

SEMESTER-I

Theory: Major 1- Fundamentals of Human Development (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	807201	Fundamentals of Human Development	2	2	2Hrs	External-30 Mark Internal- 20 Mark
Course Objectives: 1.To understand human growth 2.To understand and work effectively with adversity of individuals and communities;							
Course Outcome: At the end of the course, students will be able to 1. Summarize the stages of Human development. 2. Get abroad comprehensive view of each stage of human development 3. Generate awareness about important aspects of development 4. Understand the important aspects of development during puberty period							
Unit	Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy	
Unit-I	Human Development , Definitions, scope and multidisciplinary nature of Human Development Stages and domains of development Factors influencing growth and development Influences on pregnancy			7		Demonstration,Class room study • Self-study • Experiential learning • Assignment designing • Participative learning	
Unit-II	Stages in the Human Life Cycle Characteristics, needs and developmental tasks of individuals in relation to physical, cognitive, socio-emotional domains of development in the following life stages: Neonate (birth-1 month) Infancy (1 month-2 years) Early childhood (2-6 years) Middle childhood (6-11 years)			8			
Unit-III	Stages of development prenatal, infancy & toddlerhood, childhood ,puberty, adolescence, adulthood			8			
Unit-IV	Stages in the Human Life Cycle Characteristics, needs and developmental tasks of individuals in relation to physical, cognitive, socio-emotional domains of development in the following life stages: Adolescence (12-18 years) Emerging and Young adulthood (18-35 years) Middle age / mature adulthood (35-60 years) Late adulthood / Old age (60 years and above)			7			
References:	1. Hurlock. E .B .Developmental psychology Tata Mc Graw hill publishing company Ltd. New Delhi. 2. DevadasR.PAtextbookofChildDevelopmentandJayaN.MacMillanIndiaLtd.Delhi. 3. Suriyahanth.AChildDevelopmentKavithaPublications,GandhiGramTamilnadu. 4. Hurlock E. B. Child Development Tata HC Graw shill Publishing Company 5. Santrock, J.W. (2010).Life Span Development:A Topical Approach, New Delhi:TataMcGrawHill						
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions						

References:

6. Hurlock. E .B .Developmental psychology Tata Mc Graw hill publishing company Ltd. New Delhi.
7. DevadasR.PAtextbookofChildDevelopmentandJayaN.MacMillanIndiaLtd.Delhi.
8. Suriyahanth.AChildDevelopmentKavithaPublications,GandhiGramTamilnadu.
9. Hurlock E. B. Child Development Tata HC Graw shill Publishing Company
10. Santrock, J.W. (2010).Life Span Development:A Topical Approach, New Delhi:TataMcGrawHill

-Practical : Fundamentals of Human Development (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	I	807202	Practical in Fundamentals of Human Development	2	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: 1.To know the different stages of life span 2.To give the students a broad comprehensive view of the child at each stage of his development							
Course Outcome: At the end of the course, students willbe able to 1. Understand the developmental stages of human being 2. Get an insight of development changes in individuals							
1	Visit to maternity ward and antenatal clinics.						
2	Observation of motor activities of a toddler.						
3	Implement an activity at a nursery school for studying the Physical & motor development/ Cognitive development/language development						
4	Plotting growth monitoring chart and interpretation.						

SEMESTER II

Theory:Major 2 - Care and Education in Infancy and Childhood (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	II	807208	Care and Education in Infancy and Childhood	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. Understand the Holistic Needs of Young Children
2. Introduce foundational philosophies of early childhood
3. Understand how to counsel parents on positive parenting, health

4.Manage Childcare Infrastructure:

Course Outcome:

At the end of the course, students will be able to

1. Students will be capable of designing a daily curriculum for preschools
2. Students will be able to monitor infant and toddler developmental milestones
- 3.Students will be able to design balanced meal plans for weaning infants and preschools

1	1.Field Work-Working with the community and preparing reports on: a) Crèches/ Day care centres b) ICDS centres c) Nursery schools d) Primary schools
2	Laboratory Activities Compilation of songs and lullabies suitable for infants and toddlers. Preparation of picture books/story books for infants and toddlers.
3	Preparation of educational toys for young children.
4	Development of riddles for language and concept attainment of preschoolers.

SEMESTER III

Theory: Major 3 - Life Span Development I (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	807216	Life Span Development- I	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives: 1. To understand the characteristics in various stages of life span 2. To learn the development tasks in late child hood and adolescence 3. To gain knowledge about the transition period from adolescence to adulthood							
Course Outcome: At the end of the course, students will be able to 1. Understand and apply key concepts related to human development across the life span. 2. Understand the different domains of development 3. Explain and critically analyse different perspectives on lifespan development							
Unit	Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy	
Unit-I	Late childhood Years - Physical, Motor development, Cognitive & Language development - Socio- emotional development - School, peers & Media			7		Demonstration, Class room study - Experiential learning - Assignment - Participative learning - Exercises on observation and follow up - Group discussions - Case studies - ICT enabled teaching and learning - video Lessons and documentary film shows	
Unit-II	Puberty Meaning, characteristics, development tasks - Age of puberty; precocious puberty and delayed puberty - Physical development & emotion change - Parental role in understanding pubescent			8			
Unit III	Adolescence Definition and Developmental Tasks - Physical and physiological changes - Cognitive and language development - Socio-emotional and moral development			7			
Unit-IV	Early Adulthood Transition from adolescence to adulthood - Developmental tasks of adulthood - Socio-emotional development			8			

Theory : Major 4 - Life Span Development II (T)							
Le vel	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5.0	III	807218	Life Span Development II	2	2	2Hrs	External-30 Mark Internal - 20 Mar
Course Objectives: 1. To learn the developmental tasks of different stages of adulthood 2. To understand the complexities of human development throughout adulthood stage 3. To study physical, cognitive, social and emotional changes and to apply this knowledge in various contexts							
Course Outcome: At the end of the course, students will be able to- 1. Use their knowledge of lifespan development to understand and analyse human behaviour and interactions in various contexts. 2. Understand how different processes interact to influence development across the lifespan.							
Unit	Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy	
Unit-I	Middle Adulthood - Developmental tasks of middle adulthood - Parenting growing children - Changes in Interest			7		Demonstration, Class room study - Self-study - Experiential learning - Assignment designing - Participative learning	
Unit-II	Late Adulthood - Developmental tasks of middle adulthood - Physical and physiological changes and aging - Social role in solving the problems of old age people			8			
Unit III	Adulthood Activities - Cognition and creativity: Work, Vocation and leisure - Diversity in roles and relationships - Social/Cultural perspective on aging			7			
Unit-IV	Issues related to old age Adjustment to physical & mental changes - Problem of old age - Psychological and sociological aspect of aging			8			
Reference s:	1.Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall 2.Rutter, M. and Rutter, M. (1992) Developing Minds. Challenge and continuity across the lifespan 3.Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata Hill. 4.Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient Black Swan						
Model Question s:	Long Type - 2 Questions Short Type - 2 Questions						

Theory: IKS - Applied Indian Wisdom for Personal Excellence (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	807219	Applied Indian Wisdom for Personal Excellence	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives: 1. To learn the basic concepts of Indian wisdom traditions such as dharma, karma, 2. To understand Recognize the relevance of Indian wisdom traditions							
Course Outcome: At the end of the course, students will be able to 1.Explain the basic concepts of Indian wisdom traditions such as dharma, karma, and the self 2.Describe the role of them 3. Recognize the relevance of Indian wisdom traditions in guiding personal values and everyday life. ,thoughts, and emotions in Indian philosophical perspectives							
Unit	Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy	
Unit-I	- Overview of Indian philosophical traditions - Concepts of Dharma, Karma, and the Self - Understanding the mind and emotions in Indian thought - Relevance of Indian wisdom in contemporary life			7		Demonstration, Class room study - Experiential learning - Assignment - Participative learning - Exercises on observation and follow up - Group discussions - Case studies - ICT enabled teaching and learning - video Lessons and documentary film shows	
Unit-II	- Concept of balanced mind - Karma yoga and responsible action - Ethical values: truth ,compassion, self-discipline, and non-violence - Practices for self-reflection, mindfulness, and stress management			8			
Unit-III	- De-addiction-Technology addiction and solution-Indian Education–Preservation of culture and tradition through education. - Fundamental texts of Indian Philosophies –Jainism - Buddhism-Enrichment of Mind – Functions of mental frequency			7			
Unit-IV	- India and peace-Individual peace to world peace-World peace plans-India's message to the world - Indian philosophy known to the world - Unity in Diversity – Goal of unity – Gandhian principles,other principlesand National Integration .			8			

References:	1.Behera,L.,Bandyopadhyay,A.,&Ramanath,G.(Eds.).(2026).Indianknowledge system and wellbeing. Springer. 2.Bansal,G.(2024).Indianknowledgesystem:Integratingheritagewithengineering. Deep Science Publishing. 3.Oman,Z.U.,&Akolkar,A.H.(Eds.).(2024).Sanskritiandscience:perspectiveson the Indian knowledge system. Deep Science Publishing. 4.Rahman,Q.,Ravichandran,S.,&Kumar,T.M.P.(2023). Indian knowledge system. KD Publications. 5.Sahu,J.,&Mittal,P.K.(2025).Indianknowledgesystem:foundations,heritageand contemporary relevance. Taneesha Publishing.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

SEMESTER IV

Theory : Major 5 - Early Childhood Care and Education (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	807225	Early Childhood Care and Education	2	2	2 Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

- 1.To enhance knowledge and skills for planning program and its execution in ECE centres
2. To understand the significance of inclusive ECCE
3. To relate the involvement of parents and community in ECE program

Course Outcome:

At the end of the course, students will be able to

1. Gain knowledge and skills to support children's holistic development
2. Understand the preschool programme structure of India
3. Be prepared for careers in early childhood settings.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Early Childhood Education – Meaning, characteristics and significance of early childhood education ● History of its evolution, abroad and in India ● Types of preschool programmes in India : Balwadi, anganwadi, nursery, kindergarten, montesory ● National ECCE policy 2020	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning
Unit-II	Significance of Play way method in ECE ● Theory of play, Development of play Stages ● Importance of play ● Steps and types of program planning,	8		
Unit-III	Developing key characters in children: Empathy, Adaptation, Boldness, Creativity, Diligence, Patience, Responsibility, Self-reliance, Resilience, Resourcefulness, Positive Self-esteem, Integrity, Humility, Tolerance, punctuality etc. ● Role, qualities and responsibilities of an early childhood personnel ● Involvement of parents and community in ECCE	7		

Course Objectives: 1. To facilitate activities that promotes gross and fine motor skills, coordination, and healthy habits. 2. To learn to develop playful activities for child development 3. To understand the importance of creating a safe and supportive environment for children	
Course Outcome: At the end of the course ,students will be able to 1. Create stimulating learning environment for children 2. Develop activities that promote language development, listening skills, and pre-reading skills	
-List of Practical in Early Childhood Care & Education (P)	
1	To identify appropriate features of physical, social environments that will promote all round development in young children
2	Identify, plan and record activities and methods of playful interactions to foster development in children -birth to two years
3	Identify, plan and record activities and methods of playful interactions to foster development in children- Two to six years
4	Workshops in any two of the following ▪ Understanding childhood nutrition and health ▪ Developing work sheets to teach concepts ▪ Enhancing social and language skills ▪ Music, movement and drama for children

Theory : Major 6 - Families and Communities (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	807227	Family and Communities	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives: 1. To foster understanding of diverse structures and roles of family 2. To emphasize the importance of social units in individual development and societal well-being 3. To understand the social changes in family							
Course Outcome: At the end of the course, students will be able to 1. Understand the complexities of families and communities 2. Appreciate diverse perspectives of family structures 3. Apply knowledge to support individuals and families in various settings.							
Unit		Content		Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy	

Unit-I	Family Definition, functions • Common features of family • Family structure in India, its advantages & disadvantages	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Dimensions of family • Society and culture, cultural stereotypes • Customs, belief and folklore in everyday life	8		
Unit-III	Family Life Cycle • Stages of Family life cycle • Developmental tasks of each stage	8		
Unit-IV	Social changes in Family • Industrialization, Urbanization and Modernization • Social mobility and social change • Contemporary issues- Family Violence, Child maltreatment, Divorce	7		
Referen ces:	1. Abhraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press. 2. Beattie, J. (1964). Other cultures. Cohen and West. 3. Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2.New Delhi: Oxford University Press. 4. Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited. Rawat, H.K. (2007). Sociolgy: Basic concepts. New Delhi: Rawat Publications.			
Model Questio ns:	Long Type - 2 Questions Short Type - 2 Questions			

Theory:Major 7 -Child in Contemporary Society(T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	807228	Child in Contemporary Society	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives: 1. To Identify common psychological health issues and symptoms in children 2. To understand the influence of digital technology on child development							
Course Outcome: At the end of the course, students will be able to 1. Develop insights into the influence of digital technology on child development. 2. Identify common psychological health issues and symptoms in children 3. Apply knowledge of legal and ethical standards in child protection							
Unit	Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy	

Unit-I	- Children and Technology :Screen time, social media, digital learning tools. Risks and benefits of early tech exposure. - Child and psychological health: Anxiety, depression, autism. Identifying signs and understanding stigma. - Child Abuse, Neglect, and Trauma: Types of abuse, trauma-informed care, mandatory reporting. Children’s Rights and Legal Protections Indian context	7		Demonstration, Class room study - Experiential learning - Assignment - Participative learning - Exercises on observation and follow up - Group discussions - Case studies - ICT enabled teaching and learning - video Lessons and documentary film shows
Unit-II	- Family Structures and Dynamics: Nuclear ,joint,s ingle-parent, and blended families. Attachment and bonding theories. - Parenting Styles and Practices: Authoritative, authoritarian, permissive, uninvolved. Cultural influences on parenting. Community and Peer Influences: Role of socialization,	8		
Unit III	Playgroups ,and peer relationships. Influence of schools, neighborhoods, and extracurricular settings. Media, Technology ,and Consume r Culture: Media consumption, digital identity, and child advertising.	7		
Unit-IV	Societal Inequities and Child Development: Effects of poverty, discrimination, gender roles, and access to education.	8		
Referen ces:	1. Berger,K.S.(2005).TheDevelopingPerson Through Lifespan,6thedition, Worth Publishers, USA. 2. Berk,L.E.(2004).DevelopmentThroughLifespan.3rdedition, PearsonEducationInc and Dorling Kindersley (India) Pvt. Ltd. 3. HurlockE.B.(1997):ChildDevelopment,TataMcGrawHill,Delhi. 4. Mussen,Conger,Kagan andHuston (1984):ChildDevelopmentandPersonality,7th edition, Harper and Row, Publishers. Inc. New York. 5. RogersD(1997):PsychologyofAdolescence,PrenticeHall,NewJersey. 6. Santrock&Yussen(1988):ATropicalApproachtoLifeSpan Development. 3rdedition, Tata McGraw Hill Publication, New York. 7. Sigdman,C.KandShaffer.D.R.(1995):LifeSpan Development,2ndedition, Brooks/Cole Publishing Co Ltd, USA. 8. Smart M.S&Smart R.C.(1982):Children,DevelopmentandRelationship,4th edition, Mac-Millan Publishing Co., New York.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

SEMESTER V

Theory: Major 8 -Health and Wellbeing Across Life Span (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	807234	Health and Wellbeing Across Life Span	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives: 1.To understand the concept of Health and wellbeing across life span 2. To promote health and wellbeing of self and society at large 3. To understand the importance of health and maintaining wellness across life span							
Course Outcome: At the end of the course, students will be able to 1.AnalyzetheconceptofHealthandwellbeingacrosslifespan 2. Create capacity to promote health and wellbeing of self and society at large. 3. Evaluate the importance of health and maintaining wellness across life span							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	• Introduction to the concept of overall health, wellbeing and human development. ○ Definition and concept of health and well being. ○ Physical, Psychological, social, emotional and spiritual. ○ Crises in different stages of lifespan and wellbeing. • Prenatal Period ○ Maternal health care and wellness. ○ Fetal health care and wellness. ○ Influence of external factors and management strategies. • Infancy and Childhood ○ Physical, Cognitive, Emotional changes. ○ Health promotion: priorities and issues. Health promotion strategies and policies				7		Demonstration, Class room study • Experiential learning • Assignment • Participative learning • Exercises on observation and follow up • Group discussions • Case studies • ICT enabled teaching and learning • video Lessons and documentary film shows

Unit-II	• Health and wellbeing: Adolescence ○ Adolescent reproductive health and wellbeing, sex education. ○ Nutrition and physical health: Issues and challenges. ○ Mental Health Care: New age issues and challenges. ○ Role of Family and society in promoting good health and wellness of adolescents. • Health and wellbeing: Adulthood and Ageing ○ Changes in adulthood, hazards and adaptation. ○ Stress, coping strategies and wellbeing. ○ Menopause: Understanding scientifically the phase in women and men. ○ Role of family and society in health and wellbeing of adults.	8		
Unit III	• Demonstration of prenatal care routines. • Identify danger signs in newborns– create a checklist and simulate assessments.	7		
Unit-IV	• Infant feeding session–prepare and demonstrate age-appropriate weaning foods. Developing Self care activities for children in different age groups for promoting good health and wellness	8		
References :	1. Berk,L.(2013).Childdevelopment.9thed.Boston:Pearson. 2. RondaC.Talley,LydiaLaGue(2013)CaregivingAcross theLifespan:Research,Practice,Policy, Springer. 3. Santrock,J.W.(2011).Life-spandevlopment.NewYork:McGraw-Hill. 4. Singh,A.(Ed.)2015.Foundations ofHuman Development.NewDelhi:TataMcGraw-Hill. 5. Markin,L.(2013).HealthandWell-BeingacrossLifeCourse.SagePublication,Inc. 6. Asumadu-Sarkodie,Samuel.(2012).NutritionalProblemsandIntervention Strategies in India. 7. Chao,R.C.(2015).CounsellingPsychology:AnIntegratedPositivePsychological Approach. 8. Kamerman,S. B., Pippis,S., Ben-Arieh, A.(2010). FromChildWelfare to ChildWell-Being. Springer Publication			
Model Question s:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Health and Wellbeing Across Life Span (P)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	V	807235	Health and Wellbeing Across Life Span	2	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: 1 To understand awareness of reproductive healthcare practices for adolescence 2. To understand Promoting Good Health and wellness in adulthood							
Course outcome: At the end of the course, student willbe able to 1. Creating awareness of reproductive health care practices for adolescence. 2. Promoting Good Health and wellness in adulthood 3. Menopause: Practical approaches for understanding and dealing with it successfully.							
List of Practical in Health and Wellbeing Across Life Span							
1	Presenting practices in different community: Group Discussion /projects.						
2	Childhealthcareprograms/Schemesandfacilitiesforolderadults:Govt.andNGO’S						
3	Developing self-health care module for children in different age groups						
4	Workshop on Menopause and your role towards your parents/adults						
References: 1. Berk,L.(2013).Childdevelopment.9thed.Boston:Pearson. 2. RondaC.Talley,LydiaLaGue(2013)CaregivingAcrosstheLifespan:Research,Practice,Policy,Springer. 3. Santrock,J.W.(2011).Life-spandevlopment.NewYork:McGraw-Hill. 4. Singh,A.(Ed.)2015FOUNDATIONS ofHuman Development.NewDelhi:TataMcGraw-Hill. 5. Markin,L.(2013).HealthandWell-BeingacrossLifeCourse.SagePublication,Inc. 6. Asumadu-Sarkodie,Samuel.(2012).NutritionalProblemsandIntervention Strategies in India. 7. Chao,R.C.(2015).CounsellingPsychology:AnIntegratedPositivePsychological Approach. 8. Kamerman,S. B., PIPPS,S., Ben-Arieh, A.(2010). FromChildWelfare to ChildWell-Being. Springer Publication							

Theory: Major 9-Youth Development (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	807236	Youth Development	2	2	2Hrs	External-30 Mark Internal- 20 Mark
Course Objectives: 1.To understand the concept and various perspectives related to Youth 2. To understand the changing needs of youth 3.To ain different approaches to youth							
Course Outcome: At the end of the course, students will be able to 1 Analyze the concept and various perspectives related to Youth. 2.Evaluate the changing needs of youth 3 .Illustrate different approaches to youth							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	- Defining Youth, Period of youth, 5 Cs of youth, changing perceptions of Youth. - Biological changes during youth, reproductive development, sexual orientation. Socio-emotional development of youth- Erik Erikson’s theory of psychosocial development, youth in changing scenario				7		Demonstration, Class room study - Experiential learning - Assignment - Participative learning - Exercises on observation and follow up
Unit-II	- Youth in Indian Society and Culture-Role of parents and teachers in development of young people. - Youth as Action-Transition and Identity formation -Citizenship and Civic engagement. - Youth as social capital –power of youth, youth as social agent. Youth as the future of the nation –civic responsibility and engagement.				8		- Group discussions - Case studies - ICT enabled teaching and learning - video Lessons and documentary film shows

Unit III	- Youth in family structure- traditional & changing family dynamics. - Youth Education & Livelihood. - Youth & gender issue. - Youth & sexuality. - Youth & crime. - Youth & Health-Physical, mental, and emotional health and issues, services available-counselling centers and guidance. - Impact of globalization, modernization, and digitalization on youth.	7		
Unit-IV	- Need and Relevance of a Youth Policy– Nationally & Globally. - National Youth Policy in India -its objectives, focus areas, and implementation. Government Flag ship programs and Schemes for youth: Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Apprenticeship Promotion Scheme (NAPS), Atmanirbhar Bharat Rojgar Yojana (ABRY), National Program for Youth and Adolescent Development (NPYAD): National Service Scheme (NSS)	8		
References:	- Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi. - Jones Gill, (2009), Youth, Polity Press, UK. - Kehily Jane Mary (Etd.) (2007) Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London. - Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi. - Rajendran Vasanthi & Paul David (2006), Youth and Globalization, Proceedings of the Workshop on Youth and Globalization, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai. Kumar. S (2019), Youth in India: Aspirations, Attitudes, Anxieties Taylor Francis.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Theory: Major 10- Psychological Foundation in Human Development (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	807237	Psychological Foundation in Human Development	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives: 1. To understand Comprehend the foundational concepts and history of developmental psychology. 2. To understand different developmental theories and their contributions to the field							
Course Outcome: At the end of the course, students will be able to 1Comprehend the foundational concepts and history of developmental psychology. 2. Recognize different developmental theories and their contributions to the field.							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	- Introduction to Developmental Psychology: Definition ,scope, and importance of the subject. History of developmental psychology. - Perspectives in Developmental Psychology: Biological, cognitive, and socio-cultural perspectives. Ecological model of development. Role of culture and society in shaping development. .Factors Affecting Development: Genetics vs. environment. The role of family, peers, and media. Influence of socio-economic				7		Demonstration, Class room study ● Experiential learning ● Assignment ● Participative learning ● Exercises on observation and follow up ● Group discussions ● Case studies ● ICT enabled teaching and learning ● video Lessons and documentary film shows
Unit-II	- Vygotsky’s Socio cultural Theory: Role of social interaction in cognitive development. Scaf folding and the Zone of Proximal Development (ZPD). The influence of language in cognitive growth. - Memory and Cognitive Processes in Children: Development of memory systems: sensory, short-term, and long-term memory. The roleof attention in cognitive development. Problem-solving skills and cognitive limitations in children. - Language Development: Stages of language acquisition. Theories of language development(Chomsky, Skinner).The relationship between language and thought				8		

Unit III	• Theories of Social and Emotional Development: Erikson’s psychosocial stages of development. Bowlby’s attachment Theory and Mary Ainsworth’s work. Social learning theory and emotional development. • Attachment Theory: Types of attachment: secure, anxious, avoidant, disorganized .The role of care givers in attachment formation. Long-term effects of attachment on adult relationships.	7		
Unit-IV	• Development of Identity and Self-Concept: Erikson’s stages of identity development. The role of peers, family, and culture in identity formation. The influence of adolescence on identity development. • Emotions and Social • Interactions: The development of emotional understanding and regulation .Social and emotional competence in children. The role of empathy and sympathy in social relationships.	8		
References:	1. Berk,L.E.(2013).Childdevelopment(9thed.).PearsonEducation. 2. Greenberg,M.T.,&Kusché,C.A.(2006).Promotingsocialandemotional development in school-aged children. Guilford Press. 3. Piaget,J.(1970).Thescienceofeducationandthepsychologyofthechild.Viking Press. 4. Santrock,J.W.(2019).Life-spandevlopment(16thed.).McGraw-HillEducation. 5. Vygotsky,L.S.(1978).Mindinsociety:Thedevelopmentofhigherpsychological processes. Harvard University Press.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Theory: Major Elective (A) Marriage and Family Relationship (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5.5	V	807238 (A)	Marriage and Family Relationship	2	2	2 Hrs	External-30 Internal -20
Course Objectives - To understand the concepts of marriage and family relationships. - To develop knowledge of family theories, family issues, and marital adjustment. - To understand family resilience, family therapy, and family welfare programmes.							
Course Outcomes - Enable to identify the disorganized families, its causes, and consequences. - Critically evaluate or test the efficacy of the developed program. - Acquire skills in family therapy and use the various methodologies used in marriage, home, and family studies research.							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit I	Introduction to Marriage - Meaning and concept, functions, types, changing pattern in marriage, marital relationship and factors influencing marital adjustment, Introduction to Family- Meaning and concept, characteristics, functions, Family as a component of social system, Diversity in families - types and factors affecting changing family structure, advantages, and disadvantages, Alternative families				7		Demonstration, Class room study ● Experiential learning ● Assignment ● Participative learning ● Exercises on observation and follow up ● Group discussions ● Case studies ● ICT enabled teaching and learning ● video Lessons and documentary film shows
Unit II	Theories in Family Study - Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory; Current issues for research in Marriage and Family - Interpersonal conflicts, Work and home balance, Sexuality, Changing role of parents and parenting Approaches in family studies – Interdisciplinary approaches to family studies - Developmental approach, Interactional approach, Institutional approach, Systematic approach, family life cycle approach, Ethnographic approach, Demographic approach; Ethical issues in marriage and family research studies.				8		

Unit III	Marital Discords – Conflicts, disharmony, disagreement, divorce– causes and effects on individuals and family members, Remarriage Family Crisis and Disorganization - Family violence, Battered women, Drug addiction (Substance abuse), Alcoholic abuse, Sexual abuse, Child abuse, Dowry, Family Disorganization due to Extramarital relation, Desertion, Sexual infidelity, Separation	8		
Unit IV	Family Resilience and Therapy -meaning and concept, significance, strategies for developing family resilience; family therapy –meaning and types -structured, strategic, experiential, and integrated family therapies Policies and Programme for Family Welfare - National Population Policy, National Family Welfare Programme, National Rural Health Mission, Urban Family Welfare Schemes, Sterilization Beds Scheme, Reproductive and Child Health Programme, Janani Suraksha Yojana, and current central and state programs	7		
References:	1 Bridget A. W. Lydia D, Melissa M. B, (2017), Introduction to Human Development and Family Studies, Taylor and Fancis Ltd. 2 Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis 3 Carol A. Darling, Dawn Cassidy (2014) Family Life Education: Working with Families across the Lifespan, Third Edition 4 Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis, an informa company. 5 Christine A. P., Kevin R. B.andSharon J. P. (2016), Families & Change: Coping With Stressful Events and Transitions, SAGE Publications, Inc. 6 Froma and Walsh (2017), Strengthening Family Resilience, Third Edition, Guilford Press. 7 Jane R. M. and Rosalind E. (2010), Key Concepts of Family Studies, SAGE Publisher Pvt. Ltd.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Major Elective (A) Marriage and Family Relationship (P)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	V	807238 (A)	Major Elective Marriage and Family Relationship	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objective: 1. To understand changing patterns of marriage. 2. To understand family relationships. 3. To understand causes of family disorganization.
Course Outcome: At the end of the course, students will be able to: 1.Analze new marriage pattern have changed over time. 2.Learn family structure and relationships. 3.Learn the family crisis and process family counselling.
1. Interview at least five married couples of young ,middle and late adulthood on their type of marriage ,age at marriage, decision making in marriage, challenges faced and solutions they applied. Make a record and analyze the facts. 2. Prepare a family tree (Genogram) including grand parents, parents children ,grand children,marriages,occupations and educational status. 3. Conduct at least two case studies on family crisis (Domestic violence, Alcohol abuse, drug addiction, Dowry, Child abuse, divorce etc.) and prepare case analysis report. 4. Visit to a family counselling centre and prepare report covering type of cases handled by the centre counselling process, role of counsellor and services provided.

Theory: Major Elective (B) Parent-Child Relationship (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5.5	V	807240 (B)	Parent-Child Relationship	2	2	2 Hrs	External-30 Internal -20
Course Objectives 1. To understand the concepts of parent-child relationships and parenting. 2. To develop knowledge of parent-child relationships across different stages of life. 3. To understand parenting programmes and parent-child relationship therapy.							
Course Outcomes 1 Acquire skills of parenting and identify the facilitating and debilitating factors for a positive parent-child relationship. 2 2. To have the awareness about organizing parent education programs and how to address the issues of parent-child							
Unit		Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit I		Introduction to Parent-Child Relationship – Meaning and concepts, issues and theoretical approaches to the exploration of parent-child relationships across the lifespan; Current research on issues pertaining to parent-child relationships			7		Demonstration, Class room study ● Experiential learning ● Assignment ● Participative learning ● Exercises on observation and follow up ● Group discussions ● Case studies ● ICT enabled teaching and learning ● video Lessons and documentary film shows
Unit II		Parent-Child relationship across the lifespan – Interaction of parent-child during infancy, preschool, school age, and adolescence - Tasks of parenting, Facilitating, and debilitating factors for positive parent-child interaction. Positive parenting and Grand parenting – definition, strategies, and techniques used in positive parenting; Diverse & Volatile Parenting – Single, blended, Grand parenting – responsibilities and significance			8		
Unit III		Problems and Impact of Parent-Child Relationships on Individuals and Family Members – Parenting children at risk – children with special needs, chronic illness, and child			8		

	maltreatment, children of alcoholic parents; Strategies and techniques for motivating children, Developmentally appropriate & methods for resolving parent-child conflicts Emotional Relationships - Establishing Closeness, Emotional Coaching, and Managing Conflict, Role of Emotional Intelligence			
Unit IV	Parenting Programs – Need and significance, Issues of parenting education, Resources for parenting education Child-Parent-Relationship Therapy	7		
References:	1. Blanton Brad,(2005). Radical Parenting, Magna Publishing Co.Ltd,Mumbai 2. Chapman Garry, (1995). Five Love Languages, Northfield Publishing, Chicago 3. Deb Sibnath and Chatterjee Pooja, (2008). Styles of Parenting Adolescents – The Indian Scenario, Akansha Publishing House, New Delhi 4. Degangi A Georgia and Kendall Anne,(2008),Effective Parenting for the Hard to Manage Child, Taylor and Francis Group, New York 5. Eanes Rebecca (2009), Positive Parenting, J. P. Tarcher, U.S/ Perigee Bks, U.S. 6. Gupte Suraj,(2007). Speaking of Child Care, Sterling Paper Backs, New Delhi 7. Hurlock B. Elizabeth, (2007). Developmental Psychology: A Life Span Approach, (5th Edn.), Tata Mc-Graw Hill Publishing Company Ltd., New Delhi. 8. Nair V. R. and Yamuna. S, (2011). Parenting of Adolescents: Facilitators Manual for Capacity Building of Parents, Rajiv Gandhi National Institute of Youth Development, TamilNadu. 9. Shaline Mitra (2003), The art of successful parenting, Oxford academic press India. 10. Sooriya. P (2000), Parenting style, Himalaya publishing house.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

SEMESTER VI

Theory : Major 11- Developmental Challenges and Children with Disability (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	807247	Developmental Challenges and Children with Disability	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: • Orient th students about the need and importance of studying children with different disabilities and how needs of these children differ from others. • Develop an understanding and awareness of the basic terms, issues and concepts related to disability. • Explain students about the educationa land welfare programs,facilities and services available and the efficacy of the same. • Develop sensitivity towards parental coping and acceptance of the situation concerning disability in the family.				
Course Outcome: • At the end of the course, students will be able to • Explain the need and importance ofstudying children with different disabilities. • Describe the causes,the characteristics ;assessment and intervention of various disabilities Identify the common disabilities prevalent in childhood. • Demonstrate first-hand experience of interacting and understanding children with disabilities				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Historical Background to Special Need Discipline History of the field Pioneers in the Emergence of special needs as a discipline field Presentstatusofthefield(withfocusonspecialeducationandi nclusion)	7		Demonstration, Class room study • Experiential learning • Assignment • Participative learning • Exercises on observation and follow up • Group discussions • Case studies • ICT enabled teaching and learning • video Lessons and documentary film shows
Unit -II	IntroductiontoChildhoodDevelopmentalDisordersandDis abilities Developmentaldisorders,disability,impairment,handicap: ConceptanddefinitionModels of Disabilities Classifyingdisability Social construction of disabilityDemographyof disability in India	8		
Unit III	CommonChildhoodDevelopmentalDisordersandDisabilit ies Causes,Characteristic,identification,assessmentandinterv entionwithreferenceto:Locomotor Visual disability Auditory and speech disabilityIntellectual Autism CerebralPalsy Socialand EmotionalDisability	7		

References:	1. Chopra, G. (2012). <i>Stimulating development of young children with disabilities atanganwadiandathome: Apracticalguide</i>.New Delhi:EngagePublications. 2. Dhawan,M.(2011).<i>Educationofchildrenwithspecialneeds</i>. NewDelhi:IshaBooks. 3. Haring,N.G.(1974).<i>Behaviorofexceptionalchildren:Anintroductiontospecial education</i>.NewJersey:PrenticeHall Inc. 4. Hegarty,S.,&Alur,M.(Eds.).(2002). <i>Educationandchildrenwithspecialneeds:Fromsegregationto inclusion</i>.New Delhi: Sage. 5. Karna,G.N. (1999).<i>United Nations and rights ofdisabled persons: Astudy inIndianperspective</i>.New Delhi: A.P.H. PublishingCorporation. 6. Kumar,S.G.,Roy,G.,&Kar,S.S.(2012).DisabilityandrehabilitationservicesinIndia:Issuesand Challenges.<i>Journalof FamilyMedicineand PrimaryCare</i>,1(1),69–73. doi: 10.4103/2249-4863.94458 7. Mani,R.(1988).<i>PhysicallyhandicappedinIndia</i>.Delhi:AshishPublishingHouse. 8. Mastropieri, M. A., & Scruggs, T. E. (2004). <i>The inclusive classroom: Strategies for effectiveinstruction</i>.New York,NY: Pearson 9. Mangal, S. K. (2007). <i>Exceptional children: An introduction to special education</i>. New Delhi:PrenticeHall ofIndia 10. Santrock, J. W. (2007). <i>A topical approach to life-span development</i>. New Delhi: TataMcGraw-Hill. 11. Sharma, N. (2010). <i>The social ecology of disability. Technical Series-3</i>. New Delhi: AcademicExcellence. 12. Singh,A.(Ed).(2015).<i>Foundations of humandevelopment: A lifespanapproach</i>.NewDelhi:OrientBlack Swan.
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Theory:Major 12 - InterpersonalRelationshipsandFamilyDynamics (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5. 5	VI	807249	InterpersonalRelationshipsandFamilyDynamics	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives: UnderstandinterpersonalrelationshipsandfamilydynamicsincontemporaryIndia. - Understandone'sownselfandotherswiththeaimofimprovinginterpersonalrelationships. - Understandtheoriesand perspectives relatedtointerpersonal relationshipsandfamilydynamics. - Developaninsightintointerpersonalstress,conflictanditsresolution.							
Course Outcome: At the end of the course, students will be able to 1 Explainbasiccomponentsandprocessesinvolved ininterpersonalrelationship - Describe theoreticalperspectivesinunderstandinginterpersonalrelationshipsandfamilydynamics. - Use one's self-awareness in understanding significant others. Illustrate the significance ofself-awarenessin ourunderstandingof significantothers. - Formulatestrategiesfordevelopingpositivedynamicsindifferentrelationshpsandmanagingconflict.							
Unit	Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy	
Unit-I	Self-Awareness— personalitycharacteristics,culturalbeliefs,values,expectationsandideasguidingbehavior Self-identity— Identifyingone'sownphilosophyandgoalsoflife (influencedbypersonalhistory,socializationandcontext) Selfwithfamily/parents/siblings,peers,social/professionalorganizations Theimpact of media on theself			7		Demonstration, Class room study • Experiential learning • Assignment • Participative learning • Exercises on observation and follow up	
Unit -II	Perspectives:Onfriendships,love, familyand otherinterpersonalrelationships • EthologicalPerspective • NeurobiologicalPerspective • PsychologicalPerspective • SociologicalPerspective • Theories : • Cross-culturalperspectives • SocialExchangeTheory • FamilySystemsTheory • FamilyDevelopmental Theory • EcologicalSystemsTheory • AttachmentTheory • Triangulartheoryof love-RobertSternberg			8		• Group discussions • Case studies • ICT enabled teaching and learning • video Lessons and documentary film shows	

Unit III	Process and components of basic communication Interpersonal communication: communication of ideas and feelings, self-disclosure, crediting and criticism Nurturing positive interpersonal communication and dynamics: perspective taking, empathy, listening and feedback skills. Resolving interpersonal conflicts: Types of conflicts and management skills (in relation with marital, parental, workplace, family, and friends)	7		
Unit -IV	Understanding Family Dynamics-Definition, function and scope Factors that shape roles, relationships and family dynamics (family size, age composition, structure, social and financial status, gender and ordinal position, power, hierarchy and patriarchy, employment) and how these dynamics shape individual personality and behavior. Change and evolution of the family- Family life cycle and stages. Changing roles and dynamics through significant life events: romantic relationships, partner selection, marriage, childbirth, parenting, career trajectories and economic status, health issues, loss of loved ones. Gender norms and roles in family dynamics.	8		
References:	- Arnett, J. J. (2005). Youth, cultures and societies in transition: The challenge of growing up in a globalized world. In F. Gale & S. Fahey. (Eds.), <i>Youth in Transition – The challenges of generational change in Asia</i> (pp 22-35). Bangkok: Regional Unit for Social and Human Sciences in Asia and the Pacific. - Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). <i>Social psychology</i>. ND: Pushp Print Services. - Chaudhary, N., & Shukla, S. (2019). Family, identity, and the individual in India. In G. Misra (Ed.), <i>Psychology: Volume 2: Individual and the social: Processes and issues</i> (pp. 143-189). New Delhi, India: Oxford University Press. - D'cruz, P., & Bharat, S. (2001). Beyond joint and nuclear: The Indian family revisited. <i>Journal of Comparative Family Studies</i>, 32(2), 167-194. - Duck, S. (1998). <i>Human relationships</i>. ND: Sage. - Ganguly-Scrase, R. (2007). Victims and agents: Young people's understanding of their social world in an urban neighbourhood in India. <i>Young</i>, 15, 321-341. - Gardiner, H. W., Mutter, J. D. & Kosmitzki, C. (1998). <i>Lives across cultures: cross-cultural human development</i>. Boston: Allyn and Bacon. - Gudykunst, W. B., & Toomey, S. T. (1998). <i>Culture and interpersonal communication</i>. ND: Sage. - Mines, M. (1998). Conceptualizing the person: Hierarchical society and individual autonomy in India. <i>American Anthropologist</i>, 90(3), 568-579. - Pestonjee, D. M. (1992). <i>Stress and coping: The Indian experience</i>. New Delhi: Sage - Weiten, W., & Lloyd, M. A. (2004). <i>Psychology applied to modern life</i>. Singapore: Thompson Asia Pvt. Ltd.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Theory: Major 13 - Special Education (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5.5	VI	807250	Special Education	2	2	2 Hrs	External-30 Internal -20
Course Objectives							
1. To understand the concepts and types of disabilities. 2. To develop knowledge of early identification and prevention of disabilities. 3. To understand inclusive practices and the role of families in special education.							
Course Outcomes							
1. Able to understand various perspectives on disability and ways of preventing disability 2. Acquire skills in Early identification of childhood disability and etiology of a wide range of disabilities. 3. Understand inclusive practices for including children with disability in classrooms.							
Unit		Content			Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit I		Understanding Disability - Definition and concept of disability. - Perspectives and models of Disability. - Linking disability to milestones. - Prevention of disability.			7		Demonstration, Class room study - Experiential learning - Assignment - Participative learning - Exercises on observation and follow up - Group discussions - Case studies - ICT enabled teaching and learning - video Lessons and documentary film shows
Unit II		Types of Disability Etiology and types and early identification of following disabilities - Locomotors Disabilities. - Sensory disability-Visual and auditory.			8		
Unit III		- Learning Disability. - Autism Spectrum Disorder - Intellectual Disability			8		
Unit IV		Disability and Society - Understanding inclusive practices - Significance of early intervention - Role of families of children with disability - Legal provisions			7		
References:		1. Chopra, G. (2015). Child rights in India: Challenges and social action. New Delhi: Springer (India) Pvt. Ltd. 2. Chopra, G. (2012). Early Detection of Disabilities and persons with					

	disabilities in the community. New Delhi: Engage publications 3. Chopra, G. (2012). Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide. New Delhi: Engage publications. 4. Chopra, G. (2011). Mother and child care: Promoting health, preventing disabilities. New Delhi: Engage publications 5. Heward, W.L., (Ed) (2000). Exceptional children: An introduction to special education. New Jersey: Prentice-Hall Inc. 6. Mangal, S. K. (2007). Exceptional children: An introduction to special education. New Delhi: Prentice Hall of India 7. Sharma, N. (Ed) (2010). The Social Ecology of Disability-Technical Series - 3, Lady Irwin College. Delhi: Academic Excellence 8. The Rights of Persons with Disabilities Act, 2016. http://scpdodisha.nic.in/sites/default/files/Gazette%20Notification%20%20ot%20PwD%20Act%202016.pdf
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Theory: Major Elective (A) Community Development & Education (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5.5	VI	807251 (A)	Community Development and Education	2	2	2 Hrs	External-30 Internal -20
Course Objectives 1. Get acquainted with extension activities for community development 2. Awareness on developmental programmes and schemes							
Course Outcomes After completion of this course, a student will be able to: 1. Learn the history of community development programs in India 2. Gain knowledge of extension methods and approaches							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit I	- History of Community Development: Detinition, objectives, steps and process, limitations and elements of community development, Role of community development worker . - Pre and post-independence development programmes Shriniketan rural reconstruction, Gurgaon experiment, Marthandum project, Gandhian constructive programme, Etawah pilot project, Indian village service. Firka development scheme, Nilokheri experiment etc.				7		Demonstration, Class room study • Experiential learning • Assignment • Participative learning • Exercises on observation and follow up • Group discussions • Case studies • ICT enabled teaching and learning

Unit II	• Schemes and programmes for community development-JRY, SGSY, TYSEM, DWCRA, CRY, SITRA, MNREGA, ICDS and other latest programmes	8		• video Lessons and documentary film shows
Unit III	• Participatory tools and Approaches . • People's participation and social mobilization in development	8		
Unit IV	• Diffusion and adoption of innovation: concept and meaning, process and stages of adoption. • Adoption: meaning, definition, stages of adoption ,adoption process, factor affecting adoption and innovation - decision process and constraints. • Innovation-decision process, types of innovation decision, perceived attributes of Innovation, consequences of innovations. • Adopter categories-concept and types.	7		
References:	1. S. Chandra, Guidelines for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi 2. D. Lewis, Management of Non Governmental Development Organization (2001), Second Edition, Published by Routledge, Newyork. 3. Abraham, Formation and Management of NGOs (2003), Third Edition, Published by 4. Universal Law Publishing Co. Pvt Ltd., New Delhi. 5. Sundar, P. 2013, Business and Community: The Story of Corporate Social Responsibility in India, New Delhi, Sage Publication. 6. Aggarwal, S.2008, Corporate Social Responsibility in India, Sage Publication Pvt. Ltd 7. Ray, G.L. (2003) Extension Communication and MManagement. Kalyani Publishers. Fifth revised and enlarge edition. 8. Dahama, O.P. and Bhatnagar, O.P. (2003), education and communication for development. Oxford and IBH Publishing Co. Pvt. Ltd. 9. Sandhu, A.S. (1993) Textbook on Agricultural Communication: Process and Methods". 10. Oxfordand IBH West B Bessie & Wood Levelle (1988).			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Major Elective (A) Community Development & Education (P)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	VI	807252 (A)	Community Development and Education	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objective: 1. To provide practical exposure to community development programmes. 2. To develop skills in analyzing development programmes. 3. To develop practical knowledge of Participatory Rural Appraisal (PRA) tools and techniques.
Course Outcome: At the end of the course, students will be able to: 1. Prepare reports based on visits to local NGOs. 2. Analyze community development programmes. 3. Apply PRA tools and techniques in community development activities.
11. Visit of Local NGO. 12. Analysis of different development programmes. 13. Exercise on PRA tools and techniques.

Theory: Major Elective (B) Theories of Human Development (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5.5	VI	807253 (B)	Theories of Human Development	2	2	2 Hrs	External-30 Internal -20
Course Objectives 1. Apply the theoretical approaches to work with human being across life span. 2. Learn about the classic human development theories. 3. Identify the biological and environmental factors affecting human development.							
Course Outcomes After completion of this course, a student will be able to: 1. Develop professional attitude for working with human beings across life span. 2. Explain the need and importance of studying human growth and development across life span.							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit I	• Early views on human development: Western and Indian Perspective of Human Development. Psychosexual. • Development Theory and Psychoanalytic Theory of Personality -Sigmund Freud - Psychosocial Theory - Erik Erikson				7		Demonstration, Class room study • Experiential learning • Assignment • Participative learning • Exercises on observation and follow up • Group discussions • Case studies • ICT enabled teaching and learning • video Lessons and documentary film shows
Unit II	• Social Learning Theory - Albert Bandura. • Learning Theories - Watson, Pavlov and Skinner				8		
Unit III	• Cognitive Development Theory - Jean Piaget • Socio-Cultural theory of Cognitive Development - Vygotsky				8		
Unit IV	• Kohlberg's Moral Judgement Theory • Ecological Theory-Urie Bronfenbrenner				7		

