UNIVERSITY OF DELHI

Department of Home Science

Faculty of Science

Post Graduate Programmes

Course Credit Structure-CBCS

2018

The **Department of Home Science** offers the following Post Graduate Programmes:

Masters Programmes in –

M.Sc. Food & Nutrition

M.Sc. Human Development & Childhood Studies

M.Sc. Development Communication & Extension

M.Sc. Resource Management & Design Application

M.Sc. Fabric & Apparel Science

Post Graduate Diploma Programmes in-

Post Graduate Diploma in Dietetics & Public Health Nutrition

Post Graduate Diploma in Health and Social Gerontology

PG Admission Eligibility

PART I Candidates seeking admission through entrance examination

8 A	M.Sc. course in Food & Nutrition:	Intake Capacity: 21
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science / B.Sc (Hons.) in Food Technology: after (10+2)/ PGDDPHN (1 yr), from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed Nutritional Biochemistry and any two subjects in the following areas: Food & Nutrition / Nutrition through the life cycle / Public Nutrition / Food Science and Processing / Diet therapy / Microbiology/ Nutrition for Adults and Elderly/ Nutrition for Children and Adolescents	ELIGIBILITY CONDITIONS 55% or above marks in aggregate in Home Science or Food Technology or equivalent grade points.
8 B	M.Sc. course in Human Development and Childhood Studies:	Intake Capacity: 11
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2), from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Introduction to Human Development / Socio-cultural Dimensions of family in India / Foundations of Human Development: Theories and Principles / Gender Empowerment and Justice / Human Development: Lifespan / Child Rights & Social Action	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.
8 C	M.Sc. course in Resource Management and Design Application:	Intake Capacity: 11
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2) from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Resource Management / Family Finance & Consumer Studies / Housing and Space Design / Ergonomic in Design Development /Interior Design and Decoration/ Entrepreneurship and Enterprise Management / Resources and Sustainable Development / Human Resource Management	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.

8 D	M.Sc. course in Development Communication and Extension:	Intake Capacity: 11
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2) from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Communication and Extension / Gender and Development / Media Systems / Mass Communication / Sustainable Development/ Training and Development/Extension Programme Design and Management/ Development Communication and Journalism / Training and Development	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.
8 E	M.Sc. course in Fabric and Apparel Science:	Intake Capacity: 19
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2) from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Fundamentals of Fabric and Apparel Science / Fabric Science / Indian Textile Heritage / Apparel Construction / Applied Textile Design / Dyeing and Printing / Design Concepts / Fashion Design Development / Fashion Studies	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.

PART II (FORM B) Candidates seeking admission on merit on the basis of marks obtained in the B.Sc. (Hons) Home Science, University of Delhi in the year in which admission is sought

7 A	M.Sc. course in Food & Nutrition:	Intake Capacity: 20
	B.Sc. (Hons.) in Home Science: Food & Nutrition (3 years course) after (10+2) from Delhi University only.	ELIGIBILITY CONDITIONS 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Food and Nutrition
7 B	M.Sc. course in Human Development and Childhood Studies:	Intake Capacity: 11
	B.Sc. (Hons.) in Home Science: Human Development (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Human Development

7 C	**M.Sc. course in Resource Management and Design Application:**	**Intake Capacity: 11**
	B.Sc. (Hons.) in Home Science: Resource Management (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.)with specialization in Resource Management
7 D	**M.Sc. course in Development Communication and Extension:**	**Intake Capacity: 11**
	B.Sc. (Hons.) in Home Science: Communication and Extension (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Communication and Extension
8 E	**M.Sc. course in Fabric and Apparel Science:**	**Intake Capacity: 18**
	B.Sc. (Hons.) in Home Science: Fabric and Apparel Science (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Fabric and Apparel Science

Eligibility for reserved categories will be as per University guidelines.

For details concerning University guidelines visit www.du.ac.in

M.Sc. HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

Course Credit Structure-CBCS

2018

The Department of Home Science offers Masters program in Human Development and Childhood Studies. The program is devoted to understanding the nature of human development across the lifespan in a culturally diverse, changing and complex world. Our endeavour is to apply contextual and systemic frameworks to the study of development and relationship processes through research, teaching and application. The curriculum values and supports interdisciplinary perspectives and combines classroom learning with field opportunities. There is a special emphasis on the study of heterogeneity among children and adults in varied settings.

Program Specific Objectives:

- To study the domains of human development from the life span perspective

- To examine the interaction between the child and the socio-cultural systems, including educational settings

- To promote competence in scientific study, research in the field, and the use of relevant assessment measures for children

- To develop sensitivity and skills in working with children and families

- To acquire working knowledge in counselling children and families

- To plan and implement programmes for children

- To create awareness about children and families living in difficult circumstances

- To provide students with a situated career exposure through internships and placements.

Program Specific Outcomes:

- Students get trained in planning, implementation, monitoring and evaluation of extension activities during field visits and projects.
- Students develop skills in outreach consultancies in the fields of: ECCE training, Inclusive Education, Elementary Education, Theatre in Education, and Media.
- Support and advocacy skills for Gender Justice, Child Rights, Inclusion and Adoption help students to gain professional advantage.
- Students are enabled to critique, propose and formulate research design strategies.
- Student will engage with the diversity and plurality of childhood in India and gain knowledge of the status of children in India.

- Student will acquire skills to critically analyze the concerns related to specific groups and will understand the processes and principles of 'rights based programming'.

- Student will acquire a repertoire of skills for working with children and relevant adults in different contexts and will be familiar with selected standardised tests/protocols for the study including assessment of individuals, families/settings.

- The students will learn strategies for effective capacity building, implementation and assessment of early childhood education and development programmes.

- Student will examine and analyse the significance of children's social and ecological contexts, study the approaches and practices for inclusion and empowerment of children and families.

- The student will develop a holistic understanding of the educational ecosystem, processes and practices with reference to human development.

- The students are oriented to the linkages between social policy, legislations and implementation of schemes and programmes.

COURSE CREDIT SCHEME

Total Credits: 100
Total No. of Core Papers: 15
Total No. of Electives: 05
Total No. of Open Electives: 01

Semester	Core Courses			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	
I	4	16L+6T/P	**20**							**20**
II	5	16L+8 T/P	**24**							**24**
III	5	8L+ 8P	**16**	2	8L + 4 P	**12**	1	4	**4**	**32**
IV	1	6	**6**	3	12L + 6P	**18**				**24**
Total Credits for the Course			**66**			**30**			**4**	**100**

* Student must clear 100 credits.

Semester I				
Number of core courses	**Credits in each core course**			
Course	**Theory**	**Practical**	**Tutorial**	**Credits**
Core course 1 CC 101: Research Methods	4			4
Core course 2 HDCSCC 102: Early Childhood Care and Education	4	2		6
Core course 3 HDCSCC 103 : Development in Childhood	4	2		6
Core course 4 HDCSCC 104: Theories of Human Development	4			4
Total credits in core course	**20**			

Semester II				
Number of core courses	**Credits in each core course**			
Courses	**Theory**	**Practical**	**Tutorial**	**Credits**
Core course 5 CC 205 Statistics and Computer Applications	4	2		6
Core course 6 HDCSCC 206 Diversity, Disadvantage and Equity	4			4
Core course 7 HDCSCC 207: Development in Adolescence And Youth	4	2		6
Core course 8 HDCSCC 208: Law, Policy and Programs for Women And Children	4			4
Core course 9 HDCSCC 209: Assessment and Evaluation in Human Development (Integrated practical)		4		4
TOTAL NUMBER OF CREDITS	**24**			

SEMESTER III				
Number of core/elective courses	**Credits in each core/elective course**			
Courses	**Theory**	**Practical**	**Tutorial**	**Credits**
Core Course 10 HDCSCC 310: Education for Human Development	4			4
Core Course 11 HDCSCC 311: Developmental Disabilities	4			4
Core Course 12 HDCSCC 312 : Developmental Disabilities (Integrated practical)		4		4
Core Course 13 HDCSCC 313: Internship		2		2
Core Course 14 HDCSCC 314: Dissertation I: Technical Writing & Seminar		2		2
Elective course HDCSEC 31A: Women and Gender Studies or HDCSEC 31B Parenting and Early Intervention	4	2		6
Elective course HDCSEC 32A: Sociology of Childhood or HDCSEC 32B: Childhood and Adolescence Across Ecological Settings	4	2		6

Open Elective Courses for Semester III - Select any one of the following:

- FNOE31 : Community Nutrition Assessment
- HDCSOE31 : Parenting & High Risk Infants
- DCEOE31 : Communication Processes and Techniques
- RMDAOE31 : Entrepreneurship & Innovation
  FASOE31: Fabric Study

SEMESTER IV				
Number of core/elective courses	**Credits in each core/elective course**			
Courses	**Theory**	**Practical**	**Tutorial**	**Credits**
Course Code 15 HDCSCC 415: Dissertation/Experiential Learning Project		**6**		**6**
Elective course HDCSEC 41A: Social Psychology for Human Development HDCSEC 41B: Development in Adulthood	**4**	**2**		**6**
Elective course HDCSEC 42A :Organisation and Management of Programmes for Children HDCSEC 42B: Children and Media	**4**	**2**		**6**
Elective course HDCSEC 43A: Child and Adolescent Wellbeing HDCSEC 43B: Counselling for Child Development	**4**	**2**		**6**
TOTAL NUMBER OF CREDITS	**24**			

SEMESTER I

CC101: RESEARCH METHODS
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To provide students understandings about the basic concepts, approaches and methods in conducting research thereby enabling them to appreciate and critique the nuances of designing a research study as well the ethical dimensions of conducting researches.

Course Learning outcomes:
Students will be able to:
1. Demonstrate knowledge of the scientific method, purpose and approaches to research
2. Compare and contrast quantitative and qualitative research
3. Explain research design and the research cycle
4. Prepare key elements of a research proposal
5. Explain ethical principles, issues and procedures

CONTENTS   **PERIODS**
UNIT I: Purpose of research   **5**
- Definition, objectives and significance of research
- Types of research
- Scientific method: induction and deduction
- Research approaches: quantitative, qualitative and mixed
- Issues of relevance and cultural appropriateness

UNIT II: Principles of Research in quantitative and qualitative approaches   30
>   *Research design*
- Meaning and need of research design
- Components and types of research design
- Issues in design construction
>   *Sampling, methods*
- Concept of sampling, key differences in the two approaches
- Sampling methods, sample size and sampling error
- Selecting participants and contexts to examine social phenomenon
>   *Data collection and analyses*
- Methods and measurement: Measurement in research, scales and errors in measurement , reliability and validity of measurement tools
- Methods of data collection and types of data
- Immersion, deep engagement, triangulation and reflexivity in qualitative data collection
- Data management and quality control
- Transcription in qualitative data analyses
- Errors in inference – Bias and confounding, reliability and validity issues
- Ensuring reliability and validity in qualitative research

UNIT III: The Research Cycle   **10**
- Systematic literature review and referencing
- Formulating a research problem –Developing research questions and objectives, exploring research context/phenomenon

- Identifying variables, constructing hypotheses
- Deciding research approach and design
- Selection of sample/participants, choice of methods and analysis.
- Writing a research report-Styles and format.

UNIT IV: Values, Social Responsibility and Ethics in Research   3
- Ethical principles guiding research: from inception to completion and publication of research
- Ethical issues relating to research participants and the researcher
  - Rights, dignity, privacy and safety of participants
  - Informed consent, confidentiality anonymity of respondents, voluntary participation, harm avoidance
  - Conflicts of interest or bias, Use of inappropriate research methodology, Incorrect reporting, misuse of information

TUTORIAL
- Review and critique journal articles
  - Identify research designs used, sampling, tools and analyses.
  - Compare and contrast the research studies on different dimensions.
- Development of a group research project
  - Defining the research area, formulation of research problem and objectives, establishing operational definitions/
  - Develop a sampling plan
  - Identification of methods of data collection, development and pretesting of research tools and preparation of an outline of data analysis
  - Ethical issues in conducting the research
  - Collection and collation of data

Teaching Plan:
Week 1: Definition, objectives and significance of research
Week 2: Types of research, Scientific method: induction and deduction
Week 3: Research approaches: quantitative, qualitative and mixed. Issues of relevance and cultural appropriateness
Week 4: Meaning and need of research design; types of research design, issues in design construction
Week 5: Concept of sampling, key differences in the two approaches, Selecting participants and contexts to examine social phenomenon
Week 6: Sampling methods, Sample size and sampling error
Week 7: Measurement in research, scales and errors in measurement, reliability and validity of measurement tools
Week 8: Methods of data collection and types of data ,Immersion, deep engagement, triangulation and reflexivity in qualitative data collection
Week 9: Data management and quality control; Transcription in qualitative data analyses
Week 10: Errors in inference – Bias and confounding, reliability and validity issues; Ensuring reliability and validity in qualitative research
Week 11: Research Cycle and writing research report
Week 12: Ethics in Research

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Demonstrate knowledge of the scientific method, purpose and approaches to research.	Unit transaction through power point presentations,	Assignments, Open book test
2.	Compare and contrast quantitative and qualitative research	Unit transaction through power point presentations and classroom discussion about review and critique of journal articles	Quizzes and objective test
3.	Explain research design and the research cycle	Unit transaction through power point presentations and classroom discussion using research case studies	Assignments, Open book test
4.	Prepare key elements of a research proposal	Unit transaction through power point presentations Students to develop a live research project in groups	Assignments, Open book test Assessment of live project
5	Explain ethical principles, issues and procedures	Unit transaction through power point presentations and classroom discussion about research proposals	Class assignments and quizzes

Suggested Readings:

- Aschengrau A, Seage III GR. (2014) *Essentials of Epidemiology in Public Health*. (Third Edition). Sudbury, MA: Jones & Bartlett
- Bell, J. (1999). *Doing your research project: Guide for first time researchers in social sciences*. New Delhi: Viva Books.
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches.* Thousand Oaks, CA.: Sage.
- Blaxter, L. Hughes, C., & Tight, K. (1999). *How to research*. New Delhi: Viva Books.
- Bryman, A. (2008). *Social research method.* Oxford: Oxford University Press.

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage Publications.
- Denscombe, M. (1999*). The good research guide for small-scale social research projects.* New Delhi: Viva Publications.
- Denzin, N. and Lincoln, Y. (Eds.) 2005. *The Sage handbook of qualitative research.* London: Sage.
- Kerlinger, F. N, & Lee, H. B. (2000). *Foundations of behavioral research*. Belmont, Calif.: Wadsworth.
- Gordis L. (2013) *Epidemiology.* (Fifth Edition). Philadelphia, PA: Saunders Elsevier,
- Miles, M. & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook.* London: Sage.
- Rothman K. (2002). *Epidemiology – An introduction*. New York, NY: Oxford University Press.

HDCSCC102: EARLY CHILDHOOD CARE AND EDUCATION THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To engage with contemporary positioning of Early Childhood Care and Education, and to provide theoretically guided curricular framework for effective implementation of early childhood development programs.

Course Learning Outcomes:
The students will able to-
1. Explain the contemporary emergence and positioning of Early Childhood Care and Education along a theoretically guided curricular framework
2. Plan ECCE programs keeping in mind socio-cultural diversity and knowledge of local and global methods and practices
3. Design strategies for effective capacity building and implementation of early childhood development programmes

CONTENTS   **PERIODS**

UNIT I: Emergence of early childhood development programmes   **10**
- Global and Indian history, trends and achievements in ECCE
- Significance of ECCE as an economic investment in the future
- Core concepts, principles, rationale and policy for ECCE
- Current research and projected trends
- Legal provisions

UNIT II: Theoretical perspectives and development during ECCE   **10**
- Early childhood development theories and socio-cultural influences
- Approaches and issues in providing community based, centre based or institutional services
- Essential skills and competencies for childcare and ECCE professionals

UNIT III: Development, learning and curriculum design   **20**
- Diverse contexts, plurality, inclusive practices and community
- Play, development and learning in ECCE
- Stimulation, creativity and affective communication in care giving practices
- An integrated pedagogy and principles for curricular framework in ECCE
- Practices , activities, resources and planning of spaces for curricular goals
- RTE and implications for ECCE

UNIT IV: Assessment, supervision &evaluation of ECD projects   **8**
- Analytical framework and resources for effective programme implementation
- Tools for individual and group assessment and evaluation of ECCE settings
- Documenting and maintaining records as source of knowledge base for ECD
- Capacity building of the professional and partnership with parents and community

Suggested Readings:
- Cannella, G. S., & Viruru, R. (2004). *Childhood and postcolonization: Power, education, and contemporary practice*. New York: RoutledgeFalmer.
- Carr, M. (2001). *Assessment in Early Childhood Settings*. London: SAGE Publications.
- Datta, V. (1995). Home away from home: family daycare in India. In *Suraksha: Early Childhood Care and Education*. Madras, India: MS Swaminathan.
- Gopal, A. K. (1998). *Creche services in India- an evaluation*. New Delhi, India: NIPCCD.
- Hutt, S. J., Tyler, S., Hutt, C., & Foy, H. (1989). *Play, exploration and learning*. London: Routledge.
- Kaul, V. (2002).Early childhood care and education. In R. Govinda (Ed.), *India Education Report: A profile of Basic Education* (pp. 23-34). NIEPA: Oxford University Press.
- Melhuish, E., & Petrogiannis, K. (2006). *Early Childhood Care and Education: International Perspective* (pp. 133-149). Oxon: Routledge.
- Singh, A. (Ed.). (2015). *Foundations of Human Development: Lifespan Approach*. Orient Blackswan.
- Swaminathan, M. (1985). *Who cares? A study of childcare facilities for low-income working women in India*. New Delhi, India: Centre for Women's Development Studies.
- Ministry of Women and Child Development. (2014). *National ECCE Curricular Framework.* MoWCD, Government of India: New Delhi
- Ministry of Women and Child Development. (2014). *Quality standards for ECCE* , MoWCD, Government of India: New Delhi
- Meenai, Z., Sen, R.S. & Firdos, S.(2016). Quality Enhancement of Preschool Education Component of ICDS through Implementation of Restructured Curriculum in Three States. In Z. Meenai,(ed.) *Early Childhood Development Knowledge Series - II (Early Learning: Perspectives to Early Childhood Education) pp191-202.* New Delhi: Global Books Organisation, ISBN : 978-93-80570-97-6
- Sharma, A., Sen, R. S. & Gulati, R. (2008). Early Childhood Development Policy and Programming in India, *International Journal of Early Childhood - Policy Change*,40 (2), 65-84.
- Sen, R.S. (2016). Literacy in Pre-primary and Class 1:Processes of Teaching and Learning in a Trilingual Environment. In N. Rao (ed.) *Disciplinary Dialogues on Social*

Change: Gender, Early Childhood and Theatre (pp 93-130). Academic Foundation. New Delhi. ISBN – 13:978-93-327-0348-3
- Need for more references relating to curriculum and pedagogy of ECCE such as:
  - Developmentally Appropriate Practice by Carol Gestwicki
  - Introduction to Early childhood Education - Eva L.Essa
  - Beginnings and Beyond - Gordon and Browne

Teaching plan:
Week 1: Global and Indian history, trends and achievements in ECCE**,** significance of ECCE as an economic investment in the future
Week 2: Core concepts, principles, rationale and policy for ECCE, Current research and projected trends
Week 3: Legal provisions Early childhood development theories and socio-cultural influences
Week 4: Approaches and issues in providing community based, centre based or institutional services
Week 5: Essential skills and competencies for childcare and ECCE professionals
Week 6: Diverse contexts, plurality, inclusive practices and community
Week 7: Play, development and learning in ECCE
Week 8: Stimulation, creativity and affective communication in care giving practices
Week 9: An integrated pedagogy and principles for curricular framework in ECCE
Week 10: Practices , activities, resources and planning of spaces for Curricular goals
Week 11: Analytical framework and resources for effective programme implementation, Tools for individual and group assessment and evaluation of ECCE settings
Week 12: Documenting and maintaining records as source of knowledge base for ECD, Capacity building of the professional and partnership with parents and community

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Explain the contemporary emergence and positioning of Early Childhood Care and Education along a theoretically guided curricular framework	- Self- directed: Read journal articles, books to collate information on need and rationale for ECCE - Lecture & discussion specific to current research in ECCE - Audio visual resources	Classroom presentation and discussions Review of current research on significance of ECCE
2.	Plan ECCE programs keeping in mind socio-cultural diversity and knowledge of local and global methods and practices	- Review academic writings and research studies on local and global trends on ECCE - Individual student presentations with	Written assignments on selected topics related to Group/ individual presentations on select successful ECCE approaches and or programs

| 3. | Design strategies for effective capacity building and implementation of early childhood development programmes | • Films and audio-visual input
 • Invited expert speakers | Criteria that can be used to evaluate an ECCE setting

 Enlist points that can address diversity and plurality in an ECCE program |

HDCSCC102:EARLY CHILDHOOD CARE AND EDUCATION PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives
To understand pedagogy and principles of curriculum framework along with understanding of community orientation and socio-cultural diversity for optimal development of young children in ECCE programs.

COURSE LEARNING OUTCOMES:
Students would be able to-
1. Develop skills to use principles of pedagogy and curricular framework for optimal development through ECCE programs
2. Develop ways to address socio-cultural diversity through local and global methods and practices
3. Devise and develop strategies for effective capacity building, implementation and assessment of early childhood care and education programs
4. Acquire necessary skills to work effectively with families and form collaborative relationships with them

CONTENT   **PERIODS**
• Recording individual children's physical motor, language, intellectual, and social-emotional skills.   **4**
• Observations to gauge adult child interactions to facilitate expression, communication and curiosity in ECCE programs   **4**

- Plan and implement developmentally appropriate, child-centered activities which are sensitive to diverse contextual needs   **4**
- To observe existing care programs (crèche, daycare) and get familiarized with guidelines in accordance with contemporary and prevalent policies.   **4**
- Design learning environment and teaching learning resources for early childhood programs; Planning spaces and identifying materials for play and joyful learning   **4**
- Organizing activities and resources for curricular goals; Developing tools, play materials and classroom display   **4**
- Learning ways to track and record children's progress and communicating with parents
                                                                                     4
- Building skills to assess quality of programs with sensitivity to ecological contexts **4**
- Understanding state interventions such as ICDS, meal services and health advocacy **4**
- Visits to select ECCE centers   **4**
- Workshops on use of various art forms for and with children   **4**
- Organize a workshop/exhibition involving parents of preschool children   **4**

Suggested Readings:
- Brazelton, B. T. & Greenspan S. I., (2000). *The irreducible needs of children: What Every   Child Must Have to Grow, Learn, and Flourish*.
- Clarke P. (2001). *Teaching & Learning: The Culture of Pedagogy*. New Delhi: Sage publications.
- Gammage, P. (2008).The Social Agenda and Early Childhood Care and Education. Can We Really Help Create a Better World? Online Outreach Paper 4. The Hague. The Netherlands. Bernard van Leer Foundation
- Gupta, A. (2006). Early Childhood Education, Postcolonial Theory, and Teaching Practices in India: Balancing Vygotsky and the Veda. New York: Palgrave
- Mohite, P. & Prochner, L. (2009). Early Childhood Care and Education: Theory and Practice. New Delhi: Concept Publishing Company

**HDCSCC103: DEVELOPMENT IN CHILDHOOD
THEORY**

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To enhance knowledge of the developmental processes and principles of child development and to foster engagement with the critical areas and domains of development during infancy and childhood years.

Course Learning Outcomes:
Students will be able to-
1. Demonstrate knowledge of developmental processes and principles
2. Engage with the critical areas in the study of development in childhood
3. Demonstrate knowledge of domains of development during childhood

CONTENTS   **PERIODS**
UNIT I: Introduction to the study of Human Development   **12**
- Disciplinary views on Human Development

- Philosophy of life span development
- Biological and environmental influences
- Developmental pathways, developmental tasks and culture

UNIT II: Beginnings of human life   **12**
- Reproduction, family planning and infertility
- Prenatal Development
- Child birth
- Neonate

UNIT III: Conception of Infancy   **12**
- Physical and motor development
- Cognition and language
- Social and emotional development

UNIT IV: Early childhood and Middle childhood competencies   **12**
- Physical and motor development
- Cognition and language
- Social and emotional development
- Moral development

Suggested Readings:
- Berry, J.W, Dasen, Saraswathi, T.S. (1997). Handbook of Cross-Cultural Psychology, Volume II. MA: Allyn & Bacon.
- Berk, L.E. (2009). Child Development. MA: Pearson.
- Bornstien, M.H. (2012). Handbook of Cultural Developmental Science..New York: Psychology Press.
- Keller, H. (2001). Cultures of Infancy. New York: Psychology Press.
- Khalakdina, M. (2008). Human Development in the Indian Context: A Socio=cultural Focus. New Delhi: Sage.
- Palaioulogou, I. (2012). Ethical practices in Early Childhood. L.A.: Sage
- Rice, F.P. (1998). Human Development: A life Span Approach. N.J.: Prentice Hall
- Slater, A. & Bremmer, G. Eds. (2003). An Introduction to Developmental Psychology.U.K.: Blackwell.
- Smith, P.K. & Craig, H.M. Eds. (2004). Blackwell Handbook of Childhood Social Development. MA: Blackwell.
- Lightfoot, C., Cole, M., Cole, S. R. (2009). *The Development of Children*. Worth Publishers :USA.

Teaching plan:
Week 1: Disciplinary views on Human Development, Philosophy of life span development
Week 2: Biological influences
Week 3: Environmental influences, Developmental pathways, developmental tasks and culture
Week 4: Reproduction, family planning and infertility
Week 5: Prenatal development
Week 6: Child birth & the neonate
Week 7: Physical development: Infancy to Middle Childhood Years
Week 8: Motor development: Infancy to Middle Childhood Years
Week 9: Cognition: Infancy to Middle Childhood Years

Week 10: Language: Infancy to Middle Childhood Years
Week 11: Social and emotional development: Infancy to Middle Childhood Years
Week 12: Moral Development: Infancy to Middle Childhood Years

Facilitating the achievement of course learning outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Demonstrate knowledge of developmental processes and principles	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	To engage with the critical areas in the study of development in childhood	• Review academic writings and research studies	Written assignments on selected topics
3.	To demonstrate knowledge of domains of development during childhood Development	• Lecture on domains of development and stages • Individual student presentations with inputs from teacher and fellow students • Read journal articles, books • Examine select readings • Invited expert speakers on select areas	Group/ individual presentations on domains and concepts Class test on areas covered

HDCSCC103:DEVELOPMENT IN CHILDHOOD
PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To develop skills of studying children across domains and contexts, to undertake an appraisal of tools and techniques of studying children and to learn skills of engaging with children for a deeper understanding of Human Development.

Course Learning Outcomes:

The student will be able to-
1. undertake studies of children across domains
2. identify and use appropriate tools and techniques of studying children
3. engage and work with children across contexts

CONTENT   **PERIODS**
* Visit to understand institutional provisions for care and development of children; neonatal unit, paediatric ward, orphanage, crèche and day-care   **24**
* Practical assignments on each stage of development across childhood and domains

                                                       8
* Case study of a child using mixed methods   **8**
* Design and implement a project using audio-visual technology to communicate developmental pathways to parents, teachers and students.   **8**

Suggested readings:
* Kerlinger, F. N, & Lee, H. B. (2000). *Foundations of behavioral research*. Belmont, Calif.: Wadsworth.
* Rice, F.P. (1998). Human Development: A life Span Approach. N.J.: Prentice Hall
* Smith, P.K. & Craig, H.M. Eds. (2004). Blackwell Handbook of Childhood Social Development. MA: Blackwell.

HDCSCC104: THEORIES OF HUMAN DEVELOPMENT
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To learn about the history of study of human development; to comprehend the cultural notions of children and childhood; to study evolving contemporary theories in the discipline; and to provide a framework to locate human development and childhood in an interdisciplinary context.

COURSE LEARNING OUTCOMES:
Students will be able to-
1. Understand the historical and philosophical traditions and theories of development
2. Comprehend the task of knowledge construction with reference to human development and childhood studies
3. Appreciate and analyse the different theories of development
4. Develop skills for critical appraisal and construction of theories of development

CONTENTS   **PERIODS**

UNIT I: Theory, construct, phenomena   **6**
* Theorizing and its philosophical underpinning
* What is a theory?
* Links between phenomena, theory and method

UNIT II: Theories of Development: Biological and Environmental   **12**

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

UNIT III: Theories of Development: Social, Cognitive, Person-Environment 12
- Psycho-social theory, Dynamic systems theory, Constructivist perspective
- Vygotsky's socio-cultural perspective, Theory-of-mind
- Perspectives from Positive Psychology; Humanistic Theories
- Theories of self in the Indian context

UNIT IV: Cultural context for theory development   12
- Revisiting theories of Human Development
- Post-colonial perspectives
- Indigenous and universal theories of Human Development
- Parental Ethnotheories
- Emerging trends in contemporary cultural research
- Cross-disciplinary and cross-theory learning and applications in Human Development

UNIT V   Application   6
- Critique any one theory.
- Present the life and works of a theorist on the lines of a psychobiography.
- Application of theoretical construct

Suggested Readings:
- Aries, P. (1962). *Centuries of Childhood: A social history of family life.* London: Jonathan Cape Ltd.
- Beattie, J. (1964). *Other cultures*. London: Cohn and West.
- Charmaz, K. (2014). *Constructing Grounded Theory*. USA: Sage
- Frazer, J.G. (2004). *The Golden Bough: A study in magic and religion*. USA: Cosmo.
- Geertz, C. (1993). *The interpretation of cultures*. New York: Basic Books.
- James, A., & James, A. (2008). *Key concepts in Childhood Studies*. LA: Sage.
- James, A. & Prout, A. (2001) *Constructing and reconstructing childhood: Contemporary issues in the Sociological study of childhood*. London: Routledge.
- Jenks, C. (2005). *Childhood: Critical concepts in Sociology*. New York: Routledge.
- Kevill-Davies, S. (1991). *Yesterday's children: the antiques and history of childcare.* England: Antique Collectors' Club.
- Paranjpe, A.C. (2002). *Self and Identity in modern Psychology and Indian thought (Path in Psychology).* New York: Springer.
- Pattanaik, D.D. (2006). *Myth=Mithya: A handbook of Hindu mythology*. New Delhi: Penguin.
- Ramanujan., A.K. (1997). *Flowering tree: And other oral tales from India*. USA: Viking.
- Ramanujan., A.K. (1994). *Folk tales from India*. India: Penguin Books.
- Rogoff, B. (2003). *The cultural nature of Human Development*. USA: OUP.
- Russel, B. (2004). *History of Western philosophy*. London: Routledge.
- Sobel, D. (1999). *Galileo's daughter.: A historic memoir of science, faith and love*. New York: Walker & Co.
- Spivak, G.C. (2004). *Death of a discipline*. Calcutta: Seagull.

- Siegler, R. S., & Alibali, M. W. (2005). Children's Thinking (4th Edition). (Chapter 1. An Introduction to Children's Thinking; Chapter 4. Socio-cultural theories). Saddle River, NJ: Prentice-Hall.
- Miller, P. (2011). Theories of Developmental Psychology , USA: Worth Publishers.
- What about neo-Piagetian ideas, conceptual development for instance could be included as a sub-topic.

Teaching Plan:
Week 1: Theorizing and its philosophical beginnings- Plato, Aristotle, Socrates; What is a theory?
Week 2: Links between phenomena, theory and method; Grounded theory
Week 3: Evolutionary theory; Psychosexual theory
Week 4: Cognitive- Developmental theory
Week 5: Learning theory; Social Role theory; Life-course theory
Week 6: Psycho-social theory, Dynamic systems theory, Constructivist perspective
Week 7: Vygotsky's socio-cultural perspective, Theory-of-mind
Week 8: Perspectives from Positive Psychology; Humanistic Theories; Theories of self in the Indian context
Week 9: Revisiting theories of Human Development; Western domination and Post-colonial perspectives
Week 10: Indigenous and universal theories of Human Development; Parental Ethnotheories
Week 11: Emerging trends in contemporary cultural research; Cross-disciplinary and cross-theory learning and applications in Human Development
Week 12: Critique any one theory; Present the life and works of a theorist on the lines of a psychobiography; Outline the framework for development of a new theoretical perspective using secondary sources.

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand the historical and philosophical traditions and theories of development	-Watching short films on early philosophers -Power point presentations with pictures, excerpts from original writings reproduced	Analyse the writings of any one philosopher (Western and Indian) Make a presentation of the same in class
2.	Comprehend the task of knowledge construction with reference to human development and childhood studies; and Appreciate and analyse the different theories of development	Flowcharts/diagrammatic representations of theory construction process Detailed presentations on selected listed theories of human development and their cultural application	Critically analyse life and works of selected theorists Comments and discussions on their applicability
3.	Comprehend the task	Flowcharts/diagrammatic	Critically analyse life and

	of knowledge construction with reference to human development and childhood studies; and	representations of theory construction process	works of selected theorists
	Appreciate and analyse the different theories of development	Detailed presentations on selected listed theories of human development and their cultural application	Comments and discussions on their applicability
4.	Develop skills for critical appraisal and construction of theories of development	Collating studies on cultures and identifying indigenous and ethnotheories	Identifying and presenting studies on selected cultures
		Emphasizing studies using multiple and cross-disciplinary theoretical pathways	Debating evolution of ethno-worldviews and the critically analyse contributions of Western-dominated research in the history of the discipline
5.	Develop skills for critical appraisal of theoretical constructs	Critically evaluate select theoretical constructs	Collect data on any one theme, using suitable methods and present a novel emerging theoretical perspective Individual group presentation of select theoretical constructs

SEMESTER II

CC205: STATISTICS AND COMPUTER APPLICATIONS
THEORY

Maximum Marks: 100   **Duration: 3Hrs**

Course Objectives:
To understand the basic concepts, theories and methods in statistics; to learn basic statistical procedures for research, to understand applications of statistical techniques for analysis and interpretation.

Course Learning Outcomes:
1. Differentiate between the qualitative and quantitative methods of analysis of data
2. Suitably apply data reduction strategies and illustrate data using various graphical methods
3. Use appropriate parametric and non parametric statistical tests
4. Draw conclusions and interpretations from the analysis of data using various statistical softwares

CONTENTS   **PERIODS**

UNIT I: Introduction to statistics   **4**
- Basic principles and concepts in statistics
- Orientation to qualitative and quantitative research procedures
- Measurement and computation- Scales of measurement, Reliability and validity

UNIT II: Organisation and presentation of data   **10**
- Qualitative and quantitative data- Coding & data reduction strategies
- Organisation of Data: Frequency distributions vs. thematic analysis
- Percentage, percentile ranking and frequencies
- Univariate, bivariate and multivariate tables
- Graphic representation: Graphs, diagrams and charts

UNIT III: Descriptive Statistics   **6**
- Applications of descriptive statistics
- Measures of Central tendency and Variability

UNIT IV: Probability and normal distribution   **12**
- Basic principles and applications of probability
- Normal curve
- Characteristics of distributions: Skewness, kurtosis
- Testing hypotheses: Levels of significance and p values
- Errors in hypothesis testing: Type I, Type II
- Sampling distribution
- Standard scores, calculation and application

UNIT V: Statistical tests   **12**
- Concept of parametric and non-parametric tests, statistical tests and level of Measurement

- Parametric tests of difference: T test, ANOVA and post hoc analysis of significance
- Parametric tests of association: Pearson's product moment r
- Non-parametric tests of difference: Mann-Whitney, Sign, Median, and Kruskal-Wallis
- Non-parametric tests of association: Spearman's r
- Chi-square test
- Regression and its applications
- Tests for ascertaining reliability of instruments

UNIT VI: Analysis and interpretation   **4**
- Guidelines for selecting an appropriate test
- Interpreting results- Statistical inference
- Research Conclusion and recommendations

Teaching Plan:
Week 1: Basic principles and concepts in statistics, Orientation to qualitative and quantitative research procedures, Measurement and computation- Scales of measurement, Reliability and validity
Week 2: Qualitative and quantitative data- Coding & data reduction strategies, Organisation of Data: Frequency distributions vs. thematic analysis
Week 3: Percentage, percentile ranking and frequencies, Univariate, bivariate and multivariate tables
Week 4: Graphic representation: Graphs, diagrams and charts, Applications of descriptive statistics
Week 5: Measures of Central tendency and Variability, Basic principles and applications of probability
Week 6: Normal curve, Characteristics of distributions: Skewness, kurtosis, Testing hypotheses: Levels of significance and p values
Week 7: Errors in hypothesis testing: Type I, Type II, Sampling distribution, Standard scores, calculation and application
Week 8: Concept of parametric and non-parametric tests, statistical tests and level of measurement
Week 9: Parametric tests of difference: T test, ANOVA and post hoc analysis of significance, Parametric tests of association: Pearson's product moment r
Week 10: Non-parametric tests of difference: Mann-Whitney, Sign, Median, and Kruskal-Wallis, Non-parametric tests of association: Spearman's r
Week 11: Chi-square test, Regression and its applications, Tests for ascertaining reliability of instruments
Week 12: Guidelines for selecting an appropriate test, Interpreting results- Statistical inference

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand the basic concepts, theories and methods in statistics and Differentiate between the	Unit transaction through power point presentations,	Assignments, Open book test

	qualitative and quantitative methods of analysis of data		
2.	Suitably apply data reduction strategies and illustrate data using various graphical methods	Unit transaction through power point presentations and classroom discussion	Quizzes and objective test
3.	Learn basic statistical procedures for research	Unit transaction through power point presentations and classroom discussion	Assignments, Open book test
4.	Learn basic statistical procedures for research	Unit transaction through power point presentations and classroom discussion	Assignments, Open book test
5	Use appropriate parametric and non-parametric statistical tests	Unit transaction through power point presentations and classroom discussion	Class assignments and quizzes
6	Draw conclusions and interpretations from the analysis of data	Unit transaction through power point presentations and classroom discussion	Assignments, Open book test

HDCSCC205: STATISTICS AND COMPUTER APPLICATIONS PRACTICAL

Maximum Marks: 50   **Duration: 3 Hrs**

Course Objectives:
To understand the basic concepts, theories and methods in statistics, learn basic statistical procedures for research and understand applications of statistical techniques for analysis and interpretation

Course Learning Outcomes:
The students will be able to-
1. Identify various types of data measurement tools/tests/procedures and understand the concept of standardisation and reliability and validity.
2. Apply various data reduction and coding methods on quantitative and qualitative data.
3. Organise the data and effectively use appropriate quantitative and qualitative statistical softwares for analysis of data
4. Draw conclusions and interpretations from the analysed data and write reports.

TEACHING PLAN FOR THE PRACTICAL

Week 1, 2 and 3
- Review of Measurement tools/tests/procedures: Standardisation, Reliability, Validity

Week 4 and 5
- Data reduction strategies and Coding of quantitative and qualitative data

Week 6, 7, 8 and 9
- Analysis of data using appropriate statistical software (, Qualitative and quantitative open source software)

Week 10
- Data Visualization

Week 11 and 12
- Data Interpretation and report writing

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	**Week 1 & 2** Identification of various types of data measurement tools/tests/procedures and understanding the concept of standardisation and reliability and validity	Standard tools/test methods and procedures will be reviewed to understand concepts of reliability and validity	Standardised tools will be given to students and activities will be planned to understand the concept of standardisation and determination of reliability and validity
2	**Week 3** Introduction to computer tools and software in statistical analysis	Open source and other software for quantitative and qualitative data analysis will be reviewed and students will be made familiar about their use	Students gets familiarized with basic functions and tools of any statistical software
3.	**Week 4 and 5** Application of various data reduction and coding methods on quantitative and qualitative data.	Data collected using standard measurement tools will be organised using appropriate data reduction strategies and coded	Data organisation through spread sheets – manually and using computers. Display of data using graphical representation methods. Data is collected, coded and formulates tables using appropriate

			software
3.	**Week 6,7 8 and 9** To be able to organise the data and effectively use appropriate quantitative and qualitative statistical softwares for analysis of data	Data analysis using suitable quantitative and qualitative software	Assignments to be planned using statistical software for Data entry and its analysis. Use of statistical test for analysis
4.	**Week 10, 11 and 12** Draw conclusions and interpretations from the analysed data and write reports	Data interpretation and Report writing	Assignments on interpretation of the analysed data Statistical conclusion and Research conclusion

Suggested Readings:
- Agresti, A. & Franklin C.A. (2009) Statistics: The Art and Science of Learning from Data (Second Edition) Boston,MA: Pearson Prentice Hall, ISBN 978-0-13-513199-2
- Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.
- Black, J.A. and Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley and Sons.
- Blaxter, L., Hughes, C, and Tight, K. (1999). *How to Research*. New Delhi: Viva books.
- Diez, D. M., Barr, C. D., Cetinkaya-Rundel M. (2015). *OpenIntro Statistics*:((Third Edition). CreateSpace Independent Publishing Platform. ISBN-10: 194345003X, ISBN-13: 978-1943450039 http://www.openintro.org/stat/ textbook.php.
- Elmes, D.G., Kanowitz, B.H. and Roediger, H.L. (1989). *Research Methods in Psychology* (Third Edition). New York: West Publishing Company.
- Fowler, F.J. (1988*). Survey Research Methods. Applied Social Research Methods Series, Vol. 1*. Newbury Park, CA: Sage.
- Greene, S. and Hogan, D. (Eds.). (2005). *Researching Children's Experiences: Methods and Approaches*. London: Sage.
- Gordis L. (2013) *Epidemiology.* (Fifth Edition). Philadelphia, PA: Saunders Elsevier,
- Minium, E. W., King, B. M., & Bear, G. (2011). *Statistical Reasoning for Psychology and Education*. New York: Wiley and Sons.
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London: Sage.

HDCSCC206: DIVERSITY, DISADVANTAGE AND EQUITY
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To comprehend diversity of childhood in India, become aware of the status of children from disadvantaged groups, understand the role of state and various approaches to working with families and communities for equity.

Course Learning Outcomes:
Students will be able to-
1. To understand the diversity of childhood in India and its implications for equity
2. To know the status of children in India and correlates of economic, social and spatial disadvantages
3. To critically analyse the concerns related to specific groups.
4. To identify the role of state, various approaches and methods adopted for working with families and communities.

CONTENTS: **PERIODS**

UNIT I: Diversity, disadvantage and equity   **10**
- Concepts of diversity, disadvantage and equity
- Discrimination and exclusion
- Situation analysis of children in India to understand diversity and disadvantage
- Human Development Indices (HDI): key dimensions of human development

UNIT II: Disadvantage and its implications   **18**
- Poverty and inequality
- Correlates of social inequality: Gender, Scheduled Castes, Scheduled Tribes, Other Backward Classes (OBC), Socio-religious-ethnic minorities, Migrant communities, Persons with disabilities, Urban deprived groups.
- Spatial inequality: Rural-urban, geographical isolation and conflict zones
- Identity and personhood

UNIT III: Principles and approaches for working with families and communities   **10**
- Participatory approaches and methods
- Interface between the child, family and the State
- Valuing diversity for development
- Valuing play for children's development

UNIT IV: Equity and inclusion   **10**
- State initiatives in addressing diversity and equity
- Rights based programming
- Child Rights within the framework of Human Rights and cultural contexts
- Institutional practices for equity and inclusion

Suggested Readings:

- Drèze, J, & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton, NJ: Princeton University Press.
- Centre for Equity Studies (2017). *India Exclusion Report, 2017*. New Delhi: Author
- Nielsen, K., Fibiger, M., & Skoda, U. (Eds.). (2013). *Navigating Social Exclusion and Inclusion in Contemporary India and Beyond: Structures, Agents, Practices*. Anthem Press.
- Govinda, R. (2013). *Who goes to school? Exploring exclusion in Indian education*. New Delhi: Oxford University Press.
- Grieshaber, S. & Cannella, G. S. (2001). *Embracing Identities in Early Childhood Education: Diversity and Possibilities*. NY: Teachers College Press.
- Oomen, T.K. (2014). *Social inclusion in independent India: dimensions and approaches*. New Delhi: Orient Blackswan.
- Ramachandran, V. (2018). *Inside Indian Schools: The Enigma of Equity and Quality. Oxon: Routledge*
- Verma, G K., Bagley, C; Jha, M. (2007). *International Perspectives on Educational Diversity and Inclusion.* Abingdon, Oxon: Routledge.
- Raman, V. (2000). Politics of Childhood, EPW.
- Nambissan, G. B. (2005). Integrating gender concerns. Seminar
- Kumar, K. (1989). Learning to be backward. The Social character of learning. India: Sage.
- Ghai, A. Marginalization and disability: Experiences from the Third World.

Teaching Plan:
Week 1: Concepts of diversity, disadvantage and equity, Discrimination and exclusion
Week 2: Situation analysis of children in India to understand diversity and   disadvantage, Human Development Indices (HDI): key dimensions of   Human Development
Week 3: Poverty and inequality, Correlates of social inequality: gender
Week 4: Scheduled Castes, Scheduled Tribes, Other Backward Classes.
Week 5: Socio-religious-ethnic minorities, migrant communities
Week 6: Persons with disabilities, urban deprived groups.
Week 7: Spatial inequality: Rural-urban, geographical isolation and conflict zones
Week 8: Identity and personhood, Participatory approaches and methods
Week 9: Interface between the child, family and the state, Valuing diversity for development
Week 10: Valuing play for children's development, State initiatives in addressing diversity and equity
Week 11: Rights based programming, Child Rights within the framework of Human Rights and cultural contexts
Week 12: Institutional practices for equity and inclusion

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To understand the diversity of childhood in India and its implications for equity	Students share aspects of their childhood and discuss the differences they experienced and noticed – and how these helped them (or didn't)	Explain with reasons why / how the existing diversity among various groups of children leads to inequality Give the design

		Lecture on diversity of childhood in India and theoretical foundations of equity. Analysing data / photos / descriptions / narratives/ reports on different children's groups and geographies to discuss how childhoods differ for children and the implications of this for education as well other programmes to address children's needs Relevant books, papers – students read, collate and make presentations on selected themes	considerations behind programme being developed for a group of disadvantaged children.
2.	To know the status of children in India and correlates of economic, social and spatial disadvantages	Examine available reports and data to develop and present a situation analysis. Lecture on economic, social and spatial disadvantages and how it shapes development and life and underlying theories Read journal articles, books to collate information on disadvantaged groups and contexts	Prepare a review paper highlighting thinkers, activists, scholars in the area. Comment on a selected article's theoretical perspective
3.	To critically analyse the concerns related to specific groups.	Identify the major disadvantages and the resultant everyday problems faced by different groups of children by studying relevant books and journals Lecture on participatory approaches and methods. Examine data available on various groups of children and present a summary.	Prepare an introductory brochure on concerns of selected groups to be used by any organization intending to work with children from different social groups, emphasising value of diversity. Develop a matrix to graphically represent an analysis of concerns related to specific groups.

| 4. | To identify the role of state, various approaches and methods adopted for working with families and communities. | Study the work of different NGOs / programme working for disadvantaged groups and highlight major approaches

Lecture on State initiatives in addressing diversity and equity and rights based programming.

Document the role of communities in different programmes and prepare a case study | Describe two programmes in detail that depict the role of state in promoting equity in provision and outcomes.

Find out from a government or private organization their institutional practices for equity and inclusion

Prepare a presentation to illustrate aspects of any NGOs work with a marginalised community |

HDCSCC207: DEVELOPMENT IN ADOLESCENCE AND YOUTH THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To enhance knowledge of the developmental processes and principles during adolescence and youth and to foster engagement with the critical areas and domains of development during this period

Course Learning Outcomes:
The student will be able to-
1. Demonstrate knowledge of developmental processes and principles during adolescence and youth
2. To engage with the critical areas in the study of development in adolescence and youth
3. To demonstrate knowledge of domains of development during adolescence and youth

CONTENTS   **PERIODS**

UNIT I: Development during Adolescence   **16**
- Domains of Development
- Health/Social Status of Adolescents
- Developmental Pathways
- Theoretical, Research and Other Models Related to Adolescent Well-Being
- Sexual/Reproductive Health
- Developmental Tasks
- Risks and Protective factors

UNIT II: Youth Development   **16**
- Life Skills Approach
- Development and Employment
- Resilience
- Sexual/Reproductive Health
- Social relationships and Marriage
- Family Life
- Contemporary Challenges during this Stage

UNIT III: Culture and contexts   **8**
- Gender concerns and Safety
- Disparities and Social Exclusion
- Digital world and Impact

UNIT IV: National Policy and Programmes   **8**
- Situation Analysis – Adolescents and Youth in India

Suggested Readings:
- Berry, J.W, Dasen, Saraswathi, T.S. (1997). Handbook of Cross-Cultural Psychology, Volume II. MA: Allyn & Bacon.
- Bornstien, M.H. (2012). Handbook of Cultural Developmental Science..New York: Psychology Press.
- Khalakdina, M. (2008). Human Development in the Indian Context: A Socio-cultural Focus. New Delhi: Sage.
- Rice, F.P. (1998). Human Development: A life Span Approach. N.J.: Prentice Hall
- Slater, A. & Bremmer, G. Eds. (2003). An Introduction to Developmental Psychology.U.K.: Blackwell.
- Smith, P.K. & Craig, H.M. Eds. (2004). Blackwell Handbook of Childhood Social Development. MA: Blackwell. Adams. G.R., Montemayor, R., & Gullota, T.P. (1993). *Biology of adolescent behavior and development (Advances in adolescent development)*. New Delhi: Sage.
- Arnett, J.J. (2012). *Adolescent psychology around the world*. New York: Psychology Press.
- Foot, H.C., Chapman, A.J., & Smith, J.R. (Eds.). (1980). *Friendship and social relations in children.*NY: John Wiley & Sons.
- Frydenberg, E. (2015). *Adolescent coping: Advances in theory, research and practice*. London: Routledge.
- Hughes, F.P. (2010). *Children, play and development*. Los Angeles: Sage.
- Magen, Z. (1998). *Exploring adolescent happiness: Commitment, purpose and fulfillment*. New Delhi: Sage.
- Rice, F.P. (1996). *The adolescent: development, relationships, and culture*. Boston: Allyn & Bacon.
- Sigel, I. E., McGillicuddy-DeLisi, A. V., & Goodnow, J. J. (2014). Parental belief systems: The psychological consequences for children. United Kingdom: Psychology Press.
- Arnett, J. J.; Kloep, M.; Leo B. Hendry, L.B.; & Tanner, J.L. Debating Emerging Adulthood: Stage or Process? New York: Oxford University Press, 2011.
  https://www.unicef.org/adolescence/

Teaching plan:
Week 1: Domains of Development, Developmental Tasks
Week 2: Health/Social Status of Adolescents
Week 3: Sexual/Reproductive Health, Risks and protective factors
Week 4: Theoretical, Research and Other Models Related to Adolescent Well-Being
Week 5: Life Skills Approach, Development and Employment
Week 6: Resilience, Sexual/Reproductive Health
Week 7: Social relationships and marriage, Family life
Week 8: Contemporary Challenges during this stage
Week 9: Gender concerns and safety
Week 10: Disparities and Social Exclusion
Week 11: Digital world and impact
Week 12: National Policy and Programmes, Situation Analysis – Adolescents and Youth in India

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Demonstrate knowledge of developmental processes and principles	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	To engage with the critical areas in the study of development in adolescence and youth	• Review academic writings and research studies • Biographies of eminent persons	Written assignments on selected topics Brief presentations of published biographies
3.	To demonstrate knowledge of domains of development during adolescence and youth	• Lecture on domains of development and stages • Individual student presentations with inputs from teacher and fellow students • Read journal articles, books • Examine select readings • Invited expert speakers on select areas	Group/ individual presentations on domains and concepts Class test on areas covered

HDCSCC207: DEVELOPMENT IN ADOLESCENCE AND YOUTH PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objective:
To develop skills of studying Adolescence and Youth across domains and contexts, to undertake an appraisal of tools and techniques of studying Adolescents and Youth, to learn skills of engaging with Adolescents and Youth for a deeper understanding of Human Development

Course Objective Outcomes:
The student will be able to-
1. Undertake studies of Adolescence and Youth across domains
2. Identify and use appropriate tools and techniques of studying Adolescence and Youth
3. Engage and work with Adolescence and Youth across contexts

CONTENT   **PERIOD**
- Visits to understand institutional provisions for development of Adolescents; school, children homes, rehabilitation centre and skill development provisions.   **24**
- Practical assignments on stages of development across domains.   **8**
- Case study using mixed methods.   **8**
- Design and implement a project using audio-visual technology to communicate developmental pathways to parents, teachers and students.   **8**

Suggested readings:
- Slater, A. & Bremmer, G. Eds. (2003). An Introduction to Developmental Psychology.U.K.: Blackwell.
- Arnett, J.J. (2012). *Adolescent psychology around the world*. New York: Psychology Press.
- Foot, H.C., Chapman, A.J., & Smith, J.R. (Eds.). (1980). *Friendship and social relations in children.*NY: John Wiley & Sons.
- Frydenberg, E. (2015). *Adolescent coping: Advances in theory, research and practice*. London: Routledge.
- Magen, Z. (1998). *Exploring adolescent happiness: Commitment, purpose and fulfillment*. New Delhi: Sage.
- Rice, F.P. (1996). *The adolescent: development, relationships, and culture*. Boston: Allyn & Bacon.

HDCSCC208: LAW, POLICY AND PROGRAMMES FOR CHILDREN AND WOMEN
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To develop an understanding of constitutional provisions, legislations, policies and programmes with reference to children and women in India.

COURSE LEARNING OUTCOMES:
The students will be able to-

1. Obtain knowledge of prevalent social policies as they relate to lives of children and women
2. Be familiar with constitutional provisions and legislations for women and children
3. Be able to engage with the linkages between social policy, legislations and implementation of schemes and programmes

CONTENTS   **PERIODS**

UNIT I: Overview of provisions   **12**
*   Legal framework and legal action for children and women
*   Historical overview of Policies and programmes (Five year plans)
*   Policies and action plans
*   Rights and social policies

UNIT II: Constitutional provisions, laws and conventions   **24**
*   Constitutional Provisions
*   Legislations for children and women
*   Conventions for protection of children and women

UNIT III: Linkages   **12**
*   Transacting policies into programmes
*   Government role – centre, state and local level
*   Public-private partnership
*   NGO and corporate social responsibility in implementation of Programmes
*   Effective initiatives in various domains
*   Critical appraisals

Suggested Readings:
*   Bajpai, A (2003). Child Rights in India: Law, Policy and Practice. New Delhi:
*   Bhargava, V. (2005). Adoption in India: Policies and Experiences. New Delhi: Sage Publications.
*   Census of India
*   Chopra, G. (2016). Child rights in India: challenges and social action. S.l.: Springer, India, private.
*   Contemporary publications and documents of the Government of India, UN bodies, established International and National Organisations.
*   Current Human Development Report

- Kumari, V. (2004). Creative Child Advocacy: Global Perspectives. New Delhi: Sage. Oxford University Press
- Selected Legislations for Children and Women.
- Kumari, V (2004). Juvenile Justice System in India: From Welfare to Rights. New Delhi: Sage. Oxford University Press
- Ministry of Women and Child Development GOI
- website www.wcd.nic.in/
- *Rights to the youngest: Towards a legal framework for early childhood development (2016)*. Books for Change: Bangalore. ISBN – 978-81-926907-2-8

Teaching Plan:
Week 1: Legal framework and legal action for children and women
Week 2: Policies and programmes in a historical overview (Five year plans), Policies and action plans
Week 3: Rights and social policies women and children, Constitution rights- introduction
Week 4: Constitutional Provisions for women in India
Week 5: Constitutional Provisions for children in India
Week 6: Government policies for women and children
Week 7: Legislations for children and women
Week 8: International Conventions for protection of children and women
Week 9: Transacting policies into programmes, Government role – centre, state and local level
Week 10: Public-private partnership, NGO and corporate social responsibility in implementation of Programmes
Week 11: Effective initiatives in various domains
Week 12: Critical appraisals

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students will obtain knowledge of prevalent social policies as they relate to lives of children and women	Self directed: Read journal articles, books to collate information on various Indian and international social policies Lecture on role of these policies and programs in the lives of children Present researches on the relevance and outreach of policy and programs for women and children Discussion on programs	Comment on important policies for women and children Present arguments for and against role of these policies and programs for women and children in India

		and policies as a legal framework and its significance in contemporary times	
2.	The students would convey their knowledge about constitutional provisions for women and children	Review research studies recognizing role of constitutional provision for benefits of women and children in India	Create audio- visual presentation on Legal provisions. Develop a scrap book based on cuttings from news paper articals and magazines on violation of rights and new provisions
3.	The students would be able to engage with the linkages between social policy, legislations and implementation of schemes and programmes	Power point presentations on description about these policies Individual student presentations each policy and its implementation in Indian society Read journal articles, books to understand influence of policy and programs for women and children on growth and development of child and woman as participants Critically evaluate the content of each policy in context to its implementation section with advantages to target group Examine select readings related to components of social policy and law for children	Individual presentation on any one social policy for women and children reflecting on its implementation benefits and drawback for Indian society. Group/Individual presentation on GO and NGO initiatives

**HDCSCC209: ASSESSMENT AND EVALUATION IN HUMAN DEVELOPMENT
AND CHILDHOOD STUDIES
INTEGRATED PRACTICAL**

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:

To understand the meaning and purpose of different methods of assessments with reference to Human Development and Childhood Studies, become aware of the role of evaluation of the same and acquire a repertoire of skills for working with children & relevant adults in different contexts

Course Learning Outcomes:
The students will be able to:
1. Develop skill to use techniques and methods suited for different person situations and contexts
2. Be familiar with standardised tests/protocols for the study including assessment of individuals, families/settings
3. Develop skills in recording fieldwork

CONTENTS   **PERIODS**

UNIT I: Overview of the procedures for study of children using specific and multiple methods of fieldwork   **24**
- Observational study of children and their life settings using ethnographic methods
- Interviewing of children and relevant adults
- Focus group discussions/PLA techniques
- Theatre based techniques/method/activities
- Archival and secondary resources of data gathering

UNIT II: Tools and techniques   **24**
- Study tests, assessment protocols and developmental norms
- Developmental: Portage, BSID
- Tests of cognition, language and behaviour
- Norms of development

UNIT III: Evaluation design and methods   **48**
- Design and implement evaluation of learning in a pre-school/primary school, (for one subject / thematic area), and analyze the data emanating from it.
- Design a programme evaluation for a small project / programme, including objectives, tools, implementation design and data analysis
- Undertake analysis of data produced by any in-depth qualitative/ quantitative evaluation study (e.g. countrywide learning assessment conducted by NCERT) in order to draw inferences and suggest an improvement plan for the programme / system evaluated.

Suggested Readings:

- Anandalakshmy,S., Chaudhary, N. & Sharma,N. (Eds.). (2008). Researching Families and Children: Culturally Appropriate Methods. New Delhi: Sage
- Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint. Delhi: Pearson Education.
- Burgess, Robert G. (1990). In the Field: An Introduction to Field Research: Contemporary Social Research. London: Routledge.
- Denzin, N. and Lincoln, Y. 2005. The Sage Handbook of Qualitative Research. London: Sage.
- Fivush, R., & Haden, C.A. (2003) (Eds.). Autobiographical Memory and the Construction of the Narrative Self. Mahwah, N.J.: Lawrence Erlbaum.
- Gordon, T., Holland, J. Lahelma, E. and Tolonen, T. (2005). Gazing with Intent: Ethnographic Practice in Classrooms. Qualitative Research, 5.
- Hart, C. (1998). Doing a Literature Review: Releasing the Social Science Research Imagination. London: Sage.
- Mishler E. (1991) Research Interviewing: Context and Narrative. Harvard University Press, Cambridge, MA.

SEMESTER III

HDCSCC310: EDUCATION FOR HUMAN DEVELOPMENT

THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

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

Course Learning Outcomes:
Students will be able to-
1. Explain effective teaching and learning in the classroom with reference to various practices, processes and materials.
2. Understand critical issues in development and implementation of curriculum, textbooks and teaching materials.
3. Review historical and contemporary issues related to quality in schooling, teacher development and system effectiveness with reference to human development.
4. Identify major concerns in Indian education and compare with global perspectives.

CONTENTS   **PERIODS**

UNIT I: Effective classroom and learning   **12**
- Child oriented pedagogy, active learning and the significance of relationships
- Enabling learning through use of teaching learning material
- Management of learning through planning, classroom organization and assessment
- Impact of digital technology on learning

UNIT II: Human development, curriculum and materials   **12**
- Curriculum basics and underpinnings
- Human Development as source as well as objective of curriculum
- From curriculum to practice: The role of textbooks, materials and other means
- Diversity, equity and curriculum
- Critical issues affecting curriculum development and effectiveness

UNIT III: Effective school and education system   **14**
- Historical perspective on Indian education system
- Policies, plans and programmes
- School as an organization and characteristics of a child-friendly school
- Teacher development
- Status of today's schools and system effectiveness
- Case studies of innovative schools and programmes

UNIT IV: Major concerns in education   **10**
- Participation in education
- Retention, learning and completion
- Global perspectives

Suggested Readings:
- Alexander, R. (2000). *Culture and pedagogy: International comparisons in primary education.* Cambridge, Mass.: Blackwell.

- Govinda, R. (2013). *Who goes to school? Exploring exclusion in Indian education*. New Delhi: Oxford University Press.
- Jha, M, M. *School without walls*. (2002). India: Oxford
- Kumar, K.(2004). *What is worth teaching* (3ʳᵈ ed*.)*. New Delhi: Orient Longman
- Kumar, R. (2006) (Ed.). (2006). *The crisis of elementary education in India.* New Delhi: Sage.
- Ramachandran, V. (Ed.). (2003). *Getting children back to school: Case studies in primary education*. New Delhi: Sage.
- The National Achievement Survey (NAS). 2016. New Delhi: NCERT.
- Thomas, G. (2013). Education: A Very Short Introduction. Oxford University Press.

Teaching Plan:
Week 1: Child oriented pedagogy, active learning and the significance of relationships
Week 2: Enabling learning through use of teaching learning material; Management of learning through planning, classroom organization and   assessment
Week 3: Impact of digital technology on learning
Week 4: Curriculum basics and underpinnings; Human Development as source as well as objective of curriculum
Week 5: From curriculum to practice: The role of textbooks, materials and other means
Week 6: Diversity, equity and curriculum; Critical issues affecting curriculum development and effectiveness
Week 7: Historical perspective on Indian education system
Week 8: Policies, plans and programmes; School as an organization and characteristics of a child-friendly school
Week 9: Teacher development; Status of today's schools and system effectiveness
Week 10: Case studies of innovative schools and programmes; Participation in education
Week 11: Retention, learning and completion
Week 12: Global perspectives

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To explain effective teaching and learning in the classroom with reference to various practices, processes and materials	Self directed: Read journal articles, books to collate information on child centred pedagogy and active learning	Comment on a selected article's theoretical perspective.
		Lecture on types and use of teaching learning material	Prepare a list of teaching learning materials that can be used for effective and active learning with children
		Discussion on effective classroom organisation strategies and	Illustrate different ways in which classroom can be organised.

		importance of planning	
		Lecture on types and methods of assessment	Evaluate pros and cons of different types of assessment
		Lecture on types and impact of digital technology in learning	Comment on how digital technology can be used in schools for effective learning
2.	To understand critical issues in selection of textbooks To identify features of effective curriculum and teaching materials	Review textbooks, identifying effective presentation of concepts. Examine primary school curriculum of state board, central board and one international board and present through group discussion.	Enlist criteria for selection of quality textbooks for learners Review a curriculum with emphasis on whether it is inclusive and equitable, characterized by quality learning, promotes lifelong learning, and relevance to holistic development
3.	Review historical and contemporary issues related to quality in schooling, teacher development and system effectiveness with reference to human development	Lecture on quality issues in education Individual student presentations with inputs from teacher and fellow students Read journal articles, books to organise information on teacher development Study distinct child-friendly features offered by schools and make a poster. Examine select readings related to historical perspective on Indian education system and highlight trends Review available reports and data to	Individual presentation on any one case study of innovative schools and programmes Focus group discussion on individual understanding about the need for teacher development and how it can achieved Review what characterises a child-friendly school Comment on reforms in education historically with reflection on the contemporary education system Comment on flagship programmes of the Indian education system

4.	Identify major concerns in Indian education and compare with global perspectives	Examine available reports and data to understand issues and concerns in Indian education system	Categorise issues with respect to expenditure, enrolment, infrastructure, student-teacher ratio, quality and others
		Review available literature to understand Indian and global perspectives on education	Present arguments for developing culturally and contextually suited curriculum and pedagogy.to deal with concerns in education.

<table header continues above: understand existing educational policies, plans and programs>

HDCSCC311: DEVELOPMENTAL DISABILITIES
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To develop in students the significance of children's social and ecological contexts within which developmental disabilities occur. To provide knowledge of definitions, etiology, diagnosis, and assessment of childhood disabilities and to create an understanding of the approaches and practices for inclusion and empowerment of children and families

Course Learning Outcomes:
1. The student will understand conceptual approaches to developmental disabilities.
2. The student will acquire knowledge of definitions, etiology, diagnosis, and assessment of childhood disabilities

CONTENTS   **PERIODS**

UNIT I: Introduction to disability   **6**
- Concepts and meaning
- Various frameworks of disability- biomedical, social, legal and political (rights perspective)

UNIT II: **Types of impairments and disabilities**   **12**
- Definitions, classification, aetiology, identification and assessment related to disabilities as defined by the Rights of Persons with Disabilities Act 2016

UNIT III: Care, education and intervention for children and adolescents for development and inclusion.   **18**
- Prevention of disabilities
- Care and intervention approaches
- Education
- Therapeutic strategies

UNIT IV: Family, School, Community and Inclusive Education   **12**

- Child and the family, parents, siblings, grandparents & significant others; family empowerment
- Inclusive education: Role of school, curricular adaptations, teaching strategies, materials and resources; special and inclusive education
- Role of community; case study of a community-linked programme-local/national/international

Suggested Readings:

- Bailey, M. & Wolery, M. (1992). Teaching Infants and Preschoolers with Disabilities. New York: Macmillan.
- Baquer, A. (1994). Disabled, Disablement, Diabolism. New Delhi: Voluntary Health Association of India.
- Dempsey, I. (1996). Facilitating Empowerment in Families with a Member with a Disability. Developmental Disabilities Bulletin, 24(2), 1-19.
- Dempsey, I., Foreman, P., Sharma, N., Khanna, D., & Arora, P. (2001). Correlates of Parental Empowerment in Families with a Member with a Disability in Australia and India. Developmental Disabilities Bulletin, 29(2), 113-131.
- Dunst, C. J. (1985). Rethinking Early Intervention. Analysis and Intervention. Developmental Disabilities, 5, 165-201.
- Dunst, C. J., Trivette, C. M., & Deal, A.G. (1988). Enabling and Empowering Families. Cambridge, MA: Brookline Books.
- Hardman, M.L., Drew, C.J., and Egan, M.W. (2005). Human Exceptionality: Society, School and Family. Boston: Allyn and Bacon.
- Karanth, P. and Rozario, J. (2003). Learning Disabilities in India. New Delhi: Sage.
- Munford, R. and Sanders, J. (Eds.) (2003). Making a Difference in Families: Research that Creates Change. New South Wales, Australia: Allen & Unwin.
- Pandey, R. S., & Advani, L. (1996). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
- Ysseldyke, J.E and Algozzine, B. (1998). Special Education: A Practical Approach for Teachers. New Delhi: Kanishka.

Teaching plan
Week 1: Concepts and meaning; Various frameworks of disability- biomedical, social and legal
Week 2: Political (Rights perspective); Definitions and classification
Week 3: Aetiology and identification
Week 4: Assessment related to disabilities as defined by the Disability Act 2016
Week 5: Prevention of disabilities
Week 6: Care and intervention approaches
Week 7: Education
Week 8: Therapeutic strategies
Week 9: Child and the family, parents, siblings, grandparents & significant others; family empowerment
Week 10: Role of school, curricular adaptations, teaching strategies, materials and resources
Week 11: Special and inclusive education
Week 12: Role of community; Case study of a community-linked programme local/national/international

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The student will understand conceptual approaches to developmental disabilities.	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	The student will acquire knowledge of definitions, etiology, diagnosis, and assessment of childhood disabilities	• Review academic writings and research studies • Lecture on etiology and diagnosis • Individual student presentations with inputs from teacher and fellow students • Read journal articles, books • Examine select readings on disabilities • Invited expert speakers on select disabilities • Films and audio-visual input	Written assignments on selected topics related to individual disabilities Group/ individual presentations on each disability Class test on areas covered

HDCSCC312: DEVELOPMENTAL DISABILITIES
INTEGRATED PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To provide knowledge of definitions, etiology, diagnosis, and assessment of childhood disabilities and to create an understanding of the approaches and practices for inclusion and empowerment of children and families

Course Learning Outcomes:
The student will be able to:

1. Develop the skills of screening children and adolescents for and with disability
2. Gain an understanding of methods of working with children and adolescents with disability
3. Learn the skills of providing guidance and counselling to children and their families

CONTENTS   **PERIODS**

UNIT 1: Developmental assessment   **8**
- Assessment of children and adolescents for and with disability using observations and children's play, screening schedules, and psychometric measures
- Assessment of institutions for children and adolescents with disability

UNIT II: Intervention strategies   **12**
- Individual education plans (IEPs) and their use with children
- Special education and inclusive education techniques
- Conducting intervention activities with a child/ an adolescent

UNIT III: Guidance and Counselling   **20**
- Developing skills of guiding and counselling with reference to disability-
- Children and adolescents
- Educators
- Families

UNIT IV: Case profile of a child/an adolescent with disability, incorporating the techniques above   **8**

Suggested Readings:
- Anastasi, A. and Urbina, S. (2003). Psychological Testing. Delhi: Pearson Education
- Blocher, D.H. (2000). Counselling: A Developmental Approach 4th ed. New York: John Wiley
- Gumbiner, J. (2003). Adolescent Assessment. New Jersey: John Wiley
- Porter, L. (2003). Young Children's Behavior: Practical Approaches for Caregivers and Teachers. London: Paul Chapman
- Redgrave, K. (2000). Care Therapy for Children. London: Continuum

HDCSCC313: INTERNSHIP

(To be assessed by a Board of Three teachers)

Marks: 50

Course Objectives:

To gain hands-on experience of working in various settings linked with issues in children and adults' development.

Course Learning outcomes: Student will be able to

1. Get hands on experience of real field setting.
2. Understanding of the issues and strategies organizations work on.
3. Opportunity to use communication skills for personal and professional development.
4. Enhanced ability to work with groups and use managerial and problem solving skills.

The students could work with NGOs, Govt. agencies, International agencies as well as self-help groups. They must present a report of the placement in their department.

HDCSCC 314: DISSERTATION- I: TECHNICAL WRITING & SEMINAR
(Seminar to be assessed by three teachers)
(Technical writing to be assessed by Continuous Evaluation)

Maximum Marks: 50   **Duration: 3Hrs**

Course Objectives:
To understand the nuances of scientific writing ; to develop skills in collation and presentation of scientific information and to learn the process of developing a research proposal/ project proposal

Course Learning Outcomes:
The student will be able to-
1. Demonstrate knowledge of scientific writing method and styles
2. Develop a research design on a topic relevant to their field
3. Prepare a systematic literature review on a select topic
4. Present a seminar of the literature review

CONTENT   **PERIODS**

The practical will have three components. Based on option of students for either dissertation or project work, due emphasis will be provided

A) Research design / Project proposal   **12**
  • Under the guidance of supervisor allocated prepare a research design / project proposal
B) Skills in Technical Writing   **24**
  • Learn the nuances of select technical writing styles/ guides
  • Analyze technical posters of researches in the fields
  • Analyze dissertations, research reports and project evaluation reports and their presentations
C) Review of Literature & Seminar   **12**
  • Prepare a literature review on a select topic using an approved style guide
  • Conduct Plagiarism check of document prepared
  • Present an oral seminar on the topic

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	**Week 1 2 & 3** Demonstrate knowledge of scientific writing method and styles	Students oriented the nuances of select technical writing styles/ guides Analyze technical posters of researches in the fields Analyze dissertations, research reports and project evaluation reports Videos on scientific writing shown	Quiz and exercises will be given to students
2	**Week 3 4 5 6 7 & 8** Develop a research design on a topic relevant to their field	Along with allocated supervisors students will work on deciding a topic of research, review literature and develop an appropriate research design	Students submit the research design to technical review board for review and comments
3.	**Week 9& 10** Prepare a systematic literature review on a select topic	Students collate the literature review done about their research topic selected and prepare a document based on it. Students review old seminar documents and critique their presentation	Students literature review document reviewed by seminar committee Plagiarism test done of final document
3.	**Week 11& 12** Present a Seminar based on the literature review done	Students watch videos of seminar presentations and critique them. Prepare a seminar presentation of	Students presentations evaluated by the departmental seminar committee

Suggested Readings:

- Alley, M. *(2018). The Craft of Scientific Writing*. New York: Springer.
- Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative*

- *Approaches*. Thousand Oaks, CA: Sage
- Black, J.A. and Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley and Sons.
- Blaxter, L., Hughes, C, and Tight, K. (1999). *How to Research*. New Delhi: Viva books.
- Blum, D., Knudson M., and Henig, R. M. (2005*) Field Guide for Science Writers: The Official Guide of the National Association of Science Writers*. USA; Oxford University Press. http://www.nasw.org/field-guide
- Elmes, D.G., Kanowitz, B.H. and Roediger, H.L. (1989). *Research Methods in Psychology* (Third Edition). New York: West Publishing Company.
- Katz, M. (2009) *From Research to Manuscript: A Guide to Scientific Writing (2nd Ed).* New York : Springer
- *http://www.apastyle.org/*
- *http://www.citethisforme.com/guides*

HDCSEC31A: WOMEN AND GENDER STUDIES
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To study the position of men and women in society and understand it in terms of theories, cultural reality, social construction and popular culture.

Course Learning Outcomes:
Students will be able to:
1. Explain the contemporary emergence and positioning of Gender
2. Explain theoretical framework of gender
3. Identify reasons for differences in the lives of men and women
4. Develop skills for critical appraisal of gender issues

CONTENTS: **PERIODS**

UNIT I: Introduction to Gender Studies   **12**
- Biological differences and Social Construction of gender
- Growing up in gendered world
- Patriarchy and its influence on gender identity and gender roles
- Cultural meaning of gender as it intersects class, caste and sexuality

UNIT II: Portrayals of men and women in popular culture **12**
- Representation of differences in children's media
- Women in advertisements, television and films
- Representation of gender in myths, literature and other written texts

UNIT III: Theories to understand Gender   **12**
- Human Development theories
- Three waves of feminism and beyond
- Feminist theories

UNIT IV: Gender issues in life   **12**
- Mental health, violence against women and women in later adulthood
- Work, parity and leadership and Gender
- Politics and Gender
- Social Welfare: Gender and policies
- Contemporary sexuality and reproduction

Suggested Readings:

- Agosin, M. (2003). *Women, Gender and Human Rights: A Global Perspective* (1st ed.). Rajasthan, India: Rawat.
- De Beauvoir, S. (1983). *The Second Sex.* Harmondsworth: Penguin.
- Fischer, A.H. (2000). *Gender and Emotion: Social Psychological Perspectives*. New York: Cambridge University Press.
- Chaudhuri, M. (2005). *Feminism in India: Issues in contemporary Indian Feminism.* New Delhi: Zed books.
- Andersen, M.L. (2003). *Thinking about Women: Sociological Perspectives on Sex and Gender.* Sixth Edition. New York: Macmillan Publishing Company.
- Mead, M. (1950). *Male & Female*. New York: Harper Perennial.
- Sharma, K. (1985). *Gender concerns and Development*. New Delhi: Centre for Women's Development Studies
- Myra, M.F., Lorber, J., & Hess, B.B. (Ed.) (1999). *Revisioning Gender: The Gender Lens*. London: Sage.
- Biswal, T. (2006). *Human Rights, Gender and Environment*. New Delhi: Viva Books.
- Kishwar, M. (1999). *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. New Delhi: OUP.
- Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India.* Oxford University Press.
- Saika, N. (2008). *Indian Women: A Socio-Legal Perspective*. New Delhi: Serials Publication.
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali For Women.
- Goel, A., Kaur, A., & Sultana, A. (2006). *Violence against Women: Issues and Perspectives*. New Delhi: Deep & Deep.
- Sohoni, K.N. (1994). *Status of Girls in Development Strategies*. New Delhi: Haranand Publications.
- Menon, R. & Bhasin, K. (1998). *Borders and Boundaries: Women in India's Partition.* New Delhi: Kali for Women.
- Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women.

Teaching Plan
Week 1: Biological differences and Social Construction of gender, Growing up in gendered world
Week 2: Patriarchy and its influence on gender identity and gender roles
Week 3: Cultural meaning of gender as it intersects class, caste and sexuality
Week 4: Representation of differences in children's media; Women in advertisements, television and films
Week 5: Representation of gender in myths, literature and other written texts
Week 6: Human Development theories

Week 7: Three waves of feminism and beyond
Week 8: Feminist theories
Week 9: Mental health, violence against women and women in later adulthood
Week 10: Work, parity and leadership and Gender; Politics and Gender
Week 11: Social Welfare: Gender and policies
Week 12: Contemporary sexuality and reproduction

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To understand the social construction of gender	Students share aspects of their childhood and discuss the differences they experienced and noticed – and how these helped them (or didn't) Lecture on patriarchy in India Relevant books, papers – students read, collate and make presentations on selected themes	Explain with reasons why / how the social construction of gender influence the lives of people Give the design considerations behind programme being developed for a group of disadvantaged children.
2.	To critically analyse portrayal of men and women in popular culture	Analysing data / photos / descriptions / narratives/ reports on representation of gender in media and its implications Watch TV advertisement and movies and them have discussion	Prepare a multimedia presentation to illustrate aspects of gender in different media Prepare an introductory brochure on concerns of selected groups to be used by any organization intending to work with women from different social groups. Write review of a selected film
3.	To understand the theoretical framework that explains gender in society	Read journal articles, books to collate information on different theoretical perspectives Lecture on different theories of feminism	Prepare a review paper highlighting thinkers, activists, scholars in the area. Comment on a selected article's theoretical perspective

PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To be aware of differences in gender and the manner in which it creates differences, disadvantage and exclusion and the need for equity.

Course Learning Outcomes:
Student will be able to-

1. Describe gender and explore representation of men and women in diverse selection of texts – literary and visual
2. Identify cultural assumptions about being men and women in a society
3. Apply the understanding of concepts such as equity and rights
4. Acquire proficiency in developing frameworks of analyses and documentation.

CONTENT   **PERIODS**

UNIT I Using several and appropriate methods find out from multi generation   8
- Gender roles and gendered division of labour
- Socialization for gender and gender inequality

UNIT II Review of images of men and women   16
- Collect and analyse images of Women in media, Sports, Arts, Entertainment and Fashion Industry
- Review of songs, stories, mythology and other texts to understand representation of gender

UNIT III Understand gender positioning through films/documentaries   8
- Textual analysis of Film : The Lady -which portrays the democratic movement led by Nobel laureate Aung Sang Suyi in Myanmar
- From "Shoulder to Shoulder," program 5, "Outrage!, Not for Ourselves Alone part I, II
- Black feminism- The Colors of Love, Accomplished Women: Feminist Movement 1970s Documentary - Part 1 (1974)
- Film/documentary of choice

UNIT IV Analysis and Review of selected issues   16
- Analysis of gender based indices for understanding the status of women in society
- Women's occupational preferences and the factors responsible for it
- Analysing occupational choices constraining their opportunity structure
- Develop a profile for feminisation of occupations
- Review of Mass Sterilization camps, Impact of Contraceptives and Assisted Reproductive Technology on Women, Health issues of adolescent girls
- Feministic review of National Health Policy and Programmes
- Politics of Masculinity and Power

Suggested Readings:
- Agosin, M. (2003). *Women, Gender and Human Rights: A Global Perspective* (1st ed.). Rajasthan, India: Rawat.
- De Beauvoir, S. (1983). *The Second Sex.* Harmondsworth: Penguin.

- Fischer, A.H. (2000). *Gender and Emotion: Social Psychological Perspectives*. New York: Cambridge University Press.
- Chaudhuri, M. (2005). *Feminism in India: Issues in contemporary Indian Feminism.* New Delhi: Zed books.
- Andersen, M.L. (2003). *Thinking about Women: Sociological Perspectives on Sex and Gender.* Sixth Edition. New York: Macmillan Publishing Company.
- Mead, M. (1950). *Male & Female*. New York: Harper Perennial.
- Sharma, K. (1985). *Gender concerns and Development*. New Delhi: Centre for Women's Development Studies
- Myra, M.F., Lorber, J., & Hess, B.B. (Ed.) (1999). *Revisioning Gender: The Gender Lens*. London: Sage.
- Biswal, T. (2006). *Human Rights, Gender and Environment*. New Delhi: Viva Books.
- Kishwar, M. (1999). *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. New Delhi: OUP.
- Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India.* Oxford University Press.
- Saika, N. (2008). *Indian Women: A Socio-Legal Perspective*. New Delhi: Serials Publication.
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali For Women.
- Goel, A., Kaur, A., & Sultana, A. (2006). *Violence against Women: Issues and Perspectives*. New Delhi: Deep & Deep.
- Sohoni, K.N. (1994). *Status of Girls in Development Strategies*. New Delhi: Haranand Publications.
- Menon, R. & Bhasin, K. (1998). *Borders and Boundaries: Women in India's Partition.* New Delhi: Kali for Women.
- Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women.

HDCSEC31B: PARENTING AND EARLY INTERVENTION
THEORY

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objective:
To provide knowledge in parenting for care of high risk child from birth to 3year to enhance development and prevent delays

Course Learning Outcomes:
1. To recognize typical and atypical development during ages birth- 3 years
2. To theoretically understand the development of norms and recognize delays.
3. Increase ability to support the family and strengthen the parent's ability to support his/her child's development.
4. Increase ability to develop intervention strategies based on a child's individual needs.

CONTENTS   **PERIODS**

UNIT I: Parenting   **8**
- Development in culture & context

- Challenges of contemporary parenting
- Understanding developmental delays in domains
- Challenges of learning child development through google searches

UNIT II: High Risk infants and toddlers   **12**
- Neurobiological basis of early risk
- Parental Risk factors
- Child Risk factors
- Environmental Risk Factors
- Protective factors in high-risk infant cases
- Abuse and neglect specific to infants and young children
- Guidelines for child protection practice

UNIT III: Care of the High Risk newborn and family   **12**
- Risk factors
- Assessment
- Intervention
- Protection from Infection, Hydration, Nutrition, Feeding Resistance, Skin Care, Administration of Medications, Developmental Outcome, Facilitating Parent-Infant Relationships

UNIT IV: Early Intervention Programmes for infants with developmental delays   **16**
- Macro level plan of action- awareness, screening training for parents, documentation
- Micro level- Education and counseling service for parents, assessment techniques and therapies, create awareness about various legal provisions and government schemes for children and convergence of educational service & therapies

Suggested Readings:
- Branjerdporn, G., Meredith, P., Strong, J., & Garcia, J. (2017). Associations between maternal-foetal attachment and infant developmental outcomes: A systematic review. Maternal and Child Health Journal, 21(3), 540-553.
- Child protection intervention with high-risk infants **- https://www.communities.qld.gov.au/resources/childsafety/practice-manual/intervention-with-high-risk-infants.pdf**
- Copeland L., Parekh S. (2018) Quality Coordinated Health Care for the High-Risk Infant: The Evolving Concept of the Medical Home. In: Needelman H., Jackson B. (eds) Follow-Up for NICU Graduates. Promoting Positive Developmental and Behavioral Outcomes for At-Risk Infants Springer, Cham
- Davidov, M., & Grusec, J. E. (2006). Untangling the links of parental responsiveness to distress and warmth to child outcomes. Child Development, 77(1), 44-58.
- Einav, M., Levi, U., & Margalit, M. (2012). Mothers' coping and hope in early intervention. European Journal of Special Needs Education, 27(3), 265–279.
- Filippa, M,; Kuhn, P. & Westrup, B. Eds. (2017). Early Vocal Contact and Preterm Infant Brain Development: Bridging the Gaps Between Research and Practice. Springer, Cham.
- http://parentintheknow.com/wp-content/uploads/2017/04/Parent-in-the-Know-Research-Basis-for-Assessments-and-Reports.pdf
- **https://files.eric.ed.gov/fulltext/EJ843624.pdf**

- Luz, R., George, A., Vieux, R., & Spitz, E. (2017). Antenatal determinants of parental attachment and parenting alliance: How do mothers and fathers differ?. Infant Mental Health Journal, 38(2), 183-197.
- National Scientific Council on the Developing Child. (2012). Establishing a level foundation for life: Mental health begins in early childhood. (Working paper 6). Retrieved from Center on the Developing Child website http://www .developingchild.harvard.edu
- Needelman H., Jackson B. (eds) (2018). Follow-Up for NICU Graduates. Promoting Positive Developmental and Behavioral Outcomes for At-Risk Infants Springer, Cham.
- Pisoni, C., Garofoli, F., Tzialla, C., Orcesi, S., Spinillo, A., Politi, P. & Stronati, M. (2014). Risk and protective factors in maternal–fetal attachment development. Early Human Development, 90, S45-S46.
- Potharst, E. S., Aktar, E., Rexwinkel, M., Rigterink, M., & Bögels, S. M. (2017). Mindful with your baby: Feasibility, acceptability, and effects of a mindful parenting group training for mothers and their babies in a mental health context. Mindfulness, 1-15.
- Pridham, K. F., & Chang, A. S. (1989). What Being the Parent of a New Baby is Like: Revision of an instrument. Research in Nursing & Health, 12(5), 323-329.
- Rode, J. L., & Kiel, E. J. (2016). The mediated effects of maternal depression and infant temperament on maternal role. Archives of Women's Mental Health, 19(1), 133-140.
- Rossen, L., Hutchinson, D., Wilson, J., Burns, L., Allsop, S., Elliott, E. J. & Ainsworth, M. D. (2017). Maternal bonding through pregnancy and postnatal: Findings from an Australian Longitudinal Study. American Journal of Perinatology, 34(08), 808-817
- Singh, M. 8th Ed. (2017).Care of the New Born, CBS Publishers & Distributors
- Winston, R., & Chicot, R. (2016). The importance of early bonding on the long-term mental health and resilience of children. London Journal of Primary Care, 8(1), 12-14.

Teaching plan
Week 1: Development in culture & context; Challenges of contemporary parenting
Week 2: Understanding developmental delays in domains; Challenges of learning child development through google searches
Week 3: Neurobiological basis of early risk; Parental Risk factors; Child Risk factors
Week 4: Environmental Risk Factors; Protective factors in high-risk infant cases
Week 5: Abuse and neglect specific to infants and young children; Guidelines for child protection practice
Week 6: Risk factors; Assessment
Week 7: Intervention
Week 8: Protection from Infection, Hydration, Nutrition, Feeding Resistance, Skin Care, Administration of Medications, Developmental Outcome, Facilitating Parent-Infant Relationships
Week 9: Macro level plan of action- awareness, screening
Week 10: Training for parents, documentation
Week 11: Micro level – Education and counselling services for parents, assessment techniques and therapies
Week 12: Create awareness about various legal provisions and government schemes for children and convergence of educational services & therapies

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To recognize typical and atypical development during ages birth- 3 years .	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	To theoretically understand the development of norms and recognize delays.	• Review academic writings and research studies	Written assignments on selected topics
3.	Increase ability to support the family and strengthen the parent's ability to support his/her child's development.	• Lecture on domains of development and stages • Individual student presentations with inputs from teacher and fellow students	Group/ individual presentations on select cases
	Increase ability to develop intervention strategies based on a child's individual needs	• Read journal articles, books • Examine select readings • Invited expert speakers on select areas	Group/ individual presentations on domains and concepts Class test on areas covered

HDCSEC31B: PARENTING AND EARLY INTERVENTION PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs**

Learning Objectives:
To provide skills in assessing, planning, implementing and documenting early intervention for infants and toddlers at risk and with developmental delays and knowledge for communicating the same to parents within communities.

Course Learning Outcomes:
1. To assess, plan and implement early intervention for infants and toddlers at risk & with developmental delays.
2. To impart techniques of working with families and community for effective intervention.
3. To develop competency in report writing, record maintenance and communication.

4   To facilitate and integrate the children into community programmes and family guided intervention.

CONTENT   **PERIODS**

UNIT I: Assessment and Evaluation methods   **20**
- In case history taking and documentation
- Observation of infants and activity analysis methods
- Comprehensive need assessment and outcomes
- Developmental assessments tools and techniques
- Therapeutics Assessment, Intervention and Evaluation
- Documentation and Report writing

UNIT II: Communication and Awareness building methods   **8**
- Family
- Schools
- Communities

UNIT III: Intervention Activities   **12**
- Individualised Early Intervention Programming
- Play material for domain specific development
- Activities for integration within communities
- Support group development

UNIT IV: Multidisciplinary, interdisciplinary and transdisciplinary approaches,   **8**
- Effective individual, team and multi-agency approaches to Early Intervention.
- Skills in collaboration with other disciplinary professionals as well as family members through case study approach of early intervention for a high risk infant.

Suggested Readings:
- Child protection intervention with high-risk infants **- https://www.communities.qld.gov.au/resources/childsafety/practice-manual/intervention-with-high-risk-infants.pdf**
- http://parentintheknow.com/wp-content/uploads/2017/04/Parent-in-the-Know-Research-Basis-for-Assessments-and-Reports.pdf
- **https://files.eric.ed.gov/fulltext/EJ843624.pdf**
- Singh, M. 8th Ed. (2017).Care of the New Born, CBS Publishers & Distributors

HDCSEC32A: SOCIOLOGY OF CHILDHOOD
THEORY
Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objective:
To use sociological framework for understanding of significant issues and concerns in Human Development and conceptualize contemporary changing family settings, social structures and processes

Course Learning Outcomes:

The students will be able to-

1. Explain the sociological framework for understanding of significant issues and concerns in childhood
2. Explain theoretical and analytical framework for contemporary changing family settings, social structures and processes
3. Identify the role of culture, social structure and family in childhood

CONTENTS   **PERIODS**

UNIT I: Childhood in different socio-cultural setting   **12**
- Cultural dimension of children and childhood
- Children's peer cultures
- Children's agency in their everyday life
- Social problems experienced by children

UNIT II: Theoretical perspectives   **12**
- Social theories of childhood
- Socially constructed nature of childhood
- Ethnographic studies of childhood in different social settings

UNIT III: Childhood in Contemporary families   **12**
- Social change and child rearing
- Different issues that concern contemporary families
- Divorce, remarriage and single parent families

UNIT IV: Childhood and Society   **12**
- Historical, economic global aspects of childhood
- Cultural and political significance of childhood
- Research and future of children and childhood

Suggested Readings:
- Childhood Matters (2016) by Bernard Van Leer Foundation
- Kretzmann, J.P. & McKnight, J.L. (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets Paperback ACTA Publications.
- Hart, R.A. (1997).Children's Participation: The Theory and Practice of Involving Young Children in Community Development and Environmental Care.
- Dube, L. (1988). On the construction of Gender: Socialization of Hindu Girls in Patrilineal India", Economic and Political Weekly, WS-11-19, volume 23.
- Gooptu, N. (1997). The Urban Poor in Early Twentieth Century, Uttar Pradesh. Modern Asiatic Studies 31(4): 879 – 918.
- Lewis, O. (1961). The Children of Sanchez: Autobiography of a Mexican Family. Harmondsworth: Penguin Books.
- Corsaro, William A. (1997). The Sociology of Childhood. Pine Forge Press: Sage
- Madan, T.N. (1997). Modern Myths and Locked Minds. London: Oxford University Press. Srinivas, M.N. (2002). The Field Worker and the Field. London: Oxford University Press.

- Montgomery, H. (Ed.). (2013). Local childhood, global issues (2nd Ed.). UK: The Policy Press.
- Munford, R. and Sanders, J. (Eds.) (2003). Making a Difference in Families: Research and Applications in India. New Delhi: Sage.
- Research that Creates Change. New South Wales, Australia: Allen & Unwin.
- Saraswathi, T. S. (Ed.), Culture, Socialization and Human Development: Theory,
- Saraswathi, T.S., Menon. S., & Madan, A. (Eds.). (2018). Childhood in India: Traditions, trends and transformations. London: Routledge.
- Sriram, R (2014). Engaging in Social Intervention (For Learners) Volume I. New Delhi: Concept Publishing.
- Sriram, R (2014). Engaging in Social Intervention (For Mentors) Volume II. New Delhi: Concept Publishing.
- Ungar, M. (Ed.). (2012). The social ecology of resilience: A handbook of theory and practice. NY: Springer
- Winnicott, D.W. (1964). The child, the family and the outside world. England: Penguin.

Teaching Plan:
Week 1: Cultural dimension of children and childhood; Children's peer cultures
Week 2: Children's agency in their everyday life
Week 3: Social problems experienced by children
Week 4: Social theories of childhood
Week 5: Socially constructed nature of childhood
Week 6: Ethnographic studies of childhood in different social settings
Week 7: Social change and child rearing
Week 8: Different issues that concern contemporary families
Week 9: Divorce, remarriage and single parent families
Week 10: Historical, economic global aspects of childhood
Week 11: Cultural and political significance of childhood
Week 12: Research and future of children and childhood

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Explain the cultural dimension of children and childhood and children's peer culture along with an understanding of children's agency, social problems experienced by children in their everyday life.	• Self- directed: Read journal articles, books to collate information on cultural dimension of childhood • Lecture & discussion specific to children's agency, social problems and peer culture • Audio visual resources	Classroom presentation and discussions

2.	To critically analyse the theoretical perspective of childhood	Lecture on socially constructed nature of childhood and theoretical foundations of childhood in different settings. Relevant books, papers – students read, collate and make presentations on selected themes. Invited expert speakers	Prepare a review paper highlighting thinkers and scholars in the area. Comment on theoretical perspectives Written assignments on selected topics related to theories of childhood.
3.	To identify the role of child rearing and other life situations in the construction of childhood	Students share aspects of their childhood and discuss the differences they experienced and noticed – and how these helped them (or didn't) Films and audio-visual input	Group/ individual presentations on select successful ECCE approaches and or programs Class test on areas covered
4	To critically analyse the concerns related to historical, political and economic aspects of childhood	Analysing data / photos / descriptions / narratives/ reports on different children'sgroups and geographies to discuss how childhoods differ for children and the implications of this for education as well other programmes to address children's needs	Prepare a multimedia presentation to illustrate aspects of childhood

HDCSEC32A: SOCIOLOGY OF CHILDHOOD
PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objective:
To use sociological framework for understanding of significant issues and concerns in childhood and conceptualize the impact contemporary changing family settings, social structures and processes

Course Learning Outcomes:
The students will be able to
1. Explain the sociological framework for understanding of significant issues and concerns in childhood
2. Explain theoretical and analytical framework for contemporary changing family settings, social structures and processes
3. Identify the role of culture, social structure and family in childhood

CONTENTS   **PERIODS**

UNIT I: Profile of a young child using an ethnographic approach   24
*   Through appropriate methods, notes and field records using an ethnographic approach understand life of a child in one selected social setting
*   Understand the role of family in the child's life
*   Explore peers and other members of society that constitute children's worlds

UNIT II: Study print resources/visual media to understand children's lives   12
*   Newspapers reports and news with reference to children
*   Study portrayals of children's lives in television, computer games/sites and films
*   Visit and record from Bookstore / library/ book stores availability of books/magazines in terms of appropriateness and representation of children in Global context /Indian languages/cultures/ and study content and reflect on lives of children

UNIT III: Children in social world   12
*   Develop suitable tools (checklist/observation guide, interview) to study children in different circumstances and social change and child rearing
*   Using suitable method (review of literature/archival data) study historical, economic and political aspects of childhood

Suggested readings:
*   Corsaro, William A. (1997). The Sociology of Childhood. Pine Forge Press: Sage
*   Madan, T.N. (1997). Modern Myths and Locked Minds. London: Oxford University Press. Srinivas, M.N. (2002). The Field Worker and the Field. London: Oxford University Press.
*   Montgomery, H. (Ed.). (2013). Local childhood, global issues (2nd Ed.). UK: The Policy Press.
*   Munford, R. and Sanders, J. (Eds.) (2003). Making a Difference in Families: Research and Applications in India. New Delhi: Sage.
*   Research that Creates Change. New South Wales, Australia: Allen & Unwin.
*   Saraswathi, T. S. (Ed.), Culture, Socialization and Human Development: Theory,
*   Saraswathi, T.S., Menon. S., & Madan, A. (Eds.). (2018). Childhood in India: Traditions, trends and transformations. London: Routledge.
*   Sriram, R (2014). Engaging in Social Intervention (For Learners) Volume I. New Delhi: Concept Publishing.

HDCSEC32B: CHILDHOOD AND ADOLESCENCE ACROSS ECOLOGICAL SETTINGS
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objectives:
To recognize the theoretical perspective and its feasibility on specific features of childhood and adolescence as distinct stages of development.

Course Learning Outcomes:
The student will be able to:

1. Extend their knowledge on understanding of social processes during childhood and adolescence
2. Able to speak about the experiences of childhood and adolescents in different parts of the world
3. Gain knowledge of the variations in child rearing practices and socialisation and significant of a specific culture
4. Acquire an understanding on linkage between policy and programmes for children and adolescents in Indian context

CONTENTS   **PERIODS**

UNIT I: Introduction to childhood and adolescence   **10**
  *   Defining childhood as a distinct stage
  *   Adolescence: Special features and significance
  *   Formative adulthood: Adolescence and youth as a period of social renewal
  *   Cultural nature of human development

UNIT II: Child rearing and socialisation   **10**
  *   Cultural diversity in child rearing
  *   Cultural practices for the arrival and care of children
  *   Socialisation: The transformation of a child into a member of society
  *   Dynamic interaction between individuals and society

UNIT III: Childhood and adolescence in different cultures   **18**
  *   Child care and socialisation in different cultures
  *   Historical studies of childhood and adolescence
  *   Moving between local and global understandings of childhood and adolescence

UNIT IV: Childhood and adolescence in Indian communities   **10**
  *   The child in India: History and culture
  *   Indian adolescence: Diversity and uniqueness
  *   Contemporary status of children and adolescents in India
  *   Implications for policy and planning for children with social disadvantage

Suggested Readings:

*   Bumiller, E. (1990). May You be a Mother of a Hundred Sons. New Delhi: Penguin.

- Chaudhary, N. (2009). Families and Children in Poverty: Objective Definitions, Subjective Lives. In A. C. Bastos & E. P. Rabinovich (Ed.) Living in Poverty: Developmental Poetics of Cultural Lives. Charlotte, NC: Information Age.
- Matsumoto, D. (Ed.). (2001). The Handbook of Culture and Psychology. New York: Oxford University Press.
- Schlegel, A. & Barry, H. (1991). Adolescence: An Anthropological Enquiry. New York: The Free Press.
- Harkness, S., & Super, C. (1996). Parents' Cultural Belief Systems: Their Origins, Expressions and Consequences. New York: The Guilford Press.
- Trawick, M. (2003). The Person Behind the Family. In V. Das (Ed.), The Oxford Companion to Sociology and Social Anthropology (Vol. 2, pp. 1158-1178). New Delhi: Oxford University Press.

Teaching Plan:

Week 1: Defining childhood as a distinct stage, Adolescence: Special features and significance
Week 2: Formative adulthood: Adolescence and youth as a period of social renewal
Week 3: Cultural nature of human development, Cultural diversity in child rearing
Week **4:** Cultural practices for the arrival and care of children, Socialisation: The transformation of a child into a member of society
Week 5: Dynamic interaction between individuals and society
Week 6: Child care and its significance in different cultures
Week 7: Socialisation in different cultures
Week 8: Historical studies of childhood and adolescence
Week 9: Moving between local and global understandings of childhood and adolescence
Week 10: The child in India: History and culture
Week 11: Indian adolescence: Diversity and uniqueness, Contemporary status of children and adolescents in India
Week 12: Implications for policy and planning for children with social disadvantage

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The student will be able to extend their knowledge on understanding of social processes during childhood and adolescence	Self directed: Read journal articles, books to bring together information on childhood, adolescence and formative adulthood

Lecture on significance of childhood years which follows adolescence and adulthood | Comment on prominent practices of childhood through a historical version

Present arguments for and against role of socialization folklore in children's lives

Identify and discuss social practices which |

		Present research societal standpoint on the same	relate to childhood and its significance
			Review and discuss change in depiction of childhood and socialization practices in Indian history
		Discussion on socialization of the same in diverse cultures and its significance in contemporary times	Comment on how childhood can be comprehend as 'concept' in society
		Lecture on significantly connecting socialization practices to understand childhood as a 'conception'	
2.	The student will be able to speak about the experiences of childhood and adolescents in different parts of the world	Power point presentations on live through experiences of childhood and adolescence in culturally varied societies.	Critically analyse one journal article on each of these aspects (to be done collectively by the students)
3.	The student will be gain knowledge of the variations in child rearing practices and socialisation and significant of a specific culture	Paper presentation of researches on child rearing practices and significance of socialisation patterns within different part of societies	Discuss current researches, its applicability and ethical considerations in their respective societies
			Enlist and discuss contemporary ground-breaking socialization patterns of culture appropriate to one's society

4.	The student will be acquire an understanding on linkage between policy and programmes for children and adolescence in Indian context	Project report on selected social processes using secondary data on policy and programmes present for children and adolescence in Indian society	Peer evaluation of project report

HDCSEC32B: CHILDHOOD AND ADOLESCENCE ACROSS ECOLOGICAL SETTINGS
PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To identify the realistic viewpoint and its viability on features of childhood and adolescence as distinctive phases of development.

Course Outcomes:
The student will be able to-
1. Develop an understanding on childhood as a 'concept'
2. Able critically evaluate the experiences of adolescence and adulthood within Indian society
3. Put on knowledge to gather information on child rearing practices and socialisation
4. Develop an understanding on and create awareness about programmes for children and adolescence in community

CONTENT   **PERIODS**

- Using mixed and appropriate methods for studying children and childhood in society.
8

- Document concepts of childhood, across cultures and context from primary and secondary sources and relevant findings through analysis of departmental dissertations.
10

- Carry out case profile/survey on the following: 16
    1. Child rearing practices in different regions of Indian society
    2. Adolescence as a distinct stage with supportive examples
    3. Contemporary societal perspective on childhood and adolescence
- Design a social experiment on emphasizing contemporary conditions, problems and its relevance in human development (using primary and secondary sources of data)

or

On changing Indian family with an analysis of the past, present and future focusing on diversity of India.   8

Suggested readings:
- Matsumoto, D. (Ed.). (2001). The Handbook of Culture and Psychology. New York: Oxford University Press.
- Schlegel, A. & Barry, H. (1991). Adolescence: An Anthropological Enquiry. New York: The Free Press.
- Harkness, S., & Super, C. (1996). Parents' Cultural Belief Systems: Their Origins, Expressions and Consequences. New York: The Guilford Press.
- Trawick, M. (2003). The Person Behind the Family. In V. Das (Ed.), The Oxford Companion to Sociology and Social Anthropology (Vol. 2, pp. 1158-1178). New Delhi: Oxford University Press

HDCSOE31: PARENTING AND HIGH RISK INFANTS
THEORY

Maximum Marks: 100   **Duration: 3 Hrs**

Course Objective:
To provide knowledge in parenting for care of high risk child from birth to 3year to enhance development and prevent delays

Course Learning Outcomes:
The student will be able to:
1. To recognize typical and atypical development during ages birth- 3 years
2. To theoretically understand the development of norms and recognize delays.
3. Increase ability to support the family and strengthen the parent's ability to support his/her child's development.

CONTENTS   **PERIODS**
UNIT I: Parenting   **10**
- Development in culture & context
- Challenges of contemporary parenting
- Understanding developmental delays in domains
- Challenges of learning child development through google searches

UNIT II: High risk infants and toddlers   **14**
- Neurobiological basis of early risk
- Parental Risk factors
- Child Risk factors
- Environmental Risk Factors
- Protective factors in high-risk infant cases
- Abuse and neglect specific to infants and young children
- Guidelines for child protection practice

Suggested Readings:

- Branjerdporn, G., Meredith, P., Strong, J., & Garcia, J. (2017). Associations between maternal-foetal attachment and infant developmental outcomes: A systematic review. Maternal and Child Health Journal, 21(3), 540-553.
- Child protection intervention with high-risk infants **- https://www.communities.qld.gov.au/resources/childsafety/practice-manual/intervention-with-high-risk-infants.pdf**
- Copeland L., Parekh S. (2018) Quality Coordinated Health Care for the High-Risk Infant: The Evolving Concept of the Medical Home. In: Needelman H., Jackson B. (eds) Follow-Up for NICU Graduates. Promoting Positive Developmental and Behavioral Outcomes for At-Risk Infants Springer, Cham
- http://parentintheknow.com/wp-content/uploads/2017/04/Parent-in-the-Know-Research-Basis-for-Assessments-and-Reports.pdf
- **https://files.eric.ed.gov/fulltext/EJ843624.pdf**
- Luz, R., George, A., Vieux, R., & Spitz, E. (2017). Antenatal determinants of parental attachment and parenting alliance: How do mothers and fathers differ?. Infant Mental Health Journal, 38(2), 183-197.
- National Scientific Council on the Developing Child. (2012). Establishing a level foundation for life: Mental health begins in early childhood. (Working paper 6). Retrieved from Center on the Developing Child website http://www .developingchild.harvard.edu
- Needelman H., Jackson B. (eds) (2018). Follow-Up for NICU Graduates. Promoting Positive Developmental and Behavioral Outcomes for At-Risk Infants Springer, Cham.
- Pisoni, C., Garofoli, F., Tzialla, C., Orcesi, S., Spinillo, A., Politi, P. & Stronati, M. (2014). Risk and protective factors in maternal–fetal attachment development. Early Human Development, 90, S45-S46.
- Potharst, E. S., Aktar, E., Rexwinkel, M., Rigterink, M., & Bögels, S. M. (2017). Mindful with your baby: Feasibility, acceptability, and effects of a mindful parenting group training for mothers and their babies in a mental health context. Mindfulness, 1-15.
- Pridham, K. F., & Chang, A. S. (1989). What Being the Parent of a New Baby is Like: Revision of an instrument. Research in Nursing & Health, 12(5), 323-329.
- Rode, J. L., & Kiel, E. J. (2016). The mediated effects of maternal depression and infant temperament on maternal role. Archives of Women's Mental Health, 19(1), 133-140.
- Rossen, L., Hutchinson, D., Wilson, J., Burns, L., Allsop, S., Elliott, E. J. & Ainsworth, M. D. (2017). Maternal bonding through pregnancy and postnatal: Findings from an Australian Longitudinal Study. American Journal of Perinatology, 34(08), 808-817
- Singh, M. 8th Ed. (2017).Care of the New Born, CBS Publishers & Distributors
- Winston, R., & Chicot, R. (2016). The importance of early bonding on the long-term mental health and resilience of children. London Journal of Primary Care, 8(1), 12-14.

Teaching plan:
Week 1: Development in culture & context; Challenges of contemporary parenting
Week 2: Understanding developmental delays in domains
Week 3: Challenges of learning child development through Google searches; Neurobiological basis of early risk
Week 4: Parental risk factors, Child risk factors
Week 5: Environmental risk factors, Protective factors in high-risk infant cases
Week 6: Abuse and neglect specific to infants and young children, Guidelines for child protection practice

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To recognize typical and atypical development during ages birth- 3 years .	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	To theoretically understand the development of norms and recognize delays.	• Lectures • Presentations by experts • Review academic writings and research studies	Written assignments on selected topics Group/ individual presentations on domains and concepts Class test on areas covered

SEMESTER IV

HDCSCC415: DISSERTATION II/ EXPERIENTIAL LEARNING PROJECT

(External Board, Viva and Internal Evaluation)

Maximum Marks: 150

Course Objectives:
To develop skills in conducting a research study/ working in a project and to learn the process of writing a dissertation/ project report.

Course Learning Outcomes:
Student will be able to-
- Know the practical aspects of, collecting data/ project work
- Evaluate, select and use appropriate strategies for reduction, analysis and presentation of data collected during research process/ project work
- Suitably illustrate data/ insights using various graphical and other methods.
- Prepare a dissertation document/ project report based on research process/ project work done.

Students will be given an option of doing either
A) Dissertation or B) Project work in a chosen area congruent to their discipline/ field of study.
The work will be an original effort.

HDCSEC41A: SOCIAL PSYCHOLOGY FOR HUMAN DEVELOPMENT THEORY

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To study the principles and processes of Social Psychology; to gain an understanding about the origins of social behaviour and interactional processes; and to acquire knowledge about social processes.

Course Learning Outcomes:
Students will be able to-
1. Define Social Psychology and delineate its fundamental concepts
2. Explain group dynamics and individual behaviour in varied contexts
3. Describe and analyse the different components of social behaviour
4. Develop skills for practical application and design of social experiments

CONTENTS   **PERIODS**

UNIT I: Introduction to Social Psychology, social interaction and   **10**
       social influence
- Basic concepts in Social Psychology

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

UNIT II: Group dynamics and the individual   15
- Leadership, followership and group behaviour
- Conformity and compliance
- Social communication, control, discipline, persuasion and social influence
- Prejudice, ethnocentrism, stereotypes and the fundamental attribution error

UNIT III: Selected aspects of social behaviour   15
- Attitudes, prejudice, beliefs and values
- Prosocial behaviour: Altruism, cooperation, empathy, sympathy, friendship and cohesion
- Antisocial behaviour: Violence and aggression towards individuals and groups
- The application of Social Psychology to the understanding of psychopathology
- Creative social experiments

UNIT IV: Project   8
Prepare a report on any one of the social processes like leadership, social influence, prejudice, stereotyping, or any other.

Suggested Readings:
- Chaudhary, N. (2009). Social dynamics in complex family systems and its study. In J. Valsiner, P.C.M. Molenaar, & M.C.D. P. Lyra (Eds.), *Dynamic process methodology in Social and Developmental Sciences.* (p.377-399). New York: Springer.
- Dalal, A. K., & Misra, G. (2001). *New directions in Indian Psychology*. Vol.1. New Delhi: Sage.
- Harre, R. (1979). *Social being: A theory for Social Psychology.* Oxford: Basil Blackwell.
- Leung, K., Kim, U., Yamaguchi, S., kashima, Y. (1997). *Progress in Asian Social Psychology, Vol1*. Singapore: John Wiley & Sons.
- Palmer, S. (Ed.). (2002). *Multicultural counselling: A reader.* London: Sage.
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press.
- Reiss, S. (2008). *The normal personality: a new way of thinking about people.* Cambridge: Cambridge University Press.
- Roland, A. (1988). *In search of the self I India and Japan.* Princeton, NJ: Princeton University Press.
- Sharma, D. (Ed.). (2003). *Childhood, family and socio cultural change in India: Reinterpreting the inner world.* New Delhi: Oxford University Press.

Teaching Plan:

Week 1: Basic concepts in Social Psychology; Fundamental principles of social behaviour and group dynamics
Week 2: Formation of social self, self concept, self esteem, identity; Different types of groups: Peers, family, society, community, others
Week 3: Leadership, followership and group behaviour; Conformity and compliance
Week 4: Social communication, control, discipline, persuasion and social influence

Week 5: Prejudice, ethnocentrism, stereotypes and the fundamental attribution error
Week 6: Attitudes, prejudice, beliefs and values
Week 7: Prosocial behaviour: Altruism, cooperation, empathy, sympathy, friendship and cohesion
Week 8: Antisocial behaviour: Violence and aggression towards individuals and groups
Week 9: The application of Social Psychology to the understanding of psychopathology
Week 10: Creative social experiments
Week 11-12: Prepare a report on any one of the social processes like leadership, social influence, prejudice, stereotyping, or any other.

Facilitating the achievement of course learning outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Define Social Psychology and delineate its fundamental concepts	Basic textbooks on Social Psychology; looking for differences in Psychology, Social Psychology, Personality Psychology and Cultural Psychology	Collect examples of concepts studied in Social Psychology Make a presentation of the same in class
2.	Explain group dynamics and individual behaviour in varied contexts	Power point presentations on selected listed aspects of group dynamics and individual behaviour	Critically analyse one journal article on each of these aspects (to be done collectively by the students)
3.	Describe and analyse the different components of social behaviour	Presentation of experimental research on selected aspects of social behaviour	Discuss research design, applicability and ethical considerations of selected social experiments

Enlist and discuss contemporary innovative social experiments |
| 4. | Develop skills for practical application and design of social experiments | Project report on selected social processes using secondary data | Peer evaluation of project report |

HDCSEC41A: SOCIAL PSYCHOLOGY FOR HUMAN DEVELOPMENT PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs.**

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

Course Learning Outcomes:
Students will be able to-
1. Evaluate as well as design Social Psychology experiments
2. Identify strategies to mediate group dynamics and individual behaviour
3. Create and implement innovative social experiments

CONTENTS   **PERIODS**
- Identify and describe any ten influential Social Psychology Experiments.   **4**
- Document concepts in Social Psychology, and their study methods and relevant findings through analysis of students' dissertations available to you.   **4**
- Carry out focused group interviews/survey on the following: **8**
    1. Women leaders/workers in corporate sector: stereotypes and prejudice
    2. Mob violence: social perceptions
    3. Ageism
    4. Social networking and communication platforms: participation of youth in
    5. selected materially restricted settings
    6. Contemporary politics: emergent themes
    7. Mental illness and Depression: age and context variables
- Design a social experiment to bring about change in people's attitudes in any of the above listed areas. As part of the experiment, prepare a communication aid containing socially relevant messages fit for dissemination among concerned groups/general public.   **8**

Suggested readings:
- Chaudhary, N. (2009). Social dynamics in complex family systems and its study. In J. Valsiner, P.C.M. Molenaar, & M.C.D. P. Lyra (Eds.), *Dynamic process methodology in Social and Developmental Sciences.* (p.377-399). New York: Springer.
- Dalal, A. K., & Misra, G. (2001). *New directions in Indian Psychology*. Vol.1. New Delhi: Sage.
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press.
- Sharma, D. (Ed.). (2003). *Childhood, family and socio cultural change in India: Reinterpreting the inner world.* New Delhi: Oxford University Press.

HDCSEC41B: DEVELOPMENT IN ADULTHOOD
THEORY

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objective:
To study theoretical constructs of adulthood and aging across the disciplines of life span developmental psychology, sociology, anthropology, history and other social sciences.

Course Learning Outcomes:
The student will be able to-
1. Demonstrate knowledge of developmental processes and principles during adulthood
2. To engage with the critical areas in the study of development in adulthood
3. To demonstrate knowledge of domains of development during adulthood

CONTENT   **PERIODS**

UNIT I: Understand adulthood through   **12**
- Theoretical perspective on adulthood: Life-histories theories, Psycho-social theories, Evolutionary theories, Moral development theories, Neuro-endocrine immunological theories
- Theories- theory of ageing and longevity, wear and tear theories, disengagement theory, activity theory and continuity theory
- Understanding adulthood in cultural context, Developmental tasks, Meaning of adulthood, Social dimensions, Biological dimension, Emotional dimensions, Legal dimensions
- Transition to adulthood: Individual, Family and Career perspective

UNIT II: Early Adulthood   **10**
- Physical development: Psychological & physiological changes, Sensory and Psycho-Motor functioning, Health status, Intellectual, Moral and personality development, Intimacy & Sexuality
- Cognitive development: Development of post formal thoughts, Transformation in the structure of thought, Transformation in mental abilities
- Social & Emotional development: Adult attachment, Family dynamics and life courses, Diversity of adult standard of living, Development in vocational skills

UNIT III: Middle adulthood   **10**
- Physical development: Psychological & physiological changes, Sensory and Psycho-Motor functioning, Health status, Intellectual, Moral and personality development, Adaptation to the midlife confronts
- Cognitive development: Wisdom and adulthood
- Social & Emotional development: Experience of midlife, the subjective experience of growing older, single life, Marriage and Marital adjustment, Non-parenthood and Parenthood, Divorce, Remarriage, Changes in self and personality traits, Professional life

UNIT IV: Late adulthood   10

- Physical development: Biological and Physiological aspects of being old, Psychological and sociological aspects of being old, Sensory and Psycho-Motor functioning, Health status, Intellectual, Moral and personality development, Health, Fitness and Disability
- Cognitive Development: Transformation in memory and forgetting in adulthood
- Social & Emotional development: Work and leisure, Retirement, Changing roles and responsibilities: grandparenthood and Great grand parenthood, widowhood/single hood, Living arrangements, care-giving and community support

UNIT V- Aging   6

- The Life-course perspective on aging, Multiple-domains and definitions of aging, Key concepts and theories in the study of aging, Biological Theories of Aging

Teaching plans:

Week 1: Theoretical perspective on adulthood: Life-histories theories, Psycho-social theories, Evolutionary theories, Moral development theories, Neuro-endocrine immunological theories
Week 2: Theories- theory of ageing and longevity, wear and tear theories, disengagement theory, activity theory and continuity theory
Week 3: Understanding adulthood in cultural context, Developmental tasks, Meaning of adulthood, Social dimensions, Biological dimension, Emotional dimensions, Legal dimensions, Transition to adulthood: Individual, Family and Career perspective
Week 4: Physical development: Psychological & physiological changes, Sensory and Psycho-Motor functioning, Health status, Intellectual, Moral and personality development, Intimacy & Sexuality
Week 5: Cognitive development: Development of post formal thoughts, Transformation in the structure of thought, Transformation in mental abilities
Week 6: Social & Emotional development: Adult attachment, Family dynamics and life courses, Diversity of adult standard of living, Development in vocational skills
Week 7: Physical development: Biological and Physiological aspects of being old, Psychological and sociological aspects of being old, Sensory and Psycho-Motor functioning, Health status, Intellectual,
Week 8: Moral and personality development, Health, Fitness and Disability
Week 9: Cognitive Development: Transformation in memory and forgetting in adulthood
Week 10: Social & Emotional development: Work and leisure, Retirement, Changing roles and responsibilities: grandparenthood and Great grand parenthood
Week 11: Widowhood/single hood, Living arrangements, care-giving and community support
Week 12: The Life-course perspective on aging, Multiple-domains and definitions of aging, Key concepts and theories in the study of aging, Biological Theories of Aging

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Demonstrate knowledge of developmental processes and principles in adulthood	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	To engage with the critical areas in the study of development in adulthood	• Review academic writings and research studies • Biographies of eminent persons	Written assignments on selected topics Brief presentations of published biographies
3.	To demonstrate knowledge of domains of development during adulthood	• Lecture on domains of development and stages • Individual student presentations with inputs from teacher and fellow students • Read journal articles, books • Examine select readings • Invited expert speakers on select areas	Group/ individual presentations on domains and concepts Class test on areas covered

Suggested Readings:

- Austrian, S. S., Developmental theories through the life cycle, New York: Columbia University Press, 2013.
- Berk, L. E. (2009). Development through the lifespan. New Delhi: Pearson Education.
- Bjorklund, B. R. (2015). The Journey of Adulthood (8th ed.). Pearson.
- Feldman, R. S. (1997). Development across life span. New jersey: Prentice hall.
- Kerschner, H. K., & Silverstein, N. M. (2018). Introduction to Senior Transportation Enhancing Community Mobility and Transportation Services. Routledge.
- Papalia, D. E., S. W. Olds and W. Duskin Feldman (2004). Human development. McGraw Hill.
- RICE, F. P. (1998). Human development: A life span approach (3rd ed.). New Jersey: Prentice hall.
- Santrock, J. W. (2010). Lifespan development. McGraw Hill.
- Sasser, J. R., & Moody, H. R. (2018). Gerontology: The Basics. Routledge.

HDCSEC41B: DEVELOPMENT IN ADULTHOOD
PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To develop skills of studying Adult and elderly across domains and contexts; to undertake an appraisal of tools and techniques of studying Adult and elderly; to learn skills of engaging with Adult and elderly for a deeper understanding of Human Development

Course Learning Outcomes:
The student will be able to-
1. To undertake studies of Adult and elderly across domains
2. To identify and use appropriate tools and techniques of studying Adult and elderly
3. To engage and work with Adult and elderly across contexts

CONTENT   **PERIODS**

- Visits to understand institutional provisions for development of Adolescents; school, children homes, rehabilitation centre and skill development provisions   **24**
- Practical assignments on stages of development across domains.   **8**
- Case study using mixed methods.   **8**
- Design and implement a project using audio-visual technology to communicate developmental pathways to parents, teachers and students.   **8**

HDCSEC42A: ORGANIZATION AND MANAGEMENT OF PROGRAMMES
FOR CHILDREN AND FAMILIES
THEORY

Maximum Marks: 100   **Duration: 3 Hrs.**
Course Objectives:

To learn theories and methods for assessing persons and contexts for program development/ implementation and understand components of quality programmes for persons in difficult circumstances.

Course Learning Outcomes:
The students will be able to:

1. Evaluate persons and contexts for need assessment and programme planning.
2. Undertake work with individuals and groups within communities.
3. Implement strategies in select domains with children and families

CONTENTS   **PERIODS**

UNIT I: Orientation to contexts of work and ethics/code of conduct   4
- Home Environment
- Schools
- Communities
- Institutions for care and protection

UNIT II: Programme: Nature, purpose and approach   **10**
- Institutions and philosophies
- Services and interventions
- Purpose, Approaches and activities
- Sustainability of programmes

UNIT III: Need Assessment   **10**
- Situational Analysis
- Baseline surveys
- Resource Mapping

UNIT IV: Programme planning within the Rights Framework   **10**
- Resources
- Activities
- Roles and Responsibilities
- Interpersonal Communication
- Timelines

UNIT V: Implementation, Monitoring and Evaluation   **10**
- Governmental and non-governmental services
- Institution based and community based
- Different ideological approaches
- Small and large scale interventions

UNIT VI: Documentation and recording   4

Suggested Readings:

- Armstrong, K.H., Ogg, J.A., Sundman-Wheat, A.N., & St. John Walsh, A. (2014). Evidence-based interventions for children with challenging behaviors. New York: Springer.
- Childhood Matters by Bernard Van Leer Foundation
- Gumbiner, J. (2003). Adolescent assessment. New Jersey, NJ: Wiley & Sons.
- https://www.voluntaryworks.org/support/starting-new-organisation
- Kretzmann, J.P. & McKnight, J.L. (1993)Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets Paperback ACTA Publications.
- Montgomery, H. (Ed.). (2013). Local childhood, global issues (2nd Ed.). UK: The Policy Press.
- Munford, R. and Sanders, J. (Eds.) (2003). Making a Difference in Families: Research and Applications in India. New Delhi: Sage.
- Research that Creates Change. New South Wales, Australia: Allen & Unwin.
- Saraswathi, T. S. (Ed.), Culture, Socialization and Human Development: Theory,
- Saraswathi, T.S., Menon. S., & Madan, A. (Eds.). (2018). Childhood in India: Traditions, trends and transformations. London: Routledge.
- Sriram, R (2014). Engaging in Social Intervention (For Learners) Volume I. New Delhi: Concept Publishing.

- Sriram, R (2014). Engaging in Social Intervention (For Mentors) Volume II. New Delhi: Concept Publishing.
- Ungar, M. (Ed.). (2012). The social ecology of resilience: A handbook of theory and practice. NY: Springer
- Winnicott, D.W. (1964). The child, the family and the outside world. England: Penguin.

Teaching Plan:

Week 1: Orientation to contexts of work and ethics/code of conduct
Week 2: Institutions and philosophies
Week 3: Services and interventions; Purpose, Approaches and activities
Week 4: Sustainability of programmes; Situational Analysis
Week 5: Baseline surveys; Resource Mapping
Week6: Programme planning within the Rights Framework Resources, Activities,
Week 7: Roles and Responsibilities, Interpersonal Communication & Timelines
Week8: Implementation, Monitoring and Evaluation- Governmental and non-governmental services
Week 9: Institution based and community based
Week 10: Different ideological approaches
Week 11: Small and large scale interventions
Week 12: Documentation and recording

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To be able to evaluate persons and contexts for need assessment and programme planning.	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	To be able to undertake work with individuals and groups within communities.	• Review academic writings and research studies	Written assignments on selected topics
3.	To be able to implement strategies in select domains with children and families	• Lecture on domains of development and stages • Individual student presentations with inputs from teacher and fellow students	Group/ individual presentations on domains and concepts Class test on areas covered

		• Read journal articles, books • Examine select readings • Invited expert speakers on select areas	

HDCSEC42A: ORGANIZATION AND MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES
PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To learn skills and methods for assessing persons and contexts for program development and undertake appropriate intervention strategies in select domains of work with children and families.

Course Learning Outcomes:

1. To be able to evaluate persons and contexts for need assessment and programme planning.
2. To be able to undertake work with individuals and groups within communities.
3. To be able to implement strategies in select domains with children and families

CONTENTS   **PERIODS**

- Needs assessment : Survey of individual and group needs   **4**
- Mapping communities – baseline survey for program development   **4**
- Profile one individual/family in difficult circumstances   **4**
- Working with individuals /communities/organisations   **4**
- Identifying needs and developing activities to undertake with select individuals in communities   **8**
- Undertake activities within existing organisations for the disadvantaged **8**
- Planning intervention strategies   **8**
- Envisage a small project working with a family or group in collaboration with an existing organisation
- Execute the project with special emphasis on individual/ group empowerment **8**

Suggested Readings:
- Chandra, P (1995). Projects – Planning, Analysis, Selection, Implementation and Review. New Delhi: Tata McGraw
- Community Works Reports by Save the Children Fund
- Hart, R.A. (1997).Children's Participation: The Theory and Practice of Involving Young Children in Community Development and Environmental Care.
- Hildebrand, V. (1984). Management of Child Development Centres, New York: Collier Macmillan

- Jayakaran, R.L. (1996). Participatory Learning and Action: Users' Guide and Manual. Madras: World Vision India
- Sriram, R (2014). Engaging in Social Intervention (For Mentors) Volume II. New Delhi: Concept Publishing.

HDCSEC42B: CHILDREN AND MEDIA
THEORY

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To understand the changing representations of childhood in media; to critique the content, understand its relation and impact on children and to examine research trends in children's evolving relationship with media.

Course Learning Outcomes:
Students will be able to-
1. Identify forms of media and comprehend their role in the lives of children
2. Understand impact of content on children's thoughts, attitudes and values
3. Critically understand portrayal of children in media
4. Understand methods of creating educational content for children

CONTENT   **PERIODS**

UNIT I: Different forms of media with reference with children   **12**
- Definition and different forms of media
- Children's use and benefit from print forms
- Radio and its extensive outreach
- Television medium and its significance in a changing world
- Folk forms of media such- puppetry, drama and art
- Stories, their relevance and changing contexts
- Advances in media technology for accessible medium

UNIT II: Content, age related understanding and comprehension   **10**
- Linking children's thinking skills to media
- Review of popular materials from different media sources
- Analysis of content in relation to appeal for children
- Identifying materials that engage children's attention
- Balancing entertainment with need for information and stimulation
- Enabling parents and caregivers to appropriately use media for children's growth

UNIT III: Children in media   **10**
- Children's social presence and notions of childhood in media
- Critical review of using children in media settings in relation to age appropriateness, social significance, stereotypes etc.

- Awareness and understanding of influences of the culture of media on growth and development of child participants
- Enhancing awareness, sensitivity and appropriate care while involving children in media
- Identify components of a media policy and law for children; Protecting children's feelings, emotions and privacy in the world of media

UNIT IV: Special features for creating content for children's media   16
- Understanding historical development of research issues in developing content for children
- Children's perceptions as viewers; Children's sense of identification with media images and self
- Identifying significance of issues such as plurality, gender stereotypes, coexistence of multiple cultures, abilities and age typing
- Importance of educational objectives in media
- Scripting for children- structure and content
- Significance of humour, wonder, logic, simple language and creative content
- Role of formative and summative research in media
- Media literacy and children's expression

Suggested Readings:
- Condry, J. (1989). *The Psychology of Television.* Lawrence Erlbaum, Associates, Inc.
- Honig, A. (1983). *Television and young children*. Young children 38(4).
- Livingstone, S. (2002). *Young People and New Media.* New Delhi: Sage
- Prakash, S. & Mathur, P. (2000). *Children and TV.* NCERT,
- Real, M. R. (1996). *Exploring Media Culture.* New Delhi: Sage
- Singer D.G. & Jerome L. (2012). *Handbook of Children and Media.* California: Sage.

Teaching Plan:
Week 1: Definition and different forms of media; Children's use and benefit from print forms; Radio and its extensive outreach
Week 2: Folk forms of media such- puppetry, drama and art; Stories, their relevance and changing contexts
Week 3: Television medium and its significance in a changing world; Advances in media technology for accessible medium
Week 4: Linking children's thinking skills to media; Review of popular materials from different media sources
Week 5: Analysis of content in relation to appeal for children; Identifying materials that engage children's attention; Balancing entertainment with need for information and stimulation
Week 6: Enabling parents and caregivers to appropriately use media for children's growth**;** Children's social presence and notions of childhood in media
Week 7: Critical review of using children in media settings in relation to age appropriateness, social significance, stereotypes etc.; Awareness and understanding of influences of the culture of media on growth and development of child participants
Week 8: Enhancing awareness, sensitivity and appropriate care while involving children in media; Identify components of a media policy and law for children; Protecting children's feelings, emotions and privacy in the world of media

Week 9: Understanding historical development of research issues in developing content for children; Children's perceptions as viewers; Children's sense of identification with media images and self

Week 10: Identifying significance of issues such as plurality, gender stereotypes, coexistence of multiple cultures, abilities and age typing; Importance of educational objectives in media

Week 11: Scripting for children- structure and content; Significance of humour, wonder, logic, simple language and creative content

Week 12: Role of formative and summative research in media; Media literacy and children's expression

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To identify forms of media and comprehend their role in the lives of children	Self directed: Read journal articles, books to collate information on forms of media	Comment on prominent forms of media through a historical account.
		Lecture on role of media in the lives of children	Present arguments for and against role of media in children's lives
		Present research on use and outreach of radio programs for children	Identify radio program/s for children with special focus on its content, target group and appeal for children
		Discussion on television as a medium and its significance in contemporary times	Review and discuss change in portrayal of children in Indian television programs
		Lecture on types and impact of digital technology in learning	Comment on how digital technology can be used in schools for effective learning
2.	To understand impact of content on children's thoughts, attitudes and values	Review research studies identifying impact of content on children's mind.	Enlist arguments that determine quality content for children's programs
		Lecture on balancing infotainment as well as stimulating content for children	Review few sample materials from different media sources produced for children.

3.	To critically understand portrayal of children in media	Lecture on children's social presence and notions of childhood in media Individual student presentations with inputs from teacher and fellow students Study distinct child-friendly features of media spaces with child participants	Individual presentation on any one series on children, reflecting on notions of childhood portrayed in media Reviewing the idea of using children in media in context of age appropriateness, social significance, and prevalent stereotypes
4.	To understand methods of creating educational content for children	Lecture on history of content development for children. Examine available reports on children's perceptions as viewers and identification with media images. Review importance of having educational objectives in media Lecture on understanding structure and content of scripting for children. Lecture on role and usage of formative and summative research in media	Review content of any one show for children and reflect on issues such as diversity, inclusion, gender stereotypes if any. Present arguments for developing media content that addresses educational objectives with entertainment versus content purely for fun and entertainment Reviewing samples of a few scripts and comment on nature of script, age appropriateness, and cultural factors, inclusion of humour, imagination and logic Review one article based on formative and summative research to understand its function and usage

HDCSEC42B: CHILDREN AND MEDIA
PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objectives:

To critically engage with media and its representations: selective portrayal, stereotyping and to understand how children participate, respond and react to media

Course Learning Outcomes:
The students would be able to-

1. Understand children's relationship and response to different media
2. Critically understand course of content development for children
3. Examine contemporary research trends in children's evolving relationship with media
4. Develop frameworks for assessing material for young children

Contents   **Periods**
- Studying children's use of media, interaction with media, response to various media, and ways of identifying child's point of view   **4**
- Reviewing educational media for children   **4**
- Visit to a media house to understand content development for children   **4**
- Develop a skill to understand details of formative research, conducting formative research and its research on script and production   **4**
- Understanding parental and community perceptions about media and children   **2**
- Project: prepare a report on **any one** of the following   **6**
    1. Using normative features of growth and development to review content of children's television programme
    2. Understanding notions of childhood among producers for children's programmes

Suggested readings:
- Prakash, S. & Mathur, P. (2000). *Children and TV*. NCERT,
- Real, M. R. (1996). *Exploring Media Culture*. New Delhi: Sage
- Singer D.G. & Jerome L. (2012). *Handbook of Children and Media.* California: Sage.

HDCSEC43A: CHILD AND ADOLESCENT WELL-BEING
THEORY
Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objectives:

To comprehend the theoretical indicators of well-being, which integrates holistic approaches like mental health (mind) and physical health (body) resulting in disease prevention and health promotion

Course Learning Outcomes:

The student will be able to-

1. articulate the diverse methods of understanding the construct of 'well-being'

2. think about developmental psychopathology in childhood and adolescence

3. gain an understanding of the preventive, promotive and therapeutic approaches to well-being in childhood and adolescence

CONTENTS   **PERIODS**

UNIT I: Introduction

- Approaches and models of well-being, including preventive and promotive aspects   **10**

UNIT II: Developmental psychopathology in infancy, childhood years 18 and adolescence
                                                                                       24

- Issues and disorders related to trust, attachment and deprivation in infancy
- Disorders related to sleep, eating, elimination, aggression during preschool years
- Anxiety, school refusal, lying and stealing, behaviour disorders in middle childhood years
- Juvenile delinquency, depression, schizophrenia, substance use disorders, HIV/AIDS, suicidal tendencies, suicidal tendencies, sexual deviance in adolescence

UNIT III: Approaches to intervention and therapy for well being   **14**

- Preventive and promotive approaches
- Individual counselling and family therapy
- Community based and state initiative for well being

Suggested Readings:

- Anastasi, A. and Urbina, S. (2003). Psychological Testing. Delhi: Pearson Education.
- Blocher, D.H. (2000). Counselling: A Developmental Approach 4th ed.. New York: John Wiley.
- Carson, R.C. and Butcher, J.N. (1992). Abnormal Psychology and Modern Life 9th ed. New York: Harper Collins.
- Fishman, H.C. (1998). Treating Troubled Adolescents: A Family Therapy Approach.
- Luthar, S.S., Burack, J.A., Cicchetti, D. and Weisz, J.R. (Eds.) (1997). Developmental Psychopathology: Perspectives on Adjustment, Risk and Disorder. U.K. Cambridge University Press.
- Magen, Z. (1998). Exploring Adolescent Happiness: Commitment, Purpose and Fulfillment. Thousand Oaks: Sage.
- Porter, L. (2003). Young Children's Behavior: Practical Approaches for Caregivers and Teachers. London: Paul Chapman.

Teaching Plan:
Week 1: Approaches and models of well-being
Week 2: Preventive and promotive aspects

Week 3: Issues and disorders related to trust, attachment and deprivation in infancy
Week 4: Disorders related to sleep, eating, elimination
Week 5: Aggression during preschool years, anxiety, school refusal, lying and stealing
Week 6: Behaviour disorders in middle childhood years
Week 7: Juvenile delinquency, depression, schizophrenia,
Week 8: Substance use disorders HIV/AIDS, suicidal tendencies,
Week 9: Sexual deviance in adolescence Self-perceived health**,** Longevity
Week 10: Individual counselling and family therapy
Week 11: community based initiative for well being
Week 12: state based initiative for well being

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The student will be able to articulate the diverse methods of understanding the construct of 'well-being'	Self directed: Read journal articles, books to collate information by studying various means of well being Lecture on types and use of teaching learning material in context to understand well being Lecture on types and methods of assessment Lecture on types and impact on one's heath and well being	Comment on a selected article's theoretical perspective. Prepare a list of teaching learning materials that can be used for understanding in well being in Indian society Evaluate pros and cons of different types of assessment Comment on how health and well being can be improved by using good quality attitude
2.	The students would be able to think about developmental psychopathology in childhood and adolescence	Review journals, books, identifying effective presentation of concepts. Research presentation on selected aspects of	Enlist criteria for arrangements for selection of quality in hand material for children and adolescents Discuss researches, its applicability and ethical concerns related to

		development psychopathology in children and adolescents	psychopathology of children and adolescents Enlist and discuss contemporary studies related to psychopathology of children and adolescents
3.	To gain an understanding of the preventive, promotive and therapeutic approaches to well-being in childhood and adolescence	Lecture on issues related to preventive and promotive measures to well being of children and adolescents Read journal articles, books to organise information related to preventive and promotive processes to well being of children and adolescents Examine select readings related to historical perspective on preventive, promotive and therapeutic approaches to well-being in childhood and adolescence	Individual presentation on any one case study of using innovative therapeutic approaches to well-being of children and adolescence Focus group discussion on individual understanding about the need for therapeutic approaches to well-being of children and adolescence and how it can achieved Review what descriptions are children and adolescents friendly for their well being Comment on reforms in using techniques of well being historically with reflection on the contemporary approaches

HDCSEC43A: CHILD AND ADOLESCENT WELL-BEING
PRACTICAL

Maximum Marks: 100   **Duration: 3 Hrs.**

Course Objective:
To provide skills on training and integrated holistic approaches like mental health (mind) and physical health (body) resulting in disease prevention and health promotion

Course Learning Outcomes:
The students will be able to-
      1. Develop their skill on on both the experiential and reflective learning.

CONTENT   **PERIODS**

- The students will be required to attend a Training Workshop in Counselling (4 hrs.). During the workshop they will conduct mock counselling sessions.   **24**
- Case-profile of a child or an adolescent with behaviour difficulties/ disorder.   **8**
- Undertake analysis of data produced by any in-depth qualitative/ quantitative assessment study/ survey conducted for children and adolescents of difficult behaviour/ disorder to draw inferences and suggest an improvement plan for the programme /system assessment.
                                                                              16

Suggested readings:

- Bannister, A., & Huntington, A. (2002). Communicating with children and adolescents: Action for change. London: Jessica Kingsley Publishers.

- Scott, J., Ward, H., & International Looking After Children Conference. (2005). Safeguarding and promoting the well being of children, families, and their communities. London: Jessica Kingsley Publishers.

HDCSEC43B: COUNSELLING FOR CHILD DEVELOPMENT
THEORY

Maximum Marks: 100   **Duration 3Hrs.**

Course Objective:
The critical evaluation of diverse counselling concepts, theories and techniques will be promoted through debate, discourse and written assignments.

Course Outcomes:
The student will be able to-
1. Appreciate the purpose, scope, theories, and practises of counselling for child development.
2. Understand development needs from the lifespan perspective; identify at risk children and assess various concerns that families bring into the counselling process.

CONTENTS   **PERIODS**
UNIT I: The purpose and need for counselling during child development   16

- Purpose and need for counselling

- Understand human needs from the lifespan perspective;
- Developmental stages and needs- Infancy, Preschool years, Middle Childhood, Adolescence.
- Familial contexts and challenges-
    1. Family types- Nuclear, Joint families, Single parent families, adoptive families, same sex families.
    2. Chronic illness, marital discord, domestic violence, drug/ alcohol abuse, disability, mental illness
    3. Occupational correlates- long working hours, institutional/home carers
- Child related concerns- Developmental delays, Behavioural challenges, Academic and school related issues, Health and feeding challenges,
- Adolescent concerns- Childhood disorders - emotional disturbances and disorders; over controlled, under controlled disorders and developmental disorders; adolescent problems and disorders - persistent anti-social behaviour, delinquency, depression, Body concerns and Self- esteem issues, bullying, sexuality, board exams, transition to college, career, romantic issues
    1. Addictions

UNIT II: Self Reflections and orientation of the counsellor   8

- Values, attitudes, personal biases/prejudices that may impact the counselling practise
- Core skills of counselling: genuineness, empathy, and positive regard.
- Maintain the ethical limits of the counselling relationship and safeguard the confidentiality.
- Techniques of observation, attending, active listening, empathy, appropriate questioning, paraphrasing, reflection of feeling and thought, summarization, confrontation and constructive use of silence.
- Interpersonal skills in counselling

UNIT III: Introduction to major theories and processes   8

- Classification of Counselling theories and techniques
    o Psychoanalytic Approaches.
    o The Experiential and Relationship
    o Humanistic Approaches.
    o The Action Therapies
    o The System Perspectives
    o Cognitive-Behavioural Approaches

UNIT IV: Basic Counselling skills and practices   16

- Individual counselling
- Family counselling
- Group Counselling
- The counselling process- assessing body language, relationship building; transference and counter transference; reassessment of problems and concerns; goal setting; initiating interventions; supporting the implementation; evaluating action and sustaining change; termination and follow-up.

Suggested Readings:

- Armstrong, K.H., Ogg, J.A., Sundman-Wheat, A.N., & St. John Walsh, A. (2014). *Evidence-based interventions for children with challenging behaviors*. New York: Springer.
- Beidel, D.C., & Turne, S.M. (2005). *Childhood anxiety disorders: A guide to research and treatment*. New York: Routledge.
- Blocher, D.H. (2000). *Counselling: A developmental approach*. USA: Wiley
- Edworthy, A. (2000). *Managing stress*. Buckingham: Open University Press.
- Gladding, S.T. (2009). *Counseling: A comprehensive profession*. New Delhi: Pearson.
- Golden, B. (2003). *Healthy anger: How to help children and teens manage their anger*. NY: Oxford University Press.
- Gumbiner, J. (2003). *Adolescent assessment*. New Jersey, NJ: Wiley & Sons.
- Jacobs, Ed. E., Mason, R.L., & Harvil, R.L. (2009). *Group counselling: Strategies and skills*. Canada: Cengage learning.
- Jolley, R.P. (2010). *Children & pictures: Drawing and understanding*. UK: Wiley-Blackwell
- Kinra, A.K. (2008). *Guidance and counselling*. New Delhi: Dolley Kindersley.

Teaching plan:

Week 1: Purpose and need for counselling; Understand human needs from the lifespan perspective

Week 2: Familial contexts and challenges

Week 3: Developmental stages and needs- Infancy, Preschool years, Middle Childhood, Adolescence. Child related concerns- Developmental delays, Behavioural challenges, Academic and school related issues, Health and feeding challenges

Week 4: Adolescent concerns

Week 5: Values, attitudes, personal biases/prejudices that may impact the counselling practise**;** Core skills of counselling: genuineness, empathy, and positive regard; Maintain the ethical limits of the counselling relationship and safeguard the confidentiality

Week 6: Techniques of observation, attending, active listening, empathy, appropriate questioning, paraphrasing, reflection of feeling and thought, summarization, confrontation and constructive use of silence; Interpersonal skills in counselling

Week 7: Classification of Counselling theories and techniques- Psychoanalytic Approaches, The Experiential and Relationship, Humanistic Approaches

Week 8: The Action Therapies, The System Perspectives, Cognitive-Behavioural Approaches

Week 9: Individual counselling

Week 10: Family counselling

Week 11: Group counselling

Week 12: The counselling process- assessing body language, relationship building; transference and counter transference; reassessment of problems and concerns; goal setting; initiating interventions; supporting the implementation; evaluating action and sustaining change; termination and follow-up.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Appreciate the purpose, scope, theories, and practises of counselling for child development.	• Self- directed: Read journal articles, books to collate information on area • Lecture & discussion specific to areas • Audio visual resources	Classroom presentation and discussions
2.	Understand development needs from the lifespan perspective; identify at risk children and assess various concerns that families bring into the counselling process	• Review academic writings and research studies • Lecture on domains of development and stages • Individual student presentations with inputs from teacher and fellow students • Read journal articles, books • Examine select readings • Invited expert speakers on select areas	Written assignments on selected topics Group/ individual presentations on domains and concepts Class test on areas covered

HDCSEC43B: COUNSELLING FOR CHILD DEVELOPMENT PRACTICAL

Maximum Marks: 50   **Duration: 3Hrs.**

Course Objectives: To develop and practice the basic counselling skills of observation, attending, active listening, empathy, appropriate questioning, paraphrasing, reflection of feeling and thought, summarization, confrontation and constructive use of silence.

Course Outcomes:
The student will be able to-
1. Develop skills to identify the problems/difficulties through the counselling process.
2. Develop skills in using select approaches and techniques of counselling.

CONTENT   **Periods**
UNIT I: Introduction to Counselling: connecting theories to practise   12
• Developing self-awareness in the counselling process
• Genogram & Life Graph

- Small group exercises in self-discovery
- Steps in the process

UNIT II: Counselling Skills & Techniques   **20**

Micro-skills and techniques in counselling through role plays using methods derived from select theoretical approaches.The counselling process-

- Attending and listening skills
- Responding and questioning techniques
- Assessing body language, relationship building; transference and counter transference; reassessment of problems and concerns;
- Goal setting; initiating interventions; supporting the implementation;
- Evaluating action and sustaining change; termination and follow-up.
- Documenting sessions and writing a counselling reports

UNIT III: Internship   **16**
- Placement in Counselling Centres/ hospitals/ Helplines/NGOs/CGCs/ schools

Suggested Readings:

- Blocher, D.H. (2000). *Counselling: A developmental approach*. USA: Wiley
- Gladding, S.T. (2009). *Counseling: A comprehensive profession*. New Delhi: Pearson.
- Jacobs, Ed. E., Mason, R.L., & Harvil, R.L. (2009). *Group counselling: Strategies and skills*. Canada: Cengage learning.
- Jolley, R.P. (2010). *Children & pictures: Drawing and understanding*. UK: Wiley-Blackwell
- Kinra, A.K. (2008). *Guidance and counselling*. New Delhi: Dolley Kindersley.
- Nelson-Jones, R. (2011). *Theory and practice of counselling and therapy.* Los Angeles: Sage.
- Peseschkian, N. (1985). *Oriental stories as tools in psychotherapy: The merchant and the parrot*. New Delhi: Sterling publishers.
- Redgrave, K. (2000). *Care therapy for children*. London: Continuum.
- VanFleet, R., Sywulak, A.E., & Sniscak, C.C. (2010). *Child-centered therapy*. New York: The Guilford Press.
- Welfel. E., & Patterson, L.E. (2000). *The counselling process*. CA: Wordsworth.
- Winnicott, D.W. (1964). *The child, the family and the outside world*. England: Penguin.