

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 Course Code,

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	Course Code(A)	Course Code(B)	Course Code(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: Course Code from

discipline1, MB: Course Code

from discipline2, MC: Course

Code 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

PRACTICAL MARKS ALLOTTED:50(ENDSEM) = 25(PRACTICAL+ 25 INTERNAL

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

FROM SESSION 2025-2026 ONWARDS

PRACTICAL MARKS ALLOTTED:40 (ENDSEM)

INTERNAL MARKS ALLOTTED: 10 THEORY + 5 ATTENDANCE + 5 PRACTICAL

HUMAN DEVELOPMENT (MAJOR)

SEMESTER-I

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-I)						
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
From Session 2025-26 onwards	5	3	0	2	5	40 T + 40 P + 20 Int = 100

DS-1

Course Code – HMDDSCN101T/HMDDSC101T–Theory: Introduction to Human Development –

Conception through Early Childhood

Full Marks- 40/50

Credit- 3

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.
5. Prenatal Development –Conception; Course of prenatal development, Conditions affecting prenatal development.
6. Infancy-Characteristics, Different Areas of Development, Developmental tasks and Problems.
7. Early Childhood-Characteristics, Different Areas of Development
8. 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-97893-95120-16-6). 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.

Course Code HMDDSCN101P/HMDDSC101P – Practical: Introduction to Human Development – Conception through Early Childhood

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

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

From Session 2025-26

Total marks - 40

- a. Practical activities - 30 marks (written and activity based exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) 5)

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

o **From session 2025-26 Marks 20**

- a. theory - 10 marks
- b. attendance - 5 marks
- c. practical - 5 marks

SEC

*For Honours or Honours with Research Course (Major)

SE1-

HMDHSEN101M/HMDHSE101M: 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 1st to 20th.
- 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

*For Honours or Honours with Research Course (Major)

HMDHMDN101M/HMDHMD101M- PREVIEW TO HUMAN DEVELOPMENT

Credits – 3 (Theory -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.
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

Semester-I

Syllabus for Minor/Core Human Development Course according to NEP, 2020

Course Code: HMDMINN101T/HMDCORN101T & HMDMIN101T/HMDCOR101T-

Theory – Introduction to Human Development

Full Marks-40/ 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. Suhrid 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. 9th Ed. New Delhi: Tata McGraw- Hill.

Course Code: HMDMINN101P/HMDCORN101P & HMDMIN101P/HMDCOR101P

Practical Introduction to Human Development

Full Marks-40/ 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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

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

From Session 2025-26

Total marks - 40

- a. Practical activities - 30 marks (written and activity based exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)** 5)

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

o From session 2025-26 Marks 20

a. theory - 10 marks

b. attendance - 5 marks

c. practical - 5 marks

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
From Session 2025-26 onwards	5	3	0	2	5	40 T + 40 P + 20 Int = 100

DS-2

Course Code – HMDDSCN202T/HMDDSC202T–Theory: Introduction to Human Development – Middle Childhood through Old Age

Full Marks-40/ 50

Credit- 3

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.
5. Adulthood- Characteristics, Different areas of development.
6. Adulthood- Developmental tasks and Problems
7. Old Age- Changes in Developmental Areas
8. 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 (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

Course Code HMDDSCN202P/HMDDSC202P— Practical: Introduction to Human Development – Middle Childhood through Old Age

Full Marks- 40/50

Credit-2

2. 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.
3. To develop and assess the cognitive development in middle childhood (puzzle, riddle, solving anagram, rubik's cube).
4. 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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

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

From Session 2025-26

Total marks - 40

- a. Practical activities - 30 marks (written and activity based exam)
- b. Viva-Voce: 5Marks

c. Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)

5)

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

▪ Practical Activities: 10 Marks

▪ Viva-Voce: 5 Marks

▪ Laboratory Notebook and Materials: 5Marks.

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

o From session 2025-26 Marks 20

a. theory - 10 marks

b. attendance - 5 marks

c. practical - 5 marks

SEC

*For Honours or Honours with Research Course (Major)

SE2:

HMDHSEN202M/HMDHSE202M- EARLY CHILDHOOD CARE AND EDUCATION

Credits: 3 (Theory)

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

*For Honours or Honours with Research Course (Major)

HMDHMDN201M/HMDHMD201M- PREVIEW TO HUMAN DEVELOPMENT

Credits – 3 (Theory -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.
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

Semester-II

Syllabus for Minor/Core Human Development Course according to NEP, 2020

Course Code: HMDMINN202T/HMDCORN202T & HMDMIN202T/HMDCOR202T-

Theory – Marriage and Family Relations

Full Marks-40/ 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: HMDMINN202P/HMDCORN202P & HMDMIN202P/HMDCOR202P –

Practical - Marriage and Family Relations

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)** 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

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
7. SEVA KENDRA CALCUTTA- 52A, RADHANATH CHOWDHURY ROAD,
KOLKATA-700015

from session 2025-26 hours of internship is 60 hours

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
From session 2025-26 onwards	5	3	0	2	5	40T+40P+20Int=100

DS-3

Course Code – HMDDSCN303T/HMDDSC303T –Theory: Psychological Bases of Human Development

Full Marks-40/ 50

Credit- 3

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

References:

1. Bhushan, V., and Sachdeva, D.R. An Introduction to Sociology. New Delhi: Kitab Mahal.
1. Freeman, F. (1965). Psychological testing. New Delhi: Oxford and IBH.
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. Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7thEd., New York: McGraw – Hill.
5. Roy, Sushil. Shiksha manovidya.

Course Code HMDDSCN303PHMDDSC303P – Practical: Psychological Bases of Human Development

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ **INTERNAL ASSESSMENT:**(Evaluation by Internal Examiner, College) 5)

- o Continuous Assessment/Internal Assessment(CA/IA): Marks-20
 - Practical Activities: 10 Marks
 - Viva-Voce: 5 Marks
 - Laboratory Notebook and Materials: 5Marks.
- o Attendance (considering both the theory and the practical classes) Marks-5
- o **From session 2025-26 Marks 20**
 - theory - 10 marks

attendance - 5 marks

practical - 5 marks

MDC

*For Honours or Honours with Research Course (Major)

Credits – 3 (Theory -3)

HMDHMDN301M/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/Core Human Development Course according to NEP, 2020

MA3

HMDMINN303T/HMDCORN303T & HMDMIN303T/HMDCOR303T: THEORY- PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT

Full Marks- 40/50

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: Suhrid.
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

Practical- HMDMINN303P/HMDCORN303TP & HMDMIN303P/HMDCOR303P: PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ **INTERNAL ASSESSMENT:**(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

SEC

*For both Honours Course and Multidisciplinary UG Programme_(Major and Core)

HMDHSEN301M/HMDGSEN301M & HMDHSE301M/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 1st to 20th.
- 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.

HUMAN DEVELOPMENT (MAJOR)

SEMESTER-IV

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-IV)						
Course Type	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
From session 2025-26 onwards	5	3	0	2	5	40T+40P+20Int=100

DS-4

Course Code – HMDDSCN404T/HMDDSC404T –Theory: Psychological Assessment and Statistics

Full Marks-40/ 50

Credit- 3

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.
4. Graphical representation of data – types; advantages and disadvantages of each type.
5. Concept, major types, uses and computational techniques of the measures of central tendency.
6. 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: Suhrid.
3. Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
4. Roy, S. Shiksha manavidya.

Course Code HMDDSCN404P/HMDDSC404P – Practical: Psychological Assessment and Statistics

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

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

From Session 2025-26

Total marks - 40

- a. Practical activities - 30 marks (written and activity based exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

- a. theory - 10 marks
- b. attendance - 5 marks
- c. practical - 5 marks

DS-5

Course Code – HMDDSCN4045T/HMDDSC405T –Theory: Marriage and Family Relations

Full Marks-40/ 50

Credit-3

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
3. India, Gender roles, childlessness, dowry and divorce, Marital adjustment; Marital counselling.
4. Contemporary Family patterns and Relationships- Dual career families, Singlehood, Cohabitation, Single Parent families.
5. 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.

Course Code HMDDSCN405P/ HMDDSC405P – Practical: Marriage and Family Relations

Full Marks-40/ 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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

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

From Session 2025-26

Total marks - 40

- d. Practical activities - 30 marks (written and activity based exam)
- e. Viva-Voce: 5Marks
- f. Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)

5)

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

o From session 2025-26 Marks 20

- d. theory - 10 marks
- e. attendance - 5 marks
- f. practical - 5 marks

DS-6

Course Code – HMDDSCN406T/HMDDSC406T –Theory: The Child with Special Needs

Full Marks- 40/50

Credit-3

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

References:

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 7th Ed., New York: McGraw – Hill.
5. Skinner, C. Educational psychology.

Course Code HMDDSCN406P/HMDDSC406P– Practical: The Child with Special Needs

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

📖 **INTERNAL ASSESSMENT:**(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

Course Code – HMDDSCN407T/HMDDSC407T –Theory: Guidance & Counselling

Full Marks-40/ 50

Credit-3

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.
3. b) Externalizing Disorders- Conduct disorder, Attention Deficit Hyperactivity disorder: Symptoms, causes, scope for guidance and counselling.
4. Problems and scope of Guidance and Counselling of street children and child prostitutes.
5. 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: Suhrid.
5. Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrid.
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.

Course Code HMDDSCN407P/HMDDSC407P– Practical: Guidance & Counselling

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

Semester-IV

MULTIDISCIPLINARY COURSE SYLLABUS (CORE)

Course Code: HMDCORN404T/HMDCOR404T- Theory – DISABILITY AND CHILDHOOD PROBLEMS

Full Marks-40/ 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: Nirदेशana 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 7th Ed., New York: McGraw – Hill.
5. Skinner, C. Educational psychology.

Course Code: HMDCORN404P/ HMDCOR404P - Practical DISABILITY AND CHILDHOOD PROBLEMS

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

MDC

*For Multidisciplinary UG Programme (Core)

HMDGMDN401M/HMDGMD401M - PREVIEW TO HUMAN DEVELOPMENT

Credits – 3 (Theory -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.
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

SEC

*For Multidisciplinary UG Programme (Core)

HMDGSEN402M/HMDGSE402M: 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 - 978-93-9512016-6). 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
3. Hope Kolkata Foundation – 39 Panditija 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
7. SEVA KENDRA CALCUTTA- 52A, RADHANATH CHOWDHURY ROAD, KOLKATA-700015

from session 2025-26 hours of internship is 60 hours

HUMAN DEVELOPMENT (MAJOR)

SEMESTER-V

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-VI)						
Course Type	Credit	Credit distribution of the Course				Marks (Theory + Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS08	5	3	0	2	5	50+50=100
Major- DS09	5	3	0	2	5	50+50=100
Major- DS10	5	3	0	2	5	50+50=100
Major- DS11	5	3	0	2	5	50+50=100
From Session 2025-26 onwards	5	3	0	2	5	40T+40P+20Int=100

DS-08

**Course code – HMDDSCN508T/HMDDSC508T – Theory: Parent and Community
Education**

Full Marks- 40/50

Credit- 3

1. Need for Parent Education. Aspects of Parent Education. Roles of Parents as Participators and Planners of Programs, Parents as Advisers, Volunteers and Resource Persons.
2. Need for Community Education. Fundamental Principles of Community. Education with reference to Health, Education and Nutrition of Children.
3. Preparation , Use and Evaluation of Different Techniques of Media and Communication – i) Pictorial Aids, ii) Posters, iii) Pamphlets, iv) Slides, vi) Radio Talks and vii) Movies.
4. Organizing Parents and the Community. i. Parent Bodies – Involvement in School and Neighbourhood. ii. Community Centres / Recreation Centres. iii. Youth Clubs, Mahila Mandals.

References:

- Dahama, O.P. and Bhatnagar . Education and Communication for Development.New Delhi : Oxford and IBH.
- Ray, G.L. (1991).Extension Communication and Management. Calcutta : Naya Prokash. 
- Supe, S.V. An Introduction to Extension Education. New Delhi : Oxford and IBH.

Course code -HMDDSCN508P/HMDDSC508P -Practical: Parent and Community Education

Full Marks- 40/50

Credit-2

1. Preparation of simple literature for parents.
2. Developing audio programs for parents / community.
3. Conducting parent meetings.
4. Preparing and using visual aids for parent / community education.

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)

5)

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

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

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

DS-09

Course code - HMDDSCN509T/HMDDSC509T- Theory: Legislation and Policy Issues related to Women, Youth and Senior Citizens

Full Marks- 40/50

Credit- 3

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

References:

1. Deb, S., and Deb, S. (Ed). (2023). Handbook of Youth Development: Policies and Perspectives from India and Beyond. Springer.
2. Kumar, S. (Ed). Youth in India: Aspirations, Attitudes and Anxieties. SSN Books.
3. Muralidharan, K.M. (2024). Commentary on Maintenance and Welfare of Parents and Senior Citizens Act 2007. Asia Law House.
4. Pandya, R. (Ed). (2008). Women Welfare and Empowerment in India. New Century Publications.

Course code - HMDDSCN509P/HMDDSC509P - Practical: Legislation and Policy Issues related to Women, Youth and Senior Citizens

Full Marks- 40/50

Credit-2

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

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

📖 **INTERNAL ASSESSMENT:**(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

DS-10

Course code - HMDDSCN510T/HMDDSC510T- Theory: Dynamics of Communication and Extension Education

Full Marks- 40/50

Credit-3

1.
 - a. Definition of Communication. Importance of Communication.
 - b. Types of Communication - Formal and informal communication; Verbal and Nonverbal Communication.
 - c. Different approaches for Communication – Communicating with Individuals, Groups and the Masses.
 - d. Communication and mainstream media- newspaper, radio, television and Cinema, ICTs and web based communication.
 - e. Communication for social change
2. Understanding Human Communication
 - a) Culture and communication- Signs, symbols and codes in communication
 - b) Postulates/Principles of Communication
 - c) Elements of Communication and their characteristics
 - d) Models of Communication
 - e) Barriers to Communication
 - f) Effective communication
3. Communication for Extension
 - a) Concept, nature and philosophy of Extension
 - b) Principles of Extension
 - c) Methods and Media of community outreach; Audio-Visual aids- concept, classification (Motion pictures, Radio, Slides, Flannel Graphs, Flash cards, Charts), characteristics and scope.
 - d) Relationship between, Communication, Extension and Development.
4. Different method of Extension teaching - Personal contact, Group discussion, Seminars, Symposium, Demonstration, Workshop, Exhibitions, Specimens, Models, Tours, Meetings and Literature (i.e. News paper, Leaflets, Bulletins, Pamphlets)

References

- Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Patri and Patri (2002); Essentials of Communication. Greenspan Publications.
- Narula, Uma (1994) Development Communication, New Delhi, Hariand Publication
- Rozer, E. & Storey D. (1987) Communication Campaign in C.Burger and S. Sheffe (Eds), Handbook of Communication Sciences (817-846) Newbury Park, C A: Sage
- Paulo Mefalopulos. Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank, 2008

Course code -HMDDSCN510P/ HMDDSC510P- Practical: Dynamics of Communication and Extension Education

Full Marks- 40/50

Credit-2

1. Developing skills in planning and conducting small group communication.
2. Review of media on selected issues
3. Design and use of graphic media.
4. Preparation of a suitable Audio-visual aid for community extension work./Preparation of a suitable Visual-aid for communication

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

 **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)** 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

DS-11

Course code - HMDDSCN511T/HMDDSC511T- Theory: Elements of Rural Sociology and Rural Economics

Full Marks- 40/50

Credit-3

1. Definition and Scope of Rural Sociology.
2. Rural Society: Structure and Function.
3. Rural Social Problems.
4. Rural Development Programs- MGNREGA/Indira Awas Yojana/Livelihood
5. Mission/National Rural Health Mission.
6. Meaning and Scope of Rural Economics.
7. Role of Agriculture in India's Economy.
8. Role of Women in Agriculture.
9. Concept and Causes of Poverty; Poverty Alleviation Programs.

References:

1. Ahuja, H.L. (2010). Modern Micro Economics. S, Chand and Co. Ltd.
2. Ahuja, R. (2014). Social Problems in India, 3rd Ed. Rawat Publication.
3. Chitambar, J.B. (2018). Introductory Rural Sociology (3rd Edition). New Age Publications.
4. Mishra and Puri. (2014). Indian Economy. Himalaya Publishing House.
5. Sharma, R. K. (1997). Rural Sociology. New Delhi: Atlantic.

Course code - HMDDSCN511P/HMDDSC511P - Practical: Elements of Rural Sociology and Rural Economics

Full Marks- 40/50

Credit-2

1. Evaluation of any program related to rural sociology and rural economics started by the Govt. of India.

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

📖 **INTERNAL ASSESSMENT:**(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

SEMESTER-V

MULTIDISCIPLINARY COURSE SYLLABUS (CORE)

Course code -HMDCORN505T/HMDCOR505T-Theory: Parent and Community Education

Full Marks- 40/50

Credit-3

1. Need for Parent Education. Aspects of Parent Education. Roles of Parents as Participators and Planners of Programs, Parents as Advisers, Volunteers and Resource Persons.
2. Need for Community Education. Fundamental Principles of Community. Education with reference to Health, Education and Nutrition of Children.
3. Preparation , Use and Evaluation of Different Techniques of Media and Communication – i) Pictorial Aids, ii) Posters, iii) Pamphlets, iv) Slides, vi) Radio Talks and vii) Movies.
4. Organizing Parents and the Community. i. Parent Bodies – Involvement in School and Neighbourhood. ii. Community Centres / Recreation Centres. iii. Youth Clubs, Mahila Mandals

References:

- Dahama, O.P. and Bhatnagar . Education and Communication for Development.New Delhi : Oxford and IBH.
- Ray, G.L. (1991).Extension Communication and Management. Calcutta : Naya Prokash. 
- Supe, S.V. An Introduction to Extension Education. New Delhi : Oxford and IBH.

Course code -HMDCORN505P/ HMDCOR505P: Practical: Parent and Community Education

Full Marks- 40/50

Credit-2

1. Preparation of simple literature for parents.
2. Developing audio programs for parents / community.
3. Conducting parent meetings.
4. Preparing and using visual aids for parent / community education.

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

📖 **INTERNAL ASSESSMENT:**(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

MDC

***For Multidisciplinary UG Programme (Core)**

HMDGMDN501M/HMDGMD501M - PREVIEW TO HUMAN DEVELOPMENT

Credits – 3 (Theory -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.
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

SEC

*For Multidisciplinary UG Programme_(Core)

HMDGSEN501M/HMDGSE501M: 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 1st to 20th.
- 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.

HUMAN DEVELOPMENT (MAJOR)

SEMESTER-VI

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-VI)						
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
From session 2025-26 onwards	5	3	0	2	5	40T+40P+20Int=100

DS-12

Course code – HMDDSCN612T/HMDDSC612T: Care and Education in Childhood

Full Marks- 40/50

Credit- 3

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.
5. a) Types of ECCE Programmes – Balwadi, Anganwadi
b) Types of ECCE Programmes - ICDS, Crèche and Nursery school.
6. Recent developments – National Policy on Education, Yashpal Committee Report: Learning without Burden,
7. 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 - 97893-95120-16-6). 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 HMDDSCN612P/HMDDSC612P: Care and Education in Childhood

Full Marks-40/ 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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) 5)

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

o **From session 2025-26 Marks 20**

theory - 10 marks

attendance - 5 marks

practical - 5 marks

DS-13**Course code – HMDDSCN613T/HMDDSC613T : Legislation and Policy Issues in Child Welfare**

Full Marks-40/ 50

Credit-3

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
4. Declaration of the Rights of the Child 1959; United Nations Convention on the Rights of the Child, 1989
5. Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and Regulation) Act; Hindu Law of Adoption.
6. Overview of child welfare in the legal and policy framework
7. 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).

Course code – HMDDSCN613P/HMDDSC613P : Legislation and Policy Issues in Child Welfare

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

 **INTERNAL ASSESSMENT:**(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

DS-14

Course code – HMDDSCN614T/HMDDSC614T : Curriculum for Early Childhood Education

Full Marks- 40/50

Credit-3

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.
3. Significance of Play and Play-way method in teaching.
4. 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: Suhridd.
- Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha (ISBN - 978-93-95120-16-6). Revised Ed. Suhridd 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.

Course code HMDSCN614P/HMDDSC614P–Curriculum for Early Childhood Education

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

■ **INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)** 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

DS-15

Course code – HMDDSCN615T/HMDDSC615T: Organisation and Management of Early Childhood Education Centre

Full Marks- 40/50

Credit-3

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

Course code HMDDSCN615P/HMDDSC615P: Organisation and Management of Early Childhood Education Centre

Full Marks-40/ 50

Credit-2

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

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

Semester-VI

MULTIDISCIPLINARY COURSE SYLLABUS (CORE)

Course Code: HMDCORN606T/HMDCOR606T- Theory - Care and Education in Childhood

Full Marks-40/ 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 - 97893-95120-16-6). 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: HMDCORN606P/HMDCOR606P - Practical Care and Education in Childhood

Full Marks- 40/50

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)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College) 5)

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

o From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

MDC

*For Multidisciplinary UG Programme (Core)

HMDGMDN601M/HMDGMD601M - PREVIEW TO HUMAN DEVELOPMENT

Credits – 3 (Theory -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.
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

SEC

*For Multidisciplinary UG Programme_(Core)

HMDGSEN602M/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
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
7. SEVA KENDRA CALCUTTA – 52A, Radhanath Chowdhury Road, Kolkata- 700015.

from session 2025-26 hours of internship is 60 hours

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

HUMAN DEVELOPMENT (MAJOR)

SEMESTER-VII

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-VII)						
Course Type	Credit	Credit distribution of the Course				Marks (Theory + Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS16	5	3	0	2	5	50+50=100
Major- DS17	5	3	0	2	5	50+50=100
*from session 2025-26	5	3	0	2	5	40+40+20(internal)=100

DS-16

Course code – HMDDSCN716T/HMDDSC716T – Research

Methodology- Concepts

Full Marks- 40/50

Credit- 3

1. Research: Definition; scope in Human Development; types of research – Survey, Experimental and Case Study.
2. Selection of a research problem; formulation of hypothesis and basic assumptions.
3. Research design: Definition, principles, purposes & models.
4. Sampling: Definitions of population and sample; types and selection of samples, evaluating a sample.

5. Tools and techniques of data collection; Analysis and interpretation of data; guidelines for presentation of data- tables, graphs and illustrations.
6. Report writing.

References:

- Broota, K. D. (1989). *Experimental design in behavioural research*. New Delhi: Wiley Eastern.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. 3rd Ed. Fort Worth, TX: Holt, Rinehart and Winston.
- Kothari, C.R. (2001). *Research methodology: Methods and techniques*. New Delhi: Wishwa Prakashan.

Course Code HMDDSCN716P/HMDDSC716P: Research Methodology - Concepts

Full Marks-40/ 50

Credit-2

1. Preparation of Data Table and Graph

2. Report Writing

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

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

From Session 2025-26

Total marks - 40

- a. Practical activities - 30 marks (written and activity based exam)
- b. Viva-Voce: 5Marks
- c. Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)

5)

- 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

● From session 2025-26 Marks 20

- a. theory - 10 marks
- b. attendance - 5 marks
- c. practical - 5 marks

1. Statistics in Behavioural Research

Meaning, need, and importance of statistics in Human Development research. Types of data,

Qualitative vs. Quantitative; Nominal, Ordinal, Interval, Ratio.

Descriptive vs. Inferential Statistics.

Variables: Independent, Dependent, Control, Confounding.

2. Inferential Statistics

The Normal Probability Curve: Characteristics and applications in human development, Concept of Expectation and Variance Hypothesis Testing: Null and Alternative Hypotheses; Level of Significance (pvalue); Type I and Type II Errors, Concept of Standard error, Concept of Correlation: Pearson's Product Moment and Spearman's Rank Order Correlation.

3: Non-Parametric Tests

Chi-Square Test: Logic and application

4. Parametric Tests

t- Tests: Logic and application.

Independent Samples t-test. Paired Samples t-test.

Analysis of Variance (ANOVA): Logic and application.

One-way ANOVA.

References:

- Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.
- Pagano, R. R. (2012). *Understanding Statistics in the Behavioral Sciences* (10th ed.). Cengage Learning.
- Cohen, B. H. (2008). *Explaining Psychological Statistics* (4th ed.). John Wiley & Sons.
- Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning in Psychology and Education* (3rd ed.). John Wiley & Sons.
- Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.).

- Cengage Learning Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications. *(Especially useful for linking theory with practical software output).*

Course code HMDDSCN717P/HMDDSC717P: Statistical Application

Full Marks- 40/50

Credit-2

Application of Statistical Packages (Topic 1 Compulsory + any one from topic 2 to 5)

1. Creating a data file in SPSS/ R
2. Creating Histograms, Frequency Polygons, Bar Charts, and Pie Charts from a dataset.
3. Calculating Mean, Median, Mode, Standard Deviation using software
4. Conducting basic test t test/ ANOVA/ Chi Square and Interpretation of result table
5. Running and interpreting Pearson's and Spearman's correlation coefficients.

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)

5)

- 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

- **From session 2025-26 Marks 20**

theory - 10 marks

attendance - 5 marks

practical - 5 marks

SEMESTER-VII

MULTIDISCIPLINARY COURSE SYLLABUS (SPECIAL MINOR)

Course code -HMDSMCN701T/HMDSMC701T-Management of

Children with Special Needs

Full Marks 40/50

- Children with Special Needs – Need for recognizing individual differences; Types of children with special needs and Rights of children with special needs.
- Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme.
- Children with Emotional and Behavioural disorders: Types, Symptoms and Causes, Education and Management.
- The concept of inclusion; Modification of physical and social environment for inclusive education;

References:

- Carson, R. C., Butcher, J.N. and Mineka, S. (1998). *Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
- Gangopadhyay, M. (2022). *Bikashmulok Pratibandhakata: Nirdeshana o Paramarshadan Paddhati*. Kolkata: Avenel Press.
- Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). *Manab Bikasher Ruprekha*. Kolkata: Suhrid.
- Kirk, S.A. (1970). *Educating exceptional children*. Indian Edition. New Delhi: Oxford and IBH.
- Orellove, F. P. and Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach*. 3rd Ed. Baltimore: Brookes.
- Skinner, C. E. (1970). *Educational psychology*. New Delhi: Prentice Hall.

Course code -HMDSMCN701P/HMDSMC701P-Management of
Children with Special Needs

Full Marks 40/50

1. Review on Movie/Short Film related to Special Needs

Practical: Evaluation Method

Evaluation Method: Internal and End Semester Assessment

(25marks+25marks=50Marks)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

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

5)

- 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

-

- **From session 2025-26 Marks 20**

theory - 10 marks

attendance - 5 marks

practical - 5 marks

4-year Undergraduate Programme (Honours with Research)

HUMAN DEVELOPMENT (MAJOR)

SEMESTER-VIII

CREDIT DISTRIBUTION (SEMESTER-VIII)						
CourseType	Credit	Credit distribution of the Course				Marks(Theory+Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS18	5	3	0	2	5	50+50=100
Dissertation	15					40+40+20 = 100
from session						
2025-26						

Syllabus as decided by the UG-BOS

DS-18

Course code - HMDDSCN818T/HMDDSC818T- Management of Children

with Special Needs

full marks 40/50 credits 3

1. The concept of normality and disability; Attitudes of people towards disability.
2. Children with Special Needs – Need for recognizing individual differences; Types and Rights.
3. Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme.
4. Children with multiple disabilities: Autism Spectrum Disorders; Hydrocephalus; Cerebral Palsy; Multiple Sclerosis; Epilepsy – symptoms, causes, identification, assessment, management and rehabilitation.
5. Children with Emotional and Behavioural disorders: Types, Symptoms and Causes, Education and Management.

6. The concept of inclusion; Modification of physical and social environment for inclusive education; Use of Assistive Devices.

References:

- Carson, R. C., Butcher, J.N. and Mineka, S. (1998). *Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
- Gangopadhyay, M. (2022). *Bikashmulok Pratibandhakata: Nirdeshana o Paramarshadan Paddhati*. Kolkata: Avenel Press.
- Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). *Manab Bikasher Ruprekha*. Kolkata: Suhrid.
- Skinner, C. E. (1970). *Educational psychology*. New Delhi: Prentice Hall.

**Course code - HMDDSCN818P/HMDDSC818P- Management of
Children with Special Needs**

Full Marks 40/50

1. Assessment of behavioural problems by using standardized tools for Children with Special Needs.
2. Diagnostic Assessment for Children with Special Needs and Suggestive Intervention.

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)

5)

- 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

From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

RESEARCH PAPER

Course code – HMDRESN801M/HMDRES801M- DISSERTATION-

1. Dissertation Preparation- Review of Literature, Hypothesis formation, Sampling.
2. Dissertation Preparation – Data Collection, Data Analysis, Interpretation

4-year Undergraduate Programme (Honours without Research)

HUMAN DEVELOPMENT (MAJOR)

SEMESTER-VIII

Syllabus as decided by the UG-BOS

CREDIT DISTRIBUTION (SEMESTER-VIII)						
CourseType	Credit	Credit distribution of the Course				Marks(Theory+Practical)
		Lecture	Tutorial	Practical	Total	
Major-DS18	5	3	0	2	5	50+50=100
Major- DS19	5	3	0	2	5	50+50=100
Major- DS20	5	3	0	2	5	50+50=100
Major- DS21	5	3	0	2	5	50+50=100
From session 2025-26	5	3	0	2	5	40+40+20(internal)=100

DS-18

**Course code - HMDDSCN818T/HMDDSC818T- Management of Children
with Special Needs**

full marks 40/50 credits 3

1. The concept of normality and disability; Attitudes of people towards disability.
2. Children with Special Needs – Need for recognizing individual differences; Types and Rights.
3. Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme.
4. Children with multiple disabilities: Autism Spectrum Disorders; Hydrocephalus; Cerebral Palsy; Multiple Sclerosis; Epilepsy – symptoms, causes, identification, assessment, management and rehabilitation.

5. Children with Emotional and Behavioural disorders: Types, Symptoms and Causes, Education and Management.
6. The concept of inclusion; Modification of physical and social environment for inclusive education; Use of Assistive Devices.

References:

- Carson, R. C., Butcher, J.N. and Mineka, S. (1998). *Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
- Gangopadhyay, M. (2022). *Bikashmulok Pratibandhakata: Nirdeshana o Paramarshadan Paddhati*. Kolkata: Avenel Press.
- Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). *Manab Bikasher Ruprekha*. Kolkata: Suhrid.
- Kirk, S.A. (1970). *Educating exceptional children*. Indian Edition. New Delhi: Oxford and IBH.
- Orellove, F. P. and Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach*. 3rd Ed. Baltimore: Brookes.
- Skinner, C. E. (1970). *Educational psychology*. New Delhi: Prentice Hall.

Course code - HMDDSCN818P/HMDDSC818P- Management of
Children with Special Needs

full marks 40/50 credits 2

1. Assessment of behavioural problems by using standardized tools for Children with Special Needs.
2. Diagnostic Assessment for Children with Special Needs and Suggestive Intervention.

Practical: Evaluation Method

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

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

INTERNAL ASSESSMENT:(Evaluation by Internal Examiner, College)

5)

- 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

From session 2025-26 Marks 20

theory - 10 marks

attendance - 5 marks

practical - 5 marks

DS-19

Course code – HMDDSCN819T/HMDDSC819T – Human

Development - Theories

Full Marks- 40/50

Credit- 3

1. Theories of learning: Pavlov's theory of classical conditioning; Skinner's theory of operant conditioning; Bandura's social learning theory.
2. Cognitive developmental theories: Piaget's theory of cognitive development, Neo- Piagetian studies; Vygotsky's socio-cultural theory.
3. Psychoanalytic theories of Freud and Erikson- Implications for child rearing practices.
4. Theories of early social development: Bowlby's theory of attachment; Harlow's ethological research.
5. Kohlberg's theory of moral development.

References:

- Gangopadhyay, M. (2021). Manab Bikash o Bikash Manobidya. Kolkata: Avenel Press.
- Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). Manab Bikasher Ruprekha. Kolkata: Suhrid.
- Hall, C. S., Lindzey, G. and Campbell, J.B. (1998). *Theories of Personality*. 3rd Ed. New York: Wiley.
- Heidbreder, E. (1990). *Seven Psychologies*. New Delhi: Kalyani Publishers.
- Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
- Marx, M. H. and Cronan- Hillix, W. A. (1987). *Systems and theories in psychology*. 4th Ed. New York: McGraw- Hill.
- Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
- Smith, E.E., Nolen – Hoeksema, S., Fredrickson, B., Loftus, G.R., Bem, D.J. and Maren, S. (2003). *Atkinson and Hilgard's introduction to psychology*. 14th Ed. Bangalore: Thomson Wadsworth

Course code -HMDDSCN819P/HMDDSC819P -Human Development

Theories

full marks 40/50 credits 2

1. Seminar Presentation on the above mentioned theoretical topics (any one).

Practical: Evaluation Method

Evaluation Method: Internal and End Semester Assessment

(25marks+25marks=50Marks)

***from session 2025-26**

Internal = 20 marks

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Power Point Presentation: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Power Point Presentation - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

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

5)

- 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

- **From session 2025-26 Marks 20**

theory - 10 marks

attendance - 5 marks

practical - 5 marks

**Course code – HMDDSCN820T/HMDDSC820T- Sustainable
development and Human development indices**

Full Marks- 40/50

Credit 3

1. Sustainable Development Goals (SDGs)
2. Human Development Index (HDI)- - Concept, Determinants and Implications
3. Inequality-adjusted Human Development Index (IHDI) - Concept, Determinants and Implications
4. Gender Development Index (GDI)- Concept, Determinants and Implications
5. Gender Inequality Index (GII)- Concept, Determinants and Implications
6. Multidimensional Poverty Index (MPI) - Concept, Determinants and Implications
7. Planetary Pressure-adjusted HDI (PHDI) - Concept, Determinants and Implications

References-

- Sen, A. (1999). *Development as freedom*. Oxford University Press. (This text provides the theoretical foundation for the capability approach upon which the HDI is built).
- United Nations Development Programme. (1990). *Human development report 1990: Concept and measurement of human development*. Oxford University Press. (The foundational report that introduced the HDI).
- Nussbaum, M. (2011). *Creating capabilities: The human development approach*. [Harvard University Press](#).
- Fukuda-Parr, S., & Kumar, A. K. S. (Eds.). (2003). *Readings in human development*. Oxford University Press.

**Course code HMDDSCN820P/HMDDSC820P- Sustainable development
and Human development indices**

Full Marks- 40/50

Credit-2

1. Project/Seminar on any of the above mentioned topics.

2. Visit to any organization working on issues with poverty, gender inequality and sustainable development.

3. Community Participation

Practical: Evaluation Method

Evaluation Method: Internal and End Semester Assessment

(25marks+25marks=50Marks)

***from session 2025-26**

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

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

5)

- 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

- **From session 2025-26 Marks 20**

theory - 10 marks

attendance - 5 marks

practical - 5 marks

1. Mental Health- Concept, Determinants, Socio-Emotional, Behavioural and Psychological Issues and Management Strategies
2. Stress and Its Management
3. LGBTQ- Concept and Management Strategies
4. Child Abuse, Domestic Violence, Trafficking, Sexual Offenders, Delinquents – Problems and management strategies.
5. Geriatric Problems and Management Strategies
6. Student Counselling- Concept, scopes and strategies.

References:

- Carson, R. C., Butcher, J.N. and Mineka, S. (1998). *Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
- Gangopadhyay, M. (2022). *Bikashmulok Pratibandhakata: Nirdeshana o Paramarshadan Paddhati*. Kolkata: Avenel Press.
- Ghosh, P., Gupta, A., and Bhattacharya, P. (2022). *Manab Bikasher Ruprekha*. Kolkata: Suhrid.
- Kirk, S.A. (1970). *Educating exceptional children*. Indian Edition. New Delhi: Oxford and IBH.
- Orelove, F. P. and Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach*. 3rd Ed. Baltimore: Brookes.
- Skinner, C. E. (1970). *Educational psychology*. New Delhi: Prentice Hall.

**Course code HMDDSCN821P/HMDDSC821P- Application of
Management Strategies for Mental Health and Well-Being**

1. Identification of mental health issues among students, major challenges, possible management and referral system.

2. Visit to any organization and case study
3. Stress Management Techniques through Meditation and Yoga
4. Micro Teaching with respect to mental health issues and management

Practical: Evaluation Method

Evaluation Method: Internal and End Semester Assessment

(25marks+25marks=50Marks)

***from session 2025-26**

Internal = 20 marks

End semester examination = 40 marks

END SEMESTER PRACTICAL: (Evaluation by External Examiner)

(Total Marks: 25)

Practical Activities: 15Marks (Written and Activity based-Exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

From Session 2025-26

Total marks - 40

Practical activities - 30 marks (written and activity based exam)

Viva-Voce: 5Marks

Laboratory Note Book and Materials: 5Marks.

(Marks:2

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

5)

- 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

- **From session 2025-26 Marks 20**

theory - 10 marks

attendance - 5 marks

practical - 5 marks

INTERNSHIP

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

- Usha Stuti Society – BE 141, BE Block, Sector 1 Bidhannagar, Kolkata 64, West Bengal
- Scope(Anando Pathshala) – scopeaneffort@gmail.com
- Hope Kolkata Foundation – 39 Panditiya Place, Dover Terrace, Ballygunge, Kol - 29
- Rahi – info@rahifoundation.org
- Shaktivahini – shaktivahini@gmail.com
- VERS(Vikramshila Education Resource Society) – 256B, Prince Anwar Shah Road,
Lake Gardens, Jodhpur Colony, Kol – 45
- SEVA KENDRA CALCUTTA – 52A, Radhanath Chowdhury Road, Kolkata-700015.

****from session 2025-26 hours of internship is 60 hours***