



UNIVERSITY OF CALCUTTA

Notification No. CSR/13/2024

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 09.02.2024, approved the following, under CCF, 2022, under this University, as laid down in the accompanying pamphlet.

- ✓ 1. **Syllabus of Human Development (3-year MDC) under CCF, 2022:** The syllabus for 3-year MDC Course of study in Human Development including Examination Modalities/ Question pattern.
2. **Syllabus of Hindi (4-year Honours & Honours with Research and 3-year MDC) under CCF, 2022:**
The complete Syllabus for 4-year Honours & Honours with Research course of study (except paper 24 & 25) and complete Hindi syllabus for 3-year MDC course of study. The syllabus for semester-1 & semester-2 (4-year Honours & Honours with Research and 3-year MDC), remains same, as published earlier (CSR/18/2023, dt. 24.07.2023).
3. **Microbiology under CCF, 2022: Amendment in CSR/49/2023, dt.19.12.2023:**
The practical component of core paper of Microbiology (for 4-year Honours & Honours with Research Course of study under CCF), will be held in away center in accordance with CSR/45/2023, dt.18.12.2023 (Examination Regulations for B.A./B.Sc. Honours and Honours with Research).
4. **Islamic History (for 4-year Honours & Honours with Research and 3-year MDC) under, CCF,2022:**
Amendment in CSR/49/2023, dt. 19.12.2023: Examination Modalities/Question Pattern for Islamic History (4-year Honours & Honours with Research & 3-year MDC) will be same as the Examination modalities / Question Pattern of History, as Published in CSR/49/2023, dt.19.12.2023.

The above shall take effect from the academic session 2023-2024.

SENATE HOUSE

Kolkata-700073

13.03.2024


Prof. (Dr.) Debasis Das

Registrar

COURSE STRUCTURE FOR HUMAN DEVELOPMENT: MDC**8 Theory Courses (3 credits each) & 8 Practical Courses (1 credit each)**

Sl no	Semester	Code	Core Course	Credit	Marks
1	I	1T +1P	Introduction to Human Development	3 +1	75+25
2	II	2T+2P	Highlights of Life Span Development	3+1	75+25
3	III	3T+3P	Care and Education in Infancy and Childhood	3+1	75+25
4	IV	5T+5P	Marriage and Family Relations	3+1	75+25
5	IV	6T+6P	The Child with Special Needs	3+1	75+25
6	V	9T+9P	Legislation and Policy Issues in Child Welfare	3+1	75+25
7	V	10T+10P	Legislation and Policy Issues related to Women, Youth and Senior Citizens	3+1	75+25
8	VI	13T+13P	Organisation and Management of Early Childhood Education Centres	3+1	75+25
9	VI	14T+14P	Planning Early Childhood Education Programme and Curriculum	3+1	75+25

Summer Internship: 3 credits at the end of 2nd/4th/6th Semester

SEMESTER-I (1 Core Paper)

(1T+1P)

Core Course- 1T – 3 credit (75marks) –Theory: Introduction to Human Development

1. Understanding Human development - Human development and the need to study it; Indices of Human Development.
2. Roles of heredity and environment in human development; concepts of growth and development; the life span approach to human development.
3. Prenatal Development – Conception; Course of prenatal development, Conditions affecting prenatal development.
4. Infancy- Characteristics, Developmental tasks and Problems.
5. Early Childhood - Characteristics, Developmental tasks and Behaviour problems.

References:

- Gupta, Naresh (2019). Human Development in India, Emerald Publisher.
- Milas, Ian (1985). Social Indicators for Human Development, Frances Pinte, London.
- Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
- Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.
- Nag, Rathindranath. Ma o shishu.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy,Sushil. Shiksha manavidya.

Core Course- 1P - 1credit (25marks) – Practical: Introduction to Human Development

1. Preparing a lay out of a room arranged for the birth of an infant showing the placement of the essential equipment.
2. Planning the diet of an expectant / a lactating mother; preparation of a diet chart.
3. Preparing a chart of prenatal / postnatal exercises for the mother.
4. Preparing a lay out of the arrangement of a nursery (room designing and decoration).

Practical Activities: 15 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.

SEMESTER-II (1 Core Paper)

(2T+2P)

Core Course- 2T – 3 credit (75 marks) – Theory: Highlights of Life Span Development

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

References:

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

Core Course – 2P - 1credit (25 Marks) Practical: Highlights of Life Span Development

1. Methods of studying Human Development and their use:
 - Interview
 - Observations
 - Checklist
2. Plan and develop activities to facilitate motor/ cognitive/language development in middle childhood.

Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

SEMESTER-III (1 Core Paper)

(3T+3P)

Core Course – 3T - 3credit (75 Marks) – Theory: Care and Education in Infancy and Childhood

1. Childcare in infancy and preschool years- Feeding, weaning, supplementary feeding and toilet training.
2. Child rearing practices-Definition, classification and implications.
3. Objectives of Early Childhood Care and Education (ECCE)
4. Types of ECCE Programmes – Balwadi, Anganwadi, ICDS, Crèche and nursery school.
5. Approaches to Early Childhood Education (ECE) - Montessori, Kindergarten and Play-way methods.

References

- Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
- Gill, S. (1993). Child care programs in India: Changing trends. In Saraswathi, S.S. and Kaur, B.
New Delhi: Sage. Unit II
- Kaul, V. (1991). Early childhood education programme. New Delhi: NCERT. Units I and III.
- Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality.
New York: Harper and Row.
- Nag, R. Ma o Shishu.
- Swaminathan, M.S. (1988) Essentials of food & nutrition. Ganesh Publishers.

Core Course 3P – 1 credit (25 marks) – Practical: Care and Education in Infancy and Childhood

1. Field Work.

Working with the community and preparing reports on:

- a) ICDS centres
- b) Nursery schools
- c) Primary schools.

2. Laboratory Activities

- a) Preparation of picture books / story books for infants and toddlers.
- b) Preparation of educational toys for young children.
- c) Preparation of posters reinforcing messages of hygiene and cleanliness.

Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book and other materials: 5 marks

SEMESTER-IV (2 Core Papers)

(5T+5P)

Core Course – 5T – 3 credit (75 Marks) – Theory: Marriage and Family Relations

1. Family - Concepts, forms and types; changing pattern of family: Structural and Interactional changes; Functions of family.
2. Marriage and Some Important Issues – Marriage in different religious communities of India, Gender roles, childlessness, dowry and divorce.
3. Contemporary Family patterns and Relationships- Dual career families, Singlehood, Cohabitation, Single Parent families.
4. Important issues in Marriage- Marital adjustment; Marital communication; Marital conflict and family violence; Marital counseling.
5. Legislation with reference to India: Marriage; Divorce; Domestic violence.

References:

Ahuja, R.: a) Society in India.

b) Social System.

c) Social Problems in India.

Dube, S. C. (Translated by Rajat Roy). Bharater Samaj. National Book Trust.

Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.

Maciver and Page. Society – An Introductory Analysis. Vidya Bhusan and Sachdev. Sociology

Walsh, B.A. and others (2017). Introduction to Human Development and Family Studies, Taylor and Francis.

Saraswati, T.S & Kaur, B. (Eds.) 1993. Human Development and Family Studies: An agenda for research and policy : New Delhi: Sage Publication

Sussman, M.B. & Steinmetz, S.K. & Peterson, G.W. (1999). Handbook on Marriage and family. New York, NY: Springer.

Core Course 5P – 1 credit (25 marks) – Practical: Marriage and Family Relations

1. Seminar Based on Marriage and Family Relations

Presentation in Seminar: 15 Marks; Viva-Voce: 5 Marks; Project: 5 Marks.

(6T+6P)

Core Course 6T – 3 credit (75 marks) – Theory: The Child with Special Needs

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:

- Debnath, D. and Debnath, A. K. Byatikramdharmi shishu o tar shiksha. Kolkata: Rita Book Agency.
- Kirk, S.A. (1970). Educating exceptional children. Indian Edition. New Delhi: Oxford and IBH.
- Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
- Skinner, C. Educational psychology.

Core Course 6P – 1 credit (25 marks) – Practical: The Child with Special Needs

1. Case study of a child with special needs.
2. Visit to institutions of children with special needs.

Practical activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

SEMESTER-V (2 Core Papers)

(9T+9P)

Core Course 9T – 3 credit (75 marks) – Theory: Legislation and Policy Issues in Child Welfare

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.

References:

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

Core Course 9P - 1credit (25 marks) –Practical: Legislation and Policy Issues in Child Welfare

1. Seminar based on Legislation and Policy Issues in Child Welfare

Presentation in seminar: 15 marks; Viva-Voce: 5 marks; Project: 5 marks

(10T+10P)

Core Course 10T – 3 credit (75 marks) – Theory: Legislation and Policy Issues related to Women, Youth and Senior Citizens

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.

Core Course –10P – 1 credit (25 Marks) Practical: Legislation and Policy Issues related to Women, Youth and Senior Citizens

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

Presentation in seminar: 15 marks; Viva-Voce: 5 marks; Project: 5 marks

SEMESTER-VI (2 Core Papers)

(13T+13P)

Core Course 13T – 3 credit (75 marks) – Theory: Organisation and Management of Early Childhood Education Centres

1. Recent developments of ECCE – National Policy on Education, Yashpal Committee Report: Learning without Burden

2. Role of Indian Association for Pre School Education.
3. Establishing an ECCE Centre – Location, Planning the facilities, Playground, Equipment.
4. Staff Management – Distribution of work, Qualities of a good ECCE teacher.
5. Resource Management – Budgeting, Accounting, Maintenance of records.

References:

1. Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
3. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.

Core Course 13P - 1credit (25 marks) – Practical: Organisation and Management of ECCE

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

Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

(14T+14P)

Core Course 14T – 3 credit (75 marks) – Theory: Planning Early Childhood Education Programme and Curriculum

1. Programme Planning – Basic considerations, Stages of planning, Observation, Recording and reporting.
2. Essential features of ECCE Curriculum - Playful environment, Informal to formal, Flexible routine, balanced development.
3. Components of ECCE Curriculum – Physical development, Cognitive development (Language and Mathematics), Creative expression, Socio-emotional Development.
4. Significance of Play and Play-way method of teaching.
5. Evaluation

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

Core Course 14P - 1credit (25 marks) – Practical: Planning Early Childhood Education Programme and Curriculum

1. Preparation of reading readiness materials for:
 - a) Visual discrimination; visual memory
 - b) Auditory discrimination.
2. Conducting prewriting activities with children.

Practical Activities: 15 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Examination Modalities for Human Development

1. The theoretical examination modalities for Human Development Core Papers of Major and General Courses shall be the following - MCQ 2 marks each of 10, Short Notes 5 marks each x 2 and long questions 15 marks each x 3.
2. For SEC theoretical papers marks distribution at Semester I shall be 2 marks each of 10 short questions out of 12 alternatives, Short Notes 5 marks each x 2 out of 4 alternatives and long questions 10 marks each x 2 out of 4 alternatives.
3. For SEC at Semester II and III there shall be 10 Short Questions 2 marks each out of 12 alternatives, Short Notes 5 marks each x 2 out of 4 alternatives and long questions 15 marks each x 3 out of 5 alternatives.
4. For IDC there shall be no multiple choice questions. Examination in IDC will be conducted by respective colleges. The marks distribution will be long questions – 2 of 15 marks each and Short Notes – 4 of 5 marks each.
5. For the core course of Major and General there will be the option of selecting only one among the three alternatives – Internship, Engagement with the community and Field- Based learning by the students.
6. For the Practical papers of core courses of Major and General practical activities during the examination shall be of 15 marks, Laboratory Note Book and other materials shall be of 5 marks and viva-voce shall be of 5 marks.

Examination Modalities –All Theoretical Papers

SEMESTER	PAPER	MCQ	Short Answer	Short Notes	Essay Type	Total
ALL	Major - Core	2X10	-	5X2 (Out of 4)	15X3(Out of5)	75
ALL	MDC - Core	2X10	-	5X2 (Out of 4)	15X3(Out of5)	75
I	Major/Minor - SEC	-	2X10 (Out of 12)	5X2 (Out of 4)	10X2 (Out of4)	50
II & III	Major/Minor - SEC	-	2X10 (Out of 12)	5X2 (Out of 4)	15X3(Out of 5)	75
IDC	Major/Minor	-	-	5X4 (Out of 6)	15X2(Out of 5)	50

Examination Modalities –All Practical Papers

SEMESTER	PAPER	Practical Activity	LNB & Materials	Viva Voce	Total
ALL	Major - Core	15	5	5	25
ALL	MDC - Core	15	5	5	25
I	Major - SEC	15X2	10	10	50
II & III	Major - SEC	15	5	5	25
IDC	Major/Minor	15	5	5	25