PROPOSED SYLLABUS

B.A. Human Development and Family Empowerment

Choice Based Credit System

From UGC

2015

PREAMBLE

Each of these areas is multi-disciplinary in nature dealing with the ‘Art and Science of Living’. The individual, the family and the community are the foci of Home Science.

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

The course also emphasizes the integration and application of knowledge on Early Childhood Care and Education (ECCE), to provide stimulating environment to young children, and also to provide practical experiences of working with children which will enable students to develop necessary skills to work effectively with infants and preschoolers in various settings.

The course offers an interesting assortment of skill based courses and generic courses for students of other disciplines to allow for effective transmission of relevant experiences of daily living.
### B A HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT

<table>
<thead>
<tr>
<th>Category of Paper</th>
<th>Name of Papers</th>
<th>Theory Credits</th>
<th>Practical/Tutorial Credits</th>
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<tr>
<td><strong>Discipline Specific Course (DSC)</strong></td>
<td>1. Principles of Child Development</td>
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<td></td>
<td>2. Introduction to Human Development</td>
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<td>3. Empowerment of Women &amp; Children</td>
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<td>4. Principles &amp; Perspectives on Early Childhood Care &amp; Education</td>
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<tr>
<td><strong>Discipline Specific Elective (DSE)</strong></td>
<td>1. Child Rights &amp; Gender Empowerment</td>
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<td>2. Children with Special Needs</td>
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<td>3. Parenting</td>
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<td>4. Childhood in India</td>
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<td><strong>Skill Enhancement Course (SEC)</strong></td>
<td>1. Life Skills Education</td>
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<td>2. Introduction to Guidance &amp; Counselling</td>
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<td>3. Parent and Community Education</td>
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<td>4. Adolescent Development &amp; Challenges</td>
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<td><strong>Generic Electives (GE)</strong></td>
<td>1. Care &amp; Well-being in Human Development</td>
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<td>2. Child Rights &amp; Social Action</td>
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## CHOICE BASED CREDIT SYSTEM IN
### B.A HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT

<table>
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<tr>
<th>SEMESTER</th>
<th>DISCIPLINE SPECIFIC COURSE (12)</th>
<th>ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)</th>
<th>SKILL ENHANCEMENT COURSES (SEC) (4)</th>
<th>DISCIPLINE SPECIFIC ELECTIVE (DSE) (2)</th>
<th>GENERIC ELECTIVE (GE) (2)</th>
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<tr>
<td>I</td>
<td>English/ MIL - 1&lt;br&gt;DSE-HDFE-1A Principles of Child Development (Theory + Tutorial)&lt;br&gt;DSC – 2A</td>
<td>(English/MIL/Communication) / Environmental Science</td>
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<td>IV</td>
<td>MIL/ English - 2&lt;br&gt;DSE-HDFE-1D Principles and Perspectives on Early Childhood Care and Education (Theory + Practical)&lt;br&gt;DSC – 2D</td>
<td>SEC - 2</td>
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<td>V</td>
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<td>SEC - 3</td>
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<td>GE - 1</td>
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<tr>
<td>VI</td>
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<td>SEC - 4</td>
<td>DSE – 2 (Any one out of four)</td>
<td>GE - 2</td>
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DISCIPLINE SPECIFIC ELECTIVE (DSE): (4) – (Any one out of four in sem V and one in sem VI):

1. DSE-HDFE-01- Child Rights and Gender Empowerment (Theory and Practical)
2. DSE-HDFE-02- Children with Special Needs (Theory and Practical)
3. DSE-HDFE-03- Parenting (Theory and Tutorial)
4. DSE-HDFE-04- Childhood in India (Theory and Tutorial)

SKILL ENHANCEMENT COURSES (SEC): (4), (One each in Sem III, IV, V, VI):

1. SEC-01 - Life Skills Education (Theory)
2. SEC-02 - Introduction to Guidance and Counseling (Theory)
3. SEC-03 - Parent and Community Education (Theory)
4. SEC-04 - Adolescent Development and Challenges (Theory)

GENERIC ELECTIVE (GE): (2) (One each in semester V and semester VI):

1. GE-01- Care and Well-being in Human Development (Theory + Tutorial)
2. GE-02- Child Rights and Social Action (Theory + Tutorial)
DSC – HDFE- 1A PRINCIPLES OF CHILD DEVELOPMENT

6 Credits (Theory – 5 credits + Tutorial – 1 credit)

Objectives:
- To familiarize students with the concept of child development as a field of study
- To create an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

THEORY

Unit I: Introduction to Child Development
- Brief history
- Scope
- Theoretical foundations

Unit II: Methods of Child Study
- Observation
- Interview
- Questionnaire
- Case study

Unit III
- Principles of Development
- Developmental Norms

Unit IV: Pre-natal Development & infant development
- Factors affecting Pre natal development
- Stages of Pre natal development
- Newborn- Characteristics
- Reflexes
- Infant developmental milestones

RECOMMENDED READINGS:
DSC-HDFE- 1B INTRODUCTION TO HUMAN DEVELOPMENT

6 Credits (Theory – 4 + Practical – 2)

OBJECTIVES:

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

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

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

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

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

RECOMMENDED READINGS:
OBJECTIVES: To enable students to:
- Develop an understanding of women related issues in India
- To create awareness among students about the Government programmes, policies and legal provisions as well as Non-governmental efforts made to improve the status of Indian women
- Provide significant information related to maternal health and education.

THEORY

UNIT I – Status of Women
- Demographic profile of women related statistics
- Women empowerment – concept, need
- Issues related to women – social issues, programs for girl child

UNIT II – Programs for women
- IWEP
- SEWA
- ICDS
UNIT III – Maternal Health Education and Child Development
- Importance of maternal health and impact on child’s development
- Health and nutrition education
- Importance of maternal education
- MMR, School drop-out rate, causes, prevention and steps taken

UNIT IV – Women and work
- Women in organized and unorganized sectors
- Problems faced by working women

PRACTICALS
- Visit to any two organizations working for children
- Visit to any one organization working for women
- Case profile of a working woman

RECOMMENDED READINGS:
Self Employed Women’s Association (1991)

DSC-HDFE-1D PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND EDUCATION

6 Credits (Theory – 4 credits + Practical – 2 credit)

OBJECTIVES: The course will enable students to:
- Understand the need and significance of early childhood care and education
- Understand the policy perspectives on ECCE in India and world
- Develop knowledge and skills for research and evaluation in ECCE
UNIT I – Objectives, significance and developmental contexts:
- Introduction, definition, objectives, need, coverage, significance of ECCE
- Philosophers in the field of ECCE (Indian and western thinkers)
- Developmental needs of children (0-8 years)-physical, cognitive, language, socio-emotional domains. Needs based on variations of socio-cultural contexts. Home to school transition issues and concerns.

Unit 2 - Policies and Changing Perspectives in early childhood care and education
- Policies, legislation and Programmes related to ECCE in Indian context would be covered such as National Policy on Education –(1986), Right to Education Act (2009), ECCE policy (2013) and so on.
- ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989) and other relevant policies or programmes.

Unit 3 – Approaches and Pedagogy of ECCE
- Understanding different approaches to learning (activity based, play-way, child-centered, theme-based etc)
- Different types of preschool curriculum (Example-Montessori, Kindergarten, Balwadi, Anganwadi etc.)
- Transaction methods-meaning, rationale, selection criteria
- Preparation & use of learning and play materials – principles and characteristics. Use of local specific community resources etc.

Unit 4 – Organizational Management and Community Involvement
- Working with parents and community for continuity of home
school interactions.

PRACTICALS

1. Case study of a Government and private pre-school Centre and report writing

2. Designing low cost and environment friendly appropriate learning materials for:
   - Story telling
   - Readiness
   - Art and craft
   - Rhyme booklets
   - Language and Literacy
   - Numeracy Skills

3. Theme based weekly programme- plan a curriculum and execute for preschool school children.

4. Organize a workshop/exhibition for involving parents of pre-school children

RECOMMENDED READINGS:


National early childhood care and education (ECCE) policy (Draft), Ministry of Women and Child Development, Government of India.


Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.


DISCIPLINE SPECIFIC ELECTIVE

DSE- HDFE-01 CHILD RIGHTS AND GENDER EMPOWERMENT
(6 Credits: Theory-4, Practical-2)

THEORY

Unit 1 Understanding Child Rights

- Meaning of Child Rights and Convention on Child Rights
- Knowing disadvantage and exclusion in relation to children
- Demographic profile of the child in India
- The role of state, family and children in promotion and protection of child rights
Unit 2 Children in Difficult circumstances

- Street children, working children and homeless children
- Child Abuse
- Child Trafficking
- Children in conflict with law
- Laws and policies

Unit 3 Conceptualizing Gender

- Defining terms- sex, gender, masculinity, femininity
- Socialisation for gender- gender roles, gender stereotypes
- Patriarchy and social institutions
- Perspectives on feminism

Unit 4 Gender Empowerment

- Demographic profile
- Issues and concerns related to girls and women in India
- Media and gender
- Laws, policies and programmes for girls and women in India

PRACTICAL

1. Profile of a child in difficult circumstances
2. Poster making on gender issues
3. Exploring the concept of child rights and gender through audio-visual sources and workshops
4. Programme planning for child rights and gender

RECOMMENDED READINGS:


DSE-HDFE-02 CHILDREN WITH SPECIAL NEEDS
(6 Credits: Theory-4, Practical-2)

OBJECTIVES

To enable the students to:

- Sensitize to the needs and challenges of children with special needs.
- Understand the importance of identification, screening and assessment
- Appreciate the diverse educational arrangements as special, integrated and inclusive education

THEORY

Unit 1
Introduction to Children with Special Needs – Meaning, definition, classification, attitudes and challenges

Unit II
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.

Unit III
Addressing Educational Needs-Concept of special, integrated, inclusive and home based education

Unit IV
Provisions and services- Rights and Laws for children with special needs. Role of family, community support for children with special needs
PRACTICAL

- Case profile/ Visit of an NGO working for children with special needs
- Interview of a child with special needs
- Compilation of newspaper clippings of children with special needs
- Review of a movie on the related social issues.

RECOMMENDED READINGS:


DSE – HDFE- 03 PARENTING
(6 Credits: Theory-5 + Tutorial - 1)

OBJECTIVES:
The Course aims to provide:
• A general understanding on parenting
• The behavioral aspects of parenting and adolescents
• The role of parenting

THEORY

UNIT I: Parenting: An Overview

• Family as a System
• Styles of Parenting: Diana Baumrind
• Gender, Parenting and Co – parenting in Indian context
• Communicating Love

UNIT II: Concept of family and role of parents

• Indian Society and the Family System
• Functions of the family
• Role of Parents and other Partners in Parenting
• Parenting and its influence on children: role of birth order, siblings, socio-economic status, cultural, regional background, type of family, lifestyle, values and education on parenting practices

UNIT III : Parenting from infancy through Adolescence: Features and challenges (with emphasis on Indian family set up)

• Parenting an Infant
• Parenting a toddler
• Parenting a preschooler
• Parenting in middle childhood years
• Parenting in adolescence

UNIT IV: Parents and within family interactions

• Parent-child interactions in Indian family context
• Parents and External influence : Peers, school and electronic media
• Sharing of responsibilities, social emotional support, household tasks
• Interaction with grandparents

RECOMMENDED READINGS:


**Websites:**


**DSE-HDFE- 04 CHILDHOOD IN INDIA**

*(6 Credits: Theory-5 +Tutorial- 1)*

**THEORY**

Unit I : Introduction to childhood in India
• Children in India: An overview
• Social construction of childhood and family
• Folk theories about childhood and family
• Childhood in mythology, stories and films

Unit II: Multiple contexts of childhood in India
• Childhood in families
• Growing up without the family
• Childhood in schools
• Children in extra-familial settings
• Belonging to a minority community

Unit III: Psycho-social dimensions of childhood
• Growing up in tribal family
• Childhood in selected family occupations: artists, farmers, weavers
• Growing up in rural setting
• Childhood in urban India
• Being a girl in India

Unit IV: Contemporary issues of childhood in India
• Language, religion and culture
• Poverty and disadvantage
• Caste and childhood
• Children on streets

RECOMMENDED READINGS
Education Research and Training.
child. Vishwabharati, New Delhi
SKILL BASED COURSES

SEC- 01 LIFE SKILLS EDUCATION
(Credits: 2 Theory)

OBJECTIVES: To enable students to:

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

THEORY

UNIT - I

- Life skills-meaning, definition, importance, WHO life skills
- Life skills education—meaning, definition importance and goals

UNIT - II
- Three basic categories of life skills -
  - Social or interpersonal skills (Communication Skills, Assertiveness Skills, Cooperation Skills, Empathy)
  - Cognitive or thinking skills (Problem Solving, Critical Thinking, Creative Thinking, Decision Making, Self Awareness)
  - Emotional skills (Managing Stress, Managing Emotions, Resisting peer pressure)
- Communication skills-
  - Meaning and definition
  - Types and levels of communication
  - Barriers to communication
  - Ways to improve interpersonal communication and public speaking

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

UNIT - IV
Career guidance:
Need and Importance of Career Guidance, Exploring career options, Deciding a career, Career Guidance Centre, Resume Writing, Job Search Method and Interview Facing

RECOMMENDED READINGS:
SEC- 02 INTRODUCTION TO GUIDANCE AND COUNSELLING
(CREDITS: 2 Theory )

OBJECTIVES: The paper will enable the student to:

- Develop an understanding of basic meaning and types of guidance
- Develop an understanding of basic meaning and types of counseling
- Get acquainted with process and techniques of counseling
- Analyze the relationship between guidance and counseling

THEORY

UNIT-I: Guidance
- Need for Guidance, basic principles of guidance,
- Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction and self-actualization
- Common do's and don'ts in dealing with children

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

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

UNIT-IV
• Relationship between counseling, guidance and therapy. Types of therapy—client centered therapy, rational emotive therapy, behavior therapy, Gestalt therapy and psychoanalytical therapy

RECOMMENDED READINGS:
Burnard, P (1999), Counseling skills training, New Delhi., Viva books company, New Delhi
Gupta. S.K, Guidance and Counseling in Indian Education, Mittal Publication Pvt. Ltd. Delhi
Rao, S.N, Counseling and Guidance, Tata McGraw Hill, Delhi
Harper

**SEC- 03 PARENT AND COMMUNITY EDUCATION**
**(CREDITS: 2 Theory)**

**OBJECTIVES:** To enable the students to:
- Understand the need and importance of parent education
- Get acquainted to the concept of community education
- Understand the techniques of imparting parent education programme.

**Unit-I**
Parent education –Need, aspects, types of parent education.
Parents as stake holders, planners, advisers, volunteers, and resource persons.

**Unit-II**

**Unit-III**
Techniques of Parent and community Education- Informal meeting, group and individual meetings, Use of audio visual aids.
Organizing parent and community programmes – school, community centers, recreation centers, youth clubs and other NGO’s.

**Unit-IV**
Role of professional - contribution of professionals in parent and community education.
Training programmes for young parents.
Evaluation of parent and community education programmes

**RECOMMENDED READINGS:**


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SEC- 04 ADOLESCENT DEVELOPMENT AND CHALLENGES (CREDITS: 2 Theory)

Objectives:
To acquaint the students regarding the inherent challenges and contemporary issues in adolescent development.

THEORY

UNIT I
Adolescence – definition, importance of the stage, theoretical perspective on adolescence, interpersonal relationships and socio-cultural attitudes of adolescents, maturation and learning.

UNIT II
Consequences of puberty changes, sexual development, early and late maturation and psychological implications.

UNIT III
UNIT IV
Vocational preferences, training and work, transition to adulthood- conflicts with special reference to contemporary socio – cultural changes.

RECOMMENDED READINGS:

GENERIC ELECTIVE

GE – 01 CARE AND WELL-BEING IN HUMAN DEVELOPMENT
(6 Credits: Theory - 5 + Tutorial - 1)

THEORY

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

Unit II: Well-being and Human Development
- Concept of well-being – physical, psychological, spiritual
- Life crises and well-being
- Factors & experiences that promote well-being

Unit III: Care & well-being at different stages of life
- Childhood years
- Adolescence
- Adulthood and old age
• Well-being of caregivers

Unit IV: Policies, Services & Programs
• School health programs
• Nutrition & health for all
• Counselling & yoga

RECOMMENDED READINGS


GE-02 CHILD RIGHTS AND SOCIAL ACTION

(6 Credits: Theory - 5 , Tutorial - 1 )

THEORY

Unit I: Introduction to Child Rights
• Definitions of child and child rights
• Key philosophical concepts in the discourse on child rights
• Factors of exclusion- socio-economic, disability, geo-political etc.
• Role of family, community & child herself in protecting rights
Unit II: Vulnerable Groups: Causes and Consequences
- Street and working, destitute, homeless, institutionalized children
- Living with: chronic illness, HIV/AIDS, disabilities
- Affected by war, conflict, riots, disasters
- Victims of child-trafficking, abuse, dysfunctional families
- Children in conflict with law

Unit III: Framework for Social Action
- Role of state in protection of child rights
- Laws for children- Indian & international
- Constitutional provisions in India
- National policies and programs
- Institutional & non-institutional services

RECOMMENDED READINGS