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No.AC2(S)/35/2025-26

Dated: 09-06-2026

Notification

Sub:- Syllabus and Scheme of Examinations of Human Development and Family Studies (UG) Programme (V & VI Semester) from the Academic year 2026-27.

- Ref:-** 1. Decision of Board of Studies in Human Development and Family Studies (CB) meeting held on 17-03-2026.
2. Decision of the Faculty of Science & Technology meeting held on 22-04-2026.
3. Decision of the Academic Council meeting held on 01-06-2026.

The Board of Studies in Human Development and Family Studies (CB) which met on 17-03-2026 has resolved to recommend and approved the B.Sc. Human Development and Family Studies V & VI Semester Syllabus and Scheme of Examination of Human Development and Family Studies (UG) programme with effect from the Academic year 2026-27. Further, III and IV Semester syllabus also partially modified.

The Faculty of Science & Technology and Academic Council at their meetings held on 22-04-2026 and 01-06-2026 respectively have also approved the above mentioned Syllabus and Scheme of Examinations, accordingly it is hereby notified.

The Syllabus and Scheme of Examinations content may be download from the University Website www.uni-mysore.ac.in.


Registrar
Registrar
University of Mysore
Mysore

To;

1. All the Principals of affiliated Colleges and Constituent Colleges of University of Mysore, Mysuru.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS in Human Development and Family Studies, DOS in Food Science and Nutrition, Manasagangothri, Mysuru.
4. The Dean, Faculty of Science & Technology, DOS in Botany, MGM.
5. The Director, PMEB, University of Mysore, Mysuru.
6. The Director, College Development Council, Manasagangothri, Mysuru.
7. The Director, ICD, MGM-Request to publish this Notification in University website.
8. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
9. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
10. Office Copy.

UNIVERSITY OF MYSORE

CBCS Scheme and Syllabus for I to VI Semesters

B.Sc./B.A. Program of Human Development and Family Studies

from the academic Year 2026-27

CBCS Scheme and Syllabus Structure for I to VI Semester
B. Sc./B.A. Programme of Human Development and Family Studies
for the Academic Year 2026-27

Sem	Code No	Paper	Theory/ Practical	Credits	Title of the paper	Marks	
						SA	IA
I	HDFS-101	DSC-1	Theory	3	Human Development – I [Prenatal to Adolescence]	80	20
	HDFS-102	DSC-2	Practical	2	Human Development - I [Prenatal to Adolescence]	40	10
II	HDFS-201	DSC-3	Theory	3	Human Development - II [Adulthood and Aging]	80	20
	HDFS-202	Dsc-4	Practical	2	Human Development - II [Adulthood and Aging]	40	10
III	HDFS-301	DSC-5	Theory	3	Early Childhood Care and Education	80	20
	HDFS-302	DSC-6	Practical	2	Early Childhood Care and Education	40	10
	HDFS-303	Elective - 1	Theory	2	Adolescence - Health And Welfare	40	10
	HDFS-304	Elective - 2	Theory	2	Parenting In Childhood Years	40	10
IV	HDFS-401	DSC-7	Theory	3	Children with Special Needs and Special Education	80	20
	HDFS-402	DSC-8	Practical	2	Children with Special Needs and Special Education	40	10
	HDFS-403	Skill-1	Practical	2	Learning Environment and Classroom Management	40	10
	HDFS-404	Elective -3	Theory	2	Women's health and welfare	40	10
V	HDFS-501	DSC-9	Theory	3	Family Dynamics and Welfare Programme	80	20
	HDFS-502	DSC-10	Theory	3	Parenting Across Lifespan	80	20
	HDFS-503	DSC-11	Practical	2	Family Dynamics and Parenting Across Lifespan	40	10
	HDFS-504	Skill-2	Practical	2	Working with Methods and Materials for Young Children	40	10
VI	HDFS-601	DSC-12	Theory	3	Child Study Methods and Documentation	80	20
	HDFS-602	DSC-13	Theory	2	Childhood Behavioural Problems and Management	40	10
	HDFS-603	DSC-14	Practical	2	Child Study Methods and Behavioural Problems	40	10
	HDFS-604	Skill-3	Practical	2	Community Nutrition and Extension Education	40	10

PREAMBLE

The three years Bachelor's program (B.A./B.Sc.) in Human Development and Family Studies aim to build knowledge and competencies that would be to develop professional and entrepreneurial skills in the domains of Human Development & Family Studies such as Lifespan Development (Prenatal development to adulthood and aging), Early Childhood Care and Education, Children with Special needs and Special Education, Adolescents and Youth – Health and Welfare. Parenting across the lifespan, Women's health and welfare, Family Dynamics and Welfare Programme, Learning Environment and Classroom Management, Working with Methods and Materials for Young Children, Child Study Methods and Documentation, Childhood Behavioural Problems and Management, Community Nutrition and Extension Education.

The curriculum at the Bachelor's level focuses on fostering a strong theoretical background with enriched communication and practical skills for the development of professionals. Thus, the graduates are capable of entering a postgraduate degree with critical and analytical thinking abilities, sensitivity to societal issues and concerns. The program aims at creating professionals who will utilize the substantial knowledge in the realm of Human Development and Family Studies to respond to the challenges of dynamic socioeconomic and cultural situations and social systems. The students would be competent to address emergent issues and concerns of society with sensitivity to understand the cultural, psychological, and life span developmental perspectives spread through three academic years of the course. The program enables graduates to work as teachers, counsellors, child development specialists, clinical or project assistants, coordinators, program planners, administrators, and supervisors in government and non-government organizations, educational and research institutions. Since the students will have adequate knowledge in planning, monitoring, and evaluating skills, it would enable them to work as entrepreneurs and in advocacy roles.

This program is a specialized study of individual and family issues focusing on relationships, problems, and adjustments, risks and protective factors, etc. The subject emphasizes the understanding of biological and psychosocial processes that characterize each stage of development, enabling an individual to have comprehensive knowledge of different stages across the lifespan. On the whole, the Human Development and Family Studies help to understand how the biological and environmental factors affect the growth and development of individuals and families at different stages of the lifespan. This program further facilitates the students to pursue higher education, leading to a postgraduate and doctoral degree in Human Development and Family Studies.

Program Outcomes (POs) – B.A./B.Sc. Human Development and Family Studies

- PO1:** Demonstrate comprehensive knowledge of human growth and development across the lifespan within diverse bio-psycho-social, cultural, and environmental contexts. Bloom's Level: Understand (L2)
- PO2:** Analyze biological, cognitive, emotional, social, and moral aspects of development, recognizing individual, gender, and cultural variations. Bloom's Level: Analyze (L4)
- PO3:** Apply theoretical perspectives of human development to interpret behaviour and developmental processes in real-life contexts. Bloom's Level: Apply (L3)
- PO4:** Design, implement, and evaluate inclusive, play-based early childhood care and education programmes for holistic development. Bloom's Level: Create (L6)
- PO5:** Design and evaluate developmentally appropriate, safe, and stimulating learning materials for children, including infants. Bloom's Level: *Create (L6)*
- PO6:** Evaluate the influence of family and ecological systems (social, cultural, institutional) on development, health, and well-being. Bloom's Level: Evaluate (L5)
- PO7:** Analyze and assess developmental challenges and family issues such as crisis, abuse, and maladjustment across the lifespan. Bloom's Level: Analyze (L4)
- PO8:** Apply preventive, promotive, and intervention strategies to support individuals, families, and communities through human service programmes. Bloom's Level: Apply (L3)
- PO9:** Evaluate and apply research methods, evidence, and policies to address issues in human development and family studies. Bloom's Level: Evaluate (L5)
- PO10:** Demonstrate ethical, professional, and culturally sensitive practices and develop initiatives to enhance community well-being. Bloom's Level: Apply (L3)

SYLLABUS B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

I SEMESTER

DSC-1

THEORY: HUMAN DEVELOPMENT – I [PRENATAL TO ADOLESCENCE]

Paper code: HDFS-101

Credits:3/week

Hours: 3/week

Course Objectives (Theory)

The course aims to:

1. To provide knowledge of growth and development from the prenatal stage through adolescence.
2. To familiarize students with principles, stages, and domains of human development.
3. To develop an understanding of major developments and its influencing factors
4. To build skills in observing and interpreting development and behaviour.
5. To promote awareness of developmental needs and problems of children and adolescents.

Course Content

Unit I:	a.	Human Development – Concept, definition, needs, and scope. Domains of Development. Stages of lifespan. Growth and Development - Meaning, principles, and differences. Methods of Studying Human Development	6 hrs
	b.	Prenatal Development – Conception. Pregnancy–signs, symptoms, and complications. Stages of prenatal development. Role of heredity and environment - Conditions affecting prenatal development, Childbirth – process, types, and birth complications.	6 hrs
Unit II:	a.	Neonates, Infancy and Babyhood – Definition, significance, and characteristics. Developmental milestones and Developmental tasks of Infancy and Babyhood. Infancy - Adjustment, Sensory capacities, Reflexes, Immunization, Breastfeeding - Exclusive breastfeeding and significance of breastfeeding, Importance of weaning.	6 hrs
	b.	Early Childhood Years – Definition, characteristics, developmental milestones-physical, cognitive, language, emotional, and social. Developmental tasks. Importance of play during early childhood years. Behavior problems during early childhood years.	6 hrs
Unit III	a.	Middle Childhood Years – Definition and characteristics. Developmental milestones- physical, social, emotional, cognitive. Developmental tasks. Significance of school. Importance of extra-curricular activities.	7 hrs
	b.	Role of Parents, siblings, peers, and others in the development; Behavior problems, Disciplinary Techniques.	4 hrs
Unit IV	a.	Adolescence - Definition, classification, characteristics, physical changes - puberty, growth spurt, secondary sex characteristics. Developmental tasks. Identity crisis, body image, role confusion, and ego identity. Abstract thinking and personality development.	6 hrs

	b.	Interests and Problems of Adolescents. Relationships with parents, siblings, peers, and others. Importance of sexual health education.	4 hrs
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Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes (COs)

Upon successful completion of the course, students will be able to:

1. Explain the stages and principles of human development from the prenatal period to adolescence.
2. Describe major developmental theories and relate them to different stages of development.
3. Apply knowledge of developmental milestones to interpret behaviour in children and adolescents.
4. Analyze the influence of biological, environmental, and socio-cultural factors on development.
5. Identify developmental variations and basic behavioural problems across stages.
6. Demonstrate basic observational and interpretative skills related to child development.
7. Evaluate developmental needs and suggest appropriate care and guidance strategies.

PO–CO Mapping Matrix

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1: Explain stages & principles of development	✓	✓	✓	-	-	✓	-	-	-	-
CO2: Describe developmental theories	✓	✓	✓	-	-	✓	-	-	-	-
CO3: Apply milestones to interpret behaviour	✓	✓	✓	-	-	✓	✓	-	-	-
CO4: Analyze influencing factors	✓	✓	✓	-	-	✓	✓	-	-	-
CO5: Identify variations & behavioural problems	✓	✓	✓	-	-	✓	✓	✓	-	✓
CO6: Demonstrate observation & interpretation skills	✓	✓	✓	-	-	✓	✓	-	✓	-
CO7: Evaluate needs & suggest guidance strategies	✓	✓	✓	-	-	✓	✓	✓	✓	✓

DSC-2

PRACTICAL: HUMAN DEVELOPMENT – I [PRENATAL TO ADOLESCENCE]

Paper code: HDFS-102

Credits: 2/week

Hours: 4/week

Course Objectives (Practical)

The practical component aims to:

1. To provide hands-on experience in observing children across different developmental stages.
2. To develop skills in using methods of child study such as observation, interview, and case study.
3. To train students in recording and interpreting developmental behaviour.
4. To enable the identification of developmental milestones and variations.
5. To familiarize students with basic tools for developmental assessment (checklists, rating scales, anecdotal records).
6. To promote sensitivity towards the developmental needs and behavioural problems of children and adolescents.

Practical Exercise

1.	Prepare a leaflet/ poster/ booklet on the stages of Human Development.
2.	Prepare a checklist/ case study format/ questionnaire for studying Human development.
3.	Visit a Maternity home to observe childbirth and neonatal reflexes. Write a report.
4.	Observe and record the physical/ cognitive/ of infant/ preschool children.
5.	Observe and record the social/ language/ emotional development of infant/ preschool children.
6.	Conduct a case study on families with infants on exclusive breastfeeding/ immunization/ weaning foods for infants.
7.	Assess the physical/ cognitive/ social/ health of adolescents using a questionnaire.
8.	Assess the emotional/behavioral/ academic problems of adolescents using a questionnaire.

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes (COs – Practical)

Upon successful completion of the practical course, students will be able to:

1. Demonstrate skills in observing and recording developments and behaviours of children and adolescents.

2. Apply different child study methods such as observation, interview, and case study.
3. Identify and document developmental milestones across stages from infancy to adolescence.
4. Analyze behavioural patterns and distinguish between typical and atypical development.
5. Use simple tools and techniques for assessing development. (*Skill Development*)
6. Interpret collected data and prepare basic reports on child development.
7. Demonstrate professional attitude, ethical practices, and sensitivity while working with children.

PO – CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Demonstrate observation & recording skills	✓	✓	✓	-	-	-	✓	-	✓	✓
CO2 Apply child study methods	✓	✓	✓	-	-	-	✓	-	✓	✓
CO3 Identify developmental milestones	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO4 Analyze behavioural patterns	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO5 Use tools for developmental assessment	✓	✓	✓	-	-	-	✓	-	✓	✓
CO6 Interpret data & prepare reports	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO7 Demonstrate ethics & professional attitude	✓	✓	✓	-	-	✓	✓	✓	✓	✓

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2. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
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SYLLABUS B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

II SEMESTER

DSC-3

THEORY: HUMAN DEVELOPMENT – II [ADULTHOOD AND AGING]

Paper Code: HDFS-201

Credits:3/Week

Hours: 3/week

Course Objectives (Theory)

The course aims to:

1. To provide knowledge of developmental changes during early, middle, and late adulthood.
2. To familiarize students with physical, cognitive, emotional, and social changes in adulthood and aging.
3. To develop understanding of theories related to adulthood, aging, and lifespan development.
4. To enable students to analyze factors influencing aging such as health, family, work, and socio-cultural context.
5. To create awareness about issues, challenges, and adjustment in old age.
6. To promote positive attitudes towards aging and elderly care.

Course content

Unit I:	a.	Adulthood – concept, classification, needs. Adult growth and development- biological, psychological, and cultural perspectives.	6 hrs
	b.	Aging Process – Definition and types of aging.	4 hrs
Unit II:	a.	Young Adulthood: Definition, characteristics, developmental milestones, and developmental tasks.	6 hrs
	b.	Roles, responsibilities, and adjustments of young adults- career, marriage, and family.	4 hrs
Unit III:	a.	Middle Adulthood – Definition, characteristics, developmental milestones, and developmental tasks. Health issues and midlife crises.	7 hrs
	b.	Roles, Responsibilities, and Adjustments in Family and Career – Occupation and job satisfaction, preparation for retirement.	6 hrs
Unit IV:	a.	Late Adulthood- Definition, characteristics, developmental milestones, and developmental tasks. Health status and Health care. Cognitive and emotional changes. Effect of retirement on self and family. Problems and adjustments of old age.	6 hrs
	b.	Old age and welfare programs: Services for the aged in India; Institutionalization, coping with psychosocial challenges, quality of life, and leisure time activities.	6 hrs

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes (COs – Theory)

Upon completion of the course, students will be able to:

1. Explain stages and characteristics of adulthood and aging.
2. Describe major theories of adult development and aging.
3. Analyze physical, cognitive, and psychosocial changes across adulthood.
4. Examine factors affecting successful aging and quality of life.
5. Evaluate problems and adjustment issues faced by adults and the elderly.
6. Suggest strategies for healthy aging and effective elderly care.

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain stages & characteristics	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Describe theories of aging	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO3 Analyze developmental changes	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO4 Examine factors of successful aging	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Evaluate problems & adjustment	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Suggest strategies for healthy aging	✓	✓	✓	-	-	✓	✓	✓	✓	✓

DSC-4

PRACTICAL: HUMAN DEVELOPMENT – II [ADULTHOOD AND AGING]

Paper code: HDFS-202

Credits:2/Week

Hours: 4/week

Course Objectives (Practical)

The practical course aims to:

- To provide experiential learning through field-based activities involving young, middle-aged, and elderly individuals.
- To develop skills in research methods such as case study, interview, observation, and field visits.
- To enable students to understand real-life developmental issues related to career, marriage, family life, midlife transition, and aging.
- To train students in planning and conducting awareness programmes for adults.
- To develop competencies in data collection, analysis, and report writing.
- To foster empathy, ethical practices, and positive attitudes **towards** adults and senior citizens.

Practical Exercise

1.	Conduct a case study on young adults regarding career and write a report
2.	Interview the young adults regarding marriage/ single life. Write a report
3.	Visits to Urban Health Centre/ Family Planning Centre. Write a report.
4.	Conduct an awareness program for middle-aged adults on family crisis. Write a report.
5.	Conduct an awareness program for middle-aged adults on midlife crisis. And write a report.
6.	Interview middle-aged men and women on preparation for retirement and write a report
7.	Visit an old age home and write a report.
8.	Plan and conduct recreational activities for senior citizens in an old age home.

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes (COs – Practical)

Upon successful completion of the course, students will be able to:

1. Apply various methods of data collection such as case study, interview, and observation in studying adulthood and aging.
2. Analyze developmental concerns related to career, relationships, family crisis, midlife crisis, and retirement.
3. Evaluate services and programmes related to health care, family welfare, and elderly support systems.
4. Plan and conduct awareness programmes for middle-aged adults on relevant psychosocial issues.
5. Organize and implement recreational and supportive activities for senior citizens.

PO - CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Apply data collection methods	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO2 Analyze developmental concerns	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Evaluate services & programmes	✓	✓	✓	-	-	✓	✓	✓	✓	✓

CO4 Plan awareness programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Organize activities for elderly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

REFERENCES

1. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
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SYLLABUS: B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

III SEMESTER

DSC-5

THEORY: EARLY CHILDHOOD CARE AND EDUCATION

Paper code: HDFS-301

Credits:3/week

Hours: 3/week

Course Objectives:

By the end of the course, students will be able to:

1. Understand the concept, importance, and scope of Early Childhood Care and Education (ECCE).
2. Gain knowledge about different types and models of ECCE centres in India.
3. Develop understanding of infrastructure, safety, and organizational requirements of ECCE centres.
4. Acquire skills in planning developmentally appropriate ECCE programmes and activities.
5. Understand the role of parents, teachers, and documentation practices in ECCE settings.

Course Content

Unit I:	a	Early Childhood Care and Education (ECCE) – meaning, needs, importance, objectives of ECCE; Historical Overview of ECCE	6
	b	Types of ECCE centers - Play Centre, Day Care, Montessori, Kindergarten, Balwadi, Anganwadi, Mobile Crèche	7
Unit II:	a	Organizational Setup of ECCE – Place/site, Building – plan, space, and facilities in indoor and outdoor, garden, playground, equipment, and materials for play and learning. Safety measures.	6
	b	Personnel required in ECCE Centre: Qualities and Qualifications, roles, and responsibilities.	5
Unit III:	a	Programme Planning for ECCE– definition, principles, types, and factors influencing program planning.	6
	b	Developmentally Appropriate Activities for Young Children in ECCE, 3 R's. Play –Definition, significance, types, and values of play, Indoor and Outdoor Play activities.	7
Unit IV:	a	Parent Education and Parent Involvement in ECCE	5
	b	Documentation Management – need and importance, principles and uses of record keeping, types of records, reports, and registers maintained in ECCE	6

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain the concept, objectives, and significance of ECCE and its historical development. (L2)

2. Differentiate types of ECCE centres and their functioning. (L2–L3)
3. Analyze the organizational setup, infrastructure, and personnel requirements of ECCE centres. (L4)
4. Design developmentally appropriate ECCE programmes and play-based activities. (L6)
5. Evaluate the role of parents, community, and documentation practices in ECCE. (L5)
6. Apply principles of safety, child-centered learning, and effective programme planning in ECCE settings. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain ECCE concepts	✓	✓	✓	-	-	✓	-	-	-	✓
CO2 Differentiate ECCE centres	✓	✓	✓	-	-	✓	-	-	-	✓
CO3 Analyze organization & personnel	✓	✓	✓	✓	✓	✓	✓	-	-	✓
CO4 Design ECCE programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Evaluate parent role & documentation	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Apply ECCE principles & safety	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

DSC-6

Practical: Early Childhood Care and Education

Paper code: HDFS-302

**Credits: 2/week
Hours: 4/week**

Course Objectives:

By the end of the course, students will be able to:

1. Develop skills in observing and analyzing ECCE programmes in different institutional settings.
2. Gain hands-on experience in preparing low-cost, developmentally appropriate teaching-learning materials.
3. Enhance competencies in planning daily schedules and thematic activities for preschool children.
4. Understand the use of play, teaching aids, and resources for promoting holistic development.
5. Develop creativity, innovation, and professional skills in ECCE practices.

Practical Exercise

1.	Visit to Nursery/Kindergarten for Observation of Preschool program and writing report
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2.	Visit to Day daycare center/Crèches/ Play home for Observation of the Preschool program and writing report.
3.	Visit to Anganwadi Centre for Observation of Preschool program and write a report.
4.	Develop a low-cost and indigenous play material.
5.	Prepare a scrapbook/ Picture book/ Resource book for toddlers.
6.	Plan a daily schedule on any theme.
7.	Prepare the teaching aids for preschool children related to Nature and Science/ Maths for cognitive development.
8.	Prepare the teaching aids for preschool children related to language/ Games for cognitive development.

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Observe and analyze preschool programmes in nursery schools, crèches, and Anganwadi centres. (L4)
2. Evaluate ECCE practices, learning environments, and programme implementation across settings. (L5)
3. Design and develop low-cost, indigenous play materials for young children. (L6)
4. Prepare resource materials such as scrapbooks/picture books for toddlers. (L6)
5. Plan developmentally appropriate daily schedules and thematic activities. (L6)
6. Develop teaching aids for cognitive and language development in preschool children. (L6)
7. Demonstrate creativity, professionalism, and ethical practices in ECCE settings. (L3)

CO–PO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Observe & analyze ECCE programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2 Evaluate ECCE practices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3 Develop play materials	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4 Prepare resource materials	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Plan schedules & activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CO6 Develop teaching aids	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO7 Demonstrate professionalism	✓	✓	✓	-	-	✓	✓	✓	✓	✓

References:

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3. Geva M Blenkin and A. V. Kelly (2002), Early Childhood Education: A developmental curriculum, Paul Chapman Publishing Ltd.
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ELECTIVE - 1

THEORY: ADOLESCENCE - HEALTH AND WELFARE

Paper code: HDFS-303

Credits:2/week

Hours: 2/week

Course Objectives:

By the end of the course, students will be able to:

1. Understand the concept, importance, and determinants of adolescent health and wellbeing.
2. Gain knowledge about risks, vulnerabilities, and problem behaviours among adolescents.
3. Develop awareness of major physical, mental, nutritional, and reproductive health issues in adolescence.
4. Understand the role of family, school, and community in promoting adolescent health.
5. Acquire knowledge of national health policies and welfare programmes for adolescents in India.

Course Content:

Unit I:	Introduction to Adolescent Health and Well-being - Definition, concept, and significance. Adolescent health statistics, Critical Issues, needs&concerns of adolescents, Factors influencing health and wellbeing of adolescents.	6
Unit II:	Risks, Vulnerability, and Problem Behaviors in Adolescents - Meaning, Concept and outcomes of risk and vulnerability in adolescents. Problem behavior –meaning, and concepts. Common problem behaviors– Definition, types, signs and symptoms, management and role of parents, teachers, counselors, and health workers.	8
Unit III:	Health problems of Adolescents: Sexual and Reproductive health problems, Nutritional problems, Non-communicable diseases, and Mental health problems– Definition, types, prevalence, signs and symptoms, management, the role of parents, teachers, counselors, and health workers.	8

Unit IV:	Health care policies and welfare program for adolescents in India - Constitutional and legal provisions, Balika Samriddhi Yojana (BSY)-1997; Kishori Shakti Yojana (KSY)-2000; Nutrition Programme for Adolescent Girls (NPAG) (2002); National Rural Health Mission (NRHM) - 2005; Rashtriya Kishor Swasthya Karyakram (RKSK) - 2014 and the National Adolescent Health Strategy (2014); National Health Policy (NHP)-2017; Mid-Day Meal Scheme -1995/Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) scheme-2023. Mental Health Programme.National Tele Mental Health Programme (Tele MANAS)-2022	8
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Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain the concept, needs, and determinants of adolescent health and well-being. (L2)
2. Analyze risk factors, vulnerabilities, and problem behaviours in adolescents. (L4)
3. Examine major health problems of adolescents and their management. (L4)
4. Evaluate the role of family, school, and health systems in addressing adolescent issues. (L5)
5. Assess national policies and welfare programmes for adolescent health in India. (L5)
6. Apply strategies for promoting healthy lifestyles and preventing adolescent health problems. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain adolescent health concepts	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Analyze risks & problem behaviours	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Examine health problems & management	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate role of support systems	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Assess policies & programmes	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Apply health promotion strategies	✓	✓	✓	-	-	✓	✓	✓	✓	✓

References:

1. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
2. Gomathi Jatin Shah, Sybil Thomas, 2021, Adolescence in India - An Interdisciplinary Perspective, Taylor & Francis Limited
3. Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.

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8. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence- Issues and Concerns-First Edition, Pearson Publisher
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ELECTIVE - 2

THEORY - PARENTING IN CHILDHOOD YEARS

Paper code: HDFS-304

Credits:2/week

Hours: 2/Week

Course Objectives:

By the end of the course, students will be able to:

1. Understand the concept, roles, and responsibilities associated with parenthood across the lifespan.
2. Gain knowledge of different parenting styles and their influence on child development.
3. Develop understanding of the role of parents in promoting children's social, emotional, and language development.
4. Acquire skills to address the behavioural, emotional, and special needs of children through effective parenting strategies.
5. Understand the importance and methods of parent education, including the use of ICT and media.

Course Content:

Unit I:	Parenthood and parenting-Meaning and concept, Roles and responsibilities, Adjustments to parenthood. Factors to be considered while making decisions about parenthood. Parenting styles and disciplinary methods.	8
Unit II:	Role of parents in child's development: Role of parents in socialization and self-development of children; Role of parents in fostering children's language and literacy development	8
Unit III:	Parenting children with behavioral and emotional problems and children with special needs – Definition and concept, causes, significance of early identification, strategies, and management skills for parents.	8
Unit IV:	Parent Education – Definition, needs and importance, methods used in parent education. Role of AV aids, ICT, and Social Media. Role of professionals and family workers in Parent Education	6

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes

Upon successful completion of the course, students will be able to:

1. Explain the concept of parenthood, parenting roles, and influencing factors. (L2)
2. Analyze different parenting styles and their impact on child development. (L4)
3. Examine the role of parents in children's social, emotional, and language development. (L4)
4. Evaluate strategies for managing behavioural, emotional, and special needs in children. (L5)
5. Design parent education programmes using appropriate methods and media. (L6)
6. Apply effective parenting practices and communication skills in diverse family contexts. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain parenting concepts	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Analyze parenting styles	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO3 Examine parental role in development	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate management strategies	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Design parent education programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6 Apply parenting practices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

References:

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2. Garry Hornby (2011) Parental Involvement in Childhood Education: Building Effective School Family Partnership, New York, Springer Publishers
3. Gupta Sangeetha (2006). The Joy of Parenting, New Delhi: Unicorn Books
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5. Loredana Benedetto and Massimo Ingrassia (2018). Parenting: Empirical Advances and Intervention Resources, Croatia, Intech Publishers
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8. National Academies of Sciences, Engineering, and Medicine (2016). Parenting Matters: Supporting Parents of Children Ages 0-8. Washington, DC, The National Academies press
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SYLLABUS: B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

IV SEMESTER

DSC-7

THEORY: CHILDREN WITH SPECIAL NEEDS AND SPECIAL EDUCATION

Paper code: HDFS-401

Credits:3/week

Hours: 3/week

Course Objectives:

By the end of the course, students will be able to:

1. Understand the concept, classification, and causes of various disabilities and special needs.
2. Gain knowledge of early identification, assessment, prevention, and intervention strategies for children with special needs.
3. Develop an understanding of different categories of disabilities and their management.
4. Understand the principles and practices of special and inclusive education.
5. Acquire knowledge about the role of family, school, and community in supporting children with special needs.

Course Content:

Unit I:	a	Children with special needs: definition, concept, and classification. Concept of impairment, disability, and handicap. Incidence and prevalence of disability. Need for prevention, intervention, and rehabilitation for disabilities. Developmental delay and disability. Early detection, screening, identification, and assessment of disability.	6
	b	Special education – meaning and concept, objectives, need and importance, issues and trends, types of special education, shift from special education to inclusive education. Rights and Provisions for disabled children	6
Unit II:	a	Children with Physical and Orthopaedical Challenges - Definition, characteristics, classification, prevalence, causes, and management. Role of family in dealing with children with physical and orthopaedic disability	6
	b	Children with Sensory Challenges [Visually and Auditory challenged children]– Definition, characteristics, classification, prevalence, causes, and management - Role of parents in dealing with children with sensory challenges.	6
Unit III:	a	Mentally Challenged and Gifted Children: definition, characteristics, classification, prevalence, causes, and management - Role of family and community in dealing with mentally challenged and gifted children	4
	b	Children With Communication Disorders [Speech and language disorders] - definition, classification, signs and symptoms, diagnosis, and treatment. Role of family in dealing with children with communication disorders.	6
Unit IV:	a	Children with Learning Disabilities- Definition, types, symptoms, causes, identification, and treatment. Role of parents and teachers in dealing with children with learning disabilities.	4

	b	Children with Behaviour and Emotional Disorders [Conduct disorders, oppositional defiant disorders, attention deficit hyperactive disorders, autism spectrum disorders, anxiety disorders, and depression] - definition, prevalence, etiology, risk factors, identification, and management - Role of family.	7
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Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes

Upon successful completion of the course, students will be able to:

1. Explain the concept, classification, and causes of disabilities and special needs. (L2)
2. Analyze different types of disabilities and their developmental implications. (L4)
3. Examine methods of early identification, assessment, and intervention for children with special needs. (L4)
4. Evaluate educational approaches, including special and inclusive education practices. (L5)
5. Assess the role of family, school, and community in supporting children with special needs. (L5)
6. Apply appropriate strategies for the management, inclusion, and support of children with diverse needs. (L3)

PO - CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain disability concepts	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Analyze types of disabilities	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Examine identification & intervention	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate special & inclusive education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Assess role of family & community	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Apply management & inclusion strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

DSC-8

PRACTICAL: CHILDREN WITH SPECIAL NEEDS AND SPECIAL EDUCATION

Paper code: HDFS-402

Credits: 2/week

Hours: 4/week

Course Objectives (Practical)

By the end of the course, students will be able to:

1. Develop observational skills through visits to institutions serving children with diverse disabilities.
2. Gain practical exposure to programmes, services, and rehabilitation practices for children with special needs.
3. Enhance skills in developing teaching-learning materials suitable for children with disabilities.
4. Acquire competencies in using audio-visual and ICT tools for awareness and education.
5. Develop abilities to plan and conduct awareness programmes for inclusion and support of children with special needs.

Practical Exercise

1.	Visit to Institutions of Physically Challenged Children and observe the ongoing programs and services–Writing Report.
2.	Visit to Institutions of Mentally Challenged Children and observe the ongoing programs and services–Writing Report.
3.	Visit to Institutions of Visually Challenged Children and observe the ongoing programs and services–Writing Report.
4.	Visit to Institutions of Auctustically Challenged Children and observe the ongoing programs and services–Writing Report.
5.	Compile a directory of institutions working for challenged children in local/ state.
6.	Prepare a play/teaching material for challenged children.
7.	Prepare Audio-visual/ ICT on different types of disability.
8.	Plan and conduct anawareness program for challenged children.

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes

Upon successful completion of the course, students will be able to:

1. Observe and analyze programmes and services provided in institutions for children with different disabilities. (L4)

- Evaluate the effectiveness of institutional services and rehabilitation practices. (L5)
- Compile a directory of institutions and support services for children with special needs. (L3)
- Design and develop appropriate play and teaching materials for children with disabilities. (L6)
- Prepare audio-visual/ICT resources for awareness on various disabilities. (L6)
- Plan and conduct awareness programmes to promote inclusion and support for children with special needs. (L6)
- Demonstrate professional ethics, empathy, and sensitivity while working with children with special needs. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Observe & analyze institutional services	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2 Evaluate services & practices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3 Compile institutional directory	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Develop teaching/play materials	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Prepare AV/ICT resources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6 Plan awareness programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO7 Demonstrate ethics & sensitivity	✓	✓	✓	-	-	✓	✓	✓	✓	✓

References:

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SKILL ENHANCEMENT COURSE - 1

PRACTICAL: LEARNING ENVIRONMENT AND CLASSROOM MANAGEMENT

HDFS-403

Credits:2/week

Hours:4/week

Course Objectives (Practical)

By the end of the course, students will be able to:

1. Understand the principles of organizing developmentally appropriate learning environments for young children.
2. Develop skills in designing classroom layouts and learning centres in ECCE settings.
3. Gain knowledge about the selection, use, and safety of classroom equipment and materials.
4. Enhance competencies in classroom management and child interaction strategies.
5. Develop the ability to create structured routines and supportive learning environments.

Practical Exercise

1	Design a classroom layout plan (drawing/model)
2	Prepare learning corners using developmentally appropriate materials
3	Observation of a classroom learning environment
4	Components of learning equipment and materials for each centre
5	Selection and safety of equipment for Early Childhood classrooms
6	Providing developmentally appropriate materials required for different centers
7	Prepare classroom rules and daily routine chart
8	Understanding children – material interaction and group interaction
9	Effective classroom management strategies

10	Safety precautions in early childhood centers
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Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes (COs – Practical)

Upon successful completion of the course, students will be able to:

1. Design developmentally appropriate classroom layouts and learning centres for young children. (L6)
2. Develop and organize learning materials and equipment suitable for different activity centres. (L6)
3. Analyze classroom learning environments through observation and identify best practices. (L4)
4. Evaluate the suitability and safety of materials and equipment used in ECCE classrooms. (L5)
5. Apply effective classroom management strategies, routines, and rules for young children. (L3)
6. Demonstrate understanding of child–material and group interactions in classroom settings. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Design classroom layout	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2 Develop learning materials	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3 Analyze the classroom environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4 Evaluate safety & suitability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Apply classroom management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6 Demonstrate interaction skills	✓	✓	✓	-	-	✓	✓	✓	✓	✓

References

1. Fraser, B. J. (2025). Classroom learning environments: Assessing and investigating the learning environment. Oxford University Press.
2. La Marca, S. (2010). Designing the learning environment. ACER Press.
3. Lombardozzi, C. (2015). Learning environments by design. ATD Press.
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6. Ridley, D. S., & Walther, B. (1995). Creating responsible learners: The role of a positive classroom environment. American Psychological Association.
7. Seeman, H. (2010). Preventing disruptive behavior in colleges: A campus and classroom management handbook for higher education. Rowman & Littlefield Education.
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ELECTIVE – 3

THEORY: WOMEN'S HEALTH AND WELFARE

Paper code: HDFS-401

Credits:2/week

Hours: 2/week

Course Objectives:

By the end of the course, students will be able to:

1. Understand the concept, importance, and determinants of women's health and wellbeing.
2. Gain knowledge of biological health issues affecting women across the lifespan.
3. Develop awareness of sociological factors influencing women's health, including occupational hazards and violence.
4. Understand the impact of health problems on women's quality of life.
5. Acquire knowledge of national health policies and welfare programmes for women in India.

Course content:

Unit I:	Introduction to Women's Health and Well-being – Meaning, significance, and factors influencing women's health and well-being. Demographic status of women in India	8
Unit II:	Biological Health problems: Sexual and Reproductive Health, Maternal Health, Malnutrition, Communicable and Non-communicable diseases, Mental Health problems, and its impact.	8
Unit III:	Sociological Health problems: Occupational health, Violence against Women, and its impact.	6
Unit IV:	Health Care Policies and Programs: Chiranjeevi Yojana, Janani Shishu Suraksha Karyakaram (JSSK), Kasturba Poshan Sahay Yojana (KPSY), Rashtriya Kishor Swasthya Karyakram (RKSK), Universalisation Women's Helpline Scheme.	8

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes

Upon successful completion of the course, students will be able to:

1. Explain the concept, determinants, and demographic status of women's health and well-being. (L2)

- Analyze biological health problems affecting women, including reproductive, nutritional, and mental health issues. (L4)
- Examine sociological health issues such as occupational health risks and violence against women. (L4)
- Evaluate the impact of health problems on women's wellbeing and quality of life. (L5)
- Assess national health policies and welfare programmes for women in India. (L5)
- Apply strategies for promoting women's health, awareness, and well-being in community settings. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain concepts & demographics	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Analyze biological health problems	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Examine sociological issues	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate impact on wellbeing	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Assess policies & programmes	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Apply health promotion strategies	✓	✓	✓	-	-	✓	✓	✓	✓	✓

Reference:

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SYLLABUS: B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES

V SEMESTER

DSC-9

Theory: Family Dynamics and Welfare Programme

Paper code: HDFS-501

Credits: 3/ week

Hours: 3hrs/ week

Course Objectives

By the end of the course, students will be able to:

1. Understand the concept, approaches, and theoretical foundations of family studies.
2. Gain knowledge about marriage, family structure, roles, and changing family patterns.
3. Develop understanding of family life cycle stages and family life education.
4. Analyze causes and consequences of family disorganization and crisis.
5. Acquire knowledge of national family welfare policies and programmes in India.

Course Content

Unit I	Introduction to Family Studies and Theories		14
	a	Family studies – Meaning and concept, Approaches- Interdisciplinary approaches, Developmental approach, Interactional approach, Institutional approach, Systematic approach, family life cycle approach, Ethnographic approach, Demographic approach.	
	b	Theories in Family Studies: Nature and Importance of the Conceptual Framework – Cyclical theory, Progressive theory, Structural-functional theory	
Unit II	Marriage and Family		12
	a	Marriage: Meaning, Functions, Types and Forms, Marital Roles and responsibilities, Marital adjustments and Marital Dissolution, Premarital and Marital Counseling.	
	b	Family– Meaning, Characteristics, functions, structure, and forms of family, Alternative families, change in family patterns and stress, Family crisis, and Coping strategies.	
Unit III	Family life cycle and education		9
	a	Family Life Cycle – Meaning, Stages, Roles, and Responsibilities during stages of family life cycle.	
	b	Family life education – concept and definition, objectives & importance. Content and Salient features of family life education, agencies involved in Family life education	
Unit IV	Family disorganization and welfare programme		10
	a	Family disorganization - Family violence, Dowry, Drug addiction, Smoking, Alcoholic abuse, Sexual abuse, Child abuse, Gender discrimination. Family Disorganization - Extramarital relations & Infidelity, Separation, Desertion, and Divorce. Remarriage – Effects on family members. Family Therapy.	
	b	National policies and Programmes for family welfare - National Family Welfare Programme, National Population Policy, National Rural Health Mission, Urban Family Welfare Schemes, Sterilization Beds Scheme, Reproductive and Child Health programme, Janani Suraksha Yojana.	

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain key concepts, approaches, and theories in family studies. (L2)
2. Analyze marriage, family structure, roles, and changing family dynamics. (L4)
3. Examine family life cycle stages and the importance of family life education. (L4)
4. Evaluate causes, consequences, and coping strategies related to family disorganization. (L5)
5. Assess family welfare policies and programmes in India. (L5)
6. Apply counseling and intervention strategies to support families in crisis situations. (L3)

PO – CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain family concepts & theories	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Analyze marriage & family dynamics	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Examine family life cycle & education	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate family disorganization	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Assess welfare policies	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Apply counseling & interventions	✓	✓	✓	-	-	✓	✓	✓	✓	✓

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DSC-10

Theory: Parenting Across Lifespan

Paper code: HDFS-502

Credits: 3/ week

Hours: 3hrs/ week

Course Objectives

By the end of the course, students will be able to:

1. Understand the concept of parenting and parenthood across different stages of the lifespan.
2. Gain knowledge of parent–child relationships and roles within the family system.
3. Develop understanding of developmental interactions between parents and children from infancy to old age.
4. Analyze contemporary and challenging issues in parenting across diverse family structures.
5. Acquire knowledge of parent education, counseling, and support services for families.

Course Content

Unit 1	Parenting: Meaning, Role and Relevance in Early years; Parenthood: Nature and characteristics of parent-child relationship, meaning of parenthood, parenthood as a developmental role, reasons for parenthood; Roles in a family: Mothering and Fathering- Characteristics and determinants, Meaning and importance of child-sibling role, Grandparents as co parents, Factors influencing Parent-child relationship configuration; Developmental Interaction in the child Rearing years: Expectant parent's reaction to pregnancy, Child birth and transition to parenthood, Parenting and Infant, Providing structure and nurturance to infants	12
Unit 2	Developmental Interaction in Early Childhood Years: Parenting a preschooler. Providing nurturance to young children, Beginning socialization experiences. Dealing with behavior problems of young children; Developmental Interaction in Middle Childhood Years: Parenting school age children. New models of parenting behavior, continuing	12

	socialization experiences, discovering capacities and sense of responsibility; Developmental Interaction in Adolescence: Parental role in development of a sense of personal identity and adjustment in puberty. Parental support in discovering sexual orientation and identity. Family life education and vocational choices.	
Unit 3	Developmental interaction in early Adulthood: Parenting young adults, establishing a sense of intimacy in early adulthood. Preparation for independent living, Prolonged Dependence between parents and young adults. Developmental interaction in Old Age: Aging and Parenting-issues and challenges, Aged parents dependence on adult children. Challenging issues of Contemporary Parenting: Parenting in single parent families, in step family system. relation inverse families, Adoptive families	11
Unit 4	Special Concerns of Parenting: Parenting child with special needs, Homosexuality and parenting, Abusive families, Addiction affected families, Parenting during disasters Services for parents: Need for parenting programmes, Issues of Parent education, Resources for Parent Education Special Services for Parents: Family counseling, Parental Coaching, Guidance services and Forums for parents.	10

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain the concepts of parenting, parenthood, and parent–child relationships across the lifespan. (L2)
2. Analyze parenting roles and developmental interactions from infancy to old age. (L4)
3. Examine parenting practices across developmental stages, including infancy, childhood, adolescence, and adulthood. (L4)
4. Evaluate contemporary challenges in parenting, including special needs, diverse families, and crisis situations. (L5)
5. Assess the need and effectiveness of parent education programmes and support services. (L5)
6. Apply appropriate parenting strategies, counseling approaches, and support mechanisms in diverse contexts. (L3)

CO–PO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain parenting concepts	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Analyze parenting roles & interactions	✓	✓	✓	-	-	✓	✓	✓	✓	✓

CO3 Examine parenting across stages	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate contemporary challenges	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Assess parent education & services	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6 Apply parenting & counseling strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

References

1. Bengtson, V. L. (1987). Parenting, grandparenting, and intergenerational continuity. In J. B. Lancaster, J. Altmann, A. S. Rossi, & L. R. Sherrod (Eds.), *Parenting across the life span: Biosocial dimensions* (pp. 203–220). Aldine de Gruyter.
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DSC-11

PRACTICAL: FAMILY DYNAMICS AND PARENTING

Paper code: HDFS-503

Credits:2/week

Hours: 4/week

Course Objectives:

By the end of the course, students will be able to:

1. Develop skills in studying family dynamics, marital relationships, and parenting practices.

2. Gain practical exposure to family-related institutions such as counselling centres and family courts.
3. Enhance competencies in conducting case studies, surveys, and field-based assessments.
4. Acquire skills in planning and implementing family life education programmes.
5. Develop professional, ethical, and communication skills in working with families.

Practical Exercise

1.	Study the marital adjustments among adults –
2.	Case study on issues of family disorganization – write a case report
3.	Visit to marriage counselling/Family counseling Centre- write report
4.	Visit to family court and write a case report
5.	Assess the attitude towards Nuclear/ Joint/ Extended family
6.	Plan and conduct family life education programme in urban/rural/slum setting
7.	Assess the parenting styles
8.	Prepare a questionnaire on parent child relationship
9.	Prepare a visual aid on special concerns of parenting

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. **Apply** methods such as case study, interview, and survey to assess family dynamics and marital adjustment. (L3)
2. **Analyze** issues related to family disorganization and parenting through case reports. (L4)
3. **Evaluate** the functioning of family counselling centres and family courts. (L5)
4. **Assess** family types and attitudes towards nuclear, joint, and extended families. (L5)
5. **Design and conduct** family life education programmes in diverse community settings. (L6)
6. **Develop** tools such as questionnaires and visual aids for studying parent–child relationships and parenting concerns. (L6)
7. **Demonstrate** professional ethics, communication skills, and sensitivity while working with families. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Apply research methods	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO2 Analyze family issues	✓	✓	✓	-	-	✓	✓	✓	✓	✓

CO3 Evaluate institutions	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Assess family types & attitudes	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Design FLE programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6 Develop tools & aids	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO7 Demonstrate ethics & communication	✓	✓	✓	-	-	✓	✓	✓	✓	✓

Reference:

1. Belsky, J. (1984). The determinants of parenting: A process model. *Child Development*, 55(1), 83–96. <https://doi.org/10.2307/1129836>
2. Bharat, S. (Ed.). (1996). *Family measurement in India*. Sage Publications.
3. Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
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6. International Institute for Population Sciences. (2021). *National Family Health Survey (NFHS-5), 2019–21: India report*. IIPS.
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SKILL ENHANCEMENT COURSE -2

PRACTICAL: WORKING WITH METHODS AND MATERIALS FOR YOUNG CHILDREN

Paper code: HDFS-504

Credits:2/Week

Hours: 4/ week

Course Objectives (Practical):

By the end of the course, students will be able to:

1. Develop skills in planning and conducting developmentally appropriate activities for young children.

2. Gain hands-on experience in using teaching-learning materials for holistic child development.
3. Enhance creativity through the preparation of puppets, stories, and thematic learning resources.
4. Understand the role of play, storytelling, and creative expression in early childhood education.
5. Develop observational and interaction skills through field visits and stakeholder engagement.

Practical Exercise :

1.	Plan and conduct activities for physical and motor development
2.	Plan and conduct activities for improving social and communication skills.
3.	Create a portfolio to foster creative expression in preschool children.
4.	Develop different types of puppets used in ECCE.
5.	Construct and narrate stories using different techniques.
6.	Prepare a rhyme book based on themes.
7.	Visit the ECCE centre and observe the materials and methods used in teaching young children.
8.	Write the list of values of domain-specific activities.
9.	Interview the teacher/ parents in conducting activities for the overall development of children.

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. **Plan and conduct** activities to promote physical, motor, social, and communication development in young children. (L3)
2. **Design and develop** creative learning materials such as puppets, rhyme books, and portfolios. (L6)
3. **Apply** storytelling techniques and creative expression methods in ECCE settings. (L3)
4. **Analyze** the use of materials and methods in ECCE through observation of centres. (L4)
5. **Evaluate** the developmental value of domain-specific activities for young children. (L5)
6. **Demonstrate** effective interaction and communication with teachers and parents. (L3)
7. **Exhibit** professional skills, creativity, and ethical practices in working with young children. (L3)

CO–PO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Plan & conduct activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CO2 Develop creative materials	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3 Apply storytelling techniques	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4 Analyze ECCE methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Evaluate developmental value	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6 Demonstrate interaction skills	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO7 Exhibit professionalism & ethics	✓	✓	✓	-	-	✓	✓	✓	✓	✓

Reference:

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SYLLABUS: B.Sc./B.A. HUMAN DEVELOPMENT AND FAMILY STUDIES
VI SEMESTER
DSC-12

THEORY: CHILD STUDY METHODS AND DOCUMENTATION

Paper code: HDFS-601

Credits: 3/ week

Hours: 3/ week

Course Objectives:

By the end of the course, students will be able to:

1. Understand various child study and research methods used in human development.
2. Gain knowledge of qualitative and quantitative data collection techniques.
3. Develop skills in constructing research tools such as questionnaires, interview schedules, and checklists.
4. Acquire competencies in data organization, analysis, and presentation.
5. Understand the importance of documentation and report writing in research and development work.

Course Content:

Unit I:	a	Child study methods: Meaning and Concept, Significance of child study methods	3 hrs
	b	Methods of studying children: Survey, Systematic observation, Self-reports, Interviews and Questionnaires, Psycho-physiological methods, clinical or case study method.	6 hrs
Unit II:	a	Methods of data collection: Different types of research and their application, Quantitative and qualitative research, Concluding enquiries to collect primary data, Developing an interview schedule, questionnaire, attitude scale, checklist, etc.	6 hrs
	b	Participatory research: Classical methodology – participatory approach, Distinctions between Academic research, policy/ evaluation research, and participatory research, steps in participatory research, the participants, and the development of knowledge	6 hrs
Unit III:	a	Sample surveys: Choice of sample- simple random sample, systematic sample, Sources of bias, and methods of reducing.	6 hrs
	b	Classification and organization of data: Classification by categories and measurement, Tabulation scheme – preparation of tabular forms, Editing and coding the data.	6 hrs
	c	Representation of data: Diagrammatic and graphic presentation, Differences between diagrams and graphs, Types of diagrams – techniques of construction, Types of graphs - techniques of construction.	6 hrs
Unit IV:	a	Reporting: Techniques of writing reports, Methods of follow-up and feedback.	3 hrs
	b	Documentation: Need for documentation in development projects, Techniques of documentation	3 hrs

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain different child study methods and their applications. (L2)
2. Analyze various data collection techniques and research approaches. (L4)
3. Develop research tools such as questionnaires, interview schedules, and checklists. (L6)
4. Apply sampling methods, data classification, and presentation techniques. (L3)
5. Evaluate data and prepare systematic reports with appropriate documentation. (L5)
6. Demonstrate skills in participatory research and ethical documentation practices. (L3)

CO–PO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain child study methods	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO2 Analyze research approaches	✓	✓	✓	-	-	✓	✓	-	✓	✓
CO3 Develop research tools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4 Apply sampling & data presentation	✓	✓	✓	✓	✓	✓	✓	-	✓	✓
CO5 Evaluate data & report writing	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Demonstrate participatory research & ethics	✓	✓	✓	-	-	✓	✓	✓	✓	✓

Reference:

1. Agarwal, S. (2020). *Child development and child study methods*. Rawat Publications.
2. American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/>
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DSC-13

THEORY: CHILDHOOD BEHAVIOURAL PROBLEMS AND MANAGEMENT

Paper code: HDFS-602

Credits: 2/week

Hours: 2/ week

Course Objectives:

By the end of the course, students will be able to:

1. Understand the concept, types, and causes of behavioural problems in children.
2. Gain knowledge of common behavioural disorders and their developmental implications.
3. Develop understanding of behavioural modification techniques and therapeutic approaches.
4. Acquire skills in identifying, assessing, and managing behavioural problems in children.
5. Understand the role of parents, teachers, and professionals in prevention and intervention.

Course Content

Unit I	Behavioral Problems – Meaning and Concept, Prevalence and Classification, Nature, Causes, and Risk Factors, Need for Early Identification and Management of Behavioral Problems.	6 hrs
Unit II	Common Behavioural Problems in Children - Definition, causes, and management. Habit disorders, Sleep and Elimination disorders, Eating disorders, Speech and Communication disorder, Conduct disorder, Hyperactivity, Fears and Phobias, Withdrawal behaviour. Aggressive behaviours.	8 hrs
Unit III	Behavioural Modification Techniques - Meaning, Principles, Characteristics, Observing and Recording Behaviour, Decreasing Undesirable Behaviors - Extinction, Punishment, Reinforcement. Techniques of Behaviour modification (Systematic desensitization, Aversive conditioning, and token economy) and its potentials and limitations. Cognitive Behavioural Modification Techniques (Self-	8 hrs

	Instructional Technique, Self-Inoculation Technique, Self-Management Technique, and Problem-Solving Technique) and Rational Emotive Behaviour Therapy. Other Therapies – Play Therapy, Behaviour Therapy, Cognitive Therapy, Supportive Therapy and Family Therapy	
Unit IV	Role of Parents, Teachers, and Professionals – Creating and providing a conducive environment, Prevention, and Management of Behavioural Problems, Identification and assessment of behavioral problems, Involvement in Family-based intervention programs, and Maintenance of Professional relationships	8 hrs

Pedagogy: Interactive Lecture Method, Experiential Learning, Case-Based Learning, Participatory & Collaborative Learning (Group discussions, seminars, and peer teaching), Problem-Based Learning (PBL), Demonstration & Activity-Based Learning, ICT-Enabled Teaching, and Reflective Learning.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain the nature, causes, and classification of behavioural problems in children. (L2)
2. Analyze various behavioural disorders and their contributing factors. (L4)
3. Examine behavioural modification techniques and therapeutic approaches. (L4)
4. Evaluate strategies for the prevention and management of behavioural problems. (L5)
5. Apply appropriate techniques for identification, assessment, and intervention. (L3)
6. Demonstrate professional skills in working with children, parents, and teachers. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Explain behavioural problems	✓	✓	✓	-	-	✓	✓	-	-	✓
CO2 Analyze behavioural disorders	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Examine modification techniques	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate management strategies	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5 Apply intervention techniques	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Demonstrate professional skills	✓	✓	✓	-	-	✓	✓	✓	✓	✓

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DSC-14

PRACTICAL: CHILD STUDY METHODS AND BEHAVIOURAL PROBLEMS

Paper code: HDFS-603

**Credits: 2/Week
Hours: 4/Week**

Course Objectives:

By the end of the course, students will be able to:

1. Develop skills in constructing research tools for studying child behaviour and development.
2. Gain hands-on experience in observing, assessing, and documenting behavioural problems in children.
3. Enhance competencies in case study preparation and behavioural assessment techniques.
4. Acquire skills in planning and conducting awareness programmes for parents and caregivers.
5. Develop professional and ethical practices in working with children and families.

Practical Exercise

1	Preparation of Questionnaire/ Interview Schedule for Behavioral Studies
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2	Preparation of Observation Checklist for Development
3	Prepare visual aids on the management of behavioural problems
4	Write case histories on any two children on development/ behavioral issues.
5	Assess the common behavioral problems of school children
6	Assess the physical growth and nutritional status of children
7	Plan and conduct awareness programs on behavioral management for parents of preschool children
8	Visit to child therapy centers
9	Prepare an attitude scale for parents on behavioral problems

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Develop research tools such as questionnaires, interview schedules, observation checklists, and attitude scales. (L6)
2. Apply observation and assessment techniques to study child development and behavioural problems. (L3)
3. Analyze behavioural issues through case histories and field-based assessments. (L4)
4. Evaluate common behavioural problems and their management strategies. (L5)
5. Assess the physical growth and nutritional status of children using appropriate methods. (L5)
6. Plan and conduct awareness programmes on behavioural management for parents. (L6)
7. Demonstrate professional ethics, communication skills, and sensitivity while working with children and families. (L3)

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Develop research tools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2 Apply observation & assessment	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Analyze case histories	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO4 Evaluate behavioural problems	✓	✓	✓	-	-	✓	✓	✓	✓	✓

CO5 Assess growth & nutrition	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Plan awareness programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO7 Demonstrate ethics & communication	✓	✓	✓	-	-	✓	✓	✓	✓	✓

References:

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SKILL-ENHANCEMENT COURSE - 3

PRACTICAL: COMMUNITY NUTRITION AND EXTENSION EDUCATION

Paper code: HDFS-604

**Credits: 2/Week
Hours: 4/Week**

Course Objectives:

This course helps the students

- To Understand the Fundamentals of Community Nutrition
- To Develop Skills in Nutrition Assessment and Surveillance
- To Understand and Analyze Nutrition Policies and Programmes
- To Develop Competence in Extension Education and Communication

- To Cultivate Skills in Planning and Evaluating Community Nutrition Programs

Course Content

1.	Collection of newspaper and magazine articles, as well as internet searches on the 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/Prepare low-cost recipes for improving the nutritional status of infants and toddlers.
4.	Prepare the audio-visual aids on nutritional problems and combating malnutrition.
5.	Visit NGOs and Government agencies at Local/Regional areas to observe ongoing community development programmes.
6.	Plan and execute an extension education programme for women in rural/slum areas.
7.	Visit Health departments - PHC/ District hospitals or ICDS – Anganwadi centre to observe ongoing health and nutritional programmes.
8.	Prepare an interview schedule for extension workers on their roles and responsibilities.
9.	Collect the information on national policies and programmes in India and critically evaluate.

Pedagogy: Experiential Learning, Field-Based Learning / Exposure Visits, Case Study Method, Project-Based Learning, Demonstration and Practice, Participatory Learning, Observation Method, Survey and Assessment Techniques, Reflective Learning, Extension and Outreach Activities, Use of ICT and Audio-Visual Aids and Portfolio Development

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Collect, analyze, and present information on nutritional status through reports based on secondary and primary data.
2. Develop valid tools such as diet surveys, clinical assessment formats, and interview schedules.
3. Demonstrate the preparation of low-cost, nutritionally adequate recipes for target groups.
4. Design and use audio-visual aids for effective communication on nutrition and health issues.
5. Analyze the functioning of community nutrition programmes through field exposure (NGOs, PHC, ICDS, Anganwadi).
6. Organize and conduct nutrition education/extension programmes for community groups.
7. Critically evaluate national nutrition and health policies and programmes in India.

PO-CO Mapping Matrix

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Collect & analyze nutritional data	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO2 Develop assessment tools	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO3 Prepare low-cost recipes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4 Design AV aids	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CO5 Analyze nutrition programmes	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO6 Conduct nutrition education programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO7 Evaluate policies & programmes	✓	✓	✓	-	-	✓	✓	✓	✓	✓

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2. Bhatia, R. (2019). *Nutrition and health: A community perspective*. Sage Publications.
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PROFORMA OF INSTRUCTION AND EXAMINATION FOR B. Sc./B.A. DEGREE IN HUMAN DEVELOPMENT AND FAMILY STUDIES [CBCS SYSTEM] DURATION OF THE COURSE: 3 YEARS (6 SEMESTERS)

Sem	Code No	Paper	Theory/ Practical	Credits	Hours of Instruction	Title of the paper	IA			SA	
							C1	C1	Total	C3	Hour
I	HDFS-101	DSC-1	Theory	3	3	Human Development – I [Prenatal to Adolescence]	10	10	20	80	3
	HDFS-102	DSC-2	Practical	2	4	Human Development - I [Prenatal to Adolescence]	5	5	10	40	
II	HDFS-201	DSC-3	Theory	3	3	Human Development - II [Adulthood and Aging]	10	10	20	80	3
	HDFS-202	Dsc-4	Practical	2	4	Human Development - II [Adulthood and Aging]	5	5	10	40	
III	HDFS-301	DSC-5	Theory	3	3	Early Childhood Care and Education	10	10	20	80	3
	HDFS-302	DSC-6	Practical	2	4	Early Childhood Care and Education	5	5	10	40	2
	HDFS-303	Elective - 1	Theory	2	2	Adolescence - Health And Welfare	5	5	10	40	2
	HDFS-304	Elective - 2	Theory	2	2	Parenting In Childhood Years	5	5	10	40	2
IV	HDFS-401	DSC-7	Theory	3	3	Children with Special Needs and Special Education	10	10	20	80	3
	HDFS-402	DSC-8	Practical	2	4	Children with Special Needs and Special Education	5	5	10	40	
	HDFS-403	SEC-1	Practical	2	4	Learning Environment and Classroom Management	5	5	10	40	
	HDFS-404	Elective -3	Theory	2	2	Women's health and welfare	5	5	10	40	2
V	HDFS-501	DSC-9	Theory	3	3	Family Dynamics and Welfare Programme	10	10	20	80	3
	HDFS-502	DSC-10	Theory	3	3	Parenting Across Lifespan	10	10	20	80	3

	HDFS-503	DSC-11	Practical	2	4	Family Dynamics and Parenting Across Lifespan	5	5	10	40	
	HDFS-504	SEC-2	Practical	2	4	Working with Methods and Materials for Young Children	5	5	10	40	
VI	HDFS-601	DSC-12	Theory	3	3	Child Study Methods and Documentation	10	10	20	80	3
	HDFS-602	DSC-13	Theory	2	2	Childhood Behavioural Problems and Management	5	5	10	40	2
	HDFS-603	DSC-14	Practical	2	4	Child Study Methods and Behavioural Problems	5	5	10	40	
	HDFS-604	SEC-3	Practical	2	4	Community Nutrition and Extension Education	5	5	10	40	

Continuous Internal Assessment and Summative Assessment

Theory

C1: Assignment /Match the Following/MCQ/Fill in the blanks/Test = 10 marks for papers with 3 & above credits. 5 marks for papers with 2 & below credits

C2: Seminar/Assignment/Group discussion/Test = 10 marks for papers with 3 & above credits. 5 marks for papers with 2 & below credits

C3: Final Examination = 80 marks for papers with 3 & above credits. 40 marks for papers with 2 & below credits

Practical

C1: Visit Report/Assignment = 5 marks

C2: Participation/Regularity/Punctuality in Attending Practical Work = 5 marks

C3: Practical (Examination+Viva-voce+Record) = 40 mark

Question Paper Pattern
B.Sc./B.A. SEMESTER EXAMINATION, MONTH/YEAR
(Scheme CBCS)

HUMAN DEVELOPMENT AND FAMILY STUDIES

Title of the Paper

Time: 3 hours

Max. Marks: 80

Instructions: All sections are compulsory

Part – A

Answer any **Five** questions. Each question carries **three** marks (5X3=15)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Part – B

Answer any **Seven** questions. Each question carries **five** marks (7X5=35)

- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.

Part – C

Answer any **Three** questions. Each question carries **ten** marks (3X10=30)

- 18.
- 19.
- 20.
- 21.
- 22.

-----X-X-X-----

Question Paper Pattern
B.Sc./B.A. SEMESTER EXAMINATION, MONTH/YEAR
(Scheme CBCS)

HUMAN DEVELOPMENT AND FAMILY STUDIES

Title of the Paper

Time: 2 hours

Max. Marks: 40

Instructions: All sections are compulsory

Part – A

Answer any **Five** questions. Each question carries 2 marks

(5X2=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Part – B

Answer any **Two** questions. Each question carries **five** marks

(2X5=10)

- 8.
- 9.
- 10.

Part – C

Answer any **Two** questions. Each question carries **ten** marks

(2X10=20)

- 11.
- 12.
- 13.

-----X-X-X-----