

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): CHILD CARE PRACTICE IN GLOBAL CONTEXT

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credit s	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lectur e	Tutoria l	Practical/ Practice		
CHILD CARE PRACTICE IN GLOBAL CONTEXT DSE 24	4	3	0	1	12th Pass	NIL

Learning objectives

- Develop a comprehensive insight into child development, welfare, and child-centric interventions for their well-being and empowerment.
- To analyse international child rights frameworks and protection mechanisms.
- To understand the various theories and practices of child development and child care in the global context

Learning outcomes

At the end of the semester, the students will be able to

- Appreciate the global child protection policies and mechanisms.
- Apply culturally sensitive approaches and strategies in childcare practice
- Design and implement child-centric interventions in different contexts and situations.

SYLLABUS OF DSE- 24

Unit I : Introduction to Child Development and Global Perspectives 15 Hours

Unit Description: This unit will help to know about the concept and development of child overview and understanding of theories. This unit aims to develop understanding child care practice in global context.

- Child development and global perspective: Different concepts and approaches of defining 'child', developmental stages
- Child development: Overview of key theories
- Globalization and child development & Comparative international perspective

Unit II: Understanding of cultural diversity in child care 15 Hours

Unit Description: This unit will help students to understand the cultural values and variations in child-rearing and care practices. This unit also aims to develop an understanding of cultural competence in child care.

Subtopics:

- Cultural variations in child-rearing practices
- Case studies: cultural differences in parenting styles
- Cultural competence in childcare

Unit III: Child Rights and Welfare on the Global Stage 15 Hours

Unit Description: This unit will help in the development of a deeper understanding of the Rights of the Child. The main focus of this unit is to know about global policies and programs and understand the child protection policies and programmes in India.

Subtopics:

- Child rights: UN Convention on the Rights of the Child
- Child protection policies: policies and initiatives world wide
- Child protection policies and programmes in India
- Emerging challenges in child rights protection

Unit IV: Practice of International child-centric social work 30 Hours

Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice. The student will prepare project on any of the sub-topic.

Subtopics:

- Child-centric social work practice: Evaluation of child care

programmes in India

- Project design and implementation techniques: Integrating social work methods in child care practice
- Case study analysis of successful childcare programmes.

Practical component (if any) – Unit IV application based

Essential readings

- Alston, P. (1994). *The Best Interests of the Child: Reconciling Culture and Human Rights*. Oxford University Press.
- Arnett, J. J. (2016). *Child development: A cultural approach*. Pearson.
- Bandura, A. (1977). *Social Learning Theory*. General Learning Press.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
- Doek, J. E. (2013). *CRC Commentary: A Commentary on the United Nations Convention on the Rights of the Child*. Brill.
- Ennew, J., & Plateau, D. P. (Eds.). (2002). *Researching Children's Experience: Approaches and Methods*. World Vision International.
- Freeman, M. (2016). *The Best Interests of the Child: A Dialogue between Theory and Practice*. Brill.
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. William Morrow & Co.
- Harkness, S., & Super, C. M. (Eds.). (1996). *Parents' cultural belief systems: Their origins, expressions, and consequences*. Guilford Press.

<https://www.who.int/nutrition/publications/infantfeeding/9241562218/en/>

- Lynch, E. W., & Hanson, M. J. (Eds.). (2011). *Developing cross-cultural competence: A guide for working with children and their families*. Brookes Publishing.
- Piaget, J. (1952). *The Origins of Intelligence in Children*. International Universities Press.
- UNICEF. (2020). *Child Rights and the SDGs*. Retrieved from <https://www.unicef.org/sdgs/child-rights>
- United Nations. (1989). *Convention on the Rights of the Child*. Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Van Bueren, G. (1995). *The International Law on the Rights of the Child*. Martinus Nijhoff Publishers.
- World Health Organization. (2021). *Global strategy for infant and young child feeding*. Retrieved from
- World Health Organization. (2021). *Violence against children prevalence estimates, global, regional and national, 2017-2030*. Retrieved from <https://www.who.int/publications/i/item/9789240020364>

Suggested Readings

- Higham, P. (2004): *Social Work: Introducing Professional Practice*. London: Sage.

- Lyons, K, Manion, K, & Carlsen, M. (2006). International Perspective on Social Work. New York: Palgrave MacMillan.
- Rogoff, B. (2003). The cultural nature of human development. Oxford University Press.
- Save the Children. (2020). State of the World's Mothers: The Urban Disadvantage. Retrieved from <https://www.savethechildren.org/content/dam/usa/reports/advocacy/sowm/sowm-2020.pdf>

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