

DEPARTMENT OF HOME SCIENCE

Semester – V

B.Sc. (Honours) Home Science

DISCIPLINE SPECIFIC CORE COURSE

DSC HH 513: Human Development III: The Adulthood Years

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 III: The Adulthood Years	4	3	0	1	XII Pass	Appeared in Human development II: Middle Childhood and Adolescence

Learning Objectives

- To develop an understanding of different domains of development in adulthood
- To gain an understanding of how socio-cultural contexts shape development during adulthood
- To utilize a range of techniques to study different domains of development in adulthood

Learning Outcomes

Students will be able to:

- To describe different domains of development in adulthood : physical, cognitive, language and socio-emotional
- To understand development in adulthood in varied contexts and cultures
- To develop competency in the use of different techniques for studying various domains of development in adulthood

SYLLABUS OF DSC HH 513

THEORY (Credits 3; Hours 45)

UNIT I: Understanding Young Adulthood

15 Hours

- Physical and physiological changes
- Cognitive development
- Socio-emotional development- relationships and marriage

- Careers, work and leisure
- Gender and sexuality in Indian context

UNIT II: Development during Middle Adulthood

15 Hours

- Definition, developmental tasks of middle adulthood
- Physical changes, health and well-being
- Cognitive development and changes
- Social and emotional development-relationships and family dynamics, marital satisfaction and parenting

UNIT III: Aging in Late Adulthood

15 Hours

- Developmental tasks of late adulthood
- Physical and physiological changes associated with aging and health concerns
- Cognitive development: changes in cognitive abilities
- Socio-emotional development-grand parenting, social support networks, work and retirement, leisure and overall well-being
- Culture, religion and spirituality
- Death and grief

PRACTICAL

(Credits 1; Hours 30)

1. To study development during adulthood using multimedia resources.
2. Case profile of an individual in middle/late adulthood
3. Use of interview/questionnaire method to study adult roles (at least one male and one female)
 - Father/ Husband
 - Homemaker
 - Employed woman
 - Single parent
 - Grandfather/ grandmother
 - Retired person
4. Journaling in young adulthood
5. Visit to an old age home
6. Study psychological tests of intelligence and personality- any three

Essential Readings:

- Berk, L.E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Papalia, D.E. and Martorell, G. (2015). Experience Human Development. McGraw Hill Education.
- Ranganathan, N.(Ed.).2020. Understanding Childhood and Adolescence. New Delhi: Sage
- Santrock, J.W. (2007). A Topical Approach to Lifespan Development. New Delhi: Tata McGraw-Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A Lifespan approach. New Delhi: Orient Black Swan.

Suggested Readings:

- Sharma, N. (1999). Understanding Adolescence. National Book Trust.

- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Rutter, M. and Rutter, M. (1992). Developing Minds: Challenge and continuity across the lifespan. London: Penguin.

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

DISCIPLINE SPECIFIC CORE COURSE
DSC HH 514: Dietetics and Public Health Nutrition I

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		
Dietetics and Public Health Nutrition I	4	3	0	1	XII Pass	Appeared in Nutrition: A Life Cycle Approach

Learning Objectives

- To explain the importance and scope of public health nutrition and its role in the health care system.
- To develop skills for using various methods and techniques for assessing nutritional status.
- To familiarize with the National public health nutrition concerns
- To develop an understanding about the principles of dietetics and nutrition care.
- To apprise the various aspects related to management of some common disorders / diseases.
- To inculcate the skill of dietary intervention according to patients' nutritional assessment and diagnosis.

Learning Outcomes

- Understand the concept of public health nutrition and its role in the health care system.
- Comprehend and use various methods and techniques for assessment of nutritional status assessment at individual and community level.
- Gain knowledge of the current National nutritional concerns.
- Understand the principles of the nutrition care process in hospital settings in the management of diseased person.
- Ability to modify normal diets as per the therapeutic condition.

SYLLABUS OF DSC HH 514

THEORY

(Credits 3; Hours 45)

UNIT I: Public Health Nutrition and Health Care Systems

8 Hours

- Definition and multidisciplinary nature of public health nutrition
- Concept, scope and current concerns in public health nutrition
- Health – Concept, definition, dimensions, determinants and indicators
- Health care systems:

- Levels of Health Care
 - Health Care System, Health care delivery system in India
 - Role of Public Health sector and other sectors and agencies
 - Primary Health care in India
 - Role of important schemes and institutions
- Role of public health nutritionist in health nutrition

UNIT II: Assessment of Nutritional Status 8 Hours

- Objectives and importance of assessment of nutritional status of individual and population groups
- Methods of Assessment of Nutritional status of Individual and Population groups
 - Anthropometry and related measures
 - Biochemical Assessment
 - Clinical Examination
 - Dietary Assessment
 - Vital Statistics, Ecological factors and Qualitative Assessment Methods- An overview

UNIT III: National Public Health Nutrition Concerns 8 Hours

- Prevalence, etiology, clinical features, prevention and management at community level of the following:
 - Protein Energy Malnutrition, Moderate Acute Malnutrition , Severe Acute Malnutrition
 - Micronutrient deficiencies such as Vitamin A deficiency, Nutritional anemia, Iodine deficiency disorders, Vitamin D deficiency and Zinc deficiency
 - Fluorosis
 - Obesity, Metabolic Syndrome and Non communicable disease- An overview

UNIT IV: Principles of Nutrition Care 4 Hours

- Nutrition Care Process
- Therapeutic adaptations of a Normal Diet, Progressive diets

UNIT V: Etiology, patho-physiology, metabolic changes, clinical features and nutritional management of 17 hours

- Infection and Fevers- Typhoid, Tuberculosis, HIV-AIDS, Malaria/Dengue/Chikungunia
- G I Tract disorders- Diarrhea, Constipation, Lactose Intolerance, Celiac disease\
- Weight management- Underweight, overweight and obesity
- Eating Disorders

**PRACTICAL
(Credits 1; Hours 30)**

1. Assessment of nutritional status:

- Anthropometry (height, weight , Middle upper arm circumference , Waist circumference)
 - Dietary Assessment - Food frequency questionnaire ,24 hour dietary recall
 - Review of nutritional status of population from National /Regional/ Nutrition Surveys (NFHS, CNNS, etc)
2. Planning and preparation of low cost nutritious diet/ recipes for population groups vulnerable to nutritional deficiency diseases (PEM, Nutritional Anemia, Vitamin A deficiency)
 3. Therapeutic modifications of diets:
 - Normal, soft, clear- and full- fluid
 4. Planning and preparation of diets/dishes for individuals suffering from:
 - Febrile disorders- Typhoid, Tuberculosis
 - GI Tract disorders- Diarrhoea and Constipation
 - Weight management- Underweight, overweight/ obesity

Essential Readings:

- 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
- Vir, S. (2023). Child, adolescent and women nutrition in India: Public Policies, programme and progress. KW Publishers, Daryaganj, New Delhi, India.
- Seth V, Singh K and Mathur P (2018). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. 6 th Edn. Elite Publishing House Pvt. Ltd. New Delhi.
- Seth, V. and Singh K. (eds.) (2021) Principles of Medical Nutrition Therapy for Positive Clinical Outcomes, 1st Edition. Elite Publishing House Pvt. Ltd.
- Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). Textbook of Human Nutrition, 4th edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi
- Indian Dietetics Association, (2018) Clinical Dietetics Manual, 2nd Edition. Elite Publishing House Pvt. Ltd.
- Gibney, M. J., Margetts, B. M., Kearney, J. M. & Arab, L. (Eds.). (2005). Public Health Nutrition. Oxford, UK: Blackwell Science.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad.
- ICMR (2020) Estimated Average Requirements and Recommended Dietary Allowances for Indians .Published by National Institute of Nutrition, Hyderabad.

Suggested Readings:

- Chadha R and Mathur P eds.(2015) Nutrition : A Lifecycle Approach. Orient Blackswan, New Delhi.
- Wadhwa A. and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi
- ICMR (2011) Dietary Guidelines for Indians. Published by National Institute of Nutrition, Hyderabad.

- Khanna K, Gupta S, Seth R, Passi SJ, Seth R, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. 2nd Edn. Phoenix Publishing House Pvt. Ltd.
- Mahan, L.K. & Escott Stump, S. (2020). Krause's Food & Nutrition Therapy, 15th ed. Saunders Elsevier
- Jelliffe DB & Jelliffe E F P (1989). Community nutritional assessment with special reference to less technically developed countries. Oxford Medical Publications. Oxford University Press, Oxford, UK.
- Joshi, S.A. (2015). Nutrition and Dietetics, 4th ed. Mc Graw Hill education.
- WHO information on Dengue/ Chikungunia/ Malaria
Dengue- <https://www.who.int/news-room/fact-sheets/detail/dengue-and-severe-dengue>. Assessed on March 2023
Chikungunia-<https://www.who.int/news-room/fact-sheets/detail/chikungunya> .Assessed on March 2023
Malaria- <https://www.who.int/news-room/fact-sheets/detail/malaria> .Assessed on March 2023
- WHO <https://www.who.int/tools/child-growth-standards/standards> Assessed on March 2023
- WHO (2009) <https://www.who.int/publications/i/item/9789241547635>. Assessed on March 2023
- http://www.ilsindia.org/Workshop_National_Food_Consumption_Anthropometry_Physical_Activity_Survey/Methodology.pdf. Assessed on March 2023
- https://nhm.gov.in/images/pdf/programmes/wifs/operational-framework-wifs/operational_framework_wifs.pdf. Assessed on March 2023
- WHO <https://www.who.int/tools/child-growth-standards/standards>. Assessed on March 2023
- WHO (2009) <https://www.who.int/publications/i/item/9789241547635>. Assessed on March 2023
- https://www.nin.res.in/tenders/DABS/2.Anthro_BP_Dec_1_2022.pdf. Assessed on March 2023
- https://nhm.gov.in/images/pdf/programmes/wifs/operational-framework-wifs/operational_framework_wifs.pdf. Assessed on March 2023
- National Nutrition Monitoring Bureau (India) | GHDx (healthdata.org). Assessed on March 2023
- NFHS Project | International Institute for Population Sciences (IIPS) (iipsindia.ac.in). Assessed on March 2023

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University of Delhi, from time to time.**

DISCIPLINE SPECIFIC CORE COURSE
DSC HH 515: Psycho-Social Dimensions of Family and Community

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		
Psycho-Social Dimensions of Family and Community	4	2	0	2	XII Pass	NIL

Learning Objectives

- To develop a fundamental understanding of the dynamics of the family systems.
- To understand the various community systems and their functioning.
- To comprehend various psychosocial influences on families and communities.

Learning Outcomes

- Students will be able to:
- Understand the multifaceted nature of families and communities.
- Gain awareness of the changing structure, roles and expectations of families and communities in the present times.
- Gain in-depth knowledge of coping strategies and support mechanisms to empower families and communities.

SYLLABUS OF DSC HH 515

THEORY
(Credits 2; Hours 30)

UNIT I: Understanding Family Systems

10 Hours

- Dynamics of family structure and function
- Demographic and cultural variations
- Continuities and change in contemporary families: changing roles, expectations and identities; single parent/divorce/co-parenting; dealing with the loss of a family member or chronic illness.

UNIT II: Understanding Community Systems

10 Hours

- The concept of communities, evolution and types: Rural, urban, tribal, small town; meaning, characteristic features and growth in the communities.
- Community and social relationships: Everyday lives, conflict and crises, transitions
- Continuities and change in community systems.

UNIT III: Psychosocial Dimensions

10 Hours

- Local and global influences on families and communities
- Stressors and coping mechanisms, risk and protective factors
- Care and support mechanisms in family and community setting: childcare support, youth support groups, elderly care
- Families and communities as ecologies of resilience: negotiating migration, conflict/war zones, displaced or stateless situations, and natural disasters.

PRACTICAL (Credits 2; Hours 60)

1. Interviews and focus group discussions to study the changing structure, roles, and expectations of the family: relationships with parents, grandparents, and siblings.
2. Understanding changing family and community dynamics through Movies/Documentaries
3. Understanding stressors and coping strategies among individuals through interview technique.
4. Understanding local/global influences and coping mechanisms in a traditional community (artisans/potters/folk musicians) using interviews and observations.
5. Using audio-visual materials to understand how human behaviour influences our self, psyche, and group relationships.
6. Workshop/lecture on building resilience and coping mechanisms.

Essential Readings:

- Abraham, F. (2006). *Contemporary Sociology: An Introduction to concepts and Theories*. Oxford University Press.
- Anand, V., Balakrishnan, G., & George, P. (2018). *Community practices in India: Lessons from the grassroots*. Cambridge Scholars Publishing.
- Maguire, K. (2012). *Stress and coping in Families*. Wiley.
- Sachdeva, P., & Florence. D. (2020). *Basic Sociology*. Elite Publishing House.
- Shah, M. A. (2014). *The Writings of A. M. Shah: The Household and Family in India*. Orient Blackswan.
- Thibaut, J. W., & Kelley, H. H. (2017). *The social psychology of groups*. Routledge.
- Ungar, M. (2021). *Multisystemic resilience: Adaptation and transformation in contexts of change*. Oxford University Press.

Suggested Readings:

- Compas, B. E., Murphy, L. K., Yarboi, J., Gruhn, M. A., & Watson, K. H. (2019). Stress and coping in families. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A. Whisman (Eds.), *APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan* (pp. 37–55). American Psychological Association. <https://doi.org/10.1037/0000099-003>.
- Hochschild, A. (2013). *So how's the Family? And other Essays*. University of California Press.
- Madan, T. N. & Das, Veena. (2003). *The Oxford India companion to sociology and social anthropology*. Oxford University Press
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.

- Stockholm Resilience Centre. (2015). Applying resilience thinking: Seven principles for building resilience in social-ecological systems. <http://stockholmresilience.org/download/18.10119fc11455d3c557d6928/1459560241272/SRC+Applying+Resilience+final.pdf>
- Trawick, M. (1996). *Notes on Love in a Tamil family*. Oxford University Press.

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