

Introduction

Content: The undergraduate programme in B.A with Human Development and Family Empowerment (HDFE) has been contextualized and embedded in the broader perspective of life span development. The increasing thrust on development programmes and legislations for women and children generates empowering awareness and prepare the students on 'quality intervention programmes'.

The course also emphasizes the integration and application of knowledge on Early Childhood Care and Education (ECCE), to provide stimulating environment to young children, and also to provide practical experiences of working with children which will enable students to develop necessary skills to work effectively with infants and preschoolers in various settings.

The course offers an interesting assortment of skill based courses and generic courses for students of other disciplines to allow for effective transmission of relevant experiences of daily living.

Content: The degree aims to impart knowledge to students on the less talked about stream of Human Development. As a part of Developmental Psychology, this discipline aims to bring multiple issues in the classroom for students to ponder upon. The discipline offers a rich profile of intriguing Skill Enhancement And Generic Elective Courses that motivate the students to think out of the box. The degree prepares the students for higher education in variety of fields like developmental studies, gender studies, education, research and advocacy.

Qualification Description

Content: Qualification Description:

- Demonstrate an understanding of the academic field of Human Development and its linkages with related disciplinary areas.
- Use knowledge, understanding and skills required for identifying developmental issues and problems and drawing on a wide range of information and its application in addressing those issues.
- Gather knowledge and competencies in of setting up an organization in the area of women and children to offer solutions and services.
- Communicate the inference of researches undertaken in an academic field and come up with solutions of solving relationship problems.
- Demonstrate subject related and transferable skills that are relevant to job and employment opportunities.

Assessment Methods

Content: Assessment Methods:

Class Tests

Written Assignments

Oral Presentations
Power Point Presentations
Field Reports
Project Reports

Graduate Attributes in Subject**>> Disciplinary knowledge**

Content: Disciplinary knowledge and skills: Capable of demonstrating comprehensive knowledge and understanding of major concepts of Human Development through a Lifespan approach.

Graduate Attributes in Subject**>> Communication Skills**

Content: Communication skills: Ability to express thoughts and ideas effectively in writing and communicate with others using appropriate media.

Graduate Attributes in Subject**>> Critical thinking**

Content: Critical Thinking: Capability to apply analytical thought to a body of knowledge, analyse and evaluate evidence.

Graduate Attributes in Subject**>> Problem solving**

Content: Problem solving: Learn various attributes of lifespan development by gaining understanding of each stage of life and understand mechanisms to solve problems effectively.

Graduate Attributes in Subject**>> Research-related skills**

Content: Research related skills: Learn about methods of data collection involved in research and gain understanding on using the most appropriate method as and when the need arises.

Graduate Attributes in Subject**>> Cooperation/Team work**

Content: Team work: Ability to work effectively with diverse teams, act together as a group or a team and work efficiently as a member of team.

Graduate Attributes in Subject**>> Scientific reasoning**

Content: Scientific Reasoning: Ability to analyse, interpret and infer from quantitative and qualitative data.

Graduate Attributes in Subject**>> Information/digital literacy**

Content: Information/ Digital literacy: Capability to use ICT in a variety of learning situations.

Graduate Attributes in Subject**>> Self-directed learning**

Content: Self-directed learning: Ability to work independently, identify appropriate resources required for a project and manage a project.

Learning Outcome based approach to Curriculum Planning**>> Nature and extent of the B.Sc/B.A./B.Com Programme**

Content: The subject Human Development and Family Empowerment expands its earlier nomenclature of Family and Child Welfare to endorse the philosophy of development over welfare. The subject makes students aware of the important field of Human Development to impart knowledge on various developmental stages beginning from prenatal development to old age. The discipline is both science and art in its nature. It builds on the fundamental principles of development as portrayed by theories as a result of inductive reasoning. Also it offers an opportunity to young minds to come up with their own folk theories conceptualized from day to day experiences

Programme Learning Outcome in course

Content: Programme Learning Outcomes:

- Demonstrate the understanding of fundamentals of human development through lifespan and developmental perspective.
- Demonstrate the scope of the field of human development through identification of conventional and novel avenues.
- Learn about the complete spectrum of the field to gain understanding of developmental psychology.
- Understand the theoretical knowledge of the field through inductive and deductive reasoning.
- Become aware of unsaid and unexplored areas of human development and think out of the box.
- Explore the area of early childhood development and education and gain insights into bringing new possibilities
- Learn to critically examine the issues of life and become active agents in bringing affirmative changes in society.
- Explore contemporary issues, understand the magnitude of daily life problems and identify appropriate solutions to help humankind at large.

Teaching-Learning Process

Content: Teaching Learning Process:

- Lecture method
- Group discussion
- Tutorials
- Brainstorming
- Role plays
- Contextualizing content in real life situations

Graduate Attributes in Subject

>> Analytical reasoning

Content: Understand and reason analyses drawn from researches done in order to find solutions for everyday problems.

Graduate Attributes in Subject

>> Reflective thinking

Content: Learn to take back home curious mind which motivates students to reflect on important issues of life.

Graduate Attributes in Subject

>> Multicultural competence

Content: Understand the concept of Multi-verse and appreciate the diversity of cultures by developing a strength to understand and celebrate multiple contexts of development.

Graduate Attributes in Subject

>> Moral and ethical awareness/reasoning

Content: Learn skills of ethical code of conduct and practice same in real life situations. Develop moral awareness and appreciate the spirit of discipline.

Graduate Attributes in Subject

>> Leadership readiness/qualities

Content: Develop leadership skills as a result of extensive practical and research related work undertaken at the graduate level.

Graduate Attributes in Subject

>> Lifelong learning

Content: Instill the spark of life-long learning in students through the experience of innovative learning in classroom. Learn to take curriculum outside the classroom and find remedies for day to day problems.

**Empowerment of Women and Children
(DSC-HDFE-03)
Core Course - (CC) Credit:6**

Course Objective(2-3)

- To develop an understanding of women related issues in India.
- To create awareness among students about the Government programmes, policies and legal provisions as well as Non-governmental efforts made to improve the status of Indian women.
- To provide significant information related to maternal health and education.

Course Learning Outcomes

- Get aware with the situation of women and children in the country.
- Acquire knowledge and skills to work with women and children.
- Evoke competencies in the area of empowerment through knowledge of various programs and policies.
- Develop an understanding of maternal health and education in order to work with community.
- Enhance research related skills and scientific temperament through experiential learning.

Unit 1

THEORY

CONTENTS (TOTAL PERIODS: 60)

PERIODS

UNIT I: Status of Women and children

15

- Demographic profile of women and children in India
- Issues related to women and children
- Sex Ratio, Infant Mortality- Statistics, causes, prevention and steps taken
- National Policy for Children-2013
- National Policy for Empowerment of Women-2001

Unit 2

UNIT II: Programs and Services for Women and Children

15

- Need for services
- Programs: Swayam- Siddha, SEWA, ICDS, Balwadi, Mobile Crèches
- Programs for girl child: Any three

Unit 3

UNIT III: Maternal Health Education and Child Development **15**

- Importance of maternal health and impact on child development
- Importance of maternal education
- Maternal Mortality: Statistics, causes, prevention and steps taken
- School Enrollment and School Dropout: Statistics, causes, prevention and steps taken

Unit 4

UNIT IV: Women and Work **15**

- Women in organized and unorganized sectors
- Problem faced by working women

Practical

- Visit to any two organizations working for children
- Visit to any one organization working for women
- Case profile of a working women

References

COMPULSORY READINGS:

- Vasudev, K. (2009). *Welfare programmes*, New Delhi: Vishva Bharti Publications.
- Sobti, S (2009). *Women and children: issues & suggestions*. New Delhi: Rajiv Publishers.

- Verma, S.B. and Soni, M. L. (2005). *Mahila jagrute aur sashaktikaran*. Jaipur: Aaveeskar Publishers.

Additional Resources:

- Bose, A.B. (2003). *The status of children in India: promises to keep*. New Delhi: Manohar Publications
- Rose, K. (1997). *Where women are leaders*. New Delhi: Sage Publications
- Vipin, K. (2009). *Vaisveekran avm mahila sashaktikaran vividha aayam*. New Delhi: Aeyal Publications.
- *National plan of action of children* (2016). Ministry of HRD, Department of WCD, GOI.

Teaching Learning Process

- Lecture method
 - Group discussion
 - Brainstorming
 - Role plays
 - Contextualizing content in real life situations
 - Case study
 - Research methods (Interviews, Observations, Questionnaires)
 - Field visits
 - Audio visual aids
 - Visits to organisations
 - Opportunity of reflective thought
 - Giving back to the community
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Assessment Methods

As per University of Delhi norms.

Keywords

- Human Development and Family Empowerment
 - Empowerment
 - Maternal health
 - Girl child
 - Organized sector
 - Unorganized sector
 - Children
 - Education
 - Health
 - Programmes and services
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Introduction to Human Development (DSC-HDFE-02) Core Course - (CC) Credit:6

Course Objective(2-3)

- To understand the significance and importance of the field of human development.
 - To understand childhood years, adolescence and adulthood
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COURSE LEARNING OUTCOMES

- Understand the field of human development and its significance.
- Understand developmental changes occurring during the lifespan with respect to childhood, adolescence and adulthood.
- Understand various stages of lifespan development with respect to conflicts and ways to deal with it.
- Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situation.

Unit 1

THEORY: CONTENTS (TOTAL PERIODS: 60)

UNIT I: Importance of Human Development 15

- Meaning, definition, scope of Human Development
- Growth and development and Principles of development
- Developmental tasks across life span

Unit 2

UNIT II: Childhood- Early & Middle 15

- Developmental milestones, physical, social, emotional, cognitive and language development.

Unit 3

UNIT- III: Adolescence 15

- Definition, characteristics, developmental milestones, Physical changes; psychological implications of physical changes, male and female body clock, sequence of change; social, emotional, cognitive development.

- Meaning, characteristics, physical, social and emotional development during early, middle and late adulthood.

Practical

- Methods and techniques of child study

Interviews – 2

Observations – 2

- Case profile of a senior citizen

References

COMPULSORY READINGS:

- Berk, L. E. (2017). *Development through the lifespan (7th edition)*. US:Pearson Education.
- Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.
- Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill.

ADDITIONAL RESOURCES:

- Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.
- Singh, A. (2015). *Foundation of Human development: a lifespan approach*. London: Orient Longman.
- Bee, H. L (2011). *The developing child*. London: Pearson.
- Papilla, D.E., Olds, S. W. and Feldman, R. D (2004). *Human development*. New York: Mcgraw Hill.

Teaching Learning Process

- Lecture method

- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Case study
- Research methods(Interviews, Observations, Questionnaires)
- Opportunity of reflective thought

Assessment Methods

As per the University guidelines

Keywords

- Department of Human Development & Family Empowerment
 - Early childhood
 - Middle childhood
 - Adolescence
 - Adulthood
 - Lifespan
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Principles and Perspectives on Early Childhood Care and Education (DSC-HDFE-04)

Core Course - (CC) Credit:6

Course Objective(2-3)

- To understand the need and significance of early childhood care and education.
 - To understand the policy perspectives on ECCE in India and world.
 - To develop knowledge and skills for research and evaluation in ECCE.
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COURSE LEARNING OUTCOMES:

- Become sensitized on the significance of focusing on early years.
- Understand the policy perspectives of ECCE in India.
- Recognize the role of community in order to involve and encourage community participation.
- Get equipped with knowledge of research, development and evaluation in ECCE.
- Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

Unit 1

UNIT I: Objectives, Significance and Developmental Contexts 15

- Introduction, definition, objectives, need, coverage, significance of ECCE
- Philosophers in the field of ECCE (Indian and western thinkers)
- Developmental needs of children (3-6 years)-physical, cognitive, language, socio-emotional domains.

Unit 2

UNIT II: Policies and Changing Perspectives in Early Childhood Care and Education 15

- Policies, legislation and Programmes related to ECCE in Indian context would be covered such as National Policy on Education –(1986), Right to Education Act (2009), ECCE policy (2013)
- ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989)

Unit 3

UNIT III: Approaches and Pedagogy of ECCE

15

- Understanding different approaches to learning (activity based, play-way, child-centred, theme-based etc)
- Organizing programmes in Child care centre (Example-Montessori, Kindergarten, Balwadi, Anganwadi etc.)
- Need and Principles of Programme Planning
- Preparation & use of learning and play materials – principles and characteristics. Use of local specific community resources etc.

Unit 4

UNIT IV: Organizational Management and Community Involvement

15

- Evaluation of ECCE programmes- Child, Worker and Centre. ECCE professionals- Role and Qualities.
- Community Participation: Importance and Process of involving community

Practical

- Observation report of an ECCE Centre.
- Designing low cost and environment friendly appropriate learning materials for all the developmental domains using:
 - Story telling
 - Readiness
 - Art and craft
 - Rhyme booklets
 - Language and Literacy
 - Numeracy Skills

References

COMPULSORY READINGS:

- Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.

- Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- IGNOU. *Organizing Child Care Services: DECE-1*. New Delhi: IGNOU

Additional Resources:

- Government of India (1986). *National policy on education*. New Delhi: Department of Education.
- Swaminathan, M. (1998). *The first five years: a critical perspective on early childhood care and education in India*. New Delhi: Sage.
- World Bank (2004). *Reaching out to the child: an integrated approach to child development*. New Delhi: Oxford University Press.
- Kaul, V. and Bhatnagar, R. *Early childhood education : a trainers' handbook*. New Delhi: NCERT.

Teaching Learning Process

- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Case study
- Research methods (Interviews, Observations, Questionnaires)
- Field visits
- Audio visual aids
- Visits to organisations
- Opportunity of reflective thought

- Giving back to the community

Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Human Development & Family Empowerment
- Early childhood care and education
- Early years
- Developmental need
- Early childhood centre
- Policies
- ECCE curriculum
- Evaluation
- ECCE programmes
- Community participation

Principles of Child Development (DSC-HDFE-01) Core Course - (CC) Credit:6

Course Objective(2-3)

- To familiarize students with the concept of child development as a field of study.

- To create an understanding of various stages of human development.
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COURSE LEARNING OUTCOMES:

- Get familiarized with the concept of child development as a field of study
- Develop an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

Unit 1

UNIT I: Introduction to Child Development 30

- Brief history
- Scope
- Theoretical foundations (Psycho-Analytical theory, Psycho-Social theory, Social learning theory, Cognitive Developmental theory, Attachment theory)

Unit 2

UNIT II: Methods of Child Study 30

- Observation
- Interview
- Questionnaire
- Case study

Unit 3

UNIT III: Aspects of Development 30

- Principles of Development
- Developmental Norms

Unit 4

UNIT IV: Pre-natal Development & Infant Development

30

- Factors affecting pre-natal development
- Stages of pre-natal development
- Newborn: Characteristics
- Reflexes
- Infant developmental milestones

References

COMPULSORY READING:

- Berk, L. E. (2000). *Child development (3rd edition)*. New Delhi: Prentice Hall.
- Verma, P., Srivastava, D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.
- Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill.

Additional Resources:

- Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.
- Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.
- Bee, H. L. (2011). *The developing child*. London: Pearson.
- Papilla, D.E., Olds, S. W. and Feldman, R. D. (2004). *Human development*. New York: McGraw Hill.

Teaching Learning Process

- Lecture method
- Group discussion

- Tutorials
- Brainstorming
- Role plays
- Contextualising content in real life situations

Assessment Methods

As per University of Delhi Norms

Keywords

- Department of Human Development & Family Empowerment
- Principles
- Developmental norms
- Prenatal development
- Cognitive development
- Methods

Child Rights and Gender Empowerment (DSE-HDFE-01) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- To understand the various definitions of child and child rights
- To learn about various dimensions of vulnerability with regard to children
- To understand contemporary gender issues

Course Learning Outcomes

- Get aware and acquire knowledge about child rights in India.
- Be sensitized to various dimensions of challenges faced by children.
- Understand the concept of gender sensitization, gender stereotype and patriarchy in the Indian context.
- Get aware on organizations, institutions and services for disadvantaged children.
- Develop critical thinking in the field of gender-roles and stereotypes through data collection and understanding the coping mechanisms of a child in difficult circumstances.

Unit 1

UNIT-I: Understanding Child Rights

15

- Meaning of child rights and Convention on Child Rights (UNCRC)
- Knowing disadvantage and exclusion in relation to children
- The role of State, family and children in promotion and protection of child rights

Unit 2

UNIT- II: Children in Especially Difficult Circumstances (CEDC)

15

- Classification, issues and causes of CEDC:
- Street children, working children and homeless children
- Child abuse
- Child trafficking
- Children in conflict with law

Unit 3

UNIT- III: Conceptualizing Gender

15

- Defining terms-sex, gender, masculinity, femininity
- Socialization for gender- gender roles, gender stereotypes
- Patriarchy and social institutions
- Perspectives on feminism
- Media and gender

- NCPDR
- Child Helpline, Umeed- Child Abuse
- Bachpan Bachao Andolon- Child Labour, Child Trafficking
- PRAYAS- Delinquent, Street Children
- DCCW- Street, Homeless and Working Children
- JJA-2015
- PC-PNDT Act-2003
- Domestic Violence Act-2005
- National Child Labor (Protection and Regulation) Act-1986
- POCSO-2012

Practical

- Profile of a child in difficult circumstances
- Poster making on gender issues
- Exploring the concept of child rights and gender through audio-visual sources (film review) and workshops

References

COMPULSORY READINGS:

- Bajpai, A. (2006), *Child rights in India: law, policy and practice*. New Delhi: Oxford University Press.
- Bhasin, K. and Khan, N.S. (2014). *Feminism and its relevance in South Asia*. New Delhi: Women Unlimited.
- Bhasin, K. (2016). *Pitrasatta kya hai?* New Delhi: Delhi Jagori.

Additional Resources:

- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research*. New Delhi: Resource Centre on Children.
- Bhasin, K. (2016). *Ladki kya hai? Ladka kya hai?* New Delhi: Jagori.
- Parmar, S. (2015). *Narivadi sidhant aur VyaVahar*. New Delhi: Delhi.

Teaching Learning Process

- Lecture method
- Group discussion
- Brainstorming

- Role plays
- Contextualizing content in real life situations
- Case study
- Research methods(Interviews, Observations, Questionnaires)
- Field visits
- Audio visual aids
- Visits to organisations
- Opportunity of reflective thought
- Giving back to the community

Assessment Methods

As per the University guidelines.

Keywords

- Department of Human Development and Family Empowerment
 - Child Rights
 - Gender stereotypes
 - Homeless children
 - Masculinity
 - Delinquent
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Childhood in India (DSE-HDFE-04) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- To create awareness, knowledge and understanding of multiple contexts about childhood in India.
 - To sensitize students to various dimensions of challenges faced by children in different psycho-social dimensions.
 - To develop awareness and knowledge about contemporary issues of childhood in India
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COURSE LEARNING OUTCOMES:

- Get awareness and knowledge about childhood in India.
- Develop an understanding of multiple contexts where children grow.
- Get sensitized to various dimensions of challenges faced by children in different psycho-social settings.
- Develop awareness and knowledge about contemporary issues of childhood in India.

Unit 1

UNIT I: Introduction to Childhood in India **30**

- Children in India: An overview
- Social construction of childhood and family
- Childhood in different cultures
- Childhood in mythology, stories and films

Unit 2

UNIT II: Multiple Contexts of Childhood in India **30**

- Children across varied SES Groups
- School going children
- Children with disability
- Children in Especially Difficult Circumstances

Unit 3

UNIT III: Psycho- Social Dimensions of Childhood **30**

- Childhood in selected family occupations: artists, farmers, weavers
- Growing up in rural setting
- Childhood in urban India
- Being a girl in India

Unit 4

UNIT IV: Contemporary Issues of Childhood in India

30

- Language, religion and culture
- Poverty and disadvantage

References

COMPULSORY READINGS:

- Behera, D. K. (2007). *Childhood in South Asia*. New Delhi: Pearson- Longman.
- Sharma, D. (2003). *Infancy and childhood in India*. In, D. Sharma (Ed.), *Childhood, family and sociocultural changes in India* (13-47). New Delhi: Oxford.
- Sapra, R. (2010). *Child development: issues and concerns for the well-being of the child*. New Delhi: Vishwabharati,

Additional Resources:

- Aries, P. (1962). *Centuries of childhood: a social history of family life*. Trans. Robert Baldick. New York: Vintage.
- Deb, S. and Chatterjee, P. (2008). *Styles of parenting adolescents – the Indian scenario*. New Delhi: Akansha Publishing House.
- Bee, H. L (2011). *The developing child*. London: Pearson.
- Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill.

Teaching Learning Process

- Lecture method
- Group discussion
- Brainstorming
- Role plays

- Contextualizing context in real life situations

Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Human Development & Family Empowerment
 - Childhood
 - Multiple contexts
 - Psycho-social dimensions
 - Socio-economic status
 - Disability
 - Children especially in difficult circumstances
 - Poverty
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-

Children with Special Needs (DSE-HDFE-02) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- To sensitize students to the needs and challenges of children with special needs.
 - To understand the importance of identification, screening and assessment.
 - To appreciate the diverse educational arrangements as special, integrated and inclusive education.
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COURSE LEARNING OUTCOMES:

- Be sensitized to the needs and challenges of children with disabilities.
- Understand the importance of identification, assessment and intervention.
- Appreciate the diverse educational arrangements such as special, integrated and inclusive education.
- Get awareness on the wide scope of the field of special education in higher studies.
- Acquire basic skills in dealing with children with disability through scientific method of researching in the area of disability.

Unit 1

- Introduction to Children with Disabilities– Meaning, classification and definitions, Attitudes and challenges in the Social ecology.

Unit 2

- Early identification and intervention for disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills – daily living, self -help, and social skills.

Unit 3

- Addressing educational needs-Concept of special, integrated, inclusive and home based education. Role of family and community in supporting Children with special needs.

Unit 4

- Provisions and services- Laws for children with disabilities (PWD Act, 2016).

Practical

- Case profile of a child with special needs
- Observation report of an NGO working for Children with special needs
- Compilation of Media (newspaper clippings/Poster making/ Pamphlet making/ Messages) on children with special needs
- Review of a movie on the related social issues

References

COMPULSORY READINGS:

- National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
- NCERT (2014). *Including children with special needs*. New Delhi: NCERT
- Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning

Additional Resources:

- NCERT (2010). *Towards inclusive education*. New Delhi: NCERT
- Pal, C. and Viswakarma, V (2011). *Vishesh shiksha shikshan*. New Delhi: Kanishka Publishers
- Sharma, Y.K. (2009). *Sharirik roop se viklagng balak*. New Delhi: Kanishka Publishers.
- NCERT (2006). *Education of children with special needs*. New Delhi: NCERT

Teaching Learning Process

- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualizing content in real life situations
- Case study
- Research methods(Interviews, Observations, Questionnaires)
- Field visits
- Audio visual aids
- Visits to organisations
- Opportunity of reflective thought
- Giving back to the community

Assessment Methods

As per the University guidelines.

Keywords

- Department of Human Development and Family Empowerment
- Inclusive education
- Special children
- Integrated education
- Disability
- RPWD

Parenting (DSE-HDFE-03) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- To develop a general understanding on parenting
- To understand the behavioural aspects of parenting and adolescents
- To understand the role of parenting in child development

Course Learning Outcomes

- Develop an understanding on parenting styles and their impact on children.
- Appreciate diverse child rearing practices and caregivers in Indian context.
- Get sensitized towards changes in care-giving across lifespan.
- Understand the influence of external agents on child rearing.

Unit 1

UNIT I: Parenting: An Overview

30

- Family as a system
- Parenting Styles- Characteristics and effects
- Parenting and other significant caregivers in the Indian context

Unit 2

UNIT II: Concept of family and role of parents 30

- Indian Society and the Family System
- Functions of the family
- Parent-child interactions in Indian family context
- Significant factors influencing parenting: role of birth order, siblings, socio- economic status, cultural, regional background, type of family, lifestyle, values and education on parenting practices

Unit 3

UNIT III: Parenting across the Development Span: Features and challenges 30

- Infant Care Giving Practices in Indian context
- Development and Care in early years
- Role of Parents in Adolescence

Unit 4

UNIT IV: Influence of External factors and Significant Others 30

- Role of other significant care givers in Parenting in the Indian context- Grandparents, extended family, community.
- Parents and External influences: Peers, school and electronic media and internet etc.

References

COMPULSORY READINGS:

- Anandalakshmy, S. (2010). *Through the lens of culture: Centuries of childhood and education in India. Monographs of BalaMandir Research Foundation*. Chennai: BalaMandir Research Foundation.
- Chaudhury, D. (2017). *Parenting tips for Indian parents: pre-conception to adulthood*. Chennai: Notion Press, Inc.
- Chaudhary, N. (2004). *Listening to culture: Constructing reality from everyday talk*. New Delhi: Sage.

Additional Resources:

- Aries, P. (1962). *Centuries of childhood: A social history of family life*. Trans. Robert Baldick. New York: Vintage.
 - Deb, S. and Chatterjee, P. (2008). *Styles of parenting adolescents: The Indian scenario*. New Delhi: Akansha Publishing House.
 - Hurlock, B. E. (2007). *Developmental psychology: A life span approach*, (5th Edn.). New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
 - Sapra, R. (2010). *Child development: Issues and concerns for the well-being of the child*. New Delhi: Vishwabharati.
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Teaching Learning Process

- Lecture method
 - Group discussion
 - Tutorials
 - Brainstorming
 - Role plays
 - Contextualizing content in real life situations
-

Assessment Methods

As per the University guidelines.

Keywords

- Department of Human Development and Family Empowerment
 - Parenting
 - Caregiver
 - Electronic media
 - Grandparents
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Adolescent Development and Challenges
(SEC-04)
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To understand the inherent challenges and contemporary issues in adolescent development.
 - To learn about the transition phase of adolescence and understand the strengths of this stage
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Course Learning Outcomes

- Understand the process of development in the stage of adolescence.
- Learn about the important psychological and physiological changes happening during adolescence.
- Understand the problems and opportunities of the stage of adolescence.

Unit 1

Adolescence – Definition, importance of the stage, theoretical perspective on adolescence, interpersonal relationships and socio- cultural attitudes of adolescents, maturation and learning.

Unit 2

Consequences of puberty changes, sexual development, early and late maturation and psychological implications.

Unit 3

Intellectual development- formal operations, Socio-Emotional development, resolving identity crisis, Relationship with peers and parents, heterosexual relationships.

Unit 4

Vocational preferences, training and work, conflicts in relation to transition to adulthood.

References

COMPULSORY READINGS:

- Berk, L. (1993). *Infants, children and adolescents*. Boston: Allyn & Bacon.
- Conger, J. J. (1977). *Adolescence and youth: Psychological development in a changing world (2nd ed.)*. Oxford, England: Harper & Row.

- Sharma, N. (2011). *Understanding adolescence*. India: NBT.

Additional Resources:

- Sebald, H. (1984). *Adolescence: a social psychological analysis*. Prentice Hall.
 - Seifert, K. and Hoffnung, R. (1991). *Child and adolescent development*. Houghton Mifflin.
 - Berk, L. E. (2017). *Development through the lifespan(7th edition)*. US: Pearson Education.
 - Verma, P., Srivastava, D. N. and Singh, A. (1996). *Balmanovigyan and balvikas*. Agra: Agrawal Publication.
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Teaching Learning Process

- Lecture method
 - Group discussion
 - Brainstorming
 - Role plays
 - Contextualising content in real life situations
 - Giving back to the community
-

Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Human Development and Family Empowerment
- Psychological changes
- Physiological changes

- Adolescence
- Interpersonal relationships
- Socio-cultural attitudes

**Introduction to Guidance and Counselling
(SEC-02)
Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective(2-3)

- To develop an understanding of basic meaning and types of guidance and counselling
- To get acquainted with process and techniques of counselling
- To analyse the relationship between guidance and counselling

Course Learning Outcomes

- Develop an understanding of meaning, need and principles of guidance.
- Develop an understanding of meaning, need, principles and types of counselling.
- Get acquainted with process and techniques of counselling.
- Understand various types of ‘therapies’ in counselling.

Unit 1

UNIT I: Guidance

15

- Need for Guidance, basic principles of guidance
- Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction and self-actualization
- Common do's and don'ts in dealing with children

Unit 2

UNIT II: Counseling

15

- Meaning, Principles and need for counseling
- Counseling process

Unit 3

UNIT III: Types of Counseling

15

- Individual and Group counseling,
- Parental counseling
- Counseling for children.
- Role, qualities and skills of a counselor
- Professional ethics

Unit 4

UNIT IV

15

- Difference between counseling, guidance and therapy. Types of therapy– client centered therapy, rational emotive therapy, behavior therapy, and psychoanalytical therapy

References

COMPULSORY READINGS:

- Bhatnagar, A. and Gupta, N. (1999). *Guidance and counseling: a theoretical perspective*, New Delhi: Vikas.
- Burnard, P. (1999). *Counseling skills training*. New Delhi: Viva Books Company.
- Asthana, V. (2014). *Paramarsh aur nirdeshan*. Agra: Agarwal Publications.

Additional Resources:

- Upadhyay, R. (2017). *Nirdeshan avam paramarsh*. Agra: Agarwal Publications.
- Dave, I. (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt. Ltd.

- Sharma, S. N. and Solanki, M. K. (2014). *Nirdeshan avam paramarsh*. Agra: Madhav Prakashan.
 - Guez, W., Allen, J. (2011). *Counselling*. France: UNESCO
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Teaching Learning Process

- Lecture method
 - Group discussion
 - Brainstorming
 - Role plays
 - Contextualizing content in real life situations
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Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Human Development and Family Empowerment
 - Guidance
 - Counseling
 - Counselor
 - Professional Ethics
-

**Life Skills Education
(SEC-01)
Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective(2-3)

- To understand and enhance life skills
- To develop knowledge, understanding and skills in the management of issues related to personal growth and development
- To gain knowledge and understanding in order to make informed health and lifestyle decisions and enhance the quality of interpersonal relationships

Course Learning Outcomes

- Understand and enhance life skills.
- Develop knowledge, understanding and skills in the management of issues related to personal growth and development.
- Gain knowledge and understanding in order to make informed health and lifestyle decisions.
- Develop skills, and responsible values and attitudes that enhance the quality of interpersonal relationships.

Unit 1

- Life skills-meaning, definition, importance, WHO life skills
- Life skills education-meaning, definition importance and goals

Unit 2

Three basic categories of life skills-

- Social or interpersonal skills (Communication Skills, Assertiveness Skills, Cooperation Skills, Empathy)
- Cognitive or thinking skills (Problem Solving, Critical Thinking, Creative Thinking, Decision Making, Self-Awareness)
- Emotional skills (Managing Stress, Managing Emotions, Resisting peer pressure)

Communication skills-

- Meaning and definition
- Types and levels of communication

- Barriers to communication
- Ways to improve interpersonal communication and public speaking

Unit 3

Conflict management:

Understanding conflict in relationships, causes of conflict and steps for managing and resolving conflict, the five styles of conflict resolution and healthy ways of avoiding conflict in relationships.

Unit 4

Career guidance: Need and importance of career guidance, exploring career options, deciding a career, career guidance centre, resume writing, job search method and interview facing.

References

COMPULSORY READINGS:

- CBSE. *Life skills Education and CCE for class IX and X – A manual*. New Delh: CBSE.
- Malhotra, P, Haldar, D. (2017). *Communication skills: Theory and practice*. New Delhi: Book Age Publications
- Berk, L.E. (2007). *Development through the life span*. New Delhi: Pearson Education.

Additional Resources:

- Singh, B.D. and Menon, R. (2015). *Life skills in India: An overview of evidence and curent practices in our education system*. New Delhi: Central Square Foundation.
- Devadas, R.P. and Jaya, N. (2002). *A textbook on child development*. Madras: Macmillan India Limited.
- Rao, D.B. (1997). *Care of the child*. New Delhi: Discovery Publication House.
- Mohanty, J. and Mohanty, B. (1994). *Early childhood care and education (ECCE)*. New Delhi: Deep and Deep Publication.

Teaching Learning Process

- Lecture method
 - Group discussion
 - Brainstorming
 - Role plays
 - Contextualizing content in real life situations
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Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Human Development and Family Empowerment
 - Communication skills
 - Interpersonal skills
 - Conflict management
 - Thinking skills
 - Emotional skill
-

**Parent and Community Education
(SEC-03)
Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective(2-3)

- To understand the need and importance of parent education
- To get acquainted to the concept of community education
- To understand the techniques of imparting parent education programme

Course Learning Outcomes

- Understand parenthood and its impact on child development.
- Learn about different parenting styles and types of families.
- Understand the importance of community education.
- Become aware of the resources in the community.

Unit 1

UNIT I: Parents and their role in Child Development **15**

- Development aspect of Parenthood
- Theoretical Perspective (Erikson's Psychosocial Theory, Levinson's Stages of Life, Bronfenbrenner's Ecological Theory)
- Parenting Styles: Authoritarian, Authoritative, Permissive, Uninvolved

Unit 2

UNIT II: Relationships **15**

- Parents and Family dynamics-Nuclear, joint & extended Family
- Parents and community

Unit 3

UNIT III: Parent and Community Education **15**

- Parent Education: Need and aspects/types
- Parent and Community Education Programs
- Evaluation of parent and community education programs

Unit 4

UNIT IV: Community as a Resource

15

- Principles of Community Organisation
- Role of professionals in parent and community education

References

COMPULSORY READINGS:

- Berk, L. E. (2007). *Development through the lifespan (4th ed)*. BostonMA: Allyn and Bacon.
- Sapra, R. (2010). *Child development: Issues and concerns for the well-being of the child*. New Delhi: Vishwabharati.
- Chaudhury, D. (2017). *Parenting tips for Indian parents: Pre-conception to adulthood*. New Delhi: Notion Press, Inc.

Additional Resources:

- Rajaratnam, A. C. (2013). *Parenting innocence to inner sense*. New Delhi: Notion Press, Inc.
- Nair V. R. and Yamuna, S. (2011). *Parenting of adolescents: Facilitator's manual for capacity building of parents*. Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.
- Child Welfare Information Gateway (2013). *Parent education to strengthen families and reduce the risk of maltreatment*. Washington, DC: U.S. Department of Health and Human Services, Children Bureau.
- Simpson, A. R. (1997). *The role of the mass media in parenting education*. Boston: Harvard, Center for Health Communication.

Teaching Learning Process

- Lecture method
- Group discussion
- Brainstorming

- Role plays
 - Contextualising content in real life situations
-

Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Human Development and Family Empowerment
 - Parenting styles
 - Types of family
 - Community education
 - Child development
-

Care and Well-being in Human Development (GE-01) Generic Elective - (GE) Credit:6

Course Objective(2-3)

- To understand the need and importance of care and well being in human development.
 - To gain knowledge and understanding of policies, services and programs of health for all.
-

Course Learning Outcomes

- Define key concepts in the discourse on child rights.
- Discuss factors and experience that promote well being.
- Realize the significance of wellbeing at different life stages.
- Become aware of services and schemes to promote wellbeing throughout the life span.

Unit 1

Unit I: Care and Human Development 30

- Definition, concepts & relevance of care
- Vulnerable periods in life that require care
- Principles & components of care

Unit 2

Unit II: Well-being and Human Development 30

- Concept of well-being-- physical, psychological, spiritual
- Factors & experiences that promote well-being of care-givers

Unit 3

Unit III: Care & well-being at different stages of life 30

- Childhood years
- Adolescence
- Adulthood and old age
- Life crises and well-being at different life stages

Unit 4

Unit IV: Policies, Services & Programs 30

- School health programs: Mid-day meal scheme
- Nutrition & health for all: ICDS scheme
- Importance of Counselling & yoga

References

COMPULSORY READING:

- IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.
- Santrock, J.W. (2007). Life Span development (3rd ed.). New Delhi: Tata McGraw-hill.
- Sapra, R. (Ed.), (2010) child Development: Issues and concerns for the well being of the child. Vishwabharti, New Delhi.

Additional Resources:

- Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment*. New York: free press.

- Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). *Childhood in south Asia: A critical look at issues, policies and programs*. Conn.USA: Information Age.
 - Singhi, P. (1999). Child health & well being: Psychological care within & beyond hospital walls. In T.S. Saraswathi (Ed.). *Culture, socialization and human development*. New Delhi: Sage.
 - Verma, p., Srivastava, D.N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agarwal Publication.
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Teaching Learning Process

- Lecture method
 - Group discussions
 - Tutorials
 - Brainstorming
 - Role plays
 - Contextualising connect in real life situations
-

Assessment Methods

As per university of Delhi norms.

Keywords

- Department of human development and family empowerment
 - Care
 - Well being
 - Life stages
 - Policies
-

Child Rights and Social Action (GE-02) Generic Elective - (GE) Credit:6

Course Objective(2-3)

- To develop an understanding about child rights.

- To get acquainted the students regarding laws, policies and programs.

COURSE LEARNING OUTCOMES:

- Define key concepts in the discourse on child rights
- Discuss the role of family and community in child protection
- Realize the magnitude and factors of exclusion and their causes
- Become aware of different vulnerable groups and their causes
- Develop knowledge of laws, policies and programs for children

Unit 1

UNIT I: Introduction to Child Rights

40

- Definition of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc.
- Role of family, community & child herself in protecting rights

Unit 2

Unit II: Vulnerable Groups: Causes and Consequences

40

- Street children
- Working children
- Victims of child-trafficking
- Children in conflict with law

Unit 3

Unit III: Framework for Social Action

40

- Laws for children
- Constitutional provisions in India, Programs for vulnerable sections (Prayas, Butterflies etc)
- National policies: ICPS

References

COMPULSORY READING:

- Bajpai, A. (2006). *Child rights in India: Law, policy and practice*. New Delhi: Oxford University Press.
- Bhargava, V. (2005). *Adoption in India: Policies and experiences*. New Delhi: Sage.
- Virani, P. (2000). *Bitter chocolate: Child sexual abuse in India*. New Delhi: Penguin.

Additional Resources:

- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer.
- Sathpathy, C. (2013). Child welfare policies and programmes in India. Insights of India, Issues concerning children. <https://www.insightsonindia.com/wp-content/uploads/2013/09/child-welfare-policies-and-programs-in-india.pdf>
- NCERT. (2005). *National curriculum framework*. New Delhi: NCERT.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research*. New Delhi: Resource Centre on Children.

Teaching Learning Process

- Lecture method
 - Group discussions
 - Tutorials
 - Role plays
 - Brainstorming
 - Contextualising connect with real life situations
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Assessment Methods

As per university of Delhi norms.

Keywords

- Development of human development and Faculty empowerment
- Child Rights
- Social Action
- Vulnerable groups
- Laws
- Policies and Programs