

DEPARTMENT OF HOME SCIENCE

BSc. (Hons.) Home Science Category-II

DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC-HH101) Human Development I: The 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		
Human Development I: The Early Years	4	3	0	1	Class XII with Science	-

Learning Objectives

1. To develop an understanding about the discipline of Human Development
2. To gain an insight of development in different domains from conception to early childhood

Learning outcomes

After completing this course, students will be able to:

1. Develop an understanding about the discipline of Human Development
2. Acquire knowledge of development in different domains from conception through infancy and early childhood.
3. Understand the salient features of human development by getting acquainted with various methods of studying children.

SYLLABUS

Unit I: Introduction to Human Development (9 hours)

Unit Description: The unit presents the student with an overview of the discipline of Human Development. The student will develop an understanding of basic ideas and terms that are central to the study of Human Development.

Subtopics: • Human Development: Definitions, nature and scope • Domains and stages of development • Principles of development • Contexts of development

Unit II: Prenatal development and childbirth (9 hours)

Unit Description: The unit describes the process of development from conception to birth and elaborates on the hereditary and environmental influences that play a role in prenatal development

Subtopics: • Conception and stages of prenatal development • Influences on prenatal development • Prenatal care • Childbirth: Methods and birth complications

Unit III: Neonate and infant development (12 hours)

Unit Description: The unit draws focus to the first two years of life and provides an understanding of the physical-motor, socio-emotional, cognitive and language development of infants.

Subtopics: • Capacities of the neonate • Infant care practices • Physical motor development
• Socio-emotional development • Language development • Cognitive development

Unit IV: Development during early childhood (12 hours)

Unit Description: The unit traces the progression in development that occurs from 2-6 years of life.

Subtopics: • Physical Motor Development • Socio-Emotional Development • Language Development • Cognitive Development

PRACTICAL (30 hours)

Unit 1 • Narrative method: recalling and recording an event • Exploring cultural practices and traditions during - Pregnancy - birth - Infant care

Unit 2 • Observation method: - observing infants and preschool children in everyday settings - recording the observations • Neonatal assessment (APGAR scale and Neonatal reflexes) • Multi-media resources to study prenatal development, infancy, early childhood

Essential readings

1. Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
2. DECE-1 Organising Child Care Services (IGNOU Study Material)
<https://www.egyankosh.ac.in/handle/123456789/32288>
3. Dixit, A. (2019). Baal Vikas (1st ed.). Doaba House.
4. Journey of the first 1000 days: Rashtriya Bal Swasthya Karyakram (2018) Ministry of Health and Family Welfare.
5. https://nhm.gov.in/images/pdf/programmes/RBSK/Resource_Documents/Journey_of_The_First_1000_Days.pdf
6. Patni, M. (2020). Baal Vikas (3rd ed.). Star Publications.
7. Santrock, J.W. (2011). Life-span development. New York: McGraw-Hill.
8. Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw
9. Hill. Chapter 2,
10. Snow, C.W. (1997). Infant Development. New Jersey, Prentice-Hall Inc.

Suggested Readings

1. Joshi, P. & Shukla, S. (2019). Child development and education in the twenty-first century. Singapore: Springer International
2. Khalakdina, M. (2008). Human development in the Indian context: A socio - cultural focus: 1. India: Sage.

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-HH 102) Food Science and Nutrition

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		
Food Science and Nutrition	4	3	0	1	Class XII With Science	-

Learning Objectives

1. To understand the relationship between food, nutrition and health.
2. To describe the function of various nutrients and list their sources.
3. To understand the nutritional contribution of and effect of cooking on different food groups.
4. To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods.
5. To be able to prepare dishes using principles of food science.

Learning outcomes

After completing this course, students will be able to:

1. Understand the relationship between food, nutrition and health.
2. Describe the digestion, absorption and function of various nutrients and list their sources.
3. Understand the nutritional contribution of and effect of cooking on different food groups.
4. Understand ways of reducing nutrient losses during different methods of cooking and methods of enhancement of nutritional quality of foods.
5. Prepare dishes using principles of food science and assess serving size and nutritional contribution.

SYLLABUS OF DSC- 2

Unit I: Basic Concepts in Food and Nutrition

(5 hours)

Unit Description: An introduction to the sciences of food and nutrition and their relationship to health and disease.

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

(15 hours)

Unit Description: 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

(15 hours)

Unit Description: Structure, composition, products, nutritional contribution, selection 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 ● Spices and herbs ● Beverages

Unit IV: Methods of Cooking and Enhancing the Nutritional Quality of Foods

(10 hours)

Unit Description: Different methods of cooking and ways to improve nutrient retention or improve nutritional quality

Subtopics: ● Dry, moist, frying and microwave cooking ● Advantages, disadvantages and the effect of various methods of cooking on foods ● Preventing losses of nutrient during cooking ● Improving nutritional quality of diets by Food synergy, Germination, Fermentation, Fortification and Genetic Modification of foods

Practical component – 30 Hours

Unit I • Weights and measures; preparing market order and table setting

Unit II 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. Rekhi T and Yadav H (2014). Fundamentals of Food and Nutrition. New Delhi: Elite Publishing House Pvt Ltd.
3. Srilakshmi B (2014). Food Science, 6th Edition. Delhi: New Age International Ltd.
4. 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.
5. 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

Suggestive readings (if any)

1. Bamji MS, Krishnaswamy K, Brahman 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.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3) COMMUNICATION CONCEPTS AND THEORIES

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 Concepts and Theories	4	3	0	1	Class XII pass with Science	

Learning Objectives

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

Learning outcomes

The students would be able to:

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

SYLLABUS OF DSC-3

Unit I: Communication: Core Concepts

(10 Hours)

Unit Description: The Unit 1 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

(10 Hours)

Unit Description: The Unit II 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

(13 Hours)

Unit Description: 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)

Unit Description: 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 components – 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).

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

Suggestive 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.