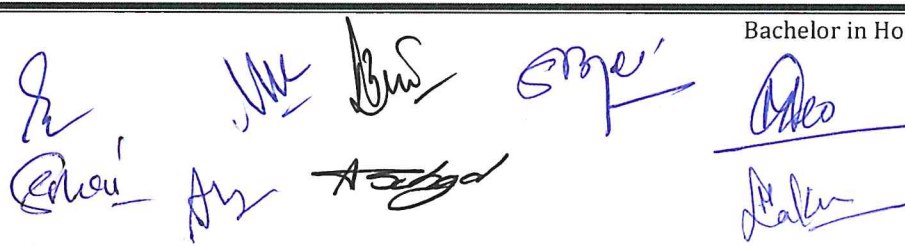


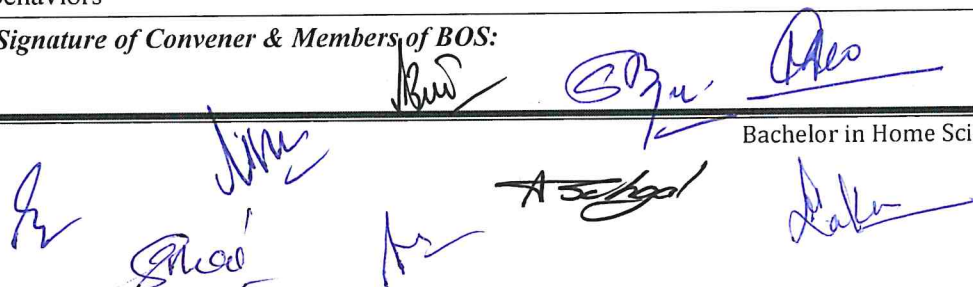
FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Home Science (Diploma)		Semester – IV	Session: 2024-2025
1	Course Code	HSSE-02 T	
2	Course Title	CHILDHOOD AND ADOLESCENCE	
3	Course Type	DSE	
4	Pre-requisite(if,any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To explain the need and importance of studying childhood and adolescence as a distinctivestage of the life-span. To describe the historical views and theories on childhood and adolescent development. To analyze the characteristics, needs and developmental tasks of infancy, early childhood,middle childhood and early and late adolescence. To identify the biological and environmental factors affecting development during childhoodand adolescence. To assess key issues that influence child and adolescent development. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40
PART –B : Content of the Course			
Total No. of Teaching – learning Periods (01 he per period) : 45Period (45 hours)			
Module / Unit	Topics (Course contents)	No. of Period	
I	<p><i>Childhood and Adolescent Development: Introduction</i></p> <ul style="list-style-type: none"> Concept, meaning and principles of ‘growth’ and ‘development’. Concept of critical periods of development during infancy, childhood and adolescence. Importance of early stimulation and intervention during early years - evidence from neuroscience research. <p><i>Historical Foundations and Theories of Childhood and Adolescent Development-</i></p> <ul style="list-style-type: none"> Historical foundations and scientific beginnings Brief overview of theories of child and adolescent development – 	12	



	<p>maturational, behavioral, psychosocial, cognitive, social learning, ecological, socio cultural, ethological</p> <ul style="list-style-type: none"> • Brief overview of theories of child and adolescent development including the maturational, psychodynamic, behavioral, cognitive, social learning, socio cultural, socio biological. 	
II	<p>Development across Childhood and Adolescence</p> <ul style="list-style-type: none"> • Major characteristics of different stages of childhood and adolescence (infancy, early, middle and late childhood, puberty, early and late adolescence) What are developmental tasks and milestones, and their importance. With reference to each domain of development (physical, cognitive, language, socio-emotional) characteristics, needs, developmental tasks and milestones of individuals from birth to 18 years are explained. • Neonate (birth–1 month) • Infancy (1 month–2 years) • Early childhood (2-6 years) • Middle childhood (6-11 years) • Adolescence (12-18 years) 	11
III	<p>Familial and Social Influences on Childhood and Adolescent Development</p> <ul style="list-style-type: none"> • Family influences on child and adolescent development. • Influence of various parenting styles on development, behavior and functioning during childhood and adolescence. • Changes in self-esteem, self- concept and identity from early childhood through adolescence. • Moral development from early childhood to late adolescence in relation to societal norms and social understanding. • Development of gender roles and perceptions, changes in gender identity from early childhood through adolescence. 	11
IV	<p>Childhood and Adolescent Development: Key Issues</p> <ul style="list-style-type: none"> • Influence of peer relationships on development Impact of media and its influences on development and learning Physical, psychological and social effects of substance abuse and risk behaviors. • Role of nutrition in childhood and adolescent development. • Brief overview of aggression, gender roles and stereotypes, androgyny, friendship, popularity and rejection, sibling relations, juvenile delinquency, suicide, depression, elopement, puberty, early/late maturation, human sexuality, eating disorders during childhood and adolescence 	11
Keywords	Intervention, parenting styles, self-esteem, self- concept and identity, substance abuse, risk behaviors	

Signature of Convener & Members of BOS:



PART-C :**Learning Resources : Text Books, Reference Books and Others****Text Books Recommended –**

- Berk, L.E. (2017). *Child development* (9th ed.). Pearson
- Saraswathi T.S.&Kaur, 2nd Edition, Sage Publication- Human Development and Family Studies in India-
- Bhogle, S. (1999). Gender roles: The construct in the Indian context. In T.S. Saraswathi (Ed.), *Culture social ization and human development: Theory, research and applications in India* (pp. 278-300). New Delhi: Sage.
- Kapadia, S. (2017) *Adolescence in Urban India: Cultural Construction in a Society in Transition*. Springer
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development*. Sage.
- E.B. Hurlock, *Child Development*, 5th Edition MC Graw Hill.
- Lightfoot, C., Cole, M., & Cole, S. (2012). *The development of children* (7th ed.). New York: Worth Publishers
- Santrock, J. (2017). *A topical approach to life span development* (9th ed.). New NY.: McGraw-Hill Higher Education.
- Saraswathi, T. & Oke, Meera. (2013). Ecology of Adolescence in India. *Psychological Studies*. DOI 58. 10.1007/s12646-013-0225-7.
- Saraswathi, T.S., Menon, S., & Madan, A. (eds.) (2018) *Childhoods in India Traditions, Trends and Transformations*. New Delhi. Routledge.
- Sinha, D., & Misra, R.C. (1999). Socialization and cognitive functioning. In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India* (pp. 167-187). New Delhi: Sage.
- Verma, S., & Saraswathi, T. S. (2002). *Adolescence in India: Street urchins or Silicon Valley millionaires?* In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.), *The world's youth: Adolescence in eight regions of the globe* (p. 105–140). Cambridge University Press. <https://doi.org/10.1017/CBO9780511613814.005>

Online Resources–


- http://tumkuruniversity.ac.in/oc_pg/msw/CONCEPT%20OF%20CHILDHOOD.pdf.
- <https://www.verywellmind.com/child-development-theories-2795068>
- <https://csi.pressbooks.pub/childandadolescentpsychology/chapter/theories-of-development/>
- <https://www.ncbi.nlm.nih.gov/books/NBK545476/>
- <https://www.mentalhelp.net/articles/child-development-theory-adolescence/>

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 marks		
Continuous Comprehensive Evaluation(CCE): 30 Marks		
Semester End Exam (SEE): 70 Marks		
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts.,1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener and Members (CBoS):

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Home Science		Semester – IV	Session: 2024-2025
1	Course Code	HSSE - 02P	
2	Course Title	CHILDHOOD AND ADOLESCENCE (<i>Practical</i>)	
3	Course Type	DSE	
4	Pre-requisite(if,any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To learn developmental milestones of children & adolescents. To assess the knowledge about the full term & premature baby. To understand the developmental lags of premature babies. To identify health related problems of premature baby. To evaluate the biological and environmental factors affecting development during childhood and adolescence. To apply the key issues that influence child and adolescent development. To explain problems of childhood and adolescence. To define concept of non formal education and food supplementation 	
6	Credit Value	01 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART –B : Content of the Course			No. of Period
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)			
Module	Topics (Course Contents)		30
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Preparation of an album on developmental milestones of children and adolescents. 2. Visit to a pediatric ward 3. Visit to an <i>Anganwadi</i> 4. Interaction with counselors/clinical psychologists 5. Carry out a case study of an adolescent boy and girl using multiple methods 6. Select a topic related to a significant developmental problem or issue faced by children and adolescents and describe ways to assist them, their teachers and parents to deal with the problem. 		
Key words	Anganwadi, Pediatric ward, Premature & Full term Baby,		



PART-C :**Learning Resources : Text Books, Reference Books and Others****Text Books Recommended :**

- Berk, L.E. (2017). *Child development* (9th ed.). Pearson
- Bhogle, S. (1999). Gender roles: The construct in the Indian context. In T. S. Saraswathi (Ed.), *Culture socialization and human development : Theory, research and applications in India* (pp. 278-300). New Delhi: Sage.
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- Kumar, K. (1993). Study of childhood and family. In T.S. Saraswathi & B. Kaur (Eds.), *Human development and family studies in India: An agenda for research and policy*, (pp. 67-76). New Delhi: Sage.
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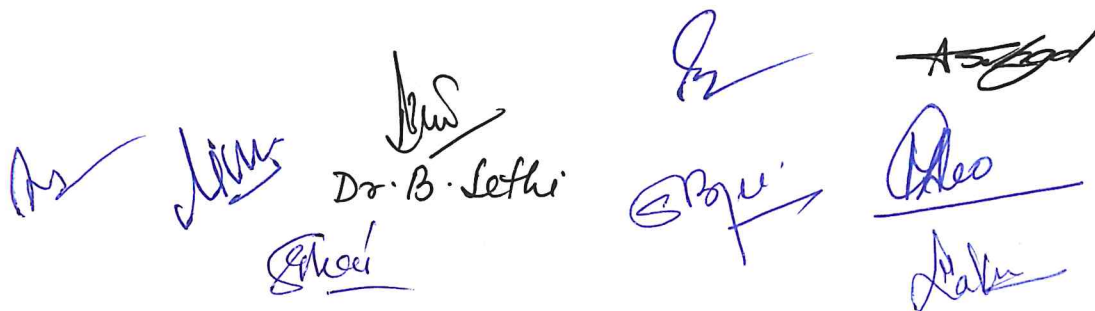
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- <https://csi.pressbooks.pub/childandadolescentpsychology/chapter/theories-of-development/>
- <https://www.ncbi.nlm.nih.gov/books/NBK545476/>
- <https://www.mentalhelp.net/articles/child-development-theory-adolescence/>



PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):



 Dr. B. Sethi