

Syllabus – 4th Semester
Academic year- 2020-2021

Department of Human Development



SEVA MANDAL EDUCATION SOCIETY'S
Dr. BHANUBEN MAHENDRA NANAVATI COLLEGE OF HOME SCIENCE
(Autonomous)

NAAC Re-accredited 'A+' Grade with CGPA 3.69/4 (3rd Cycle)
UGC Status: College with Potential for Excellence
BEST COLLEGE AWARD 2016-17 adjudged BY S.N.D.T. Women's University
338, R.A Kidwai Road, Matunga, Mumbai 400019

STRUCTURE

SYBSC- Human Development SEMESTER 4 (Structure and Weightage)						
Course and Code	Total Credits	Th C	Pr C	Int	Ext	Total
HD401 Adulthood and Ageing	4	4	-	50	50	100
HD402 Curriculum Planning for Young Children (Theory)	4	4	-	50	50	100
HD403 Curriculum Planning for Young Children (Practical)	4	-	4	100	00	100
HD404 Disorders in Childhood and Adolescence (Theory)	4	4	-	50	50	100
HD405 Children with Special Needs	4	3	1	50	50	100
TOTAL	20	15	5	300	200	500

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APPROVED SYLLABUS UNDER AUTONOMY

PROGRAMME: B.Sc. in Home Science

Department of Human Development

Semester IV

Course Title: Adulthood and Ageing

Objectives

This course will enable the students to:

1. Learn about the central concepts related to adulthood and ageing
2. Understand development in adulthood with regard to various domains—physical, cognitive, psychological, socioemotional, as well as work and finance aspects during adulthood and ageing
3. Identify the determinants of successful ageing

Learning Outcomes

After completing the course adulthood and ageing students will be able to-

1. Equipped with the knowledge of core components of aging like successful ageing, schemes for elderly, etc.
2. Aware of various concerns and challenges faced by elderly in various domains.
3. Develop an understanding of various diseases and issues faced by elderly population.

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
HD401	Adulthood and Ageing	4	4	-	50	50	100

Module No.	Objectives	Content	Evaluation
(I) Introduction and Overview	<p>This module will enable the students to:</p> <ol style="list-style-type: none"> 1. Learn about the central concepts related to adulthood and ageing 2. Understand the demography of ageing 3. Identify the importance of successful ageing 	<p>Introduction</p> <ol style="list-style-type: none"> 1. Central Concepts <ol style="list-style-type: none"> a. Young Adulthood b. Middle Adulthood c. Late Adulthood d. Gerontology e. Concept of Ageing (chronological, biological, psychological, functional, lifelong perspective to ageing) f. Older adults as contributors and beneficiaries from family and society 2. Demography of Ageing <ol style="list-style-type: none"> a. Changing trends in life expectancy and mortality b. Factors influencing the current trends in India 3. Overview of Successful Ageing: Meaning and importance of successful ageing 	<p>Unit Test: 25 Marks</p> <p>OR</p> <p>Assignments on getting current demographic data (5 Marks)</p> <p>Group presentations (10 Marks)</p> <p>Individual presentation (10 marks)</p>

Module No.	Objectives	Content	Evaluation
(II) Physical, Cognitive, and Psychological Aspects during Adulthood	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. Describe physical development in adulthood 2. Identify strengths and challenges related to cognitive development in adulthood & ageing 3. Understand the psychological aspects of adulthood and ageing 	<p>Physical Development in Adulthood</p> <ol style="list-style-type: none"> A. Physical Development during <ul style="list-style-type: none"> • Young Adulthood • Middle Adulthood • Late Adulthood B. Motor Preferences C. ADL (Activities of Daily Living) D. Physiological basis of ageing 	<p>Project: 10 Marks</p>

		<p>Cognitive Development</p> <ul style="list-style-type: none"> • Problem-solving, wisdom, expertise as potential gains • Challenges such as Dementia, Alzheimer's disease <p>Psychological Aspects</p> <ul style="list-style-type: none"> • Life satisfaction, happiness, self-esteem, stress and coping • Late adulthood concerns and challenges (death, dying, bereavement and euthanasia) <p>Older adults as contributors and beneficiaries from family and society</p>	
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Module No.	Objectives	Content	Evaluation
(III) Socioemotional Development, Work and Financial Concerns and Other Aspects	<p>This module will enable the students to:</p> <ol style="list-style-type: none"> 1. Understand socioemotional development in adulthood 2. Become aware of various concerns and challenges faced by adults, especially elderly 	<p>Socioemotional Development</p> <ol style="list-style-type: none"> 1. Relationships – love, intimacy and sexuality; Erikson’s stages corresponding to Early, Middle, and Late Adulthood 2. Family relationships and social support (intergenerational relationships, grandparenthood) <p>Work and Financial Concerns (employment, unemployment, retirement and second careers, financial concerns)</p> <p>Other Aspects Religion and spirituality</p> <p>Elder migration</p> <p>Elder abuse</p> <p>Older adults as contributors and beneficiaries from family and society</p>	Assignment: 10 marks

Module No.	Objectives	Content	Evaluation
(IV) Successful Ageing and Provisions for Elderly	<p>This module will enable the students to:</p> <ol style="list-style-type: none"> 1. Learn the importance of managing physical and mental health during adulthood 2. Become aware of the policies, concessions, schemes, and acts for elderly in India 3. Identify the determinants of successful ageing 	<p>Successful Ageing: Meaning and determinants of successful ageing</p> <p>Managing Health</p> <ol style="list-style-type: none"> 1. Chronic and acute diseases, other age related diseases. 2. Exercise, nutrition, and recreational activities 3. Mental health <p>Social Support and Social Protection</p> <ol style="list-style-type: none"> 1. Current Indian policies, concessions, schemes, and acts for elderly, e.g. Maintenance and Welfare of Parents and Senior Citizens Act, 2007. 2. Caregiving for elderly (role of family) 3. Organizations and services for elderly (old age homes, hospices, palliative care) 	<p>Visit to any Institute providing services to elderly and writing a report: 10 Marks</p>

EVALUATION:

Evaluation	Details	Marks
Internal	Unit Test, Assignments, Projects	50
External	Final Examination	50
	Total marks	100

References:

- Lemme, B. H. (2006). *Development in adulthood (4th ed)*. Boston: Allyn and Bacon.
- Santrock, J. W. (2011). *Life-span development*. New York, McGraw-Hill

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PROGRAMME: B.Sc. in Home Science

Department of Human Development

SEMESTER IV

Course Name: Curriculum Planning for Young Children (Theory)

Course Description: This course focuses on the theoretical aspects related to curriculum planning for young children in Early Years (age 3-6 years) and those in the Foundational Stage (6-8 years). It aims to familiarize students with the fundamentals of curriculum planning, types and components of curriculum, as well as the methods used with young children.

Objectives:

This course will enable the students to:

1. Understand the significance, facets, and characteristics of curriculum for young children
2. Develop skills in planning developmentally appropriate activities for young children
3. Become aware of an integrated approach and its importance in young children's curriculum

Learning Outcomes:

After the completion of the course, the students will be able to:

1. Identify the important components of a curriculum for young children
2. Plan developmentally appropriate activities for young children
3. Use an integrated approach in designing the curriculum for young children.

Code No.	COURSE	TC	Th C	Pr C	Int M	Ext M	Total
HD402	Curriculum Planning for Young Children (Theory)	4	4	-	50	50	100

Module	Objectives	Content	Evaluation
(I) Fundamentals of Curriculum Planning	This module will enable the students to: Understand the fundamentals of curriculum planning, principles of learning, and developmentally appropriate practices with young children	(A) Curriculum Planning: <ul style="list-style-type: none"> - Meaning and importance - Overview of curriculum in: <ul style="list-style-type: none"> o Early Years (ages 3-6) o Foundational years (ages 6-8) - Principles of curriculum planning - Factors influencing curriculum planning - Short-term and long-term planning - Scheduling, routine - Creating a learning environment (B) Learning: Principles of Learning; Incidental and Planned Learning (C) Developmentally Appropriate Practices: Meaning, Importance, Strategies, and Indicators	Unit Test: 20 marks
(II) Curriculum Planning Approaches & Basics of Assessment	This module will enable the students to: Understand the diverse approaches to curriculum planning Recognize the ways to evaluate a curriculum and assess the outcomes	(A) Curriculum Planning Approaches <ul style="list-style-type: none"> - Subject-Based, Discipline-Based, or Traditional Curriculum - Theme-Based Learning or Thematic Curriculum - Project Method - Integrated Curriculum - Emergent Curriculum (B) Basics of Assessment: Evaluation & Assessment of Curriculum & Outcomes (C) Computer-aided teaching-learning materials	Assignment: 10 marks
(III) Play, Music & Movement, Creative Activities, and Readiness Activities	This module will enable the students to: Identify the methods of working with young children and the materials required for it Understand the teacher's role in using the right methods and	Strategies for Early Years (ages 3-6) & Foundational Years (ages 6-8) (A) Play: Meaning, Importance, Developmental domain(s) enhanced & competencies developed through play, Types and Stages of Play, Materials & Techniques, Teacher's Role (B) Music & Movement: Meaning, Importance, Developmental domain(s) enhanced & competencies developed through music & movement, Techniques, Teacher's Role	Assignment: 10 marks

Module	Objectives	Content	Evaluation
	materials with young children	<p>(C) Creative Art & Craft Activities: Meaning, Importance, Developmental domain(s) enhanced & competencies developed through creative activities, Materials, Techniques, Teacher's Role</p> <p>Foundational Literacy and Numeracy/ Readiness for 3R's in Early Years: Meaning, Importance, Developmental domain(s) enhanced & competencies developed through readiness, Activities for Reading, Writing, and Math Readiness, Teacher's Role</p>	
<p>(IV) Language, Social Studies, Science, and Mathematics</p>	<p>This module will enable the students to:</p> <p>Acquire knowledge and skills in developing curriculum for various components</p> <p>Enhance knowledge of various methods of enhancing language development</p>	<p>Strategies for Early Years (ages 3-6) & Foundational Years (ages 6-8)</p> <p>(A) Language: Functions and goals of language, Components of language, Developmental domain(s) enhanced & competencies developed through language; Methods and strategies for language activities.</p> <p>(B) Social Studies: Meaning, importance, and objectives; Developmental domain(s) enhanced & competencies developed through social studies; Content and methods of planning and teaching social studies; Special celebrations and festivals.</p> <p>(C) Science: Meaning, importance, and objectives; Developmental domain(s) enhanced & competencies developed through science; Characteristics of adequate science programs; Methods and strategies for science lessons.</p> <p>(D) Mathematics: Meaning, importance, and objectives; Developmental domain(s) enhanced & competencies developed through math; components of math for young children; methods and strategies for math activities.</p>	Assignment: 10 marks

EVALUATION:

Evaluation	Details	Marks
Internal	Unit Test & Projects	50
External	Final Examination	50
	Total marks	100

References:

1. Branscombe, N., Burchan, J., Castle K., Surbeck, E., Dorsey, A. & Taylor, J. (2014). Early Childhood Education - A Constructivist Perspective, 2nd Edition, Routledge, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
3. Essa, E (2007). Introduction to Early Childhood Education, 5th Edition, Thomson, Delmar Learning, United States.
4. Hearon, P. & Hildebrand, V. (2013). "Guiding Young Children" Pearson. USA.
5. Henson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Taxmann Publications Private Limited.
6. Jackman, H. L. (2009). Early Education Curriculum: A Child's - Connection to the World, 5th ed. Wadsworth Cengage Learning.
7. Krogh, S. L. & Slentz, K. L. (2008). The Early Childhood Curriculum. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London.
8. McLachlan, C., Fleer, M., & Edwards, S. (2018). Early Childhood Curriculum: Planning, Assessment and Implementation. Cambridge University Press.
9. Ministry of Women and Child Development, GOI. (u.d.). National Early Childhood Care and Education (ECCE) Curriculum Framework.
10. Morrison, G. (2013). "Fundamentals of Early Childhood Education" Pearson.
11. National Education Policy (2020).
12. National Council of Educational Research and Training. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
13. Soni, R. (2015). Theme Based Early Childhood Education and Care Programme: A Resource Book. NCERT, Delhi.

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SEMESTER IV

Course Name: Curriculum Planning for Young Children (Practical)

Course Description: This course focuses on the practical aspects related to curriculum planning for young children (3-8 years). It aims to acquaint the students with the skills required in curriculum planning for young children, and offers a hands-on experience in developing diverse materials/teaching aids for working with children.

Objectives:

This course will enable the students to:

1. Acquire skills to prepare materials for promoting learning in children
2. Develop competencies in planning and conducting activities for young children
3. Enhance own creativity in the process of developing teaching aids and materials for children

Learning Outcomes:

After the completion of the course, the students will be able to:

1. Use their creativity to prepare developmentally appropriate materials and teaching aids for young children
2. Develop skills in planning and conducting activities for young children

Code No.	COURSE	TC	Th C	Pr C	Int M	Ext M	Total
HD403	Curriculum Planning for Young Children (Practical)	4	-	4	100	-	100

Module	Objectives	Content	Evaluation
(I) Visits, Observations, Presentation	<p>This module will enable the students to:</p> <p>Develop skills of observation and presentation.</p> <p>Gain a hands-on experience in designing a curriculum</p>	<p>Visits to different preschools and primary schools (including Anganwadis) followed by presentations and discussions</p> <p>Making weekly and yearly curriculum plan</p>	<p>Observation Report and Presentation: 10 marks</p> <p>Curriculum plan: 15 marks</p>
(II) Promoting Music and Movement Activities, Games, Creative Activities, and Foundational Literacy	<p>This module will enable the students to:</p> <p>Develop skills for conducting music and movement activities and games for preschool children</p>	<p>Music and Movement Activities</p> <p>Making Games for Children and Identifying Developmentally Appropriate Toys for Children</p> <p>Planning creative activities</p> <p>Designing activities for building foundational literacy and numeracy</p>	<p>Music and movement: 5 marks</p> <p>Games/toys: 5 marks</p> <p>Creative activities: 5 marks</p> <p>Foundational literacy: 5 marks</p> <p>Foundational numeracy: 5 marks</p>
(III) Activities for Language, Mathematics, Science, Social Science	<p>This module will enable the students to:</p> <p>Prepare materials for promoting learning in preschool children</p> <p>Develop skills for conducting language activities</p>	<p>Activities for promoting language development</p> <p>Developing teaching materials for mathematics/ science/social science</p>	<p>10 marks</p> <p>15 marks for preparing a teaching aid</p>
(IV) Resource Unit	<p>This module will enable the students to:</p> <p>Make a project/resource unit</p> <p>Design computer-aided teaching-learning materials for preschool children.</p>	<p>Making Project/Resource Unit</p> <p>Application of computer-aided teaching and learning materials</p>	<p>10 marks</p> <p>15 marks</p>

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SEMESTER IV

Course Name: Disorders in Childhood and Adolescence (Theory)

Course Description: This course is designed to familiarize the students with range of childhood and adolescent disorders.

Objectives:

This course will enable the students to:

4. Become aware of the common psychiatric disorders in childhood and adolescence
5. Learn about the etiology, signs, symptoms, diagnosis, and behavioral interventions used in the treatment of various disorders in childhood and adolescence

Learning Outcomes:

After the completion of the course, the students will be able to:

4. Recognize the signs and symptoms of various disorders in childhood and adolescence
5. Develop a basic understanding of the causes of various disorders in childhood and adolescence
6. Know about the behavioral intervention and strategies used in the treatment of various disorders in childhood and adolescence

Code No.	COURSE	TC	Th C	Pr C	Int M	Ext M	Total
HD404	Disorders in Childhood and Adolescence (Theory)	4	4	-	50	50	100

Module	Objectives	Content	Evaluation
(I) Introduction to Psychiatric Disorders and Feeding, Eating, Elimination and Sleep-Wake Disorders	<p>This module will enable the students to:</p> <p>Get an overview of the DSM-5 and ICD-10 classification</p> <p>Learn about the etiology signs, symptoms, diagnosis, and behavioral interventions used in the treatment of Feeding, Eating, Elimination and Sleep-Wake Disorders</p>	<p>Unit 1: Introduction to the DSM-5 and ICD-10 classification of psychiatric disorders of infancy, childhood and adolescence.</p> <p>Etiology, Signs, Symptoms, Diagnosis, and Behavioral Interventions used in the Treatment of:</p> <p>Unit 2: Feeding, Eating, Elimination and Sleep-Wake Disorders (Pica, Rumination, Avoidant/Restrictive Food Related Disorder, Binge-Eating Disorder, Anorexia Nervosa, Bulimia Nervosa, Enuresis, Encopresis, Insomnia Disorder)</p>	Unit Test: 20 marks
(II) Substance-Related and Addictive Disorders, Personality and Other Disorders	<p>This module will enable the students to:</p> <p>Learn about the etiology signs, symptoms, diagnosis, and behavioral interventions used in the treatment of Substance-Related and Addictive Disorders and Other Disorders</p>	<p>Etiology, Signs, Symptoms, Diagnosis, and Behavioral Interventions used in the Treatment of:</p> <p>Unit 1: Substance-Related and Addictive Disorders (Substance Use Disorders, Internet Gaming Disorder, Hoarding Disorder)</p> <p>Unit 2: Gender Dysphoria, Personality Disorders, Trauma and Stressor-Related Disorders, Suicidal Behaviour Disorder and Self -Injury (Gender Dysphoria in children and adolescents, Paranoid Personality Disorder, Borderline Personality Disorder, Acute Stress Disorder, Posttraumatic Stress Disorder, Suicidal Behaviour Disorder and Non-Suicidal Self- Injury)</p>	Assignment: 10 marks
(III) Bipolar Disorders, Depressive Disorders, Anxiety Disorders and Obsessive Compulsive Disorders	<p>This module will enable the students to:</p> <p>Learn about the etiology signs, symptoms, diagnosis, and behavioral interventions used in the treatment of Bipolar Disorders, Depressive Disorders, Anxiety</p>	<p>Etiology, Signs, Symptoms, Diagnosis, and Behavioral Interventions used in the Treatment of:</p> <p>Unit 1: Bipolar Disorders and Depressive Disorders (Bipolar I Disorder, Bipolar II Disorder, Major Depressive Disorder and Disruptive Mood Regulation Disorder)</p>	Assignment: 10 marks

Module	Objectives	Content	Evaluation
	Disorders and Obsessive-Compulsive Disorders	Unit 2: Anxiety Disorders and Obsessive-Compulsive Disorders (Separation Anxiety Disorder, Specific Phobia, Social Anxiety Disorder, Generalized Anxiety Disorder, Obsessive Compulsive Disorder)	
(IV) Neurodevelopmental Disorders and Disruptive Impulse Control and Conduct Disorders	This module will enable the students to: Learn about the etiology signs, symptoms, diagnosis, and behavioral interventions used in the treatment of Neurodevelopmental Disorders and Disruptive Impulse Control and Conduct Disorders	Etiology, Signs, Symptoms, Diagnosis, and Behavioral Interventions used in the Treatment of: Unit 1: Neurodevelopmental Disorders (Autism Spectrum Disorder, Attention- Deficit/ Hyperactive Disorder) (Etiology, Signs, Symptoms, Diagnosis, and Treatment) Unit 2: Disruptive Impulse Control and Conduct Disorders (Oppositional Defiant Disorder, Intermittent Explosive Disorder, Conduct Disorder)	Assignment: 10 marks

EVALUATION:

Evaluation	Details	Marks
Internal	Unit Test & Projects	50
External	Final Examination	50
	Total marks	100

References

1. APA (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Arlington, VA: American Psychiatric Association, 2013
2. WHO (2019). International Classification of Diseases and Related Health Problems (ICD-10) Classification of Mental and Behavioural Disorders: Clinical descriptions and diagnostic guidelines, World Health Organization.

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SEMESTER IV

Course Name: Children with Special Needs

Course Description: This course introduces students to various disabilities in childhood years. It highlights aspects like characteristics, causes, and management of different disabilities.

Objectives:

This course will enable the students to:

1. Be aware of the nature of disabilities in children
2. Recognize and understand the needs of special children
3. Help them understand the characteristics, types and importance of detecting the disabilities.
4. Make them aware of method of detection of various disabilities

Learning Outcomes:

After the completion of the course, the students will be able to:

7. Identify the signs/ indicators of children with disabilities.
8. Be aware of different methods of assessment and programme implemented for children with special needs.
9. Get a first-hand experience of interacting and understanding children with disabilities.

Code No.	COURSE	TC	Th C	Pr C	Int M	Ext M	Total
HD405	Children with Special Needs	4	3	1	50	50	100

Module	Objectives	Content	Evaluation
(I) Introduction to Disability and Impairments	This module will enable the students to: (i) Understand the nature of disability (ii) Importance of early detection	Unit 1- Nature of Disability/Impairments Unit2- Demographic data with reference to children with Special Needs, Needs Of Special Children Unit3- Early Detection Unit4- Children At Risk	Assignment: 5 marks
(II) Types of Disabilities	This module will enable the students to: Be aware / oriented to different types of schools for children with disability.	Unit1- Children with Physical/ Orthopedic Disability. Unit2- Children with Visual Disability Unit3- Speech and Hearing Disability Unit4- Intellectual Disability / Neuro Developmental Unit 5 – Different aids and appliances used by children with disabilities. (Definition, Nature, Characteristics Causes, Types, Identification and Detection)	Unit test : 20 marks
(III) Programmes and Policies	This module will enable the students to: Understand the programs and policies for children with disabilities	Unit 1- Rights of the child with disability Unit 2: Policy and laws related to children Unit 3: integration and inclusion- principles, need. Role of teachers, parents and society in dealing with disabilities in children Unit 4- Rehabilitation - Meaning. Unit 5 – Assessment of Curricular Programmes Vocational Rehabilitation, Sheltered Workshops, Vocational Training Centers, self- help groups	Assignment
IV (Practicals)	This module will enable the students to: Apply core concepts from class room to everyday situations	Unit 1: 1. Visits to organizations working with children with disabilities and write an observation report Unit 2: Observing children with disabilities in families and institutions and plan suitable teaching material for them	Observation report: 10 marks Teaching material: 15 marks

EVALUATION:

Evaluation	Details	Marks
Internal	Unit Test and Projects*	50
External	Final Examination	50
	Total marks	100

*Internal: 25 marks theory, 25 marks practical (total 50 marks internal)

References:

- Reddy, G. Lokhanada ; Ramar R , (2000). Education of children with special needs: New Delhi : Discovery Publishing House , 2000 .
- Gargiulo, Richard M. ; Kilgo, Jennifer L , Young children with special needs , L. Delmar
- Maitra, Krishna (2000) Giftedness in action: theory and practice - New Delhi: Kanishka Publishing House.
- Education and children with special needs: from segregation to inclusion {Hegarty, Seamus (ed) ; Alur, Mithu (ed) . - New Delhi: Sage Publications India Pvt. Ltd. , (2002).
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- James, William, (2005). Special education and social development New Delhi: Anmol Publications Pvt.Ltd.
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