दिल्ली विश्‍वविद्यालय
UNIVERSITY OF DELHI

Bachelor of Arts Programme with Human Development and Family Empowerment

(Effective from Academic Year 2019-20)

SYLLABUS AND SCHEME OF EXAMINATION FOR B.A. PROGRAMME WITH HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT

Three-Year Full Time Programme
(Choice Based Credit System)

Syllabi applicable for students seeking admission from 2019 onwards

DEPARTMENT OF HOME SCIENCE

UNIVERSITY OF DELHI

Approved in AC meeting 15.7.2019

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. Programme with Human Development and Family Empowerment offers broader perspective of life span development. The increasing thrust on development programme and legislations for women and children generates empowering awareness and prepare the students on 'quality intervention programmes'.

The University of Delhi hopes the LOCF approach of the B.A. Programme with Human Development and Family Empowerment will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to B.A. Programme with Human Development and Family Empowerment

The undergraduate programme in B.A with Human Development and Family Empowerment (HDFE) has been contextualized and embedded in the broader perspective of life span development. The increasing thrust on development programme and legislations for women and children generates empowering awareness and prepare the students on 'quality intervention programmes'.

The course also emphasizes the integration and application of knowledge on Early Childhood Care and Education (ECCE), to provide stimulating environment to young children, and also to provide practical experiences of working with children which will enable students to develop necessary skills to work effectively with infants and preschoolers in various settings. The course offers an interesting assortment of skill based courses and generic courses for students of other disciplines to allow for effective transmission of relevant experiences of daily living.

2. Learning Outcome-based Curriculum Framework in B.A. Programme with Human Development and Family Empowerment

2.1 Nature and Extent of the Programme in B.A. Programme with Human Development and Family Empowerment

The degree aims to impart knowledge to students on the less talked about stream of Human Development. This discipline aims to bring multiple issues in the classroom for students to ponder upon. The discipline offers a rich profile of intriguing Skill Enhancement and Generic Elective Courses that motivate the students to think out of the box. The degree prepares the students for higher education in variety of fields like developmental studies, gender studies, education, research and advocacy. The subject Human Development and Family Empowerment expands its earlier nomenclature of Family and Child Welfare to endorse the philosophy of development over welfare. The subject makes students aware of the important field of Human Development to impart knowledge on various developmental stages beginning from prenatal development to old age. It builds on the fundamental principles of development as portrayed by theories as a result of inductive reasoning. Also it offers an

opportunity to young minds to come up with their own models conceptualized from day to day experiences.

2.2 Aims of Bachelor Degree Programme in B.A. Programme with Human Development and Family Empowerment

The aims of B. A. Programme with Human Development and Family Empowerment are to:

- Demonstrate the understanding of fundamentals of human development through lifespan and developmental perspective.
- Demonstrate the scope of the field of human development through identification of conventional and novel avenues.
- Learn about the complete spectrum of the field to gain understanding of developmental psychology.
- Understand the theoretical knowledge of the field through inductive and deductive reasoning.
- Become aware of unsaid and unexplored areas of human development and think out of the box.
- Explore the area of early childhood development and education and gain insights into bringing new possibilities
- Learn to critically examine the issues of life and become active agents in bringing affirmative changes in society.
- Explore contemporary issues, understand the magnitude of daily life problems and identify appropriate solutions to help humankind at large.

3. Graduate Attributes in B.A. Programme with Human Development and Family Empowerment

Disciplinary knowledge and skills: Capable of demonstrating comprehensive knowledge and understanding of major concepts of Human Development through a Lifespan approach.

Communication skills: Ability to express thoughts and ideas effectively in writing and communicate with others using appropriate media.

Critical Thinking: Capability to apply analytical thought to a body of knowledge, analyse and evaluate evidence.

Problem solving: Learn various attributes of lifespan development by gaining understanding of each stage of life and understand mechanisms to solve problems effectively.

Research related skills: Learn about methods of data collection involved in research and gain understanding on using the most appropriate method as and when the need arises.

Team work: Ability to work effectively with diverse teams, act together as a group or a team and work efficiently as a member of team.

Scientific Reasoning: Ability to analyse, interpret and infer from quantitative and qualitative data.

Information/ Digital literacy: Capability to use ICT in a variety of learning situations.

Self-directed learning: Ability to work independently, identify appropriate resources required for a project and manage a project.

Analytical reasoning: Understand and reason analyses drawn from researches done in order to find solutions for everyday problems

Reflective thinking: Learn to take back home a curious mind which motivates students to reflect on important issues of life.

Multicultural competence: Understand the concept of Multi-verse and appreciate the diversity of cultures by developing a strength to understand and celebrate multiple contexts of development.

Moral and ethical awareness: Learn skills of ethical code of conduct and practice same in real life situations. Develop moral awareness and appreciate the spirit of discipline.

Leadership readiness: Develop leadership skills as a result of extensive practical and research related work undertaken at the graduate level.

Lifelong learning: Instill the spark of life-long learning in students through the experience of innovative learning in classroom. Learn to take curriculum outside the classroom and find remedies for day to day problems

4. Qualification Descriptors for Graduates for B.A. Programme with Human Development and Family Empowerment

- Demonstrate an understanding of the academic field of Human Development and its linkages with related disciplinary areas.
- Use knowledge, understanding and skills required for identifying developmental issues and problems and drawing on a wide range of information and its application in addressing those issues.
- Gather knowledge and competencies in setting up an organization in the area of women and children to offer solutions and services.
- Communicate the inference of researches undertaken in an academic field and come up with solutions of solving relationship problems.
- Demonstrate subject related and transferable skills that are relevant to job and employment opportunities.

5. Programme Learning Outcomes for B.A. Programme with Human Development and Family Empowerment

- Demonstrate the understanding of fundamentals of human development through lifespan and developmental perspective.
- Demonstrate the scope of the field of human development through identification of conventional and novel avenues.
- Learn about the complete spectrum of the field to gain understanding of developmental psychology.
- Understand the theoretical knowledge of the field through inductive and deductive reasoning.
- Become aware of unsaid and unexplored areas of human development and think out of the box.
- Explore the area of early childhood development and education and gain insights into bringing new possibilities
- Learn to critically examine the issues of life and become active agents in bringing affirmative changes in society.
- Explore contemporary issues, understand the magnitude of daily life problems and identify appropriate solutions to help humankind at large.

6. Structure Of B.A. Programme With Human Development And Family Empowerment

The programme comprises of four types of papers, Discipline Specific Courses (DSC), Discipline Selective Electives (DSE), Skill Enhancement Courses (SEC) and Generic Elective Courses (GE).

The DSCs, DSEs, and GEs are of 6 credits each, where in the papers having practical components have 4 credits for Theory and 2 credits for Practical. Papers without practical have 5 credits for Theory and 1 for Tutorial. The SECs are 4 credit papers.

The DSCs have four core papers each to be offered in Semester I, II, III, IV. The DSEs are offered in Semester V and VI. The SECs have four papers, each to be offered in Semester III, IV, V and VI. The GEs have two papers to be offered in Semester V and VI to other specifications.

The DSCs and DSEs are Core papers to be offered to only those students who take up HDFE as their one of the two Disciplines. The SECs are offered to both HDFE and NON-HDFE students under the Choice Based model. The GEs are offered only to NON-HDFE students.

The B.A. Programme with Human Development and Family Empowerment is a three-year course offered to B.A. Programme students as one of the two disciplines taken by them. Each year is an academic year and is divided into two semesters

The teaching-learning involves theory classes of one-hour duration along with practical and tutorials. Each theory paper is of 100 marks and practical component, if there, is of 50 marks. The internal assessment comprises 25% of the theory paper and the end semester examination is of 75% weightage.

6.1 Credit Distribution

S.No.	Category of paper	Names of paper	Theory credits	Practical/tutorial credit	Total Credits
1.	Discipline Specific Course (DSC)	1. Principles of Child Development	5	1	6
		2. Introduction to Human Development	4	2	6
		3. Empowerment of Women & Children	4	2	6
		4. Principles & Perspectives on Early Childhood Care & Education	4	2	6
2.	Discipline Specific Elective (DSE)	1. Child Rights & Gender Empowerment	4	2	6
		2. Children with Special Needs	4	2	6
		3. Parenting	5	1	6
		4. Childhood in India	5	1	6
3.	Skill Enhancement Course (SEC)	1. Life Skills Education	4		4
		2. Introduction to Guidance & Counselling	4		4
		3. Parent and Community Education	4		4
		4. Adolescent Development & Challenges	4		4
4.	Generic Electives (GE)	1. Care & Well-being in Human Development	5	1	6
		2. Child Rights & Social Action	5	1	6

6.2 Semester-wise Distribution of Courses

Semester	Core Course (CC) (12 papers)	Ability Enhancement Compulsory Course (AECC) (2 papers)	Skill Enhancement Course SEC) (4 papers)	Discipline Specific Elective (DSE) (4 papers)	Generic Elective (GE) (2 papers)
I	CC 1: English / MIL (Hindi) CC 2: Discipline Course - 1A CC 3: Discipline Course – 2 A	AECC 1: English/MIL / (Hindi, Sanskrit) Communication/ Environmental Science	-	-	-
II	CC 4: MIL (Hindi)/ English CC 5: Discipline Course - 1B CC 6: Discipline Course - 2B	AECC 2: English/MIL / (Hindi, Sanskrit) Communication/ Environmental Science	-	-	-
III	CC 7: English / MIL (Hindi) CC 8: Discipline Course - 1C CC 9: Discipline Course - 2C	-	SEC-1	-	-
IV	CC 10: MIL (Hindi)/ English CC 11: Discipline Course – 1D CC 12: Discipline Course – 2D	-	SEC-2	-	-
V	-	-	SEC-3	DSE-1A DSE-2A	GE-1
VI	-	-	SEC-4	DSE-1B DSE-2B	GE-2

12 DSC + **2 AECC** + **4 SEC** + **4 DSE** + **2 GE** = **TOTAL CREDITS: 132**

7. Courses for B.A. Programme with Human Development and Family Empowerment

DISCIPLINE SPECIFIC COURSES (DCS): (4) (One each in Sem I, II, III and IV)
(Credits: 6)
1. DSC-HDFE-01- Principles of Child Development   (Theory and Tutorial)
2. DSC-HDFE-02- Introduction to Human Development   (Theory and Practical)
3. DSC-HDFE-03- Empowerment of Women and Children   (Theory and Practical)
4. DSC-HDFE-04- Principles and Perspectives on
   Early Childhood Care and Education   (Theory and Practical)

DISCIPLINE SPECIFIC ELECTIVE (DSE): (4) (Any one out of four in Sem V and one in Sem VI)
(Credits: 6)
1. DSE-HDFE-01- Child Rights and Gender Empowerment   (Theory and Practical)
2. DSE-HDFE-02- Children with Special Needs   (Theory and Practical)
3. DSE-HDFE-03- Parenting   (Theory and Tutorial)
4. DSE-HDFE-04- Childhood in India   (Theory and Tutorial)

SKILL ENHANCEMENT COURSES (SEC): (4) (One each in Sem III, IV, V and VI)
(Credits: 4)
1. SEC- 01 - Life Skills Education (Sem III)   (Theory)
2. SEC- 02 - Introduction to Guidance and Counseling (Sem IV)   (Theory)
3. SEC- 03 - Parent and Community Education (Sem V)   (Theory)
4. SEC- 04 - Adolescent Development and Challenges (Sem VI)   (Theory)

GENERIC ELECTIVE (GE): (2) (One each in Sem V and Sem VI)
(Credits: 6)
1. GE- 01- Care and Well-being in Human Development (Sem V) (Theory and Tutorial)
2. GE- 02- Child Rights and Social Action (Sem VI)   (Theory and Tutorial)

DSC-HDFE-01: PRINCIPLES OF CHILD DEVELOPMENT
(CREDITS: THEORY-5, TUTORIAL-1)

COURSE OBJECTIVES:
- To familiarize students with the concept of child development as a field of study.
- To create an understanding of various stages of lifespan development.

COURSE LEARNING OUTCOMES:
- Get familiarized with the concept of child development as a field of study.
- Develop an understanding of the various stages of child development beginning with prenatal, neonate and infant development.
- Learn about the basics of techniques of data collection.

THEORY:

CONTENTS   **PERIODS: 90 (Credits-6)**

UNIT I: Introduction to Child Development   **20**
- History, scope and importance of child development as a field of study
- Theoretical foundations (Psycho-Analytical theory, Psycho-Social theory, Social learning theory, Cognitive Developmental theory, Attachment theory)

Berk, L. E. (2000). *Child development*. New Delhi: Prentice Hall. Chapter 1, pg 2-20

UNIT II: Methods of Child Study   **20**
- Observation
- Interview
- Questionnaire
- Case study

Berk, L. E. (2000). *Child development*. New Delhi: Prentice Hall. Chapter 2, pg 41-50

UNIT III: Aspects of Development   **20**
- Principles of Development
- Developmental Norms

Berk, L. E. (2000). *Child development*. New Delhi: Prentice Hall. Chapter 1, pg 4-5

UNIT IV: Pre-natal Development & Infant Development   **30**
- Factors affecting pre-natal development
- Stages of pre-natal development
- New-born: Characteristics
- Reflexes
- Infant developmental milestones

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 3

COMPULSORY READING:
- Berk, L. E. (2000). *Child development (3rd 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.

ADDITIONAL RESOURCES:
- 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.

TEACHING LEARNING PROCESS:
- Lecture method
- Group discussion
- Tutorials
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESMENT METHOD:
As per University of Delhi rules
For each course the assessment is as follows:
For theory (maximum marks 100):
-End semester exam: 75 marks
-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)
For practical (where applicable) (maximum marks 50):
-End-semester practical exam: 25 marks
-Continuous evaluation of practicals on a pre-described key
Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:
- Department of Human Development & Family Empowerment
- Principles of development
- Developmental norms
- Prenatal development
- Cognitive development
- Methods of child study

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1.	Students will be introduced to the field of child development.	Discussion and dialogue on history, scope and theoretical foundations.	Oral presentations
2.	Students will get acquainted with the methods of child study.	Teaching through the examples of well framed interviews, questionnaires.	Mock interviews, questionnaires, observation techniques.
3.	Students will get aware about the aspects of development.	Discussion on the principles of development, developmental norms. Teaching through examples, experience sharing.	Written test, Multiple choice questions
4.	Students will gain understanding of prenatal and infant development	Presentations on stages of prenatal development, infant reflexes and milestones.	Mock viva

*Assessment tasks listed here are indicative and may vary.

COURSE OBJECTIVES:
- To understand the significance and importance of the field of human development.
- To understand childhood years, adolescence and adulthood

COURSE LEARNING OUTCOMES
- Understand the field of human development and its significance.
- Understand developmental changes occurring during the lifespan with respect to childhood, adolescence and adulthood.
- Understand various stages of lifespan development with respect to conflicts and ways to deal with it.
- Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situation.

THEORY:

CONTENTS   **PERIODS: 60 (Credits-4)**

UNIT I: Importance of Human Development   **15**
- Meaning, definition, scope of human development
- Growth and development and principles of development
- Developmental tasks across life span

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 1

Sapra, R. (2007). *Manav vikas: Ek* parichaya. New Delhi*:* Vishwa Bharti Publications. Chapter 1, pg 1-6

UNIT II: Childhood- Early & Middle   **15**
- Developmental milestones, physical, social, emotional, cognitive and language development.

Berk, L. E. (2017). *Development through the lifespan (7ʳᵈ edition)*. US: Pearson Education. Chapter 7, 8, 9 & 10, pg 214-328.

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 4 & 5.

UNIT III: Adolescence   **15**
- Definition, characteristics, developmental milestones, physical changes; psychological implications of physical changes, male and female body clock, sequence of change; social, emotional, cognitive development.

Berk, L. E. (2017). *Development through the lifespan (7ʳᵈ edition)*. US: Pearson Education. Chapter 11 & 12, pg 360-400.

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 6.

UNIT IV: Adulthood   **15**

- Meaning, characteristics, physical, social and emotional development during early, middle and late adulthood.

Berk, L. E. (2017). *Development through the lifespan (7rd edition)*. US: Pearson Education. Chapter 13, 14, 15, 16, 17 & 18, pg 430-602.

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 7.

PRACTICAL   **PERIODS: 60 (Credits-2)**

- Methods and techniques of child study
  Interviews – 2
  Observations – 2
- Case profile of a senior citizen

COMPULSORY READINGS:

- Berk, L. E. (2017). *Development through the lifespan (7rd edition)*. US: Pearson Education.
- Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill
- Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.

ADDITIONAL RESOURCES:

- 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*. London: Orient Longman.
- Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.

TEACHING LEARNING PROCESS:

- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Case study
- Research methods(Interviews, Observations, Questionnaires)
- Opportunity of reflective thought
- Giving back to the community

ASSESMENT METHOD:

As per University of Delhi rules

For each course the assessment is as follows:

For theory (maximum marks 100):

-End semester exam: 75 marks

-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)

For practical (where applicable) (maximum marks 50):

-End-semester practical exam: 25 marks

-Continuous evaluation of practicals on a pre-described key

Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:

- Department of Human Development & Family Empowerment
- Development in Early childhood
- Development in Middle childhood
- Development in Adolescence
- Development in Adulthood
- Lifespan development

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Students will gain knowledge about the importance of the field of human development.	Discussion on the meaning, definition and scope of human development.	Written and oral tests
2	Students will get aware about the development patterns in early and middle childhood.	Brainstorming sessions on various aspects of development.	Presentations in the classroom
3	Students will get aware about the development patterns in adolescence	Power-point presentations on characteristics and milestones in adolescence	Multiple choice questions
4	Students will get aware about the development patterns in adulthood	Role plays to understand the physical and socio-emotional development in adulthood	Written tests

*Assessment tasks listed here are indicative and may vary.

COURSE OBJECTIVES:
- To develop an understanding of women and children related issues in India.
- To create awareness among students about the Government programme, policies and legal provisions as well as Non-governmental efforts made to improve the status of women and children in India.
- To provide significant information related to health and education of women and children.

COURSE LEARNING OUTCOMES:
- Get aware with the situation of women and children in the country.
- Acquire knowledge and skills to work with women and children.
- Evoke competencies in the area of empowerment through knowledge of various programmes and policies.
- Develop an understanding of maternal health and education in order to work with community.
- Enhance research related skills and scientific temperament through experiential learning.

THEORY

CONTENTS   **PERIODS: 60 (Credits-4)**

UNIT I: Status of Women and Children   **15**
- Demographic profile of women and children in India
- Issues related to women and children
- Sex Ratio, Infant Mortality- Statistics, causes, prevention and steps taken
- National Policy for Children-2013
- National Policy for Empowerment of Women-2001
- The Sexual harassment of Women at Workplace Act-2013

Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers. Chapter 1 & 6, Pg no: 9-25 & 110-130.

UNIT II: Programmes and Services for Women and Children   **15**
- Need for services
- Programmes: Swayam- Siddha, SEWA, ICDS, Balwadi, Mobile Crèches
- Programmes for girl child: Any three

Vasudev, K. (2009). *Welfare programme*. New Delhi: Vishva Bharti Publications.

UNIT III: Maternal Health Education and Child Development   **15**
- Importance of maternal health and impact on child development

- Importance of maternal education
- Maternal Mortality: Statistics, causes, prevention and steps taken
- School Enrolment and School Dropout: Statistics, causes, prevention and steps taken

Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers. Chapter 3,4 & 9, Pg. no: 61-74, 75-86 & 173-194

UNIT IV: Women and Work   **15**
- Women in organized and unorganized sectors
- Problem faced by working women; Laws for working women (Maternity Benefit Act)

Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers. Chapter 5 & 8, Pg. no: 87-109 & 138-172.

PRACTICAL   **PERIODS: 60 (Credits-2)**
- Visit to any two organizations working for children
- Visit to any one organization working for women
- Case profile of a working women

COMPULSORY READINGS:
- Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers.
- Vasudev, K. (2009). *Welfare programme*. New Delhi: Vishva Bharti Publications.
- Verma, S.B. and Soni, M. L. (2005). *Mahila jagrute aur sashaktikaran*. Jaipur: Aaveeskar Publishers.

ADDITIONAL RESOURCES:
- Bose, A.B. (2003). *The status of children in India: Promises to keep*. New Delhi: Manohar Publications
- *National plan of action of children* (2016). Ministry of HRD, Department of WCD, GOI.
- Rose, K. (1997). *Where women are leaders.* New Delhi: Sage Publications
- Vipin, K. (2009). *Vaisveekran avm mahila sashaktikaran vividha aayam.* New Delhi: Aeyal Publications.

TEACHING LEARNING PROCESS:
- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Case study
- Research methods(Interviews, Observations, Questionnaires)
- Field visits
- Audio visual aids

- Visits to organisations
- Opportunity of reflective thought
- Giving back to the community

ASSESSMENT METHODS:
As per University of Delhi rules
For each course the assessment is as follows:
For theory (maximum marks 100):
-End semester exam: 75 marks
-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)
For practical (where applicable) (maximum marks 50):
-End-semester practical exam: 25 marks
-Continuous evaluation of practicals on a pre-described key
Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:
- Department of Human Development and Family Empowerment
- Women Empowerment
- Maternal health
- Girl child
- Organized sector
- Unorganized sector
- Demographic and statistical data of women and children

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Students will get aware with the situation of women and children in the country.	Discussion on the meaning, definition and status of women and children in India.	Written and oral tests
2	Students will acquire knowledge and skills to work with women and children.	Brainstorming sessions on programmes and services for women and children.	Presentations in the classroom
3	Students will evoke competencies in the area of empowerment through knowledge of various programmes and policies.	Power-point presentations.	Multiple choice questions
4	Students will develop an understanding of maternal health and education in order to work with community and enhance research related skills and scientific temperament through experiential learning.	Role plays to understand the problems related to women.	Written tests

*Assessment tasks listed here are indicative and may vary.

DSC-HDFE-04: PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND EDUCATION
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE 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 knowledge and skills for research and evaluation in ECCE.

COURSE LEARNING OUTCOMES:
*   Become sensitized on the significance of focusing on early years.
*   Understand the policy perspectives of ECCE in India.
*   Recognize the role of community in order to involve and encourage community participation.
*   Get equipped with knowledge of research, development and evaluation in ECCE.
*   Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

THEORY

CONTENTS   **PERIODS: 60 (Credits-4)**
UNIT I: Objectives, Significance and Developmental Contexts   15
*   Importance of early years and investing in early childhood
*   Philosophers in the field of ECCE (Indian and western thinkers)
*   Developmental needs of children (3-6 years)-physical, cognitive, language, socio-emotional domains.

Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.

IGNOU. Organizing Child Care Services: DECE-1. New Delhi: IGNOU. Block 4: Unit 17, 18, 19 &20.

UNIT II: Policies and Changing Perspectives in Early Childhood Care and Education   15
*   Policies, legislation and Programme related to ECCE in Indian context: National Policy on Education (1986), National Curriculum Framework (2005), Right to Education Act (2009), ECCE policy (2013)
*   ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989)

Government of India (1986). *National policy on education*. New Delhi: Department of Education.

UNIT III: Approaches and Pedagogy of ECCE   15
*   Understanding different approaches to learning/innovative pedagogical approaches (activity based, play-way, child-centred, theme-based)

- Organizing programme in Child care centre (Montessori, Kindergarten, Balwadi, Anganwadi)
- Need and Principles of Programme Planning
- Preparation & use of learning and play materials – principles and characteristics. Use of local specific community resources etc.

Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
IGNOU. Organizing Child Care Services: DECE-1. New Delhi: IGNOU. Block 7: Unit 29.

UNIT IV: Organizational Management and Community Involvement   15
- Organizing the ECCE centre: Space and equipment
- Evaluation of ECCE programme- Child, Worker and Centre. ECCE professionals- Role and Qualities
- Community Participation: Importance and Process of involving community

IGNOU. Organizing Child Care Services: DECE-1. New Delhi: IGNOU. Block 7: Unit 31,32 &33.

PRACTICAL   PERIODS: 60 (Credits-2)
- Observation report of an ECCE Centre.
- Designing low cost and environment friendly appropriate learning materials for all the developmental domains using:
    - Story telling
    - School Readiness
    - Art and craft
    - Rhyme/Story booklets
    - Language and Literacy skills
    - Numeracy Skills

COMPULSORY READINGS:
- Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- IGNOU. Organizing Child Care Services: DECE-1. New Delhi: IGNOU
- Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.

ADDITIONAL RESOURCES:
- Government of India (1986). *National policy on education*. New Delhi: Department of Education.
- Kaul, V. and Bhatnagar, R. *Early childhood education : A trainers' handbook*. New Delhi: NCERT.
- 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.

TEACHING LEARNING PROCESS:
- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Case study
- Research methods(Interviews, Observations, Questionnaires)
- Field visits
- Audio visual aids
- Workshops: Art & craft, theatre
- Preparation of TLM: Best out of waste
- Visits to organisations
- Opportunity of reflective thought
- Giving back to the community

ASSESSMENT METHODS:
As per University of Delhi rules
For each course the assessment is as follows:
For theory (maximum marks 100):
-End semester exam: 75 marks
-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)
For practical (where applicable) (maximum marks 50):
-End-semester practical exam: 25 marks
-Continuous evaluation of practicals on a pre-described key
Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:
- Department of Human Development & Family Empowerment
- Early childhood care and education
- Early years
- Developmental need
- Early childhood centre
- ECCE curriculum
- ECCE programme

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Students will become sensitized on the significance of focusing on early years.	Discussion on the objectives, Significance and Developmental Contexts on ECCE	Written and oral tests
2	Students will understand the policy perspectives of ECCE in India.	Brainstorming sessions on policies and Changing perspectives in Early Childhood Care and Education.	Presentations in the classroom
3	Students will recognize the role of community in order to involve and encourage community participation.	Power-point presentations on approaches and pedagogy of ECCE .	Multiple choice questions
4	Students will get equipped with knowledge of research, development and evaluation in ECCE and develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.	Role plays to understand organizational management and community involvement.	Written tests

*Assessment tasks listed here are indicative and may vary.

DSE-HDFE-01: CHILD RIGHTS AND GENDER EMPOWERMENT
(CREDITS: THEORY – 4, PRACTICAL – 2)

COURSE 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

COURSE LEARNING OUTCOMES:
- Get aware and acquire knowledge about child rights in India.
- Be sensitized to various dimensions of challenges faced by children.
- Understand the concept of gender sensitization, gender stereotype and patriarchy in the Indian context.
- Get aware on organizations, institutions and services for disadvantaged children
- Develop critical thinking in the field of gender-roles and stereotypes.
- Data collection and understanding the coping mechanisms of a child in difficult circumstances.

THEORY:

CONTENTS   **PERIODS: 60 (Credits-4)**

Unit I- Understanding Child Rights   **15**
- Meaning and need of child rights, diverse social contexts; Convention on Child Rights (UNCRC)
- Knowing disadvantage and exclusion in relation to children
- The role of State, family and children in promotion and protection of child rights

Bajpai, A. (2006), *Child rights in India: Law, policy and practice.* New Delhi: Oxford University Press, chapter 1, pg 1-46

Chopra, G. (2015). Child rights in India: Challenges and social action. New Delhi: Springer. chapter 1, pg 1-22

Unit II- Children in Especially Difficult Circumstances (CEDC)   **15**
- Classification, issues and causes of CEDC
- Street children, working children and homeless children
- Child abuse
- Child trafficking
- Children in conflict with law

NIPCCD (2002). Children in difficult circumstances: Summaries of research, New Delhi: Resource Centre on Children.

Unit III- Conceptualizing Gender   **15**
- Defining terms-sex, gender, masculinity, femininity
- Socialization for gender- gender roles, gender stereotypes

- Patriarchy and social institutions
- Perspectives on feminism
- Media and gender

Bhasin, K. and Khan, N.S. (2014). *Feminism and its relevance in South Asia*. New Delhi: Women Unlimited.

Unit IV: Laws and Programmes   **15**
- NCPCR
- Child Helpline, Umeed- Child Abuse
- Bachpan Bachao Andolon- Child Labour, Child Trafficking
- PRAYAS- Delinquent, Street Children
- DCCW- Street, Homeless and Working Children
- Laws
- JJA-2015
- PC-PNDT Act-2003
- Domestic Violence Act-2005
- National Child Labor (Protection and Regulation) Act-1986
- POCSO-2012

Chopra, G. (2015). Child rights in India: Challenges and social action. New Delhi: Springer. Chapter 2, pg 25-42

PRACTICAL   **PERIODS: 60 (Credits-2)**
- Profile of a child in difficult circumstances
- Poster making on gender issues
- Exploring the concept of child rights and gender through audio-visual sources (film review) and workshops

COMPULSORY READING:
- Bajpai, A. (2006), *Child rights in India: Law, policy and practice*. New Delhi: Oxford University Press.
- Bhasin, K. and Khan, N.S. (2014). *Feminism and its relevance in South Asia*. New Delhi: Women Unlimited.
- Bhasin, K. (2016). *Pitrasatta kya hai?* New Delhi: Jagori.

ADDITIONAL RESOURCES:
- Bhasin, K. (2016). *Ladki kya hai? Ladka kya hai?* New Delhi: Delhi Jagori.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research*, New Delhi: Resource Centre on Children.
- Parmar, S. (2015).*Narivadi sidhant aur vyavahar*. New Delhi: Orient Blackswam.

TEACHING LEARNING PROCESS:

- Lecture method
- Group discussion
- Tutorials
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Case study
- Research methods (Interviews, Observations, Questionnaires)
- Field visits
- Audio visual aids
- Visits to organisations
- Opportunity of reflective thought
- Giving back to the community

ASSESMENT METHOD:

As per University of Delhi rules

For each course the assessment is as follows:

For theory (maximum marks 100):

-End semester exam: 75 marks

-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)

For practical (where applicable) (maximum marks 50):

-End-semester practical exam: 25 marks

-Continuous evaluation of practicals on a pre-described key

Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:

- Department of Human Development & Family Empowerment
- Child Rights
- Gender stereotypes
- Homeless children
- Masculinity
- Delinquent

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Students will get aware and acquire knowledge about child rights in India.	Discussion on meaning, definition and concept of child rights through audio-visual sources.	Oral presentations
2	Students will be sensitized to various dimensions of challenges faced by children.	Discussion on the classification, issues and causes of children in difficult circumstances.	Presentations in the classroom
3	Students will understand the concept of gender sensitization, gender stereotype and patriarchy in the Indian context.	Small group discussions on contextualizing gender in different societies.	Multiple choice questions
4	Students will get aware about organizations, institutions and services for disadvantaged children.	Power-point presentations and discussions on different laws and programmes for children in difficult circumstances.	Written and oral tests

*Assessment tasks listed here are indicative and may vary.

DSE-HDFE- 02: CHILDREN WITH SPECIAL NEEDS
(CREDITS: THEORY – 4, PRACTICAL – 2

COURSE OBJECTIVES:
- To sensitize students to the needs and challenges of children with special needs.
- To understand the importance of identification, screening and assessment.
- To appreciate the diverse educational arrangements as special, integrated and inclusive education.

COURSE LEARNING OUTCOMES:
- Be sensitized to the needs and challenges of children with disabilities.
- Understand the importance of identification, assessment and intervention.
- Appreciate the diverse educational arrangements such as special, integrated and inclusive education.
- Get awareness on the wide scope of the field of special education in higher studies.
- Acquire basic skills in dealing with children with disability through scientific method of researching in the area of disability.

THEORY:

CONTENTS   **PERIODS: 60 (Credits-4)**

UNIT I: **15**
Introduction to Children with Disabilities– Meaning, classification and definitions, attitudes and challenges in the Social ecology.
National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC. Chapter 1,2, pg 9-17

UNIT II: **15**
Early identification and intervention for disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills – daily living, self -help, and social skills.
NCERT (2010). *Towards inclusive education*. New Delhi: NCERT. Unit 2 pg 21-34

UNIT III: **15**
Addressing educational needs- Concept of special, integrated, inclusive and home-based education. Role of family and community in supporting Children with disabilities.
NCERT (2014). *Including children with special needs*. New Delhi: NCERT. Chapter 6, pg 93-106

UNIT IV: **15**
Provisions and Services-Rights of Persons with Disabilities Act (RPwD Act) 2016.
Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning

PRACTICAL   **PERIODS: 60 (Credits-2)**

- Case profile of a child with special needs
- Observation report of an NGO working for Children with special needs
- Compilation of Media (newspaper clippings/Poster making/ Pamphlet making/ Messages) on children with special needs
- Review of a movie on the related social issues.

COMPULSORY READING:

- Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning
- National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
- NCERT (2014). *Including children with special needs*. New Delhi: NCERT

ADDITIONAL RESOURCES:

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

TEACHING LEARNING PROCESS:

- Lecture method
- Group discussion
- Tutorials
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Case study
- Research methods (Interviews, Observations, Questionnaires)
- Field visits
- Audio visual aids
- Visits to organisations
- Opportunity of reflective thought
- Giving back to the community

ASSESMENT METHOD:

As per University of Delhi rules

For each course the assessment is as follows:

For theory (maximum marks 100):

-End semester exam: 75 marks

-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)

For practical (where applicable) (maximum marks 50):

-End-semester practical exam: 25 marks

-Continuous evaluation of practicals on a pre-described key

Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:

- Department of Human Development & Family Empowerment
- Inclusive education
- Special children
- Integrated education
- Disability

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1.	Students will be sensitized to the needs and challenges of children with disabilities.	Discussion on meaning, classification and definitions of children with disabilities.	Oral presentations
2.	Students will understand the importance of identification, assessment and intervention.	Power-point presentations on different types of assessment and intervention methods and identification through audio-visual sources.	Presentations in the classroom
3.	Students will appreciate the diverse educational arrangements such as special, integrated and inclusive education.	Discussions and role play to understand the different aspects of educational needs, teaching through examples, experience sharing.	Written test, Multiple choice questions
4.	Students will get awareness on the wide scope of the field of special education in higher studies.	Give exposure of field visits in various organizations working for children with special needs.	Mock viva and presentations

*Assessment tasks listed here are indicative and may vary.

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DSE-HDFE-03: PARENTING
(CREDITS: THEORY-5, TUTORIAL-1)

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COURSE OBJECTIVES
- To develop a general understanding on parenting
- To understand the behavioural aspects of parenting and adolescents
- To understand the role of parenting in child development

COURSE LEARNING OUTCOMES:
- Develop an understanding on parenting styles and their impact on children.
- Appreciate diverse child rearing practices and caregivers in Indian context.
- Get sensitized towards changes in care-giving across lifespan.
- Understand the influence of external agents on child rearing.

THEORY:

CONTENTS   **PERIODS: 90 (Credits-6)**

UNIT I: Parenting: An Overview   **20**
- Family as a system
- Parenting Styles- Characteristics and effects
- Parenting and other significant caregivers in the Indian context

Chaudhary, N. (2004). *Listening to culture: Constructing reality from everyday talk*. New Delhi: Sage. Chapter 1,2, pg 16-64.

UNIT II: Concept of family and role of parents   **30**
- Indian society and the family system
- Functions of the family
- Parent-child interactions in Indian family context
- Significant factors influencing parenting: role of birth order, siblings, socio- economic status, cultural, regional background, type of family, lifestyle, values and education on parenting practices

Chaudhury, D. (2017). *Parenting tips for Indian parents: Pre-conception to adulthood*. Chennai: Notion Press, Inc. Chapter 2,4. Pg 87-171

UNIT III: Parenting across the Development Span: Dynamics & Challenges   **20**
- Infant care giving practices in Indian context
- Development and care in early years
- Role of parents in adolescence

Chaudhury, D. (2017). *Parenting tips for Indian parents: Pre-conception to adulthood*. Chennai: Notion Press, Inc. Chapter 3, pg 127-157

UNIT IV: Influence of External factors and Significant Others   **20**

- Role of other significant care givers in parenting in the Indian context- Grandparents, extended family, community.
- Parents and external influences: Peers, school, neighborhood and electronic media and internet etc.

Chaudhary, N. (2004). *Listening to culture: Constructing reality from everyday talk*. New Delhi: Sage, Chapter 3, pg 65-77

COMPULSORY READING:

- Anandalakshmy, S. (2010). *Through the lens of culture: Centuries of childhood and education in India. Monographs of BalaMandir Research Foundation*. Chennai: BalaMandir Research Foundation.
- Chaudhury, D. (2017). *Parenting tips for Indian parents: Pre-conception to adulthood*. Chennai: Notion Press, Inc.
- Chaudhary, N. (2004). *Listening to culture: Constructing reality from everyday talk*. New Delhi: Sage.

ADDITIONAL RESOURCES:

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

TEACHING LEARNING PROCESS:

- Lecture method
- Group discussion
- Tutorials
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESMENT METHOD:

As per University of Delhi rules

For each course the assessment is as follows:

For theory (maximum marks 100):

-End semester exam: 75 marks

-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)

For practical (where applicable) (maximum marks 50):

-End-semester practical exam: 25 marks
-Continuous evaluation of practicals on a pre-described key
Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:
- Department of Human Development & Family Empowerment
- Parenting
- Caregiver
- Electronic media
- Grandparents

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Students will develop an understanding on parenting styles and their impact on children.	Discussion on meaning, definition and characteristics of family and different types of parenting styles.	Oral presentations
2	Students will appreciate diverse child rearing practices and caregivers in Indian context.	Role-plays to understand the various functions of family and parent-child interactions in Indian context.	Presentations in the classroom
3	Students will get sensitized towards changes in care-giving across lifespan.	Presentations on different aspects of care giving across the development span.	Written and oral tests
4	Students will understand the influence of external agents on child rearing.	Discussion on the role of other external factors in parenting in the Indian context.	Multiple choice questions

*Assessment tasks listed here are indicative and may vary.

DSE-HDFE- 04: CHILDHOOD IN INDIA
(CREDITS: THEORY-5, TUTORIAL-1)

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

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

THEORY

CONTENTS   **PERIODS: 90 (Credits-6)**

UNIT I: Introduction to Childhood in India   **20**
- Children in India: An overview
- Social construction of childhood and family
- Childhood in different cultures
- Childhood in mythology, stories and films

Sharma, D. (2003). Infancy and childhood in India. In D. Sharma (Ed.). *Childhood, family and sociocultural changes in India* (13-47). New Delhi: Oxford. Chapter 2, pg 13-47

UNIT II: Diverse Contexts of Childhood in India   **30**
- Children across varied SES Groups
- Multiple languages and experience of schooling
- Children with disability
- Children in Especially Difficult Circumstances

Behera, D. K. (2007). *Childhood in South Asia*. New Delhi: Pearson- Longman. Chapter 12

UNIT III: Psycho- Social Dimensions of Childhood   **20**
- Childhood in selected family occupations: artists, farmers, weavers
- Growing up in rural setting
- Childhood in urban India
- Being a girl in India

Sharma, D. (2003). Infancy and childhood in India. In D. Sharma (Ed.). *Childhood, family and sociocultural changes in India* (13-47). New Delhi: Oxford. Chapter 2, pg 13-47

UNIT IV: Contemporary Issues of Childhood in India   **20**
- Language, religion and culture
- Poverty and disadvantage

Behera, D. K. (2007). *Childhood in South Asia*. New Delhi: Pearson- Longman. Chapter 13, 14

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

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

TEACHING LEARNING PROCESS:
- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESSMENT METHODS:
As per University of Delhi rules
For each course the assessment is as follows:
For theory (maximum marks 100):
-End semester exam: 75 marks
-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)
For practical (where applicable) (maximum marks 50):
-End-semester practical exam: 25 marks
-Continuous evaluation of practicals on a pre-described key
Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:
- Department of Human Development & Family Empowerment
- Childhood

- Multiple contexts
- Psycho-social dimensions
- Socio economic status
- Disability
- Children especially in difficult circumstances

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Students will get awareness and knowledge about childhood in India.	Discussion on the introduction to childhood in India.	Written and oral tests
2	Students will develop an understanding of multiple contexts where children grow.	Brainstorming sessions on multiple contexts of childhood in India	Presentations in the classroom
3	Students will get sensitized to various dimensions of challenges faced by children in different psycho-social settings.	Power-point presentations on psycho- social dimensions of childhood.	Multiple choice questions
4	Students will develop awareness and knowledge about contemporary issues of childhood in India.	Role plays to understand contemporary issues of childhood in India	Written tests

*Assessment tasks listed here are indicative and may vary.

SEC-HDFE-01: LIFE SKILLS EDUCATION
(CREDITS: THEORY- 4)

COURSE OBJECTIVES:
- To understand and enhance life skills
- To develop knowledge, understanding and skills in the management of issues related to personal growth and development
- To gain knowledge and understanding in order to make informed health and lifestyle decisions and enhance the quality of interpersonal relationships

COURSE LEARNING OUTCOMES:
- Understand and enhance life skills.
- Develop knowledge, understanding and skills in the management of issues related to personal growth and development.
- Gain knowledge and understanding in order to make informed health and lifestyle decisions.
- Develop skills, and responsible values and attitudes that enhance the quality of interpersonal relationships.

THEORY:

CONTENTS   **PERIODS: 60 (Credits-4)**

UNIT I   **15**
- Life skills-meaning, definition, importance, WHO life skills
- Life skills education-meaning, definition, importance and goals

Singh, B.D. and Menon, R. (2015). *Life skills in India: An overview of evidence and curent practices in our education system.* New Delhi: Central Square Foundation. Chapter 1, pg 3-4

UNIT II   **15**

Three basic categories of life skills-
- Social or interpersonal skills (Communication Skills, Assertiveness Skills, Cooperation Skills, Empathy)
- Cognitive or thinking skills (Problem Solving, Critical Thinking, Creative Thinking, Decision Making, Self-Awareness)
- Emotional skills (Managing Stress, Managing Emotions, Resisting peer pressure)

Communication skills-
- Meaning and definition
- Types and levels of communication
- Barriers to communication
- Ways to improve interpersonal communication and public speaking

Malhotra, P, Haldar, D. (2017). *Communication skills: Theory and practice.* New Delhi: Book Age Publications. Chapter 1.

UNIT III   15

Conflict management: Understanding conflict in relationships, causes of conflict and steps for managing and resolving conflict, the five styles of conflict resolution and healthy ways of avoiding conflict in relationships.

Singh, B.D. and Menon, R. (2015). *Life skills in India: An overview of evidence and curent practices in our education system.* New Delhi: Central Square Foundation. Chapter 1,2, pg 3-7.

UNIT IV   15

Career guidance: Need and importance of career guidance, exploring career options, deciding a career, career guidance centre, resume writing, job search method and interview facing.

Berk, L. E. (2017). *Development through the lifespan (7rd edition).* US: Pearson Education. Chapter 12, pg 400-450

COMPULSORY READINGS:

- Berk, L.E. (2007). *Development through the life span.* New Delhi: Pearson Education.
- Malhotra, P, Haldar, D. (2017). *Communication skills: Theory and practice.* New Delhi: Book Age Publications
- Singh, B.D. and Menon, R. (2015). *Life skills in India: An overview of evidence and curent practices in our education system.* New Delhi: Central Square Foundation.

ADDITIONAL RESOURCES:

- Devadas, R.P. and Jaya, N. (2002). *A textbook on child development.* Madras: Macmillan India Limited.
- Mohanty, J. and Mohanty, B. (1994). *Early childhood care and education (ECCE).* New Delhi: Deep and Deep Publication.
- Rao, D.B. (1997). *Care of the child.* New Delhi: Discovery Publication House.

TEACHING LEARNING PROCESS:

- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESSMENT METHODS:

As per University of Delhi norms
For skill based courses the assessment is based on continuous evaluation.

KEYWORDS:

- Department of Human Development and Family Empowerment
- Communication skills

- Interpersonal skills
- Conflict management
- Thinking skills
- Emotional skill

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING LEARNING ACTIVITIES	ASSESSMENT TASKS
1.	Students will be introduced to the concept of life skills	Discussions and dialogue on meaning, definition, importance and goals.	Oral presentations
2.	Students will be acquainted with understanding and skills in the management of issues related to personal growth and development	Teaching through the examples of various issues related to personal growth and development	Role plays
3.	Students will gain knowledge and understanding in order to make health related decisions.	Discussions on the resolution and healthy ways of avoiding conflict in relationships.	Written test, multiple choice questions.
4.	Students will develop skills about effective presentation about themselves in the larger domain	Presentations on career guidance	Mock viva

*Assessment tasks listed here are indicative and may vary.

COURSE OBJECTIVES:
- To develop an understanding of basic meaning and types of guidance and counselling
- To get acquainted with process and techniques of counselling
- To analyse the relationship between guidance and counselling

COURSE LEARNING OUTCOMES:
- Develop an understanding of meaning, need and principles of guidance.
- Develop an understanding of meaning, need, principles and types of counselling.
- Get acquainted with process and techniques of counselling.
- Understand various types of 'therapies' in counselling.

THEORY:

CONTENTS   **PERIODS: 60 (Credits-4)**

UNIT I: Guidance   **15**
- Emergence of guidance as a professional field, need for Guidance, basic principles of guidance
- Purpose of guidance: self-understanding and self-discovery, self-reliance and self-direction, self-actualization
- Caution and directions in dealing with children

Bhatnagar, A. and Gupta, N. (1999). *Guidance and counseling: a theoretical perspective*, New Delhi: Vikas. Chapter 1.

UNIT II: Counseling   **15**
- Meaning, Principles and need for counseling
- Counseling process

Guez, W., Allen, J. (2011). *Counselling*. France: UNESCO Chapter 1,4. pg 6-17; 38-41

UNIT III: Types of Counseling   **15**
- Individual and Group counseling,
- Parental counseling
- Counseling for children.
- Role, qualities and skills of a counselor
- Professional ethics

Guez, W., Allen, J. (2011). *Counselling*. France: UNESCO Chapter 3, pg 29-37

UNIT IV   **15**

- Difference between counseling, guidance and therapy. Types of therapy– client centered therapy, rational emotive therapy, behavior therapy, and psychoanalytical therapy

Guez, W., Allen, J. (2011). *Counselling*. France: UNESCO Chapter 2, pg 18-28

COMPULSORY READINGS:
- Asthana, V. (2014). *Paramarsh aur nirdeshan*. Agra: Agarwal Publications.
- Bhatnagar, A. and Gupta, N. (1999). *Guidance and counseling: a theoretical perspective*, New Delhi: Vikas.
- Burnard, P. (1999). *Counseling skills training*. New Delhi: Viva Books Company.

ADDITIONAL RESOURCES:
- Dave, I. (1984). The basic essentials of counselling. New Delhi: Sterling Pvt. Ltd.
- Guez, W., Allen, J. (2011). *Counselling*. France: UNESCO
- Sharma, S. N. and Solanki, M. K. (2014). *Nirdeshan avam paramarsh*. Agra: Madhav Prakashan.
- Upadhya, R. (2017). *Nirdeshan avam paramarsh*. Agra: Agarwal Publications.

TEACHING LEARNING PROCESS:
- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESSMENT METHODS:
As per University of Delhi norms
For skill based courses the assessment is based on continuous evaluation.

KEYWORDS:
- Department of Human Development and Family Empowerment
- Guidance
- Counseling
- Counselor
- Professional Ethics

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
1.	Students will develop an understanding of meaning, need and principles of guidance	Discussion and dialogue through examples, experience sharing on need and principles of guidance	Oral presentation
2.	Students will develop an understanding of meaning, need, principles and types of counselling	Presentation on need, principles and types of counselling	Brain storming for examples, written test
3.	Students will get acquainted with process and techniques of counselling	Discussion with examples on techniques of counselling	Role play
4.	Students will understand various types of 'therapies' in counselling	Presentation on various therapies of counselling	Group discussion

*Assessment tasks listed here are indicative and may vary.

SEC-HDFE-03: PARENT AND COMMUNITY EDUCATION
(CREDITS: THEORY-4)

COURSE OBJECTIVES:
- To understand the need and importance of parent and community education
- To understand parental roles and responsibilities.
- To identify the role of community and their participation.

COURSE LEARNING OUTCOMES:
- Understand parenthood and its impact on child development.
- Learn about different parenting styles and types of families.
- Understand the importance of community education.
- Become aware of the resources in the community.

THEORY:

CONTENTS   **PERIODS: 60 (Credits-4)**

UNIT I: Parents and their role in Child Development   15
- Development aspect of Parenthood
- Theoretical Perspective (Erikson's Psychosocial Theory, Levinson's Stages of Life, Bronfenbrenner's Ecological Theory)
- Parenting Styles: Authoritarian, Authoritative, Permissive, Uninvolved

Berk, L. E. (2007). *Development through the lifespan (4th ed)*. BostonMA: Allyn and Bacon. Chapter 8.

UNIT II: Family configurations and parent relationships   15
- Parents and Family dynamics-Nuclear, joint & extended Family
- Parents and community

Berk, L. E. (2007). *Development through the lifespan (4th ed)*. BostonMA: Allyn and Bacon. Chapter 8

UNIT III: Engaging with families and communities   15
- Parent Education: Need and aspects/types
- Parent and Community Education Programmes
- Evaluation of parent and community education programmes

Chaudhury, D. (2017). *Parenting tips for Indian parents: Pre-conception to adulthood*. New Delhi: Notion Press, Inc

UNIT IV: Valuing community as a Resource   15
- Principles of Community Organisation
- Role of professionals in parent and community education

Nair V. R. and Yamuna, S. (2011). *Parenting of adolescents: Facilitator's manual for capacity building of parents.* Tamil Nadu: Rajiv Gandhi National Institute of Youth Development

COMPULSORY READINGS:

- Berk, L. E. (2007). *Development through the lifespan (4th ed)*. BostonMA: Allyn and Bacon.
- Chaudhury, D. (2017). *Parenting tips for Indian parents: Pre-conception to adulthood*. New Delhi: Notion Press, Inc.
- Sapra, R. (2010). *Child development: Issues and concerns for the well-being of the child*. New Delhi: Vishwabharati.

ADDITIONAL RESOURCES:

- Child Welfare Information Gateway (2013). *Parent education to strengthen families and reduce the risk of maltreatment*. Washington, DC: U.S. Department of Health and Human Services, Children Bureau.
- Nair V. R. and Yamuna, S. (2011). *Parenting of adolescents: Facilitator's manual for capacity building of parents.* Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.
- Rajaratnam, A. C. (2013). *Parenting innocence to inner sense*. New Delhi: Notion Press, Inc.
- Simpson, A. R. (1997). *The role of the mass media in parenting education*. Boston: Harvard, Center for Health Communication.

TEACHING LEARNING PROCESS:

- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESSMENT METHODS:

As per University of Delhi norms
For skill based courses the assessment is based on continuous evaluation.

KEYWORDS:

- Department of Human Development and Family Empowerment
- Parenting styles
- Types of family
- Community education
- Child development

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
1.	Students will understand parenthood and its impact on child development	Teaching through examples and experience sharing about the relationship between parenthood and child development	Oral presentation
2.	Students will learn about different parenting styles and types of families	Presentation on various parenting styles and types of families	Group discussion, written test
3.	Students will understand the importance of community education	Discussion with examples on community education	Role play
4.	Students will become aware of the resources in the community	Brain storming with examples with regard to resources in the community	Oral presentation

*Assessment tasks listed here are indicative and may vary.

SEC-HDFE-04: ADOLESCENT DEVELOPMENT AND CHALLENGES
(CREDITS: THEORY-4)

COURSE OBJECTIVES:
- To understand the inherent challenges and contemporary issues in adolescent development.
- To learn about the transition phase of adolescence and understand the strengths of this stage

COURSE LEARNING OUTCOMES:
- Understand the process of development in the stage of adolescence.
- Learn about the important psychological and physiological changes happening during adolescence.
- Understand the problems and opportunities of the stage of adolescence.

THEORY:
CONTENTS   **PERIODS: 60 (Credits-4)**

UNIT I   **15**
Adolescence – Definition, importance of the stage, theoretical perspective on adolescence, interpersonal relationships and maturation and learning. Cultural understanding of adolescence.
Berk, L. (1993). *Infants, children and adolescents*. Boston: Allyn & Bacon. Chapter 1.

UNIT II   **15**
Consequences of puberty changes, sexual development, early and late maturation and psychological implications.
Berk, L. E. (2017). *Development through the lifespan (7rd edition)*. US: Pearson Education. Chapter 11, pg 360-399

UNIT III   **15**
Intellectual development- formal operations, Socio-Emotional development, resolving identity crisis, Relationship with peers and parents, heterosexual relationships.
Berk, L. E. (2017). *Development through the lifespan (7rd edition)*. US: Pearson Education. Chapter 12, pg 400-450

UNIT IV   **15**
Vocational preferences, training and work, conflicts in relation to transition to adulthood.
Sharma, N. (2011). *Understanding adolescence*. India: NBT. Chapter 1

COMPULSORY READINGS:
- Berk, L. (1993). *Infants, children and adolescents*. Boston: Allyn & Bacon.

- Conger, J. J. (1977). *Adolescence and youth: Psychological development in a changing world (2nd ed.)*. Oxford, England: Harper & Row.
- Sharma, N. (2011). *Understanding adolescence*. India: NBT.

ADDITIONAL RESOURCES:

- Berk, L. E. (2017). *Development through the lifespan(7rd edition).* US: Pearson Education.
- Sebald, H. (1984). *Adolescence: a social psychological analysis*. Prentice Hall.
- Seifert, K. and Hoffnung, R. (1991). *Child and adolescent development*. Houghton Miffin.
- Verma, P., Srivastava, D. N. and Singh, A. (1996). *Balmanovigyan and balvikas*. Agra: Agrawal Publication.

TEACHING LEARNING PROCESS:
- Lecture method
- Group discussion
- Brainstorming
- Role plays
- Contextualising content in real life situations
- Giving back to the community

ASSESSMENT METHODS:
As per University of Delhi norms
For skill based courses the assessment is based on continuous evaluation.

KEYWORDS:
- Department of Human Development and Family Empowerment
- Psychological changes
- Physiological changes
- Adolescence
- Interpersonal relationships
- Socio-cultural attitudes

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
1.	Students will understand the process of development in the stage of adolescence	Presentation on stage of adolescence	Group discussion, written test
2.	Students will learn about the important psychological and physiological changes happening during adolescence	Discussion with examples on changes during adolescence	Role play
3.	Students will understand the problems and opportunities of the stage of adolescence	Teaching through examples and experience sharing about stage of adolescence	Oral presentation
4.	Students will understand about various vocational preferences and conflicts that happen during this phase	Small group discussions and brainstorming sessions	Extempore exercises

*Assessment tasks listed here are indicative and may vary.

GE-HDFE-01: CARE AND WELLBEING IN HUMAN DEVELOPMENT
(CREDITS: THEORY-5, TUTORIAL-1)

COURSE OBJECTIVES:
- To understand the need and importance of care and well-being in human development.
- To gain knowledge and understanding of policies, services and programmes of health for all.

COURSE LEARNING OUTCOMES:
- Define key concepts in the discourse on child rights
- Discuss factors and experience that promote well-being
- Realize the significance of wellbeing at different life stages
- Become aware of services and schemes to promote well-being throughout the life span

THEORY:

CONTENTS   **PERIODS: 90 (Credits-6)**

UNIT I: Care and Human Development   **20**
- Definition, concepts & relevance of care
- Vulnerable periods in life that require care
- Principles & components of care

Santrock, J.W. (2007). Life Span development (3rd ed.). New Delhi: Tata McGraw-hill, Section 4 to 9, pg 274 - 592

UNIT II: Well Being and Human Development   **20**
- Concept and well-being—physical, psychological, spiritual
- Factors & experiences that promote well-being of care-givers

IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU, unit 7 & 8, page 6 – 42.

UNIT III: Care & Well Being at different Stages of Life   **30**
- Childhood years
- Adolescence
- Adulthood and old age
- Life crises and well-being at different life stages

Santrock, J.W. (2007). Life Span development (3rd ed.). New Delhi: Tata McGraw-hill, Section 4 to 9, pg 274 - 592
Sapra, R. (Ed.), (2010) child Development: Issues and concerns for the well-being of the child. Vishwabharti, New Delhi.

UNIT IV: Policies, Services and Programmes   **20**
- School health programmes: Mid-day meal scheme

- Nutrition & health for all: ICDS scheme
- Importance of counselling & yoga

Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). *Childhood in south Asia: A critical look at issues, policies and programmes*. Conn.USA: Information Age.

COMPULSORY READING:

- IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.
- Santrock, J.W. (2007). Life Span development (3rd ed.). New Delhi: Tata McGraw-hill.
- Sapra, R. (Ed.), (2010) child Development: Issues and concerns for the well being of the child. Vishwabharti, New Delhi.

ADDITIONAL READING:

- Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment*. New York: free press.
- Singhi, P. (1999). Child health & well-being: Psychological care within & beyond hospital walls. In T.S. Saraswathi (Ed.). *Culture, socialization and human development*. New Delhi: Sage.
- Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). *Childhood in south Asia: A critical look at issues, policies and programmes*. Conn.USA: Information Age.
- Verma, p., Srivastava, D.N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agarwal Publication.

TEACHING LEARNING PROCESS:

- Lecture method
- Group discussion
- Tutorials
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESSMENT METHODS:

As per University of Delhi rules
For each course the assessment is as follows:
For theory (maximum marks 100):
-End semester exam: 75 marks
-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)
For practical (where applicable) (maximum marks 50):
-End-semester practical exam: 25 marks
-Continuous evaluation of practicals on a pre-described key

Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:

- Human Development and Family Empowerment
- Care
- Wellbeing
- Life stages
- Policies

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING LEARNING ACTIVITIES	ASSESSMENT TASKS
1.	Students will be introduced to the key concepts related to care and well-being.	Discussions and dialogue on definition, principles and components of care.	Oral presentations
2.	Students will gain understanding of factors and experience that promote well-being.	Teaching through the examples of concepts of well-being and promoting well-being of care givers.	Mock viva
3.	Students will get acquainted with significance of well-being at different life stages.	Presentations on care and well-being at different stages of life, teaching through examples of experience sharing.	Written test, multiple choice questions
4.	Students will get aware of services and schemes to promote well-being throughout the life.	Discussions on the schemes and services of well-being of all.	Summarizing and responding.

*Assessment tasks listed here are indicative and may vary.

GE-HDFE-02: CHILD RIGHTS AND SOCIAL ACTION
(CREDITS: THEORY-5, TUTORIAL-1)

COURSE OBJECTIVES
- To develop an understanding about child rights.
- To acquaint the students regarding laws, policies and programmes.

COURSE LEARNING OUTCOMES:
- Define key concepts in the discourse on child rights
- Discuss the role of family and community in child protection
- Realize the magnitude and factors of exclusion and their causes
- Become aware of different vulnerable groups and their causes
- Develop knowledge of laws, policies and programmes for children

THEORY:

CONTENTS   **PERIODS: 90 (Credits-6)**

UNIT I: Introduction to Child Rights   **30**
- Definition of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc.
- Role of family, community & child herself in protecting rights

Bajpai, A. (2006). *Child rights in India: law, policy and practice*. New Delhi: Oxford University Press, Chapter 1, Pg 1 - 47

Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer, chapter 1, pg 1 – 21.

UNIT II: Vulnerable Groups: Causes and Consequences   **30**
- Street children
- Working children
- Victims of child-trafficking
- Children in conflict with law

NIPCCD (2002). *Children in difficult circumstances: Summaries of research*. New Delhi: Resource Centre on Children.

Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer, chapter 4, Pg. 77 – 95.

UNIT III: Framework for Social Action   **30**
- Laws for children
- Constitutional provisions in India, programmes for vulnerable sections (Prayas, Butterflies etc)

- National policies: ICPS

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

COMPULSORY READING:
- Bajpai, A. (2006). *Child rights in India: law, policy and practice*. New Delhi: Oxford University Press.
- Bhargava, V. (2005). *Adoption in India: policies and experiences*. New Delhi: Sage.
- Virani, P. (2000). *Bitter chocolate: Child sexual abuse in India*. New Delhi: Penguin.

ADDITIONAL RESOURCES:
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer.
- NCERT. (2005). *National curriculum framework*. New Delhi: NCERT.
- 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

TEACHING LEARNING PROCESS:
- Lecture method
- Group discussion
- Tutorials
- Brainstorming
- Role plays
- Contextualising content in real life situations

ASSESSMENT METHODS:
As per University of Delhi rules

For each course the assessment is as follows:

For theory (maximum marks 100):

-End semester exam: 75 marks

-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)

For practical (where applicable) (maximum marks 50):

-End-semester practical exam: 25 marks

-Continuous evaluation of practicals on a pre-described key

Result is declared in terms of letter grade and grade points for each course.

KEYWORDS:
- Department of Human Development and Family Empowerment
- Child rights
- Social action

- Vulnerable groups
- Laws, Policies and programmes for children

Facilitating the achievement of Course Learning Outcomes

UNIT	COURSE LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1.	Students will be introduced to the field of child rights.	Small group discussions on definitions and theoretical foundations of child rights.	Oral presentations
2.	Students will get aware about the different vulnerable groups and their antecedents.	Teaching through the examples of various categories of vulnerable groups of children.	Mock viva
3.	Students will develop knowledge of laws, policies and programmes for children.	Discussions on the laws, policies and programmes for children.	Written test, multiple choice questions.

*Assessment tasks listed here are indicative and may vary.

B.A. Programme - Human Development and Family Empowerment
List of Contributors (LOCF)

DISCIPLINE SPECIFIC COURSES (DCS)

Paper Title	Members	Affiliation	Email id
DSC-HDFE-01- Principles of Child Development	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
DSC-HDFE-02- Introduction to Human Development	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
DSC-HDFE-03- Empowerment of Women and Children	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 2: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
DSC-HDFE-04- Principles and Perspectives on Early Childhood Care and Education	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Paper Title	Members	Affiliation	Email id
DSE-HDFE-01- Child Rights and Gender Empowerment	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
DSE-HDFE-02- Children with Special Needs	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
DSE-HDFE-03- Parenting	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
DSE-HDFE-04- Childhood in India	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com

SKILL ENHANCEMENT COURSES (SEC)

Paper Title	Members	Affiliation	Email id
SEC- 01 - Life Skills Education	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
SEC- 02 - Introduction to Guidance and Counseling	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
SEC- 03 - Parent and Community Education	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
SEC- 04 - Adolescent Development and Challenges	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com

GENERIC ELECTIVE (GE)

Paper Title	Members	Affiliation	Email id
GE- 01- Care and Well-being in Human Development	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com
GE- 02- Child Rights and Social Action	Coordinator: Superna Gupta	Shyama Prasad Mukherji College	supernagupta68@gmail.com
	Working Group Member 1: Nirmala Muralidhar	Janki Devi Memorial College	dept.hdfe@gmail.com
	Working Group Member 2: Sarita Sobti	Shyama Prasad Mukherji College	sobtisarita@gmail.com
	Working Group Member 3: Meeta Virmani	Indraprastha College for Women	meetavirmani88@gmail.com