



**WEST BENGAL STATE UNIVERSITY
BARASAT**

SYLLABI

**F
O
R**

**BACHELOR OF ARTS (B.A.)/BACHELOR OF SCIENCE (B.SC.)
HONOURS IN
HUMAN DEVELOPMENT**

(with effect from 2018-2019 academic session)

FIRST SEMESTER			
Course Code	Course Title	Course Type	Credit
HMDACOR01T	INTRODUCTION TO HUMAN DEVELOPMENT	CORE-1	THEORY-4
HMDACOR01P	INTRODUCTION TO HUMAN DEVELOPMENT		PRACTICAL-2
HMDACOR02T	HUMAN DEVELOPMENT: CONCEPTION THROUGH EARLY CHILDHOOD	CORE-2	THEORY-4
HMDACOR02P	HUMAN DEVELOPMENT: CONCEPTION THROUGH EARLY CHILDHOOD		PRACTICAL-2
	ONE FROM POOL OF GENERIC ELECTIVES	Generic-1 *	THEORY-4
	ONE FROM POOL OF GENERIC ELECTIVES		PRACTICAL-2
	ENVIRONMENTAL SCIENCE	AECC-1	THEORY-2
			<u>TOTAL = 20</u>
	* To be chosen from other disciplines		

SECOND SEMESTER			
Course Code	Course Title	Course Type	Credit
HMDACOR03T	HUMAN DEVELOPMENT: MIDDLE CHILDHOOD THROUGH OLDAGE	CORE-3	THEORY-4
HMDACOR03P	HUMAN DEVELOPMENT: MIDDLE CHILDHOOD THROUGH OLDAGE		PRACTICAL-2
HMDACOR04T	CARE AND EDUCATION IN INFANCY AND CHILDHOOD	CORE-4	THEORY-4
HMDACOR04P	CARE AND EDUCATION IN INFANCY AND CHILDHOOD		PRACTICAL-2
	ONE FROM POOL OF GENERIC ELECTIVES	Generic-2 *	THEORY-4
	ONE FROM POOL OF GENERIC ELECTIVES		PRACTICAL-2
	ENGLISH	AECC-2	THEORY-2
			<u>TOTAL = 20</u>
	* To be chosen from other disciplines		

THIRD SEMESTER

Course Code	Course Title	Course Type	Credit
HMDACOR05T	PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT	CORE-5	THEORY-4
HMDACOR05P	PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT		PRACTICAL-2
HMDACOR06T	PSYCHOLOGICAL ASSESSMENT AND STATISTICS	CORE-6	THEORY-4
HMDACOR06P	PSYCHOLOGICAL ASSESSMENT AND STATISTICS		PRACTICAL-2
HMDACOR07T	GUIDANCE AND COUNSELLING OF CHILDREN IN DISTRESS	CORE-7	THEORY-4
HMDACOR07P	GUIDANCE AND COUNSELLING OF CHILDREN IN DISTRESS		PRACTICAL-2
	ONE FROM POOL OF GENERIC ELECTIVES	Generic-3 *	THEORY-4
	ONE FROM POOL OF GENERIC ELECTIVES		PRACTICAL-2
HMDSSEC01M	ADOLESCENT DEVELOPMENT AND CHALLENGES	SEC-1	THEORY-2
			TOTAL =26
	* To be chosen from other disciplines		

FOURTH SEMESTER

Course Code	Course Title	Course Type	Credit
HMDACOR08T	MARRIAGE AND FAMILY REALTIONS	CORE-8	THEORY-4
HMDACOR08P	MARRIAGE AND FAMILY REALTIONS		PRACTICAL-2
HMDACOR09T	LEGISLATION AND POLICY ISSUES IN CHILD WELFARE	CORE-9	THEORY-4
HMDACOR09P	LEGISLATION AND POLICY ISSUES IN CHILD WELFARE		PRACTICAL-2
HMDACOR10T	LEGISLATION AND POLICY ISSUES IN FAMILY WELFARE	CORE-10	THEORY-4
HMDACOR10P	LEGISLATION AND POLICY ISSUES IN FAMILY WELFARE		PRACTICAL-2
	ONE FROM POOL OF GENERIC ELECTIVES	Generic-4 *	THEORY-4
	ONE FROM POOL OF GENERIC ELECTIVES		PRACTICAL-2
HMDSSEC02M	CHILD RIGHTS AND SOCIAL ACTION	SEC-2	THEORY-2
			TOTAL =26
	* To be chosen from other disciplines		

FIFTH SEMESTER

Course Code	Course Title	Course Type	Credit	
HMDACOR11T	ORGANISATION AND MANAGEMENT OF EARLY CHILDHOOD EDUCATION CENTRES	CORE-11	THEORY-4	
HMDACOR11P	ORGANISATION AND MANAGEMENT OF EARLY CHILDHOOD EDUCATION CENTRES		PRACTICAL-2	
HMDACOR12T	CURRICULUM FOR EARLY CHILDHOOD EDUCATION	CORE-12	THEORY-4	
HMDACOR12P	CURRICULUM FOR EARLY CHILDHOOD EDUCATION		PRACTICAL-2	
HMDADSE01T	GENDER, MEDIA AND SOCIETY	DSE-1 DSE-2 #	THEORY-4	
HMDADSE01P	GENDER, MEDIA AND SOCIETY		PRACTICAL-2	
HMDADSE02T	CHILDHOOD IN INDIA		THEORY-4	
HMDADSE02P	CHILDHOOD IN INDIA		PRACTICAL-2	
HMDADSE03T	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY		THEORY-4	
HMDADSE03P	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY		PRACTICAL-2	
			TOTAL = 24	
# Choose any two (theory, practical combined) from three options-HMDADSE01T, HMDADSE01P/ HMDADSE02T, HMDADSE02P/ HMDADSE03T, HMDADSE03P				

SIXTH SEMESTER

Course Code	Course Title	Course Type	Credit	
HMDACOR13T	THE CHILD WITH SPECIAL NEEDS	CORE-13	THEORY-4	
HMDACOR13P	THE CHILD WITH SPECIAL NEEDS		PRACTICAL-2	
HMDACOR14T	PARENT AND COMMUNITY EDUCATION	CORE-14	THEORY-4	
HMDACOR14P	PARENT AND COMMUNITY EDUCATION		PRACTICAL-2	
HMDADSE04T	GENDER AND SOCIAL JUSTICE	DSE-3 DSE-4 #	THEORY-4	
HMDADSE04P	GENDER AND SOCIAL JUSTICE		PRACTICAL-2	
HMDADSE05T	DYNAMICS OF COMMUNICATION AND EXTENSION		THEORY-4	
HMDADSE05P	DYNAMICS OF COMMUNICATION AND EXTENSION		PRACTICAL-2	
HMDADSE06T	HOME SCIENCE AND EXTENSION EDUCATION		THEORY-4	
HMDADSE06P	HOME SCIENCE AND EXTENSION EDUCATION		PRACTICAL-2	
			TOTAL = 24	
# Choose any two (theory, practical combined) from three options-HMDADSE04T, HMDADSE04P/ HMDADSE05T, HMDADSE05P/ HMDADSE06T, HMDADSE06P				

CBCS Syllabus for Core Courses (Honours)

HUMAN DEVELOPMENT

SEMESTER-I

Core Course-HMDACOR01T(4 Credit/60hrs) – Introduction to Human Development

1. Human development and the need to study it.
2. Approaches to the study of human development – Longitudinal and Cross – Sectional
3. Methods of studying human development – Observation, Interview and Questionnaire
4. Principles of development.
5. Roles of heredity and environment in human development.

References:

- Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life– span approach. New Delhi : Tata McGraw – Hill.
- Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manovidya.

Core Course – HMDACOR01P (2Credit/60hrs) Seminar based on Introduction to Human

Development

Seminar on topics of:-

1. Human development and the need to study it.
2. Approaches to the study of human development – Longitudinal and Cross – Sectional
3. Methods of studying human development – Observation, Interview and

Questionnaire

4. Principles of development.
5. Roles of heredity and environment in human development.

Core Course-HMDACOR02T (4Credits/60hrs) – Human Development: Conception through Early Childhood

1. Prenatal Development – Conception; Course of prenatal development.
2. 2. Conditions affecting prenatal development.
3. Infancy- Characteristics, Developmental tasks and Problems.
4. Early Childhood - Characteristics, Developmental tasks and Behaviour problems

References:

- Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life– span approach.
New Delhi : Tata McGraw – Hill.
- Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child
development and personality. New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed.
New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manovidya.

Core Course –HMDACOR02P (2Credit/60hrs) Practical - Human Development: Conception through Early Childhood

1. Methods of child study and their use:
 - Interview
 - Observations
 - Checklist
2. Plan and develop activities to facilitate development in different domains

3. Use of secondary sources to understand the depiction of children
4. Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT)

SEMESTER-II

Core Course – HMDACOR03T (4Credit/60hrs) – Human Development: Middle Childhood through Old Age

1. Middle Childhood - Characteristics, Developmental tasks and Behaviour problems.
2. Adolescence - Characteristics, Developmental tasks and Socioemotional problems.
3. Adulthood - Characteristics, Developmental tasks and Problems.
4. Old Age – Physical changes, Developmental tasks and Emotional Problems.

References:

- Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life– span approach. New Delhi : Tata McGraw – Hill.
- Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Humandevelopment.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manovidya.

Core Course HMDACOR03P (2Credits/60hrs) - Practical: Human Development from Middle Childhood through Old Age

1. Methods of study and their use:
 - Reviewing Interview and Observation
 - Questionnaire
 - Case study
 - Sociometry
2. Case profile to study adolescence/ young adulthood/ late adulthood
3. Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
4. Psychological tests: Projective Personality Test, Test Assessing Adult Intelligence, Test assessing self-concept

Core Course – HMDACOR04T (4Credits/60hrs) - Care and Education in Infancy and Childhood

1. Childcare in infancy and preschool years- Feeding, weaning, supplementary feeding and toilet training.
2. Child rearing practices-Definition, classification and implications.
3. Objectives of Early Childhood Care and Education (ECCE); Recent developments – National Policy on Education, Yashpal Committee Report: Learning Without Burden, Role of Indian Association for Pre School Education.
4. Types of ECCE Programmes – Balwadi, Anganwadi, ICDS, Crèche and nursery school.
5. Approaches to Early Childhood Education (ECE) - Montessori, Kindergarten and Play way methods.

References

- Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
- Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi, S.S. and Kaur, B. , New Delhi : Sage. Unit II.
- Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.
- Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.
- Nag, R. Ma o shishu.
- Swaminathan, M.S. (1988) Essentials of food & nutrition. Ganesh Publishers.
- Yashpal Committee Report (1994). Learning without burden.

Core Course HMDACOR04P (2credits/60hrs) – Practical: Care and Education in Infancy and Childhood

1. Field Work - Working with the community and preparing reports on:
 - a) Crèches / Day care centres
 - b) ICDS centres
 - c) Nursery schools
 - d) Primary schools

2. Laboratory Activities
 - a) Compilation of songs and lullabies suitable for infants and toddlers.
 - b) Preparation of picture books / story books for infants and toddlers.
 - c) Preparation of educational toys for young children.
 - d) Development of riddles for language and concept attainment of preschoolers
 - e) Preparation of posters reinforcing messages of hygiene and cleanliness

SEMESTER-III

Core Course HMDACOR05T (4Credits/60hrs) – Psychological Bases of Human Development

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests; Guilford’s theory; Bruner’s theory.
2. Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions; Schachter-Singer theory.
3. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality; Eysenck’s theory; Five-Factor theory.
4. Socialization- Definition, agencies of socialization, gender differences in socialization.

References:

- Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.
- Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
- Roy,Sushil. Shiksha Manavidya.

Core Course HMDACOR05P (2Credits/60hrs) – Practical: Psychological Bases of Human

Development

1. Measuring intelligence: Draw- A – Man Test, Wechsler Intelligence Scale for Children; Raven’s Standard Progressive Matrices; Culture Fair tests etc.
2. Assessment of emotions.
3. Assessment of personality: Children’s Personality Test, Kundu Neurotic Personality Inventory; Eysenck Inventories / Questionnaires, Five Factor Inventories etc.
4. Assessment of socialization.

Core Course HMDACOR06T (4Credits/60hrs) – Psychological Assessment and Statistics

1. Psychological test – Definition and major types.
2. Standardization of psychological tests; concepts of reliability, validity and norms.
3. Tabulation and frequency distribution of data.
4. Graphical representation of data – types; advantages and disadvantages of each type.
5. Concept, major types, uses and computational techniques of the measures of central tendency and variability.
6. Concept, uses and computation of bivariate correlation.

References:

- Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.
- Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Roy, S. Shiksha manavidya.

Core Course HMDACOR06P (2Credits/60hrs) – Practical: Psychological Assessment and Statistics

1. Determination of reliability and validity and establishment of norms of a psychological instrument.
2. Construction of frequency distribution and exercises on graphical representation of data.
3. Calculation of measures of central tendency.
4. Calculation of measures of variability.

Core Course HMDACOR07T (4Credits/60hrs) –Guidance and Counselling of Children in Distress

1. Fundamentals of Guidance and Counselling of children – Definitions, types and techniques.
2. Children with developmental psychopathology - a) Internalizing Disorders – Anxiety disorder, Childhood Depression: Symptoms, causes, scope for Guidance and counselling.
b) Externalizing Disorders- Conduct disorder, Attention Deficit Hyperactivity disorder: Symptoms, causes, scope for guidance and counselling.
3. Children in difficult circumstances - street children, child prostitutes, children of prostitutes, children of AIDS patients and children of prisoners: Problems, scope for guidance and counseling.

References:

- Barooh,P. Child Welfare.
- Devi, L. Encyclopedia of Child Welfare Vol (FVI).
- Madan, G. R. Indian Social Problems.
- Mussen, P., Conger, J, Kagan, J. and Huston, A.C. (1990).Child development and personality. New York: Harper and Row.
- Rane, A. (Ed.) (1994). Street children: A challenge to the social work profession. Bombay: TISS.
- Rane, A. et al. (1980). Children in difficult situations in India: A review. Bombay : TISS.
- Roy,S. Shiksha manovidya.

Core Course HMDACOR07P(2Credits/60hrs) –Practical: Guidance and Counselling of Children in Distress

1. Preparation and use of child behaviour observation checklists.
2. Assessment of aptitude and interest using psychological tests.
3. Case study of a child with developmental psychopathology or in difficult circumstances.

3. Guidance and counseling of a child with developmental psychopathology or in difficult circumstances.

Skill Enhancement Course HMDSSEC01M(2credits/60hrs)Theory – Adolescent development and Challenges

1. Adolescence – Definition , Importance of the stage , theoretical perspective on adolescence, interpersonal relationships and socio cultural attitudes of adolescents, maturation and learning.
2. Consequences of puberty changes, sexual development, early and late maturation and psychological implication
3. Intellectual development – formal operations, moral development – integration of self and psychosexual resolution and resolving identity crisis – reorganisation of social life relationship with peers and parents, heterosexual relationships.
4. Vocational performance, training and work transition to adulthood – conflicts with special reference to contemporary socio-cultural changes.

Reference:-

Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990).Child development and personality. New York: Harper and Row.

Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.

SEMESTER-IV

Core Course HMDACOR08T (4Credits/60hrs) – Marriage and Family Relations

1. Family - Concepts, forms and types; changing pattern of family: Structural and Interactional changes; Future of the Indian family
2. Marriage and Kinship – Marriage in different religious communities of India, Regional variations in kinship system.

3. Important issues in Marriage- Gender roles, childlessness, dowry and divorce.
4. Marital adjustment; Marital communication; Marital conflict and violence; Marital counseling.
5. Legislation with reference to India: Marriage; Divorce; Domestic violence.

References:

- Ahuja, R.: a) Society in India b) Social System c) Social Problems In India.
- Chowdhury, A. Bharater Samaj Prasange.
- Dube, S. C. (Translated by Rajat Roy).Bharater Samaj. National Book Trust.
- Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.
- Maciver and Page. Society– An Introductory Analysis.
- Vidya Bhusan and Sachdev. Sociology.

Core Course –HMDACOR08P (2Credits/60hrs) - Marriage and Family Relations

Presentation of seminar on:-

1. Family - Concepts, forms and types; changing pattern of family: Structural and Interactional changes; Future of the Indian family
2. Marriage and Kinship – Marriage in different religious communities of India, Regional variations in kinship system.
3. Important issues in Marriage- Gender roles, childlessness, dowry and divorce.
4. Marital adjustment; Marital communication; Marital conflict and violence; Marital counseling.
5. Legislation with reference to India: Marriage; Divorce; Domestic violence.

Core Course HMDACOR09T (4 Credits/60hrs) –Legislation and Policy Issues in Child Welfare

1. Child Welfare – Definition, objectives and philosophies. Constitutional provisions for protection and welfare of children.
2. National policy for children – Salient features, priority areas and gaps.

3. Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and Regulation) Act; Hindu Law of Adoption.
4. United Nations Declaration of the Rights of Children; U. N. Convention 1989; National Plan for Children.
5. Overview of child welfare in the legal and policy framework- NGO forum; Role of social networking and social activists.

References:

- Barooh, B. Child Welfare.
- Devi , L.Encyclopedia of Child Welfare Vol (FVI).

Core Course –HMDACOR09P (2Credits/60hrs) - Legislation and Policy Issues in Child Welfare

Presentation of seminar on:-

1. Child Welfare – Definition, objectives and philosophies. Constitutional provisions for protection and welfare of children.
2. National policy for children – Salient features, priority areas and gaps.
3. Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and Regulation) Act; Hindu Law of Adoption.
4. United Nations Declaration of the Rights of Children; U. N. Convention 1989; National Plan for Children.
5. Overview of child welfare in the legal and policy framework- NGO forum; Role of social networking and social activists.

Core Course HMDACOR10T (4 Credits/60hrs) – Legislation and Policy Issues in Family Welfare

1. Family Welfare – Definition, objectives and philosophies.
2. National policies for women – National Perspective Plan for Women’s Development, National Commission on Women.
3. National Policies for the Youth and the Ageing – Salient features, implications. Maintenance and Welfare of Parents and Senior Citizens Act 2007.
4. Overview of family welfare in the legal and policy framework - NGO forum; Role of social networking and social activists; Need for developing comprehensive family policy.

Core Course –HMDACOR10P (2Credits/60hrs) - Legislation and Policy Issues in Family Welfare

Seminar based on :-

1. Family Welfare – Definition, objectives and philosophies.
2. National policies for women – National Perspective Plan for Women’s Development, National Commission on Women.

3. National Policies for the Youth and the Ageing – Salient features, implications. Maintenance and Welfare of Parents and Senior Citizens Act 2007.

4. Overview of family welfare in the legal and policy framework - NGO forum; Role of social networking and social activists; Need for developing comprehensive family policy

Skill Enhancement Course HMDSSEC02M(2credits/60hrs)Theory – Child Rights and Social Action

1. Introduction to child rights – Definitions of child and child rights, key philosophical concepts in the discourse on child rights, factors of exclusion – socio – economic disability, political etc., role of family ,community and child herself in protecting rights.
2. Framework for social action – Role of state in protection of child rights, laws for children – Indian and international, Institutional and non – institutional services.

Reference:-

Barooh, B. Child Welfare.

Devi , L.Encyclopedia of Child Welfare Vol (I-VI).

SEMESTER-V

Core Course HMDACOR11T (4Credits/60hrs) – Organisation and Management of Early

Childhood Education Centres

1. Programme Planning – Basic considerations, Stages of planning, Observation, Recording and reporting.
2. Establishing an ECCE Centre – Location, Planning the facilities, Playground, Equipment.
3. Staff Management – Distribution of work, Qualities of a good ECCE teacher.
4. Resource Management – Budgeting, Accounting, Maintenance of records.

References:

- Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
- Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.

Core Course HMDACOR11P (2Credits/60hrs) – Practical: Organisation and Management of ECCE

- i. Visit to ECCE Centre and report writing
- ii. Project on Management of ECCE Centres

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Core Course HMDACOR12T (4Credits/60hrs) – Curriculum for Early Childhood Education

1. Essential features of ECCE Curriculum - Playful environment, Informal to

formal, Flexible routine, Balanced development.

2. Components of ECCE Curriculum – Physical development, Cognitive development (Language and Mathematics), Creative expression, Socio-emotional Development.

3. Significance of Play and Play-way method of teaching.

4. Evaluation .

References:

Adler, S.and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois : Thomas Publication

Anderson,P.and Lapp. D. Language skills in elementary education. NY : Mac Millan.

Harlan, J. (1984). Science experiences for the early childhood years.

Columbus : Charles Merrill.

Lloyd, I. and Richardson, K. (1980). A mathematics activitycurriculum for early childhood and special education. New York: Mac Millan.

Core Course HMDACOR12P (2Credits/60hrs) – Practical: ECCE curriculum

1. Preparation of reading readiness materials for :

a) Visual discrimination ; visual memory

b) Auditory discrimination.

2. Conducting prewriting activities with children.

3. Planning science experiences.

4. Planning a project based on lessons of first and second standard; Planning activities children can do at home.

5. Preparation of teaching aids for promoting mathematical concepts.

DISCIPLINE SPECIFIC ELECTIVES

HMDADSE01T(4Credits/60hrs) : Gender, Media and Society

1. Social construction of Gender

Concept of gender; Differences between sex and gender; Patriarchal social order and status of women; Socio Cultural practices influencing women's status; Shifts in Status of women – historical and contemporary perspectives

2. Gender differentials

Approaches to understanding gender differentials; Status issues and challenges in context to - violence against women , women and health, women and education, women's work and economic participation, women and leadership, women and media.

3. Gender and Development

Concept of Gender Development - indicators of human and gender development;

Approaches to women's development; Empowerment of women – concept and types;

National and International agencies involved in women's development.

4. Gender and Advocacy

Human rights and women; Laws for protection of women's rights; Media and gender mainstreaming.

References

Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.

Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-Anand Publications.

Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.

Kapoor, Promila, (1993), Girl Child and Family Violence. New Delhi, Har– Anand Publications.

Krishna, Sumi (2007). Women Development, New Delhi, Sage Publications.

ing Civil and Rights: Recast

Sohoni, K Neerj, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

HMDADSE01P(2Credits/60hrs)-Practical: Gender, Media and Society

- Gender based analysis of media with special reference to portrayal of women.
- Visits to various women's organizations.
- Analysis of gender based indices for understanding the status of women in society.

HMDADSE02T(4Credits/60hrs) : Childhood in India

1. Introduction to childhood in India

Children in India: An overview; Social construction of childhood; Folk theories about childhood and family; Childhood in mythology, stories and films.

2. Multiple contexts of childhood in India

Ethnic, religious, regional, social, economic and ecological variations; Childhood in families; Growing up without the family; Children in schools; Children in extra- familial settings.

1. Psycho-social dimensions of childhood

Growing up in a tribal family; Childhood in selected family occupations: artists, farmers, weavers; Growing up in a rural setting; Children on the streets; Belonging to a minority community; Being a girl in India; Adoption and childhood

4. Contemporary issues of childhood in India

Language, religion and culture; Ability, disability; Poverty; Caste and childhood; Children in urban India.

References

- Behera, D. K (Ed.) (2007) Childhoods in South Asia : New Delhi. Pearson- Longman

□ Krishnan, L. (1998). *Childrearing: An Indian perspective*. In, A. K. Srivastava (Ed.), *Child development: An Indian perspective*. Pp. 25 – 55. New Delhi: National Council for Educational Research and Training.

□ Sharma, D. (2003). *Infancy and childhood in India*. In, D. Sharma (Ed), *Childhood, family and sociocultural change in India* (13 - 47). New Delhi: Oxford. Selected short stories about childhood in regional contexts

HMDADSE02P(2credits/60hrs): Practical: Childhood In India

1. Personal social experiences of childhood in families
2. Beliefs and practices related to children in different communities
3. Children's experiences of ethnicity/class/caste/language
4. Stories, folk songs, toys and games from diverse ethnic groups
5. Depiction of childhood in media.

HMDADSE03T(4Credits/60hrs) : Elements of Rural Economics and Rural Sociology

1. Concept of Rural Sociology
 - Basics structure and nature of rural sociology.
 - Family and kinship organization.
 - Social stratification.
 - Nature of Indian caste system.
 - Concept of social class.
2. Concept of Rural Economics
 - Meaning and scope of Rural Economics.
 - Main features of India's rural sector.
 - Role of Agriculture in India's Economy.
 - Role of women in Farm Management and Agriculture.

- Types of Farming.
- Co-operative Farming and its progress.
- Importance of Rural credit.

3. Concept of Poverty

- Poverty alleviation programmes and projects.

HMDADSE03P(2Credits/60hrs): Elements of Rural Economics and Rural Sociology

1. Visit to NGO/Co-operative/ Mahila Mandal / Health- Centre
2. Evaluation of Poverty alleviation programmes as adopted by Govt. of India.

SEMESTER-VI

Core Course HMDACOR13T (4Credits/60hrs) – The Child with Special Needs

1. Definitions – Disability, Challenge and Special Needs. Incidence and Prevalence of Disability in India. Persons with Disabilities Act.
2. The Child with Intellectual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
3. a) The Child with Auditory Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
b) The Child with Visual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
4. The Child with Learning Disability – Definition, Classification, Causes and solution.

5. Developmental Challenge – The Child with Autism.

References:

□ Debnath, D. and Debnath, A. K. Byatikramdharmi shishu o tar shiksha.

Kolkata : Rita Book Agency.

□ Kirk, S.A. (1970).Educating exceptional children. Indian Edition. New Delhi : Oxford and IBH.

□ Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.

□ Skimer, C. Educational psychology.

Core Course HMDACOR13P (2 Credits/60hrs) – Practical: The Child with Special Needs

1. Working with and organizing activities for children with special needs.
2. Meeting families of children with special needs to plan an intervention programme.
3. Case study of a child with special needs.
4. Visit to institutions of children with special needs.

Core Course HMDACOR14T (4Credits/60hrs) – Parent and Community Education

1. Need for Parent Education. Aspects of Parent Education. Roles of Parents as Participators and Planners of Programmes, Parents as Advisers, Volunteers and Resource Persons.
2. Need for Community Education. Fundamental Principles of Community
 2. Education with reference to Health, Education and Nutrition of Children.
 3. Concept of Human Development Index and its Implications for India.
3. Definition of Communication. Importance of Communication. Factors Determining Selection of Appropriate Methods and Techniques of Communication. Different approaches for Communication – Communicating with Individuals, Groups and the Masses.

4. Preparation , Use and Evaluation of Different Techniques of Media and Communication – i) Pictorial Aids, ii) Posters, iii) Pamphlets, iv) Slides, vi) Radio Talks and vii) Movies.

5. Organising Parents and the Community.

i. Parent Bodies – Involvement in School and Neighbourhood.

ii. Community Centres / Recreation Centres.

iii. Youth Clubs, Mahila Mandals.

References:

Dahama, O.P. and Bhatnagar . Education and Communication for Development. New Delhi : Oxford and IBH.

Ray, G.L. (1991). Extension Communication and Management. Calcutta : Naya Prokash.

Supe, S.V. An Introduction to Extension Education. New Delhi: Oxford and IBH.

Core Course HMDACOR14P (2Credits/60hrs) – Practical: Parent and Community Education

1. Preparation of simple literature for parents.

2. Developing audio programmes for parents / community.

3. Conducting parent meetings.

4. Preparing and using visual aids for parent / community education.

DISCIPLINE SPECIFIC ELECTIVES

HMDADSE04T(4Credits/60hrs) : Gender and Social Justice

1. Understanding Gender: Basic Concepts

a) Sex and Gender

- b) Masculinity and femininity
- c) Biological and cultural determinants

2. Gender and Society

- a) Patriarchy and social institutions
- b) Being male and female in Indian Society
- c) Women's movements in India
- d) Perspectives on Feminism

3. Social Construction of Gender

- a) Socialization for gender
- b) Gender roles, stereotypes and identity
- c) Social traditions: History, mythology and literature
- d) Contemporary Influences: Work, media, popular culture
- e) Caste, class and religious influences on gender roles

4. Girl Child and Women in India

- a) Demographic profile
- b) Health, nutrition and education
- c) Sexuality and reproductive Health
- d) Female feticide, infanticide and violence against women

5. Gender Justice

- a) Laws, policies and programmes for women
- b) Women's empowerment and politics

References

- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.
- Mohanty, M. (2008). Class, Caste and Gender. New Delhi: Sage.
- Menon N. (2008). Sexualities: Issues in Contemporary Indian feminism. New Delhi: Macmillan

HMDADSE04P(2Credits/60hrs) : Gender and Social Justice

1. Visits to organizations working in the area of women's empowerment to understand their objectives, programmes and experiences
2. Workshops by resource persons on issues related to gender such as domestic violence, laws for women, reproductive health
3. Interactions to understand gender realities in diverse social groups through field visits and preparing and utilizing interview schedules
4. Media portrayals of gender realities

Films:

1. Documentaries from „Under Construction“ including Unlimited Girls; Skin Deep; Who's afraid of little girls; Annapurna; Colours Black
2. Select Feature Films

HMDADSE05T(4Credits/60hrs) : Dynamics of Communication and Extension

1. Communication: Concepts
 - a) Historical background, concept and nature
 - b) Functions of Communication
 - c) Types of Communication - communication transactions; Formal and informal communication; Verbal and Non-verbal Communication
 - d) Scope of Communication- Education, training and learning industry,

Motivation and Management, Corporate Communication, Management of Organisations, Advertising and Public relations

e) Communication and mainstream media- newspaper, radio, television and Cinema, ICTs and web based communication

f) Communication for social change

2. Understanding Human Communication

a) Culture and communication- Signs, symbols and codes in communication

b) Postulates/Principles of Communication

c) Elements of Communication and their characteristics

d) Models of Communication

e) Barriers to Communication

3. Communicating Effectively

a) Concept, nature and relevance to communication process:

Empathy

Persuasion

Perception

Listening

4. Communication for Extension

a) Concept, nature and philosophy of Extension

b) Principles of Extension

c) Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope.

d) Relationship between, Communication, Extension and Development

References

Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.

- Devito J. (1998) Human Communication. New York: Harper & Row.
- Patri and Patri (2002); Essentials of Communication. Greenspan Publications.

HMDADSE05P(2Credits/60hrs) : Dynamics of Communication and Extension

1. Developing skills in planning and conducting small group communication.
2. Review of media on selected issues
3. Design and use of graphic media

HMDADSE06T(4Credits/60hrs): Home Science and Extension Education

1. Different method of Extension teaching
 - Personal contact, Group discussion, Seminars, Symposium, Demonstration, Workshop, Exhibitions, Specimens, Models, Tours, Meetings and Literature (i.e. News paper, Leaflets, Bulletins, Pamphlets)
2. Audio-Visual aid in extension work- Motion pictures, Radio, Slides, Flannel Graphs, Flash cards, Charts.
3. Principles of Learning and Teaching Process
 - Effective teaching through individual, group and mass media.
 - Meaning of Communication, it's needs, types and problems.
4. Communication
 - Development communication, Genesis, Characteristics.
 - Differences between communication and development communication.
 - Behaviour Change Communication (BCC).

References

- Narula, Uma (1994) Development Communication, New Delhi, Hariand

Publication

□ Rozer, E. & Storey D. (1987) Communication Campaign in C.Burger and S. Sheffe (Eds), Handbook of Communication Sciences (817-846) Newbury

Park, C A: Sage

□ Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication

□ Paulo Mefalopulos. Development Communication Sourcebook **Broadening the boundaries of communication**, The World Bank, 2008

HMDADSE06P(2Credits/60hrs): Home Science and Extension Education

1. Preparation of a suitable Audio-visual aid for community extension work.
2. Steps in preparation of a suitable Visual-aid for communication.

GENERIC (INTERDISCIPLINARY) ELECTIVES

Candidates of Human Development Hons will have to select two courses from two disciplines other than Human Development. Student of other honours may choose Human development as Generic Elective. The syllabi of Generic Elective in Human Development (HMDHGEC) will be identical to the core courses in the first four semesters of the Human Development in the General stream (HMDGCOR).

Syllabus for Choice Based Credit System Compliant Generic Elective Course in Human Development (General Course)

SEMESTER – I

HMDGCOR01T; HMDHGEC01T: INTRODUCTION TO HUMAN DEVELOPMENT

Theory

(Credits: 4/60hrs)

1. Human development and the need to study it; concept of human development index; roles of heredity and environment in human development; concepts of growth and development; the life span approach to human development.
2. Conception; physical and psychological care of the expectant mother; prenatal development.
3. Birth of the baby – the characteristics of the neonate; care of the neonate. Infancy – highlights of development ; caring for the infant – feeding, weaning , supplementary feeding ; sleep routine ; bathing and clothing ; immunization schedule ; importance of toys.
4. Highlights of development in childhood, adolescence, adulthood and old age.

References:

- Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.
Nag, Rathindranath. Ma o shishu.
Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development. 9th Ed. New Delhi: Tata McGraw- Hill.
Roy, Sushil. Shiksha manavidya.

HMDGCOR01P; HMDHGEC01P: INTRODUCTION TO HUMAN DEVELOPMENT

Practical

(Credits: 2/60hrs)

1. Preparing a lay out of a room arranged for the birth of an infant showing the placement of the essential equipment.
2. Planning the diet of an expectant / a lactating mother; preparation of a diet chart.
3. Preparing a chart of prenatal / postnatal exercises for the mother.
4. Assessing and preparing charts on growth and physical development in infancy and childhood.
5. Preparing a lay out of the arrangement of a nursery (room designing and decoration).
6. Preparing picture / story books for infants and children.
7. Making play materials suitable for infants and children.

SEMESTER – II

HMDGCOR02T;HMDHGEC02T: MARRIAGE AND FAMILY RELATIONS

Theory

(Credits: 4/60hrs)

1. Marriage – Definition, functions and changing trends. Marital adjustment and it's influencing factors.
- 2
2. Family – Definition, composition, functions and types (with reference to India), changing trends of family in India and it's influencing factors.
3. Interpersonal relationships within the family – importance and types of family interaction and communication.
4. Families with problems – a) families with marital disharmony and disruption: causes and intervention. b) families in distress : causes and intervention.

References:

Ahuja, R.: a) Society in India. b) Social System. c) Social Problems in India.
Chowdhury, A. Bharater Samaj Prasange.
Dube, S. C. (Translated by Rajat Roy).Bharater Samaj. National Book Trust.
Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.
Maciver and Page. Society – An Introductory Analysis.
Vidya Bhusan and Sachdev. Sociology.

HMDGCORO2P; HMDHGEC02P: MARRIAGE AND FAMILY RELATIONS

Practical

(Credits: 2/60hrs)

- Marriage – Definition, functions and changing trends. Marital adjustment and it's influencing factors.
- Family – Definition, composition, functions and types (with reference to India), changing trends of family in India and it's influencing factors.
- Interpersonal relationships within the family – importance and types of family interaction and communication.
- Families with problems – a) families with marital disharmony and disruption: causes and intervention. b) families in distress : causes and intervention.

SEMESTER – III

HMDGCOR03T; HMDHGEC03T: PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT

Theory

(Credits: 4/60hrs)

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests.
2. Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions.
3. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality.
4. Socialization- Definition, agencies of socialization, gender differences in socialization.

References:

- Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.
- Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
- Roy, Sushil. Shiksha manavidya.

HMDGCOR03P; HMDHGEC03P: PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT

Practical

(Credits: 2/60hrs)

1. Assessment of intelligence of a child using a psychological test.
2. Assessment of emotions.
3. Assessment of Personality: Children's Personality Test; Kundu Neurotic Personality Inventory.
4. Assessment of Socialization.

SEMESTER – IV

HMDGCOR04T; HMDHGEC04T: CHILDHOOD PROBLEMS AND WELFARE

Theory

(Credits: 4/60hrs)

1. Disability – Definition, characteristics of disabled children, major types of disabilities: causes, diagnosis and remedies. Adjustment at home and school.
2. Behaviour problems – Definition. Causes of and remedies for behaviour problems in children: thumb sucking, bedwetting, fear, anxiety, shyness, temper tantrum, stealing, lying and truancy.
3. Guidance and counselling of disabled children and children with behaviour problems through different stages of development.
4. Child welfare –
 - a) Definition, objectives and philosophies.
 - b) National policies and legislation related to children.
 - c) Welfare agencies and services: governmental and non- governmental.

References:

- Barooh, B. Child Welfare.
- Debnath, D. and Debnath, A. K. Byatikramdharmi shishu o tar shiksha. Kolkata : Rita Book Agency.
- Devi , L. Encyclopedia of Child Welfare Vol (I-VI).
- Kirk, S.A. (1970). Educating exceptional children. Indian Edition. New Delhi : Oxford and IBH.
- Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
- Nag, Rathindranath. Ma o shishu.
- Roy, Sushil. Shiksha manovidya.
- Saraswati, T.S., Verma, A. and Kalra, D. (1988). Issues in child development. Bombay : Somaiya.
- Skinner, C. Educational psychology.

HMDGCOR04P; HMDHGEC04P: CHILDHOOD PROBLEMS AND WELFARE

Practical

(Credits: 2/60hrs)

1. Visit to an institution for disabled children and writing a report.
2. Visit to guidance and counselling centres for children with behaviour problems and report writing.
3. Case study of a challenged child.
4. Case study of a child with behaviour problems.
5. Visit to institutions of child welfare.

SEMESTER - V

DISCIPLINE SPECIFIC ELECTIVES (DSE)

Candidates have to select any one theory paper and th corresponding practical component thereof from the following pool

HMDGDSE01T: CHILDREN WITH DISABILITIES

Theory

(Credits: 4/60hrs)

Unit 1 Introduction to Childhood Disabilities

- Defining disabilities
- Models of disability
- Classifying disabilities
- Social construction of disability
- Demography

Unit 2 Common Childhood Disabilities

Identification, Assessment and etiology with reference to

- Locomotor disability
- Visual disability
- Auditory and speech disability
- Intellectual disability
- Autism
- Learning Disability

Unit 3 Children with Disabilities and Society

- Families of children with disability

- Prevention and management of different disabilities
- Educational practices- Special education and inclusion
- Policy and laws.

HMDGDSE01P: CHILDREN WITH DISABILITIES

Practical

(Credits: 2/60hrs)

1. Visits to organisations working with children with disabilities
2. Observing children with disabilities in families and institutions
3. Planning developmentally appropriate material for children with disabilities
4. Exploring audio-visual sources with reference to children with disabilities and their families.
5. Select psychometric tests (Ravens Progressive matrices, Portage, Tests for Detecting Learning Disabilities)

RECOMMENDED READINGS

- Chopra,G., (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications
- Chopra,G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications. 30
- Sharma, N. (Ed)(2010). *The Social Ecology of Disability-Technical Series -3* Lady Irwin College. Delhi: Academic Excellence
- Mangal, S. K. (2007).*Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
- Jangira, N.K.(1997) “Special Educational Needs of Children and Young Adults: An Unfinished Agenda,” *Education and Children with Special Needs: From Segregation toInclusion*,Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage Publications Inc.
- Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
- Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. NY: Pearson.

HMDGDSE02T: CHILD RIGHTS AND GENDER EMPOWERMENT

Theory

(Credits: 4/60hrs)

Unit 1 Understanding Child Rights

- Meaning of Child Rights and Convention on Child Rights

- Knowing disadvantage and exclusion in relation to children
- Demographic profile of the child in India
- The role of state, family and children in promotion and protection of child rights

Unit 2 Children in Difficult circumstances

- Street children, working children and homeless children
- Child Abuse
- Child Trafficking
- Children in conflict with law
- Laws and policies

Unit 3 Conceptualizing Gender

- Defining terms- sex, gender, masculinity, femininity
- Socialisation for gender- gender roles, gender stereotypes
- Patriarchy and social institutions
- Perspectives on feminism

Unit 4 Gender Empowerment

- Demographic profile
- Issues and concerns related to girls and women in India
- Media and gender
- Laws, policies and programmes for girls and women in India.

HMDGCOR02P: CHILD RIGHTS AND GENDER EMPOWERMENT

Practical

(Credits: 2/60hrs)

1. Understanding child rights and gender in diverse social groups through visits
2. Interactions with children in difficult circumstances
3. Understanding gender realities in different social groups
4. Exploring the concept of child rights and gender through audio-visual sources and workshops
5. Programme planning for child rights and gender

RECOMMENDED READINGS:

- Agarwal, A. & Rao, B.V. (2007). Education of Disabled Children. New Delhi: Eastern Book Corporation.
- Agnes, F. (1999). Law and Gender Inequality: The politics of Women's Rights in India. Oxford University Press.
- Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice. Oxford University Press.
- Kishwar, M. (1999). Off the Beaten Track: Rethinking Gender Justice for Indian Women. New Delhi: Oxford University Press.
- Satyarthi, K. and Zutshi, B. (Ed) (2006). Globalization, Development and Child

Rights.

New Delhi: Shipra Publication.

· Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.

SEMESTER - VI

Candidates have to select any one theory paper and the corresponding practical component thereof from the following pool

HMDGDSE03T: LIFE SPAN DEVELOPMENT I

Theory

(Credits: 4/60hrs)

Unit 1 Understanding Human Development

- Definitions, scope and multidisciplinary nature of Human Development
- Contexts, stages and domains of development
- Principles of Growth and Development: Norms and Milestones
- Conception, pregnancy and birth
- Influences on pregnancy

Unit 2 Early Childhood Years

- Capacities of neonate
- Development in Infancy and Preschool
- Physical-motor development
- Cognitive and language development
- Socio-emotional development; Family, Preschool and Play

Unit 3 Middle Childhood Years

- Physical-motor development
- Cognitive and language development
- Socio-emotional development; School, Peers and Media
- Moral development

HMDGDSE03P: LIFE SPAN DEVELOPMENT I

Practical

(Credits: 2/60hrs)

1. Methods of child study and their use:

- Interview
- Observations

- Checklist

2. Plan and develop activities to facilitate development in different domains

3. Use of secondary sources to understand the depiction of children

4. Psychometric tests for children- Developmental Assessment Scale for Indian Infants

(DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT).

RECOMMENDED READINGS

· Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.

· Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.

· Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata

a. McGraw- Hill.

· Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New

Delhi: Orient BlackSwan.

HMDGDSE04T: LIFE SPAN DEVELOPMENT II

Theory

(Credits: 4/60hrs)

Unit 1 Introduction to Adolescence

- Definition and theoretical perspective
- Physical and physiological changes
- Cognitive and language development
- Socio-emotional and moral development

Unit 2 Young Adulthood

- Transition from adolescence to adulthood
- Developmental tasks of adulthood
- Socio-emotional development; Relationships, Marriage and Parenting
- Cognition and creativity: Work, Vocation and leisure

Unit 3 Middle and Late Adulthood

- Developmental tasks of middle and late adulthood
- Physical and physiological changes and aging
- Diversity in roles and relationships
- Parenting growing children
- Cultural perspective on aging and death

HMDGDSE04P: LIFE SPAN DEVELOPMENT II

Practical

(Credits: 2/60hrs)

1. Methods of study and their use:
 - Reviewing Interview and Observation
 - Questionnaire
 - Case study
 - Sociometry
2. Case profile to study adolescence/ young adulthood/ late adulthood
3. Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
4. Psychological tests: Thematic Apperception Test (TAT), WAIS (Wechsler Adult Intelligence Scale), Test assessing self concept

RECOMMENDED READINGS

- Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
20
- Rutter, M. and Rutter, M. (1992) Developing Minds. Challenge and continuity across the life span. London: Penguin.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.
- Tennant, M. and Pogson, P. (1995) Learning and Change in the Adult Year, San Francisco: Jossey-Bass.

SKILL ENHANCEMENT COURSES (SEC)
(TO BE CHOSEN IN 3RD OR 5TH SEMESTER)

HMDSSEC01M: UNDERSTANDING PSYCHOLOGY

Theory

(Credits: 2/60hrs)

Unit 1 Introduction

- Concept and definition of psychology: Perspectives on behavior.
- Major subfields of psychology; Psychology in modern India;
- Biological basis of human behavior.

Unit 2 Perception:

- Perceptual processing, Role of attention in perception, Perceptual organization.
- Perception of depth, distance and movement; Illusions.

Unit 3 Learning:

- Classical conditioning, operant conditioning, observational learning; Learning strategies;

Learning in a digital world

Unit 4 Memory:

- Models of memory: Levels of processing, Parallel Distributed Processing model
- Information processing, Reconstructive nature of memory; Forgetting, Improving memory.

RECOMMENDED READINGS

- Baron, R. & Misra, G. (2013). Psychology. Pearson.
- Morgan, Clifford T, King Richard A, Weisz, John R, Schopler John. (1993). Brief Introduction to Psychology Tata McGrawHill
- Ciccarelli , S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill
- Woolfolk, A., Misra, G., & Jha, A. K. (2012). Fundamentals of Educational Psychology. Pearson.

(TO BE CHOSEN IN 3RD OR 5TH SEMESTER)

HMSSEC02TM: EARLY CHILDHOOD CARE AND EDUCATION

Theory

(Credits: 2/60hrs)

1. Features of physical social environments promoting all round development in young children.
2. Activities and methods of playful interactions to foster development in children birth –two years.
3. Activities and methods of playful interactions to foster development in children two -six years.
4. Understanding childhood nutrition and health.
5. Teaching concepts in childhood.
6. Enhancing social and language skills.
7. Music, movement and drama for children.
8. Curriculum planning and space design.
9. Methods and tools to assess progress of children and programme.
10. Steps in setting up a crèche /preschool.

RECOMMENDED READINGS:

- Aggarwal, J. C. (2007). *Early Childhood Care and Education: Principles and Practices*. Shipra: New Delhi.
- Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.
- Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education*. Deep And Deep Publication, New Delhi.
- Morrison, G. S. (2003). *Fundamentals of early childhood education*. Merrill/Prentice Hall: Virginia
- Singh, A. (1995). *Playing to Learn: A training manual for Early Childhood Education*. M. S. Swaminathan Research Foundation.
- Swaminathan, M. (1998). *The First five Years*. Sage Publications.

Detailed instruction of conduction of practical classes and evaluation will be uploaded accordingly.