



# Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3 of UGC Act 1956)

Re-accredited with 'A' Grade by NAAC. Recognised by UGC Under Section 12 B

Coimbatore - 641 043, Tamil Nadu, India

## B.Sc Human Development

### Programme Specific Outcomes

- Describe how individuals develop and change from conception to old age and identify how families and communities influence the process of growth and development
- Relate the knowledge of principles of human development with self, family and society
- Apply methods of teaching and training of early childhood care, education, development and administration of early learning centers
- To appraise life situations and identify the individuals in need of special care and protection and suggest suitable referral services
- To manage the crisis in each stage of human life cycle for the betterment of their own life and people around them

### Scheme of Instruction & Examination

(With Language & English for 4 semesters)

(for students admitted from 2018-2019 & onwards)

Part	Subject code	Name of the paper/component	Hours of instruction/week		Scheme of Examination				
			Theory	Practical	Duration of exam	CIA	CE	Total	Credits
<b>First Semester</b>									
<b>I</b>	18BLT001/ 18BLH001/ 18BLF001	Ilakkiam I, Ilakkanam, Ilakkia Varalaru/ Prose and Non detailed Texts/ French-I	5	-	3	50	50	100	4
<b>II</b>	18BLE001	English Language for communication - I	5	-	3	50	50	100	4
<b>III</b>		<b>Core Course</b>							
	18BHDC 01	Foundations of Development	5	-	3	50	50	100	3
	18BHDC 02	Prenatal Development and the New Born	5	-	3	50	50	100	3
	18BHDC 03	Methods of Child Study– <b>Practical - I</b>	-	5	3	50	50	100	2
		<b>Discipline Specific Elective (DSE) Course</b>							
	18 BHDI 01	<b>DSE-I Perspectives of Home Science (HD)</b>	4	-	3	50	50	100	3
		<b>Games</b>	-	1	-	-	-	-	-

Part	Subject code	Name of the paper/component	Hours of instruction/week		Scheme of Examination				
			Theory	Practical	Duration of exam	CIA	CE	Total	Credits
<b>Second Semester</b>									
<b>I</b>	18BLT002/ 18BLH002/ 18BLF002	Ilakkiam II, Ilakkanam, Ilakkia Varalaru/ Grammar, Translation and General Essay/ French-II	5	-	3	50	50	100	4
<b>II</b>	18BLE002	English Language for communication-II	5	-	3	50	50	100	4
<b>III</b>		<b>Core Course</b>							
	18BHDC 04	Infancy and Toddlerhood	5	-	3	50	50	100	3
	18BHDC 05	Elements of Human Behaviour	5	-	3	50	50	100	3
	18BHDC 06	Assessment of Children – <b>Practical - II</b>	-	5	3	50	50	100	2
		<b>Discipline Specific Elective (DSE) Course</b>							
	18 BHDI 02	<b>DSE-II</b> Food Service in Child Care Centres (FSMD)	4	-	3	50	50	100	3
		<b>Games</b>	-	1	-	-	-	-	-
<b>Third Semester</b>									
<b>I</b>	18BLT003/ 18BLH003/ 18BLF003	Ilakkiam III, Ilakkanam, Ilakkia Varalaru/ Ancient and Modern Poetry/ French-III	5	-	3	50	50	100	4
<b>II</b>	18BLE003	English Language for Communication –III	5	-	3	50	50	100	4
<b>III</b>		<b>Core Course</b>							
	18BHDC 07	Early and Late Childhood	4	-	3	50	50	100	3
	18BHDC 08	Early Childhood Care and Education	4	-	3	50	50	100	3
	18BHDC 09	Designing Learning Materials and Toys for Children- <b>Practical – III</b>	-	5	3	50	50	100	2
		<b>Discipline Specific Elective (DSE) Course</b>							
	18 BHDI 03	<b>DSE-III</b> Education and Rehabilitation Approaches for the persons with Disabilities(Spl.Ed)	4	3	3	50	50	100	5

Part	Subject code	Name of the paper/component	Hours of instruction/week		Scheme of Examination				
			Theory	Practical	Duration of exam	CIA	CE	Total	Credits
<b>Fourth Semester</b>									
<b>I</b>	18BLT004/ 18BLH004/ 18BLF004	Ilakkiam IV, Ilakkanam, Ilakkia Varalaru/ Introduction to Functional Hindi and Journalism/ French-IV	5	-	3	50	50	100	4
<b>II</b>	18BLE004	English Language for Communication –IV	5	-	3	50	50	100	4
<b>III</b>		<b>Core Course</b>							
	18BHDC 10	Adolescence	5	-	3	50	50	100	3
	18BHDC 11	Management of Preschool Centres	5	-	3	50	50	100	3
	18BHDC 12	Tests and Measurements for Adolescents – <b>Practical - IV</b>	-	5	3	50	50	100	2
		<b>Discipline Specific Elective (DSE) Course</b>							
	18 BHDI 04	<b>DSE –IV</b> Computer Applications in Human Development(HD)	2	3	3	50	50	100	4
<b>Fifth Semester</b>									
<b>III</b>		<b>Core course</b>							
	18BHDC 13	Marriage and Family	5	-	3	50	50	100	3
	18BHDC 14	Adulthood and Oldage	5	-	3	50	50	100	3
	18BHDC 15	Parenting	5	-	3	50	50	100	3
	18BHDC 16	Personality and Personal growth	5	-	3	50	50	100	3
	18BHDC 17	Implementation of Preschool Programme- <b>Practical-V</b>	-	5	3	50	50	100	2
	18BHDC 18	Prospects of Human Development ( <b>Self-study Course</b> )	1	-	3	100	-	100	4
	18BHDC 19	Human development ( <b>Computer Based Test</b> )	-	-	3	-	100	100	2
	18BHDC 20	<i>Internship in Organisation/ Industries related to Women/Children</i>	-	-	-	100	-	100	4
		<b>Generic Elective (GE) Course</b>	2	-	3	100	-	100	2
<b>Sixth Semester</b>									
<b>III</b>		<b>Core course</b>							
	18BHDC 21	Basics of Counselling	5	-	3	50	50	100	3
	18BHDC 22	Basic Human Resources	4	-	3	50	50	100	3
	18BHDC 23	Teaching Skills and Techniques	5	-	3	50	50	100	3
	18BHDC 24	Nutrition through Life Span	4	-	3	50	50	100	3
	18BHDC 25	Human Rights and Welfare Programmes	4	-	3	50	50	100	3
	18BHDC 26	Life Skills for Self Development – <b>Practical – VI</b>	-	5	3	50	50	100	2
			<b>Total Credits</b>						<b>122</b>

Semester	Subject code	Name of the paper/ component	Hours of instruction/week		Scheme of examination			
			Theory	Practical	CIA	CE	Total	Credit
<b>Part IV Components</b>								
<b>A. Ability Enhancement Courses (AEC)</b>								
<b>I. Ability Enhancement Compulsory Course (AECC)</b>								
5	18BAES 01	Environmental Science	4		Remarks			4
4	17BSC S01/	Communication Skill	3		Remarks			2
5	17BSS S01	Soft Skill	3		Remarks			2
<b>II. Skill Enhancement Courses (SEC)</b>								
		Value Added courses	40 Hrs duration		Remarks			2
By the end of 4 semester		<b>Co-curricular Courses</b> Add-on certificate/ Quantitative aptitude/ Certificate course- Gandhian Studies/ Women Studies/ Ambedkar Studies/ GK/ Verbal and Non- verbal reasoning	Varied duration		Remarks			2
<b>B. Extra-curricular course</b>								
	18 BXNS01-06/ 18 BXNC01-06/ 17 BXSP01-06	NSS/NCC/ Sports (representing the University)	-	-	Remarks			6
<b>Total credits</b>								<b>18</b>

**Total credits to earn the degree**

1. Part I, II, III components - 122
2. Part IV component - 18

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**140 credits**

**Other Courses offered by the Department**

- **Discipline Specific Elective** - 18 BSEI 01- Introduction to Child Development--for B.Sc Special.Ed students during 1<sup>st</sup> semester
- **Generic Elective (GE) Course** – 18 BHDO 01: Teen’s Health – for any major other than Human Development during 5<sup>th</sup> semester
- **Value added course**
- **Co- Curricular Course** - 18BSCEC1- Add on Certificate course on Early Childhood Education.

## Foundations of Development

Semester- I  
18BHDC 01

Hours of instruction/week: 5  
No. of credits: 3

### Objectives

- To realize the foundations of life and development thereafter
- To appraise the characteristics specific to every stage of life span
- To gain knowledge on the conception process

### Unit-I Field of human development

Domains of development - physical, cognitive, emotional and social 15  
Eight periods of development and its general characteristics - prenatal period, infancy and toddlerhood, early middle childhood, adolescence, adulthood, middle age, old age  
Definition and distinction of growth and development  
Basic ten principles of growth and development

### Unit-II Biological foundations

The genetic code 15  
The sex cells - boy or girl, multiple offspring, identical or monozygotic twins, fraternal or dizygotic twins  
Patterns of genetic inheritance - dominant and recessive relationships, X-linked inheritance, co-dominance, genetic imprinting, mutation

### Unit-III Chromosomal abnormalities

Down syndrome, Abnormalities of the sex chromosomes - XYY syndrome, Triple X syndrome, Klinefelter syndrome, Turner syndrome. 15

### Unit-IV Reproductive choices

Genetic counseling 15  
Prenatal diagnostic methods - amniocentesis, fetoscopy, chorionic villus sampling, ultrasound, maternal blood analysis, pre implantation genetic diagnosis

### Unit-V Conception

Structure of ovum 15  
Structure of sperm  
Process of fertilization

**Total Hours** 75

### Course outcome

- List the most significant facts of developmental changes while comparing and contrasting the concept of growth and development.
- Describe what genes are and how they influence human development
- Recognize the eight stages of human life span and its unique features with an appraisal of the interrelatedness of the domains of development
- Explain the genetic origins and characteristics of chromosomal abnormalities and identify some important reproductive challenges and choices
- Illustrate the structure of ovum and sperm and the process of fertilization

### Textbooks:

1. Berk, L. E. (2000). *Childhood to adolescence*. London: Mc.Graw Hill.
2. Berk, L. E. (2006). *Child development*. New Delhi: Prentice Hall of India.
3. Hurlock, E. B. (2005). *Child development*. New Delhi: Tata Mc.Graw Hill.

### Reference books:

1. Hurlock, E. B. (2005). *Child growth and development*. New York: Tata Mc.Graw Hill.
2. Santrock, J. W. (2006). *Child Development*. New Delhi: Tata Mc.Graw Hill.

## Prenatal Development and the New Born

Semester- I  
18BHDC 02

Hours of instruction/week: 5  
No. of credits: 3

### Objectives:

- To acquire an understanding of the stages of prenatal development and its factors
- To know the stages of child birth and associated complications
- To obtain knowledge on the developmental aspects of neonates

### Unit-I Prenatal development

Signs and symptoms of pregnancy 15

Major milestones of prenatal development

Stages of prenatal development- period of zygote, period of embryo, period of foetus

### Unit-II Prenatal influences

Heredity and environment- definition and interaction; 15

Prenatal influences - Types of teratogens - drugs, alcohol, tobacco, radiation, pollution, infections, diseases; Maternal factors – age, attitude, nutrition, emotional and mental state; Rh factor incompatibility, Previous births and Multiple births

Prenatal care

### Unit-III Child birth

Stages of child birth - dilation and effacement of cervix, delivery of baby, delivery of placenta 15

Types of child birth- breech, caesarean, forceps, induced, normal

Birth complications - oxygen deprivation, pre-term and low birth weight infants, post term infants, stillbirth

### Unit-IV Newborn baby – Adjustments and assessment

Baby's adjustments to labour and delivery- temperature, feeding, digestion, excretion and respiration 15

Appearance of the new born

Assessing the new born's condition - APGAR scale

### Unit-V New born baby's capacity

New born reflexes - eye blink, withdrawal, rooting, sucking, swimming, Moro, palmer grasp, tonic neck, stepping and Babinski 15

New born states and five states of arousal- regular sleep, irregular sleep drowsiness, quiet alertness, waking activity and crying

*Related experience: Visit to primary health care centre or maternity hospitals*

**Total hours** 75

### Course outcome

- Recognize the dynamics and importance of prenatal period as a crucial stage of human development
- Value the role of hereditary and environmental factors in the growth and development of the foetus
- Apply the knowledge and help to exercise healthy childbearing practices for self and other individuals
- Develop consciousness of the associated complications and act in response to preventive measures
- Create and manipulate the surroundings to facilitate infant friendly atmosphere for optimal growth the development

### Textbooks:

1. Berk, L. E. (2007). *Development through the lifespan*. New Delhi: Pearson Education.
2. Berk, L. E. (2000). *Childhood to adolescence*. London: Mc.Graw Hill.
3. Berk, L. E. (2006). *Child development*. New Delhi: Prentice Hall of India.

### Reference books:

1. Hurlock, E. B. (2005). *Child development*. New Delhi: Tata Mc.Graw Hill.
2. Hurlock, E. B. (2005). *Child growth and development*. New York: Tata Mc.Graw Hill.

## Methods of Child Study – Practical – I

Semester- I  
18BHDC 03

Hours of instruction/week: 5  
No. of credits: 2

### *Objectives:*

- *To understand the meaning and importance of studying children*
- *To acquaint the different methods and techniques of understanding children*
- *To apply the methods in practical context and document a case report*

### **Unit-I Child Study** **15**

Meaning, importance and principles of child study

Types of child study - Longitudinal, cross sectional study and sequential design – concept, advantages and limitations

### **Unit-II – Methods of evaluating children** **15**

Narrative Methods - Anecdotal Records, Running Records

Non-narrative Methods – Checklists, Rating Scales, Frequency Counts, Time Samples

### **Unit-III-Observation**

Concept, types, advantages and limitations

Observation of children of 0-6 years – physical, emotional, social, language and cognitive development

Recording observations

### **Unit-IV Interview and questionnaire**

Characteristic, types, advantages and limitations

Preparation of interview schedule and questionnaire

Administration, consolidation and interpretation of the designed schedule and questionnaire

### **Unit-V Case Study**

Characteristics, advantages and disadvantages

Documentation of case study

Development of portfolio of an individual child as a case study report

**Total hours** **75**

### *Course outcome*

- Understand the need and principles of studying child development and behaviour.
- Identify various scientific methods of studying children in different situations
- Analyse the strengths and shortcoming of each of the methods of child study
- Apply the appropriate child study techniques and approaches in different situations and evaluate them
- Compose a case record based on the results of studying children in various set up

## Perspectives of Home Science

**Semester I** **Hours of Instruction/week: 4**  
**18 BHDI 01** **No. of credits: 3**

### Objectives

#### To enable students:

- Understand the concept and scope of Home Science and its components.
- Enable the students to gain knowledge on different areas of Home Science.

### Unit I Meaning and Components of Home Science 10

Meaning of home science education, philosophy of home and family, components of home science, career perspectives, its relation to other disciplines, sciences and humanities  
The Home Science Association of India: History and objectives, achievements of the association, representation in national bodies.

### Unit II Interior Design, Resource Management and Textile and Clothing 18

Concept of interior design. Importance of good taste, components of an artistic interior, resource classification, methods of conserving energy, importance and types of goals, values- types, values to be imbibed by youth

Fibre Classification-natural synthetic, Yarns definition, types, cable, novelty,

Fabric Construction method- weaving basic steps, knitting and its importance, non wovens and types, Clothing. Origin, clothing theory, selection of clothing, clothing budget, laundering and storing. Cotton, wool, silk and delegate fabrics.

### Unit III Foods, Nutrition, Dietetics and Food Service Management 16

Classification of foods according to function and origin, food groups, balanced diet, meaning and importance of balanced diet, meal planning, macro and micro nutrients of foods

Introduction to Dietetics and Dietary department, principles of diet therapy, aims, objectives, classification of commercial and non-commercial food service, operations and functioning of commercial and non-commercial food service,

Indian cuisines and their features, setting up a cover and simple service.

### Unit IV Human Development 8

Conception, prenatal development, pre and post natal care, growth and development during childhood and adolescents, characteristics of adulthood, characteristics and problems of elderly, emerging trends in parenting.

### Unit V Home Science Extension Education 8

Meaning, definition, objectives, philosophy and principles of extension education, extension as the third dimension of higher education, Home science extension service at various levels- village, block and district level, Role of home science extension in rural and national development, Welfare programmes, National Social Assistance Programme(NSAP), Member of Parliament Local Area Development Scheme(MPLADS), Member of Legislative Assembly Area Development Scheme(MLAADS), Rajiv Gandhi Rehabilitation Package(RGAP), Mahatma Gandhi National Rural Employment Scheme(MNRES).

**Total hours 60**

### Text Books:

1. Jalihal, K.A and Veerabhadran, V (2007). *Fundamentals of Extension Education and Management in Extension*. Concept Publishing Company, New Delhi.
2. Premalata, M (2007). *Text Book of Home Science*. Kalyani Publishers, Chennai.

### Reference Books:

1. Pundir, N (2007). *Fashion Technology – Today, Tomorrow*. Mittal Publications, New Delhi.
2. Nisha, M (2006). *Wings of Home Science*. Kalpaz Publications, New Delhi.
3. Frings, G, S (2005). *Fashion from concept to consumer*. 7<sup>th</sup> edition. Pearson New Delhi.



## Infancy and Toddlerhood

Semester- II

18BHDC 04

Hours of instruction/week: 5

No. of credits: 3

### Objectives:

- To acquire understanding of the physical and motor development of infants and toddlers
- To gain knowledge on the development of senses of infants and toddlers
- To understand the cognitive and psycho-social development of infants and toddlers

### Unit-I Physical Development

Growth of the body in first two years- changes in body size, body proportion, muscle fat make up, skeletal system 15

Brain Development- development of nervous system and central cortex

Developmental milestones.

### Unit-II Motor Development

Sequence of motor development - Cephalocaudal and Proximodistal

Concept and skills developed 15

Gross and fine motor development, Developmental Milestones

### Unit-III Perceptual Development

Development of senses - touch, taste, smell, balance, hearing, vision - depth, pattern, face, object, Developmental milestones of perceptual development 15

### Unit-IV Cognitive and Language Development

Piaget's Sensorimotor Stage 15

Language development during first two years

Developmental milestones of cognitive and language development

Facilitating factors for cognitive and language development

### Unit-V Emotional and Social Development

Development of basic emotions 15

Recognizing and responding to the emotion of others

Temperament and development - easy child, difficult child, slow to warm up child

Bowlby's Attachment theory

Developmental milestones of emotional and social development

**Total hours** 75

### Course outcome

- Define the labels 'Infant' and 'Toddler' and describe their characteristics
- List the developmental milestones and tasks to be accomplished by the end of 2 years and recognize the seriousness of not mastering these tasks
- Explore the infant's and toddler's remarkable capabilities – Early reflexes, ability to learn, motor skills and perceptual capacities
- Adjudge the importance of proper care and better interaction between the caregivers and the baby with an understanding of the different facets of a baby's cognitive, emotional and social development
- Defend the statement that 'Infancy is a sensitive period of development'

### Textbooks:

1. Berk, L. E. (2007). *Development through the lifespan*. New Delhi: Pearson Education.
2. Berk, L. E. (2000). *Childhood to adolescence*. London: Mc.Graw Hill.
3. Berk, L. E. (2006). *Child development*. New Delhi: Prentice Hall of India.

### Reference books:

1. Hurlock, E. B. (2005). *Child development*. New Delhi: Tata Mc.Graw Hill.
2. Hurlock, E. B. (2005). *Child growth and development*. New York: Tata Mc.Graw Hill.

## Elements of Human Behaviour

Semester – II

18BHDC 05

Hours of instruction/week: 5

No. of credits: 3

### Objectives:

- To learn about the origin and fundamentals of human behaviour
- To understand the nature and basic functions of nervous system and endocrine glands
- To explore the principles and process of sensation, perception, learning, memory and forgetting

### Unit-I Introduction to Human Behaviour

Definition, goals, faces and origin of human behaviour 15  
Fields of behavioural sciences – Early and Modern - special and applied

### Unit-II Biological foundation of Human Behaviour

Structure and functions of brain – Hind, mid and fore brain 15  
Endocrine system – hormones of pituitary and adrenal glands

### Unit-III Sensation and Perception

Sensory channels – vision, hearing, taste, smell and skin 15  
Sensation – receiving, selective attention, transduction  
Perception – interpreting the sensory messages

### Unit-IV Learning

Meaning and process 15  
Domains of learning – conative, cognitive, affective  
Theories of learning – Classical and operant conditioning  
Modalities of learning – visual, auditory and kinesthetic  
*Related experience - Assessing the learning style of individuals*

### Unit-V Memory and Forgetting

Memory – three stages of memory - an information processing view 15  
Forgetting – meaning and causes  
Theories on forgetting – Decay theory, Interference theory, Freud's theory of motivated forgetting

**Total hours 75**

### Course outcomes:

- Understand the basic elements of human behaviour
- Recognize the role of brain and endocrine glands in an individual's development
- Evaluate strategies to foster memory
- Apply the principles of classical and operant conditioning for effective learning
- Explore how sensation and perception translates and interprets messages

### Textbooks:

1. Lahey.B.B. (1989), Psychology An Introduction, Georgia, Wm. C.Brown Publishers
2. Santrock.J.W. (2005), Psychology ; essentials, New Delhi, Tata McGraw-Hill publishing company Ltd
3. Morgan, King, Wiesz, Sehople, (2006). *Introduction to Psychology*. New Delhi: Tata Mc Graw Hill.

### Reference books:

1. Hurlock, E. B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc.Graw Hill
2. Papalia, D. E., & Olds, S. W. (2005). *Human development*. New York: Tata Mc.Graw Hill.
3. Mangal, S. K. (2008). *Essentials of Educational Psychology*. New Delhi: Prentice- Hall of India.

## Assessment of Children – Practical –II

Semester- II  
18BHDC 06

Hours of instruction/week: 5  
No. of credits: 2

### *Objectives:*

- *To describe purposeful, appropriate tools and instruments of studying children*
- *To select and demonstrate appropriate tools to assess the different domains of development*
- *To apply the methods in practical context and document a case report*

### **Unit-I Physical and motor development**

Assessing and preparing charts on growth and physical development **15**  
Growth monitoring chart  
Developmental Assessment of young children

### **Unit-II Memory**

Short Term Memory Test **15**  
Long Term Memory Test  
Matching Familiar Figure Test

### **Unit-III Intelligence tests**

Gessell's Drawing Test **15**  
Pandey's Cognitive Development Test for Preschoolers

### **Unit-IV Creativity**

General test of creativity **15**  
Children's curiosity scale

### **Unit-V Developmental Screening Tests**

Screening test for evaluating preschoolers **15**  
Early screening profiles

**Total hours 75**

### *Course outcome*

- Recognize various tools and techniques to study the different domains of development in children
- Prepare the charts on growth and development of children by assessing their anthropometric status of children.
- Administer the memory tests to assess the learning capacity of children and interpret the findings
- Assess the cognitive ability of the children by administering and interpreting Gesell drawing test and Pandey's cognitive development test
- Locate and appraise various screening techniques to identify developmental delays among children

## Early and Late Childhood

Semester- III  
18BHDC 07

Hours of instruction/week: 4  
No. of credits: 3

### Objectives:

*To acquire knowledge in various developments that takes place during preschool period*

*To gain an understanding of the developmental aspects in the school age*

*To trace and identify the progression in every aspect of development from early to late childhood*

### Unit-I Preschool age

Definition, characteristics, developmental tasks and milestones 12

Physical – body growth, brain development motor – gross and fine motor skills

Emotional – understanding emotion, emotional self-regulation, self-conscious emotions, empathy

Language development – vocabulary, grammar, conversation and supporting language learning

### Unit-II Social and cognitive development

Social development – relationship with peers, parents and other adults 12

Cognitive development – Piaget's Pre-operational stage

*Related experience-Conducting activities for various developments of preschoolers*

### Unit-III School going stage

Developmental characteristics, tasks and milestones 12

Physical - body growth, fine and gross motor development

Emotional – self understanding, emotional understanding and self-regulation

Language – vocabulary, grammar, pragmatics, learning two languages at a time

Moral development – learning about justice

### Unit-IV Social and cognitive development

Social development – Social grouping and social behavior, peer relations, parent-child relationships; Cognitive development – Piaget's Concrete operational stage 12

### Unit-V Interests and problems of children

Common childhood interests, Problems of children at home, school and society 12

*Related experience- Recording interests and problems of school going children*

**Total hours 60**

### Course Outcome

- Recognize the characteristics, developmental tasks and milestones of early and late childhood period
- Understand the physical, motor, cognitive, language, moral development in the early and late childhood period and compare the changes in these areas with that of the babyhood
- Explore the reasons for change in family and peer relationship from one period to the other.
- Adjudge the understanding on the moral attitudes and behaviour from the period of early childhood to late childhood
- Explain why early childhood should be a happy period and identify factors influencing the degree of happiness in the late childhood period

### Textbooks:

1. Berk, L. E. (2007). *Development through the life span*. New Delhi: Pearson Educational.
2. Hurlock, E. B. (2004). *Child growth and development*. New York: Tata Mc.Graw Hill.

### Reference books:

1. Hurlock, E. B. (2005). *Child development*. New Delhi: Tata Mc.Graw Hill.
2. Hurlock, E. B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc.GrawHill.

## Early Childhood Care and Education

Semester -III

18BHDC 08

Hours of instruction/week: 4

No. of credits: 3

### Objectives:

To know the importance and historical perspectives of early childhood care and education

To understand the meaning of curriculum and its various components for young children

To impart knowledge on programme planning for young children

### Unit-I Introduction to Early Childhood Care and Education

Concept, meaning, scope and significance 12

Aims and objectives – General and specific

Types – Formal and informal; Government funded, Philosophy oriented, Laboratory nursery school, Franchise oriented

### Unit-II Historical perspectives of ECCE

History of Early Childhood Care and Education in India. 12

Contributions of educational philosophers in the field of early childhood education. –

Pestalozzi, Froebel, Montessori, John Dewey, Rousseau, Gandhi, Tagore, Badheka, Modak

Policy perspectives in ECCE – Education commission, National Policy on Education (1996)

Programmes / schemes and innovations in ECCE – ICDS, Balwadis, mobile creches

### Unit-III Early Childhood Curriculum

Define and concept of curriculum 12

Curriculum approach – subject centered, learner centered, community centered

Components of ECCE curriculum

Essential features of ECCE curriculum

### Unit-IV Play and its importance

Play and its characteristics 12

Theories of play- surplus energy theory, recreational theory, recapitulation theory

Stages and types of play

Role of play in overall development of children and teacher's role.

Use of play way approach in the curriculum for young children.

*Related Experience : Preparation of low cost play equipments*

### Unit-V Inclusive ECCE

Early identification of children with special needs 12

Early stimulation and intervention – concept and importance

Parental involvement in early learning – importance and approach

*Related Experience: Framing related activities for children with special needs*

**Total hours 60**

### Course Outcome

- Understand the concept, significance and types of ECCE
- Appraise the historical perspectives of ECCE in India
- Recognize the features and components of ECCE curriculum
- Enumerate the significance of play in ECCE curriculum
- Adjudge the inclusive strategies for children with special needs

### Textbooks

1. Devadas, R. P., & Jaya, S. (2003). *A textbook on child development*. India: Macmillan.
2. Jaya, N., & Jayapoorani, N. (2004). *Participation in a nursery school – Laboratory manual for students*. Coimbatore: Saradalaya.

### Reference books

1. Gupta, S.(2009). *Early childhood care and education*. PHI learning Pvt Ltd, New Delhi
2. Kaul, V. (2009). *Early childhood education programme*. National Council of Educational Research and Training, NewDelhi.

## Designing Learning Materials and Toys for children- Practical – III

Semester- III  
18BHDC09

Hours of instruction/week: 5  
No. of credits: 2

### **Objectives:**

*To gain first hand experience in developing age appropriate worksheets*

*To develop entertainers for children*

*To design teaching aids to foster 3R's*

### **Unit-I Entertainers**

Preparation of a lullaby booklet for infants and song booklet for toddlers

15

Scheming picture books and story books for children

### **Unit-II Language development**

Development of riddles for enhancing vocabulary among preschool children

15

### **Unit-III Mathematical concept**

Preparation of teaching aids for promoting mathematical concepts- number, size and shape

15

### **Unit-IV Reading and Writing readiness**

Formulation of Teaching aids and worksheets to foster reading and writing skills

15

### **Unit-V Designing toys**

Preparation of toys for children

15

**Total hours**

**75**

### **Course Outcome**

- Understand the importance of designing learning materials and toys for children
- Explore various avenues to device teaching aids in fostering language development
- Apply the skills in formulating booklet and picture books to entertain children
- Innovate worksheet to enhance a child's readiness
- Mastering the skill of toy making for children

## Adolescence

Semester- IV  
18BHDC 10

Hours of instruction/week: 5  
No. of credits: 3

### Objectives:

To understand the concept, timing, subdivisions of adolescence and its characteristics

To gain knowledge on the developmental aspects from 11 – 20 years and its intervening factors

To acquaint with the symptoms, causes, preventive and remedial measures for adolescent problems

### Unit-I Adolescence

Concept and definition - biological perspective, social perspective, balanced point of view **15**  
Characteristics

Developmental tasks and developmental milestones

### Unit-II Physical development

Physical and physiological changes- hormonal changes and body growth **15**

Primary and secondary sexual characteristics

Changes in interests, Reproductive changes and its psychological impact, Health issues and eating disorders - anorexia nervosa and bulimia

### Unit-III Emotional and social development

Changes in self-concept and self - esteem, Identity crisis **15**

Peer and family relations - social groupings

Emotional conflicts, Self understanding – heightened emotionality and emotional regulation

Problems of adolescence and need for counselling

### Unit-IV Cognitive development

Concept and definition **15**

Piaget's cognitive development - the formal operational stage

Abstract thought and its consequences

### Unit-V Moral development

Moral behaviour of adolescence **15**

Influence of mass media / social media

Environmental influences on moral development

*Related studies - Study on the influence of social networking sites*

**Total hours 75**

### Course outcome

- Understand the term adolescence, its timing and subdivisions
- List the unique characteristics, the developmental tasks and the milestones of the adolescent period and recognize the seriousness of not mastering these tasks
- Explore the adolescent's remarkable cognitive capabilities and the abstract thinking process and reason out the consequences of abstract thought
- Adjudge the changes in morality and explain its effects on their attitude and behaviour
- Defend the statement that 'Only the early part of adolescence is difficult'.

### Textbooks:

1. Berk, L. E. (2000). *Childhood to adolescence*. London: Mc.Graw Hill.
2. Cobb, N. J. (2001). *The child, infants, children and adolescents*. California: Mayfield.
3. Hurlock, E. B. (2004). *Child growth and development*. New York: Tata Mc.Graw Hill.

### Reference books:

1. Santrock, J. W. (2007). *Adolescence*. New Delhi: Tata Mc.Graw Hill.
2. Siegalman, C. K., & Rider, E. A. (2006). *Life span human development*. Australia: Thomson Wardswoth.

## Management of Preschool Centres

Semester- IV  
18BHDC11

Hours of instruction/weeks: 5  
No. of credits: 3

### Objectives:

*To gain insight into the requisites of setting up a preschool*

*To understand the process of planning and executing appropriate preschool curriculum*

*To know the administrative strategies of preschool*

### Unit-I Requisites in setting up of a preschool 15

Preschool education – Definition, significance, principles and objectives

Governmental regulations and norms in setting up a preschool

Factors influencing the area selection - Socio demographic profile, demand, budget, space availability and surroundings

### Unit-II Curriculum

Types – Play-way, Montessori, Blended, Waldorf, Multiple Intelligence – Its strengths and limitations 15

### Unit-III Programme planning process

Long term planning – Budget, infrastructure, administration and staffing, admission and marketing 15

Short term planning – criteria for selection of themes and related activities; Special activities - functions and celebrations, field trips, health camps

Play equipment – Indoor / Outdoor – principles and criteria for selecting play equipment

### Unit-IV Weekly/daily plan

Objectives; Readiness of children – 3R's, Daily activities – informal talk, creative activities, stories, science experiences, dramatization, organized games; special activities 15

### Unit-V Records and Registers

Need; Types of records – health, attendance, admission, enrollment, stock and asset, general information, visitors book, lesson plan book, teachers report, admission details, parent teachers meeting, record of group experience 15

**Total hours 75**

### Course outcome

- Understand the requirement of setting up a preschool
- Recognize the importance of need based preschool curriculum
- Apply the principles of preschool programme planning towards holistic development of children
- Appraise the principles of play equipment based on different domain of department
- Evaluate the overall preschool programmes with set indicators

### Textbooks

1. Jaya.N., Jayapoorani.N (2004), Participation in a nursery school – Laboratory manual for students, Coimbatore, Saradalaya press
2. Barbour, C. & Barbour, N.H. (2001). “Families, Schools, and Communities: Building Partnerships for Educating Children”. 2nd Edition. Merrill Prentice Hall, New Jersey.
3. Morrison, G.S. (2001). Early Childhood Education Today. 8th Edition. Merrill Prentice Hall. New Jersey.

### Reference books

1. Tileston, D.W. (2005) Training Manual for Every Teacher, Chennai, Sage Publications
2. TN Forces and IAPE, (2000), Pre school Curriculum, Activity based developmentally appropriate curriculum for preschoolers, Chennai.



## Tests and Measurements for Adolescents - Practical - IV

Semester- IV  
18BHDC12

Hours of instruction/week: 5  
No. of credits: 2

### **Objectives:**

*To understand the need for psychological and developmental assessment among adolescents*

*To administer and interpret the selected cognitive and personality tests*

*To get practical experience in identifying EI and the level of adjustments*

### **Unit-I Psychological and developmental assessments**

Meaning, concept and need of assessment

15

The Process of Psychological Assessment - Identifying the problem, Selecting and implementing the required assessment tools

Guidelines and cautions for using tests

### **Unit-II Measuring cognitive abilities and intelligence**

Administration and interpretation of Ravens Advanced Progressive Matrices

15

### **Unit-III Assessment of personality**

Administration and interpretation of

NEO-PI-3

Big five personality

15

### **Unit-IV Administering emotional intelligence test**

Administration and interpretation of Anukool's Emotional Intelligence Scale

15

### **Unit-V Identifying the level of adjustments**

Administration and interpretation of Bell's Adjustment Inventory

15

**Total hours** 75

### **Course outcome**

- Describe the need and the process of psychological assessment
- Recognize the guidelines in using appropriate tests and measurements
- Master the administration and interpretation of intelligence and personality test
- Apply the cross sectional approach of human study measuring the EI
- Obtain the skill-set in identifying the level of adjustment

## Computer Applications in Human Development

Semester – IV  
18 BHDI 04

Hours of instruction/week: 2+3  
No. of credits: 4

### Objectives:

- To know the basics of computer applications and its usage
- To demonstrate skills and techniques
- To be able to use learned skills and techniques for academic work

<b>Unit-I Internet</b>	<b>6</b>
Features of Internet; Using Search Engines, Choosing a Web Browser, Understanding Hyperlinks, Downloading and Uploading, Understanding URLs, Danger and Dark site of Internet	
<b>Unit-II E-mail</b>	<b>6</b>
Features of email, contacts, sending & receiving mail, attachment of documents & other files, Email safety	
<b>Unit-III MS Word</b>	<b>6</b>
Creating a file, save, open the existing file, editing, using bold, italics and underline, spell check, alignment, font-size and style, colour, insert table, formatting the text, auto shapes, word art, clipart, textbox, images, print- preview and print	
<b>Unit-IV MS Excel</b>	<b>6</b>
Creating a file, save, open the existing file, editing, adding and editing data, auto sum, sorting ascending/ descending, inserting chart, print- preview and print	
<b>Unit-V MS Power Point</b>	<b>6</b>
Starting MS power point, auto wizard, presentation using auto content wizard, blank presentation, creating, saving and printing a presentation, slide sorter slide show, editing, using clipart, word art, setting time for slide show, preparing note pages, printing and presentation of documents	

**Total hours 30**

### Practicals

<b>Internet-</b> Operating the internet and learning browsing technique, Searching & downloading text files & related pictures on 'behaviour problems during childhood and adolescence'	<b>9</b>
<b>E-mail-</b> Setting up email account, add contacts, create labels, Write and send letters to friends and family, Know how to receive, delete, and store emails, attached & send files	<b>9</b>
<b>MS Word-</b> Write letters, Create a Newsletter, Design Party Invitations, Greeting cards. Develop a booklet of minimum 10 pages on the topic 'problems of adolescents'	<b>9</b>
<b>MS Excel-</b> Budgeting- Keep track of pocket money/ earning, Make tables with data, Graph work	<b>9</b>
<b>MS Power Point-</b> A project using images, text, and variety of effects, Creating a Powerpoint presentation on developmental mile stones of various lifespan stages	<b>9</b>

**Total hours 45**

### Course outcome

- Understand the fundamentals of computer applications and its usage
- Demonstrate skills with easy operation
- Gain proficiency in using skills and techniques for academic work
- Enhance their aptitude for smooth transition in ICT learning system
- Apply learned skills for digital transactions and combating technological challenges

### Textbooks

1. Ravichandran, D. (2001). *Introduction to computers and communications*. Delhi: Tata McGraw Hill.
2. O'Leary, & Timothy, (2000). *Microsoft word 2000*. New Delhi: Tata McGraw Hill.
3. Ramesh, B. (2000). *Internet and e-mail in easy steps*. New Delhi: Dream Tech.

**Online tutorials:** [www.gcflernfree.org](http://www.gcflernfree.org)

## Marriage and Family

Semester – V

18BHDC13

Hours of instruction: 5

No. of credits: 3

### Objectives

*To understand the institution of marriage and family*

*To realize the functions of marriage and family and its required adjustments*

*To create awareness on the laws, legislation and policies concerned with marriage and family*

### Unit I – Marriage

Marriage - Definition, types, characteristics and functions

Factors influencing marital adjustment - physical, social, emotional, psychological and financial 15

Selection of mate

Marriage counseling - premarital and post marital counseling

### Unit II – Family

Family – Definition, types, characteristics and functions

Family pattern in India – nuclear, joint, extended - advantages and disadvantages 15

Family structures - residence, lineage and size; Changes and factors influencing

Changing role of parents in families

### Unit III– Approaches to marriage and family

Family life cycle approach

General system theory 15

Ethnographic and demographic approach

### Unit IV – Marital Distress and Disorganized family

Causes for marital distress – gender discrimination, violence and abuse – physical, emotional, sexual, substance abuse – alcohol and drugs, 15

Causes for disorganization of family – extramarital relations, infidelity, desertion, separation and divorce

Effects of marital distress and family disorganization on children and family members

### Unit V – Laws and Legislation policies of marriage and family

Marriage Act – Hindu, Muslim and Christian Marriage Acts, Special Marriage Act, issues related to child marriage and widow remarriage 15

Family Court Act – Laws and issues related to divorce, maintenance, custody of children, succession, dowry prohibition act, legislation policies against domestic violence and rape

**Total hours 75**

### Course outcomes

- Understand the concept, functions and factors associated with marriage and family
- Recognize current issues in marriage and family setting, as well as its changing patterns
- Analyze the approaches and therapies that deals with families in the present era of changing family values to overcome demands and challenges effectively
- Comprehend the problems in marriage and family and examine the effect of the problems on the children, family and on the society and explore its remedial measures
- Appraise the legislation policies for marriage and family services, and plan education intervention according to the need of the society

### Text books

1. Anderson. M .L. and Taylor. H.F. (2006), Sociology, Thomson Wardsworth, Australia
2. Baral, J. K. Chowdhry, A. (2002), A family in transition – power and development, Northern Book Center, New Delhi
3. Berns. R.M., (2007), Child, family, school, community, socialization and support, Thomson Wardsworth, Australia

### Reference books

1. Roy, P.K. (2004), Family diversity in India, patterns, practices and ethics, Gyan publishing house, New Delhi
2. James M White and David M Klein (2008) Family theories, Sage publications

## Adulthood and Old age

Semester- V  
18BHDC 14

Hours of instruction/week: 5  
No. of credits: 3

### Objectives

- To learn principles, theories and developmental facts of adult development.
- To gain knowledge about characteristics and developmental tasks of adulthood
- To explore social/political perspectives, behavioral, and biological aspects of aging.

### Unit-I Early Adulthood

Definition, characteristics, developmental tasks 15  
Physical and cognitive changes, Changes in interests, Foundations of intimate relationships,  
Social mobility, Adjustments- vocational, marital and parenthood  
*Related Experience- Study on coping up strategies in dual earner families*

### Unit-II Middle adulthood

Definition, characteristics, developmental tasks, 15  
Physical and cognitive changes, Changes in interests, Social, emotional, vocational changes,  
Adjustment – singlehood/loss of spouse, approaching retirement  
Empty nest syndrome

### Unit-III Old age

Definition, characteristics and developmental tasks  
Adjustments - Physical and mental adjustments, Vocational adjustments- adjustment to 15  
retirement  
Family adjustments – changes in personal and family relationships, Adjustments to singlehood;  
Theories of aging - Sociological, psychological, and biological theories of aging  
*Related experience –Visit to a old age home*

### Unit-IV Geriatric care

Needs- health, recreation, emotional and economic needs 15  
Hazards of elderly- physical, psychological and financial hazards  
Conditions contributing to happiness in old age

### Unit – V Aging in the New Millennium

Common abuses among elderly- physical, emotional, psychological, verbal and financial,  
Reporting abuse, Adult Protective Services 15  
Overview of Alzheimer's and Parkinson disease- Symptoms and diagnosis, Causes and risk  
factors Treatments and care; Mental Disorder - Depression, Dementia, Suicide

**Total hours 75**

### Course outcomes

- Understand the aspects of the adulthood
- Appraise the problems and adjustments of early and middle adulthood
- Define aging from many perspectives: emotional, physiological, economic, social, cognitive, financial and philosophical
- Address the problems of elderly
- Transform theoretical knowledge to geriatric care practices.
- Describe the range of services available to meet the needs of older adults,

### Textbooks

1. Berk, L. E. (2007). *Development through the life span*. New Delhi: Pearson Educational.
2. Bhatt, N. (2007). *Human development – A lifespan Perspective*. Jaipur: Aavishkar.
3. Hurlock, E. B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc. Graw Hill.

### Reference books:

1. Papalia, D. E., & Olds, S. W. (2005). *Human development*. New York: Tata Mc.Graw Hill.
2. Santrock, J. W. (2007). *A Tropical Approach to Life-Span Development*. New Delhi: Tata Mc.Graw Hill.

## Parenting

Hours of instruction/week: 5

No. of credits: 3

Semester -V

18BHDC15

### Objectives

*To understand the concept and significance of parenthood and associated responsibilities*

*To know the effective child rearing practices*

*To gain an insight into the needs, problems and management of childhood years*

### Unit-I Transition to parenthood

Meaning and concept of parenthood

Preparation towards parenthood - long range and immediate areas of preparation **15**

Tasks of parenting

### Unit-II Child rearing practices

Meaning and importance and factors **15**

Disciplinary methods / parenting style - Authoritarian, Permissive, Uninvolved and Democratic

Challenges of modern parenthood

*Related experience- a survey on child rearing practices*

### Unit-III Early Interaction and attachment

The need of Interaction and course of attachment **15**

Dyadic verses multi-caring; Role of Father in formation of attachment

Stimulation methods and its importance

Attachment theory- Ainsworth, Bowlby

### Unit-IV Care of the newborn and infants

Needs of children- biological, psychosocial and egoistic needs

Feeding- breast feeding and its importance **15**

Artificial feeding- disadvantages, preparation of milk formula, care of feeding utensils, sterilization of bottles, Supplementary feeding; Weaning

Immunization - importance and its schedule

Care of body organs; Sleep requirements, Clothing for infants, diapers;

### Unit-V Care during childhood

Common illness- prevention and management **15**

Habit formation - principles and methods; Development of habits - eating, sleeping, toilet training and clothing;

Behaviour problems - thumb sucking, enuresis, masturbation, nail biting, aggression, temper tantrums, telling lies, stealing – causes and remedial measures; Prevention of accidents and first-aid.

**Total hours 75**

### Course outcome

- Know the need and importance of parenting and its tasks
- Examines the theoretical approaches to child rearing in families: emphasis on developing practical skills to become parent
- Understand the role of early interaction and stimulation
- Apprehend the basic child needs and its fulfillment
- Evaluate the common childhood problems and treatment

### Textbooks

1. Berk. L.E., (2000). Childhood to adolescence, Mc.Graw Hill Company, London
2. Hurlock. E.B., (2004). Child growth and development, Tata Mc.Graw Hill Co, New York
3. Jaya.N. and Narasimhan.S., (2006). Parenting children below two years, Abacus Foundation, Coimbatore.

### Reference books

4. Rao.V.K and Reddy R.S, (2008). Parent education, Commonwealth Publishers, New Delhi
5. Devadass. R.P, Jaya. S, (2003). A textbook on child development, Macmillan, India

## Personality and Personal growth

Semester- V  
18BHDC 16

Hours of instruction/week: 5

No. of credits: 3

### Objectives:

- To enable the students to understand the nature of personality,
- To enable the students to appraise the abnormality in personality
- To enable students to comprehend strategies to enhanced personality

### Unit-I Personality

Concept and definition of personality 15  
Component - temperament, environment and character  
Personality traits – meaning, definition, common and unique traits  
The Five-Factor Model of Personality and its sub-traits

### Unit-II Determinants of Personality

Physical – body build, attractiveness, body control, physical defects and health conditions 15  
Intellectual –education and early home experiences, motivation, use of intellectual capacities  
Emotional – dominant emotions, emotional balance, emotional deprivation, excessive love  
Social – early social experiences, social acceptance, prejudice and discrimination  
Education – early school experiences, teacher attitudes and behavior, academic success  
Family – emotional climate of the home, ordinal position, size, composition and goals of family, deviant family patterns

*Related studies - Sex role stereotypes and sex differences in personality*

### Unit-III Development of Personality

Psycho-analytic theory – levels of consciousness, components of personality, psycho-sexual stages of personality; Defense mechanism- Meaning, Withdrawal, regression, repression, rationalization, fantasy, compensation, ego centrism, catharsis, reaction formation, displacement, identification, sublimation, projection 15

### Unit- IV Personality Disorder

Abnormality, Maladaptiveness, and Disorder- Meaning and Definition 15  
Major Personality Disorders- Paranoid, schizoid, antisocial, borderline, narcissistic, avoidant, dependent, obsessive – symptoms, causes and treatments

*Related studies- case analysis of any personality disorder*

### Unit-V Personal Growth

Self actualization, Self-concept, Self-esteem, Self-efficacy, Self-confidence, Positive attitude building, Social etiquette – Meaning and fostering strategies 15

*Related studies - Formulation of modules on enhancing the same*

**Total hours 75**

### Course outcomes

- Understand the concept of personality and how it develop
- Comprehend the determining factors of human personality and its implications in real life
- Enhancing personality by gaining personal growth
- Assessing oneself and know the pathway to change
- Acquire ability to identify the abnormality in personality

### Textbooks:

1. Frager, R., & Fadiman, J. (2009). *Personality and Personal Growth*. New Delhi: Pearson.
2. Friedman, H. S., & Schustack, M. W. (2009). *Personality Classic Theories and Modern Research*. New Delhi: Pearson.
3. Hurlock, E. B. (2006). *Personality development*. New Delhi: Tata Mc.Graw Hill.

### Reference books

1. Mischell, Shoda & Smith, (2004). *Introduction to Personality*. USA: John Wiley & Sons.
2. Phares, E. J. (1984). *Introduction to Personlaity*. Charles E. Merill Publishing Company, Columbus, Ohio.

## Implementation of Preschool Programme - Practical – V

Semester – V  
18BHDC 17

Hours of instruction/week: 5  
No. of credits: 2

### **Objectives:**

*To understand the basic concepts involved in conducting preschool activities*

*To achieve skills in organizing and administering preschool programme*

*To gain experience in creating conducive learning environment*

### **Unit-I Preparation and planning of Preschool Programme**

Programme planning based on thematic approach

15

Planning activities-monthly, weekly and daily programmes

Preparing lesson plans for daily activities in preschool

### **Unit-II Implementation of daily activities**

Conducting programmes in the preschool

15

Rhymes, stories, dramatization, science experience, creative activities, field trips, readiness programme, organized game, functions and celebrations

### **Unit-III Corner Arrangement**

Setting up of areas - Doll corner, Story corner, Manipulative corner, Science corner, Creative corner, Equipment corner and children's library

15

### **Unit-V Parent teacher association**

Parent teacher meeting – planning, preparing, conducting and evaluating

15

Parent education classes – planning, preparation and conducting

### **Unit-IV Records and registers**

15

Experiences in writing contingency – attendance, contingency, stock, case history, health record. Creating a portfolio of the children

**Total hours** 75

### **Course outcome**

- Prepare daily activities for preschool
- Create conducive learning environment in preschool class rooms
- Apprehend the skills of conducting PTA meetings
- Get hands on experience in maintaining records and registers
- Equip to administer an early learning centres

## Prospects of Human Development

Semester V  
18BHDC18

Hours of instruction/week: 1  
No of credits: 4

### Objectives

*To provide career ideas for students of Human Development*

*To help students make better career choices, also indentify jobs which may need additional educational, training and certification with human development degree*

*To offer career guidance to students and to assist them to analyze their skills to make best career fit in the field of human development*

### **Unit – I Career programs in human Development 3**

Overview of Human Development programme - Stages of life span- an birds eye view

General guidance on career planning - career ideas, decision making and mapping skills onto different kinds of careers

### **Unit –II Higher Education and Research 3**

M.Sc., M.Phil., Ph.D. - Essential requirement: Educational requirement and career options

Research Fellowships, Research Projects, Research institutes – educational requirement and career options

### **Unit – III Teaching Professional 3**

Teacher/Lecturer/ Assistant Professor – Colleges

Instructor/Teacher – training institutes and educational centers

Tutor / Trainer – Special educational schools and IT sectors –business related profession

Essential requirements – educational requirement, job growth and median salary information

### **Unit – IV Administration – Government sector and Non government sector 3**

Government sector - Department of Women and Child Development, ICDS, Department of Social Welfare, Department of Disabled Welfare, Department of Rural Development, Department of Health and Family Welfare

Non Government Sector - International/ National/State/Local level organizations and Institutes – Working for the welfare of Women, children and Elderly

Essential requirements – educational requirement, job growth and median salary information

### **Unit – V Self-employment and free lancing 3**

Self-employment: Nursery School, Play Home, Day Care Centre, Special Education School for Challenged Children – Mentally, Physically, etc., Protection Homes – Orphans, Destitute, Neglected and Street Children, Working Women’s Hostel, Home for Elderly Citizen, Running own Child Care and Counseling clinics

Resource Person: Counselor - Child Counseling Centre, Normal school/Residential schools, Centre for Challenged children, Marriage and Family Counselor, Life skills-soft skills trainer

Essential requirements – educational requirement, job growth and median salary information

**Total hours 15**

### **Course outcomes**

- Understand the human development across the life span in different milieu and changing environment  
Recognize the complexity and comprehensive career options in human development
- Analyze their skills for making decision on career development
- Appraise the professional and ethical standards of conduct while upholding the helping, leadership and administrative skills
- Evaluate and apply the theory and research into practice, as well analyze the processes and policies that affects the delivery of services to community



## Basics of Counselling

Semester – VI  
18BHDC 21

Hours of instruction/week: 5  
No. of credits: 3

### Objectives:

- To enable the students to understand the principles of counselling
- To enable the students to acquire counselling skills and techniques
- To enable the students to comprehend specific areas in counselling

### Unit-I Fundamentals

Meaning, definition, scope, goals and principles of counselling 15  
Characteristics and qualities of Professional counsellor  
Ethical issues in counselling

### Unit-II Approaches and types of Counselling

Humanistic approaches- Person-centered therapy, Gestalt therapy; 15  
Cognitive-behavioural approaches- RET, Cognitive Therapy, CBT;  
Psychodynamic approaches- Classical psychoanalysis, Analytical therapy  
Types- Direct, indirect and eclectic counseling

### Unit-III Counselling process

Stages of counselling process- Relationship building, Assessment and Diagnosis, Formulation of 15  
counselling goals, Intervention and Problem solving, Termination and follow-up

### Unit-IV Counselling skills

Basic counselling skills- Attending, Listening, Responding, Empathy, Probing; 15  
Challenging skills- Self- disclosure, Confrontation, Immediacy, Summarising;  
*Related Experience-Peer group counseling*

### Unit-V Areas of Counselling

Counselling children and adolescents, School and educational counselling, Career counselling, 15  
Marital and family counselling, Alcohol and substance abuse counselling, counselling older  
adults, Crisis intervention, Counselling children with special needs and their parents

**Total hours 75**

### Course outcomes

- Understand the underlying principles of counselling
- Characterize the nature of clients and need for counselling
- Distinguish the approaches and strategies of counselling and its applications
- Acquire the basic skills and techniques for counselling
- Apply the acquired knowledge and skills in helping self and others.

### Textbooks:

1. Srivastava, K. K. (2003). *Principles of Guidance and Counseling*, New Delhi: Kanishka.
2. Gibson, R. L., and Mitchell, M. H. (2005). *Introduction to counseling and guidance* (6<sup>th</sup> ed.). Singapore: Pearson.
3. Jones, R. N. (2008). *Basic counseling skills – A helper’s Manual* (2<sup>nd</sup> ed.). New Delhi: Sage.

### Reference books:

4. Nystul, (2005). *The art and science of counseling*. New York: Macmillan.
5. Nayak, N. K. (2002). *Guidance and Counseling*. New Delhi: APH.
6. Pandey, V. C. (2005). *Child Counseling*. New Delhi: Isha.

## Basic Human Resources

Semester – VI  
18BHDC 22

Hours of instruction/week: 4  
No. of credits: 3

### Objectives:

To understand the dimensions of human resources and comprehend the difference between human development and human resource development

To learn strategies in enhancing leadership and team work skills

To perceive the concept of EI & SI for effective relationships

### Unit-I Human resources

Definition and need as human resources 12

Exploring various dimensions of human resource - physical, mental, social, emotional and intellectual

Distinguish between Human Development and Human Resource Development

### Unit-II Leadership and Team work

Nature, definition, characteristics, elements, importance, functions, principles qualities, and styles of leadership 12

Learning teamwork skills

Related experience-Prepare a booklet on 'Improving leadership skills'

### Unit-III Emotional intelligence

Emotional Intelligence – meaning, scope, importance 12

Domains of emotional intelligence- interpersonal and intrapersonal relationship, interpersonal and intrapersonal management,

Coping skills

### Unit-IV Motivation

Definition, characteristics, importance, types 12

Principles of motivation, Measurement of motivation

Theories of motivation

### Unit-V Social intelligence

Concept, meaning, characteristics 12

Factors influencing Social intelligence

Key elements of Social intelligence

**Total hours 60**

### Course outcomes

- Understand the basics of human resources or capabilities
- Identify the difference between Human Development and Human Resource Development
- Apply the skill namely leadership teamwork and motivation for productive living
- Explore the strategies in foster EI and SI
- Examine the determinants of human resource towards human development

### Textbooks

1. Codaty, J. (2002). *Understanding emotional IQ*. New Delhi: Pustak Mahal.
2. Morgan, King, Wiesz, & Sehopper, (2006). *Introduction to Psychology*. New Delhi: Tata Mc Graw Hill.
3. Mangal, S. K. (2008). *Essentials of Educational Psychology*. New Delhi: Prentice- Hall of India.
4. Girishbala Mohanty. (2012). *General psychology*. New Delhi: Kalyani publishers.

## Teaching Skills and Techniques

Semester – VI

Hours of instruction/week: 5

Code - 18BHDC23

No. of Credits: 3

### Objectives

*To make students to understand the process of teaching and learning*

*To facilitate students to acquire skills in teaching*

*To enable students to know the appropriate use of teaching techniques*

#### Unit – I Principles and methods of teaching

General principles, methods – oral presentations, demonstrations, group discussions, collaborative learning 15

#### Unit – II Modes of teaching

Effective lecturing, lecture with discussions, brain storming, video tapes, class discussion, group discussion, case studies, role plays; common visual aids – strengths and limitations; student preparation – effective presenting skills – ending the lecture; Interactive teaching – Alexander Technique 15

Related experience – conducting a session with innovative methods

#### Unit – III Instructional media

Chalk board and dry erase board, overhead projector, power point and other presentation soft wares, world wide web, computers, smart boards 15

#### Unit – IV Testing and Grading

Tips for preparing tests; test planning; designing test items; grading 15

#### Unit – V Classroom management

General classroom management; promoting effective teaching; teacher-student relationship 15

**Total hours** 75

### Course Outcomes

- Identify the principles of teaching as well as methods and techniques teaching
- Recognize the skills of effective teaching and understand the modes of teaching and learning, teaching styles and presenting skills for effective teaching
- Plan and prepare methods and techniques of teaching by using various modes to make teaching and learning effective
- Distinguish between teaching style and learning style, examine the skills in using instrumental media in effective teaching
- Value the organization of classroom, judge the interactive sessions for teaching and learning, evaluate the use of visual aid as well as apply the principles of teaching to modify and adapt new teaching styles in making teaching and learning effective

### Text books:

1. Mishra, 2007, Teaching Styles, APH Publishing Corporation, New Delhi
2. Mangal, S.K. (2002), Advanced Educational Psychology – II Edition, Prentice Hall of India Pvt. Ltd.; New Delhi .

### Reference books:

1. Kaitman, G.S. (2005), More Help – for teachers of young children, sage publications, chennai
2. Tileston, D.W. (2005) Training Manual for Every Teacher, Sage Publications, Chennai

## Nutrition through Life Span

Semester – VI  
18BHDC24

Hours of instruction/week: 4  
No. of credits: 3

### Objectives

To gain knowledge in nutrition and health for different stages of the human life span

To evaluate nutritional requirements in different stages of lifespan

To learn planning a menu as per requirements

### Unit I Introduction to nutrition and health

Nutrition - Definition and types, malnutrition, under nutrition – definition and signs of good health; Definition and classification of foods, Food groups and its functions, Nutrients-Carbohydrates, proteins, fats, vitamins and minerals – functions, food sources 12

### Unit II Diet during Pregnancy and Lactation

Nutrition during pregnancy- protein, calorie, minerals and vitamins requirements; Nutrition during lactation- protein, calorie, minerals and vitamins requirements; Nutrition deficiency during pregnancy and lactation, its prevention and management 12

### Unit III Nutritional requirements for infants and preschool children

Infancy – nutritional requirements, weaning and supplementary foods; Preschool children - Nutritional requirements, factors influencing the nutritional status; Common nutritional problems among infancy and preschool, its prevention and management 12

*Related experience- Demonstration of low cost weaning foods, planning a day's menu for a preschooler*

### Unit IV Nutritional requirements for school going children and adolescents

School going children - Nutritional requirements and factors to be considered while planning diet, Adolescents - Nutritional requirements and factors to be considered while planning diet, Body Mass Index; Common nutritional problems among childhood and adolescence its prevention and management. 12

### Unit V Nutrition for the ageing and the aged

Nutrition during adulthood- protein, calorie, minerals and vitamins requirements; Nutrition for the Elderly- protein, calorie, minerals and vitamins requirements, Therapeutic diet – definition, principles; common nutritional problems among adulthood and old age, its prevention and management. 12

**Total hours 60**

### Course outcome

- Understand the need and importance of food and its functions
- Examine the requirements of nutrition during pregnancy and lactation
- Learn to prepare and plan menu for preschoolers and to prevent and nutrition deficiency problems of preschoolers
- Apprehend the nutrition requirements for school age and deficiency diseases
- Assess the importance of therapeutic diet and RDA for aged

### Textbooks:

1. Brown. J.B., (2002), Nutrition now, Wadsworth, United States
2. Holden. C., Mac Donald. A., (2000), Nutrition and child health, Bailliere Tindall, New York
3. Morgan.J.B, Dickerson.J.W.T., (2003), Nutrition in early life, Wiley, England

### Reference books:

1. Sharma. N., (2006), Child nutrition, Murali Lal and Sons, New Delhi
2. Veith. W.J., (2001), Diet and health, CRC press, New York

## Human Rights and Welfare Programmes

Semester-VI  
18BHDC25

Hours of instruction: 4  
No. of credits: 3

### Objective:

To enable students to understand human rights

To create awareness among students about the welfare programmes for children and women

To enable students to understand incidents and relate to child and women rights

### Unit-I Human Rights

Meaning and concept; Evolution of Human Rights 12

International Convention of Human rights, Charter and Advocacy for Human rights

### Unit-II Classification of Human Rights

Civil and Political Rights, Economic and Social Rights, Moral and Legal Rights, Social 12

Emotional and Cultural Rights

### Unit-III Child Rights

Meanings and concept 12

Status of children in India

Convention on Child Rights

Classification of child rights - Right to survival and Right to development

### Unit-IV Women Rights

Meaning and concept

Status of women in India

Women empowerment

Convention on rights of women

Classification of women's rights – Gender equity, Property Rights, Reproductive Rights and Rights to Work and Equal Pay

### Unit-V Legislative and Policy for children and women

Objectives of welfare programme and need for welfare services for children and women in India 12

Child welfare programmes – compulsory and free education for children, Child Labour

Prohibition and Regulation Act, Disabled Children Act, Girl Child Protection Scheme, Juvenile Delinquent Act (2004, 2014), Child Health And Nutrition Policy, POSCO Act, Legal provisions against violence against women – domestic violence, dowry, workplace harassment – sexual harassment and rape, Political discrimination; National policy for empowerment of women

*Related experience : Visit to family courts / Juvenile Justice courts*

**Total hours 60**

### Course outcome

- Understand the importance of human rights
- Recognize the approaches of human rights towards diverse societal setting
- Appraise the framework of child and women rights for transformative learning process
- Analyse about the implementation of rights and laws in the national setting
- Evaluate rights, laws and policies in contextual with potentialities and limitations

### Textbooks

1. Bhagwati.P.N.,(2000), Law relating to human rights, S.P.Gogia, Hyderabad

2. Symonides.J.,(2002), Human rights concept and standards, UNESCO publishing, Rawat Publications, New Delhi

3. Basu,L.N.,(2006) Human rights practice and limitations, Pointer publishers, Jaipur

### Reference books:

1. Codaty.J.(2002), Understanding emotional IQ, Pustak Mahal, New Delhi.

2. Rao.V.S.P.,(2002), Human resource management, Excel books, New Delhi

## Life Skills for Self-development - Practical – VI

Semester – VI  
18BHDC 26

Hours of instruction/week: 5  
No. of credits: 2

### Objectives

*To make students understand the concept of Life skills - 10 core life skills*

*To develop the ability to illustrate, practice and analyse life skills through games, situations, case study and worksheets*

*To stimulate students to inculcate life skills needed for successfully handling life situations*

### Unit-I Introduction to life skills

Concept, meaning, definition, importance and classification of 10 core life skills – social skills, thinking skills and coping skills 15  
Organizing and demonstrating ice breaking sessions

### Unit-II Listening skills

Concept, definition and types 15  
Practicing and demonstrating listening skills

### Unit-III Social skills

Concept and definition 15  
Practicing and demonstrating self- awareness, empathy, effective communication and interpersonal relationship skill

### Unit-IV Thinking skills

Concept, definition 15  
Practicing and demonstrating critical thinking, creative thinking, decision making and problem solving skill

### Unit-V Coping skills

Concept, definition 15  
Practicing the skill of coping with emotions and coping with stress

**Total hours** 75

### Course outcomes

- Be aware/familiar with the concept of life skills and identify the ten core life skills needed for a healthy and productive life
- Understand the prominence and employment of life skills to enhance adaptive and positive behaviour in individuals
- Make practical and realistic use of core life skills in daily life to deal with the demands and challenges of everyday life
- Differentiate between life skills and other skills that helps in acquiring coping and self-management skills to promote health and development
- Characterize and internalize life skills towards receiving, responding, exploring and translating into actual abilities to enhance adaptive and positive behaviour

**Department of Human Development**  
**Teen's Health – Generic Elective (GE) Course**

Semester- V  
18BHDO01

Hours of instruction/week: 2  
No. of credits: 2

**Objective**

*To know about the changes associated with adolescents' development*

*To aware the concept of teen's reproductive health care*

*To achieve healthy responsibilities as an youth*

**Unit-I Changes during adolescence**

Concept and definition of adolescence; Physical and physiological changes; Psychological changes; Emotional changes; Behavioural changes **6**

**Unit-II Basics of Nutrition**

Balanced Diet; Importance of nutrients; Nutritional requirements – RDA for boys and girls **6**

**Unit-III Health and Nutrition**

Nutrition for good health; Healthy meals and snacks; Teens food habits; Eating disorders and its effects **6**

**Unit-IV Reproductive Health care**

Puberty; Menstruation and Menstrual hygiene; Sexually transmitted infection; Teenage pregnancy- consequences and prevention, Reproductive health rights **6**

**Unit-V Healthy Responsibilities**

Building healthy skills; Healthy teen girl; Healthy life style; Coping up peer pressure; Physical activity and fitness; stress management technique **6**

**Total hours** **30**

**Course outcomes**

- Understand the concept and developmental stages of adolescence.
- Apprehend the, changes problems and needs of teens
- Recognize the nutritional requirements and balanced diet for youth
- Aware the need for healthy life and life style modification
- Appraise the strategies for promoting the reproductive health of young people
- Transforming the skills to become healthy individual

**Textbooks:**

1. Berk, L. E. (2007). *Development through the life span*. New Delhi: Pearson Educational.
2. Hurlock, E. B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc.Graw Hill.
3. Mittal, S. (2004). *Child development – Experimental psychology*. Delhi: Isha Books.
4. Srilakshmi, B. (1999) *Dietetics*. Delhi New Age International (P) Ltd

**Reference books:**

1. Nisha, M. (2006). *Introduction to child development*. Delhi: Isha Books.
2. Santrock, J. W. (2007). *Adolescence*. New Delhi: Tata Mc.Graw Hill.