



DRAFT

Syllabus For 3- Year (6 Semester) Honours Course **In** **HUMAN DEVELOPMENT**

Full Marks (Theory: 500, Practical: 300)

PART-I (Theory: 150 marks; Practical: 50 marks)

SEMESTER-I

PAPER-I; UNIT 1(50 marks) –Human Development: Conception through Early Childhood

PAPER-I; UNIT 2(50 marks) – Human Development: Middle Childhood through Old Age

SEMESTER-II

PAPER-II; UNIT 1(50 marks) –Care and Education in Infancy and Childhood

PAPER-II; UNIT 2(50 marks) – Practical: Care and Education in Infancy and Childhood

PART-II (Theory: 100, Practical: 100)

SEMESTER-III

PAPER-III; UNIT 1(50 marks) – Introduction to Psychological Testing and Statistics

PAPER-III; UNIT 2 (50 marks) –Psychological Testing and Statistics Practical

SEMESTER-IV

PAPER-IV; UNIT 1(50 marks) –Guidance and Counselling of Children in Distress

PAPER-IV; UNIT 2(50 marks) –Practical: Guidance and Counselling of Children in Distress.

PART-III (Theory: 250, Practical: 150)

SEMESTER-V

PAPER-V; UNIT 1(50 marks) – Marriage and Family Relations

PAPER-V; UNIT 2(50 marks) –Legislation and Policy Issues in Family and Child Welfare

PAPER-VI; UNIT 1(50 marks) – Curriculum for Young Children

PAPER-VI; UNIT 2(50 marks) – Practical : Curriculum for Young Children

SEMESTER-VI

PAPER-VII; UNIT 1(50 marks) – The Child with Special Needs

PAPER-VII; UNIT 2 (50 marks) – Practical : The Child with Special Needs

PAPER-VIII; UNIT 1(50 marks) – Parent and Community Education

PAPER-VIII; UNIT 2(50 marks) – Practical : Parent and Community Education

Part I (Theory: 150 , Practical : 50 marks)

Semester I

Paper I, Unit I 50 Marks 4 Lectures/ Week

HUMAN DEVELOPMENT: CONCEPTION THROUGH EARLY CHILDHOOD

1. Human development and the need to study it.

Approaches to the study of human development – Longitudinal and Cross – Sectional .

Methods of studying human development – Observation, Interview and Questionnaire.

2.Principles of development.

Roles of heredity and environment in human development.

3.Prenatal Development – Conception, Course of prenatal development, Conditions affecting prenatal development.

4. Infancy- Characteristics, Developmental tasks and Problems.

5. 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.
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.

Semester I

Paper I, Unit II 50 Marks 4 Lectures/ Week

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). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
Roy,S. Shiksha manovidya.

Semester II

Paper II, Unit I 50 Marks 4 Lectures/ Week

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.

Semester II

Paper II, Unit II 50 Marks 4 Classes/ Week

PRACTICAL: CARE AND EDUCATION IN INFANCY AND CHILDHOOD

1. Field Work. 10 Marks.

Working with the community and preparing reports on :

- a) Crèches / Day care centres
- b) ICDS centres
- c) Nursery schools
- d) Primary schools.

2. Seminar. 10 Marks.

Students will be required to present a seminar paper followed by group discussion on topics of their choice from Care and Education in Infancy and Childhood.

3. Practical. 30 Marks.
- 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.

Part-II (Theory: 100, Practical: 100)

Semester-III

Paper III, Unit I 50 Marks 4 Lectures / Week

INTRODUCTION TO PSYCHOLOGICAL TESTING 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.

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.

Semester-III

Paper III, Unit II 50 Marks 4 Classes / Week

PSYCHOLOGICAL TESTING AND STATISTICS PRACTICAL

1. Measuring intelligence: Draw- A – Man Test, Wechsler Intelligence Scale for Children; Raven’s Standard Progressive Matrices.
2. Assessment of personality: Children’s Personality Test, Kundu Neurotic Personality Inventory.

3. Construction of frequency distribution and exercises on graphical representation of data.
4. Calculation of measures of central tendency.
5. Calculation of measures of variability.

Semester-IV

Paper IV Unit I 50 marks 4 Lectures/ Week

GUIDANCE AND COUNSELING 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 (I-VI).
- 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 manavidya.

Semester IV

Paper IV Unit II 50 Marks 4 Classes/Week

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.

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

Part III (Theory: 250, Practical: 150)

Semester V

Paper V Unit I 50 Marks 4 Lectures / Week

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.

Semester-V

Paper-V Unit II 50 marks 4 Lectures / Week

LEGISLATION AND POLICY ISSUES IN FAMILY AND CHILD WELFARE

1. Family & 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.

National policies for women – National Perspective Plan for Women’s Development, National Commission on Women
National Policies for the Youth and the Ageing – Salient features, implications.

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

References:

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

Semester V

Paper VI Unit I 50 Marks 4 Lectures / Week

CURRICULUM FOR YOUNG CHILDREN

1. Meaning of curriculum, Foundation of curriculum development, Principles and factors influencing programme planning for preschool education, Selection and organization of instructional and learning materials and activities.
2. Content of Teaching
Goals of language teaching, Promotion of various skills and approaches to begin reading
Importance of number and mathematics, Analysis of pre-requisite skills for number, Basic principles of measurement: time, distance, weight, capacity and money
Importance, goals and scope of Environmental studies.
3. Project Method – Meaning and advantages, planning and resource unit.
4. Evaluation- Need for evaluation, Formative and Summative Evaluation,

Methods of Evaluation, Evaluation of daily work, Tools for evaluation, Reporting to parents.

References:

1. Adler, S. and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois : Thomas Publication
2. Anderson, P. and Lapp, D. Language skills in elementary education. NY : Mac Millan.
3. Harlan, J. (1984). Science experiences for the early childhood years. Columbus : Charles Merrill.
4. Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and special education. New York: Mac Millan.

Semester V

Paper VI Unit II 50 Marks 4 Classes/ Week

PRACTICAL: CURRICULUM FOR YOUNG CHILDREN

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.

Semester VI

Paper VII Unit I 50 Marks 4 Lectures/Week

THE CHILD WITH SPECIAL NEEDS

1. Definitions – Disability, Challenge and Special Needs.
Incidence and Prevalence of Disability in India.
Persons with Disabilities Act (1999).
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.
Skinner, C. Educational psychology.

Semester VI

**Paper VII Unit II 50 Marks 4 Classes / Week
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.

Semester VI

**Paper VIII Unit I 50 Marks 4 Lectures/Week
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 Education with reference to Health, Education and Nutrition of Children. Concept of Human Development Index and it's Implications for India.
3. Definition of Communication. Importance of Communication. Factors Determining the 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 and Media of Communication – i) Pictorial Aids, ii) Posters, iii) Pamphlets, iv) Slides, vi) Radio Talks and vii) Movies.
5. Organising Parents and the Community.
 - a) Parent Bodies – Involvement in School and Neighbourhood.
 - b) Community Centres / Recreation Centres.
 - c) 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.

Semester VI

Paper VIII Unit II 50 Marks 4 Classes/Week

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.