

UNIVERSITY OF DELHI

Department of Home Science

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

(SEMESTER - I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi



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Department of Home Science

Semester – I

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

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

Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-1-HDFE: THEORETICAL FOUNDATIONS IN HUMAN DEVELOPMENT

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 | | |
| Theoretical Foundations in Human Development | 4 | 3 | - | 1 | Class XII Pass | NIL |

Learning Objectives:

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

Learning Outcomes:

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

1. Gain an insight into the importance and role of theories in Human Development.
2. Develop an understanding of selected theories in Human Development.
3. Become aware of the concepts and perspectives related to Human Development.

THEORY
(Credits: 3, Periods: 45)

Unit I: Introduction to theories in Human Development (6 hours)

- *Unit Description:* The unit will introduce themes in the area of human development covering nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities.
- *Subtopics:*
 - Key themes in the study of Human Development- Nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities.

Unit II: Psycho-analytic perspectives on Human Development (13 hours)

- *Unit Description:* The unit will introduce the Psycho-analytical perspectives on Human Development by Sigmund Freud and Eric H. Erikson.
- *Subtopics:*
 - Psycho-sexual theory by Sigmund Freud
 - Psycho-social theory by Eric H. Erikson

Unit III: Theories on Cognitive Development (13 hours)

- *Unit Description:* The unit will introduce the theoretical perspective with regard to cognitive development. This unit will be covering theories by Jean Piaget and Lev Vygotsky.
- *Subtopics:*
 - Theory of Cognitive Development by Jean Piaget
 - Socio-cultural theory of Cognitive Development by Lev Vygotsky

Unit IV: Selected Theories in Child Development (13 hours)

- *Unit Description:* The unit will introduce theories in the area of child development. This unit will be covering theories by Urie Bronfenbrenner, Albert Bandura, John Bowlby and so on.
- *Subtopics:*
 - Ecological Systems Theory by Urie Bronfenbrenner
 - Social Learning Theory by Albert Bandura
 - Attachment Theories (John Bowlby, Mary Ainsworth, Harry Harlow)

**PRACTICAL
(Credit: 1; Periods: 30)**

- **Unit 1: Biography of any one theorist of human development (15 hours)**
- **Unit 2: Application of any one theory in real life situations (15 hours)**

Essential / recommended readings:

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

Suggested Readings:

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

DISCIPLINE SPECIFIC CORE COURSE – DSC-2-HDFE: PRINCIPLES OF CHILD DEVELOPMENT

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 of Child Development | 4 | 3 | -- | 1 | Class XII Pass | Nil |

Learning Objectives:

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

Learning Outcomes:

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

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

THEORY (Credits:3, Periods: 45)

Unit I: Introduction to Child Development

(10 hours)

- *Unit Description:* This unit will introduce child development as a field of study. It also will provide insights into the historical perspective regarding development of children.
- *Subtopics:*
 - Definition, Scope and importance of child development as a field of study
 - Historical foundation of child development

Unit II: Introduction to methods of Child Study

(11 hours)

- *Unit Description:* The unit will introduce the methods of child study through the examples of well framed interviews, questionnaires.
- *Subtopics:*
 - Observation
 - Interview
 - Questionnaire
 - Case study

Unit III: Aspects of Development

(11 hours)

- *Unit Description:* The unit will introduce about the aspects of development through discussion on the principles of development, developmental norms.
- *Subtopics:*
 - Principles of Development
 - Developmental Norms

Unit IV: Prenatal Development

(13 hours)

- *Unit Description:* The unit will introduce prenatal development through presentations on stages of prenatal development and factors which have an impact.
- *Subtopics:*
 - Stages of prenatal development
 - Factors affecting prenatal development

PRACTICAL

(Credit:1, Periods:30)

Unit I: Recording/documenting any two methods of data collection

(20 hours)

Unit 2: Review of any one documentary related to prenatal development

(10 hours)

Essential / recommended readings:

1. Berk, L. E. (2013). *Child development (9th edition)*. New Delhi: Prentice Hall.

2. Colley, D. and Cooper, P. (Eds.) (2017). *Attachment and emotional development in the classroom*. Oxford City: Jessica Kingley Publishers
3. Verma, P., Srivastava, D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.
4. Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.

Suggested Readings:

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

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

Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-2-HDFE: PRINCIPLES OF CHILD DEVELOPMENT

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 of Child Development | 4 | 3 | -- | 1 | Class XII Pass | Nil |

Learning Objectives:

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

Learning Outcomes:

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

4. Get familiarized with the concept of child development as a field of study.
5. Develop an understanding of prenatal development.
6. Learn about the basics of techniques of data collection.

THEORY

(Credits:3, Periods: 45)

Unit I: Introduction to Child Development

(10 hours)

- *Unit Description:* This unit will introduce child development as a field of study. It also will provide insights into the historical perspective regarding development of children.
- *Subtopics:*
 - Definition, Scope and importance of child development as a field of study
 - Historical foundation of child development

Unit II: Introduction to methods of Child Study (11 hours)

- *Unit Description:* The unit will introduce the methods of child study through the examples of well framed interviews, questionnaires.
- *Subtopics:*
 - Observation
 - Interview
 - Questionnaire
 - Case study

Unit III: Aspects of Development (11 hours)

- *Unit Description:* The unit will introduce about the aspects of development through discussion on the principles of development, developmental norms.
- *Subtopics:*
 - Principles of Development
 - Developmental Norms

Unit IV: Prenatal Development (13 hours)

- *Unit Description:* The unit will introduce prenatal development through presentations on stages of prenatal development and factors which have an impact.
- *Subtopics:*
 - Stages of prenatal development
 - Factors affecting prenatal development

PRACTICAL

(Credit:1, Periods:30)

Unit I: Recording/documenting any two methods of data collection (20 hours)

Unit 2: Review of any one documentary related to prenatal development (10 hours)

Essential / recommended readings:

1. Berk, L. E. (2013). *Child development (9th edition)*. New Delhi: Prentice Hall.
2. Colley, D. and Cooper, P. (Eds.) (2017). *Attachment and emotional development in the classroom*. Oxford City: Jessica Kingley Publishers

3. Verma, P., Srivastava, D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.
4. Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman.

Suggested readings:

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

UNIVERSITY OF DELHI

Department of Home Science

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

(SEMESTER - II)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi



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Department of Home Science SEMESTER –II

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

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| 2. | B.A. (Prog.) with Human Development & Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-4-HDFE: Introduction to Human Development | 7-8 |

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

**DISCIPLINE SPECIFIC CORE COURSE – DSC-3-HDFE: ADULTHOOD AND
AGEING THROUGH A LIFE SPAN PERSPECTIVE**

Credit distribution, Eligibility and Pre-requisite of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (If any) |
|---|---------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Adulthood and Ageing through a Lifespan perspective | 4 | 2 | -- | 2 | Class XII Pass | DSC-1-HDFE and DSC-2-HDFE (both as Major) |

Learning Objectives:

1. To understand the developmental patterns in early, middle and late adulthood.
2. To understand the needs and challenges of the older adults.
3. To use research tools to investigate the ageing process and develop critical thinking skills, necessary to do research in the field of ageing.

Learning Outcomes:

After completion of the course, the students will be able to:

1. Understand the characteristics of Adulthood and old age.
2. Understand the challenges of adulthood and ageing and the coping strategies.
3. Students will develop awareness about the developmental patterns in adulthood.
4. Sensitizing students towards the concerns of adulthood and ageing.

THEORY

(Credits:2, Periods: 30)

Unit 1: Adulthood and Ageing

(10 hours)

- *Unit Description:* This unit will introduce the concept of adulthood and ageing
- *Subtopics:*
 - Understand definition
 - Concept and scope of ageing as a field of study
 - Theoretical perspectives on ageing
 - Developmental Tasks of Adulthood

Unit 2: Early & Middle Adulthood

(10 hours)

- *Unit Description:* This unit will introduce the concept of early and middle adulthood.
- *Subtopics:*
 - Characteristics
 - Developmental milestones - Physical, cognitive, social and emotional development

Unit 3: Late Adulthood

(10 hours)

- *Unit Description:* This unit will introduce the concept of Late adulthood.
- *Subtopics:*
 - Definition
 - Characteristics
 - Developmental milestones
 - Physical changes in males and females
 - Psychological implications of physical changes. Social – Emotional Development. Cognitive Development

PRACTICAL (Credits: 2, Periods: 60)

- **Unit 1: Conduct Case profile of a senior citizen** **(30 hours)**
- **Unit 2: Visit to a senior citizen home and /or Movie review** **(30 hours)**

Essential / recommended readings:

1. Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
2. Rice, F.P. (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
3. Santrock, J. W. (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
4. Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication

Suggested Readings:

1. Patrick, J.H., Hayslip Jr. B., Sawyer, L.H. (2000). *Adult Development and aging: Growth, longevity and challenges* (1st edition). Sage Publications
2. Singh, A. (2015). *Foundation of Human development: A lifespan approach*. Hyderabad: Orient Blackswan Pvt.
3. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan

DISCIPLINE SPECIFIC CORE COURSE – DSC-4-HDFE: INTRODUCTION TO HUMAN DEVELOPMENT

Credit distribution, Eligibility and Pre-requisite of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Introduction to Human Development | 4 | 2 | - | 2 | Class XII Pass | DSC-1-HDFE and DSC-2-HDFE (both as Major) |

Learning Objectives:

1. To create an understanding of various stages of lifespan development.
2. To understand developmental changes occurring during infancy, childhood, adolescence.
3. To understand the conflicts during various stages of lifespan development and ways to deal with it.

Learning Outcomes:

After completion of the course, the students will be able to:

1. Understand developmental changes occurring during the lifespan with respect to infancy, childhood, adolescence
2. Understand various stages of lifespan development with respect to conflicts and ways to deal with it.
3. Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situations.

THEORY

(Credits: 2; Periods: 30)

Unit 1: Development in early years: The new-born and stage of infancy (10 Hours)

- *Unit Description:* This unit will discuss about the development in early years
- *Subtopics:*
 - New-born: Characteristics.
 - Reflexes
 - Infant developmental milestones

Unit 2: Childhood- Early & Middle**(10 Hours)**

- *Unit Description:* This unit will introduce all domains of development with regard to early and middle childhood period.
- *Subtopics:*
 - Physical Development.
 - Socio-emotional Development.
 - Cognitive and Language Development

Unit 3: Adolescence**(10 Hours)**

- *Unit Description:* This unit will introduce regarding adolescent age group
- *Subtopics:*
 - Definition.
 - Characteristics.
 - Developmental milestones.
 - Physical changes in males and females.
 - Psychological implications of physical changes.
 - Social – Emotional Development.
 - Cognitive Development.

PRACTICAL
(Credit: 2, Periods: 60)

Unit 1: Understand Methods and techniques of child study.**(15 hours)****Unit 2: Conduct any 2 interviews.****(30 hours)****Unit 3: Conduct any 1 observation.****(15 hours)****Essential / recommended readings:**

1. Bee, H. L (2011). *The developing child*. London: Pearson.
2. Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
3. Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill
4. Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.

Suggestive readings:

1. Papilla, D.E., Olds, S. W. and Feldman, R. D (2004). *Human development*. New York: Mcgraw Hill.
2. Singh, A. (2015). *Foundation of Human development: A lifespan approach*. London: Orient Longman.
3. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.
4. Sapra, R. (2007). *Manav vikas: Ek parichaya*. New Delhi: Vishwa Bharti Publications. Chapter 1, pg 1-6

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

**DISCIPLINE SPECIFIC CORE COURSE – DSC-4-HDFE: INTRODUCTION TO
HUMAN DEVELOPMENT**

Credit distribution, Eligibility and Pre-requisite of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Introduction to Human Development | 4 | 2 | - | 2 | Class XII Pass | DSC-2-HDFE (Non-Major) |

Learning Objectives:

1. To create an understanding of various stages of lifespan development.
2. To understand developmental changes occurring during infancy, childhood, adolescence.
3. To understand the conflicts during various stages of lifespan development and ways to deal with it.

Learning Outcomes:

After completion of the course, the students will be able to:

1. Understand developmental changes occurring during the lifespan with respect to infancy, childhood, adolescence
2. Understand various stages of lifespan development with respect to conflicts and ways to deal with it.
3. Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situations.

THEORY

(Credits: 2; Periods: 30)

Unit 1: Development in early years: The new-born and stage of infancy (10 Hours)

- *Unit Description:* This unit will discuss about the development in early years
- *Subtopics:*
 - New-born: Characteristics.
 - Reflexes
 - Infant developmental milestones

Unit 2: Childhood- Early & Middle**(10 Hours)**

- *Unit Description:* This unit will introduce all domains of development with regard to early and middle childhood period.
- *Subtopics:*
 - Physical Development.
 - Socio-emotional Development.
 - Cognitive and Language Development

Unit 3: Adolescence**(10 Hours)**

- *Unit Description:* This unit will introduce regarding adolescent age group
- *Subtopics:*
 - Definition.
 - Characteristics.
 - Developmental milestones.
 - Physical changes in males and females.
 - Psychological implications of physical changes.
 - Social – Emotional Development.
 - Cognitive Development.

PRACTICAL
(Credit: 2, Periods:60)

Unit 1: Understand Methods and techniques of child study.**(15 hours)****Unit 2: Conduct any 2 interviews.****(30 hours)****Unit 3: Conduct any 1 observation.****(15 hours)****Essential / recommended readings:**

1. Bee, H. L (2011). *The developing child*. London: Pearson.
2. Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
3. Santrock, J. W. (1996). *Child development*. New York: Tata McGraw Hill
4. Verma, P., Srivastava D. N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication.

Suggestive readings:

1. Papilla, D.E., Olds, S. W. and Feldman, R. D (2004). *Human development*. New York: Mcgraw Hill.
2. Singh, A. (2015). *Foundation of Human development: A lifespan approach*. London: Orient Longman.
3. Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.
4. Sapra, R. (2007). *Manav vikas: Ek parichaya*. New Delhi: Vishwa Bharti Publications. Chapter 1, pg 1-6

(Revised)
Annexure-4.01.43
AC-25/01/2023



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Department of Home Science
SEMESTER -III

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

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| 2. | B.A. (Prog) with Human Development & Family Empowerment (HDFE) as Non-Major DISCIPLINE SPECIFIC CORE (DSC) DSC-6-HDFE: Empowerment of Women and Children | 22-23 |

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

**DISCIPLINE SPECIFIC CORE COURSE – DSC-5-HDFE: GENDER AND SOCIAL
JUSTICE IN INDIA**

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 | | |
| Gender and Social Justice in India | 4 | 2 | 0 | 2 | Class XII | Nil |

LEARNING OBJECTIVES:

- To understand the different terms used to discuss gender.
- To understand about the social construction of gender.
- To understand the situation of gender justice in India.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Understand the different terms used to discuss gender.
- Understand about the social construction of gender
- Understand the situation of gender justice in India.

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

Unit 1: Understanding Gender

(10 Hours)

- *Unit Description:* Student will get aware about different terms related to gender
- *Subtopics:*
 - Defining terms- Sex and Gender, Masculinity v/s Femininity, Feminism
 - Gender Identity and Gender Fluidity: LGBTQ+ Communities

Unit 2: Social Construction of Gender

(10 Hours)

- *Unit Description:* The emphasis of this unit will be on patriarchy and violence against women and children.
- *Subtopics:*
 - Gender Stereotypes and Patriarchy

- Violence against girl child and women

Unit 3: Gender Justice in India

(10 Hours)

- *Unit Description:* This unit will introduce regarding Constitutional provisions for Women
- *Subtopics:*
 - Constitutional provisions for Women
 - Laws and policies for Women

PRACTICAL (Credits 2: 60 Hours)

Unit 1: Visit to any one organisation working in the area of Women's Rights

Unit 2: Seminar / Webinar/ Talk by professional working in the area of Women empowerment and the girl child.

Unit 3: Initiatives by the Government in the area of Gender Justice in the last 5 years- Discussion and Documentation.

ESSENTIAL / RECOMMENDED READINGS:

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

SUGGESTED READINGS:

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

DISCIPLINE SPECIFIC CORE COURSE – DSC-6-HDFE: EMPOWERMENT OF WOMEN AND CHILDREN

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 | | |
| Empowerment of Women and Children | 4 | 2 | 0 | 2 | Class XII | Nil |

LEARNING OBJECTIVES:

- To develop an understanding about the status of women and children in India.
- To gain awareness about programmes and services for women and children in India.
- To gain understanding about the importance of maternal health and education.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Understand the status of women and children in India.
- Evaluate various programmes and services for women and children in India.
- Understand the importance of maternal health and education.

THEORY
(Credits 2: 30 Hours)

Unit 1: Status of Women and Children in India

(08 hours)

- *Unit Description:* This unit focuses on the demographic profile of women and children and important issues concerning them.
- *Subtopics:*
 - Demographic profile of women and children.
 - Issues related to women and children.

Unit 2: Programmes and Services for Women Empowerment

(12 hours)

- *Unit Description:* This unit focuses on various programmes and services for women and children in the country.
- *Subtopics:*
 - Women Empowerment: Definition, Need and Importance
 - Programmes for Women: Any two
 - Programmes for Children: Any Two

Unit 3: Maternal Health and Education

(10 hours)

- *Unit Description:* This unit focuses on the importance of maternal health and education and its impact on child development.
- *Subtopics:*
 - Importance of Maternal Health and Education
 - Impact of Maternal Health and Education on Child Development
 - Maternal Mortality: Statistics, Causes and Prevention

PRACTICAL (Credits 2: 60 Hours)

Unit 1: Visit to one organization working for children.

Unit 2: Visit to one organization working for women.

Unit 3: Review of one movie/ documentary/ video/ book based on children.

Unit 4: Interview of a mother to understand the importance of education and awareness in raising healthy children.

ESSENTIAL / RECOMMENDED READINGS:

1. Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers.
2. Vasudev, K. (2009). *Welfare programme*. New Delhi: Vishva Bharti Publications.
3. Verma, S.B. and Soni, M. L. (2005). *Mahila jagrute aur sashaktikaran*. Jaipur: Aaveeskar Publishers.
4. *Women Rights are Human Rights* (2014). Geneva and New York: United Nations Publications
Retrieved:
<https://www.ohchr.org/sites/default/files/Documents/Events/WHRD/WomenRightsAreHR.pdf>
5. *Women's Rights in India* (2021). National Human Rights Commission, India
Retrieved:
https://nhrc.nic.in/sites/default/files/Women%E2%80%99s%20Rights%20in%20India%20complete_compressed.pdf

SUGGESTED READINGS:

1. Bose, A.B. (2003). *The status of children in India: Promises to keep*. New Delhi: Manohar Publications
2. *National plan of action of children* (2016). Ministry of HRD, Department of WCD, GOI.
3. Vipin, K. (2009). *Vaisveekran evam mahila sashaktikaran vividha aayam*. New Delhi: Aeyal Publications

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

**DISCIPLINE SPECIFIC CORE COURSE – DSC-6-HDFE: EMPOWERMENT OF
WOMEN AND CHILDREN**

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 | | |
| Empowerment of Women and Children | 4 | 2 | 0 | 2 | Class XII | Nil |

LEARNING OBJECTIVES:

- To develop an understanding about the status of women and children in India.
- To gain awareness about programmes and services for women and children in India.
- To gain understanding about the importance of maternal health and education.

LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Understand the status of women and children in India.
- Evaluate various programmes and services for women and children in India.
- Understand the importance of maternal health and education.

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

Unit 1: Status of Women and Children in India (08 hours)

- *Unit Description:* This unit focuses on the demographic profile of women and children and important issues concerning them.
- *Subtopics:*
 - Demographic profile of women and children.
 - Issues related to women and children.

Unit 2: Programmes and Services for Women Empowerment (12 hours)

- *Unit Description:* This unit focuses on various programmes and services for women and children in the country.
- *Subtopics:*

1. Women Empowerment: Definition, Need and Importance
2. Programmes for Women: Any two
3. Programmes for Children: Any Two

Unit 3: Maternal Health and Education

(10 hours)

- *Unit Description:* This unit focuses on the importance of maternal health and education and its impact on child development.
- *Subtopics:*
 - Importance of Maternal Health and Education
 - Impact of Maternal Health and Education on Child Development
 - Maternal Mortality: Statistics, Causes and Prevention

PRACTICAL

Unit 1: Visit to one organization working for children.

Unit 2: Visit to one organization working for women.

Unit 3: Review of one movie/ documentary/ video/ book based on children.

Unit 4: Interview of a mother to understand the importance of education and awareness in raising healthy children.

ESSENTIAL / RECOMMENDED READINGS:

1. Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers.
2. Vasudev, K. (2009). *Welfare programme*. New Delhi: Vishva Bharti Publications.
3. Verma, S.B. and Soni, M. L. (2005). *Mahila jagrute aur sashaktikaran*. Jaipur: Aaveeskar Publishers.
4. *Women Rights are Human Rights* (2014). Geneva and New York: United Nations Publications
Retrieved:
<https://www.ohchr.org/sites/default/files/Documents/Events/WHRD/WomenRightsAreHR.pdf>
5. *Women's Rights in India* (2021). National Human Rights Commission, India
Retrieved:
https://nhrc.nic.in/sites/default/files/Women%E2%80%99s%20Rights%20in%20India%20complete_compressed.pdf

SUGGESTED READINGS:

1. Bose, A.B. (2003). *The status of children in India: Promises to keep*. New Delhi: Manohar Publications
2. *National plan of action of children* (2016). Ministry of HRD, Department of WCD, GOI.
3. Vipin, K. (2009). *Vaisveekran evam mahila sashaktikaran vividha aayam*. New Delhi: Aeyal Publications.



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Department of Home Science Semester – IV

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

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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

(30 hours)

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 unit 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 (60 hours)

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

ESSENTIAL READINGS:

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

SUGGESTED READINGS:

1. Kaul, V. and Bhatnagar, R. (2009). *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
2. Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.

3. Roopnarine, J. L., & Johnson, J. E. (2012). *Approaches to Early Childhood Education* (5th ed.). Pearson.
4. 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:

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

(30 hours)

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

(60 hours)

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

ESSENTIAL READINGS:

1. Day, M., Kaul, V., & Sawhney, S. (2022). *Early childhood education for marginalized children in India: Deconstructing quality*. Sage Publications
2. Bhattacharjea, S, Kaul, V. (2019). *Early childhood education and school readiness in India: Quality and diversity*. Springer Singapore
3. 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
4. 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:

1. Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
2. Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
3. Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.
4. 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

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| | | 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

(30 hours)

Unit 1: Introduction to Early Childhood Care and Education (ECCE) (10 Hours)

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Subtopics:

- Definition and Objectives of ECCE
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Subtopics:

- National Curriculum Framework 2005 and ECCE
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(60 hours)

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4. 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:

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