



UNIVERSITY OF CALCUTTA

Notification No.CSR/20/2023

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 exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 25.07.2023 approved the syllabus of the under mentioned subjects semester wise Four-year (Honours & Honours with Research) /Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF,2022, under this University, as laid down in the accompanying pamphlet.

1. Food & Nutrition
2. Defence Studies
- ✓ 3. Human Development
4. Sanskrit (Revised syllabus after incorporating some amendments, in the syllabus published in CSR/18/23,dt.24.7.23)
5. Persian
6. Computer Science
7. B.Mus.(Honours) and Music (Minor)
8. Marks distribution for semesters 1 & 2 and Amendments in the syllabus of English (4-year Honours/3-year MDC)
9. Amendments in SEC paper of Physiology (Honours & Honours with Research) Courses (as mentioned in CSR/13/23,11.07.2023)
10. Environmental Science (Revised syllabus after incorporating some amendments, in the syllabus published in CSR/18/23, DT.24.7.2023)

The above shall take effect from the academic session 2023-2024.

SENATE HOUSE

Kolkata-700073

The 28th July ,2023


Prof.(Dr.) Debasis Das

Registrar

Human Development

Course Description:

Human Development is a multidisciplinary course, which focuses on the development of individuals across life span in the context of family and society. In order to gain a comprehensive understanding of development, the field draws from diverse disciplines such as Psychology, Physiology, Anthropology, Education, Philosophy and Sociology. The understanding thus gained is applied to further the quality of life of individuals, families and communities.

Learning Objectives:

- To gain a better understanding of an individual's life experiences.
- To gain knowledge of how social context impacts growth and development.
- To understand how societal change can support growth and development.
- To support the physical and mental health of individuals throughout their life span.
- To understand the contemporary societal challenges and the different human rights to overcome these challenges

Learning Outcomes:

- Empowering students to advocate basic principles of human development to families and community.
- Contributing to the well-being of individuals and families across life span by building sustainable professional relationships with industry, community and state bodies.
- Advocating a rights-based, inclusive, gender and culture sensitive curriculum covering the human life span in response to contemporary social challenges

COURSE STRUCTURE for HUMAN DEVELOPMENT: MAJOR/CORE/DSCC**15 Theory Courses (3 credits each) & 15 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	III	4T+4P	Psychological Bases of Human Development	3+1	75+25
5	IV	5T+5P	Marriage and Family Relations	3+1	75+25
6	IV	6T+6P	The Child with Special Needs	3+1	75+25
7	IV	7T+7P	Psychological Assessment, Guidance & Counseling	3+1	75+25
8	IV	8T+8P	Psychometry & Statistics	3+1	75+25
9	V	9T+9P	Legislation and Policy Issues in Child Welfare	3+1	75+25
10	V	10T+10P	Legislation and Policy Issues related to Women, Youth and Senior Citizens	3+1	75+25
11	V	11T+11P	Gender, Media & Society	3+1	75+25
12	V	12T+12P	Parent and Community Education	3+1	75+25
13	VI	13T+13P	Organisation and Management of Early Childhood Education Centres	3+1	75+25
14	VI	14T+14P	Planning Early Childhood Education Programme and Curriculum	3+1	75+25
15	VI	15T+15P	Non-Formal and Life Long Education	3+1	75+25
16	VI	P	Summer Internship	3+1	75+25

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	5T+5P	Marriage and Family Relations	3+1	75+25
5	IV	6T+6P	The Child with Special Needs	3+1	75+25
6	V	9T+9P	Legislation and Policy Issues in Child Welfare	3+1	75+25
7	V	10T+10P	Legislation and Policy Issues related to Women, Youth and Senior Citizens	3+1	75+25
8	VI	13T+13P	Organisation and Management of Early Childhood Education Centres	3+1	75+25
9	VI	14T+14P	Planning Early Childhood Education Programme and Curriculum	3+1	75+25

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

SEMESTER-I (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; Roles of heredity and environment in human development; concepts of growth and development; the life span approach to human development.
2. Prenatal Development – Conception; Course of prenatal development, Conditions affecting prenatal development.
3. Infancy- Characteristics, Developmental tasks and Problems.
4. 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.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy, Sushil. Shiksha manavidya.

Core Course- 1B - 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. Assessing and preparing charts on growth and physical development in infancy and childhood.
5. 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 (1T+1P)

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.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manavidya.

Core Course – 2B - 1credit (25 Marks) Practical: Human Development: Conception through Early Childhood

1. Methods of child study and their use:
 - Interview
 - Observations
 - Checklist
2. Plan and develop activities to facilitate development in different domains
3. Use of secondary sources to understand the depiction of children and adolescents

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

SEMESTER-III

2 CORE COURSES (2T+2P)

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) Crèches / Day care centres
 - b) ICDS centres
 - c) Nursery schools
 - d) Primary schools.
2. Laboratory Activities
 - a) Compilation of songs and lullabies suitable for infants and toddlers.
 - b) Preparation of picture books / story books for infants and toddlers.
 - c) Preparation of educational toys for young children.
 - d) Development of riddles for language and concept attainment of preschoolers.
 - e) 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

Core Course 4T – 3 credit (75 marks) – Theory: Psychological Bases of Human Development

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests; Guilford’s theory; Bruner’s theory.
2. Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions; Schachter-Singer theory.
3. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality; Eysenck’s theory; Five-Factor theory.
4. Socialization- Definition, agencies of socialization, gender differences in socialization.

References:

- Freeman, F. (1965). Psychological testing. New Delhi: Oxford and IBH.
Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: WishwaPrakashan.
Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
Roy, Sushil. Shiksha manavidya.

Core Course 4P – 1 credit (25 marks) - Practical: Psychological Bases of Human Development

1. Assessment of intelligence of a child using a psychological test.
2. Assessment of emotions.
3. Assessment of Personality: Children’s Personality Test; Kundu Neurotic Personality Inventory.
4. Assessment of Socialization.

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

SEMESTER – IV

4 CORE COURSES (4T+4P)

Core Course – 5T – 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 5P – 1 credit (25 marks) – Practical: Marriage and Family Relations

Seminar Based on Marriage and Family Relations

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

Core Course 6T – 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. Byatikramdharmishishu 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 7th Ed., New York: McGraw – Hill.
- Skinner, C. Educational psychology.

Core Course 6P – 1 credit (25 marks) – Practical: The Child with Special Needs

1. Working with and organizing activities for children with special needs.
2. Meeting families of children with special needs to plan an intervention programme.
3. Case study of a child with special needs.
4. Visit to institutions of children with special needs.

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

Core Course 7T – 3 credit (75 marks) – Theory: Psychological Assessment, Guidance & Counseling

1. Psychological tests– Definition; Concept of standardized tests; Major types of psychological tests.
2. Assessment of intelligence, personality and attitude.
3. Fundamentals of Guidance and Counseling of children – Definitions, types and techniques.
4. Children with developmental psychopathology - a) Internalizing Disorders – Anxiety Disorder, Childhood Depression: Symptoms, causes, scope for guidance and counseling.
5. Externalizing Disorders- Conduct disorder, Attention Deficit Hyperactivity disorder: Symptoms, causes, scope for guidance and counseling.

Core Course 7P - 1 credit (25 marks) – Practical: Psychological Assessment, Guidance & Counseling

1. Using problem behaviour checklists and preparing a report.
2. Assessment of attitude and interest of adolescents.
3. Case study of a child with developmental psychopathology or in difficult circumstances.
4. Visit to Child Guidance Clinics/Institutes

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

Core Course 8T – 3 credit (75 marks) – Theory: Psychometry & Statistics

1. Standardization of psychological tests; concepts of reliability, validity and norms.
2. Tabulation and frequency distribution of data.
3. Graphical representation of data – types; advantages and disadvantages of each type.
4. Concept, major types, uses and computational techniques of the measures of central tendency and variability.
5. Concept, uses and computation of bivariate correlation.

References:

Freeman, F. (1965). Psychological testing. New Delhi: Oxford and IBH.

Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.

Roy, S. Shiksha manavidya.

Core Course 8P - 1 credit (25 marks) – Practical: Psychometry & Statistics

1. Determination of reliability and validity and establishment of norms of a psychological instrument.
2. Construction of frequency distribution and exercises on graphical representation of data.
3. Calculation of measures of central tendency.
4. Calculation of measures of variability.

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

SEMESTER – V

4 CORE COURSES (4T+4P)

Core Course 9T – 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 9P - 1credit (25 marks) –Practical: Legislation and Policy Issues in Child Welfare

Seminar based on Legislation and Policy Issues in Child Welfare

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

Core Course 10T – 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 –10P – 1credit (25 Marks) Practical: Legislation and Policy Issues related to Women, Youth and Senior Citizens

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

Core Course 11T –3 credit (75 marks) – Theory: Gender, Media & Society

1. Social construction of Gender - Concept of gender; Differences between sex and gender; Patriarchal social order and status of women; Socio- Cultural practices influencing women's status; Shifts in Status of women – historical and contemporary perspectives

2. Women: Education, Health, Labour and Leadership

Status issues and challenges in context to - women and health, women and education, women's work and economic participation, women and leadership.

3. Women: Violence, Law and Human Rights

Violence against women; Problems of girl-child in India; Women and Law; Women and Human Rights.

4. Women: Media Representation

Representations of Women in Media; Portrayal of women in Advertisements; Shifting stereotypes of women in cinema and web-series.

References:

Basu, Rajashri and Chakraborty, Basabi. Prasanga Manabividya. Urbee Prakashan. Kolkata.

Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.

Chakraborty, Basabi(2014). Women's Studies: Various Aspects. UrbeePrakashan. Kolkata.

Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-Anand Publications.

Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.

Kapoor, Promila, (1993), Girl Child and Family Violence. New Delhi, Har –Anand Publications.

Krishna, Sumi (2007). Women's Livelihood Rights: Recasting Citizenship for Development, New Delhi, Sage Publications

Core Course –11P – 1credit (25 Marks) Practical: Gender, Media & Society

1. Gender based analysis of media with special reference to portrayal of women.
2. Visits to various women's organizations.
3. Use of secondary sources to understand the depiction of women in society.

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

Core Course 12T – 1credit (75 marks) – Theory: Parent and Community Education

1. Alternative approach to Human Development, Macro concept of Growth and Development and Economy; Quantifying Human Development; Some Indices of Human Development.

2. Need for Parent Education. Aspects of Parent Education. Roles of Parents as Participators and Planners of Programmes, Parents as Advisers, Volunteers and Resource Persons.

3. Need for Community Education. Fundamental Principles of Community Education with reference to Health, Education and Nutrition of Children.

4. Definition of Communication. Importance of Communication. Factors Determining

Selection of Appropriate Methods and Techniques of Communication. Different approaches for Communication – Communicating with Individuals, Groups and the Masses.

5. Preparation, Use and Evaluation of Different Techniques and Media of Communication – i) Pictorial Aids, ii) Posters, iii) Pamphlets, iv) Slides, vi) Radio Talks and vii) Movies.

5. Organising Parents and the Community.

a) Parent Bodies – Involvement in School and Neighbourhood.

b) Community Centres / Recreation Centres.

c) Youth Clubs, Mahila Mandals.

References:

Dahama, O.P. and Bhatnagar . Education and Communication for Development. New Delhi : Oxford and IBH.

Ray, G.L. (1991). Extension Communication and Management. Calcutta : Naya Prokash.

Supe, S.V. An Introduction to Extension Education. New Delhi : Oxford and IBH.

Core Course –12P - 1credit (25 Marks) Practical: Parent and Community Education

1. Preparation of simple literature for parents.

2. Developing audio programmes for parents / community.

3. Conducting parent meetings.

4. Preparing and using visual aids for parent / community education.

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

SEMESTER – VI

3 CORE COURSES (3T+3P) and Summer Internship

Core Course 13T –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 13P - 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

Core Course 14T –3 credit (75 marks) – Theory: Planning Early Childhood Education Programme and Curriculum

1. Programme Planning – Basic considerations, Stages of planning, Observation, Recording and reporting.
2. Essential features of ECCE Curriculum - Playful environment, Informal to formal, Flexible routine, balanced development.
3. Components of ECCE Curriculum – Physical development, Cognitive development (Language and Mathematics), Creative expression, Socio-emotional Development.
4. Significance of Play and Play-way method of teaching.
5. Evaluation

References:

- Adler, S. and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois : Thomas Publication
- Anderson, P. and Lapp, D. Language skills in elementary education. NY: Mac Millan.
- Harlan, J. (1984). Science experiences for the early childhood years. Columbus: Charles Merrill.
- Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and

Special education. New York: Mac Millan.

Core Course 14P - 1credit (25 marks) – Practical: Planning Early Childhood Education Programme and Curriculum

1. Preparation of reading readiness materials for:
 - a) Visual discrimination; visual memory
 - b) Auditory discrimination.
2. Conducting prewriting activities with children.
3. Planning science experiences.
4. Planning a project based on lessons of first and second standard; planning activities children can do at home.
5. Preparation of teaching aids for promoting mathematical concepts.

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

Core Course 15T –3 credit (75 marks) – Theory: Non-Formal and Life Long Education

1. Non Formal Education: Significance of Non-Formal Education in India; New education policy & NFE; Scope of NFE in communities.
2. Techniques of community study, Domains of Non- Formal Education.
3. Life Long Education: Definition, meaning and concept of Life Long Education; Forms and domains of Life Long Education Components and objectives of Life Long Education.
4. Life Long Education: Historical and contemporary perspectives; Significance of Life Long Education in contemporary society.
5. Principles of Life Long Education; Methods and Material for Non-Formal/ Life Long Education; Approaches for organizing NFE programmes for different target groups.
6. Programmes of Non Formal/ Life Long and Continuing Education: National and international programmes; Local, State, National and international agencies- policy and programmes; Monitoring and evaluation of NFE/ Life Long and Continuing Education programmes.

References:

Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.

Chandra A., Shah A. 1987, Non Formal Education for All, Sterling Publishers, New Delhi.

Singh M., 2007, New Companion to Adult Educators, International Institute of Adult and Life Long Education, New Delhi.

Singh N. K, 2010, Adult Education, Saurabh Publishing House, New Delhi.

Khajuria D. P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

Core Course 15P – 1credit (25 marks) – Practical: Non-Formal and Life Long Education

1. Visits to different NGO's involved in Non-Formal/Adult/Life Long Education
2. Inviting experts from Government/Universities/ NGO's to share their experience of Non-Formal/Adult/Life Long Education.
3. Reporting of Literacy news, events from periodicals and newspapers.
4. Programme Planning for organizing NFE / continuing education programmes

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

Summer Internship 3 credits (75 marks)

SEC1: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT

Credits: 4, Marks: 100

Theory: Marks 50 (Credits 2)

1. Communication-Language Arts

- Promotion of language skills: listening, speaking , reading and writing

2. Literature for Children

- Understanding the need for literature for children
- Types of literature, appropriateness and criteria for selection
- Physical characteristics of good books
- Characteristics of a good story
- Criteria for selecting poems

3. Mathematics

- Counting: Concept of cardinality, use of number rhymes, action songs, number readiness and vocabulary
- Concept of relative location; Concept of relative sizes; Identification and description of shapes; Concept of Classification: formation of sets - objects, pictures or according to other characteristics
- Concept of Seriating - Using ordinals to name position in a series, Ordinals 1st to 20th.
- Operations of addition, subtraction and multiplication

Practical: Marks 50 (Credits:2)

1. Language Arts

- Compile songs for finger play and lullabies suitable for infants and toddlers.
- Microteaching for conducting group conversation.
- Display of bulletin board for picture talk/picture reading
- Development of questioning skills involving what, who, when, where, why questions as well as questions to give scope to children for imagination and creative expression.

2. Literature for Children

- Evaluating a few stories and/or story books
- Micro teaching for story telling with and without teaching aid.
 - i. Techniques of storytelling: reading of storybooks
 - ii. Teaching aids for storytelling:, narrations with aids but with the help of modulations of voice and gestures, flash cards ,flannel board, puppets

(Note: Micro teaching technique i.e. peer group teaching be used to develop teaching skills. One student will play role of teacher and others as children. At the end of the activity, the peer group will evaluate. Class can be divided in groups of 5 to 6 students.)

4. Mathematics:

- Preparing materials for developing number vocabulary in informal, incidental learning situations e.g. more, less, many, small, big, etc. (3-5 years)
- Preparing booklets for recognizing and reading numerals 1-9
- Preparing booklets for promotion of understanding operations of addition, subtraction and multiplication

REFERENCES:

- Adler, S., Farrar, C. (1983). *A curriculum guide for developing communication skills in preschool Child*, Illinois: Thomas publications.
- Beghetto, R., Kaufman, J. (2010) *Nurturing creativity in classroom*. Cambridge
- Bruke, E. (1990). *Literature for the young child*, Needham Heights: Allyn and Bacon.
- Carol, S. & Barbour, N. (1990). *Early Childhood Education: An Introduction, IInd Edition*.
- Chambers, P. (2008) *Teaching mathematics*. Sage publications.
- Dave, A. (1987). *Pre-Mathematics Experiences for Young Children*.
- Deviries, R., Kohlberg, L. (1987). *Programs of early education*, New York: Longman.
- Gelman, R. Gallistel, C.R. (1986). *The child's understanding of numbers*, Cambridge: Harvard university press.
- Kaul, V. (1991). *Early Childhood Education Programme*, New Delhi: NCERT.
- Krishna Kumar (1986). *The child's language and the teacher*, New Delhi: UNICEF.
- Liebeck, Panmala, *How children learn mathematics*, London : Penguin.
- Lloyd, I., Richardson, K. (1980). *A mathematics activity for early childhood and special education*, New York : McMillan publishing company.
- Swaminathan, M. (1991). *Play Activities for Young Children*: UNICEF.

SEC2: RESOURCES AND SUSTAINABLE DEVELOPMENT

Credits: 4, Marks: 100

Theory: Marks 75 (Credits 3)

1. Introduction to concept and dimensions of sustainable development, major conferences and agreements on sustainable development
2. MDGs and challenges to sustainable development (Climate and Global Change, Energy, Water Resources, Population, Economic Development, etc.)
3. Conception of Sewage treatment plant/ Vermicomposting unit/ Air Monitoring Laboratory/ Environment Pollution Detecting Laboratory/ Rain Water Harvesting System/ Biogas Plant/ Green Building/ Ecotel Hotel/ CPCB/ Greenhouse/ Solid Waste Management Plant/ hydro/thermal power plants/ Environmental Agencies or National Parks/ Sanctuaries/ Biosphere Reserves.
4. Development of awareness programme on sustainable consumption practices for masses.

Practical: Marks 25 (Credit 1)

1. Case study of any one govt. or non-govt. organization that contributed to environmental protection in India.
2. Power point presentation on any one sustainable development related issue
3. Group discussion on any one sustainable development related issue

REFERENCES

- Formica, P. (2020). Nature's Voice: Health and Humanities Chicago: bioGraph. ISBN 1951946103.
- James Paul with Magee, Liam; Scerri, Andy; Steger, Manfred B. (2015). Urban Sustainability in Theory and Practice: Circles of Sustainability. London: Routledge.
- Rogers, P., K.F. Jalal, and J.A. Boyd (2007). An Introduction to Sustainable Development. Routledge.
- Vallero, Daniel (2006). Paradigms lost: Learning from environmental mistakes, mishaps and misdeeds. Boston: Butterworth-Heinemann.

SEC 3: HUMAN RESOURCE MANAGEMENT

Credits: 4, Marks: 100

Theory: Marks: 75 (Credits 3)

1. Human Resources Management
 - Concept, Scope and Significance
 - Organisation Theories
 - Human Resource Development and its challenges
2. Functions of HRD

- Manpower planning
 - Job Analysis – job description and job specification
 - Recruitment, selection and placement
 - Performance appraisal and development
 - Basics of Employee compensation
 - Training and Development
 - Motivation
3. Human Resources Audit
- Concept
 - Significance
 - Process

Practical: 25 (Credit 1)

1. Case study analysis and secondary research.
2. Simulations/Presentations
 - HR Planning – Job Analysis and Design (Levels).
 - Selection and Recruitment Strategies
 - Interview techniques and skills (mock interview)
 - Performance Appraisals – Methods

REFERENCES:

- Aswathappa. K, 2008, Human Resource and Personnel Management - Text and cases, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
- Gary Dessler, 2006, Human Resource Management, Prantice Hall of India Pvt. Ltd, New Delhi.
- Subbaroo, R., 2007, Personnel and HRM – Text and Cases, Himalaya Publishing House, New Delhi.

IDC (3 Credits – 2TH and 1P)

INTRODUCTION TO HUMAN DEVELOPMENT

THEORY:

1. Human development and the need to study it; Roles of heredity and environment in human development; Concepts of growth and development; The life span approach to human development.
2. Conception; Prenatal development.
3. Birth of the baby – the characteristics of the neonate; care of the neonate.
4. Infancy – highlights of development; caring for the infant
5. Highlights of development in childhood, adolescence, adulthood and old age.

PRACTICAL:

1. Planning the diet of an expectant / a lactating mother; preparation of a diet chart.
2. Preparing a chart of prenatal / postnatal exercises for the mother.
3. Assessing and preparing charts on growth and physical development in infancy and childhood.
4. Preparing picture / story books for infants and children.
5. Making play materials suitable for infants and children.

REFERENCES:

- 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.
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- Roy, Sushil. Shiksha manavidya.