

DEPARTMENT OF HOME SCIENCE
SEMESTER – VI

B.Sc. (Prog.) Home Science

DISCIPLINE SPECIFIC CORE COURSE

DSC HP 616: Lifespan Development III: Development in Adulthood

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 III: Development in Adulthood	4	3	0	1	XII Pass	Appeared in Lifespan Development II: Middle Childhood and Adolescence

Course description:

Life span development, will equip aspiring students with theoretical perspectives and the, principles of development as well as the challenges during different stages of adulthood.

Learning Objectives

- To learn about the various changes that take place in the different domains of development during early, middle and late adulthood.
- To understand the theoretical perspectives on early, middle and late adulthood.
- To understand the influence of cultural contexts on development during adulthood.
- To learn about different techniques, tools of data collection and psychometric measurement.

Learning Outcomes

The students would be able to:

- The students will develop an understanding of the diverse changes that are experienced in different developmental domains during adulthood.
- Students will be able to apply theoretical perspectives in understanding adulthood.
- Students will be able to apply their understanding of development during adulthood to everyday life experiences.

- To understand how relationships evolve and are maintained through the lifespan.

SYLLABUS OF DSC HP 616

THEORY (Credits 3; Hours 45)

UNIT I: Early Adulthood

20 Hours

Unit description: This unit will explain the stage of early adulthood and the various changes across different domains of development.

Subtopics:

- Transition from adolescence to adulthood; Developmental tasks of adulthood
- Theoretical Perspectives of early adulthood- Life cycle approach, Erikson, Sternberg and others.
- Physical and physiological changes
- Socio-emotional development: Relationships, Marriage, co-habitation and Parenting
- Cognition and creativity: Work, Vocation and leisure

UNIT II: Middle Adulthood

10 Hours

Unit description: This unit will explain the stage of middle adulthood and focus on the physical, physiological and socio-emotional changes specific to this stage

Subtopics:

- Developmental tasks of middle adulthood
- Physical and physiological changes
- Socio-emotional development
- Diversity in roles and relationships
- Parenting in the current context

UNIT III: Late Adulthood

15 hours

Unit description: This unit will explain the stage of late adulthood and the challenges across the different domains of development.

Subtopics:

- Developmental tasks of late adulthood
- Physical and physiological changes and aging
- Socio-emotional development: Parenting and Grandparenting; Coping with the challenges of aging
- Work and Retirement
- Cultural Perspectives on aging, death and grief
- Meditation, spirituality and stress management

PRACTICAL (Credit 1; Hours 30)

UNIT 1

15 Hours

- Reviewing methods of data collection: Interview, Observation, Questionnaire, Case study
- To study physical and sexual changes in adulthood
- To study cognitive development and creativity during adulthood
- Case profile of an adult- including study of self, family relationships and peer relationships, challenges.
- Use of interview/questionnaire method to study adult roles (at least one male and

- female)
- Father/husband
- Home maker
- Employed woman
- Grandfather/Grandmother
- Single parent
- College-going young adults

UNIT 2

15 Hours

- Depictions of adolescence and adulthood stages in media: Audio-visual, Print and Theatre
- Familiarity with Psychological Tests of Intelligence and Personality- any three (WAIS-R, Ravens, TAT)
- Analysis of care-based apps for elderly

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
- 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 McGraw- Hill.
- Santrock, J.W (2021). Life Span Development: Eighteenth edition. MC.Graw-Hill: New York.
- Singh, A. (Ed). (2015). Foundations of Human Development: A Life Span Approach. New Delhi: Orient Black Swan

Suggested Readings:

- Harris, M. and Butterworth, G. (2002). Developmental Psychology: A Student's Handbook. Psychology Press.
- Hurlock, E. B. (1973). Adolescent Development. Mc Graw -Hill Education.
- Journal of Developmental Psychology
- Lefrancois, G.R. (1996). The Lifespan. Wadsworth Publishing Company.
- Rutter, M. and Rutter, M. (1992). Developing Minds. Challenge and continuity across the Life span. London: Penguin.
- Tennant, M. and Pogson, P. (1995) Learning and Change in the Adult Year, San Francisco: Jossey-Bass

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 617: Public Nutrition and Dietetics

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		
Public Nutrition and Dietetics	4	3	0	1	XII Pass	Appeared in Lifespan Approach to Nutrition

Learning Objectives

- To elucidate the concept and scope of public nutrition.
- To apprise the relevance of assessing nutritional status and the various techniques for assessment of nutritional status.
- To familiarize with the common nutritional deficiencies of public health significance and their management and prevention.
- To understand the nutrition care process in disease management of a patient.
- To develop the skill of modifying normal diets into therapeutic diets for managing some diseases/ disorders.
- To understand the etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases.

Learning Outcomes

- Understand the concept of public nutrition and the multifaceted nature of nutritional problems.
- Comprehend the relevance of assessing nutritional status and various techniques for assessment of nutritional status.
- Knowledge of common nutritional deficiencies, their management, prevention and relevant national nutrition programmes.
- Understand the principle of diet therapy and the nutrition care process.
- Develop an ability to modify a normal diet for therapeutic purposes.
- An understanding of the etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases.

SYLLABUS OF DSC HP 617

THEORY
(Credits 3; Hours 45)

UNIT I: Concept and scope of public nutrition

3 Hours

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

UNIT II: Assessment of nutritional status of individual and community 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

UNIT III: Prevalence, etiology, clinical features, prevention and management at community level of the following. 10 Hours

- 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: Introduction to Nutrition Care and Diet Therapy 4 Hours

- Principles and basic concepts of diet therapy
- Nutrition Care Process (NCP)
- Therapeutic modifications of the normal diet

UNIT V: Etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases 20 Hours

- Febrile disorders- Typhoid, Tuberculosis, HIV-AIDS
- GI Tract disorders- Diarrhoea, Constipation, Lactose Intolerance, Celiac Disease
- Weight management- Underweight, Overweight and Obesity

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

I 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)

II Planning and preparation of low cost nutritious diet/recipes for:

- Population groups vulnerable to nutritional deficiency diseases (Protein Energy Malnutrition,, Nutritional Anemia, Vitamin A deficiency)

III Planning and preparation of diets/dishes and snacks for:

- Individuals suffering from febrile disorders- Typhoid, Tuberculosis; GI Tract disorders- Diarrhea and Constipation; Weight management- Underweight, Overweight/ obesity

Essential Readings:

- Vir, S. (2023). Child, adolescent and women nutrition in India: Public Policies, programme and progress. KW Publishers, Daryaganj, New Delhi, India.

- Park, K. (2021). Park's Textbook of Preventive and Social Medicine (26th ed.). Jabalpur, India: Banarasidas Bhanot Publishers.
- Seth, V. and Singh K. (eds.) (2021) Principles of Medical Nutrition Therapy for Positive Clinical Outcomes, 1st Edition. Elite Publishing House Pvt. Ltd.
- ICMR (2020) Estimated Average Requirements and Recommended Dietary Allowances for Indians .Published by National Institute of Nutrition, Hyderabad.
- Seth V, Singh K and Mathur P (2018). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. 6th Edn. Elite Publishing House Pvt. Ltd. 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
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad.
- Kishore, J. (2016). National Health Programs of India (12th ed.). New Delhi, India: Century Publications.
- Wadhwa A and Sharma S (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.
- 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.
- Policy on Control of Nutritional Anemia (1991). Ministry of family and health welfare. Government of India.

Suggested Readings:

- Chadha R and Mathur P eds.(2015) Nutrition : A Lifecycle Approach. Orient Blackswan, New Delhi.
- Indian Dietetics Association, (2018) Clinical Dietetics Manual, 2nd Edition. Elite Publishing House Pvt. Ltd.
- Bamji, M. S., Krishnaswamy, K. & Brahman, G. N. V. (Eds.). (2017). Textbook of Human Nutrition (4th ed.). New Delhi, India: Oxford and IBH Publishing Co. Pvt. Ltd.
- Gibney, M. J., Margetts, B. M., Kearney, J. M. & Arab, L. (Eds.). (2005). Public Health Nutrition. Oxford, UK: Blackwell Science.
- 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.
- <https://www.who.int/tools/child-growth-standards/standards>. Assessed on March 2023
- National Nutrition Monitoring Bureau (India) | GHDx (healthdata.org) Assessed on March 2023
- WHO. Xerophthalmia and night blindness for the assessment of clinical vitamin A deficiency in individuals and populations. WHO/NMH/NHD/EPG/14.4. Geneva: World Health Organization; 2014 (http://apps.who.int/iris/bitstream/10665/133705/1/WHO_NMH_NHD_EPG_14.4_eng.pdf). Assessed on March 2023
- <https://www.who.int/data/nutrition/nlis/info/vitamin-a-deficiency> Assessed on March 2023
- https://www.nhm.gov.in/images/pdf/programmes/child-health/IEC-materials/PARTICIPANT-MANUAL_FBCSA-Malnutrition.pdf Assessed on March 2023
- Comprehensive National Nutrition Survey(2016-18) reports <https://www.unicef.org/india/media/2646/file/CNNS-report.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
- NRHM. Facility based care of SAM (2013) https://www.nhm.gov.in/images/pdf/programmes/child-health/IEC-materials/PARTICIPANT-MANUAL_FBCSA-Malnutrition.pdf .Assessed on March 2023
- NFHS Project | International Institute for Population Sciences (IIPS) (iipsindia.ac.in) Assessed on March 2023

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DISCIPLINE SPECIFIC CORE COURSE
DSC HP 618: Sociology and Psychology for Home Science

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		
Sociology and Psychology for Home Science	4	2	0	2	XII Pass	NIL

Learning Objectives

- To develop an understanding of the contributions of Sociology and Psychology to Home Science.
- To gain knowledge about various dimensions of social change, society and culture.
- To develop an understanding of the nature and foundations of Psychology.
- To appreciate the relevance of the Sociology and Psychology in everyday life.

Learning Outcomes

Students will be able to:

- Understand the nature of self, family, community and society.
- Gain awareness of the variations in family and social systems.
- Develop an understanding of Psychology and its basic concepts.
- Apply concepts of Sociology and Psychology in everyday life.

SYLLABUS OF DSC HP 618

THEORY
(Credits 2; Hours 30)

PART A – Sociology (15 Hours)

UNIT I: Introduction to Sociology

7 Hours

This unit will introduce the students to basic concepts of social systems.

- Definitions and theoretical approaches in Sociology
- Social systems: Family, Community and Society
- Family in India: Structures, functions, variations and transition

UNIT II: Communities and Social Groups

8 Hours

This unit introduces the students to the concepts of communities, social groups and social inclusion and exclusion.

- Types of communities: rural, urban, tribal, and other variations

- Organization and role of social groups in communities and society
- Social Inclusion and Exclusion

PART B – Psychology (15 Hours)

UNIT III: Introduction to Psychology

8 Hours

This unit will help students to gain an insight into the basic concepts of Psychology.

- Key terms, definitions and concepts in Psychology
- Schools of thought in Psychology
- Theories of learning and perception

UNIT IV: Psychology in everyday life

7 Hours

This unit will help students to appreciate the application of Psychology in everyday life.

- Self, emotions, perception and behaviour
- Group dynamics
- Media and Psychology

PRACTICAL (Credit 2; Hours 60)

PART A – Sociology

30 Hours

1. To study the structures and roles of families in diverse settings (social, cultural, economic and geographical variations)
2. To study local communities to understand social systems and dynamics (residential, slum, street, migrant).
3. Documenting everyday rituals, cultural practices and events: traditional art and craft, folk songs, attire, food
4. Audio visual resources to study changing social systems

PART B – Psychology

30 Hours

1. To prepare a scrapbook on relevant contemporary topics and issues in Psychology
2. Audio visual material to understand how human behaviour influences group dynamics and relationships
3. Survey on use and impact of popular social media
4. Workshops on any relevant theme: self, emotional regulation, mindfulness, counselling.

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.
- Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). *Social psychology* (11th ed.). Pearson Education.
- Beteille, Andre. (2009). *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press.
- Ciccarelli, Sandra K., White, J. Noland & Misra, Girishwar. (2022). *Psychology* (6th ed.). Pearson India.
- 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.

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.

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