

AC 7-4-2014

Item No. – 4.50

UNIVERSITY OF MUMBAI



Program: B.Sc.

Course: Interdisciplinary Sciences with Home Science

(Branch II: Human Development)

(Credit Based Semester and Grading System
with effect from the academic year 2014–2015)

Preamble

Home Science, a part of the Faculty of Sciences, is an inherently interdisciplinary sphere of knowledge. An education in Home Science contributes to the holistic development of individuals, especially designed for young women. Home Science education is life oriented, career oriented and community oriented. The Ad-hoc Board of Studies in Home Science presents the modules for B.Sc. (Interdisciplinary Sciences with Home Science) that will be offered to students who enrol for the B.Sc. (Interdisciplinary Sciences with Home Science). The purpose is to increase access to basic home science education for students across varied science faculties by imparting life-, career and community oriented skills to face challenges in life. Since Home Science is composed of four different specializations namely Foods Nutrition and Dietetics, Human Development, Textile and Fashion Technology and Community Resource Management, two home science modules under each specialization (i.e. eight modules) are being proposed that can be offered across the first four semesters. The following are the two modules under the Branch II Human Development.

Module Code	Title	Internal Assessment	Semester End Examination	Total marks	Credits
BRANCH II: HUMAN DEVELOPMENT					
USIDHSI1	ADOLESCENT DEVELOPMENT	40	60	100	3
USIDHSI2	DEVELOPMENT IN ADULTHOOD	40	60	100	3

Module Code	Title	Internal Assessment	Semester End Examination	Total marks	Credits
USIDHSIII	ADOLESCENT DEVELOPMENT	40	60	100	3

Objectives

- To introduce students to the study of adolescent development.
- To facilitate an understanding of key topics in adolescent development and applicability to their own lives.
- To expose students to different aspects of adolescent development.
- To sensitize students to the common challenges during adolescence.
- To acquaint students with the various ways in which one can create well-being in adolescence.

Unit	Contents	Periods	Credits
I	Introduction to adolescence: demographics, the scientific study of adolescent development Puberty Health of adolescents: Critical juncture, nutrition, exercise, and sports Overview of theories of adolescent development Cognitive development in adolescence	15	3
II	Roles of Family and Peer Group in Adolescent Development Reciprocal socialization Parents as managers Parenting styles Parent-adolescent conflict Autonomy and attachment Peer relations Friendship	15	
III	Self: Definition, self-concept, self-esteem, theories of the self, an adolescent's self as different from a child's self Identity: Erikson's ideas; four statuses of identity Personality: Multiple perspectives, Big Five Model Emotional competence: Emotional competencies that adolescents must develop Gender: Gender identities, stereotypes, discrimination, benefits of androgyny, role of culture, gender-role transcendence Sexuality: Importance in adolescence, sexuality-related challenges faced by adolescents in India, sexuality education	15	

References

- Santrock, J. (2011). *Adolescence*. New Delhi: Tat McGraw Hill Education.
- Mehta, M. (2000). *Adolescent Psychology*. Jaipur: Pointer.

Module Code	Title	Internal Assessment	Semester End Examination	Total marks	Credits
USIDHSII2	DEVELOPMENT IN ADULTHOOD	40	60	100	3

Objectives

- To sensitize students to both the challenges and the opportunities of adult life.
- To help students understand the developmental changes pertinent to family, career, and physical developments across adulthood.
- To help students have appropriate knowledge and attitudes with regard to the major life events in adulthood including marriage, parenthood, work, retirement, death and bereavement.

Unit	Contents	Periods	Credits
I	Introduction to the study of development in adulthood a) Demography and a changing view of adulthood: Increased life expectancy, Ageism, Sexism in adulthood b) Why study adult development?: Life-Span Developmental Perspective d) Theories relevant to understanding development in adulthood i. Erik Erikson's psychosocial stages corresponding to adulthood ii. Levinson's seasons of a man's life iii. Havighurst's developmental tasks iv. Stage theory: major criticisms v. Social theories of aging/adjustment to late adulthood: S-O-C	15	3
II	Cognitive Processes in Adulthood: Dimensions and directions Evidence of Cognitive Decline: The Decrementalist View: Major Findings and Evidence of Cognitive Growth: The Continued-Potential View Work and Retirement a) Nature and significance of work in adult life, a changing world of work, career development in diverse career paths Gender and work: Women's career paths and special career issues, multiple roles of combining career and family. b) Retirement as a life stage: A life span view of retirement, retirement as a developmental process, impact of retirement on individual well-being, importance of leisure over the life span Physical Development and Aging a) Aging: Primary versus secondary aging, current conceptions of aging, theories of biological aging, overview of physical development in adulthood,	15	
III	Family Ties, Transitions and Challenges Family life cycle, family developmental tasks, cycle of generations, limitations of the family developmental model Changing families, changing times Marriage: Establishing a family of one's own, components of romantic love, marital roles, alternative unions, marital satisfaction, divorce, widowhood Parenthood: A life-span view of parenthood, changing roles, delayed parenthood, transition to parenthood, changes in lifestyle and family life, children and marital satisfaction, the middle years of parenthood, later years of parenthood, context of parenthood Intergenerational Ties: Parent-adult child relationships, grandparenthood, adult-sibling relationships, Sibling relationships as attachments	15	

References

- Berker, L. E. (1998). *Development through the Life Span*. Boston: Allyn and Bacon.
- Craig, G. J. (1996). *Human Development*. New Jersey: Prentice Hall.
- Hoyer, W. J. & Roodin, P. A. (2009) *Adult Development and Ageing*, (6th ed.) Boston: McGraw Hill.
- Kail, R. V. & Cavanaugh, J. C. (2000). *Human Development: A lifespan view*. USA: Woodsworth Thomson Learning.
- Karkar, S. (2002) *Identity and Adulthood*. India: Oxford University Press.

Lemme, B. H. (2006). *Development in Adulthood*. Boston: Allyn and Bacon.

Scheme of Examination

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment (40% marks) and by conducting the Semester End Examinations (60% marks). The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

Internal assessment for Theory 40 %

Sr. No.	Evaluation type	Marks
1	One class test/ case study / online examination to be conducted in the given semester	20
2	One assignment based on curriculum to be assessed by the teacher concerned	10
3	Active participation in routine class instructional deliveries	05
4	Overall conduct as a responsible learner, communication and leadership qualities in organizing related academic activities	05

Semester End Theory Examination of 60 marks (three unit courses)

Duration: These examinations shall be of two and half hours duration.

Theory question paper pattern:

- There shall be four questions each of 15 marks. On each unit there will be one question and first question will be based on entire syllabus.
- All questions shall be compulsory with internal choice within the questions. Each question will be of 30 marks with options.
- Questions may be sub divided into sub questions as a, b, c, d and e, etc and the allocation of marks depends on the weightage of the topic.

Standard of Passing is as per the ordinances set by the University of Mumbai for the Credit based Semester and Grading System for the undergraduate courses.

The course and its content is prescribed, as per the directives of the Faculty of Science, by the Members of the Ad-hoc Board of Studies in Home Science, affiliated by the University of Mumbai and by the steering committee of Dr. Vishaka Karnad Chairperson, Ad-hoc Board of Studies in Home Science, Dr. Perpetua Machado (Principal), Dr. Geeta Ibrahim (Head, Branch I: Foods Nutrition and Dietetics, Dr. Anuradha Bakshi (Head, Branch II: Human Development), Dr. Ela Dedhia (Head, Branch III: Textile and Fashion Technology) Ms. Sunita Jaiswal (Coordinator, Branch IV: Community Resource Management)