

P.G. Diploma

1 Year P.G. Diploma Scheme A1						
Year/ Semester		Course Level	Core Course/ Dissertation	Practicum Courses	Internship/ Apprenticeship / Seminar or VAC (CHM/EESC)	Total Credits
First Year	Sem. – I	400	CC-11 (6 Credit)	PC-11 (4 Credit)	Internship/ Apprenticeship / Seminar (2 Credits)	22
		400	CC- 12 (6 Credit)	PC- 12 (4 Credit)		
	Sem. - II	400	CC-21 (6 Credit)	PC-21 (4 Credit)	VAC (CHM/EESC) (2 Credits)	22
		400	CC- 22 (6 Credit)	PC- 22 (4 Credit)		

One Year P.G. Programme

1 Year P.G. Programme Scheme C1						
Year/ Semester		Course Level	Core Course/ Dissertation	Practicum Courses	Internship/ Apprenticeship / Seminar or VAC (CHM/EESC)	Total Credits
First Year	Sem. – I	500	CC-31 (6 Credit)	PC-31 (4 Credit)	Internship/ Apprenticeship / Seminar (2 Credits)	22
		500	CC- 32 (6 Credit)	PC- 32 (4 Credit)		
	Sem. - II	500	CC-41 (6 Credit)	PC-41 (4 Credit)	VAC (CHM/EESC) (2 Credits)	22
		500	CC- 42 (6 Credit)	PC- 42 (4 Credit)		

1 Year P.G. Programme Scheme Option -2 Course Work & Research Work						
Year/ Semester		Course Level	Core Course/ Dissertation	Practicum Courses	Seminar/ Research Thesis/ Project/ Patent	Total Credits
First Year	Sem. – I	500	CC-31 (6 Credit)	PC-31 (4 Credit)	Seminar (2 Credits)	22
		500	CC- 32 (6 Credit)	PC- 32 (4 Credit)		
	Sem. - II	-	-	-	Research Thesis/ Project/ Patent	22

Two Year P.G. Programme

Two Year P.G. Programme Course Work & Research Work						
Year/ Semester		Course Level	Core Course/ Dissertation	Practicum Courses	Internship/ Apprenticeship / Seminar or VAC (CHM/EESC)	Total Credits
First Year	Sem. – I	400	CC-11 (6 Credit)	PC-11 (4 Credit)	Internship/ Apprenticeship / Seminar (2 Credits)	22
		400	CC- 12 (6 Credit)	PC- 12 (4 Credit)		
	Sem. - II	400	CC-21 (6 Credit)	PC-21 (4 Credit)	VAC (CHM/EESC) (2 Credits)	22
		400	CC- 22 (6 Credit)	PC- 22 (4 Credit)		

Two Year P.G. Programme Option -1 Only Course Work						
Year/ Semester		Course Level	Core Course/ Dissertation	Practicum Courses	Internship/ Apprenticeship / Seminar or VAC (CHM/EESC)	Total Credits
Second Year	Sem. – III	500	CC-31 (6 Credit)	PC-31 (4 Credit)	Apprenticeship / Seminar (2 Credits)	22
		500	CC- 32 (6 Credit)	PC- 32 (4 Credit)		
	Sem. - IV	500	CC-41 (6 Credit)	PC-41 (4 Credit)	VAC (CHM/EESC) (2 Credits)	22
		500	CC- 42 (6 Credit)	PC- 42 (4 Credit)		

Two Year P.G. Programme Option -2 Course Work & Research Work						
Year/ Semester		Course Level	Core Course/ Dissertation	Practicum Courses	Seminar/ Research Thesis/ Project/ Patent	Total Credits
Second Year	Sem. – III	500	CC-31 (6 Credit)	Seminar (2 Credits)	Seminar (2 Credits)	22
		500	CC- 32 (6 Credit)			
	Sem. - IV	-	-	-	Research Thesis/ Project/ Patent	22

Two Year P.G. Programme Option -3 Only Research Work						
Year/ Semester		Course Level	Core Course/ Dissertation	Practicum Courses	Seminar/ Research Thesis/ Project/ Patent	Total Credits
Second Year	Sem. - III	-	-	-	Research Thesis/ Project/ Patent	22
	Sem. - IV	-	-	-	Research Thesis/ Project/ Patent	22

P.G. Diploma

Scheme A-1 (For course of science & arts, discipline having major practicum component)

Syllabus of Theory Paper

Theory Paper: Scheme A-1 for One Year PG Diploma			
Part A Introduction			
Program: Post Graduate		Class: PG Diploma	1 st Semester
			Session: 2025-2026
Subject: Human Development			
1	Course Code	.CC-11	
2	Course Title	Prenatal Care and Infant Development	
3	Course Type (Core Course/Elective/Vocational)	Core Course- I st	
4	Pre-requisite (if any)	To Study the course a student must have had this subject in Degree.	
5	Course Learning outcomes (CLO)	<ol style="list-style-type: none"> 1. Deal with concerns at the time of birth and immediately after the birth 2. To organize knowledge and nature of various developmental changes and developmental process and principles 3. To Know Principles & concept of growth & development. Prenatal development genetic, environmental factor, Indian practices during pregnancy, infancy, birth to 2 years. 4. To know the new born Behaviour capacities with early interaction. 5. To get an overview of infancy and infant development as a first stage in the life span development process. 	
6	Credit Value	6	
7	Total Marks	Max.Marks: 40 + 60 = 100	Min. Passing Marks: 40

Part B- Content of the course		
Total No. of Lectures-Tutorials-Practicum (in 06 hours per week): L-T-P: 06 Hours (15x6 = 90)		
Unit	Topics Prenatal Care and Infant Development	No. of Hours
Unit I	<ul style="list-style-type: none"> • Meaning, Definition & Concept of Development. • Principle of growth and development. • Developmental Tasks. • Basic concept of development – maturation & learning critical periods, individual differences, nature- nurture issues. • The role of nature and nurture in determining intelligence, personality and Behaviour. • Importance of Indian traditional practices during pregnancy. • Child Rearing practices in India: Special reference to Indian knowledge system. Activity -Make a poster on growth and development.	18
	Key Words – Growth Development, nature, nurture	
Unit 2	Prenatal Development- <ul style="list-style-type: none"> • Understanding the process of fertilization. • Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions & teratogens. • Purpose and Importance of Prenatal Checkup. • Understanding the Importance of Prenatal Care. Activity -Show prenatal development by diagram/ photograph.	18
	Key Words: Prenatal development, genetic. environmental	
Unit 3	<ul style="list-style-type: none"> • Recognizing early Signs & Symptoms of pregnancy. • Components of Prenatal Care (Physical Examination, Blood Test, etc.) • Risk & Complication during Pregnancy. • Dietary recommendations and supplements in pregnancy. • Complications during labor & Delivery . • Stages of Labor and the birth process. • Garbhadhan, Punswan and Seemantonayansanskar. Activity -Prepare a booklet for complication and Indian traditional remedies for pregnancy.	18
	Key Words: Pregnancy, Sanskar	
Unit 4	<ul style="list-style-type: none"> • Care of baby during infancy- Normal, New Born & Premature- Low Birth weight • The New Born: birth process and the neonate, physical description, sensory capacities and reflexes. Becoming coordinated- feeding, sleeping, crying. • Characteristics of neonate. • Breast feeding- Colostrum and its compositions, importance, initiation of Breast feeding, benefits of Breast feeding. • BPNI (Breast Feeding Promotion in India), Diet of Lactating women. • Major adjustment of Infants, Common Problems of Infancy: Prevention and Management of Common Illness. • Immunization. 	18

	Activity -Organise awareness programme for importance of breast feeding.	
	Key Words: New born, neonate.	
Unit 5	<p>Infancy : (Birth to 2 Years)</p> <ul style="list-style-type: none"> • Behaviour and capacities. • Development & abilities during infancy. • Social- emotional development &Behaviour. • Acquisition of language availability. • Importance of early stimulation. • Early intervention: A binding in attachment formation. • Role of mother & father in formation of attachment. <p>Activity-Educate Parents through role play on infancy behavioural problems.</p>	18
	Key Words: Infancy, Development, stimulation	

Part C- Learning Resources
Text Books, Reference Books, Other resources
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Chaisholm, J.S. (1980), Development and adaptation in infancy, New Directions for Child Development, 8, 15-29. 2. Cole, M & Cole, S. (1980), The Development of Children, New York: Scientific American Books. 3. Paplia. D. E (2005). Human Development, Tata McGraw-Hill Edition. 4. Hurlock, E.B. 2002 Developmental Psychology, 5th edition Tata McGraw-Hill Edition. 5. Berk L.E. 2007 Child Development 7th edition Allyn & Bacon. 6. Hellbruegge, T. (Ed.) (1980). The first 365 days in the Life of a Child : The Development of infant. Bombay : Max Mueller Bhavan. 7. Sharms, N. (1990). Current trends in infant care : An Indian Experience Early Child Development Care, 58, 71-79. 8. Super. C.H. (1981). Cross Cultural Research on infancy. In H. Triandis & A Heron, (Eds.), Handbook of Cross-cultural psychology. Vol. 4, 17-53 Boston : Allyn & Bacon. 9. Swaminathan M. Ed. (1998). The first five years : A critical perspective on early childhood care and education in India, New Delhi : Sage. 10. Lewis, H. & Rosenblum, L.A. (Eds.) The Child in its Family, New York : Plenum Press. 11. Lidhoo M. (1987). Child rearing and Psycho-social Development, New Delhi : Ashish Publications. 12. Osofsky, J.D. (1987), Handbook of infancy, New York : Wiley & Sons. <p>Suggestive digital platforms web links:</p> <ol style="list-style-type: none"> 1. मानवविकास-ncert.nic.in>lhgy104 2. http://rajeduboard.Rajasthan.gov.in/books-2019/clsI2/Grah%20Vigyan%20(253).pdf 3. https://www.who.int/childgrowth/training/module_b_measuring_growth.pdf 4. http://sihfwrajasthan.com/Studies/Module%201_MH_%20ANC.pdf 5. https://kidsnewtocanada.ca/mental-health/prenatal-risk 6. https://egyankosh.ac.in/bitstream/123456789/105575/1/Unit%204.pdf 7. https://www-hopkinsmedicine-org.translate.goog/health/conditions-and 8. https://ebooks.inflibnet.ac.in/icp05/chapter/sixteen-
<p>Suggested equivalent online courses https://onlinecourses.swayam2.ac.in/cec24_ed14/preview_2 https://onlinecourses.nptel.ac.in/noc24_bt01/preview_3. https://onlinecourses.swayam2.ac.in/cec24_ed14/preview</p>

Part D-Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Continuous Comprehensive Evaluation (CCE) : 40 marks University Exam (UE) 60 marks		
Internal Assessment: Continuous Comprehensive evaluation (CCE) : 40	Class test Assessment/Presentation	Total 40
External Assessment: University Exam Section :60 Time : 03.00 Hours	Section (A) : Objective type questions Section (B) : Short Question (200 Words Each) Section (C) : Long Question (500 Words Each)	Total 60
		Total 100
Any remarks/ Suggestions		

Syllabus of Practicum Paper

Part A Introduction			
Program: Post Graduate		Class: PG Diploma	1st Semester
Session: 2025-26			
Subject: Human Development			
1	Course Code	PC-11	
2	Course Title	Prenatal Care and Infant Development	
3	Course Type (Core Course)	Practicum Course – Ist	
4	Pre- requisite (If any)	To study this course a student must have had this subject in Degree.	
5	Course Learning Outcomes (CLO)	On completion of this course, learners will be able to: 1- To understand the importance and factors influencing prenatal development. 2- Understanding the infant development as the first stage in the life span development process. 3- Meaningful and practical understanding of infancy in Indian context.	
6	Credit Value	4	
7	Total Marks	Max. Marks: 100	Min. Passing Marks: 40

Part B – Content of the Course		
Total No. of Lectures-Tutorials-Practicum (in hours- 08 per week):		
120 Hrs		
Unit	Topics	Nos of Hrs.
1	Prepare baby kit for neonate.	16
2	Prepare Antenatal Card.	12
3	Prepare case study report of pregnant lady (Any 3 case study).	12
4	Visit maternal and child-welfare centre.	16
5	Study of Neonate reflexes and submit the report with photograph	12
6	Study of Infant in various setting- (a) To Study physical development of child (0-2Yrs.) (b) To Study motor development of child (0-2Yrs.) (c) To Study social development of child (0-2Yrs.)	24
7	Prepare poem and song book for child.	12
8	Prepare at least three Indian traditional games/toys for infant growth and development	16
Keywords/Tags: Case study, Audio Visual Teaching Aids, Baby Kit, Workshop, Visit, Toys.		

Part C- Learning Resources

Text Books , Reference Books, Other resources

Suggested Readings:

- 1- Chaisholm, J.S. (1980), Development and adaptation in infancy, New Directions for Child Development, 8, 15-29.
- 2- Cole, M & Cole, S. (1980), The Development of Children, New York: Scientific American Books.
- 3- Paplia. D. E (2005). Human Development, Tata McGraw-Hill Edition.
- 4- Hurlock, E.B. 2002 Developmental Psychology, 5th edition Tata McGraw-Hill Edition.
- 5- Berk L.E. 2007 Child Development 7th edition Allyn & Bacon.
- 6- Hellbruegge, T. (Ed.) (1980). The first 365 days in the Life of a Child : The Development of infant. Bombay : Max Mueller Bhavan.
- 7- Sharmas, N. (1990). Current trends in infant care : An Indian Experience Early Child Development Care, 58, 71-79.
- 8- Super. C.H. (1981). Cross Cultural Research on infancy. In H. Triandis & A Heron, (Eds.), Handbook of Cross-cultural psychology. Vol. 4, 17-53 Boston : Allyn & Bacon.
- 9- Swaminathan M. Ed. (1998). The first five years : A critical perspective on early childhood care and education in India, New Delhi : Sage.
- 10- Lewis, H. & Rosenblum, L.A. (Eds.) The Child in its Family, New York : Plenum Press.
- 11- Lidhoo M. (1987). Child rearing and Psycho-social Development, New Delhi : Ashish Publications.
- 12- Osofsky, J.D. (1987), Handbook of infancy, New York : Wiley & Sons.

Suggestive digital platforms web links:

1. मानव विकास—ncert.nic.in>lhgy104
2. [http://rajeduboard.Rajasthan.gov.in/books-2019/clsI2/Grah%20Vigyan%20\(253\).pdf](http://rajeduboard.Rajasthan.gov.in/books-2019/clsI2/Grah%20Vigyan%20(253).pdf)
3. https://www.who.int/childgrowth/training/module_b_measuring_growth.pdf
4. http://sihfwrajasthan.com/Studies/Module%201_MH_%20ANC.pdf
5. <https://kidsnewtocanada.ca/mental-health/prenatal-risk>
6. <https://egyankosh.ac.in/bitstream/123456789/105575/1/Unit%204.pdf>
7. <https://www.hopkinsmedicine-org.translate.goog/health/conditions-and>
8. <https://ebooks.inflibnet.ac.in/icp05/chapter/sixteen->

Suggested equivalent online course:

https://onlinecourses.swayam2.ac.in/cec24_ed14/preview2
https://onlinecourses.nptel.ac.in/noc24_bt01/
https://onlinecourses.swayam2.ac.in/cec24_ed14/preview

Part D-Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction/Quiz	40	Viva Voce on Practical	60
Attendance		Practical Record File	
Assignment (Charts/ Model Seminar/ Rural/ Service/Technology Dissemination) Report of Excursion/Lab Visits/Survey/ Industrial visit		Table work/ Experiments	
Total	40		60
Any remarks/suggestions:			

Syllabus of Theory Paper

Part A Introduction				
Program: Post Graduate		Class: PG Diploma	1 st Semester	Session: 2025-2026
Subject: Human Development				
1	Course Code	CC-12		
2	Course Title	Children with Developmental Challenges.		
3	Course Type (Core Course/Elective/Vocational)	Core Course-II ^{end}		
4	Pre-requisite (if any)	To Study the course a student must have had this subject in Degree.		
5	Course Learning outcomes (CLO)	1- Acquiring knowledge if etiology, diagnosis and assessment of childhood disabilities. 2- To understand the classification of impairment. 3- To become aware of meaning, concept, causes and educational provision of children with development challenges. 4- To Guide rehabilitation of the disabled.		
6	Credit Value	6		
7	Total Marks	Max. Marks:40 + 60=100		Min. Passing Marks:40

Part B- Content of the course		
Total No. of Lectures-Tutorials-Practical (in 06 hours per week): L-T-P: 90 Hours (15x6 = 90)		
Unit	Topics Children with Developmental Challenges.	No.of Hours
Unit I	<ul style="list-style-type: none"> Exceptional children- meaning definition, classification and educational implications. In Indian tradition attitudes of people towards, disability and mental challenged person. Hearing impaired children- meaning, definition and concept of hearing impairment, characteristics and classification. Educational materials and equipment for hearing impaired. <p>Activiy- Visit Institute those are devote to provide services for person with special needs.</p>	18
	Key Words – Exceptional children hearing impaired.	
Unit 2	<ul style="list-style-type: none"> Visually impaired children- meaning, definition and concept of visual impairment, characteristics and classification. Educational materials and equipment for visually impaired. Speech impaired children- meaning, definition and concept of speech impairment, characteristics and classification. <p>Activiy-* Prepare booklet on sign language. * Prepare audio programe for visually impare children.</p>	18
	Key Words: Visually impaired, speech impaired.	
Unit 3	<ul style="list-style-type: none"> Orthopedic and Locomotive impaired children- meaning, definition and concept of orthopedic and locomotive impaired. Person with disability Act (PWD ACT) Vocational and Occupational rehabilitation provisions. <p>Activiy-* Prepare album on PWD Act.</p>	18
	Key Words: Orthopaedic& locomotive impaired (PWD Act)	
Unit 4	<ul style="list-style-type: none"> Mental retardation- meaning and concept of mental retardation- definition, causes, characteristics, identification, classification, educational provisions. Learning disability- meaning and concept, definition, characteristics, causes identification educational provisions. <p>Activiy-* Design a poster on mentally retarded child.</p>	18
	Key Words:Mental retardation and Learning disability.	
Unit 5	<ul style="list-style-type: none"> Behavioural disorders- meaning, definition, types, management of Behavioural disorders in children. Gifted children- meaning, definition and concept, characteristics of gifted children: The nature of intelligence and how it is measured. Adjustmental problem and solutions of gifted children’s educational provisions and programme. <p>Activiy-* Visit school and collect information regarding behavior problems of students and suggest solution. * Prepare educational provisional for gifted child.</p>	18
	Key Words: Behavioural disorder, Gifted Children	

Part C- Learning Resources
Text Books, Reference Books, Other resources
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1- BillGearheartand Mel.W.Weishahn.TheExceptional 2- StudentintheRegularClassroomTimes Mirror/ Mosby College Publishing. 3- KarC.1996.ExceptionalChildren-TheirPsychologyandEducation.SterlingPubl. 4- Baquer, A. (1994) Disabled, Disablement, Disablism, New Delhi ; Voluntary Health Association of India. 5- Kanga, F. (1990) Heaven on wheels New Delhi : Penguin Books. 6- Kar. Chintamani (1992) Exceptional children their psychology & education, New Delhi ; Sterling publisher Pvt. Ltd. 7- Narasimhan, M.C. & Muhherjee, A.K. (1986), disability a continuing challenge, New Delhi : Wiley Eastem Limited. 8- Oliver, M. (1996), understanding Disability, from theory to practice, London : Macmillan press. 9- Pandey, R.S., & Advani, L. (1996) Perspectives in Disability and rehabilitation New Delhi :Vikas Publishing House private limited. 10- प्रो. श्रीमती आभा तिवारी, (2024), पारिवारिक परामर्श एवं कल्याण, मध्यप्रदेश हिन्दी ग्रंथ अकादमी। <p>Suggestive digital platforms web links:</p> <ol style="list-style-type: none"> 1. https://egyankosh.ac.in/bitstream/123456789/105575/1/Unit%204.pdf 2. https://youtu.be/9QJ1rCev5XE?si=0vxG3DV_UrmMycU7 3. https://youtu.be/QLyPzLDMoh8?si=p1AfYyvDTI0wX92P
<p>Suggested equivalent online courses:https://onlinecourses.swayam2.ac.in/cec25_hs146/preview</p>

Part D-Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Continuous Comprehensive Evaluation (CCE) : 40 marks University Exam (UE) 60 marks		
Internal Assessment: Continuous Comprehensive evaluation (CCE) : 40	Class test Assessment/Presentation	40
External Assessment: University Exam Section :60 Time : 03.00 Hours	Section (A) : Objective type questions Section (B) : Short Question (200 Words Each) Section (C) : Long Question (500 Words Each)	60
		Total 100
Any remarks/ Suggestions		

Syllabus of Practicum Paper

Part A Introduction			
Program: Post Graduate	Class: PG Diploma	1st Semester	Session: 2025-26
Subject: Human Development			
1	Course Code	PC-12	
2	Course Title	Children with Developmental Challenges.	
3	Course Type (Core Course)	Practicum Course – IInd	
4	Pre- requisite (If any)	To study this course a student must have had this subject in Degree.	
5	Course Learning Outcomes (CLO)	On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Acquiring knowledge if etiology, diagnosis and assessment of childhood disabilities. • To understand the classification of impairment. • To become aware of meaning, concept, causes and educational provision of children with development challenges. • To guide rehabilitation of the disabled. 	
6	Credit Value	4	
7	Total Marks	Max. Marks: 100	Min.Passing Marks: 40

Part B – Content of the Course		
Total No. of Lectures-Tutorials-Practicum (in hours- 08 per week):		
120 Hrs		
Unit	Topics	Nos of Hrs.
1	Educational program for hearing impairment.	12
2	Preparation of teaching aids for visual impairments.	12
3	Assistive devices for orthopedic and locomotive impairment, names utility and availability.	12
4	Observation and evaluation of any speech therapy center.	12
5	Community education program for impaired child.	12
6	To study the attitude of people towards disability by school observation.	12
7	Case study of two persons with disability a child and an adult.	12
8	Visit to rehabilitation centre.	12
9	Collection of picture and brochures of assistive devices.	12
10	Study of two children's and find out their intelligence quotient (IQ) by verbal intelligence etc	12
Key Word- Teaching aids, assistive devices, observation, evaluation, case study, visit		

Part C- Learning Resources

Text Books , Reference Books, Other resources

Suggested Readings:

- 1- Bill Gearheart and Mel.W. Weishahn. The Exceptional
- 2- StudentintheRegularClassroomTimes Mirror/ Mosby College Publishing.
- 3- KarC.1996.ExceptionalChildren-TheirPsychologyandEducation.SterlingPubl.
- 4- Baquer, A. (1994) Disabled, Disablement, Disablism, New Delhi ; Voluntary Health Association of India.
- 5- Kanga, F. (1990) Heaven on wheels New Delhi : Penguin Books.
- 6- Kar. Chintamani (1992) Exceptional children their psychology & education, New Delhi ; Sterling publisher Pvt. Ltd.
- 7- Kar. Chintamani (1992) Exceptional children their psychology & education, New Delhi ; Sterling publisher Pvt. Ltd. Narasimhan, M.C. &Muhherjee, A.K. (1986), disability a continuing challenge, New Delhi : Wiley Eastem Limited.
- 8- Oliver, M. (1996), understanding Disability, from theory to practice, London : Macmillan press.
- 9- Pandey, R.S., &Advani, L. (1996) Perspectives in Disability and rehabilitation New Delhi :Vikas Publishing House private limited.

Suggestive digital platforms web links:

1. <https://egyankosh.ac.in/bitstream/123456789/105575/1/Unit%204.pdf>
2. https://youtu.be/9QJ1rCev5XE?si=0yxG3DV_UrmMycU7
3. <https://youtu.be/QLyPzLDMoh8?si=p1AfYyvDTI0wX92P>

Suggested equivalent online course:https://onlinecourses.swayam2.ac.in/cec25_hs146/preview

Part D-Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction/Quiz	40	Viva Voce on Practical	60
Attendance		Practical Record File	
Assignment (Charts/ Model Seminar/ Rural/ Service/Technology Dissemination) Report of Excursion/Lab Visits/Survey/ Industrial visit		Table work/ Experiments	
Total	40		60
Any remarks/suggestions:			

P.G. Diploma

Scheme A-1 (For course of science & arts, discipline having major practicum component)

Syllabus of Theory Paper

Theory Paper: Scheme A-1 for One Year PG Diploma			
Part A Introduction			
Program: Post Graduate		Class: PG Diploma	2 nd Semester
		Session: 2025-2026	
Subject: Human Development			
1	Course Code	CC-21	
2	Course Title	Child Assessment and Parenting	
3	Course Type (Core Course/Elective/Vocational)	Core Course- I st	
4	Pre-requisite (if any)	To Study the course a student must have had this subject in Degree.	
5	Course Learning outcomes (CLO)	1- To Study different method and technique of understanding human development. 2- To apply the various methods, studies in a practical context. 3- To understand need and reason for infant assessment, intervention and stimulation programs, activities. 4- To develop understanding parenting task of parenting, being a component parent, individual parenting role. The mothering role the fathering role. 5- To study the development of interaction in early childhood years. Family relation and communication, learning social role and interaction with others. 6- To learns to conduct techniques of parent education in preschool setting information meeting, individual meetings.	
6	Credit Value	6	
7	Total Marks	Max. Marks:40 + 60=100	Min. Passing Marks:40

Part B- Content of the Course		
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 90 Hours		
Unit	Topics Child Assessment and Parenting	No.of Hours
Unit I	Developmental Assessment : <ul style="list-style-type: none"> o Understanding the process of development. o Need and reason for infant assessment. o Methodological issues related to infant assessment. Ethical issues and concerns related to infant assessment. o Intervention and stimulation program/Activities. o Traditional Methods, Games, Songs of Infant care and stimulation. o Issues and concerns related to intervention programs in special reference to Indian traditional knowledge system. Activity -Prepare game/play material for child- age group 03-06 Year	18
	Key Words – Assessment issue and concerns.	
Unit 2	<ul style="list-style-type: none"> o Observation: Theoretical perspectives, use of checklists establishing reliability in observation, maintaining an observation record report writing and evaluation. o Interview: Theoretical perspectives development of different types of interview protocols, analysis and coding of interview data. o Questionnaire :Theoretical perspectives development of different types of questionnaire protocols, analysis and coding of questionnaire data. o case study, rating, scale, stoichiometric techniques. Activity - Prepare poster/chart on child assessment techniques.	18
	Key Words: Observation, interview, case study	
Unit 3	Individual Parenting Roles : <ul style="list-style-type: none"> o The Meaning of concept of parenting skills and preparation of parenting. o Being a competent parent. o Parental Attitudes. o Determinants of parenting Behaviour. o Characteristics of parenting roles. o The Mother Role. o The Father Role. Activity - * Prepare collage on parenting (role of mother, role of father). * Create a positive behavior scale for parents.	18
	Key Words: Parenting, Parental Attitudes	
Unit 4	Techniques of parent education in preschool setting informal meeting : <ul style="list-style-type: none"> o Occasional/Accidental meeting, written/printed, newsletters, circulars notices etc. o Parent library, toy library. o Workshop/demonstration centre. o Parent's Corner. o Open House. o Large/Small group meeting. o Individual meeting: Home visit, individuals sessions. Activity - Participate/Organize parent meeting programme in school.	18
	Key Words :Techniques, parent education	

Unit 5	Development Interaction: <ul style="list-style-type: none"> ○ Concept of family, the family life cycle stages. ○ Family relations and communication. parent education and support: ○ Role of professionals. ○ Parents as family workers ○ Flexibility to different needs. ○ Personal development for parents. ○ Parents role in developing self-awareness in children. ○ Helping the child to learn to express and control emotions. Activity- Prepare chart on family life cycle.	18
	Key Words: Family Parents Role.	

Part C- Learning Resources
Text Books, Reference Books, Other resources
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1- Baquer, A. (1994) Disabled, Disablement, Disablism, New Delhi ; Voluntary Health Association of India. 2- Kanga, F. (1990) Heaven on wheels New Delhi : Penguin Books. 3- Kar. Chintamani (1992) Exceptional children their psychology & education, New Delhi ; Sterling publisher Pvt. Ltd. 4- Kar. Chintamani (1992) Exceptional children their psychology & education, New Delhi ; Sterling publisher Pvt. Ltd. Narasimhan, M.C. & Muhherjee, A.K. (1986), disability a continuing challenge, New Delhi : Wiley Eastem Limited. 5- Pandey, R.S., & Advani, L. (1996) Perspectives in Disability and rehabilitation New Delhi : Vikas Publishing House private limited. 6- Oliver, M. (1996), understanding Disability, from theory to practice, London : Macmillan press. <p>Suggestive digital platforms web links:</p> <ol style="list-style-type: none"> 1. https://egyankosh.ac.in/bitstream/123456789/100262/1/Unit-3.pdf <p>Suggested equivalent online courses: 1. https://onlinecourses.swayam2.ac.in/nou25_ed33/preview , 2. https://onlinecourses.swayam2.ac.in/nou25_ed30/preview</p>

Part D-Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Continuous Comprehensive Evaluation (CCE) : 40 marks University Exam (UE) 60 marks		
Internal Assessment: Continuous Comprehensive evaluation (CCE) : 40	Class test Assessment/Presentation	40
External Assessment: University Exam Section :60 Time : 03.00 Hours	Section (A) : objective type questions Section (B) : Short Question (200 Words Each) Section (C) : Long Question (500 Words Each)	60
		Total 100
Any remarks/ Suggestions		

Syllabus of Practicum Paper

Part A Introduction			
Program: Post Graduate	Class: PG Diploma	2ndSemest er	Session: 2025-26
Subject: Human Development			
1	Course Code	PC-21	
2	Course Title	Child Assessment and Parenting	
3	Course Type (Core Course)	Practicum Course – Ist	
4	Pre- requisite (If any)	To study this course a student must have had this subject in Degree.	
5	Course Learning Outcomes (CLO)	1- To Study different method and technique of understanding human development. 2- To apply the various methods, studies in a practical context. 3- To understand need and reason for infant assessment, intervention and stimulation programs, activities. 4- To develop understanding parenting task of parenting, being a component parent, individual parenting role. The mothering role the fathering role. 5- To study the development in interaction in early childhood years. Family relation and communication, learning social role and interaction with others. 6- To learns to conduct techniques of parent education in preschool setting information meeting, individual meetings.	
6	Credit Value	4	
7	Total Marks	Max. Marks: 100	Min. Passing Marks: 40

Part B – Content of the Course		
Total No. of Lectures-Tutorials-Practicum (in hours- 08 per week):		
120 Hrs		
Unit	Topics	Nos of Hrs.
1	Testing and assessment of infants.	12
2	Scales for infant assessment- apgar test.	12
3	Draw a man test.	06
4	House- tree person test.	06
5	CAT (Children Apperception Test)	12
6	Formulating activities for stimulation.	12
7	Conducting home visit and interview/talking to parents.	12
8	Organising parent education programs based on parents. Arranging workshops for parents.	12
9	Conducting parents- Teachers meeting.	12
10	Report and resource files to be maintained by students with special reference to Indian knowledge system.	12
11	Parental encouragement Test.	12
Keywords/Tags: Interview, Workshop, Meeting, Home visit, Report, Recourse file.		

Part C- Learning Resources	
Text Books , Reference Books, Other resources	
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Aylward, G (1994), Practitioner's guide to developmental and psychological testing New York, Plenum Press. 2. Hayes, N. (ed.) 1997. Doing Qualitative Analysis in Psychology. Hove, Hove: Psychology Press. 3. Smith, J.A. Harre, R. and Van Langenhove, L (1995) Rethinking Psychology. London, Sage. 4. Nagpal, R. and Sell, H(1985) Subjective well being inventory New Delhi, World Health Organization. 5. Bornstein, M.M. (Eds.) (1991), Cultural approaches to parenting, New Jersey : Lawrence Erlbaum Associates. 6. Frakenburg, W.K., Emde, R.N. & Sullivan, T.W. (Eds.) (1985). Early identification of children at risk : An international perspective, New York : Plenum press. 7. Roopnaraine, J.C. Talukdar, E. Jain, P. Joshi, P & Srivastav, P. (1990). Characteristics of holding patterns of play and social behaviour between parents and infants in New Delhi, India : Developmental Psychology, 26, 667-673. 8. Sharma, N. (1990). Current trends in infant care : An Indian Experience Early Child Development Care, 58, 71-79. 9. Super. C.H. (1981). Cross Cultural Research on infancy. In H. Triandis & A Heron, (Eds.), Handbook of Cross-cultural psychology. Vol. 4, 17-53 Boston : Allyn & Bacon. 10. Swaminathan M.Ed. (1998). The first five years : A critical perspective on early childhood care and education in India, New Delhi : Sage. <p>Suggestive digital platforms web links:</p> <ol style="list-style-type: none"> 1. https://egyankosh.ac.in/bitstream/123456789/100262/1/Unit-3.pdf 	
<p>Suggested equivalent online course:1. https://onlinecourses.swayam2.ac.in/nou25_ed33/preview ,</p> <p>https://onlinecourses.swayam2.ac.in/nou25_ed30/preview</p>	<p>2. 2.</p>

Part D-Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction/Quiz	40	Viva Voce on Practical	60
Attendance		Practical Record File	
Assignment (Charts/ Model Seminar/ Rural/ Service/Technology Dissemination) Report of Excursion/Lab Visits/Survey/ Industrial visit		Table work/ Experiments	
Total	40		60
Any remarks/suggestions:			

Syllabus of Theory Paper

Part A Introduction				
Program: Post Graduate		Class: PG Diploma	2 nd Semester	Session: 2025-2026
Subject: Human Development				
1	Course Code	CC-22		
2	Course Title	ResearchMethodology& Statistics		
3	Course Type (Core Course/Elective/Vocational...)	Core Course - II ^{end}		
4	Pre-requisite (if any)	To Study the course a student must have had this subject in Degree.		
5	Course Learning outcomes (CLO)	1- To understand the role of statistics and computer applications in research. 2- Demonstrate knowledge of the scientific methods, purpose and approaches to research. 3- Explainresearchdesignandtheresearchcycle. 4- To understand the significance of statistics and research methodology in home science research. 5- Preparekeyelementsofaresearchproposal.		
6	Credit Value	6		
7	Total Marks	Max. Marks:40 + 60=100		Min. Passing Marks:40

Part B- Content of the Course		
Total No. of Lectures-Tutorials-Practical (in 06 hours per week): L-T-P: 90 Hours (15x4)		
Unit	Topics Research Methodology & Statistics	No. of Hours
Unit I	Introduction to statistics: <ul style="list-style-type: none"> Nyaya and Epistemology in research and pramanas (classical Indian school of logic) Meaning, Objectives and significance of research. Types of research- historical, descriptive, experimental social research. Sampling method- meaning, characteristics, types and objective of sampling. Essential of good sampling, merit and demerits of sampling. Research problem- Definition, identification, justification and limitation of research problem. Meaning of statistics and its scope in home science and other field of inquiry. Activity- Give Information about the field activities related to social research in Indian culture.	20
	Key Words – Research, Sampling, Research Problem	
Unit 2	Data Processing : <ul style="list-style-type: none"> Data processing of editing, classification and coding of data. Tabulation of data. Diagrammatical and graphical representation of data. Significance of difference between diagram and graph types of diagram and graph (Bar diagrams, histogram, polygon, line and pie.) Formation of discrete and continuous frequency distribution. Statistical Measures : <ul style="list-style-type: none"> Measures of central tendency (Mean, Median, Mode, Quartiles, Deciles, Percentiles) Measures of Dispersion/Variation (Range, Mean and Quartile Deviation, Standard Deviation, Coefficient of Variation) Activity- Collect problems related to family life and analysis is why ancient Indian study of research.	20
	Key Words – Data Processing, Tabulation, Central Tendency, Dispersion.	
Unit 3	Correlation, Regression and Association of Data : <ul style="list-style-type: none"> Simple Correlation for Grouped and Ungrouped Data (Karl Pearson's , Spearman Rank Correlation), Basic concepts of Partial and Multiple Correlation Simple Linear Regression for Grouped and Ungrouped Data Measures of Association. Activity- Through group discussion interpreted result.	15
	Key Words – Correlation, Regression.	
Unit 4	Test of Significance : <ul style="list-style-type: none"> Hypothesis, its type and error, Level of Significance, Critical Region, One Tailed and Two Tailed Test Large Sample Test: One sample and two sample test for population Mean and Proportion Small Sample Test: Application soft-test (for one sample and two problems) Chi Square Test and its applications F-Test and its applications Computer Applications in data Analysis Use of Statistical Software in data analysis Activity- Represent data graphically using liner graphics.	20
	Key Words – Hypothesis, Test, Chi Square, F-Test, Data Analysis	
Unit 5	<ul style="list-style-type: none"> Parts of dissertation/research report/ article: Introduction, Review of literature, methods, Results and discussion, Summary, abstract, Bibliographies and References Activity- Prepare a list of at least 10 reference books.	15
	Key Words – Dissertation, Research report, article.	

Part C- Learning Resources		
Text Books, Reference Books, Other resources		
Suggested Readings: <ol style="list-style-type: none"> 1- Bernard, H. R. (2000). Socialresearch methods: Qualitative and quantitative approaches.Thousand Oaks, CA.: Sage. 2- Blaxter,L.Hughes,C.,&Tight,K.(1999).Howtoresearch.NewDelhi:VivaBooks. 3- Bryman,A.(2008).Socialresearchmethod.Oxford:OxfordUniversityPress. 4- Creswell, J.W. (2009). Research design:Qualitative,quantitative,andmixedmethods approaches. Thousand Oaks, CA: Sage Publications. 5- Denscombe, M. (1999).The goodresearch guide for small-scale socialresearch projects.New Delhi: Viva Publications. 6- Denzin,N.andLincoln,Y.(Eds.)2005.TheSagehandbookofqualitativeresearch. London: Sage 7- Garrett, Henery E.(1971) Statistics in Psychology and education, David Heley and Co. 8- Bandarkar, P.I. and Wilkinson T.S. (2000) ; Methodology and Techniques of social Research, Himalaya Publishing House, Mumbai. 9- Bhatnagar, G.I. (1990) : research methods and measurements in Behavioural and social Sciences, Agri. Cole publishing Academy, New Delhi. 		
Suggestive digital platforms web links: <ol style="list-style-type: none"> 1. https://study.com/academy/topic/reserch-methods-for-human- development.html 2. https://www.verywillmind.com/research-methods-in - developmental-phychology-2795070 3. https://mdu.ac.in/UpFiles/UpPdfFiles/2020/Jan/research_ methodology.pdf 4. https://youtube.com/playlist?list=PL_a1TI5CC9REeKZCbA4K_4eZWpxbHHaQ7&si=6Kxc93Jra3zMIGSX 		
Part D-Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Continuous Comprehensive Evaluation (CCE) : 40 marks University Exam (UE) 60 marks		
Internal Assessment: Continuous Comprehensive evaluation (CCE) : 40	Class test	40
	Assessment/Presentation	
External Assessment: University Exam Section :60 Time : 03.00 Hours	Section (A) : objective type questions Section (B) : Short Question (200 Words Each) Section (C) : Long Question (500 Words Each)	60
		Total 100
Any remarks/ Suggestions		
Suggested equivalent online courses: 1. https://onlinecourses.swayam2.ac.in/ini25_ed06/preview 2. https://onlinecourses.nptel.ac.in/noc25_hs184/preview		

Syllabus of Practicum Paper

Part A Introduction			
Program: Post Graduate		Class: PG Diploma	2ndSemest er
Session: 2025-26			
Subject: Human Development			
1	Course Code	PC-22	
2	Course Title	ResearchMethodology& Statistics	
3	Course Type (Core Course)	Practicum Course – II^{end}	
4	Pre- requisite (If any)	To study this course a student must have had this subject in Degree.	
5	Course Learning Outcomes (CLO)	1- To understand the role of statistics and computer applications in research. 2- Display knowledge of the scientific methods, purpose and approaches to research. 3- To explain research design and the research cycle. 4- To understand the significance of statistics and research methodology in home science research. 5- Prepare key elements of a research proposal.	
6	Credit Value	4	
7	Total Marks	Max. Marks: 100	Min.Passing Marks: 40

Part B – Content of the Course		
Total No. of Lectures-Tutorials-Practicum (in hours- 08 per week):		
120 Hrs		
Unit	Topics	Nos of Hrs.
1	Tabulation, Classification.	24
2	Graphic presentation, frequency curve, histogram, frequency polygons, line. Pictograms.	24
3	Calculation of Mean, Median, Mode.	24
4	Calculation of standard Deviation.	24
5	Correlation.	24
Keywords/Tags: Tabulation, Graphic Presentation, Calculation, Correlation		

Note : Students should be given hands-on experience to use appropriate software packages for selected statistical analyses.

Part C- Learning Resources			
Text Books , Reference Books, Other resources			
Suggested Readings:			
1- Bernard, H. R. (2000). Social research methods: Qualitative and quantitative approaches. Thousand Oaks, CA.: Sage. 2- Blaxter, L. Hughes, C., & Tight, K. (1999). How to research. New Delhi: Viva Books. 3- Bryman, A. (2008). Social research method. Oxford: Oxford University Press. 4- Creswell, J.W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches. Thousand Oaks, CA: Sage Publications. 5- Denscombe, M. (1999). The good research guide for small-scale social research projects. New Delhi: Viva Publications. 6- Hayes, N. (ed.) 1997. Doing Qualitative Analysis in Psychology. Hove, Hove: Psychology Press. 7- Garrett, Henry E. (1971) Statistics in Psychology and education, David Heley and Co. 8- Bandarkar, P.I. and Wilkinson T.S. (2000) ; Methodology and Techniques of social Research, Himalaya Publishing House, Mumbai. 9- Bhatnagar, G.I. (1990) : research methods and measurements in Behavioural and social Sciences, Agri. Cole publishing Academy, New Delhi.			
Suggestive digital platforms web links			
1. https://study.com/academy/topic/research-methods-for-human-development.html 2. https://www.verywellmind.com/research-methods-in-developmental-psychology-2795070 3. https://mdu.ac.in/UpFiles/UpPdfFiles/2020/Jan/research_methodology.pdf 4. https://youtube.com/playlist?list=PL_a1TI5CC9REeKZCbA4K_4eZWpxbHHaQ7&si=6Kxc93Jra3zMIGSX			
Suggested equivalent online course: 1. https://onlinecourses.swayam2.ac.in/ini25_ed06/preview 2. https://onlinecourses.nptel.ac.in/noc25_hs184/preview			
Part D-Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction/Quiz	40	Viva Voce on Practical	60
Attendance		Practical Record File	
Assignment (Charts/ Model Seminar/ Rural/ Service/Technology Dissemination) Report of Excursion/Lab Visits/Survey/ Industrial visit		Table work/ Experiments	
Total	40		60
Any remarks/suggestions:			