

**UNIVERSITY OF MYSORE**

Estd. 1916

Vishwavidyanilaya Karyasoudha  
Crawford Hall, Mysuru- 570 005

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

Dated:10.10.2022

**Notification**

**Sub:-** Syllabus and Examination Pattern of Human Development & Family Studies (UG) (III & IV Semester) with effective from the Academic year 2022-23 as per NEP-2020.

- Ref:-**
1. Decision of Board of Studies in of Human Development & Family Studies (UG) Meeting held on 07-06-2022.
  2. Decision of the Faculty of Science & Technology Meeting held on 15-09-2022.
  3. Decision of the Academic Council meeting held on 23-09-2022.


\*\*\*\*\*

The Board of Studies in Human Development & Family Studies (UG) which met on 07-06-2022 has recommended & approved the syllabus and pattern of Examination of Human Development & Family Studies Course (III & IV Semester) with effective from the Academic year 2022-23 as per NEP -2020.

The Faculty of Science & Technology and Academic Council at their meetings held on 15-09-2022 and 23-09-2022 respectively has also approved the above said syllabus and hence 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](http://www.uni-mysore.ac.in).

**Draft Approved by the Registrar**

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

**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 Dean, Faculty of Science & Technology, DoS in Earth Science, 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.
10. 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)**

## **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)**

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

**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
<b>Exit Option with Certificate in Human Development and Family Studies (52 Credits)</b>							
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
<b>Exit Option with Diploma in Human Development and Family Studies (100 Credits)</b>							
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 Programme	60	40
	HDFSP6.2	DSC 16	Practical	2	Gerontology – Challenges and Welfare Programme	30	20
	HDFST6.3	DSE/VOC	Theory	3	A) Women and Children in Difficult Circumstances B) Gender Issues and Welfare Programme	60	40
<b>Exit Option with Bachelor of Science Degree in Human Development and Family Studies (144 Credits)</b>							
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	60	40



					Women and Children		
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

<b>Se m</b>	<b>Title /Name of the course</b>	<b>Program outcomes that the course addresses (not more than 3 per course)</b>	<b>Pre-requisite course(s)</b>	<b>Pedagogy</b>	<b>Assessment</b>
1	DSC- 1 Principles of Human Development	PO1 PO10 PO2 Po11 PO4 PO6	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 PO8 P11 PO2 PO9 P12 PO6 P10	PU/XII with Home Scie nce/ Any discipline [Science /Arts /Commerce]	Case studies, activities, content review	Formative and Summative Assessment
	DSC-2 Life span development – I (Prenatal	PO1 P06 PO2 PO8	PU/XII with Home Science/ Any discipline [Science /Arts	Lecture, group discussion, academic	Formative and Summative Assessment

2	to Adolescence)	PO4 PO9	/Commerce]	debates, audio visual materials, activities, content review	
	OE- 2 A) Early childhood – Health, Nutrition and Education B) Childhood Behavioural Problems	PO1, PO2, PO4, PO4, PO6, PO7	PU/XII with Science	case studies, activities, content review	Formative and Summative Assessment

# Syllabus for B.A./B.Sc. (Honors) in Human Development and Family Studies [HDFS] as a Major Subject

## SEMESTER 1

### THEORY

<b>Course Title: Principles of Human Development (DSC-1)</b>	
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/12 Home Science/any other disciplines [Science/Arts/Commerce]

### Course Outcomes (COs):

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

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)**

<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>4</b>	<b>60</b>

<b>Content</b>		<b>60 Hrs</b>
Unit – 1	<b>Introduction to Human Development</b>	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	<b>Role of Heredity and Environment in human development</b>	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	<b>Theories of Human Development and Behavior</b>	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 8	Research Approaches and Methods in Human Development	
	Chapter 9	Ethical Issues in Human Development	

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

### Practical

<b>Course Title: PRINCIPLES OF HUMAN DEVELOPMENT (DSC-2)</b>	
Total Contact Hours: 60	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

<b>Number of Practical Credits</b>	<b>Number of weeks/ semester</b>
<b>2</b>	<b>15-16 weeks</b>

### 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

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

### 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, 7<sup>th</sup> edition, United States, Pearson Education
4. Hurlock Elizabeth B. (2001), Child Development, 6<sup>th</sup>Edition, New Delhi, McGraw Hill Education.
5. Papalia, D.E. (2004). Human Development. 9<sup>th</sup> 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 – 1 A

<b>Course Title: PRENATAL DEVELOPMENT AND CARE (OE- 1 A)</b>	
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. 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- 1 A)**

Number of Theory Credits	Number of lecture hours/semester
<b>3</b>	<b>45</b>

Content		45 hrs
Unit - 1	Introduction to Prenatal stage	
	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	
	Chapter - 3	Factors affecting Prenatal growth and
		12 hrs



		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	

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

### 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, 7<sup>th</sup> edition, United States, Pearson Education
4. Hurlock Elizabeth B. (2001), Child Development, 6<sup>th</sup>Edition, New Delhi, McGraw Hill Education.
5. Papalia, D.E. (2004). Human Development. 9<sup>th</sup> 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, 8<sup>th</sup> 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

<b>Course Title: INFANT DEVELOPMENT AND CARE (OE- 1B)</b>	
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 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

Content		45 HRS
Unit I	<b>Neonate and Infant Development and Behavior -</b>	10 hrs
	<b>Chapter – 1</b> Neonate behavior and capacities; Principles of Neonatal care	
	<b>Chapter – 2</b> Development and abilities during infancy, Factors Influencing growth and development of Infants, Infants at risk conditions	
	<b>Chapter – 3</b> Adaptation strategies to cultural setting and Practices	
Unit II	<b>Early Interaction and Environment</b>	10hrs
	<b>Chapter – 4</b> <b>A beginning in Attachment formation –</b> Course of attachment, Mother-infant bonding, Role of Father in formation of <b>attachment</b>	
	<b>Chapter – 5</b> <b>Multiple Caring and Environment -</b> Dyadic verses Multi-caring, , Parent-Child Interaction as a cultural process	
Unit III	<b>Infant Assessment and Ethical Issues</b>	
	<b>Chapter – 6</b> <b>Infant Assessment –</b> Need and reasons for infant assessment, methodological issues related to infant assessment – Apgar Scale and Brazelton Scale, Infant Health Indicators	
	<b>Chapter – 7</b> Ethical issues and concerns related to infant assessment	
Unit IV	<b>Infant Care and Welfare</b>	
	<b>Chapter - 8</b> 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,	
	<b>Chapter - 9</b>	Policies and Programmes for Infants	

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

### **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

<b>Course Title: Life Span Development – 1 (Prenatal to Adolescence) (DSC- 3)</b>	
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. 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

<b>Content</b>	<b>60</b>
----------------	-----------

			h r s
Unit I	<b>Prenatal Period and Birth</b>		1 8
	Chapter – 1	<b>Prenatal Development:</b> 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	<b>Infancy and Babyhood</b>		1 2
	Chapter - 3	<b>Neonate:</b> Physical and Physiological state of neonates' adjustments, Reflexes and sensory capacities.	
	Chapter - 4	<b>Infancy and Babyhood:</b> 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	<b>Childhood</b>		1 5
	Chapter - 5	<b>Early Childhood:</b> 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	<b>Middle Childhood:</b> 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	<b>Adolescence</b>		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	

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

### Practical

<b>Course Title: LIFE SPAN DEVELOPMENT – 1 (PRENATAL TO ADOLESCENCE) (DSC-3)</b>	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

<b>Number of Practical Credits</b>	<b>Number of weeks/ semester</b>
<b>2</b>	<b>15-16 weeks</b>

### 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

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

**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 – 2 A**

<b>Course Title: EARLY CHILDHOOD – HEALTH, NUTRITION AND EDUCATION (OE- 2A)</b>	
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. 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)**

<b>Course Outcomes (COs) / Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
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)**

<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>45</b>

<b>Content</b>		<b>45 Hrs</b>
<b>Unit I</b>	<b>Introduction to Early Childhood Years</b>	<b>12 Hrs</b>
	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	
<b>Unit II</b>	<b>Health Problems and Management</b>	<b>10 Hrs</b>
	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	<b>Nutritional Problems</b>		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	<b>Early Childhood Education</b>		11 hrs
	Chapter – 7	<b>Early Childhood Education</b> - 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	

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

### 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 - 2B

<b>Course Title: CHILDHOOD BEHAVIOURAL Problems (OE- 2A)</b>	
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. 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)**

<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>45</b>

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	

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

<b>Total</b>	<b>40 marks</b>
--------------	-----------------

**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 3

#### DISCIPLINE SPECIFIC COURSE 5: LIFESPAN DEVELOPMENT–II [ADULTHOOD AND AGING]

<b>Course Title: Lifespan Development–II [Adulthood and Aging] (DSC- 5)</b>	
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 will be able:

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			

<b>Content</b>		60 hrs
Unit I	<b>Introduction to Adulthood and Aging</b>	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	<b>Young Adulthood</b>		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	<b>Middle Adulthood</b>		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	<b>Late Adulthood</b>		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.	

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

Test 2	10
Assignment + Activity	10 + 10
<b>Total</b>	<b>40 marks</b>

## Practical

<b>Course Title: LIFE SPAN DEVELOPMENT - II (DSC-6)</b>	
Total Contact Hours: 30	Course Credits: 2
Formative Assessment Marks: 20	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 30

<b>Number of Practical Credits</b>	<b>Number of weeks/ semester</b>
<b>2</b>	<b>15-16 weeks</b>

### 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

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



**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, 8<sup>th</sup> 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 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 completion of the course, the student will be able to:

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
<b>3</b>	<b>45</b>

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:		10 hrs
	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		15 hrs
	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 Samriddhi Yojana (BSY), National Rural Health Mission (NRHM), National Adolescent Health Strategy, Mid-Day Meal Scheme, Mental Health Programme.	

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

### 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, 8<sup>th</sup> 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. 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

### OPEN ELECTIVE 3B – PARENTING IN CHILDHOOD YEARS

<b>Course Title: PARENTING IN CHILDHOOD YEARS (OE- 3B)</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

**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 will be able:

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

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

<b>Course Outcomes (COs) / Program Outcomes (POs)</b>	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)

<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>45</b>

<b>CONTENT</b>	<b>45 Hrs</b>
----------------	---------------

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.	

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

<b>Total</b>	<b>40 marks</b>
--------------	-----------------

**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 4**

**DISCIPLINE SPECIFIC COURSE 7: PRINCIPLES OF FAMILY STUDIES**

<b>Course Title: PRINCIPLES OF FAMILY STUDIES (DSC- 7)</b>	
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 will be able to:

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)**

<b>Course Outcomes (COs) / Program Outcomes (POs)</b>	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			

<b>Content</b>		60 hrs
Unit I	<b>Introduction to Family studies and Theories</b>	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	<b>Theories in family studies</b> Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory	
Unit II	<b>Marriage and Family</b>		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	<b>Family life cycle and education</b>		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	<b>Family disorganization and welfare programme</b>		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	<b>National policies and Programmes for family welfare</b> - 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.	

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



## Practical

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

<b>Number of Practical Credits</b>	<b>Number of weeks/ semester</b>
<b>2</b>	<b>15-16 weeks</b>

### 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

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

### 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 xPractices 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 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 completion of the course, the student will be able to:

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)**

<b>Course Outcomes (COs) / Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>



Unit IV	Health Policies and Programmes		13 hrs
	Chapter – 7	Health Policy related to Women in India: Family Planning, Surrogacy Laws, Maternity Benefit Act. Reproductive health and health care, Pre-Conception and Pre-Natal 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 Swasthya Karyakram (RKSK), Universalisation Women’s Helpline Scheme	

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

### 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

<b>Course Title: GERIATRIC HEALTH AND WELFARE (OE- 4B)</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

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

### Course Outcomes (COs):

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

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)

<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>45</b>

<b>CONTENT</b>		<b>45 Hrs</b>
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	Legislations and Policies		13 hrs
	Chapter – 7	Constitutional and 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.	

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

**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, 3<sup>rd</sup> edition, CRC Press, Taylor and Francis