

To

The Dean of Social Sciences,  
Himachal Pradesh University,  
Shimla-171005

**Subject: -Courses and Credits approved by Board of Studies for B.A. Human Development and Family Empowerment (Annual system) in its meeting held on 23<sup>rd</sup> June, 2018.**

Respected Sir,

Please find enclosed a copy of proceedings of the Board of Studies (UG) in Human Development and Family Empowerment along with the detailed courses/syllabus and distribution of Credits, for Discipline Specific Course (DSC), Skilled Enhancement Course (SEC), Discipline Specific Elective (DSE) & Generic Elective (GE) along with Annexure I ,II,III, IV and V for approval of the competent authority and further appropriate action in the matter.

Yours Sincerely,

Dr. Aprajita Sharma,  
Chairperson,  
Board of Studies of Home Science  
Deptt. of Home Science,  
RKMV, Shimla

**Proceedings of the meeting of Board of Studies of Human Development and Family Empowerment (UG- CBCS) held on 23.06.2018 at 2:00 pm in RKMV Shimla.**

The following members were present: -

1. Dr. Aprajita Sharma, Chairperson, Board of Studies for Home Science, Deptt. of Home Science, RKMV, Shimla.
2. Ms. Nandini Pathania, Member Secretary, Board of Studies for Home Science, St. Bede's College, Shimla.
3. Dr. Anjali Dewan, Member of Studies for Home Science, Deptt. of Home science, St. Bede's College, Shimla.

After detailed discussion, the following decision was taken on the Agenda given as under: -

**Agenda Item and Decision: -**

**To introduce the annual system scheme and syllabus for Choice Based Credit System (CBCS) in BA Human Development and Family Empowerment (HDFE).**

After detailed discussion, the following decisions were taken:-

1. Year-wise course structure of B.A. three year (six semesters) courses under CBCS for Himachal Pradesh University and year -wise sequence of courses and credits/marks allotted for each course were approved as per attached '**Annexure-I**' to the proceedings.
  2. Scheme and mode of evaluation for Minor Test, distribution of marks for evaluation of Tutorial / Home Assignments were approved as per '**Annexure-II**' to the proceedings.
  3. Instructions for Paper setters for **Term** End Semester Examination (Theory and Practical) were approved as per '**Annexure-III ,IV and V**' to the proceedings.
- 

It was also decided that the above mentioned **Annexure-I, II, III ,IV** and V be forwarded to Dean of Social Sciences, Himachal Pradesh University for obtaining approval of the competent authority for facilitating further action in the matter.

**Board Members:**

Dr. Aprajita Sharma  
Chairperson,  
Board of Studies for Home Science,  
Deptt. of Home Science,  
RKMV, Shimla.

Ms. Nandini Pathania  
Member Secretary,  
Board of Studies for Home Science,  
Deptt. of Home Science,  
St. Bede's College, Shimla.

Dr. Anjali Dewan  
Member  
Board of Studies for Home Science,  
Deptt. of Home Science,  
St. Bede's College, Shimla.

## ANNEXURE – I

SCHEME AND SYLLABUS FOR CHOICE BASED CREDIT SYSTEM IN BA HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT TO BE IMPLEMENTED FROM THE SESSION 2018-2019 ONWARDS								
CONTENTS								
Sr. No	Course	Course Name	year	Course Code	Award Type	Credits	Marks	
							Min	Max
<b>B.A I<sup>st</sup> Year</b>								
1.	Core Course	English/MIL-1	I	Common for all Students				
	Ability Enhancement Compulsory Course (AECC)	(English/MIL communication) Or Environmental Science	I	Common for all Students				
	HDFE-	Principles of Child Development	I	BAHDFE -A-101	Theory	6	25	70
	HDFE-DSE-1A	Principles of Child Development	I	BAHDFE-A-101(A)	Internal Assessment (CCA)	1	11	30
	Core Course	DSC-2A (Choice based course from other discipline)	I					
2.	Ability Enhancement Compulsory Course (AECC)	(English/MIL communication) Or Environmental Science	I	Common for all Students				
	HDFE-DSE-1B	Introduction to Human Development	I	BAHDFE -A-102	Theory	4	18	50
	HDFE-DSE-1B	Introduction to Human Development	I	BAHDFE-A-102(P)	Practical	2	8	20

	HDFE-DSE-1B	Introduction to Human Development	I	BAHDFE-A-102(A)	Internal Assessment (CCA)		11	30
	Core Course	DSC-2B (Choice based course from Other discipline)	I					
<b>B.A II<sup>nd</sup> Year</b>								
3.	Core Course	English/MIL-2	II					
	HDFE-DSC-1C	Empowerment of Women & Children	II	BAHDFE-A-203	Theory	2	18	50
	HDFE-DSC-1C	Empowerment of Women & Children	II	BAHDFE-A-203 (P)	Practical	2	8	20
4.	HDFE--DSC-1C	Empowerment of Women & Children	II	BAHDFE-A-203(A)	Internal Assessment (CCA)		11	30
	HDFE SEC-1	Life Skills Education	II	BAHDFE -A-204	Theory		25	70
	HDFE SEC-1	Life Skills Education	II	BAHDFE-A-204(A)	Internal Assessment (CCA)		11	30
	Core Course	DSC-2C (Choice based course from Other discipline)	II					
5.	Core Course	English/MIL-2	II					
	HDFE-DSC-1D	Principles & Perspectives on Early Childhood Care & Education	II	BAHDFE-A-205	Theory	4	18	50
	HDFE-DSC-1D	Principles & Perspectives on Early Childhood Care & Education	II	BAHDFE-A-205(P)	Practical	2	8	20
	HDFE-DSC-1D	Principles & Perspectives on Early Childhood	II	BAHDFE-A-205(A)	Internal Assessment (CCA)		11	30

		Care & Education						
	Core Course	DSC-2D (Choice based course from other discipline)	II					
6.	HDFE-SEC-2	Introduction to Guidance and Counseling	II	BAHDFE-A- 206	Theory	4	25	70
	HDFE-SEC-2	Introduction to Guidance and Counseling	II	BAHDFE-A-206(A)	Internal Assessment (CCA)		11	30
	Core Course	DSC-2D (Choice based course from other discipline)	II					
<b>B.A IIIrd year</b>								
7.	HDFE-SEC-3	Parent & Community Education	III	BAHDFE -A-307	Theory	4	25	70
	HDFE-SEC-3	Parent & Community Education	III	BAHDFE-A-307(A)	Internal Assessment (CCA)		11	30
8.	HDFE-DSE-1-A	Child Rights & Gender Empowerment	III	BAHDFE -A-308	Theory	4	18	50
	HDFE-DSE-1-A	Child Rights & Gender Empowerment	III	BAHDFE-A-308(P)	Practical	2	8	20
	HDFE-DSE-1-A	Child Rights & Gender Empowerment	III	BAHDFE-A-308(A)	Internal Assessment (CCA)		11	30
9.	HDFE-GE-1	Care and Well-being in Human Development	III	BAHDFE-A- 309	Theory	4	18	50
	HDFE-GE-1	Care and Well-being in Human Development	III	BAHDFE-A-309(P)	Practical	2	8	20



	HDFE-GE-1	Care and Well-being in Human Development	III	BAHDFE 309(A)	Internal Assessment (CCA)		11	30
10.	HDFE-SEC-4	Adolescent Development and Challenges	III	BAHDFE 310	Theory (ESE)	4	25	70
	HDFE-SEC-4	Adolescent Development and Challenges	III	BAHDFE 310(A)	Internal Assessment (CCA)		11	30
11.	HDFE-DSE-1B	Children with Special Needs	III	BAHDFE -A-311	Theory	4	18	50
	HDFE-DSE-1B	Children with Special Needs	III	BAHDFE-A-311(P)	Practical	2	8	20
	HDFE-DSE-1B	Children with Special Needs	III	BAHDFE-A-311(A)	Internal Assessment (CCA)		11	30
12.	HDFE-GE-2	Child Rights & Social Actions	III	BAHDFE -A-312	Theory	4	18	50
	HDFE-GE-2	Child Rights & Social Actions	III	BAHDFE-A-312(P)	Practical	2	8	20
	HDFE-GE-2	Child Rights & Social Actions	III	BAHDFE-A-312(A)	Internal Assessment (CCA)		11	30

## **ANNEXURE – II**

### **DISTRIBUTION OF MARKS FOR CONTINUOUS COMPREHENSIVE ASSESSMENT IN EACH COURSE IN EACH SEMESTER**

1. Minor Test : 15 Marks
  2. Class Tests, : 10 Marks  
Tutorials /Assignments
  3. Attendance : 5 Marks
- Total Marks** :  $15+10+5 = 30$  Marks

(1) Distribution of marks for conducting Minor Test

Note: Time permitted for conducting minor test shall be 1 hour

**Two types of questions will be set in Minor Test**

- i) very short questions = 5 marks.
- ii) Two questions of 5 marks each ( $2 \times 5 = 10$ ) of short answer type.

**Total marks of Minor Test =  $5+10 = 15$**

**Attendance: 5 marks (as per University rules)**



## ANNEXURE – III

### Paper Setting Scheme for Term End Examination

**Maximum marks: 50**  
**hrs.**

**Minimum marks: 18**

**Maximum time: 3**

#### 1. Instructions for Paper setters:

The question paper will consist of 5 sections:

- A. Compulsory
- B. Unit I
- C. Unit II
- D. Unit III
- E. Unit IV

**Section A :** It will be compulsory consisting of 18 marks with 10 objective type questions which could be multiple choice questions, true / false, fill in the blanks etc. of 1 mark each and 4 short answer type questions of 2 marks each covering the entire syllabus.

**Section B:** There will be two questions of 8 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

**Section C:** There will be two questions of 8 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

**Section D:** There will be two questions of 8 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

**Section E:** There will be two questions of 8 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

**Total marks:**  $18+8+8+8+8 = 50$

#### 2. Instructions for the students:

The students are required to attempt 5 questions in all. One compulsory question from section A and selecting one question from each of the sections B, C, D and E of the question paper.



## ANNEXURE – IV

### Distribution of marks for Continuous Comprehensive Assessment for Skill Enhancement Courses (SEC) from second year onwards:

1. Minor Test : 15 Marks
  2. Class Tests, Tutorials /Assignments : 10 Marks
  3. Attendance : 5 Marks
- Total Marks** : 15+10+5 = 30 Marks

(1) Distribution of marks for conducting Minor Test

Note: Time permitted for conducting minor test shall be 1 hour.

#### Two types of questions will be set in Minor Test:

- (i) Ten MCQ's of  $\frac{1}{2}$  mark each = 5 marks.
- (ii) Two questions of 5 marks each ( $2 \times 5 = 10$ ) of short answer type.

**Total marks of Minor Test = 5+10 = 15**

**Attendance: 5 marks (as per University rules)**

### Paper Setting Scheme for Semester Term End Examination

**Maximum marks: 70 hrs.**

**Minimum marks: 25**

**Maximum time: 3**

#### 1. Instructions for Paper setters:

The question paper will consist of 5 sections:

- A. Unit I Compulsory
- B. Unit II
- C. Unit III
- D. Unit IV
- E. Unit V

**Section A:** It will be compulsory consisting of 30 marks with 10 objective type questions which could be multiple choice questions, true / false, fill in the blanks etc. of 1 mark each and 4 short answer type questions of 5 marks each.

**Section B:** There will be two questions of 10 marks each. These questions may contain sub

parts and will be of long answer type. The student will attempt one out of the two questions.

**Section C:** There will be two questions of 10 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

**Section D:** There will be two questions of 10 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

**Section E:** There will be two questions of 10 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

**Total marks:**  $30+10+10+10+10 = 70$

**1. Instructions for the students:**

The students are required to attempt 5 questions in all. One compulsory question from section A and selecting one question from each of the sections B, C, D and E of the question paper.

## **ANNEXURE – V**

### **Paper Setting Scheme for Term End Practical Examination**

**Maximum marks: 20**

**Minimum marks: 8**

**Maximum time: 3 hrs.**

#### **2. Instructions for Paper setters and candidates:**

Laboratory examination will consist of three parts:

- (i) Performing a practical exercise assigned by the examiner – 10 marks
- (ii) Viva voce examination – 5 marks
- (iii) Practical file – 5 marks

**Note:** Viva voce examination will be related to the practical performed / seminar / assignment done by the candidate related to the paper during the course of the semester.

# **B.A. HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT**

Outline of the UGC recommended CBCS system for BA Human development and Family Empowerment (Regular) syllabus, CBCS Course Scheme, the Examination Pattern, CCA Scheme and Paper Setting to be implemented from Academic Session 2018-19.

## **B.A Ist year**

### **DSE-1A**

#### **PRINCIPLES OF CHILD DEVELOPMENT (BAHDFE-A-101)**

Course Code	BAHDFE-A-101	
Credits-	L	P
		0
Course Type	DSE-1A	

L-Lecture, T-Tutorial, P-Practical

#### **Continuous Comprehensive Assessment (CCA)**

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

#### **End Semester Examination System (Theory)**

Components	Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
Theory	70	25	3.00 Hrs

#### **Paper Setting Scheme for Examination**

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maxim M Marks
A	10	Complete	Very short	5(2 mark each)	10
	4	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12
E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
<b>TOTAL</b>					<b>70</b>

### OBJECTIVES:

- To familiarize students with the concept of child development as a field of study
- To create an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

### THEORY

Unit	Topic		
		L	P
<b>I</b>	Introduction to Child Development <ul style="list-style-type: none"> <li>• Brief history</li> <li>• Scope</li> <li>• Theoretical foundations</li> </ul>	15	0
<b>II</b>	Methods of Child Study <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Questionnaire</li> <li>• Case study</li> </ul>	15	0
<b>III</b>	<ul style="list-style-type: none"> <li>• Principles of Development</li> <li>• Developmental Norms</li> </ul>	10	0
<b>IV</b>	Pre-natal Development & infant development <ul style="list-style-type: none"> <li>• Factors affecting Pre natal development</li> <li>• Stages of Pre natal development</li> <li>• Newborn- Characteristics</li> <li>• Reflexes</li> <li>• Infant developmental milestones</li> </ul>	20	0
<b>Total Hours</b>		<b>60</b>	<b>0</b>

L-Lecture, T-Tutorial and P-Practical

## **RECOMMENDED READINGS:**

Bannerjee, B.G. (1987). Child Development and Socialization. Delhi: Deep Publications.

Hetherington, E.M. and Parke, R. D. (1993). Child Psychology: A contemporary viewpoint. Toronto: McGraw Hill.

Kanhai, P.(2002). Encyclopedia of Child Development. New Delhi: Commonwealth Publishers.

Verma, P. & Shirivastava, B. N. (1996). Balmanovigyan Bal Vikas. Santrock, J.W. (1996). Child Development. U.S.A: Brown and Benchmark Publishers.

Berk, L.E. (2001). Child Development (3<sup>rd</sup> Ed). New Delhi: Prentice Hall. Sharma, R.N. and Sharma, R. (2002). Child Psychology, New Delhi: Atlantic Publishers.

Agarwal, J.C. (2003). Child Development and Process of Learning. New

Delhi: Shipra Publication.



## DSE-1-B

### INTRODUCTION TO HUMAN DEVELOPMENT (BAHDFE-A-102)

Course Code	BAHDFE-A-102	
Credits-	L	P
	60	15
Course Type	DSE-1-B	

L-Lecture, T-Tutorial, P-Practical

#### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

#### End Semester Examination System (Theory/Practical)

Components	Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
Theory	50	18	3.00 Hrs
Practical	20	8	3.00 Hrs
Total	70	25	6.00 Hrs

#### Paper Setting Scheme for Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Very short	3 (2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (8 marks)	8
C	2	UNIT 2	Choice based Long answer type	1 (8 marks)	8
D	2	UNIT 3	Choice based Long answer type	1 (8 marks)	8
E	2	UNIT 4	Choice based Long answer type	1 (8 marks)	8
TOTAL					50

### OBJECTIVES:

To enable the students

- To understand the field of Human Development and significance of Human Development.
- To understand childhood years, adolescence and adulthood

### THEORY

Unit	Topic	L
I	<b>Importance of Human Development</b> <ul style="list-style-type: none"> <li>• Meaning, Definition, scope of Human Development,</li> <li>• Growth and development and Principles of development</li> <li>• Stages, Developmental tasks across life span</li> </ul>	15
II	<b>Childhood- Early &amp; middle</b> Developmental milestones, physical, social, emotional, cognitive and language development.	15
III	<b>Adolescence</b> <ul style="list-style-type: none"> <li>• Definition, characteristics, developmental milestones, Physical changes; male and female body clock, sequence of change; social, emotional, cognitive and moral development.</li> </ul>	15
IV	<b>Adulthood</b> <ul style="list-style-type: none"> <li>• Meaning, characteristics, physical, social, cognitive and emotional development during early, middle and late adulthood.</li> </ul>	15
<b>Total Hours</b>		60

L-Lecture, T-Tutorial and P-Practical

## PRACTICALS

### INTRODUCTION TO HUMAN DEVELOPMENT BAHDFE –A-102 (P)

Particulars	Maximum Marks
Method and Technique used	15
Practical File	02
Viva Voce	03
Total	20

Unit	Topic	Allotted Time (hours)
		P
1	Methods and techniques of child study	10
2	Interviews – Observations 2 - 2	10
3	Case profile of a senior citizen	10
	Total	30

#### RECOMMENDED READINGS:

- Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.
- Devadas, R.P; Jaya, N( 2002), A Textbook on Child Development, Macmillan India Limited, Madras.
- Digumarti Bhaskara Rao (1997), Care of the Child, vol and II, Discovery Publication House, New Delhi.
- Jegannath Mohanty and Bhagyadhar Mohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep pub,New Delhi.
- Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company
- Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill Company,New York.

## B.A-IIInd year

### DSE-1C

#### EMPOWERMENT OF WOMEN AND CHILDREN (BAHDFE-A-103)

Course Code	BAHDFE-A-103	
Credits-	L	P
	60	15
Course Type	DSE-1C	

L-Lecture, T-Tutorial, P-Practical

#### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

#### Examination System (Theory/Practical)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	50	18	3.00 Hrs
Practical	20	8	3.00 Hrs
Total	70	25	6.00 Hrs

#### Paper Setting Scheme for Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	3 (2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	6
B	2	UNIT 1	Choice based Long answer type	1 (8 marks)	8
C	2	UNIT 2	Choice based Long answer type	1 (8 marks)	8

D	2	UNIT 3	Choice based Long answer type	1 (8 marks)	8
E	2	UNIT 4	Choice based Long answer type	1 (8 marks)	8
TOTAL					50

**OBJECTIVES:** To enable students to:

- Develop an understanding of women related issues in India
- To create awareness among students about the Government programs, policies and legal provisions as well as Non-governmental efforts made to improve the status of Indian women
- Provide significant information related to maternal health and education.

### **THEORY**

Unit	Topic	(hours)
		L
I	<b>Status of Women</b> <ul style="list-style-type: none"> <li>• Demographic profile of women related statistics</li> <li>• Women empowerment – concept, need</li> <li>• Issues related to women – social issues, programs for girl child</li> </ul>	15
II	<b>Programs for women</b> <ul style="list-style-type: none"> <li>• IWEP</li> <li>• SEWA</li> <li>• ICDS</li> </ul>	15
III	<b>Maternal Health Education and Child Development</b> <ul style="list-style-type: none"> <li>• Importance of maternal health and impact on child's development</li> <li>• Health and nutrition education</li> <li>• Importance of maternal education</li> <li>• MMR, School drop-out rate, causes, prevention and steps taken</li> </ul>	15
IV	<b>Women and work</b> <ul style="list-style-type: none"> <li>• Women in organized and unorganized sectors</li> <li>• Problems faced by working women</li> </ul>	15
<b>Total Hours</b>		60

L-Lecture, T-Tutorial and P-Practical

## PRACTICALS

### EMPOWERMENT OF WOMEN AND CHILDREN BAHDFE-A-103 (P)

#### Marks Allocation Scheme

Particulars	Maximum Marks
Method and Technique used	15
Practical File	03
Viva Voce	02
Total	20

Unit	Topic	Allotted Time (hours)
		P
1	Visit to any two organizations working for children	10
2	Visit to any one organization working for women	10
3	Case profile of a working women	10
	Total	30

#### RECOMMENDED READINGS:

- Self Employed Women's Association (1991)
- Siddiqi, F.E. & Ranganathan, S. (2001). Handbook on Women and Human Rights: A guide for Social Activists. (Part-I). New Delhi: Kanishka Publishers.
- Goel, S.L. (2005). Population Policy and Family Welfare. New Delhi: Deep and Deep Publications.

## SKILL BASED COURSE (SEC- 01)

### LIFE SKILLS EDUCATION (BAHDFE-A-204)

Course Code	BAHDFE-A-204	
Credits-	L	P
	30	0
Course Type		

L-Lecture, T-Tutorial, P-Practical

#### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
6	2	2	10

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

#### Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	50	18	3.00 Hrs

#### Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	12(1/2 mark each)	6
	4	Complete	Short answer type (25 to 50 words)	2 (2 mark each)	4
B	2	UNIT 1	Choice based Long answer type	1 (5 marks each)	5
C	2	UNIT 2	Choice based Long answer type	1 (5 marks each)	5
D	2	UNIT 3	Choice based Long answer type	1 (5marks each)	5
E	2	UNIT 4	Choice based Long answer type	1 (5 marks each)	5
TOTAL					30

**OBJECTIVES:** To enable students to:

- Understand and enhance life skills
- Develop knowledge, understanding and skills in the management of issues related to personal growth and development
- Gain knowledge and understanding in order to make informed health and lifestyle decisions
- Develop skills, and responsible values and attitudes, that enhance the quality of interpersonal relationships

## **THEORY**

<b>Unit</b>	<b>Topic</b>	<b>Time</b>
		<b>L</b>
<b>I</b>	<ul style="list-style-type: none"> <li>• Life skills-meaning, definition, importance, WHO life skills and goals</li> </ul>	5
<b>II</b>	<b>Three basic categories of life skills –</b> <ul style="list-style-type: none"> <li>• Social or interpersonal skills (Communication Skills, Assertiveness Skills, Cooperation Skills, Empathy)</li> <li>• Cognitive or thinking skills ( Problem Solving, Critical Thinking, Creative Thinking, Decision Making, Self Awareness)</li> <li>• Emotional skills (Managing Stress, Managing Emotions, Resisting peer pressure)</li> </ul>	10
<b>III</b>	<b>Conflict management-</b> <ul style="list-style-type: none"> <li>• Understanding conflict in relationships, causes of conflict and steps for managing and resolving conflict, the five styles of conflict resolution and healthy ways of avoiding conflict in relationships.</li> </ul>	10
<b>IV</b>	<b>Career guidance:</b> <ul style="list-style-type: none"> <li>• Need and Importance of Career Guidance, Exploring career options, Deciding a career, Career Guidance Centre, Resume Writing, Job Search Method and Interview Facing</li> </ul>	5
	<b>Total Hours</b>	<b>30</b>

## **RECOMMENDED READINGS:**

Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.  
 Devadas, R.P; Jaya, N( 2002), A Textbook on Child Development, Macmillan India Limited, Madras.

DigumartiBhaskara Rao (1997), Care of the Child, vol and II, Discovery Publication House, New Delhi.

JegannathMohanty and BhagyadharMohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep pub,New Delhi.



Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company  
Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill Company, New York.

Rice Philip. K (2001) Human development, Prentice Hall, New Jersey

Santrock, J.W., (2006), Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi

Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, Tamil Nadu.  
[http://www.cbseacademic.in/web\\_material/Lifeskills/1\\_Life%20Skills%20Class%20VI.pdf](http://www.cbseacademic.in/web_material/Lifeskills/1_Life%20Skills%20Class%20VI.pdf)

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

**B.A IInd year  
DSC-1D**

**PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND  
EDUCATION (BAHDFE-A-205TH/PR)**

Course Code	BAHDFE405	
Credits-	L	P
	60	15
Course Type	DSC-1D	

**Continuous Comprehensive Assessment (CCA)**

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

**Examination System (Theory/Practical)**

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	50	18	3.00 Hrs
Practical	20	8	3.00 Hrs
Total	70	25	6.00 Hrs

**Paper Setting Scheme for Examination**

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	3 (2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (8 marks)	8

C	2	UNIT 2	Choice based Long answer type	1 (8marks)	8
D	2	UNIT 3	Choice based Long answer type	1 (8 marks)	8
E	2	UNIT 4	Choice based Long answer type	1 (8marks)	8
TOTAL					50

**OBJECTIVES:** The course will enable students to:

- Understand the need and significance of early childhood care and education
- Understand the policy perspectives on ECCE in India and world
- Develop knowledge and skills for research and evaluation in ECCE

### THEORY

Unit	Topic	Time L
I	<b>Objectives, significance and developmental contexts:</b> <ul style="list-style-type: none"> <li>• Introduction, definition, objectives, need, coverage, significance of ECCE</li> <li>• Philosophers in the field of ECCE (Indian and western thinkers)</li> <li>• Developmental needs of children (0-8 years)- physical, cognitive, language, socio-emotional domains.</li> </ul>	15
II	<b>Policies and Changing Perspectives in early childhood care and education-</b> <ul style="list-style-type: none"> <li>• Policies, legislation and Programs related to ECCE in Indian context would be covered such as National Policy on Education –(1986), Right to Education Act (2009), ECCE policy (2013)</li> <li>• ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989).</li> </ul>	15
III	<b>Approaches and Pedagogy of ECCE-</b> <ul style="list-style-type: none"> <li>• Understanding different approaches to learning (activity based, play-way, child-centered, theme-based).</li> <li>• Different types of preschool curriculum (Example- Montessori, Kindergarten, Balwadi, Anganwadi )</li> <li>• Transaction methods-meaning, rationale, selection criteria.</li> <li>• Preparation &amp; use of learning and play materials – principles and characteristics. Use of local specific community resources.</li> </ul>	15
IV	<b>Organizational Management and Community</b>	15

	<b>Involvement-</b> <ul style="list-style-type: none"> <li>Evaluation of ECCE programs- infrastructure, safety, ECCE professionals- competence, skill and methodology. Maintenance of records.</li> </ul>	
	<b>Total Hours</b>	60

L-Lecture, T-Tutorial and P-Practical

## PRACTICALS

### PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND EDUCATION (BAHDFE-A-205TH/PR)

Particulars	Maximum Marks
Method and Technique used	15
Practical File	03
Viva Voce	02
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	1. Case study of a Government and private pre-school Centre and report writing	6
2	2. Designing low cost and environment friendly appropriate learning materials for: <ul style="list-style-type: none"> <li>Story telling</li> <li>Readiness</li> <li>Art and craft</li> <li>Rhyme booklets</li> <li>Language and Literacy</li> </ul> Numeracy Skills	4
3	Theme based weekly program - plan a curriculum and execute for preschool School children.	10
4	Organize a workshop/exhibition for involving parents of pre-school children	10
	Total	30

## **RECOMMENDED READINGS:**

- Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (First Ed.). Shipra Publications, New Delhi. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
- NCERT (2005). National Curriculum Framework, New Delhi. National early childhood care and education (ECCE) policy (Draft),
- Ministry of Women and Child Development, Government of India. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework And Syllabus Outline, New Delhi
- NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
- Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally
- Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO. UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
- World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

**SKILL BASED COURSE  
(SEC- 02)**

**INTRODUCTION TO GUIDANCE AND COUNSELLING BAHDFE-A-206**

Course Code	BAHDFE-A-206	
Credits-	L	P
	30	0
Course Type	DSC-1D	

L-Lecture, T-Tutorial, P-Practical

**Continuous Comprehensive Assessment (CCA)**

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

**Examination System (Theory)**

Components	Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
Theory	70	25	3.00 Hrs

**Paper Setting Scheme for Examination**

Section	No of Question	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maxim Um Marks
A	10	Comple	Very short questions	5(2 mark each)	10
	4	Comple	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks	12

				each)	
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12
E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
TOTAL					70

**OBJECTIVES:** The paper will enable the student to:

- Develop an understanding of basic meaning and types of guidance
- Develop an understanding of basic meaning and types of counselling
- Get acquainted with process and techniques of counselling
- Analyze the relationship between guidance and counselling

### THEORY

Unit	Topic	(hours)
		L
I	<b>Guidance</b> <ul style="list-style-type: none"> <li>• Need for Guidance, basic principles of guidance</li> <li>• Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction and self-Actualization</li> <li>• Common do's and don'ts in dealing with children</li> </ul>	10
II	<b>Counseling–</b> <ul style="list-style-type: none"> <li>• Meaning, Principles and need for counseling</li> </ul>	5
III	<b>Types of Counseling</b> <ul style="list-style-type: none"> <li>• Individual and Group counseling,</li> <li>• Parental counseling,</li> <li>• Counseling for children.</li> </ul>	10
IV	<ul style="list-style-type: none"> <li>• Relationship between counseling, guidance and therapy.</li> <li>• Types of therapy– client centered therapy, rational emotive therapy.</li> </ul>	5
<b>Total Hours</b>		30

### RECOMMENDED READINGS:

Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.

Burnard, P (1999), Counseling skills training, New Delhi., Viva books company, New Delhi

Gupta. S.K, Guidance and Counseling in Indian Education, Mittal Publication Pvt. Ltd. Delhi

Rao, S.N, Counseling and Guidance, Tata McGraw Hill, Delhi

Patterson, H.C (2000), Theories of counseling and psychotherapy. New York. Harper

Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.

Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.

Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3<sup>rd</sup> Ed. Belmont: Calif-Brooks Cole.

Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.

Gazda George R.M.( 1989). Group Counselling: A Development Approach. London: Allyn and Bacon.

Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.

Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.

Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.

Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

Saraswat, R.K. & Gaur, J.S.( 1994). Manual for Guidance Counselors. New Delhi NCERT.



## SKILL BASED COURSE (SEC- 03)

### PARENT AND COMMUNITY EDUCATION BAHDFE-A-307

Course Code	BAHDFE-A-307	
Credits	L	P
Course Type	DSC-1A	

L-Lecture, T-Tutorial, P-Practical

### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

### Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	70	25	3.00 Hrs

### Paper Setting Scheme for Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maxim M Marks
A	10	Complete	Very short questions	5(2 mark each)	10
	4	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12
E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
<b>TOTAL</b>					<b>70</b>

**OBJECTIVES:** To enable the students to:

- Understand the need and importance of parent education
- Get acquainted to the concept of community education
- Understand the techniques of imparting parent education program.

**THEORY**

<b>Unit</b>	<b>Topic</b>	<b>L</b>
<b>I</b>	<b>Parent education –</b> <ul style="list-style-type: none"> <li>• Need, aspects, types of parent education. Parents as stake holders, planners, advisers, volunteers, and resource persons.</li> </ul>	10
<b>II</b>	<b>Community education –</b> <ul style="list-style-type: none"> <li>• Fundamental principles of community. Community education with reference to education, health, rights of children, child rearing and socialization in various socio-cultural settings.</li> </ul>	10
<b>III</b>	<b>Techniques of Parent and community Education-</b> <ul style="list-style-type: none"> <li>• Informal meeting, group and individual meetings, Use of audio visual aids.</li> </ul>	5
<b>IV</b>	<b>Role of professional –</b> <ul style="list-style-type: none"> <li>• Contribution of professionals in parent and community education.</li> </ul>	5
	<b>Total Hours</b>	30

**RECOMMENDED READINGS:**

Child Welfare Information Gateway (2013) Parent education to strengthen families and reduce the risk of maltreatment. Washington, DC: U.S. Department of Health and Human Services, Children Bureau

Elias, M., Clabby, J. & Friedlander, S. (2000). Emotionally intelligent parenting. Crown Publishing.

Hildebrand, V. (2000). Parenting: Rewards and responsibilities. New York, NY: Glencoe McGraw-Hill.

Reppucci, N.D., Britner, P.A., Woolard, J.L. (1997) Preventing child abuse and neglect through parent education. Baltimore: Paul Brooks Publishing Company. Simpson, A. R. (1997). The role of the mass media in parenting education.

Boston: Harvard, Center for Health Communication.

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

## DISCIPLINE SPECIFIC ELECTIVE (DSE)

### CHILD RIGHTS AND GENDER EMPOWERMENT (BAHDFE-A-308)

Course Code	BAHDFE-A-308	
Credits-6	L	P
	60	
Course Type	DSC-1A	

#### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

#### End Semester Examination System (Theory/Practical)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	50	18	3.00 Hrs
Practical	20	8	3.00 Hrs
Total	70	25	6.00 Hrs

#### Paper Setting Scheme for Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	3(1/2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (8 marks)	8
C	2	UNIT 2	Choice based Long answer type	1 (8 marks)	8
D	2	UNIT 3	Choice based Long answer type	1 (8 marks)	8

E	2	UNIT 4	Choice based Long answer type	1 (8 marks)	8
TOTAL					50

## OBJECTIVES

To enable the students to:

- Sensitize to the needs and challenges of children with special needs.
- Understand the importance of identification, screening and assessment
- Appreciate the diverse educational arrangements as special, integrated and inclusive education

## THEORY

Unit	Topic	Time
		L
I	<b>Understanding Child Rights</b> <ul style="list-style-type: none"> <li>• Meaning of Child Rights and Convention on Child Rights</li> <li>• Knowing disadvantage and exclusion in relation to Children</li> <li>• Demographic profile of the child in India</li> <li>• The role of state, family and children in promotion and protection of child rights</li> </ul>	15
II	<b>Children in Difficult circumstances</b> <ul style="list-style-type: none"> <li>• Street children, working children and homeless children</li> <li>• Child Abuse</li> <li>• Child Trafficking</li> <li>• Children in conflict with law</li> <li>• Laws and policies</li> </ul>	15
III	<b>Conceptualizing Gender -</b> <ul style="list-style-type: none"> <li>• Defining terms- sex, gender, masculinity, femininity</li> <li>• Socialisation for gender- gender roles, gender Stereotypes</li> <li>• Patriarchy and social institutions</li> <li>• Perspectives on feminism</li> </ul>	15
IV	<b>Gender Empowerment -</b> <ul style="list-style-type: none"> <li>• Demographic profile</li> <li>• Issues and concerns related to girls and women in India</li> <li>• Media and gender</li> <li>• Laws, policies and programs for girls and women in India</li> </ul>	15
<b>Total Hours</b>		60

L-Lecture, T-Tutorial and P-Practical

## PRACTICALS

### CHILD RIGHTS AND GENDER EMPOWERMENT BAHDFE-A- 308(P)

#### Marks Allocation Scheme

Particulars	Maximum Marks
Method and Technique used	15
Practical File	03
Viva Voce	02
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	Profile of a child in difficult circumstances	6
2	Poster making on gender issues	4
3	Exploring the concept of child rights and gender through audio-visual sources and workshops	10
4	Program planning for child rights and gender	10
	Total	30

#### 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

## GENERIC ELECTIVE (GE)

### CARE AND WELL-BEING IN HUMAN DEVELOPMENT (BAHDFE309)

Course Code	BAHDFE509	
Credits-4	L	P
	65	0
Course Type	DSC-1A	

L-Lecture, T-Tutorial, P-Practical

#### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Total	
			Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

#### End Semester Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs

#### Paper Setting Scheme for Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	10 (1 mark each)	10
	4	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12
E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
TOTAL					70

## Objectives:

- To familiarize students with the concept of child development as a field of study
- To create an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

## THEORY

Unit	Topic		
		L	P
I	<b>Care and Human Development-</b> <ul style="list-style-type: none"><li>• Definition, concepts &amp; relevance of care</li><li>• Vulnerable periods in life that require care</li><li>• Principles &amp; components of care</li></ul>	15	0
II	<b>Well-being and Human Development-</b> <ul style="list-style-type: none"><li>• Concept of well-being physical, psychological, spiritual</li><li>• Life crises and well-being</li><li>• Factors &amp; experiences that promote well-being</li></ul>	15	0
III	<b>Care &amp; well-being at different stages of life-</b> <ul style="list-style-type: none"><li>• Childhood years</li><li>• Adolescence</li><li>• Adulthood and old age</li><li>• Well-being of caregivers</li></ul>	10	0
IV	<b>Policies, Services &amp; Programs-</b> <ul style="list-style-type: none"><li>• School health programs</li><li>• Nutrition &amp; health for all</li><li>• Counseling &amp; yoga</li></ul>	20	0
	<b>Total Hours</b>	60	0

L-Lecture, T-Tutorial and P-Practical

## RECOMMENDED READINGS

IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.

Santrock, J.W. (2007). Life Span Development (3<sup>rd</sup> ed.). New Delhi: Tata McGraw-Hill. Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

Seligman, M.E.P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.

Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.

Singhi, P. (1999). Child health & well-being: Psychosocial care within & beyond hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.

## SKILL BASED COURSE (SEC- 04)

### ADOLESCENT DEVELOPMENT AND CHALLENGES (BAHDFE-A-310)

Course Code	BAHDFE-A-310	
Credits-4	L	P
	30	0
Course Type	DSC-1B	

L-Lecture, T-Tutorial, P-Practical

#### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Total	
		Marks	
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

#### Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	70	25	3.00 Hrs

#### Paper Setting Scheme for Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maxim M Marks
A	10	Complete	Very short questions	5(2 mark each)	10
	4	Complete	Short answer type (25 to 50 Words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12marks each)	12
E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
TOTAL					70



## Objectives:

- To acquaint the students regarding the inherent challenges and contemporary issues in adolescent development.

## THEORY

Unit	Topic	L
I	<b>Adolescence-</b> <ul style="list-style-type: none"><li>• Definition, importance of the stage, interpersonal relationships and socio- cultural attitudes of adolescents, maturation and learning.</li></ul>	10
II	Consequences of puberty changes, sexual development, early and late maturation and psychological implications.	5
III	<b>Intellectual development-</b> <ul style="list-style-type: none"><li>• Formal operations, Moral development - integration of self and psycho-sexual resolution and resolving identity crisis- reorganization of social life relationship with peers and parents.</li></ul>	10
IV	Vocational preferences, training and work, transition to adulthood- conflicts with special reference to contemporary socio – cultural changes.	5
	<b>Total Hours</b>	30

## RECOMMENDED READINGS:

- Berk LE.1993 *Infants, Children and Adolescents*. Allyn& Bacon.
- Sebald H. 1984. *Adolescence - A Social Psychological Analysis*.Prentice Hall.
- Seifert KL &Hoffnung RJ. 1991. *Child and Adolescent Development*.
- Houghton Mifflin.

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**  
**CHILDREN WITH SPECIAL NEEDS (BAHDFE-A-311)**

Course Code	BAHDFE-A-311	
Credits-	L	P
	60	15
Course Type	DSC-1B	

L-Lecture, T-Tutorial, P-Practical

**Continuous Comprehensive Assessment (CCA)**

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the examination.

**Examination System (Theory/Practical)**

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	50	18	3.00 Hrs
Practical	20	8	3.00 Hrs
Total	70	25	6.00 Hrs

**Paper Setting Scheme for Examination**

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	3 (2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (8 marks)	8
C	2	UNIT 2	Choice based Long answer type	1 (8 marks)	8
D	2	UNIT 3	Choice based Long answer type	1 (8 marks)	8
E	2	UNIT 4	Choice based Long answer type	1 (8 marks)	8
<b>TOTAL</b>					<b>50</b>

## OBJECTIVES

To enable the students to:

- Sensitize to the needs and challenges of children with special needs.
- Understand the importance of identification, screening and assessment
- Appreciate the diverse educational arrangements as special, integrated and inclusive education

## THEORY

<b>Unit</b>	<b>Topic</b>	<b>Time</b>
<b>I</b>	<b>Introduction to Children with Special Needs –</b> <ul style="list-style-type: none"><li>• Meaning, definition, classification, attitudes and challenges</li></ul>	15
<b>II</b>	Early identification, screening, assessment and intervention of disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills – daily living, self -help, and social skills.	15
<b>III</b>	Addressing Educational Needs-Concept of special, integrated, inclusive and home based education	15
<b>IV</b>	Provisions and services- Rights and Laws for children with special needs. Role of family, community support for children with special needs	15
	<b>Total Hours</b>	60

L-Lecture, T-Tutorial and P-Practical

## PRACTICALS

### CHILDREN WITH SPECIAL NEEDS BAHDFE –A-311(P)

#### Marks Allocation Scheme

Particulars	Maximum Marks
Method and Technique used	15
Practical File	03
Viva Voce	02
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	Case profile/ Visit of an NGO working for children with special needs	10
2	Interview of a child with special needs	4
3	Compilation of newspaper clippings of children with special needs	10
4	Review of a movie on the related social issues.	6
	Total	30

#### RECOMMENDED READINGS:

Mangal, S.K. (2007). Educating exceptional children: An introduction to special education Prentice-Hall of India.

Mukhopadhyay, S. and Mani, M.N.G. (2000) Education for All : Year 2000 Assessment and MHRD.

National Human Rights Commission (2005). Disability Manual. New Delhi: NHRC. Reddy G.L.& Raman, R (2000) Education of children with Special needs. Discovery P

New Delhi.

Sharma, N. (2006) Children with Disability as a Source of Well Being, in the book Child Development: Issues and Concerns for the Well being Of the Child, New Delhi

Singh,A.N. (2001) Enabling the differently abled, Shipra Publishers, New Delhi.

Smith D.D. (2003) Introduction to special Education : Teaching in an age of opportunity, Allyn and Bacon.

Venkataiah S. (Ed.) (2001) Special Education, Anmol Publications Pvt.Ltd, New

Delhi.

Vijay Pratap(2004) Educating Mentally Handicapped Children, Swarup and sons, New Delhi.

## GENERIC ELECTIVE (GE)

### CHILD RIGHTS AND SOCIAL ACTION BAHDFE-A-312

Course Code	BAHDFE-A-312	
Credits-4	L	P
	65	0
Course Type	DSC-1B	

L-Lecture, T-Tutorial, P-Practical

#### Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the examination.

#### Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	50	18	3.00 Hrs

#### Paper Setting Scheme for Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Short questions	5 (2 mark each)	10
	4	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12

E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
TOTAL					70

### Objectives:

- To familiarize students with the concept of child development as a field of study
- To creative an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

### THEORY

Unit	Topic		
		L	P
I	<b>Introduction to Child Rights -</b> <ul style="list-style-type: none"> <li>• Definitions of child and child rights</li> <li>• Key philosophical concepts in the discourse on child Rights</li> <li>• Factors of exclusion- socio-economic, disability, geo-political etc.</li> <li>• Role of family, community &amp; child herself in protecting Rights</li> </ul>	20	0
II	<b>Vulnerable Groups: Causes and Consequences -</b> <ul style="list-style-type: none"> <li>• Street and working, destitute, homeless, institutionalized Children</li> <li>• Living with: chronic illness, HIV/AIDS, disabilities</li> <li>• Affected by war, conflict, riots, disasters</li> <li>• Victims of child-trafficking, abuse, dysfunctional Families</li> <li>• Children in conflict with law</li> </ul>	20	0
III	<b>Framework for Social Action -</b> <ul style="list-style-type: none"> <li>• Role of state in protection of child rights</li> <li>• Laws for children- Indian &amp; international</li> </ul>	10	0
IV	<b>Constitutional provisions in India-</b> <ul style="list-style-type: none"> <li>• National policies and programs</li> <li>• Institutional &amp; non-institutional services</li> </ul>	10	0
<b>Total Hours</b>		60	0

L-Lecture, T-Tutorial and P-Practical

### RECOMMENDED READINGS

Bajpai, A.( 2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.

Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage. Virani, ). (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin

Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.