# UNIVERSITY OF MYSORE

**Choice Based Credit System Syllabus of Bachelor’s Degree Programme in Human Development**

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| **Sem** | **Sl.**  **No.** | **Code No.** | **Type of the Course** | **Title of the Course** | **Credit Pattern in L:T:P** | **Credit Value** | **Hours/ Week L:T:P** | **Total Hours** |
| I | 17. | HD | DSC-2A | Life Span Development –  I: Prenatal to Adolescence | 3: 1: 2 | 4 | 3: 2: 4 | 9 |
| II | 18. | HD | DSC-2B | Life Span Development –  II: Adulthood and Aging | 3: 1: 2 | 4 | 3: 2: 4 | 9 |
| III | 19. | HD | DSC-2C | Early Childhood Care and  Education | 3: 1: 2 | 4 | 3: 2: 4 | 9 |
| 20. | HD-BA | SEC-1 | Communication Skills | 0: 1: 1 | 2 | 0: 2: 2 | 4 |
| IV | 21. | HD | DSC-2D | Children with Special  Needs | 3: 1: 2 | 4 | 3: 2: 4 | 9 |
| 22. | HD-BA | SEC-2 | Computer Applications | 0: 1: 1 | 2 | 0: 2: 2 | 4 |
| V | 23. | HD | DSE-2A -1 | Community Nutrition and  Extension Education | 2: 1: 1 | 4 | 2: 2: 2 | 6 |
| 24. | HD | DSE-2A-2 | Working with Parents and  Community | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 25. | HD | DSE-2A-3 | Family Dynamics and  Welfare Programmes | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 26. | HD | DSE-2A-4 | Placements in Institutions  and Community | 0: 0: 4 | 4 | 0: 0: 8 | 8 |
| 27. | HD-BA | GE-1 | Child Care and Parenting | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 28. | HD-BSc | SEC-1 | Child Health and Nutrition | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 29. | HD-BSc | SEC-2 | Child Study Methods and  Documentation | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| VI | 30. | HD | DSE-2B-1 | Working with Methods and  Materials | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 31. | HD | DSE-2B-2 | Special Education | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 32. | HD | DSE-2B-3 | Family and Child Welfare  in India | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 33. | HD | DSE-2B-4 | Project Work | 0: 0: 4 | 4 | 0: 0: 8 | 8 |
| 34. | HD-BA | GE-2 | Adolescence – Developments and  Problems | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 35. | HD-BSc | SEC-3 | Organization and Services  for Children and Youth | 1: 1: 0 | 2 | 1: 2: 0 | 3 |
| 36. | HD-BSc | SEC-4 | Personal Empowerment | 1: 1: 0 | 2 | 1: 2: 0 | 3 |

1. **SEMESTER**

DSC-1A**: Life Span Development-I: Prenatal To Adolescence**

3+1+2=6 credits/week

3+2+4=9 hrs/week

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| Unit I: | a. | Human Development – Definition, needs, and Scope; Domains of Development: Periods of Life Span, Issues in human development -, Individual differences; Concept and principles of Growth and development; Theoretical perspectives and Methods of studying  Human Development | 6  hr s |
| b. | Prenatal Development - Conception; Pregnancy–Signs, Symptoms, Complications, Discomforts; Stages of Prenatal Development; Conditions affecting Prenatal Development, Child Birth - Process and types of child birth, Birth complications | 6  hr s |
| Unit II : | a. | Infancy and Babyhood – Definition, Significance, Developmental Tasks, and developmental milestones; Physical growth, reflexes and perceptual abilities, Child rearing practices and Immunization Schedule; importance of family relationships | 6  hr s |
| b. | The Early childhood Years – Definition, Developmental tasks; physical, motor, intellectual, language, moral, emotional, social developmental milestones. importance of preschool education and Significance of play for all-round development | 6  hr s |
| Unit III | a. | The Middle Childhood Years - Definition, Developmental tasks. Highlights of Physical, Social, Emotional, Intellectual development. Significance of school and functions; Importance of extra-curricular activities, Peers - Importance and Influence, Interest development | 8  hr s |
| b. | Role of Parents and Disciplinary Techniques; Role of siblings, peers and others in the development; Behaviour problems | 4  hr s |
| Unit IV | a. | Adolescence - Definition, classification, Developmental tasks; physical changes - puberty, growth spurt, primary and secondary sex characteristics; Identity – definition, body image, role confusion and ego identity; Abstract thinking and morality, personality development | 8  hr s |
| b. | Relationships and Problems of adolescents – relationships with Parent, sibling, peers and others; Adolescent Problems | 4  hr s |

**Practical** 4 hrs/week

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| 1. | Preparation of poster/ booklet/leaflet on Human Development course |
| 2. | Visit to Maternity hospital to observe child birth and neonatal reflexes – write a report |
| 3. | Observation of overall developments of Infants/Pre-school children (0-6 years) |
| 4. | Case Studies on Families with Infants and/or Pre-School children - Write case reports |
| 5. | Collection of newspaper and magazine articles as well as internet searches on  behavioural problems of school children – write a report |
| 6. | Assess the problems of adolescents |

1. **SEMESTER**

DSC-1B**: Life Span Development – II (Adulthood and Aging)**

3+1+2=6 credits/week

3+2+4=9 hrs/week

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| Unit I: |  | Introduction to Adulthood – concept of adulthood, need of study, perspectives of adult growth and development- biological psychological, cultural perspectives, Stages of adulthood; Demography on adult population in India | 6  hrs |
|  | Aging Process – Definition of aging, Types of aging, Biological, Physiological Sociological aspects of ageing and its impact | 4  hrs |
| Unit II: |  | Young Adulthood: Definition, Significance and developmental tasks, highlights of Physical, Cognitive and Psychosocial developments | 6  hrs |
|  | Roles and Responsibilities, Adjustments in Family and Career–Single life, Marriage, Parenthood and Non-parenthood, Vocational patterns and adjustment | 6  hrs |
| Unit III: |  | Middle Adulthood – Definition, Developmental tasks, highlights of Physical, Cognitive and Psycho-social developments, Health issues; Midlife Crises, | 6  hrs |
|  |  | Roles, Responsibilities and Adjustments in Family and Career – Interpersonal relationship, Occupation and job satisfaction, Leisure time activities, Pre-retirement and preparation for retirement | 6  hrs |
| Unit IV: |  | Late Adulthood – Definition, developmental tasks; physiological changes; Health status and Health care; Cognitive and emotional changes; Effect of retirement on self and family; Problems and adjustments; personality characteristics of old age. | 6  hrs |
|  | Old age and welfare programme: Services for the aged in India; Attitudes towards the aged; old age and interests of the aged; Institutionalized older; Issues – Loneliness, Coping with Loneliness, living in joint families, prolonged illness; Death – preparation and coping strategies, including death anxiety | 6  hrs |

**Practical** 4 hrs/week

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| 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 |

1. **Semester**

**DSC-2C Early Childhood Care and Education**

3+1+2=6 credits/week

3+2+4=9 hrs/week

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| Unit I: | . | Early Childhood Care and Education (ECCE) – Meaning, Importance and Need for ECCE, Objectives of ECCE. Types of ECCE programmes  - Play centres, Day care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche and Play Group | 6  h r s |
| . | Historical overview of Early Childhood Care and Education – Contributions of Western and Indian Educators; Policies and Contributions of Agencies to ECCE in India | 6  h r s |
| Unit II: | . | Organizational Setup and Material Management – Place/Building/Space  – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, play ground, storage; Equipments and Materials required for Play and Learning – Selection, Care and Use of equipments; Equipments needed for Urban and Rural preschools. Indigenous and low cost teaching materials | 6  h r s |
| . | Curriculum models and Programme Planning – Meaning of curriculum, curriculum models, Programme planning – Principles, Types and Factors influencing Programme planning, Programme evaluation | 6 hrs |
| Unit III: | a. | Activities for Young children in ECCE – Age/Developmentally appropriate activities, Art and creative activities, Music and Rhythmic Activities, Mathematic, Language and Communication activities; Nature and Science Activities, 3 Rs – Reading readiness, writing readiness and readiness for arithmetic; Literature for Children; Indoor and outdoor Play activities – Role of teacher in planning and implementing the activities | 8  h r s |
|  | . | Parent Education and Involvement – Needs and Importance, Methods, Planning, Implementing and Evaluation of parent education program | 4 hrs |
| Unit IV: | a. | Personnel Management – Personnel required in ECCE centre – Selection and recruitment, qualities, roles, duties and responsibilities; Supervision and monitoring , Evaluation of personnel - Cooperation and Coordination of personnel | 6  h r s |
| b. | Documentation and Financial Management – Importance and Principles of Record keeping, Types of records; Financial allocations and budgetary considerations, budget making and Resource generation avenues | 6  h r s |

**PRACTICAL** 4 hrs/week

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| 1. | Visit to Nursery Schools, Day Care, Crèches, Anganwadi for Observation of Preschool programme and writing report |
| 2. | Collection of newspaper and magazine articles as well as internet searches on play equipments, Address of production units and suppliers – Prepare a file |
| 3. | Develop low cost and indigenous play materials |
| 4. | Prepare a Scrap Book/picture book/ resource book for toddlers |
| 5. | Plan a daily schedule on any theme and prepare the teaching aids for Pre School |
| 6. | Prepare a file of activities related to Nature and Science, Maths and language, Games for cognitive development |

1. **Semester**

**DSC-2D : Children with Special Needs**

3+1+2=6 credits/week

3+2+4=9 hrs/week

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| Unit I: |  | Definition, Concept and classification of Children with special needs. Relationship Between Delayed development and Disability, Factors influencing disability – Genetic and Environment; Incidence and Prevalence in India. Rights of Disabled Children. | 4  hrs |
|  | Need for Prevention, Intervention, Education and Rehabilitation of Disability. Early Detection, Screening, Identification and Assessment in the Community. Understanding the families with a Special Child. | 4  hrs |
| Unit II: |  | Mentally Challenged and Gifted Children: Definition, Classification and Terms, Causes and Prevention, Characteristics of Children with Mental Retardation and Gifted; Role of family and community in dealing with mentally challenged and gifted children | 8  hrs |
|  | Children with Sensory Impairment: Visually and Auditory challenged – Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment; Role of family and community in dealing children with sensory impairment | 8  hrs |
| Unit III: |  | Children with Learning Difficulties and Disability: Definition, Difference between difficulty and disability, Problems of labelling, Criteria for Identification and Diagnosis, Characteristics, Causes and Correlates of learning disability. Role of family and Parents in dealing with children with learning difficulties | 8  hrs |
|  | Children with Cerebral Palsy and Orthopedically Disabled: Definition, Characteristics, Classification and Prevalence, Causes and Associated conditions, Prevention and Treatment Approaches; Role of family and community in dealing children with Cerebral Palsy and Orthopedically Disabled | 8  hrs |
| Unit IV: |  | Children With Communication Disorders: Definition, Importance of Speech and language, Classification, Characteristics, Causes; Role of family and community services in treatment and management | 4 hrs |
|  | Children with Behaviour Disorders: Definition, Characteristics, Classification, Different Behavioural Problems, Causes and correlating factors; Role of Family in Treatment and Therapy. | 4 hrs |

**PRACTICAL** 4 hrs/week

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| 1. | Visit to Institutions of Challenged Children and observe the ongoing rehabilitation services and treatment – Writing Report |
| 2. | Case Studies on different types of Challenged Children. |
| 3. | Prepare case study file on different types of Challenged Children. |
| 4. | Collection of newspaper and magazine articles as well as internet searches on challenged children – Prepare a file |
| 5. | Prepare a play/teaching material for challenged children |
| 6. | Plan and conduct a community based educational programme on Rights of Disabled Children |

1. **Semester**

**DSE-2D: Community Nutrition and Extension Education**

2+1+1=4 credits/week

2+2+2=6 hrs/week

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| Unit I: |  | Community Nutrition - Concept, scope and principles; Food availability and factors affecting food availability and its consumption; Nutrition and Human Development – Physical stature, Psychological status, malnutrition, morbidity and mortality | 6  hrs |
|  |  | Extension Education: Concept, scope and principles; Extension Models, Needs, Importance and Role of extension education in community development; | 6  hrs |
| Unit II: |  | Nutritional Status and Problems: Importance, Methods of assessment, and Factors impacting/contributing for nutritional status of the community; Common nutritional problems – PEM, Micro-nutrient deficiencies, Fluorosis - causes, incidence, signs and symptoms and treatment. | 8  hrs |
|  |  | Hazards to Community Health and Nutritional status – Adulteration and Pesticide residues in foods, Pollution of water, Industrial offence sewage etc. | 4 hrs |
| Unit III: | a. | Extension Education Process: Role of the Educator, dictators to facilitators, Role of the people/Participants passive, complacent, active participants in community development; Communication Process: Definition, meaning, scope and functions of communication; communication channels and process; communication approaches – Individual, group and mass approaches; Role of extension education in community development | 8  hrs |
|  | Audio Visual Aids and Methods in extension education: Meaning, Concept, advantages and Types; importance of choice of audio visual aid in extension education; other methods of teaching the extension education – demonstration, exhibitions, fieldtrips, camps, meetings, etc | 4 hrs |
| Unit IV: | a. | Nutritional Policies, Schemes and Programmes in India – National Nutrition Policy 1993, ICDS, SNP, ANP, BNP, Mid-day meal, Prophylaxis programme, IDD Control programme | 6  hrs |

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|  | b. | Contributions of National and International agencies in Community Nutrition and Extension education – FAO, WHO, UNICEF, ICMR, NIN, CFTRI, CARE, AID, CSIR, etc. | 6  hrs |

**PRACTICAL** 2 hrs/week

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| 1. | Collection of newspaper and magazine articles as well as internet searches on nutritional status of infants and children – Report writing |
| 2. | Prepare a questionnaire on diet survey and clinical signs for assessment of nutritional status |
| 3. | Plan and prepare low cost recipes for improving nutritional status of infants and toddlers |
| 4. | Prepare the audio visual aids on combating malnutrition |
| 5. | Visit to NGOs and Government agencies at Local/Regional areas to Observe ongoing community development programme |
| 6. | Plan and execute an extension education programme for women in rural/slum areas |

**DSE-2E: Working with Parents and Community**

1+1+0=2 credits/week

1+2+0=3 hrs/week

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| Unit I: |  | Parent education and Involvement: Definition and concepts of parent education and parental involvement; needs, importance and different kinds of parent education programmes, constraints in parents’ involvement and factors influencing the parent education programme. | 6  hrs |
|  | Parenthood and Parenting: meaning and concepts, significance of parenthood, roles and responsibilities of parents; parenting – meaning, types of parenting, ways and means for effective parenting, child rearing practices,, issues emerging from the complexities of modern life. Parenting | 6hr  s |
| Unit II |  | Ways and Means of Parents Contact : Providing support for effective parenting through guidance and partnership with parents for overall child development. Importance and Conducting of : parent teacher conferences, parents meetings, newsletters and resource centres for parents | 8  hrs |
|  | Planning, Implementing and Evaluation of Parent Education programmes:  Ways and methods of planning programmes, and understanding the processes involved in implementing programmes. Criteria for evaluation of parents programmes and parent involvement. General guidelines and ethical issues in working with parents. | 8hr  s |
| Unit III: | a. | Parenthood : Its importance in Child rearing practices : Importance of parenthood and understanding parents as people. Understanding parental concerns in relation to – Child rearing practices, Needs of parents, issues emerging from the complexities of modern life. | 4hr  s |

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|  |  | Community Education – meaning and concept , community education with reference to types of community ( rural, tribal, urban slums etc), Characteristics and needs of community, Different community agencies and services – their role in providing supportive services to parents , Child guidance clinics, day care centers, medical and referral services, community development centers. | 8  hrs |
| Unit IV: |  | Communication Strategies: Importance of communication, factors determining the selection of appropriate methods and techniques of communications, Different approaches for communication- individual, group and mass media; Preparing, using and evaluating the techniques and media – pictorial aids , slides movie video films, posters, pamphlets, puppets, radio talks etc | 8hr  s |

**DSE-2B Family Dynamics and Welfare Programmes**

1+1+0=2 credits/week

1+2+0=3 hrs /week

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| Unit I: | . | Family Life Education: Concept, need and components of family life education, Stages of Family Life Cycle | 6  h r s |
| . | Family: Definition, types, characteristics of family, Family as an Institution and Functions of family, | 6  h r s |
| Unit II: | a. | Marriage: Definition and Universality of Marriage, purpose, Significance and Functions of Marriage, Forms of marriage, Marriages process. | 4  h r s |
|  | b. | Marital adjustment: Definition and concept, Facilitating and debilitating factors; Interpersonal relationship and Problems; impact of marital problems on family members. | 8  h r s |
| Unit III: | . | Family Disorganization: Extramarital relation, Desertion, Sexual infidelity, Separation – informal and legal, Divorce and Remarriage | 6  h r s |
| . | Family Crisis – Family violence, Battered women, Drug addiction (Substance abuse) Alcoholic abuse, Sexual abuse, Child abuse, Dowry, Gender discrimination. Effects of Family Crisis on family members. | 6  h r s |

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| Unit IV: | . | The concept of Women, Child and Family Welfare - Objectives and Needs of welfare services, concept of various programmes for women, Child and family welfare | 4  h r s |
| . | Agencies Working for the Welfare of Women, Children and Families at various levels – Local, National and International UNICEF, CARE, WHO, FAO, DANIDA, IAPE, CSWB and SSWB, NIPCCD, ICCW, ICDS, DWCRA, FPAI, NCERT. | 8  h r s |

## DSE 2A-4 Placements in Institutions and Community

0+0+4=4 Credits /week 0+0+8hrs/week

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| Unit I | Placement agencies : Preschools, day care centers, ICDS centers classes I and II of primary schools, balwadis and crèches. | 8  h r s |

## HD BA GE -1 Child care and Parenting

1+1+0=2 Credits /week 1+2+0=3hrs/week

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| Unit I: |  | Early childhood Care : Importance of early years, Infants: feeding practices, ORS, Toilet training, hygienic practices, common health and nutritional problems | 8  h r s |
| Unit II: |  | Common ailments and behaviour problems and solutions,  Sleeping , eating, bed wetting, emotional disturbances like stubbornness, temper tantrum, aggressiveness, stuttering and speech difficulties, phobias, withdrawal behaviour , siblings rivalry, and thumb sucking, common health problems | 1  4  h r s |
| Unit III: | . | School age children: Problems, school dropouts, isolation in school, left handedness, negative attitude towards, curriculum. | 6  h r s |

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|  | . | Sex-education and importance , Child abuse, Juvenile delinquency- definition, causes, organizations, available for rehabilitation. | 8  h r s |
| Unit IV: | . | Parenthood and Parenting: meaning and concepts, significance of parenthood, roles and responsibilities of parents; parenting – meaning, types of parenting, ways and means for effective parenting, child rearing practices,, issues emerging from the complexities of modern life. Parenting | 4  h r s |
| . | Ways and Means of Parents Contact: Providing support for effective parenting through guidance and partnership with parents for overall child development. Importance and Conducting of : parent teacher conferences, parents meetings, newsletters and resource centres for parents | 8  h r s |

HD-BSc SEC-1 **Child Health and Nutrition**

1+1+0=2 Credits/week 1+2+0=3hrs/week

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| Unit I: |  | Health: Definition, importance,  Prenatal period: Health aspects of prenatal period, Hazards and care to be taken, Nutrition during prenatal period, daily requirements of nutrients  ,immunization( TT injections), medical care to be taken, government facilities available .Conditions affecting prenatal development | 8  h r s |
| Unit II: |  | Demographic features of child population, issues related to child population, girl child- issues relating to gender discrimination, female feticide. | 8  h r s |
| Unit III: | . | Lactation period  Health and Nutrition during lactation period, Care of mother and child after birth. | 4  h r s |
| . | Nutrition during infancy: Infant physiology relevant to feeding and care. Breast feeding- colostrums, its composition and importance in feeding. Initiation of breast feeding and duration of breast feeding. Advantages of exclusive breast feeding. Nutritional and other advantages of breast feeding. Introduction of complementary foods, initiation and management of weaning, breast feeding etc. Bottle feeding – circumstances under which bottle feeding is to be given. Care and sterilization of bottles. Preparation of formula. Mixed feeding - breast feeding and artificial feeding. Teething and management of problems. | 1  0  H  r s |

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| Unit IV: | . | Immunisation schedule for infants and children. Nutritional needs of toddlers, preschool, school going children and adolescents – Dietary management. Management of preterm and low birth weight children. | 8  h r s |
| . | Dietary management of children during diarrhoea and fever: Use of ORT and prevention of dehydration, home based fluids.  Dietary management of children with inborn errors of metabolism: PKU, Glycogen storage disease, Wilson’s disease, Malbsorption (Lactose Intolerance, Celiac disease), Food Allergies. | 1  0  h r s |

HD-BSc SEC-2 **Child Study Methods and Documentation**

1+1+0=2 Credits/week 1+2+0=3hrs/week

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| Unit I: |  | Child study methods : Meaning, importance. Methods of studying children: Survey, Systematic observation, Self-reports, Interviews and Questionnaires, Psycho physiological methods, clinical or case study method. | 6  h r s |
| Unit II: |  | Methods of data collection  Different types of research and their application, Quantitative and qualitative research, Concluding enquiries to collect primary data, Developing Interview schedule, questionnaire, attitude scale, check list etc.  Participatory research  Classical methodology – participatory approach  Distinctions between Academic research, policy/ evaluation research and participatory research, steps in participatory research, the participants, Development of knowledge | 1  0  h r s |
| Unit III: | . | Sample surveys: Choice of sample- simple random sample, systematic sample, Sources of bias and methods of reducing.  Classification and organization of data : Classification by categories and measurement, Tabulation scheme – preparation of tabular forms, Editing and coding the data. | 1  2  H  r s |
| . | Representation of data  Diagrammatic and graphic presentation, Differences between diagrams and graphs, Types of diagrams – techniques of construction, Types of graphs - techniques of construction. | 1  2  H  r s |
| Unit IV: |  | Reporting : Techniques of writing reports, Methods of follow up and feedback.  Documentation : Need for documentation in development projects, Techniques of documentation | 8  h r s  8 |

HD DSE-1B-1 **Working with Methods and Materials**

1+1+0=2 Credits/week 1+2+0=3hrs/week

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| Unit I: |  | Infancy and Toddlerhood: Characteristics of human childhood, development through interaction of maturation and stimulation from environment, exploration. Importance and ways of meeting child’s  psychological needs to promote feelings of security, trust and acceptance. | 5  h r s |
|  | Activities according to developments for various age groups. |  |
|  | 0 – 6 months |  |
|  | Activities for stimulation and sensory motor experiences with emphasis on seeing, hearing, touching, feeling sensation and movements |  |
|  | 7-12 months |  |
|  | Integration of experiences involving more than one sense to deepen sensory- motor experiences. Promote manipulation, concept formation, communication and perceptual discrimination. |  |
|  | 13 – 24months |  |
|  | Promotion of co-ordination and control of body movements, gross and fine motor skills. Strengthening concept formation, imagination and communication through language. Promotion of problem solving, environment to explore and satisfy curiosity and develop confidence. |  |
|  | 25 – 36 months |  |
|  | Improvement in body movement and communication skills, social skills and concept formation. |  |
| Unit II: |  | Creativity  Concept of creativity and highlights of the role of creative expressions in overall development of children.  Creative expressions, Meaning and definition of creativity expressions. Role of teacher in planning and fostering creative expressions.  Creative expressions through a variety of media i.e. painting, printings, modeling, cutting, pasting, blocks puppetry, music movement, drama and language.  Art activities  Painting and graphics: Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting. Values, materials required, use of substitutes from indigenous materials. Teacher’s role in conducting activities. Stages in child art. Tearing, cutting, pasting and collage, mural. Modeling ( clay, dough, plasticine, thick paper folding, stocking  paper on hollow objects ), Printing ( block, vegetable, string, leaf stencils, spray, crumpled paper, different textured surfaces. | 1  2  h r s |
| Unit III: | . | Other materials – Sand, Water, Music and Rhythm  Values, materials required, use of substitutes from indigenous materials. Teacher’s role in conducting activities. | 6  h r s |

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|  | . | Puppetry and Creative drama  Puppetry – Characteristics of puppetry as a medium, values of puppetry, Kinds of puppets –finger, glove, stick and string puppets, Basic staging techniques, use of lights and simple sound effects in puppetry.  Creative drama – Meaning and values, Techniques involved in creative drama eg. Rhythmic movements, pantomime, characterization, improvisation story building. Process of scripting for puppet plays and creative drama. | 8  h r s |
| Unit IV: | . | Communication – Language , Arts  Importance of communication, Promotion of language skills (listening, speaking, reading and writing, sound games, talking, picture books, simple instructions, singing , finger plays and experiences, conservation in group, Reading and storytelling, narration of stories, events in proper sequence, Describing observations, Poems, riddles, opportunities for interaction with peer group. | 4  h r s |
| . | Literature for children  Understanding need for literature for children. Types of literature, appropriateness and criteria for selection.  Toddlers: pictures books  Books for preschoolers: picture books, story books, information and concept books, number and alphabet books, poems.  Books for 6- 8 years: story books- fables, folks tales, fairy tales and modern fantasy. Information and concept books. Physical characteristics of good books.  Techniques of storytelling, Dramatisation, sand trays and slides. Criteria for selection poems | 8  h r s |

HD DSE-1B-1 **Special Education**

1+1+0=2 Credits/week 1+2+0=3hrs/week

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| Unit I: |  | Introduction : Need for special education with special needs, Integrated education – Its meaning and significance for child development.  Convergence of services of specialists. Education policy, schemes and services for special and integrated education. Legislation and implementation | 6  h r s |
| Unit II: |  | General Principles and Methods  Identification of children for special education services, Individualised education programme approach , Preparation of non-disabled children and adults for main streaming, Role of technology in special education. Methods in home , centre and community- based intervention. Gender equity in education, Adaptation in teaching and facilities. | 1  0  h r s |

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| Unit III: | . | Early Childhood Intervention and Education : Significance of early childhood intervention ( birth to 8 years), Methods of early stimulation – at home, at the centre and in the community, Classification to facilitate appropriate intervention. Assessment procedures for diagnosis- familiarity with observation checklists and standardized scales. Involving and empowering family in care, stimulation and education. Experiences in normalization – role of community. Counseling and  therapy for the child and the family. Referral services. | 1  0  H  r s |
| . | Education of children with different degrees of disability : Use of IEP to impact instruction. Methods of education at primary and secondary levels – special and integrated education, Institution – based and community – based education, Identification of training for pre- vocational skills, Vocational avenues and preparation for vocations, Guiding and strengthening family resources, Methods of evaluating  children in educational setting. | 1  4  H  r s |
| Unit IV: |  | Children with Behaviour Difficulties and Disorders : Organising classroom arrangements for children with temporary behaviour problems, Behaviour modification techniques, Educational provisions for children with ADHD, Autism and other severe disorder, Management techniques for children with high anxiety and maladjusted behaviours, Counselling and therapy for the child and the family, Methods of evaluating children’s progress, Referral services. | 8  8  h r s |

**DSE-2A-3 Family and Child Welfare in India**

1+1+0=2 credits/week

1+2+0=3 hrs /week

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| Unit I: | Family in India : Concept of Family, Institution of Marriage and Family, Family changes and its implications, Problems and Needs of families in specific situations – Families affected by natural calamities, Prolonged illness in family members, extreme poverty conditions, | 12  hr s |
| Unit II: | Situation Analysis of Children and Adolescents : Demographic profile and issues related to health and nutrition; socio-educational status; Problems of school dropouts, high risk adolescents; Girl child – issues related to gender discrimination | 12 hrs |
| Unit III: | Situation Analysis of Women : Overview of status of women in India, issues related to health and nutrition, issues related to social problems namely dowry, domestic violence, divorced and deserted women, widowhood and unwed mothers, etc. , , | 12 hrs |
| Unit IV: | Situation Analysis of Aged : Specific problems of the aged or ageing, health and nutritional care of aged, problems of elderly living alone | 12 hrs |

**DSE-2A-4 Project Work**

0+0+4=4credits/week

0+0+8=8 hrs /week

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| Unit | Project work related to the aspects of Human Development | 8hrs/week |

HD-BA GE-2 **Adolescence – Developments and Problems**

1+1+0=2 credits/week

1+2+0=3 hrs /week

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| Unit I: | Definition , Different views regarding the period, Physical development- Puberty, growth spurt, primary and secondary sex characteristics, early and late maturing adolescents | 12  hr s |
| Unit II: | Identity – definition, body image, positive and negative out comes ( role confusion, ego- identity), Choosing a career – stages, factors affecting selection , Peers and Heterosexual relationship – Importance , age of occurrence, patterns of friendship | 12 hrs |
| Unit III: | Relationships and Problems of adolescents – relationships with Parent, sibling, peers and others, Heightened emotionality – meaning, causes, expression, characteristics of emotional maturity, conflict with family.  Problems – Drug and alcohol abuse, psychological breakdown, STD and AIDS | 12 hrs |
| Unit IV: | Guidance and Counselling : concept, need, scope, and functions, Essentials for effective counselling, counselling process and special areas of counselling. Role of teachers and parents in counselling. Guidance and counselling elementary, high school and college students. | 12 hrs |

HD BSc SEC-3 **Organisation and Services for Children and Youth**

1+1+0=2 credits/week

1+2+0=3 hrs /week

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| Unit I: | Conceptual Understanding of the term “ Children in difficult circumstances” : Various categories of children – orphan, destitute, working child(child labour), street children, vagrant, juvenile delinquents, child prostitutes, children of prostitutes, children of AIDS parents, children of parents undergoing long- term imprisonment, child abuse, children of working mothers.  Causes and magnitude of the problems of each category of children under difficult circumstances.  Needs and specific problems of children in different circumstances Child Welfare Services: Classification of services, Institutional/ Non-  institutional, Supportive, supplementary, substitute family services, Curative,  preventive and developmental services. | 12  hr s |

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| Unit II: | Definitions of Welfare and Development.  Services for certain groups – Services for orphan, destitute, neglected, vagrant, delinquent children. Institutional services, SOS children’s village, Orphanage, Foster care, adoption.  Services for street and working children : Interventions strategies different models, Shelter/ night shelter, outreach programme, group homes.  Services for children of prostitutes, abused children.  Services for children of working mothers : day care, family day care, factory crèches | 12 hrs |
| Unit III: | Developmental services : ICDS, Non formal education (NFE) for school drop- outs, Sponsorship programmes for poor children, Holiday homes for children, programmes for adolescent girls.  Agencies working for children: Indian Council for Child Welfare, Association for the Pre-school child, NCERT, national Institute for Public Co-operation and Child Development (NIPCCD), CRY, UNICEF, SOS CHILDREN’S Village of India, Guild of Service, Child Guidance Clinics, Juvenile Service Bureau.  Overview of services for children : Five year plan, allocation of funds for child development/welfare programmes – coverage, gaps. | 12 hrs |
| Unit IV: | Youth groups : Urban youth, rural youth, tribal youth, employed/ unemployed youth, Youth in poverty groups, student/non-student youth.  Support services for youth development : counseling, employment bureaus/career guidance, sports and recreational activities, Life styles education for youth, NCC,NSS and youth camps, AIDS/MIV, STD awareness programmes.  Agencies working for youth : Ministry of Human Resource Development, Department of sports and Youth Affairs, Nehru Yuvak Kendra, YMCA, YWCA, Ramkrishna Mission, Vishwa YUvak Kendra, YUVA, B.mbay.  Overviws of Youth Services. | 12 hrs |

HD-BSc Sec-4 **Personal Empowerment**

1+1+0=2 credits/week

1+2+0=3 hrs /week

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| Unit I: | Personal Growth and Personality Development :  The Challenge: Understanding and managing oneself, being aware of one’s strengths and weakness.  Personality Development: Factors and influences, emotional and motivational aspects, assertion vs. aggression.  Peer pressures: Issues and management, group conformity and individualism as co-existing aspects.  Conflicts and stresses, simple coping strategies.  Adjustment and readjustment to changing needs and conditions of contemporary society ( technical changes, social changes, changes in values). | 10  hr s |

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| Unit II: | Empowerment of women:  Women and development: The personal, familial, societal and national perspectives.  Capacity building for women: Education, decision –making abilities and opportunities, awareness and information on legal and political issues.  Women’s organizations and collective strength: Women’s action groups, women’s participation in development initiatives.  Study and discussion of life histories, case studies of illustrious Indian women from different walks of life (eg. Jhansi ki Rani, Medha Patkar, Kiran Bedi, Vijayalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ila Bhat, Bhanvari Devi )  Profiles of women’s organization and collective and activist efforts to improve the quality of life or tackle issues of concern( eg. SEWA, Women’s cooperatives, WIT) | 12 hrs |
| Unit III: | Some Significant Contemporary Issues of Concern:  Gender Issues: Inequities and discriminations, biases and stereotypes, myths and facts.  Substance abuse : Why and how to say ‘NO’  Healthy Habits: In relation to physique, to studies, to heterosexual interests. AIDS: Awareness and education. | 10 hrs |
| Unit IV: | Human Rights  Definition and evolution of rights – Human rights, child rights, women’s rights, charter, convention, policy.  Classification of human rights – moral rights, legal rights, civil rights and political rights, social, emotional and cultural rights, environmental and developmental rights.  Advocacy of human rights.  Rights of women- marriage, reproductive, property, dowry, domestic violence. | 16hrs |