

Category-II
B.Sc (Prog.) Home Science

DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC HP 204) –: Lifespan Development I: Prenatal and Early 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		
Lifespan Development I: Prenatal and Early Years	4	3	0	1	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquire an understanding of lifespan development as a discipline
- To appreciate the role of heredity, context, family and community in Lifespan development
- To understand developmental progression across stages and domains of the lifespan

Learning outcomes

The Learning Outcomes of this course are as follows:

- The student will develop an understanding about the discipline of Lifespan development
- The student will appreciate principles of growth and development
- The student will understand the concept of stages and domains in lifespan development
- The student will become aware of optimal practices in child rearing and child stimulation

SYLLABUS OF DSC HP 204

Unit I: Understanding Lifespan Approaches and Perspectives – 09 Hours

The unit provides a foundational view on Life Span development.

Subtopics:

- Definitions, nature, scope and multidisciplinary nature of Lifespan Development
- Developmental stages and domains
- Principles of growth and development
- Optimizing development in early years

Unit II: Pregnancy, Birth and the Neonate – 12 Hours

The unit focuses on pregnancy and safe motherhood, understanding prenatal development and birthing techniques and the newborn.

Subtopics:

- Stages of prenatal development
- Influences on prenatal development and safe motherhood
- Birthing process and the high-risk newborns
- Newborn capacities and care

Unit III: Development during Infancy – 12 Hours

Understanding the period of infancy through the framework of developmental domains

Subtopics:

- Developmental Norms and Milestones
- Physical- motor development
- Sensory Perceptual development
- Cognitive development
- Language development
- Social development

Unit IV: Development during Preschool – 12 Hours

Understanding the domains of language, cognitive and socio-emotional development preschool period. Interlinkages between developmental domains for strong foundations.

Subtopics:

- Developmental Norms and Milestones during preschool
- Physical and motor development
- Language development
- Cognitive development
- Social and emotional development: Family, Play and Learning

PRACTICAL -30 Hours

- Introduction to research methods in Lifespan development
- Documentation of methods: Interview, Observation and Narrative
- Prepare interviews to explore cultural practices and conceptions related to pregnancy, infancy and early childhood
- Conduct early childhood observations using specimen description and checklist in *any two* domains of development
- Using audio and video resources to study prenatal development, infancy and early childhood
- Preparation of activities and learning aids for parents using locally available materials
- Mapping resources in children's ecology by community survey
- Psychological tests- Developmental assessment of Indian children, WPPSI

Essential Readings

- Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
- Rice, F. P. (1998). Human Development: A Life-span Approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill.
- Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw-Hill.
- Snow, C. W., & McGaha, C. G. (2003). Infant development (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Suggested Readings

- Childhood in south Asia: A critical look at issues, policies and programmes. Conn.USA:Information Age.
- Hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.
- Singhi, P. (1999). Child health & well-being: Psychological care within & beyond
- Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.).
- Verma, P, Srivastava, D.N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Chapter 3: Indian women: Traditional and modern: pages 52-70.

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

Credit distribution, Eligibility and Prerequisites 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		
Foundation of Food Science and Nutrition	4	3	0	1	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand functions of food and the relationship between food, nutrition and health.
- To describe the functions of various nutrients, their sources and clinical manifestations of excess/ deficiency of nutrients.
- To learn about various methods of cooking and to understand the selection, nutritional contribution of and effect of cooking on different food groups.
- To describe ways of reducing nutrient losses during cooking.
- To be able to prepare dishes using principles of food science.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Comprehend the relationship between food, nutrition and health.
- Understand the selection, nutritional contribution and changes 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.

SYLLABUS OF DSC HP 205**Unit I: Basic Concepts in Food and Nutrition -12 Hours**

Basic terminology used in the sciences of food and nutrition and understanding the relationship between what we eat and health.

Subtopics

- 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 -12 Hours

Functions, dietary sources and clinical manifestations of deficiency/ excess of the nutrients

Subtopics

- Energy, carbohydrates, lipids and proteins
- Fat soluble vitamins
- Water soluble vitamins
- Minerals

Unit III: Food Groups – 12 Hours

Selection, nutritional contribution and changes during cooking of various food groups.

Subtopics

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

Unit IV: Methods of Cooking and Preventing Nutrient Losses- 09 Hours

Different methods of cooking and how nutrients can be retained

Subtopics

- Dry, moist, frying and microwave cooking
- Advantages, disadvantages and the effect of various methods of cooking on nutrients
- Minimize nutrient losses

Practical -30 Hours

- Weights and measures; preparing market order and table setting
 - Food preparation, understanding the principles involved, nutritional quality and portion size
- Cereals: Boiled rice, pulao, chapati, paratha-plain/stuffed, poori, pastas
 - Pulses: Whole, dehusked, pulse curry
 - Vegetables: Dry preparation, vegetable curry
 - Milk preparations: Kheer, porridge, custard
 - Egg preparations: Boiled, poached, fried, scrambled, omelettes, egg pudding
 - Soups: Plain and cream soups
 - Baked products: cakes, biscuits/cookies
 - Snacks and Breakfast Cereals: pakoras, cutlets, samosas, cheela, upma/poha, sandwiches
 - Salads: salads and salad dressings

Essential Readings

1. Chadha R and Mathur P (eds)(2015). Nutrition: A Lifecycle Approach. Hyderabad: Orient Blackswan.
2. Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). The Art and Science of Cooking: A Practical Manual, Revised Edition. New Delhi: Elite Publishing House Pvt Ltd.
3. Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Hyderabad: Orient Black Swan.
4. Rekhi T and Yadav H (2014). Fundamentals of Food and Nutrition. New Delhi: Elite Publishing House Pvt Ltd.
5. Srilakshmi B (2014). Food Science, 6th Edition. Delhi: New Age International Ltd.

Suggested Readings

1. Bamji MS, Krishnaswamy K, Brahmam GNV (2016). Textbook of Human Nutrition, 4th edition. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
2. Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J. (2013). Wardlaw's Perspectives in Nutrition, International Edition, 9th edition, New York: McGraw- Hill.
3. Sethi P, Lakra P. Aahar Vigyan, Poshan evam Suraksha (Hindi); First Ed; 2015; Delhi: Elite Publishing House (P) Ltd.

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Credit distribution, Eligibility and Pre-requisites of the Course

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		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Communication	4	3	0	1	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To learn about the concept, nature, and scope of communication.
- To understand the process of communication with the help of theories, models, and elements of communication.
- To recognize and appreciate the role of Perception, Empathy, Persuasion, Culture and listening in communication.
- To be able to comprehend the various communication transactions and their role in day-to-day life with special reference to public communication.
- To understand the relationship between culture and communication and its applications in real life settings.

Learning outcomes

The Learning Outcomes of this course are as follows:

The students would be able to:

- Develop a clear understanding of the concepts of human communication.
- Comprehend the elements and models governing the process of effective communication.
- Gain understanding about the related concepts of communication such as Perception, Empathy, Persuasion and Listening
- Understand the various communication transactions as well as the qualities and skills required of an effective public speaker.
- Appreciate the role and application of factors for effective communication.

SYLLABUS OF DSC HP 206

Unit I: Communication: Core Concepts-12 Hours

The Unit explores the fundamentals of Human Communication tracing the history of communication from the olden times to the present times. It highlights the concept, nature, types, scope, and postulates of communication and discusses the functions performed through communication.

Subtopics:

- Historical background, concept, nature, functions, and scope of communication
- Types of Communication – Formal and informal communication; Verbal and Non-verbal communication; Digital and Non-digital communication
- Verbal communication- Principles, types, effective use of verbal messages for communication
- Non-verbal communication- functions, types, skills, channels of non-verbal communication, inter-relationship between culture and non-verbal skills
- Elements of communication - Source, Message, Channel, Receiver, Feedback, Context, Noise & Effects

Unit II: Communication Models and Theories- 09 Hours

The Unit emphasizes the models and theories of the communication process. The further delves on the importance of these models and theories for understanding the effectiveness of communication as a process.

Subtopics:

- Models of Communication: Types of models- Linear, Interaction and Transaction models, (Models by Aristotle, Harold Laswell, Shannon & Weaver, Charles Osgood, Wilbur Schramm, Helical model)
- Theories of Communication: Mass Society, Propaganda, Limited Effects, Individual Difference and Personal Influence

Unit III: Factors for Effective Communication – 12 Hours

The Unit delves with intricate concepts such as Empathy, Persuasion, Perception and Listening that are associated with communication. The unit also discusses the relationship between culture and communication.

- Factors for effective communication: Definitions, goals and principles of Empathy, Perception, and Persuasion
- Empathy: Concept and Theories
- Perception: Concept and Theories
- Listening in Human Communication-Listening process, significance of good listening, styles of listening, barriers to listening, culture and listening, listening theories
- Culture and communication- Relationship between culture and communication, signs, symbols and codes in communication

Unit IV: Communication Transactions and Learning – 12 Hours

The Unit III 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.

Subtopics:

- Levels of communication transactions
- Public communication- Concept, types, techniques and skills in public speaking, qualities of an effective public speaker, overcoming speaker apprehension
- Communication, and Learning: Learning as Communication Process, Domains of Learning. Theories of learning
- Audio-Visual Aids in communication- definitions, functions, classification including Edgar Dale’s Cone of Experience
- Communication for Development- Concept and approaches

PRACTICAL – 30 Hours

- Exercises to understand visual communication: Elements of Art and Principles of Design
- Exercises to explore dimensions of non-verbal communication
- Hands on practice with different types of public speaking
- Exercises in effective listening skills
- Exercises on building empathy for effective communication
- Analysis and designing of IEC materials

ESSENTIAL READINGS

- 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.
- Vivian, J. (1991). *The Media of Mass Communication*. Pearson College Div; 11th edition (19 March 2012).

SUGGESTED READINGS:

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

PRACTICAL WORK:

- Punhani & Aggarwal (2014). *Media for Effective Communication*. Elite Publishers, New Delhi.

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