5. Pradip Nina Thomas (2018). Communication for social change, First Edition, Sage Publications

**Type of Course: Major**  
**Course Title: Methods of Studying Human Development.**  
**Course Code: IHSCMJMS0426.**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T=3+1+0 )**  
**Semester:4**

**Objectives:**

1. To give the introduction to methods of studying Human Development
2. To impart knowledge about subjective and objective research methods.
3. To familiarize students with socio-metric and psycho-metric tests.
4. To construct and administer a research tool.

**Course Learning Outcomes: By the end of the paper, the students will be able to:**

**CLO1:** Gain an understanding of the importance of studying human development.

**CLO2:** Understand the application of various methods and techniques of studying human development

**CLO3:** Gain insight into various socio-metric and psycho-metric methods.

**CLO4:** Learn the implementation and development of tools, including questionnaires, interviews, and CAT.

**CLO- PLO Matrix for the course IHSCMJMS0426**

| Unit-Wise CLOs        | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average CLO |
|-----------------------|------|------|------|------|------|------|------|------|------|-------|-------------|
| <b>IHSCMJMS0426.1</b> | 3    | 2    | 2    | 1    | 2.5  | 3    | 2.5  | 3    | 2.5  | 3     | 2.45        |
| <b>IHSCMJMS0426.2</b> | 3    | 3    | 3    | 1    | 3    | 3    | 3    | 3    | 3    | 3     | 2.80        |
| <b>IHSCMJMS0426.3</b> | 3    | 3    | 23   | 1    | 2.5  | 3    | 3    | 2.5  | 3    | 3     | 2.70        |
| <b>IHSCMJMS0426.4</b> | 2    | 3    | 3    | 1    | 3    | 3    | 3    | 2.5  | 3    | 3     | 2.65        |
| Average PLO           | 2.75 | 2.75 | 2.75 | 1.00 | 2.75 | 3.00 | 2.87 | 2.75 | 2.87 | 3.00  | 2.65        |

## **Theory=(3 Credits)**

### **Contents**

#### **Unit I: Introduction to Methods of Studying Human Development**

- Ethics in life span research
- Projective Techniques (TAT, CAT, Rorschach Ink Blot Test.
- Inventory, Scale, Test.
- Standardisation of tools, Reliability, and Validity.

#### **Unit -II: Objective and Subjective Methods.**

- Observation-Types, Advantages, Disadvantages
- Interview- Types, Advantages, Disadvantages
- Questionnaire- Types, Advantages, Disadvantages
- Case Study- Types, Advantages, Disadvantages

#### **Unit -III: Sociometric and psychometric methods**

- Rating Scale method, Sociogram technique
- Guess Who Technique
- Personality tests (Concept and Types)
- Intelligence Tests (Concept and Types)

### **Practical=1 Credit**

1. Framing a questionnaire or an interview schedule as a method of studying children.
2. Administration of the Children's Apperception Test (CAT) in a school among children aged 3 to 10.

### **Suggested Readings:**

1. V.V. Khanzode (1995) Research Methodology techniques & trends. New Delhi: APH Publishing Corporation.
2. Kothari, C. R. (2000) Research Methodology Methods & techniques. New Delhi: VishwaPrakashan.
3. Rajamanickam, M., (2004). Experimental Psychology - With Advanced Experiments. New Delhi: Concept Publishing Company.
4. Rather, A. R Measurement & Evaluation. Srinagar: Gulshan Publishing.
5. Alward, G. (1994) Practitioners guide to Developmental & psychological testing. New York: Plenum Press

**Type of Course: Major**  
**Course Title: Human Physiology**  
**Course Code: IHSCMJHP0426**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester: 4**

**Objectives:**

1. To understand the structure and functions of cells, tissues, blood, and the cardiovascular system.
2. To comprehend the physiology of the digestive and excretory systems.
3. To understand reproductive physiology and endocrine regulation of body functions.
4. To develop basic laboratory skills for assessing selected physiological parameters.

**Course Learning Outcomes:** By the end of this paper the student will be able to:

**CLO 1:** Explain the structure and function of cell organelles, blood components, and the cardiovascular system.

**CLO2:** Understand the functions of key physiological systems, including the digestive and excretory

**CLO3:** Explain the physiological processes of reproduction and hormonal regulation by major endocrine glands.

**CLO4:** Identify various parts of a microscope and perform basic haematological tests, including haemoglobin estimation

**CLO- PLO Matrix for the course IHSCMJHP0426 (Human Physiology)**

| UNIT- Wise CLOs       | PL O1 | PL O2 | PLO3 | PLO 4 | PLO5 | PL O6 | PLO7 | PLO 8 | PLO9 | PLO10 | Average CLO |
|-----------------------|-------|-------|------|-------|------|-------|------|-------|------|-------|-------------|
| <b>IHSCMJHP0426.1</b> | 3     | 2     | 3    | 2     | 2    | 2     | 3    | 2     | 2    | 3     | 2.4         |
| <b>IHSCMJHP0426.2</b> | 3     | 2     | 3    | 2     | 2    | 2     | 3    | 3     | 2    | 2     | 2.4         |
| <b>IHSCMJHP0426.3</b> | 3     | 2     | 3    | 2     | 3    | 2     | 3    | 2     | 2    | 2     | 2.4         |
| <b>IHSCMJHP0426.4</b> | 3     | 3     | 3    | 2     | 2    | 2     | 2    | 2     | 3    | 2     | 2.4         |
| <b>Average PLO</b>    | 3.0   | 2.25  | 3.0  | 2.0   | 2.25 | 2.0   | 2.75 | 2.25  | 2.25 | 2.25  | 2.4         |

## **Theory (03 Credits)**

### **Contents:**

#### **UNIT – I Cell, Blood and Cardio-Vascular System**

- Structure and functions of the cell.
- Types, characteristics and functions of tissues
- Blood composition
- Structure and functions of the heart

#### **UNIT-II Digestive and Excretory System**

- Digestive system: Structure and functions of digestive organs and their associated glands.
- Digestion and absorption of food.
- Excretory system: Structure and function of the urinary system.
- Mechanism of urine formation.

#### **UNIT-III Reproductive and Endocrine System**

- Introduction to the Male and Female Reproductive System.
- Overview of Female Reproductive Cycle
- Endocrine glands: Structure and Functions.
- Hormones secreted by endocrine glands, their functions and associated abnormalities.

## **Practical/ Lab Work (01 Credit)**

1. Parts of a Microscope
2. Estimation of haemoglobin.
3. Measurement of blood pressure using a sphygmomanometer.
4. Measurement of body temperature:
  - a) Oral cavity
  - b) Axilla

### **Suggested Readings:**

1. Hall, J. E., & Hall, M. E. (2025). *Guyton and Hall textbook of medical physiology* (15th ed.). Elsevier.
2. Pal, G. K., Pal, P., & Nanda, N. (2025). *Comprehensive textbook of medical physiology* (4th ed., Vols. 1–2). Jaypee Brothers Medical Publishers.
3. Drake, R. L., Vogl, A. W., & Mitchell, A. W. M. (2024). *Gray's anatomy for students* (5th ed.). Elsevier.
4. Tortora, G. J., & Derrickson, B. (2023). *Principles of anatomy and physiology* (17th ed.). Wiley.
5. Datta, A. K. (2023). *Essentials of human anatomy and physiology* (7th ed.). Current Books International.

**Type of Course: Minor**  
**Course Title: Application of ICT for development**  
**Course Code: IHSCMNAC0426**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester: 4**

**Objectives:**

1. To understand the concepts and developmental applications of ICT.
2. To gain knowledge of ICT tools and technologies used in extension services.
3. To understand ICT-based approaches for communication and learning
4. To develop skills in creating ICT-based educational and awareness materials.

**Course Learning Outcomes:**

By the end of this paper the student will be able to :

**CLO 1:** Explain the concepts, scope, and applications of ICT in development.

**CLO 2:** Understand the use of ICT tools, mobile technologies, and multimedia in communication and extension services.

**CLO 3:** Apply ICT techniques such as online platforms, e-learning, and community media for information dissemination and knowledge sharing.

**CLO 4:** Develop educational and awareness materials using ICT for addressing community and rural development issues.

**CLO- PLO Matrix for the course IHSCMNAC0426 (Application of ICT for development)**

| UNIT- Wise CLOs | PLO 1 | PL O2 | PL O3 | PLO 4 | PLO5 | PLO 6 | PLO 7 | PLO 8 | PLO9 | PLO10 | Average CLO |
|-----------------|-------|-------|-------|-------|------|-------|-------|-------|------|-------|-------------|
| IHSCMNAC0426.1  | 3     | 2     | 3     | 2     | 2    | 2     | 3     | 2     | 2    | 3     | 2.4         |
| IHSCMNAC0426.2  | 3     | 3     | 3     | 3     | 2    | 2     | 3     | 2     | 2    | 1     | 2.4         |
| IHSCMNAC0426.3  | 3     | 3     | 3     | 2     | 3    | 2     | 2     | 2     | 2    | 2     | 2.4         |
| IHSCMNAC0426.4  | 2     | 2     | 2     | 3     | 3    | 2     | 3     | 3     | 2    | 2     | 2.4         |
| Average PLO     | 2.5   | 2.5   | 2.5   | 2.5   | 2.5  | 2.0   | 2.5   | 2.5   | 2.0  | 2.0   | 2.4         |

## **Theory : (03 credits)**

### **Contents**

#### **Unit I: Introduction to ICT for development**

- Concept and scope of Information and Communication Technologies (ICT) for sustainable development.
- Types of ICTs and their Applications.
- Advantages, Limitations, and Opportunities of ICT.
- Impact of ICT projects in developed and developing countries.

#### **Unit II: ICT uses in different sectors**

- Different Approaches, models and strategies for implementing ICT-based extension programs.
- ICT use in areas like expert systems, self-learning materials, websites, and online portals.
- Knowledge Management through ICT, Use of ICTs to collect, organise, and share knowledge within the agricultural sector.
- Mobile Technologies, use of mobile phones and applications for delivering information and services to farmers. Multimedia content (audio, video, animation) for effective extension communication.

#### **Unit III: ICT Tools and Techniques**

- Community Radio and the potential of radio as an ICT tool for agricultural extension.
- Web and Video Conferencing and technologies for communication, training, and information dissemination.
- Computer-Aided Extension, use of software and online platforms for managing and delivering extension services.
- E-learning and Online Extension, principles and practices of online learning and its application in agricultural extension.

### **Practical/ Lab Work (01 Credit)**

1. Prepare an almanack of facts. It should contain common concerns, issues, events and statistics.
2. Prepare folders, charts, and posters for the rural population on any one problem related to their health/ hygiene/nutrition/ demography/ economic condition/social issue/mental health

**Suggested Readings:**

1. Bharti, S. D., Pradhan, M., Kumari, J., & Paliwal, H. (2025). *Manual of ICT tools in agricultural extension*. Textify Publishers.
2. Pandey, M. K., & Yuvaraj, C. (Eds.). (2025). *New frontiers in agricultural extension strategies*. Textify Publishers.
3. Prusty, A. K. (Ed.). (2025). *Advanced trends in agricultural extension* (Vol. 10). Integrated Publications.
4. Priya, N. K., Sivanarayana, G., & Babu, N. N. (2025). ICTs in agricultural extension: Tools, technologies, and applications. In *E-extension in agriculture: Digital platforms for knowledge dissemination* (Chap.3). Textify Publishers.
5. Singh, P., & Ghadei, K. (2025). Information and communication technologies for agricultural extension: Innovations and experiences. In *Developmental policies, strategies and issues in extension* (pp.131145). Elite Publishing House.

**Type of Course:** Major  
**Course Title:** Food Microbiology  
**Course Code:** IHSCMJFM0526  
**Total Marks:** 100  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester:** 5

**Course Objectives:**

1. To understand the characteristics and significance of microorganisms in foods.
2. To examine microbial spoilage and factors influencing food contamination.
3. To understand food-borne diseases and methods of microbial control in foods.
4. To develop practical skills in basic microbiological techniques and food safety assessment.

**Course Learning Outcomes:**

By the end of this paper, the student will be able to:

**CLO 1:** To understand the contamination of foods and factors influencing microbial growth.

**CLO 2:** To understand microbial spoilage of different foods and detect the spoilage

**CLO 3:** Impart knowledge regarding food-borne diseases and useful microbes of food.

**CLO 4:** Impart practical knowledge regarding the identification of food spoilage.

**CLO- PLO Matrix for the course IHSCMJFM0526 (Food Microbiology)**

| UNIT- Wise CLOs | PLO1 | PLO2 | PLO3 | PLO 4 | PLO5 | PL O6 | PLO7 | PLO 8 | PLO9 | PLO1 0 | Average CLO |
|-----------------|------|------|------|-------|------|-------|------|-------|------|--------|-------------|
| IHSCMJFM05 26.1 | 3    | 2    | 3    | 2     | 2    | 2     | 3    | 2     | 2    | 3      | 2.4         |
| IHSCMJFM05 26.2 | 3    | 2    | 3    | 2     | 3    | 2     | 3    | 2     | 2    | 2      | 2.4         |
| IHSCMJFM05 26.3 | 3    | 2    | 3    | 2     | 2    | 2     | 3    | 3     | 2    | 2      | 2.4         |
| IHSCMJFM05 26.4 | 3    | 3    | 3    | 2     | 3    | 2     | 2    | 2     | 3    | 1      | 2.4         |
| Average PLO     | 3    | 2.25 | 3    | 2     | 2.5  | 2     | 2.75 | 2.25  | 2.25 | 2      | 2.4         |

## **Theory (03 credits)**

### **Contents:**

#### **Unit-I Introduction to Food Microbiology**

- History of food Microbiology
- Importance and scope of food microbiology
- Occurrence, Morphology of Bacteria, Moulds, Yeast
- Economic importance of microorganisms in the food industry

#### **Unit –II Food Spoilage**

- General principles underlying microbial spoilage of foods
- Factors affecting the growth of microbes in food
- Sources of food contamination, Causes of food spoilage
- Chemical Basis of Microbial Spoilage of Foods

#### **Unit –III Food-Borne Infections and Intoxications**

- Symptoms, modes, Sources, transmission, and control of foodborne intoxications
- Food-borne toxic infections
- Food-borne disease due to naturally occurring toxicants
- Control of microorganisms by use of high temperatures, low temperatures, drying, dehydration, and the use of chemical preservatives

## **Practical/ Lab Work (01 credit)**

1. Morphological study of various prepared slides:
  - Bacteria (Bacillus, coccus, vibrio, spirilla)
  - Yeast (Reproductive and vegetative)
  - Moulds (Reproductive and vegetative)
2. Sterilisation of various equipment/glassware used for microbiological work.
3. Preparation of bacterial smear
4. Gram Staining of Bacteria
5. Visual criteria for judging the safety of food for consumption

### **Suggested readings:**

1. Ray, B., & Bhunia, A. K. (2025). *Fundamental Food Microbiology* (6th ed.). Boca Raton, FL: CRC Press.
2. Adams, M. R., Moss, M. O., & Baker, D. A. (2025). *Food microbiology* (5th ed.). Royal Society of Chemistry.
3. Lipps, W. C., Braun-Howland, E. B., & Baxter, T. E. (Eds.). (2023). *Standard Methods*

*for the Examination of Water and Wastewater* (24th ed.). Washington, DC: American Public Health Association (APHA), American Water Works Association (AWWA), and Water Environment Federation (WEF).

4. Montville, T. J., & Matthews, K. R. (2022). *Food microbiology: An introduction* (4th ed.). ASM Press.
5. Doyle, M. P., Diez-Gonzalez, F., & Hill, C. (2020). *Food microbiology: Fundamentals and frontiers* (5th ed.). ASM Press.

**Type of Course: Major**  
**Course Title: Media, Culture and Society**  
**Course Code: IHSCMJMC0526**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits=04 (L+P+T= 3+1+0)**  
**Semester: 5**

## Objectives

1. To understand the concept of gender and sex
2. To know the role of media in terms of gender
3. To understand the women representation in media
4. To review case studies of programmes

**Course Learning Outcomes:** By the end of this paper the students will be able to

**CLO1:** To Know the Concept of sex and gender

**CLO 2:** Understand the role of media in the construction of gender

**CLO 3:** Know the representation of women in media.

**CLO 4:** Review case studies of programmes

## CLO-PLO Matrix for the course IHSCMJMC0526 Media, Culture and Society

| UNIT-WISE CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average CLO |
|----------------|------|------|------|------|------|------|------|------|------|-------|-------------|
| IHSCMJMC0526.1 | 2    | 2.5  | 2    | 2    | 2.5  | 3    | 2.5  | 2    | 2    | 2     | 2.25        |
| IHSCMJMC0526.2 | 2.5  | 2.5  | 2    | 2    | 3    | 2.5  | 3    | 2.5  | 3    | 2.5   | 2.55        |
| IHSCMJMC0526.3 | 2.5  | 2    | 2.5  | 2.5  | 2    | 2.5  | 3    | 3    | 2.5  | 2.5   | 2.55        |
| IHSCMJMC0526.4 | 2.5  | 2    | 2    | 2.5  | 2    | 2.5  | 3    | 3    | 2.5  | 3     | 2.5         |
| Average PLO    | 2.37 | 2.25 | 2.12 | 2.25 | 2.37 | 2.62 | 2.87 | 2.62 | 2.5  | 2.5   | 2.46        |

## **Theory (03 Credits)**

### **Contents**

#### **UNIT I: Social construction of gender**

- Concept of gender
- Differences between gender and sex
- Patriarchal social order and status of women
- Role of media in construction of gender

#### **UNIT II: Gender and Development**

- Concept of gender and development
- Indicators of human and gender development
- Status, issues and challenges in context to violence against women
- Women's work and economic participation

#### **UNIT III: Gender and Media**

- Mainstream media and gender, Gender and media ethics
- Representation of women in media in political, cultural and social image
- Gender stereotypes
- Gender and ICTs

## **Practical/ Lab Work (01 Credit)**

1. Review of Case studies of programmes and/or for Gender Development
2. Analysis of campaigns for women's development

### **Suggested Readings:**

1. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
2. Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
3. Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.
4. Paul Hodkinson (2024), Media Culture and Society-An introduction, Edition 3, Sage Publications Pvt Ltd.
5. Jeff Shires, Media Culture and Society, Blackwell Pub, 2008

**Type of Course: Major**  
**Course Title: Early Childhood Care and Education**  
**Course Code: IHSCMJEC0526**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T=3+1+0 )**  
**Semester: 5**

**Objectives:**

1. Explain the core concepts, play-way methods and philosophies of Froebel and Montessori in ECCE
2. Compare the roles of national and international agencies in evolving ECCE trends.
3. To appraise administrative strategies regarding center management, and addressing special needs.
4. Develop original learning materials to foster early childhood development.

**Course Learning outcomes: By the end of this paper the students will be able to:**

**CLO 1:** Gain an insight into early childhood care and education

**CLO 2:** Get familiarized with the latest trends in ECCE.

**CLO 3:** Develop knowledge about the various administrative concerns, programmes and issues of ECCE centres.

**CLO 4:** Conduct activities for pre-schoolers for the social competence and emotional well-being.

**CLO- PLO Matrix for the course IHSCMJEC0526**

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average CLO |
|----------------|------|------|------|------|------|------|------|------|------|-------|-------------|
| IHSCMJEC0526.1 | 3    | 2    | 3    | 3    | 2    | 2.5  | 3    | 3    | 2    | 2     | 2.55        |
| IHSCMJEC0526.2 | 2    | 3    | 2    | 2.5  | 2    | 2    | 3    | 3    | 2.5  | 3     | 2.50        |
| IHSCMJEC0526.3 | 2    | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 3.00 | 3     | 2.70        |
| IHSCMJEC0526.4 | 2    | 3    | 3    | 2.5  | 3    | 2    | 3    | 3    | 3.00 | 3     | 2.75        |
| Average PLO    | 2.25 | 2.75 | 2.75 | 2.50 | 2.50 | 2.12 | 3.00 | 3.00 | 2.62 | 2.75  | 2.62        |

## **Theory= (3 Credits)**

### **Unit 1: Introduction to ECCE**

- Importance, need, scope, and objectives of ECCE.
- Concept of formal, non-normal, playway methods
- Contribution of Froebel towards the development of ECCE.
- Contribution of Montessori towards the development of ECCE

### **Unit-II: History and Trends of ECCE in India**

- Development of pre-school education in India
- Contribution of National agencies to ECCE - ICDS, Ministry of women and child development, NIPCCD
- Contribution of International agencies to ECCE- UNICEF, UNESCO, WHO.
- Latest trends of ECCE in India and Globally

### **Unit-III Administrative concerns, Programme issues and problems.**

- Staff, equipment, location and site, child assessment, organisation of the ECCE centre
- Staff and parent relations, record keeping and children's files, supplies and resources
- Adjustment and distress, exploration and safety
- Babies with special needs

### **Practical/Lab Work (01 credit)**

1. To create learning material for fostering development in early childhood.

### **Suggested Readings**

1. Grewal, J.S (1984) Early childhood education, Agra National Psychological corporation.
2. Murelidharam, R. (1991) Guide to Nursery school teachers: New Delhi NCERT
3. Bhatia and Bhatia (1995).Theory and principles of education. New Delhi Waaba House.
4. Khurshid-ul-IslamS; & Rao V (1997). Early Childhood Care & Education. New Delhi.Common wealth Publishers.
5. Mohanty, J; & Mohanty, B. (2007) Early Childhood Care & Education. New Delhi. Deep & Deep Publication.

**Type of Course: Major**  
**Course Title: Internship & Project work**  
**Course Code: IHSCMJIP0526**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 0+0+4)**  
**Semester: 05**

**Objectives:**

1. To provide experiential learning through internship in relevant professional settings.
2. To enhance professional competencies through exposure to real-world practices and workplace environments.
3. To develop research skills through independent investigation and scientific inquiry.
4. To strengthen documentation, presentation, and professional communication skills.

**Course Learning Outcomes:** By the end of this paper the student will be able to:

**CLO 1:** Develop research skills commensurate with the accomplishment of a Bachelor's degree.

**CLO 2:** Produce a coherent and logically argued piece of writing that demonstrates competence in research and the ability to operate independently.

**CLO 3:** Gain exposure in scientific and technological advancements, leading to more personalised, effective and accessible solutions for community health and well-being.

**CLO 4:** Develop proficiency in documenting learning experiences and acquired knowledge during internship and in facing viva voce exam.

**CLO-PLO Matrix for the Course IHSCMJIP0526 (Internship & Project Work)**

| Unit-Wise CLOs     | PLO 1      | PLO 2      | PLO 3      | PLO 4      | PLO 5      | PLO 6      | PLO 7      | PLO 8      | PLO 9      | PLO10      | Average CLO |
|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| IHSCMJIP0526 .1    | 2          | 3          | 2          | 2          | 3          | 2          | 3          | 2          | 3          | 2          | 2.4         |
| IHSCMJIP0526 .2    | 2          | 2          | 2          | 3          | 3          | 2          | 3          | 2          | 3          | 2          | 2.4         |
| IHSCMJIP0526 .3    | 2          | 3          | 3          | 2          | 2          | 2          | 3          | 3          | 2          | 2          | 2.4         |
| IHSCMJIP0526 .4    | 2          | 2          | 2          | 3          | 2          | 2          | 3          | 2          | 3          | 3          | 2.4         |
| <b>Average PLO</b> | <b>2.0</b> | <b>2.5</b> | <b>2.5</b> | <b>2.5</b> | <b>2.5</b> | <b>2.0</b> | <b>3.0</b> | <b>2.5</b> | <b>3.0</b> | <b>2.5</b> | <b>2.4</b>  |

### **Internship(02 Credits)**

#### **Contents:**

Upon completion of Semester V, students will engage in an internship at a relevant Institution/Organisation.

### **Project Work (02 Credits)**

#### **Contents:**

The students will undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge.

**Type of Course: Minor**  
**Course Title: Guidance and Counselling**  
**Course Code: IHSCMNGC0526**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T=3+1+0 )**  
**Semester: 5**

**Objectives:**

1. To acquaint students with the knowledge of guidance and counselling.
2. To analyse the factors, principles, and essential qualities of a counsellor.
3. To appraise distinct modes of counselling.
4. To demonstrate the counselling process through puppetry and role-play activities

**Course Learning outcomes:** By the end of this paper, the students will be able to

**CLO 1:** Create an understanding of the concept of guidance and counselling.

**CLO 2 :** Gain an insight into the process of counselling

**CLO 3:** Know the modes of guidance and counselling

**CLO 4:** Learn about the use of puppetry and role play in counselling

**CLO- PLO Matrix for the course IHSCMNGC0526**

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average CLO |
|----------------|------|------|------|------|------|------|------|------|------|-------|-------------|
| IHSCMNGC0526.1 | 3    | 2    | 3    | 2    | 2    | 3    | 3    | 3    | 3    | 3     | 2.70        |
| IHSCMNGC0526.2 | 3    | 3    | 3    | 2    | 2    | 3    | 3    | 2.5  | 2    | 3     | 2.65        |
| IHSCMNGC0526.3 | 2    | 3    | 3    | 2    | 2    | 3    | 3    | 2    | 3    | 3     | 2.60        |
| IHSCMNGC0526.4 | 3    | 3    | 2.5  | 2    | 2    | 2    | 2.5  | 3    | 2    | 2     | 2.45        |
| Average PLO    | 2.75 | 2.75 | 2.87 | 2.75 | 2.75 | 2.75 | 2.87 | 2.62 | 2.50 | 2.75  | 2.60        |

**Theory (03 Credits)**  
**Contents**

**Unit -I: Introduction to Guidance and Counselling.**

- Guidance: Concept, characteristics, objectives
- Counselling: Concept, characteristics and steps
- Types of counselling
- Legal and ethical guidelines of counselling

**Unit -II: Counselling Process**

- Factors influencing the counselling process

- Functions and qualities of a counsellor
- Principles of counselling
- Levels and scope of counselling

### **Unit –III: Modes of guidance and counselling.**

- Group counselling, Individual counselling
- Vocational guidance, educational guidance
- Marital and clinical counselling
- Importance of counselling in social relationships

### **Practical/ Lab Work (1 Credit)**

- Learn about the counselling process through puppetry
- Learn about the counselling process through role play

### **Suggested Readings:**

1. Burnard, P. (1999) Counseling Skills training. New Delhi: Viva Books.
2. Gibson, R.L. & Mitchell, M.H., (2003) Introduction to Counselling and Guidance, New Delhi:
3. Sharma, R.L & Sharma R. (2007) Guidance & Counselling in India, New Delhi, Atlantic Publishers.
4. Shrivastava K.K., (2008) Principles of Guidance & Counselling New Delhi: Kanishka Publishers.
5. Capuzzi D& Gross Gross Counselling &Psychotherapy-Theories and Interventions (4th Ed) Pearsons Education India.

**Type of Course: Major**  
**Course Title: Management of Human Service Organisation**  
**Course Code: IHSCMJMH0626**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits=04 (L+T+P =3+1)**  
**Semester: 6**

### Objectives

1. To understand the concept, importance, functions & types of human service organizations
2. To know the government and non-government organizations for development
3. To know about the Organizations Working for People with Special Needs
4. To work on the case studies on organisations for working women and children with special needs

**Course Learning Outcomes:** By the end of this paper the students will be able to

**CLO1:** Understand the concept and role of human service organizations

**CLO2:** Know about the organizations working for the service of women and children

**CLO3:** Learn about various Principles and Techniques of Managing Human Service Organizations

**CLO4:** Know about the organisations for working women and children with special needs

### CLO-PLO Matrix for the course IHSCMJMH0626 Management of Human Service Organization

| UNIT-WISE<br>CLOs  | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO1<br>0 | Average<br>CLO |
|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------------|
| IHSCMJMH062<br>6.1 | 3        | 2        | 3        | 2.5      | 2        | 2.5      | 2        | 2.5      | 2        | 2         | 2.35           |
| IHSCMJMH062<br>6.2 | 2        | 2        | 3        | 2        | 2.5      | 3        | 2.5      | 3        | 2.5      | 2         | 2.45           |
| IHSCMJMH062<br>6.3 | 2.5      | 2.5      | 2.5      | 3        | 3        | 2        | 3        | 2.5      | 2        | 2.5       | 2.35           |
| IHSCMJMH062<br>6.4 | 2        | 3        | 2        | 2        | 2.5      | 2.5      | 3        | 3        | 3        | 2         | 2.5            |
| Average PLO        | 2.37     | 2.37     | 2.62     | 2.37     | 2.5      | 2.5      | 2.62     | 2.75     | 2.37     | 2.12      | 2.41           |

### Theory (03 Credits)

#### Contents

#### UNIT I: Human Service Organizations

- Concept, importance, functions & types of Human Service Organizations
- Management process of Human Service Organizations
- Personnel Management
- Resource Mobilization and Fund Raising

#### UNIT II: Government and Non-Government Organizations for Development

- Govt. Organizations: National Commission for Women (NCW), Central Social Welfare board (CSW), state social welfare board, ICDS
- Non-Govt. Organization: SEWA, SOS Villages, Help Age India

### **UNIT III: Organizations Working for People with Special Needs**

- Physically and mentally handicapped, orphans, street children
- National Association for Blind
- YMCA
- YWCA

### **Practical / Lab Work (01 Credit)**

1. Case studies on organisations for working women and children with special needs
2. Visit to any human service organisation (women or children)

### **Suggested Readings:**

1. BS Marshal: Organisation and Management: Text and Cases, Galgotia Publishing
2. Hasenfeld, Yeheskel (2010). Human Services as Complex Organizations. Thousand Oaks, Calif. : Sage Publications
3. S. N. Chand (2009): Management. Atlantic Publishers and Distributors (O) LTD, New-Delhi.
4. Rino J. Patti (2015).The Handbook of Human Services Management. Sage Publications Pvt Ltd
5. Judith A. Lewis, Thomas R. Packard, and Michael D (2011). Lewis: Management of Human Service Programs, Edition. 5th; Brooks/Cole ; Publication.
6. B. S. Marshal (2002): Organisation and Management: Text and Cases. Galgotia Publishing Company, New Delhi.

**Type of Course: Major**  
**Course Title: History and Theories of Human Development**  
**Course Code: IHSCMJHT0626**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits: 4 (L+P+T= 3+1+0)**  
**Semester: 6**

### Objectives

- 1: To understand the historical foundations of Human development.
- 2: To know about the importance of psychodynamic theories
- 3: To learn the role of cognitive and learning theories
- 4: To gain experience of thorough evaluation of the theories

**Course Learning Outcomes:** By the end of this paper the students will be able to:

**CLO1:** Explain and analyze the major historical perspectives that have contributed to the field of Human Development.

**CLO2:** Explain the key concepts and significance of psychodynamic theories in understanding Human development

**CLO3:** Analyze the contribution of cognitive and learning theories to Human development

**CLO4:** Evaluate the theories of development

### CLO- PLO Matrix for the course IHSCMJHT0626

| UNIT-WISE<br>CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average<br>CLO |
|-------------------|------|------|------|------|------|------|------|------|------|-------|----------------|
| IHSCMJHT0626.1    | 3    | 1    | 2    | 1    | 1    | 2    | 2    | 2    | 2    | 2     | 1.8            |
| IHSCMJHT0626.2    | 3    | 1    | 2    | 1    | 1    | 2    | 2    | 2    | 2    | 2     | 1.8            |
| IHSCMJHT0626.3    | 3    | 2    | 2    | 1    | 1    | 2    | 2    | 2    | 2    | 2     | 1.9            |
| IHSCMJHT0626.4    | 3    | 1    | 1    | 2    | 1    | 2    | 2    | 2    | 2    | 2     | 1.9            |
| Average PLO       | 3    | 1.25 | 1.75 | 1.25 | 1    | 2    | 2    | 2    | 2    | 2     | 1.85           |

## **Theory (03 Credits)**

### **UNIT- I Historical foundations of Human development**

- Definition and concept of a theory
- Medieval times and Reformation
- Philosophies of Enlightenment.

### **UNIT –II Psychodynamic Theories (Concept and stages)**

- Psychoanalytic Perspective (Sigmund Freud)
- Psychosocial Perspective (Erik Erikson)
- Evaluation of the theories

### **UNIT-III Cognitive and Learning Theories (Concept and stages)**

- Cognitive developmental Perspective (Jean Piaget)
- Learning Theory: (Ivan Pavlov)
- Evaluation of the theories

## **Practical/ Lab Work (01 Credit)**

1. Critique the theories of Human development
2. Present the life and works of various theorists

### **Suggested Readings :**

1. Robert B. Ewen (1998). An Introduction to theories of Personality, 5th Ed. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London.
2. Berk, L.E. (2001) Child Development- Third Edition. New Delhi: Prentice Hall of India.
3. Rogoff, B. (2003). The cultural nature of Human Development USA: OUP.
4. David R. Shaffer (2005) Social and Personality Development, 5th Edition. Thomson Wads words USA.
5. Papalia, D.E., Old, & Feldman, R.D. (2010). Human Development (10th) New Delhi: Tata McGraw – Hill Publishing Company Limited.

**Type of Course: Major**  
**Course Title: Developmental Disabilities**  
**Course Code: IHSCMJDD0626**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits: 4 (L+P+T= 3+1+0)**  
**Semester: 6**

**Objectives:**

1. To understand the conceptual approaches to developmental disabilities.
2. To develop skills in early identification and assessment of disabilities
3. Learn the role of Inclusive education and multidisciplinary people
4. Know about the role of rehabilitation centres

**Course Learning Outcomes:** By the end of this paper, the students will be able to:

**CLO 1:** Explain the approaches to defining developmental disabilities thoroughly

**CLO 2:** Encourage the practice of early intervention and functional skill development training

**CLO 3:** Support inclusive and home-based education

**CLO 4:** Assist and support persons with disabilities through rehabilitation services.

**CLO- PLO Matrix for the course IHSCMJDD0626**

| UNIT-WISE<br>CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | Average<br>CLO |
|-------------------|------|------|------|------|------|------|------|------|------|-------|----------------|
| IHSCMJDD0626.1    | 3    | 2    | 2    | 2    | 1    | 2    | 2    | 2    | 2    | 3     | 2.1            |
| IHSCMJDD0626.2    | 3    | 2    | 2    | 2    | 1    | 2    | 2    | 2    | 2    | 3     | 2.1            |
| IHSCMJDD0626.3    | 3    | 2    | 2    | 2    | 1    | 2    | 2    | 1    | 2    | 3     | 2.0            |
| IHSCMJDD0626.4    | 3    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 3     | 2.2            |
| Average PLO       | 3    | 2    | 2    | 2    | 1.25 | 2    | 2    | 1.75 | 2    | 3     | 2.1            |

## **Theory (03 Credits)**

### **UNIT I: Introduction to disabilities**

- Definition and classification of disabilities.
- Medical and administrative approach to define and understand disability
- Legal and social approach to define and understand disability
- Attitude of people towards disability

### **UNIT II: Identification and Intervention**

- Early identification of disabilities: sensory, physical, intellectual, social and emotional
- Early intervention of sensory, physical, intellectual, social and emotional disabilities
- Importance of functional skills in daily living, self-help and social skills
- Educational considerations of disabilities

### **UNIT III: Multidisciplinary roles and responsibilities**

- Special, integrated, inclusive and home-based education
- Parental involvement and advocacy
- Role of health care professionals
- Role of social services professionals

## **Practical/ Lab Work (01 Credit)**

1. Prepare teaching / play material for a physically challenged child
2. Case profile of a child with special needs
3. Compile a directory of Institutions working for persons with disabilities

### **Suggested Readings:**

1. Hardman, M.L., Drew, C.J., and Egan, M.W. (2014) Human Exceptionality: Society, School and Family. Boston: Allyn and Bacon.
2. Mangal, S.K.(2007). Educating Exceptional Children
3. Karanth, P. and Rozario, J. (2003) Learning Disabilities in India. New Delhi: Sage.
4. Ysseldyke, J.E and Algozzine, B.(1998). Special Education: A Practical Approach for Teachers. New Delhi: Kanishka.
5. Oliver M.(1996) Understanding Disability, from theory to practice, London Macmillan press.

**Type of Course: Major**  
**Course Title: Project Management and Women Entrepreneurship**  
**Course Code: IHSCMJPM0626**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits = 04 (L+P+T = 3+1+0)**  
**Semester: 6**

### Objectives

1. Understand the concept, role, and importance of women entrepreneurship in economic and social development.
2. Develop entrepreneurial skills, decision-making ability, and knowledge about institutional support systems.
3. Identify, analyze, and prepare business project proposals using appropriate financial and marketing techniques.
4. Gain practical knowledge about project implementation, technology transfer, and funding agencies for small businesses.

### Course Learning Outcomes:

**By the end of this paper the student will be able to:**

**CLO 1:** Provide conceptual inputs regarding structure and development of women entrepreneurship.

**CLO2:** Sensitize and motivate students towards entrepreneur management.

**CLO3:** Understand the framework for identifying and evaluating projects.

**CLO4:** Impart skills for planning and management of the projects undertaken.

### CLO- PLO Matrix for the course IHSCMJPM0626 (Project Management and Women Entrepreneurship)

| UNIT- Wise CLOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO10 | Average CLO |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| IHSCMJPM062 6.1 | 3     | 3     | 2     | 3     | 3     | 2     | 2     | 1     | 2     | 3     | 2.4         |
| IHSCMJPM062 6.2 | 3     | 2     | 2     | 2     | 3     | 3     | 3     | 2     | 1     | 2     | 2.3         |
| IHSCMJPM062 6.3 | 2     | 3     | 1     | 2     | 2     | 3     | 2     | 3     | 2     | 3     | 2.3         |
| IHSCMJPM062 6.4 | 3     | 2     | 3     | 2     | 3     | 2     | 3     | 1     | 2     | 3     | 2.4         |
| Average PLO     | 2.75  | 2.5   | 2     | 2.25  | 2.75  | 2.5   | 2.5   | 1.75  | 1.75  | 2.75  | 2.35        |

## **Theory (03 credits)**

### **Contents**

#### **Unit I: Women Entrepreneurship**

- Concept and development of women entrepreneurship. Functions and roles of women entrepreneurs
- Characteristics and personal attributes of successful entrepreneurs.
- Institutional support in women entrepreneurship.
- Problems faced by women entrepreneurs and their remedies

#### **Unit II: Project Identification**

- Identification of project, generation and screening of project ideas. Classification of projects
- Forms of ownership - sole proprietorship, partnership, company and cooperative society. Factors influencing the choice
- Steps for starting a small business, procedure and formalities for registration. Incentives and subsidies- need and problems
- Market and demand analysis- Demand forecasting. Marketing problems and their remedies.

#### **Unit III: Project Analysis**

- Estimation of cost of projects- objectives, components and basis of estimates. Sources of finance - short-term and long-term sources
- Profit & loss statement and balance sheet.
- Project format—common format of a project proposal. Information. Rules governing the preparation of a project proposal
- Project implementation—prerequisites for successful implementation. Monitoring, controlling and follow-up

#### **Practical/Lab Work (01 credit)**

1. Project - Women entrepreneurship. Technology generation/ Transfer of Technology (TOT).
2. State level and national level funding agencies

**Suggested readings:**

1. Akhauri, M.M.P. (1990) Entrepreneurship for women in India, NIESBUD, New Delhi.
2. Hisrich, R.D. and Brush, C.G. (1986) The Women Entrepreneurs, D.C Health & Co Toronto.
3. Hisrich, R.D. and Peters, M. P. (1995) Entrepreneurship—Starting Developing and Managing a New Enterprise, Richard D., Irwin, INC, USA.
4. Meredith, G.G. et, al, (1982): Practice of Entrepreneurship, ILO Geneva.
5. Patel, V.C. (1987): Women Entrepreneurship—Developing New entrepreneurs, Ahmadabad EDII.
6. Grover, Indu, & Grover, (2002). Women and empowerment, Agrotech. Publishers, Udaipur.

**Type of Course: Major**  
**Course Title: Community Health Management**  
**Course Code: IHSCMJCH0626**  
**Total Marks: 100**  
**(External: 70 , Internal: 30)**  
**Credits=04 (L+T+P = 3+0+1)**  
**Semester: 6**

### Objectives

1. To know the concept of health and its dimensions
2. To know about the health needs and problems of the community
3. To know about health regulations and acts
4. To carry out report writing for various programmes

**Course Learning Outcomes:** By the end of this paper, the students will be able to:

**CLO1:** Understand the concept of health and health indices

**CLO2:** Learn about the various health problems of the community and their scientific intervention

**CLO3:** Know the supportive services and programmes for community health management

**CLO4:** Understand management information systems about health in India

### CLO-PLO Matrix for the course IHSCMJCH0626 Community Health Management

| UNIT-WISE<br>CLOs  | PLO<br>1 | PLO2 | PLO<br>3 | PLO4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO1<br>0 | Average<br>CLO |
|--------------------|----------|------|----------|------|----------|----------|----------|----------|----------|-----------|----------------|
| IHSCMJCH0626.<br>1 | 3        | 2.5  | 2        | 3    | 2        | 3        | 3        | 3        | 3        | 2.5       | 2.65           |
| IHSCMJCH0626.<br>2 | 2        | 2    | 3        | 2.5  | 3        | 2        | 2.5      | 3        | 2.5      | 2.5       | 2.5            |
| IHSCMJCH0626.<br>3 | 2        | 2.5  | 2.5      | 2    | 2.5      | 2.5      | 3        | 2.5      | 3        | 3         | 2.55           |
| IHSCMJCH0626.<br>4 | 3        | 2.5  | 3        | 3    | 2.5      | 3        | 3        | 3        | 2.5      | 3         | 2.85           |
| Average PLO        | 2.5      | 2.37 | 2.62     | 2.62 | 2.5      | 2.62     | 2.87     | 2.87     | 2.75     | 2.75      | 2.63           |

### Theory (03 Credits)

#### Contents

#### Unit I: Concept of Health and Health Care Systems

- Concept and various dimensions of Health
- Primary, Secondary & Tertiary health care systems in India
- Vital Health Statistics
- Modern and Traditional (AYUSH) Medicinal Systems in India

## **Unit II: Community Health Needs and Problems**

- Health needs and problems of the community
- Environment & Health: Global warming, disasters & their management
- Health needs and problems of vulnerable groups
- Population explosion and family planning

## **Unit III: Health & Wellness**

- Health Education and Health Promotion.
- Reproductive and child health programme. National and International agencies.
- Health regulations and acts, international health regulations. Census, sample registration system, and national family health surveys.
- Community participation in healthcare

### **Practical / Lab Work (01 Credit)**

1. Health Education to pregnant and lactating women at Community level
2. A visit to AYUSH/PHC Centre
3. Survey reports of Primary Health Centre, and Anganwadi Centre
4. Survey reports regarding frontline Health workers, Mid-day meal programme (PM-Poshan)

### **Suggested Readings:**

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.
5. Park, K. (2024): Textbook of Preventive and Social Medicine. M/S Banarsidas Bhanot; Jabalpur.