



Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India

Department of Human Development
B.Sc. Human Development

Programme Outcomes:

1. Attain and apply fundamental knowledge in basic concepts of Science
2. Gain Competence to communicate effectively
3. Develop critical thinking for innovations
4. Identify problems and suggest appropriate scientific, technological and environmental solutions.
5. Function individually or as a team in work environment
6. Acquire research skills to inquire, synthesize and articulate solution for community development.
7. Create and apply ICT tools for learning and technology development
8. Exhibit professional ethics and norms for social development
9. Implement acquired knowledge in basic sciences for self directed and lifelong learning
10. Promote entrepreneurial skills

Programme Specific Outcomes:

1. Describe how individuals develop and change from conception to old age and identify how families and communities influence the process of growth and development.
2. Relate the principles of human development and behaviour with the life situation as well as recognize the need of the people at each stage of life and advocate suitable services for care, protection, education, development and administration.
3. Apply methods of training to identify, appraise and manage the challenges and crisis in all stages of human life cycle for the betterment of the self, family and society at large.

Scheme of Instruction & Examinations
(For students admitted from 2023-2024& onwards)

(For students admitted from 2023-2024& onwards)									
Part	Subject Code	Name of paper / Component	Hours of instruction/ week	Scheme of Examination					
				Duration of exam	CIA	CE	Total	Credit	
First Semester									
I	23BLT001/ 23BLH001/ 23BLF001	பொதுத்தமிழ்தாள் I - இக்காலஇலக்கியம் / Prose and Non Detailed Texts/ French I	2	3	50	50	100	2	
II	23BAEEC1	Ability Enhancement Compulsory Course -I English for Communication	4	3	50	50	100	4	
Generic Elective									
		Generic Elective- I - Perspectives of Home Science	4+4	3	50	50	100	6	
III	Discipline Specific Core Courses								
	23BHDC01	Foundations of Development	4+4	3	50	50	100	6	
	23BHDC02	Methods of Research in Human Development	4	3	50	50	100	4	6
	23BHDC02P	Methods of Research in Human Development - Practical	4	3	50	50	100	2	
IV	23BVBNC1/ 23BVBNS1/ 23BVBSP1	Skill Enhancement Course Value Based Course Elective-I- NCC/NSS/Sports	3/2	2	60	40	100	4/1/1	
		Games –Practical	1		-	-	-		
								Total	28/25
Second Semester									
I	23BLT002/ 23BLH002/ 23BLF002	பொதுத்தமிழ்தாள்II - அறிஇலக்கியம் /Grammar, Translation and General Essay / French II	2	3	50	50	100	2	
II	23BAEES1	Ability Enhancement Compulsory Course-II Environmental Studies	4	3	50	50	100	4	
Generic Electives									
		Generic Electives- II Introduction to Literature / British Literature / Modern Indian Literature / New Literatures in English	5+1	3	50	50	100	6	
III	Discipline Specific Core Courses								
	23BHDC03	Early Childhood Development (0- 8 yrs)	4+4	3	50	50	100	6	
	23BHDC04	Developmental Delays and Assessment	4	3	50	50	100	4	6
	23BHDC04P	Developmental Delays and Assessment- Practical	4	3	50	50	100	2	
IV	23BVBNC2/ 23BVBNS2/ 23BVBSP2	Skill Enhancement Course Value Based Course Elective-I- NCC/NSS/Sports	3/2	2	60	40	100	4/1/1	
		Games –Practical	1		-	-	-		
		Library	1		-	-	-		
								Total	28/25

Part	Subject Code	Name of paper / Component	Hours of instruction / week	Scheme of Examination				
				Duration of exam	CIA	CE	Total	Credit
		Third Semester						
I	23BLT003/ 23BLH003/ 23BLF003	பொதுத்தமிழ்தாள் III - சமயஇலக்கியம் / Ancient and Modern Poetry / French III	2	3	50	50	100	2
II	Generic Elective							
		Generic Elective III	5+1/ 4+4	3	50	50	100	6
III	Discipline Specific Core Courses							
	23BHDC05	Late Childhood and Adolescent Development	4+4	3	50	50	100	6
	23BHDC06	Early Childhood Education	4	3	50	50	100	4
	23BHDC06P	Early Childhood Education - Practical	4	3	50	50	100	2
								6
IV	Skill Enhancement Courses							
	23BSBCS1	Skill Based Compulsory Course-I Communication Skill	4P	3	50	50	100	2
		Skill Based Elective Course- II	4P	3	50	50	100	2
	23BVBNC3/ 23BVBNS3/ 23BVBS3	Value Based Course Elective-I- NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
		Value Based Course Elective-II	2	-	100	-	100	2
							Total	30/27
		Fourth Semester						
I	23BLT004/ 23BLH004/ 23BLF004	பொதுத்தமிழ்தாள்IV - சங்கஇலக்கியம் / Introduction to Functional Hindi and Journalism / French IV	2	3	50	50	100	2
II	Generic Elective							
		Generic Elective IV	5+1/ 4+4	3	50	50	100	6
III	Discipline Specific Core Courses							
	23BHDC07	Management of ECCE Centre	4	3	50	50	100	4
	23BHDC07P	Management of ECCE Centre - Practical	4	3	50	50	100	2
								6
	23BHDC08	Tests and Measures of Children and Adolescents	4+4	3	50	50	100	6
IV	Skill Enhancement Courses							
	23BSBSS1	Skill Based Compulsory Course- III Soft Skill	4P	3	50	50	100	2
		Skill Based Elective Course- IV	4P	3	50	50	100	2
	23BVBNC4/ 23BVBNS4/ 23BVBS4	Value Based Course Elective-I- NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
		Value Based Course Elective-III	2	-	100	-	100	2
							Total	30/27
	Internship during summer vacation for 30 days*							

Fifth Semester								
III	Discipline Specific Core Courses							
	23BHDC09	Adulthood and Old age	4+4	3	50	50	100	6
	23BHDC10	Fundamentals of Human Behaviour	5+1	3	50	50	100	6
	Discipline Specific Elective Course							
	23BHDDE1	Project / Internship*	2	3	50	50	100	6
	23BHDDE2-5	DSE – II Theory+Practical/ Theory+Tutorial	4+4/ 5+1	3	50	50	100	6
IV	Skill Enhancement Courses							
	23BVBNC5/ 23BVBNS5/ 23BVBSP5	Value Based Course Elective-I- NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
	Professional Development Course							
	23BHDPD1	Basics of Counselling	5+1	-	100	-	100	Remarks
Sixth Semester								
III	Discipline Specific Core Courses							
	23BHDC11	Children with Special Needs	4+4	3	50	50	100	6
	23BHDC12	Counselling Skills	4+4	3	50	50	100	6
	Discipline Specific Elective Courses							
	23BHDDE6-12	DSE – III Theory+Practical/ Theory+Tutorial	4+4/5+1	3	50	50	100	6
	23BHDDE6-12	DSE – IV Theory+Practical/ Theory+Tutorial	4+4/5+1	3	50	50	100	6
IV	Skill Enhancement Courses							
	23BVBNC6/ 23BVBNS6/ 23BVBSP6	Value Based Course Elective-I- NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
Total								28/25
Grand Total								172/154

➤ **Ability Enhancement Compulsory Courses**

- English for Communication
- Environmental Studies

➤ **Skill Enhancement courses** are Skill Based and / or Value Based which are aimed at providing hands on training, competencies, skills etc. and may be opted by the students from the electives offered by the departments or from SWAYAM MOOCs / NPTEL.

Skill Based courses

- **Skill Based Compulsory course I – 23BSBCS1 – Communication Skill** during 3rd semester
- **Skill Based Compulsory course III - 23BSBSS1 – Soft Skill** during 4th semester
- **Skill Based courses** offered by the department of Human Development

S.No	Skill Based Elective courses (II / IV)	Semester	Hours of Instruction	Credits
1.	23BHDSE1 Designing Teaching-Learning Materials and Toys for Children	3	4P	2
2.	23BHDSE2 Life Skills for Quality Living	4	4P	2
3.	SWAYAM MOOCs	3 & 4		2

• **Value Based Courses - Elective I**

Value-Based Courses Elective I	Subject Code	Semester	No of .Credits
NCC/ NSS/ Sports	23BVBNC1-6/	1-6	24 Credits
	23BVBNS1-6/		6 Credits
	23BVBSP1-6		6 Credits

• **Value Based Courses - Elective II/III offered by Human Development Department**

	Value Based Courses Elective II/III	Subject Code	Semester	Hours of Instruction	Credit / Course
1	Human Rights	23BHDVB1	3 & 4	2 Hrs	2
2	Life Skills Education	23BHDVB2	3 & 4	2 Hrs	2

* **Discipline Specific Elective Courses** should be related to their own core which may be from SWAYAM MOOCs / NPTEL also

- All the courses have 6 credits with 4 hours of theory and 4 hours of practical or 5 hours of theory and 1 hour of Tutorials.

S.No	DSE Courses	Semester	Hours of Instruction	Credits
1.	23BHDDE1 Project / Internship	5	2	6
2.	23BHDDE2 Basics of Research	5	4+4	6
3.	23BHDDE3 Human Rights and Welfare Programmes	5	5+1	6
4.	23BHDDE4 Teaching Skills and Techniques	5	4+4	6
5.	23BHDDE5 Basic Human Resources	5	5+1	6
6.	23BHDDE6 Personality Development	6	5+1	6
7.	23BHDDE7 Child and Adolescent Counselling	6	4+4	6
8.	23BHDDE8 Designing Teaching-Learning Materials and Toys for Children	6	4+4	6
9.	23BHDDE9 Management of Developmental Delays	6	4+4	6
10.	23BHDDE10 Marriage and Family Dynamics	6	5+1	6
11.	23BHDDE11 Parenting	6	5+1	6
12.	SWAYAM MOOCs	6		6

* **Generic Elective Courses** offered for other disciplines / departments

- A Core Course offered in a Discipline / Subject may be offered as a Generic Elective for other departments.

S.No	Generic Elective Courses	Semester	Hours of Instruction	Credits
1.	23BHDGE1 Perspectives of Home Science	1	4+4	6
2.	23BHDGE2 Basics of Child Development	3	4+4	6
3.	23BHDGE3 Adolescent Development	4	4+4	6
4.	23BHDGE4 ECE Curriculum Development – DAP Perspectives	4	4+4	6

Total credits to earn the degree

1. Part I components - 8 Credits (Languages)
2. Part II components - 32 Credits [Ability Enhancement Compulsory Courses – 8 Credits, and Generic Elective Courses – 24 Credits]
3. Part III components - 96 Credits (Discipline Specific Core Courses – 72 Credits and Discipline Specific Elective Courses - 24 Credits)
4. Part IV components – 36/18 (Skill Enhancement courses - Skill Based Courses – 8 credits, value based courses Elective I (NCC/NSS/Sports)– 24/6/6 credits, Value based Elective courses I & II – 4 credits)
5. Minimum One Course should be from SWAYAM MOOCs/ NPTEL.

One to 4 Courses may be from SWAYAM MOOCs/NPTEL for Credit Transfer in DSE, Generic Elective.

Semester-I
23BHDC01

Foundations of Development

Hours of instruction/week:4+4

No. of credits:6

Course Objectives

- To realize the foundations of life from conception to birth and its development
- To gain knowledge of the basic trends and issues in human development
- To understand the individual variations of chromosomes in the process of development

Unit-I Growth and Development

Concept of growth and development

Basic Principles of growth and development

Domains of development - physical, cognitive, emotional, and social

Stages of life span development-Developmental tasks and characteristics

12

Unit-II Basic Issues/Trends in Human Development

Continuous V/s Discontinuous, Passive V/s Active, Learning V/s Maturation,

Sensitive V/s Critical, Secular Trend, Nature V/s Nurture

Theoretical Perspectives – Concepts of Psychoanalytic, Cognitive, Socio-cultural, and Behavioural Theories

15

Unit-III Biological foundations

Cell – Structure, Function

Cell division – Mitosis and Meiosis

Gene, DNA, Chromosome, Gametes

Genetic Laws and Genetic Inheritance - dominant and recessive relationships, X-linked inheritance, co-dominance, genetic imprinting, mutation

Contribution of Genome Project

Multiple offspring, identical or monozygotic twins, fraternal or dizygotic twins

10

Unit-IV Structural and Numerical Chromosomal Abbreviations

Abnormalities of the body chromosomes – Down's syndrome, Trisomy 18, Trisomy 13

Abnormalities of the sex chromosomes - XYY syndrome, Triple X syndrome,

Klinefelter syndrome, Turner syndrome.

8

Unit-V Prenatal Development

Process of fertilization

Stages of prenatal development- period of zygote, period of embryo, period of foetus

Major milestones of prenatal development

Prenatal influences- Parental, maternal and environmental

Stages and types of child birth, birth complications

Prenatal care

15

Total Hours

60

Practical:

- | | Hrs |
|--|-----------|
| 1. Preparation of album for developmental milestones of life span | 10 |
| 2. Case analysis on the role of heredity and environment in development | 10 |
| 3. Visit to special hospitals, schools and observe new born reflexes and children with chromosomal abnormalities | 10 |
| 4. Assessing newborn with APGAR scale | 15 |
| 5. Recording the physiological changes during each trimester of pregnancy | 15 |
| Total hours | 60 |

Textbooks:

1. Berk, L. E. (2000). *Childhood to adolescence*. London: Mc.GrawHill.
2. Berk, L. E. (2006). *Child development*. New Delhi: Prentice Hall of India.
3. Hurlock, E. B. (2005). *Child development*. New Delhi: Tata Mc.Graw Hill.

Reference books:

1. Hurlock, E. B. (2005). *Child growth and development*. New York: Tata Mc.GrawHill.
2. Santrock, J. W. (2006). *Child Development*. New Delhi: Tata Mc.GrawHill.

Course Outcomes

1. List the most significant principles of growth and development and understand the unique features of eight stages of human life span.
2. Understand the theoretical perspectives based on the issues and trends in human development.
3. Describe what genes are and how they influence human development and comprehend the underlying causes of chromosomal abnormalities.
4. Evaluate the prenatal period as sensitive by learning the underlying scientific reasons.
5. Comprehend the role of nature vs nurture in the process of development.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O 1	PS O 2	PS O 3
CO 1	H	-	-	M	-	-	-	-	-	-	H	-	-
CO 2	H	L	-	M	-	L	-	L	M	-	H	M	-
CO 3	H	M	M	M	L	L	-	-	L	-	H	L	-
CO 4	H	M	L	M	-	-	-	-	-	L	M	-	L
CO 5	H	L	M	L	-	-	-	L	L	-	H	M	L

Methods of Research in Human Development

Semester-I

Hours of instruction/week:4

23BHDC02

No. of credits:4

Course Objectives:

- To develop knowledge of research in Human Development
- To get acquainted with the designs, methods, techniques and tools in human study

Unit I Introduction to Research

12

Definition – Significance of Research – Types of Research – Scope of Research

Defining the research problem – Steps in Research

Unit-II Research design to study Human Development

12

Meaning, importance and Ethical Considerations in studying Human Development

Designs - Longitudinal, Cross sectional study and Cross sequential design

Unit-III – Methods of Human Study

12

Case study, Observation, Survey, Experiment – concept and process

Unit-IV-Techniques adopted in Human Study

12

Qualitative Techniques - Anecdotal Records, Running Records

Quantitative techniques – Checklists, Rating Scales, Frequency Counts, Time Sample

Unit-V Tools used in Human Study

12

Interview schedule, questionnaire, Inventory, Scales - Characteristic, types, Process of Construction, advantages and limitations

Total hours

60

Reference Book:

1. Kothari C. R (2016)., Research Methodology, Sultan Chand publications, New Delhi.
2. Christine Hobart, Jill Frankel (2004). A Practical Guide to Child Observation and Assessment, 3rd edition, Nelson Thornes Ltd, United Kingdom
3. Robert K. Yin (2013). Case Study Research: Design and Methods, 5th edition, SAGE Publications, New Delhi.

Course Outcomes

1. Understand the need and Ethical Considerations in studying Human Development.
2. Comprehend the process of research design, methods, techniques and tools used in Human Development researches
3. Identify the design, methods, techniques and tools used in Human Development researches
4. Analyse the strengths and limitations of various design, methods, techniques and tools used in Human Development researches
5. Analyse literature and write a review

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	M	H	H	H	H	H	L	H	H	M	M	H	H
CO 2	M	H	H	H	H	H	M	H	H	H	M	H	H
CO 3	M	H	H	H	H	H	M	H	H	M	M	H	H
CO 4	M	H	H	H	H	H	L	H	H	H	M	H	H
CO 5	M	H	H	H	H	H	H	M	H	L	L	M	H

Methods of Research in Human Development - Practical

Semester-I

Hours of instruction/week:4

23BHDC02P

No. of credits:2

Course Objectives:

- To develop the ability to apply research methods of Human Development
- To develop the ability to conduct the study using the methods and techniques of human study

Unit-I Research design to study Human Development 12

Identification of research designs

Designing Longitudinal, cross sectional and Cross sequential design

Unit-II – Methods of Human Study 12

Conduct Case study and Observation

Unit-III- Techniques adopted in Human Study 12

Recording Anecdotes

Administration of checklist/Rating Scale

Unit-IV Tools used in Human Study 12

Construction of Questionnaire and Rating Scale

Unit-V Survey and Documentation

Conducting survey and report writing 12

Total hours 60

Course Outcomes

1. Identify the design, methods , techniques and tools used in Human Development researches
2. Formulate research design, tools and techniques to study Human Development
3. Conduct case study, observation and survey
4. Evaluate and interpret results of the studies conducted
5. Analyse the short comings in conducting the survey, using tools and techniques of Human Development.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	H	M	H	H	H	H	H	H	M	H
CO 2	H	H	H	H	M	H	H	H	H	H	H	M	H
CO 3	H	H	H	H	M	H	H	H	H	H	H	M	H
CO 4	H	H	H	H	M	H	H	H	H	H	H	M	H
CO 5	H	H	H	H	M	H	H	H	H	H	H	M	H

Early Childhood Development (0-8 yrs)

Semester-II

23BHDC03

Hours of instruction/week:4+4

No. of credits:6

Course Objectives:

- To understand all round development of early childhood years
- To be aware of common problems of children
- To develop ability to observe and assess children's development based on developmental domains and milestones

Unit-I Neonates (0-1 month)

14

Reflexes –New born reflexes and its significance in growth and development

Establishing daily routines

Sensory capabilities, perceptual capabilities and new-born adjustments

Unit – II Infancy and Toddlerhood (1 month- 2years)

14

Definition, characteristics, developmental tasks and milestones

Physical and Motor development

Brain Development

Perceptual Development

Cognitive development / capabilities (Piaget's stage)

Language development

Emotional and Social Development

Early Stimulation – Need and Importance

Unit III – Preschool years

14

Definition, characteristics, developmental tasks and milestones

Physical and Motor development

Brain Development

Cognitive development / capabilities (Piaget's stage)

Emotional and Social Development

Language development

Unit IV – School years

12

Definition, characteristics, developmental tasks and milestones

Physical and Motor development

Cognitive development / capabilities (Piaget's stage)

Emotional and Social Development

Language development

Moral development – learning about justice

Unit V – Interests and problems of children

6

Common childhood interests, Problems of children at home, school and society

Common Hazards

Total hours

60

		Hrs
Practical:		
1.	Development of observation checklist – Physical, Cognitive, Language, Social and Emotional development of children (0-8 Years)	20
2.	Observation of Physical, Cognitive, Language, Social and Emotional development of children (0-8 Years)	20
3.	Preparing educational materials on problems of children (0-8 Years)	20
Total hours		60

Reference books:

1. Hurlock, E. B. (2005). *Child development*. New Delhi: Tata Mc. Graw Hill.
2. Hurlock, E. B. (2005). *Child growth and development*. New York: Tata Mc. Graw Hill.

Textbooks:

1. Berk, L. E. (2007). *Development through the lifespan*. New Delhi: Pearson Education.
2. Berk, L. E. (2000). *Childhood to adolescence*. London: Mc. Graw Hill.
3. Berk, L. E. (2006). *Child development*. New Delhi: Prentice Hall of India.

Course Outcomes

1. Understand the characteristic developmental tasks and milestones children in early years.
2. Comprehend the developmental domains of children in early years.
3. Analyse the variations in changes in all domains of development across 0-8 years
4. Figure out the theoretical implications of Bowlby's attachment theory and Piaget's Cognitive theory in the emotional and cognitive domains during early years.
5. Learn to gather data about the child's development, interest and abilities of children in early years and document it.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	-	L	L	L	-	H	L	-
CO 2	H	H	M	M	L	-	-	-	-	-	H	M	L
CO 3	H	H	M	M	M	M	L	M	M	-	H	M	-
CO 4	H	H	M	M	M	M	-	M	M	-	H	H	L
CO 5	H	H	H	H	H	M	H	M	M	L	H	M	H

Developmental Delays and Assessment

Semester- II

23BHDC04

Hours of instruction/week: 4

No. of credits: 4

Course Objectives:

- To describe purposeful, appropriate tools and instruments of studying children
- To select and demonstrate appropriate tools to assess the different domains of development
- To apply the methods in practical context and document

Unit-I Developmental Delays

Developmental Milestones – Physical, Cognitive & Language, Social & Emotional (0- 8 years)

6

Developmental Delays - Meaning, Definition, Causes

Types – Cognitive, Motor, Social, Emotional & behavioural, Speech

Importance of identifying at-risk children

Unit-II Developmental assessment

Developmental assessment - Meaning, Definition, Concept, Purpose and scope

15

Rules of developmental assessment

Screening test – Meaning, Definition, Purpose and Scope

Properties of good screening test

Difference between Assessment and Screening

Unit-III Developmental assessment instruments

Developmental assessment Instruments – Common tools

15

Bayley Scales of Infant and Toddler Development

Unit-IV Developmental Screening Tests

Common tools used for Screening

12

Early screening profiles (ESP)

Unit-V Early Stimulation and Intervention

Early Stimulation – Meaning, Definition, Importance, Activities and Therapy

12

Early Intervention – Meaning, Definition and concept, Importance, Domain specific

Interventional strategies

Total hours

60

Reference books:

1. Christine Hobart, Jill Frankel (2004). A Practical Guide to Child Observation and Assessment, 3rd edition, Nelson Thornes Ltd, United Kingdom.
2. Sarah Vanover (2018). Does My Child Have a Developmental Delay?: A Step-by-Step Guide for Parents on Early Intervention, Rowman & Littlefield Publishers, United States.
3. Prathibha Karanth, Celeste Roseberry-McKibbin, Priya James (2017), Comprehensive Intervention for Children with Developmental Delays and Disorders: Practical Strategies for Preschoolers: Preschooler Intervention Manual 6 books. 1st Edition. Plural Publishing, Inc.

Course Outcomes

1. Identify developmental delays based on developmental milestones
2. Differentiate screening tools and developmental assessment tools
3. Familiarize the procedures of administration of screening and assessment tools
4. Comprehend the significance of early stimulation and intervention
5. Appraise the early stimulation activities and Interventional strategies

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	L	H	H	-	-	M	H	H	H	H	M
CO 2	H	H	L	H	H	M	-	M	H	M	H	H	M
CO 3	H	H	L	H	H	-	-	M	H	M	H	H	M
CO 4	H	H	-	M	H	-	-	M	H	M	H	H	M
CO 5	H	H	H	H	M	H	-	H	H	H	H	H	H

Developmental Delays and Assessment - Practical

Semester- II

23BHDC04P

Hours of instruction/week: 4

No. of credits: 2

Course Objectives:

- To develop the ability to assess different domains of development
- To identify developmental delays and at-risk children and plan early stimulation activities

Unit-I Developmental Assessment

Bayley Scales of Infant and Toddler Development – Administration, Scoring, and Interpretation

15

Unit-II Developmental Screening Tests

Early screening profiles (ESP) – Administration, Scoring, and Interpretation

15

Unit-III Developmental Delays

Identification of Developmental Delays and at-risk children

10

Unit-IV Early Intervention

Visit to an Early Intervention centre – observation in Occupation & speech therapy centre

10

Unit-V Early Stimulation

Planning Early stimulation activities for domain specific delays and at-risk

10

Total hours

60

Course Outcomes

1. Understand the procedures and techniques of administering the tools for screening and assessments
2. Administer techniques to identify the delays and at-risk with specific to domains of development in children
3. Evaluate assessments to interpret the development in children and make a report
4. Analyse the suitable strategies for early intervention for children with developmental delays.
5. Formulate early stimulation activities for children

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	-	-	H	H	H	-	H	H	H	H	H	H
CO 2	H	-	-	H	H	H	-	H	H	H	H	H	H
CO 3	H	M	-	H	H	H	-	H	H	H	H	H	H
CO 4	H	M	H	H	H	H	-	H	H	H	H	H	H
CO 5	H	M	H	H	H	H	-	H	H	H	H	H	H

Late Childhood and Adolescent Development

Semester- III

23BHDC05

No of hours of instructions: 4+4

No. of Credits: 6

Course Objectives

- To acquire knowledge in various developments that takes place during late childhood and adolescence period
- To gain an understanding of the developmental aspects in late childhood and adolescence period
- To trace and identify the progression in every aspect of development from late childhood to adolescence

Unit-I Late childhood

12

Definition, characteristics, Developmental tasks and milestones

Physical - body growth, fine and gross motor development

Emotional – self-understanding, emotional understanding and self-regulation -

Psychosocial theory of Erik Erikson – Industry vs inferiority

Language – vocabulary, grammar, pragmatics, learning two languages at a time

Moral development – Kohlberg's theory of moral development – conventional stage

Unit-II Social and cognitive development during late childhood

12

Social development – Social grouping and social behaviour, peer relations, parent-child relationships; Cognitive development – Piaget's Concrete operational stage

Unit-III Adolescence

12

Concept and definition - biological perspective, social perspective, balanced point of view Characteristics; Developmental tasks and milestones

Physical and physiological changes- hormonal changes and body growth; Primary and secondary sexual characteristics

Reproductive changes and its psychological impact, health issues and problems – eating disorders

Unit-IV Emotional and social development during adolescence

12

Changes in self-concept and self – esteem

Identity crisis – Psychosocial theory of Erik Erikson – Identity vs role confusion

Peer and family relations - social groupings

Self-understanding and emotional conflicts– heightened emotionality and emotional regulation

Unit-V Cognitive and Moral development during adolescence

12

Concept and definition;

Piaget's cognitive development - the formal operational stage

Moral development during adolescents - Kohlberg's theory of moral development – post conventional stage

Influence of mass media / social media

Environmental influences on moral development

Total hours 60

Practical

1	Assessment of social, emotional and moral development among school children	Hrs 12
2	Assessment of cognitive ability of school children - DAT	12
3	Physical growth assessment of adolescents – anthropometric measurements and indices	12
4	Assessment of emotional development of adolescents – EMS or EIS	12
5	Assessment attitudes and interests of adolescents	12
Total hours		60

Course Outcomes

- Recognize the characteristics, developmental tasks and milestones of late childhood and adolescence period
- Understand the physical, motor, cognitive, language, moral development in the late childhood and adolescence period.
- Explore the reasons for change in family and peer relationship from one period to the other.
- Adjudge the understanding on the moral attitudes and behaviour from the period of late childhood to adolescence.
- Appraise the process of changes during the transition period and its effects on the adolescent development

Textbooks:

1. Berk, L. E. (2007). *Development through the life span*. New Delhi: Pearson Educational.
2. Hurlock, E. B. (2004). *Child growth and development*. New York: Tata Mc.Graw Hill.

Reference books:

1. Hurlock, E. B. (2005). *Child development*. New Delhi: Tata Mc.Graw Hill.
2. Hurlock, E. B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc.GrawHill.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	H	M	M	H	M	L	H	H	L	H	H	H
CO 2	H	H	H	M	H	M	L	H	H	L	H	H	H
CO 3	H	H	H	M	H	M	L	H	H	M	H	H	H
CO 4	H	H	H	H	H	M	M	H	H	M	H	H	H
CO 5	H	H	H	H	H	M	M	H	H	M	H	H	H

Semester -III
23BHDC06

Early Childhood Education

Hours of instruction/week: 4
No. of credits: 4

Course Objectives:

- To know the concept, aims and objectives, importance, and historical & policy perspectives of ECCE
- To understand the concept and principles of DAP in ECCE and inclusion in ECCE

Unit-I Introduction to Early Childhood Care and Education (ECCE)

Definition, concept, meaning, and Significance of ECCE

Aims and objectives of ECCE services

Types and Formats of ECCE Settings

12

Unit-II Historical Perspectives of ECCE

History of ECCE in India.

Contributions of Western philosophers – Pestalozzi, Rousseau, Froebel, Montessori, John Dewey

12

Contributions of Indian philosophers - Gandhi, Tagore, Badheka, Modak

Unit-III Policy Perspectives in ECCE

National Focus Group Position Paper on ECE (NCERT)

National Early Childhood Care & Education (ECCE) policy

National Early Childhood Care and Education (ECCE) Curriculum Framework

NEP 2020 on ECCE

12

Unit-IV Developmentally Appropriate Practice (DAP) in ECCE

DAP - Definition, origin, and concept

Three Core Considerations of DAP – age appropriateness, individual differences, & social and cultural contexts

12

Dimensions of DAP – Creating a caring community of learners, Teaching to enhance learning & development, Planning curriculum to achieve important goals, Assessing children's development & learning, Building reciprocal relationships with family & communities

Unit-V Inclusive ECCE

Definition, concept, and Benefits of Inclusion

Category of children with disabilities/ exceptionality

Responsive Education for all Learners – Response to Intervention (RTI)

Effective practices for children with diverse abilities – assess the diverse abilities, and plan individualized instructional strategies

12

Reference books

Total hours

60

1. Gupta, S.(2009). *Early childhood care and education*. PHI learning Pvt Ltd, New Delhi
2. Kaul, V. (2009). *Early childhood education programme*. National Council of Educational Research and Training, New Delhi.
3. Bredekamp. S., (2014). *Effective Practices in Early Childhood Education: Building a Foundation*, 2nd Edition. Pearson Education, Inc. USA.

Course Outcomes

1. Understand the concept, significance, and types of ECCE
2. Appraise the historical and policy perspectives of ECCE in India
3. Recognize the features, core considerations, and dimensions of DAP in ECCE
4. Comprehend the concept of Inclusive ECCE
5. Identify strategies to build reciprocal relationships with family & community and articulate effective practices for children with diverse abilities

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	L	L	L	L	L	M	H	H	L	M	M
CO 2	H	H	H	L	L	L	L	M	H	H	L	M	M
CO 3	H	H	M	L	L	M	M	H	H	H	L	M	H
CO 4	H	H	M	L	L	M	L	H	H	H	L	M	H
CO 5	H	H	H	H	M	M	L	H	H	H	H	M	H

Semester -III
23BHDC06P

Early Childhood Education - Practical

Hours of instruction/week: 4
No. of credits: 2

Course Objectives:

To understand the working of various ECCE centres

12

Unit I - Visit to Child Lab

Observation, analysis, and discussion of environment, activities, and teaching-learning process

12

Unit II - Visit to Government Preschool / Anganwadi

Observation, analysis, and discussion of environment, activities, and teaching-learning process

12

Unit III - Visit a Montessori ECCE centre

Observation, analysis, and discussion of environment, activities, and teaching-learning process

12

Unit IV - Visit to Early Intervention centre/ Early Childhood Special Education

Observation, analysis, and discussion of environment, activities, and teaching-learning process

12

Unit V – Case Analysis of ECCE personnel

Preschool Educator – Interview, Observation, and Case Analysis

Total Hours 60

Course Outcomes

- Understand and report the working principles and structure of Child Lab
- Understand and report the working principles and structure of Anganwadi
- Understand and report the working principles and structure of a Montessori ECCE Centre
- Understand and report the working principles and structure of an Early Intervention Centre
- Analyse the teaching-learning principles adopted by the preschool educators of all these ECCE centres

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	M	H	H	H	M	M	H
CO 2	H	H	H	H	H	H	M	H	H	H	M	M	H
CO 3	H	H	H	H	H	H	M	H	H	H	M	M	H
CO 4	H	H	H	H	H	H	M	H	H	H	M	M	H
CO 5	H	H	H	H	H	H	M	H	H	H	M	M	H

Semester- IV
23BHDC07

Management of ECCE Centre

Hours of instruction/weeks: 4
No. of credits:4

Course Objectives:

To enable students to understand the nuances of managing an ECCE centre in terms of learning environment, curriculum, and its related learning experiences

Unit-I Early Learning Environment

State Government norms and standards for establishing and regulating preschools

12

Early learning environment – definition and meaning,

Components of Early learning environment – Physical, Social and Temporal

Indoor & Outdoor environment

Learning/ Interest centres

Unit-II ECCE Curriculum

Definition and concept

12

Components of ECCE curriculum

Indicators of effective curriculum

Theoretical perspectives and Curricular Framework of Highscope and Waldorf

Unit-III Programme planning process

Approaches to programme planning - Integrated, Emergent, Thematic, Project, Webbing

12

Principles of Programme Planning

Types of Programme planning - Long term, medium term & short term planning

Unit-IV Early learning experiences and Pedagogy

Early learning experiences -Emergent Literacy & Numeracy skills (3Rs); Music &

12

Movement; Creative activity, Storytelling, Science experience, Socio-dramatic play, Organized game;

Pedagogy - Positioning, Empowering, Scaffolding, Co-constructing, Modelling, Questioning, Encouraging, Praising, Problem solving, and Documenting

Unit-V Administration of ECCE centres

Budgeting,

12

Personnel management,

Records & registers maintenance

Parent & community involvement – importance & strategies

Reference books

Total hours

60

1. Bredekamp. S., (2014). Effective Practices in Early Childhood Education: Building a Foundation, 2nd Edition. Pearson Education, Inc. USA.

2. Gestwicki. C., (2014). Developmentally Appropriate Practice: Curriculum and Development in Early Education, Fifth Edition, Wadsworth, Cengage Learning, USA.

Textbooks

1. Barbour, C. & Barbour, N.H. (2001). "Families, Schools, and Communities: Building Partnerships for Educating Children". 2nd Edition. Merrill Prentice Hall, New Jersey.

2. Morrison, G.S. (2001). Early Childhood Education Today. 8th Edition. Merrill Prentice Hall. New Jersey.

Course Outcomes

1. Recall the concept and components of the early learning environment
2. Understand the underlying principles and approaches of framing curriculum and programme planning in ECCE
3. Analyse the Waldorf and Highscope Curriculum model
4. Comprehend the pedagogical and administrative procedures
5. Design developmentally appropriate learning experiences

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	M	L	L	L	H	H	H	L	M	H
CO 2	H	H	H	M	L	L	L	H	H	H	H	H	H
CO 3	H	H	H	M	L	M	L	H	H	H	L	M	H
CO 4	H	H	H	M	L	M	L	H	H	H	L	H	H
CO 5	H	H	H	H	M	M	M	H	H	H	H	H	H

Semester- IV
23BHDC07P

Management of ECCE Centre - Practical

Hours of instruction/weeks: 4

No. of credits: 2

Course Objectives:

To enable students to devise a DAP curriculum and implement it with suitable learning experiences and pedagogical procedures

Unit-I Early Learning Environment

Evaluation of Child Lab against Government Norms and Standards for regulating preschools

12

Setting up of Learning/ Interest centres

Unit-II ECCE Curriculum

Development of a Curricular Framework

12

Unit-III Programme planning process

Formulating an Annual Calendar with a Thematic approach,
Planning a Project

12

Developing Weekly Schedule with the webbing approach

Developing a Learning Experience with an Integrated approach

Unit-IV Early learning experiences and Pedagogy

Preparing lesson plans for daily activities in preschool

12

Conducting programmes in the child lab

Unit-V Administration of ECCE centres

Planning of Parent & community involvement events

12

Total hours 60

Course Outcomes

1. Set up Learning/Interest centres in the Child Lab
2. Formulate a curricular framework, Plan the ECE programme with the identified approaches
3. Prepare lesson plans for daily activities
4. Implement the planned programme in day-to-day activities in an ECCE centre
5. Organise an event involving the parent and the community

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	M	H	L	H	H	H	H	H	H	H
CO 2	H	H	H	M	H	M	H	H	H	H	H	H	H
CO 3	H	H	H	M	H	H	H	H	H	H	H	H	H
CO 4	H	H	H	M	H	H	H	H	H	H	H	H	H
CO 5	H	H	H	M	H	H	H	H	H	H	H	H	H

Tests and Measures of Children and Adolescents

Semester- IV
23BHDC08

Hours of instruction/week:4+4
No. of credits: 6

Course Objectives:

- To understand the need for psychological and developmental assessment among adolescents
- To administer and interpret the selected cognitive and personality tests
- To get practical experience in identifying EI, social maturity and career interests of adolescents

Unit-I Psychological and developmental assessments

Nature and Scope of Human Assessment; Parameters of assessment 12
Types of psychological tests- Individual, group, performance, verbal, nonverbal for children and adolescents

Unit-II Measuring Cognitive Abilities

Kaufman Assessment Battery for Children 12
Administration and interpretation of Ravens Advanced Progressive Matrices
Bhatia's Battery of Performance Tests of Intelligence 12

Unit-III Assessment of Personality and Behaviour

Administration and interpretation of -

- NEO-FFI-3
- 16 PF
- Child Behaviour Checklist (CBCL)

Unit-IV Administering Social and Emotional Intelligence Test

Administration and interpretation of -

- Emotional Intelligence Scale
- Vineland Social Maturity Scale for children

Unit-V Adjustments and Career Assessment

Administration and interpretation of -

- Bell's Adjustment Inventory
- Differential Aptitude Tests

Total hours 60

Practical

		Hrs
1	Assessment and interpretation of Cognitive and Reasoning ability among children and adolescents	15
2	Assessment and interpretation of Personality and Behaviour among children and adolescents	15
3	Assessment and interpretation of Social and Emotional Intelligence of adolescents	15
4	Assessment and interpretation of adjustments and career interests among adolescents	15
	Total hours	60

References:

1. Leslie A. Miller, Robert L. Lovler (2019). Foundations of Psychological Testing, A Practical Approach, 6th edition, SAGE Publications, Inc, New Delhi.
2. Ronald Jay Cohen, W. Joel Schneider, Renée Tobin (2021). Psychological Testing and Assessment 10th Edition, McGraw Hill publications.

Course Outcomes

1. Describe the need and scope of psychological assessment
2. Recognize the guidelines in using appropriate tests and measurements
3. Master the administration and interpretation of cognitive abilities
4. Apply the cross sectional approach of human study measuring the personality and behavior
5. Analyze the skill-set in identifying the level of attitude and adjustments among individuals and society

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	L	-	-	L	-	-	L	-	-	-	-	L	-
CO 2	L	-	-	L	-	-	-	-	L	-	-	L	L
CO 3	L	-	-	L	-	-	-	-	-	-	-	M	L
CO 4	-	-	-	L	-	-	-	-	L	-	-	L	-
CO 5	-	-	-	-	-	-	L	-	-	-	-	L	L

Adulthood and Old age

Semester- V
23BHDC09

Hours of instruction/week:4+4

No. of credits:6

Course Objectives

- To learn principles, theories and developmental facts of adult development.
- To gain knowledge about characteristics and developmental tasks of adulthood
- To explore social perspectives, behavioral, and biological aspects of aging.

Unit-I Early Adulthood

Definition, characteristics, developmental tasks

12

Physical and cognitive changes, Changes in interests, Foundations of intimate relationships, Social mobility, Adjustments- vocational, marital and parenthood

Unit-II Middle adulthood

Definition, characteristics, developmental tasks,

12

Physical and cognitive changes, Changes in interests, Social, emotional, vocational changes,

Adjustment – singlehood/loss of spouse, remarriage, approaching retirement

Empty nest syndrome

Unit-III Old age

Definition, characteristics and developmental tasks

Adjustments - Physical and mental adjustments, Vocational adjustments- adjustment to retirement

12

Family adjustments – changes in personal and family relationships, grandparenthood; Adjustments to singlehood; Theories of aging - Sociological, psychological, and biological theories of aging

Unit-IV Geriatric care

Needs- health, recreation, emotional and economic needs

12

Hazards of elderly- physical, psychological and financial hazards

Quality of life of elderly

Unit – V Aging in the New Millennium

Common abuses among elderly- physical, emotional, psychological, verbal and financial, Reporting abuse, Adult Protective Services

12

Overview of Alzheimer's and Parkinson disease- Symptoms and diagnosis, Causes and risk factors Treatments and care; Mental Disorder - Depression, Dementia, Suicide

Total hours 60

Practical:

Hrs

1. Recording the developmental changes during early/ middle/ late adulthood. 15
2. Case analysis on the change in interest of early/ middle/ late adulthood. 15
3. Study the coping strategies during menopause. 10
4. Plan and develop activities to foster social/cognitive/recreational activities for senior citizen and execute the planned activities in old age home during the visit. 10
5. Visit to old age home/hospitals/elderly care centre and record the symptoms of Alzheimer's and Parkinson disease 10

Total hours 60

Reference books:

1. Papalia, D. E., & Olds, S. W. (2005). *Human development*. New York: Tata Mc.Graw Hill.
2. Santrock, J. W. (2007). *A Tropical Approach to Life-Span Development*. New Delhi: Tata Mc.Graw Hill.

Textbooks

1. Berk, L. E. (2007). *Development through the life span*. New Delhi: Pearson Educational.
2. Bhatt, N. (2007). *Human development – A lifespan Perspective*. Jaipur: Aavishkar.
3. Hurlock, E. B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc. Graw Hill.

Course Outcomes

1. Understand the aspects of the adulthood
2. Appraise the problems and adjustments of early and middle adulthood
3. Define aging from many perspectives: emotional, physiological, economic, social, cognitive, financial and philosophical
4. Address the problems of elderly
5. Transform theoretical knowledge to geriatric care practices. Describe the range of services available to meet the needs of older adults,

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	-	-	L	L	L	-	H	M	-
CO 2	H	M	L	H	M	-	-	-	-	-	H	M	L
CO 3	H	M	-	M	M	M	-	M	M	--	H	M	-
CO 4	H	H	M	M	M	M	-	M	M	-	H	H	L
CO 5	H	H	M	H	H	M	M	M	M	L	H	M	H

Fundamentals of Human Behaviour

Semester – V
23BHDC10

Hours of instruction/week: 5 +1
No. of credits: 6

Course Objectives:

- To understand the nature of human behaviour with respect to physiological, psychological and cognitive aspects.

Unit-I Introduction to Human Behaviour

Human behaviour - definition, concept and characteristics;
Types of behaviour – concept of molecular & moral, overt & covert, voluntary & involuntary, conscious & unconscious, rational & irrational, ethical & unethical, learned & innate, pro-social & antisocial, target & replacement, individual, group & collective behaviour;
Behavioural sciences - definition, goals, scope; Historical perspectives - early and modern; Branches - theoretical and applied

15

Unit-II Physiological bases of Human Behaviour

Mechanism of Human behaviour – introduction to 3 mechanisms- receptors, connectors & reactors;
Receiving mechanism, their function and role as sensory receptors – Exteroceptors- eyes, ears, nose, mouth & skin, Proprioceptors- tendons, muscles & joints; Interoceptors – respiratory, digestive & genitals;
Connecting mechanism, their function and role as connectors – Central Nervous system- Spinal cord, brain stem & brain; Peripheral Nervous system- Atonomic & Somatic Nervous system; Neurons;
Reacting Mechanism, their function and role as reactors – Muscles- voluntary, involuntary & cardiac; Glands- Endocrine, pituitary, thyroid, parathyroid, adrenal glands & gonads

20

Unit-III Psychological aspects of Human Behaviour

Perception - Definition, meaning, concept; Process- selecting, organising & interpreting information; types- perception of form, size, time, depth, and motion;
Personality - Definition, meaning, concept of personality; role of personality traits in behaviour
Motivation – Definition & concept; functions of motivation in behaviour; types – intrinsic & extrinsic; components- activation, persistence & intensity; Theories- concept of Instinct, Drive & Arousal theories
Learning - Definition, meaning, concept & types of learning, Theories of behavioural learning – concept of Classical, Operant conditioning and Observational learning

20

Unit-IV Cognitive aspects of Human Behaviour

Thinking - Definition, meaning, concept & types; tools of thinking- images, concepts, symbols, languages & motor activities
Memory - Definition, meaning, concept & types; three stages of memory process, Information Processing Models of Memory; Forgetting – meaning and causes, theories- concept of Decay theory, Interference theory, Freud's theory of motivated forgetting;
Attention - Definition, meaning, & concept; types- Focused, Selective, Sustained, Divided, Alternating attention; Systems- Alert, Orient & Execution system;

20

Unit-V Maladaptive Behaviour

Definition, concept & types of Maladaptive Behaviour
Causes of Maladaptive Behaviour
Impact of Maladaptive Behaviour
Identification, Assessment & Treatment

15

Total hours 90

Reference books:

1. Mishra.B.K. (2016), Psychology: The Study Of Human Behaviour, 2nd Ed. PHI Learning.
2. Lahey.B.B. (2012), Psychology An Introduction, 11th Ed. McGraw-Hill Higher Education.
3. Santrock.J.W. (2005), Psychology : essentials, New Delhi, Tata McGraw-Hill publishing company Ltd.
4. Morgan, King, Wiesz, Schopler, (2006). *Introduction to Psychology*. New Delhi: Tata McGraw Hill.

Course Outcomes:

1. Recall the basic elements and types of human behaviour and behavioural sciences.
2. Understand the physiological mechanism of human behaviour.
3. Comprehend the psychological and cognitive aspects of human behaviour.
4. Apply the theories and principles to identify and manage the maladaptive behaviour.
5. Relate the elements and principles for self development.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	M	-	-	M	M	L	M	M	M	H	H	M
CO 2	H	M	L	M	L	L	M	L	M	M	H	H	H
CO 3	H	M	M	M	H	M	M	M	M	M	H	H	H
CO 4	H	M	M	M	H	M	H	M	M	H	H	H	H
CO 5	H	M	M	M	H	L	M	M	M	H	H	H	H

Professional Development Course

Basics of Counselling

Semester – V

Hours of instruction/week: 5+1

23BHDPD1

Credits: Remarks

Objectives:

- To enable the students to understand the principles of counselling
- To enable the students to acquire counselling skills and techniques
- To enable the students to comprehend specific areas in counselling

Unit-I Fundamentals

Meaning, definition, scope, goals and principles of counselling

10

Ethical issues in counselling.

Unit-II Counselling process

20

Stages of counselling process- Relationship building, Assessment and Diagnosis, Formulation of counselling goals, Intervention and Problem solving, Termination and follow-up

Unit-III Types and Techniques of Counselling

Types- Directive, Non-Directive and eclectic counselling – Concepts, Assumptions, Steps, advantages and limitations.

20

Individual counselling – Process, advantages and limitations

Group counselling – types of groups, stages of group counselling, advantages and limitations

Unit-IV Approaches of Counselling

20

Person-centered therapy – Background, Key concepts, Counselling process and techniques

Cognitive Behaviour Therapy(CBT) - Background, Key concepts, Counselling process and techniques

Psychoanalytic therapy - Background, Key concepts, Counselling process and techniques

Unit-V Special Approaches of Counselling

20

Marriage counselling – Theoretical foundation – family life cycle; types – Skill-based marriage counselling, Marital assessment; Counselling process; Premarital counselling

Family Counselling – Types - Psychodynamic Family Counseling, Experiential Family Counseling, Structural Family Counseling, Strategic Family Counseling, Adlerian Family Counseling

Total hours 90

Course outcomes

1. Recognize the underlying scope and principles of counselling
2. Understand the counselling process and its stages
3. Distinguish the types and techniques of counselling
4. Relate to the approaches of counselling
5. Application of the acquired knowledge of counsellingg types, techniques and approaches in helping self and others.

Textbooks:

1. Srivastava, K. K. (2003). *Principles of Guidance and Counseling*, New Delhi: Kanishka.
2. Gibson, R. L., and Mitchell, M. H. (2005). *Introduction to counseling and guidance* (6th ed.). Singapore: Pearson.
3. Jones, R. N. (2008). *Basic counseling skills – A helper's Manual* (2nd ed.). New Delhi: Sage.

Reference books:

1. Nystul, (2005). *The art and science of counseling*. New York: Macmillan.
2. Nayak, N. K. (2002). *Guidance and Counseling*. New Delhi: APH.
3. Pandey, V. C. (2005). *Child Counseling*. New Delhi: Isha.
4. Lewis E Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process*. 5th edition. Brooks/Cole, Wadsworth/Thomson Learning, Belmont, USA.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	M	M	-	M	-	-	L	H	H	-	H	H	H
CO 2	L	H	-	M	-	L	L	H	H	-	H	H	H
CO 3	L	H	M	H	H	L	L	H	H	M	H	H	H
CO 4	L	M	M	H	H	L	L	H	H	M	H	H	H
CO 5	M	M	H	H	H	L	M	H	H	H	H	H	H

Semester- VI
23BHDC11

Children with Special Needs

Hours of instruction/week:4+4

No. of credits:6

Course Objectives

- To have an overview of the concept of children with special needs
- To understand the different categories of children with special needs
- To create aware on the educational services for the children with special needs

Unit-I Introduction to children with special needs

Concept, Meaning, definition

Difference between impairment, disability and handicaps, delays and challenges

Need for early identification

12

Unit-II Physically Challenged Children

Concept, Definition, Characteristics, Types, Causes, Management

Sensory – Visual, Hearing

Non-Sensory- orthopedically handicapped

Communicative disorder

12

Unit-III Intellectually Challenged Children

Concept, Definition, Characteristics, Types, Causes, Management

Gifted, Creative, Mentally challenged

12

Unit-IV Neuro developmental Disorders

Concept, Definition, Characteristics, Types, Causes, Management

Slow learners, Learning Disability, ADHD, Autism

12

Unit-V Emotionally exceptional children

Concept, Definition, Characteristics, Types, Causes, Management -

Fear, phobias, anxiety, depressive disorder, elective or selective mutism, attachment problem, conduct disorder

12

Total Hours

60

Practical:

- | | Hrs |
|---|-----|
| 1 Watch movies related to children with special needs and make a presentation. | 10 |
| 2 Visit to special schools and write a report. | 15 |
| 3 Preparation of visual aids on classification of children with special needs | 15 |
| 4 Develop a checklist to interview parents of mentally challenged/autism children on the functional skills. | 10 |
| 5 With the developed checklist, conduct a interview with parents of mentally challenged/autism children on the functional skills of their children. | 10 |

Total hours 60

Textbooks:

1. Mangal S.K., (2009). "Educating Exception Children", PHI Learning Private Limited, New Delhi.
2. Reddy G.L., and Sujatha J., (2006). "Children with Disabilities" Discovery Publishing House, Newdelhi.
3. Reddy G.L., (2007). "Education of Children with Special Needs" Discovery publishing House, New Delhi

Reference books:

1. Sharma K., (2006). "Rehabilitation of Hearing Impaired Children", Sarup and Sons, New Delhi.
2. Singh V., (2004). "Education of the blind and Visually Impaired", Sarup and Sons, New Delhi.
3. Taneja C.B., (2005). "Importance and need for special education, ABH Publications, Jaipur.
4. Vijayan P., and Victoria G., (2006). "Education of Children with Low Vision", Kanishka Publishers, New Delhi.

Course Outcomes

1. Understand the concept of exceptionality in children
2. Appraise the causative factors and characteristics of children with special needs.
3. Recognize the types of impairment and disorder
4. Explore the available management strategies to bring them into the mainstream
5. Apply the knowledge in providing the assistance to the children with special needs.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	L	-	M	M	L	L	L	M
CO 2	H	M	L	M	M	L	-	M	M	L	L	L	M
CO 3	H	M	L	M	M	L	-	M	M	M	L	M	M
CO 4	H	H	M	M	M	H	M	M	M	H	L	M	M
CO 5	H	H	M	H	M	H	M	H	M	H	L	M	H

Counselling Skills

Semester VI

23BHDC12

Objectives:

- To enable the students to recognize the characteristics and qualities of counsellor*
- To enable the students to understand the core skills of counselling*
- To enable the students to comprehend challenging, communication and problem solving skills*

Hours of instruction/week: 4+4

No. of credits: 6

Unit-I Counsellor

Pre-requisites of a counsellor

Characteristics and Qualities of an Effective Professional Counsellor

8

Common problems of a beginner counsellor

Unit-II Core skills of a counsellor

Core condition skills - Empathy, Congruence, Unconditional Positive Regards, Confidentiality, Concreteness;

Establishing a working relationship; removing blocks to self-disclosure and self-exploration of a client **15**

Unit-III Challenging skills of a counsellor

Counsellor's Self-disclosure – Importance and functions; Appropriate self-disclosure

Immediacy – Importance and need; Types and Components

12

Confrontation – Importance and need; Challenges of confrontation

Unit-IV Communication Skills of a counsellor

Attending Skills – Acquainting skills, SOLER

Observation and Listening skills – Active listening, Listening to and understanding nonverbal behaviour, Listening and understanding verbal messages, Obstacles to effective listening.

15

Responding Skills – Responding to content, feelings and meaning, EISPU, Responding to silent, resistant and reluctant client, Probing and Summarising

Unit-V Problem Solving Skills of a counsellor

Personalizing skills – Personalizing to meaning, problems, goals, decision making

Initiating skills – Goal setting, developing programme, designing schedules and reinforcements and implementing programme **10**

Total hours

60

Practical		Hrs
1	Visits – to various counselling centres to understand counselling settings and to observe counselling processes.	10
2	Case analysis – Practice applying a suitable counselling approach through the role-play method	10
3	Counselling Skill Practice – Attending skills, observation and listening skills, Responding skills, Individual and group counselling - peer group counselling practice and mock sessions	20
4	Core and Challenging skills – skill practice through role-play method	10
5	Organize a counselling session for students/adolescents on their common problems	10

Total Hours: 60

Course outcomes

1. Recognize the characteristics and qualities of a counsellor
2. Understand the core counselling skills
3. Distinguish the skills of counsellor as challenging, communicative and problem solving
4. Implement the skills of counselling in practice
5. Appraise the counsellor skills based on the client needs

Textbooks:

1. Srivastava, K. K. (2003). *Principles of Guidance and Counseling*, New Delhi: Kanishka.
2. Gibson, R. L., and Mitchell, M. H. (2005). *Introduction to counseling and guidance* (6th ed.). Singapore: Pearson.
3. Jones, R. N. (2008). *Basic counseling skills – A helper's Manual* (2nd ed.). New Delhi: Sage.

Reference books:

1. Nystul, (2005). *The art and science of counseling*. New York: Macmillan.
2. Nayak, N. K. (2002). *Guidance and Counseling*. New Delhi: APH.
3. Pandey, V. C. (2005). *Child Counseling*. New Delhi: Isha.
4. Gerard Egan (1986). *The Skilled Helper: A systematic approach to effective helping*. 3rd edition. Brooks/Cole Publishing Company, California
5. Robert F Doyle (1992). *Essentials and Strategies in Helping Process*. Brooks/Cole Publishing Company. California.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	M	H	M	M	H	M	L	H	H	M	H	H	H
CO 2	M	H	M	M	H	M	L	H	H	M	H	H	H
CO 3	M	H	M	H	H	M	L	H	H	M	H	H	H
CO 4	M	H	H	H	H	M	L	H	H	H	H	H	H
CO 5	M	H	H	H	H	H	M	H	H	H	H	H	H