

# UNIVERSITY OF DELHI



## Department of Home Science Faculty of Science

**1- Year MSc Human Development & Childhood Studies**  
**Coursework + Research Track**

**Department of Home Science**  
**University of Delhi**

**Course Credit Structure NEP**  
**2025**

The Department of Home Science offers a Master's Programme in Human Development and Childhood Studies, focusing on understanding human development across the lifespan within a culturally diverse, dynamic, and complex world. The programme adopts contextual and systemic frameworks to explore developmental and relational processes through research, teaching, and practical engagement.

With a strong commitment to interdisciplinary learning, the curriculum integrates classroom instruction with meaningful field visit experiences. It places particular emphasis on recognising and studying the heterogeneity of children and adults across diverse social, cultural, and institutional settings.

#### **Program Specific Objectives:**

- To study the domains of human development from a lifespan perspective.
- To examine the interaction between the child and the socio-cultural systems, including educational settings.
- To promote competence in scientific study, research in the field, and the use of relevant assessment measures for children.
- To develop sensitivity and skills in working with children and families.
- To acquire a working knowledge of counselling children and families.
- To plan and implement programmes for children.
- To create awareness about children and families living in difficult circumstances.
- To provide students with a situated career exposure through internships and placements.

#### **Program Specific Outcomes:**

- The students will learn strategies for effective capacity building, implementation and assessment of early childhood education and development programmes.
- Students will learn support and advocacy skills for Gender Justice, Child Rights, Inclusion, and Adoption, which will help students to gain a professional advantage.
- Students will learn to interpret and discuss current research trends related to children's evolving interactions with media.
- Students will engage with the diversity and plurality of childhood in India and gain knowledge of the status of children in India.
- Students will acquire skills to critically analyse the concerns related to specific groups and will understand the processes and principles of 'rights-based

programming’.

- Students will apply resilience frameworks and theoretical perspectives to understand child behaviour in diverse contexts.
- Students will examine and analyse the significance of children’s social and ecological contexts, study the approaches and practices for inclusion and empowerment of children and families.
- Students will develop a holistic understanding of the educational ecosystem, processes and practices with reference to traditional knowledge and belief systems that have shaped parenting in India

## DEPARTMENT OF HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

**1 Yr- M.Sc. Human Development and Childhood Studies****COURSEWORK AND RESEARCH****Course Credit Scheme**Program Structure-2: (PG with Coursework and Research)

Semester	Core Courses		Elective Course		Project work		Total Credits
	No. of courses	Total credits	No. of courses	Total credits	No. of courses	Total credits	
I	2	8	2	8	1	6	22
II	2	8	2	8	1	6	22
<b>Total Credits for the course</b>	16		16		12		44

List of PGCF Courses of M.Sc. Human Development and Childhood Studies  
**COURSEWORK AND RESEARCH**  
 (Semester I and II of the One-year program)

<b>List of PGCF Courses to be offered to students opting for Structure-2 (Coursework + Research) of M.Sc. in 1<sup>st</sup> and 2<sup>nd</sup> Semester of One year Course</b>							
Type of Course	Type	Semester	Name of the Courses	Credits in each course			
				Lecture	Tutorial	Practical	Total
<b>Semester – I</b>							
Discipline Specific Core Course	DSC 1	I	Children and Media	2	0	2	4
Discipline Specific Core Course	DSC 2	I	Fundamentals of Mental Health in Childhood	3	1	0	4
Discipline Specific Elective Course	DSE	I	Statistics and Data Management Gender/ Justice and Empowerment/ Care and Wellbeing Across Lifespan	As per the specific course			4
General Elective Course	GE 1	I	From the Pool of Ges	As per the specific course			4
Dissertation Project/ Entrepreneurship	DP 1	I	Dissertation/Academic project/Entrepreneurs Hip	0	0	6	6
<b>Semester-II</b>							
Discipline Specific Core Course	DSC 3	II	Child Development and Indian Knowledge Systems	2	0	2	4
Discipline Specific Core Course	DSC 4	II	Language and Cognition in Development Studies	3	1	0	4
Discipline Specific Elective Course	DSE	II	Organization and Management of Programmes for Adults/ Sociology of Family and Community Care/ Childhood and Adolescence Across Ecological Settings	As per the specific course			4
General Elective Course	GE 2	II	From the Pool of Ges	As per the specific course			4
Dissertation Project/ Entrepreneurship	DP 2	II	Dissertation	0	0	6	6
Pool of Discipline Specific Elective Courses to be offered in the 1 <sup>st</sup> Semester	i. Statistics and Data Management						
	ii. Gender, Justice and Empowerment						
	iii. Care and Wellbeing Across Lifespan						
Pool of Discipline Specific Elective Courses to be offered in the 2 <sup>nd</sup> Semester	iv. Organization and Management of Programmes for Adults						
	v. Sociology of Family and Community Care						
	vi. Childhood and Adolescence Across Ecological Settings						
Generic Elective Courses to be offered in 1 <sup>st</sup> and 2 <sup>nd</sup>	i. Parenting in contemporary India						
	ii. Resources and Sustainability						
							5

<b>Semesters</b>	<b>iii. Organizational Communication: Tools and Techniques</b>
	<b>iv. Lifestyle Modifications for Optimal Health</b>
	<b>v. Community Nutrition Assessment</b>
	<b>vi. Dyeing and printing with Natural Dyes</b>
	<b>vii. Appreciation of Indian Textiles</b>

# Semester I

**DISCIPLINE SPECIFIC CORE COURSE  
CHILDREN AND MEDIA**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
<b>Children and Media</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>As per admission norms</b>	<b>Nil</b>

**Learning Objectives:**

- To understand the changing representations of childhood in media
- To critique media content and analyse its underlying messages
- To examine the relationship between media and children's experiences and development
- To explore research trends on children's evolving engagement with media

**Learning Outcomes:**

Students will be able to-

- Identify and explain how representations of childhood have changed across different media forms.
- Evaluate media content and articulate its implicit messages, biases, and stereotypes.
- Analyse the influence of media on children's behaviour, identity formation, and everyday experiences.
- Interpret and discuss current research trends related to children's evolving interactions with media.

**THEORY**

**(Credits 2; Hours 30)**

**UNIT I: Different forms of media with reference to children 6 Hours**

**hours** This unit introduces the different forms of media that children engage with in their daily lives, including print, electronic, and digital platforms.

- Children's use and benefit from print forms
- Radio and its extensive outreach
- Television medium and its significance in a changing world
- Folk forms of media such- puppetry, drama and art
- Stories, their relevance and changing contexts

**UNIT II: Content, age related understanding and comprehension 8 Hours**

This unit focuses on how media shapes and supports children's cognitive growth by examining

how different types of content engage their attention and stimulate thinking.

- Linking children’s thinking skills to media
- Identifying materials that engage children’s attention
- Analysis of content in relation to appeal for children
- Balancing entertainment with need for information and stimulation
- Media literacy

**UNIT III: Children in media**

**8 Hours**

This unit focuses on how children are portrayed and utilized within media, highlighting the implications of these representations on their development.

- Children’s social presence and notions of childhood in media
- Critical review of using children in media settings in relation to age appropriateness, social significance, stereotypes etc.
- Awareness and understanding of influences of the culture of media on growth and development of child participants
- Identify components of a media policy and law for children; Protecting children’s feelings, emotions and privacy in the world of media, social media and AI

**UNIT IV: Special features for creating content for children’s media**

**8 Hours**

This unit focuses on the critical aspects of designing meaningful and inclusive media content for children, grounded in research and understanding of their perceptions.

- Research issues in developing content for children
- Children’s perceptions as viewers; Children’s sense of identification with media images and self
- Identifying significance of issues such as plurality, gender stereotypes, coexistence of multiple cultures, abilities and age typing
- Role of formative and summative research in media

**PRACTICAL**

**(Credits 2; Hours 60)**

- To systematically study children’s media usage patterns, modes of interaction, and responses to various forms of media, and to identify children’s perspectives using appropriate qualitative and quantitative research tools.
- To critically review, analyze, and document educational media designed for children, with reference to age-appropriateness, pedagogical value, and developmental relevance.
- To undertake a field visit to a media house and document the processes involved in the development of children’s media content, including ideation, scripting, production, and dissemination.
- To develop competencies in understanding the principles and methodologies of formative research, including its conduct and application in informing scriptwriting and media production for children.
- To conduct a structured survey to assess parental and community perceptions regarding children’s media exposure and consumption, and to formulate evidence-based recommendations based on the findings.

- To prepare a detailed analytical report evaluating children's television programmes using normative features of physical, cognitive, social, and emotional growth and development as review criteria.

## Essential Readings

### UNIT I

- Drotner, K. & Livingstone, S. (Eds.). (2008). *International handbook of children, media and culture*. Sage
- Menon, S., & Rao, S. (Eds.). (2020). *Children's books: An Indian story*. Parag Initiative, Tata Trusts.
- Prakash, S. & Mathur, P. (2000). *Children and TV*. NCERT.

### UNIT II

- Singer D.G. & Jerome L. (2012). *Handbook of children and media*. Sage.
- Rao, S. (2022). *Introduction to media literacy*. SAGE Publications India.
- Olson, D. & Rampaul, G. (2013). *The Routledge international handbook of children, adolescents and media*. Routledge.
- Kakar, S. (2012). *The inner world: A psycho-analytic study of childhood and society in India* (4<sup>th</sup> ed.). Oxford University Press.

### UNIT III

- Lemish, D. (2015). *Children and Media: A Global Perspective*. Wiley Blackwell.
- Banaji, S. (2017). *Children and media in India: Narratives of class, agency and social change*. Routledge.
- Raman, U., & Kasturi, S. (Eds.). (2023). *Childscape, mediascape: Children and media in India*. Orient BlackSwan.

### UNIT IV

- Brennan, B. (2012). *Qualitative research methods for media studies*. Taylor & Francis.
- Holland, P. (2004). *Picturing childhood: The myth of the child in popular imagery*. I.B. Tauris.
- Molina, E. (2025). Balancing the Digital Scales: Screen Time Management in Early Childhood Education. In *Digital Innovations in Education*. World Bank.

## Suggested Readings

- Livingstone, S. (2002). *Young people and new media*. Sage.
- Nightingale, A. (2024). *Screen time and children: Guidelines for parents and educators*. Creative Quill Press.
- Livingstone, S. (2009). *Children and the internet: Great expectation, challenging realities*. Polity Press
- Arumugam, C. T., Said, M. A., & Nik Farid, N. D. (2021). Screen-based media and young children: Review and recommendations. *Malaysian family physician : the official journal of the Academy of Family Physicians of Malaysia*, 16(2), 7–13.  
<https://doi.org/10.51866/rv1143>
- Christakis, D.A. & Hale, L. (2025). *Handbook of children and screens: Digital media, development and well-being from birth through adolescence*. Springer Open.

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

**DISCIPLINE SPECIFIC CORE COURSE****FUNDAMENTALS OF MENTAL HEALTH IN CHILDHOOD***CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE*

Course title and code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
<b>Fundamentals of Mental Health in Childhood</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per admission norms</b>	<b>Nil</b>

**Learning Objectives**

- To introduce key concepts of childhood mental health and developmental psychopathology.
- To explain major theoretical approaches in understanding child behaviour.
- To examine childhood stress, trauma, maltreatment, and resilience-building within family and ecological systems.
- To develop understanding of emerging issues such as digital mental health and the neurodiversity movement.
- To enable students to apply developmental and contextual frameworks to analyse risk, protection, adaptation, and pathways in childhood.

**Learning Outcomes**

By the end of the course, students will be able to:

- Define and explain childhood mental health concepts, developmental psychopathology principles, and cultural influences.
- Differentiate between normal and abnormal behaviour using theoretical, developmental and contextual criteria.
- Identify and analyse risk factors, protective factors, and the impact of trauma, stress, and family environment on child development.
- Apply resilience frameworks and theoretical perspectives to understand child behaviour in diverse contexts.
- Evaluate emerging trends such as digital mental health and neurodiversity, and discuss their implications for practice and inclusion.

**THEORY**

**(Credits 3; Hours 15)**

<b>UNIT 1: Introduction to Childhood Mental Health</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>• Definition of mental health and well-being in childhood</li> <li>• Abnormal Behavior in Children: (Competence, Developmental Pathways)</li> <li>• Protective vs. risk factors</li> <li>• Family context and mental health</li> </ul>	
<b>UNIT 2: Theoretical Perspectives</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>• Developmental Psychopathology perspective</li> <li>• Psychological perspective</li> <li>• Family, Social and Cultural perspective</li> <li>• Biomedical model, Cognitive Behavioural perspective</li> </ul>	
<b>UNIT 3: Childhood Stress, Trauma, and Resilience</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>• Trauma and Stress</li> <li>• Maltreatment, Abuse and neglect</li> <li>• Non-accidental trauma</li> <li>• Building resilience in Children</li> </ul>	
<b>UNIT 4: Emerging Issues and Future Trends</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Developmental Psychopathology in India</li> <li>• Digital mental health for children</li> <li>• Neurodiversity movement and inclusive practices</li> <li>• Current global research directions</li> </ul>	

### **TUTORIAL**

**(Credits 3; Hours 15)**

- Group Discussions
- Book Review
- Class Presentations
- Group Projects
- Media Analysis (Movies, documentaries, serials, songs, advertisements, social media posts)
- Any creative production (group activity)

### **Essential Readings**

#### **UNIT I: Introduction to Childhood Mental Health**

- Laver-Bradbury, C., Thompson, M. J. J., Gale, C., & Hooper, C. M. (Eds.). (2021). *Child and adolescent mental health: Theory and practice* (3rd ed.). CRC Press.
- Kiragasur, R. M., Kommu, J. V., Kumar, C. N., Shetty, V. B., Parthasarathy, R., & Math, S. B. (2020). *Child and adolescent mental health: A manual for medical officers*. National Institute of Mental Health and Neuro Sciences (NIMHANS).  
[https://nimhans.co.in/wp-content/uploads/2021/09/Child-and-Adolescent-Mental-Health\\_A-Manual-for-Medical-Officers.pdf](https://nimhans.co.in/wp-content/uploads/2021/09/Child-and-Adolescent-Mental-Health_A-Manual-for-Medical-Officers.pdf)

## UNIT II: Theoretical Perspectives

- Cicchetti, D., & Cohen, D. J. (2006). *Developmental psychopathology: Theory and method* (2nd ed.). John Wiley & Sons.
- Kakar, S. (1981). *The inner world: A psycho-analytic study of childhood and society in India*. Oxford University Press.

## UNIT III: Childhood Stress, Trauma and Resilience

- Kapur, M. (2011). *Counselling Children with Psychological Problems*. Pearson.
- Fraser, M. W., Kirby, L. D., & Smokowski, P. R. (2014). *Risk and resilience in childhood: An ecological perspective* (2nd ed.). NASW Press.
- Brewer-Smyth, K. (2022). *Adverse childhood experiences: The neuroscience of trauma, resilience and healing throughout life course*. Springer
- Herman, J.L. (1997). *Trauma and Recovery*. Hachette.
- Mash, E. J. & Wolfe, D.A. (2016). *Abnormal Child Psychology* (6<sup>th</sup> ed.). Cengage Learning.

## UNIT IV: Emerging Issues and Future Trends

- Kapur, M. (1995). *Mental Health of Indian Children*. Sage.
- Chavan, B.S., Gupta, N., Arun, P., Sidana, A. & Jadhav, S. (2012). *Community Mental Health in India*. Jaypee.
- O'Reilly, M., Dogra, N., Levine, D., & Donso, V. (2024). *Digital media and child & adolescent mental health*. SAGE Publications Ltd.
- Shulman, C. (2016). *Research and practice in infant and early childhood mental health*. Springer Cham.

## Suggested Readings

- Beck, U. (2011). *Risk society: Towards a new modernity*. SAGE.
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford Press.
- Patel, V., & Kleinman, A. (2019). *Mental health in low-resource settings: Challenges and solutions*. Cambridge University Press.
- Ungar, M. (2012). *The social ecology of resilience: A handbook of theory and practice*. Springer.
- Wilkinson, R., & Pickett, K. (2018). *The inner level: How more equal societies reduce stress, restore sanity, and improve everyone's well-being*. Penguin Books.
- Nicholson, J., Perez, L., Kurtz, J. Bryant, S. & Giles, D. (2023). *Trauma-informed practices for Early Childhood Educators*. Routledge.
- Sen, S. (2015). *All you need is love: The art of mindful parenting*. Harper Collins India.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**STATISTICS AND DATA MANAGEMENT**

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

Course Title & Code	Credits	Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
<b>Statistics and Data Management</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>		<b>Nil</b>

### Learning Objectives

- To develop understanding of fundamental and advanced statistical concepts used in research and data analysis.
- To enable students to apply descriptive and inferential statistics for real-world decision-making.
- To strengthen ability to formulate hypotheses, select appropriate statistical tests, and interpret outputs.
- To prepare students for quantitative research, industry analytics, and academic data projects.
- To train students in using Excel and SPSS for data handling, visualization, and interpretation.

### Learning Outcomes

The students would be able to:

- Explain key concepts in descriptive and inferential statistics.
- Organize, clean, and summarize datasets using appropriate statistical tools.
- Apply probability distributions, correlation, regression, and hypothesis testing.
- Use Excel and SPSS for data visualization, statistical testing, and reporting.
- Interpret statistical outputs and draw valid conclusions for research decisions.
- Design and execute quantitative data analysis workflows independently.

## THEORY

**(Credits 3; Hours 45)**

### UNIT I: Introduction and descriptive Statistics

**12 Hours**

This unit will introduces the foundations of statistics and techniques for summarizing and describing data.

- Definition, scope, and applications of statistics
- Types of data: qualitative and quantitative
- Scales of measurement
- Classification & tabulation of data
- Graphical and visual representations
- Measures of central tendency: mean, median, mode
- Measures of dispersion: range, variance, standard deviation, coefficient of variation
- Skewness and kurtosis: meaning and interpretation

## **UNIT II: Probability and Probability Distributions**

**10 Hours**

This unit explores probability concepts and major statistical distributions.

- Basic probability concepts: Addition & multiplication theorems
- Random variables: discrete and continuous
- Binomial and Normal distributions
- Sampling theory & sampling distributions
- Central Limit Theorem

## **UNIT III: Correlation and regression**

**8 Hours**

This unit focuses on analysing relationships between variables.

- Correlation: Pearson and Spearman correlation
- Simple linear regression: model, estimation, interpretation
- Multiple linear regression: assumptions, multicollinearity, model building

## **UNIT IV: Hypothesis Testing and Non-Parametric Methods**

**15 Hours**

This unit introduces hypothesis testing frameworks and non-parametric alternatives for non-normal data.

- Concept of hypothesis: null & alternative
- Types of errors, significance levels, p-value
- Parametric tests:
  - z-test
  - t-test (one sample, independent, paired)
  - Chi-square test
- Non-parametric tests:
  - Mann–Whitney U test
  - Wilcoxon signed-rank test
  - Kruskal–Wallis test
- Interpretation and reporting of statistical results

- Research Conclusion and recommendation

## **PRACTICAL**

**(Credits 1; 30 hours)**

1. Data Entry, Coding & Cleaning: Importing data, handling missing values, variable labels, Excel formulas.
2. Descriptive Statistics & Visualization: Mean, Standard Deviation, frequency tables, histograms, boxplots (Excel + SPSS).
3. Cross-Tabulation & Chi-Square Test: PivotTables in Excel; Crosstabs in SPSS.
4. Correlation Analysis: Pearson & Spearman correlations; scatterplots.
5. Simple Linear Regression: Trendline in Excel; Regression output in SPSS.
6. Multiple Regression: Model summary, coefficients, interpretation using SPSS.
7. t-Tests: Independent, paired, and one-sample t-tests in SPSS.
8. ANOVA (One-way & Two-way): Running ANOVA and post-hoc analysis.
9. Non-Parametric Tests: Mann-Whitney, Wilcoxon, Kruskal–Wallis in SPSS.
10. Report Generation & Interpretation
11. Preparing APA-style tables, graphs, and interpretations in Excel/SPSS.

### **Essential Readings:**

#### **UNIT I**

This unit describes the foundations of statistics and techniques for summarizing and describing data.

- Agresti, A., & Franklin, C. A. (2009). *Statistics: The art and science of learning from data* (2nd ed.). Pearson Prentice Hall.
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Sage.
- Diez, D. M., Barr, C. D., & Cetinkaya-Rundel, M. (2015). *OpenIntro statistics* (3rd ed.). CreateSpace Independent Publishing Platform.
- Minium, E. W., King, B. M., & Bear, G. (2004). *Statistical reasoning for psychology and education*. Wiley.

#### **UNIT II**

This unit deals with the probability concepts, rules of probability, discrete and continuous distributions (Binomial, Poisson, Normal).

- Agresti, A., & Franklin, C. A. (2009). *Statistics: The art and science of learning from data* (2nd ed.).
- Diez, D. M., Barr, C. D., & Cetinkaya-Rundel, M. (2015). *OpenIntro statistics* (3rd ed.).
- Minium, E. W., King, B. M., & Bear, G. (2004). *Statistical reasoning for psychology and education*.

**UNIT III**

This unit focuses on relationship between variables, correlation coefficients, simple and multiple regression, regression assumptions.

- Agresti, A., & Franklin, C. A. (2009). *Statistics: The art and science of learning from data* (2nd ed.).
- Diez, D. M., Barr, C. D., & Cetinkaya-Rundel, M. (2015). *OpenIntro statistics* (3rd ed.).
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. Sage.

**UNIT IV**

The unit deals with statistical inference such as t-tests, ANOVA, Chi-square, non-parametric tests (Mann-Whitney, Wilcoxon, Kruskal-Wallis), decision making.

- Agresti, A., & Franklin, C. A. (2009). *Statistics: The art and science of learning from data* (2nd ed.).
- Diez, D. M., Barr, C. D., & Cetinkaya-Rundel, M. (2015). *OpenIntro statistics* (3rd ed.).
- Minium, E. W., King, B. M., & Bear, G. (2004). *Statistical reasoning for psychology and education*.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*.

**Suggested Readings**

- Field, A. (2025). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). Sage.
- Kalyanaraman, K., Ramanathan, H. N., & Harikumar, P. N. (2025). *Statistical Methods for Research: A Step-by-Step Approach Using IBM SPSS*. Atlantic Publishers.
- Healey, J. F., & Donoghue, C. (2021). *Statistics: A Tool for Social Research and Data Analysis* (11th ed.).

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**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**GENDER, JUSTICE AND EMPOWERMENT**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Gender, Justice and Empowerment	4	2	0	2	As per admission norms	Nil

**Learning Objectives:**

- To develop an in-depth understanding of gender as a social construct and the frameworks of social justice and human rights.
- To critically examine legal, policy and institutional mechanisms that promote or hinder gender equality.
- To build analytical skills to evaluate the processes of empowerment, agency and development across diverse socio-cultural contexts.
- To enable students to apply gender-sensitive perspectives in addressing contemporary issues, designing interventions and advocating for gender justice.

**Learning Outcomes:**

Students will be able to:

- Demonstrate comprehensive knowledge of gender theories, social justice perspectives and structures influencing gendered experiences.
- Analyse legal provisions, policies and institutional practices related to gender equality and justice.
- Design and evaluate gender-responsive programmes, strategies and interventions for empowerment.
- Apply gender-sensitive, rights-based and intersectional perspectives in professional, community and policy contexts.

**THEORY**

**(Credits 3; Hours 45)**

**UNIT I: Foundations of Gender and Social Justice****12 Hours**

This unit provides an understanding of the foundational concepts of gender and social justice, examining how identities and roles are shaped within social and cultural contexts.

- Conceptualizing gender, gender identity and intersectionality
- Feminist theories: liberal, radical, socialist, postmodern, Dalit feminist perspectives
- Social justice frameworks and human rights principles
- Structures of patriarchy and gendered power relations

**UNIT II: Gender, Law and Policy Frameworks****12 Hours**

This unit focuses the legal and policy frameworks that promote gender equality, highlighting constitutional provisions, key legislations, international conventions, and policy strategies for gender inclusion and empowerment.

- Constitutional provisions related to gender equality in India
- Key legislations and gender
- International conventions and frameworks

**UNIT III: Empowerment, Agency and Development****9 Hours**

This unit focuses on the concept of empowerment through gender-focused development frameworks, highlighting key enablers and community processes that promote agency and gender justice.

- Concept of empowerment
- Gender and development approaches: analysis of key theoretical frameworks that address gender inequalities
- Enablers of Gender Justice
- Community Processes for Justice and Empowerment

**UNIT IV: Contemporary Issues and Strategies for Gender Justice****12 Hours**

This unit focuses on contemporary gender justice challenges and explores strategies ranging from advocacy to policy and media interventions to combat inequalities, violence, and emerging issues.

- Gender-based violence: forms, causes, prevention and redressal
- Gender and media, representation, social norms and stereotypes
- Gender in workplaces: discrimination, care labour, unpaid work, glass ceiling
- Emerging issues: gender diversity, gender and technology, cyber safety
- Advocacy, campaigns, and programme planning for gender justice

## PRACTICAL

(Credits 2; Hours 60)

- To conduct a survey with male and female participants, to study gender variations in roles and responsibilities shared at home
- Create a report containing the following items:
  - Any five news articles, illuminating contemporary issues relevant to gender studies
  - Key points from classroom discussions on relevance and influence of these issues among the students
- Analyse gender portrayals of a movie, videoclip or episode commonly viewed by the students. Reflect on the portrayals of masculinity, femininity, gender typing and gender stereotyping
- To design a workshop on gender stereotypes, gender neutral roles and gender equity
- Seminar/ Webinar or Field visit to NGO that provides legal aid, rehabilitation and skill development services

### Essential Readings

#### UNIT I: Foundations of Gender and Social Justice

- Bhasin, K. (1993). *What is patriarchy?* Kali for Women, Raj Press.
- Bhasin, K. (2000). *Understanding gender.* Kali for Women, Raj Press.
- Bhasin, K. (1986). *Feminism and its relevance in South Asia.* Kali for Women, R. S. Printers.
- Bhasin, K. (2004). *Exploring masculinity.* New Delhi: Women Unlimited, Raj Press.

#### UNIT II: Gender, Law and Policy Frameworks

- Agnes, F. (1999). *Law and gender inequality: The politics of women's rights in india.* Oxford University Press.
- Supreme Court of India. (2023). *Handbook on combating gender stereotypes;*  
<https://cdnbbsr.s3waas.gov.in/s3ec0490f1f4972d133619a60c30f3559e/uploads/2024/01/2024012544.pdf>

#### UNIT III: Empowerment, Agency and Development

- Agosin, M. (2003). *Women, Gender and Human Rights: A Global Perspective* (1st ed.). Rawat.
- Bhatia, R. (2021). *Gender: A Sociological Understanding.* Pearson.
- Geetha, V. (2007). *Patriarchy.* Stree Publications.
- Kishwar, M. (1999). *Off the beaten track: Rethinking gender justice for Indian women.* Oxford University Press.
- Phadke, S., Khan, S., & Ranade, S. (2011). *Why loiter?: Women and risk on Mumbai streets.* Penguin Books India.

#### UNIT IV: Contemporary Issues for Gender Justice

- Manjrekar, N. (2020). *Gender and education in India*. Akar Books.
- Singh, L., & Sinha, S. S. (Eds.). (2024). *Gender in modern India: History, culture, marginality*. Oxford University Press.
- Kumar, P. (Ed.). (2022). *Sexuality, abjection and queer existence in contemporary India*. Routledge India.
- Pande, R., & Vanka, S. (Eds.). (2020). *Gender violence: International perspectives*. IBP Books.
- Mohanty, M. (2008). *Class, caste and gender*. Sage.

#### Suggested Readings

- Fischer, A.H. (2000). *Gender and emotion: Social psychological perspectives*. Cambridge University Press.
- Biswal, T. (2006). *Human rights, gender and environment*. Viva Books.
- Mukhopadhyay, M. & Singh, N. (Eds.). (2007). *Gender, justice, citizenship and development*. Zubaan Publication.
- Irudayam, A., Mangubhai, F., & Lee, J. (Eds.). (2017). *Dalit women speak out: Caste, class and gender violence in India*. Zubaan Books.
- Vanita, R. (2005). *Love's rite: Same-sex marriage in India and the West*. Palgrave Macmillan.
- King, B.M. (2013). *Human Sexuality Today*. Pearson.
- Mehendale, A., & Raha, S. (2020, May). *Schools as safe spaces: An analysis of public narratives and policy actions in Bengaluru* (Working Paper, Education and the Urban in India). Perspectivia.net.  
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**Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time**

**DISCIPLINE SPECIFIC ELECTIVE COURSE  
CARE AND WELLBEING ACROSS LIFESPAN**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Care and Wellbeing Across Lifespan	4	2	0	2	As per admission norms	Nil

### Learning Objectives

- To understand major theories and perspectives related to care and wellbeing across the lifespan in social and developmental contexts.
- To examine developmental needs, risk factors and transitions influencing wellbeing.
- To build skills for promoting wellbeing through counselling, supportive care and reflective practice.
- To understand policies, programmes, and institutional support systems related to care and wellbeing.

### Learning Outcomes

The students will be able to

- Describe key concepts and models of care, wellbeing and development.
- Identify life-stage needs and vulnerabilities across the lifespan.
- Use wellbeing tools and apply basic counselling-informed strategies.
- Review relevant policies and programmes related to care and wellbeing
- Prepare short intervention plans and reflective field-based reports.

## THEORY

**(Credits 2; Hours 30)**

### UNIT I: Care and Human Development

**7 Hours**

This unit explains the concept of care, its relevance and the different settings in which care is required across the lifespan.

- Meaning, nature and dimensions of care
- Ethics of care and rational responsibility
- Care needs in disability, chronic illness and mental health concerns
- Forms of care: family and institutional settings

**UNIT II: Well-being and Human Development****7 Hours**

This unit focuses on wellbeing, life transitions, and factors that influence wellbeing at different stages.

- Meaning and components of wellbeing: Psychological, emotional, social and spiritual
- Life transitions: Stress, loss and major developmental changes
- Models of wellbeing: (PERMA, psychological wellbeing and life satisfaction)
- Factors promoting wellbeing: Resilience, coping skills and social support

**UNIT III: Care and Well-being, from Birth to Adolescence****8 Hours**

This unit focuses on the care needs and well-being concerns from pregnancy to adolescence.

- Prenatal, antenatal, maternal and neonatal care
- Care of infants and young children, including developmental risk
- Adolescent health and well-being: mental health, identity and peer relations
- School and community-based health and wellbeing programmes

**UNIT IV: Care and Well-being in Adults and Elderly****8 Hours**

This unit explains wellbeing concerns in adulthood and ageing, including caregiving, health needs and support systems.

- Wellbeing needs in young adulthood, midlife and later adulthood
- Work–life balance, stress and burnout
- Elderly: physical, cognitive and emotional changes
- Support systems: counselling approaches, mindfulness, institutional and policy support

**PRACTICAL****(Credits 2; Hours 60)**

- To develop, administer, score, and interpret standardized wellbeing assessment tools, including the WHO Wellbeing Index, Psychological Wellbeing Scale, and Life Satisfaction Scale.
- To prepare a comprehensive case profile covering two distinct life stages, supported by relevant documentation on learning and development, and to undertake a reflective analysis of wellbeing-enhancing strategies employed or recommended.
- To engage in structured fieldwork through a visit to an old-age home, childcare centre, or community health programme, and to document observations related to care practices and wellbeing promotion.
- To design a brief, context-specific wellbeing promotion plan for a selected population group, grounded in theoretical frameworks and empirical evidence.
- To conceptualize, organize, and conduct a workshop or seminar aimed at strengthening participants' understanding of care, wellbeing, and supportive practices.

## Essential Readings

### UNIT I: Care and Human Development

- Carter, M. (Ed.). (2025). *The Bloomsbury handbook of care ethics*. Bloomsbury Academic.
- John, M., & Wichterich, C. (Eds.). (2021). *Who cares? Care extraction and the struggles of Indian health workers*. Yoda Press.
- Daleman & Helton (2018). *Chronic illness care: Principles and practice*. Springer.
- Ghai, A. (2015). *Rethinking Disability in India*. Routledge

### UNIT II: Well-being and Human Development

- Masten, A. (2021). *Resilience in development: Discoveries and emerging frontiers*. Springer.
- Seligman, M. E. P. (2011). *Flourish*. Atria Publications
- Harvard Center on the Developing Child. (2020). *Building core capabilities for life*. Harvard University. <https://developingchild.harvard.edu/resources/building-core-capabilities-for-life/>

### UNIT III: Care and Well-being, from Birth to Adolescence

- Humphreys, K. (2022). *Child development: Understanding risk and protective factors*. OUP.
- WHO. (2023). *World mental health report 2023: Transforming mental health for all*. <https://www.who.int/publications/i/item/9789240049338>

### UNIT IV: Care and Well-being in Adults and Elderly

- Beard, J. et al. (2019). *Global Ageing Report: Healthy Ageing 2030*. WHO.
- Papalia, D. & Martorell, G. (2021). *Experience human development*. McGraw-Hill.
- Chao, R.C. (2015). *Counselling Psychology: An integrated positive psychology approach*. Wiley Blackwell.
- Chatterjee, P. (2019). *Health and wellbeing in late life: Perspectives and narratives from India*. Springer Open.

## Suggested Readings

- Viner, R. M., Ozer, E. M., Denny, S., Marmot, M., Resnick, M., Fatusi, A., & Currie, C. (2012). Adolescence and the social determinants of health. *Lancet (London, England)*, 379(9826), 1641–1652. [https://doi.org/10.1016/S0140-6736\(12\)60149-4](https://doi.org/10.1016/S0140-6736(12)60149-4)
- UNICEF. (2023). *State of the world's children report: For every child, mental health*. UNICEF. <https://www.unicef.org/reports/state-of-worlds-children>
- Misra, G. (2009). *Psychology in India (Vol 1): Basic Psychological Processes and Human Development*. Pearson.
- Kumar, N. (2018). *Mental health and well-being: An Indian psychology perspective*. Routledge.
- Roy, P., Sanyal, S. & Patel, S. (2022), *The elderly in India: A collection of selected writings*. Alternotes Press.

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**Semester II**

**DISCIPLINE SPECIFIC CORE COURSE**

**CHILD DEVELOPMENT AND INDIAN KNOWLEDGE SYSTEMS**

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

Course title and code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Child Development And Indian Knowledge Systems</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>As per admission norms</b>	<b>Nil</b>

**Learning Objectives**

- To explore the traditional Indian knowledge system's perspective on child development, including concepts from *Ayurveda*, *Vedas*, and other ancient scriptures.
- To understand prenatal developmental stages from Indian traditional knowledge.
- To understand how traditional practices and beliefs have shaped parenting in India.

**Learning outcomes**

- The students will be able to demonstrate a comprehensive understanding of child development from traditional Indian perspectives.
- The students will be able to apply knowledge of traditional Indian practices such as prenatal education and philosophical foundations of development.
- The students will be able to understand the cultural context, religious influence and emerging trends that shape child development.

**THEORY**

**(Credits 2; Hours 30)**

**UNIT I: Prenatal Development and Indian knowledge System**

**7 Hours**

This unit explores prenatal development, highlighting the biological, physical, and psychological changes that occur from conception to birth. It also integrates perspectives from the Indian Knowledge System, emphasizing traditional wisdom, holistic practices, and cultural understandings related to maternal and fetal well-being.

- Holistic approach to prenatal development, Risks factors associated with prenatal development
- Child care practices: Beliefs and indigenous knowledge about prenatal care (The *Samskaras*)

- Traditional medical practices in India

## UNIT II: Childhood, Socialization and Samskar

8 Hours

This unit focuses on childhood within the cultural context of socialization and samskar, examining traditional child-rearing practices, family dynamics, and the influence of philosophy, spirituality, and evolving parenting approaches.

- Understanding Indian Samskaras: Cultural context and religious influence, role of family, independence vs interdependence, religion and spirituality structure and dynamics, family systems (Nuclear/Joint), role of elders, gender roles
- Traditional child rearing: Beliefs and practices, *Ayurveda*, Indian philosophical writings (*Vedas*, *Panchkosha* theory), Yoga
- Parent-child relationship: Care, respect and faith, contemporary parenting (generation gap)

## UNIT III: Indigenous Philosophy and Traditions

8 Hours

This unit focuses on indigenous philosophies and traditional frameworks, exploring concepts like Purushartha, Ashrama, and classical theories to understand childhood, emotions, and cultural narratives through stories and folk traditions

- Philosophical foundations: Concept of *Purushartha* (*Dharma*, *Artha*, *Kama*, *Moksha*)
- Understanding stages of the life span through *Ashrama* theory
- Childhood in traditional texts and media: Myths, stories, literature, folk tales, folk songs, street plays etc.
- Understanding emotions: Rasa theory, temperament (*prakriti*)

## UNIT IV: Contemporary Child Development and Indian Knowledge Systems 7 Hours

This unit focuses on integrating indigenous knowledge systems with contemporary child development practices to promote wellbeing, culturally rooted education and ethical understanding in a cross-cultural context.

- Promoting wellbeing: yoga and other Indic traditions
- Curriculum and pedagogy: indigenous knowledge and methods, culturally rooted education, experiential learning, value-based education
- Integrating indigenous and contemporary theories of child development
- Evolving ethics in the cross-cultural context

## PRACTICAL

(Credits 2; Hours 60)

- To document and critically analyze the role of rites of passage (*Samskaras*) in shaping adolescent identity and socio-cultural development in the Indian context.
- To design, administer, and analyze a survey assessing awareness and practices related to prenatal health among expectant mothers.
- To conduct an in-depth case study examining prenatal care practices, integrating medical, cultural, and familial dimensions.
- To document and review ethno-medical practices related to maternal and child health using

secondary sources such as documentaries, newspapers, and peer-reviewed research articles.

- To undertake a field-based exploration of traditional and contemporary child-rearing practices across diverse Indian socio-cultural settings.
- To design and perform a role-play activity demonstrating various strategies that promote child socialization (e.g., storytelling, festivals, rituals, and play), followed by a reflective analysis of their impact on child development within the Indian cultural framework.

## Essential Readings

### UNIT I: Prenatal Development and Indian Knowledge System

- Choudhry U. K. (1997). Traditional practices of women from India: pregnancy, childbirth, and newborn care. *Journal of obstetric, gynecologic, and neonatal nursing : JOGNN*, 26(5), 533–539. <https://doi.org/10.1111/j.1552-6909.1997.tb02156.x>
- Misra, G., Cornelissen, R. M. M., & Varma, S. (2010). *Foundations of Indian psychology: Concepts and theories* (Vol. 1). Pearson India.
- Misra, G., Cornelissen, R. M. M., & Varma, S. (2011). *Foundations of Indian psychology: Practical applications* (Vol. 2). Pearson Education India.

### UNIT II: Childhood, Socialization and Samskar

- Chaube, S. P. (2002). *Psychology of adolescents in India*. Concept Publishing Company.
- Gupta, D. (2009). The cultural context of child development: A study of preschool children in an urban setting in India. *Childhood Education*, 85(6), 354–359.
- Sondhi, R. (2017). *Parenting adolescents in India: A cultural perspective* (pp. 91–108). [https://www.researchgate.net/publication/317322156\\_Parenting\\_Adolescents\\_in\\_India\\_A\\_Cultural\\_Perspective](https://www.researchgate.net/publication/317322156_Parenting_Adolescents_in_India_A_Cultural_Perspective)

### UNIT III: Indigenous Philosophy and Traditions

- Mahadevan, B., Bhat, V. R., & Nagendra Pavana, R. N. (2022). *Introduction to Indian knowledge system: Concepts and applications*. Atlantic Publishers and Distributors Pvt. Ltd.
- Ramanujan, A. K. (1991). *Folktales from India*. Pantheon Books.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian psychology*. Cambridge University Press India.

### UNIT IV: Contemporary Child Development and Indian Knowledge Systems

- Chaudhary, N. (2004). *Listening to culture: Constructing reality from everyday talk*. SAGE Publications.
- Chaudhary, N. (2013). Dynamics of parental socialization in India. In H. Selin (Ed.), *Parenting across cultures: Child rearing, motherhood and fatherhood in non-Western cultures* (pp. 11–24). Springer.
- Desai, S., Dubey, A., Joshi, B. L., Sen, M., Shariff, A., & Vanneman, R. (2010). *Human development in India: Challenges for a society in transition*. Oxford University Press.

- Rao, K. R. (2011). *Applied yoga psychology: Studies of neurophysiology of meditation*. Springer India.

### **Suggested Readings**

- Bowen, Z., & Hinchy, J. (2015). Introduction: Children and knowledge in India. *South Asian History and Culture*, 6(3), 317–329.  
<https://doi.org/10.1080/19472498.2015.1030875>
- Laible, D. J., Carlo, G., & Raffaelli, M. (2000). The differential relations of parent and peer attachment to adolescent adjustment. *Journal of Youth and Adolescence*, 29(1), 45–59. <https://link.springer.com/article/10.1023/A:1005169004882>
- Ariès, P. (1962). *Centuries of childhood: A social history of family life* (R. Baldick, Trans.). Vintage Books.
- Kumar, K. (1992). *What is worth teaching?* Orient BlackSwan.

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**DISCIPLINE SPECIFIC CORE COURSE**  
**LANGUAGE AND COGNITION IN DEVELOPMENT STUDIES**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Language and Cognition in Development Studies	4	3	1	0	As per admission norms	Nil

### Learning Objectives

- To develop a foundational understanding of language as a cognitive system, including its structure, components, and theoretical frameworks.
- To explore key cognitive processes involved in language perception, acquisition, processing, and use across developmental stages.
- To analyse the interconnections between language, communication, thought, culture, and higher-order cognitive functions.
- To examine contemporary research, cross-cultural perspectives, and practical applications related to language, cognition, and communication.

### Learning Outcomes

Students will be able to:

- Demonstrate comprehensive knowledge of linguistic components, cognitive theories, and major debates in language and cognition.
- Explain and analyse cognitive processes underlying language processing, acquisition, memory, attention, and bilingualism.
- Critically evaluate the role of language in reasoning, problem-solving, social cognition, and emotional expression.
- Apply theoretical understanding to interpret language disorders, cross-cultural variations, and contemporary issues in cognition, including AI and language models.

## THEORY

(Credits 3; Hours 45)

### **UNIT I: Foundations of Language and Cognitive Science 12 Hours**

This unit introduces the foundational ideas of language and cognitive science, focusing on how humans acquire, process, and use language to make meaning. It also examines the mental processes involved in thinking, perception, memory, and problem-solving, highlighting their role in learning and development.

- Nature and definition of language; human vs. animal communication
- Components of language: phonology, morphology, syntax, semantics, pragmatics
- Cognitive science: origins, core assumptions, and interdisciplinary contributions
- Cognition and mother tongue: Relationship between language, thought, and culture
- Major debates:
  - Linguistic determinism vs. linguistic relativity (Sapir–Whorf)
  - Modularity of mind (Chomsky, Fodor)
  - Universal Grammar and innate mechanisms

### **UNIT II: Cognitive Processes Underlying Language 12 Hours**

This unit focuses on the cognitive mechanisms that support language, including brain processing, memory, attention, developmental milestones, and the impact of multilingualism on concept formation and language control.

- Language processing in the brain: key regions and pathways
- Perception and comprehension of speech
- Language acquisition and developmental milestones
- Memory and language: working memory, semantic memory, episodic memory
- Attention, executive functions, and language control
- Bilingualism and multilingualism: cognitive advantages, code-switching, cognitive load
- Concept formation, categorization, and the role of linguistic labels

### **UNIT III: Language, Communication, and Higher-Order Cognition 12 Hours**

This unit focuses on role of language in higher-order cognitive functions such as communication, reasoning, social understanding, and emotional expression, emphasizing how linguistic processes shape thought and interaction.

- Pragmatics: inference, implicature, context, and meaning-making
- Symbolic representation and mental imagery
- Language in problem-solving, reasoning, and decision-making
- Narrative thought, storytelling, and cognitive organization
- Social cognition and language:
  - Theory of Mind and communicative intent
  - Joint attention, gesture, and multimodal communication
- Language, emotion, and cognition: appraisal, expression, and metaphor

**UNIT IV: Contemporary Issues, Research, and Applications****9 Hours**

This unit focuses on contemporary challenges and research in language and cognition, focusing on disorders, environmental impacts, emerging AI influences, and cross-cultural perspectives to inform practical applications.

- Language disorders: aphasia, dyslexia, developmental language disorder
- Cognitive impacts of deprivation, trauma, and delayed language exposure
- AI, language models, and human cognition
- Cross-cultural perspectives on communication and cognition

**TUTORIALS****(Credits 1; Hours 15)**

- Discussions and readings on language and popular culture
- To document experiences of growing up in bilingual/multilingual homes.
- To analyse selected regional stories/literature that showcase Indian culture.
- To critically evaluate the linkages between cognition and language using everyday conversations of children.
- To collect lullabies, folklore and folk stories for representations of childhood cognition and language.

**Essential Readings****UNIT I: Foundations of Language and Cognitive Science**

- Dhamija, R. (2011). *Cognitive psychology*. Sage.
- Eysenck, M. W., & Brysbaert, M. (2021). *Cognitive psychology: A student's handbook* (8th ed.). Routledge.
- Fromkin, V., Rodman, R., & Hyams, N. (2017). *An introduction to language* (11th ed.). Cengage Learning.

**UNIT II: Cognitive Processes Underlying Language**

- Sinha, C. (2015). *Language and cognition*. Routledge.
- Bhatia, T. K., & Ritchie, W. C. (Eds.). (2004). *The handbook of bilingualism*. Blackwell.
- Agnihotri, R. K. (2007). *Towards a linguistic theory of second language*. Orient Blackswan.

**UNIT III: Language, Communication, and Higher-Order Cognition**

- Ajay Kumar, & Archana. (2020). *Applied cognitive psychology*. Sage.
- Chomsky, N. (2016). *Language and mind* (3rd ed.). Cambridge University Press.
- Kathpalia, S. S. (2011). *Metaphor and communication in Indian contexts*. Springer.

## UNIT IV: Contemporary Issues, Research, and Applications

- Bhat, D. N. S. (2000). *The structure of Indian languages*. Motilal Banarsidass.
- Dalal, A. K., & Misra, G. (Eds.). (2010). *The core and context of Indian psychology*. Pearson.
- Poibeau, T., & Villavicencio, A. (Eds.). (2018). *Language, cognition, and computational models*. Cambridge University Press.
- Paul, R., & Norbury, C. F. (2019). *Language disorders from infancy through adolescence* (5th ed.). Elsevier.
- Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact to shape who we are* (2nd ed.). Guilford Press.
- Taqa, A. R. (2025). *Multilingual education and its impact on cognitive development*. Enhanced Research Publications.  
[https://www.researchgate.net/publication/388869478\\_Multilingual\\_Education\\_and\\_Its\\_Impact\\_on\\_Cognitive\\_Development](https://www.researchgate.net/publication/388869478_Multilingual_Education_and_Its_Impact_on_Cognitive_Development).
- Van der Kolk, B. A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.

### Suggested Readings

- Karanth, P., & Rozario, J. (2011). *Learning disabilities in India: From clinic to classroom*. Sage.
- Kroll, J. F., & De Groot, A. M. B. (Eds.). (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford University Press.
- Gupta, A. F. (Ed.). (2006). *Bilingualism in India*. Orient Blackswan.
- Misra, G. (Ed.). (2010). *Psychology in India: Volume 4 – Theoretical and methodological developments*. Pearson.
- Mohanty, A. K. (2019). *The multilingual reality: Living with languages*. Multilingual Matters.
- Narasimhan, R. (1998). *Language and cognition*. Sage.
- Rao, N., & Pearson, E. (Eds.). (2010). *Asia-Pacific perspectives on early childhood education*. Routledge.
- Singh, R. (Ed.). (1995). *The yearbook of South Asian languages*. Sage.
- Vygotsky, L. S. (1986). *Thought and language*. MIT Press. (Original work published 1934)
- Zheng, Z., Degotardi, S., Djonov, E. (2021). Supporting multilingual development in early childhood education: A scoping review, *International Journal of Educational Research*. 110, 101894. ISSN 0883-0355. <https://doi.org/10.1016/j.ijer.2021.101894>.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**ORGANIZATION AND MANAGEMENT OF PROGRAMMES FOR ADULTS**

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

Course title and code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Organization and Management of Programmes for Adults</b>	4	2	0	2	As per admission norms	-

**Learning Objectives:**

- To develop an in-depth understanding of professional contexts, ethical practices and intervention strategies for working with adults, families and communities.
- To build skills in programme design, planning and needs assessment across diverse settings.
- To enhance the ability to create sustainable, culturally responsive and context-specific programmes.
- To strengthen practical competence for implementing and evaluating interventions within varied socio-cultural and institutional environments.

**Learning Outcomes:**

Students will be able to-

- Demonstrate a clear understanding of professional contexts, ethical standards and intervention approaches for adults, families and communities.
- Apply skills in programme design, planning and needs assessment to real-world scenarios.
- Design sustainable, culturally responsive and context-appropriate programmes for diverse settings.
- Implement and evaluate intervention programmes within varied socio-cultural and institutional environments

**THEORY**

**(Credits 2; Hours 30)**

**UNIT I: Contexts of Work and Ethical Practice**

**7 Hours**

This unit focuses the diverse contexts in which work takes place, including formal, informal, and emerging professional settings. It also highlights the importance of ethical practice.

- Study of professional work environments, including homes, workplaces, communities, and care/protection institutions.
- Study of professional ethics, standards, and codes of conduct relevant to community and adult-focused interventions.

## **UNIT II: Programme Design and Planning**

**8 Hours**

This unit focuses on designing and planning programmes for adults and families by analysing their objectives, frameworks, and methodologies while ensuring sustainability through rights-based and strategic implementation.

- Analysis of the nature, objectives, and methodological approaches of programmes for adults and families
- Overview of institutional frameworks, guiding philosophies, services, and interventions
- Strategies for ensuring sustainability and long-term impact of programmes
- Rights-based planning: allocation of resources, defining activities, clarifying roles and responsibilities, effective communication, and establishing timelines

## **UNIT III: Needs Assessment and Community Analysis**

**7 Hours**

This unit focuses on the importance of assessing community needs and resources through situational analysis and baseline surveys to effectively inform programme design and implementation.

- Situational analyses and baseline surveys to identify community and individual needs.
- Mapping and evaluation of resources available within the community.
- Application of needs assessment findings to inform and guide programme design.

## **UNIT IV: Implementation, Monitoring, and Documentation**

**8 Hours**

This unit focuses on effective implementation, monitoring, and documentation of interventions by integrating multi-level strategies and services while adapting programmes to diverse contexts and ideologies.

- Development and execution of strategies for interventions at individual, group, and community levels
- Integration of governmental, non-governmental, institutional, and community-based services
- Systematic approaches to monitoring, evaluation, budgeting and documentation of programme outcomes
- Adaptation of interventions to align with diverse ideological perspectives and practical contexts

## PRACTICAL

**(Credits 2; Hours 60)**

- To undertake visits to selected institutions working with adults and systematically document development-oriented programmes and interventions.
- To design and conduct a needs assessment survey in selected localities and communities in order to profile the everyday lives, challenges, and support systems of adults.
- To carry out a community baseline survey to generate data for the planning and design of policies, programmes, and interventions for adult populations.
- To develop and utilize checklists to assess institutional standards, service quality, and infrastructural and programmatic requirements of adult-focused institutions.
- To complete an internship in adult institutions with a focus on programme planning, implementation, and evaluation of intervention strategies.
- To prepare an in-depth case study of an adult, identifying needs, strengths, and activities across physical, cognitive, emotional, social, and vocational domains of adult development.

### Essential Readings

#### UNIT I: Contexts of Work and Ethical Practice

- Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in adulthood: A comprehensive guide* (4th ed.). Jossey-Bass.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations* (5th ed.). Wiley.
- Ledwith, M. (2016). *Community development: A critical approach* (2nd ed.). Policy Press.
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). Bloomsbury Academic.

#### UNIT II: Program Design and Planning

- Armstrong, K. H., et al. (2014). *Evidence-based interventions for adult and family services*. Springer.
- Sriram, R. (2014). *Engaging in social intervention (for mentors)* (Vol. II). Concept Publishing Company.
- Bamberger, M., Rao, V., & Woolcock, M. (2010). *RealWorld evaluation: Working under budget, time, data, and political constraints* (2nd ed.). SAGE Publications.
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). *Designing and managing human service programs* (5th ed.). Pearson.

#### UNIT III: Needs Assessment and Community Analysis

- Brookfield, S. D. (2013). *Powerful techniques for teaching adults*. Jossey-Bass.
- Erikson, E. H. (1997). *The life cycle completed* (Extended version). W. W. Norton & Company.
- United Nations Development Programme. (2025). *Human rights-based approach to development programming: HRBA toolkit*. UNDP.

<https://www.undp.org/publications/human-rights-based-approach-development->

[programming-hrba-toolkit](#)

- Udayan Care. (n.d.). *Standards of care*.  
[https://www.udayancare.org/sites/default/files/Standards\\_of\\_Care.pdf](https://www.udayancare.org/sites/default/files/Standards_of_Care.pdf)

**UNIT IV: Implementation, Monitoring, and Documentation**

- Kusek, J. Z., & Rist, R. C. (2004). *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. World Bank.
- BetterEvaluation. (n.d.). *BetterEvaluation toolkit: Evaluation tools and resources*.  
<https://www.betterevaluation.org/tools-resources>
- United Nations Development Programme. (n.d.). *Handbook on planning, monitoring, and evaluating for development results*. UNDP.  
<https://www.undp.org/turkiye/publications/undp-handbook-planning-monitoring-and-evaluating-development-results>

**Suggested Readings**

- UNESCO. (2016). *Global report on adult learning and education (GRALE)*. UNESCO Institute for Lifelong Learning. <https://unesdoc.unesco.org/ark:/48223/pf0000372274>
- Hart, R.A. (1997). *Children's Participation: The Theory and Practice of Involving Young Children in Community Development and Environmental Care*. Routledge.
- Rivera, W. M. (Ed.). (2019). *Planning adult learning: Issues, practices, and directions*. Routledge.
- Jarvis, P. (2004). *Adult education and lifelong learning: Theory and practice* (2nd ed.). RoutledgeFalmer.
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. Jossey-Bass.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner* (8th ed.). Routledge.
- Ungar, M. (2012). *The social ecology of resilience: A handbook of theory and practice*. Springer

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SOCIOLOGY OF FAMILY AND COMMUNITY CARE**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Sociology of Family and Community Care	4	2	0	2	As per admission norms	Nil

### Learning Objectives

- To enable students to critically understand the social, cultural, ethical and economic dimensions of care in family and community.
- To explain how care operates within family, community, and wider social structures.
- Examine caregiving as a relational and socially shaped practice.
- Analyze how urbanization, mobility, and changing family structures shapes informal support networks.

### Learning Outcomes

The students would be able to:

- Understand the sociological concept of care and its multiple dimensions in family, community and society.
- Analyze care as a practice and experience within social relationships.
- Assess care as a socio-economic contribution and its role in sustaining social and economic systems.
- Examine the contemporary challenges, urbanization and community support.

### THEORY

(Credits 2; Hours 30)

**UNIT I: Conceptualizing Care and its Multiple Dimensions** **6 Hours**

This unit focuses on the concept of care, its historical evolution, multiple dimensions, and the impact of changing family patterns on caregiving practices.

- Sociological definitions and concept of care
- Historical evolution of care: From kinship-based care to institutional and state care
- Care as practice, relationship, value, and emotional labour in family and community
- Changing family patterns and their impact on caregiving

**UNIT II: Dimensions of Care in Social Sphere** **8 Hours**

This unit focuses on care in the social sphere, exploring its moral, cultural, and gendered dimensions, societal expectations, and the role of technology in contemporary caregiving.

- Sociology perspective of care, support and welfare
- Care as a moral, social and cultural obligation, gendered
- Care and social stratification, care in crises, in institutional care
- Cultural meanings of dependency and autonomy related to care
- Digital and technological mediation of care
- Expectations of modern society in caregiving practices

**UNIT III: Ethics of Care** **6 Hours**

This unit focuses on the ethics of care, addressing theoretical frameworks, socio-economic valuation, global care issues, and ethical dilemmas in caregiving practices.

- Philosophical and theoretical frameworks
- Care as socio-economic contribution (Valuation of paid and unpaid caregiving)
- Transnational ethics: Global care chains, ethical issues in migration of care labour
- Ethical dilemmas in caregiving: Consent, privacy, boundaries, burnout and structural inequalities

**UNIT IV: Challenges of Care in Contemporary Society** **10 Hours**

This unit focuses on contemporary challenges in care, highlighting demographic pressures, inequalities, care labour issues, and ethical implications of policy and technological changes.

- Demographic and infrastructural challenges including eldercare, childcare, disability and mental health services, long-term care need
- Intersectionality and Inequalities in access to care and community-based support systems.
- Care labour precarity and safety concerns alongside cases of neglect, violence, and abuse in care institutions
- Policy and technological transitions: maternity and disability rights, and elder care confronting new ethical challenges posed by automation, AI-driven care tools, and robotic caregivers.

## PRACTICAL

### (Credits 2; Hours 60)

- To conduct a phenomenological study to draw personal experience of care or observations from your own home
- To conduct ‘care’ mapping within a household or community. Identify care practices such as childcare, elderly care, caregiver interactions, and related activities
- Conduct interviews to examine the role of family size, migration, SES, gender and cultural influences on caregiving arrangements
- To conduct a survey to critically analyse determinants of inequality in caregiving practices. The survey should reflect on influence of culture, SES, gender norms, paid and unpaid caregiving labor and socio-economic value of care
- Field visits to care institutions catering to different stages of the lifespan and life circumstances. Conduct systematic observation of infrastructure, services, daily routine, interactions
- To conduct brief research on experiences in long term caregiving
- To prepare a report looking at the Indian cultural care practices in familial contexts
- Use secondary data to investigate role of families, communities and institutions during crisis in providing childcare and eldercare
- To critically analyse the functioning of assistive technologies and AI tools usage in care practices. Comment on their accessibility, efficacy, ethical risks and concerns

### Essential Readings

#### UNIT I: Conceptualizing Care and its Multiple Dimensions

- Aulenbacher, B., Lutz, H., & Riegraf, B. (2018). Introduction: Towards a global sociology of care and care work. *Current Sociology*, 66(4), 495–502.
- England, P. (2005). Emerging theories of care work. *Annual Review of Sociology*, 31, 381–399.
- Mobile Creches. (2020). State of the young child in India (1st ed.). Routledge India. <https://bonniesglobalcafe.worldforumfoundation.org/wp-content/uploads/2020/10/7037f4f7-mc-state-of-the-young-child-in-india-report.pdf>
- Penderi, E., Koulouglioti, C., & Pafiti, I. (2023). A multidimensional–multilevel approach to literacy-related parental involvement and its effects on preschool children’s literacy competences: A sociopedagogical perspective. *Education Sciences*, 13(12), Article 1192. <https://doi.org/10.3390/educsci13121192>

#### UNIT II: Dimensions of Care in Social Sphere

- Tronto, J. C. (2013). *Caring democracy: Markets, equality, and justice*. New York University Press.
- Daly, M. (2002). Care as a good for social policy. *Journal of Social Policy*, 31(2), 251–270.
- Rai, S. M. (2024). *Depletion: The human costs of caring*. Oxford University Press.
- Folbre, N., & Bittman, M. (Eds.). (2004). *Family time: The social organization of care (Vol. 2)*. Psychology Press.

**UNIT III: Ethics of Care**

- Müller, B. (2019). The careless society: Dependency and care work in capitalist societies. *Frontiers in Sociology*, 1–10.
- Held, V. (2006). *The ethics of care: Personal, political, and global*. Oxford University Press.
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. University of California Press.
- Sevenhuijsen, S. (2020). *Citizenship and the ethics of care: Feminist considerations on justice, morality and politics*. Routledge.
- Pease, B., Vreugdenhil, A., & Stanford, S. (Eds.). (2020). *Critical ethics of care in social work: Transforming the politics and practices of caring*. Routledge.

**UNIT IV: Challenges of Care in Contemporary Society**

- Folbre, N. (2006). Measuring care: Gender, empowerment, and the care economy. *Journal of Human Development*, 7(2), 183–199.
- Luttrell, W. (2020). *Children framing childhoods: Working-class kids' visions of care*. Policy Press.
- Lynch, K. (2007). Love labour as a distinct and non-commodifiable form of care labour. *The Sociological Review*, 55(3), 550–570.
- Nandi, S., & Samantroy, E. (Eds.). (2022). *Gender, unpaid work and care in India*. Routledge.
- Piepzna-Samarasinha, L. L. (2018). *Care work: Dreaming disability justice*. Arsenal Pulp Press.

**Suggested Readings**

- Daly, M. (Ed.). (2001). *Care work: The quest for security*. International Labour Organization.
- Duffy, M., Armenia, A., & Stacey, C. L. (2015). *Caring on the clock: The complexities and contradictions of paid care work*. Rutgers University Press.
- Fine, M. (2005). Individualization, risk and the body: Sociology and care. *Journal of Sociology*, 41(3), 247–266.
- Glenn, E. N. (2010). *Forced to care: Coercion and caregiving in America*. Harvard University Press.
- Ilcan, S. (2009). Privatizing responsibility: Public sector reform under neoliberal government. *Canadian Review of Sociology*, 46(3), 207–234.
- Lam, W. W. Y., Nielsen, K., & Kelly, C. M. (2023). The experience of working informal carers of older people: A qualitative diary study. *International Journal of Care and Caring*, 1–16.
- Weicht, B. (2008). The morality of caring: The discursive construction of informal care. *Enquire*, 1(2), 120–143.
- Braga, J. (Ed.). (2024). *Ethics of care: Theoretical and practical perspectives*. Springer.
- Robinson, F. (2021). *The ethics of care: A feminist approach to human security*. Oxford University Press.
- Sahraoui, N. (2020). *Racialised workers and European older-age care: From care labour to care ethics*. Palgrave Macmillan.

**DISCIPLINE SPECIFIC ELECTIVE COURSE  
CHILDHOOD AND ADOLESCENCE ACROSS ECOLOGICAL SETTINGS**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course (if any)
		Lecture	Tutorial	Practical		
<b>Childhood and Adolescence Across Ecological Settings</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>As per admission norms</b>	<b>Nil</b>

### Learning Objectives

- Identify major theoretical perspectives and examine the specific features of childhood and adolescence as distinct stages of development.
- To explain key social processes in childhood and adolescence
- To understand childhood and adolescent experiences across cultures.
- To analyse diverse child-rearing practices and socialisation patterns, and evaluate how cultural values influence developmental outcomes.

### Learning Outcomes

The students would be able to:

- Develop a comprehensive understanding of the social processes that occur during childhood and adolescence.
- Articulate the diverse experiences of childhood and adolescence across different parts of the world.
- Gain an understanding of how child-rearing practices and socialization vary across cultures.
- Understand how policy frameworks shape programmes for children and adolescents.

## **THEORY**

**(Credits 2; Hours 30)**

### **UNIT I: Introduction to childhood and adolescence in different settings** **8 Hours**

This unit introduces childhood and adolescence as developmental stages experienced across diverse social, cultural, familial, and institutional settings.

- Theoretical perspectives on childhood and adolescences in different context
- Developmental stages in childhood in different ecological settings
- Adolescence and its social significance in different cultures
- Adolescence to youth: A phase of identity formation and social renewal
- Cultural shaping of human development across childhood and adolescence

### **UNIT II: Child rearing and socialization** **8 Hours**

This unit focuses on child-rearing and socialization across cultures, examining rituals, developmental practices, and the dynamic interactions between children and their societies.

- Cross-cultural studies of child-rearing
- Birth and early childhood rituals in different cultures
- Socialization and child development in diverse culture
- Reciprocal individual-society interactions

### **UNIT III: Childhood and adolescence in different cultures** **6 Hours**

This unit focuses on childhood and adolescence across cultures, highlighting diverse caregiving practices, socialization, and insights from ethnographic studies.

- Child care and socialization in different cultures
- Ethnographic study of childhood and adolescence across cultures

### **UNIT IV: Childhood and adolescence in Indian communities** **8 Hours**

This unit focuses on childhood and adolescence in Indian communities, considering historical, cultural, and contemporary perspectives to inform policies and planning for socially disadvantaged children.

- Historical & cultural perspectives and ideological beliefs
- Contemporary status and Wellbeing of Children and Adolescents
- Implications for policy and planning for children with social disadvantage

## PRACTICAL

(Credit 2; Hours 60)

- Using mixed and appropriate methods for studying childhood in Indian society.
- Document concepts of childhood across cultures and contexts from primary and secondary sources and relevant findings through analysis of departmental dissertations.
- Carry out a case profile/survey on the following:
  1. Child-rearing practices in different regions of Indian society
  2. Adolescence as a distinct stage with supportive examples
  3. Contemporary societal perspective on childhood and adolescence
- Design a social experiment on emphasizing contemporary conditions, problems and their relevance in human development (using primary and secondary sources of data)
 

or

 On changing Indian family with an analysis of the past, present and future, focusing on the diversity of India.

### Essential Readings

#### UNIT I: Introduction to childhood and adolescence in different settings

- Ranganathan, N. (Ed.). (2020). *Understanding childhood and adolescence*. Sage Publications India.
- Arnett, J. (2011). *Human development: A cultural approach*. Pearson.
- Kail, R.V. (2021). *Children and their development* (7<sup>th</sup> ed). Pearson.

#### UNIT II: Child rearing and socialization

- Saraswathi, T. S. (Ed.). (1999). *Culture, socialization and human development: Theory, research and applications in India*. SAGE Publications India.
- Kagitcibasi, Ç. (2007). *Family, self, and human development across cultures: Theory and applications* (2nd ed.). Lawrence Erlbaum Associates

#### UNIT III: Childhood and adolescence in different cultures

- Harkness, S., & Super, C. (1996). *Parents' cultural belief systems: Their origins, expressions and consequences*. The Guilford Press.
- Le Vine, R. A. (2007). Child rearing as cultural adaptation. In R. A. LeVine & R. S. New (Eds.), *Anthropology and child development: A cross-cultural reader* (pp. 91–101). Blackwell.
- Lansford, J. E., et al. (2021). Cross-cultural similarities and differences in parenting. *Annual Review of Psychology*, 72, 449–476.

#### UNIT IV: Childhood and adolescence in Indian communities

- Saraswathi, T. S. (Ed.). (2003). *Indian adolescence in a globalizing world*. Rawat Publications.

- Khalakdina, M. (2008). *Human development in the Indian context: A socio-cultural focus*. Sage.
- Lancy, D. F. (2022). *The anthropology of childhood* (3rd ed.). Cambridge University Press.
- Patra, S. (Ed.). (2022). *Adolescence in India: Issues, challenges and possibilities*. Springer. <https://doi.org/10.1007/978-981-16-9881-1>
- Saraswathi, T.S., Oke, M. (2013). Ecology of Adolescence in India: Implications for Policy and Practice. *Psychol Stud* 58, 353–364. <http://dx.doi.org/10.1007/s12646-013-0225-7>

### Suggested Readings

- Chaudhary, N. (2009). Families and Children in Poverty: Objective Definitions, Subjective Lives. In A. C. Bastos & E. P. Rabinovich (Ed.) *Living in Poverty: Developmental Poetics of Cultural Lives*. Information Age.
- Matsumoto, D. (Ed.). (2001). *The Handbook of Culture and Psychology*. Oxford University Press.
- Dar, A., & Kannan, D. (Eds.). (2023). *Childhood and youth in India: Engagements with modernity*. Palgrave Macmillan.
- Kapadia, S. (2017). *Adolescence in urban India: Cultural construction in a society in transition*. Springer India.
- Trawick, M. (2003). The Person Behind the Family. In V. Das (Ed.), *The Oxford companion to sociology and social anthropology* (Vol. 2, pp. 1158-1178). Oxford University Press.

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