

**DISCIPLINE SPECIFIC ELECTIVE – DSE- HDFE-: SOCIO-EMOTIONAL DEVELOPMENT:  
A LIFESPAN PERSPECTIVE**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Socio-Emotional Development: A Lifespan Perspective</b>	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:**

After completion of the course, the students will 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  
(Credits 2; Hours 30 )**

**UNIT I: Introduction to Socio-Emotional Development (8 hours)**

**Unit Description:**

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

**Subtopics:**

- 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 (12 hours)**

**Unit Description:**

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

**Subtopics:**

- Socio-Emotional Development and Psycho-Social theory of Development:

- Childhood years
- Adolescence
- Adulthood

### **UNIT III: Factors affecting Socio-Emotional Development**

**(10 hours)**

#### **Unit Description:**

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

#### **Subtopics:**

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

### **PRACTICAL**

**(Credits 2; Hours 60)**

1. Plan and document any two activities to improve socio-emotional skills in children.
2. Discuss and analyze any one standardized program for promoting Socio-Emotional Learning. Eg: Collaborative for Academic, Social and Emotional Learning (CASEL), Promoting Alternative Thinking Strategies (PATHS) etc.
3. Review a movie/documentary/video about emotional problems faced by children in school (Eg. bullying, peer pressure) and write learnings from it

#### **ESSENTIAL READINGS:**

- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam Publications
- Sapra, R. (2020). Resilience as a Significant Factor in Child and Adolescent Health Pp 179-198. In *Handbook on Child and Adolescent Behavior and Health*. Ed Antonio Araujo Goncales, Nova Science Publishers, New York
- Berk, L. E. (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- Singh, A. (2015). *Foundation of Human development: A lifespan approach*. London: Orient Longman.

#### **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/>
- Sapra, R. (2020). Parenting Children for Emotion Regulation and Resilience: A Review. *International Journal of Science and Research*. Volume9 Issue 5.

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