

Through ICT. River Publishers.

- **Rayadurgam, N.** (2017). *Vocational rehabilitation of disabled in India: Principles and practice* (1st ed.). Niruta Publications.
- **Ministry of Social Justice and Empowerment.** (2006). *National policy for persons with disabilities*. Government of India.
- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.

Suggested Readings

- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.
- **WHO.** (1982). *Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July*. WHO (RHB/IR/82.1)
- **WHO.** (1984). "Rehabilitation For All" in *World Health Magazine*, WHO, Geneva
- **Loveday, M.** (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- **McConkey, R. and O' Tool, B** (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- **Sarva Siksha Abhiyan.** Module on Multiple Disabilities. http://ssa.nic.in/inclusive_education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 11-HSC: SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Social and Emotional Skills Development	4	2	0	2	Class XII	NIL

Learning Objectives

- To enable students to understand the concept and relevance of social and emotional skills.
- To provide a lifespan perspective of socio-emotional skills to the students.
- To enable students in understanding various factors promoting socio-emotional skills in humans.

Learning Outcomes

The students would be able to:

- Understand the concept and relevance of social and emotional skills.
- Get a lifespan perspective of socio-emotional skills.
- Understand various factors promoting socio-emotional skills in humans.

THEORY **(Credit:2, Period:30)**

Unit I: Introduction to Socio-Emotional Development **8 hours**

This unit focuses on making students understand the concept and importance of socio-emotional development in human beings.

- Socio-Emotional Development: Concept and importance
- Critical Socio-Emotional Skills: Empathy, Managing Self and Social Relationships, Critical thinking, Conflict Resolution
- Social and Emotional Intelligence: Meaning and relevance

Unit II: Importance of Socio-Emotional Development in Human Lifespan-I **8 hours**

This unit focuses on providing a life-span perspective in understanding the importance of socio emotional skills

- Socio-Emotional Development and Psycho-Social theory of Development:
 - Early Childhood years
 - Middle Childhood Years
 - Adolescence

Unit III: Importance of Socio-Emotional Development in Human Lifespan-II **8 hours**

This unit focuses on providing a life-span perspective in understanding the importance of socio emotional skills

- Socio-Emotional Development and Psycho-Social theory of Development:
 - Early Adulthood
 - Late Adulthood

Unit IV: Factors affecting Socio-Emotional Development **6 hours**

This unit focuses on important factors like family, school etc. that play an important role in developing socio-emotional skills in humans

- Role of Family/ Parenting Strategies
- Role of School, Teachers and Peers

PRACTICAL **(Credit:2, Period:60)**

1. Workshop / Seminar/ Talk on socioemotional development activities across the lifespan
 - Empathy, Managing Self and Social Relationships,
 - Critical thinking
 - Conflict Resolution
2. Plan and document any two activities to improve socio-emotional skills in children.
3. Review policy documents/reports to list down standardized programs for socioemotional development

4. Discuss and analyze any one standardized program for promoting Socio-Emotional Learning.
 - a. Collaborative for Academic,
 - b. Social and Emotional Learning (CASEL),
 - c. Promoting Alternative Thinking Strategies (PATHS) etc.
5. Conduct an interview with an adolescent to understand the role of family members, parents, teachers and peers in development of socio emotional skills
6. Review a movie/documentary/video about emotional problems faced by children in school (Eg. bullying, peer pressure) and write learnings from it.

Essential Readings

Unit I

This unit focuses on the concept and importance of socio-emotional development in human beings. It elaborates on some of the critical social emotional skills as empathy, critical thinking and conflict resolution.

- **Mangal, S. K., & Mangal, S. (2019).** *Childhood and growing up*. PHI Learning Pvt. Ltd.
- **Chadha, N. (2011).** *Socio-emotional development in the cultural context*. In G. Misra (Ed.), *Handbook of psychology in India* (pp. 181–192). Oxford University Press.
- **Ramaswamy, S., Krishna, C. G., & Seshadri, S. (2017).** *Life skills series I: Socio-emotional development* [Adolescent life skills series]. National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore.
- **Gupta, M. S. (2009).** *Early childhood care and education*. PHI Learning Pvt. Ltd.

Unit II

This unit provides a life-span perspective in understanding the importance of socio-emotional skills. It elaborates on socio emotional development from early years to adolescence.

- **Srivastava, A. K., & Misra, G. (2024).** *A contextual approach to human development: Integrating an Indian perspective*. Routledge.
- **Feldman, R. S., & Babu, N. (2024).** *Development across the life span: Indian sociocultural context* (10th ed.). Pearson Education India.
- **Mangal, S. K., & Mangal, S. (2025).** *Life span development psychology*. PHI Learning Pvt. Ltd.
- **Singh, A. (2015).** *Foundations of human development: A life span approach*. Orient BlackSwan.
- **Srivastava, S., & Rani, S. K. (2014).** *Textbook of human development: A lifespan development approach*. S. Chand Publishing.

Unit III

This unit focuses on socio emotional skills in early and late adulthood stages. It elaborates a few key psychosocial theories.

- **Khalakdina, M. (2008).** *Human development in the Indian context: A socio-cultural focus* (Vol. 1). SAGE Publications.
- **Khalakdina, M. (2011).** *Human development in the Indian context: A socio-cultural focus* (Vol. 2). SAGE Publications India.
- **Mangal, S. K., & Mangal, S. (2025).** *Life span development psychology*. PHI Learning Pvt. Ltd.

- **Singh, A.** (2015). *Foundations of human development: A life span approach*. Orient BlackSwan.
- **Srivastava, A. K., & Misra, G.** (2025). *A contextual approach to human development: Integrating an Indian perspective*. Routledge.
- **Srivastava, S., & Rani, S. K.** (2014). *Textbook of human development: A lifespan development approach*. S. Chand Publishing.

Unit IV

This unit focuses on the significant role of family, school etc. in developing socio-emotional skills in humans.

- **Chadha, N.** (2007). *Prosocial development in children: Helping, sharing and comforting*. Mittal Publications.
- **Mangal, S. K., & Mangal, S.** (2018). *Childhood and growing up*. Shipra Publications.
- **Misra, G. (Ed.).** (2011). *Handbook of psychology in India*. Oxford University Press.

Suggested Readings

- **Burk, D.I** (1996) Understanding Friendship and Social Interaction. *Childhood Education*, 282-85
- Advancing Social and Emotional Learning. CASEL.org. Retrieved from <https://casel.org/> 3. Sapra, R. (2020). Parenting Children for Emotion Regulation and Resilience: A Review. *International Journal of Science and Research*. Volume9 Issue 5.

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Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 13-HSC: GERIATRIC CARE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Geriatric Care	4	3	0	1	Class XII	NIL

Learning Objectives

- To help students understand the meaning and process of ageing and the basic concepts of geriatric care.
- To make students aware of the physical, psychological, and social needs of the elderly and how geriatric care can address these needs.
- To familiarize students with the role of family, community, and institutions in providing geriatric care.