DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF)

INTRODUCTION

The LOCF curriculum of B.A. Programme with Human Development and Family Empowerment has been contextualized and embedded in the broader perspective of life span development. The increasing thrust on development programme and legislations for women and children generates empowering awareness and prepare the students on 'quality intervention programmes'. It also provides practical experiences of working with children which will enable students to develop necessary skills to work effectively with infants and pre-scholars in various settings.

The programme offers individualized mentoring to every student and comprises of classroom teaching involving interactive pedagogy and field work practicum.

Structure of the course

Core course (Compulsory to be studied by the student)
Discipline Specific Core- 4 Papers in Sem I,II,III and IV
Discipline Specific Elective- 4 papers (any two)in Sem V and Sem VI

SEC (Both for HDFE & non HDFE students)
4 Papers each in Sem III, IV, V and VI.

GE (Only for non HDFE students)
2 Papers in Sem V and VI.

Aims of the programme
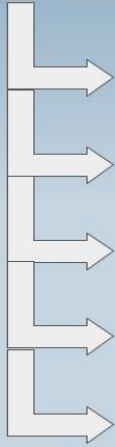
- To develop the understanding of fundamentals of human development through lifespan and developmental perspective.
- To explore the area of early childhood development and education and gain insights into bringing new possibilities
- To become aware of situation of women and children and enhance research related skills and scientific temperament through experiential learning.
- To understand the concept of gender , stereotype and patriarchy in the Indian context.
- To appreciate diversity in students and understand challenges for students with disabilities.

GRADUATE ATTRIBUTES WITH HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT

Disciplinary knowledge and skills	Communication skills	Critical Thinking	Problem solving
Research related skills	Team work	Scientific Reasoning	Information/ Digital literacy
Self-directed learning	Analytical reasoning	Reflective thinking	Multicultural competence
Moral and ethical awareness	Leadership readiness		Lifelong learning

PROGRAMME, COURSE AND PAPER OUTCOMES

Programme Name: B.A. (Prog). HDFE Sem I (PAPER NO.1) **PRINCIPLES OF CHILD DEVELOPMENT**	Course Learning Outcome
UNIT I: Introduction to Child Development • History, scope and importance of child development as a field of study • Theoretical foundations (Psycho-Analytical theory, Psycho-Social theory, Social learning theory, Cognitive Developmental theory, Attachment theory) **UNIT II: Methods of Child Study** • Observation • Interview • Questionnaire • Case study **UNIT III: Aspects of Development** • Principles of Development • Developmental Norms **UNIT IV: Pre-natal Development & Infant Development** • Factors affecting pre-natal development • Stages of pre-natal development • New-born: Characteristics • Reflexes • Infant developmental milestones	Get familiarized with the concept of child development as a field of study. • Develop an understanding of the various stages of child development beginning with prenatal, neonate and infant development. • Learn about the basics of techniques of data collection.
HDFE Sem II (PAPER NO.2)	**Course Learning Outcome**

INTRODUCTION TO HUMAN DEVELOPMENT	
UNIT I: Importance of Human Development • Meaning, definition, scope of human development • Growth and development and principles of development • Developmental tasks across life span **UNIT II: Childhood- Early & Middle** • Developmental milestones, physical, social, emotional, cognitive and language development. **UNIT III: Adolescence** • Definition, characteristics, developmental milestones, physical changes; psychological implications of physical changes, male and female body clock, sequence of change; social, emotional, cognitive development. **UNIT IV: Adulthood** • Meaning, characteristics, physical, social and emotional development during early, middle and late adulthood. **PRACTICAL PERIODS: 60 (Credits-2)** • Methods and techniques of child study Interviews – 2 Observations – 2 • Case profile of a senior citizen	Understand the field of human development and its significance. • Understand developmental changes occurring during the lifespan with respect to childhood, adolescence and adulthood. • Understand various stages of lifespan development with respect to conflicts and ways to deal with it. • Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situation
HDFE Sem III (PAPER NO.3) EMPOWERMENT OF WOMEN AND CHILDREN	**Course Learning Outcome**
UNIT I: Status of Women and Children • Demographic profile of women and children in India • Issues related to women and children • Sex Ratio, Infant Mortality- Statistics, causes, prevention and steps taken • National Policy for Children-2013 • National Policy for Empowerment of Women-2001 • The Sexual harassment of Women at Workplace Act 2013 **UNIT II: Programmes and Services for**	Get aware with the situation of women and children in the country. • Acquire knowledge and skills to work with women and children. • Evoke competencies in the area of empowerment through knowledge of various programmes and policies. • Develop an understanding of maternal health and education in order to work with community. • Enhance research related skills and scientific

Women and Children • Need for services • Programmes: Swayam- Siddha, SEWA, ICDS, Balwadi, Mobile Crèches • Programmes for girl child: Any three **UNIT III: Maternal Health Education and Child Development** • Importance of maternal health and impact on child development 17 • Importance of maternal education • Maternal Mortality: Statistics, causes, prevention and steps taken • School Enrolment and School Dropout: Statistics, causes, prevention and steps taken **UNIT IV: Women and Work** • Women in organized and unorganized sectors • Problem faced by working women; Laws for working women (Maternity Benefit Act) **PRACTICAL PERIODS:60 (Credits-2)** • Visit any two organizations working for children • Visit any one organization working for women • Case profile of a working women	temperament through experiential learning.
HDFE Sem IV (PAPER NO.4) **PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND EDUCATION**	**Course Learning Outcome**
UNIT I: Objectives, Significance and Developmental Contexts • Importance of early years and investing in early childhood • Philosophers in the field of ECCE (Indian and western thinkers) • Developmental needs of children (3-6 years)-physical, cognitive, language, socioemotional domains. **UNIT II: Policies and Changing Perspectives in Early Childhood Care and Education** • Policies, legislation and Programme related to ECCE in Indian context: National Policy on Education (1986), National Curriculum	Become sensitized on the significance of focusing on early years. • Understand the policy perspectives of ECCE in India. • Recognize the role of community in order to involve and encourage community participation. • Get equipped with knowledge of research, development and evaluation in ECCE. • Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

Framework (2005), Right to Education Act (2009), ECCE policy (2013)

• ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989) Government of India (1986). National policy on education. New Delhi: Department of Education.

UNIT III: Approaches and Pedagogy of ECCE

• Understanding different approaches to learning/innovative pedagogical approaches (activity-based, play-way, child-centred, theme-based)

• Organizing programme in Child care centre (Montessori, Kindergarten, Balwadi, Anganwadi)

• Need and Principles of Programme Planning

• Preparation & use of learning and play materials – principles and characteristics. Use of local-specific community resources etc.

UNIT IV: Organizational Management and Community Involvement

• Organizing the ECCE centre: Space and equipment

• Evaluation of ECCE programme- Child, Worker and Centre. ECCE professionals- Role and Qualities • Community Participation: Importance and Process of involving community

PRACTICAL PERIODS: 60 (Credits-2)

• Observation report of an ECCE Centre.

• Designing low cost and environment friendly appropriate learning materials for all the developmental domains using:

♣ Story telling

♣ School Readiness

♣ Art and craft

♣ Rhyme/Story booklets

♣ Language and Literacy skills

♣ Numeracy Skills

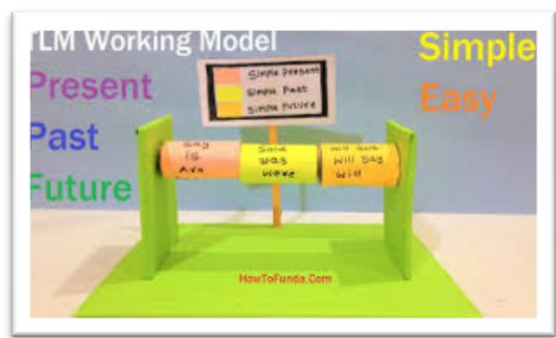|	
HDFE Sem V (PAPER NO.5)	**Course Learning Outcome**
CHILD RIGHTS AND GENDER	

EMPOWERMENT	
Unit I- Understanding Child Rights • Meaning and need of child rights, diverse social contexts; Convention on Child Rights (UNCRC) • Knowing disadvantages and exclusions in relation to children • The role of the State, family and children in the promotion and protection of child rights **Unit II- Children in Especially Difficult Circumstances (CEDC)** • Classification, issues and causes of CEDC • Street children, working children and homeless children • Child abuse • Child trafficking • Children in conflict with the law **Unit III- Conceptualizing Gender** • Defining terms-sex, gender, masculinity, femininity • Socialization for gender- gender roles, gender stereotypes 25 • Patriarchy and social institutions • Perspectives on feminism • Media and gender **Unit IV: Laws and Programmes** • NCPCR • Child Helpline, Umeed- Child Abuse • Bachpan Bachao Andolon- Child Labour, Child Trafficking • PRAYAS- Delinquent, Street Children • DCCW- Street, Homeless and Working Children • Laws • JJA-2015 • PC-PNDT Act-2003 • Domestic Violence Act-2005 • National Child Labor (Protection and Regulation) Act-1986 • POCSO-201 **PRACTICAL PERIODS: 60 (Credits-2)** • Profile of a child in difficult circumstances • Poster making on gender issues	Get aware and acquire knowledge about child rights in India. • Be sensitized to various dimensions of challenges faced by children. • Understand the concept of gender sensitization, gender stereotype and patriarchy in the Indian context. • Get aware on organizations, institutions and services for disadvantaged children • Develop critical thinking in the field of gender-roles and stereotypes. • Data collection and understanding the coping mechanisms of a child in difficult circumstances.

• Exploring the concept of child rights and gender through audio-visual sources (film review) and workshops	
HDFE Sem VI **CHILDREN WITH SPECIAL NEEDS**	**Course Learning Outcome**
THEORY -Introduction to Children with Disabilities– Meaning, classification and definitions, attitudes and challenges in the Social ecology. -Early identification and intervention for disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills daily living, self -help, and social skills. -Addressing educational needs- Concept of special, integrated, inclusive and home-based education. Role of family and community in supporting Children with disabilities. -Provisions and Services-Rights of Persons with Disabilities Act (RPwD Act) 2016. **PRACTICAL:** -Case profile of a child with special needs - Observation report of an NGO working for Children with special needs - Compilation of Media (newspaper clippings/Poster making/ Pamphlet making/ Messages) on children with special needs -Review of a movie on the related social issues.	-To develop sensitivity to the needs and challenges of children with disabilities. -To understand the importance of identification, assessment and intervention. -To appreciate the diverse educational arrangements such as special, integrated and inclusive education. -To be aware on the wide scope of the field of special education in higher studies. -To acquire basic skills in dealing with children with disability through scientific method of researching in the area of disability.

TEACHING LEARNING PROCESS

Observation   Questionnaires

Interviews   Focus Group Sessions

TUTORIAL

FIELD TRIP

ROLE PLAY

Group Discussion

Giving Back To The Community

ASSESSMENT TASKS

Written testsWritten and oral tests

Presentations in the classroom

ASSESSMENT METHODS

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

CAREER PROSPECTS

PRIMARY TEACHER	PRE- PRIMARY TECACHERS

NURSERY TEACHER

WELFARE OFFICER IN NGOs

ENTREPRENEUR OPEN- OWN CHILD CARE CENTER

ANGANWADI SUPERVISOR

BECOME ELIGIBLE FOR ANYCOMPETITIVE EXAM WHERE BACHELOR'S DEGREE IS ESSENTIAL

PURSUE B.ED.

PURSUE ALLIED PGs / DIPLOMAS COURSES

STUDY ABROAD

MANY MORE

INITIATIVES TAKEN BY THE DEPARTMENT

Year	Name of the activity	Students	Date
2019-2020	Conducted an Orientation program for semester 1	25	July
2019-2020	Students did a project on 'Swachhata ka Mahatav' which is shown on Lok Sabha channel's programme, 'Loktantra ki chaupal (https://youtu.be/wo54CicwqvU)	20	December
2019-2020	Celebrated 'Breast Feeding Week'	30	August
2019-2020	Conducted Special Lectures on 'Laws for protection of children's interest' and on 'Handling Interviews' under 'Extensive Inter –Disciplinary Lecture Series 2019-20	65	4th Sept 2019
2019-2020	Seminar cum Workshop on 'Recent Developments in the Field of Childhood Disability' organized by Home Science (HDFE) department of Aditi Mahavidyalaya on 30th March, 2019	57 and 8 faculty	30th March 2019
2019-2020	Visit to Old Age Home along with NSS team to celebrate the festival of lights ie Diwali	15	October
2019-2020	Students participated in the Diwali Mela organized by the Social Work department of the college	30	October
2019-2020	Students celebrated Hand Washing Day	15	October

	and took 'Swachhata Pledge'		
2019-2020	Visit to SOS Children's Village, Anganwadi, Maternity and Child Health Centre and Prayas organization	30	Sepember-November
2019-2020	Students participated in an interactive session on 'Prevention of Child Sexual Offence delivered by the Sakshi organization and organized by NSS	30 from HDFE Dept	December
2019-2020	Organized a two days seminar cum workshop along with Enabling unit and India Inspires Committee of the college on 'Creating Divyaang Friendly Environment' and 'Concerns and Potentials of Special Children	30 from HDFE Dept	24-25.1.2020
2019-2020	Organized an interactive talks delivered by National Association for Blind, Overseas Deaf Society, Jambia	30 from HDFE Dept	25.1.2020
2019-2020	Visit to 'Viklaang Sahara Samiti'	30	February
2020-2021	Online orientation session	20	November
2020-2021	Faculty and students participated in a short-term course by CEQUIN in collaboration with JDM College on "Understanding Gender"	6	August 2020
2020-2021	Webinar on 'Child Abuse' by Sisters Living Concerns	30	25.8.2020
2020-2021	Webinar on POCSO Act, 2012 by Ms. Ratna Sexena, Member CWC, Delhi	30 from HDFE Dept	02.09.2020
2020-2021	JDM College signed an MOU to collaboratively conduct a certificate course on "Decoding Disability in	64 and faculty 8	Feb- March 2021

	Children" Resource Person: Dr. Reema Lamba and Ms Nirmala Muralidhar		
2020-2021	Orientation of the students of semesters 3 and 5 was done by their respective teachers in their respective classes through online mode	App30+ 30	December
2021-2022	The orientation Programme was organized for the students of semester 1	25	Nov, 21
2021-2022	Breastfeeding promotion week	31	August
2021-2022	Poster-making activities, video/reel-making activities, and learning aids for preschool children	31	October
2021-2022	E-visits to organizations working for women and children like Anganwadi, Delhi Council for Child Welfare, and SoS	31 from HDFE Dept	September-November
2021-2022	Participation of a few students in Short-term Courses, Skill Building Training with special reference to Disaster Management and Entrepreneurship	06 from HDFE Dept	January-April
2021-2022	An online CRE webinar approved and sponsored by RCI on DISABILITY AND INTERSECTIONALITY IN HIGHER EDUCATION: JOINT EFFORT IN PROMOTING FULL INCLUSION was organized	50	22-24th Dec2021

2021-2022	The HDFE Society organized an online talk on 'Let's build an Inclusive Society. The resource person for the talk was Mr Baldev Gulati from the Department of Social Work	33 from HDFE Dept	31st January