

**Department of Home Science**  
**Semester – IV**

**B.Sc. (Prog.) Home Science**

**DISCIPLINE SPECIFIC CORE COURSE**  
**DSC HP 410: Lifespan 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		
Lifespan Development II: Middle Childhood and Adolescence	4	3	0	1	XII Pass	Appeared in Lifespan Development I: Prenatal and Early Years

**Learning Objectives**

- To acquire a detailed understanding of development in middle childhood and adolescence.
- To gain insights into context specific cultural practices of development in children and adolescents.
- To develop understanding of the various roles and relationships during middle childhood and adolescence.

**Learning Outcomes**

Students will be able to:

- To develop an understanding of developmental milestones and domains from middle childhood to adolescence.
- To gain insights into the cultural aspects of development.
- To understand how relationships evolve and are maintained during middle childhood and adolescence.

## SYLLABUS OF DSC HP 410

### THEORY (Credits 3; Hours 45)

#### UNIT I: Introduction to Middle Childhood Years 11 Hours

This unit will explain the stage of middle childhood and the various changes in physical-motor, cognitive and language domains.

- Physical-motor Development
- Cognitive Development
- Language Development

#### UNIT II: Development in Middle Childhood Years 11 Hours

This unit will explain the stage of middle adulthood and focus on the social emotional changes specific to this stage.

- Social- Role of Peers, School and Family
- Emotional Development
- Moral Development

#### UNIT III: Introduction to Adolescence 11 Hours

This unit will focus on adolescence in India and focus on selected domains of development.

- Adolescence in the cultural context
- Physical and physiological changes during adolescence
- Cognition and Language Development

#### UNIT IV: Development in Adolescence 12 Hours

This unit will explain the stage of adolescence and focus on the socio-emotional changes specific to this stage.

- Formation of Identity during Adolescence
- Social and Emotional Development
- Moral Development

### PRACTICAL (Credit 1; Hours 30)

1. Methods of studying Children and Adolescents
  - Questionnaire
  - Sociometry
  - Case study
2. To write a narrative account on adolescent years to understand the development of self.
3. To develop activities to facilitate cognition and creativity in adolescents.
4. Use of secondary sources to understand the depiction of children and adolescents in media
5. Psychometric tests for children and adolescents.

**Essential Readings:**

- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education. McGraw-Hill.
- Papalia, D.E. and Martorell, G. (2015). Experience Human Development, McGraw-Hill Education.
- Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient Black Swan.
- Sharma, N. (1999). Understanding Adolescence. National Book Trust.
- Ranganathan, N. (Ed.). 2020. Understanding Childhood and Adolescence. New Delhi: Sage.

**Suggested Readings**

- Journal of Developmental Psychology
- 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 HP 411: Lifespan Approach to Nutrition**

**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 Approach to Nutrition	4	3	0	1	XII Pass	Appeared in Foundation of Food Science and Nutrition

**Learning Objectives**

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

**Learning Outcomes**

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

**SYLLABUS OF DSC HP 411**

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

**UNIT I: Basics of Nutrient Requirements and Meal Planning**

**12 Hours**

In this unit 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.

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

### **UNIT II: Nutrition during Adulthood and Old Age**

**12 Hours**

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.

- Adult men and women
- Elderly

### **UNIT III: Nutrition during Pregnancy and Lactation**

**9 Hours**

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.

- Pregnant women
- Lactating mothers

### **UNIT IV: Nutrition during Childhood**

**12Hours**

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

- Infant
- Preschool children
- Schoolage children
- Adolescents

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

1. Introduction to meal planning:
  - Rich sources of nutrients
  - Use of food exchange lists
2. Planning nutritious diets for:
  - Adult (Male and Female)
  - Pregnant and Lactating woman
  - Pre-schooler
  - Adolescent girl

- Elderly
3. Planning and cooking of nutrient rich snacks/dishes for:
- Infants (Freshly prepared complementary foods)
  - Packed tiffin
  - Pregnancy/Lactation

**Essential Readings:**

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

**Suggested Readings:**

- Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). Wardlaw's Perspectives in Nutrition, McGraw- Hill International Edition, 9th edition
- B Srilakshmi Eighth Edition (2019). Nutrition Science. New Age International Publishers.
- 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.
- Punita Sethi, Poonam Lakra (2015). Aahar Vigyan Suraksha evam Poshan. Delhi: Elite Publishing House Pvt.Ltd
- Puri S, Bhagat A, Aeri, BT, Sharma A (2019). Food Exchange List: A Tool for meal Planning. Elite Publishing House. New Delhi.
- 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.

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**DISCIPLINE SPECIFIC CORE COURSE**  
**DSC HP 412: Communication Systems**

**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	4	3	0	1	XII Pass	Appeared in Fundamentals of Communication

**Learning Objectives**

- To gain an in-depth understanding of various communication systems and their applications in personal and professional life.
- To acquire knowledge about the applications of communication transactions in the field of Development Communication.
- To appreciate and recognize the importance of understanding self through concepts of self-concept, self-esteem and self-disclosure.
- To understand the nuances of different levels of communication ranging from intra personal communication to organizational as well as intercultural communication.
- To throw light on the role of communication transactions in persuasion and influencing desired changes in individuals and groups.

**Learning Outcomes**

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

## SYLLABUS OF DSC-412

### THEORY (Credits 3; Hours 45)

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

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

- 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 Relationship Model

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

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

- 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**

Unit III 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.

- 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**

Unit IV emphasizes how communication transactions help in persuading, influencing and bringing out desired changes in individuals and groups. It strives to give conceptual clarity about use of communication in addressing conflict and strengthening personal and professional relationships.

- Application of levels of communication transactions for Influencing ideas attitudes and beliefs of individuals and groups
- Communications and building Self-Confidence, Self-development identity and personal branding
- Communication in conflict management, relationship development and repair
- Business communication and strengthening organizational processes and efficacy
- Communication approaches for Behaviour Change

#### **PRACTICAL (Credit 1; Periods 30)**

1. Self-Awareness & Analysis of Communication with self
2. Media design and production for group and mass communication
3. Evaluating & Designing communications for changing attitudes
4. Evaluation of various communication strategies for social change

#### **Essential Readings:**

- Anand, S. & Kumar, A., 2016, Dynamics of Human Communication. Orient Black Swan, New Delhi.
- Foss, K. A., Oetzel J. G., 2021, Theories of Human Communication. Waveland Press
- Kumar, K. J., 2020, Mass Communication in India. Jaico Publishing House, Mumbai.
- McQuail, D., 2000, Mass Communication Theories. Sage Publications, London
- Patri, V. R. and Patri, N., 2002, Essentials of Communication. Greenspan Publications

#### **Suggested Readings:**

- Baran, S., 2014, Mass Communication Theory. Wadsworth Publishing
- Devito, J., 2012, Human Communication. Harper & Row, New York
- Greene, J.O., 2021, Essentials of Communication Skills and Skill Enhancement. Taylor & Francis
- Stevenson, D., 2002, Understanding Media Studies: Social Theory and Mass Communication, Sage Publications
- Zeuschner, R., 1997, Communicating Today. California State University, USA

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