

INTRODUCTION TO HUMAN DEVELOPMENT (CREDITS: THEORY-4 + PRAC-2)

DSC Paper- B.A Prog HDFE

Course Instructor: Prof Reema Lamba

Course Objectives

- To understand the field of Human Development and significance of Human Development.
- To understand childhood years, adolescence and adulthood

Teaching Time

Approximately 12-14 Weeks, four days a week.

Pedagogy

The classes will be organised around daily lectures (four times a week). The story telling method was effective in setting the background and generating interests among students. Interactive sessions will be organised for brain storming with the everyday life examples. Debates and discussions along with queries will be taken up in the sessions. For practicals field work is an important component of learning in this course.

TEACHING LEARNING PROCESS:

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

Assessment Method

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations.

For practical (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.

Unit Wise Break Up of Syllabus

Unit- I (Weeks 1-4)

Importance of Human Development

(Students will gain knowledge about the importance of the field of human development. Discussion on the meaning, definition and scope of human development.)

Meaning, Definition, scope of Human Development,

- Growth and development and Principles of development stages, Developmental tasks across life span

Unit II Childhood- Early & middle (Weeks 5-9)

(Students will get aware about the development patterns in early and middle childhood. Brainstorming sessions on various aspects of development.)

- Developmental milestones, physical, social, emotional, cognitive and language development.

Unit- III Adolescence (Weeks 10-12)

(Students will get aware about the development patterns in adolescence Power-point presentations on characteristics and milestones in adolescence.)

- Definition, characteristics, developmental milestones, Physical changes; male and female body clock, sequence of change; social, emotional, cognitive and moral development.

Unit-IV Adulthood (Weeks 12-14)

(Students will get aware about the development patterns in adulthood, Role plays to understand the physical and socioemotional development in adulthood.)

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

PRACTICALS

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

RECOMMENDED READINGS:

■ Berk, L. E. (2017). Development through the lifespan (7rd edition). US: Pearson Education.

■ Santrock, J. W. (1996). Child development. New York: Tata McGraw Hill

■ Verma, P., Srivastava D. N. and Singh, A. (1996). Bal manovigyan and bal vikas. Agra: Agrawal Publication.

■ Bee, H. L (2011). The developing child. London: Pearson.

■ Papilla, D.E., Olds, S. W. and Feldman, R. D (2004). Human development. New York: Mcgraw Hill.

■ Singh, A. (2015). Foundation of Human development: A lifespan approach. London: Orient Longman.

■ Singh, V. (2007). Bal vikas avam bal manovigyan. Jaipur: Panchsheel Prakashan.

1. DSE – HDFE-01,

Name of Teacher: Prof Reema Lamba

Paper Title: - **CHILD RIGHTS AND GENDER EMPOWERMENT**

Semester V

Maximum Marks: 100

S.No.	Name of the Topic	Area To Be Emphasized	No. of Lectures
Unit 1 Understanding Child Rights			

a)	Meaning of Child Rights and Convention on Child Rights	Focus will be on making students aware of the definition of child, rights and then later the concept of child rights. Further, UNCRC, 1989 will be discussed which includes its types of rights, range of rights, directive principles and so on.	3-4
b)	Knowing disadvantage and exclusion in relation to children	Emphasis will be on explaining students regarding the concept of exclusion and its various factors.	4-5
c)	Demographic profile of the child in India	Focus will be on demographic indicators such as population, literacy levels, malnutrition levels, health services etc. will be covered.	3-4
d)	The role of state, family and children in promotion and protection of child rights	Emphasis will be to make students understand the role of family members, community as a whole and child herself and the State for child protection.	8-9

Unit 2 Children in Difficult circumstances

	<ul style="list-style-type: none"> · Street children, working children and homeless children · Child abuse · Child Trafficking · Children in conflict with law · Laws and policies 	In this, the lectures will cover all the meaning of the term vulnerable groups and its various types. For each category of vulnerable group such as Street and working children, children in conflict with law etc. its type, causes, consequences, prevention and the role of Non governmental organization's will be discussed.	10-11
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Unit 3 Conceptualizing Gender

a)	Defining terms- sex, gender, masculinity, femininity	Focus will be on making students aware of different terms such as sex, gender, masculinity and femininity	3-4
b)	Socialization for gender- gender roles, gender stereotypes	Focus will be making students understand how to differentiate between gender roles and gender stereotypes.	3-4

c)	Patriarchy and social institutions	Emphasis will be on making students understand the Emphasis on patriarchy in our society and the role of family as a social institution in promoting patriarchy.	3-4
d)	Perspectives on feminism	Focus will be on explaining to students the meaning of the term feminism and covering various types of feminism.	7-8
Unit 4: Gender Empowerment			
a)	Demographic profile	Focus will be on demographic indicators such as population, literacy levels, malnutrition levels, health services etc. will be covered with regard to women population in the Country.	3-4
b)	Issues and concerns related to girls and women in India	Focus will be on making students understand the issues and challenges faced by girls and women in our Country related to their education, career, marriage and with regard to other decisions of their life.	5-6
c)	Media and gender	In this topic students will be made aware of the importance of media with regard to gender, media is a powerful medium.	3-4
d)	Laws, Policies and programmes for girls and women in India	Focus will be discussing laws, policies and program for girls and women in our country such as Beti Bachao Beti padhao and other initiatives with regard to women empowerment.	7-8
Presentation of topics given to students Revision classes: 2 weeks			

Reading List:

- Agarwal, A. & Rao, B.V. (2007). Education of Disabled Children. New Delhi: Eastern Book Corporation.15
- Agnes, F. (1999). Law and Gender Inequality: The politics of Women's Rights in India. Oxford University Press.
- Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice. Oxford University Press.
- Kishwar, M. (1999). Off the Beaten Track: Rethinking Gender Justice for Indian Women. New Delhi: Oxford University Press.
- Satyarthi, K. and Zutshi, B. (Ed) (2006). Globalization, Development and Child Rights. New Delhi: Shipra Publication.
- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.

DSC – HDFE-02,

Name of Teacher: Prof Reema Lamba

Paper Title: - **CHILDREN WITH SPECIAL NEEDS**

Semester VI

Maximum Marks: 100

S.No.	Name of the Topic	Area To Be Emphasized	No. of Lectures
Unit 1			
	Introduction to Children with Special Needs – Meaning, definition, classification, attitudes and challenges	Focus will be on making students aware of the definitions of special children, its classification. Students will be made sensitive towards the needs of such children, What are the challenges / barriers faced by Special children raised by society.	3-4
Unit 2			
	Early identification, screening, assessment and intervention of disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills – daily living, self-help, and social skills.	In this, the lectures will cover the significance of early identification of any disability, role of early identification in the early years of a child's life and the importance of early intervention. In this unit, all the disabilities will be covered one by one such as Visual impairment hearing impairment, Autism, ADHD, Learning disability and so on. In each disability its types, causes, screening, early intervention and use of technology will be discussed	20-25
Unit 3			
	Addressing Educational Needs-Concept of special, integrated, inclusive and home based education	Focus will be on making students aware of the educational needs of disabled children and it will be addressing four types of education such as special education, integrated, inclusive and home-based education.	7-8
Unit 4			
	Provisions and services- Rights and Laws for children with special needs. Role of family, community support for children with special need	In this topic focus will be to make students Understand the rights of disabled children. One policy will be discussed in detail i.e. Right of persons with Disability Act 2016	7-8
Presentation of topics given to students Revision classes: 2 weeks			

Reading List:

- Mangal, S.K. (2007). Educating exceptional children: An introduction to special education. New Delhi: Prentice-Hall of India.
- Mukhopadhyay, S. and Mani, M.N.G. (2000) Education for All: Year 2000 Assessment. NIEPA and MHRD.
- National Human Rights Commission (2005). Disability Manual. New Delhi: NHRC.
- Reddy G.L.& Raman, R (2000) Education of children with Special needs. Discovery Publications, New Delhi.
- Sharma, N. (2006) Children with Disability as a Source of Well Being, in the book Child Development: Issues and Concerns for the Well-being Of the Child, New Delhi
- Singh,A.N. (2001) Enabling the differently abled, Shipra Publishers, New Delhi.
- Smith D.D. (2003) Introduction to special Education: Teaching in an age of opportunity, Allyn and Bacon.
- Venkataiah S. (Ed.) (2001) Special Education, Anmol Publications Pvt.Ltd, New Delhi.
- Vijay Pratap (2004) Educating Mentally Handicapped Children, Swarup and sons, New Delhi.

2016-2022

Teacher's name	Department	Course	Subjects
Sadhna Jain	Home Science	BA (Prog)	HDFE

SUBJECT NAME	Sub Topics of Units		No. of Lectures
		sub topics	
HDFE (Principles of Child Development)	1 History, scope and importance of child development as a field of study	Introduction	1
		History	2
		Scope	1
		Importance	1
	2 Theoretical foundations (Psycho-Analytical theory, Psycho-Social theory, Social learning theory, cognitive-developmental theory, Attachment theory)	Psycho-Analytical theory,	3
		Psycho-Social theory,	4
		Social learning theory	1
		Attachment theory	2
		cognitive-developmental theory	5
	3 Aspects of Development	Observation	5
		Interview	5
		Questionnaire	5
	4 Development : Pre-natal Development & Infant	Case study	5
		Principles of Development	6
		Developmental Norms	6
		Factors affecting pre-natal development	5
	Stages of pre-natal development	4	
	New-born: Characteristics	4	
	Reflexes	4	
	Infant developmental milestones	6	

SUBJECT NAME	Sub Topics of Units		No. of Lectures
	Status of Women and Children	sub topics	
EMPOWERMENT OF WOMEN AND CHILDREN	Status of Women and Children	Demographic profile of women and children in India	3
		Issues related to women and children	2
		Sex Ratio, Infant Mortality- Statistics, causes, prevention and steps taken	5
		National Policy for Children-2013	3
		National Policy for Empowerment of Women-2001	3
		The Sexual harassment of Women at Workplace Act-2013	
		Programmes and Services for Women and Children	
		Need for services	3
		Programmes: Swayam- Siddha, SEWA, ICDS, Balwadi, Mobile Crèches	9
		Programmes for girl child: Any three	3
		Maternal Health Education and Child Development	
		3 Importance of maternal health and impact on child development	4
Importance of maternal education	3		

Maternal Mortality: Statistics, causes, prevention and steps taken	Four
School Enrolment and School Dropout: Statistics, causes, prevention and steps taken	Four

PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND EDUCATION

Objectives, Significance and

1 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.

Policies and Changing Perspectives in

2 Early Childhood Care and Education

Policies, legislation and Programme related to ECCE in Indian context: National Policy on Education (1986)	3
National Curriculum Framework (2005)	2
Right to Education Act (2009)	2
ECCE policy (2013)	3
ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989)	2

3 Approaches and Pedagogy of ECCE

Understanding different approaches to learning/innovative pedagogical approaches	1
Activity based	1
Play-way	1
Child-centred	1
Theme-based	1
Organizing programme in Child care centre (Montessori)	1
Kindergarten	1
Balwadi	1
Anganwadi	2
Need and Principles of Programme Planning	2
Preparation & use of learning and play materials – principles and characteristics.	
Use of local specific community resources etc	5

Organizational Management and

4 Community Involvement

Organizing the ECCE centre: Space and equipment	5
Evaluation of ECCE programme- Child, Worker and Centre. ECCE professionals- Role and Qualities	5

Community Participation: Importance and
Process of involving community