



# **UNIVERSITY OF CALCUTTA**

## **Notification No.CSR/58/2024**

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 16.08.2024, approved the following:


1. Syllabus for SEC paper of Human Development(MDC)
2. Revised Course Structure of Human Development (MDC) for core courses including syllabus.
3. New amended Examination modalities/Question pattern of Human Development.

**The new CSR shall take immediate effect.**

**SENATE HOUSE**

**Kolkata-700073**

**30.08.2024**

  
30/8/2024  
Prof.(Dr.) Debasis Das

**Registrar**

**COURSE STRUCTURE FOR HUMAN DEVELOPMENT: MDC****8 Theory Courses (3 credits each) & 8 Practical Courses (1 credit each)**

Sl no	Semester	Code	Core Course	Credit	Marks
1	I	1T+1P	Introduction to Human Development	3+1	75+25
2	II	2T+2P	Highlights of Life Span Development	3+1	75+25
3	III	3T+3P	Care and Education in Infancy and Childhood	3+1	75+25
4	IV	4T+4P	Marriage and Family Relations	3+1	75+25
5	IV	5T+5P	The Child with Special Needs	3+1	75+25
6	V	6T+6P	Legislation and Policy Issues in Child Welfare	3+1	75+25
7	V Or VI	7T+7P (CC1)  7T+7P (CC2)	Legislation and Policy Issues related to Women, Youth and Senior Citizens	3+1	75+25
8	VI	8T+8P	Organisation and Management of Early Childhood Education Centres	3+1	75+25

**Summer Internship: 3 credits at the end of 2<sup>nd</sup>/4<sup>th</sup>/6<sup>th</sup> Semester**

## **SEMESTER-I (1 Core Paper)**

**(1T+1P)**

### **Core Course- 1T – 3 credit (75marks) –Theory: Introduction to Human Development**

1. Understanding Human development - Human development and the need to study it; Indices of Human Development.
2. Roles of heredity and environment in human development; concepts of growth and development; the life span approach to human development.
3. Prenatal Development – Conception; Course of prenatal development, Conditions affecting prenatal development.
4. Infancy- Characteristics, Developmental tasks and Problems.
5. Early Childhood - Characteristics, Developmental tasks and Behaviour problems.

#### **References:**

- Gupta, Naresh (2019). Human Development in India, Emerald Publisher.
- Milas, Ian (1985). Social Indicators for Human Development, Frances Pinte, London.
- Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
- Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.
- Nag, Rathindranath. Ma o shishu.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9<sup>th</sup> Ed. New Delhi: Tata McGraw- Hill.
- Roy,Sushil. Shiksha manavidya.

### **Core Course- 1P - 1credit (25marks) – Practical: Introduction to Human Development**

1. Preparing a lay out of a room arranged for the birth of an infant showing the placement of the essential equipment.
2. Planning the diet of an expectant / a lactating mother; preparation of a diet chart.
3. Preparing a chart of prenatal / postnatal exercises for the mother.
4. Preparing a lay out of the arrangement of a nursery (room designing and decoration).

*Practical Activities: 15 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

## **SEMESTER-II (1 Core Paper)**

**(2T+2P)**

### **Core Course- 2T – 3 credit (75 marks) – Theory: Highlights of Life Span Development**

1. Middle Childhood - Characteristics, Developmental tasks and Behaviour problems.
2. Adolescence - Characteristics, Developmental tasks and Socio-emotional problems.
3. Adulthood - Characteristics, Developmental tasks and Problems.
4. Old Age – Physical changes, Developmental tasks and Problems.

## References:

- Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi: Tata McGraw – Hill.
- Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). Child development and personality.  
New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development. 9<sup>th</sup> Ed. New Delhi:  
Tata McGraw- Hill.
- Roy, S. Shiksha manavidya.

## Core Course – 2P - 1credit (25 Marks) Practical: Highlights of Life Span Development

1. Methods of studying Human Development and their use:
  - Interview
  - Observations
  - Checklist
2. Plan and develop activities to facilitate motor/ cognitive/language development in middle childhood.

*Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

## SEMESTER-III (1 Core Paper)

(3T+3P)

## Core Course – 3T - 3credit (75 Marks) – Theory: Care and Education in Infancy and Childhood

1. Childcare in infancy and preschool years- Feeding, weaning, supplementary feeding and toilet training.
2. Child rearing practices-Definition, classification and implications.
3. Objectives of Early Childhood Care and Education (ECCE)
4. Types of ECCE Programmes – Balwadi, Anganwadi, ICDS, Crèche and nursery school.
5. Approaches to Early Childhood Education (ECE) - Montessori, Kindergarten and Play-way methods.

## References

- Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
- Gill, S. (1993). Child care programs in India: Changing trends. In Saraswathi, S.S. and Kaur, B.  
New Delhi: Sage. Unit II
- Kaul, V. (1991). Early childhood education programme. New Delhi: NCERT. Units I and III.
- Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality.  
New York: Harper and Row.
- Nag, R. Ma o Shishu.
- Swaminathan, M.S. (1988) Essentials of food & nutrition. Ganesh Publishers.

**Core Course 3P – 1 credit (25 marks) – Practical: Care and Education in Infancy and Childhood**

1. Field Work.

Working with the community and preparing reports on:

- a) ICDS centres
- b) Nursery schools
- c) Primary schools.

2. Laboratory Activities

- a) Preparation of picture books / story books for infants and toddlers.
- b) Preparation of educational toys for young children.
- c) Preparation of posters reinforcing messages of hygiene and cleanliness.

*Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book and other materials: 5 marks*

**SEMESTER-IV (2 Core Papers)**

**(4T+4P)**

**Core Course – 4T – 3 credit (75 Marks) – Theory: Marriage and Family Relations**

1. Family - Concepts, forms and types; changing pattern of family: Structural and Interactional changes; Functions of family.
2. Marriage and Some Important Issues – Marriage in different religious communities of India, Gender roles, childlessness, dowry and divorce.
3. Contemporary Family patterns and Relationships- Dual career families, Singlehood, Cohabitation, Single Parent families.
4. Important issues in Marriage- Marital adjustment; marital communication; marital conflict and family violence; marital counseling.
5. Legislation with reference to India: Marriage; Divorce; Domestic violence.

**References:**

Ahuja, R.: a) Society in India.

b) Social System.

c) Social Problems in India.

Dube, S. C. (Translated by Rajat Roy). Bharater Samaj. National Book Trust.

Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.

Maciver and Page. Society – An Introductory Analysis. Vidya Bhusan and Sachdev. Sociology

Walsh, B.A. and others (2017). Introduction to Human Development and Family Studies, Taylor and Francis.

Saraswati, T.S & Kaur, B. (Eds.) 1993. Human Development and Family Studies: An agenda for research and policy : New Delhi: Sage Publication

Sussman, M.B. & Steinmetz, S.K. & Peterson, G.W. (1999). Handbook on Marriage and family. New York, NY: Springer.

**Core Course 4P – 1 credit (25 marks) – Practical: Marriage and Family Relations**

1. Seminar Based on Marriage and Family Relations

*Presentation in Seminar: 15 Marks; Viva-Voce: 5 Marks; Project: 5 Marks.*

**(5T+5P)**

**Core Course 5T – 3 credit (75 marks) – Theory: The Child with Special Needs**

1. Definitions – Disability, Challenge and Special Needs. Incidence and Prevalence of Disability in India. Persons with Disabilities Act.
2. The Child with Intellectual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
3. The Child with Auditory Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
4. The Child with Visual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
5. The Child with Learning Disability – Definition, Classification, Causes and Management.
6. Developmental Challenge – The Child with Autism, Causes and Management.

**References:**

- Debnath, D. and Debnath, A. K. Byatikramdharmi shishu o tar shiksha. Kolkata: Rita Book Agency.
- Kirk, S.A. (1970). Educating exceptional children. Indian Edition. New Delhi: Oxford and IBH.
- Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7<sup>th</sup> Ed., New York: McGraw – Hill.
- Skinner, C. Educational psychology.

**Core Course 5P – 1 credit (25 marks) – Practical: The Child with Special Needs**

1. Case study of a child with special needs.
2. Visit to institutions of children with special needs.

*Practical activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

**SEMESTER-V (1 Core Paper) + 1 OPTIONAL PAPER/CC1**

**(6T+6P)**

**Core Course 6T – 3 credit (75 marks) – Theory: Legislation and Policy Issues in Child Welfare**

1. Child Welfare – Definition, objectives and philosophies. Constitutional provisions for protection and welfare of children

2. National policy for children – Salient features, priority areas and gaps.
3. Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and Regulation) Act; Hindu Law of Adoption.
4. United Nations Declaration of the Rights of Children; U. N. Convention 1989; National Plan for Children.
5. Overview of child welfare in the legal and policy framework- NGO forum; Role of social networking and social activists.

**References:**

Barooh, B. Child Welfare.

Devi , L.Encyclopedia of Child Welfare. Vol (I-VI).

**Core Course 6P - 1credit (25 marks) –Practical: Legislation and Policy Issues in Child Welfare**

1. Seminar based on Legislation and Policy Issues in Child Welfare

*Presentation in seminar: 15 marks; Viva-Voce: 5 marks; Project: 5 marks*

**OPTIONAL PAPER**

**(7T+7P) will be considered as CC1 if selected in Semester V**

**Or**

**(7T+7P) will be considered as CC2 if selected in Semester VI**

**Core Course 7T – 3 credit (75 marks) – Theory: Legislation and Policy Issues related to Women, Youth and Senior Citizens**

1. National policies for women – National Perspective Plan for Women’s Development, National Commission on Women.
2. National Policies for the Youth- Salient features, implications.
3. National Policies for the Ageing – Salient features, implications. Maintenance and Welfare of Parents and Senior Citizens Act 2007.
4. Overview of family welfare in the legal and policy framework - NGO forum; Role of social networking and social activists; Need for developing comprehensive family policy.

**Core Course –7P – 1 credit (25 Marks) Practical: Legislation and Policy Issues related to Women, Youth and Senior Citizens**

1. Seminar based on Legislation and Policy Issues related to Women, Youth and Senior Citizens

*Presentation in seminar: 15 marks; Viva-Voce: 5 marks; Project: 5 marks*

**SEMESTER-VI (1 Core Paper)+ 1 Optional paper**

**(8T+8P)**

**Core Course 8T – 3 credit (75 marks) – Theory: Organisation and Management of Early Childhood Education Centres**

1. Recent developments of ECCE – National Policy on Education, Yashpal Committee Report: Learning without Burden
2. Role of Indian Association for Pre School Education.
3. Establishing an ECCE Centre – Location, Planning the facilities, Playground, Equipment.
4. Staff Management – Distribution of work, Qualities of a good ECCE teacher.
5. Resource Management – Budgeting, Accounting, Maintenance of records.

**References:**

1. Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
3. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.

**Core Course 8P - 1credit (25 marks) – Practical: Organisation and Management of ECCE**

- i. Visit to ECCE Centre and report writing
- ii. Project on Management of ECCE Centres

*Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*



## SEC for MDC in HUMAN DEVELOPMENT

### **1T- 2credit (50marks) – Theory: Early Childhood Education Programme**

1. Programme Planning – Basic considerations, Types of planning, Stages of planning.
2. Characteristics of ECCE Programme - Playful environment, Informal to formal, Flexibility, Balanced development.
3. Significance of Play; Different Play-way methods of teaching.
4. Evaluation –Definition and types of evaluation.

#### **References:**

1. Sengupta, M. (2009). Early Childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and Practices. India: Shipra Publications.
3. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.

### **1P - 2credit (50 marks) – Practical: Early Childhood Education Programme**

1. Preparation of reading readiness materials for visual discrimination.
2. Preparation of materials for auditory discrimination.
3. Preparation of materials for conducting prewriting activities.
4. Preparation of play materials for developing different concepts in young children.

*Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

### Examination Modalities –All Theoretical Papers

SEMESTER	PAPER	MCQ	Short Answer	Short Notes	Essay Type	Total
ALL	Major - Core	2X10	-	5X2 (Out of 4)	15X3(Out of 5)	75
ALL	MDC - Core	-	2X10 (Out of 15)	5X2 (Out of 5)	15X3(Out of 5)	75
I	Major –SEC MDC - SEC	-	2X10 (Out of 12)	5X2 (Out of 4)	10X2 (Out of 4)	50
II & III	Major - SEC	-	2X10 (Out of 12)	5X2 (Out of 4)	15X3(Out of 5)	75
IDC	Major/MDC	-	-	5X4 (Out of 6)	15X2(Out of 5)	50

### Examination Modalities –All Practical Papers

SEMESTER	PAPER	Practical Activity	LNB & Materials	Viva Voce	Total
ALL	Major - Core	15	5	5	25
ALL	MDC - Core	15	5	5	25
I	Major – SEC	15X2	10	10	50
	MDC -SEC	15X2	15	5	50
II & III	Major - SEC	15	5	5	25
IDC	Major/Minor	15	5	5	25