



## INDEX

### Department of Home Science

#### **B.A (Prog.) with Human Development and Family Empowerment (HDFE)**

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## Semester – VII

### B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major Category-II

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-HDFE-13: EFFECTIVE PARENTING

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
EFFECTIVE PARENTING	4	2	-	2	Class XII	NIL

#### LEARNING OBJECTIVES:

1. To understand the concept and meaning of parenting
2. To become aware of the Indian family system and role of parents
3. To understand Parenting across lifespan

#### LEARNING OUTCOMES:

1. Develop an understanding on parenting styles and their impact on children.
2. Appreciate diverse child rearing practices and caregivers in Indian context.
3. Understand the process of parenting during lifespan

#### THEORY:

(30 Hours)

##### Unit 1: Introduction to Parenting

(08 Hours)

*Unit Description:* This unit focuses on the basic understanding of parenting in terms of process as well as a system.

##### *Subtopics*

- Parenting: Meanings and Concepts
- Parenting Styles
- Indian family system and role of parents

##### Unit 2: Concept of Effective Parenting

(10 Hours)

*Unit Description:* This unit focuses on understanding effective parenting and factors that influence parenting.

**Subtopics:**

- Effective Parenting: Principles and Guidelines
- Parenting children with diverse needs
- Role of Parental Counselling

**Unit 3: Parenting Across Lifespan perspective****(12 Hours)**

*Unit Description:* This unit focuses on the importance of parenting across various stages of lifestyle development.

**Subtopics:**

- Parenting of a neonate
- Parenting of children
- Parenting of adolescents

**PRACTICAL:****(60 Hours)**

- Case examples /Role Plays/ Group Discussions to understand and evaluate effective parenting styles
- Interview with a parent of an adolescent to understand their experiences and concerns about parenting.
- Seminar/Webinar/Interactive session on Positive Parenting.
- Review of a book/movie/documentary based on parenting and family system

**ESSENTIAL/RECOMMENDED READINGS:**

1. Eanes, R. (2016). *Positive parenting: An essential guide*. New York: Tarcher Perigee (Penguin Random House)
2. रूडोल्फ़. S. (2019). *सफल पेरेंटिंग के 10 नियम*. Penguin books India.
3. Chaudhury, D. (2017). *Parenting tips for Indian parents: Pre-conception to adulthood*. Chennai: Notion Press, Inc.
4. Chaudhary, N. (2004). *Listening to culture: Constructing reality from everyday talk*. New Delhi: Sage.

**SUGGESTED READINGS:**

1. Aries, P. (1962). *Centuries of childhood: A social history of family life*. New York: Vintage.
2. Deb, S. and Chatterjee, P. (2008). *Styles of parenting adolescents – The Indian scenario*. New Delhi: Akansha Publishing House.
3. Hurlock, B. E. (2007). *Developmental psychology: A life span approach*, (5th Edn.). New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
4. Sapra, R. (2010). *Child development: Issues and concerns for the well-being of the child*. New Delhi: Vishwabharati.
5. Anandalakshmy, S. (2010). *Through the lens of culture: Centuries of childhood and education in India*. Monographs of BalaMandir Research Foundation. Chennai: BalaMandir Research Foundation.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

## Semester – VIII

### B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major Category-II

#### DISCIPLINE SPECIFIC CORE COURSE DSC-HDFE-12: CARE AND WELL-BEING ACROSS LIFESPAN

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Care and Well-being across Lifespan	4	2	-	2	Class XII	Nil

#### LEARNING OBJECTIVES:

1. To understand the need and importance of care and well-being in human development.
2. To understand the lifespan perspective on need and relevance of care

#### LEARNING OUTCOMES:

After completion of the course, the students will:

1. Understand the concept and relevance of care.
2. Discuss factors and experience that promote well-being.
3. Realize the significance of wellbeing at different life stages.

#### THEORY:

(30 Hours)

##### Unit 1: Care and Human Development

(10 Hours)

*Unit Description:* This unit helps students conceptualize care in the context of human development.

##### *Subtopics*

- Care: Concept and Relevance
- Principles and Components of Care

##### Unit 2: Wellbeing and Human Development

(10 Hours)

*Unit Description:* This unit focuses on the concept and importance of Wellbeing

##### *Subtopics:*

- Wellbeing: Physical and Psychological
- Factors promoting wellbeing of caregivers

### **Unit 3: Care across Lifespan**

**(10 Hours)**

*Unit Description:* This unit focuses on lifespan perspective of care and wellbeing.

#### **Subtopics:**

- Care and Crises: A lifespan Perspective
- Vulnerable periods of life requiring utmost care

### **PRACTICAL:**

**(60 Hours)**

- Interview with a caregiver (house help, babysitter, nurse, etc.) to understand their problems and concerns.
- Discussion and documentation of any one episode (from one's own or someone's life) depicting vulnerability and need of care
- Review of any one self-help book/movie.
- Enlist and discuss any 3 well-being initiatives by the Government for improving physical and psychological health of its citizens.

### **ESSENTIAL/RECOMMENDED READINGS:**

1. Santrock, J.W. (2007). *Life Span development* (3 rd ed.). New Delhi: Tata McGraw-hill.
2. Sapra, R. (Ed.). (2010) *Child Development: Issues and concerns for the well being of the child*. Vishwabharti, New Delhi.
3. 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 programmes*. Conn.USA: Information Age.

### **SUGGESTED READINGS:**

1. Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment*. New York: Free press.
2. IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.
3. 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.
4. WHO. (2018). *Nurturing care for early childhood development: A framework for helping children survive and thrive to transform health and human potential*. (ISBN 978-92-4-151406- Available as E-manual on <https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf>

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**Pool of Discipline Specific Elective Courses (DSE) for Odd Semester**

**B.A (Prog.) with Human Development and Family Empowerment  
(HDFE)**

**Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE  
DSE-7-HDFE: RESEARCH METHODS IN HOME SCIENCE**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

**LEARNING OBJECTIVES:**

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

**LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

**SYLLABUS OF DSE-7-HDFE**

**THEORY**

**(Hours 45)**

**UNIT I: Research Purpose and Design**

**(10 Hours)**

*Unit Description:*

This unit will deal with meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

***Subtopics:***

- Meaning, purpose and significance of research
- Research as a scientific method
- Types of research
- Quantitative, Qualitative and mixed method approaches

- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

## **UNIT II: Sampling and Research tools & techniques**

**(15 Hours)**

### *Unit Description:*

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from Home Science discipline. Students would also learn about types of data, its collection and reliability and validity concerns.

### ***Subtopics:***

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

## **UNIT III: The Research Process**

**(15 Hours)**

### *Unit Description:*

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

### ***Subtopics:***

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

## **UNIT IV: Values, Social Responsibility and Ethics in Research**

**(5 Hours)**

### *Unit Description:*

This unit will apprise the students about ethical concerns while conducting and reporting research.

### ***Subtopics:***

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
  - Rights, dignity, privacy and safety of participants
  - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance.

## PRACTICAL

(30 Hours)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
  - a. Experimental and non-experimental; Descriptive and observational
  - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
  - a. Probability sampling method
  - b. Non-Probability sampling methods
5. Tools of data collection- Interview schedule, questionnaire and FGD
  - Designing/ Construction
  - Preparation of tools for ethical review
  - Pilot testing/ validity and reliability of the tool
6. Data collection and analysis process: conducting interviews, administering questionnaire
7. Coding and tabulation of data for analysis
8. Citation formats and Plagiarism
9. Reviewing a research paper from a specific area of specialization in Home Science

## ESSENTIAL READINGS

- Kerlinger F. N. and Lee, H.B. (2017). *Foundations of Behavioral Research* 4<sup>th</sup> Ed. Harcourt College Publishers.
- Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International Pvt Ltd, New Delhi.
- Kothari, C. R. (2022). *Shodh Padhati* 1<sup>st</sup> Ed. New Age International Pvt Ltd, New Delhi.
- Kumar, R. (2019) *Research Methodology: A Step-by-Step Guide for Beginners*. 5<sup>th</sup> Ed. Sage Publications, New Delhi.

## SUGGESTED READINGS

- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Davis, A. M., Treadwell, D. (2019). *Introducing Communication Research: Paths of Inquiry*. United Kingdom: SAGE Publications.
- Flynn, J.Z., Foster, I.M. (2009). *Research Methods for the Fashion industry*. Fairchild books, Bloomsbury publishing.
- Indian National Science Academy (INSA) (2019). *Ethics in Science Education, Research and Governance*. ISBN:978-81-939482-1-7. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- Jacobsen, K. H. (2020). *Introduction to health research methods: A practical guide*. Jones & Bartlett Publishers.
- UGC (2021) *Academic Integrity and Research Quality*. New Delhi: UGC, Retrieved from [https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book\\_WEB.pdf](https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf)

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**B.A (Prog.) with Human Development and Family Empowerment  
(HDFE)**

*Category-V*

**DISCIPLINE SPECIFIC ELECTIVE-DSE –HDFE- SOFT SKILLS AND SOCIO-  
EMOTIONAL WELL-BEING**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Soft skills and socio-emotional well-being	4	2	-	2	Class XII	Nil

**LEARNING OBJECTIVES:**

1. To understand the concept of soft skills and its importance.
2. To understand how soft skills promote social and emotional development in individuals.
3. To understand the importance of social and emotional development in life.

**LEARNING OUTCOMES:**

After completion of the course, the students will be able to:

1. Understand the concept of soft skills.
2. Develop understanding regarding the ways of promoting social and emotional development
3. Learn about the importance of soft skills and social- emotional development

**THEORY**

**(30 hours)**

**Unit I: Understanding Soft Skills**

**(12 hours)**

**Unit Description:**

This unit focuses on giving conceptual understanding of soft skills and their importance

**Subtopics:**

- Concept of Soft Skills: Definition and Need
- Categories of Soft Skills

**Unit II: Soft Skills for Social- Emotional development**

**(8 hours)**

**Unit Description:**

This unit focuses on specific soft skills focusing on promoting social and emotional development in individuals.

**Subtopics:**

- Communication Skills
- Cross- Cultural skills
- Interpersonal skills/Listening skills
- Empathy

**Unit III: Importance of Social-Emotional Well - being****(10 hours)****Unit Description:**

This unit focuses on the importance of Social and Emotional development in life span.

**Subtopics:**

- Social and emotional development: Importance in human life.
- Ways to improve social and emotional development.

**PRACTICAL****(60 hours)**

- Plan any two activities to improve social and emotional development
- Review of a movie/documentary/book focusing on one/more soft skills
- Seminar/Webinar/Talk on the importance of soft skills

**ESSENTIAL / RECOMMENDED READINGS:**

1. Dorch, P. (2013) What are soft skills? How to master essential skills to achieve workplace success. New York: Execu Dress Publisher,
2. Peter S.J., Francis. (2012). Soft Sills and Professional Communication. New Delhi: Tata McGraw –Hill Education.
3. Jadaun, M. (2022). How to improve soft skills in Hindi  
<https://www.zindagiwow.com/2022/04/18/improve-soft-skills-hindi/>
4. Communication skill in Hindi, <https://aatmmnthn.in/communication-skills-development/>

**SUGGESTIVE READINGS:**

1. Sharma, P (2021). Soft Skills 3rd Edition: Personality Development for Life Success, BPB Publication.
2. Mitra, B. (2016). Personality Development and Soft Skills, Oxford University Press.
3. Murty, K. R. G. (2016). Soft Skills for success, Viva Books Originals.

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**B.A (Prog.) with Human Development and Family Empowerment (HDFE)**

**Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE  
DSE-11-HDFE: DATA ANALYSIS AND STATISTICAL TOOLS**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Data Analysis and Statistical Tools</b>	4	3	-	1	Class XII	Nil

**LEARNING OBJECTIVES**

- To provide an understanding of the fundamental statistical concepts.
- To enable learners to collect, organize, and summarize data using appropriate tables, graphs, and statistical methods.
- To gain the ability to compute and interpret measures of central tendency and variability in research datasets.
- To develop a foundational understanding of probability theory and its application in hypothesis testing.
- To acquire an understanding of the parametric and non-parametric statistical tests and application of statistical software for analysis.

**LEARNING OUTCOMES**

After completing this course, the learner will be able to:

- Explain fundamental statistical concepts and their relevance to research.
- Summarize and visualize data effectively using descriptive statistics.
- Apply inferential statistical techniques to draw meaningful conclusions from sample data.
- Interpret and communicate statistical findings in the context of research.

**SYLLABUS OF DSE-11-HDFE**

**THEORY**

**(45 hours)**

**UNIT 1: Fundamentals of Statistics**

**(15 Hours)**

**Unit Description:**

This unit establishes the foundational principles of statistics, focusing on its application in social sciences.

**Subtopics:**

- Definition and Scope of Statistics in Social Science and Market Research
- Types of Statistics: Descriptive vs Inferential
- Types of Data: Qualitative and Quantitative
- Measurement Scales: Nominal, Ordinal, Interval, Ratio
- Importance of Reliability and Validity

## **UNIT II: Data Organization and Summarization**

**(15 Hours)**

### **Unit Description:**

This unit focuses on summarizing and visualizing data for analysis and interpretation.

#### ***Subtopics:***

- Organising data: frequency distributions tables
- Types of Graphs and their interpretation: Histogram, Pie Chart, Bar Graph, Line Graph, Frequency Polygon, Ogive
- Measures of Central Tendency: Mean, Median, Mode for ungrouped and grouped data
- Measures of Dispersion for ungrouped and grouped data: Absolute dispersion (Range, Quartile deviation, Mean deviation, Standard Deviation, Variance) and Relative dispersion (Coefficient of Range, Coefficient of Quartile deviation, Coefficient of Mean deviation, Coefficient of Variance)
- Measures of Shape: Skewness and Kurtosis
- Measures of partition values – Quartile, Decile, Percentile, Percentile Rank for ungrouped and grouped data

## **UNIT III: Inferential Statistics**

**(15 Hours)**

### **Unit Description:**

This unit equips students with techniques for making inferences about population from sample data.

#### ***Subtopics:***

- Introduction to Probability: Basic concepts, Law of addition and multiplication
- Properties of Normal Distribution
- Correlation and Regression
- Sampling and Hypothesis testing:
  - Null and Alternative Hypotheses.
  - Errors in Sampling: Type I and Type II Errors.
  - Level of Significance ( $\alpha$ ) and Confidence (c)
  - One-tailed vs Two-tailed tests.
- Statistical Tests:
  - Parametric Tests: Z-test, t-tests for means (One-sample, Two-sample), F test for variance, ANOVA (One way), Karl Pearson's Coefficient of Co-relation
  - Non-Parametric Tests: Chi-square test, Spearman's Rank (repeated and Non-repeated) Correlation Coefficient
- Introduction to Computer-Aided Statistical Analysis:
  - Software: Excel, SPSS, Atlas.ti, JASP, Jamovi, NVIVO
  - Real life Application, Analysis, and Interpretation

## **PRACTICAL**

**(Hours 30)**

1. **Introduction to Statistical Software:** Using Excel for statistical analysis by inputting basic data and performing essential Excel functions.
2. **Construction of Frequency Distributions:** Organize raw data into grouped and ungrouped frequency tables using a given dataset.
3. **Diagrammatic Representation of Data:** Visualize data using bar charts, pie charts, line graphs, histograms, and frequency polygons, and interpret the results for a given dataset.

4. **Measures of Central Tendency:** Calculate mean, median, and mode for grouped and ungrouped data in Excel, and compare central tendencies between two datasets.
5. **Measures of Dispersion:** Compute range, variance, and standard deviation in Excel to analyse the spread of two different datasets.
6. **Area under the Curve:** Calculate the area under the curve using standard scores.
7. **Correlation Analysis:** Measure the strength of relationships between two variables by calculating Pearson's and Spearman's correlation coefficients.
8. **Hypothesis Testing (One-sample and Two-sample t-test):** Test the significance of means for single, independent, and dependent datasets using t-tests.
9. **Chi-Square Test for Independence:** Test the independence between categorical variables by analysing and interpreting a contingency table.

### Essential Readings

- Minium, E. W., King, B. M., & Bear, G. (2017). *Statistical Reasoning for Psychology and Education*. New York: Wiley and Sons.
- Gupta, S.P. (2022) *Statistical Methods*, 46th Edn. S. Chand and Sons.
- Agresti, A., Christine Franklin, C. and Klingenberg, B. (2017). *Statistics: The Art and Science of Learning from data*, Pearson, Boston

### Suggested Readings

- Schmuller, J. (2016). *Statistical Analysis with Excel for Dummies*, 5th Edition, New York, USA.
- Gupta, S. C. and Kapoor, V. K. (2020). *Fundamentals of Mathematical Statistics*, 12th Edn., S. Chand and Sons.
- Ross, Sheldon M. (2010): *Introductory Statistics*, 3rd Edition, Academic Press.
- Derek Rowntree, (2018). *Statistics Without Tears, An Introduction for Non-Mathematicians*, Penguin Books

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**B.A (Prog.) with Human Development and Family Empowerment  
(HDFE)**

**Category-V**

**DISCIPLINE SPECIFIC CORE COURSE –DSE-HDFE- ORGANIZATION AND MANAGEMENT  
OF ECCE SERVICES**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Organization and management of ECCE services	4	2	-	2	Class XII	Nil

**LEARNING OBJECTIVES:**

1. To understand the organization and functioning of an ECCE Centre.
2. To understand how to utilize various resources (physical space, material, human) in an ECCE centre.
3. To understand the management of different functionaries and resources for smooth functioning of an ECCE Centre.

**LEARNING OUTCOMES:**

After completion of the course, the students will be able to:

1. Understand how to setup an ECCE Centre.
2. Understand the ways of using the various resources in an ECCE centre
3. Learn about various ECCE services in the country.

**THEORY**

**(30 hours)**

**Unit I: Organizing ECCE Services**

**(12 hours)**

**Unit Description:**

This unit provides an understanding of various kinds of ECCE Services and their organization.

**Subtopics:**

- ECCE services in India - Types and Rationale
- Organizing services in – Crèche, Nursery School, Anganwadi

**Unit II: Managing an ECCE Center: Physical resources**

**(8 hours)**

**Unit Description:**

This unit provides an understanding of how to plan an ECCE Centre in terms of physical and material resources.

**Subtopics:**

- Space: Location, Building and Rooms
- Equipment - Outdoor & Indoor, Furniture
- Accessibility in an ECCE Centre

### **Unit III: Functioning of an ECCE Centre**

**(10 hours)**

#### **Unit Description:**

This unit provides an understanding of how an ECCE Centre can be managed with the help of human resources.

#### ***Subtopics:***

- Relevance of Records and Registers
- Training of an ECCE worker
- Essential features of an ECCE Curriculum

### **PRACTICAL**

**(60 hours)**

- Preparation of different records/ registers to be maintained in an ECCE Centre
- Document /report writing of a Crèche/ Nursery school / AWC/ Balwadi/ Mobile Crèche
- Preparation of a checklist for evaluating an ECE Centre
- Case Study of any one National level program on Early Childhood Curriculum (Like National Curriculum Framework for Foundational Stage 2022, Building as Learning Aid 2012, National ECCE Curriculum Framework 2014 etc.)

### **ESSENTIAL / RECOMMENDED READINGS:**

1. Gupta, M. Sen, (2009) Early Childhood Care and Education, PHI Learning Private Limited, Delhi 110092
2. Pankajam G. (2005), Pre- Primary Education: Philosophy and Practice, Concept Publishing Co.
3. Siddiqi. N. et.al (2008), Early Childhood Care and Education in Emerging India: Doaba House
4. Kaul, V. and Bhatnagar, R. (2008), Early childhood education: A trainers' handbook. New Delhi: NCERT <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>

### **SUGGESTIVE READINGS:**

1. Mohanty, J & Mohanty, B (1994), Early childhood Care and Education (ECCE) New Delhi: Deep and Deep Publications
2. MWCD (2013), National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development
3. Vinyas (2012), Effectively using BaLA (Building as Learning Aid) in Elementary Schools: A Teacher's Manual  
[https://www.edudel.nic.in//upload\\_2013\\_14/145\\_52\\_dt\\_03102013/SecA.pdf](https://www.edudel.nic.in//upload_2013_14/145_52_dt_03102013/SecA.pdf)
4. IGNOU, Organizing Child Care Services: DECE -1 New Delhi: IGNOU

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**B.A (Prog.) with Human Development and Family Empowerment  
(HDFE)**

*Category-V*

**DISCIPLINE SPECIFIC ELECTIVE– DSE-HDFE: INCLUSION OF YOUNG CHILDREN  
WITH DISABILITY**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Inclusion of Young Children with Disability</b>	4	2	-	2	Class XII	Nil

**LEARNING OBJECTIVES:**

1. To introduce students to the concept of diversity, vulnerability and exclusion.
2. To help students gain an understanding of issues and challenges in the education of children with disability.
3. To make the students understand about Inclusive education and ways to set up of Inclusive practices.

**LEARNING OUTCOMES:**

After completion of the course, students will be able to:

1. Develop an understanding regarding concept of diversity, vulnerability and exclusion.
2. Gain an insight regarding Issues and challenges in the education of children with disability.
3. Get awareness about the concept of Inclusive education and its practicality.

**THEORY:** (30 Hours)

**Unit 1: Understanding Diversity, Vulnerability and Exclusion** (10 Hours)

**Unit Description:**

This unit will introduce the concepts of diversity, vulnerability and exclusion to students.

**Subtopics:**

- Understanding diversity among children
- Disability as a source of vulnerability: Exclusion of children with disability.

**Unit 2: Including Children with disability in an educational setting** (10 Hours)

**Unit Description:**

This unit will introduce students to different educational settings for children with disability.

**Subtopics:**



- Different educational settings for children with disability (Segregated, Integrated and Inclusive)
- Issues and challenges in the education of children with disability

### **Unit 3: Inclusive Education**

**(10 Hours)**

#### **Unit Description:**

This unit will lay emphasis understanding the concept of inclusive education and setting up its practice.

#### ***Subtopics:***

- Concept, policies and principles of Inclusive education
- Setting up of an Inclusive Practice (multi-tiered system of support)

### **PRACTICAL:**

**(60 Hours)**

- Visit to an educational setting for children with disability.
- Workshop/talk/ webinar on Diversity and Inclusion of Children with disability.
- Plan an activity for sensitizing peers towards children with disability.

### **ESSENTIAL/RECOMMENDED READINGS:**

1. Mangal, S.K. (2007). Educating exceptional children. New Delhi: PHI Learning
2. National Human Rights Commission (2005). Disability manual. New Delhi: NHRC
3. NCERT (2014). Including children with special needs. New Delhi: NCERT
4. Ramesh, R (2011). Disability Towards Inclusive India, Pentagon Press
5. Werner, D. (1994). Disabled Village Children (2022 Edition), Voluntary Health Association of India

### **SUGGESTED READINGS:**

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

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**B.A (Prog.) with Human Development and Family Empowerment  
(HDFE)**

*Category-V*

**DISCIPLINE SPECIFIC ELECTIVE –DSE- HDFE- : CHILDHOOD IN INDIA**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Childhood in India	4	2	-	2	Class XII	Nil

**LEARNING OBJECTIVES:**

1. To create awareness, knowledge and understanding of multiple contexts about childhood in India.
2. To sensitize students to various dimensions of challenges faced by children in different psycho-social settings.
3. To develop awareness and knowledge about contemporary issues of childhood in India

**LEARNING OUTCOMES:**

After completion of the course, the students will be able to:

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

**THEORY (30 hours)**

**Unit I: Introduction to Childhood in India (10 hours)**

**Unit Description:**

This unit focuses on basic understanding, awareness and knowledge about childhood in India.

**Subtopics:**

- Definition of child in India using various perspectives
- Social construction of childhood and family
- Childhood in different cultures

**Unit II: Diverse Contexts of Childhood in India (12 hours)**

**Unit Description:**

This unit focuses and sensitizes students on various dimensions of challenges faced by children.

**Subtopics:**

- Children across varied SES Groups
- Children in especially difficult circumstances

**Unit III: Situation of Children in India (8 hours)**

**Unit Description:**

This unit develops awareness and knowledge about situation of children in India and Government's intervention for the same

***Subtopics:***

- Indian Government's intervention for children: Acts, Policies and Schemes
- Initiatives for disadvantaged groups of children in India: Girl child/ children with disability

**PRACTICAL**

**(60 hours)**

- Case profile on a child living in diverse socio-cultural setting
- Movie/documentary review revolving around childhood in India
- Childhood in mythology/stories/folk-lore: Discussion and documentation (3-5 examples)

**ESSENTIAL / RECOMMENDED READINGS:**

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

**SUGGESTIVE READINGS:**

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

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**B.A (Prog.) with Human Development and Family Empowerment  
(HDFE)**

*Category-V*

**DISCIPLINE SPECIFIC ELECTIVE – DSE-HDFE -LANGUAGE DEVELOPMENT AND  
EARLY LITERACY**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Language Development and Early Literacy</b>	4	2	-	2	Class XII	Nil

**LEARNING OBJECTIVES:**

1. To understand how language development takes place.
2. To understand the role of early stimulation in language development.
3. To understand the role of the family and school in language development of children.

**LEARNING OUTCOMES:**

After completion of the course, the students will be able to:

1. Understand the process of language development
2. Get awareness regarding the importance of early stimulation
3. Understand the role of family and school in language development

**THEORY**

**(30 hours)**

**Unit I:** Language and Communication

**(11 hours)**

**Unit Description:**

This unit focuses on providing basic knowledge about language and its importance.

**Subtopics:**

- Language and its importance
- Language Acquisition
- Grammar, Phonetics, Semantics

**Unit II:** Stages of Language Development

**(11 hours)**

**Unit Description:**

This unit focuses on various factors and problems related to language development during different life stages

**Subtopics:**

- Language Development through Infancy, Childhood and Adolescence
- Factors affecting language development
- Early Identification of problems related to language development

### Unit III: Role of Family and School

(08 hours)

#### Unit Description:

This unit focuses on the importance of stimulation in language development

#### Subtopics:

- Home Stimulation
- Role of Caregiver in language development
- School Enrichment Programme
- Role of a Teacher

### PRACTICAL

(60 hours)

- Identification and documentation of early literacy programs in the country (Any two)
- Preparation of booklets for reading readiness
- Organizing Workshop /webinar/ interactive session on communication skills of children and report writing.

### ESSENTIAL / RECOMMENDED READINGS:

1. Hetherington E.M. and Parke R.D. Gauvin M. Locke V.O. (2006). *Child Psychology -A Contemporary view point*. Mc Graw- Hill Education
2. Verma, P., Srivastava, D. N. and Singh, A. (2020). *Bal manovigyan and bal vikas*. (and all further editions) Agra: Agrawal Publication.
3. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.
4. Mangal S.K. (2007). *Educating Exceptional Children*. New Delhi: PHI Learning

### SUGGESTIVE READINGS:

1. Papilla D.E., Olds S.W. and Feldman R.D. (2004). *Human Development*. New York: Mc Graw-Hill
2. Woolfolk A., Mishra G. Jha, A.K. (2012). *Educational Psychology*. Pearson Education, Inc.
3. Santrock J.W. (2013). *Life Span Approach*. Mc Graw-Hill Education. India
4. IGNOU- BES-008 *Language and Early Literacy Block -3*, Language Acquisition and Language Learning: Preschool and Early Years Unit 6, Classroom Language and Literacy- Hindi/English.

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