



Vishwavidyanilaya Karyasoudha
Crawford Hall, Mysuru- 570 005

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

Dated: 17-12-2021

Revised Notification

Sub:- Changes in the nomenclature of Human Development Program (UG) to “**Human Development and Family Studies**” with effective from the Academic year 2021-22 as per NEP-2020.

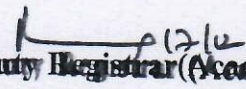
- Ref:-**
1. Decision of Board of Studies in Human Development (UG) meeting held on 21-10-2021.
 2. Decision of the Faculty of Science & Technology Meeting held on 16-10-2021.
 3. Decision of the Academic Council meeting held on 22-10-2021.
 4. This office Letter No AC2(S)/151/2020-21 Dated: 26.10.2021.

The Board of studies in Human Development (UG) which met on 21-10-2021 has recommended to change the nomenclature for Undergraduate program from “**Human Development to Human Development and Family Studies**” approved the syllabus and pattern of Examination of Human Development Programme with effect from the Academic year 2021-22 as per NEP -2020.

The Faculty of Science & Technology and Academic Council at their meetings held on 16-10-2021 and 22-10-2021 respectively have also approved the above said proposal and it is hereby notified.

The syllabus and Examination pattern is annexed herewith and the contents may be downloaded from the University Website i.e., www.uni-mysore.ac.in.

DRAFT APPROVED BY THE REGISTRAR


Deputy Registrar (Academic)
University of Mysore
Mysore-570 005

To:-

1. All the Principal of affiliated Colleges of University of Mysore, Mysore. Those who are running B.Sc Courses.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS, in Human Development, Manasagangothri, Mysore.
4. The Dean, Faculty of Science & Technology, DoS in Psychology, MGM.
5. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
6. The Director, PMEB, Manasagangothri, Mysore.
7. Director, College Development Council , Manasagangothri, Mysore.
8. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
9. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore Mysuru

University of Mysore

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

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, counselors, 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 programs – special/inclusive and play-based early learning curriculum 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 programs 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 (programs) 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 Certificate in Human Development and Family Studies (52 Credits)							
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 Diploma in Human Development and Family Studies (100 Credits)							
5	HDFST5.1	DSC 9	Theory	3	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	3	Children with Special Needs	60	40
	HDFSP5.2	DSC 12	Practical	2	Children with Special Needs	30	20
	HDFST5.3	DSE/VOC	Theory	3	A) Marriage and Family Relationship B) Parent-Child Relationship	60	40
6	HDFST6.1	DSC 13	Theory	3	Adolescence and Emerging Adulthood	60	40
	HDFSP6.1	DSC 14	Practical	2	Adolescence and Emerging Adulthood	30	20
	HDFST6.2	DSC 15	Theory	3	Gerontology – Challenges and Welfare Programs	60	40
	HDFSP6.2	DSC 16	Practical	2	Gerontology – Challenges and Welfare Programs	30	20
	HDFST6.3	DSE/VOC	Theory	3	A) Women and Children in Difficult Circumstances B) Gender Issues and Welfare Programs	60	40
Exit Option with Bachelor of Science Degree in Human Development and Family Studies (144 Credits)							
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 (185 Credits)						

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

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

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

Se m	Title /Name of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	DSC- 1 Principles of Human Development	PO1 PO2	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	PU/XII with Home Science/ Any discipline [Science /Arts /Commerce]	Case studies, activities, content review	Formative and Summative Assessment
2	DSC-2 Life span development – I (Prenatal to Adolescence)	PO1 PO2 PO4	PU/XII with Home Science/ Any discipline [Science /Arts /Commerce]	Lecture, group discussion, academic debates, audio visual materials,	Formative and Summative Assessment

				activities, content review	
	OE- 2 A) Early childhood – Health, Nutrition and Education B) Childhood Behavioural Problems	PO1, PO2, PO3	PU/XII with Science	case studies, activities, content review	Formative and Summative Assessment

3. Understand and able to evaluate research approaches and methods used in studying Human Development and Behaviours	X	X		X		X				X	X	
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Course Title : PRINCIPLES OF HUMAN DEVELOPMENT (DSC- 1)

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

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, and Development tasks	
Unit – 2	Theories of Human Development and Behaviour	22 hrs
	Chapter 4 Theory - Meaning, Types and Functions; Theoretical perspective of Human Development and Behavior; Preformationism, Developmental, Attachment and Ecological theory	
	Chapter 5 Learning and Social learning theories,	
	Chapter 6 Cognitive, Language and Moral Development theories –,	
	Chapter 7 Self and Personality theories	
Unit – 3	Research Approaches, Methods and Ethical Issues in Human Development	12 hrs
	Chapter 8 Research Approaches and Methods in Human Development	

	Chapter 9	Ethical Issues in Human Development	
Unit – 4	Role of Heredity and Environment in human development		14 hrs
	Chapter 10	Concept of Heredity and Environment, Principles of genetics, Genetic Disorders, Nature and Nurture, Contributions of Human Genome	
	Chapter 11	Biological bases for development and Behaviors - Brain Structure and Development:	
	Chapter 12	Sensory - Basic concepts and Processes in sensation. Types of senses (an overview)- visual, auditory, gustatory, olfactory, tactile, vestibular, kinesthetic and organic senses	

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: PRINCIPLES OF HUMAN DEVELOPMENT (DSC-2)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Number of Practical Credits	Number of weeks/ semester
2	15-16 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 an questionnaire on awareness of 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. 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. 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

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 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):

At the end of the course the student should be able to:

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

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

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

Content		45 hrs
Unit - 1	Introduction to Prenatal stage	11 hrs
	Chapter - 1 Prenatal Stage – Concept and Significance, Stages; Conception – Meaning and Process of	

		Conception, Preparation and Pre-pregnancy Status	
	Chapter - 2	Stages of Prenatal Development - Germinal stage, Embryonic stage, Fetal stage	
Unit - 2	Factors Affecting and Prenatal Assessment		12 hrs
	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		10 hrs
	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		12 hrs
	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. Suhasis Bhandra, 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

Course Title: INFANT DEVELOPMENT AND CARE (OE- 1B)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 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):

At the end of the course the student should be able to:

1. Understanding of 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. Guide the needy people to benefits the programs 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
Understanding of newborn behavior and capacities, Factors Influencing growth and development of Infants	X	X				X			X			

Demonstrate an understanding of the issues related to infant assessment and to identify the infants at risk conditions	X	X				X		X	X			
Guide the needy people to benefits the programs meant for infants	X					X		X	X			

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

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

Content		45 HRS
Unit I	Neonate and Infant Development and Behavior -	10 hrs
	Chapter – 1 New born behavior and capacities; Principles of Newborn care	
	Chapter – 2 Development and abilities during infancy, Factors Influencing growth and development of Infants, Infants at risk conditions	
	Chapter – 3 Adaptation strategies to cultural setting and Practices	
Unit II	Early Interaction and Environment	10hrs
	Chapter – 4 A beginning in Attachment formation – Course of attachment, Mother-infant bonding, Role of Father in formation of attachment	
	Chapter – 5 Multiple Caring and Environment - Dyadic verses Multi-caring, , Parent-Child Interaction as a cultural process	
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	
	Chapter – 7 Ethical issues and concerns related to infant assessment	
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,	
	Chapter - 9	Policies and Programs for Infants	

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, Primedia eLaunch 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 (VOI.3), University of Michigan Press, 1981.

B.A./B.Sc. HUMAN DEVELOPMENT SEMESTER 2

Course Title: Life Span Development – 1 (Prenatal to Adolescence) (DSC- 2)	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Outcomes (COs):

At the end of the course the student should be able to:

1. To identify the age appropriate developments and delays in all age group.
2. It enables to compare and contrast various issues that affect development, such as class, ethnicity, and culture.
3. To identify the critical issues faced and adjustment

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					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	X
3. To identify the critical issues faced and adjustment during different stages	X				X					X	X	X

Content	60 hrs
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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

References:

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher
2. Suhasis Bhandra, 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

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 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. To gain the insight into early childhood development and factors influencing the developments
2. To identify the health, nutrition and educational needs during early childhood years.
3. Critical evaluate the intervention programme 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. To gain the insight into early childhood development and factors influencing the developments	X	X	X	X			X					
2. To identify the health, nutrition and educational needs during early childhood years.	X	X	X	X			X	X				
3. Critical evaluate the intervention programme 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

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 programs 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 programs	
	Chapter – 8	Early childhood education and its impact on all-round development. Policies and Programs 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. Suhasis Bhandra, 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

Course Title: CHILDHOOD BEHAVIOURAL Problems (OE- 2A)	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 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. Acquire the skills to plan and conduct the educational or intervention program involving parents and teachers
3. Sensitive enough to understand the unmet emotional needs and role of parents/teachers in managing the children with emotional and behavioural problems

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. Acquire the skills to plan and conduct the educational or intervention program involving parents and teachers	X	X		X	X	X	X	X				

3. Sensitive enough to understand the unmet emotional needs and role of parents/teachers in managing the children with emotional and behavioural problems	X	X		X		X	X							
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Title of the Course: CHILDHOOD BEHAVIOURAL PROBLEMS (OE- 2B)

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

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

Proceedings of BOS meeting of Human Development (Combined board) held on 21.10.2021 in hybrid mode at Department of Studies in Food science and Nutrition, MGM, Mysore

Members present

1. Dr Asna Urooj
2. Dr G. Venkatesh Kumar
3. Dr Komala. M
4. Dr Gangadhar M.R

Present online

5. Dr Latha Pujar
6. Dr Arockia Maraichelvi
7. Dr Ramya Bhasker
8. Ms Vijaya Patil

Member not present

Dr. Palnaty Vijetha M.


Agenda

Scrutiny and approval of syllabus for BA/BSc (Honors) Human Development & Family studies as per NEP guidelines

The Chairman welcomed the committee members. The members of the Board discussed and resolved the following matters

1. The scheme prepared for the **BA/BSc (Honors) Human Development & Family studies** to be implemented from the academic year 2021-2022 was scrutinized and approved.
2. The syllabus for I and II semester was scrutinized and approved.
3. The same is being sent to the Registrar , University of Mysore, Mysore.

The meeting ended with a vote of thanks.


Chairperson
BOS in Human Development
DOS in Food Science & Nutrition
University of Mysore
Mysore - 570 006