

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.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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.

- Develop awareness about the developmental changes from adolescence to adulthood.
- Appreciate the role of family and society in the transitions across these stages.
- Apply life span concepts to real life situations to better understand social interactions across age groups.

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

UNIT I: Introduction to Life Span Stages

11 Hours

This unit will introduce the various stages of life span.

- Lifespan stages: birth to adulthood
- Developmental changes
- Developmental Milestones of different stages

UNIT II: Understanding Adolescence

12 Hours

This unit will introduce the adolescent age group.

- Definition and Characteristics.
- Physical and Physiological changes in males and females.
- Social – Emotional Development.
- Cognitive and Language Development.

UNIT III: Early and Middle Adulthood

12 Hours

This unit will introduce transition from adolescence to adulthood.

- Career Development and work life.
- Intimacy, marriage and family formation, Parenting
- Mid-life transition and adjustments.

UNIT IV: Late Adulthood

10 Hours

This unit will introduce the concept of late adulthood

- Aging and health issues
- Adjustment of aging, loss and dependency
- Emotional Well-being, retirement and life satisfaction

PRACTICAL **(Credit 1, Hours 30)**

1. Narrative account on adolescent years to understand development of self.
2. Guided group discussions on key developmental changes in adolescence (physical, physiological)
3. Use of secondary sources to understand depiction of early adulthood in media.
4. Conduct Case profile of a female in middle adulthood to understand mid-life transition and adjustment.
5. Visit to a senior citizen home to interact with older adults living in an institutional setting and observe ageing process and care practices.
6. Movie review for the adulthood period, to understand the transitions or other challenges.
7. Construct and conduct a Questionnaire to understand age-related roles and perceptions about men and women in their early, middle, and late adulthood period.
8. Design an awareness brochure addressing common health concerns in late adulthood.
9. Observe adolescents in a school/college setting and document social interaction

- patterns and peer relationships.
10. Document a “life review narrative” based on an elderly person’s reflections on achievements and challenges.

Essential Readings:

UNIT I

This unit will introduce the various stages of life span. It covers all birth to adulthood periods. It emphasizes the developmental changes and milestones that occur from birth to adulthood.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Verma, P., Srivastava D. N. and Singh, A.** (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication
- **Lally, M., Valentine, S.** (2022). *Lifespan development: A Psychological perspective* - Fourth edition, College of Lake County

UNIT II

This unit will introduce the adolescent age group. It covers all the domains of development with regard to the adolescent age group. It also covers physical and physiological changes in males and females.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Verma, P., Srivastava D. N. and Singh, A.** (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication

UNIT III

This unit will introduce transition from adolescence to adulthood. It covers the early and middle adulthood period. It emphasizes the priorities of early and middle adulthood.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Lally, M., Valentine, S.** (2022). *Lifespan development: A Psychological perspective* - Fourth edition, College of Lake County

UNIT IV

This unit provides a comprehensive understanding of late adulthood as a significant stage in the human life span. It explores the physical, psychological, emotional, and social changes that occur during the aging process. Emphasis is placed on age-related health concerns, coping with transitions such as retirement, and adapting to experiences of loss and dependency.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.

- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Lally, M., Valentine, S.** (2022). *Lifespan development: A Psychological perspective* - Fourth edition, College of Lake County.

Suggested Readings:

- Patrick, J.H., Hayslip Jr. B., Sawyer, L.H. (2000). *Adult Development and aging: Growth, longevity and challenges* (1st edition). Sage Publications
- Singh, A. (2015). *Foundation of Human development: A lifespan approach*. Hyderabad: Orient Blackswan Pvt.
- Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors of Arts with Community Sciences as non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE –DSC -3-HSC INTRODUCTION TO RESOURCE MANAGEMENT

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		
Introduction to Resource Management	4	3	0	1	XII Pass	NIL

Learning Objectives

- To comprehend the fundamentals of resource management, their purpose and utilization in today's context and conservation approaches.
- To understand the functions and processes of management in a scientific manner for optimum use of resources.

Learning Outcomes

The students would be able to:

- Comprehend the concept and fundamentals of resource management in a changing scenario.
- Acquaint themselves with the available resources, their uses and conservation approaches.
- Utilize resources in an efficient and judicious manner.
- Understand the functions and processes of management in a scientific manner for the optimum use of resources.