

DEPARTMENT OF HUMAN DEVELOPMENT AND CHILDHOOD STUDIES  
2-Year MSc Curriculum under NEP  
COURSEWORK TRACK

DSC				DSE				SEC				Dissertation/Academic Project/Entrepreneurship
Paper Title (4 Credits each)	Credit Distribution			Paper Title (4 Credits each)	Credit Distribution			Paper Title (2 Credits each)	Credit Distribution			
	Th	Tu	Pr		Th	Tu	Pr		Th	Tu	Pr	
SEMESTER I												
Pick All 3				Pick Any 2				Pick Any 1				
DSC HDCS 101: Theories of Human Development	3	1	0	DSE HDCS 101: Understanding Human Development	3	1	0	SEC HDCS 101: Content Development for Early Childhood Care and Education	0	0	2	NIL
DSC HDCS102: Early Childhood Care and Education (ECCE)	2	0	2	DSE HDCS 102: Development Across the Life-Span	2	0	2	SEC HDCS 102: Resource Development for Disability	0	0	2	
DSC HDCS 103: Developmental Disabilities	2	0	2	DSE HDCS 103: Sociology of Childhood	3	1	0		0	0	2	
					3	1						
SEMESTER II												
Pick All 3				Pick Any 2				Pick Any 1				
DSC HDCS 201: Social Psychology for Human Development	2	0	2	DSE HSC 201: Advanced Research Methods in Home Science	2	0	2	SEC HDCS 201: Working with Vulnerable Families and Community	0	0	2	NIL

DSC HDCS 202: Education for Human Development	3	1	0	DSE HDCS 202: Law, Policy and Programmes for Children	3	1	0	SEC HDCS 202: Parenting and Early Intervention	0	0	2	
DSC HDCS 203: Assessment and Evaluation in Human Development	1	0	3	DSE HDCS 203: Anthropology of Childhood	3	1	0		0	0	2	

**SEMESTER III**

<b>Pick All 2</b>				<b>Pick Any 3</b>				<b>Pick Any 1</b>				
DSC HDCS 301: Counselling for Human Development	2		2	DSE HSC 301: Advanced Statistics in Home Science	3	1	0	SEC HDCS 301: Internship	0	0	2	NIL
DSC HDCS 302: Media and Human Development	2	0	2	DSE HDCS 302: Gender, Justice and Empowerment	2	0	2					
				DSE HDCS 303: Wellbeing Across the Life- span	2	0	2					

**SEMESTER IV**

<b>Pick All 2</b>				<b>Pick Any 3</b>				<b>Pick Any 1</b>				
DSC HDCS 401: Research and Practices in ECCE	2	0	2	DSE HDCS 401: Child Development and Indian Knowledge systems	2	0	2	SEC HDCS 401: Internship	0	0	2	

DSC HDCS 402: Research and Practices in Developmental Disabilities	2	0	2	DSE HDCS 402: Organization and Management of Programmes for Adults	2	0	2		0	0	2	NIL
				DSE HDCS 403: Childhood and Adolescence Across Ecological Settings	2	0	2		0	0	2	
									0	0	2	



# Semester I

**DISCIPLINE SPECIFIC CORE COURSE**  
**DSC HDCS 101: THEORIES OF HUMAN DEVELOPMENT**

**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		
Theories of Human Development	4	3	1	0		Nil

**Learning Objectives**

- To recognise the philosophical foundations of theorizing and the process of theory construction in human development
- To examine major theories of human development and understand their application and limitations
- To explore Indigenous perspectives on human development and emerging interdisciplinary influences

**Learning Outcomes**

The students would be able to:

- Demonstrate an understanding of various philosophical underpinnings of theorizing and theory construction
- Explain major developmental theories and their applications
- Describe indigenous and culturally specific theories of human development and integrate interdisciplinary insights.

**THEORY**  
**(Credits 3; Hours 45)**

**UNIT I: Theory, constructs, phenomena** **10 Hours**

This unit lays thrust on conceptual understanding of theories and phenomena.

- Theorizing and its philosophical underpinning
- Links between phenomena, theory, and method
- Deductive and inductive approaches in theory construction

**UNIT II: Theories of Development** **10 Hours**

This unit highlights the theoretical underpinnings of human development.

- Evolutionary theory, Psychosexual theory, Cognitive- Developmental theory
- Learning theory, Social Role theory, Life-course theory

- Psycho-social theory, Dynamic systems theory, Constructivist perspective

### **UNIT III: Cultural context for theory development**

**15 Hours**

This unit focusses on cultural foundation of Human Development theories.

- Vygotsky's socio-cultural perspective, Theory-of-mind
- Perspectives from Positive Psychology; Humanistic Theories
- Theories of self in the Indian context

### **UNIT IV: Emerging trends in Human Development theories**

**10 Hours**

This unit focuses on Indigenous theories and the emerging trends in cross-cultural research.

- Indigenous theories of Human Development
- Emerging trends in contemporary cultural research
- Interdisciplinary and Cross-Theory Learning

### **TUTORIAL (Credit 1; Hours 15 )**

- Critiquing a Theory: Identifying strengths, limitations, and alternative perspectives.
- Psychobiography of a Theorist
- Theoretical Applications in Practice: Linking theories to policy, education, and intervention.
- Contemporary and Emerging Theoretical Directions: Integrating modern research trends.

### **Essential Readings**

- Miller, P. (2011). *Theories of Developmental Psychology*, USA: Worth Publishers.
- Paranjpe, A.C. (2002). *Self and Identity in modern Psychology and Indian thought (Path in Psychology)*. New York: Springer.
- Crain, W. (2010). *Theories of development: Concepts and applications* (6th ed.). Pearson.
- Green, M. G., & Piel, J. A. (2010). *Theories of human development: A comparative approach*. Routledge.
- Kegan, R. (2018). *The evolving self: Problem and process in human development*. Harvard University Press.
- Narvaez, D. (2014). *Neurobiology and the development of human morality: Evolution, culture, and wisdom*. W.W. Norton.
- Shiraev, E., & Levy, D. (2021). *Cross-cultural psychology: Critical thinking and contemporary applications* (7th ed.). Routledge.

### **Suggested Readings**

- Frosh, S. (2012). *A brief introduction to psychoanalytic theory*. Palgrave Macmillan.
- Frazer, J.G. (2004). *The Golden Bough: A study in magic and religion*. USA: Cosmo.
- Geertz, C. (1993). *The interpretation of cultures*. New York: Basic Books.
- Heckhausen, J., & Heckhausen, H. (2018). *Motivation and action* (3rd ed.). Springer.
- Heyes, C. (2018). *Cognitive gadgets: The cultural evolution of thinking*. Harvard University Press.

- Kevill-Davies, S. (1991). *Yesterday's children: the antiques and history of childcare*. England: Antique Collectors' Club.
- Muthukrishna, M., & Henrich, J. (2019). A problem in theory. *Nature Human Behaviour*, 3(3), 221–229. <https://doi.org/10.1038/s41562-018-0522-1>
- Pattanaik, D.D. (2006). *Myth=Mithya: A handbook of Hindu mythology*. New Delhi: Penguin.
- Ramanujan., A.K. (1997). *Flowering tree: And other oral tales from India*. USA: Viking.
- Ramanujan., A.K. (1994). *Folk tales from India*. India: Penguin Books.
- Rogoff, B. (2003). *The cultural nature of Human Development*. USA: OUP.
- Russel, B. (2004). *History of Western philosophy*. London: Routledge.
- Sobel, D. (1999). *Galileo's daughter.: A historic memoir of science, faith and love*. New York: Walker & Co.
- Spivak, G.C. (2004). *Death of a discipline*. Calcutta: Seagull.
- Siegler, R. S., & Alibali, M. W. (2005). *Children's Thinking* (4th Edition). (Chapter 1. An Introduction to Children's Thinking; Chapter 4. Socio-cultural theories). Saddle River, NJ: Prentice-Hall.

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



**DISCIPLINE SPECIFIC CORE COURSE**  
**DSE HDCS 102: EARLY CHILDHOOD CARE AND EDUCATION**

**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		
Early Childhood Care and Education (ECCE)	4	2	0	2		Nil

**Learning Objectives**

- To explore the significance, historical development, core principles, and contemporary positioning in Early Childhood Care and Education
- To evaluate a theoretically guided curricular framework for effective implementation of inclusive and contextually sensitive early childhood development programs.
- To develop skills for assessing, supervising, and evaluating ECCE programs

**Learning Outcomes**

The students will be able to

- Explain the significance of ECCE and the impact of policies on current educational practices and future trends.
- Apply key theories to curriculum and pedagogy and design inclusive and integrated learning experiences
- Demonstrate the use of assessment tools, documenting activities, and supervise ECCE programs

**THEORY**  
**(Credits 2; Hours 30)**

**UNIT I: Emergence of Early Childhood Development Programmes**

**15 Hours**

This unit lays thrust on the historical development, core principles, and rationale for ECCE

- Global and Indian history, trends, and achievements in ECCE
- Significance of ECCE
- Core concepts, principles, rationale and policy for ECCE
- Current research and projected trends
- Play, development and learning in ECCE
- Activities, resources and planning of spaces for curricular goals

**UNIT II: Assessment, supervision & evaluation of ECCE projects****15 Hours**

This unit deals with frameworks for assessment and evaluation of programs

- Analytical framework and resources for effective programme implementation
- Tools for individual and group assessment and evaluation of ECCE settings
- Documenting and maintaining records as a source of knowledge base for ECD
- Capacity building of the professional and partnership with parents and community
- Essential skills and competencies for ECCE professionals
- Approaches and challenges in providing inclusive community-based services in diverse contexts

**PRACTICAL**  
**(Credit 2, 60 Hours)**

- Recording individual children's physical motor, language, intellectual, and social-emotional development.
- Observations to gauge adult-child interactions to facilitate expression, communication and curiosity in ECCE programs
- To observe existing care programs (crèche, daycare) and get familiarized with guidelines following contemporary and prevalent policies.
- Identifying and creating aids for play and joyful learning
- Plan and implement developmentally appropriate, child-centered activities that are sensitive to diverse contextual needs
- Design learning environment for early childhood program
- Plan curriculum for a week and execute it
- Learning ways to track and record children's progress and communicating with parents
- Building skills to assess the quality of programs with sensitivity to ecological contexts
- Understanding state interventions such as ICDS, meal services, and health services
- Visits to select ECCE centers
- Workshops on the use of various art forms for and with children
- Organize a workshop/exhibition involving parents of preschool children

**Essential Readings**

- Ainsworth, M. D., & Bell, S. M. (2012). *The origins of early childhood education and the role of attachment theory in shaping ECCE practices*. Oxford University Press.
- Frost, N., Wortham, S. C., & Reifel, S. (2013). *Play and development in early childhood education: Exploring theory, practice, and curriculum design*. Pearson Education.
- Gonzalez-Mena, J. (2015). *Foundations of early childhood education: Teaching children in a diverse society*. McGraw-Hill Education.
- Gopalan, M., & Sinha, R. (2014). *Childhood education in India: Policy, practice, and global trends*. Oxford University Press.
- Jain, S., & Raghunathan, R. (2019). *Inclusive approaches to early childhood education in India: Policy frameworks and implementation*. Sage Publications.
- Kaur, R. (2016). *Reconceptualizing early childhood education in the Indian context: Policy, practice, and cultural influences*. Cambridge University Press.
- Sharma, A., & Kapoor, A. (2017). *Reconceptualizing assessment in early childhood education: International and Indian perspectives*. Springer.

**Suggested Readings**

- Cannella, G. S., & Viruru, R. (2004). *Childhood and postcolonization: Power, education, and contemporary practice*. New York: RoutledgeFalmer.
- Carr, M. (2001). *Assessment in Early Childhood Settings*. London: SAGE Publications.
- Datta, V. (1995). Home away from home: family daycare in India. In *Suraksha: Early Childhood Care and Education*. Madras, India: MS Swaminathan.
- Gopal, A. K. (1998). *Creche services in India- an evaluation*. New Delhi, India: NIPCCD.
- Hutt, S. J., Tyler, S., Hutt, C., & Foy, H. (1989). *Play, exploration and learning*. London: Routledge.
- Kaul, V. (2002). Early childhood care and education. In R. Govinda (Ed.), *India Education Report: A profile of Basic Education* (pp. 23-34). NIEPA: Oxford University Press.
- Meenai, Z., Sen, R.S. & Firdos, S.(2016). Quality Enhancement of Preschool Education Component of ICDS through Implementation of Restructured Curriculum in Three States. In Z. Meenai,(ed.) *Early Childhood Development Knowledge Series - II (Early Learning: Perspectives to Early Childhood Education)* pp191-202. New Delhi: Global Books Organisation, ISBN : 978-93-80570-97-6
- Ministry of Women and Child Development. (2014). *National ECCE Curricular Framework*. MoWCD, Government of India: New Delhi
- Ministry of Women and Child Development. (2014). *Quality standards for ECCE* , MoWCD, Government of India: New Delhi
- Swaminathan, M. (1985). *Who cares? A study of childcare facilities for low-income working women in India*. New Delhi, India: Centre for Women's Development Studies.
- Sharma, A., Sen, R. S. & Gulati, R. (2008). Early Childhood Development Policy and Programming in India, *International Journal of Early Childhood - Policy Change*,40 (2), 65-84.
- Sen, R.S. (2016). Literacy in Pre-primary and Class 1:Processes of Teaching and Learning in a Trilingual Environment. In N. Rao (ed.) *Disciplinary Dialogues on Social Change: Gender, Early Childhood and Theatre* (pp 93-130). Academic Foundation. New Delhi. ISBN – 13:978-93-327-0348-3

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

**DISCIPLINE SPECIFIC CORE COURSE**  
**DSE HDCS 103: DEVELOPMENTAL DISABILITIES**

**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		
Developmental Disabilities	4	2	0	2		Nil

**Learning Objectives**

- To develop a critical understanding of disability frameworks through intersectional perspectives including policy and legal dimensions.
- To recognize classification, diagnostic, and assessment approaches to disabilities
- To analyze the role of family, community, and education systems in fostering inclusive environments

**Learning Outcomes**

The students would be able to:

- Demonstrate a comprehensive understanding of disability concepts
- Learn diagnostic and assessment tools effectively to identify disabilities and recommend appropriate assistive interventions.
- Explain inclusive strategies in education, family, and community-based programs

**THEORY**

**(Credits-2; Hours 30)**

**UNIT I: Conceptual Foundations of Disability**

**15 Hours**

This unit lays thrust on the conceptual frameworks to understand disability and related policies.

- Concepts and evolving definitions of disability
- Historical and contemporary perspectives and frameworks
- Disability Statistics and Epidemiology
- Intersectionality in Disability – Examining gender, caste, and socio-economic dimensions of disability
- Disability and Global Human Rights Frameworks – UNCRPD, SDGs, and international and National policy approaches

**UNIT II: Types of Disabilities and Diagnostic Approaches****15 Hours**

This unit highlights the types of disabilities, screening and diagnostic approaches, and the significance of inclusion.

- Definitions, classification, etiology, identification related to disabilities as defined by the Rights of Persons with Disabilities Act 2016
- Assessment methods and diagnostic tools
- Advances in Disability Screening and Assistive Technology for Early Detection
- Inclusive education
- Role of AI and Digital Technology in Disability Inclusion and Learning

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

- Assessment of children and adolescents for and with disability using observations and children's play, screening schedules, and psychometric measures
- Assessment of institutions for children and adolescents with disability
- Individual education plans (IEPs) and their use with children
- Special education and inclusive education techniques
- Conducting intervention activities with a child/ an adolescent
- Case profile of a child/an adolescent with disability.
- Assessing/Surveying various public spaces for Universal Design Principles for Inclusion

**Essential Readings**

- Alur, M., & Timmons, V. (2019). *Inclusive education across cultures: Crossing boundaries, sharing ideas*. SAGE Publications India.
- Banerjee, R., & Mukherjee, A. (2021). *Disability inclusion and inclusive education in India: Policies, practices, and future directions*. Routledge India.
- Bhattacharya, T. (2018). *Disability, gender and the trajectories of power in India: Intersectionality in practice*. SAGE Publications India.
- Dutta, A. (2019). *Disability rights and law in India*. Oxford University Press.
- Ghai, A. (2015). *Rethinking disability in India*. Routledge India.
- Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Social Justice and Empowerment.
- Kalyanpur, M. (2021). *Development, education, and learning disability in India: Critical perspectives*. Routledge India.

**Suggested Readings**

- Bailey, M. & Wolery, M. (1992). *Teaching Infants and Preschoolers with Disabilities*. New York: Macmillan.
- Baquer, A. (1994). *Disabled, Disablement, Diabolism*. New Delhi: Voluntary Health Association of India.
- Dempsey, I., Foreman, P., Sharma, N., Khanna, D., & Arora, P. (2001). Correlates of Parental Empowerment in Families with a Member with a Disability in Australia and India. *Developmental Disabilities Bulletin*, 29(2), 113-131.
- Dunst, C. J. (1985). Rethinking Early Intervention. *Analysis and Intervention*. *Developmental Disabilities*, 5, 165-201.
- Hardman, M.L., Drew, C.J., and Egan, M.W. (2005). *Human Exceptionality: Society, School and Family*. Boston: Allyn and Bacon.
- Johnstone, C. J., & Chapman, D. W. (2018). *International perspectives on inclusive education: Foundations, practices, and issues*. Emerald Publishing.
- Karanth, P. and Rozario, J. (2003). *Learning Disabilities in India*. New Delhi: Sage.

- Madaan, P. (2017). *Assistive technologies for persons with disabilities: Innovations and interventions*. Springer.
- Mehrotra, N., & Bhardwaj, A. (2020). *Disability, inclusion, and accessibility in India: Re-thinking working conditions and equity*. Routledge.
- Mittler, P. (2015). *Education, equality and human rights: Issues of gender, 'race', sexuality, disability and social class*. Routledge.
- Munford, R. and Sanders, J. (Eds.) (2003). *Making a Difference in Families: Research that Creates Change*. New South Wales, Australia: Allen & Unwin.
- Nambissan, G. B. (2021). *Disability, education, and society in India: Issues of inclusion and equity*. Orient Blackswan.
- Pandey, R. S., & Advani, L. (1996). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
- Rao, I. (2018). *Disability inclusion in education: Best practices and research insights*. National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD).
- Rao, I. (2018). *Disability inclusion in education: Best practices and research insights*. National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD).
- Singal, N. (2017). *Education and disability in the global south: New perspectives from India and Bangladesh*. Bloomsbury Academic.
- UNESCO. (2020). *Embracing diversity: Lessons from inclusive education initiatives in South Asia*. United Nations Educational, Scientific and Cultural Organization.
- Ysseldyke, J.E and Algozzine, B. (1998). *Special Education: A Practical Approach for Teachers*. New Delhi: Kanishka.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HDCS 101: UNDERSTANDING HUMAN DEVELOPMENT**

**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		
Diversity, Disadvantage and Equity	4	3	1	0		Nil

**Learning Objectives**

- To recognize the key concepts and processes guiding human development
- To examine pathways to inclusion, equity, and empowerment through policies and rights-based approaches

**Learning Outcomes**

The students would be able to:

- Learn developmental processes and concepts guiding human development
- Describe and assess key government policies and institutional strategies that promote inclusion and equity and propose evidence-based recommendations

**THEORY**  
**(Credits 3; Hours 45)**

**UNIT I: Introduction to concepts and processes** **10 Hours**

This unit lays thrust on key concepts and processes that guide human development.

- History and epistemologies of Developmental Psychology
- Key assumptions and issues in mainstream psychology: Universalism, developmentalism, linear progression, global norms, reductionism
- Basic assumption for the study of development: Differentiation-integration, irreversible time, normality, plasticity, continuity discontinuity, competence-performance, critical periods and sex differences

**UNIT II: Human development across cultures** **10 Hours**

This unit explores human development across different cultures.

- Life trajectories across cultures: Pathways, ruptures and repairs in development, and developmental tasks
- Human Development Indices (HDI)
- WEIRD psychology: models, methods and limitations; Western bias and overstated scientific evidence

**Unit III: Human Development in Indian Context****10 Hours**

This unit discusses Human Development in the Indian context.

- Situation analysis of children in India
- Indigenous knowledge systems: Contextualizing human development
- Indian culture and human development

**UNIT IV: Pathways to Inclusion, Equity and Empowerment****15 Hours**

This unit deals with frameworks and strategies for promoting inclusion, equity, and empowerment

- Government Policies and Programs on Diversity and Equity
- Rights-Based Approaches and intersections of legal protections, cultural practices, and global conventions.
- Institutional Strategies for Equity and Inclusion

**Tutorial**  
**(1 Credit; 15 Hours)**

- Analysing data/photos/descriptions/narratives/ reports on everyday experiences
- Presentations on policies and programmes and their impact
- Discussions on case studies of empowerment
- Mapping cultural ecology using secondary data

**Essential Readings**

- Anandalakshmy, S. (2010). *Through the lens of culture*. Monographs, Chennai: Bala mandir Research Trust.
- Bhatia, S. (2017). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. Oxford University Press.
- Bourdillon, M. (2017). *The experience of childhood in South Asia: Theoretical and empirical perspectives*. Cambridge University Press.
- Burman, E. (2017). *Deconstructing Developmental Psychology*. New York: Routledge.
- Nambissan, G. B. (2013). *The right to education in India: Reflections on policy and practice*. Cambridge University Press.
- Oomen, T.K. (2014). *Social inclusion in independent India: dimensions and approaches*. New Delhi: Orient Blackswan.

**Suggested Readings**

- Henrich, J. (2020). *The WEIRD people in the World: How the West became psychologically peculiar and particularly prosperous*. New York, NY: Farrar, Strauss & Giroux.
- Misra, G. (Ed.). (2011). *Handbook of psychology in India*. Oxford University Press.
- Packer, M., & Cole, M. (2020). *Culture and Human Development*. Oxford Research.
- Ramachandran, V. (2018). *Inside Indian Schools: The Enigma of Equity and Quality*. Oxon: Routledge

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



**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HDCS 102: DEVELOPMENT ACROSS**  
**THE LIFE-SPAN**

**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		
Development Across the Life-Span	4	2	0	2		Nil

**Learning Objectives**

The students would be able to:

- To critically comprehend the cultural and ecological influences on development in childhood years
- To evaluate the cultural and ecological influences on development in adulthood years

**Learning Outcomes**

The students would be able to:

- Describe cultural influences on development in childhood years
- Discuss cultural and ecological influences on development in adulthood years

**THEORY**  
**(Credits 2.; Hours 30)**

**UNIT I: Pathways of Development across cultures: Childhood and Adolescent Years**  
**15 Hours**

This unit examines the ecological and culture dimensions of development in the childhood and adolescent years

- Pathways of development: Examining the relevance of global models of development
- Ecological and cultural dimensions of development: Attachment, parenting and models of care; Autonomy and interdependence in traditional cultures; Variations in learning and cognition: limitations of standard parameters of assessing development; Identity and self-development: self-actualization and self-realization
- Infancy and Early Childhood: Theoretical perspectives, Development across domains: Physical Motor, Language, Cognition, and Social-Emotional
- Middle Childhood Theoretical perspectives, Development across domains: Physical Motor, Language, Moral, Cognition, and Social-Emotional
- Adolescence Theoretical perspectives, Development across domains: Physical Motor, Language, Moral, Cognition, and Social-Emotional

**UNIT II: Adulthood Years****15 Hours**

This unit deals with development in adulthood with a focus on cultural influences.

- Young Adulthood: Theoretical perspective on young adulthood, Understanding adulthood in cultural context, Developmental tasks, Development across domains: Physical Motor, Language, Moral, Cognition, and Social-Emotional
- Middle adulthood: Theoretical perspective on middle adulthood, Understanding adulthood in cultural context, Developmental tasks, Development across domains: Physical Motor, Language, Moral, Cognition, and Social-Emotional
- Late adulthood and Aging: Theoretical perspective on Late adulthood and Aging, Understanding adulthood in cultural context, Developmental tasks, Development across domains: Physical Motor, Language, Moral, Cognition, and Social-Emotional

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

1. Visit to understand institutional provisions for care and development of children; neonatal unit, paediatric ward, orphanage, crèche and day-care, rehabilitation
2. Practical assignments on each stage of development across childhood and domains
3. Case study of children and adults using mixed methods
4. Design and implement a project using audio-visual technology to communicate developmental pathways to parents, teachers and students
5. Design and implement a project using audio-visual technology to communicate developmental pathways to parents, teachers and students

**Essential Readings**

- Anandalakshmy, S. (2010). Through the lens of culture. Monographs, Chennai: Bala mandir Research Trust.
- Bhatia, S. (2017). Decolonizing psychology: Globalization, social justice, and Indian youth identities. Oxford University Press.
- Burman, E. (2017). Deconstructing Developmental Psychology. New York: Routledge.
- Burman, E. (2024). Child as Method: Othering, Interiority and Materialism. New York Routledge.
- Dalal, A., & Misra, G. (2010). The core and context of Indian Psychology. Psychology and Developing Societies 22, 1 (2010): 121–155, Sage Publications: New Delhi, DOI: 10.1177/097133360902200105In
- Funk, L., Scheidecker, G., Chapin, B., Schmidt, W. J., El Ouardani, C., Chaudhary, N. (2023). Feeding, bonding, and the formation of social relationships: Ethnographic challenges to attachment theory and early childhood interventions. Cambridge University Press.

**Suggested Readings**

- Henrich, J. (2020). The WEIRD people in the World: How the West became psychologically peculiar and particularly prosperous. New York, NY: Farrar, Strauss & Giroux
- Khan, S. (2024). Brave new words. New York, NY: Viking
- Misra, G. (Ed.). (2011). Handbook of psychology in India. Oxford University Press
- Misra, G., Sanyal, N., & De, S. (2021). Psychology in modern India: Historical, methodological, and future perspectives. Springer. ISBN 978-981-16-4704-8 ISBN 978-981-16-4705-5 (eBook).  
<https://doi.org/10.1007/978-981-16-4705-5>
- Nandy, A. (2009). The Intimate Enemy. New Delhi: OIP.

- Packer, M., & Cole, M. (2020). Culture and Human Development. Oxford Research
- Encyclopedia of Psychology. Retrieved 18 Oct. 2024, from <https://oxfordre.com/psychology/view/10.1093/acrefore/9780190236557.001.0001/acrefore-9780190236557-e-581>
- Rogoff, B., Coppens, A. D., Alcalá, L., Aceves-Azuara, I., Ruvalcaba, O., López, A., & Dayton, A. (2017). Noticing Learners' Strengths Through Cultural Research. *Perspectives on Psychological Science*, 12(5), 876-888. <https://doi.org/10.1177/1745691617718355>

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HDCS 103: SOCIOLOGY OF CHILDHOOD**

**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 Childhood	4	3	1	0		Nil

**Learning Objectives**

- To examine the social and cultural construction of Childhood
- To interpret theoretical perspectives to understand sociology of childhood
- To learn about contemporary changing family settings, social structures, and processes
- To explore the impact of social change and global transformations on childhood

**Learning Outcomes**

The students would be able to:

- Demonstrate an in-depth understanding of childhood as a distinct stage and cultural construction of childhood
- Explain and critically analyze major theoretical frameworks of sociology of childhood
- Assess contemporary challenges facing children and families in a rapidly changing world
- Appraise and assess global transformations affecting childhood

**THEORY**  
**(Credits 3; 45 Hours)**

**UNIT I: Conceptualizing Childhood**

**10 Hours**

The unit lays thrust on the cultural construction of childhood as a distinct category, agency of childhood and intersectionalities.

- Emergence of childhood as a distinct social category
- Cultural construction of childhood across societies.
- Children as social actors: Agency and structure in everyday childhood experiences.
- Social stratification and intersectionalities in childhood

## **UNIT II: Theoretical foundations 10 Hours**

This unit examines the theoretical approaches to understanding sociology of childhood

- Structural and Interpretivist Approaches
- The New Sociology of Childhood
- Feminist Perspectives
- Post-Structuralist and Power Perspectives

## **Unit III: Childhood in Contemporary Contexts 15 Hours**

The unit deals with the social changes in the contexts in which children grow up and their implications for children.

- The impact of social change on child-rearing practices.
- Key issues affecting contemporary families.
- Family transitions, including divorce, remarriage, and single-parent households.
- Shifting family structures and their implications for childhood.
- State, policy, and institutional influences on family life and child development.

## **Unit IV Global Transformations and the Future of Childhood 10 Hours**

This unit focusses on the impact of global and digital changes on childhood and the future of childhood research

- Global childhoods: The impact of economic and cultural shifts.
- Children's rights and social movements: Advocacy, resistance, and participation.
- Digital childhoods: Social media, surveillance, and changing identities.
- Sociology of risk and childhood
- Future directions in the sociology of childhood: Emerging research agendas.

## **TUTORIAL**

**(Credit 1, 15 Hours)**

- Discussions and Debate on agency of childhood and children as social actors
- Presentation on childhood in diverse contexts
- Narratives through a sociological lens
- Media and Popular culture analysis

## **Essential Readings**

- Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life* (2nd ed.). University of California Press.
- Smart, C. (2013). *The Changing Experience of Childhood: Families and Divorce*. Polity Press.

- Montgomery, H. (Ed.). (2013). *Local childhood, global issues* (2nd Ed.). UK: The Policy Press.
- Livingstone, S., & Blum-Ross, A. (2020). *Parenting for a Digital Future: How Hopes and Fears about Technology Shape Children's Lives*. Oxford University Press.
- Munford, R. and Sanders, J. (Eds.) (2003). *Making a Difference in Families: Research and Applications in India*. New Delhi: Sage.
- Wells, K. (2015). *Childhood in a Global Perspective* (2nd ed.). Polity Press.
- Saraswathi, T.S., Menon, S., & Madan, A. (Eds.). (2018). *Childhood in India: Traditions, trends and transformations*. London: Routledge.

### **Suggested Readings**

- Trawick, M. (1992). *Notes on love in a Tamil family*. University of California Press.
- Qvortrup, J. (1997). A voice for children in statistical and social accounting: A plea for children's right to be heard. In A. James, & A. Prout (Eds.), *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood* (pp 85-103). Routledge.
- Corsaro, William A. (1997). *The Sociology of Childhood*. Pine Forge Press: Sage
- Qvortrup, J. (1999). *Childhood and societal macrostructures: Childhood exclusion by default*. Odense. [macro-exclusion \(psu.edu\)](http://macro-exclusion.psu.edu)
- James, A., & Prout, A. (Eds.). (1997). *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood* (pp 3-8). Routledge.
- James, A. & Prout, A. (2001) *Constructing and reconstructing childhood: Contemporary issues in the Sociological study of childhood*. London: Routledge.
- Jenks, C. (2005). *Childhood: Critical concepts in Sociology*. New York: Routledge.
- James, A., & James, A. (2008). *Key concepts in Childhood Studies*. LA: Sage.

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

**SKILL ENHANCEMENT COURSE**  
**SEC HDCS 101: CONTENT DEVELOPMENT FOR EARLY CHILDHOOD CARE AND EDUCATION**

**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		
Content Development for Early Childhood Care and Education	2	0	0	2		Nil

**Learning Objectives**

- To evaluate the principles of content development for early childhood.
- To evaluate different forms of developmentally and culturally appropriate content and assess the impact on child engagement and learning.
- To create content which is developmentally appropriate, culturally relevant, and inclusive.

**Learning Outcomes**

The students would be able to:

- Learn to identify culturally relevant, inclusive, and engaging content for early childhood.
- Appraise content structure in different forms such as stories, songs, and digital platforms, and their impact
- Develop content based on children's engagement and learning outcomes using movement, music, theatre, and puppetry.

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

**UNIT I: Principles of development and assessment of content** **30 Hours**

This unit highlights the structure, components and approaches to content development for early childhood

- Analyzing content structure in stories, songs, poems, and media forms
- Storytelling techniques and approaches: Traditional to Digital
- Principles of creating interactive digital media
- Assessing child engagement and learning outcomes with different media

**UNIT II: Designing Engaging Content for Early Childhood** **30 Hours**

This unit focuses on designing and execution of content which is developmentally and culturally appropriate

- Designing and developing appropriate content for early childhood- storybooks, storyboards, digital media, activity book
- Integrating movement, music, theatre, puppetry, and arts in content
- Execution of the designed content in Early Childhood settings

### Essential Readings

- Eliason, C. & Jenkins, L. (2012). *A practical guide to early childhood curriculum*. (9th Ed.). Upper Saddle River, NJ: Pearson.
- Harris, V. J. (2008). Children's books: Selecting books that children will want to read. *The Reading Teacher*, 61(5), 426-430.
- Gopalkrishnan, A (2011). *The essentials and foundations of multicultural children's literature. Multicultural children's literature: A critical issues approach*. Los Angeles: Sage. pp. 21-48.
- Prakash, S. & Mathur, P. (2000). *Children and TV*. NCERT,
- Real, M. R. (1996). *Exploring Media Culture*. New Delhi: Sage
- Singer D.G. & Jerome L. (2012). *Handbook of Children and Media*. California: Sage.
- Gadzikowski, A. (2013). *Story dictation: A guide for early childhood professionals*. Redleaf Press.

### Suggested Readings

- Dharmarajan, G. (2013). *Katha's treasure trove: A collection of stories for children*. Katha Books.
- Dharmarajan, G. (2015). *The magical fish*. Katha Books.
- Popat Vats, S. (2021). *Understanding metacognition in the foundational years*. Edu-Tech Publishing
- Eipe, R. (n.d.). *Hello Sun*. Pratham Books
- Khyrunnisa, A. (2010). *Howzzat Butterfingers!*. Puffin Books.
- Kurian, P. (n.d.). *Bow Meow Wow*. Pratham Books
- Schickedanz, J. A., & Collins, M. F. (2013). *So much more than the ABCs: The early phases of reading and writing*. National Association for the Education of Young Children (NAEYC)
- Ramchandani, V. (2018). *Sera learns to fly*. Katha Books.
- Vats, S. P. (2019). *Once upon a story: Divaswapna and the Gijubhai method*. The Write Place & Authors Upfront.
- Wormsley, D. P., & D'Andrea, F. M. (Eds.). (2016). *Handbook of effective literacy instruction: Research-based practice K-8*. AFB Press.
- Yoon, J & Onchwari, J. A. (2005). Teaching young children science: Three key points. *Early Childhood Education Journal*, 33(6), 419-423.  
DOI:10.1007/s10643-006-0064-4

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



**SKILL ENHANCEMENT COURSE****SEC HDCS 102: RESOURCE DEVELOPMENT FOR DISABILITY AND INCLUSION****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		
Resource Development for Disability and Inclusion	2	0	0	2		Nil

**Learning Objectives**

- To appraise and analyse inclusive environments
- To design contextually sensitive spaces catering to varied disabilities
- To develop contextually sensitive aids catering to varied disabilities
- To create inclusive environments and implement aids

**Learning Outcomes**

The students would be able to:

- Learn the concept of inclusive environments and the importance of accessibility for individuals with various disabilities.
- Create adaptable spaces that are accessible and demonstrate the ability to apply universal design principles
- Demonstrate the ability to create contextually appropriate aids for different disabilities.
- Evaluate the effectiveness of their aids through implementation and feedback.

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

**Unit I: Designing inclusive spaces across contexts****30 Hours**

This unit focuses on creating inclusive spaces that demonstrate the ability to apply universal design principles

- Conceptualizing inclusive spaces- Built environment
- Designing Sensory Spaces for children- Outdoor and Indoor
- Designing Accessible Materials
- Integrating Assistive Technology

**Unit II: Building Inclusive Resource Material/Tools/Aids BALA****30 Hours**

This unit focuses on designing and implementing of resources that are developmentally and culturally appropriate

- Developing Aids for Physical motor, language, and social-emotional development
- Developing Aids for self-help and self-awareness
- Implementation of developed aids

- Fieldwork and Documentation

### Essential Readings

- Cartledge, G., Gardner, R., & Ford, D. Y. (2009). *Diverse Learners with Exceptionalities: Culturally Responsive Teaching in the Inclusive Classroom*. Boston, MA: Pearson.
- Eredics, N. (2018). *Inclusion in Action: Practical Strategies to Modify Your Curriculum*. Baltimore, MD: Brookes Publishing.
- Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.
- Martin, L, C.( 2009). *Strategies for teaching students with learning disabilities*. Corwin Press
- Sharma, U., & Desai, I. P. (2012). *Inclusive Education: Perspectives and Practices*. New Delhi, India: Kanishka Publishers.
- Shula, C. (2000). *Understanding children with language problems*. Cambridge.
- Thapa, K. (2008). *Perspectives on learning disabilities in India. (current practices and prospects)*. Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). *Understanding learning disabilities : a parent guide and workbook for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd ed)* Maryland. York Press.

### Suggested Readings

- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). *Dyslexia across languages*. Baltimore.
- Moore, S. (2016). *One Without the Other: Stories of Unity Through Diversity and Inclusion*. Winnipeg, Canada: Portage & Main Press.
- Nielsen, L. (2012). *The FIELA Curriculum: 730 Learning Environments*. Louisville, KY: LilliWorks Active Learning Foundation.
- Sleeter, C. E., Upadhyay, S. B., Mishra, A., & Kumar, S. (2012). *School Education, Pluralism and Marginality: Comparative Perspectives*. Hyderabad, India: Orient BlackSwan.

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

# Semester II

**DISCIPLINE SPECIFIC CORE COURSE**  
**DSC HDCS 201: SOCIAL PSYCHOLOGY FOR HUMAN DEVELOPMENT**

**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		
Social Psychology for Human Development	4	2	0	2		Nil

**Learning Objectives**

To get acquainted with Social Psychology theories in practice, and carry out ethical social experiments/research

- To study the principles and concepts of Social Psychology
- To analyse the origins of social behaviour, interactional processes and group dynamics
- To acquire knowledge about psychological underpinnings of social behaviour in diverse contexts

**Learning Outcomes**

The students would be able to:

- Define Social Psychology and delineate its fundamental concepts
- Explain group dynamics and individual behaviour in varied contexts
- Describe the psychological underpinnings of social behaviour and apply them to contemporary issues

**THEORY**  
**(Credits 2; Hours 30)**

**UNIT I: Introduction to Social Psychology, Social Interaction and social influence**

**15 Hours**

This unit highlights the principles and concepts in social psychology and behaviour

- Basic Concepts in Social Psychology

- Fundamental principles of social behaviour and group dynamics
- Formation of the social self, self-concept, self-esteem, identity
- Different types of groups: Peers, family, society, community, others
- Leadership, followership and group behaviour
- Conformity and compliance

## UNIT II: Selected aspects of social behaviour

15 Hours

This unit lays thrust on the psychological underpinnings of social processes and their application in diverse contexts

- Social communication, control, discipline, persuasion and social influence
- Prejudice, ethnocentrism, stereotypes and the fundamental attribution error
- Attitudes, prejudice, beliefs and values
- Prosocial behaviour: Altruism, cooperation, empathy, sympathy, friendship and cohesion
- Antisocial behaviour: Violence and aggression towards individuals and groups
- The application of Social Psychology to the understanding of psychopathology
- Creative social experiments

### Essential Readings

- Baumeister, R. F., & Bushman, B. J. (2020). *Social psychology and human nature* (5th ed.). Cengage Learning.
- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2019). *The SAGE handbook of prejudice, stereotyping and discrimination* (2nd ed.). SAGE Publications.
- Fiske, S. T. (2018). *Social beings: Core motives in social psychology* (4th ed.). Wiley.
- Hogg, M. A., & Vaughan, G. M. (2021). *Social psychology* (9th ed.). Pearson.
- Schneider, F.W., Gruman, A., Coult, L. M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.
- Hornsey, M. J., & Jetten, J. (2020). *The psychology of social identity and intergroup relations*. Springer.
- Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (2020). *Handbook of theories of social psychology*. SAGE Publications.

### Suggested Readings

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Bierhoff, H. W. (2017). *Prosocial behaviour*. Routledge.

- Chaudhary, N. (2009). Social dynamics in complex family systems and its study. In J. Valsiner, P.C.M. Molenaar, & M.C.D. P. Lyra (Eds.), *Dynamic process methodology in Social and Developmental Sciences*. (p.377-399). New York: Springer.
- Dalal, A. K., & Misra, G. (2001). *New directions in Indian Psychology*. Vol.1. New Delhi: Sage.
- Harre, R. (1979). *Social being: A theory for Social Psychology*. Oxford: Basil Blackwell.
- Leung, K., Kim, U., Yamaguchi, S., kashima, Y. (1997). *Progress in Asian Social Psychology, Voll*. Singapore: John Wiley & Sons.
- Palmer, S. (Ed.). (2002). *Multicultural counselling: A reader*. London: Sage.
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press.
- Rubin, M., & Hewstone, M. (2021). *Intergroup relations*. Oxford University Press.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. New Delhi: Sage Publication.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology (12th Ed.)*. New Delhi: Pearson

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

- Identify and describe any ten influential Social Psychology Experiments.
- Document concepts in Social Psychology, and their study methods and relevant findings through analysis of students' dissertations available to you.
- Carry out focused group interviews/survey on the following:
  - Women leaders/workers in corporate sector: stereotypes and prejudice
  - Mob violence: social perceptions
  - Ageism
  - Social networking and communication platforms: participation of youth in selected materially restricted settings
  - Contemporary politics: emergent themes
  - Mental illness and Depression: age and context variables
- Design a social experiment to bring about change in people's attitudes in any of the above listed areas. As part of the experiment, prepare a communication aid containing socially relevant messages fit for dissemination among concerned groups/general public.
- Prepare a report on any one of the social processes like leadership, social influence, prejudice, stereotyping, or any other.

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

**DISCIPLINE SPECIFIC CORE COURSE**  
**DSC HDCS 202: EDUCATION FOR HUMAN DEVELOPMENT**

**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		
Education for Human Development	4	3	1	0		Nil

### Learning Objectives

To develop a holistic understanding of the educational ecosystem, become aware of the critical issues that need to be addressed for quality education for all and to learn about implementation strategies in the context of ground realities.

- To develop a holistic understanding of the educational ecosystem
- To evaluate the critical issues that need to be addressed for quality education for all
- To learn about implementation strategies in the context of ground realities in education

### Learning Outcomes

The students would be able to:

Students will be able to-

- Describe effective teaching and learning in the classroom concerning various practices, processes, and materials.
- Appraise critical issues in the development and implementation of curriculum, textbooks, and teaching materials
- Explain major concerns in implementation and compare them with global perspectives.

**THEORY**  
**(Credits 3; Hours 45)**

### UNIT I: Effective classroom and learning

**10 Hours**

This unit lays thrust on the principles of teaching and learning and classroom management

- Child-oriented pedagogy, active learning, and the significance of relationships

- Enabling learning through use of teaching-learning material
- Management of learning through planning, classroom organization and assessment
- Impact of digital technology on learning

## **UNIT II: Human development, curriculum and materials** **10 Hours**

This unit focusses on inclusive curriculum development and issues in practice

- Curriculum basics and underpinnings
- Human Development as a source as well as the objective of the curriculum
- From Curriculum to practice: The Role of textbooks, materials, and other means
- Diversity, equity, and curriculum
- Critical issues affecting curriculum development and effectiveness

## **UNIT III: Effective school and education system** **10 Hours**

This unit deals with the various perspectives on the education system, policies, and concerns related to the functioning of school systems

- Global perspectives and historical perspective education system with focus on India
- Policies, plans, and programmes
- School as an organization and characteristics of a child-friendly school
- Teacher development

## **Unit IV: Everyday examples of education in Human Development** **15 Hours**

This unit discusses significant examples of education and human development in the everyday context.

- Participation in education, Retention, learning, and completion
- Status of today's schools and system effectiveness
- Case studies of innovative schools and programmes

### **TUTORIAL** **(Credit 1, Hours 15)**

- Prepare a list of teaching-learning materials that can be used for effective and active learning with children Illustrate different ways in which the classroom can be organised.
- Enlist criteria for selection of quality textbooks for learners
- Review a curriculum with emphasis on whether it is inclusive and equitable, characterized by quality learning, promotes lifelong learning, and relevance to holistic development
- Individual presentation on any one case study of innovative schools and programmes
- Focus group discussion on individual understanding about the need for teacher development and how it can achieved
- Review characteristics of a child-friendly school
- Present arguments for developing culturally and contextually suited curriculum and pedagogy.to deal with concerns in education

### **Essential Readings**

- Bruner, J. (2010). *The culture of education*. Harvard University Press.
- Kumar, K. (2016). *Politics of education in colonial India*. Routledge India.
- Nambissan, G. B. (2013). *Education and social justice in India: Challenges of equity in schooling*. Routledge.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). *Handbook of classroom management: Research, practice, and contemporary issues*. Routledge.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.



- Sharma, R. (2021). *Effective teaching and classroom management in India*. Sage Publications.
- Thomas, G. (2013). *Education: A Very Short Introduction*. Oxford University Press.

**Suggested Readings:**

- Alexander, R. (2000). *Culture and pedagogy: International comparisons in primary education*. Cambridge, Mass.: Blackwell.
- Jha, M, M. *School without walls*. (2002). India: Oxford
- Kumar, K.(2004). *What is worth teaching* (3<sup>rd</sup> ed.). New Delhi: Orient Longman
- Kumar, R. (2006) (Ed.). (2006). *The crisis of elementary education in India*. New Delhi: Sage.
- Ramachandran, V. (Ed.). (2003). *Getting children back to school: Case studies in primary education*. New Delhi: Sage.
- The National Achievement Survey (NAS). 2016. New Delhi: NCERT.
- Banerjee, A. V., & Duflo, E. (2019). *Good economics for hard times*. PublicAffairs.

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

**DISCIPLINE SPECIFIC CORE COURSE**  
**DSC HDCS 203: ASSESSMENT AND EVALUATION IN HUMAN DEVELOPMENT**

**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		
Assessment and Evaluation in Human Development	4	1	0	3		Nil

**Learning Objectives**

- To state the meaning and purpose of different methods of assessments
- To familiarize with the role of evaluation and protocols in the same
- To acquire a repertoire of skills for working with children & relevant adults in different contexts

**Learning Outcomes**

The students will be able to:

- Develop skill to use techniques and methods suited for different person situations and contexts
- Be familiar with standardised tests/protocols for the study including assessment of individuals, families/settings
- Demonstrate skills in recording fieldwork

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

**UNIT I:** Overview of the procedures for study of children using specific and multiple methods of fieldwork **7 Hours**

This unit presents methodology of assessment.

- Observational study of children and their life settings using ethnographic methods
- Interviewing of children and relevant adults
- Focus group discussions/PLA techniques
- Theatre based techniques/method/activities
- Archival and secondary resources of data gathering

**UNIT II:** Tools and techniques **8 Hours**

This unit discusses tools and techniques of assessment and evaluation.

- Study tests, assessment protocols and developmental norms
- Developmental: Portage, BSID

- Tests of cognition, language and behaviour
- Norms of development
- Basics of Evaluation and design

**PRACTICAL**  
**( Credits 3, Hours 90)**

- Conduct observation in different settings
- Conduct Interviews for different age groups and varied contexts
- Organise and conduct focus groups
- Design and implement evaluation of learning in a pre-school/primary school, (for one subject / thematic area), and analyze the data emanating from it.
- Design a programme evaluation for a small project / programme, including objectives, tools, implementation design and data analysis
- Undertake analysis of data produced by any in-depth qualitative/ quantitative evaluation study (e.g. countrywide learning assessment conducted by NCERT) in order to draw inferences and suggest an improvement plan for the programme / system evaluated.

**Essential Readings**

- Anandalakshmy, S., Chaudhary, N. & Sharma, N. (Eds.). (2008). Researching Families and Children: Culturally Appropriate Methods. New Delhi: Sage
- Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint. Delhi: Pearson Education.
- Burgess, Robert G. (1990). In the Field: An Introduction to Field Research: Contemporary Social Research. London: Routledge.
- Denzin, N. and Lincoln, Y. 2005. The Sage Handbook of Qualitative Research. London: Sage.
- Mishler E. (1991) Research Interviewing: Context and Narrative. Harvard University Press, Cambridge, MA.

**Suggested Readings**

- Fivush, R., & Haden, C.A. (2003) (Eds.). Autobiographical Memory and the Construction of the Narrative Self. Mahwah, N.J.: Lawrence Erlbaum.
- Gordon, T., Holland, J. Lahelma, E. and Tolonen, T. (2005). Gazing with Intent: Ethnographic Practice in Classrooms. Qualitative Research, 5.
- Hart, C. (1998). Doing a Literature Review: Releasing the Social Science Research Imagination. London: Sage.

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HSC 201: ADVANCED 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	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
<b>DSE HSC 201: Advanced Research Methods in Home Science</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>		<b>Nil</b>

**Learning Objectives**

- To explain the types and approaches to research.
- To describe the principles and process of quantitative research approach.
- To describe the principles and process of qualitative research approach.
- To elaborate the critical ethical issues for planning, conducting and publishing research.

**Learning Outcomes**

The students would be able to:

- Describe the types, paradigms and approaches to research.
- Employ the principles and process of quantitative research approach.
- Appraise the principles and process of qualitative research approach.
- Apply the principles of ethics in designing, executing and reporting of research.
- Formulate a research proposal in any specialized area of Home Science.

**THEORY**  
**(Credits 3; Hours 45)**

**UNIT I: Research: Paradigms, approaches and process**

**10 Hours**

This unit introduces the concept, types, designs, paradigms, approaches and process of research. The unit also highlights the concerns of reliability and validity in research.

- Definition and objectives of research
- Importance, scope and types of research
- Research design: Concept and significance
- Paradigms of research
- Research approaches: Quantitative, qualitative and mixed methods

- Reliability and validity in research – methods and concerns
- The Research Cycle

## **UNIT II: Principles and process of quantitative research approach**

**12 Hours**

This unit focuses on various research designs, methods of sampling and data collection techniques followed in quantitative research approach. It also emphasizes on the levels of measurement of data and errors in quantitative research

- Components, types and applications of research designs in quantitative research approach: Observational and experimental designs
- Concept of sampling, sampling methods - Probability and non-probability sampling in quantitative research
- Methods of data collection in quantitative research
- Measurement in research, scales and errors in measurement
- Errors in inference - bias and confounding

## **UNIT III: Principles and process of qualitative research approach**

**14 Hours**

This unit introduces students to qualitative research methodologies, exploring their philosophical foundations, data collection methods, analysis techniques and ethical considerations.

- Philosophical underpinnings: Constructivism, interpretivism and critical theory
- Approaches to qualitative research: Ethnography, phenomenology, case study research, grounded theory and action research.
- Sampling in qualitative research
- Data collection methods and techniques: Observation, interview, focus group discussion and case study.
- Data management and analysis in qualitative research: Thematic, narrative and discourse analysis

## **UNIT IV: Research and publication ethics**

**9 Hours**

This unit addresses issues related to research integrity, responsibilities of researchers and ethical standards for publishing academic work.

- Definition and importance of research ethics: Ethical concerns for research in the field of Home Science
- Ethical principles in Research planning and execution: Informed consent, anonymity, confidentiality and privacy, voluntary participation, safety and dignity of participants, transparency
- Data integrity and ethical data collection: use of appropriate methodology, ensuring accuracy and validity, managing sensitive data, avoiding misuse of information
- Bias and conflict of interest in research
- Forms of research misconduct: Fabrication and falsification of data and plagiarism
- Ethical issues in research publication: Selective reporting, misrepresentation of data, salami slicing and predatory publications

## PRACTICAL (Credits 1; Hours 30)

1. Critical review of a published original research article in any area of Home Science.
  - Identification and documentation of strengths and weaknesses of various components of the selected research article
2. Sampling in Research
  - Probability and non-probability sampling techniques
3. Formulation of a data collection tool
4. Referencing and Citation in Scientific Writing
  - Importance and different styles of referencing
  - Concept of in-text and post-text referencing
  - Digital tools for referencing
5. Plagiarism in research
  - Concept and types of Plagiarism
  - Technical writing using quotations, paraphrasing and summarizing
  - Plagiarism detection software
6. Formulation of a research proposal
  - Identification of a research problem/thrust area in any specialization of Home Science
  - Literature review related to the identified research problem
  - Proposal formulation giving timeline for conducting the research study

### Essential Readings

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Cengage Learning.
- Kothari, C. R., & Garg, G. (2023). *Research Methodology: Methods and Techniques*. New Age International Pvt Ltd, New Delhi.
- Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. 5th Ed. Sage Publications, New Delhi.
- 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)

### Suggested Readings

- Aggarwal, J. & Sabharwal, V. (2025). *Essentials of Research Methodology- A Practical Manual*. Elite Publishing House, New Delhi.
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA.: Sage.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Silverman, D. (2020). *Qualitative research* (5th ed.). SAGE Publications.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HDCS 202: LAW, POLICY AND PROGRAMMES FOR CHILDREN**

**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		
Law, Policy and Programmes for Children	4	2	0	2		Nil

**Learning Objectives**

- To recognise the international conventions, frameworks and policies in India related to children
- To evaluate the effectiveness of government programs and challenges in the implementation process
- To examine the role of advocacy, NGOs, and community-based organizations in promoting and implementing children's rights laws.

**Learning Outcomes**

The students would be able to:

- Demonstrate a comprehensive understanding of international conventions and Indian legal frameworks
- Explain the effectiveness of government programs aimed at child welfare and identify key challenges in their implementation.
- Discuss the role and impact of advocacy, NGOs, and community-based organizations in promoting children's rights and influencing policy change.

**THEORY**  
**(Credits 2; Hours 30)**

**UNIT I: Foundation of Child Rights, International Conventions and Role of Laws in India** **15 Hours**

This unit provides the foundational understanding of child rights, international conventions, and the role of laws in shaping child welfare policies in India.

- Introduction to Child Rights: Concepts and Frameworks

- The United Nations Convention on the Rights of the Child (CRC)
- India's Constitutional Provisions Related to Children and their role in Protecting and Promoting Children's Rights in India
- The Juvenile Justice (Care and Protection of Children) Act, 2015
- The Protection of Children from Sexual Offences (POCSO) Act, 2012
- The Right to Education Act (RTE), 2009
- National Policy for Children, 2013

## **Unit II: Advocacy, Implementation Approaches, and Future Directions** **15 Hours**

This unit provides an in-depth look at the major laws, policies, and programs aimed at protecting and promoting children's rights in India.

- The Role of the National Commission for Protection of Child Rights (NCPCR)
- Key Government Schemes: Integrated Child Development Services (ICDS), Beti Bachao Beti Padhao, Pradhan Mantri Matru Vandana Yojana
- Challenges in Policy Implementation: Socio-Cultural, Political, and Economic Barriers
- The Role of NGOs and Civil Society in Promoting Children's Rights
- Advocacy Strategies and the Role of Media in Shaping Public Opinion and Policy Change
- Community-Based Approaches to Child Protection and Education
- Future Directions: Emerging Issues in Child rights
- Innovations in Policy and Law

### **PRACTICAL** **(Credits 2, Hours 60)**

- Legal and Policy Analysis: Comparative analysis of key national and international legal frameworks related to children.
- Group discussions on policy gaps and implementation challenges.
- Case Study- In-depth analysis of real-life case studies on the implementation of children's rights laws in India.
- Policy Design: Design a policy or program intervention aimed at improving the welfare of women and children, based on identified gaps from current government schemes.
- Draft an evaluation framework for assessing the effectiveness of an existing policy or program targeting women and children.
- Conduct focus groups or surveys to gather data on community perceptions of government schemes.
- Advocacy and Awareness Campaign: Develop and present an advocacy campaign for a specific issue (e.g., child marriage ) addressing policy gaps and promoting legal literacy.



- Design posters, digital content, and conduct community outreach to raise awareness of a law or program targeting women and children.

### Essential Readings

- Bose, R. (2020). *India's Child Welfare Policies and Programs: Status and Effectiveness*. Oxford University Press.
- Chatterjee, P., & Ghosh, S. (2017). *Child Rights and Education in India: Policies, Programmes, and Practices*. Routledge.
- Haque, M. S., & Khatun, A. (2017). *Child Rights and Social Work: A Global Perspective*. Routledge.
- Kumar, R. (2015). *Children and the Law: A Casebook*. Oxford University Press.
- Mehta, M. (2012). *Child Protection and Juvenile Justice: A Handbook for Social Workers*. Routledge.
- Sinha, D. (2019). *Child Protection Laws in India: Challenges and Issues*. Springer.
- Mukherjee, S. (2018). *The Rights of the Child in India: An Analytical Approach*. SAGE Publications.

### Suggested Readings

- Basu, D. D. (2015). *Introduction to the Constitution of India* (23rd ed.). LexisNexis.
- Gupta, A. (2019). *Child Rights and Protection: Challenges in Legal and Social Frameworks*. Routledge India.
- Pandey, P. (2014). *Legal Frameworks for Child Protection in India*. Eastern Book Company
- Ravi, S. (2017). *Women and Children in Indian Law*. Universal Law Publishing.
- Sood, M. (2016). *Children and the Law: Legal Perspectives on Child Welfare*. Cambridge University Press.
- United Nations. (2011). *Convention on the Rights of the Child: A Handbook*. UN Publications.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HDCS 203: ANTHROPOLOGY OF CHILDHOOD**

**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		
Anthropology of Childhood	4	3	1	0		Nil

**Learning Objectives**

- To explore the historical, cultural, and theoretical foundations of childhood in anthropology with a specific focus on cross-cultural and contemporary perspectives.
- To examine the processes of socialization and cultural contexts that influence childhood across cultures
- To analyze the intersection of formal education, child labor, and identity in a globalized world, with a focus on the changing roles of children

**Learning Outcomes**

The students would be able to:

- Demonstrate an understanding of the historical and theoretical foundations of childhood in anthropology
- Explain the influence of socialization processes, cultural practices, and play in shaping childhood experiences
- Evaluate the impact of global issues such as migration, displacement, and formal education on the identity and roles of children in a rapidly changing world.

**THEORY**  
**(Credits 3; Hours 45)**

**UNIT I: Introduction to Anthropology of Childhood** **5 Hours**

This unit highlights the historical and contemporary perspectives on childhood

- Concept of children and Childhood in Anthropology
- Historical and theoretical foundation on Childhood in Anthropology

**UNIT II: Socialization in childhood****10 Hours**

This unit discusses the processes of socialization, value of children and competencies valued in different cultures.

- Cross-cultural and Contemporary perspectives
- Conceptualizations of Childhood in India
- Socialization Processes: Understanding, Family, Peer Groups, Schools and Community
- Bringing up Children: Child Rearing Beliefs and Practices, Rituals and Traditions

**Unit III: Childhood in cultural context****15 Hours**

This unit describes childhood in cultural-anthropological contexts.

- Children as Guardians and Interpreters of Indigenous Knowledge across Culture: Apprenticeship, Skill Development, and Informal Learning
- Play, Narratives and Gender: Understanding Children's Folklore in Context
- Leisure Time Activities of Tribal Children

**UNIT IV: Formal Education: Identity and Work in a Global World****15 Hours**

This unit focuses on the intersectionalities of education and the hanging roles of children in contemporary times

- Formal schooling and intersectional identity of childhood
- Social Exclusion of Tribal Children from Schooling.
- Reframing Children's Work and the Politics of Childhood Identity
- Impact of migration, displacement, conflict, diaspora, refugee and climate change
- Changing Roles of Children in a Globalized World

**TUTORIAL****(15 Hours)**

**Discussion/Workshops/Projects/Presentations on childhood in indigenous communities.**

**Essential Readings**

- Agarwal, M. (2013). *Anthropology of childhood: A cross-cultural approach*. Concept Publishing Company.
- Boyden, J. (2013). *Children and childhood in the anthropology of the state*. Palgrave Macmillan.
- Hirschfield, L. (2002). Why don't Anthropologists like children? *American Anthropologists*, 104 (2), 611-627. <https://www.jstor.org/stable/684009>.
- Konner, M. (2010). *The evolution of childhood: Relationships, emotion, mind*. Belknap Press.
- Lancy, D. (2015). *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge University Press.
- Srivastava, V.K. (2015). Are Children Individuals? In Deepak Kumar Bahera (Eds.), *Contemporary Society: Tribal Children and Their Childhood (Vol X)*, (pp.3-23). Concept Publishing Company Pvt. Ltd. New Delhi.
- Subramanyam, V. (2015). Social Exclusion of Tribal Children from Schooling in Andhra Pradesh. In Deepak Kumar Bahera (Eds.), *Contemporary Society: Tribal Children and Their Childhood (Vol X)*, (pp.135-160). Concept Publishing Company Pvt. Ltd. New Delhi.

### Suggested Readings

- Konner, M. (2005). Hunter-Gatherer infancy and childhood: The !Kung and others. In B. Hewlett, M. Lamb (Eds.), *Hunter-Gatherer Childhoods*, pp. 19-64.
- Ghosh, S. (2016). Childhood, culture and society in India. Springer.
- Gupta, R. (2015). Cultural sociology of children and childhood. Routledge India.
- Lancy, D. (2014). Babies aren't persons: A survey of delayed personhood. In H. Otto & H. Keller (Eds.), *Different faces of attachment: Cultural variations of universal human need* (pp. 66-112). Cambridge University Press.
- LeVine, Robert. (2007). Ethnographic Studies of Childhood: A Historical Overview.
- Mead, Margaret. (1928). Coming of Age in Samoa.
- Reichel, E. (2015). Concepts of Children and Childhood in Anthropology and a Tribal Community of Middle India. In Deepak Kumar Bahera (Eds.), *Contemporary Society: Tribal Children and Their Childhood* (Vol X), (pp.24-37). Concept Publishing Company Pvt. Ltd. New Delhi.
- Sarmah, J. (2018). Children in a globalized world: Development and identity in contemporary childhood. Springer.
- Shukla, R. (2017). Anthropological perspectives on childhood: Understanding children's roles in society. Sage Publications.
- Qureshi, S. M. (2015). Socialization and childhood in rural India: The changing socio-cultural roles of children. Cambridge University Press.

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

SKILL ENHANCEMENT COURSE

SEC HDCS 201: WORKING WITH VULNERABLE FAMILIES AND COMMUNITIES

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		
Working with Vulnerable Families and Community	2		0	2		Nil

Learning Objectives

- To develop a conceptual understanding of Vulnerability and the multidimensional nature of vulnerability in families and community
- To evaluate evidence-based intervention approaches for strengthening families and communities.
- To analyze and develop sustainable community intervention models based on legal frameworks and participatory approaches.

Learning Outcomes

The students would be able to:

- Describe structural inequalities and intersectional factors contributing to vulnerability and their implications
- Explain various intervention frameworks to promote family and community welfare
- Develop rights-based intervention strategies and community-driven projects for vulnerable populations.

Practical

(Credits 2; Hours 60)

UNIT I: Intervention Strategies and Support Mechanisms

30 Hours

This unit highlights strategies for intervention and approaches for strengthening families and communities

- Trauma-Informed Approaches to Working with Families
- Family Strengthening Programs: Parenting Support, Counselling, and Education
- Community-Based Approaches: Role of NGOs and Peer Networks
- Role of Schools, Healthcare, and Child Protection Services

UNIT II: Advocacy, Policy, and Sustainable Family and Community Engagement

30 Hours

This unit deals with policies and legal frameworks that guide community engagement and

also designing intervention programs based on the guidelines

- Rights-Based Approaches and Legal Frameworks for Family Welfare
- Policy Interventions: Government Schemes and Social Protection Programs
- Participatory Methods for Community Engagement and Empowerment
- Ethical Considerations in Working with Vulnerable Populations
- Project: Designing a Community Intervention Program

### Essential Readings

- Fraser, M. W., Kirby, L. D., & Smokowski, P. R. (2014). *Risk and resilience in childhood: An ecological perspective* (2nd ed.). NASW Press.
- Kumar, S., & Fischer, H. (2013). *Community-based approaches to sustainable development*. Routledge.
- Menon, N., & Nigam, S. (2021). *Engaging with inequalities: Family, gender, and law in India*. Orient Blackswan.
- Luthar, S. S. (2015). *Resilience and vulnerability: Adaptation in the context of childhood adversities*. Cambridge University Press.
- Patel, V. (2017). *Where there is no psychiatrist: A mental health care manual*. RCPsych Publications.
- Tobin, G. A., & Montz, B. E. (2019). *Evolving vulnerability and social justice: The challenge of resilient communities*. Routledge.
- Ungar, M. (2021). *Multisystemic resilience: Adaptation and transformation in contexts of change*. Oxford University Press.

### Suggested Readings

- Baru, R. V. (2018). *Health and equity: Perspectives from India*. Oxford University Press.
- 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.
- Sriram, R. (2014). *Engaging in Social Intervention (For Learners) Volume I*. New Delhi: Concept Publishing.
- Sriram, R. (2014). *Engaging in Social Intervention (For Mentors) Volume II*. New Delhi: Concept Publishing.
- 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.

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

**SKILL ENHANCEMENT COURSE**  
**SEC HDCS 202: PARENTING AND EARLY INTERVENTION**

**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		
Parenting and Early Intervention	2	0	0	2		Nil

**Learning Objectives**

- To recognise the foundational concepts of parenting and the various practices across cultures, as well as the challenges contemporary parents face.
- To examine the risk factors, developmental delays, and disabilities in children, along with the tools used for screening and assessment.
- To explore early intervention techniques and their practical implementation for children and families.

**Learning Outcomes**

The students would be able to:

- Evaluate parenting practices, identify the challenges, and understand how these challenges impact the parent-child relationship.
- Explain various risk factors and developmental delays in children and will demonstrate proficiency in using appropriate screening tools.
- Demonstrate skills to design, implement, and evaluate evidence-based early intervention programs, focusing on holistic child development and community-based support systems.

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

**Unit I: High-Risk Children, Developmental Delays, and Disabilities                      30 Hours**

This unit highlights the risk factors and protective factors for children and approaches for screening and assessment

- Understanding Risk Factors: Socioeconomic, Environmental, and Biological Influences
- Identifying Developmental Delays: Screening and Assessment Tools
- Impact of Risk Factors on Child Development and Well-being
- Protective factors for children and addressing diverse Needs

**Unit II: Early Intervention Techniques and Practical Implementation                      30 Hours**

This unit focuses on approaches to care for children and parents through evidence-based approaches

- Approaches to Care of the High-Risk newborn and family
- Designing Intervention Programs: Early Learning and Support Systems
- Parent Coaching and Behavioral Interventions for At-Risk Children
- Collaborations for Holistic Child Development
- Community-Based Approaches to Early Intervention
- Project: Designing an Evidence-Based Parenting or Early Intervention Program

### Essential Readings

- Fraser, M. W., Kirby, L. D., & Smokowski, P. R. (2014). Risk and resilience in childhood: An ecological perspective (2nd ed.). NASW Press.
- Gil, E. (2012). Trauma-informed care for children and families. Guilford Press.
- Luthar, S. S. (2015). Resilience and vulnerability: Adaptation in the context of childhood adversities. Cambridge University Press.
- Ungar, M. (2012). The social ecology of resilience: A handbook of theory and practice. Springer.
- Walsh, F. (2016). Strengthening family resilience (3rd ed.). Guilford Press.

### Suggested Readings

- Beck, U. (2011). *Risk society: Towards a new modernity*. SAGE.
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford Press.
- Ungar, M. (2021). *Multisystemic resilience: Adaptation and transformation in contexts of change*. Oxford University Press.
- Wilkinson, R., & Pickett, K. (2018). *The inner level: How more equal societies reduce stress, restore sanity, and improve everyone's well-being*. Penguin Books.

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