

UNIVERSITY OF DELHI

DEPARTMENT: Home Science

COURSE NAME: Bachelors in Humanities with Human Development and Family Empowerment

(SEMESTER - 1)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

Bachelors in Humanities with Human Development and Family Empowerment

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in
			Lecture	Tutorial	Practical		
Principles of Child Development	DSC-HDFE-1	4	3	0	1	Class XII	Annexure-1
Theoretical Foundations in Human Development	DSC-HDFE-A1	4	3	0	1	Class XII	Annexure-2

DSC-HDFE-1: Principles of Child Development

CREDITS: 4 (THEORY 3, PRACTICAL 1)

(Theory 45 Periods; Practical 30 Periods)

LEARNING OBJECTIVES:

1. To familiarize students with the concept of child development as a field of study.
2. To introduce students with various methods of child study
3. To create an understanding of prenatal development

COURSE OUTCOMES:

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

1. Get familiarized with the concept of child development as a field of study.
2. Develop an understanding of prenatal development.
3. Learn about the basics of techniques of data collection.

THEORY (Credits : 3 , Periods : 45)	
Unit I: Introduction to Child Development Unit Description: This unit will help students to understand child development as a field of study. It also will provide insights into the historical perspective regarding development of children.	(10 lectures)
<i>Subtopics:</i> <ul style="list-style-type: none"> ● Definition, Scope and importance of child development as a field of study ● Historical foundation of child development 	
Unit II: Introduction to methods of Child Study	(11 lectures)

<p>Unit Description:</p> <p>Students will get acquainted with the methods of child study through the examples of well framed interviews, questionnaires.</p>	
<p><i>Subtopics:</i></p> <ul style="list-style-type: none"> ● Observation ● Interview ● Questionnaire ● Case study 	
<p>Unit III: Aspects of Development</p> <p>Unit Description:</p> <p>Students will get aware about the aspects of development through discussion on the principles of development, developmental norms.</p>	(11 lectures)
<p><i>Subtopics:</i></p> <ul style="list-style-type: none"> ● Principles of Development ● Developmental Norms 	
<p>Unit IV: Prenatal Development</p> <p>Unit Description:</p> <p>Students will gain understanding of prenatal through presentations on stages of prenatal development and factors which have an impact.</p>	(13 lectures)
<p><i>Subtopics:</i></p> <ul style="list-style-type: none"> ● Stages of prenatal development ● Factors affecting prenatal development 	
PRACTICAL	(15 lectures)
<p>Unit Description:</p> <p>The practical will provide hands-on experience on the methods of data collection in the field of human development.</p>	2 hours each

<i>Subtopics:</i>	
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| <ul style="list-style-type: none">● Recording/documenting any two methods of data collection● Review of any one documentary related to prenatal development | |
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ESSENTIAL READINGS

- Berk, L. E. (2013). *Child development (9th edition)*. New Delhi: Prentice Hall.
- Colley, D. and Cooper, P. (Eds.) (2017). *Attachment and emotional development in the classroom*. Oxford City: Jessica Kingley Publishers
- Verma, P., Srivastava, D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.
- Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.

SUGGESTED READINGS:

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

DSC-HDFE-A1: Theoretical Foundations in Human Development

CREDITS: 4 (THEORY 3, PRACTICAL 1)

(Theory: 45 Periods; Practical: 30 Periods)

LEARNING OBJECTIVES:

1. To enable an understanding of the significance of the theoretical basis of Human Development.
2. To gain an in-depth understanding of selected theories in Human Development.

COURSE OUTCOMES:

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

1. Students will gain an insight into the importance and role of theories in Human Development.
2. Students will develop an understanding of selected theories in Human Development.
3. Students will become aware of the concepts and perspectives related to human development.

THEORY (Credits : 3 , Periods : 45)	
Unit I: Introduction to theories in Human Development Unit Description: Students will be introduced to themes in the area of human development covering nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities.	(6 lectures)
<i>Subtopics:</i> <ul style="list-style-type: none"> ● Key themes in the study of Human Development- Nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities. 	
Unit II: Psycho-analytic perspectives on Human Development Unit Description:	(13 lectures)

Students will be introduced to the Psycho-analytical perspectives on Human Development by Sigmund Freud and Eric H. Erikson.	
<i>Subtopics:</i> <ul style="list-style-type: none"> • Psycho-sexual theory by Sigmund Freud • Psycho-social theory by Eric H. Erikson 	
Unit III: Theories on Cognitive Development Unit Description: Students will get acquainted with theoretical perspective with regard to cognitive development. This unit will be covering theories by Jean Piaget and Lev Vygotsky.	(13 lectures)
<i>Subtopics:</i> <ul style="list-style-type: none"> • Theory of Cognitive Development by Jean Piaget • Socio-cultural theory of Cognitive Development by Lev Vygotsky 	
Unit IV: Selected Theories in Child Development Unit Description: Students will be made familiar regarding other theories in the area of child development. This unit will be covering theories by Urie Bronfenbrenner, Albert Bandura, John Bowlby and so on.	(13 lectures)
<i>Subtopics:</i> <ul style="list-style-type: none"> • Ecological Systems Theory by Urie Bronfenbrenner • Social Learning Theory by Albert Bandura • Attachment Theories (John Bowlby, Mary Ainsworth, Harry Harlow) 	
PRACTICAL Unit Description: The practical will provide an understanding on validating and applying theories of human development in real life.	(15 lectures) 2 hours each
<i>Subtopics:</i> <ul style="list-style-type: none"> • Biography of any one theorist of human development • Application of any one theory in real life situations 	

ESSENTIAL READINGS (Theory and Practical)

- Newman, P.R., & Newman, B.M. (2015). Theories of Human Development. New York: Routledge
- Rice, P. (2000). Human Development: A Lifespan Approach (4th edition). (and all further editions). New Jersey, Prentice-Hall Inc
- Srivastava, V.N., Srivastava D.N. (2020). *Adhunik vikasatmak manovigyan*. Shi Vinod Pustak Mandir.
- Allen, B.P. (2006). Personality theories: Development, growth and diversity (5th ed.) Needham Heights, MA: Allyn and Bacon

SUGGESTED READINGS (Theory and Practical)

- Berk, L. E. (2000). Child development. New Delhi: Prentice Hall.
- Berk, L. E. (2017). Exploring Lifespan Development. New York: Pearson
- Berger, J.M. (2010). Personality (8th ed.). Belmont, CA: Thomson/Wadsworth. Journal of Developmental Psychology
- Santrock, J.W. (2007). Lifespan Development (3rd ed.). New Delhi, Tata- McGraw Hill