SNDT Women's University, Mumbai

Bachelor Of Science
(Human Development)

B.Sc. In Human Development

As Per NEP – 2020

Semester – I & II

Syllabus
(W.E.F. Academic Year 2025-26)

Terminologies

Vertical	Full-form/Definition	Remarks	Related to Major and Minor Courses
Major (Core)	Subject comprising Mandatory and Elective Courses, Major Specific IKS, Vocational Skill Courses, Internship/ Apprenticeship, Field Projects, Research Projects connected to Major	Minimum 50% of total credits corresponding to Three/Four - year UG Degree- Mandatory Courses	Related to the Major
Minor Course	Course from same or different Faculty	Minimum 18-20 Credits to be completed in the first three years of UG Programme	Related to the Minor
OEC	Open Elective Courses/ Generic courses	10-12 credits to be offered in I and/or II year. Faculty-wise baskets of OEC to be prepared	OEC is to be chosen compulsorily from faculty other than that of the Major
VSC	Vocational Skill Courses, including Hands on Training corresponding to the Major and/or Minor Subject	8-10 credits, to be offered in first three years, wherever applicable vocational courses will include skills based on advanced laboratory practical's of Major	Related to the Majoror Minor
SEC	Skill Enhancement Courses	06 credits, to be offered in I and II year, to be selected from the basket of Skill Courses approved by university	Related to the Major or Minor any relevant Skill
AEC	Ability Enhancement Courses	08 credits, to be offered in I and II year, English: 04 Credits to be earned in Sem - I, Modern Indian Language of 04 credits to be offered in II year	NA
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital andtechnological solutions, Health & Wellness, Yoga education, sports, and fitness	NA

IKS	Indian Knowledge System	Generic IKS Course: basicknowledge of the IKS to be offered at First Year level	Major-Specific IKS Courses: advanced information about the major, part of the major credit to be offered at second- or third-year level
OJT	On-Job Training (Internship/Apprenticeship)	Corresponding to the MajorSubject	Related to the Major
FP	Field projects	Corresponding to the MajorSubject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness,Cultural Activities, NSS/NCC and Fine/ Applied/Visual/ Performing Arts	NA
CE	Community Engagement andservice		Related to Major
RP	Research Project	corresponding to the MajorSubject	Related to Major

Program Template

Degree		BSc Home Science (Human Development)
Program		Human Development
Preamble (Brief Introductionto the program)		This curriculum creates a teaching-learning frameworkat the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavor. The program aims toprepare students for careers requiring global competencies and to develop skills required to work ininternational organizations. It provides the students with many opportunities, both to apply the theoretical knowledge and to develop a more in-depth understanding of important aspects of development during the whole life span.
Program Specific Outcomes(PSOs)		After completing this program, learner will
	1.	Develop varied skills for professional competencies.
	2.	Design community welfare programs for children, youthand elderly
	3.	Combine scientific temper, analytical, and criticalthinking skills.
	4.	Make use of proficiencies and entrepreneurial skills for awide variety of career opportunities.
	5.	Develop sensitivity regarding children with diverseneeds.
	6.	Model skills for working as human developmentprofessionals in various settings
	7.	Translate skills for community participation anddevelopment.
Eligibility Criteria for Program		Must have passed Higher Secondary School Certificate (standard XII) examination with Minimum Competencybased Vocational Courses (MCVC) conducted by the different Divisional Boards of the Maharashtra (or any other State) Board of Secondary and Higher Secondary Education
Intake		30 Students

Structure with Course Title

B.Sc. In Human Development

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
10030401	Life Span Development (Th)-1	Major (Core)	2	50	50	0
		Major (Core)	2	50	50	0
		Major (Core)	2	50	50	0
10430411	Basics of Child Care & Development (Th)	OEC	4	100	50	50
10630401	Life Span Development (Pr)	VSC S1	2	50	50	0
10730401	Developmental Activities for Young Children (Pr)	SEC	2	50	0	50
10810111	English For Academic Writing- Paper I (For Students of English Medium)	AEC (English) **(Any One)**	2	50	0	50
10810112	English Language and Literature- I (For Students of Non-English medium)					
11051111	Inception of India Knowledge System	IKS (Generic)	2	50	0	50
10952111	Introduction to Indian Constitution	VEC	2	50	0	50
11450121	Basics of National Service Scheme	CC **(Any One)**	2	50	50	0
11450221	National Cadets Corps. (NCC) Studies- I					
11450322	Health and Wellness					
11450421	Performing Arts Exploration					
			22	**550**	**300**	**250**

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester II					
10730401	Life Span Development (Th)-2	Major (Core)	2	50	0	50
		Major (Core)	2	50	0	50
		Major (Core)	2	50	0	50
		VSC S2	2	50	50	0
		VSC S3	2	50	50	0
20430411	Introduction to Communication and Media (Th)	OEC	4	100	50	50
20730401	Information and Communication Technology for Children (Pr)	SEC	2	50	50	0
20810111	English For Academic Writing- Paper II (For Students of English Medium)	AEC (English) **(Any One)**	2	50	0	50
20810112	English Language and Literature- II (For Students of Non-English medium)					
20952111	Environment Awareness	VEC	2	50	0	50
21450121	Volunteerism and National Service Scheme	CC **(Any One)**	2	50	50	0
21450221	National Cadets Corps. (NCC) Studies- II					
21450323	Yoga Education					
21450421	Fine Art					
			22	**550**	**250**	**300**

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Syllabus

Semester I

1.1   Major (Core)

Course Title	Life Span Development (Th)-1
Course Credits	2
Course Outcomes	After going through the course, learners will be able to: 1. Corelate with the developmental stages from birth to old age. 2. Appraise potential hazard during prenatal stage of development 3. Relate to important aspects of development during the early and latechildhood. 4. Illustrate major stages and nature of growth and development
Module 1 (Credit 1) - Introduction to Life Span Development and Infancy stage	
Learning Outcomes	After learning the module, learners will be able to
Learning Outcome	1. Develop understanding of meaning of life span development. 2. Acquire knowledge about advancements in the stage of prenatal and infancystage 3. Understand potential hazard during prenatal stage of development
Content Outline	● Introduction to life span development. ● Conception and development during prenatal stages and hazards ofdevelopment in brief ● ● Introduction to stage 0-2 years ● Neonatal stage: Physical appearance, Reflexes, Perceptual skills, Infancy:Physical, motor and social development during infancy ● Developmental tasks of infancy stage
Module 2 (Credit 1) - Early and Late Childhood	
Learning Outcome	After learning the module, learners will be able to:

Learning Outcome	1. Acquaint with the developmental changes and challenges during early andmiddle childhood.
	2. Develop understanding about significance of pre-school age in the process ofdevelopment.
Content Outline	● Stage of Childhood- Early & Late childhood
	● Concepts and developmental tasks and challenges
	● Physical, motor and social development
	● Cognitive and Language development

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Make a scrap book of the stages of prenatal development
2. Presentation on hazards of development

Module 2:

1. Visit to a pre-school an submit observation report
2. Planning activities for physical, motor, social development, cognitive and language development.

References:

1. Berger, K.S. (2005). The Developing Person Through Lifespan, 6th edition, Worth Publishers,USA.

2. Berk, L.E. (1989). Child Development, 7th edition, Allyn and Bacon, USA.

3. Berk, L. E . (2004). Development Through Lifespan. 3rdedition, Pearson Education Inc andDorling Kindersley (India) Pvt. Ltd.

4. Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.

5. Hurlock E.B. (1997): Child Development, Tata McGraw Hill, Delhi.

6. Salkind N & Ambron S.R (1987): Child Development, Holt Rinehart and Winston Inc.   Thedryden press sounders colleges publishing.

7. Santrock & Yussen (1988):A Tropical Approach to Life Span Development. 3rdedition, TataMcGraw Hill Publication, New York.

8. Santrock & Yussen (1988): Child development - An introduction, W.M.C. Brown Publishers,Iowa.

9. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2ndedition, Brooks/ColePublishing Co Ltd, USA.

10. Williams, S. (1984): Middle childhood, behavior & development, MacMillan publishing company,New York.

1.4 Open Elective Courses/ Generic (OEC)

Course Title	Basics of Child Care & Development (Th)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to: 1. Understand the concept of growth and development. 2. Categorize different aspects of child's physical, motor social andemotional development. 3. Classify developmental tasks of different age groups. 4. Identify Piaget's stages of cognitive development upto late childhoodstage. 5. Comprehend concept of Play and its implications in physical, social,emotional and cognitive development. 6. Predict individual difference among children
Module 1 (Credit 1) - Introduction to Childhood	
Learning Outcomes	1. Understand the concept of Childhood 2. Classify principles of growth and development 3. Illustrate childhood in different contexts: childhood and poverty, childlabour, child abuses and child protection. 4. Assess child rearing practices 5. Distinguish effects of divorce, single parenthood family 6. Evaluate the effects of migration of families
Content Outline	• Concept of Childhood • Principles of Growth and Development • Childhood in Different Contexts: Childhood and Poverty, Child Labour,Child Abuses and Child Protection. • Childhood Rearing Practices • Effects of Divorce, Single Parenthood Family • Migration of Families
Module 2 (Credit 1) Physical, Motor Development and Social Development in Childhood	

Learning Outcomes	1. Understand characteristics of physical growth at early childhood and latechildhood stages
	2. Compare the difference between gross and fine motor skillsdevelopment up to late childhood;
	3. List down developmental tasks up to late childhood
	4. Demonstrate different types of play
	5. Identify developmental delays in children
	6. Compare role of family (parents), peers, school (teachers) and societyin social development of children
Content Outline	● Characteristics of physical growth at early childhood and late childhoodstages
	● Motor Development- gross and fine motor skills development up to latechildhood;
	● Developmental tasks up to late childhood
	● Developmental delay and its remedies
	● Play: characteristics, stages, types, importance and its role in overalldevelopment
	● Concept and characteristics of social development
	● Role of family (parents), peers, school (teachers) and society in socialdevelopment

Module 3 (Credit 1) - Emotional Development and Language Development

Learning Outcomes	1. Understand characteristics and factors affecting emotional development
	2. Illustrate the role of parents and teachers in healthy emotionaldevelopment
	3. Enumerate the stages of language development
	4. Classify the factors affecting language development
	5. Identify speech defects in children

Content Outline	● Meaning, Nature, Characteristics and Types of Emotions
	● Understanding children's emotions
	● Factors affecting emotional development
	● Role of parents and teachers in healthy emotional development
	● Stages of language development
	● Factors affecting language development
	● Speech defects
Module 4 (Credit 1) - Cognitive Development and Moral Development	
Learning Outcomes	1. Compare Piaget's and Kohlberg's stages of cognitive development
	2. Classify moral development
Content Outline	● Concept of Cognitive Development
	● Piaget's stages of Cognitive Development upto late childhood
	● Individual Differences and Cognitive development
	● Moral Development: Concept and stages of moral developmentaccording to Kohlberg and Piaget

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Collect 6-8 newspaper articles that reflect issues of parenting and childhood, analysethese and prepare a report.
2. Identify two children of 7-14 age group belonging to diverse socio-cultural backgroundsand prepare a case study.
3. Conduct interviews of 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles, prepare andpresent their report in the class.

Module 2:

1. Collect data from an elementary school with regard to the growth of height and weight ofchildren, analyze the data and prepare a report for presentation.
2. Collect and compile data relating to developmental norms during infancy/babyhood/early childhood/late childhood.

Module 3:

1. Scrap book of emotions

2. Project on Speech defects

Module 4:

1. Making a chart on Piaget's Cognitive development stages
2. Making a hart on stages of moral development according to Kohlberg and Piaget

References:

1. Berk, L.E. (2000) Childhood to Adolescence. London: Mc.Graw Hill Company. Berk, L.E.(2007) Development Through the Life Span. New Delhi: Pearson Education.

2. Devadas, R.P. and Jaya, N. (2002) A Textbook on Child Development. Madras: MacmillanIndia Limited.

3. Gupta, M.S. (2009) Early Childhood Care and Education. Prantice Hall of India Pvt. Ltd.

4. Harris, M. and Butterworth, G. (2002) Developmental Psychology: a Student's Handbook.Taylor & Francis: New York.

5. Hurlock, E.B. (2004) Child Growth and Development. New York: Tata Mc.Graw HillCompany.

6. Mohanty, J. and Mohanty, B. (1994) Early Childhood Care and Education (ECCE). New Delhi:Deep and Deep publications.

7. Mussen, P.H. et. al. (1984) Child Development and Personality. New York: Harper & RowPublication.

8. Papalia, D.E. and Olds, S.W. (2005) Human Development. New York: Tata Mc.Graw HillCompany.

9. Santrock, J.W. (2006) Child Development. New Delhi: Tata Mc.Graw Hill Publishing Company.

1.5 Vocational Skill Courses (VSC)

Course Title	Life Span Development (Pr)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to 1. Modify observation skills and reporting abilities 2. Exhibit skills to interview families and individuals for collecting information related to human development 3. Demonstrate the ability to work in groups and for human development 4. Articulate the ability to observe the services given by human care institutes

Module 1 (Credit 1) - Developing Observation Skills

Learning Outcomes	After learning the module, learners will be able to,
	1. Modify observation skills 2. Exhibit skills of interviewing 3. Demonstrate the ability to work in groups and for human development
Content Outline	1. Observation of individuals in periods of life span (Infants, differentpreschoolers, Adolescents and adults)

Module 2 (Credit 1) - Critically understanding Issues and Concerns of Human Development

Learning Outcomes	After learning the module, learners will be able to,
	1. Critically understanding of issues and concerns of human development 2. Develop care tips for children and elderly
Content Outline	1. Developmental deviations 2. Viewing different films on pre- during- post natal care and develop rightunderstanding 3. Demonstration of different child care practices, massaging, bathing, toilettraining, feeding. 4. Review films on adolescents and social media 5. Visit to old age home and report observations

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Observation and reporting of developmental task of any two stages of development
2. Collecting newspaper, magazine articles of different periods of life span

Module 2:

1. Visit to old age home and report submission

2. Film review on adolescents and social media

3. Group projects on relevant issues in childhood, adolescents and adulthood

4. Conducting interviews of elderly men, women and families

References:

1. Berger, K.S. (2005). The Developing Person Through Lifespan, 6th edition, WorthPublishers, USA.

2. Berk, L. E . (2004). Development Through Lifespan. 3rdedition, Pearson Education Inc and DorlingKindersley (India) Pvt. Ltd.

3. Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.

4. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3rdedition, TataMcGraw Hill Publication, New York.

5. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2ndedition, Brooks/ColePublishing Co Ltd, USA.

1.6 SEC

Course Title	Developmental Activities for Young Children (Pr)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to: 1. Illustrate the developmental milestones from infancy to 8 years 2. Interpret the important aspects of development during thefoundational years. 3. Develop activities and material for enhancing skills in differentdomains

Module 1 (Credit 1) - Infancy and Toddlerhood stage	
Learning Outcomes	After learning the module, learners will be able to: 1. Corelate domains of Development 2. Relate to the Developmental Milestones 3. Design age-appropriate activities to promote development in specificdomains
Content Outline	• Introduction to Developmental Domains • Developmental Milestones in Infancy and Toddlerhood • Activities and Games to enhance Physical, Sensory, Motor,cognitive, Language, Social and Emotional Development

Module 2 (Credit 1) - Early and Late Childhood	
Learning Outcomes	After learning the module, learners will be able to: 1. Interpret the developmental changes during the Foundational years 2. Corelate the developmental milestones in different domains 3. Plan developmentally appropriate activities to promote growth

Content Outline	• Design age-appropriate activities for the development of variousdomains • Physical and Motor Development • Cognitive and Language Development • Social, Emotional, personal and Aesthetic Development • Activities to promote three Rs 1. Schedule of Activities to promote holistic development

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:
1. Planning activities to promote development in different domains for Infancy and Toddlerhood Stage
2. Creating a scrap book of activities related to different domains

Module 2:
1. Planning activities to promote development in different domains for Foundational Years
2. Designing a program for holistic development of Infancy, Toddlerhood, preschool and foundational years
3. Presentations

References:

1. Ambron, S.R. (1975). Child Development, Rinehart Press, San Fransisco.

2. Bee, H. (1985). The Developing Child, 4th edition. Harper and Row Publisher, New York.

3. Day, B(2010) Early Childhood Education: Creative Learning Activities, 3rd Edition, MacmillanPublishers

4. Robison H (1983): Exploring Teaching in Early Childhood Education, Allyn and Bacon Inc.,Boston

5. Robison H (1983): Exploring Teaching in Early Childhood Education, Allyn and Bacon Inc.,Boston

6. Santrock & Yussen (1988): Child development - An introduction, W.M.C. Brown Publishers,Iowa.
7. Sigelman, C.K and Shaffer. D.R. (1995): Life Span Development, 2ndedition, Brooks/ColePublishing Co Ltd, USA.

8. Smart M.S & Smart R.C. (1982): Children, Development and Relationship, 4th edition, Mac-Millan Publishing Co., New York.

9. Swaminathan, M & Daniel, P (2004) Play Activities for Child Development- A Guide to Pre-School Teachers- National Book TrusT

Semester-II

2.1 Major (Core)

Course Title	Life Span Development (Th) (2)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to: 1. Relate to various domains of development during adolescence stage 2. Categorize major concerns and challenges during adolescence stage 3. Identify career planning avenues during adolescence stage 4. Understand importance of sex education during adolescence 5. Comprehend characteristics of early, middle and late adulthood. 6. Analyze problems and issues in middle and late adulthood.
Module 1 (Credit 1) - Adolescence	
Learning Outcomes	After learning the module, learners will be able to
Learning Outcome	1. Corelate knowledge of various domains of development during adolescencestage 2. Categorize major concerns and challenges during adolescence stage 3. Appraise importance of sex education during adolescence 4. Review career planning avenues during adolescence stage
Content Outline	Definition and characteristics of Adolescents. ● Physical, Social and Emotional and Cognitive development duringadolescence stage. ● Major challenges faced during adolescence stage ● Choosing a career
Module 2 (Credit 1) – Adulthood	
Learning Outcome	After learning the module, learners will be able to: 1. Classify characteristics of early, middle and late adulthood. 2. Analyze problems and issues in middle and late adulthood.

Content Outline	• Definition of young, middle and late adulthood and development tasks ofeach stage.
	• Physical, Social and Emotional development during three stages ofadulthood (Young, Middle and late Adulthood)
	• Major developmental concerns during adulthood

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Assignment on major challenges faced during adolescence period
2. Planning for a sex education program for adolescents.

Module 2:

1. Visit to an old age home an submit observation report
2. Assignment on major developmental concerns during adulthood
3. Assignment on issues in middle and late adulthood

References:

1. Berk, L.E. (2004). Development Through Lifespan. 3rd edition, Pearson Education Inc andDorling Kindersley (India) Pvt. Ltd.

2. Mc.Candles & Coop (1989): Adolescents - Behavior and Development, Holt Richard andWinston, New York.

3. Rogers,D, (1997): Adolescents today & Co-operation, Prentice Hall, New Jersey.

4. Rogers D (1997): Psychology of Adolescence, Prentice Hall, New Jersey.

5. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3rd edition, TataMcGraw Hill Publication, New York.

6. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2ndedition, Brooks/ColePublishing Co Ltd, USA.

7. Smart M.S & Smart R.C. (1982): Children, Development and Relationship, 4th edition, Mac-Millan Publishing Co., New York.

2.6 Open Elective Courses/ Generic (OEC)

Course Title	Introduction to Communication and Media (Th)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to: 1. Understand the basic concepts in Communication 2. Categorize different models used in communication theory 3. Identify Types & Levels of Communication 4. Infer Barriers in Communication. 5. Co-relate growth and Development of media 6. Appraise and assess the need for critical knowledge and the analytical toolsrequired by the children in understanding the media. 7. Relate to the role of policies required to adhere by its media makers. 8. Explore and understand the importance of media in the rapid shift oftechnology.

Module 1 (Credit 1) - Principles of Communication

Learning Outcomes	After learning the module, learners will be able to: 1. Understand the basic concepts in Communication 2. Categorize different models used in communication theory
Content Outline	1. Definitions and functions of communication 2. Types & Levels of Communication 3. Barriers in Communication. 4. Growth and Development of media

Module 2 (Credit 1) - Growth and Development of media

Learning Outcomes	After learning the module, learners will be able to: 1. Illustrate the growth of different media 2. Classify the role of media in society.
Content Outline	1. Folk Media – role and importance in the society 2. Press - role and importance in the society. 3. Radio - role and importance in the society. 4. Cinema – role and importance in the society

Module 3 (Credit 1) - Ethical Issues in Media and Guidelines for Working with children

Learning Outcomes	After learning the module, learners will be able to: 1. Explore ways for working with children in different age groups 2. Relate to various regulations and laws while working with children at variousage levels 3. Co-relate various techniques of observing and assessing children 4. Formulate guidelines related to ethical Issues for working with children

Content Outline	1. Basic communication skills (verbal, non-verbal)
	2. Sensitivity training
	3. Handling difficult situations
	4. Involvement of caregivers
	5. Ethical Issues in working with children

Module 4 (Credit 1) - Children and Media – Issues and Concerns

Learning Outcomes	After learning the module, learners will be able to:
	1. Study the vital aspects of media forms created for children and theirunderstanding of those forms.
	2. Gain an in-depth knowledge of what children watch and why.
	3. Understand the role of media in the socialization pattern of children
	4. Explain media Advocacy and social responsibility.
Content Outline	1. Children as special audience – characteristics and concerns
	2. Children's media usage – uses and gratifications.
	3. Attention, comprehension of media formats and content.
	4. Children's understanding of realism in media.
	5. Media and Family

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:
1. Assignment of types & levels of Communication
2. Presentation on barriers in communication.
3. Discussion on growth and Development of media

Module 2:
1. Discussion on role and importance of Folk Media/ Press / Radio/Cinema in the society

Module 3:
1. Creating a model for sensitivity training of adults
2. Roleplay on handling difficult situations with children
3. Designing a program for involvement of caregivers in developing guidelines for workingwith children
4. Presentation on ethical Issues in working with children

Module 4:
1. Project on children's media usage
2. Discussion on media formats and content.
3. Assignment on media and Family

References:

1. Berry, G.L. & Asamen, J.K. 1993. Children & Television: Images in a changing socio-culturalworld. Newbury Park. Sage Publications.

2. Drotner, K & Singer D.G. (2008). The international Handbook of Children's Media and Culture.London. Sage.

3. Gunter, B. & McAleer, J.L. (1990). Children and Television: The One-eyed Monster?

London:Routledge.

4. Hobbs, R. (2012). Digital and Media Literacy =: Connecting Culture and Classroom. ThousandOaks, CA. Sage.

5. Littlejohn, Steven. 1996. Theories of Human Communication. (5th edition) California. Wadsworth Publishing Company.

6. Mehta D. (1994). Mass Communication and Journalism in India. New Delhi.

7. Rosengren, K. & Windhall S. (1989). Media Matter: TV use in Childhood & Adolescence. Norwor(N.J.): Ablex Publ. Corp.

8. Singer, D.G & Singer J.L. (2011) Handbook of Children and the Media. Thousand Oaks, CA.Sage.

9. Sparafkin, J & Liebert, R. (1988). The Early Windo: Effects of Television on Children and Youth.New York. Pergamon Press.

10. Unnikrishnan, N. & Bajpai, S. (1996) Impact of Television on Children. New Delhi: Sage.

2.7 SEC

Course Title	Information and Communication Technology for Children(Pr)
Course Credits	2 (Pr) Marks: 50
PracticalInternal	Practical
Course Outcomes	After going through the course, learners will be able to:1 Create digital story as teaching aid. 2. Prepare Instructional Model for Training Programs. 3. Develop models for interacting with children 4. Integrate knowledge of technology to communicate withparents and other stakeholders. 5. Develop instructional tools
Module 1 (Credit 1) Instructional Tools for children	
Learning Outcomes	After learning the module, learners will be able to: 1. Develop awareness in different tools and technologies forinteracting with children 2. Use presentation tools 3. Learn tools to interact with children 4. Understand importance of audio- visual aids for effectiveinteraction with children
Content Outline	1. Introduction to presentation tools (PPT, Google slides, use ofCanva) 2. Animation Tools for moving graphics (Video making, soundaddition) 3. Interactive applications (Kahoot), whiteboards, padlet)
Module 2 (Credit 1) Interactive Media	
Learning Outcomes	After learning the module, learners will be able to: 1. Learn different interactive media to teach children 2. Learn use of instructional models 3. Orient themselves with instructional models
Content Outline	1. Introduction to interactive media (TV, Tablets, Smartdevices) 2. Introduction to Instructional models (ADDIE-Analyze-Design-Develop-Implement-Evaluate), Dick and Carey's model.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:
1. Creating PPT with story
2. Create preschool advertisement by using Canva

Module 2:
1. Develop theme-based video with picture and sound effect.
2. Develop interactive games
3. Create digital images of animals, flowers, shapes with colors –two each

References:

1. Anderson, G.T. (2000). "Computers in a Developmentally Appropriate Curriculum." Young Children 55 (2): 90–93.

2. Berson, I.R., & M.J. Berson, eds. 2010. High-Tech Tots: Childhood in a Digital World. Charlotte, NC: Information Age Publishing

3. Plowman, L., Stephen, C., & McPake, J. (2010). "Growing Up With Technology: Young Children Learning in a Digital World." Routledge.

4. Kucirkova, N., & Flewitt, R. (2020). "The Future of Play in the Digital Age: How Digital Devices are Reshaping Childhood." SAGE Publications.

5. Selwyn, N., & Facer, K. (2014). "The Politics of Education and Technology: Conflicts, Controversies, and Connections." Palgrave Macmillan.

6. Stephen, C., & Edwards, S. (2017). "Young Children Playing and Learning in a Digital Age: A Cultural and Critical Perspective." Routledge.