Department of Home Science

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

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

Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-7-HDFE: ECCE- PROGRAM PLANNING AND PRACTICES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
ECCE- Program Planning and Practices	4	2	-	2	Class XII	NIL

Learning Objectives:
1. To understand various aspects of planning and evaluation of ECCE centers.
2. To understand views of various philosophers in the area of ECCE
3. To develop skills and methods required for planning.

Learning Outcomes:
After completion of the course, the students will be able to:
1. Develop skills and methods required for planning.
2. Understand the importance of planning in an ECCE program
3. Develop an effective curriculum based on the principles of program planning

THEORY
(Credits 2, Hours 30)

UNIT I: Understanding the need and importance of program planning   (**12 hours**)
Unit Description:
This unit provides a basic understanding about the aspects of planning in ECCE.

Subtopics:
- Program planning in ECCE: Definition and Principles
- Important considerations while planning programs for preschoolers (long term and short term goals)

UNIT II: Contribution of Indian and Western Philosophers in the field of ECCE   **(8 hours)**
Unit Description:
This units focuses on the contribution by various philosophers in the field of Early childhood Care and Education

Subtopics:
- Indian Philosophers: Gijubhai Badheka, Tarabai Modak, Rabindranath Tagore, Mahatma Gandhi (Any two)
- Western Philosophers: F. Froebel, M. Montessori

UNIT III: Components of a successful ECCE program.   **(10 hours)**
Unit Description:
This unit focuses on various important components of ECCE program.

Subtopics:
- Planning space and equipment in an ECCE centre
- Roles and qualities of an ECCE worker
- Importance of community involvement.

PRACTICAL
(Credits 2; Hours 60)

1. Visit to an ECCE program/centre
2. Interview with an ECCE worker
3. Designing one-week Teaching Plan for an ECCE centre.

ESSENTIAL READINGS:
- Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- Gupta, M. S. (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
- IGNOU. Organizing Child Care Services: DECE-1. New Delhi: IGNOU
- Mohanty, J., &Mohanty, B. (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.
- Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.

SUGGESTED READINGS:
- Kaul, V. and Bhatnagar, R. (2009). *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
- Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.
- Roopnarine, J. L., & Johnson, J. E. (2012). *Approaches to Early Childhood Education* (5th ed.). Pearson.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage

DISCIPLINE SPECIFIC CORE COURSE – DSC-8-HDFE PRINCIPLES AND PERSPECTIVES ON ECCE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

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

Learning Objectives:
- To understand the need and significance of early childhood care and education.
- To understand the policy perspectives on ECCE in India and world.
- To develop skills to make low-cost Teaching-Learning Material (TLM).

Learning Outcomes:
After completion of the course, the students will be able to:
- Become sensitized on the significance of focusing on early years.
- Understand the policy perspectives of ECCE in India.
- Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

THEORY
(Credits 2; Hours 30)

UNIT 1: Introduction to Early Childhood Care and Education (ECCE)   **(10 Hours)**
- Unit Description:

This unit gives an overview of ECCE while focusing on the importance of early years.

Subtopics:
- Definition and Objectives of ECCE
- Significance of investing in early childhood
- National ECCE Policy 2013

UNIT 2: Developmental needs in Preschool years   **(10 Hours)**

- Unit Description:

This unit focuses on the developmental needs of preschoolers and making of the activities related to the different domains of development using play material

Subtopics:
- Physical-motor, cognitive, language and socio-emotional development in Preschool years
- Preparation and use of learning and play material – Principles & characteristics

UNIT 3: Policy Perspectives in ECCE   **(10 Hours)**

- Unit Description:

This unit focuses on creating awareness among students about the policies, legislations & programs related to ECCE in Indian context.

Subtopics:
- National Curriculum Framework 2005 and ECCE
- Role of Right to Education Act 2009 in promotion of ECCE
- Position of ECCE in New National Education Policy, 2020

PRACTICAL
(Credits 2; Hours 60)

1. Designing low cost/environment friendly teaching-learning materials (TLM) and activities for all domains of development
2. Using prepared TLMs to gain hands on experience- One-week internship in nursery/pre/play school.

ESSENTIAL READINGS:
- Day, M., Kaul, V., & Sawhney, S. (2022). *Early childhood education for marginalized children in India: Deconstructing quality*. Sage Publications
- Bhattacharjea, S, Kaul, V. (2019). Early childhood education and school readiness in India: Quality and diversity. Springer Singapore
- NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC
- National Education Policy (2020). Ministry of Human Resource Development. GOI. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.

SUGGESTED READINGS:
- Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.
- World Bank (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

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

Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-8-HDFE: PRINCIPLES AND PERSPECTIVES ON ECCE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

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

Learning Objectives:
1. To understand the need and significance of early childhood care and education.
2. To understand the policy perspectives on ECCE in India and world.
3. To develop skills to make low-cost Teaching-Learning Material (TLM).

Learning Outcomes:
After completion of the course, the students will be able to:
1. Become sensitized on the significance of focusing on early years.
2. Understand the policy perspectives of ECCE in India.
3. Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

THEORY
(Credits 2; Hours 30)

UNIT 1: Introduction to Early Childhood Care and Education (ECCE)   **(10 Hours)**
- Unit Description:

This unit gives an overview of ECCE while focusing on the importance of early years.

Subtopics:
- Definition and Objectives of ECCE
- Significance of investing in early childhood
- National ECCE Policy 2013

UNIT 2: Developmental needs in Preschool years   **(10 Hours)**
- Unit Description:

This unit focuses on the developmental needs of preschoolers and making of the activities

related to the different domains of development using play material

Subtopics:
- Physical-motor, cognitive, language and socio-emotional development in Preschool years
- Preparation and use of learning and play material – Principles & characteristics

UNIT 3: Policy Perspectives in ECCE   **(10 Hours)**

- Unit Description:

This unit focuses on creating awareness among students about the policies, legislations & programs related to ECCE in Indian context.

Subtopics:
- National Curriculum Framework 2005 and ECCE
- Role of Right to Education Act 2009 in promotion of ECCE
- Position of ECCE in New National Education Policy, 2020

PRACTICAL
(Credits 2; Hours 60)

1. Designing low cost/environment friendly teaching-learning materials (TLM) and activities for all domains of development
2. Using prepared TLMs to gain hands on experience- One-week internship in nursery/pre/play school.

ESSENTIAL READINGS:
- Day, M., Kaul, V., & Sawhney, S. (2022). *Early childhood education for marginalized children in India: Deconstructing quality*. Sage Publications
- Bhattacharjea, S, Kaul, V. (2019). Early childhood education and school readiness in India: Quality and diversity. Springer Singapore
- NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC
- National Education Policy (2020). Ministry of Human Resource Development. GOI. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.

SUGGESTED READINGS:
- Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.
- World Bank (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

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

DISCIPLINE SPECIFIC CORE COURSE – DSC-9-HDFE: WOMEN RIGHTS AND GENDER JUSTICE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Women Rights and Gender Justice	4	2	-	2	Class XII	NIL

LEARNING OBJECTIVES:

- To understand women's rights and movements in India.
- To recognize gender issues prevailing in Indian society.
- To understand the legal frameworks for women in India.

LEARNING OUTCOMES:
After completion of the course, the students will be able to:
- Identify gender issues existing in Indian society.
- Understand women laws, acts and movements in India.
- Comprehend the women's rights of India.

THEORY
(Credits 2; Hours 30)

UNIT I: Women Rights as Human Rights   (**12 hours**)
Unit Description:
This unit provides awareness regarding women rights and movements in India.

Subtopics:

- Concept of women rights: Reproductive rights, Health education right, Employment and Legal rights.
- Women's movement in India: Chipko movement, Narmada Bachao Andolan, SEWA, SHGs etc.

UNIT II: Perspectives on Women Rights   (**8 hours**)

Unit Description:
This unit focuses on the concept of Feminism and the role of UN agencies in promoting Gender Justice.

Subtopics:
- Feminism – 3 waves of Feminism
- Role of UN in promoting Gender Justice

UNIT III: Laws for Women in India: Path to Gender Justice   **(10 hours)**

Unit Description:
This unit focuses on generating awareness regarding laws for women in India.

Subtopics:
- Protection of Women from Domestic Violence Act 2005
- Sexual Harassment of Women at workplace Act 2013
- The Maternity Benefit Act 1961

PRACTICAL
(Credits 2; Hours 60)

4. Case study of any one law/movement related to Women's Right
5. Review of one documentary/book/video based on gender justice
6. Workshop/ talk/webinar on the topic of Gender sensitization

ESSENTIAL READINGS:
- Chawla, M. (2013). Gender Justice: Women and Law in India, New Delhi
- Bhasin, K. (2000). Understanding Gender. New Delhi. Kaali for Women.
- Bhasin, K. (1986). Some questions on feminism. Jagori
- Chopra, G. (2015). Child Rights in India. Springer
- Vij, M. et.al (2014). Women's Studies in India, A journey of 25 years, Rawat Publication

SUGGESTED READINGS:
- Brizendine, L. (2008). The Female Brain. Bantam books.
- Lips, Hilary M., (2015), Gender the basics, Routledge, London
- Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.
- Oberoi, P. (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press

DISCIPLINE SPECIFIC CORE COURSE – DSC-10-HDFE: CHILD RIGHTS AND GENDER EQUITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Child Rights and Gender Equity	4	2	-	2	Class XII	NIL

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

LEARNING OUTCOMES:
After completion of the course, the students will be able to:
- Acquire knowledge about child rights in India.
- Be sensitized to various dimensions of challenges faced by children.
- Develop insight on contemporary gender issues.

THEORY
(Credits 2; Hours 30)

UNIT I: Vulnerable Children- Need for Child Rights   **(12 hours)**
Unit Description:
This unit focuses and gives students awareness about various groups of disadvantaged children.

Subtopics:
- Understanding Exclusion and Vulnerability in Childhood
- Vulnerable Children-Magnitude and Classification

UNIT II: Concept of Child Rights   (**8 hours**)
Unit Description:
This unit focuses on providing basic knowledge about rights for children in India and the role played by important stakeholders in protecting these rights.

Subtopics:
- Definition of Child and Child Rights
- Protecting Child Rights-Laws and Policies for Children in India

UNIT III: Gender Equity- The way Ahead   (**10 hours**)
Unit Description:
This unit focuses on the difference between equality and equity and process of socialization involved in constructing these perspectives.

Subtopics:
- Gender Equity v/s Gender Equality-Concept and Scope
- Socialization for Gender Equity

PRACTICAL
(Credits 2; Hours 60)

1. Case Profile of a child in difficult circumstances
2. Poster making on Gender related issues
3. Portrayal of Gender (males and females) in school books/text-books/story books and magazines to identify the scope of gender equity.

ESSENTIAL READINGS:
- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
- Kataria, K. and Parihar, M. (2017) Women Empowerment Gender Equality and Social Justice. Books Treasure.
- Monica, C. (2022). Gender Justice: Women and Law in India. Deep & Deep Publications.

SUGGESTED READINGS:
- Seidman, Steven (1996), (ed), 'Queer Theory/Sociology', Blackwell ϖ V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
- Lips, Hilary M., (2015), Gender the basics, Routledge, London
- Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, (2003), Family and Gender, Sage, New Delhi
- Oberoi, Patricia, (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
- Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.

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

DISCIPLINE SPECIFIC CORE COURSE – DSC-10-HDFE: CHILD RIGHTS AND GENDER EQUITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequi site of the course
		Lecture	Tutorial	Practical/ Practice		
Child Rights and Gender Equity	4	2	-	2	Class XII	NIL

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

LEARNING OUTCOMES:
After completion of the course, the students will be able to:
- Acquire knowledge about child rights in India.
- Be sensitized to various dimensions of challenges faced by children.
- Develop insight on contemporary gender issues.

THEORY
(Credits 2; Hours 30)

UNIT I: Vulnerable Children- Need for Child Rights (12 hours)
Unit Description:
This unit focuses and gives students awareness about various groups of disadvantaged children.

Subtopics:
- Understanding Exclusion and Vulnerability in Childhood
- Vulnerable Children-Magnitude and Classification

UNIT II: Concept of Child Rights   **(8 hours)**
Unit Description:
This unit focuses on providing basic knowledge about rights for children in India and the role played by important stakeholders in protecting these rights.

Subtopics:
- Definition of Child and Child Rights
- Protecting Child Rights-Laws and Policies for Children in India

UNIT III: Gender Equity- The way Ahead   **(10 hours)**
Unit Description:
This unit focuses on the difference between equality and equity and process of socialization involved in constructing these perspectives.

Subtopics:
- Gender Equity v/s Gender Equality-Concept and Scope
- Socialization for Gender Equity

PRACTICAL
(Credits 2; Hours 60)

1. Case Profile of a child in difficult circumstances
2. Poster making on Gender related issues
3. Portrayal of Gender (males and females) in school books/text-books/story books and magazines to identify the scope of gender equity.

ESSENTIAL READINGS:

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
- Kataria, K. and Parihar, M. (2017) Women Empowerment Gender Equality and Social Justice. Books Treasure.
- Monica, C. (2022). Gender Justice: Women and Law in India. Deep & Deep Publications.

SUGGESTED READINGS:

- Seidman, Steven (1996), (ed), 'Queer Theory/Sociology', Blackwell ϖ V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
- Lips, Hilary M., (2015), Gender the basics, Routledge, London
- Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, (2003), Family and Gender, Sage, New Delhi

- Oberoi, Patricia, (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
- Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.

Pool of Discipline Specific Electives (DSEs)

ODD SEMESTER

DISCIPLINE SPECIFIC ELECTIVE – DSE-HDFE –CHILDREN IN ESPECIALLY DIFFICULT CIRCUMSTANCES

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children in Especially Difficult Circumstances	4	2	0	2	Class XII	NIL

LEARNING OBJECTIVES:
1. To learn about various dimensions of vulnerability with regard to children
2. To create awareness about various groups of disadvantaged children
3. To create understanding about the organizations and services available for disadvantaged children

LEARNING OUTCOMES:
After completion of the course, students will be able to:
1. Become aware and acquire knowledge about child rights in India.
2. Be sensitized to the various dimensions of challenges faced by children.
3. Become aware about the organizations, institutions and services for disadvantaged children.

THEORY   **(30 Hours)**

UNIT 1: Overview of Children in Especially Difficult Circumstances (CEDC)   **(6 Hours)**
Unit Description:
This unit provides a basic understanding about all the aspects of CEDC.
   Subtopics:
- Definition of CEDC
- Classification of CEDC
- Magnitude and Causes

UNIT 2: Categories of CEDC: Issues and Challenges   **(12 Hours)**
Unit Description:
This unit focuses on various categories of disadvantaged children and challenges faced by them.
   Subtopics:
- Children in conflict with law
- Street children
- Child labour
- Child trafficking

Unit 3: Provisions for child protection in India   **(12 Hours)**
Unit Description:
This unit focuses on providing information about the various organizations, laws and programs available in India for children in especially difficult circumstances

> *Subtopics:*
> - Concept of child protection: NCPCR, Childline
> - Protection of Children from Sexual Offences Act (POCSO, 2012)
> - Child Labour (Prohibition and Regulation) Amendment Act, 2016
> - Juvenile Justice (Care and Protection of Children) Act, 2015
> - Organizations working for Child protection: Prayas, Butterflies, Bachpan Bachao Andolan

PRACTICAL
(Credits 2; 60 Hours)

- Poster making/ News articles collection on the issue of child abuse
- Film review/Visit to an organization working for child protection
- Case profile of a working child/ Street child

ESSENTIAL READINGS:
- Bajpai, A. (2006). *Child rights in India: law, policy and practice*. New Delhi: Oxford University Press.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer.
- सेतिया. ए. (2012). बच्चों के कानूनी हक। उत्तराखंडः राज्य बाल अधिकार संरक्षण आयोग E-book retrieved from http://wecd.uk.gov.in/files/book.pdf

SUGGESTED READINGS:
- Children in Difficult Circumstances. Retrieved from https://www.planindia.org/wp-content/uploads/2019/09/CIDC-Report-compressed.pdf
- NIPCCD (2002). Children in difficult circumstances: Summaries of research. New Delhi: Resource Centre on Children.
- Sathpathy, C. (2013). Child welfare policies and programme in India. Insights of India, Issues concerning children. https://www.insightsonindia.com/wp-content/uploads/2013/09/child-welfare-policies-and-programmes-in-india.pdf
- भारत में बाल संरक्षण कानूनों का सारांश. SATYARTHI: Kailash Satyarthi Children's Foundation Retrieved from https://satyarthi.org.in/wp-content/uploads/BondedLabor/Hindi/Summary%20of%20Child%20Protection%20Laws_Hindi.pdf

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language Development and Early Literacy	4	2	0	2	Class XII	NIL

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

LEARNING OUTCOMES:
After completion of the course, the students will be able to:
1. Understand the process of language development
2. Get awareness regarding the importance of early stimulation
3. Understand the role of family and school in language development

THEORY
(Credits 2; 30 hours)

Unit I: Language and Communication (11 hours)
Unit Description:
This unit focuses on providing basic knowledge about language and its importance.
Subtopics:
- Language and its importance
- Language Acquisition
- Grammar, Phonetics, Semantics

Unit II: Stages of Language Development (11 hours)
Unit Description:
This unit focuses on various factors and problems related to language development during different life stages
Subtopics:
- Language Development through Infancy, Childhood and Adolescence

- Factors affecting language development
- Early Identification of problems related to language development

Unit III: Role of Family and School   (08 hours)
Unit Description:
This unit focuses on the importance of stimulation in language development
Subtopics:
- Home Stimulation
- Role of Caregiver in language development
- School Enrichment Programme
- Role of a Teacher

PRACTICAL
(Credits 2; Hours 60)
- Identification and documentation of early literacy programs in the country (Any two)
- Preparation of booklets for reading readiness
- Organizing Workshop /webinar/ interactive session on communication skills of children and report writing.

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

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

DISCIPLINE SPECIFIC ELECTIVE – DSE-HDFE-DEVELOPING EARLY CHILDHOOD CURRICULUM

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Developing Early Childhood Curriculum	4	2	0	2	Class XII	NIL

LEARNING OBJECTIVES:
1. To understand need and significance of early childhood period.
2. To understand meaning, scope and significance of curriculum development in ECCE.
3. To develop skills to holistically develop and evaluate the curriculum.

LEARNING OUTCOMES:
After completion of the course, the students will be able to:
1. Get awareness and acquire knowledge about early childhood.
2. Understand curriculum designing and evaluation for early childhood years.
3. Understand pedagogical approaches in early childhood curriculum.

THEORY (30 hours)

Unit I: Development during early years and importance of curriculum development (12 hours)
Unit Description:
This unit provides a basic understanding about Early Childhood Curriculum.
Subtopics:
- Developmental Milestones (birth -8years)
- Meaning and significance of Curriculum Development
- Qualities of a good curriculum for providing Early Childhood Education (ECE)

Unit II: Content and Pedagogy in Early Childhood Curriculum (8 hours)
Unit Description:
This unit focuses on providing basic knowledge about Pedagogy in Early Childhood Curriculum.
Subtopics:
- Understanding different pedagogical approaches (Activity/theme based, play-way, child centered)
- Selection of activities and learning aids for different age-groups (Infancy, Pre-school and Early School stages)

Unit III: Curriculum Assessment (10 hours)
Unit Description:

This unit focuses on the holistic evaluation and curriculum assessment
  Subtopics:
  ● Assessment and evaluation: Need and tools
  ● Holistic evaluation of the curriculum: Child, Staff, Center, Learning activities

PRACTICAL   **(60 hours)**
  ● Develop One Week Schedule (Curriculum) for 3-6 and 6-8 years old
  ● Prepare a checklist for evaluating an ECE Curriculum
  ● Make assessment of a child (3-6 years) using the 'Child Assessment Card' issued by Ministry of Women & Child Development, GOI.

ESSENTIAL READINGS:
  • Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
  • Gupta, M. S. (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
  • Mohanty, J., &Mohanty, B. (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.
  • Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
  • Romila Soni, R. (2015). Theme Based Early Childhood Care and Education Programme: A Resource Book. National Council of Educational Research and Training.
  • Theory and Practice in Early Childhood Care and Education. Managing Children's Programmes: Some Perspectives. Indira Gandhi National Open University DECE Study Material

SUGGESTED READINGS:
  • Kaul, V. and Bhatnagar, R. *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
  • Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.
  • Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.
  • Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia
  • Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.

POOL OF DSE FOR EVEN SEMESTER

> **DISCIPLINE SPECIFIC ELECTIVE – DSE-HDFE-EDUCATION AND REHABILITATION APPROACHES FOR PERSONS WITH DISABILITIES**

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Education and Rehabilitation Approaches for Persons with Disabilities	4	2	0	2	Class XII	NIL

LEARNING OBJECTIVES:
1. To introduce students to educational approaches for Persons with Disabilities
2. To help students gain an understanding of Assistive Technology and ICT for Persons with Disabilities.
3. To make the students understand about Rehabilitation Approaches for Persons with Disabilities

LEARNING OUTCOMES:
After completion of the course, students will be able to:
1. Develop an understanding regarding educational approaches for persons with disabilities.
2. Gain an insight regarding assistive technology and ICT for persons with disabilities.
3. Get awareness about the rehabilitation approaches for persons with disabilities.

THEORY:
(Credits 2; Hours 30)
UNIT 1: Introduction to educational approaches for Persons with Disabilities   (10 Hours)
Unit Description:
This unit will introduce the educational approaches for Persons with Disabilities.
  Subtopics:
- Paradigm shift in educational approach from Segregation to Inclusion
- Role of significant others in developing self-image and self-esteem of Persons with Disabilities.
- Deno-cascade model of service delivery.

Unit 2: Assistive Technology and ICT for Persons with Disabilities   (10 Hours)
Unit Description:
This unit will introduce students to different Assistive Technology and its uses for persons with disabilities.
  Subtopics:
- Understanding ICT and its role in Classroom learning

- Assistive devices and their importance for Persons with Disabilities (Braille-books, Hearing Aids, Walking Canes etc.)

UNIT 3: Rehabilitation Approaches for Persons with Disabilities (10 Hours)
Unit Description:
This unit will lay emphasis on understanding the concept of Rehabilitation Approaches for Persons with Disabilities.
  Subtopics:
  - Therapeutic Intervention – Occupational therapy (OT), Physio-Therapy (PT) and Speech Therapy (ST)
  - Community Based Rehabilitation (CBR)
  - Institution Based Rehabilitation (IBR)

PRACTICAL
(Credits 2; Hours 60)
1. Interview a person with disability to understand role of significant others in their life.
2. Identify various ICT tools and how they facilitate learning of persons with disabilities
3. Prepare a list of assistive devices for persons with disabilities and their use.

ESSENTIAL READINGS:
- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education
- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances (2014). Ministry of Social Welfare, Govt. of India, New Delhi.
- Ladau E. (2021). Demystifying Disability: What to Know, What to Say, and How to Be an Ally, Ten Speed Press Publisher
- Nair, R. (2013). Development and Validation of Trivandrum Development Screening Chart for children aged 0-6 years, The Indian Journal of Pediatrics. DOI:10.1007/s12098-013-1144-2

SUGGESTED READINGS:
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO. (1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO. (1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva
- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O' Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Sarva Siksha Abhiyan. Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Socio-Emotional Development: A Lifespan Perspective	4	2	0	2	Class XII	NIL

DISCIPLINE SPECIFIC ELECTIVE – DSE- HDFE-: SOCIO-EMOTIONAL DEVELOPMENT: A LIFESPAN PERSPECTIVE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

LEARNING OBJECTIVES:
- To enable students to understand the concept and relevance of social and emotional skills.
- To provide a lifespan perspective of socio-emotional skills to the students.
- To enable students in understanding various factors promoting socio-emotional skills in humans.

LEARNING OUTCOMES:
After completion of the course, the students will be able to:
- Understand the concept and relevance of social and emotional skills.
- Get a lifespan perspective of socio-emotional skills.
- Understand various factors promoting socio-emotional skills in humans.

THEORY
(Credits 2; Hours 30)
UNIT I: Introduction to Socio-Emotional Development (8 hours)
Unit Description:
This unit focuses on making students understand the concept and importance of socio-emotional development in human beings.
  Subtopics:
- Socio-Emotional Development: Concept and importance
- Critical Socio-Emotional Skills: Empathy, Managing Self and Social Relationships, Critical thinking, Conflict Resolution
- Social and Emotional Intelligence: Meaning and relevance

UNIT II: Importance of Socio-Emotional Development in Human Lifespan (12 hours)
Unit Description:
This unit focuses on providing a life-span perspective in understanding the importance of socio-emotional skills
  Subtopics:
- Socio-Emotional Development and Psycho-Social theory of Development:

- Childhood years
- Adolescence
- Adulthood

UNIT III: Factors affecting Socio-Emotional Development   **(10 hours)**
Unit Description:
This unit focusses on important factors like family, school etc. that play an important role in developing socio-emotional skills in humans
   Subtopics:
   - Role of Family/ Parenting Strategies
   - Role of School, Teachers and Peers

PRACTICAL
(Credits 2; Hours 60)
1. Plan and document any two activities to improve socio-emotional skills in children.
2. Discuss and analyze any one standardized program for promoting Socio-Emotional Learning. Eg: Collaborative for Academic, Social and Emotional Learning (CASEL), Promoting Alternative Thinking Strategies (PATHS) etc.
3. Review a movie/documentary/video about emotional problems faced by children in school (Eg. bullying, peer pressure) and write learnings from it

ESSENTIAL READINGS:

- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ.* Bantam Publications
- Sapra, R. (2020). Resilience as a Significant Factor in Child and Adolescent Health Pp 179-198. In *Handbook on Child and Adolescent Behavior and Health*. Ed Antonio Araujo Goncales, Nova Science Publishers, New York
- Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- Singh, A. (2015). *Foundation of Human development: A lifespan approach*. London: Orient Longman.

SUGGESTED READINGS:
- Burk, D.I (1996) Understanding Friendship and Social Interaction. *Childhood Education*, 282-85
- Advancing Social and Emotional Learning. CASEL.org. Retrieved from https://casel.org/
- Sapra, R. (2020). Parenting Children for Emotion Regulation and Resilience: A Review. *International Journal of Science and Research*. Volume9 Issue 5.

DSE HS 6-1: 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		
Research Methods in Home Science	4	3	0	1	XII Pass	NIL

Learning Objectives

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

Learning Outcomes

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

THEORY
(Credits 3; Hours 45)

UNIT I: Research Purpose and Design (10 Hours)

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

- Meaning, purpose and significance of research
- Research as a scientific method
- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design

- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques   (15 Hours)

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

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

UNIT III: The Research Process   (15 Hours)

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

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

UNIT IV: Values, Social Responsibility and Ethics in Research   (5 Hours)

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

- Ethical principles guiding research: from inception to completion and publication of research

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

PRACTICAL
(Credits 1; 30 Hours)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
    a. Experimental and non-experimental; Descriptive and observational
    b. Qualitative, Quantitative and mixed method

4. Sampling techniques and sample size calculation
   a. Probability sampling method
   b. Non-Probability sampling methods
5. Tools of data collection- Interview schedule, questionnaire and FGD
   - Designing/ Construction
   - Preparation of tools for ethical review
   - Pilot testing/ validity and reliability of the tool\
6. Data collection and analysis process: conducting interviews, administering questionnaire
7. Coding and tabulation of data for analysis
8. Citation formats and Plagiarism
9. Reviewing a research paper from a specific area of specialization in Home Science

ESSENTIAL READINGS
- Kerlinger F. N. and Lee, H.B. (2017). *Foundations of Behavioral Research* 4th Ed. Harcourt College Publishers.
- Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International Pvt Ltd, New Delhi.
- Kothari, C. R. (2022). *Shodh Padhati* 1st Ed. 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.

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