

## **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

**Structure of the 4 year Undergraduate Programme(Honours)  
Semester - wise and Course - wise distribution of credits**

SEM	Major(DSC)	Minor	MDC	AEC	SEC	VAC	Internship	Total Credits
I	DS-1(5)	MA-1(5)	MD-1(3)	AE-1(3)	SE-1(3)	VA-1(3)		27
		MB-1(5)						
II	DS-2(5)	MA-2(5)	MD-2(3)	AE-2(3)	SE-2(3)	VA-2(3)	(4**)	27
		MB-2(5)						

Exit with certificate

**DS: Discipline specific core course, MA: Minor discipline1,**

**MB: Minor discipline2,**

**SM: Special Minor courses from the same discipline either MA or MB, but of higher level.**

**Credit distribution: (a) Lab-based Courses: L=3, T/P =2, (b)**

**Non-Lab based courses: L=4, T/P=1 (c) field-based courses: P = 5, (d)**

**Music as a Major/Minor discipline, credit distribution: L = 1/2, P = 4/3**

**Structure of the 3 year Multidisciplinary Undergraduate Programme  
Semester - wise and Course - wise distribution of credits**

SEM	Core Course (A)	Core Course (B)	Core Course (C)	MDC	AEC	SEC	VAC	Internship	Credits
I	MA-1(5)	MB-1(5)	MC-1(5)		AE-1(3)		VA-1(3)		21
II	MA-2(5)	MB-2(5)	MC-2(5)		AE-2(3)		VA-2(3)	(4**)	21

Exit with certificate

**MA: Core course from discipline 1,**

**MB: Core course from discipline 2,**

**MC: Core course from discipline 3.**

**Credit (5) distribution: (a) Lab-based Courses: L=3, T/P=2,**

**(b) Non-Lab based Courses: L=4, T/P=1**

**(c) Field-based courses: P=5,**

**(d) Music as a Major/Minor discipline,**

**Credit distribution: L =1/2, P=4/3**

## **Syllabus for Major Human Development Course according to NEP, 2023**

### **SEMESTER – I**

#### **DS-1:**

#### **UNIT I - INTRODUCTION TO HUMAN DEVELOPMENT**

**Theory 4credits**

**(15 ×4 =60hrs)**

1. Human development and the need to study it, Approaches to the study of human development – Longitudinal and Cross – Sectional.
2. Methods of studying human development – Observation, Interview and Questionnaire
3. Principles of development.
4. Roles of heredity and environment in human development.

#### **References:**

1. Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
2. Hurlock, E.B.(2007). Developmental psychology: A life– span approach. New Delhi : Tata McGraw – Hill.
3. Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
4. Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
5. Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
6. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha(ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.

#### **UNIT 2 - HUMAN DEVELOPMENT: CONCEPTION THROUGH EARLY CHILDHOOD**

**Theory 4credits**

**(15 ×4 =60hrs)**

1. Prenatal Development – Conception; Course of prenatal development.
2. Conditions affecting prenatal development.
3. Infancy- Characteristics, Developmental tasks and Problems.
4. Early Childhood - Characteristics, Developmental tasks and Behaviour problems

#### **References:**

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

5. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.

**DS-1:**

**Practical 2Credit**

1. Preparing a lay out of a room arranged for the birth of an infant showing the placement of the essential equipment. / Preparing a lay out of the arrangement of a nursery (room designing and decoration).
2. Planning the diet chart of an expectant or a lactating mother/ Preparing a chart of prenatal or postnatal exercises for the mother.
3. Plan and develop activities to facilitate sensory motor development in infancy and childhood .
4. Assessing and preparing charts on growth and physical development in infancy and childhood.

**SEMESTER-II**

**DS - 2:**

**UNIT 1 - HUMAN DEVELOPMENT: MIDDLE CHILDHOOD THROUGH OLD AGE**

**Theory 4credits**

**(15 ×4 =60hrs)**

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

**References:**

1. Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
2. Hurlock, E.B.(2007). Developmental psychology: A life– span approach. New Delhi : Tata McGraw – Hill.
3. Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
4. Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Humandevelopment.9th Ed. New Delhi: Tata McGraw- Hill.
5. Roy,S. Shiksha manavidya.
6. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.

**UNIT 2: CARE AND EDUCATION IN INFANCY AND CHILDHOOD**

**Theory 4credits**

**(15 ×4 =60hrs)**

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); Recent developments – National Policy on Education, Yashpal Committee Report: Learning Without Burden, Role of Indian Association for Pre School Education, Types of ECCE Programmes – Balwadi, Anganwadi, ICDS, Crèche and nursery school.
4. Approaches to Early Childhood Education (ECE) - Montessori, Kindergarten and Play way methods.

**References:**

1. Arya, S.C.(1972).Infant and child care for the mother. New Delhi: Vikas.
2. Gill, S. (1993). Child care programs in India : Changing trends.In Saraswathi,S.S. and Kaur, B. ,New Delhi : Sage. Unit II.
3. Kaul, V. (1991). Early childhood education programme.New Delhi : NCERT.Units I and III.
4. Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990).Child development and personality. New York: Harper and Row.
5. Nag, R. Ma o shishu. 6. Swaminathan, M.S. (1988) Essentials of food & nutrition. Ganesh Publishers. 6. Yashpal Committee Report (1994). Learning without burden.
7. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha(ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.

**DS - 2:**

**CARE, EDUCATION AND DEVELOPMENT DURING INFANCY THROUGH ADOLESCENCE.**

**Practical - 2credits**

1. Activities

Compilation of songs and lullabies suitable for infants and toddlers./ Preparation of picture books / story books for infants and toddlers. / Preparation of educational toys for young children. / Development of riddles for language and concept attainment of preschoolers / Preparation of posters reinforcing messages of hygiene and cleanliness for adults.

2. Visit to an institution catering to the needs of children(ICDS/ Crèches / Day care centres / Nursery schools / Primary schools).

3. To develop and assess the cognitive development in middle childhood( puzzle, riddle, solving anagram, rubik's cube).

4. Psychological Test of intelligence for 10 – 15year old's (Draw – A – Man Test).

**SEC**

**SE1: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT**

**Theory**

**Credits: 2**

1. 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
2. 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:**  
**Credits:1**

1. 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. )
2. 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:**

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

## **SE2: EARLY CHILDHOOD CARE AND EDUCATION**

### **Theory**

**Credits: 2**

1. Features of physical social environments promoting all round development in young children.
2. Activities and methods of playful interactions to foster development in children (birth – two years).
3. Activities and methods of playful interactions to foster development in children (two - six years).
4. Importance of Music, movement and drama for children.

### **Practical:**

**Credits:1**

1. Preparing activities facilitating
  - a) Visual discrimination; visual memory in children
  - b) Auditory discrimination in children.
2. Conducting prewriting activities with children.
3. Planning science experience for children.

## **Syllabus for Minor Human Development Course (MA) according to NEP, 2023**

### **SEMESTER – I**

#### **MA- 1 : INTRODUCTION TO HUMAN DEVELOPMENT(T)**

**Theory (Credits: 4)**

**15×4=60hrs**

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(longitudinal, cross sectional, observation, interview and questionnaire).
2. Conception; physical and psychological care of the expectant mother; prenatal development.
3. Birth of the baby – the characteristics of the neonate; care of the neonate.  
Infancy – highlights of development ; caring for the infant – feeding, weaning , supplementary feeding ; sleep routine ; bathing and clothing ; immunization schedule ; importance of toys.
4. Highlights of characteristics of development in childhood, adolescence, adulthood and old age.

#### **References:**

1. Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
2. Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
3. Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.

4. Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9<sup>th</sup> Ed. New Delhi: Tata McGraw- Hill.
5. Ghosh, P., Gupta, A., Bhattacharya, P.(2023). Manob Bikasher Ruprekha(978-93-95120-16-6). Revised edition. Suhrid Prakashoni. Kolkata,West Bengal.

## **MA-1: INTRODUCTION TO HUMAN DEVELOPMENT(P)**

### **Practical(Credits: 1)**

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).
6. Preparing picture / story books for infants and childhood.
7. Making play materials suitable for infants to middle childhood( puzzle, riddle, solving anagram, rubik's cube ).

## **SEMESTER – II**

## **MA- 2 : MARRIAGE AND FAMILY RELATIONS(T)**

### **Theory (Credits: 4)**

**15×4=60hrs**

1. Marriage – Definition, functions and changing trends. Marital adjustment and it's influencing factors.
2. Family – Definition, composition, functions and types (with reference to India), changing trends of family in India and it's influencing factors, Interpersonal relationships within the family – importance and types of family interaction and communication.
3. Families with problems – a) families with marital disharmony and disruption (divorce, dowry, gender roles: causes and intervention. b) families in distress(childlessness, dual career family, singlehood : causes and intervention.
4. Legislations with reference to India: marriage and divorce.

### **References:**

1. Ahuja, R.: a) Society in India. b) Social System. c) Social Problems in India.
2. Chowdhury, A. BharaterSamajPrasange.
3. Dube, S. C. (Translated by Rajat Roy).BharaterSamaj. National Book Trust.



4. Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.
5. Maciver and Page. Society – An Introductory Analysis.
6. VidyaBhusan and Sachdev. Sociology.
7. Ghosh, P., Gupta, A., Bhattacharya, P.(2023). Manob Bikasher Ruprekha(ISBN - 978-93-95120-16-6). Revised edition. Suhrid Prakashoni. Kolkata, West Bengal.

## **MA-2: MARRIAGE AND FAMILY RELATIONS (P)**

### **Practical(Credits: 1)**

- Poster on any topic of Marriage .
- Chart on any topic of Family.
- Leaflet on Families with problems – a) families with marital disharmony and disruption (divorce, dowry, gender roles: causes and intervention. b) families in distress(childlessness, dual career family, singlehood : causes and intervention.
- Flipchart on Legislations with reference to India: marriage and divorce.

### **Internship**

**Internships can be done in the specified organizations or any other organization selected by the respective colleges**

1. Usha Stuti Society – BE 141, BE Block, Sector 1 Bidhannagar, Kolkata 64, West Bengal
2. Scope(Anando Pathshala) – scopeaneffort@gmail.com
3. Hope Kolkata Foundation – 39 Panditiya Place, Dover Terrace, Ballygunge, Kol - 29
4. Rahi – info@rahifoundation.org
5. Shaktivahini – shaktivahini@gmail.com
6. VERS(Vikramshila Education Resource Society) – 256B, Prince Anwar Shah Road, Lake Gardens, Jodhpur Colony, Kol – 45.

## MDC

### MD 1 - PREVIEW TO HUMAN DEVELOPMENT

#### **Theory**

#### **Credit2**

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, Birth of the baby – the characteristics of the neonate; care of the neonate.
3. Infancy – highlights of development; caring for the infant
4. Highlights of developmental characteristics and developmental tasks in childhood, adolescence, adulthood and old age.

#### **Practical:**

#### **Credit1**

1. Planning the diet of an expectant / a lactating mother; preparation of a diet chart.
2. Making play materials suitable for infants and children( puzzle, riddle, solving anagram, rubik's cube ).
3. Assessing and preparing charts on growth and physical development in infancy and childhood.
4. Preparing picture / story books for infants and children.

