

UNIT IV

This unit elucidates upon the various levels of communication transactions. This Unit in particular lays thrust on the public communication and ‘need and importance’ of communication for learning. The unit also highlights the concept of communication for development.

- **Servaes, J.** (2022). *Communication for development and social change* (Updated ed.). Sage Publications.
- **Zeuschner, R.** (1997). *Communicating Today*. California State University, USA.
- **Devito, J.** (2012). *Human Communication*. New York: Harper & Row.
- **Barker, L.** (1990). *Communication*, New Jersey: Prentice Hall Inc; 171.
- **Anand, S. & Kumar, A.** (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan.

Suggested Readings

- **Knapp, M. L., & Daly, J. A.** (Eds.). (2011). *The SAGE handbook of interpersonal communication* (4th ed.). SAGE Publications.
- **Wood, J. T.** (2023). *Communication theories in action: An introduction* (3rd ed.). Cengage.
- **Patri, V. R. and Patri, N.** (2002). *Essentials of Communication*. Greenspan Publications Baran, S. (2014). *Mass Communication Theory*. Wadsworth Publishing.
- **Servaes, J.** (2022). *Communication for development and social change* (Updated ed.). Sage Publications.
- **McQuail, D.** (2000). *Mass Communication Theories*. London: Sage Publications.
- **Zeuschner, R.** (1997). *Communicating Today*. California State University, USA.

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Bachelors in Arts with Community Science as non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-2-HSC: FOOD SCIENCE AND NUTRITION

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Food Science and Nutrition	4	3	0	1	-	-

Learning Objectives

- To understand functions of food and the relationship between food, nutrition and health.
- To describe the classification, functions of various nutrients, their sources and excess/deficiency.
- To learn about various methods of cooking and to understand the nutritional contribution and effect of cooking on different food groups.

- To be able to prepare dishes using principles of food science.

Learning Outcomes

The students would be able to:

- Comprehend the relationship between food, nutrition and health.
- Understand the functions, nutritional contribution and changes occurring during cooking of the commonly consumed foods.
- Understand the importance of various nutrients and their dietary sources.
- Develop understanding about the methods of preparing food with better nutrient retention and improving quality of diets.

THEORY **(Credits 3; Hours 45)**

UNIT I: Basic Concepts in Food and Nutrition

4 Hours

This unit introduces basic terminology in food and nutrition and explains the relationship between diet and health.

- Basic terms used in study of food and nutrition
- Understanding relationship between food, nutrition and health
- Functions of food- Physiological, psychological and social

UNIT II: Nutrients

18 Hours

This unit covers the classification, functions, dietary sources, and deficiency and excess conditions of nutrients.

- Carbohydrates, lipids and proteins
- Fat soluble vitamins – A, D, E and K
- Water soluble vitamins – B and C
- Minerals – Calcium, Iron and Iodine

UNIT III: Food Groups

18 Hours

This unit focuses on the composition, nutritional contribution, and physicochemical changes occurring during cooking in different food groups.

- Cereals and pulses
- Fruits and vegetables
- Milk and milk products
- Eggs
- Meat, poultry and fish
- Fats and oils

UNIT IV: Methods of Cooking

5 Hours

This unit covers various methods of cooking and their effects on nutrient retention and quality of food.

- Dry and moist heating, frying and microwave cooking
- Prevention of nutrient losses and methods of enhancing nutrients (fermentation and germination)

PRACTICAL (Credits 1; Hours 30)

1. Enlist commonly consumed foods and identify five rich sources each of carbohydrates, proteins, lipids, calcium, iron, and vitamins A, D, B-complex, and C. Calculate the nutrient content per serving.
2. Weights and measures; preparation of market order and table setting.
3. Food preparation, understanding the principles involved, nutritional quality and portion size.
4. Prepare at least one dish from each food group using any one method of cooking such as frying, steaming, boiling, baking etc.
 - i. Cereals
 - ii. Pulses
 - iii. Vegetables
 - iv. Milk preparations
 - v. Egg preparations
 - vi. Snacks

Essential Readings

UNIT I

This unit provides a foundational understanding of the basic concepts and terminology used in the study of food and nutrition. It explores the interrelationship between food, nutrition, and health, and highlights the multifaceted functions of food—physiological, psychological, and social—in promoting overall well-being.

- **Bamji, M. S., Rao, N. P., & Reddy, V.** (2025). *Textbook of human nutrition* (5th ed.). Oxford & IBH Publishing Co. Pvt. Ltd.
- **Mudambi, S. R., & Rajagopal, M. V.** (2020). *Fundamentals of foods, nutrition and diet therapy* (6th ed.). New Age International Publishers.
- **Bredbenner, C.B., Berning, J.R., Kelley, D.S., Abbot, J, Wardlaw, G.M.** (2024). *Wardlaw's Perspectives in Nutrition*, Thirteenth edition, Paperback.

UNIT II

This unit discusses the classification, functions, sources and deficiency and excess conditions of major nutrients, including carbohydrates, proteins, fats, vitamins and minerals, and their role in maintaining health.

- **Chadha, R., & Mathur, P. (Eds.).** (2015). *Nutrition: A lifecycle approach*. Orient Blackswan.
- **Roy Chowdhury, S., & Aeri, B. T.** (2023). *Textbook of food science and nutrition*. Aarahan Publishers.
- **Lakra, P., & Singh, M. D.** (2008). *Textbook of nutrition and health* (1st ed.). Academic Excellence.

UNIT III

This unit examines various food groups, their composition, and nutritional significance. It also explains the physicochemical changes that occur during cooking and its effect on the nutritive value and quality of different food groups.

- **Potter, N. N., & Hotchkiss, J. H.** (2006). *Food science* (5th ed.). CBS Publishers and Distributors.
- **Sethi, P., & Lakra, P.** (2015). *Aahaar vigyaan, poshan evam suraksha*. Elite Publishing

House.

- **Srilakshmi, B.** (2025). *Food science* (9th ed.). New Age International (P) Ltd.
- **Vrinda, S.** (2020). *Aahar vigyan*. Panchsheel Prakashan.

UNIT IV

This unit discusses different methods of cooking, including dry and moist heat, frying, and microwave cooking, and their impact on nutrient retention and food quality. It also highlights techniques to prevent nutrient losses and methods such as fermentation and germination that help enhance the nutritional value of foods.

- **Jain, P., et al.** (2007). *Poshan va swasthya ke mool siddhant* (1st ed.). Academic Pratibha.
- **Khanna, K., Gupta, S., Seth, R., Mahna, R., & Rekhi, T.** (2018). *The art and science of cooking: A practical manual* (5th ed., rev. ed.). Elite Publishing House Pvt. Ltd.

Suggested Readings

- **Swaminathan, M.** (2025). *Handbook of foods and nutrition* (5th ed.). BAPPCO.
- **Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., & Chopra, S.** (2005). *Basic food preparation: A complete manual*. Orient Longman.
- **Manay, M. S., & Shadaksharaswamy, M.** (2004). *Foods: Facts and principles*. New Age International (P) Ltd.

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Bachelors in Arts with Community Science as Major Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-2A-HSC: LIFE SPAN DEVELOPMENT ACROSS ADOLESCENCE AND ADULTHOOD

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Life Span Development across Adolescence and Adulthood	4	3	0	1	Class XII	NIL

Learning Objectives

- To create an understanding of various stages of lifespan from infancy to adulthood.
- To understand developmental changes occurring during adolescence, adulthood and late adulthood.
- To understand the various roles and relationships during these stages of lifespan development.

Learning Outcomes

The students would be able to:

- Understand the various stages of life span and significant milestones.