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BE BOUNDLESS

BENGALURU CITY UNIVERSITY

**Syllabus for B.Sc. –Combination NDCHD (Nutrition and
Dietetics, Chemistry, Human Development)**

**CHOICE BASED CREDIT SYSTEM
(SEMESTER SCHEME)**

2020-2021

SCHEME OF STUDY

I Semester Nutrition & Dietetics, Chemistry, Human Development

Part	Subjects	Paper	Instruction Hrs/week	Duration of Exams (Hrs)	Marks			Credits	Total Credits
					IA	Exam	Total		
Part -1	2 Languages	2T	2x4	2x3	2x30	2x70	2x100	2x2	4
Part 2	Optional-1 Nutrition and Dietetics NDCHD101	1T	4x1	3	30	70	100	1X2	2
	Fundamentals of Nutrition	1P	3x1	3	15	35	50	1X1	1
	Optional-2 Chemistry	1T	4x1	3	30	70	100	1X2	2
	Chemistry -I	1P	3x1	3	15	35	50	1X1	1
	Optional-3 Human Development HD-01	1T	4x1	3	30	70	100	1X2	2
	Introduction to Human Development-I	1P	3x1	3	15	35	50	1X1	1
Part 3	Foundation Course/SPC	1T	3	3	30	70	100	2	2
	CC and EC	-	-	-	50	-	50	1	1

Total Credits per semester=16

II Semester Nutrition & Dietetics, Chemistry, Human Development

Part	Subjects	Paper	Instruction Hrs/week	Duration of Exams (Hrs)	Marks			Credits	Total Credits
					IA	Exam	Total		
Part-1	2 Languages	2T	2x4	2x3	2x30	2x70	2x100	2x2	4
Part 2	Optional-1 Nutrition and Dietetics	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
	NDCHD201 Family Meal Management	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
	Optional-2 Chemistry	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
Optional-3 Human Development HD-02	1T	4x1	3	30	70	100	1X2	2	
	1P	3x1	3	15	35	50	1X1	1	
Part 3	Introduction to Human Development- II								
	Foundation Course/SPC	1T	3	3	30	70	100	2	2
	CC and EC	-	-	-	50	-	50	1	1

Total Credits per semester=16

III Semester Nutrition & Dietetics, Chemistry, Human Development

Part	Subjects	Paper	Instruction Hrs/week	Duration of Exams (Hrs)	Marks			Credits	Total Credits
					IA	Exam	Total		
Part-1	2 Languages	2T	2x4	2x3	2x30	2x70	2x100	2x2	4
Part 2	Optional-1 Nutrition and Dietetics NDCHD301	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
	Optional-2 Chemistry	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
	Optional-3 Human Development HD-03	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
Part 3	Foundation Course/SPC	1T	3	3	30	70	100	2	2
	CC and EC	-	-	-	50	-	50	1	1

Total Credits per semester=16

IV Semester Nutrition & Dietetics, Chemistry, Human Development

Part	Subjects	Paper	Instruction Hrs/week	Duration of Exams (Hrs)	Marks			Credits	Total Credits
					IA	Exam	Total		
Part-1	2 Languages	2T	2x4	2x3	2x30	2x70	2x100	2x2	4
Part 2	Optional-1 Nutrition and Dietetics NDCHD401 Nutritional Biochemistry	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
	Optional-2 Chemistry Chemistry - IV	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
	Optional-3 Human Development HD-04 Teaching Learning Materials for Young Children	1T	4x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X1	1
Part 3	Foundation Course/SPC	1T	3	3	30	70	100	2	2
	CC and EC	-	-	-	50	-	50	1	1

Total Credits per semester=16

V Semester Nutrition & Dietetics, Chemistry, Human Development.

Part	Subjects	Paper	Instruction Hrs/week	Duration of Exams (Hrs)	Marks			Credits	Total Credits
					IA	Exam	Total		
Part 2	Optional-1 Nutrition and Dietetics NDCHD501 Basic Dietetics	1T	3x1	3					
		1P	3x1	3	30	70	100		
					15	35	50	1X2	2
	NDCHD502 Community Nutrition	1T	3x1	3				1X 1	1
		1P	3x1	3	30	70	100		
					15	35	50	1X 2	2
								1X 1	1
	Optional-2 Chemistry Chemistry -V Chemistry -VI	1T	3x1	3					
		1P	3x1	3	30	70	100	1X 2	2
					15	35	50	1X 1	1
		1T	3x1	3					
		1P	3x1	3	30	70	100		
				15	35	50	1X2	2	
							1X 1	1	
Optional-3 Human Development HD-05 Family Dynamics HD-06 Children With Special Needs	1T	3x1	3				1X 2	2	
	1P	3x1	3	30	70	100	1X 1	1	
	1T	3x1	3	30	70	100	1X 2	2	
	1P	3x1	3	15	35	50	1X 1	1	
Part 3	ISDC	1T	3	3	30	70	100	1X 2	2

Total Credits per semester=20

VI Semester Nutrition & Dietetics, Chemistry, Human Development

Part	Subjects	Paper	Instruction Hrs/week	Duration of Exams (Hrs)	Marks			Credits	Total Credits
					IA	Exam	Total		
Part 2	Optional-1 Nutrition and Dietetics NDCHD601	1T	3x1	3	30	70	100	1X2	2
		1P	3x1	3	15	35	50	1X 1	1
	Advanced Dietetics NDCHD602	1T	3x1	3	30	70	100	1X 2	2
		1P	3x1	3	15	35	50	1X 1	1
	Food Science	1T	3x1	3	30	70	100	1X 2	2
		1P	3x1	3	15	35	50	1X 1	1
	Optional-2 Chemistry	1T	3x1	3	30	70	100	1X 2	2
		1P	3x1	3	15	35	50	1X 1	1
	Chemistry –VII Chemistry VIII	1T	3x1	3	30	70	100	1X 2	2
		1P	3x1	3	15	35	50	1X 1	1
	Optional-3 Human Development	1T	3x1	3	30	70	100	1X 2	2
		1P	3x1	3	15	35	50	1X 1	1
HD-07 Entrepreneurship in Human Development	1T	3x1	3	30	70	100	1X 2	2	
	1P	3x1	3	15	35	50	1X 1	1	
HD-08 Mental Health and Wellbeing	1T	3x1	3	30	70	100	1X 2	2	
	1P	3x1	3	15	35	50	1X 1	1	
Part 3	ISDC	1T	3	3	30	70	100		2

Total Credits per semester=20

SEMESTER -I

Optional III: HUMAN DEVELOPMENT

Paper Title: Introduction to Human Development-I

Paper Code: HD- 01

Hours -52

Hours/week- 04

Total Marks -100

Theory Marks -70

IA -30

Objectives:

To enable the students to understand the:

- developmental domains and developmental foundations
- development of prenatal and infancy and early childhood stages
- development of neonate and infancy period
- development of early childhood years

Unit I

Introduction to Human Development

8 Hours

Definition, need, origin of the field of study

Significance and scope of study.

Developmental Domains

Growth, Development, factors affecting growth and development

Laws of developmental direction, Principles of growth and development

Developmental stages, Developmental domains.

Brief overview of the methods and techniques of studying human development- observation, case study, interview, survey, questionnaire, rating scale.

Unit II

Developmental Foundations

10 Hours

Sex cells ,Genes, Chromosomes, DNA

Cell division, Mitosis ,Meiosis, Types of inheritance, chromosomal disorder, genetic disorder, Influence of heredity and environment

Unit III

Pre-natal Stage

12 Hours

Menstrual cycle, Conception, signs and symptoms of pregnancy

Stages of pre-natal period, Factors influencing pre-natal growth and development,

Complications, physical and psychological care.

Process of child birth- Stages and types.

Unit IV

12 Hours

Neonate: characteristics and adjustments, sensory capacities and reflexes

Infancy: characteristics, developmental tasks, physical, motor, social, emotional and cognitive development, exclusive breast feeding, weaning, supplementary foods, immunization, stimulation during infancy.

Unit V

10 Hours

Childhood Years

Early Childhood- characteristics, developmental tasks, physical, motor, cognitive, social, emotional and language development. Common behavioural problems- causes and remedies

PRACTICALS

Paper Code -HD- 01P

Total Marks -50

No of Classes -16

IA - 15

Hours/week -03

Practical Exam -35

1. Develop a resource file or an album on the stages of human development/ the stages of prenatal development
3 Classes
2. Interview a pregnant woman with respect to the changes experienced during pregnancy. Report the same
3 Classes
3. Observe a child of early childhood years and report the physical/motor/social/emotional/language /cognitive development activities
3 Classes
3. Collect the videos on neonatal reflexes , discuss and present the same.
4 Classes
4. Organize a lecture on behavioural problems/importance of Nutrition of pre-school children.
3 Classes

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1. Baradha G; "Basics of Human Development", Saradalaya Press, Sri Avinashilingam Education Trust Institutions, Coimbatore. 2007.
2. Berk E. Laura, "Child Development", Pearson Prentice Hall, Indian Branch, New Delhi. 2005.
3. Devadas P. Rajammal and N. Jaya (1996), "A Textbook on child development", Mac Millan India Ltd. New Delhi.
4. Diane E. Papalia and Sally Wendkos Olds, "Human Development", Mc Graw Publications Latest Edition.
5. Hurlock B. Elizabeth, "Developmental Psychology - A life-Span Approach" Tata Mc Graw Hill Publications, New Delhi Latest Edition.
6. Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company
7. Nair M K C and Dr. Ranjan Kumar Pejaver (2002) " Child Development 2000 and Beyond" Prism Books Pvt Ltd, Bangalore
8. Santrock W John (2007), "A topical approach to life span development", Tata Mc Graw-Hill Company, Delhi.
9. Shrimali Shyam Sunder (2005), "Child Development", Pearson Education (Singapore) Pte. Ltd. Delhi.
10. Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, Tamil Nad

SEMESTER -II

Optional III: HUMAN DEVELOPMENT

Paper Title: Introduction to Human Development-II

Paper Code: HD- 02

Hours -52

Hours/week- 04

Total Marks -100

Theory Marks -70

IA -30

Objectives:

To enable the students to understand the

- Concept of childhood, adolescence and adulthood development
- Importance of development during, childhood, adolescence.
- Importance of development during early and middle Adulthood
- Importance of development during late Adulthood

Unit I

Late Childhood- characteristics, developmental tasks, physical, motor, cognitive, social, emotional and language development. Interests, Influence of peer group and media.

8 Hours

Unit II

Adolescence

Definition, characteristics, developmental tasks, physical changes, puberty, primary and secondary sexual characteristics, adolescent sexuality, identity formation, social, emotional, cognitive and moral development. Interests and problems of adolescents need for adolescent counselling.

10 Hours

Unit III

Adulthood

Early Adulthood- Characteristics and developmental tasks, physical, social, cognitive, emotional and moral development. Roles, responsibilities and adjustments. Marriage – definition, functions, areas of marital adjustments, Family – definition functions and types.

12 Hours

Unit IV

Middle Adulthood- Characteristics and developmental tasks. Physical, physiological and socio-emotional changes, changes in cognitive abilities, Adjustments and hazards of middle age, stressors during middle age, preparation for retirement.

10 Hours

Unit V

Late Adulthood- Characteristics and developmental tasks. Physical, physiological, psychological and social changes, decline in cognitive abilities and emotional changes. Adjustments and enhancement of quality of life.

12 Hours

PRACTICALS

Paper Code HD- 02 P

Total Marks -50

No of Classes – 16

IA – 15

Hours/week -03

Practical exam -35

1. Develop activities to foster socio-emotional competence /language or cognitive development in school children. **4 Classes**
2. Visit an adolescent counselling center and write a report. **3 Classes**
3. Interview a young adult male and female to understand about their attitude towards importance of marriage and family. **4 Classes**
4. Organize a lecture on importance of menopause/quality of life for adults and write a report **3 Classes**
5. Visit an old age home / plan and conduct recreational activities for the aged. Write a report. **2 Classes**

References:

1. Baradha G; "Basics of Human Development", Saradalaya Press, Sri Avinashilingam Education Trust Institutions, Coimbatore. 2007.
2. Berk E. Laura, "Child Development", Pearson Prentice Hall, Indian Branch, New Delhi. 2005.
3. Devadas P. Rajammal and N. Jaya (1996), "A Textbook on child development". Mac Millan India Ltd. New Delhi.
4. Diane E. Papalia and Sally. Wendkos Olds, "Human Development", Mc Graw Publications Latest Edition.
5. Hurlock B. Elizabeth, "Developmental Psychology – A life-Span Approach" Tata Mc Graw Hill Publications, New Delhi Latest Edition.
6. Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company
7. Nair M K C and Dr. Ranjan Kumar Pejaver (2002) " Child Development2000 and Beyond" Prism Books Pvt Ltd, Bangalore
8. Santrock W John (2007), "A topical approach to life span development", Tata Mc Graw-Hill Company, Delhi.
9. Shrimali Shyam Sunder (2005), "Child Development", Pearson Education (Singapore) Pte. Ltd. Delhi.
10. Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, Tamil Nadu.

SEMESTER –III
Optional III
Subject: Human Development

Paper Title: Early Childhood Care and Education

Paper Code: HD -03

Hours: 52

Instruction hrs/week: 4 Hours

Total marks:100

Theory Marks:70

Internal Assessment:30

Objectives:

To enable the students to understand the:

- Need and significance of early childhood care and education.
- Essentials and types of early childhood education centers.
- Contributions made by prominent philosophers to the field of early childhood education.
- Importance of program planning, need for parent education and activities to foster holistic development in young children.

Unit I

Introduction to Early Childhood care and Education

10 Hours

Importance of care during early years-physical, nutritional and emotional. Importance of health and immunization

Early Childhood Education(ECE):Meaning, definition, significance, objectives and principles.

Types of ECE centres and their underlying philosophy-Montessori, Aganwadi, Balwadi, Kindergarten, Pre-school, Laboratory nursery school, Day care centre, Waldorf approach

Unit II

Organizational Setup and Material Management

12 Hours

Place/Building/Space – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, play ground, storage; Equipments and Materials required for Play and Learning – Selection, Care and Use of equipments; Indigenous and low cost teaching materials, First aid and periodical medical checkup facilities, measures to prevent common accidents and ailments in children

Establishing ECCE Centers:

Guidelines for establishing, Rules and regulations, financial sources, licensing of ECCE centers, Franchisee model

Unit III**10 Hours**

Programme planning and Curriculum for young children: Concept, Importance and principles of planning: Factors influencing planning, Characteristics of good programme, Short term and long term planning, theme based planning.

Lesson plan : features , functions .Essentials of a good lesson.

Play way approach and activity based learning: setting up of activity corners

Unit IV**10 Hours****Activities to foster holistic development in early years**

Need and importance of- literature, story, puppetry, dramatization, environmental science concepts, field visits, music and movement, art and craft, mathematical / science concepts, creative and readiness activities , Play- importance, values and types

Parent education- Need, techniques of parent education and home- school relationship

Unit – V**10 Hours****Personnel Management:**

Personnel required: administrator, Teachers/ Caretakers, Assistants, Cook and housekeepers , support staff, recruitment , salary, qualifications , qualities , duties, roles and responsibilities of the personnel.

Documentation and Financial Management – Importance and Principles of Record keeping, Types of records; Financial allocations and budgetary considerations

PRACTICAL**Paper Code HD- 03P****Total Marks -50****No of Classes – 16****IA – 15****Hours/week -03****Practical Exam -35**

1. Visit and study any two early childhood education centres – Laboratory nursery school/ Day care centre/ Creche/ Montessori/ Balwadi/ Anganwadi/Play home and write a report
3 Classes
2. Prepare a resource file on creative / readiness activities.
3 Classes
3. Prepare teaching aids to teach art and craft/ mathematical concept/ role play/ nature/science/ rhymes/ story –telling/ community helpers and creative activities for young children.
3 Classes
4. Plan an ECE program, prepare the lesson plan .Conduct and evaluate the same.
4 Classes
5. Plan and prepare a layout/ model of ECCE Center or Prepare printed/ e –content/app for parents on any aspect related to child growth and development
3 Classes

References:

1. Agarwal, J C, (1997), *Methods and Materials of Nursery Education*, DOABA HOUSE, New Delhi
2. Aparajitha Chowdhary and Rita Choudhary,(2002) *PRE –School Children Development, Care and Education*, New Age Publications, New Delhi.
3. Berk E. Laura, *Child Development*, Person Prentice Hall, Indian Branch, New Delhi. (2005).
4. Caldwell Bettye., BergenDoris., Reid Rebecca., Torelli Louis. (2000). *Educating and Caring for Very Young Children: The Infant/Toddler Curriculum*. New York, NY: Teachers College Press.
5. Frost, J. L. Wortham, S. C and Reifel, S. (Ed.). (2012). *Play and Child Development*. New Jersey, USA:Pearson Education Inc.
6. Gordon, A. M., Browne K. W. (Ed.). *Beginnings and Beyond: Foundation in Early Childhood Education*. Belmont, USA: Wadsworth Pub Co.
7. Gupta, M.S. (2009). *Early Childhood Care and Education*. New Delhi: PHI Learning Private Limited.
8. Hirsh, R. N. (Ed.). (2003). *Early Childhood Curriculum: Incorporating Multiple Intelligences, Developmentally Appropriate Practices, and Play*. India: Pearson India Education Services Pvt. Ltd.
9. Jaya and Subhadra Narasimhan(2006) *Parenting children below two years*. Abacus Founation. Coimattore, Tamil Nadu.
10. Mujibul HasanSiddiqui (2008)*Early Childhood Education*, APH Publishing corporation, New Delhi
11. Paciorek, K. M. (Ed.). (2003). *Early Childhood Education*. US: McGraw-Hill Inc.
12. Parks. A.N. (2015). *Exploring Mathematics Through Play In The Early Childhood Classroom*. New York, NY: Teachers College Press.
13. Reardon Denise. (Ed.). (2013). *Achieving Early Years Professional Status*. New Delhi: SAGE Publications India Pvt. Ltd.
14. Shummann, M. J. and Goffin, S. G. (2013). *Early Childhood Education for a New Era*. New York, NY: Teachers College Press.
15. Suriakanthi, A. (Ed.). (2009). *Child Development*. Tamil Nadu: Kavitha Publications.
16. Whitebread David. (2012). *Developmental Psychology and Early Childhood Education*. New Delhi: SAGE Publications India Pvt. Ltd.

SEMESTER –IV
Optional III
Subject: HUMAN DEVELOPMENT
Paper Title: Teaching Learning Materials for Young Children

Paper Code: HD- 04
Hours -52
Hours/week- 04

Total Marks -100
Theory Marks -70
IA -30

Objectives:

To enable the students to :

- Understand the different types of teaching learning materials suitable for children in the 0-8 years of age category
- Develop skills in preparing teaching learning materials
- Understand the evaluation of teaching learning materials
- Understand the concept of technology aided teaching learning materials

8 Hours

Unit I

Introduction to teaching learning materials

Concept, Definition, objectives, need , significance, characteristics of good teaching learning materials (TLMS), learning pyramid, Edgar Dale cone of learning

12 Hours

Unit 2

Types of teaching learning materials

Printed, Audio-visual and Electronic teaching learning materials, uses, appropriateness ,ways of effective use of teaching learning materials, merits and demerits,

UNIT 3

12 Hours

Designing and Development of Teaching-Learning Materials

Need for developing teaching and learning materials,
Identifying the resources ,types of materials required for planning and development of TLMs,
Planning and development of teaching and learning materials for all round development of young children
Utilization and Maintenance of Teaching-Learning Materials (TLM)

Unit 4

12 Hours

Teaching –Learning Material Evaluation

Effectiveness and usefulness of TLMs.- purpose, Whilst-use Evaluation, Criteria for Material Evaluation-“rationale,” “availability,” “layout/graphics,” “selection/grading,” “appropriacy” and “flexibility”

Unit 5

8 Hours

Technology Aided Teaching Learning Materials

Concept, types, teaching learning software, impact of technology on learning

PRACTICAL

Paper Code HD- 04P

Total Marks -50

No of Classes – 16

IA – 15

Hours/week -03

Practical Exam -35

- 1 Visit children's play and learning resource centre to identify the different TLMs. Write a report **3 Classes**
- 2 Organise a workshop / lecture by an expert on TLMs **3 Classes**
- 3 Evaluate any three selected TLMs based on different criteria. Prepare and present the same **3 Classes**
- 4 Develop TLMs to foster physical/motor/cognitive/language/social development in young children **3 Classes**
- 5 Develop a technology aided teaching learning material , administer and evaluate the same **4 Classes**

References

1. Bruke, E (1990): Literature for the young child, Needham Heights: Allyn and Bacon.
2. Catron Carol E., Jan Allen [1998], Early Childhood Curriculum: A Creative Play. Publisher: Pearson,
3. Devries, R. Kohlberg, L. (1987): Programs of early education, New York: Longman.
4. Gelman, R. Gallistel, C.R. (1986): The Child's understanding of numbers, Cambridge: Harvard University press.
5. Krishna Kumar (1986): The child's language and the teacher, New Delhi: UNICEF.
6. Krishna S. Menezes, J and Jayaram, K. (1983) : Set of ten books on environment studies, New Delhi 110 016. The schools Environment Studies Network, C-1/4, Safdarjung.
7. Kurien, Z. (1988): Helping children learn, bombay : Orient Longman.
8. Lays, Pamela (1985): Teaching through environment, London: Allyn and Bacon.
9. Liebeck, Panmala. How children learn mathematics, London: Penguin.
10. Maxim, G. (1985): Exploring Teaching, London: Allyn and Bacon.
11. Swaminathan, M. (1984): Play activities for young children, New Delhi: UNICEF.
12. Tyle Ralph [2013], Basic Principles of Curriculum and Instruction, US, University of Chicago Press,

SEMESTER –V
Optional III: Human Development
Paper Title: Family Dynamics

Paper Code: HD -05

Total marks:100

Hours: 48

Theory Marks:70

Instruction hrs/week: 3 Hours

Internal Assessment:30

Objectives:

To enable students to:

- Get an insight into the concept of marriage, family and family relationships.
- Understand the legal essentials of marriage and marital laws
- Understand the marital problems, family crisis and the coping strategies
- Understand the changing trends in marriage and alternate forms of families

Unit 1

8 Hours

Marriage

Definition and functions, types: civil marriage (registered) and religious marriage, criteria for selecting a life partner, preparations for marriage-physical, emotional and financial, Areas of marital adjustments, essentials of successful marriage.

Unit 2

8 Hours

Legal Essentials of marriage and marital laws

Laws related to marriage: Registration of marriage , Indian marriage laws for Hindus, Muslims and Christians, Hindu Marriage Act-1976 ,

Unit 3

10 Hours

Family

Definition, characteristics, types-nuclear, joint and extended, functions of family, stages of family life cycle: adjustments, changing trends in family: causes for change, Role of parents and grand-parents, Significance of the child in the family, Responsible parenthood.

Unit 4

12 Hours

Marital and Family Crisis

Marital problems: sources of conflicts in marital relationship, marital problems: separation, divorce, marital discord, need for pre marital and marital counselling.
Family Crisis: Meaning, dysfunctional family relationship and its consequences on family members, separation, divorce, domestic violence ,widowhood, remarriage, chronic illnesses in family. Family support systems, need for family counseling, and family courts.

Unit 5

10 Hours

Changing trends in marriage and alternate forms of families

Changing trends in marriage: causes, merits and demerits of - cohabitation, remarriage, current trends in marriage: LGBT marriages, premarital and post marital counselling.
Alternate forms of families: single parent families, separated families, nuclear families, cross-generational families, adoptive/foster families, blended families, same-sex parent families.

PRACTICAL

Paper Code HD-05 P

No of Classes – 16

Hours/week -03

Total Marks -50

IA – 15

Practical Exam -35

- 1 Conduct a group discussion on selection of life partner/ changing trends in marriage/marital adjustments and report the same 3 Classes
- 2 Interview a family with infants/ preschool children/ school children/ adolescents/ young adults / an alternate family on the areas of adjustments to be made and report the same 4 Classes
- 3 Organise an expert talk on marriage/ family/ marital problems/ family disorganization/ coping strategies of family crisis 4 Classes
- 4 Visit a family counselling center /family court and write a report. 2 Classes
- 5 Review and evaluate any article/ book/ movie/ content on marriage / family 3 Classes

References

1. Gladding, S.T. (1992). *Counselling: A comprehensive profession*. New Jersey: Prentice hall.
2. I. Andersen, M. L., & Taylor, H. F. (2006). *Sociology*. Australia: Thomson Wardsworth.
3. Baral, J. K., & Chowdhry, A. (2002). *A Family in Transition - Power and Development*. New Delhi: Northern Book Centre.
4. Berns, R. M. (2007). *Child, family, school, community socialization and support*. Australia: Thomson Wardsworth.
5. Roy, P. K. (2004). *Family Diversity in India, Patterns, Practices and Ethics*. New Delhi: Gyan.
6. Sheela, J. (2003). *Women's Marriage in – Cultural Practices, Age and mate selection*. New Delhi: Dominant
7. Benokraitis, V. N. (2014), *Marriage and Families*. 8th ed. Pearson publication.
8. Chowdhury, A., Carson, K.D. and Carson, K.C. (2006), *Family Life Education in India – Perspectives, Challenges and Applications*, Rawat Publications, Jaipur.

SEMESTER –V

**Optional III
Subject: Human Development**

Paper Title: Children with Special Needs

Paper Code: HD -06

Total marks:100

Hours: 48

Theory Marks:70

Instruction hrs/week: 3 Hours

Internal Assessment:30

Objectives:

To enable the students to:

- Realize the needs and challenges of children with special needs.
- Understand the need and importance of identification, screening and assessment
- Sensitize the students about importance of special and inclusive education
- Understand the importance of changing trends in special education

Unit 1

06 Hours

Introduction to children with special needs – meaning, definition, classification.

Concept of Education: Special, Inclusive and Home Based Education. Advantages and disadvantages.

Role and Responsibilities of Teachers: Special, Itinerant, General and Shadow.

Role of support system. Rights and persons with disability act (Amendment) Rules, 2019.

Unit 2

10 Hours

Children with slow learning and learning disability, Intellectual disability and gifted children

Definition, causes, classification, characteristics, prevalence, identification, screening and assessment.

Unit 3

10 Hours

Children with Physical, Neurological, Orthopedically and Sensory Impairments

Definition, causes, classification, characteristics, prevalence, identification, screening, assessment.

Unit 4

12 Hours

Children with Emotional , Behavioral disorders and Multiple disabilities

Children with Emotional , Behavioral disorders : Definition, causes, classification, characteristics, prevalence, identification, screening, assessment.

Children with Multiple disabilities: Definition, causes, classification, characteristics, prevalence, identification, screening, assessment.

Unit 5

10 Hours

Trends in Education for Children with Special Needs

Role of support system, Need and importance of early intervention programme, Therapies, Individualized Educational Plan(IEP), Individualized Family Service Plan (IFSP), teaching functional skills, vocational skills, imparting sexual health education. Importance of Assistive technology, Augmentative and Alternate Communication (AAC).

PRACTICALS

Paper Code HD-06 P

No. of weeks:16

Hrs per week:3

Total marks:50

Internal Assessment: 15

Practical Exam: 35

- 1 Visit special schools/ inclusive schools catering to the educational needs of children with intellectual/ physical/sensorial/ emotional/behavioural and multiple disabilities and write a report . 3 Classes
2. Plan and prepare activities to teach functional skills for special children attending special/ inclusive schools. 4 Classes
- 3 Conduct the planned activities on functional skills for special children attending special/ inclusive schools. 3 Classes
- 4 Organize an educational programme for parents on the importance of early intervention/ therapies/ functional skills/ vocational skills. 3 Classes
5. Interview a teacher teaching children with physical/sensorial/emotional/behavioural/ intellectual/ multiple disabilities on their experiences/ challenges/ importance of vocational training. Report the same. 3 Classes

References:

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3. Florian, L. (Ed.). (2013). The SAGE handbook of special education: Two volume set. Sage.
4. Forlin, C. (Ed.). (2010). Teacher education for inclusion: Changing paradigms and innovative approaches. Routledge.
5. Ghosh, R., &Galczynski, M. (2014). Redefining multicultural education: Inclusion and the right to be different. Canadian Scholars' Press.
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9. Rieser, R. (2012). Implementing inclusive education: a Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities. Commonwealth Secretariat.
10. Rose, R., & Grosvenor, I. (2013). Doing research in special education: Ideas into practice. Routledge.
11. Siddiqui, H. (2017). Creating an inclusive school. Agrawal Publication
12. Singh, N., Singh, K.P., & Yadav, C. (2019). Inclusive education. Anu Books
13. Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. Taylor & Francis.
14. Solanki, J. P. (2019). Financial planning for families having children with special needs: A comprehensive guide to plan for two generations. TV18 Broadcast Ltd.
15. Tomlinson, S. (2017). A sociology of special and inclusive education: Exploring the manufacture of inability. Taylor & Francis.
16. Werts, M. G., Culatta, R. A., & Tompkins, R. J. (2015). Fundamentals of special education what every teacher needs to know (3rd edition). Pearson Education of India.

SEMESTER -VI

Optional III Human Development

Paper Title: Entrepreneurship in Human Development

Paper Code: HD -07.

Hours: 48

Instruction hrs/week: 3 Hours

Total marks:100

Theory Marks:70

Internal Assessment:30

Objectives:

- To enable the students to:
- Understand the role of entrepreneurs and entrepreneurship in economic development.
 - Develop entrepreneurial competency
 - Set up and manage their own entrepreneurial ventures.
 - Understand the entrepreneurial ventures in Human Development

Unit 1

Entrepreneur

6 Hours

Meaning, importance, qualities, types, culture and challenges. Factors affecting entrepreneurial growth and economic development.

Entrepreneurship.

Concept, Definition, scope and characteristics of entrepreneurship, Similarities and difference between an entrepreneur and entrepreneurship.

Unit 2

10 Hours

Women Entrepreneurs

Definition, functions, challenges, Growth of Women Entrepreneurs, strategies for development of women entrepreneur. Role of SHGs.

Institutions supporting women entrepreneurs in India

Unit 3

12 Hours

Preparation of Business Plan

Introduction, purpose of business plan, ways to generate business opportunity, guidelines in preparation of business plan, procedure for setting up an enterprise. Market survey, resource mobilization, Programme Evaluation Review Technique (PERT) -advantages and limitations, monitoring, quality assurance, Total quality control (TQM).

10 Hours

Unit 4

Finance

Importance of project financing, pricing, preparation of balance sheet, ledger entry, break – even analysis, benefit –cost ratio, methods of raising finance for a new venture – bootstrapping, angel investors, venture capital, debt financing, term loans, banks.

Financial assistance from various financial institutions, Micro, Small, Medium Enterprises (MSME): concept, role, importance and schemes.

Unit 5

10 Hours

Entrepreneurial ventures in Human development: Health care providers across life span, counselling services across life span, establishment of early childhood centres, crèche, development of innovative, indigenous and age appropriate educational aids and kits. Peer educators, establishment of recreational clubs, old age homes, and home based services. Puppeteer, art and craft associate.

PRACTICAL

Paper Code: HD -07

No. of weeks:16

Hrs per week:3

Total marks:50

Internal Assessment :15

Practical Exam:35

- | | |
|---|-----------|
| 1. Visit a start-up/entrepreneurship unit. | 3 Classes |
| 2. Interview an entrepreneur and report the same. | 2 Classes |
| 3. Organise a workshop on entrepreneurial development programme(EDP). | 4 Classes |
| 4. Develop and present a business plan related to entrepreneurial ventures in the field of Human development. | 4 Classes |
| 5. Develop and market a product. | 3 Classes |

References:

1. Angadi, V.B. and Cheema H.S.& Das M.R.(2009) Entrepreneurship, Growth, and Economic Integration- A linkage Himalaya Publishing House.
2. Anil Kumar S., Poornima S.C. Abraham Mini K and Jayashree K. (2003) Entrepreneurship Development, New age International Publishers.
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4. Jain P.C. Handbook For New Entrepreneur Oxford Latest Edition
5. Khanka S.S. Entrepreneurial Development S. Chand Latest Edition
6. Roy Rajeev, Entrepreneurship Oxford Latest Edition
7. Vasant Desai (2008) Small Scale Industries and Entrepreneurship Himalaya Publishing
8. VidyaHattangadi (2007) Himalaya Publishing House

SEMESTER –VI

**Optional III:
Subject: Human Development**

Paper Title: Mental Health and Wellbeing

Paper Code: HD -08

Hours: 48

Instruction hrs/week: 3 Hours

Total marks:100

Theory Marks:70

Internal Assessment:30

Objectives:

To sensitize students about

- The functions of human brain and its functions
- Positive mental health and mental disorders
- The importance of wellbeing
- The importance of positive mental health

Unit I

Introduction to Mental Health:

06 hours

- a. Definition, Importance. Components of Mental health,
- b. Interrelationship of mental health states

Unit II

The Human brain and mental health

10 hours

- a. Functions of the brain - thinking, behavior, perception, physical, signaling, emotion
- b. Factors contributing to mental health, biological factors, life experiences, family history of mental health, early warning signs.

Unit III

Mental illnesses: Common mental health conditions

10 hours

- a. Anxiety disorders - PTSD, OCD, Panic Disorder, GAD, Phobias, Eating disorders, Symptoms.
- b. Mood disorders – Depression, Bipolar disorder, Symptoms.

Unit IV

Mental Disorders of Behavior

10 hours

- a. ADHD, Substance Related Disorders, Conduct Disorders
- b. Suicide and Self Harm, Components of Suicide, Risk factors for suicide.

Unit V

12 hours

Wellbeing

- a. Meaning, Definition, Importance and components of wellbeing, Ways to maintain positive wellbeing and positive mental health: Getting professional help, connecting with others, developing coping skills, Physical activities, Sleep, Staying positive, Benefits of exercise and healthy lifestyle.
- b. Counseling and benefits of counseling

PRACTICAL

Paper Code: HD -- 08P

No of weeks: 16

Hours/ week: 03

Total Marks: 50

Practical: 35

Internal Assessment: 15

1. Using a self-assessment tool, conduct a self-evaluation of mental health/Interview any two individuals about their attitude towards mental health and report the same. **3 classes**
2. Visit a Mental health center to learn about mental disorders and management. Write a report. **3 classes**
3. Prepare a poster/ ppt /video to spread awareness about mental health and present the same. **4 classes**
4. Organize a mindfulness workshop / workshop on yoga/ meditation/ healthy life style to foster well being. **3 classes**
5. Visit a well being centre and report about the services provided **3 classes**

References

1. Chandrashekhar C R (2013) Mental Disorders - Your Beliefs: Right or Wrong? Navakarnataka Publications Private Limited, Bangalore
2. Myles L. Cooley (2018).A Practical Guide to Mental Health & Learning Disorders for Every Educator: How to Recognize, Understand, and Help Challenged (and Challenging) Students.Succeed –
3. Chandrashekhar C R (201) Improve your Mental Health and Efficiency Navakarnataka Publications Private Limited, Bangalore
4. <http://teenmentalhealth.org/curriculum/prepost-student-evaluations>.