

Proceeding of the meeting Board of Studies in Human Development and Family Studies held in the
DOS in Food Science and Nutrition, Manasagangotri, Mysuru on 20th May 2025 at 11 am

Attendance

Members Present

1. Dr. Komala. M
Professor and Chairperson,
Department of Food Science and Nutrition,
Manasagangotri, Mysuru – 570 006
2. Dr. Venkat Lakshmi. H
Professor and HOD, Dept. of Human Development,
Smt. V.H.D Central Institute of Home Science,
Maharani Cluster University, Bengaluru – 560 001
3. Dr. Indiramma B.S,
Professor, Dept. of Human Development,
Smt. V.H.D Central Institute of Home Science,
Maharani Cluster University, Bengaluru – 560 001
4. Dr. S. Madhumathy
Professor, Dept. of Home Science,
Govt. Home Science College, Hassan.
5. Dr. Sujata Gupta Kedar,
Associate Professor and HOD,
Dept. of Human Development,
No. 58, Palace Road,
Mount Carmel College, Bengaluru – 560052.

Chairperson

Komala

External Member

Venketashini H.
20/5/25

External Member

Indiramma B.S.

External Member

S. Madhumathy

External Member

Sujata
20/5/25

Members not present

6. Dr. Gangadhar M.R,
Professor, DOS in Anthropology
UOM, Manasagangotri, Mysuru
7. Prof. G. Venkatesh Kumar
DOS in Psychology
UOM, Manasagangotri, Mysuru
8. Dr. Asna Urooj,
Professor of Food Science and Nutrition,
UOM, Manasagangotri, Mysuru
9. Prof. Jamuna K
Dept. of Food Science and Nutrition
UAS, GKVK Campus, Bengaluru

Internal Member

Internal Member
(Retired)

Internal Member
(Retired)


External Member
(Retired)

Komala
20/5/25

Chairperson,
Department of Studies in
Food Science and Nutrition
University of Mysore
Manasagangotri
MYSORE-570 006

Agenda:

1. The members examined the existing scheme and syllabus of the M.Sc. program in Human Development and Family Studies and suggested no changes/inclusions in the existing syllabus.
2. The members examined and approved the syllabus for the III and IV semesters of the B.A./B.Sc. program in Human Development and Family Studies (CBCS scheme) to be implemented in the academic year 2025-26.
3. The members scrutinized and approved the panel of examiners for the 2025-26 examination for the UG & PG program in Human Development and Family Studies.
4. There was no suggestion for starting of new course in Human Development and Family Studies.
5. Any other issue – nil.


20/5/2025
Chairperson
Department of Studies in
Food Science and Nutrition
University of Mysore
Manasagangotri
MYSORE-570 006

CBCS Syllabus Structure for I to IV Semester B. Sc./B.A. Programme of Human Development and Family Studies for the Academic Year 2024-25 to 2025-26

Sem	Code No	Paper	Theory/ Practical	Credits	Title of the paper	Marks	
						SA	IA
I	HDFS-101	DSC-2A	Theory	3	Human Development – I [Prenatal to Adolescence]	80	20
			Practical	2	Human Development - I [Prenatal to Adolescence]	40	10
II	HDFS-201	DSC-2B	Theory	3	Human Development - II [Adulthood and Aging]	80	20
			Practical	2	Human Development - II [Adulthood and Aging]	40	10
III	HDFS-301	DSC-2C	Theory	3	Early Childhood Care and Education	80	20
			Practical	2	Early Childhood Care and Education	40	10
	HDFS-302	DSE-2C-1	Theory	3	Adolescence - Health And Welfare	80	20
		DSE-2C-2	Theory	3	Parenting In Childhood Years	80	20
IV	HDFS-401	DSC-2D	Theory	3	Children with Special Needs and Special Education	80	20
			Practical	2	Children with Special Needs and Special Education	40	10
	HDFS-402	DSE-2D-1	Theory	3	Women's health and welfare	80	20
V	HDFS-501	DSE-2E-1	Theory	3	Family Dynamics and Welfare Programme	80	20
			Practical	2	Family Dynamics and Welfare Programme	10	40
	HDFS-502	DSE-2E-2	Theory	3	Parenting Across Lifespan	80	20
			Practical	2	Parenting Across Lifespan	10	40
	HDFS-503 (B.Sc.)	SEC-2E-1	Theory	2	Childhood Behavioural Problems and Management	10	40
	HDFS-504 (B.Sc.)	SEC-2E-2	Theory	2	Community Nutrition and Extension Education	10	40
	HDFS-505 (B.A.)	SEC-2E-3	Theory	2	Working with Parents and Community	10	40
	HDFS-506 (B.A.)	SEC-2E-4	Theory	2	Gender Issues and Welfare Programmes	10	40
VI	HDFS-601	DSE-2F-1	Theory	3	Child Study Methods and Documentation	80	20
			Practical	2	Child Study Methods and Documentation	10	40
	HDFS-602	DSE-2F-2	Theory	3	Working with Methods and Materials for Young Children	80	20
			Practical	2	Working with Methods and Materials for Young Children	10	40
	HDFS-503 (B.Sc.)	SEC-2F-1	Theory	2	Project Work	10	40
	HDFS-504 (B.Sc.)	SEC-2F-2	Theory	2	Placements in Early Childhood Education Centre/ Special Education Centre/Hospitals/ Research Centre	10	40
	HDFS-505 (B.A.)	SEC-2F-3	Theory	2	Field Study	10	40
	HDFS-506 (B.A.)	SEC-2F-4	Theory	2	Placements in NGOs/Government Organizations	10	40

SYLLABUS: B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

I SEMESTER

DSC-2A

Human Development – I [Prenatal to Adolescence]

Paper code: HDFS-101

Credits: 5 (3:0:2)

Hours: 7 (3+0+4)

Objectives

This course helps the students

- To understand the growth, development, and challenges from conception to adolescence.
- To comprehend how human development is the product of social, psychological, and biological factors.
- To gain hands-on experience through observations and assessment.

Unit I:	a.	Human Development – Concept, definition, needs, and scope. Domains of Development. Stages of Life Span. Growth and development-Meaning, principles, and differences. Methods of Studying Human Development	4 hrs
	b.	Prenatal Development – Conception. Pregnancy–Signs, symptoms, and complications. Stages of Prenatal Development. Role of Heredity and Environment - Conditions Affecting Prenatal Development, Child Birth – Process, types, and birth complications.	4 hrs
Unit II:	a.	Neonates, Infancy and Babyhood – Definition, significance, characteristics, and developmental milestones. Developmental tasks of infancy and babyhood. Infancy-Adjustment, sensory capacities, reflexes, immunization, and exclusive breastfeeding. Importance of weaning.	4 hrs
	b.	Early Childhood Years – Definition, characteristics, developmental milestones- physical, cognitive, language, emotional, and social. Developmental task. Importance of play during early childhood years. Behavior problems during early childhood years.	4 hrs
Unit III	a.	Middle Childhood Years – Definition and characteristics. Developmental milestones- physical, social, emotional, cognitive. Developmental tasks. Significance of school. Importance of extra-curricular activities.	5 hrs
	b.	Role of Parents, siblings, peers, and others in the development; Behavior problems, Disciplinary Techniques.	4 hrs
Unit IV	a.	Adolescence - Definition, classification, characteristics, physical changes - puberty, growth spurt, secondary sex characteristics. Developmental tasks. Identity crisis, body image, role confusion, and ego identity. Abstract thinking and personality development.	5 hrs
	b.	Interests and Problems of Adolescents. Relationships with parents, siblings, peers, and others. Importance of sexual health education.	3hrs

Course Outcomes:

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

1. To identify the age-appropriate developments and delays in all Age groups.
2. To understand the delay in development during early childhood years.
3. To identify the critical issues and adjustment problems specific to the age group (Prenatal to adolescence)

Pedagogy: Lectures, demonstrations, observation, group discussion, group activities, and ICT-enabled teaching and learning experiences in terms of video and documentary films.

Practical

2 credits/week
4 hrs/week

1.	Prepare a leaflet/ poster/ booklet on stages of Human Development.
2.	Prepare a checklist/ case study format/ questionnaire for studying Human development.
3.	Visit a Maternity home to observe childbirth and neonatal reflexes. Write a report.
4.	Observe and record the physical/ cognitive/ social/ language/ emotional development of infant/ preschool children.
5.	Conduct a case study on families with infants on exclusive breastfeeding/ immunization/ weaning foods for infants.
6.	Assess the physical/ cognitive/ social/ health/ emotional/behavioral/ academic problems of adolescents using a questionnaire.

Learning Outcomes -

- Apply the concepts of heredity and environment to development from prenatal to childhood to identify developmental delays.
- It enables us to compare and contrast various issues that affect development, such as class, ethnicity, and culture.

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. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
6. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning
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 and James Vander Zanden (2009), Human Development, 9 Edition, McGraw-Hill Publishing.

II SEMESTER

DSC-2B

Human Development – II [Adulthood and Aging]

Paper code: HDFS-201

Credits:5 (3:0:2)/Week

Hours: 7(3+0+4)/Week

Objectives

The course helps the students

- To understand the stages in Human Development
- To study the importance of development across adult years.
- To learn the biological, psychological, and sociological processes of aging.

Unit I:	a.	Adulthood – concept, classification, needs. Adult growth and development- biological, psychological, and cultural perspectives.	4 hrs
	b.	Aging Process – Definition and types of aging.	2 hrs
Unit II:	a.	Young Adulthood: Definition, characteristics, developmental milestones, and developmental tasks.	4 hrs
	b.	Roles, responsibilities, and adjustments of young adult- career, marriage, and family.	4 hrs
Unit III:	a.	Middle Adulthood – Definition, characteristics, developmental milestones, and developmental tasks. Health issues and midlife crises.	6 hrs
	b.	Roles, Responsibilities, and Adjustments in Family and Career – Occupation and job satisfaction, preparation for retirement.	4 hrs
Unit IV:	a.	Late Adulthood- Definition, characteristics, developmental milestones, and developmental tasks. Health status and Health care. Cognitive and emotional changes. Effect of retirement on self and family. Problems and adjustments of old age.	4 hrs
	b.	Old age and welfare programs: Services for the aged in India; Institutionalization, coping with psychosocial challenges, quality of life, and leisure time activities.	4 hrs

Practical

2 Credits/week

4 hrs/week

1.	Conduct a case study on young adults regarding career/ marriage/ single life. Write a report
2.	Visits to Urban Health Centre/ Family Planning Centre. Write a report.
3.	Conduct an awareness program for middle-aged adults on family crisis/ midlife crisis. Write a report.
4.	Interview middle-aged men and women in preparation for retirement. Write a report
5.	Visit an old age home. Write a report.
6.	Plan and conduct recreational activities for senior citizens in an old age home.

Course Outcomes:

At the end of the course the student will be able:

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

Pedagogy: Lectures, demonstrations, observation, group discussion, group activities and ICT enabled teaching and learning experience in terms of video and documentary films.

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
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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 VanderZanden (2009), Human Development, 9 Edition, McGraw-hill Publishing

SYLLABUS: B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

III SEMESTER

DSC-2C

Early Childhood Care and Education

Paper code: HDFS-301

Credits: 5 (3:0:2)

Hours: 7 (3+0+4)

Objectives:

This course helps the students

- To understand the concept and needs of early childhood education.
- To know the program planning and evaluation of the program.
- To learn the personnel and material management

Unit I:	a	Early Childhood Care and Education (ECCE) – meaning, needs, importance, objectives of ECCE; Historical Overview of ECCE	6
	b	Types of ECCE centers - Play Centre, Day Care, Montessori, Kindergarten, Balwadi, Anganwadi, Mobile Crèche	6
Unit II:	a	Organizational Setup of ECCE – Place/site, Building – plan, space, and facilities in indoor and outdoor, garden, playground, equipment, and materials for play and learning. Safety measures.	6
	b	Personnel required in ECCE Centre: Qualities and Qualifications, roles, and responsibilities.	4
Unit III:	a	Programme Planning for ECCE– definition, principles, types, and factors influencing program planning.	6
	b	Developmentally Appropriate Activities for Young Children in ECCE, 3 R's. Play – Definition, significance, types, and values of play, Indoor and Outdoor Play activities.	7
Unit IV:	a	Parent Education and Parent Involvement in ECCE	4
	b	Documentation Management – need and importance, principles and uses of record keeping, types of records, reports, and registers maintained in ECCE	6

Practical

2 credits/week

4 hrs/week

1.	Visit to Early Childhood Care and Education Centre - Nursery/ Kindergarten/ Day Care Centre/ Crèches/ Anganwadi Centre for Observation of Preschool program and writing report
2.	Develop a low-cost and indigenous play material.
3.	Prepare a scrapbook/ Picture book/ Resource book for toddlers.
4.	Plan a daily schedule on any theme.
5.	Prepare the teaching aids for preschool children related to Nature and Science/Maths and language/Games for cognitive development.

Course Outcomes

At the end of the course, the student will be able to:

1. Acquire the skills for the 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 the ECCE center of different types, to conduct activities in the ECCE Centre, and to conduct parent education

Pedagogy: Lectures, demonstrations, observation, group discussion, group activities, and ICT-enabled teaching and learning experiences in terms of video and documentary films.

References:

1. AparajithaChowdry, 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.

III SEMESTER

DSE-2C-1

ADOLESCENCE - HEALTH AND WELFARE (Elective)

Paper code: HDFS-302

Credits: 5 (3:0:2)

Hours: 7 (3+0+4)

Objectives:

This course helps the students

- To identify risks, vulnerabilities, and problem behaviors in adolescents.
- To know the role of parents, teachers, and professionals in dealing with adolescents' health issues.
- To know the health care policies and welfare programs available for adolescents in India.

Unit I:	Introduction to Adolescent, Health, and Wellbeing - Definition, concept, and significance. Adolescent health statistics, Critical Issues, needs & concerns of adolescents, Factors influencing health and wellbeing of adolescents.	10
Unit II:	Risks, Vulnerability, and Problem Behaviors in Adolescents - Meaning, Concept and outcomes of risk and vulnerability in adolescents. Problem behavior – meaning, and concepts. Common problem behaviors– Definition, types, signs and symptoms, management and role of parents, teachers, counselors, and health workers.	12
Unit III:	Health problems of Adolescents: Sexual and Reproductive health problems, Nutritional problems, Non-communicable diseases, and Mental health problems – Definition, types, prevalence, signs and symptoms, management, the role of parents, teachers, counselors, and health workers.	8
Unit IV:	Health care policies and welfare program for adolescents in India - Constitutional and legal provisions, Balika Samriddhi Yojana (BSY)-1997; Kishori Shakti Yojana (KSY)-2000; Nutrition Programme for Adolescent Girls (NPAG) (2002); National Rural Health Mission (NRHM) - 2005; Rashtriya Kishor Swasthya Karyakram (RKSK) - 2014 and the National Adolescent Health Strategy (2014); National Health Policy (NHP)-2017; Mid-Day Meal Scheme -1995/Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) scheme–2023. Mental Health Programme. National Tele Mental Health Programme (Tele MANAS)-2022	15

Course Outcomes:

At the end of the course, the student will be able

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 programs existing for adolescents in India.

Pedagogy: Lectures, demonstrations, observation, group discussion, group activities, and ICT-enabled teaching and learning experiences in terms of video and documentary films

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
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8. Suhasis Bhandra, 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

III SEMESTER

DSC-2C

PARENTING IN CHILDHOOD YEARS (Elective)

Paper code: HDFS-301

Credits:3 (3:0:0)

Hours: 3 (3+0+0)

Objectives:

This course helps the students

- To know the concept of parenthood and parenting, factors influencing the decision of parenthood.
- To understand the management of children with emotional and behavioral problems as well as children with special needs.
- To gain knowledge on the significance of parent education, methods used in conducting parent education
- To know the role of professionals and family members in parent education.

Unit I:	Parenthood and parenting - Meaning and concept, Roles and responsibilities, Adjustments to parenthood. Factors to be considered while making decisions about parenthood. Parenting styles and disciplinary methods.	12
Unit II:	Role of parents in child's development: Role of parents in socialization and self-development of children; Role of parents in fostering children's language and literacy development	11
Unit III:	Parenting children with behavioral, and emotional problems and children with special needs – Definition and concept, causes, significance of early identification, strategies, and management skills for parents.	11
Unit IV:	Parent Education – Definition, needs and importance, methods used in parent education. Role of AV aids, ICT, and Social Media. Role of professionals and family workers in Parent Education	11

Course Outcomes

At the end of the course, the student will be able to:

1. To identify the types of parenting styles and their consequences on child development and behaviors.
2. To understand the significant role of parents in a child's development
3. To recognize the methods used to conduct parent education programs

Pedagogy: Lectures, demonstrations, observation, group discussion, group activities, and ICT-enabled teaching and learning experiences in terms of video and documentary films.

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

SYLLABUS: B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

IV SEMESTER

DSC-2D

Children with Special Needs and Special Education

Paper code: HDFS-401

Credits: 5 (3:0:2)

Hours: 7 (3+0+4)

Objectives:

This course helps the students

- To identify children with special needs, their rights, and the barriers that create disabilities.
- To know the training/ interventions and management program for children with special needs.
- Role of family in the management of special children.

Unit I:	a	Children with special needs - definition, concept, and classification. Concept of impairment, disability, and handicap. Incidence and prevalence of disability. Need for prevention, intervention, and rehabilitation for disabilities. Developmental delay and disability. Early detection, screening, identification, and assessment of disability.	8
	b	Special education – meaning and concept, objectives, need and importance, issues and trends, types of special education, shift from special education to inclusive education. Rights and Provisions for disabled children	6
Unit II:	a	Children with Physical and Orthopaedical Challenges - Definition, characteristics, classification, prevalence, causes, and management. Role of family in dealing with children with physical and orthopaedical disability	4
	b	Children with Sensory Challenges [Visually and Auditory challenged children]– Definition, characteristics, classification, prevalence, causes, and management - Role of parents in dealing with children with sensory challenges.	6
Unit III:	a	Mentally Challenged and Gifted Children: definition, characteristics classification prevalence, causes, and management - Role of family and community in dealing with mentally challenged and gifted children	4
	b	Children With Communication Disorders [Speech and language disorders] - definition, classification, signs and symptoms, diagnosis and treatment. Role of family in dealing with children with communication disorders.	6
Unit IV:	a	Children with Learning Disabilities- Definition, types, symptoms, causes identification and treatment. Role of parents and teachers in dealing with children with learning disabilities.	4
	b	Children with Behaviour and Emotional Disorders [Conduct disorders, oppositional defiant disorders, attention deficit hyperactive disorders, autism spectrum disorders, anxiety disorders, and depression] - definition, prevalence, etiology, risk factors, identification, and management - Role of family.	8

1.	Visit to Institutions of Challenged Children and observe the ongoing programs and services–Writing Report.
2.	Compile a directory of institutions working for challenged children in local/state.
3.	Prepare a play/teaching material for challenged children.
4.	Prepare Audio-visual/ICT on different types of disability.
5.	Plan and conduct an awareness program on challenged children.

Course Outcomes

At the end of the course, the student will be able,

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. It helps to acquire knowledge about facilities, benefits, policies, and schemes available for special children.

Pedagogy: Lectures, demonstrations, observation, group discussion, group activities, and ICT-enabled teaching and learning experiences in terms of video and documentary films.

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.
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4. Deshmukh R. C. (2009), Teaching children with special needs, Pointer Publishers
5. Dr. Marc B. Taub OD, Dr. Mary Bartuccio OD, Dr. Dominick Maino OD, (2012), visual 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.

IV SEMESTER

DSC-2D

WOMEN'S HEALTH AND WELFARE (Elective)

Paper code: HDFS-401

Credits: 3 (3:0:0)

Hours: 3 (3+0+0)

Objectives:

This course helps the students

- To know the meaning and concept of health and well-being of women.
- To understand the variety of health problems and factors influencing.
- To know the health care policies and programs available for women in India.

Unit I:	Introduction to Women's Health and Wellbeing – Meaning, significance, and factors Influencing women's health and wellbeing. Demographic status of women in India	10
Unit II:	Biological Health problems: Sexual and Reproductive Health, Maternal Health, Malnutrition, Communicable and Non-communicable diseases, Mental Health problems and its impact.	13
Unit III:	Sociological Health problems: Occupational health, Violence against Women and its impact.	12
Unit IV:	Health Care Policies and Programs: Chiranjeevi Yojana, Janani Shishu Suraksha Karyakaram (JSSK), Kasturba Poshan Sahay Yojana (KPSY), Rashtriya Kishor Swasthya Karyakram (RKSK), Universalisation Women's Helpline Scheme.	10

Course Outcomes

After the course, the student will be able to:

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

Pedagogy: Lectures, demonstrations, observation, group discussion, group activities and ICT-enabled teaching and learning experiences in terms of video and documentary films.

Reference:

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. Krishnaraj Maithrey (ed). (1999). "Gender, population and development". Oxford, New Delhi.
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PROFORMA OF INSTRUCTION AND EXAMINATION FOR B. Sc./B.A. DEGREE IN HUMAN DEVELOPMENT AND FAMILY STUDIES [CBCS SYSTEM]
DURATION OF THE COURSE: 3 YEARS (6 SEMESTERS)

Semester	Paper	Title of the paper	Credits	Theory				Practical			
			L:T:P=Total	C1	C2	C3	Total Marks	C1	C2	C3	Total Marks
I	DSC-2A	Human Development - I [Prenatal to Adolescence]	3:0:2=5	10	10	80	100	5	5	40	50
II	DSC-2B	Human Development - II [Adulthood and Aging]	3:0:2=5	10	10	80	100	5	5	40	50
III	DSC-2C	Early Childhood Care and Education	3:0:2=5	10	10	80	100	5	5	40	50
	DSE-2C-1	Adolescence - Health And Welfare	3:0:0=3	10	10	80	100	-	-	-	-
	DSE-2C-2	Parenting In Childhood Years	3:0:0=3	10	10	80	100	-	-	-	-
IV	DSC-2D-1	Children with Special Needs and Special Education	3:0:2=5	10	10	80	100	5	5	40	50
	DSE-2D-1	Women's health and welfare	3:0:0=3	10	10	80	100	-	-	-	-
V	DSE-2E-1	Family Dynamics and Welfare Programme	3:0:2=5	10	10	80	100	5	5	40	50
	DSE-2E-2	Parenting Across Lifespan	3:0:2=5	10	10	80	100	5	5	40	50
	SEC-2E-1	Childhood Behavioural Problems and Management	2:0:0=2	10	10	80	100	-	-	-	-
	SEC-2E-2	Community Nutrition and Extension Education	2:0:0=2	10	10	80	100	-	-	-	-
	SEC-2E-3	Working with Parents and Community	2:0:0=2	10	10	80	100	-	-	-	-
	SEC-2E-4	Gender Issues and Welfare Programmes	2:0:0=2	10	10	80	100	-	-	-	-
VI	DSE-2F-1	Child Study Methods and Documentation	3:0:2=5	10	10	80	100	5	5	40	50
	DSE-2F-2	Working with Methods and Materials	3:0:2=6	10	10	80	100	5	5	40	50
	SEC-2F-1	Project Work	2:0:0=2	10	10	80	100	-	-	-	-
	SEC-2F-2	Placements in Early Childhood Education Centre/ Special Education Centre/ Hospitals/ Research Centre	2:0:0=2	10	10	80	100	-	-	-	-
	SEC-2F-3	Field Study	2:0:0=2	10	10	80	100	-	-	-	-
	SEC-2F-4	Placements in NGOs/ Government Organizations	2:0:0=2	10	10	80	100	-	-	-	-

Continuous Internal Assessment

Theory

C1: Assignment /Match the Following/Fill in the blanks/Test

C2: Seminar/Assignment/Group discussion/Test

C3: Final Examination

Practical

C1: Visit Report/Assignment

C2: Participation/Regularity/Punctuality in Attending Practical Work

C3: Practical (Examination + Viva-voce + Record)

Question Paper Pattern

B.Sc./B.A. SEMESTER EXAMINATION, MONTH/YEAR

(Scheme CBCS)

HUMAN DEVELOPMENT AND FAMILY STUDIES

Title of the Paper

Time: 3 hours

Max. Marks: 80

Instructions: All sections are compulsory

Part – A

Answer any **Five** questions. Each question carries **three** marks

(5X3=15)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Part – B

Answer any **Seven** questions. Each question carries **five** marks

(7X5=35)

- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

Part – C

Answer any **Three** questions. Each question carries **ten** marks

(3X10=30)

- 17.
- 18.
- 19.
- 20.
- 21.

-----X-X-X-----