

UNIVERSITY OF DELHI

CNC-II/093/1(25)/2023-24/80

Dated: 20.06.2023

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 60-1/(60-1-6) dated 03.02.2023]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-III of the department of Home Science under Faculty of Science based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23.

FACULTY OF SCIENCE

DEPARTMENT OF HOME SCIENCE

BSc. Hons. (Home Science)

DISCIPLINE SPECIFIC CORE COURSE – 7

DSC HH 307 : Human Development II: Middle Childhood and Adolescence

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Human Development II: Middle Childhood and Adolescence	4	3	0	1	XII Pass	Pass in DSC HH 101 Human Development 1: The Early Years

Learning Objectives

1. To learn about the progression and domains of development during middle

- childhood years and adolescence.
2. To understand context specific cultural practices of development during middle childhood years and adolescence.
 3. To familiarize students with the use of different techniques of studying development during middle childhood and adolescence.

Learning Outcomes

After completing this course, students will be able to:

1. Acquire a detailed understanding of development across domains from middle childhood through adolescence.
2. Gain insight on context specific cultural practices of development during middle childhood and adolescence.
3. Develop skills of using various techniques to study development during middle childhood and adolescence.

SYLLABUS OF DSC 7

THEORY (Credits 3; Hours 45)

UNIT I: Middle Childhood Years 12 Hours

This unit traces the progression of development across domains from 7-12 years of life.

Subtopics:

- Physical-motor development
- Cognitive and language development
- Moral development

UNIT II: Middle Childhood Years: The Social Context 10 Hours

This unit focuses on the social context of development during the middle childhood years.

The role of school, family, community and media is explored here.

Subtopics:

- Social and emotional development
- Role of family and peers
- Significance of School, community and media

UNIT III: Introduction to Adolescence 12 Hours

This unit describes the transition from childhood to adolescence with a focus on physical development and puberty and its impact on socio-emotional development.

- Theoretical perspectives on adolescence
- Puberty, sexual maturity, nutrition, health and psychological wellbeing
- Self and identity
- Family and peer relationships, interface with media

UNIT IV: Adolescence: Cognitive, Language and Moral development 11 Hours

This unit describes the progression in cognitive, language and moral development during adolescence.

- Perspectives on cognitive development
- Intelligence and creativity
- Adolescent language
- Adolescent morality

PRACTICAL
(Credits 1; Hours 30)

- Methods of studying in Human Development
- Interview and Questionnaire
- Role of Family and peers during middle childhood
- Physical and sexual changes during puberty
- Sociometry
- Audiovisual resources to study middle childhood and adolescence
- Case profile of an adolescent
- Psychological tests

Essential readings

1. Berk, L. (2013). Child development (9th ed.). Boston: Pearson.
2. Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill.
3. Singh, A. (Ed.) (2015). Foundations of Human Development. New Delhi: Tata McGraw-Hill.

Suggested readings

1. Bee, H., & Boyd, D. (2012). The Developing Child (13th ed.). Pearson
2. Journal of Developmental Psychology.
3. Papalia, D. E., & Martorell, G. (2015). Experience Human development. McGraw Hill Education.
5. Rice, F. P. (2000). Human Development: A Life-span Approach. New Jersey: Prentice Hall
6. Sharma, N. (1999). Understanding Adolescence. National Book Trust
7. शर्मा, नी. (2009). किशोरावस्था: उलझाव -सुलझाव. अनुवाद रेणु चौहान. नेशनल बुक ट्रस्ट.

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

DISCIPLINE SPECIFIC CORE COURSE – 8
DSC HH 308: Nutrition: A Life Cycle Approach

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Nutrition: A Life Cycle Approach	4	3	0	1	XII Pass	Pass in DSC HH 102 Food Science and Nutrition

Learning Objectives

1. To acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
2. To enable students in understanding the principles of planning nutritionally adequate diets.
3. To make them exercise food choices consonant with good health based on sound knowledge of principles of nutrition.

Learning Outcomes

After completing this course, students will be able to:

1. Acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
2. Comprehend the principles of planning nutritionally adequate diets.
3. Exercise food choices consonant with good health based on sound knowledge of principles of nutrition.

SYLLABUS OF DSC 8

THEORY
(Credits 3; Hours 45)

UNIT I: Basics of nutrient requirements and meal planning

12 Hours

Unit Description: Concepts of food groups and food exchange lists for meal planning, factors affecting meal planning will be dealt with. Students will also be introduced to dietary guidelines for Indians. The concept of estimated average requirements, recommended allowances and methods of assessing nutrient requirements in general for Indians will be explained.

Subtopics:

- Food groups
- Food exchange list
- Factors affecting meal planning and food related behaviour, diet diversity
- Dietary guidelines for Indians
- Concept of EAR, RDA, AI and TUL
- Basic concepts of assessment of nutrient requirements

UNIT II: Nutrition during adulthood and old age

12 Hours

- Unit Description: Physiological influence on nutrient requirements during adulthood and old age (EAR/RDA), energy balance, nutritional concerns and changes in requirements during adulthood and old age, concept of healthy food choices, processed and ultra-processed food consumption and factors contributing to longevity will be dealt with.

Subtopics:

- Adult men and women
- Elderly

UNIT III: Nutrition during pregnancy and lactation

9 Hours

Unit Description: Physiological changes in pregnancy and lactation, EAR/RDA during pregnancy and lactation, nutritional guidelines, effect of nutritional status on pregnancy outcome, optimal weight gain and its components during pregnancy, nutrition related problems in pregnancy, importance of nutrition for successful lactation will be dealt with.

Subtopics:

- Pregnant women
- Lactating mothers

UNIT IV: Nutrition during childhood

12 Hours

- Unit Description: Physiological changes during infancy, childhood and adolescence – growth and development; nutrient requirements (EAR/RDA) during these age groups, guidelines on infant and young child feeding, nutrition concerns keeping in mind the changing food habits and importance of physical activity will be dealt with.

Subtopics:

- Infants
- Preschool children
- School children
- Adolescents

PRACTICAL
(Credits 1; Hours 30)

I Introduction to meal planning:

- Rich sources of nutrients
- Use of food exchange lists

II Planning nutritious diets for:

- Adult (Male and Female)

- Pregnant and Lactating woman
- Pre-schooler
- Adolescent girl
- Elderly

III Planning and cooking of nutrient rich snacks/dishes for:

- Infants (Freshly prepared complementary foods)
- Packed tiffin adults, adolescent and school going children (any one)
- Pregnancy/Lactation

Essential readings

1. Chadha R and Mathur P eds. (2015). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi
2. ICMR-NIN Expert Group on Nutrient Requirements for Indians, Recommended Dietary Allowances (RDA) and Estimated Average Requirements (EAR)-2020
3. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Delhi: Elite Publishing House Pvt. Ltd.
4. NIN (2011). Dietary Guidelines for Indians-A manual. Second Edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

Suggested readings

1. Byrd-Bredbenner C, Berning J, Kelly D, Abbot JM (2021). Wardlaw's Perspectives in Nutrition, McGraw- Hill International Edition, 12th edition
2. B Srilakshmi Eighth Edition (2019). Nutrition Science. New Age International Publishers.
3. Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
4. Sethi P, Lakra P (2015). Aahar Vigyan Suraksha evam Poshan. Delhi: Elite Publishing House Pvt.Ltd
5. Puri S, Bhagat A, Aeri, BT, Sharma A (2019). Food Exchange List: A Tool for meal Planning. Elite Publishing House. New Delhi.
6. Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi Publ. Global Books Organisation, Delhi.

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

DISCIPLINE SPECIFIC CORE COURSE – 9
DSC HH 309: Communication Systems and Social Change

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Communication Systems and Social Change	4	3	0	1	XII Pass	Pass DSC HH 103 Communication Concepts and Theories

Learning Objectives

1. To gain understanding of various Communication Systems and their applications in personal and professional life.
2. To learn about the applications of communication transactions in the field of Development Communication.
3. To recognize the importance of understanding self through concepts of self-concept, self-esteem and self-disclosure.
4. To understand the nuances of different levels of communication ranging from intra personal communication to organizational as well as intercultural communication.
5. To understand how communication transactions helps in persuading, influencing and bring out desired changes in individuals and groups.

Learning Outcomes

The students would be able to:

1. Develop a clear understanding of various communication systems and their relevance.
2. Comprehend the various levels of communication transactions and their applications in Development Communication approaches.
3. Gain understanding of self through self-concept, self-awareness and self-esteem.
4. Recognize and appreciate various communication networks in personal and professional spheres.
5. Understand how mass communication and media impact society through mass communication theories and models and their significance.

SYLLABUS OF DSC 9

THEORY (Credits 3; Hours 45)

UNIT I: Intrapersonal and Interpersonal Communication **9 Hours**

Elucidate upon the various levels of communication transactions. This Unit in particular lays thrust on the Intrapersonal and Interpersonal Communication Systems and processes.

Subtopics:

- Overview of communication transactions
- Intrapersonal Communication - Self Development, Looking Glass Self Theory, Self-concept and self-esteem, Awareness of Self & Johari's Window, Self-Disclosure.
- Interpersonal Communication - Functions, Types of relationships- friendship, families, other relationships, Stages of relationship development, Interpersonal Competence
- Theories of Relationship Development - Social Exchange Theory, Uncertainty Reductions
- Theory, Interpersonal Relationships Model.

UNIT II: Small Group and Organizational Communication **12 Hours**

This Unit highlights the small group communication characteristics, functions and power of group conformity. It emphasizes organizational communication with focus on culture and leadership.

Subtopics:

- Small group communication: Characteristics, Functions & Types
- Small Groups & Social Influence, Power in small group Conformity, Group Think & Polarization, Social Loafing
- Theories of group formation - Functional Theory, Structuration Theory, Symbolic Convergence
- Theory, Participatory theory
- Small Group Processes: Culture, Structure, Roles & Leadership
- Organization - concept, types and relationship in organization
- Organizational communication: Types: Formal Informal, Internal External, Direction &
- Networks, Functions, Tools used by organizations, challenges
- Organizational Culture and Leadership.

UNIT III: Public, Intercultural and Mass Communication **12 Hours**

This Unit highlights the Communication networks in professional and public spaces. It provides insight into the dynamics of intercultural communication. It also highlights the various theories and models of mass communication and emphasizes the significance and characteristics of various mass media.

Subtopics:

- Public communication - Concept, types, techniques and skills in public speaking, qualities of an effective public speaker, overcoming speaker apprehension
- Intercultural communication-concept, importance and relevance, stages and barriers
- Mass Communication - concept, significance, functions and elements
- Models and theories of mass communication
- Mass Media - Characteristics, classification, Evolution, significance of print, electronic and web- based media in contemporary society.

UNIT IV: Scope of Levels of Transactions in Communication

12 Hours

This Unit emphasizes role of communication transactions in facilitating change. How communication helps in persuading, influencing and bring out desired changes in individuals groups and organization's It strives to give conceptual clarity about use of communication in addressing conflict and strengthening personal and professional relationships.

Subtopics:

- What is Social Change?, Social change in individuals, communities and organizations Application of communication transactions for Persuasion, influencing ideas and Attitudes of individuals and groups
- Communications and building Self-Confidence, Self-development, identity and personal branding
- Communication in conflict management, relationship development & repair
- Business communication and strengthening organizational processes and efficacy
- Social and Behaviour Change Communication

PRACTICAL (Credits 1; Hours 30)

- Self-Awareness & Analysis of Communication with self
- Small Group dynamics
- Inter personal conflict resolution
- Media design and production for group and mass communication
- Evaluating & Designing communications for changing attitudes
- Evaluation of various communication strategies for social change

Essential readings

1. Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254
2. Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
3. Devito, J. (2012). *Human Communication*. New York: Harper & Row.
4. Vivian, J. & Maurin, P. (2006) *The Media of Mass Communication* (4th Canadian). Pearson Allyn and Bacon.

Suggested readings

1. Baran, S. (2014) *Mass Communication Theory*. Wadsworth Publishing
2. McQuail, D. (2000) *Mass Communication Theories*. London: Sage Publications.
3. Patri, V. R. and Patri, N.(2002); *Essentials of Communication*. Greenspan Publications
4. Stevenson, D. (2002) *Understanding Media Studies: Social Theory and Mass Communication*, Sage Publications
5. Zeuschner, R. (1997). *Communicating Today*. California State University, USA

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