
AQAR CRITERIA
1.3.1 CURRICULUM
ENRICHMENT (2023-24)

F 4.9 GENDER AND SCHOOLING

Student Contact Hours : 90
Maximum Marks : 50
Internal Assessment : 15
Annual Examination : 35



The objective of this course is to examine critically gender inequities in society using feminist theoretical frameworks; to learn to observe and analyse manifestations of gender inequities in the process of schooling and to develop strategies for intervention.

इस पाठ्यचर्या का उद्देश्य नारीवादी सिद्धान्तों के संदर्भ में लिंग-भेद के कारणों को जानना व उसे परखना है। साथ ही विद्यालयी वातवरण में उभरते लिंग-भेद को पहचानना और उसका विश्लेषण करना तथा बदलाव के लिए विभिन्न तरीकों का विकास करना भी इसका एक महत्वपूर्ण अंग है।

"Gender as a principle underlying distribution of resources and opportunities has become crucial in educational discourse. Education is an important resource which has been historically denied to the girl child. And yet, once the girl child is in class, gender influences her learning in a significant manner. This course, by addressing these issues, developed a very critical understanding of gender differences in society by analysing various feminist schools of thought and traditional practices. It helped us in understanding this issue in its totality and the role of socialisation in creating gender based differences."

F 4.9 GENDER AND SCHOOLING

- Unit 1 **Sex and Gender** : psychological and sociological perspectives (Radical Feminist, Socialist - Feminist, Psychoanalytic and other Perspectives) and recent debates.
- Unit 2 **Social construction of Gender**: socializaion, family and gender identity; the media, gender roles and stereotypes; caste, class, community and gender relations.
- Unit 3 **Gender inequalities in schooling** : organisation of schooling; gender bias in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom interaction and peer culture).
- Unit 4 **Gender and schooling** : case studies of interventions in school education; reflections from the field and strategies for change.

F 4.9 लिंग भेद एवं विद्यालयी शिक्षा

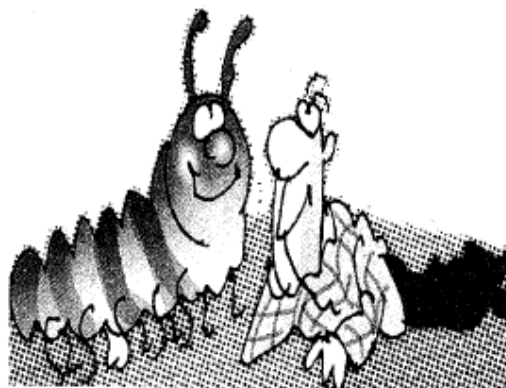
- इकाई 1. **लिंग और लिंग भेद** : मनोवैज्ञानिक और समाज शास्त्रीय परिप्रेक्ष्य (नारी अधिकारवादी, समाजवादी-नारी अधिकारवादी, मनोविश्लेषणात्मक तथा अन्य परिप्रेक्ष्य) और हाल के वाद-विवाद।
- इकाई 2. **लिंग की सामाजिक संरचना** : सामाजीकरण, परिवार और लिंग-अस्मिता; जन संचार माध्यम (मीडिया), लिंग-भूमिकाएं और उनकी रूढ़ छवियां, जाति, वर्ग, समुदाय और लिंग-संबंध।
- इकाई 3. **शिक्षा में लिंग विषमताएं** : शैक्षिक संगठन; पाठ्यपुस्तकों में लिंग-पक्षपात, पाठ्यक्रम चयन और गुप्त पाठ्यक्रम (अध्यापक-अभिवृत्ति, कक्षा अंतःक्रिया और समसमूह-संस्कृति)।
- इकाई 4. **लिंग और शिक्षा** : विद्यालयी शिक्षा में हस्तक्षेपों के उदाहरणों का अध्ययन (केस-स्टडी); क्षेत्र-अनुभव आधारित अनुचिंतन और परिवर्तन के लिए युक्तियां।

READINGS

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2. Bhasin, Kamla and Nighat Said Khan. *Feminism and its Relevance in South Asia*, Kali for Women: New Delhi, 1986.
3. Chanana, Karuna. (ed.) *Socialisation, Education and Women*, Orient Longman : New Delhi, 1988.
4. Chapman, Karen. *The Sociology of Schools*, Tavistock : London, 1986, pp.61-80.
5. Gilligan, Carol. 'Do Women Speak in a Different Moral Voice', in M.R. Walsh, *The Psychology of Women*, Harvard University Press, Cambridge, 1987, pp. 274-277.
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8. महरोत्रा, दीप्ति प्रिया. *भारतीय महिला आंदोलन: कल आज और कल*, सम्पूर्णा ट्रस्ट: नई दिल्ली, 2001.
9. Nambissan, Geetha B. Gender and Education : The Social Context of Schooling Girl Children in India. *Perspectives in Education*, 1995, 2, 3 and 4 : 197-209.
10. Statham, June. *Daughters and Sons*, Basil Blackwell: London, 1986.
11. Tong, Rosemarie. *Feminist Thought: A Comprehensive Introduction*, Westview Press: San Francisco, 1989.

F 2.5 HUMAN RELATIONS AND COMMUNICATION

Student Contact Hours : 80
Maximum Marks : 50
Internal Assessment : 15
Annual Examination : 35



This course attempts to develop the conceptual bases for exploring and understanding student's own self and the dynamics of identity formation. It further seeks to develop in students a capacity to reflect on education as a relational process, requiring communication skills, social sensitivity and receptivity.

इस पाठ्यचर्या का उद्देश्य उन अवधारणात्मक आधारों का अध्ययन करना है जो छात्रों के लिए आत्म-अन्वेषण और अपनी अस्मिता (पहचान) बनाने से संबद्ध गतिशीलता को समझने में सहायक हों। ये छात्रों में शिक्षा को प्रक्रिया के रूप में देखने के लिए मननशील क्षमता भी विकसित करता है जिसके लिए संप्रेषणात्मक कौशल, सामाजिक संवेदनशीलता और उदारता ज़रूरी है।

“ये विषय अपने आप में काफी रोचक है क्योंकि समाज में हमें अपनी भूमिका समझने में काफी मदद करता है तथा हमारे व्यक्तित्व का निर्माण इस प्रकार से करने में मदद करता है जिससे हम अपने को बेहतर ढंग से समझ सकें और ये जान सकें कि जब हम कुछ बोलते हैं तो कितने ही अन्य भाव और लक्षण भी बोलते हैं। ये विषय सीधे हमारी जिंदगी से एक सामंजस्य बिठाता है। हम ने अपने जीवन के अनुभव बाँट कर व दूसरों के अनुभव सुन कर बहुत कुछ सीखा। ये समझना बहुत रोचक रहा कि शिक्षा में रिश्तों की क्या भूमिका है क्योंकि कुछ अध्यापक बच्चों के दिलों में अपनी ऐसी अमिट छाप छोड़ देते हैं कि बच्चे उनके जैसा बनने के लिए तत्पर रहते हैं जबकि कुछ इतनी नफ़रत के पात्र बन जाते हैं कि बच्चों को उस विषय से भी नफ़रत हो जाती है।”

F 2.5 HUMAN RELATIONS AND COMMUNICATION

- Unit 1 **Personal development**: self, identity and human relationships; psychoanalytic and humanistic perspectives, perspectives from women.
- Unit 2 **Communication**: the adult-child gap, assumptions and attitudes; channels of communication; the hidden curriculum.
- Unit 3 **Human relations in education**: Behaviourist versus Humanistic perspectives; peer learning constructs and dimensions; community involvement.

The course is to be designed as a series of workshops on concepts and processes with a debrief on theory and building connections in each unit. The course content should be contextualized to an Indian milieu.

F 2.5 मानव संबंध एवं सम्प्रेषण

- इकाई 1. **व्यक्तिगत विकास** : स्व, अस्मिता तथा मानव संबंध; मनोविश्लेषणात्मक तथा मानववादी परिप्रेक्ष्य, नारी परिप्रेक्ष्य।
- इकाई 2. **सम्प्रेषण** : वयस्क-शिशु अंतराल, पूर्वधारणाएं और अभिवृत्तियां; संप्रेषण के माध्यम; अप्रत्यक्ष पाठ्यक्रम।
- इकाई 3. **शिक्षा में मानव संबंध** : व्यवहारवादी बनाम मानववादी परिप्रेक्ष्य, समसमूह अधिगम रचना, तथा आयाम समुदाय संलग्नता।

इस पाठ्यक्रम की प्रत्येक इकाई में धारणाओं और प्रक्रियाओं पर चर्चा कार्यशालाओं के माध्यम से की जानी चाहिए जिसमें सैद्धांतिक जानकारी के साथ संबंध-स्थापन के बारे में विचार-विमर्श किया जाए। पाठ्यक्रम की विषय-वस्तु भी भारतीय परिवेश के अनुरूप होनी चाहिए।

READINGS

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खतरा स्कूल, एकलव्य भोपाल, भारत ज्ञान विज्ञान समिति: दिल्ली, 1991.
2. Gardener, Howard. *Developmental Psychology: An Introduction*, Little Brown and Co: Boston, 1978.
3. Hall, Eric and Hall, Carol. *Human Relations in Education*, Routledge : London, 1988.
4. Johnson and Johnson, *Learning Together and Alone*, Prentice Hall : New Jersey, 1987.
5. Josselson, Ruthellen. *Finding Herself : Pathways to Identity Development in Women*. Jossey - Bass Publishers: Oxford, 1990. Chap. 2 and 8.
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7. Kohn, A. *No Contest : A Case Against Competition*, Houghton Mifflin Company : Boston, 1986.
8. Krishnamurthi, J. *On Education*, Orient Longman: Delhi, 1974, Chaps. 1 and 7.
9. Kumar, Krishna. *The Social Character of Learning*, Sage : New Delhi, 1989. Chap 4.
10. Monte, C.F. *Beneath the Mask*, Praegu Publishers: Westport, 1977.
11. Rogers, Carl. *Freedom to Learn for the 80s*, Charles R. Merrill Pub. Co.: US, 1983. Chap. 7, 11 and 17.
13. Seminar, *Identity*, November, 1991, Seminar : New Delhi.
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14. Tetsuko, Kuroyanngi, *Toto Chan*, Sahitya Chayan : New Delhi, 1993/NBT: New Delhi, 2000.
तेतसुको, कुरोयानगी. तोतो चान, नैशनल बुक ट्रस्ट : नई दिल्ली, 2000.
15. Warner, Sylvia Ashton. *Teacher*, Touchstone Books : 1400 Second Street Baker City, 1986.
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ADVANCED READINGS

1. Erikson, E. *Insight and Responsibility*, Norton : New York, USA, 1964.
2. Gilligan, C. *In a Different Voice : Psychological Theory and Women's Development*, Harvard University Press : MA, 1982.
3. Kegan, R. *The Evolving Self*, Harvard University Press : New York, 1982.

P 3.3 PEDAGOGY OF ENVIRONMENTAL STUDIES

Student Contact Hours	: 90
Maximum Marks	: 50
Internal Assessment	: 15
Annual Examination	: 35



This course aims to expose students to the significance of EVS as a curricular area at the primary level. While engaging in a critical enquiry of EVS as a school subject, students also learn to develop insights into the issues of curriculum design and implementation.

इसका उद्देश्य प्राथमिक स्तर पर पाठ्यक्रम के रूप में 'पर्यावरण अध्ययन' के महत्व को समझाना है। स्कूली विषय के रूप में परिवेशज्ञान की आलोचनात्मक जाँच-पड़ताल करते हुए विद्यार्थी पाठ्यक्रम का प्रारूप बनाने और उसका कार्यान्वयन करने की समझ भी विकसित करते हैं।

“हमने सीखा कि बच्चों की जिज्ञासु प्रवृत्ति को ध्यान में रखते हुए हम ऐसी गतिविधियाँ रच सकते हैं जिससे वे खुद सीखें और सीखने की प्रक्रिया सरल और रोचक हो। सबसे मजेदार बात यह रही कि जो गतिविधियाँ हमने बच्चों से करवाई वही खुद भी करें। इससे सीखने-सिखाने की प्रक्रिया की एक मजबूत समझ विकसित हुई। हमने सीखा कि यदि ये विषय पढ़ने से ज्यादा जीवन जीने की प्रक्रिया हो तो ज्यादा अच्छे से समझ में आता है और यही हम बच्चों के साथ करेंगे।”

P 3.3 PEDAGOGY OF ENVIRONMENTAL STUDIES

- Unit 1 **Concept of Environmental Studies (EVS)**, its evolution and significance as a curricular area at primary level; EVS - an approach, a discipline or both; environmental studies and environmental education; its scope-integration related to the physical, social, historical and cultural aspects of the environments.
- Unit 2 **Basic considerations in developing curriculum in EVS**: relating cognitive growth of children to the development of concepts; alternative frameworks; differences in approaches to the construction and transaction of curriculum at classes I and II and classes III to V; a review of different sets of curricular materials including text books.
- Unit 3 **Understanding the method of science**: process approach in EVS; planning for and organisation of teaching-learning activities; unit and lesson planning; role of inquiry, experiment, discussion, drama etc; evaluation and testing.

Examples of practical work to be undertaken :

- (i) Organising and planning for an excursion; learning how to make observations and recording them; conducting surveys.
- (ii) Using equipment and materials : films, reports, documents, newspapers, local maps, atlas, wall charts; map drawing and reading weather charts; making charts, diagrams and models.
- (iii) Collection and presentation of specimens : leaves, rocks, stamps, flags, news items etc. (classifying the material collected and maintaining a museum).
- (iv) Undertaking a project e.g. planting and nurturing a tree (in science) and an oral history project (in social studies).

READINGS

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3. CEE. *Joy of Learning, Handbook of Environmental Educational Activities*, CEE : Ahmedabad.
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8. Martin R et.al, *Science for All Children*, Allyn and Bacon: New York, 1998.
9. NCERT. *National Curricular Framework for Elementary and Secondary Schools*, NCERT : New Delhi, 1988 and 2001.

P 3.3 पर्यावरण अध्ययन का शिक्षाशास्त्र

- इकाई 1. **पर्यावरण अध्ययन की संकल्पना**, प्राथमिक स्तर पर पाठ्यचर्यात्मक क्षेत्र के रूप में इसका विकास और महत्त्व; पर्यावरण अध्ययन - एक उपागम, विद्याशाखा या दोनों; पर्यावरण अध्ययन और पर्यावरण शिक्षा; इसका विषय क्षेत्र - पर्यावरण के भौतिक, सामाजिक, ऐतिहासिक और सांस्कृतिक पक्षों से संबद्ध समाकलन।
- इकाई 2. **पर्यावरण अध्ययन में पाठ्यचर्या के विकास में बुनियादी विचार-बिंदु** : विकास की संकल्पनाओं से बच्चों की संज्ञानात्मक संवृद्धि को संबंधित करना; वैकल्पिक ढांचे; कक्षा I और II और कक्षा III से V में पाठ्यक्रम के निर्माण और संव्यवहार के संबंध में उपागमों में भिन्नता; पाठ्यपुस्तकों सहित विभिन्न पाठ्यक्रम सामग्री की समीक्षा।
- इकाई 3. **विज्ञान-प्रणाली का बोध** : पर्यावरण अध्ययन में प्रक्रिया-उपागम; शिक्षण-अधिगम क्रियाकलापों के लिए योजना और संगठन; इकाई योजना और पाठ योजना; जांच, प्रयोग, विचार-विमर्श, नाटक आदि की भूमिका; मूल्यांकन और परीक्षण।

प्रायोगिक कार्य :

1. भ्रमण की व्यवस्था और आयोजन/प्रेक्षण करना और उनका अभिलेखन करना; सर्वेक्षण करना।
2. उपकरणों और सामग्रियों का उपयोग : फिल्म, रिपोर्ट, दस्तावेज, समाचारपत्र, स्थानीय मानचित्र, एटलस, भित्ति चार्ट, मानचित्र आरेखन एवं मौसम चार्ट का पठन; चार्ट, आरेख और मॉडल बनाना।
3. नमूनों का संग्रहण और प्रस्तुतीकरण : पत्तियाँ, शैल, डाक-टिकट, झंडे, समाचार-कतरन आदि (एकत्र की गई सामग्री का वर्गीकरण करना और संग्रहालय बनाना)।
4. परियोजना कार्य-यथा, पेड़ लगाना और उसकी देखभाल करना (विज्ञान में) और मौखिक इतिहास परियोजना (सामाजिक अध्ययन में)।

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**DSE HP 2A: CHILDREN WITH DISABILITIES
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand rights based approach to disabilities and to learn about the RPwD Act.
- To study about the major types of disabilities, their causes and preventive measures; and to acquire skills in early detection of childhood disabilities and early intervention.
- To learn simple skills for inclusion of children with disabilities in classrooms and to know about barriers which persons with disability face.

COURSE LEARNING OUTCOMES

- Students will know the various models and approaches to understand disabilities.
- Students will understand prevention and detection of disabilities.

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- Students will acquire knowledge of etiology of disabilities.
- Students will learn simple skills of early intervention and inclusion.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Childhood Disabilities

15

- Defining disabilities
- Models of disability
- Classifying disabilities
- Social construction of disability
- Demography

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 1, pg 1-27

Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer (India) Pvt. Ltd., Chapter 9, pg 205-233

UNIT II: Common Childhood Disabilities

25

- Prevention of disabilities
- Identification, Assessment and etiology with reference to
 - Locomotor disability
 - Visual disability
 - Auditory and speech disability
 - Intellectual disability
 - Autism
 - Learning Disability

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 5, pg 102-150, Chapter 6, pg 151-177, Chapter 7, pg 178-200, Chapter 8, pg 201-230, Chapter 9, pg 231-260, Chapter 12, pg 310-334, Chapter 14, pg 363-385

Chopra, G., (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications. Chapter 1, pg 1-7, Chapter 2, pg, 8-21, Chapter 3, pg 22-26, Chapter 4, pg 27-32, Chapter 5, pg 33-45, Chapter 6, pg 46-58

Chopra, G., (2011). *Mother and child care: Promoting health, preventing disabilities*. New Delhi: Engage publications, Chapter 2, pg 3-13, Chapter 3, pg 14-29.

Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc., Chapter 6, pg 200-240, Chapter 7, pg 244-282, Chapter 10, pg 364-401, Chapter 11, pg 406-438, Chapter 12, pg 442- 478

UNIT III: Children with Disabilities and Society

20

- Families of children with disability
- Educational practices- Special education and inclusion

- Policy and laws – UNCRPD, RPwD

Chopra,G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications. Chp 1 pg 1-10, Chp 2 pg 11-19

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 2, pg 102-150

Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc., Chapter 1, pg 2-40, Chapter 2, pg 46-76

The Rights of Persons With Disabilities Act, 2016.<http://scpdodisha.nic.in/sites/default/files/Gazette%20Notification%20of%20PwD%20Act%202016.pdf>

COMPULSORY READING

- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer (India) Pvt. Ltd.
- Chopra,G., (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications
- Chopra,G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- Chopra,G., (2011). *Mother and child care: Promoting health, preventing disabilities*. New Delhi: Engage publications
- Mangal, S. K. (2007).*Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
- Sharma, N. (Ed) (2010). *The Social Ecology of Disability-Technical Series -3*, Lady Irwin College. Delhi:Academic Excellence
- Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc.

ADDITIONAL RESOURCES

- Jangira, N.K.(1997) "Special Educational Needs of Children and Young Adults: An Unfinished Agenda," *Education and Children with Special Needs: From Segregation to Inclusion*,Ed. Seamus Hegarty, MithuAlur, Thousand Oaks: Sage Publications Inc.
- Journal of Disabilities and Impairments
- Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
- Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. NY: Pearson.

- Werner, D. (Ed) (2018). *Disabled village children: A guide for community health workers, rehabilitation workers, and families*. United States of America: Hesperian Health Guides.

PRACTICAL	CONTENT	DURATION: 60 HRS (Credits 2)
<ul style="list-style-type: none"> ● Visits to organizations working with children with disabilities. ● Observations of Children with Disabilities/ Case profile of child with disability ● Interactions with persons with disability to know the challenges faced by them ● Generating awareness in community about disabilities ● Planning developmentally appropriate material for children with disabilities. ● Exploring audio-visual sources with reference to children with disabilities and their families. ● Select psychometric tests (Ravens Progressive Matrices, Portage, Tests for detecting Learning Disabilities, Disability Screening Schedule). 	<p>READINGS</p> <ul style="list-style-type: none"> ● Chopra, G., (2012). <i>Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide</i>. New Delhi: Engage publications. ● Sharma, N. (Ed)(2010). <i>The Social Ecology of Disability-Technical Series -3</i>Lady Irwin College. Delhi:Academic Excellence <p>TEACHING LEARNING PROCESSES</p> <ul style="list-style-type: none"> ● Class room lectures ● Audio- visual resources (films, documentaries) ● Workshops/ Talks ● Power point presentation ● Field visits ● Research and newspaper articles <p>ASSESSMENT METHODS</p> <ul style="list-style-type: none"> ● Test ● Classroom assignments ● Written assignments ● Long essay ● Power point presentations <p>KEYWORDS</p> <ul style="list-style-type: none"> ● Disabilities ● Detection and prevention ● Inclusion ● Special education 	

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- Laws

Facilitating the achievement of Course Learning Objectives

S.No.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	Students will know the various models and approaches to understand disabilities.	Classroom lectures Power-point presentation Discussions	Assignment Survey of views of general public
2.	Students will understand prevention and detection of disabilities.	Classroom lectures Audio- Video resources Power-point presentation	Quiz Test
3.	Students will acquire knowledge of etiology of disabilities.	Classroom lectures and discussions Presentations Tests like DSS, Portage Audio- Video resources Workshops	Presentations by students Assignments Questionnaire/ Interviews
4.	Students will learn simple skills of early intervention and inclusion.	Classroom lectures Discussions Presentations Audio- Video resources Workshops	Assignments Preparing teaching learning aids for CWD Documenting adaptations for CWD in inclusive set ups

*Assessment tasks listed here are indicative and may vary

COMPULSORY READING

- Bajpai,A.(2006). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- Bhasin, K. (2017).*Understanding Gender*, New Delhi: Raj Press.
- Chopra,G.(2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer
- Saikia,N.(2008).*Indian Women: A socio- legal perspective*. New Delhi: Serials Publication.

ADDITIONAL RESOURCES

- Bhasin, K. (2014).*Feminism and its Relevance in South Asia*. New Delhi: Raj Press.
- Bhasin, K. (2017).*Exploring Masculinity*. New Delhi: Raj Press.
- Bhasin, K. (2017).*What is Patriarchy?* New Delhi: Raj Press.
- Indian Journal of Social Work
- Kishwar,M.(1999). *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. New Delhi: Oxford University Press.
- Satyarthi, K.& Zutshi , B. (2006). *Globalization, Development and Child rights*. New Delhi: Shipra Publications.

PRACTICAL**CONTENT****DURATION: 60 HRS (Credits 2)**

- Understanding child rights and gender in diverse social groups through visits to relevant organizations.
- Interaction with children in difficult circumstances.
- Understanding gender realities in different social groups.
- Exploring the concept of child rights and gender through audio- visual sources and workshops.

READINGS**1. Films / Documentaries**

- Traffic Signal

Director: Madhur Bhandarkar

<https://www.youtube.com/watch?v=jlpIhqDQHWI>

- Laxmi

Director: Nagesh Kuknoor

<https://www.youtube.com/watch?v=leSh5GWJxFQ&t=1s>

- Unlimited girls

Director: Paromita Vohra

- Skin deep

Director: Reena Mohan

<https://www.youtube.com/watch?v=drB7LGbvCs>

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- Dor

Director: Nagesh Kaknoor

https://www.youtube.com/watch?v=DAG_T9nU6Tk

- Salaam Bombay

Director: Mira Nair

<https://www.youtube.com/watch?v=bvokHYSKre4>**2. Television/ Media**

- Ammu and Aman (Child Rights)

<https://www.youtube.com/watch?v=843lv5Ed29M>https://www.youtube.com/watch?v=8kd0uM_al2s<https://www.youtube.com/watch?v=veo2klo2LFk>https://www.youtube.com/watch?v=Ac1VPnvrp_A<https://www.youtube.com/watch?v=oo5Z2705Cn4>

- Satyamev Jayate

<https://www.youtube.com/watch?v=u1vASMbEEQc><https://www.youtube.com/watch?v=vup4wbRFE4U><https://www.youtube.com/watch?v=o8dgY8aqGnA>https://www.youtube.com/watch?v=nUvM4XjT_vk<https://www.youtube.com/watch?v=pxa7GBVetZA>

- Ted Talk

<https://www.youtube.com/watch?v=laBJF5AxVgY><https://www.youtube.com/watch?v=laBJF5AxVgY><https://www.youtube.com/watch?v=uKpHtbP8OUI><https://www.youtube.com/watch?v=M74FoRd-0o><https://www.youtube.com/watch?v=6oOevLDtPJo>**TEACHING LEARNING PROCESS**

- Class room lectures
- Audio- visual resources : films, documentaries etc
- Workshops/ Talks
- Power point presentations
- Field visits
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Child Rights
- Children in Difficult Circumstances

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- Gender
- Gender Empowerment

Facilitating the achievement of Course Learning Objectives

Unit	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Will develop an understanding of rights of children in India.	Classroom lecture and powerpoint presentations	Written assignment
2	Will gain insights about the status of children in difficult circumstances.	Use of audio visual resources , classroom lecture on children in difficult circumstances	Written assignment
3	Will develop an understanding of biological, social and cultural determinants of sex and gender	Classroom lecture and discussion	Group presentation and written assignment
4	Will gain knowledge of key issues and concerns of girl child and women in India.	Discussion and Classroom lecture	Group presentation by students

*Assessment tasks listed here are indicative and may vary

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, Communication systems, strategic communication

Facilitating the achievement of Course Learning Objectives:

Unit No.	Course Learning Outcomes	Teaching Learning Activities	Assessment Tools
1	Understand the concept and approaches of Behaviour Change Communication (BCC).	Presentation, video lectures , discussion on Meaning, purpose and types of Advocacy, Tools, techniques and approaches to advocacy, Elements and steps of an advocacy strategy, Planning advocacy campaigns for different stakeholders	Class participation in discussion, Quiz games
2	Insights into the inter-linkages between communication approaches and behaviour change.	Presentation, video lectures , discussion on Meaning Concept and relevance of BCC, Differences between BCC and Advocacy, Approaches and theories of BCC, BCC- Strategy design and implementation., Appraisal of communication action plan for BCC	Assignment, evaluation of BCC campaign design
3	Learn the concepts and processes of advocacy for development and social change	Videos, Case Studies, Presentations & Discussion on Concept and relevance of BCC, Differences between BCC and Advocacy, Approaches and	Quiz and group presentations

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		theories of BCC, BCC- Strategy design and implementation., Appraisal of communication action plan for BCC	
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*Assessment tasks listed here are indicative and may vary

ADDITIONAL RESOURCES

- Journal of Developmental Psychology
- Rutter, M. and Rutter, M. (1992). *Developing Minds. Challenge and continuity across the lifespan*. London: Penguin

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Methods of child study and their use:
 - Interview
 - Observations
 - Checklist
- Plan and develop activities to facilitate development in different domains
- Use of secondary sources to understand the depiction of children
- Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT)

READINGS

- Singh, A. (Ed.) 2015. *Foundations of Human Development*. New Delhi: Tata McGraw- Hill.

29

- Bee, H. (1995). *The Developing Child*. Harper Collins.

TEACHING LEARNING PROCESS

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Field visits
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEY WORDS

- Human development
- Pregnancy, conception and prenatal period
- Cultural practices
- Neonate, infancy, preschool and middle childhood years

Facilitating the achievement of Course Learning Objectives

S. No.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	<ul style="list-style-type: none"> • The student will be able to develop an understanding about the discipline of Life span development. 	Classroom lectures Power-point presentation Discussions	Assignment
2.	<ul style="list-style-type: none"> • The student will acquire a detailed understanding of developmental milestones and domains from conception to middle childhood. 	Classroom lectures Audio- Video resources Power-point presentation	Worksheet Activity planning for specific domains Multiple choice questions
3.	<ul style="list-style-type: none"> • The student will be able to understand the salient features of child development 	Classroom lectures Discussions	Short presentations by students Assignments

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	by developing skills of using the various methods of primary and secondary data collection.	Developing tools Audio- Video resources Psychometric Tests	Pamphlet/Poster making
4.	The student will gain insight on depiction of children through use of secondary resources	Power-point presentation Observations Interviews Audio-visual resources	Research, followed by discussion Mapping the day of a child

*Assessment tasks listed here are indicative and may vary

CC HP 302: LIFE SPAN DEVELOPMENT II
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To learn about the various changes that takes place in different domains of development during adolescence, young, middle and late adulthood
- To learn about different techniques, tools of data collection and psychometric measurement

COURSE LEARNING OUTCOMES

- The students will learn about the various changes that takes place in different domains of development during adolescence.
- The students will learn about the diverse changes that they experienced in different development domains during young adulthood.
- They will acquire an understanding about the various transformations that takes place in different domains of development during middle and late adulthood.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Introduction to Adolescence

24

- Definition and theoretical perspective
- Physical and physiological changes
- Cognitive and language development
- Socio-emotional and moral development

Berk, L.E. (2007). *Development through the lifespan*. Delhi: Pearson Education. Chapter 11, pg 360-399, Chapter 12, pg 400-428

Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*. McGraw Hill Education. Chapter 11, Chapter 12

Santrock, J.W. (2007). *A Topical Approach to Lifespan Development*. New Delhi: Tata McGraw-Hill. Chapter 11, pg 350-379, Chapter 12, pg 380-411

UNIT II: Young Adulthood

18

- Transition from adolescence to adulthood
- Developmental tasks of adulthood
- Socio-emotional development: Relationships, Marriage and Parenting
- Cognition and creativity: Work, Vocation and leisure

Berk, L.E. (2007). *Development through the lifespan*. Delhi: Pearson Education. Chapter 13, pg 430- 461, Chapter 14, pg 462-498

Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*. McGraw Hill Education. Chapter 13, Chapter 14

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Santrock, J.W. (2007). *A Topical Approach to Lifespan Development*. New Delhi: Tata McGraw-Hill. Chapter 13, pg 414- 443, Chapter 14, pg 444-470

UNIT III: Middle and Late Adulthood 18

- Developmental tasks of middle and late adulthood
- Physical and physiological changes and aging
- Diversity in roles and relationships
- Parenting and grand parenting growing children
- Cultural perspective on aging and death

Berk, L.E. (2007). *Development through the lifespan*. Delhi: Pearson Education. Chapter 15, pg 500- 528, Chapter 16, pg 530-560, Chapter 17, pg 562-600, Chapter 18, pg 602-636, Chapter 19, pg 638 onwards

Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*. McGraw Hill Education. Chapter 15, Chapter 16, Chapter 17, Chapter 18, Chapter 19

Santrock, J.W. (2007). *A Topical Approach to Lifespan Development*. New Delhi: Tata McGraw-Hill. Chapter 15, pg 474-500, Chapter 16, pg 501-527, Chapter 17, pg 528-559, Chapter 19, pg 592-617, Chapter 20, pg 618-642

COMPULSORY READING

- Berk, L. E. (2007). *Development through the Lifespan*. Delhi, Pearson Education
- Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*, McGraw-Hill Education
- Rice, F. P. (1998). *Human Development: A lifespan approach*. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill.
- Singh, A. (Ed). (2015). *Foundations of Human Development: A Life Span Approach*. New Delhi: Orient Black Swan.

ADDITIONAL RESOURCES

- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: A Student's Handbook*. Psychology Press.
- Hurlock, E. B. (1973). *Adolescent Development*. Mc Graw -Hill Education.
- Journal of Developmental Psychology
- Lefrancois, G.R. (1996). *The Lifespan*. Wadsworth Publishing Company.
- Rutter, M. and Rutter, M. (1992). *Developing Minds. Challenge and continuity across the life span*. London: Penguin.
- Tennant, M. and Pogson, P. (1995) *Learning and Change in the Adult Year*, San Francisco: Jossey-Bass.

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PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Methods of study and their use: - Reviewing Interview and Observation -Questionnaire - Case study - Sociometry
- Case profile to study adolescence/ young adulthood/ late adulthood
- Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
- Psychological tests: Thematic Apperception Test (TAT), WAIS (Wechsler Adult Intelligence Scale), Test assessing SELF CONCEPT

READINGS

- Berk, L. E. (2007). *Development through the Lifespan*. Delhi, Pearson Education
- Santrock, J. W. (2007). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill.
- Sharma, N. (2009). *Understanding Adolescence*. National Book Trust, India.
- Singh, A. (Ed). (2015). *Foundations of Human Development: A Life Span Approach*. New Delhi: Orient Black Swan.

TEACHING LEARNING PROCESS

- Power point presentations
- Lecture methods
- Audio Visual methods

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Physical and physiological development
- Social and emotional development
- Cognitive, language and moral development
- Developmental tasks
- Adolescence, young, middle and late adulthood

Facilitating the achievement of Course Learning Objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tools
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1	The students will learn about the various changes that takes place in different domains of development during adolescence	Class room lecture and powerpoint presentation	Multiple Choice Question/ Subjective Test, Open Book Test.
2	The students will learn about the diverse changes that they experienced in different development domains during young adulthood	Use of audio/video resources available online, Discussion and lecture method	Group discussion based on their understanding of adulthood and young adulthood, project on the experiences of young adults on the challenges they face in their life.
3	They will acquire an understanding about the various transformations that takes place in different domains of development during middle and late adulthood	Lecture and interactive classes, powerpoint presentation, pictorial representation	Assignment, Short presentations by students in group, discussion, class test

*Assessment tasks listed here are indicative and may vary

**CC HP 101: COMMUNICATION AND EXTENSION
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To develop the understanding of scope and concepts of human communication.
- To gain insight the elements, models and process of communication
- To appraise the process of effective communication.
- To learn the concept of extension, its philosophy, principles and scope.

COURSE LEARNING OUTCOMES

- Develop understanding of scope and concepts of human communication.
- Comprehend the elements and process of effective communication.
- Grasp understanding about various communication methods and materials.
- Learn the concept of extension, its philosophy, principles and scope.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Communication: Concepts 18

- Historical background, concept and nature
 - Functions of Communication
 - Types of Communication –Levels of communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Digital and non-digital Communication
 - Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organizations, Media Organizations, Advertising and Public relations
 - Scope of Communication for Social Change
- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 1, 2. Pg 3-41.
- Devito, J. (1998). *Human Communication*. New York: Harper & Row. Chapter 1. Page 2-26.

UNIT II: Understanding Human Communication 20

- Culture and communication- Signs, symbols and codes in communication
 - Postulates/Principles of Communication
 - Elements of Communication and their characteristics
 - Models of Communication
 - Barriers in Communication
- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 1, 3, 4 & 5. Pg 3-19, 42-92.

UNIT III: Communicating Effectively 8

- Concept, nature and relevance for communication process:
- Empathy
 - Persuasion

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- Perception
 - Listening
- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 6, 7. Pg 93-118.
- Devito, J. (1998). *Human Communication*. New York: Harper & Row. Chapter 18. 400-425

UNIT IV: Communication for Extension 14

- Concept, nature and philosophy of Extension
 - Principles of Extension
 - Extension worker: Role, responsibilities and qualities
 - Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope, Edgar Dale's Cone of Experience
 - Relationship between, Communication, Extension and Development
 - Scope of C4D
- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 8. 119-144.
- Bhatnagar, O.P & Dhama, O.P. (2009). *Education And Communication For Development* 2ed. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306. Chapter 1-6, 31. Page 3-106, 398-409.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Developing skills in planning and conducting small group communication.
- Review of media on selected issues
- Design and use of graphic media

COMPULSORY READING

- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254
- Bhatnagar, O.P & Dhama, O.P. (2009). *Education And Communication For Development* 2ed. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306
- Devito, J. (1998). *Human Communication*. New York: Harper & Row.

ADDITIONAL RESOURCES

- Barker, L. (1990). *“Communication”*. New Jersey: Prentice Hall, Inc; 171.
- Patri, V. R. and Patri, N. (2002); *Essentials of Communication*. Greenspan Publications.

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Quiz, and Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments

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- End semester exams for theory and practical
 - Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, Human Communication, Process of Communication, Culture and Communication

Facilitating the achievement of Course Learning Objectives

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Develop understanding of scope and concepts of human communication.	Classroom discussions, presentation , videos on Historical background, concept and nature, Functions of Communication, Types of Communication –Levels of communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Digital and non-digital Communication, Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organizations, Media Organizations, Advertising and Public relations, Scope of Communication for Social Change	Objective test, mind mapping, Video recording of participation in group discussions followed by reflection and lessons to be learnt
2	Comprehend the elements and process of effective communication.	Presentations, discussions on Culture and communication- Signs, symbols and codes in communication, Postulates/Principles of Communication, Elements of Communication and their characteristics, Models of	Presentations, analysis of videos and class test

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		Communication, Barriers in Communication	
3	Grasp understanding about various communication methods and materials.	Presentations, group discussion on Concept, nature and relevance for communication process of Empathy, Persuasion, Perception, Listening, Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope, Edgar Dale's Cone of Experience	Assignments, quiz/open book test
4	Learn the concept of extension, its philosophy, principles and scope.	Interactive lectures, discussion and field visit on Concept, nature and philosophy of Extension, Principles of Extension Extension worker: Role, responsibilities and qualities, Relationship between, Communication, Extension and Development, Scope of C4D	Assignment, quiz and field visit report

*Assessment tasks listed here are indicative and may vary

**DSE HP 3B: EXTENSION MANAGEMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To learn about concept and scope of extension in national development.
- To understand the principles and process of program design and management.
- To develop skills for using participatory approaches in programme management.
- To develop sound knowledge for various development schemes and programs

COURSE LEARNING OUTCOMES

- Learn about concept and scope of extension in national development.
- Understand the principles and process of program design and management.
- Develop skills for using participatory approaches in programme management.
- Develop sound knowledge for various development schemes and programs

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Extension: Concept and principles	15
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- Extension: concept, goals, philosophy, history and scope
- Types of extension and approaches to Extension
- Principles of Andragogy
- Principles of extension
- Relationship between communication and extension - role of extension in development
Bhatnagar. O.P & Dahama, O.P. (2009). *Education And Communication For Development 2ed.* New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306. Chapter – 1-6
- Ray G.L., (2015), *Extension, Communication and Management*, Paperback book publishing, Chapter 1, 2 & 3

UNIT II: Participation, Leadership and Methods of Extension	15
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- Stakeholders in development
- People's participation and social mobilization in development, levels of participation
- Participatory Learning and Action –concept, principles, classification of tools and techniques
- Leadership in extension-functions, types of leaders and leadership styles
- Diffusion of innovation and adoption- concept, theory and application
- Methods of community contact in Extension - classification, characteristics and selection
Bhatnagar. O.P & Dahama, O.P. (2009). *Education And Communication For Development 2ed.*

81

New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306. Chapter – 31-36
Kumar, S. (2002). *Methods for community participation: a complete guide for practitioners.*
New Delhi: Vistaar Publications. ISBN:8178290723, Chapter – 1,2, 3 & 4
Mikkelsen, Britha, (2002). *Methods for Development Work and Research.*New Delhi: Sage
Publications. Chapter 2, 3 & 7

UNIT III: Programme Management	15
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- Project cycle- goals, objectives, indicators, outputs and outcomes
- Principles of extension program management
- Models of extension program management
- Difference between monitoring and evaluation, participatory monitoring and evaluation
Sandhu, A S. (2018). *Extension Programme Planning.*New Delhi: Oxford and IBH Publishers.
ISBN: 9788120409118, Chapter – 1, 2 & 3.

UNIT IV: Development Programmes	15
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- Development issues and goals- national and international perspectives, Sustainable Development Goals
- Contemporary National Development Programmes (related to education, employment, income, health and nutrition, digitalization and women) – objectives, target groups, salient features, monitoring and evaluation, outcomes and communication support.
O.P & Dahama, O.P. (2009). *Education And Communication For Development 2ed.* New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306.Chapter 41, 42 & 43

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Analysis of development programmes
- Evaluate strategies used by development agencies for implementation of development programmes
- Develop skills in planning and using individual and small group methods in extension

COMPULSORY READING

- Bhatnagar, O.P & Dahama, O.P. (2009). *Education And Communication For Development 2ed.* New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306
- Ray G.L., (2015), *Extension, Communication and Management*, Paperback book publishing
- Sandhu, A S. (2018). *Extension Programme Planning.* New Delhi: Oxford and IBH Publishers. ISBN: 9788120409118

ADDITIONAL RESOURCES

- Dale R, (2004). *Evaluating Development Programmes and Projects.* New Delhi: Sage Publications

82

- Kumar & Hansra, (1997) *Extension Education for Human Resource Development.* New Delhi: Concept Publishers.
- Mikkelsen, Britha, (2002). *Methods for Development Work and Research.* New Delhi: Sage Publications

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Development Communication, Extension, SBCC, participation, Extension methods, Development Programmes, Sustainable Development Programmes

Facilitating the achievement of Course Learning Objectives

Unit No.	Course Learning Outcomes	Teaching Learning Activities	Assessment Tools
UNIT I	Learn about concept and scope of extension in national development	Extension: Concept and principles · Extension: concept, goals, philosophy, history and scope · Types of extension and approaches to Extension · Principles of Andragogy · Principles of extension · Relationship between communication and extension - role of extension in development	Quiz, Test, MCQs
Unit II	Develop skills for using participatory approaches in programme management	Participation, Leadership and Methods of Extension · Stakeholders in development · People's participation and social mobilization in development, levels of participation · Participatory Learning and Action – concept, principles, classification of tools	Group presentations on PLA Techniques, MCQs

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		<p>and techniques</p> <ul style="list-style-type: none"> · Leadership in extension-functions, types of leaders and leadership styles · Diffusion of innovation and adoption-concept, theory and application · Methods of community contact in Extension - classification, characteristics and selection 	
Unit III	Understand the principles and process of program design and management	<p>Programme Management</p> <ul style="list-style-type: none"> · Project cycle- goals, objectives, indicators, outputs and outcomes · Principles of extension program management · Models of extension program management · Difference between monitoring and evaluation, participatory monitoring and evaluation 	Quiz, Test, MCQs
	Develop sound knowledge for various development schemes and programs	<p>Development Programmes</p> <ul style="list-style-type: none"> · Development issues and goals- national and international perspectives, Sustainable Development Goals · Contemporary National Development Programmes (related to education, employment, income, health and nutrition, digitalization and women) – objectives, target groups, salient features, monitoring and evaluation, outcomes and communication support. 	Group presentations on development programmes

*Assessment tasks listed here are indicative and may vary

GE HH 07: CARE AND WELL-BEING IN HUMAN DEVELOPMENT
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To enable students to understand the concept of care and well-being and its influences in the contemporary social world across the life span.
- To help students demonstrate skills to promote well-being of self and individuals in society.
- To enable students to gain knowledge of programmes and policy initiatives on care and wellbeing in India

COURSE LEARNING OUTCOMES

- The student will develop an understanding of the concept and dimensions of care and well-being of individuals in the contemporary social world.
- The students will acquire knowledge of the various influences on care and well being across human lifespan.
- The student will build capacity to promote well being of self and society at large.
- The student will be familiar with program and policy initiatives on care and wellbeing in India

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Care and Human Development

15

- Definition, concepts & relevance of care

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- Vulnerable periods in life that require care
 - Principles & components of care
- Daaleman, Timothy & Helton, Margaret (2018). *Chronic Illness Care: Principles and Practice*: Springer. (Chapters 9- 12 & Chapters 21-27)
- NICHHD Early Child Care Research Network. (2005). *Child Care and Child Development: Results From the NICHD Study of Early Child Care*. New York: Guildford Press. (Chapters 2-6)

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UNIT II: Well-being and Human Development

- Concept and theoretical notions of well-being-- physical, psychological, spiritual
 - Types of well being- Emotional, physical, social, workplace, societal, subjective well being
 - Life crises and well-being indicators
 - Factors & experiences that promote well-being
 - Life skills for building self and greater societal well being
- IGNOU. (2011). *Positive psychology-2, MCFT-006 Applied social Psychology*. New Delhi: IGNOU. All chapters
- Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press. Chapters 1-7

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UNIT III: Influences on care and well-being across life span (micro and macro context)

- Childhood years
 - Adolescence
 - Adulthood and old age
 - Well-being of caregivers
 - Socio-political-environmental events influencing well-being- wars, natural disasters, civil movements etc.
 - Crisis and stress management
- Markin, L. (2013). *Health and Well-Being across Life Course*. Sage Publication, Inc. Chapter 2-7
- Santrock, J.W. (2007). *Life Span Development (3rd ed.)*. New Delhi:

UNIT IV: Policies, Services & Programs for care and well-being in India

- Salient features and types of care and well-being programmes
- Personal and life skill development programmes
- Education, employment and ability training programmes

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- Nutrition & health programmes
 - Counselling, meditation & yoga programmes
- Asumadu-Sarkodie, Samuel. (2012). Nutritional Problems and Intervention Strategies in India. (All Chapters)
- Chao, R.C. (2015). Counseling Psychology: An Integrated Positive Psychological Approach. (Chapter 1-4)
- Institute of Public Health in Ireland and the Centre for Effective Services (2016) Improving Health and Wellbeing Outcomes in the Early Years: Research and Practice Dublin: Institute of Public Health in Ireland and the Centre for Effective Services. (All Chapters).
- Kammerman, S.B., Phipps, S., Ben-Arieh, A. (2010). From Child Welfare to Child Well-Being. Springer Publication. (Chapter 2, 5, 7, 12, 23)

COMPULSORY READING

- Santrock, J.W. (2007). *Life Span Development (3rd ed.)*. New Delhi: Tata McGraw-Hill.
- Singhi, P.(1999). *Child health & well-being: Psychosocial care within & beyond hospital walls*. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.

ADDITIONAL RESOURCES

- IGNOU. (2011). *Positive psychology-2, MCFT-006 Applied social Psychology*. New Delhi: IGNOU.
- Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- Sriram, R. (2004). *Ensuring infant and maternal health in India*. In J. Pattnaik (Ed.). *Childhood in South Asia: A critical look at issues, policies and programs*. Conn.USA: Information Age.

- Use of various tools to understand care needs at different stages- childhood, adolescence, adulthood : Interview, Observation, Movies and Documentaries
- Lectures/ Talks/workshops on- Self care and well-being, Counselling & Yoga/meditation
- Visit to a senior citizen home/child care institution to study care and well-being
- Psychometric tests- Well-being scale, Self-concept tests, Subjective well-being scale (WHO), any 2 personality tests
- Review research papers on care and well-being in Indian context

REFERENCES

- IGNOU. (2011). *Positive psychology-2, MCFT-006 Applied social Psychology*. New Delhi: IGNOU.

TEACHING AND LEARNING PROCESSES

- Lectures
- Videos/documentaries
- Power point presentations
- Field visits

ASSESSMENT METHODS

- Test
- Classroom assignments
- Long essay

KEYWORDS

- Human Development and Childhood Studies
- Care
- Well being
- Holistic development
- Policies on care and well being
- Child Development

Facilitating the achievement of course learning objectives

S. no.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The student will develop an understanding of the concept and dimensions of care and well-being of individuals in the contemporary social world.	Classroom lectures Power-point presentation Worksheet Role play	Multiple choice question quiz Assignment on concept of well being
2.	The students will acquire knowledge of the various influences on care and well-being across human lifespan.	Classroom lectures Audio- Video resources	Worksheets Classroom discussions
3.	The student will build capacity to promote well-being of self and society at large.	Classroom lectures & Discussions Presentations Role play/ demonstrations	Short presentations by students Worksheets

4.	The student will be familiar with program and policy initiatives on care and wellbeing in India.	Power-point presentation Lecture and classroom discussion on policies	Worksheets MCQ
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* Assessment tasks listed here are indicative and may vary

**SEC HH 04: SELF-DEVELOPMENT AND WELLBEING
(CREDITS: PRACTICAL-4)**

COURSE OBJECTIVES

- To enable students to understand the concept of selfhood and parameters of well-being in the contemporary Indian context
- To help students demonstrate skills in developing and using culturally appropriate methods to promote well-being

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COURSE LEARNING OUTCOMES

- Develop an understanding of selfhood and be able to define parameters of wellbeing.
- Acquire skills in developing and using culturally appropriate methods to promote wellbeing.
- Be able to introspect as well as investigate the concept of selfhood in the contemporary everyday Indian context.

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I: Components of self and wellbeing

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- Understanding the self – Theatre approach, Art, Literature
 - Interview of two adolescents –1 male, 1female, about his/her sense of self
 - An exercise in self-reflection from early childhood to adolescence
 - Organize small group discussions to arrive at indicators of sense of well-being
- Kakar, S. (1978). The inner world. Delhi: Oxford University Press. (Chapter 6: Conclusion: Childhood and Social Change)
- Rice, F. P. (2007). The Adolescent: Development, Relationship and Culture. (Chapter 1: Adolescents in social context , Chapter 8: Self-concept, identity, ethnicity and gender)

UNIT II: Methods to study self and wellbeing

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- Case profile of an adolescent using multiple methods
 - Learning about assessment of well-being using a standardized test Analysing images in media to understand the self
 - Diagrammatic representation of the self
 - Narrative analysis: self and others; biographies and autobiographies
 - Subjective and objective scales of measuring wellbeing
- Kakar, S. and Kakar, K. (2007). The Indian: The portraits of a people. London: Penguin/Viking. (Chapter 1: The hierarchical man: page 13- Indian culture and authority; Chapter 3: Indian women: Traditional and modern: pages 52-70)
- Santrock, J. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill. (Chapter 4: Socioemotional processes and development)

UNIT III: Activities to promote wellbeing

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- Workshop on self-development
 - Basics of counselling, visit to a counselling centre
 - Selected exercises to promote wellbeing: Music, dance, literature, poetry, art, yoga, meditation, play, and theatre
- Film: An Education (https://en.m.wikipedia.org/wiki/An_Education)
- Getting stuck in the negatives (and how to get unstuck)|Alison Ledgerwood|TEDxUCDavis (<https://youtu.be/7XFLTDQ4Jmk>)
- Happiness is all in your mind: Gen Kelsang Nyema at TEDxGreenville2014 (<https://youtu.be/xnLoToJVQH4>)

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How to multiply your time|Rory Vaden|TEDxDouglasville (<https://youtu.be/v2X7c9TUQJ8>)

<https://www.ted.com/talk> :

Living in flow-the secret of happiness with Mihaly Csikszentmihalyi (<https://youtu.be/TzPky5Xe1-s>)

Synder, C.R., Lopez, S.J., Pedrotti, J.T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage. (Chapter 4: Classifications and measures of human strengths and positive outcomes -page 51; Chapter 5: Developing strengths and living well in a cultural context- page 99; Chapter 8: Making the most of emotional experiences: emotion focused coping, emotional intelligence, socioemotional selectivity and emotional story telling- page 149)

The art of being yourself|Caroline McHugh|TEDxMiltonKeynesWomen (<https://youtu.be/veEQQ-N9xWU>)

Victory beyond the mountain|IAS officer|Tina Dabi|TEDxHamsrajCollege (<https://youtu.be/md4wAygDEw>)

COMPULSORY READING

- <https://www.ted.com/talk>
- Kakar, S. (1978). *The inner world*. Delhi: Oxford University Press.
- Kakar, S. and Kakar, K. (2007). *The Indian: The portraits of a people*. London: Penguin/Viking.
- Rice, F. P. (2007). *Adolescent: Development, Relationship and Culture*.
- Santrock, J. (2010). *Life Span Development: A Topical Approach*, New Delhi: Tata McGraw Hill.

ADDITIONAL RESOURCES

- Synder, C.R., Lopez, S.J., Pedrotti, J.T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

TEACHING LEARNING PROCESS

Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

ASSESSMENT METHODS

For each 4 period practical there will be:

10 marks for attendance

10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).

Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

KEY WORDS

- Self
- Selfhood
- Self-Development
- Wellbeing
- Counselling

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Develop an understanding of selfhood and be able to define parameters of wellbeing	Introspection, Discussion, reference work, Ted talks and lectures and planned worksheets for self-reflection	Assignment on diagrammatic/creative representations of self, emotions and processes of wellbeing identified by the student
2.	Acquire skills in developing and using culturally appropriate methods to promote wellbeing	Case studies, narratives, standardized tests and scales to assess wellbeing	Designing and processing case study using multiple methods of exploration and assessment of wellbeing in identified/selected contexts
3.	Be able to introspect as well as investigate the concept of selfhood in the contemporary everyday Indian context	Workshop on self-development and counselling, visit to guidance and counselling centre, and wellbeing exercises using music, dance, literature, poetry, art, yoga, meditation, and films	Report of workshop and visit, mock counselling sessions organized by student, workshop by students using creative processes to promote wellbeing, review of contemporary Indian film reflecting topical issues related to selfhood and wellbeing

*Assessment tasks listed here are indicative and may vary

DSE HH 15: GENDER, MEDIA AND SOCIETY
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To sensitize students about the gender dynamics in societies and its impact on development.
- To make students appreciate the desired role of media in promoting Gender equity.

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COURSE LEARNING OUTCOMES

- Examine the concept of gender and socio-cultural practices impacting the social construction of gender.
- Understand the relationship between gender equity and differentials in gender and development indicators.
- Appreciate the dimensions, theories and approaches of women empowerment.
- Critique the role of media in promoting gender equity.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Social construction of Gender 15

- Concept of gender and differences between sex and gender
- Patriarchal social order and status of women
- Socio Cultural practices influencing girls and women
- Shifts in Status of women – historical and contemporary perspectives
- Gender & Sexuality

Bhasin, Kamla (2000). *Understanding Gender*. New Delhi. Kaali for Women. Pg 1-86

UNIT II: Gender and Development 20

- Concept of Gender and Development – Indicators of human and gender development
- Approaches to women's participation in development
- Status, issues and challenges in context to violence against women-Life Cycle Approach
- Gender differentials: Women and health, nutrition and education
- Invisibility of women's work and economic participation
- Dimensions of Women Empowerment- Economic and Political

Goel, A, Kaur, A and Sultana, A (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep& Deep Publishers. Chapter-1, pg 1-34

Sohoni, K Neeraja, (1994), *Status of Girls in Development Strategies*, New Delhi, Har-Anand Publications. Chapter- 1,5, 6,7,8, pg 1-12,59-120

UNIT III: Gender and Media 15

- Social construction of gender reality by contemporary media
- Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative
- Mainstream media and gender – Portrayal and Representation
- Representation of women in media in political, cultural and social landscape
- Gender and ICTs – Case studies

Ghadially, R (2007). *Urban Women in Contemporary India*. . New Delhi: Sage Publications. Chapter-9,10,11,12, pg 137-183

- Legal provision for women's rights

- Human rights and Right to development
 - Framework for gender responsive media and gender mainstreaming
 - Gender and media ethics – - News reporting
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep. Chapter – 1,2,3, pg – 3-116

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Analysis of gender differentials using development indicator
- Gender based analysis of media with special reference to portrayal of women.
- Case studies for programmes and campaign for women's development.

COMPULSORY READING

- Bhasin, Kamla (2000). *Understanding Gender*. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neeraja, (1994), *Status of Girls in Development Strategies*, New Delhi, Har-Anand Publications.

ADDITIONAL RESOURCES

- Beauvoir, S. (2015). *The Second Sex*. London: Vintage Books.
- Chattopadhyay, S (2018). *Gender Socialization and the Making of Gender in the Indian Context*. New Delhi: Sage Publications.
- Dube, L. (2001) *Anthropological Explorations in Gender-Intersecting Fields*. New Delhi: Sage Publications.
- Ghadially, R (1989). *Women in India Society: A Reader*. New Delhi: Sage Publications.
- Ghadially, R (2007). *Urban Women in Contemporary India*. . New Delhi: sage Publications
- Goel, A. (2004) *Education & Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep
- Kishwar, M. (1994) *Off the Beaten Track – Rethinking Gender Justice for Indian Women*. Mumbai: Oxford University Press.
- Krishna, S. (Ed) (2003) *Livelihood and Gender Equality in Community Resource Management*. New Delhi: Sage Publications

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games, Quiz etc.

ASSESSMENT METHODS

- As per University of Delhi norms

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- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Development Communication, Gender, Gender Equity, Women & Media, Women Empowerment.

Facilitating the achievement of Course Learning Objectives

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Examine the concept of gender and socio-cultural practices impacting the social construction of gender.	Classroom discussions, presentation , film for understanding the Concept of gender and differences between sex and gender, patriarchal social order and status of women , socio cultural practices influencing girls and women, shifts in Status of women – historical and contemporary perspectives	Quiz, film analysis, essay writing
2	Understand the relationship between gender equity and differentials in gender and development indicators	Interactive lectures, videos, group discussions on Indicators of human and gender development , Status, issues and challenges in context to violence against women-Life Cycle Approach Gender differentials: Women and health, nutrition and education, Invisibility of women's work and economic participation, Dimensions of Women Empowerment- Economic and Political	Group presentations, class test, quiz

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3	Critique the role of media in promoting gender equity.	Presentations/ videos/films and group discussions on Social construction of gender reality by contemporary media, Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative, Mainstream media and gender – Portrayal and Representation , Representation of women in media in political, cultural and social landscape	Field visit report, film review, quiz
4	Appreciate the dimensions, theories and approaches of women empowerment	Presentations/ agency visits on Legal provision for women"s rights , Human rights and Right to development, Framework for gender responsive media and gender mainstreaming	Assignments, quiz/open book test, agency visit reports

*Assessment tasks listed here are indicative and may vary

GE HH 06: CHILD RIGHTS AND SOCIAL ACTION
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To understand the meaning of child rights and rights based approach to providing services and programmes for children
- To sketch a demographic profile of the child in India and to identify groups of children who are in need of care and protection
- To acquire knowledge of constitutional and legal provisions in India for care and protection of the children.

COURSE LEARNING OUTCOMES

- Students will understand rights based approach for providing protection and care to the child.
- Students will know about the vulnerable groups of children in India.
- Students will learn about constitutional and legal provisions provided by the state for the child in India.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Child Rights 20

- Definitions of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc.
- Situational analysis of child in India

Bajpai, A. (2006). Child Rights in India: Law, policy and practice. New Delhi: Oxford University Press. Chapter 1.

Census. <http://censusindia.gov.in/>

Chopra, G. (2015). Child Rights in India: Challenges and Social Action. New Delhi: Springer. Chapter 1, Chapter 2.

UNIT II: Vulnerable Groups: Causes and Consequences 20

- Street and working, destitute, homeless, institutionalized children
- Victims of child-trafficking and child abuse
- Children in conflict with **law**
- Children with chronic illness, disabilities, in conflict zones and affected by disasters

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Bajpai, A. (2006). Child Rights in India: Law, policy and practice. New Delhi: Oxford University Press. Chapter 4, Chapter 5, Chapter 6.

Chopra, G. (2015). Child Rights in India: Challenges and Social Action. New Delhi: Springer. Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9.

Ministry of Women and Child Development, Government of India. (n.d.). *Sub group report Child protection in the Eleventh Five Year Plan (2007- 2012)*. Retrieved from <http://wcd.nic.in/wgchilprotection.pdf>

UNIT III: Framework for Social Action 20

- Constitutional provisions in India
- National policies, programs and laws for children
- UNCRC, NCPCR
- Role of family, community, state & child herself in protecting rights

Bajpai, A. (2006). Child Rights in India: Law, policy and practice. New Delhi: Oxford University Press. Chapter 7, Chapter 8.

Chopra, G. (2015). Child Rights in India: Challenges and Social Action. New Delhi: Springer. Chapter 1, Chapter 2.

The gazette of India. The Child Labour (Prohibition and Regulation) Amendment Act, 2016. [http://uphome.gov.in/writereaddata/Portal/Images/The-Child-Labour\(Prohibition and Regulation\)Amendment-Act,2015.pdf](http://uphome.gov.in/writereaddata/Portal/Images/The-Child-Labour(Prohibition and Regulation)Amendment-Act,2015.pdf)

The Juvenile Justice (Care and Protection of Children) Act, 2015. <http://cara.nic.in/PDF/JJ%20act%202015.pdf>

The National Policy for Children. <https://childlineindia.org.in/pdf/The-National-Policy-for-Children-2013.pdf>

The protection of children from sexual offences act 2012. <https://wed.nic.in/sites/default/files/childprotection31072012.pdf>

COMPULSORY READING

- Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press.
- Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.

ADDITIONAL RESOURCES

- Bhargava, V. (2005). *Adoption in India: Policies and experiences*. New Delhi: Sage.
- Virani, P. (2000). *Bitter chocolate: Child Sexual abuse in India*. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). *Born unfree: Child labour, Education, and the state in India*. New Delhi: Oxford University Press.

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PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Visits to institutions working for vulnerable children.
- Exploring and analysis of child rights issues through audio-visual sources and workshops.
- Interaction with children in difficult circumstances.
- Case profile of a child in difficult circumstances.
- Programme planning.

REFERENCES

- Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press.

TEACHING LEARNING PROCESS

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Film making
- Field visits
- Internship
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Long essay

KEYWORDS

- Child rights
- Child protection

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
UNIT I	<ul style="list-style-type: none"> Students will understand rights based approach for providing protection and care to the child. To sketch a demographic profile of 	Classroom lectures and discussions Discussion on key concepts related to child rights	Quiz Survey on awareness about Child Rights

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	the child in India		
UNIT II	Students will know about the vulnerable groups of children in India.	Use of audio visual resources (films, documentaries) to gain an insight into lives of children in difficult circumstances Classroom discussion Workshop/talks	PPT presentation Assignment on documenting learnings from movies/documentaries Survey on living conditions of street children/working children
UNIT III	Students will know about constitutional provisions provided by the state for the child in India.	Classroom lectures Power point presentations Research and newspaper articles	Test Assignment on collecting newspaper and research articles on issues related to children

* Assessment tasks listed here are indicative and may vary

VAC 1: ETHICS AND CULTURE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ethics and Culture	02	1	0	2	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students explore ethical and cultural dimensions of their lives.
- To provide a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions and actions.
- To give the students an opportunity to express themselves and inquire into their decision making processes.
 - To cultivate ethical values and participate in the creation of a society based on acceptance, compassion, and justice.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explore perspectives on ethics in thoughts, words and actions
- Evolve ethical decision making practises
- Understand the need for an ethical society and culture
- Introspect, become conscious of and assess one's stance in life
- Cultivate empathy, tolerance and compassion
- Apply the values learnt in the course to everyday life

SYLLABUS OF ETHICS AND CULTURE

UNIT – I Introduction - The Basis of Ethics

(3 Weeks)

- Getting to Know Each Other
- What to Expect from the Course?
- Recognition of Our Common Humanity
- Empathy, Compassion and Justice



UNIT – II The Role of Intelligence, Reason and Emotions (4 Weeks)

- Discernment: What Is The Right Thing To Do?
- The Art of Conflict Resolution
- Destructive and Constructive Emotions
- The Need for Emotional Balance

UNIT – III Cultivating Inner Values- Ethics in the World of Work and Play (4 Weeks)

- Training the Mind: Mindfulness and Kindness
- Meditation
- Discovering your Vocation and Interests
- Self-discipline, Integrity, Commitment, Creativity
- Work-Life Balance

UNIT – IV Striving for a Better World | Outreach Activities (4 Weeks)

- Means and Ends
- Debate and Dialogue
- Culture as Shared Values
- Creating and Sustaining Ethical Cultures: The Role of Philosophy, Religion, Literature, Theatre, Cinema, Music, Media
- Outreach Activities

Practical component (if any) – (15 Weeks)

Unit 1

1. The teacher may ask students to introduce themselves, sharing their regional and cultural roots. They may be asked to reflect on those aspects of their identities that reflect their cultural roots.
2. After a round of initial introduction, the teacher may ask students to list down a set of values that they think they have developed through their parents and grandparents. Are these values unique to their families, regional and/or ethnic backgrounds? Of these, which are the values they would like to sustain and which are the ones they would wish to modify?
3. The teacher may draw upon the values discussed by students in the previous lesson. Using these as the base, the teacher may ask students to think of ethical values that form the basis of their decisions.



4. The teacher may ask students to think of people who they think have lived an 'ethical life'. These may be people who they know from their personal lives or people known for upholding ethical values in the face of adversity.
5. Students are encouraged to identify what common human values are necessary are Realise shared common humanity– the feeling of interconnectedness/interdependence.
6. Class to be divided in small groups to discuss how each would make an effort to cultivate new morals/ethical values for betterment of their local environment.
7. Celebrating 'Sharing and Caring' based on regional diversity can be encouraged.
8. Engage students to do activities of 'being in the shoes of others' (peers, parents, siblings, house help/support or in any local community grappling with problems) to understand the problems empathetically.
9. The students can be asked to make bookmarks/cards to remind them about virtues pertaining to empathy versus sympathy, need versus greed, just versus unjust or compassion versus insensitivity.
10. Compassion is about cultivation of it as a daily value so students can in small groups undertake compassion based activities of looking after animals, birds, needy, elderly, differently abled, non-privileged etc. and share their thoughts in the class.

Unit 2

1. Make the student think of a hard decision they have made. What made it hard? How did you make the decision? How do you assess it retrospectively?
2. Encourage students to think of judgements and decisions based on the dilemmas and challenges they faced? How do they go about making these decisions?
3. The teacher may introduce any well known story and ask the students to discuss the story from the point of view of the different characters.
4. Ask students how willing they are to deal with a conflict when it occurs. What strategies do they adopt to resolve the conflict?
5. The teacher may ask students to prepare posters with captions like "avoidance", "competition", "cooperation" and "adaptation" and then may ask students to identify with one of these styles which according to them best represents their style of dealing with conflict.
6. The students may be asked to discuss different such similar situations that they may have encountered and a discussion may be initiated on how they resolve those conflicts.
7. The students can be asked to write down certain destructive emotions that they are experiencing presently. How would they work to make them constructive? A classroom discussion could follow around this.



8. Ask the students to note down a list of constructive emotions experienced by them recently. Were the constructive emotions less powerful as compared to the destructive ones experienced by them? Discussion in class can follow.
9. How do you (i) express, (ii) handle anger/ disgust/ distress/ fear (any destructive emotion can be taken up). A healthy discussion in the class can take place around this.
10. Students may be asked to practice a simple breathing exercise. They can sit straight with eyes opened or closed in a comfortable position to just observe their breathing. They can repeat this exercise six to eight times and share (if they like) their experience of silence.
11. To identify your interests and develop a meaningful hobby.
12. Have an open conversation in the class about happiness.

Unit 3

1. The students could observe various emotions that bottle-up in their minds and be asked to watch the flow of emotions non-judgmentally.
2. Students may be asked to recall their journey to the college that morning. Do they remember road signs, faces of people they crossed, the roads that they took, the people they interacted with, the sights and smells around them, or anything else?
3. Students could be asked to cultivate the habit of simple greeting as practice of gratitude and celebrate a day of joyful giving.
4. The students can close their eyes for 2-3 minutes and be asked to observe their thoughts, list them and categorise them into 'to be kept' or 'to let go'.
5. The teacher may ask students to close their eyes and imagine a situation in which they are truly happy. Students could wish for the well-being of two students in the same classroom in their meditative state.
6. Students could meditate on who has been their inspiration and the qualities of the person who has inspired them and then express gratitude to the person concerned.
7. The teacher may ask the students to think retrospectively about what they thought they would take up as a vocation when they were younger. How and why their choices were influenced and changed, if at all.
8. The teacher may ask the students to imagine and chart a journey and destination for themselves. They may also talk about the challenges they foresee.
9. The teacher may encourage the students to maintain a daily diary of their scheduling of time or a worklog and see how much time they effectively give to their work. The teacher may help the students identify the distractors and where one may be 'wasting' time and energy. The activity is designed to help students understand the value of effective time utilisation.



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10. In this lesson, the teacher may ask the students to draw up a list of team ethics. They may build this based on their experiences of working with each other in groups.
 11. The teacher may ask the students to share an incident each where they felt pressurised/ bored to complete some work. How did they deal with their stress and monotony of work?

Unit 4

1. Students will be asked to work in pairs and develop situations that pose ethical dilemmas and how to resolve them.
2. Students may be asked to look at a film or at an advertisement and discuss what they think about the question/s posed in them. The teacher may ask them if they can think of an alternative ethical approach to the problem posed.
3. Students will be asked to think of situations in which they lost their temper. Have they ever felt that in a fit of emotion they said something that they regretted later? If they had paused to listen and then respond, what would the other person have said? How would the outcome of the situation have been different?
4. A debate on any relevant topic may be conducted in the class. After the first round the students may be asked to adopt and argue their opponents point of view. At the end of this exercise the students can have an open discussion on which position finally appealed to them.
5. The teacher may give a short story to the students and ask them to change the ending. They may be asked to observe how characters and their views may have undergone change in the process.
6. There can be a discussion around a topic such as, the idea of corporal punishment, euthanasia etc. Students can be given a sheet of paper and can be asked to write for or against the theme. The idea is to enable them to understand that the positions they have taken vis-a-vis the theme are a result of different value orientations.
7. Popular foods from many parts of India can be discussed. Their origins can be traced to chart a kind of food history.
8. The teacher on the basis of discussions with students can draw from Philosophy, Religion, Literature, Theatre, Cinema, and Media to highlight that the choices people/characters make are grounded in their culture.
9. The students can discuss classical/folk dances that are performed in their respective groups. Details can be drawn based on the number of dancers, music (live or recorded) and costumes. 3. The role of oral traditions and literature in indicating the importance of ethics in our everyday lives can be discussed.



Suggested Activities for Outreach: Social/ Community Engagement and Service

In the weeks that follow, students will be expected to engage in outreach activities that shall enable them to put into practice some of the ethical considerations deliberated upon and imbibed in the previous modules. A list of suggested outreach activities is as follows:

- Adopt a village with the aim of cultural and ethical learning
- Discussing health and hygiene issues in a community
- Tutoring students
- Gender sensitisation
- Working on environmental issues
- Working with Child Care Centres such as Anganwadis and Balwadis
- Working with differently abled students
- Preserving cultural and heritage sites
- Spending time with senior citizens including in a Senior Citizens Home
- Extending care to animals in animal welfare shelters
- Addressing issues relating to Reproductive Health
- Spreading awareness about adolescent health
- Addressing issues relating to mental health
- Health and nutrition awareness
- Swacchata Abhiyaan
- Sensitisation towards disease awareness
- Vriksharopan
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Suggested Readings:

- Aristotle. Nichomachean Ethics. London: Penguin Classics, 2004
- Swami Vivekananda. The Complete Works of Swami Vivekananda. Advaita Ashrama, 2016.
---https://www.ramakrishnavivekananda.info/vivekananda/complete_works.html
- Panch Parmeshwar in English translation as The Holy Panchayat by Munshi Premchand
- The Silas Marner by George Eliot
- We are Seven by Wordsworth
- The Chimney Sweeper by William Blake

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



**CC 101: RESEARCH METHODS
THEORY**

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:

Student 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

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- 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

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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

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- 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

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- 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

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