

DISCIPLINE SPECIFIC ELECTIVE
DSE HH 5A2: Childhood in India

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(if any)
		Lecture	Tutorial	Practical/ Practice		
Childhood in India	4	2	0	2	XII Pass	Appeared in Human development II: Middle Childhood and Adolescence

Learning Objectives

- To study the concept of multiple childhoods in India
- To understand the social and cultural dimensions of childhood in India
- To know/ appreciate the diverse contexts of childhood

Learning Outcomes

The students will:

- Understand the meaning of multiple childhoods and various views about it
- Appreciate children’s experiences of ethnicity, class, caste, religion, and gender
- Learn about multiple contexts of development for children and diverse childhood experiences

SYLLABUS OF HH 5A2

THEORY
(Credits 2; Hours 30)

UNIT 1 Conceptualizing Childhood in India 10 Hours

- Construction of childhoods in India: Social and cultural dimensions; historical and political influences
- Folk theories of childhood
- portrayal in mythology, stories and films

UNIT 2 Understanding Multiple Childhoods: Growing up in Diverse Social Contexts 10 hours

- Growing up in familial and extra-familial settings
- Childhood in families
- Childhood in schools
- Childhood in rural and tribal communities

UNIT 3 Contemporary Issues of Childhood in India

10 Hours

- Childhood through the lens of social class, caste, gender, and religion
- Demographic profile in relation to diversity and childhoods
- Poverty and disadvantage, children in street situations
- Gendered childhoods/ transgender childhood

PRACTICAL (Credits 2; Hours 60)

1. Using the model of developmental niche, prepare an autobiographical narrative of childhood, elaborating on the impact of the different settings on your experience as a child.
2. Observation and documentation of children in different socio-cultural settings
3. Construct and conduct an Interview schedule (Structured/ Semi structured) to understand beliefs of children, folk lore, folk song, toys and games for diverse ethnic groups.
4. Exploring diverse Indian childhood context
 - Audio-Visual aids: Movies and documentaries
 - Documentation: Images, visual and print sources
5. Workshops/ lecture/ seminar to understand the diverse contexts of growing up in India.
6. Case profile of children with disability/working children/ children in street situations
7. Develop a conceptual map/audit trail to depict the childhoods in India using secondary sources
8. Visit to Museum at the Department of Anthropology/Craft Museum/National Museum: for documenting artifacts/ play material/clothes/ any tangible material on display used by or for children

Essential Readings:

- Behera, D. K. (Ed.). (2007). *Childhoods in South Asia*. Pearson Education India.
- Jenks, C. (2020). *Childhood*. Routledge.
- Joshi, P., & Shukla, S. (2019). *Child development and education in the twenty-first century*. Springer. <https://doi.org/10.1007/978-981-13-9258-0>
- Kaur, R. (2022). *Constructions of Childhood in India: Exploring the Personal and Sociocultural Contours*. Routledge.
- Saraswathi, T. S., Menon, S., & Madan, A. (Eds.). (2017). *Childhoods in India: Traditions, trends and transformations*. Taylor & Francis.
- Sharma, D. (2003). *Infancy and childhood India*. In D. Sharma (Ed.), *Childhood, family and socio-cultural changes in India*. Oxford.
- Thapan, M. (Ed.). (2014). *Ethnographies of schooling in contemporary India*. SAGE Publications India.

Suggested Readings:

- Balagopalan, S. (2019). Afterschool and during vacations: On labor and schooling in the postcolony. *Children's Geographies*, 17(2), 231-245. <https://doi.org/10.1080/14733285.2018.1490008>
- Balagopalan, S. Introduction: Children's lives and the Indian context. *Childhood*, 18(3), 291–297. doi:10.1177/0907568211413369
- Sharma, D. (2000). Infancy and childhood in India: A critical review.

International Journal of Group Tensions, 29, 219–251.

<https://doi.org/10.1023/A:1026521211796>

- Thapan, M. (2022). Dalit Autobiographies as Counter Publics: An Exploratory Essay. *South Asia Multidisciplinary Academic Journal*, 28. <https://doi.org/10.4000/samaj.7910>
- Sarangapani, P. (2003). Childhood and Schooling in an Indian Village. *Childhood*, 10(4), 403–418. doi:10.1177/0907568203104002.

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

**DISCIPLINE SPECIFIC ELECTIVE
DSE HH 5B1: Nutritional Biochemistry I**

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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Nutritional Biochemistry I	4	2	0	2	XII Pass	Appeared in Physical Science for Home Science

Learning Objectives

- To provide basic concepts of biomolecules, the basic building blocks vital for various life forms
- To focus on key structures, properties and biological functions of biomolecules

Learning Outcomes

- Gain knowledge on structure-function relationship of biomolecules
- Developing an insight into biochemical role and significance of carbohydrates, proteins, lipids, nucleic acids, vitamins and minerals

SYLLABUS OF HH 5B1

**THEORY
(Credits 2; Hours 30)**

UNIT I: Carbohydrates

6

Hours

This unit lays emphasis on classification, structures and properties of carbohydrates.

- Introduction, definition and classification