

To

The Dean of Social Sciences,
Himachal Pradesh University,
Shimla-171005

Subject: - Courses and Credits approved by Board of Studies for B.A. Human Development and Family Empowerment in its meeting held on 2nd September, 2016

Respected Sir,

Please find enclosed a copy of proceedings of the Board of Studies (UG) in Human Development and Family Empowerment along with the detailed courses/syllabus and distribution of Credits, for Discipline Specific Course (DSC), Skilled Enhancement Course (SEC), Discipline Specific Elective (DSE) & Generic Elective (GE) along with Annexure I to IV for approval of the competent authority and further appropriate action in the matter.

Yours Sincerely,

Dr. Aprajita Sharma,
Chairperson,
Board of Studies of Home Science
Deptt. of Home Science,
RKMV, Shimla

Proceedings of the meeting of Board of Studies of Human Development and Family Empowerment (UG- CBCS) held on 02.09.2016 at 2:00 pm in RKMV Shimla.

The following members were present: -

1. Dr. Aprajita Sharma, Chairperson, Board of Studies for Home Science, Deptt. of Home Science, RKMV, Shimla.
2. Ms. Nandini Pathania, Member Secretary, Board of Studies for Home Science, St. Bede's College, Shimla.
3. Dr. Anjali Dewan, Member of Studies for Home Science, Deptt. of Home science, St. Bede's College, Shimla.

After detailed discussion, the following decision was taken on the Agenda given as under: -

Agenda Item and Decision: -

To introduce the semester system scheme and syllabus for Choice Based Credit System (CBCS) in BA Human Development and Family Empowerment (HDFE).

After detailed discussion, the following decisions were taken:-

1. Semester-wise course structure of B.A. three year (six semesters) courses under CBCS for Himachal Pradesh University and semester-wise sequence of courses and credits/marks allotted for each course were approved as per attached '**Annexure-I**' to the proceedings.
2. Scheme and mode of evaluation for Minor Test, distribution of marks for evaluation of Tutorial / Home Assignments were approved as per '**Annexure-II**' to the proceedings.
3. Instructions for Paper setters for Term End Semester Examination (Theory and Practical) were approved as per '**Annexure-III & IV**' to the proceedings.

It was also decided that the above mentioned **Annexure-I, II, III & IV** be forwarded to Dean of Social Sciences, Himachal Pradesh University for obtaining approval of the competent authority for facilitating further action in the matter.

Board Members:

Dr. Aprajita Sharma
Chairperson,
Board of Studies for Home Science,
Deptt. of Home Science,
RKMV, Shimla.

Ms. Nandini Pathania
Member Secretary,
Board of Studies for Home Science,
Deptt. of Home Science,
St. Bede's College, Shimla.

Dr. Anjali Dewan
Member
Board of Studies for Home Science,
Deptt. of Home Science,
St. Bede's College, Shimla.

ANNEXURE – I

SCHEME AND SYLLABUS FOR CHOICE BASED CREDIT SYSTEM IN BA HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT TO BE IMPLEMENTED FROM THE SESSION 2016-2017 ONWARDS								
CONTENTS								
Sr. No	Course	Course Name	Sem ester	Course Code	Award Type	Cred its	Marks	
							Min	Max
SEMESTER-I								
1.	Core Course	English/MIL-1	I	Common for all Students				
	Ability Enhancement Compulsory Course (AECC)	(English/MIL communication) Or Environmental Science	I	Common for all Students				
	HDFE-Core -1	Principles of Child Development	I	BAHDFE 101	Theory (ESE)	5	28	70
	HDFE-Core -1	Principles of Child Development	I	BAHDFE 101(A)	Internal Assessment (CCA)	1	14	30
	Core Course	DSC-2A (Choice based course from other discipline)	I					
SEMESTER-II								
2.	Core Course	English/MIL-1	II	Common for all Students				
	Ability Enhancement Compulsory Course (AECC)	(English/MIL communication) Or Environmental Science	II	Common for all Students				
	HDFE-Core -2	Introduction to Human Development	II	BAHDFE 202	Theory (ESE)	2	18	40
	HDFE-Core -2	Introduction to Human Development	II	BAHDFE 202(P)	Practical (ESE)	2	14	30

	HDFE- Core -2	Introduction to Human Development	II	BAHDFE 202(A)	Internal Assessm ent (CCA)	2	14	30
	Core Course	DSC-2B (Choice based course from other discipline)	II					
SEMESTER-III								
	Core Course	English/MIL-2	III					
3.	HDFE- Core -3	Empowermen t of Women & Children	III	BAHDFE 303	Theory (ESE)	2	18	40
	HDFE- Core -3	Empowermen t of Women & Children	III	BAHDFE 303(P)	Practical (ESE)	2	14	30
	HDFE- Core -3	Empowerment of Women & Children	III	BAHDFE 303(A)	Internal Assessm ent (CCA)	2	14	30
4.	HDFE SEC-1	Life Skills Education	III	BAHDFE 304	Theory (ESE)	1	14	30
	HDFE SEC-1	Life Skills Education	III	BAHDFE 304(A)	Internal Assessm ent (CCA)	1	4	10
	Core Course	DSC-2C (Choice based course from other discipline)	III					
SEMESTER-IV								
	Core Course	English/MIL-2	IV					
5.	HDFE- Core -4	Principles & Perspectives on Early Childhood Care & Education	IV	BAHDFE 405	Theory (ESE)	2	18	40
	HDFE- Core -4	Principles & Perspectives on Early Childhood Care & Education	IV	BAHDFE 405(P)	Practical (ESE)	2	14	30
	HDFE- Core -4	Principles & Perspectives on Early Childhood	IV	BAHDFE 405(A)	Internal Assessm ent (CCA)	2	14	30

		Care & Education						
	Core Course	DSC-2D (Choice based course from other discipline)	IV					
6.	HDFE SEC-2	Introduction to Guidance and Counseling	IV	BAHDFE 406	Theory (ESE)	1	14	30
	HDFE SEC-2	Introduction to Guidance and Counseling	IV	BAHDFE 406(A)	Internal Assessment (CCA)	1	4	10
	Core Course	DSC-2D (Choice based course from other discipline)	IV					
SEMESTER-V								
7.	HDFE-SEC-3	Parent & Community Education	V	BAHDFE 507	Theory (ESE)	1	14	30
	HDFE-SEC-3	Parent & Community Education	V	BAHDFE 507(A)	Internal Assessment (CCA)	1	4	10
8.	HDFE-DSE-1	Child Rights & Gender Empowerment	V	BAHDFE 508	Theory (ESE)	2	18	40
	HDFE-DSE-1	Child Rights & Gender Empowerment	V	BAHDFE 508(P)	Practical (ESE)	2	14	30
	HDFE-DSE-1	Child Rights & Gender Empowerment	V	BAHDFE 508(A)	Internal Assessment (CCA)	2	14	30
9.	HDFE-GE-1	Care and Well-being in Human Development	V	BAHDFE 509	Theory (ESE)	3	25	55
	HDFE-GE-1	Care and Well-being in Human Development	V	BAHDFE 509(P)	Practical (ESE)	1	7	15

	HDFE-GE-1	Care and Well-being in Human Development	V	BAHDFE 509(A)	Internal Assessment (CCA)	2	14	30
SEMESTER-VI								
10.	HDFE-SEC-4	Adolescent Development and Challenges	VI	BAHDFE 610	Theory (ESE)	1	14	30
	HDFE-SEC-4	Adolescent Development and Challenges	VI	BAHDFE 610(A)	Internal Assessment (CCA)	1	4	10
11.	HDFE-DSE-2	Children with Special Needs	VI	BAHDFE 611	Theory (ESE)	2	18	40
	HDFE-DSE-2	Children with Special Needs	VI	BAHDFE 611(P)	Practical (ESE)	2	14	30
	HDFE-DSE-2	Children with Special Needs	VI	BAHDFE 611(A)	Internal Assessment (CCA)	2	14	30
12.	HDFE-GE-2	Child Rights & Social Actions	VI	BAHDFE 612	Theory (ESE)	3	25	55
	HDFE-GE-2	Child Rights & Social Actions	VI	BAHDFE 612(P)	Practical (ESE)	1	7	15
	HDFE-GE-2	Child Rights & Social Actions	VI	BAHDFE 612(A)	Internal Assessment (CCA)	2	14	30

ANNEXURE – II

DISTRIBUTION OF MARKS FOR CONTINUOUS COMPREHENSIVE ASSESSMENT IN EACH COURSE IN EACH SEMESTER

1. Minor Test : 15 Marks
 2. Class Tests, : 10 Marks
Tutorials /Assignments
 3. Attendance : 5 Marks
- Total Marks** : $15+10+5 = 30$ Marks

(1) Distribution of marks for conducting Minor Test

Note: Time permitted for conducting minor test shall be 1 hour

Two types of questions will be set in Minor Test

- i) Ten MCQ's of $\frac{1}{2}$ marks each = 5 marks.
- ii) Two questions of 5 marks each ($2 \times 5 = 10$) of short answer type.

Total marks of Minor Test = $5+10 = 15$

Attendance: 5 marks (as per University rules)

ANNEXURE – III

Paper Setting Scheme for Semester Term End Examination

Maximum marks: 40

Minimum marks: 18

Maximum time: 3 hrs.

1. Instructions for Paper setters:

The question paper will consist of 5 sections:

- A. Compulsory
- B. Unit I
- C. Unit II
- D. Unit III
- E. Unit IV

Section A : It will be compulsory consisting of 12 marks with 12 objective type questions which could be multiple choice questions, true / false, fill in the blanks etc. of ½ marks each and 3 short answer type questions of 2 marks each covering the entire syllabus.

Section B: There will be two questions of 7 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Section C: There will be two questions of 7 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Section D: There will be two questions of 7 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Section E: There will be two questions of 7 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Total marks: $12+7+7+7+7 = 40$

2. Instructions for the students:

The students are required to attempt 5 questions in all. One compulsory question from section A and selecting one question from each of the sections B, C, D and E of the question paper.

ANNEXURE – IV

Paper Setting Scheme for Semester Term End Practical Examination

Maximum marks: 30

Minimum marks: 14

Maximum time: 3 hrs.

1. Instructions for Paper setters and candidates:

Laboratory examination will consist of three parts:

- (i) Performing a practical exercise assigned by the examiner – 20 marks
- (ii) Viva voce examination – 5 marks
- (iii) Practical file – 5 marks

Note: Viva voce examination will be related to the practical performed / seminar / assignment done by the candidate related to the paper during the course of the semester.

B.A. HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT

Outline of the UGC recommended CBCS system for BA Human development and Family Empowerment (Regular) syllabus, CBCS Course Scheme, the Examination Pattern, CCA Scheme and Paper Setting to be implemented from Academic Session 2016-17.

SEMESTER-I

(CORE-1)

PRINCIPLES OF CHILD DEVELOPMENT (BAHDFE101)

Course Code	BAHDFE101		
Credits-5	L	T	P
	65	25	0
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory)

Components	Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
Theory	70	32	3.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	10 (1 mark each)	10
	4	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12
E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
TOTAL					70

OBJECTIVES:

- To familiarize students with the concept of child development as a field of study
- To create an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

THEORY

Unit	Topic	Allotted Time (hours)		
		L	T	P
I	Introduction to Child Development <ul style="list-style-type: none"> • Brief history • Scope • Theoretical foundations 	15	6	0
II	Methods of Child Study <ul style="list-style-type: none"> • Observation • Interview • Questionnaire • Case study 	15	6	0
III	<ul style="list-style-type: none"> • Principles of Development • Developmental Norms 	15	6	0
IV	Pre-natal Development & infant development <ul style="list-style-type: none"> • Factors affecting Pre natal development • Stages of Pre natal development • Newborn- Characteristics • Reflexes • Infant developmental milestones 	20	7	0
Total Hours		65	25	0

L-Lecture, T-Tutorial and P-Practical

RECOMMENDED READINGS:

Bannerjee, B.G. (1987). *Child Development and Socialization*. Delhi: Deep Publications.

Hetherington, E.M. and Parke, R. D. (1993). *Child Psychology: A contemporary viewpoint*. Toronto: McGraw Hill.

Kanhai, P.(2002). *Encyclopedia of Child Development*. New Delhi: Commonwealth Publishers.

Verma, P. & Shirivastava, B. N. (1996). *Balmanovigyan Bal Vikas*. Santrock, J.W. (1996). *Child Development*. U.S.A: Brown and Benchmark Publishers.

Berk, L.E. (2001). *Child Development* (3rd Ed). New Delhi: Prentice Hall. Sharma, R.N. and Sharma, R. (2002). *Child Psychology*, New Delhi: Atlantic Publishers.

Agarwal, J.C. (2003). *Child Development and Process of Learning*. New

Delhi: Shipra Publication.

SEMESTER-II

(CORE-2)

INTRODUCTION TO HUMAN DEVELOPMENT (BAHDFE202)

Course Code	BAHDFE202		
Credits-4	L	T	P
	60	15	15
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory/Practical)

Components	Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs
Practical	30	14	3.00 Hrs
Total	70	32	6.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	12 (1/2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	3 (2 mark each)	6
B	2	UNIT 1	Choice based Long answer type	1 (7 marks)	7
C	2	UNIT 2	Choice based Long answer type	1 (7 marks)	7
D	2	UNIT 3	Choice based Long answer type	1 (7 marks)	7
E	2	UNIT 4	Choice based Long answer type	1 (7 marks)	7
TOTAL					40

OBJECTIVES:

To enable the students

- To understand the field of Human Development and significance of Human Development.
- To understand childhood years, adolescence and adulthood

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Importance of Human Development <ul style="list-style-type: none"> • Meaning, Definition, scope of Human Development, • Growth and development and Principles of development • Stages, Developmental tasks across life span 	15	4
II	Childhood- Early & middle <ul style="list-style-type: none"> □ Developmental milestones, physical, social, emotional, cognitive and language development. 	15	4
III	Adolescence <ul style="list-style-type: none"> • Definition, characteristics, developmental milestones, Physical changes; male and female body clock, sequence of change; social, emotional, cognitive and moral development. 	15	4
IV	Adulthood <ul style="list-style-type: none"> • Meaning, characteristics, physical, social, cognitive and emotional development during early, middle and late adulthood. 	15	3
Total Hours		60	15

L-Lecture, T-Tutorial and P-Practical

PRACTICALS

INTRODUCTION TO HUMAN DEVELOPMENT BAHDFE 202 (P)

Particulars	Maximum Marks
Method and Technique used	20
Practical File	05
Viva Voce	05
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	Methods and techniques of child study	5
2	Interviews – Observations 2 - 2	5
3	Case profile of a senior citizen	5
	Total	15

RECOMMENDED READINGS:

- Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.
- Devadas, R.P; Jaya, N(2002), A Textbook on Child Development, Macmillan India Limited, Madras.
- Digumarti Bhaskara Rao (1997), Care of the Child, vol and II, Discovery Publication House, New Delhi.
- Jegannath Mohanty and Bhagyadhar Mohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep pub,New Delhi.
- Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company
- Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill Company,New York.

SEMESTER-III

(CORE-3)

EMPOWERMENT OF WOMEN AND CHILDREN (BAHDFE303)

Course Code	BAHDFE303		
Credits-4	L	T	P
	60	15	15
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory/Practical)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs
Practical	30	14	3.00 Hrs
Total	70	32	6.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	12 (1/2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	3 (2 mark each)	6
B	2	UNIT 1	Choice based Long answer type	1 (7 marks)	7
C	2	UNIT 2	Choice based Long answer type	1 (7 marks)	7

D	2	UNIT 3	Choice based Long answer type	1 (7 marks)	7
E	2	UNIT 4	Choice based Long answer type	1 (7 marks)	7
TOTAL					40

OBJECTIVES: To enable students to:

- Develop an understanding of women related issues in India
- To create awareness among students about the Government programs, policies and legal provisions as well as Non-governmental efforts made to improve the status of Indian women
- Provide significant information related to maternal health and education.

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Status of Women <ul style="list-style-type: none"> • Demographic profile of women related statistics • Women empowerment – concept, need • Issues related to women – social issues, programs for girl child 	15	4
II	Programs for women <ul style="list-style-type: none"> • IWEP • SEWA • ICDS 	15	4
III	Maternal Health Education and Child Development <ul style="list-style-type: none"> • Importance of maternal health and impact on child's development • Health and nutrition education • Importance of maternal education • MMR, School drop-out rate, causes, prevention and steps taken 	15	4
IV	Women and work <ul style="list-style-type: none"> • Women in organized and unorganized sectors • Problems faced by working women 	15	3
	Total Hours	60	15

L-Lecture, T-Tutorial and P-Practical

PRACTICALS

EMPOWERMENT OF WOMEN AND CHILDREN BAHDFE303 (P)

Marks Allocation Scheme

Particulars	Maximum Marks
Method and Technique used	20
Practical File	05
Viva Voce	05
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	Visit to any two organizations working for children	5
2	Visit to any one organization working for women	5
3	Case profile of a working women	5
	Total	15

RECOMMENDED READINGS:

- Self Employed Women's Association (1991)
- Siddiqi, F.E. & Ranganathan, S. (2001). Handbook on Women and Human Rights: A guide for Social Activists. (Part-I). New Delhi: Kanishka Publishers.
- Goel, S.L. (2005). Population Policy and Family Welfare. New Delhi: Deep and Deep Publications.

SKILL BASED COURSE (SEC- 01)

LIFE SKILLS EDUCATION (BAHDFE304)

Course Code	BAHDFE304		
Credits-2	L	T	P
	30	15	0
Course Type	Core		
Lectures to be Delivered	45		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
6	2	2	10

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	12(1/2 mark each)	6
	4	Complete	Short answer type (25 to 50 words)	2 (2 mark each)	4
B	2	UNIT 1	Choice based Long answer type	1 (5 marks each)	5
C	2	UNIT 2	Choice based Long answer type	1 (5 marks each)	5
D	2	UNIT 3	Choice based Long answer type	1 (5marks each)	5
E	2	UNIT 4	Choice based Long answer type	1 (5 marks each)	5
TOTAL					30

OBJECTIVES: To enable students to:

- Understand and enhance life skills
- Develop knowledge, understanding and skills in the management of issues related to personal growth and development
- Gain knowledge and understanding in order to make informed health and lifestyle decisions
- Develop skills, and responsible values and attitudes, that enhance the quality of interpersonal relationships

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	<ul style="list-style-type: none"> • Life skills-meaning, definition, importance, WHO life skills and goals 	5	4
II	Three basic categories of life skills – <ul style="list-style-type: none"> • Social or interpersonal skills (Communication Skills, Assertiveness Skills, Cooperation Skills, Empathy) • Cognitive or thinking skills (Problem Solving, Critical Thinking, Creative Thinking, Decision Making, Self Awareness) • Emotional skills (Managing Stress, Managing Emotions, Resisting peer pressure) 	10	4
III	Conflict management- <ul style="list-style-type: none"> • Understanding conflict in relationships, causes of conflict and steps for managing and resolving conflict, the five styles of conflict resolution and healthy ways of avoiding conflict in relationships. 	10	4
IV	Career guidance: <ul style="list-style-type: none"> • Need and Importance of Career Guidance, Exploring career options, Deciding a career, Career Guidance Centre, Resume Writing, Job Search Method and Interview Facing 	5	3
	Total Hours	30	15

RECOMMENDED READINGS:

Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.
 Devadas, R.P; Jaya, N(2002), A Textbook on Child Development, Macmillan India Limited, Madras.
 DigumartiBhaskara Rao (1997), Care of the Child, vol and II, Discovery Publication House, New Delhi.
 JegannathMohanty and BhagyadharMohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep pub,New Delhi.

Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company
Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill
Company, New York.
Rice Philip. K (2001) Human development, Prentice Hall, New Jersey
Santrock, J.W., (2006), Child Development, Tata Mc.Graw Hill Publishing Company,
New Delhi
Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, Tamil Nadu.
http://www.cbseacademic.in/web_material/Lifeskills/1_Life%20Skills%20Class%20VI.pdf
Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the
child. Vishwabharati, New Delhi.

**SEMESTER IV
(CORE IV)**

**PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND
EDUCATION (BAHDFE405TH/PR)**

Course Code	BAHDFE405		
Credits-4	L	T	P
	60	15	15
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory/Practical)

Components	Maximum Allotted	Marks	Minimum Pass Marks	Time Allotted
Theory	40		18	3.00 Hrs
Practical	30		14	3.00 Hrs
Total	70		32	6.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	12 (1/2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	3 (2 mark each)	6
B	2	UNIT 1	Choice based Long answer type	1 (7 marks)	7

C	2	UNIT 2	Choice based Long answer type	1 (7 marks)	7
D	2	UNIT 3	Choice based Long answer type	1 (7 marks)	7
E	2	UNIT 4	Choice based Long answer type	1 (7 marks)	7
TOTAL					40

OBJECTIVES: The course will enable students to:

- Understand the need and significance of early childhood care and education
- Understand the policy perspectives on ECCE in India and world
- Develop knowledge and skills for research and evaluation in ECCE

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Objectives, significance and developmental contexts: <ul style="list-style-type: none"> • Introduction, definition, objectives, need, coverage, significance of ECCE • Philosophers in the field of ECCE (Indian and western thinkers) • Developmental needs of children (0-8 years)- physical, cognitive, language, socio-emotional domains. 	15	4
II	Policies and Changing Perspectives in early childhood care and education- <ul style="list-style-type: none"> • Policies, legislation and Programs related to ECCE in Indian context would be covered such as National Policy on Education –(1986), Right to Education Act (2009), ECCE policy (2013) • ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989). 	15	4
III	Approaches and Pedagogy of ECCE- <ul style="list-style-type: none"> • Understanding different approaches to learning (activity based, play-way, child-centered, theme-based). • Different types of preschool curriculum (Example- Montessori, Kindergarten, Balwadi, Anganwadi) • Transaction methods-meaning, rationale, selection criteria. • Preparation & use of learning and play materials – principles and characteristics. Use of local specific community resources. 	15	4
IV	Organizational Management and Community	15	3

	Involvement- <ul style="list-style-type: none"> Evaluation of ECCE programs- infrastructure, safety, ECCE professionals- competence, skill and methodology. Maintenance of records. 		
	Total Hours	60	15

L-Lecture, T-Tutorial and P-Practical

PRACTICALS

PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND EDUCATION (BAHDFE405TH/PR)

Particulars	Maximum Marks
Method and Technique used	20
Practical File	05
Viva Voce	05
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	1. Case study of a Government and private pre-school Centre and report writing	3
2	2. Designing low cost and environment friendly appropriate learning materials for: <ul style="list-style-type: none"> Story telling Readiness Art and craft Rhyme booklets Language and Literacy Numeracy Skills	2
3	Theme based weekly program - plan a curriculum and execute for preschool School children.	5
4	Organize a workshop/exhibition for involving parents of pre-school children	5
	Total	15

RECOMMENDED READINGS:

Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (First Ed.). Shipra Publications, New Delhi. Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher

NCERT (2005). National Curriculum Framework, New Delhi. National early childhood care and education (ECCE) policy (Draft), Ministry of Women and Child Development, Government of India. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework And Syllabus Outline, New Delhi

NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.

Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.

Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India. UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.

UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.

World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

**SKILL BASED COURSE
(SEC- 02)**

INTRODUCTION TO GUIDANCE AND COUNSELLING BAHDFE406

Course Code	BAHDFE406		
Credits-2	L	T	P
	30	15	0
Course Type	Core		
Lectures to be Delivered	45		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
6	2	2	10

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory)

Components	Maximum Marks Allotted	Minimum Pass Marks	Time Allotted
Theory	30	14	3.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Question	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maxim um Marks
A	10	Complete	Objective Type	12(1/2 mark each)	6
	4	Complete	Short answer type (25 to 50 words)	2 (2 mark each)	4
B	2	UNIT 1	Choice based Long answer type	1 (5 marks)	5

				each)	
C	2	UNIT 2	Choice based Long answer type	1 (5 marks each)	5
D	2	UNIT 3	Choice based Long answer type	1 (5marks each)	5
E	2	UNIT 4	Choice based Long answer type	1 (5 marks each)	5
TOTAL					30

OBJECTIVES: The paper will enable the student to:

- Develop an understanding of basic meaning and types of guidance
- Develop an understanding of basic meaning and types of counselling
- Get acquainted with process and techniques of counselling
- Analyze the relationship between guidance and counselling

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Guidance <ul style="list-style-type: none"> • Need for Guidance, basic principles of guidance • Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction and self-actualization • Common do's and don'ts in dealing with children 	10	5
II	Counseling– <ul style="list-style-type: none"> • Meaning, Principles and need for counseling 	5	3
III	Types of Counseling <ul style="list-style-type: none"> • Individual and Group counseling, • Parental counseling, • Counseling for children. 	10	4
IV	<ul style="list-style-type: none"> • Relationship between counseling, guidance and therapy. • Types of therapy– client centered therapy, rational emotive therapy. 	5	3
Total Hours		30	15

RECOMMENDED READINGS:

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.

Burnard, P (1999), Counseling skills training, New Delhi., Viva books company, New Delhi

Gupta. S.K, Guidance and Counseling in Indian Education, Mittal Publication Pvt. Ltd. Delhi

Rao, S.N, Counseling and Guidance, Tata McGraw Hill, Delhi

- Patterson, H.C (2000), Theories of counseling and psychotherapy. New York. Harper
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed. Belmont: Calif-Brooks Cole.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
- Gazda George R.M.(1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
- Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors. New Delhi NCERT.

SEMESTER V
SKILL BASED COURSE (SEC- 03)

PARENT AND COMMUNITY EDUCATION BAHDFE507

Course Code	BAHDFE507		
Credits-2	L	T	P
	30	15	0
Course Type	Core		
Lectures to be Delivered	45		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
6	2	2	10

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	12(1/2 mark each)	6
	4	Complete	Short answer type (25 to 50 words)	2 (2 mark each)	4
B	2	UNIT 1	Choice based Long answer type	1 (5 marks each)	5
C	2	UNIT 2	Choice based Long answer type	1 (5 marks each)	5
D	2	UNIT 3	Choice based Long answer type	1 (5marks each)	5
E	2	UNIT 4	Choice based Long answer type	1 (5 marks each)	5
TOTAL					30

OBJECTIVES: To enable the students to:

- Understand the need and importance of parent education
- Get acquainted to the concept of community education
- Understand the techniques of imparting parent education program.

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Parent education – <ul style="list-style-type: none"> • Need, aspects, types of parent education. Parents as stake holders, planners, advisers, volunteers, and resource persons. 	10	5
II	Community education – <ul style="list-style-type: none"> • Fundamental principles of community. Community education with reference to education, health, rights of children, child rearing and socialization in various socio-cultural settings. 	10	5
III	Techniques of Parent and community Education- <ul style="list-style-type: none"> • Informal meeting, group and individual meetings, Use of audio visual aids. 	5	3
IV	Role of professional – <ul style="list-style-type: none"> • Contribution of professionals in parent and community education. 	5	2
	Total Hours	30	15

RECOMMENDED READINGS:

Child Welfare Information Gateway (2013) Parent education to strengthen families and reduce the risk of maltreatment. Washington, DC: U.S. Department of Health and Human Services, Children Bureau

Elias, M., Clabby, J. & Friedlander, S. (2000). Emotionally intelligent parenting. Crown Publishing.

Hildebrand, V. (2000). Parenting: Rewards and responsibilities. New York, NY: Glencoe McGraw-Hill.

Reppucci, N.D., Britner, P.A., Woolard, J.L. (1997) Preventing child abuse and neglect through parent education. Baltimore: Paul Brooks Publishing Company. Simpson, A. R. (1997). The role of the mass media in parenting education.

Boston: Harvard, Center for Health Communication.

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

CHILD RIGHTS AND GENDER EMPOWERMENT (BAHDFE 508)

Course Code	BAHDFE508		
Credits-4	L	T	P
	60	15	15
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory/Practical)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs
Practical	30	14	3.00 Hrs
Total	70	32	6.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	12 (1/2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	3 (2 mark each)	6
B	2	UNIT 1	Choice based Long answer type	1 (7 marks)	7
C	2	UNIT 2	Choice based Long answer type	1 (7 marks)	7
D	2	UNIT 3	Choice based Long answer type	1 (7 marks)	7

E	2	UNIT 4	Choice based Long answer type	1 (7 marks)	7
TOTAL					40

OBJECTIVES

To enable the students to:

- Sensitize to the needs and challenges of children with special needs.
- Understand the importance of identification, screening and assessment
- Appreciate the diverse educational arrangements as special, integrated and inclusive education

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Understanding Child Rights <ul style="list-style-type: none"> • Meaning of Child Rights and Convention on Child Rights • Knowing disadvantage and exclusion in relation to children • Demographic profile of the child in India • The role of state, family and children in promotion and protection of child rights 	15	4
II	Children in Difficult circumstances <ul style="list-style-type: none"> • Street children, working children and homeless children • Child Abuse • Child Trafficking • Children in conflict with law • Laws and policies 	15	4
III	Conceptualizing Gender - <ul style="list-style-type: none"> • Defining terms- sex, gender, masculinity, femininity • Socialisation for gender- gender roles, gender stereotypes • Patriarchy and social institutions • Perspectives on feminism 	15	4
IV	Gender Empowerment - <ul style="list-style-type: none"> • Demographic profile • Issues and concerns related to girls and women in India • Media and gender • Laws, policies and programs for girls and women in India 	15	3
Total Hours		60	15

L-Lecture, T-Tutorial and P-Practical

PRACTICALS

CHILD RIGHTS AND GENDER EMPOWERMENT BAHDFE 508(P)

Marks Allocation Scheme

Particulars	Maximum Marks
Method and Technique used	20
Practical File	05
Viva Voce	05
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	Profile of a child in difficult circumstances	3
2	Poster making on gender issues	2
3	Exploring the concept of child rights and gender through audio-visual sources and workshops	5
4	Program planning for child rights and gender	5
	Total	15

RECOMMENDED READINGS:

Agarwal, A. & Rao, B.V. (2007). Education of Disabled Children. New Delhi: Eastern Book Corporation.

Agnes, F. (1999). Law and Gender Inequality: The politics of Women's Rights in India. Oxford University Press.

Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice. Oxford University Press.

Kishwar, M. (1999). Off the Beaten Track: Rethinking Gender Justice for Indian Women. New Delhi: Oxford University Press.

Satyarthi, K. and Zutshi, B. (Ed) (2006). Globalization, Development and Child Rights. New Delhi: Shipra Publication.

Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication

GENERIC ELECTIVE (GE)

CARE AND WELL-BEING IN HUMAN DEVELOPMENT (BAHDFE509)

Course Code	BAHDFE509		
Credits-5	L	T	P
	65	25	0
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	10 (1 mark each)	10
	4	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12
E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
TOTAL					70

Objectives:

- To familiarize students with the concept of child development as a field of study
- To create an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

THEORY

Unit	Topic	Allotted Time (hours)		
		L	T	P
I	Care and Human Development- <ul style="list-style-type: none">• Definition, concepts & relevance of care• Vulnerable periods in life that require care• Principles & components of care	15	6	0
II	Well-being and Human Development- <ul style="list-style-type: none">• Concept of well-being physical, psychological, spiritual• Life crises and well-being• Factors & experiences that promote well-being	15	6	0
III	Care & well-being at different stages of life- <ul style="list-style-type: none">• Childhood years• Adolescence• Adulthood and old age• Well-being of caregivers	15	6	0
IV	Policies, Services & Programs- <ul style="list-style-type: none">• School health programs• Nutrition & health for all• Counseling & yoga	20	7	0
	Total Hours	65	25	0

L-Lecture, T-Tutorial and P-Practical

RECOMMENDED READINGS

IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.

Santrock, J.W. (2007). Life Span Development (3rd ed.). New Delhi: Tata McGraw-Hill. Sapa, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

Seligman, M.E.P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.

Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.

Singhi, P. (1999). Child health & well-being: Psychosocial care within & beyond hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.

**SEMESTER V
SKILL BASED COURSE (SEC- 04)**

ADOLESCENT DEVELOPMENT AND CHALLENGES (BAHDFE610)

Course Code	BAHDFE610		
Credits-2	L	T	P
	30	15	0
Course Type	Core		
Lectures to be Delivered	45		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
6	2	2	10

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	12(1/2 mark each)	6
	4	Complete	Short answer type (25 to 50 words)	2 (2 mark each)	4
B	2	UNIT 1	Choice based Long answer type	1 (5 marks each)	5
C	2	UNIT 2	Choice based Long answer type	1 (5 marks each)	5
D	2	UNIT 3	Choice based Long answer type	1 (5marks each)	5
E	2	UNIT 4	Choice based Long answer type	1 (5 marks each)	5
TOTAL					30

Objectives:

- To acquaint the students regarding the inherent challenges and contemporary issues in adolescent development.

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Adolescence- <ul style="list-style-type: none">• Definition, importance of the stage, interpersonal relationships and socio- cultural attitudes of adolescents, maturation and learning.	10	5
II	Consequences of puberty changes, sexual development, early and late maturation and psychological implications.	5	3
III	Intellectual development- <ul style="list-style-type: none">• Formal operations, Moral development - integration of self and psycho-sexual resolution and resolving identity crisis- reorganization of social life relationship with peers and parents.	10	5
IV	Vocational preferences, training and work, transition to adulthood- conflicts with special reference to contemporary socio – cultural changes.	5	2
	Total Hours	30	15

RECOMMENDED READINGS:

- Berk LE.1993 *Infants, Children and Adolescents*. Allyn& Bacon.
- Sebald H. 1984. *Adolescence - A Social Psychological Analysis*.Prentice
- Hall.
- Seifert KL &Hoffnung RJ. 1991. *Child and Adolescent Development*.
- Houghton Mifflin.

DISCIPLINE SPECIFIC ELECTIVE (DSE)
CHILDREN WITH SPECIAL NEEDS (BAHDFE 611)

Course Code	BAHDFE611		
Credits-4	L	T	P
	60	15	15
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory/Practical)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs
Practical	30	14	3.00 Hrs
Total	70	32	6.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	12	Complete	Objective Type	12 (1/2 mark each)	6
	3	Complete	Short answer type (25 to 50 words)	3 (2 mark each)	6
B	2	UNIT 1	Choice based Long answer type	1 (7 marks)	7
C	2	UNIT 2	Choice based Long answer type	1 (7 marks)	7
D	2	UNIT 3	Choice based Long answer type	1 (7 marks)	7
E	2	UNIT 4	Choice based Long answer type	1 (7 marks)	7
TOTAL					40

OBJECTIVES

To enable the students to:

- Sensitize to the needs and challenges of children with special needs.
- Understand the importance of identification, screening and assessment
- Appreciate the diverse educational arrangements as special, integrated and inclusive education

THEORY

Unit	Topic	Allotted Time (hours)	
		L	T
I	Introduction to Children with Special Needs – <ul style="list-style-type: none">• Meaning, definition, classification, attitudes and challenges	15	4
II	Early identification, screening, assessment and intervention of disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills – daily living, self -help, and social skills.	15	4
III	Addressing Educational Needs-Concept of special, integrated, inclusive and home based education	15	4
IV	Provisions and services- Rights and Laws for children with special needs. Role of family, community support for children with special needs	15	3
	Total Hours	60	15

L-Lecture, T-Tutorial and P-Practical

PRACTICALS

CHILDREN WITH SPECIAL NEEDS BAHDFE 611(P)

Marks Allocation Scheme

Particulars	Maximum Marks
Method and Technique used	20
Practical File	05
Viva Voce	05
Total	30

Unit	Topic	Allotted Time (hours)
		P
1	Case profile/ Visit of an NGO working for children with special needs	5
2	Interview of a child with special needs	2
3	Compilation of newspaper clippings of children with special needs	5
4	Review of a movie on the related social issues.	3
	Total	15

RECOMMENDED READINGS:

Mangal, S.K. (2007). Educating exceptional children: An introduction to special educat Prentice-Hall of India.

Mukhopadhyay, S. and Mani, M.N.G. (2000) Education for All : Year 2000 Assessmen and MHRD.

National Human Rights Commission (2005). Disability Manual. New Delhi: NHRC. Reddy G.L.& Raman, R (2000) Education of children with Special needs. Discovery P

New Delhi.

Sharma, N. (2006) Children with Disability as a Source of Well Being, in the book Child Development: Issues and Concerns for the Well being Of the Child, New Delhi

Singh,A.N. (2001) Enabling the differently abled, Shipra Publishers, New Delhi.

Smith D.D. (2003) Introduction to special Education : Teaching in an age of opportunity, Allyn and Bacon.

Venkataiah S. (Ed.) (2001) Special Education, Anmol Publications Pvt.Ltd, New

Delhi.

Vijay Pratap(2004) Educating Mentally Handicapped Children, Swarup and sons, New Delhi.

GENERIC ELECTIVE (GE)

CHILD RIGHTS AND SOCIAL ACTION (BAHDFE612)

Course Code	BAHDFE612		
Credits-5	L	T	P
	65	25	0
Course Type	Core		
Lectures to be Delivered	90		

L-Lecture, T-Tutorial, P-Practical

Continuous Comprehensive Assessment (CCA)

Minor Test (Marks)	Assignments /Seminars/ Class Test/ Tutorials/ Quiz (Marks)	Attendance	Total Marks
15	10	5	30

The pattern of examination for conducting the minor tests will be same as prescribed for the end semester examination.

End Semester Examination System (Theory)

Components	Maximum Allotted Marks	Minimum Pass Marks	Time Allotted
Theory	40	18	3.00 Hrs

Paper Setting Scheme for End Semester Examination

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Questions to be Attempted	Maximum Marks
A	10	Complete	Objective Type	10 (1 mark each)	10
	4	Complete	Short answer type (25 to 50 words)	4 (3 mark each)	12
B	2	UNIT 1	Choice based Long answer type	1 (12 marks each)	12
C	2	UNIT 2	Choice based Long answer type	1 (12 marks each)	12
D	2	UNIT 3	Choice based Long answer type	1 (12 marks each)	12

E	2	UNIT 4	Choice based Long answer type	1 (12 marks each)	12
TOTAL					70

Objectives:

- To familiarize students with the concept of child development as a field of study
- To create an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

THEORY

Unit	Topic	Allotted Time (hours)		
		L	T	P
I	Introduction to Child Rights - <ul style="list-style-type: none"> • Definitions of child and child rights • Key philosophical concepts in the discourse on child rights • Factors of exclusion- socio-economic, disability, geo-political etc. • Role of family, community & child herself in protecting rights 	20	7	0
II	Vulnerable Groups: Causes and Consequences - <ul style="list-style-type: none"> • Street and working, destitute, homeless, institutionalized children • Living with: chronic illness, HIV/AIDS, disabilities • Affected by war, conflict, riots, disasters • Victims of child-trafficking, abuse, dysfunctional families • Children in conflict with law 	20	7	0
III	Framework for Social Action - <ul style="list-style-type: none"> • Role of state in protection of child rights • Laws for children- Indian & international 	15	6	0
IV	Constitutional provisions in India- <ul style="list-style-type: none"> • National policies and programs • Institutional & non-institutional services 	10	5	0
	Total Hours	65	25	0

L-Lecture, T-Tutorial and P-Practical

RECOMMENDED READINGS

Bajpai, A. (2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.

Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage. Virani,). (2000).

Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin

Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India.

New Delhi: Oxford University Press.