

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 12-HSC:
CHILDHOODS IN INDIA**

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		
Childhoods in India	4	2	0	2	Class XII	NIL

Learning Objectives

- To create awareness, knowledge and understanding of multiple contexts about childhood in India.
- To sensitize students to various dimensions of challenges faced by children in different psycho-social settings.
- To develop awareness and knowledge about contemporary issues of childhood in India

Learning Outcomes

The students would be able to:

- Develop an understanding of diverse contexts where children grow in India.
- Get sensitized to various dimensions of challenges faced by children in different psycho-social settings.
- Develop awareness and knowledge about contemporary issues of childhood in India.

THEORY
(Credit:2, Period:30)

Unit I: Introduction to Childhood in India

8 hours

This unit focuses on basic understanding, awareness and knowledge about childhood in India.

- Definition of child in India using various perspectives
- Social construction of childhood and family
- Childhood in different cultures

Unit II: Diverse Contexts of Childhood in India

8 hours

This unit focuses and sensitizes students on various dimensions of challenges faced by children.

- Children across varied SES Groups
- Children in especially difficult circumstances

Unit III: Situation of Children in India

8 hours

This unit develops awareness and knowledge about situation of children in India and Government's intervention for the same

- Indian Government's intervention for children: Acts, Policies and Schemes

- Initiatives for disadvantaged groups of children in India: Girl child/ children with disability

Unit IV: Voluntary Action for children in India

6 Hours

This unit will focus on the role of voluntary organization's for providing services for vulnerable children.

- Voluntary organization's for providing services for vulnerable children (Any 2 organizations)
- Community based Initiatives and Advocacy for children.

PRACTICAL (Credits 2; Hours 60)

1. Documentation of Childhood in Mythology/Folklore (3–5 examples)
 - o Krishna as a child
 - o Rama in childhood
 - o Panchatantra stories
 - o Regional/tribal folklore
 - o Akbar-Birbal stories
2. *Students will analyze in the folklores:*
 - o Values portrayed
 - o Gender roles
 - o Discipline and socialization patterns
 - o Image of “ideal child”
3. Interaction with 2 children from different socio-economic backgrounds to reflect on diversity in childhood.
4. Movie/documentary review to understand childhood depicted in media from the lens of
 - o Social inequalities
 - o Educational challenges
 - o Emotional dimensions
5. Analyze representation of gender, class and consumerism in any advertisement representing children.
6. Newspaper Clipping Collection to analyse key issues and possible solutions on any one of the following topics
 - o Child labour
 - o Online safety
 - o School dropouts
 - o Child abuse
 - o Nutrition and health
7. Review and summarize any one Policy to explain how it affects children:
 - o RTE Act
 - o POCSO
 - o Child Labour Act
8. Visit any organization working for vulnerable children.

Essential Readings

UNIT I

This unit provides a foundational understanding of childhood within the Indian context by

examining its meaning, characteristics, and diverse interpretations. It aims to build awareness about how childhood is understood through social, cultural, and developmental perspectives in India.

- **Behera, D. K. (2007).** *Childhood in South Asia*. New Delhi: Pearson- Longman.
- **Sapra, R. (2010).** *Child development: issues and concerns for the well-being of the child*. New Delhi: Vishwabharati
- **Sharma, D. (2003).** *Infancy and childhood in India*. In D. Sharma (Ed.). *Childhood, family and sociocultural changes in India* (13-47). New Delhi: Oxford.
- **UNICEF India (Latest Reports).** *State of the World's Children – India Focus*.

UNIT II

The unit focuses on children in especially difficult circumstances, such as street children, child labourers, children affected by conflict, children with disabilities, and those facing abuse, neglect, or exploitation.

- **Bajpai, A. (2006).** *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- **Nambissan, G. (2010).** *Exclusion and Discrimination in Schools*. Sage Publications.
- **Sapra, R. (2010).** *Child development: issues and concerns for the well-being of the child*. New Delhi: Vishwabharati.
- **Kakar, S. (1978/2012).** *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press.
- **सेतिया, ए. (2012).** *बच्चों के कानूनी हक*. उत्तराखंड: राज्य बाल अधिकार संरक्षण आयोग

UNIT III

The unit introduces students to major government interventions for disadvantaged groups of children, including significant Acts, national policies, and welfare schemes designed to ensure protection, education, health, and overall development.

- **UNICEF India (Latest Reports).** *State of the World's Children – India Focus*.
- **NCERT (2022).** *National Curriculum Framework for Foundational Stage*.
- **Balagopalan, S. (2014).** *Inhabiting Childhood: Children, Labour and Schooling in Postcolonial India*. Palgrave Macmillan.
- **Nambissan, G. (2010).** *Exclusion and Discrimination in Schools*. Sage Publications.
- **सिंह, अनीता (2015).** *मानव विकास की आधारशिला*. ओरिएंट ब्लैकस्वान.

UNIT IV

This unit focuses on understanding the significant role of voluntary organizations in promoting the welfare, protection, and development of vulnerable children in India. The unit discusses community-based initiatives and advocacy efforts aimed at safeguarding children's rights and promoting child-friendly environments.

- **Behera, D. K. (2007).** *Childhood in South Asia*. New Delhi: Pearson- Longman.
- **Sharma, D. (2003).** *Infancy and childhood in India*. In D. Sharma (Ed.). *Childhood, family and sociocultural changes in India* (13-47). New Delhi: Oxford.
- **Singh, A. (2015).** *Foundation of Human Development: A Lifespan Approach*. Orient Blackswan.
- **Nanda, V. (Ed.).** *Panchatantra Stories*. National Book Trust (NBT).
- **Bajpai, A. (2006).** *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- **श्रीवास्तव, वी. एन. (2020).** *आधुनिक विकासात्मक मनोविज्ञान*.

Suggested Readings

- **Aries, P.** (1962). Centuries of childhood: A social history of family life. New York: Vintage.
- **Bee, H. L.** (2011). The developing child. London: Pearson.
- **Deb, S. and Chatterjee, P.** (2008). Styles of parenting adolescents – The Indian Scenario. New Delhi: Akansha Publishing House.
- **Santrock, J. W.** (1996). Child development. New York: Tata McGraw Hill

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

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DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 14-HSC: SUSTAINABILITY AND SOCIAL RESPONSIBILITY

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		
Sustainability and Social Responsibility	4	3	1	0	Class XII	NIL

Learning Objectives

- Introduce students to the fundamental concepts, principles, and evolution of sustainability and sustainable development.
- Familiarize students with the framework of the United Nations Sustainable Development Goals (SDGs) and their global and national relevance.
- Develop an understanding of major environmental, social, and economic challenges affecting sustainable development.
- Examine the role of governments, industries, institutions, and individuals in promoting sustainability and social responsibility.
- Encourage critical thinking about sustainable solutions, responsible consumption, and ethical practices.
- Promote awareness of sustainable technologies, policies, and community-based initiatives that support long-term environmental and social well-being.

Learning Outcomes

The students will be able to:

- Explain key concepts, principles, and historical developments related to sustainability and sustainable development.
- Describe the structure and objectives of the United Nations Sustainable Development Goals and their significance for global development.
- Identify and analyse major environmental, social, and economic sustainability challenges at global and national levels.