


UNIVERSITY OF MYSORE
Estd. 1916

Vishwavidyanilaya Karyasoudha
Crawford Hall, Mysuru- 570 005

No.AC2(S)/151/2020-21

Dated: 01.09.2023

Notification

Sub:- Syllabus and Scheme of Examinations of Human Development and Family Studies (UG) (V & VI Semester) with effect from the Academic year 2023-24.

Ref:- 1. This office letter No: AC6/303/2022-23 dated: 28-07-2023.
2. Decision of BOS in Human Development and Family Studies (UG) meeting held on 07-08-2023.

The Board of Studies in Human Development and Family Studies (UG) which met on 07-08-2023 has resolved to recommend and approved the syllabus and scheme of Examinations of Human Development and Family Studies programme (V & VI Semester) with effect from the Academic year 2023-24.

Pending approval of the Faculty of Science & Technology and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and scheme of Examinations contents may be downloaded from the University website i.e., www.uni-mysore.ac.in.


Registrar
University of Mysore
Mysore

To:-

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS, in Food Science and Nutrition, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council, Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

University of Mysore

**Structure of B.A/B.Sc (Honors) in
Human Development and Family Studies (HDFS) as a
Major
(Model II A)**

I TO VI Semester

PREAMBLE

The four years Bachelor's program (B.A./B.Sc.) in Human Development and Family Studies with an aim to build knowledge and competencies that would be to develop professional and entrepreneurial skills in the domains of Human Development & Family Studies, Early Childhood Care and Education, Children with Special needs Women and Child Development, Adolescents and Youth, Adulthood, Geriatrics Health, Reproductive Health, Guidance and Counselling, Genetic Disorders and Counselling, Family and Child Welfare, Family Therapy/counselling, Parent and Community education. The curriculum at the Bachelor's level focus to foster a strong theoretical background with enriched communication skills, practical skills and development of research skills in the fourth year of course. Thus, the graduates are capable to enter a doctoral degree with effective communication skills, critical and analytical thinking abilities, sensitivity to societal issues and concerns.

The program aims at creating professionals who will utilize the substantial knowledge in the realm of Human Development and Family Studies to respond to the challenges of dynamic socioeconomic cultural situations and social systems. The students would be competent to address emergent issues and concerns of the society with sensitivity to understand the culture, psychological and life span developmental perspectives spread through four academic years of the course. The program enables graduates to work as teachers, counsellors, child development specialists, clinical or project assistants, coordinators, program planners, administrators, supervisors in government and non-government organizations, educational and research institutions. Since the students will have adequate knowledge in planning, monitoring and evaluating skills it would enable them to work as entrepreneurs and in advocacy roles.

The course is also a specialized study of individual and family issues focusing on relationships, problems and adjustments, risks and protective factors, etc. The subject emphasizes the understanding of biological and psychosocial processes that characterize each stage of development enabling an individual to have comprehensive knowledge of different stages across the lifespan. On the whole, the Human Development and Family studies help to understand how the biological and environmental factors affect the growth and development of individuals and families at different stages of the lifespan. Further, the study facilitates the students to understand the role of culture, school, special schools, peers, workplace and community and its influence on personality development.

MODEL CURRICULUM

Name of the Degree Program: B.A./B.Sc. (Honours)

Discipline Core: Human Development and Family Studies (HDFS)

Total Credits for the Program: 185

Starting year of implementation: 2021-22

Program Outcomes

By the end of the program the students will be able to:

1. Demonstrate an understanding of the complexity of human growth and development in diverse bio-socio-cultural contexts and changing environments.
2. Learn how individuals develop biologically, intellectually, emotionally, socially and spiritually highlighting individual, gender and cultural differences.
3. Design, implement and evaluate early childhood programme – special/inclusive and play-based early learning curricula and activities that support children’s holistic development.
4. Demonstrate pedagogical practices that are connected to theoretical approaches of learning, thinking and teaching in the field of early childhood care and education and specially-abled children
5. Use their own knowledge, appropriate early learning outcomes, and other resources to design, implement, and evaluate developmentally meaningful and challenging learning materials for children and infants.
6. Study individuals and families in diversified contexts and learn how the ecological systems (family, peer, school, workplace, community and culture) influence or interact with each other to bring the changes in growth and development, health and wellbeing of individuals and families.
7. Solid understanding of problems across the stage of development such as marital maladjustment, family crisis, child, spouse and elder abuse, substance use, and divorce, etc.
8. Learn skills for helping individuals, families, or groups through prevention programmes and other intervention techniques, in addition to examining specific problems and understanding how human service agencies and professionals deal with these problems.
9. Graduates work in careers that promote healthy development and positive family functioning across the lifespan, such as: a Social Services Case Worker, Provider at Residential Treatment Center, Youth Organization Worker, Program Director for Youth, Family or Senior Citizen Center.
10. Demonstrate an ability to evaluate and apply research and theory to practice, analyze processes, policies, and contextual factors that affect the delivery of human services to individuals and families.
11. Demonstrate professional, ethical, and culturally sensitive standards of conduct research in human development and family studies.
12. Demonstrate the ability to develop resources and initiatives (programme) using appropriate strategies to support the well-being of children, families, schools, and communities through presentations, research, and service-learning.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / Internal Assessment	Summative Assessment/ Final examination
Theory	40	60
Practical	20	30
Projects	80	120
Experiential Learning (Internships etc.)	20	30

Contents of Courses for B.A./B.Sc. (Honors) Human Development and Family Studies [HDFS] as a Major Subject

Model II A

Sem	Course Code	Category of course	Theory/ Practical	Credits	Paper Title	Marks	
						SA	IA
1	HDFST1.1	DSC 1	Theory	4	Principles of Human Development	60	40
	HDFSP1.1	DSC 2	Practical	2	Principles of Human Development	30	20
	HDFST1.2	OE 1	Theory	3	A) Prenatal Development and Care B) Infant Development and Care	60	40
2	HDFST2.1	DSC 3	Theory	4	Lifespan Development–I [Prenatal to Adolescence]	60	40
	HDFSP2.1	DSC 4	Practical	2	Lifespan Development–I [Prenatal to Adolescence]	30	20
	HDFST2.2	OE 2	Theory	3	A) Early Childhood – Health, Nutrition and Education B) Childhood Behavioural Problems	60	40
Exit Option with UG Certificate in Human Development and Family Studies (46 Credits+4 Credits in work based vocational courses during summer term or internship/apprenticeship)							
3	HDFST3.1	DSC 5	Theory	4	Lifespan Development–II [Adulthood and Aging]	60	40
	HDFSP3.1	DSC 6	Practical	2	Lifespan Development–II [Adulthood and Aging]	30	20
	HDFST3.2	OE 3	Theory	3	A) Adolescence - Health and Welfare B) Parenting in Childhood years	60	40
4	HDFST4.1	DSC 7	Theory	4	Principles of Family Studies	60	40
	HDFSP4.1	DSC 8	Practical	2	Principles of Family Studies	30	20
	HDFST4.2	OE 4	Theory	3	A) Women’s Health and Welfare B) Geriatric Health and Welfare	60	40
Exit Option with UG Diploma in Human Development and Family Studies (92 Credits + 4 credits in skill based vocational courses offered during first or second year summer term)							

5	HDFST5.1	DSC 9	Theory	4	Early Childhood Care and Education	60	40
	HDFSP5.1	DSC 10	Practical	2	Early Childhood Care and Education	30	20
	HDFST5.2	DSC 11	Theory	4	Children with Special Needs	60	40
	HDFSP5.2	DSC 12	Practical	2	Children with Special Needs	30	20
	HDFST5.3	DSE 1	Theory	3	A) Marriage and Family Relationship B) Parent-Child Relationship	60	40
	HDFST5.4	VOC 1	Theory	3	A) Methods and Materials for Early Childhood Education B) Classroom Behaviour Management	60	40
6	HDFST6.1	DSC 13	Theory	4	Adolescence and Emerging Adulthood	60	40
	HDFSP6.1	DSC 14	Practical	2	Adolescence and Emerging Adulthood	30	20
	HDFST6.2	DSC 15	Theory	4	Gerontology – Challenges and Welfare Programme	60	40
	HDFSP6.2	DSC 16	Practical	2	Gerontology – Challenges and Welfare Programme	30	20
	HDFST6.3	DSE 2	Theory	3	A) Women and Children in Difficult Circumstances B) Gender Issues and Welfare Programme	60	40
	HDFST6.4	VOC 2	Theory	3	Human Resource Development	60	40
	HDFSP6.5			2	Internship	30	20
Exit Option with Bachelor of Science Degree in Human Development and Family Studies (136 Credits and satisfying the minimum credit requirements under each category of course prescribed)							
7	HDFST7.1	DSC 17	Theory	3	Methods and Techniques of Assessment in Human Development	60	40
	HDFSP7.1	DSC 18	Practical	2	Methods and Techniques of Assessment in Human Development	30	20
	HDFST7.2	DSC 19	Theory	3	Guidance and Counselling Across the Lifespan	60	40
	HDFSP7.2	DSC 20	Practical	2	Guidance and Counselling Across the Lifespan	30	20

	HDFST7.3	DSC 21	Theory	4	Research Methods in Human Development	60	40
	HDFST7.4	DSE 1	Theory	3	Biostatistics and Computer Applications	60	40
	HDFST7.5	DSE 2	Theory	3	Curriculum for Early Childhood Education	60	40
	HDFST7.6		Internship	3	Internship in Institutions of ECCE/ECSN/Family and Child Welfare Organizations/Research Institutes/Elderly Care Homes/NGOs working for Women and Children	60	40
8	HDFST8.1	DSC 22	Theory	3	Life Skills Education	60	40
	HDFSP8.1	DSC 23	Practical	2	Life Skills Education	30	20
	HDFST8.2	DSC 24	Theory	3	Foundations of Special and Inclusive Education	60	40
	HDFST8.3	DSC 25	Theory	3	Legislation and Policy Issues in Family and Child welfare	60	40
	HDFST8.4	DSE 4	Theory	3	A) Entrepreneurship in Human Development B) Parent and Community Education	60	40
	HDFST8.5		Research Project/ Theory	6 or 3 3	Research Project OR any two of the electives A) Emerging Trends in Human Development Research B) Scientific writing C) Human Resource Development	120	80
Exit Option with Bachelor of Science Honours in Human Development and Family Studies (185 Credits)							

Curriculum Structure for B.A./B.Sc. (Honors) in Human Development and Family Studies

Total Credits for the Program: 185

Starting year of implementation: 2021-22

Name of the Degree Program: B.A./B. Sc. (Honors)

Discipline/Subject: Human Development and Family Studies

Program Articulation Matrix

This matrix lists only the core courses. Core courses are essential to earn a degree in a discipline-specific subject. They include courses such as theory, Practical, Research project/Dissertation, internships etc. Elective courses are listed separately

Sem	Title /Name of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
I SEM	DSC- 1(Theory) Principles of Human Development DSC- 2 (Practical) Principles of Human Development	PO1, PO2, PO4, PO6, PO10, PO11	PU/XII with Home Science/ Any discipline [Science /Arts /Commerce]	Lecture, audiovisual materials,	Formative and Summative Assessment
	OE- 1 A) Prenatal Development and Care B) Infant Development and Care	PO1, PO2, PO6, PO8, PO9, PO10, PO11, PO12	PU/XII with Home Science/ Any discipline [Science /Arts /Commerce]	Case studies, activities, content review	Formative and Summative Assessment
II SEM	DSC- 3(Theory) Life span development – I (Prenatal to Adolescence) DSC- 4 (Practical) Life span development – I (Prenatal to Adolescence)	PO1, PO2, PO4, PO6, PO8, PO9	PU/XII with Home Science/ Any discipline [Science /Arts /Commerce]	Lecture, group discussion, academic debates, audio visual materials, activities, content review	Formative and Summative Assessment

	OE- 2 A) Early childhood – Health, Nutrition and Education B) Childhood Behavioural Problems	PO1, PO2, PO4, PO4, PO6, PO7, PO8	PU/XII with Science	case studies, activities, content review	Formative and Summative Assessment
III SEM	DSC- 5 (Theory) Lifespan Development–II (Adulthood and Aging) DSC- 6 (Practical) Lifespan Development–II (Adulthood and Aging)	PO1, PO2, PO6, PO7, PO8, PO10	UG certificate in HDFS/Home Science	Lecture, audiovisual materials,	Formative and Summative Assessment
	OE-3 A) Adolescence - Health and Welfare B) Parenting in Childhood Years	PO2, PO4, PO5, PO5, PO6, PO7, PO8, PO9, PO10	UG certificate in Any discipline [Science /Arts /Commerce]	Case studies, activities, content review	Formative and Summative Assessment
IV SEM	DSC- 7 (Theory) Principles of Family Studies DSC- 8 (Practical) Principles of Family Studies	PO6, PO7, PO8, PO9, PO10	UG certificate in HDFS/Home Science	Lecture, audiovisual materials,	Formative and Summative Assessment
	OE-4 A) Women’s Health and Welfare B) Geriatric Health and Welfare	PO6, PO7, PO8, PO9	UG certificate in Any discipline [Science /Arts /Commerce]	Case studies, activities, content review	Formative and Summative Assessment
V SEM	DSC- 9 (Theory) Early Childhood Care and Education DSC- 10 (Practical) Early Childhood Care and Education	PO3, PO4, PO5	UG Diploma in HFDS/ Home Science	Lecture, audiovisual materials,	Formative and Summative Assessment
	DSC- 11 (Theory) Children with Special Needs DSC- 12 (Practical) Children with Special Needs	PO3, PO5, PO8, PO10	UG Diploma in HFDS/ Home Science	Lecture, audiovisual materials,	Formative and Summative Assessment

	DSE-5 A) Marriage and Family Relationship B) Parent-Child Relationship	PO6, PO7, PO8, PO10, PO12 PO6, PO7, PO8, PO9, PO12	UG Diploma in Any discipline [Science /Arts /Commerce]	Case studies, activities, content review	Formative and Summative Assessment
	VOC 1 A) Methods and Materials for Early Childhood Education B) Classroom Behaviour Management	PO3, PO4, PO5, PO12 PO4, PO5, PO8	UG Diploma in HFDS/ Home Science	Lecture, audiovisual materials, Case studies, activities, content review	Formative and Summative Assessment
VI SEM	DSC- 13 (Theory) Adolescence and Emerging Adulthood DSC- 14 (Practical) Adolescence and Emerging Adulthood	PO6, PO7, PO8, PO9, PO12	UG Diploma in HFDS/ Home Science	Lecture, audiovisual materials,	Formative and Summative Assessment
	DSC- 15 (Theory) Gerontology – Challenges and Welfare Programme DSC- 16 (Practical) Gerontology – Challenges and Welfare Programme	PO1, PO2, PO6, PO8, PO12	UG Diploma in HFDS/ Home Science	Lecture, audiovisual materials,	Formative and Summative Assessment
	DSE 6 A) Women and Children in Difficult Circumstances B) Gender Issues and Welfare Programme	PO2, PO6, PO7, PO8, PO10, PO12 PO1, PO2, PO6, PO7, PO8, PO11, PO12	UG Diploma in Any discipline [Science /Arts /Commerce]	Case studies, activities, content review	Formative and Summative Assessment
	VOC 2 Human Resource Development	PO6, PO8, PO9, PO10	UG Diploma in HFDS/ Home Science	Lecture, audiovisual materials, Case studies, activities, content review	Formative and Summative Assessment
	Internship	PO5, PO6, PO8, PO9, PO11, PO12	UG Diploma in HFDS/ Home Science	Field study, Hands on experience, case study,	Formative and Summative Assessment

B.A./B.SC. HUMAN DEVELOPMENT AND FAMILY STUDIES

SEMESTER I

THEORY: Principles of Human Development

Course Title: Principles of Human Development (DSC-1)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): PUC/12 Home Science/any other disciplines [Science/Arts/Commerce]

Course Outcomes (COs):

1. Understand the concept and principles underlying growth and development, interrelatedness of domains of development, Interplay of Heredity and Environment
2. Apply the concept and theories of Human Development to real life situation
3. Understand research approaches and methods used in studying Human Development and Behaviours

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Understand the concept and principles underlying growth and development, interrelatedness of domains of development, Interplay of Heredity and Environment	X											
2. Apply the concept and theories of Human Development to real life situation		X										
3. Understand research approaches and methods used in studying Human Development and Behaviours	X	X		X		X				X	X	

Course Title : PRINCIPLES OF HUMAN DEVELOPMENT (DSC- 1)

Number of Theory Credits	Number of lecture hours/semester
4	60

Course Content		60 Hrs
Unit – 1	Introduction to Human Development	12 hrs
	Chapter 1	Human Development: Definition, needs, goals, and scope of Human Development; multidisciplinary approach; Basic Concepts of Human development, Critical and Sensitive periods, individual and gender differences; Secular trend in growth
	Chapter 2	Growth and Development – Definition, concept, domains of development; Principles of growth and development; Interrelatedness between domains of development, Factors affecting growth and development;
	Chapter 3	Stages of Human development – Significance, Characteristics and Development tasks
Unit – 2	Role of Heredity and Environment in human development	14 hrs
	Chapter 4	Concept of Heredity and Environment, Principles of genetics, Genetic Disorders, Nature and Nurture, Contributions of Human Genome
	Chapter 5	Biological bases for development and Behaviors - Brain Structure and Development
	Chapter 6	Sensory - Basic concepts and Processes in sensation. Types of senses (an overview)- visual, auditory, gustatory, olfactory, tactile, vestibular, kinesthetic and organic senses
Unit - 3	Theories of Human Development and Behavior	22 hrs
	Chapter 7	Theory - Meaning, Types and Functions; Theoretical perspective of Human Development and Behavior; Preformationism, Gesell’s Development maturation theory, Bowlby’s Attachment and Bronfenbrenner ‘s Ecological theory
	Chapter 8	Learning and Social learning theories
	Chapter 9	Cognitive, Language and Moral Development theories
	Chapter 10	Self and Personality theories
Unit – 4	Research Approaches, Methods and Ethical Issues in Human Development	12 hrs
	Chapter 11	Research Approaches and Methods in Human Development
	Chapter 12	Ethical Issues in Human Development

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

PRACTICAL : PRINCIPLES OF HUMAN DEVELOPMENT

Course Title: Principles of Human Development (DSC-2)	
Total Contact Hours: 60	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercise to be conducted:

1. Collect the Paper/Research articles on Factors affecting growth and Development and Prepare a report
2. Prepare a handbook/folder on Developmental tasks throughout the Lifespan.
3. Prepare a questionnaire on ethical issues related to Human development/child study
4. Case study on behaviors of children
5. Study of young children on the concept formation - number / size / shape/volume and conservation
6. Assess the Language Development of Preschool children

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data collection and Interpretation	10
Total	20

References:

1. Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd.
2. Craig, G. (1999); Human Development, N.J.; Prentice Hall.
3. Feldman Robert S. (2013), Development Across the Life Span, 7th edition, United States, Pearson Education
4. Hurlock Elizabeth B. (2001), Child Development, 6thEdition, New Delhi, McGraw Hill Education.
5. Papalia, D.E. (2004). Human Development. 9thEdition, New Delhi: Tata McGraw Hill.
6. Rice Philip. K (2001) Human development, Prentice Hall, New Jersey
7. Barbara.M, Newmaqn and Philip. R. Newman (2015) Theories of Human Development, Psychology press.
8. Richard M. Lerner (2013) Concepts and Theories of Human Development, Lawrence Erlbaum Associates Publishers
9. Neil J Salkind (2004) An Introduction to Theories of Human Development Sage Publications
10. Alastair Gibson, Neil Gibson (2015) Human Growth, Behaviour and Development: Essential Theory and Application in Social Work, Sage Publications

OPEN ELECTIVE – 1 A: : PRENATAL DEVELOPMENT AND CARE

Course Title: Prenatal Development and Care (OE- 1 A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): PUC/10+2 Home Science/Any discipline [Science/Arts/Commerce]

Course Outcomes (COs):

1. Understand prenatal development, factors affecting growth and development of fetus, prenatal assessment and screening, etc.
2. Identify the prenatal complication and care
3. Apply the knowledge to help the pregnant women to adopt healthy lifestyle

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Understand prenatal development, factors affecting growth and development of fetus, prenatal assessment and screening, etc.	X					X			X			
2. Identify the prenatal complication and care		X				X		X	X			
3. Apply the knowledge to help the pregnant women to adopt healthy lifestyle												

Title of the Course: PRENATAL DEVELOPMENT AND CARE (OE- 1A)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content		45 hrs
Unit - 1	Introduction to Prenatal stage	11 hrs
	Chapter - 1 Preparation and Pre-pregnancy Status, Conception – Meaning and Process of Conception,	
	Chapter - 2 Prenatal stage – Concept and Significance, Stages of Prenatal Development - Germinal stage, Embryonic stage, Fetal stage	
Unit - 2	Factors Affecting and Prenatal Assessment	12hrs
	Chapter - 3 Factors affecting Prenatal growth and development – Maternal, Paternal Factors, Genetical and Environmental Factors	
	Chapter – 4 Prenatal Screening and Assessment, Genetic screening tests and Counseling	
Unit – 3	Complications during Prenatal stage	10hrs
	Chapter – 5 Miscarriages and Abortions, Intrauterine growth retardation, Low pregnancy weight gain, Health Issues	
	Chapter – 6 Infertility and Assisted Reproduction	
Unit – 4	Prenatal Care and Adaptation to Pregnancy	12hrs
	Chapter – 5 Prenatal care – Healthy eating and nutrition requirement, physical and emotional fitness, regular Medical checkups and Monitoring,	
	Chapter - 6 Care for High-risk pregnancy	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Project	10 + 10
Total	40 marks

References

1. Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd.
2. Craig, G. (1999); Human Development, N.J.; Prentice Hall.
3. Feldman Robert S. (2013), Development Across the Life Span, 7th edition, United States, Pearson Education
4. Hurlock Elizabeth B. (2001), Child Development, 6th Edition, New Delhi, McGraw Hill Education.
5. Papalia, D.E. (2004). Human Development. 9th Edition, New Delhi: Tata McGraw Hill.
6. Rice Philip. K (2001) Human development, Prentice Hall, New Jersey
7. Barbara.M, Newmaqn and Philip. R. Newman (2015) Theories of Human Development, Psychology press.
8. Naresh Gupta (2019), Human Development in India, Emerald Publisher
9. SuhasisBhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence Issues and Concerns, First Edition, Pearson Publisher
10. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
11. Laura E, Adena B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
12. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning

OPEN ELECTIVE 1B: INFANT DEVELOPMENT AND CARE

Course Title: Infant Development and Care (OE- 1B)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): PUC/ 10+2 Home Science/any discipline [Science/Arts/Commerce]

Course Outcomes (COs):

1. Understand newborn behavior and capacities, Factors Influencing growth and development of Infants
2. Demonstrate an understanding of the issues related to infant assessment and to identify the infants at risk conditions
3. Use the understanding to guide the needy people to benefit from the programme meant for infants

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Understanding of newborn behavior and capacities, Factors Influencing growth and development of Infants	X	X				X						
2. Demonstrate an understanding of the issues related to infant assessment and to identify the infants at risk conditions	X					X		X	X			
3. Use the understanding to guide the needy people to benefit from the programme meant for infants						X		X	X			

Title of the Course: INFANT DEVELOPMENT AND CARE (OE- 1B)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content			45 HRS
Unit I	Neonate and Infant Development and Behavior		
	Chapter – 1	Neonate behavior and capacities; Principles of Neonatal care	4
	Chapter – 2	Development and abilities during infancy, Factors Influencing growth and development of Infants, Infants at risk conditions	6
	Chapter – 3	Adaptation strategies to cultural setting and Practices	5
Unit II	Early Interaction and Environment		

	Chapter – 4	A beginning in Attachment formation – Course of attachment, Mother-infant bonding, Role of Father in formation of attachment	5
	Chapter – 5	Multiple Caring and Environment - Dyadic verses Multi-caring, , Parent-Child Interaction as a cultural process	5
Unit III	Infant Assessment and Ethical Issues		
	Chapter – 6	Infant Assessment –Need and reasons for infant assessment, methodological issues related to infant assessment – Apgar Scale and Brazelton Scale, Infant Health Indicators	6
	Chapter – 7	Ethical issues and concerns related to infant assessment	4
Unit IV	Infant Care and Welfare		
	Chapter - 8	Infant care –Feeding Practices- Breast feeding and Weaning, Nutritional Requirements and nutritional Problems, sleep cycles, failure to thrive, premature and low birth weight infants, Growth Monitoring, Health Checkups, Vaccination, toilet training,	6
	Chapter - 9	Policies and Programmes for Infants	4

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Project	10 + 10
Total	40 marks

References

1. Laura E. Adena. B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher
2. Mansoor J(2019), Infant stimuli, PrimediaeLaunch LL,
3. Kay M , Albrecht, Linda G (2001), Infant and Toddler Development, Gryphon House, ISBN:0876592590.
4. Rebecca Delcarmen and Wiggins Alice Carter(2004), Handbook of Infant, Toddler and Preschool, Mental Health Assessment, Oxford University Press, New York,
5. D.Sue Schafer, Martha S, Moersch (2007), Developmental Programming for Infants and Young children: Stimulation activities (VOL.3), University of Michigan Press, 1981.

**B.A./B.Sc. HUMAN DEVELOPMENT AND FAMILY STUDIES
SEMESTER II**

Theroy : LIFE SPAN DEVELOPMENT – I (PRENATAL TO ADOLESCENCE)

Course Title: Life Span Development – I (Prenatal to Adolescence) (DSC- 3)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

1. To identify the age-appropriate developments and delays in all age group.
2. Compare and contrast various issues that affect development, such as class, ethnicity and culture
3. To identify the critical
4. To identify the critical issues faced and adjustment problems specific to the age group (Prenatal to adolescence)

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. To identify the age appropriate developments and delays in all age group.	X	X			X							
2. It enables to compare and contrast various issues that affect development, such as class, ethnicity, and culture.	X	X	X		X					X	X	
3. To identify the critical issues faced and adjustment during different stages	X				X							X

Content		60 hrs
Unit I	Prenatal Period and Birth	18
	Chapter – 1 Prenatal Development: Stages of prenatal development; Influence of genetic and environmental factors on prenatal growth and development; The role of teratogens; Fetal abnormalities and diagnostic tests; Significance of the	

		genome project for understanding human development; Importance of Indian practices during pregnancy	
	Chapter - 2	Birth process, Types of delivery, Complications at birth, Measures of neonatal health and responsiveness,	
Unit II	Infancy and Babyhood		12
	Chapter - 3	Neonate: Physical and Physiological state of neonates' adjustments, Reflexes and sensory capacities.	
	Chapter - 4	Infancy and Babyhood: Characteristics, Process of physical and motor development and Physiological status, Nutrition and Health, Perceptual development, Emotional, Cognitive and Language development, Social relationships during toddlerhood, the cultural experience of being an infant	
Unit III	Childhood		15
	Chapter - 5	Early Childhood: Transition from infancy to childhood; Importance and Characteristics; Physical and Motor Development; Play and Social relationships; The emerging self; Cognitive, Language and emotional in early years; early socialization - Parenting, Peers and Cultural processes	
	Chapter - 6	Middle Childhood: Characteristics, Developmental tasks; Physical and Motor development – changes and challenges; Cognitive, language and Moral development; Emotional development; Sense of Industry and Personality development; Social relationships with parents, siblings, peers and teachers, Socialization by Mass media, Cultural influences; The experience of schooling – academic achievement	
Unit IV	Adolescence		15
	Chapter - 7	Definition and Characteristics, Transition from childhood to sexual maturity- Puberty and its consequences; Physical and Psychological changes; Development of formal thoughts; Moral reasoning and judgment; Integration of the self- Issues of identity formation and Personality	
	Chapter - 8	Role of family, Peers, community and ethnic groups; changes in social life, Vocational interests and Adjustments; Health, Sexuality, mental health, delinquency-conformity	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10

Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

PRACTICAL : LIFE SPAN DEVELOPMENT – I (PRENATAL TO ADOLESCENCE)

Course Title: LIFE SPAN DEVELOPMENT – 1 (PRENATAL TO ADOLESCENCE) (DSC-3)	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercise to be conducted:

1. Visit to Hospital - Observation of neonatal reflexes and care of high-risk child in Neonate Intensive care unit.
2. Study on Perception of different groups/culture on infant care and development.
3. Observation and recording all round development of early childhood children (below 6 years of age).
4. Assess the cognitive and moral development of school children.
5. Survey on Adolescents' attitude towards Sexuality/Alcoholic and Substance abuse
6. Visit to Juvenile homes and observation homes

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data collection and Interpretation	10

Total	20
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References:

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher
2. SuhasisBhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
2. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
3. Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
4. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning

OPEN ELECTIVE – 2 A: EARLY CHILDHOOD – HEALTH, NUTRITION AND EDUCATION

Course Title: EARLY CHILDHOOD – HEALTH, NUTRITION AND EDUCATION (OE- 2A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): PUC/10+2 Home Science/Any discipline [Science/Arts/Commerce]

Course Outcomes (COs):

1. Demonstrate an understanding of the factors influencing the developments
2. To identify the health, nutrition and educational needs during early childhood years.
3. understand the intervention programmes related health, nutrition and education of young children

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Demonstrate an understanding of the factors influencing the developments	X	X	X	X								

2. To identify the health, nutrition and educational needs during early childhood years.	X	X	X	X										
3. understand the intervention programmes related health, nutrition and education of young children	X	X	X											

Title of the Course: EARLY CHILDHOOD – HEALTH, NUTRITION AND EDUCATION (OE- 2 A)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content			45 Hrs
Unit I	Introduction to Early Childhood Years		12 Hrs
	Chapter - 1	Definition and significance of early childhood years, Classification, Characteristics, Developmental tasks	
	Chapter - 2	Growth and Development - Physical, Motor, Cognitive, Language, Emotional and Socio-personal development	
Unit II	Health Problems and Management		10 Hrs
	Chapter - 3	Common Illness And Ailments – Fever ,Cold, Chicken pox, Measles, Mumps, Rubella/German measles, Cold and Flu, Constipation, Diarrhea and vomiting, Prevention of illness, Handling sick children, Health care and immunization	
	Chapter - 4	Emotional and Behavioral problems - Definition, symptoms, identification and Management	
Unit III	Nutritional Problems		12 Hrs
	Chapter - 5	Nutrition – Concept, Needs and Significance of Nutrition during early years; Nutritional status and Factors affecting nutritional status of young children	
	Chapter – 6	Common childhood nutritional problems, Nutritional intervention programmes in India	
Unit IV	Early Childhood Education		11 hrs
	Chapter – 7	Early Childhood Education - Definition, Need and importance, aims and objectives; Types of play and Play-way approach, Early childhood educational programmes	
	Chapter – 8	Early childhood education and its impact on all-round development. Policies and Programmes of ECCE	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher
2. SuhasisBhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence Issues and Concerns, First Edition, Pearson Publisher
3. Bridget A. Walsh, Lydia Deflorio (2018), Introduction to Human Development and Family studies, Oxford university press.
4. Laura. E, Adena. B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
5. Helen Penn (2005), Understanding Early childhood: Issues and controversies, Open university press
6. Catherine Raeff, Janette B. Benson (2003), Social; and cognitive development in the context of individual, social and cultural processes, Routledge
7. Mary D. Sheriden (1999), Play in Early Childhood: From birth to six years, Routledge

OPEN ELECTIVE - 2B: CHILDHOOD BEHAVIOURAL PROBLEMS

Course Title: Childhood Behavioural Problems (OE- 2A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): PUC/10+2 Home Science/Any discipline [Science/Arts/Commerce]

Course Outcomes (COs):

1. Able to Identify the normal and problematic behaviours that occur in children
2. Understand the unmet emotional needs and role of parents/teachers in managing the children with emotional and behavioural problems
3. Plan and conduct the educational or intervention programmes involving parents and teachers

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Able to identify the normal and problematic behaviours that occur in children	X	X		X		X	X					
2. Demonstrate an understanding of the unmet emotional needs and role of parents/teachers in managing the children with emotional and behavioural problems	X	X		X	X	X	X	X				
3. Plan and implement the educational or intervention programmes involving parents and teachers	X	X		X		X	X					

Title of the Course: CHILDHOOD BEHAVIOURAL PROBLEMS (OE- 2B)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content		45 Hrs
Unit I	Introduction to Childhood Years	8 hrs
	Chapter – 1 Definition, Concept and Significance of childhood years, Developmental tasks;	
	Chapter – 1 Emotional and social behaviors during childhood years	
Unit II	Common Behavioral problems	12 hrs
	Chapter - 3 Hurts other Children, Destroys things, Uses bad language, Thumb sucking, Bedwetting Masturbates, Attention seeking, Fears, Stealing, Lying, Runs away from home, Refuses of Eat and Disturbed sleep-Causes and Characteristics and Management.	
	Chapter - 4 Behavioral Management strategies and Techniques	
Unit III	Emotional and behavioral Problems	12 hrs
	Chapter - 5 Internalizing Problems – Characteristics, Causes, Consequences and Management	
	Chapter - 6 Externalizing Problems – Characteristics, Causes, Consequences and Management	
Unit IV	Dealing with Problematic children in Family and School	13 hrs

	Chapter – 7	Role of parents and Family members in dealing with problematic Children, Role of Counselors	
	Chapter – 8	Role of Teachers, Peers and Professionals in dealing with problematic Children in School Setting, School counseling	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Laura.E, Adena.B.Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher
2. Ramnath Sharma and Rachana Sharma (2008), Child Psychology, Atlantic Publishers and Distributors.
3. Theodora Papatheodorou (2005) Behaviour Problems in the Early Years: A Guide for Understanding and Support , Routledge Falmer, Taylor and Francis Group
4. Gretchen A. Gimpel, Gretchen Gimpel Peacock, Melissa L. Holland (2003) Emotional and Behavioral Problems of Young Children: Effective Interventions in Preschool and Kindergarten Years, The Guilford Press, NewYork.
5. Jo Douglas (2002) Behaviour Problems in Young Children: Assessment and Management By Routledge Falmer, Taylor and Francis Group

B.A./B.Sc. HUMAN DEVELOPMENT AND FAMILY STUDIES
SEMESTER III

Theory: LIFESPAN DEVELOPMENT–II [ADULTHOOD AND AGING]

Course Title: Lifespan Development–II [Adulthood and Aging] (DSC- 5)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

1. To understand the importance of adult development and aging
2. To understand the significance of roles and responsibilities, problems and adjustments during adulthood.
3. To understand the legal provisions and welfare programmes existing for elderly in India

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. To understand the importance of adult development and aging	x	x				x	x		x	x		
2. To understand the significance of roles and responsibilities, problems and adjustments during adulthood.	x	x					x	x				
3. To understand the legal provisions and welfare programmes existing for elderly in India								x	x			

Course Content		60 hrs
Unit I	Introduction to Adulthood and Aging	16
	Chapter – 1 Introduction to Adulthood – Concept of adulthood, Need of study, Perspectives of adult growth and development -	

		biological, psychological, sociological, cultural perspectives, Stages of adulthood; Demography on adult population in India	
	Chapter - 2	Aging– Definition, Types of aging – Primary and Secondary aging, Theories of aging, Biological, Cognitive, Social, Psychological aspects of aging and its impact, Successful aging – Definition and Characteristics, Strategies to Promote Successful Ageing	
Unit II	Young Adulthood		14
	Chapter - 3	Young Adulthood: Definition, Significance and developmental tasks, highlights of Physical, Cognitive and Psychosocial developments	
	Chapter - 4	Roles and Responsibilities, Adjustments in Family and Career–Single life, Marriage, Parenthood and Non-parenthood, Vocational patterns and adjustment	
Unit III	Middle Adulthood		14
	Chapter - 5	Middle Adulthood – Definition, Developmental tasks, highlights of Physical, Cognitive and Psycho-social developments, Health issues, Midlife Crises, Menopause	
	Chapter - 6	Roles, Responsibilities and Adjustments in Family and Career – Interpersonal relationship, Occupation and job satisfaction, Leisure time activities, Pre-retirement and preparation for retirement	
Unit IV	Late Adulthood		16
	Chapter - 7	Late Adulthood and Old age– Definition, developmental tasks, characteristics, Biological Cognitive, Emotional and Social changes, Health Issues and Health care, social networking, Leisure time activities and interests, Attitudes towards the aged, Effect of retirement on self and family, Concept of Re-employment, Problems and adjustments.	
	Chapter - 8	Legal provisions and Welfare Programmes for elderly in India – Ongoing welfare programmes, Institutionalized elderly.	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10

Total	40 marks
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PRACTICAL: LIFE SPAN DEVELOPMENT - II

Course Title: Life Span Development - II (DSC-6)	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercise to be conducted:

1.	Case Study on young adults regarding Single life/Marriage/Career – Write a report
2.	Visits to Urban Family Planning Centre
3.	Collection of newspaper and magazine articles and internet searches on family crisis/ midlife crisis and write a report
4.	Case study on working middle aged men and women on preparation for retirement – write a report
5.	Assess the health problems of elderly people
6.	Visit to Home for Senior Citizens/Family courts/ De-addiction centers, and write a report

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data collection and Interpretation	10
Total	20

References:

1. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis

2. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
3. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
4. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning
5. Moneer Alam 2006, Aging in India – Socio economic and health Dimensions, Academic Foundations.
6. Naresh Gupta (2019), Human Development in India, Emerald Publisher
7. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 8th Edition, Cengage publisher
8. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing

OPEN ELECTIVE 3A : ADOLESCENCE - HEALTH AND WELFARE

Course Title: Adolescence - Health and Welfare (OE- 3A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs)

1. Delineate the health status of adolescents and analyze the relationship between environmental, social, and personal factors that influence adolescent health.
2. Describe common health problems, roles of parents, teachers, professionals, and healthcare services available for adolescents.
3. Understand the legal provisions and welfare programmes existing for adolescents in India.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Delineate the health status of adolescents and analyze the relationship between environmental, social, and personal factors that influence adolescent health.						X	X	X				

2. Describe common health problems, roles of parents, teachers, professionals, and healthcare services available for adolescents.										X	X				
3. Understand the legal provisions and welfare programmes existing for adolescents in India.											X	X			

Title of the Course: ADOLESCENCE - HEALTH AND WELFARE (OE- 3A)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content		45 Hrs
Unit I	Introduction to Adolescent Health	8 hrs
	Chapter – 1 Adolescence – Definition, concept, Significance, needs & Concerns. Concepts of Health and wellbeing. Adolescent health trends in India, Factors influencing health of adolescents.	
	Chapter – 2 Development in adolescence - Concept of Puberty, developmental changes in biological, psychological and social domains, impact on adolescents' health. Health assessment.	
Unit II	Health Issues of Adolescents	12 hrs
	Chapter - 3 Adolescent risk behaviors – Deviant behavior, Tobacco use, Body Image, Alcohol and Substance abuse, Injuries, Aggression and Violence	
	Chapter - 4 Adolescent Health Issues – Mental Health, Malnutrition, Sexual and Reproductive Health – STDs/STIs, Teenage Pregnancy, Juvenile delinquency,	
Unit III	Health Care for Adolescents:	10hrs
	Chapter - 5 Adolescent Health care – Rights of Adolescents, Guiding Principles for Promoting and Protecting Adolescent Health, Life Cycle Approach and Importance of Adolescent Health Care.	
	Chapter - 6 Role of parents, teachers, counselors and health workers. Health awareness programmes.	
Unit IV	Welfare Programmes	15hrs
	Chapter – 7 Constitutional and legal provisions related to Adolescent Health	
	Chapter – 8 Policies and Welfare Programmes for Adolescents in India – Need for policy making, The National Health Policy	

		(NHP), Nutrition Programme for Adolescent Girls (NPAG), Kishori Shakti Yojana (KSY), Balika Samridhi Yojana (BSY), National Rural Health Mission (NRHM), National Adolescent Health Strategy, Mid-Day Meal Scheme, Mental Health Programme.	
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Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
2. Gomathi Jatin Shah, Sybil Thomas, 2021, Adolescence in India - An Interdisciplinary Perspective, Taylor & Francis Limited
3. Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
4. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning
5. Mujibul Hasan Siddiqui (2008) Guidance & Counseling APH Publishing Company New Delhi
6. Naresh Gupta (2019), Human Development in India, Emerald Publisher
7. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
8. SuhasisBhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
9. Ralph J. DiClemente, John S. Santelli, Richard Crosby · 2009 Adolescent Health: Understanding and Preventing Risk Behaviors, Jossey-Bass Publishers
10. Geeta Sethi, Shalini Bharat, 2019, Health and Wellbeing of India's Young People - Challenges and Prospects, Springer Singapore

OPEN ELECTIVE 3B – PARENTING IN CHILDHOOD YEARS

Course Title: PARENTING IN CHILDHOOD YEARS(OE- 3B)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

1. To understand concept of parenting, types of parenting styles and its consequences on child development and behaviors.
2. To understand significant role of parents in child's development
3. To recognize the methods used to conduct parent education programmes

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. To understand concept of parenting, types of parenting styles and its consequences on child development and behaviors.		X		X								
2. To understand significant role of parents in child's development					X	X		X				
3. To recognize the methods used to conduct parent education programmes				X		X		X	X			X

Title of the Course: PARENTING IN CHILDHOOD YEARS (OE- 3B)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content		45 Hrs
Unit I	Introduction to Parenthood and Parenting	8 hrs
	Chapter – 1 Parenthood: Meaning and changing concept, responsibilities and adjustments , factors to be considered while making decisions about parenthood.	

	Chapter – 2	Parenting: Meaning and concept, tasks of, determinants , characteristics of parenting roles – mothering and fathering roles, parenting styles and disciplinary methods.	
Unit II	Role of Parents in children’s development		12 hrs
	Chapter - 3	Role of parents in socialization and self-development of children - Establishing daily routines and showing responsible behavior; Developing self-awareness and discovering personal capabilities among children; Helping child to learn to express and control emotions; Helping child to learn to maintain family relations.	
	Chapter - 4	Role of parents in fostering children’s language and literacy development – Interaction between parents and children, creating learning environment.	
Unit III	Parenting children with Problems		12 hrs
	Chapter - 5	Parenting children of behavioral and emotional problems – Definition and concept, causes, significance of early identification, strategies and management skills for parents.	
	Chapter - 6	Parenting children with special Needs – Definition and concept, significance of early identification, strategies and management skills for parents. Role of support system.	
Unit IV	Parent Education		13 hrs
	Chapter – 7	Parent Education – Needs and importance, parent involvement, parent courses, parent self-help groups, role of professionals and family workers in Parent education	
	Chapter – 8	Methods used to conduct parent education – Individual and Group methods, Direct and Indirect methods, Audiovisual aids, ICT& social media.	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Deborah Campbell and Glen F. Palm (2004) Group Parent Education: Promoting Parent Learning and Support, New Delhi Sage Publications

2. Garry Hornby (2011) *Parental Involvement in Childhood Education: Building Effective School Family partnership*, New York, Springer Publishers
3. Gupta Sangeetha (2006) *The Joy of Parenting*, New Delhi Unicorn Books
4. Holden W George (2010). *Parenting - A Dynamic Perspective*, New Delhi, Sage Publications
5. Loredana Benedetto and Massimo Ingrassia (2018) *Parenting: Empirical Advances and Intervention Resources*, Croatia, Intech Publishers
6. Marvin J. Fine (2014) *Handbook on Parent Education*, New York, Academic Press Inc
7. Marvin J. Fine and Steven W. Lee (2000) *Handbook of Diversity in Parent Education: The Changing Faces of Parenting*, California, Academic press.
8. National Academies of Sciences, Engineering and Medicines (2016) *Parenting Matters: Supporting Parents of Children Ages 0-8* Washington DC, The National Academies press
9. Nicky Lee (2009) *The Parenting Book*, London, Alpha International Publishers
10. Shekhar Seshadri and Nirupama Rao (2012) *Parenting: The Art and Science of Nurturing*, Delhi, Byword Books Private Limited

**B.A./B.Sc. HUMAN DEVELOPMENT AND FAMILY STUDIES
SEMESTER IV**

Theory: PRINCIPLES OF FAMILY STUDIES

Course Title: PRINCIPLES OF FAMILY STUDIES (DSC- 7)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

1. Identify the disorganized families, its causes and consequences
2. Critically evaluate the approaches used in family studies.
3. Acquire skills of coping and family therapy to deal with family stress and disorganization.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Identify the disorganized families, its causes and consequences and explain the policies and programmes available for family welfare						X	X	X	X			
2. Critically evaluate the approaches used in family studies.								X	X	X		
3. Acquire skills of coping and family therapy to deal with family stress and disorganization.								X	X			

Course Content		60 hrs
Unit I	Introduction to Family studies and Theories	14
	Chapter - 1 Family studies – Meaning and concept, Approaches, Interdisciplinary approaches - Developmental approach, Interactional approach, Institutional approach, Systematic approach, family life cycle approach, Ethnographic approach, Demographic approach.	

	Chapter - 2	Theories in family studies Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory	
Unit II	Marriage and Family		16
	Chapter - 3	Marriage: Meaning, Functions, Types and Forms, Marital Roles and responsibilities, Marital adjustments and Marital Dissolution, Premarital and Marital Counseling.	
	Chapter - 4	Family– Meaning, Characteristics, functions, structure and forms of family, Alternative families, change in family patterns and stress, Family crisis and Coping strategies.	
Unit III	Family life cycle and education		14
	Chapter - 5	Family Life Cycle – Meaning, stages and Theories of family life cycle.	
	Chapter - 6	Family life education – concept and definition, objectives& importance. Content and Salient features of family life education, agencies involved in Family life education	
Unit IV	Family disorganization and welfare programme		16
	Chapter - 7	Family disorganization - Family violence, Dowry, Drug addiction (Substance abuse) Alcoholic abuse, Sexual abuse, Child abuse, Gender discrimination. Family Disorganization - Extramarital relation& infidelity, separation, desertion and Divorce. Remarriage – effects on family members. Family Therapy.	
	Chapter - 8	National policies and Programmes for family welfare - National Family Welfare Programme, National Population Policy, National Rural Health Mission, Urban Family Welfare Schemes, Sterilization Beds Scheme, Reproductive and Child Health programme, Janani Suraksha Yojana.	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

Practical : PRINCIPLES OF FAMILY STUDIES - II

Course Title: PRINCIPLES OF FAMILY STUDIES - II (DSC-8)	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercise to be conducted:

1.	Study the marital adjustments among adults –
2.	Case study on issues of family disorganization – write a case report
3.	Visit to marriage counselling/Family counseling Centre- write report
4.	Visit to family court and write a case report
5.	Assess the attitude towards Nuclear/ Joint/ Extended family
6.	Plan and conduct family life education programme in urban/rural/slum setting

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data collection and Interpretation	10
Total	20

References:

1. Bridget A. W. Lydia D, Melissa M. B, (2017), Introduction to Human Development and Family Studies, Taylor and Francis Ltd.
2. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
3. Carol A. Darling, Dawn Cassidy (2014) Family Life Education: Working with Families across the Lifespan, Third Edition
4. Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis, an informa company.
5. Christine A. P., Kevin R. B. and Sharon J. P. (2016), Families & Change: Coping

With Stressful Events and Transitions, SAGE Publications, Inc.

6. Froma and Walsh (2017), Strengthening Family Resilience, Third Edition, Guilford Press
7. Jane R. M. and Rosalind E. (2010), Key Concepts of Family Studies, SAGE Publisher Pvt. Ltd.
8. Janice, Weber, (2010), Individual and family stress and crises, Oxford academic press India.
9. Naresh Gupta (2019), Human Development in India, Emerald Publisher
10. Pauline E. B., Chalandra M. B. and Jay A. M. (2014) Family Stress Management: A Contextual Approach, SAGE Publications, Inc.
11. Randal D, (2010), Introduction to Family Processes: Fifth Edition, Routledge Pvt. Ltd.
12. Stephen F, Duncan H, Wallace G, (2016), Family Life Education: Principles and Practices for Effective Outreach, SAGE Publications, Inc; Third edition.

OPEN ELECTIVE 4A – WOMEN’S HEALTH AND WELFARE

Course Title: WOMEN’S HEALTH AND WELFARE (OE- 4A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs)

1. Identify the health problems and health care services available to women
2. Understand the determinants of women’s health
3. Gain insight into health policies and programs available for Women in India.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Identify the health problems and health care services available to women							x	x	x			
2. Understand the determinants of women’s health							x	x				

		Diagnostic Test (PCPNDT) Act, abortion and medical termination of pregnancy -	
	Chapter – 8	Schemes Related to Women’s Health in India - Chiranjeevi Yojana , Janani Shishu Suraksha Karyakaram (JSSK), Kasturba Poshan Sahay Yojana (KPSY), Rashtriya Kishor SwasthyaKaryakram (RKSK), Universalisation Women’s Helpline Scheme	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Das Gupts Monica & Krishnan T.N. (1998). “Women and Health”. Oxford, New Delhi.
2. J.R. Park and K.Prak. (1983). “Text Book of Preventive and Social Medicines”. Habalpure, M.S.Banarside.
3. K.Ajit Dalal A and Subha Ray. (2005). “Social Dimensions of Health”. Rawat Publications, Jaipur.
4. KrishnarajMaithrey (ed). (1999). “Gender, population and development”. Oxford, New Delhi.
5. Mohan Rao (Ed). (2004). “The Unheard Scream: Reproductive Health and Women’s Rights in India”. Zubaan, New Delhi.
6. Rosalind Pollack Petchesky. (2003). “Gendering Health and Human Rights”. Jed Book, London.
7. Shukla P.K. (1982). “Nutritional Problems of India”. Prentice Hall of India, New Delhi.

OPEN ELECTIVE 4B – GERIATRIC HEALTH AND WELFARE

Course Title: GERIATRIC HEALTH AND WELFARE (OE- 4B)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

1. To identify the health needs and care related to problems of elderly
2. Identify prevention and rehabilitation services offered to elderly people
3. Explore the legal provisions and welfare programmes available to elderly people in India

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. To identify the health needs and care related to problems of elderly						x	x	x	x			
2. Identify prevention and rehabilitation services offered to elderly people							x	x	x			
3. Explore the legal provisions and welfare programmes available to elderly people in India							x	x	x			

Title of the Course: GERIATRIC HEALTH AND WELFARE (OE- 4B)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content		45 Hrs
Unit I	Introduction to Geriatric Health	8 hrs
	Chapter – 1	Definition, Concept, History of Geriatrics, Basic trends – Morbidity and Mortality, Health needs of elderly people.
	Chapter – 2	Aging and Health status of Elderly people in India – Challenges In Geriatric Health Care. Risk factors.
Unit II	Geriatric Health problems	12 hrs

	Chapter - 3	Common health problems-Functional deficits, Malnutrition and Disability issues, Infectious diseases&Mental Health problems.	
	Chapter - 4	Chronic Health problems in old age –Cardiovascular diseases, Renal diseases, Metabolic disorders, Musculoskeletal disorders, CNS-related health Problems, Cancer.	
Unit III	Geriatric Care, Prevention,and Rehabilitation		12 hrs
	Chapter - 5	General care –Principles& goals. Types – Health promotion, Preventive services, Rehabilitative services, Home Based care; Specialized geriatric care- disability management, nutrition, chronic non-communicable diseases, and mental health;	
	Chapter - 6	Geriatric Rehabilitation and Counseling – Concept, approaches, Types & Rehabilitation services. Counseling services.	
Unit IV	Legislationsand Policies		13 hrs
	Chapter – 7	Constitutionaland legal provisions - National Policy on Older Persons, National Council for Older Persons, The Mental Health Care Bill, 2013, National Policy for Senior Citizens, 2011,Maintenance and Welfare of Parents and Senior Citizens (Amendment) Bill, 2019. Recreational services, Institutional services - Old age homes, daycare centers, helpline services.	
	Chapter – 8	Ongoing Schemes and Programmes for Welfare of elderly in India.	

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Dharmarajan T.S., Robert A. Norman 2003, Clinical Geriatrics, CRC Press INC
2. Elderly Care Medicine Lecture Notes, 2007, 8thEdition, Wiley-Blackwell.
3. Geriatrics at your Fingertips,2015,17th Edition
4. Cathy Joe Cress, 2001, Handbook of geriatric care management(3rd Ed):: AI Books
5. Panda U.N.,2001, An introduction to Geriatrics, CBS Publishers

6. Sharma O.P. 2004, Geriatric Care: A Textbook of Geriatrics & Gerontology, Viva Books Private Limited
7. Steven R. Gambert · 2013 Hand book of Geriatric, Springer
8. Woodford Henry · 2019, Essential Geriatrics, 3rd edition, CRC Press, Taylor and Francis

B.A./ B.Sc. HUMAN DEVELOPMENT AND FAMILY STUDIES
SEMESTER V

THEORY: EARLY CHILDHOOD CARE AND EDUCATION

Course Title: Early Childhood Care and Education (DSC-9)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Acquire the skills for organization and administration of the ECCE Centre
2. To gain knowledge and insight regarding issues related to early childhood care and education
3. To develop the skills and techniques to plan activities in ECCE Centres of different types, to conduct activities in ECCE Centre, and to conduct parent education

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Acquire the skills for organization and administration of the ECCE Centre			X	X								
2. To gain knowledge and insight regarding issues related to early childhood care and education			X		X							
3. To develop the skills and techniques to plan activities in the ECCE Centre of different types, to conduct activities in the ECCE Centre, and to conduct parent education			X									

Course Title: Early Childhood Care and Education (DSC-9)

Number of Theory Credits	Number of lecture hours/semester
4	60

Course Content			60 Hrs
Unit I:	Chapter - 1	Early Childhood Care and Education (ECCE) – meaning, needs, importance, objectives of ECCE; Types of ECCE Centre - Play Centre, Day Care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche	6

	Chapter - 2	Historical Overview of ECCE in India, Western and Indian Educators, National Educational Policies and Contributions of Agencies to ECCE in India	8
Unit II:	Chapter - 3	Organizational Setup of ECCE – Location/site, Building – plan, space, and facilities in indoor and outdoor, garden, playground, equipment, and materials for play and learning, Equipment needed for urban and rural preschools, Indigenous and low-cost teaching materials	10
	Chapter – 4	Personnel Management – Personnel required in ECCE Centre–qualities and qualifications, roles and responsibilities, cooperation and coordination of personnel; supervision and monitoring, evaluation of personnel	6
Unit III:	Chapter – 5	Curriculum models and Programme Planning of ECCE– meaning and models of curriculum, Programme planning – definition, principles, types, and factors influencing programme planning, Programme evaluation – needs and significance. Play-types and Importance	8
	Chapter – 6	Developmentally Appropriate Activities for Young Children in ECCE, Foundational literacy and Numeracy, 3 Rs – Reading readiness, writing readiness and readiness for arithmetic; Literature for Children, Indoor and Outdoor Play activities, Role of teacher in planning and implementing the activities, Methods of assessment of child	6
Unit IV:	Chapter – 7	Parent Education and Involvement – needs and importance, methods, planning, implementing and evaluation of parent education and involvement program, Role of teacher in parent education	8
	Chapter - 8	Documentation and Financial Management – need and importance, principles and uses of record keeping, types of records, reports, and registers maintained in ECCE; Financial allocations and budgetary considerations, budget making and resource generation avenues	8

Formative Assessment= 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

PRACTICAL: EARLY CHILDHOOD CARE AND EDUCATION

Course Title: Early Childhood Care and Education (DSC-10)	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercises to be conducted

1.	Visit to Early Childhood Care and Education Centre - Nursery Schools/Kindergarten/Day Care Centre/Crèches/Anganwadi for Observation of Preschool programme and writing report
2.	Collection of Newspaper and Magazine articles as well as online articles on play equipment and prepare a file including the address of production units and suppliers.
3.	Develop low-cost and indigenous play materials
4.	Prepare a Scrap Book/picture book/ resource book for toddlers
5.	Plan a daily schedule on any theme and prepare the teaching aids for Pre Schoolers
6.	Plan the activities related to Nature and Science, Maths and Language, and Games for cognitive development

Formative Assessment= 20 marks	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data Collection and Interpretation	10
Total	20

References:

1. AparajithaChowdry and Rita Choudhury, (2002) Pre-School Children Development, Care And Education, New Age International (p) Limited, Publishers
2. G. Pankajam, (2005) Pre-Primary Education Philosophy and Practice, Concept Publishing Company
3. Geva M Blenkin and A V Kelly, (2002), Early Childhood Education a developmental curriculum, Paul Chapman Publishing Ltd.
4. M. Sen Gupta, (2019), Early childhood care and Education, PHI Learning Pvt. Ltd.
5. R.C. Mishra, (2009), Early Childhood Care and Education, A.P.H. Publishing Corporation
6. S Venkataiah, (2004), Child Education, Anmol Publishing Pvt. Ltd.

THEORY: CHILDREN WITH SPECIAL NEEDS

Course Title: Children with Special Needs (DSC-11)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Acquire the skills of identification and management of children with special needs.
2. Demonstrate the knowledge to provide intervention programs for differently able children.
3. Acquire knowledge about facilities, benefits, policies, and schemes available for special children.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Acquire the skills of identification and management of children with special needs.			X									
2. Demonstrate the knowledge to provide intervention programs for differently able children.			X		X			X				
3. Acquire knowledge about facilities, benefits, policies, and schemes available for special children.			X							X		

Course Title: Children with Special Needs (DSC-11)

Number of Theory Credits	Number of lecture hours/semester
4	60

Course Content			60 Hrs
Unit I:	Chapter 1	Children with special needs - definition, concept, and classification of children with special needs, concept of impairment, disability, and handicap, differences between developmental delay and disability, incidence and prevalence of disability, need for prevention, intervention, and rehabilitation for disabilities, Rights, policies, and provisions for disabled children	4
	Chapter 2	Early detection, screening, identification, and assessment of disability – Meaning, significance, methods, and tools used; Special education – meaning and concept, objectives, need and importance, issues and trends, types of special education, shift from special education to inclusive education – challenges and strategies	6

Unit II:	Chapter 3	Children with Physical and Orthopedically Challenges: Definition, characteristics, classification and prevalence, causes and associated conditions, prevention and treatment approaches; Role of family and community in dealing children with physical and orthopedically disability	10
	Chapter 4	Children with Sensory Challenges: Visually and Auditory challenged – definition, classification, characteristics, causes, prevalence, techniques of identification and assessment; Role of family and community in dealing children with sensory challenges	10
Unit III:	Chapter 5	Mentally Challenged and Gifted Children: definition, classification and terms, causes and prevention, characteristics of children with mental challenged and gifted; Role of family and community in dealing with mentally challenged and gifted children	8
	Chapter 6	Children With Communication Disorders: Speech and language disorders: definition, importance, classification, characteristics, causes; Role of family and community services in treatment and management	6
Unit IV:	Chapter 7	Children with Learning Difficulties and Disability: definition, difference between difficulty and disability, problems of labeling, criteria for identification and diagnosis, characteristics, causes and correlates of learning disability, Role of family and parents in dealing with children with learning difficulties.	8
	Chapter 8	Children with Behaviour and Emotional Disorders: conduct disorders, oppositional defiant disorders, autism spectrum disorders, attention deficit hyperactive disorders, anxiety and depression - definition, characteristics, classification, causes, and correlating factors; role of family in treatment and therapy.	8

Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

PRACTICAL: CHILDREN WITH SPECIAL NEEDS

Course Title: Children with Special Needs (DSC-12)	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercises to be conducted

1.	Visit to Institutions of Challenged Children and observe the ongoing rehabilitation services and treatment –Writing Report
2.	Case Studies on challenged Children (two case studies).
3.	Prepare audio-visual aids on different types of Challenged Children.
4.	Collect newspaper/magazine/online articles and prepare a resource file on challenged children
5.	Prepare play material for challenged children
6.	Plan and conduct a community-based educational program on the Rights of disabled children

Formative Assessment = 20 marks	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data Collection and Interpretation	10
Total	20

References:

1. Cindy Watson, (2017), Special Education, A beginners guide to serving all students, University of North Texas Libraries
2. David F. Bateman and Jenifer L.Cline (2016), A Teacher's Guide to Special Education: A Teacher's Guide to Special Education, Kindle Books, ASCD publisher.
3. David Mitchell, (2013), What really works in special and inclusive education, using evidence based teaching strategies, Second edition, ISBN- -13: 978-0415623223.
4. Deshmukhm R. C. (2009), Teaching children with special need, Pointer Publishers
5. Dr. Marc B. Taub OD, Dr. Mary Bartuccio OD, Dr. Dominick Maino OD, (2012), visua Diagnosis and care of the patient with special needs, Kindle Books, LWW Publisher, ISBN-13: 978-1451116687.
6. Eileen Allen.K, Glynnis Edwards Cowdery, (2014),The exceptional child, Inclusion in early childhood education, Kindle Edition.
7. Mangal.S.K. (2017), Educating Exceptional Children, An Introduction to special Education, PHI Learning private limited.
8. Mithu Alur and y Seamus Hegarty (2002), Children with special need, SAGE India Publications Pvt. Ltd.
9. Richard M. Gargiulo, Jennifer L. Kilgo, (2019), An introduction to young children with special needs.
10. Seamus Hegarty and Mithu Alur, (2002), Education & Children with Special Needs: From Segregation to Inclusion, SAGE India Publications Pvt. Ltd.
11. Sushi Kumar (2013), Children with special need, SAGE India Publications Pvt. Ltd.

**DISCIPLINE-SPECIFIC ELECTIVE: MARRIAGE AND FAMILY RELATIONSHIP
(DSE-5A)**

Course Title: Marriage and Family Relationship (DSE – 5A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Enable to identify the disorganized families, its causes, and consequences
2. Critically evaluate or test the efficacy of the developed program.
3. Acquire skills in family therapy and use the various methodologies used in marriage, home, and family studies research.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Enable to identify the disorganized families, its causes and consequences						X	X					
2. Critically evaluate or test the efficacy of the developed program.										X		X
3. Acquire skills of family therapy and use the various methodologies used in marriage, home and family studies research								X		X		

Course Title: Marriage and Family Relationship (DSE – 5A)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content			45 Hrs
Unit I	Chapter 1	Introduction to Marriage - Meaning and concept, functions, types, changing pattern in marriage, marital relationship and factors influencing marital adjustment,	5
	Chapter 2	Introduction to Family – Meaning and concept, characteristics, functions, Family as a component of social system, Diversity in families - types and factors affecting changing family structure, advantages, and disadvantages, Alternative families	6
Unit II	Chapter 3	Theories in Family Study - Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory; Current issues for research in Marriage and Family -	6

		Interpersonal conflicts, Work and home balance, Sexuality, Changing role of parents and parenting	
	Chapter 4	Approaches in family studies – Interdisciplinary approaches to family studies - Developmental approach, Interactional approach, Institutional approach, Systematic approach, family life cycle approach, Ethnographic approach, Demographic approach; Ethical issues in marriage and family research studies.	6
Unit III	Chapter 5	Marital Discords – Conflicts, disharmony, disagreement, divorce–causes and effects on individuals and family members, Remarriage	4
	Chapter 6	Family Crisis and Disorganization - Family violence, Battered women, Drug addiction (Substance abuse), Alcoholic abuse, Sexual abuse, Child abuse, Dowry, Family Disorganization due to Extramarital relation, Desertion, Sexual infidelity, Separation	6
Unit IV	Chapter 7	Family Resilience and Therapy -meaning and concept, significance, strategies for developing family resilience; family therapy –meaning and types -structured, strategic, experiential, and integrated family therapies	6
	Chapter 8	Policies and Programme for Family Welfare - National Population Policy, National Family Welfare Programme, National Rural Health Mission, Urban Family Welfare Schemes, Sterilization Beds Scheme, Reproductive and Child Health Programme, Janani Suraksha Yojana, and current central and state programs	6

Formative Assessment = 40 marks	
Assessment Occasion / type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Bridget A. W. Lydia D, Melissa M. B. (2017), Introduction to Human Development and Family Studies, Taylor and Fancis Ltd.
2. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
3. Carol A. Darling, Dawn Cassidy (2014) Family Life Education: Working with Families across the Lifespan, Third Edition
4. Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis, an informa company.
5. Christine A. P., Kevin R. B. and Sharon J. P. (2016), Families & Change: Coping With Stressful Events and Transitions, SAGE Publications, Inc.
6. Froma and Walsh (2017), Strengthening Family Resilience, Third Edition, Guilford Press.
7. Jane R. M. and Rosalind E. (2010), Key Concepts of Family Studies, SAGE Publisher Pvt. Ltd.

8. Janice, Weber, (2010), Individual and family stress and crises, Oxford academic press India.
9. Martha J. C. and Jeanne G. B. (2016), Conflict and Cohesion in Families: Causes and Consequences (Advances in Family Research Series), Routledge Publisher.
10. Naresh Gupta (2019), Human Development in India, Emerald Publisher
11. Pauline E. B., Chalandra M. B. and Jay A. M. (2014) Family Stress Management: A Contextual Approach, SAGE Publications, Inc.
12. Philip A C, E. Mavis H, (2011), Family Transitions (Advances in Family Research Series), Routledge Pvt. Ltd.
13. Radosveta D., Michael B., Fons V., (2016), Global Perspectives on Well-Being in Advances Families, Springer Pvt. Ltd.
14. Randal D, (2010), Introduction to Family Processes: Fifth Edition, Routledge Pvt. Ltd.
15. Stephen F, Duncan H, Wallace G, (2016), Family Life Education: Principles and Practices for Effective Outreach, SAGE Publications, Inc; Third edition.

DISCIPLINE-SPECIFIC ELECTIVE- PARENT-CHILD RELATIONSHIP (DSE-5B)

Course Title: Parent-Child Relationship (DSE – 5B)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Acquire skills of parenting and identify the facilitating and debilitating factors for a positive parent-child relationship.
2. To have the awareness about organizing parent education programs and how to address the issues of parent-child.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Acquire skills of parenting and identify the facilitating and debilitating factors for a positive parent-child relationship.						X	X					
2. To have the awareness about organizing parent education program and how to address the issues of parent-child.								X	X			X

Course Title: Parent-Child Relationship (DSE – 5B)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content:			45 hrs
Unit I	Chapter 1	Introduction to Parent-Child Relationship – Meaning and concepts, issues and theoretical approaches to the exploration of parent-child relationships across the lifespan;	6
	Chapter 2	Current research on issues pertaining to parent-child relationships	5
Unit II	Chapter 3	Parent-Child relationship across the lifespan – Interaction of parent-child during infancy, preschool, school age, and adolescence - Tasks of parenting, Facilitating, and debilitating factors for positive parent-child interaction	6
	Chapter 4	Positive parenting and Grandparenting – definition, strategies, and techniques used in positive parenting; Diverse & Volatile Parenting – Single, blended, Grandparenting – responsibilities and significance	8
Unit III	Chapter 5	Problems and Impact of Parent-Child Relationships on Individuals and Family Members – Parenting children at risk – children with special needs, chronic illness, and child maltreatment, children of alcoholic parents; Strategies and techniques for motivating children, Developmentally appropriate & methods for resolving parent-child conflicts	6
	Chapter 6	Emotional Relationships - Establishing Closeness, Emotional Coaching, and Managing Conflict, Role of Emotional Intelligence	4
Unit IV	Chapter 7	Parenting Programs – Need and significance, Issues of parenting education, Resources for parenting education	6
	Chapter 8	Child-Parent-Relationship Therapy	4

Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Blanton Brad,(2005). Radical Parenting, Magna Publishing Co.Ltd,Mumbai
2. Chapman Garry, (1995). Five Love Languages, Northfield Publishing, Chicago
3. Deb Sibnath and Chatterjee Pooja, (2008). Styles of Parenting Adolescents – The Indian Scenario, Akansha Publishing House, New Delhi

4. Degangi A Georgia and Kendall Anne,(2008),Effective Parenting for the Hard to Manage Child, Taylor and Francis Group, New York
5. Eanes Rebecca (2009), Positive Parenting, J. P. Tarcher, U.S/ Perigee Bks, U.S.
6. Gupte Suraj,(2007). Speaking of Child Care, Sterling Paper Backs, New Delhi
7. Hurlock B. Elizabeth, (2007). Developmental Psychology: A Life Span Approach, (5th Edn.), Tata Mc-Graw Hill Publishing Company Ltd., New Delhi.
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9. Shaline Mitra (2003), The art of successful parenting, Oxford academic press India.
10. Sooriya. P (2000), Parenting style, Himalaya publishing house.

VOCATIONAL COURSE 1A: METHODS AND MATERIALS FOR EARLY CHILDHOOD EDUCATION (VOC-1A)

Course Title: Methods And Materials For Early Childhood Education (VOC – 1A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Understand the various innovative methods and approaches that may be used for effective teaching and learning in early childhood education.
2. Develop the skills and techniques to plan and organize the activities for young children in ECCE Centres
3. Able to refine methods for classroom transactions for the evolving capabilities of young children

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Understand the various innovative methods and approaches that may be used for effective teaching and learning in early childhood education.			X	X								
2. Develop the skills and techniques to plan and organize the activities for			X	X	X							

young children in ECCE Centres													
3. Able to refine methods for classroom transactions for the evolving capabilities of young children					X								X

Course Title: Methods and Materials for Early Childhood Education (VOC-1A)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content:			45
Unit I	Chapter 1	Early Learning: Concept and process of early learning, Principles of learning in early childhood years, Methods of learning - trial and error; imitation; training; experiences (Direct and Indirect) discovery, Emergent learning.	6
	Chapter 2	Methods of early childhood education: Play way method; Theme based method, Activity method; Project/Inquiry based method; Montessori method, Development approach, Reggio Emilia Approach, Waldorf Steiner method, Bank Street approach, Parent Co-ops methods, etc.	8
Unit II	Chapter 3	Learning Environments and Materials: Supportive and ideal learning environment – Physical learning, language and literacy learning, cognitive learning (math, science and problem solving), fine arts learning. Learning Materials – Selection and care, role of teacher; Facilities – physical space, storage, equipment for art, music, nature and science, mathematics, and stimulate development, Indoor and Outdoor play equipment	6
	Chapter 4	Creativity: Definition and concept of creativity; stages in creativity development; Role of teacher in enhancing creative skills, different types of art and craft activities, role of teacher in planning and conducting art and craft activities	4
Unit III	Chapter 5	Language and communication: definition and concept, goals of language, types of listening and activities to promote listening; Criteria and selection of activities; role of teachers. Music/Songs - Objectives of music education, establishing goals, setting the stage for music, role of the teacher; three aspects of music-making, listening and singing.	7
	Chapter 6	Mathematics/Numeracy: Goals of mathematical learning; Developmental concepts at different stages; principles of teaching mathematics, Teaching mathematical concepts	4
Unit IV	Chapter 7	Activities related to Science – thinking, observing, inferring, classifying, communicating. Concept formation, differentiation, grouping, labelling. Role of teacher in	6

		promoting scientific activities by inquiry, objectivity, observation.	
	Chapter 8	Activities related to Social studies: importance of social studies, field trips, fostering self-concept and respect for others; Promoting social studies through activities. Role of teacher.	4

Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Aggarwal, J.C. (2005) Child Development and Process of Learning, Shipra publications, New Delhi.
2. Anandalakshmy,S. (2009) Activity based learning: a report on an innovative method in Tamil Nadu
3. Barnes.J. (2011) Cross cultural learning 3-14 (Second edition) New York. Sage. Global
4. Bower,V (2011) Creative ways to teach literacy. New York. Sage. Global.
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6. Judith Herr and Yvonne Libby, (1990) Creative Resources – For the early child hood education classroom, Delmar publishers Inc. USA.
7. Laura.E.Berk (2003), Child Development, 6th edition,. Prentice Hall,Inc.NewJersey
8. Levey R (2011). Young Children Reading. New York. Sage. Global
9. National Association for the education of young children (NAEYC) (2003) Early childhood curriculum, Assessment and Program evaluation: Building an effective, Accountable system in programs, for children Birth through Age 8. Washington D.C. (www.naeyc.org/resources/positionstatements/pscape.asp)

**VOCATIONAL COURSE 1B: CLASSROOM BEHAVIOUR MANAGEMENT
(VOC-1B)**

Course Title: Classroom Behaviour Management (VOC – 1B)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Understand the rules and components for classroom management and identify the disruptive behaviours in children
2. Evolve strategies for managing individual and large group students' behaviors and establish classroom rules and procedures to promote a positive, effective learning and efficient learning environment.
3. Able to create emotionally safe and engaging environment for effective learning and to understand the ethical and legal concerns for classroom management

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Understand the rules and components for classroom management and identify the disruptive behaviours in children				X								
2. Evolve strategies for managing individual and large group students' behaviors and establish classroom rules and procedures to promote a positive, effective learning and efficient learning environment.				X	X							
3. Able to create emotionally safe and engaging environment for effective learning and to understand the ethical and legal concerns for classroom management				X	X			X				

Course Title: Classroom Behaviour Management (VOC-1B)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content:			45
Unit I	Chapter 1	Introduction to Classroom Behavior Management – Definition and concept, importance of classroom management and behavior management; Need and significance, principles, rules, routines and procedures for classroom behavior management	6
	Chapter 2	Effective Classroom Behavior Management – significance, characteristics, Strategies - Preventive and Responsive strategies, challenges, and benefits of effective classroom behavior management	6
Unit II	Chapter 3	Classroom management –Understanding the components of the classroom, Relationship between a conducive climate and positive attitudes for learning, Methods to manage classroom tasks; Role of communication in classrooms; Observation as a teaching and assessment tool, Observation to communicate with children, parents and professionals, Observation and recording of children in indoor and outdoor settings. Concepts of learner-centered and problem-centered classrooms	6
	Chapter 4	Coordination of the elements in a classroom - The critical role of classroom management; Rules and procedures; Disciplinary interventions; Teacher-student relationships; Mental set-up; Teachers - role and responsibilities, Students responsibilities. Functional behavioral analysis and intervention planning. Need and Importance of applied behavioral analysis	6
Unit III	Chapter 5	Cooperative learning in managing groups - Definition and concept, need and importance of cooperative learning. Components and types of strategies - Group goals, Individual accountability, Equal opportunity for success, and advantages of cooperative learning. Types of groups and formation of groups by teachers. Role of teachers in cooperative learning – teaching effective group work skills, social skills and leadership skills. Developing modules to help students reach mastery. Monitoring student work and behavior - assessment of social behavior, and enhancement of learning environment.	6
	Chapter 6	Managing disruptive behaviors and conflicts	7

		(a) Disruptive behavior in the classroom – concept, types, and causes. Handling disruptive behavior in the classroom – identification, pre-planning and prevention, minor and major interventions. Different strategies - communicating discipline procedures, rewarding good behavior, active learning techniques, engaging students on task and completion of assignments, teacher-student meetings and parent-teacher meetings (b) Conflicts in the classroom – meaning, sources of conflicts - teacher-student conflicts, student-student conflicts, student-self conflicts. Strategies for managing conflicts in the classroom. Effective skills to manage conflicts	
Unit IV	Chapter 7	Establishing an emotionally safe and engaging environment: Dealing with feelings that interfere with learning, role of parent-teacher partnership, avoiding disruptive and rule violation behavior, engaging children in emotionally responsive activities. Social engagement in group activities. Strategies for promoting behaviors–reinforcement strategies, Strategies for decreasing behaviors - Punishment/disciplining strategies, fading. Class-wide strategies – conflict resolution, peer mediation, group contingency, collaboration, inclusion and mainstreaming.	4
	Chapter 8	Ethical and Legal practices in Classroom Behaviour Management - Understanding of self as a teacher and professional, Ethical considerations of a teacher, parent and student. Legal provisions related to classroom management - Individuals with Disabilities Educational Act, Rehabilitation Act of 1973 and other related Acts	4

Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Bill Rogers, (2011). Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support, SAGE.
2. Cipani, E. (Cipani, E. 2004. Classroom management for all teachers, (2nd ed). Upper Saddle River, New Jersey: Pearson Prentice Hall. ISBN # 0-13-111832
3. Dorothy H. Cohen, Virginia Stern, Nancy Balaban (1997). Observing and Recording the Behavior of Young Children. Teachers College Press.
4. Evertson, C.M., Emmer, E.T. (2009). Classroom management for elementary teachers, 8th edition. New Jersey: Pearson. ISBN # 978-0-205-57862-7

5. Faber, A., Mazlish, E. (1995). *How to talk so kids can learn at home and in school*. New York: Simon & Schuster-A Fireside Book. ISBN #0-684-82472-8
6. Gaye Gronlund, Marlyn James (2013). *Focused Observations: How to Observe Young Children for Assessment and Curriculum Planning*, Red leaf Press.
7. Glasberg, B. (2005). *Functional behavior assessment for people with autism*. Bethesda, MD: Woodbine House. ISBN # 13 978-1-890627-58-4
8. Herbert Grossman, (2003). *Classroom Behavior Management for Diverse and Inclusive Schools*, Rowman & Littlefield.
9. Ioanna Palaiologou (2012). *Child Observation for the Early Years: 978085725745*. SAGE Publications.
10. Nicola Morgan, (2008). *Quick, Easy and Effective Behaviour Management Ideas for the Classroom*. Jessica Kingsley Publishers.

B.A./ B.Sc. HUMAN DEVELOPMENT AND FAMILY STUDIES
SEMESTER VI

THEORY: ADOLESCENT AND EMERGING ADULTHOOD

Course Title: Adolescent and Emerging Adulthood (DSC-13)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Recognize the changes that occur in adolescents and help to develop a positive acceptance of self
2. Demonstrate understanding of theoretical perspectives and apply research to understand adolescents and emerging adulthood
3. Able to identify the behaviors that are normal as well as the behaviors that are different from normal development.
4. Identify the lifestyle factors to determine their impact on the functioning of adolescents and young adults in families.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognize the changes that occur in adolescents and help to develop a positive acceptance of self	X	X										
2. Demonstrate understanding of theoretical perspectives and apply research to understand adolescents and youth										X		
3. Able to identify the behaviors that are normal as well as the behaviors that are different from normal development						X				X		
4. Identify the lifestyle factors to determine their impact on the functioning of adolescents and young adults in families.							X			X		

Course Title: Adolescent and Emerging Adulthood (DSC-13)

Number of Theory Credits	Number of lecture hours/semester
4	60

Course Content			60 hrs
Unit I	Chapter 1	Adolescence and Emerging Adulthood – Definition, Concept and Significance, Characteristics and Developmental Tasks of Adolescence and Emerging Adulthood	8
	Chapter 2	Theoretical perspectives – G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia, Kagan and Margaret Mead; Indian Perspectives	6
Unit II	Chapter 3	Developmental Perspective of Adolescent and Emerging Adulthood – Physical changes, cognitive changes, psychological changes, and sociological changes; Identity formation; Changes in attitude, interest, and behavior; Factors influencing the developments and its consequences	8
	Chapter 4	Relationships During Adolescence and Emerging Adulthood -parent-adolescent/young adults relationship, sibling relationship; peer relationship, heterosexual relationships	8
Unit III	Chapter 5	School, College, Work, and Career During Adolescence and Emerging Adulthood – Educational Opportunities and Formal Training, Importance of Academic Achievement and Failure- Related Issues, Training for Career and Work	8
	Chapter 6	Challenges and Problems of Adolescents and Young Adults – Psychological, Physiological, Sociological, Educational and Vocational problems; Challenges and problems in the Indian educational context.	8
Unit IV	Chapter 7	Guidance and Counseling for Adolescents and Young Adults – Principles and strategies for guidance and counseling, theoretical approaches and developing a personal /Eclectic approach, parents and family involvement etc.	8
	Chapter 8	Policies and Welfare Programme for Adolescents and Young Adults in India – Government Policies and Programs	6

Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

PRACTICAL

Course Title: Adolescent and Emerging Adulthood (DSC-14)	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercises to be conducted

1.	Prepare a visual aid on challenges or issues of adolescents and Young Adults
2.	Prepare a file on policies and welfare programs.
3.	Case study on academic problems .
4.	Assess the Vocational interests of adolescents/ Young Adults
5.	Measure the parent-adolescent relationship/conflicts using standardized scale/tools
6.	Visit to Juvenile Home to observe the ongoing fostering and rehabilitation services

Formative Assessment = 20 marks	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data collection and Interpretation	10
Total	20

References:

1. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
2. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
3. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
4. Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
5. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning
6. Mujibul Hasan Siddiqui (2008) Guidance & Counseling APH Publishing Company New Delhi
7. Naresh Gupta (2019), Human Development in India, Emerald Publisher
8. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
9. SuhasisBhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
10. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

THEORY: GERONTOLOGY – CHALLENGES AND WELFARE PROGRAMME

Course Title: Gerontology – Challenges and Welfare Programme (DSC-15)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Demonstrate the knowledge to sensitize to issues related to health care of the elderly people.
2. Acquire skills for organizing activities for elderly

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Demonstrate the knowledge to sensitize to issues related to health care of the elderly people.	X	X				X						
2. Acquire skills for organizing activities for elderly								X				X

Course Title: Gerontology – Challenges and Welfare Programme (DSC-15)

Number of Theory Credits	Number of lecture hours/semester
4	60

Course Content			60 hrs
Unit I	Chapter 1	Gerontology – definition, emergence and scope, branches of gerontology; Demographic profile of the aged in the Indian context; Concept of aging and aging process. Research trends in gerontology and methodological issues	5
	Chapter 2	Theoretical Perspectives of Aging – biological-programmed theory, damage or error theory; psychosocial- disengagement theory, activity theory, continuity theory, age stratification theory, life course theory, labeling theory; moral/spiritual theories of aging.	10
Unit II	Chapter 3	Aging Process – Changes and Impact of aging on Biological/Physiological aspects; Psychological, Economic, Social and Spiritual aspects,	5
	Chapter 4	Health Challenges and Care – Physical, Nutrition, psychological, social problems, Factors influencing on health	10

		status and care required for aged, Fostering resilience and promoting health.	
Unit III	Chapter 5	Family Patterns and Changing life style – Family pattern, Changing roles and the aging family-conjugal, Husband-wife relations, sexual adjustment; marital adjustment; Intergenerational family relations-Grand parenthood, Widowhood/Singlehood; Remarriage in later years, Healthy and Unhealthy life style and factors influencing the life style, Alternative life styles.	10
	Chapter 6	Work and Retirement patterns – Working pattern, individual motivation and conditions; Retirement – Benefits and consequences, Attitude and Adjustment;	5
Unit IV	Chapter 7	Legal provisions for Elderly- Constitutional provisions, National Policy for Senior citizen 2011, Maintenance and welfare of parents and senior citizens (Amendment) bill 2019,	5
	Chapter 8	Programs for the welfare of the aged – Schemes and programs – Integrated program for older person, Rashtriya Vayoshri Yojana, Indira Gandhi National old age pension scheme, Varishtha Pension Bima Yojana, Pradhanmantree Vayo Vandana Yojana, Vayo Shreshtha Samman, Senior citizen saving scheme, National program for health and care for elderly. Contributions of National and International Agencies	10

Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

PRACTICAL: GERONTOLOGY – CHALLENGES AND WELFARE PROGRAMME

Course Title: Gerontology – Challenges and Welfare Programme (DSC-16)	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

Number of Practical Credits	Number of weeks/ semester
2	15 weeks

List of Exercises to be conducted

1.	Case study on the impact of aging on biological/ psychological/social aspects in elderly
2.	Assess the knowledge of health care services for aged
3.	Formulate a questionnaire on attitude towards retirement.

4.	Visit NGOs working for the elderly to observe the ongoing programs – write a report
5.	Prepare an Audiovisual aid on changing lifestyles of the elderly.
6.	Plan and conduct an activity to promote the physical/ cognitive/ social health of elderly

Formative Assessment = 20 marks	
Assessment Occasion/ type	Weightage in Marks
Assessment Skills	5
Assignment	5
Data Collection and Interpretation	10
Total	20

References:

1. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
2. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
3. Eric Bently (2007) Adulthood, Routledge Taylor and Francis Group London and New York
4. Joan T Erber (2012) Aging and older Adulthood, Wiley-Blackwell, 3 edition
5. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
6. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

DISCIPLINE-SPECIFIC ELECTIVE 6A: WOMEN AND CHILDREN IN DIFFICULT CIRCUMSTANCES (DSE-6A)

Course Title: Women and Children in Difficult Circumstances (DSE– 6A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. To identify the women and children in difficult circumstances in the community.
2. Acquire skills to conduct intervention programs or analyze the program available to needy people

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. To identify the women and children in difficult circumstances in the community		X				X	X					
2. Acquire skills to conduct intervention programs or analyze the program available to needy people								X		X		X

Course Title: Women and Children in Difficult Circumstances (DSE – 6A)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content			45hrs
Unit I	Chapter 1	Status of Women in India – concept, types, demographic statistics, factors and indicators, history and current trends	4
	Chapter 2	Women in Difficult Circumstances- destitute/deserted women, domestic violence, trafficking/prostitution - definition, causative factors, health problem and intervention programs	10
Unit II	Chapter 3	Policies and Programs for women with difficult circumstances	8
Unit III	Chapter 4	Status of Children in India – concept, types, demographic statistics, factors and indicators, history and current trends	4
	Chapter 5	Children in Difficult Circumstances– child labor, destitute children, street children, and delinquent children - definition, causative factors, health problem and intervention programmes	10

Unit IV	Chapter 6	Policies and Programs for children with difficult circumstances	9
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Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Anjali Kurane (2012) Issues in Women's Development, Rawat Publications,
2. Delan Devakumar, Jennifer Hall, Zeshan Qureshi, Joy Lawn (2019), Oxford Textbook of Global Health of Women, Newborns, Children and Adolescents, Oxford University Press, United Kingdom.
3. Geeta Chopra (2015) Child Rights in India: Challenges and Social Action, Springer India
4. M Koteshwararao (2005), Empowerment of Women in India, Discovery publishing house New Delhi

DISCIPLINE-SPECIFIC ELECTIVE 6B: GENDER ISSUES AND WELFARE PROGRAMS

Course Title: Gender Issues and Welfare Programs (DSE – 6B)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. Acquires in-depth knowledge of gender issues and their impact on women
2. Understand how women are placed in socioeconomic, and political scenarios in contemporary perspectives
3. Able to identify the major human rights violations faced by women and understand the national and international initiatives to empower the women

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. Acquires in-depth knowledge of gender issues and their impact on women	X											

2. Understand how women are placed in socioeconomic, and political scenarios in contemporary perspectives							X	X					
3. Able to identify the major human rights violations faced by women and understand the national and international initiatives to empower the women		X							X			X	X

Course Title: Gender Issues and Welfare Programs (DSE – 6B)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content			45 Hrs
Unit I	Chapter 1	Conceptualizing gender - sex and gender, gender roles and division of labour, gender socialization, and stereotyping, gender stratification, and discrimination, gender identity, and sensitivity, gender transmission, gender parity, equality, and equity, gender budgeting	6
	Chapter 2	Status of Women in India: Historical Trajectories of changing status of Women in India – Social, Economical and Political status, women’s work and Development in India	7
Unit II	Chapter 3	Women's vulnerability: Harassment, workplace harassment, gender-based violence, discrimination against women, unemployment, work in the unorganized sector, gender wage gaps, media exploitation	6
	Chapter 4	Gender and Health: Definition and Determinants of women’s health, Issues related to reproductive, mental, occupational, and nutritional health, health care services to women	5
Unit III	Chapter 5	Women empowerment- Concept of empowerment, women empowerment, factors responsible for empowerment.	4
	Chapter 6	Constitutional rights and provisions for women in India- schemes for women empowerment, education, and non-career oriented education: Glass-ceiling effect, strategies for breaking through glass ceiling.	5
Unit IV	Chapter 7	Gender Human Rights – Women’s Rights as Human Rights – protection from violence, discrimination, exploitation, International and National initiatives - Nairobi Conference - 1975, Convention on the Elimination of all forms of Discrimination against Women (CEDAW) National Commission for Women and other State Commissions, Ministry and Department of Women and Child	6
	Chapter 8	Legal provisions for protection of women in India – Dowry Prohibition Act 1961(amendments in 1984 and 1986), Protection of Women from Domestic Violence Act 2005,	6

		Sexual Harassment at Workplace and Rape Laws, Prevention of Immoral Trafficking- 1956-1986 (d) Provisions for women under Labour Laws (Equal Remuneration Act 1976, Maternity Benefit act 1961) and Guidelines for Women in the Unorganized Sector	
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Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Bhasin, Kamala, 2005, Understanding Gender, Women Unlimited
2. Lips, Hilary M., 2015, Gender the basics, Routledge, London
3. Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, Family and Gender, Sage, New Delhi
4. Oberoi, Patricia, 2006, Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
5. Sangari, Kumkum and Sudesh Vaid ed. 1994, Women & Culture, SNTD Women's University Series
6. Shira, Tarrant.2006. When Sex Became Gender, New York: Routledge.
7. Rege, Sharmila.2003. Sociology of Gender, New Delhi: Sage.
8. Rege, Sharmila, 2006, Writing Caste/Writing Gender, Zubaan
9. John, Mary E, 2008, 'Women's Studies in India', Penguin
10. Pilcher,J. and I. Whelehan.2004. 50 Key concepts in Gender Studies. Sage Key concept Series.

VOCATIONAL COURSE 2: HUMAN RESOURCE DEVELOPMENT (VOC 2)

Course Title: Human Resource Development (VOC 2)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2.5 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes

1. To undertake responsibility either as an individual or as a member within the interdisciplinary framework of human resources development and human development areas.
2. To demonstrate the ability of career planning and development effectively.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. To undertake responsibility either as an individual or as a member within the interdisciplinary framework of human resources development and human development areas.						X		X	X	X		
2. To demonstrate the ability of career planning and development effectively.						X		X	X	X		

Course Title: Human Resource Development (VOC 2)

Number of Theory Credits	Number of lecture hours/semester
3	45

Course Content			45 hrs
Unit - I	Chapter 1	Human Resource Development (HRD) – An overview: Concept and definition, need, characteristics, goals and beliefs of HRD, Dimensions of human resources, Relationship between Human Development and Human Resource Development	6 hrs
	Chapter 2	Human Resource Managers – roles and qualities, Factors influencing individual differences – Self-awareness, communication, emotional, social intelligence, and motivation	4 hrs
Unit - II	Chapter 3	Human Resource Planning - Concept and meaning, importance, characteristics, factors influencing, requirements, barriers; The planning process.	6 hrs

	Chapter 4	Recruitment and selection- Job analysis, job description and job specification	4 hrs
Unit - III	Chapter 5	Assessing Performance - Performance appraisal- Objectives, importance, characteristics, Process, and methods of performance appraisal; Factors affecting performance appraisal. SWOT analysis	6 hrs
	Chapter 6	Training and Development - Objectives, importance, characteristics, areas of training and development, Process and methods of training and development	4 hrs
Unit - IV	Chapter 7	Career planning and development - Concept, Features of career, Career development cycle, Career anchors; Career planning – need, objectives and process; Career development – individual and organization	10 hrs

Formative Assessment = 40 marks	
Assessment Occasion/type	Weightage in Marks
Test 1	10
Test 2	10
Assignment + Activity	10 + 10
Total	40 marks

References:

1. Ahmad, S., (2000) New dimensions in human resource management, New Delhi Discovery publishing house
2. Aswathappa, (2002) Human resource and personnel management, New Delhi, McGraw hill publishing company
3. Bhatia, B.S, and Batra, B.S., (2003) Human Resource development, Deep and deep publications, New Delhi
4. Chandra. H., (2006) Human resource development- Theories and practice, New Delhi, Misra publishers
5. Fisher, C.D, Schoenfeldt, L.F., Shaw, J.B., (2004). Human resource management, New Delhi Dream tech press
6. Pattanayak, B., (2003) Human resource management - 2 nd edition, New Delhi, Prentice hall of India,
7. Rao, V.S.P., (2000) Human resource management - text and cases, New Delhi, Excel books
8. T.V.Rao., (2002) Human resource development, New Delhi, Sage publications,
9. Tiwari, T.D, and Thakkar, A., (2005). Human resource development, New Delhi Wisdom publications
10. Tyson.S., (2006) Essentials of Human resource management, 5th edition, USA Butterworth-Heinemann Publishers

COURSE: INTERNSHIP DISCIPLINE SPECIFIC

Course Title: Internship Discipline Specific	
[Internship in ECCE Institutions/ ECSN Institutions/ Institutes working for Children, Adolescents, Women and Elderly People]	
Total Contact Hours: 90	Course Credits: 2
Method of evaluation: Presentations/Report Submission/Activity, etc.	

Course Outcomes:

1. To apply knowledge of human development that helps to plan and evaluate future study and career development
2. To identify the needs, plan and execute programs in the organization set up
3. Develop the interpersonal skills required to enable them to work efficiently as a member of a team trying to achieve organizational goals.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1. To apply knowledge of human development that helps to plan and evaluate future study and career development								X	X			
2. To identify the needs, plan and execute programs in the organization set up						X		X				X
3. Develop the interpersonal skills required to enable them to work efficiently as a member of a team trying to achieve organizational goals.					X				X		X	

Course Title: Internship Discipline Specific

Number of Theory/Practical Credits	Number of lecture hours/semester
2	90

Guidelines for Internship

- ❖ The internship shall be discipline-specific of 90 hours (2 credits) with a duration of 4-6 weeks.

- ❖ The internship may be full-time during the semester holidays (during the vacation before the commencement of VI semester) or part-time during the academic session/term days of VI semester
- ❖ Under the Internship, each student shall be placed in different organizations (Governmental and Non-Governmental institutions) of ECCE Institutes/ ECSN Institutions/ Institutes working for children, adolescents, women, and elderly people.
- ❖ Intern students shall be assigned to the teaching faculty (Guide) at the parent department of Higher Educational Institutions to guide their work. Internship Guide shall avail work allotment during the 6th Semester for a maximum of 20 hours.
- ❖ The intern shall be monitored and evaluated by the mentor/incharge person in the host organization based on the intern's sincerity, punctuality, and involvement in executing the responsibilities assigned to him/her. A certificate shall be provided by the host institution for the completion of the Internship
- ❖ During the internship, a student shall prepare an activity logbook/writing diary and the same shall be submitted to the Internship guide at the parent department for formative assessment.
- ❖ The student shall prepare the final internship report regarding the field/internship for completion of the internship and the same shall be submitted for summative assessment. The summative assessment will include internal evaluation through presentation/viva voce.

Formative Assessment = 20 marks	
Assessment Occasion/ type	Weightage in Marks
Seminar presentation	5
Dairy writing	5
Activity Log books	10
Total	20