

# 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 lifespan 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 3year Multidisciplinary Undergraduate Programme Semester -  
wise and Course - wise distribution of credits**

SEM	Core Course(A)	Core Course(B)	Core Course(C)	MDC	AEC	SE C	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 discipline1,**

**MB: Core course from discipline2,**

**MC: Core course from discipline3.**

**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**

**West Bengal State University**

**Curriculum and Credit Framework for Undergraduate Programs Based**

**on**

**National Education Policy, 2020**

**DEPARTMENT OF HUMAN DEVELOPMENT**

4-year Undergraduate Programme (Honours/Honours with Research)

3-year Multidisciplinary UG Programme Draft Syllabus and Modality of Evaluation as decided by  
the UG-BOS

**MAJOR&MINOR/CORE**

**FOR LAB BASED SUBJECTS:3CR THEORY+2CR**

**PRACTICALMARKS**

**ALLOTTED:50(ENDSEM)+50(PRACTICAL+INTERNAL)**

**PASSMARKS:** FOR SUBJECTS WITH PRACTICAL THE STUDENT WILL HAVE TO  
SECURE 40% MARKS IN PRACTICAL AND 40% IN THEORETICAL TO QUALIFY.

**QUESTION PATTERN AS DECIDED BY UG-BOS**

**END SEM (THEORY)**

**MARKS- 50**

<b>SINo</b>	<b>Question Type</b>	<b>Options</b>	<b>Marks Division</b>	<b>Marks</b>
1	10 Very Short type Questions	15	1x10	10
2	5 Short Type Questions	8	2x5	10
3	2ShortNotes	4	5x2	10
4	2LongQuestions	3	10x2	20

**4-year Undergraduate Programme (Honours/Honours with Research)**

**HUMAN DEVELOPMENT (MAJOR)**

**SEMESTER-I**

Syllabus as decided by the UG-BOS

<b>CREDIT DISTRIBUTION (SEMESTER-I)</b>						
Course Type	Credit	Credit distribution of the Course				Marks(Theory+Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS1	5	3	0	2	5	50+50=100

**DS-1**

**Core Course – HMDDSC101T–Theory: Introduction to Human Development –  
Conception through Early Childhood**

**Full Marks- 50**

**Credit- 3**

**Unit-I**

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.

**Unit-II**

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

**References:**

1. Berk, L.E. (1996). Child development. New Delhi: Prentice Hall.
2. Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
3. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN-978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.
4. Hurlock, E.B. (2007). Developmental psychology: A life-span approach. New Delhi: Tata McGraw – Hill.
5. Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). Child development and personality. New York: Harper and Row.
6. Papalia, D. E., Olds, S. W. and Feldman, R. D. (2006). Human development. 9th Ed. New Delhi: Tata McGraw- Hill.

**Core Course HMDDSC101P – Practical: Introduction to Human Development –  
Conception through Early Childhood**

**Full Marks- 50****Credit-2**

1. Preparing a layout 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./ Assessing and preparing charts on growth and physical development in infancy and early childhood.
3. Plan and develop activities to facilitate sensory motor development in infancy and early childhood.
4. Compilation of songs and lullabies suitable for infants and toddlers./ Preparation of educational toys for young children. /Development of riddles for language and concept attainment of preschoolers.

**Practical: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(TotalMarks:25)**

Practical Activities: 15Marks (Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

• **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA): Marks-20**
  - a. Practical Activities: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5Marks.
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

## **Semester-I**

### **Syllabus for Minor Human Development Course (MA) according to NEP, 2020**

#### **Course Code: HMDMIN101T/HMDCOR101T- Theory – Introduction to Human Development**

**Full Marks- 50**

**Credit-3**

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. Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
4. Ghosh, P., Gupta, A., Bhattacharya, P.(2023).Manob Bikasher Ruprekha (ISBN-978-93-95120-16-6). Revised Ed. Suhrd Prakashani, Kolkata, West Bengal.
5. Hurlock, E. B. (2007). Developmental psychology: A life–span approach. New Delhi : Tata McGraw – Hill.
6. Papalia, D. E., Olds, S. W. and Feldman, R. D. (2006). Human development. 9<sup>th</sup> Ed. New Delhi: Tata McGraw- Hill.

#### **Course Code: HMDMIN101P/HMDCOR101P - Practical Introduction to Human Development**

**Full Marks- 50**

**Credit-2**

1. Preparing a layout 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 layout of the arrangement of a nursery (room designing and decoration).
6. Preparing picture/ storybooks for infants and childhood.
7. Making play materials suitable for infants to middle childhood (puzzle, riddle, solving anagram, rubik's cube ).

### **Practical :Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

#### **END SEMESTER PRACTICAL:(Evaluation by External Examiner, WBSU)**

##### **(TotalMarks:25)**

- a. Practical Activities: 15Marks (Activity based Exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials : 5Marks.

#### **• INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

##### **• Continuous Assessment/Internal Assessment(CA/IA): Marks-20**

- a. Written Test: 10 Marks
- b. Viva-Voce: 5 Marks
- c. Laboratory Notebook and Materials: 5Marks

##### **• Attendance (considering both the theory and the practical classes) Marks-5**

**4-year Undergraduate Programme (Honours/Honours with Research)**

**HUMAN DEVELOPMENT (MAJOR)**

**SEMESTER-II**

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-II)						
Course Type	Credit	Credit distribution of the Course				Marks(Theory+Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS2	5	3	0	2	5	50+50=100

**DS-2**

**Core Course – HMDDSC202T–Theory: Introduction to Human Development –**

**Middle Childhood through Old Age**

**Full Marks- 50**

**Credit- 3**

**Unit-I**

1. Middle Childhood -Characteristics, Different Areas of Development
2. Middle Childhood - Developmental tasks and Behaviour problems.
3. Adolescence- Characteristics, Different Areas of Development
4. Adolescence –Developmental tasks and Socio- emotional problems.

**Unit - II**

1. Adulthood- Characteristics, Different areas of development.
2. Adulthood- Developmental tasks and Problems
3. Old Age- Changes in Developmental Areas
4. Old Age- Developmental tasks and Problems

**References:**

1. Berk, L.E. (1996).Child development. New Delhi: Prentice Hall.
2. Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
3. Ghosh, P., Gupta, A., Bhattacharya, P. (2023).Manob Bikasher Ruprekha

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

**Core Course HMDDSC202P – Practical: Introduction to Human Development – Middle Childhood through Old Age**

**Full Marks- 50**

**Credit-2**

1. Preparation of educational toys for middle childhood. / Preparation of posters reinforcing messages of hygiene and cleanliness for adolescence./Preparation of charts reinforcing healthy habits in adulthood.
2. To develop and assess the cognitive development in middle childhood (puzzle, riddle, solving anagram, rubik's cube).
3. Visit to an institution catering to the needs of the aged (old age home).

**Practical: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(TotalMarks:25)**

Practical Activities: 15Marks (Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

- **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**
  - **Continuous Assessment/Internal Assessment(CA/IA): Marks-20**
    - a. Practical Activities: 10 Marks
    - b. Viva-Voce: 5 Marks
    - c. Laboratory Notebook and Materials: 5Marks.
  - **Attendance (considering both the theory and the practical classes) Marks-5**

## **Semester-II**

### **Syllabus for Minor Human Development Course (MA) according to NEP, 2020**

#### **Course Code: HMDMIN202T/HMDCOR202T- Theory – Marriage and Family Relations**

**Full Marks- 50**

**Credit-3**

1. Marriage–Definition, functions and changing trends. Marital adjustment and its influencing factors.
2. Family–Definition, composition, functions and types (with reference to India), changing trends of family in India and its 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. Bharater Samaj Prasange.
3. Dube, S. C. (Translated by Rajat Roy). Bharater Samaj. National Book Trust.
4. Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.
5. Ghosh, P., Gupta, A., Bhattacharya, P.(2023).Manob Bikasher Ruprekha (ISBN-978-93- 95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal
6. Maciver and Page. Society –An Introductory Analysis.
7. Vidya Bhusan and Sachdev. Sociology.

#### **Course Code: HMDMIN202P/HMDCOR202P – Practical - Marriage and Family**

#### **Relations**

**Full Marks- 50**

**Credit-2**

- 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.

### **Practical :Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

#### **END SEMESTER PRACTICAL:(Evaluation by External Examiner, WBSU)**

**(Total Marks:25)**

- d. Practical Activities: 15Marks (Activity based Exam)
- e. Viva-Voce: 5Marks
- f. Laboratory Note Book and Materials : 5Marks.

#### **• INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)**

**(Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA): Marks-20**
  - a. Written Test: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5Marks
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

### **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) – scopeanefort@gmail.com
3. Hope Kolkata Foundation – 39 Panditiya Place, Dover Terrace, Ballygunge, Kol - 29

4. Rahi – [info@rahifoundation.org](mailto:info@rahifoundation.org)

5. Shaktivahini – [shaktivahini@gmail.com](mailto:shaktivahini@gmail.com)

6. VERS(Vikramshila Education Resource Society) – 256B, Prince Anwar Shah Road,  
Lake Gardens, Jodhpur Colony, Kol – 45

7. SEVA KENDRA CALCUTTA – 52A, Radhanath Chowdhury Road, Kolkata-  
700015.

## **SEC**

### **SE1-**

#### **HMDHSE101M/HMDGSE101M: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT**

Credits: 3 (Theory)

#### **Theory**

1. Literature for Children
  - Understanding the need of 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 1<sup>st</sup> to 20<sup>th</sup>.
  - 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, Need ham 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. Devries, R., and Kohlberg, L. (1987). Programs of early education, New York: Longman.
8. Gelman, R., and Gallistel, C. R. (1986). The child understands 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. Lloyd, I., Richardson, K. (1980). A mathematics activity for early childhood and special education, New York : McMillan publishing company. .
12. Swaminathan, M. (1991). Play Activities for Young Children: UNICEF.

## **SE2:**

### **HMDHSE202M/HMDGSE202M- EARLY CHILDHOOD CARE AND EDUCATION**

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.

## **References:**

1. Ghosh, P. Shishu o Poribar Kalyan Ebong ECCE. Kolkata: Suhrid.
2. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.
3. Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi, S.S. and Kaur, B. , New Delhi : Sage. Unit II.
4. Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.



## **MDC**

**Credits – 3 (Theory -3)**

### **HMDHMD101M/HMDGMD101M- PREVIEW TO HUMAN DEVELOPMENT**

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.

#### **References:**

1. Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
2. Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
3. Ghosh, P., Gupta, A. And Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrid.
4. Hurlock, E.B.(2007). Developmental psychology: A life– span approach. New Delhi : Tata McGraw – Hill.
5. Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
6. Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill

## HUMAN DEVELOPMENT (MAJOR)

### SEMESTER-III

Syllabus as decided by the UG-BOS

Psychological Bases of Human Development (Semester-3)						
Course Type	Credit	Credit distribution of the Course				Marks (Theory+ Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS3	5	3	0	2	5	50+50=100

### DS-3

#### Core Course – HMDDSC303T –Theory: Psychological Bases of Human Development

Full Marks- 50

Credit- 3

#### UNIT-I

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing
2. Intelligence- Types of intelligence tests; Guilford's theory; Bruner's theory.
3. Emotion – Definition, basic emotions of fear, anger and love, universal aspects of emotions
4. Emotion - Adaptive functions, Schachter-Singer theory.

#### UNIT-II

1. Personality – Definition, influencing factors, role of social norms in personality development.
2. Personality - Tests of personality; Eysenck's theory; Five-Factor theory.
3. Socialization- Definition, Types of Socialization, Theories of Socialization: a.Charles Horton Cooley, b. George Herbert Mead
4. Socialization - Agencies of socialization, Gender differences in socialization.

#### **References:**

1. Bhushan, V., and Sachdeva, D.R. An Introduction to Sociology. New Delhi: Kitab Mahal.
2. Freeman, F. (1965). Psychological testing. New Delhi: Oxford and IBH.
3. Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
4. Ghosh, P., Gupta, A. And Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrud.
5. Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7thEd., New York: McGraw – Hill.
6. Roy, Sushil. Shiksha manovidya.

## **Core Course HMDDSC303P – Practical: Psychological Bases of Human Development**

**Full Marks- 50**

**Credit-2**

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: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

### **END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(TotalMarks:25)**

Practical Activities: 15Marks (Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

### **❖ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA):** **Marks-20**
  - a) Practical Activities:10Marks
  - b) Viva-Voce: 5Marks
  - c) Laboratory Notebook and Materials: 5Marks.
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

### **SEC**

## **HMDHSE303M/HMDGSE301M: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT**

Credits: 3 (Theory)

### **Theory**

1. Literature for Children
  - Understanding the need of 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 1<sup>st</sup> to 20<sup>th</sup>.
- 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, Need ham 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., and Kohlberg, L.(1987). Programs of early education, NewYork: Longman.
8. Gelman, R., and Gallistel, C. R. (1986). The child understands 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. Lloyd,I.,Richardson,K.(1980).A mathematics activity for early childhood and special education, New York : McMillan publishing company. .
12. Swaminathan, M. (1991). Play Activities for Young Children: UNICEF.

## MDC

**Credits – 3 (Theory -3)**

### **HMDHMD301M - PREVIEW TO HUMAN DEVELOPMENT**

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.

#### **References:**

1. Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
2. Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
3. Ghosh, P., Gupta, A. And Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrid.
4. Hurlock, E.B.(2007). Developmental psychology: A life– span approach. New Delhi : Tata McGraw – Hill.
5. Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
6. Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill

### **Syllabus for Minor Human Development Course (MA) according to NEP, 2020**

#### **MA3**

### **Course Code: HMDMIN303T/HMDCOR303T: THEORY- PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT**

**Full Marks- 50**

**Credit-3**

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests.

2. Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions.
3. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality.
4. Socialization- Definition, agencies of socialization, gender differences in socialization.

#### **References:**

1. Bhushan, V., and Sachdeva, D.R. An Introduction to Sociology. New Delhi: Kitab Mahal.
2. Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.
3. Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
4. Ghosh, P., Gupta, A. And Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrud.
5. Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
6. Roy, Sushil. Shiksha manovidya

#### **Course Code : Practical- HMDMIN303P/HMDCOR303P: PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT**

**Full Marks- 50**

**Credit-2**

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: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL:( Evaluation by External Examiner, WBSU)**

**(TotalMarks:25)**

Practical Activities: 15Marks

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

❖ **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA):** **Marks-20**
  - a. Written test: 10Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5Marks.
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

## HUMAN DEVELOPMENT (MAJOR)

### SEMESTER-IV

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-IV)						
CourseType	Credit	Credit distribution of the Course				Marks(Theory+Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS4	5	3	0	2	5	50+50=100
Major- DS5	5	3	0	2	5	50+50=100
Major- DS6	5	3	0	2	5	50+50=100
Major- DS7	5	3	0	2	5	50+50=100

#### DS-4

#### Core Course – HMDDSC404T –Theory: Psychological Assessment and Statistics

Full Marks- 50

Credit- 3

#### UNIT-I

1. Psychological test – Definition and major types.
2. Standardization of psychological tests; concepts of reliability, validity and norms.
3. Tabulation and frequency distribution of data.

#### UNIT-II

1. Graphical representation of data – types; advantages and disadvantages of each type.
2. Concept, major types, uses and computational techniques of the measures of central tendency.
3. Measures of variability.

#### **References:**

1. Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.
2. Ghosh, P., Gupta, A. And Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrud.
3. Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
4. Roy, S. Shiksha manavidya.



**Core Course HMDDSC404P – Practical: Psychological Assessment and Statistics**

**Full Marks- 50**

**Credit-2**

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: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(Total Marks: 25)**

Practical Activities: 15Marks (Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

**❖ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA):** **Marks-20**
  - a. Practical Activities: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5 Marks.
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

**DS-5**

**Core Course – HMDDSC405T –Theory: Marriage and Family Relations**

**Full Marks- 50**

**Credit-3**

**Unit-I**

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, Marital adjustment; Marital counselling.

**Unit-II**

1. Contemporary Family patterns and Relationships- Dual career families, Singlehood, Cohabitation, Single Parent families.
2. Legislation with reference to India: Marriage; Divorce; Domestic violence

#### **References:**

1. Ahuja, R. Social Problems in India. Rawat Publications.
2. Bhushan, V., and Sachdeva, D.R. An Introduction to Sociology. New Delhi: Kitab Mahal.
3. Ghosh, P. Shishu O Paribar Kalyan Ebong ECCE. Kolkata: Suhrid.
4. Ghosh, P., Gupta, A. And Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrid.
5. Kar, P. B. Samaj Tatwer Ruprekha. Kolkata: New Central Book Agency.
6. Saraswati, T.S & Kaur, B. (Eds.) 1993. Human Development and Family Studies:An agenda for research and policy : New Delhi: Sage Publication
7. Sussman, M.B. & Steinmetz, S.K. & Peterson, G.W. (1999). Handbook on Marriage and family. New York, NY: Springer.
8. Walsh, B.A. and others (2017). Introduction to Human Development and Family Studies. Taylor and Francis.

#### **Core Course HMDDSC405P – Practical: Marriage and Family Relations**

**Full Marks- 50**

**Credit-2**

**Evaluation Method: Internal and End Semester Assessment (25 marks + 25 Marks=50 Marks)**

1. Seminar Based on any one topic on Marriage and Family Relations

#### **Practical: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(Total Marks: 25)**

Power Point Presentation: 15Marks

Viva-Voce: 5Marks

PPT File: 5Marks.

**❖ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA):** **Marks-20**

a. Power Point Presentation: 10Marks

b. PPT File: 10 Marks

- **Attendance (considering both the theory and the practical classes) Mark**

**DS-6****Core Course – HMDDSC406T –Theory: The Child with Special Needs****Full Marks- 50****Credit-3****Unit-I**

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.

**Unit-II**

1. The Child with Visual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
2. The Child with Learning Disability – Definition, Classification, Causes and Management.
3. Developmental Challenge – The Child with Autism, Causes and Management.

**References:**

1. Gangopadhyay, M. (2022). Bikashmulok Pratibandhakata: Nirdeshana o Paramarshadan Paddhati. Kolkata: Avenel Press.
2. Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrid.
3. Kirk, S.A. (1970). Educating exceptional children. Indian Edition. New Delhi: Oxford and IBH.
4. Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7<sup>th</sup> Ed., New York: McGraw – Hill.
5. Skinner, C. Educational psychology.

**Core Course HMDDSC406P– Practical: The Child with Special Needs****Full Marks- 50****Credit-2**

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: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(TotalMarks:25)**

Practical Activities: 15Marks (Activity based Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

**❖ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment (CA/IA):** **Marks-20**
  - a. Practical Activities: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials:5 Marks.
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

**DS-7**

**Core Course – HMDDSC407T –Theory: Guidance & Counselling**

**Full Marks- 50**

**Credit-3**

**Unit-I**

1. Fundamentals of Guidance and Counselling of children – Definitions, types and techniques.
2. Children with developmental psychopathology - a) Internalizing Disorders – Anxiety disorder, Childhood Depression: Symptoms, causes, scope for guidance and counselling.  
b) Externalizing Disorders- Conduct disorder, Attention Deficit Hyperactivity disorder: Symptoms, causes, scope for guidance and counselling.

**Unit- II**

1. Problems and scope of Guidance and Counselling of street children and child prostitutes.
2. Problems and scope of Guidance and Counselling of children of AIDS patients, children of prostitutes and children of prisoners.

**References:**

1. Baroah,P. Child Welfare.
2. Devi, L. Encyclopedia of Child Welfare Vol (I-VI).
3. Gangopadhyay, M. (2022). Bikashmulok Pratibandhakata: Nirdeshana o Paramarshadan Paddhati. Kolkata: Avenel Press.
4. Ghosh, P. Shishu O Paribar Kalyan Ebong ECCE. Kolkata: Suhridd.
5. Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhridd.
6. Madan, G. R. Indian Social Problems.

7. Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.
8. Rane, A. (Ed.) (1994). Street children: A challenge to the social work profession. Bombay: TISS.
9. Rane, A. et al. (1980). Children in difficult situations in India: A review. Bombay: TISS.
10. Roy, S. Shiksha manavidya.

### **Core Course HMDDSC407P– Practical: Guidance & Counselling**

**Full Marks- 50**

**Credit-2**

1. Preparation and use of child behaviour observation checklists.
2. Assessment of aptitude and interest using psychological tests.
3. Case study of a child with developmental psychopathology or in difficult circumstances.
4. Guidance and counselling of a child with developmental psychopathology or in difficult circumstances.

### **Practical: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(TotalMarks:25)**

Practical Activities: 15Marks (Activity based Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

**❖ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA):** **Marks-20**
  - a. Practical Activities: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5 Marks.
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

## **Semester-IV**

### **Syllabus for Minor Human Development Course (MB) according to NEP, 2020**

#### **Course Code: HMDMIN404T/HMDCOR404T- Theory - DISABILITY AND CHILDHOOD**

#### **PROBLEMS**

**Full Marks- 50**

**Credit-3**

1. Disability – Definition, characteristics of disabled children, major types of disabilities: causes, diagnosis and remedies. Adjustment at home and school.
2. Behaviour problems – Definition. Causes of and remedies for behaviour problems in children: thumb sucking, bedwetting, fear, anxiety, shyness, temper tantrum, stealing, lying and truancy.
3. Guidance and counselling of disabled children and children with behaviour problems through different stages of development.

#### **References:**

1. Gangopadhyay, M. (2022). Bikashmulok Pratibandhakata: Nirdeshana o Paramarshadan Paddhati. Kolkata: Avenel Press.
2. Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrid
3. Kirk, S.A. (1970). Educating exceptional children. Indian Edition. New Delhi: Oxford and IBH.
4. Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7<sup>th</sup> Ed., New York: McGraw – Hill.
5. Skinner, C. Educational psychology.

#### **Course Code: HMDMIN040P/HMDCOR404P - Practical DISABILITY AND CHILDHOOD**

#### **PROBLEMS**

**Full Marks- 50**

**Credit-2**

1. Visit an institution for disabled children and write a report.
2. Visit to guidance and counselling centres for children with behaviour problems and report writing.
3. Case study of a challenged child.
4. Case study of a child with behaviour problems

#### **Practical: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(Total Marks: 25)**

Practical Activities: 15Marks (Activity based Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

**❖ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA):** **Marks-20**
  - a. Written Test: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5 Marks.
- **Attendance** (considering both the theory and the practical classes) **Marks-5**

**SEC**

**HMDGSE401M: EARLY CHILDHOOD CARE AND EDUCATION**

**Credits: 3 (Theory-3)**

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

**References:**

1. Ghosh, P. Shishu o Poribar Kalyan Ebong ECCE. Kolkata: Suhrid.
2. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.
3. Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi, S.S. and Kaur, B., New Delhi : Sage. Unit II.
4. Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.



## **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](mailto:scopeaneffort@gmail.com)
3. Hope Kolkata Foundation – 39 Panditiya Place, Dover Terrace, Ballygunge, Kol - 29
4. Rahi – [info@rahifoundation.org](mailto:info@rahifoundation.org)
5. Shaktivahini – [shaktivahini@gmail.com](mailto:shaktivahini@gmail.com)
6. VERS(Vikramshila Education Resource Society) – 256B, Prince Anwar Shah Road,  
Lake Gardens, Jodhpur Colony, Kol – 45
7. SEVA KENDRA CALCUTTA- 52A, RADHANATH CHOWDHURY ROAD, KOLKATA-700015

**4-year Undergraduate Programme (Honours/Honours with Research)**

**HUMAN DEVELOPMENT (MAJOR)**

**SEMESTER-VI**

Syllabus as decided by the UG-BOS

<b>CREDIT DISTRIBUTION (SEMESTER-VI)</b>						
CourseType	Credit	Credit distribution of the Course				Marks(Theory+Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS12	5	3	0	2	5	50+50=100
Major- DS13	5	3	0	2	5	50+50=100
Major- DS14	5	3	0	2	5	50+50=100
Major- DS15	5	3	0	2	5	50+50=100

**DS-12**

**Core Course – HMDDSC612T: Care and Education in Childhood**

**Full Marks- 50**

**Credit- 3**

**UNIT-I**

1. Child care in infancy and preschool years – feeding, weaning, supplementary feeding, toilet training.
2. Child rearing practices-Definition, classification and implications.
3. Objectives of Early Childhood Care and Education (ECCE)
4. Approaches to Early Childhood Education (ECE) - Montessori, Kindergarten and Play way methods.

**UNIT-II -**

1. a) Types of ECCE Programmes – Balwadi, Anganwadi
1. b) Types of ECCE Programmes - ICDS, Crèche and Nursery school.
2. Recent developments – National Policy on Education, Yashpal Committee Report: Learning without Burden,

3. Role of Indian Association for Pre School Education, National Education Policy 2020

**References:**

1. Ghosh, P. Shishu o Poribar Kalyan Ebong ECCE. Kolkata: Suhrid.
2. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.
3. Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi, S.S. and Kaur, B. ,New Delhi : Sage. Unit II.
4. Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.
5. Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.
6. Nag, R. Ma o shishu.
7. Yashpal Committee Report (1994). Learning without burden.

**Core Course HMDDSC612P: Care and Education in Childhood**

**Full Marks- 50**

**Credit-2**

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) Preparation of chart on care of the children

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: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

#### **END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

##### **(TotalMarks:25)**

Practical Activities: 15Marks (Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

#### **• INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA): Marks-20**
  - a. Practical Activities: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5Marks.
- **Attendance (considering both the theory and the practical classes) Marks-5**

### **DS-13**

#### **Core Course – – HMDDSC613T : Legislation and Policy Issues in Child Welfare**

**Full Marks- 50**

**Credit-3**

##### **Unit-I**

1. Child Welfare – Definition, objectives and philosophies.
2. Constitutional provisions for protection and welfare of children.
3. National policy for children – Salient features, priority areas and gaps.
4. National Plan of Action for Children

##### **Unit-II**

1. Declaration of the Rights of the Child 1959; United Nations Convention on the Rights of the Child,1989
2. Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and

Regulation) Act; Hindu Law of Adoption.

3. Overview of child welfare in the legal and policy framework
4. Role of NGO forum; Role of social networking and social activists in ensuring rights of the child.

**References:**

1. Barooh, B. Child Welfare.
2. Devi, L. Encyclopedia of Child Welfare Vol (I-VI).

**Core Course – HMDDSC613P : Legislation and Policy Issues in Child Welfare**

**Full Marks- 50**

**Credit-2**

**Presentation of seminar on:-**

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.

**Practical: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL:(Evaluation by External Examiner,WBSU)**

**(TotalMarks:25)**

Power Point Presentation: 15Marks

Viva-Voce: 5Marks

PPT File: 5Marks.

**INTERNAL ASSESSMENT:(Evaluation by Internal Examiner,College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA): Marks-20**

- a. Practical Activities: 10 Marks
- b. Viva-Voce: 5 Marks
- c. PPT File- 5 Marks

- **Attendance (considering both the theory and the practical classes) Marks-5**

**DS-14**

**Core Course – HMDDSC614T : Curriculum for Early Childhood Education**

**Full Marks- 50**

**Credit-3**

**Unit-I**

1. Essential features of ECCE Curriculum - Playful environment, Informal to formal, Flexible routine, Balanced development.
2. Components of ECCE Curriculum – Physical development, Cognitive development (Language and Mathematics), Creative expression, Socio-emotional Development.

**Unit-II**

1. Significance of Play and Play-way method in teaching.
2. Evaluation for ECCE

**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.
- Ghosh, P. Shishu o Poribar Kalyan Ebong ECCE. Kolkata: Suhrid.
- Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha(ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.

- Harlan, J. (1984). Science experiences for the early childhood years.
- Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and special education. New York: Mac Millan.

### **Core Course HMDDSC614P–Curriculum for Early Childhood Education**

**Full Marks- 50**

**Credit-2**

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 :Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

#### **END SEMESTER PRACTICAL:(Evaluation by External Examiner,WBSU)**

#### **(TotalMarks:25)**

- a. Practical Activities: 15Marks (Acitivity based Exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials : 5Marks.

#### **• INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

- **Continuous Assessment/Internal Assessment(CA/IA): Marks-20**
  - a. Practical Activities: 10 Marks
  - b. Viva-Voce: 5 Marks
  - c. Laboratory Notebook and Materials: 5Marks

#### **• Attendance (considering both the theory and the practical classes) Marks-5**

**DS-15**

**Core Course – HMDDSC615T: Organisation and Management of Early Childhood  
Education Centre**

**Full Marks- 50**

**Credit-3**

**Unit-I**

1. Programme Planning – Basic considerations, Stages of planning, Observation, Recording and reporting.
2. Establishing an ECCE Centre – Location, Planning the facilities, Playground, Equipment.

**Unit- II**

3. Staff Management – Distribution of work, Qualities of a good ECCE teacher.
4. Resource Management – Budgeting, Accounting, Maintenance of records.

**References:**

1. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
2. Ghosh, P. Shishu o Poribar Kalyan Ebong ECCE. Kolkata: Suhrid.
3. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.
4. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
5. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.
6. Rane, A. et al. (1980). Children in difficult situations in India: A review. Bombay : TISS.
7. Roy, S. Shiksha manavidya.



8. Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.

**Core Course HMDDSC615P: Organisation and Management of Early Childhood Education Centre**

**Full Marks- 50**

**Credit-2**

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

**Practical: Evaluation Method**

Evaluation Method: Internal and End Semester Assessment(25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(Total Marks:25)**

- a. Practical Activities: 15Marks (Activity based Exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials: 5Marks.

**• INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

**• Continuous Assessment/Internal Assessment(CA/IA): Marks-20**

- a. Practical Activities: 10 Marks
- b. Viva-Voce: 5 Marks
- c. Laboratory Notebook and Materials: 5Marks

**• Attendance (considering both the theory and the practical classes) Marks-5**

## **Semester-VI**

### **Syllabus for Minor Human Development Course (MB) according to NEP, 2020**

#### **Course Code: HMDMIN606T/HMDCOR606T- Theory - Care and Education in Childhood**

**Full Marks- 50**

**Credit-3**

1. Child rearing practices-Definition, classification and implications, Objectives of Early Childhood Care and Education (ECCE);
2. Recent developments in ECCE – National Policy on Education, Yashpal Committee Report: Learning without Burden, Role of Indian Association for Pre School Education
3. 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. Ghosh, P. Shishu o Poribar Kalyan Ebong ECCE. Kolkata: Suhrid.
2. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.
3. Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi, S.S. and Kaur, B. , New Delhi : Sage. Unit II.
4. Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.
5. Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.
6. Nag, R. Ma o shishu.
7. Yashpal Committee Report (1994). Learning without burden.

#### **Course Code: HMDMIN606P/HMDCOR606P - Practical Care and Education in Childhood**

**Full Marks- 50**

**Credit-2**

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) Preparation of chart on care of the children
- 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 :Evaluation Method**

Evaluation Method: Internal and End Semester Assessment (25marks+25marks=50Marks)

**END SEMESTER PRACTICAL: (Evaluation by External Examiner, WBSU)**

**(Total Marks: 25)**

- a. Practical Activities: 15Marks (Activity based Exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials: 5Marks.

• **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) (Marks:25)**

• **Continuous Assessment/Internal Assessment(CA/IA): Marks-20**

- a. Written Test: 10 Marks
- b. Viva-Voce: 5 Marks
- c. Laboratory Notebook and Materials: 5Marks

• **Attendance (considering both the theory and the practical classes) Marks-5**

## SEC

### HMDGSE602M: EARLY CHILDHOOD CARE AND EDUCATION

#### **Credits: 3 (Theory-3)**

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.

#### **References:**

1. Ghosh, P. Shishu o Poribar Kalyan Ebong ECCE. Kolkata: Suhrid.
2. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhrid Prakashani, Kolkata, West Bengal.
3. Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi, S.S. and Kaur, B. , New Delhi : Sage. Unit II.
4. Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.

## **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](mailto:scopeaneffort@gmail.com)
3. Hope Kolkata Foundation – 39 Panditiya Place, Dover Terrace, Ballygunge, Kol - 29
4. Rahi – [info@rahifoundation.org](mailto:info@rahifoundation.org)
5. Shaktivahini – [shaktivahini@gmail.com](mailto:shaktivahini@gmail.com)
6. VERS(Vikramshila Education Resource Society) – 256B, Prince Anwar Shah Road,  
Lake Gardens, Jodhpur Colony, Kol – 45
7. SEVA KENDRA CALCUTTA – 52A, Radhanath Chowdhury Road, Kolkata- 700015.