



**SNDT Women's University, Mumbai**

**Master of Science (Home Science - Human  
Development)**

*as per NEP-2020*

**Syllabus**

**(2023-24)**

*Asha M Menon*

## Programme Template

### Master of Science (Home Science - Human Development)

Program	<b>M.Sc. Home Science - Human Development</b>
Parenthesis	<b>Human Development</b>
Preamble	<p>Department of Human Development is committed towards the mission of improving the quality of life by creating and disseminating knowledge and awareness of prevailing intervention programs during the life span of human growth and development and immediate concerns of human development and family.</p> <p>The main focus is on motto of discovering by research, and integrating to apply the knowledge about life span development and family studies. The department makes conscious efforts to reach the main objectives honing students in the field of human development in order to equip them with skills to teach, to research, to counsel, to participate and conduct outreach programs and policy initiative.</p> <p>The development of scientific approach and knowledge about research and development in the areas of life span, family studies and early childhood education is the focus of the department.</p> <p>One of the major goals is also to facilitate the holistic personality development of the students by providing opportunities for presenting research papers in seminars and conferences, conducting workshops, training programs for children, teachers, parents and adults. The students are also equipped with entrepreneurial skills to establish human development institutions such as NGOs, child guidance</p>

	<p>clinics, day-care centers, crèches, and children activity centers.</p> <p>In addition, through experience of internship and product development, students become capable to connect discipline knowledge to professional and personal effectiveness.</p>
Program Specific Outcomes(PSOs)	After completing this program, Learner will be able to
	1. Analyze fundamental postulates of theories of human development, approaches to counseling and perspectives on Family studies and developmental interventions across life span.
	2. Align skills to work effectively in various fields of early childhood education such quality parameters of curriculum, planning and implementation of programs and provide ideal administrative set up.
	3. Demonstrate entrepreneurial skills to start own institutional career set up such as preschool, NGOs, Toy libraries, educational equipment industry.
	4. Design research projects and funding proposals
	5. Frame intervention modules to counter problems and enhance development at various stages of human development and family life cycle.
	6. Integrate programs for socially disadvantaged, 7. differently able and population with dissimilar sexual orientation and life patterns.
	8. Compare and use different approaches and techniques in counseling and family therapy.
	Demonstrate professional skills and ethical values in human development as a professional.
Eligibility Criteria for Program	<ol style="list-style-type: none"> <li>1. Candidates with an overall average of B grade or equivalent (50%) marks in the Bachelor's degree in Home Science from a recognized university are eligible to apply for admission to the Master's degree program in Human Development.</li> <li>2. Candidates with Bachelor's degrees in faculties other than Home Science, Arts / Science/</li> </ol>

	Management (BMS)/ Media (BMM)/ B.A. HomeEconomics from any recognized university are eligible provided they successfully complete the pre-requisites (12 credits) by the end of semester II
Intake (For SNTD WU Departments and ConductedColleges)	25

## Master of Science (Home Science - Human Development)

### Year I

SN	Courses	Type of Course	Credits	Marks	Int	Ext
<b>Semester I</b>						
114111	Advanced Life Span Development (Th)	Major (Core)	4	100	50	50
114112	Theories of Behavior and Development (Th)	Major (Core)	4	100	50	50
114113	Persons with Special Needs (Th)	Major (Core)	4	100	50	50
114114	Advanced Early Childhood Development and Education (Th)	Major (Core)	2	50	50	0
124121	Advanced Early Childhood Education (Practical)	Major (Elective)	4	100	50	50
134111	Research Methodology (Th)	Minor Stream (RM)	4	100	50	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
<b>Semester II</b>						
214111	Family Studies (Th)	Major (Core)	4	100	50	50
214112	Entrepreneurship in Human Development (Th)	Major (Core)	4	100	50	50
214113	Guidance and Counselling (Th)	Major (Core)	4	100	50	50
214114	Adolescent and Later Life (Th)	Major (Core)	2	50	0	50
224111	Human Rights and Laws (Th)	Major (Elective)	4	100	50	50
244141	Internship (Professional Development and Personal Effectiveness Internship)	OJT	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

Exit option (44 credit):

Post Graduate Diploma in Resource Management and Ergonomics

## Year II

SN	Courses	Type of Course	Credits	Marks	Int	Ext
<b>Semester III</b>						
314111	Research and Statistical Application (Th)	Major (Core)	4	100	50	50
314112	Human Resource Development (Th)	Major (Core)	4	100	50	50
314113	Counselling and Interventions for Life Span(Th)	Major (Core)	4	100	50	50
314124/ 314114	Parenting Science (Th)	Major (Core)	2	50	0	50
324111	Management of Human Service Organizations (Th)	Major (Elective)	4	100	50	50
354131	Research project	RP	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>
<b>Semester IV</b>						
414111	Research Applications in Human Development (Pr)	Major (Core)	4	100	50	50
414132	Internship	Major (Core)	4	100	50	50
414113	Product Development (Pr)	Major (Core)	4	100	50	50
424111	Psychological Assessment & Testing (Th)	Major (Elective)	4	100	50	50
454131	Dissertation	RP	6	150	100	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>

## Course Syllabus

### Semester I

#### 1.1 Major (Core)

<b>Course Title</b>	<b>Advanced Life Span Development</b>
<b>Course Credits</b>	<b>4 (Th)</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <p>CO.1 Organize knowledge of various developmental changes and challenges from prenatal period to middle adulthood.</p> <p>CO.2 Able to articulate issues impacting different types and areas of human development.</p> <p>CO.3 Able to use the skills to manage issues at the time of birth and immediately after the birth.</p> <p>CO.4 Integrate different issues related to physical development and socio-emotional of adolescents</p> <p>CO.5 Demonstrate the knowledge regarding midlife crisis and address the issues.</p> <p>CO.6 Learn the developmental tasks and challenges at all stages of life.</p> <p>CO.7 Formulate strategies to provide environments for optimization of human potential at all stages</p>
<b>Module 1 (Credit 1) Prenatal and Infancy</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"><li>1. Understand nature and concerns of prenatal development</li><li>2. Develop insight in to required assessment immediately after birth</li><li>3. Differentiate between genetic and environmental influences</li><li>4. Understand nature of perceptual development during period of infancy</li></ol>

	5. Locate the areas of developmental concerns for awareness in community
<b>Content Outline</b>	<p>Unit 1: Conception-beginning of life, Genetic endowment and Genetic Counseling, APGAR Scale, DASI Scale</p> <p>Unit 2: Milestones of Prenatal Development and Environmental influences</p> <p>Unit 3: Perceptual development in Infancy</p> <p>Unit 4: Effects of Early deprivation and enrichment</p> <p>Unit 5: Attachment Development</p> <p>Unit 6: Role of Adults during Infancy</p>
<b>Module 2 (Credit 1) Childhood: Early, middle and Late</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the nature of physical, motor, emotional, cognitive, social and language developments during three stages of childhood</li> <li>2. Locate the interlink among different types of developments of child in this stage of formative years</li> <li>3. Develop insight into attachment and development of well-being among children</li> <li>4. Provide guidelines about developmental milestones to stakeholders</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Changes in motor skills</p> <p>Unit 2: Socio cultural development</p> <p>Unit 3: Emotional development and well-being, study of attachment</p> <p>Unit 4: Cognitive development, language development and research trends</p>
<b>Module 3 (Credit 1) Adolescence and young adulthood</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p>



	<ol style="list-style-type: none"> <li>1. Identify various perspectives of development during adolescence development</li> <li>2. Outline the issues related to reproductive health, nutrition and psychosocial issues during adolescence</li> <li>3. Illustrate physical, social and emotional issues at the adolescence development.</li> <li>4. Evaluate the concerns of relationships related family, parents and peer relationships</li> <li>5. Formulate the crucial issues of young adulthood</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Biological, cultural and developmental perspectives on adolescents and reproductive health</p> <p>Unit 2: Emotional and social issues related to physical changes and aspects of cognitive development</p> <p>Unit 3: Family, parents and adolescents</p> <p>Unit 4: Health, nutrition and psychosocial issues and challenges</p> <p>Unit 5. Significance, developmental tasks, responsibilities, adjustments, parenthood, Independence, work life balance, gender role issues</p>
<b>Module 4 (Credit 1) Middle Adulthood and Ageing</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ol style="list-style-type: none"> <li>1. Outline the developmental tasks and challenges during middle and late adulthood</li> <li>2. Interpret effects of midlife crises due to physical changes and stressful events</li> <li>3. Analyze issues related to family adjustment and generation gap</li> <li>4. Develop crisis management during middle and late adulthood</li> <li>5. Derive concerns of physical, social and psychological changes during late adulthood</li> </ol>

<b>Content Outline</b>	<p>Unit 1: Physical, social and psychological changes during adulthood</p> <p>Unit 2: Competence, maturity, responsibility, stability and occurrence of menopause in women</p> <p>Unit 3: Midlife crisis, emptiness syndrome and stressful events, healthy coping strategies</p> <p>Unit 4: Family adjustments and generation gap</p> <p>Unit 5: Physiological changes, health concerns, cognitive and memory changes, support system development and awareness in death and dying</p>
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### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Written Assignments
2. Case studies
3. Presentations and Group discussions
4. Related Films and article reviews
5. Development of awareness guidelines for community in the crucial areas of human development
6. Visit to Old age homes and submission of report

### **References:**

1. Ambron, R.S. (1978) "Child Development", Holt, Rinehart and Winston, New York.
2. Baldwin, L.A. (1980) "Theories of Child Development", John Wiley and Sons, New York.
3. Bee, H. (1997) "The Developing Child", Longman Inc., New York.
4. Berk, L.E. (2003) "Child Development", Prentice Hall of India Pvt. Ltd., New Delhi.
5. Cavanaugh, C.J., Kail, V.R. (2000) "Human Development: A Lifespan view", Wadsworth, USA.
6. Craig, J.G. (1992) "Human Development", Prentice Hall, New Jersey.
7. Morgan, T.C. et al (1986) "Introduction to Psychology", McGraw Hills Company, New York.
8. Papalia, E.D., Olds, W.S. and Feldman, D.R. (2001) "Human Development", McGrawHills Company, New York.
9. Rao, T.V. (1996) "Human Resource Development: Experiences, Interventions, Strategies", Sage Publication, New Delhi.
10. Saraswathi, T.S. (1999) "Culture Socialization and human Development: Theory, Research, Application in India", Sage Publication, New Delhi.

11. Shariff, A. (1999) "India Human Development Report", Oxford University Press, New Delhi.
12. Sigleman, K.C., Rider, A.E. (2003) "Lifespan Human Development", Wadsworth, USA.
13. Sroufe, A.L., Cooper, G.R. and De Hart, B.G. (1996) "Child Development: Its Nature and Course", McGraw Hills Inc., New York.

## 1.2 Major (Core)

<b>Course Title</b>	<b>Theories of Behavior and Development</b>
<b>Course Credits</b>	<b>4 (Th)</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <p>CO.1 Compare developmental perspectives and focus thrust areas of various theorists on human development and behavior</p> <p>CO.2 Understand strengths, shortcomings and implications of major theories of behavior and development</p> <p>CO.3 Identify various determinants of development focused by different theories</p> <p>CO.4 Acquire in depth understanding of the theories and models of development</p> <p>CO.5 Critically evaluate different theories of human development</p>
<b>Module 1 (Credit 1) Psychoanalytic Theories</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Identify the significance and role of theories in understanding human development</li> <li>2. Recognize the idea that early childhood experiences affect development of adult</li> <li>3. Determine the reasons of deviated development</li> <li>4. Describe and explain an individual's personality or behavior</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Significance of theory in understanding behavior</p> <p>Unit 2: Roles of theories in understanding human behavior, contributions of Indian Theorists (approaches in theory construction – inductive and deductive)</p> <p>Unit 3: Sigmund Freud's classical Psychodynamic Theory</p> <p>Unit 4: Erik Erickson's Psychosocial Theory</p> <p>Unit 5: Levinson's Adult Development Theory</p>

<b>Module 2 (Credit 1) Cognitive and Language Theories</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the cognitive process</li> <li>2. Create insight about cognitive and language development.</li> <li>3. Explain how internal and external factors influence an individual's mental processes to supplement learning</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Theory of cognitive development by Jean J. Piaget</p> <p>Unit 2: Multiple Intelligence Theory by Howard Gardner</p> <p>Unit 3.: Socio-cultural theory by Lev Vygotsky</p> <p>Unit 4: Nativist theory by Noam Chomsky</p> <p>Unit 5. Jerome Bruner's Theory of language development</p>
<b>Module 3 (Credit 1) Motivation and Person-Centered Theory</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand theories of personality.</li> <li>2. Gain knowledge of concepts constituting the major theories of personality and how they explain human behavior.</li> <li>3. Critically appraise research findings in personality psychology.</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Maslow's Need Hierarchy Theory</p> <p>Unit 2: Henry Murray's Personality Theory</p> <p>Unit 3: Carl Roger's Person – Centered Theory</p> <p>Unit 4: Critical analysis of all theories</p>
<b>Module 4 (Credit 1) Learning Theories</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p>

	<ol style="list-style-type: none"> <li>1. Describe and distinguish among major learning theories</li> <li>2. Understand what motivates people to learn, and what circumstances enable or hinder learning.</li> <li>3. Employ knowledge of learning theories to analyze learning strategies, strengths, and needs</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Classical conditioning by Ivan Pavlov</p> <p>Unit 2: Operant conditioning by B.F. Skinner</p> <p>Unit 3: Social cognitive theory of Albert Bandura</p> <p>Unit 4: Ecological Perspective towards Humandevlopment</p>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Individual/ Group Presentations
  2. Assignments
  3. Projects (Individual and Group)
- External Examination does not always mean Theory paper. It may practical examination, Product submission, projects, etc. checked by external examiners.
  - Internal evaluation should not be Written Theory papers like Unit tests. Internal marks will be acquired through practical, small group or individual Projects, activities, presentations, seminars, workshops, products, assignments, application-based work, reports, etc.
  - Practical may be part of the main courses along with theory modules instead of having separate courses of practical work.

**References:**

1. Crain, W (1992) "Theories of Development, Concepts and Application", Prentice Hall, New Jersey.
2. Hall, C., Lindzey, G. and Campbell, J. (1998) "Theories of Personality", 4th Edition, John Wiley & Sons Inc., New York.
3. Nicholas, S (1983) "Personality Theories", Holt, Rinehart and Winston, The Dryden Press.
4. Vasta R (ed) (1992) "Six theories of Child Development: Revised Formulations and Current Issues", Sessica Kingsley Publisher Ltd., London

### 1.3 Major (Core)

<b>Course Title</b>	<b>Person with Special Needs</b>
<b>Course Credits</b>	<b>4 (Th)</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <p>CO. 1 Differentiate types of exceptional children            CO.2 Identify the causes of disabilities.            CO.3 Develop criteria to identify the disability            CO.4 Compare different approaches describing disability            CO.5 Develop individualized Education plan according to nature of disability            CO. 6 Guide rehabilitation procedure for the disabled person</p>
<b>Module 1 (Credit 1) Persons with special needs: An Overview</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Develop sound understanding in exceptionality.</li> <li>2. Understand causes and different approaches of disability</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Concept of disability, impairment and handicap            Unit 2: Exceptional children: Types and definitions            Unit 3: Causes of disabilities – prenatal, postnatal and heredity            Unit 4: Various approaches to defining and describing disability – philanthropic, medical, administrative, legal, social, biomedical and political</p>
<b>Module 2 (Credit 1) Cognitive, Neurological, sensorial and neuromuscular disabilities</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Develop an understanding about cognitive and neuro-muscular/ behavioral disability- causes, types, identification and services available</li> <li>2. Understand the services and rehabilitation programs available for disability</li> </ol>

<b>Content Outline</b>	<p>Unit 1: Intellectual Disability</p> <p>Unit 2: Learning disabilities</p> <p>Unit 3: Cerebral Palsy and Autism</p> <p>Unit 4: attention deficit disorders</p> <p>Unit 5: Sensory impairments</p>
<b>Module 3 (Credit 1) Child Development Perspectives</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Identify the behavioral clues related to disabilities</li> <li>2. Understand clinical assessment for disabilities</li> <li>3. Develop IEPs for every disability</li> <li>4. Knowledge about programs available in country for disabled people and inclusive practices</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Identification</p> <p>Unit 2: Assessment (Formal and informal)</p> <p>Unit 3: Individualized Education Plan</p> <p>Unit 4: Service delivery systems and Inclusion</p>
<b>Module 4 (Credit 1) Rehabilitation of the disabled</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Develop an insight into society's perception regarding disability</li> <li>2. Develop knowledge about various service agencies and Acts/Laws in country for disabled people</li> <li>3. Understand the importance of technical devices and equipment available to assist disabled people</li> <li>4. Understand the importance of counseling services for disabled people and their families</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Attitude of the society towards the disabled</p> <p>Unit 2: Role of government, non-government (RCI Act, National Trust, RPWD Act)</p> <p>Unit 3: Role of science and technology</p>



**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Case observation and presentation
2. Policy presentation
3. Workshop content development

**References:**

1. Baquer, A. (1994): Disabled, Disablement, Disablism. New Delhi: Voluntary Health Association of India.
2. Barkowitz, H P and Rothman, P E (1960): The disturbed Child, New York, University Press.
3. Berdine, H.W. and Blackhurst, E.A. (1985): An Introduction of Special Education, Little Brownaid Co. Boston.
4. Bhargava, M.; (1994): Introduction to Exceptional Children.
5. Branwhite, T.;(1986): Designing Special Programs: A Handbook for Teachers of Childrenwith Learning Difficulties, Methnen Co. Ltd., London.
6. Choate, S.J.; (1983): Successful Mainstreaming, Allyn and Bacon, Boston.
7. Cook, R.E.; (1987): Adapting Early Childhood Curricula for Children with Special Needs.
8. Council for Advancement of People's Action and Rural Technology (CAPART), (1996) " Disability: A Strategy to Promote the Participation of People with Disabilities in Programsfor Rural Development", New Delhi.
9. Hallahan, P.D. and Kauffman, M.J.; (1991) Exceptional Children: Introduction to Special Needs.
10. Heward, L.W. (2003) "Exceptional Children: An Introduction to Special Education", Merell Prentice Hall, New Jersey.
11. Kanga, F.; (1990) "Heaven on Wheels", Penguin Books, New Delhi.
12. Narasimhan, M.C. and Mukherjee, A.K.; (1986) "Disability a Counting Challenge", Wiley Eastern Ltd., New Delhi.
13. Oliver, M. (1996) "Understanding Disability: From Theory to Practice", Macmillan Press, London.
14. Pandey, R.S. and Advani, L.; (1996) "Perspectives in Disability and Rehabilitation, Vikas Publishing House Pvt. Ltd., New Delhi.

15. Reed, V.A.; (1986) An Introduction to Children with Language Disorders, Macmillan Publishing Co., New York.
16. Rich, L.H. (1982) "Disturbance Students: Characteristics and Educational Strategies", Pro.Ed., Texas.

#### 1.4 Major (Core)

<b>Course Title</b>	<b>Advanced Early Childhood and Education</b>
<b>Course Credits</b>	<b>2 (Th)</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to:  CO.1 Identify the need and significance of Early Childhood Education.  CO.2 Formulate physical designs/setup for preschool set-up.  CO.3 Reflect on policies and programs regarding earlychildhood education and care.
<b>Module 1 (Credit 1) Relevance of E.C.C. E</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to  <ol style="list-style-type: none"><li>1. Aware of the significance and objectives of early years.</li><li>2. Get acquainted with types of preschools.</li><li>3. Observe and evaluate different centres</li> <li>4. Understand various policies and programs for earlychildhood education and care</li></ol>
<b>Content Outline</b>	Unit 1: Concept, Need, Scope & Objectives of E.C.E. Unit 2: Types of Children’s Program – Infant Education, Kindergarten, Montessori, Day Nurseries, Headstart, Balwadi, Child Care Resource Agencies Unit 3: Regulations and Policies for Early Childhood Education- Policy for young children (Constitutional laws, fundamental rights and directive principles), National Policy for Education Convention of Rights of the child, Welfare programs young children (I.C.D.S., mobile crèches, Sarva Shiksha Abhiyan,)
<b>Module 2 (Credit 1) Setting up an Early Childhood Centre</b>	

<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the importance of a well-planned physical environment in a preschool centre</li> <li>2. Outline the prerequisites essential to start and run the preschool</li> <li>3. Understand administrative aspect of a centre</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Building, location, space, Selection of equipment and material  Unit 2: Designing spaces in an early childhood centre  Unit 3: Understand administrative aspects of a centre  Unit 4: Various personnel in E.C.E. and their roles and responsibilities  Unit 5: Training and Development of Personnel</p>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Discussions on child safety
2. Developing strategies to implement different approaches in Indian classroom settings
3. Prepare a Checklist for appropriate Environment Settings and equipment

**References:**

- 1) Bennett, V., Wood, L. and Rogers, S (1997) :“teaching through play” Open university press, Philadelphia.
- 2) Brewer. J.(3<sup>rd</sup> ed.) (1992) Introduction to Early Childhood Education-Pre-school through primary grades”, Allyn and Bacon,
- 3) Carol, E. C. Jana. (1993). Early childhood curriculum, New York Macmillan
- 4) Day, B. (1993): Early childhood education, New York Macmillan
- 5) Grewal, J.S. (1984): Early Childhood Education, Agra National psychological corporation.
- 6) Kaul, V. (1991): Early Childhood Education program, NCERT, New Delhi
- 7) Mohanty J. and Mohanty, (1994): Early Child hood Education, Deep Publication: New Delhi
- 8) Pankajam, A. (1994): “Pre-school Education: Philosophy and Practice”, Indian Publication, Ambala, India.
- 9) Singh. (1997): “Pre-School Education” APH Publishing Company, New Delhi
- 10) Viruru. (2001): Early Childhood Education” age Publication, California

### 1.5 Major (Elective)

<b>Course Title</b>	<b>Advanced Early Childhood and Education</b>
<b>Course Credits</b>	<b>4 (Practical)</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <p>CO.1 Engage with a variety of ECE settings in</p> <p>CO.2 Identify the relevant areas in the field of Early Childhood Education.</p> <p>CO. 3 Apply learnings from National and International contexts in preschool settings</p> <p>CO.4 Create environments for preschool to foster learning</p> <p>CO.5 Conceptualize and plan developmentally appropriate activities for children</p>
<b>Module 1 (Credit 1) Developing Skills for ECE Pedagogy</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Learn skills of lesson planning for various age groups</li> <li>2. Planning different types of activities to promote joyful learning</li> <li>3. Creating lesson plans to optimize holistic development in young children</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Introduction to different activities for different domains of development- Creativity and Readiness activities</li> <li>2. Creating teaching aids and activities</li> </ol>
<b>Module 2 (Credit 1) Teaching-Learning in Early Childhood Classrooms</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Create teaching- learning activities to promote optimum development in children</li> <li>2. Set up different learning centres</li> <li>3. Implement Play-way methodology</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Creating developmentally environment with Learning centres.</li> <li>2. Plan the classroom dynamics (teacher- pupil interaction &amp; teaching – learning processes)</li> </ol>

<b>Module 3 (Credit 1) Lesson Planning &amp; Conduction</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ol style="list-style-type: none"> <li>1. Planning activities to promote Cognitive, Language, socio-emotional, physical – motor and aesthetic development</li> <li>2. Implement/ conduct lessons in the class</li> </ol>
<b>Content Outline</b>	Students will be placed in pre-primary schools where they will conduct minimum of 10 lessons
<b>Module 4 (Credit 1) Maintaining lesson plan journal</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ol style="list-style-type: none"> <li>1. Develop skills of maintaining lesson plan journal</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. The students will present the journal with all the lesson plans &amp; activities with appropriate illustrations</li> </ol>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Creativity Journal
2. Readiness Kit
3. Creating appropriate Teaching aids
4. Assignments
5. Mock lessons presentations
6. Evaluation of lessons conducted in preschool
7. Journal with lesson plans

**References:**

1. Marion. M. C. (2003). Observation in Early Childhood Education, Pearson Education India; ISBN: 978-0138884963
2. Johnston. J, Halocha. J. and Chater. M (2007). Developing Teaching Skills in the Primary School, McGraw-Hill Education, ISBN: 9780335234905.
3. Roonarine. J and Johnson. J. (2015). Approaches to Early Childhood Education, 5th Edn. Pearson Education India, ISBN: 978-9332550063.
4. Gupta. S and Aggarwal. J. C. (2019). Early Childhood Care and Education Shipra Publications, ISBN: 978-9388691116.
5. Taguchi. H.L. (2009). Going Beyond the Theory/Practice Divide in Early Childhood Education: Introducing an Intra-Active Pedagogy, Routledge; 1st edition, ISBN: 978-0415464451.

## 1.6 Minor Stream (RM)

<b>Course Title</b>	<b>Research Methodology</b>
<b>Course Credits</b>	<b>4 (Th)</b>
<b>Course Outcomes</b>	<p>On the completion of course students will be able to:</p> <p>CO.1 Develop approach to carryout scientific research processes  CO.2 Outline the research proposal and set appropriate process.  CO.3 Distinguish between various types of researches.</p> <p>CO.4 Use various sampling and sampling techniques in research.</p> <p>CO.5 Develop the research tool and set the procedure of data collection.</p>
<b>Module 1 (Credit 1) The Research Process</b>	
	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the process of research and its relationship to body knowledge and science</li> <li>2. Determine research process based on existing researches</li> <li>3. Recognize process of locating and formulation of problem</li> <li>4. Develop insight into research design of scientific nature</li> <li>5. Recognize the importance of ethics in research</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>a) Scientific approach to enquiry in comparison to native, common-sense approach</li> <li>b) Knowledge, theory and research</li> <li>c) Role, need and scope of research in the discipline of Home Science</li> </ol> <p><b>Steps in Research Process and Elements of Research</b></p> <ol style="list-style-type: none"> <li>a) Identifying interest areas and prioritizing  Selection of topic and considerations in selection</li> <li>b) Review of related literature and research</li> </ol>

	<p>c) Variables- types of variables including discrete and continuous variables</p> <p>d) Conceptual definitions and operational definitions Concepts, hypotheses and theories</p> <p>e) Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypotheses</p> <p>Hypothesis testing- null hypothesis, sample distribution, level of significance, critical regions, Type I and Type II errors</p> <p>f) Research Design</p> <p>Research questions, objectives and assumptions</p>
<b>Module 2 (Credit 1) Types of Research</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand and apply different types of research procedures</li> <li>2. Structure research designs by knowing methods of research</li> <li>3. Distinguish between quantitative and qualitative types of researches</li> <li>4. Locate research areas in human development</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>a) Basic and Applied research, Qualitative and Quantitative research (brief review of differences)</li> <li>b) Historical research</li> <li>c) Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research</li> <li>d) Analytic studies- pre-experimental, experimental research, quasi experimental research</li> <li>e) Qualitative research, Ethnography</li> </ol>



	f) Evaluative research- general characteristics, use of qualitative methods in enquiry, scope and importance in Home Science
<b>Module 3 (Credit 1) Sampling</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"> <li>1. Understand relevance of sampling in research</li> <li>2. Develop understanding in different types and respective techniques of sampling</li> <li>3. Apply sampling procedures for specific research problems</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>a) Rationale, characteristics- meaning, concept of population and sample, and utility</li> <li>b) Types of sampling and generalizability of results</li> <li>c) Probability sampling - simple random sample, systematic random sample, stratified random sampling etc - random and non-random samples, random numbers and use</li> <li>d) Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples</li> </ol> <p>General consideration in determination of sample size</p>
<b>Module 4 (Credit 1) Tools for Data Collection</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"> <li>1. Learn the process of tool development</li> <li>2. Know different tools for data collection</li> <li>3. Develop insight into procedure of data collection and coding of responses</li> </ol>

<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Primary and secondary methods of data collection</li> <li>2. Different types of questionnaires, rating scales, checklists, schedules, attitude scales, inventories, standardized tests, interviews, observation</li> <li>3. Development of tools, estimation of reliability and validity of tools</li> <li>4. Procedure for preparation of the tool, administration of tools for data collection</li> <li>5. Procedure for data collection</li> <li>6. Planning for data analysis-coding of responses</li> </ol>
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### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

**Assignment:** Construction of tools for data collection, types of questions, interview schedule and Questionnaire.

### **References:**

1. Bell, J. (1997) "Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science", Viva Books, New Delhi.
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
3. Bulmer, M.C. (1984): Sociological Research Methods: An Introduction, Macmillan, Hong Kong.
4. Chakravorti, S.R. and Giri, N. (1997) "Basic Statistics", South Asian Pub., New Delhi.
5. Das, M.N. (1989) "Statistical Methods and Concepts", New Age, New Delhi.
6. Dey, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd., Delhi.
7. Elance. D.N. (2000) "Fundamentals of Statistics [containing more than 750 solved and 1250 problems for review exercise]", Kitab Mahal, Allahabad.
8. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioural Sciences, Amerind Publishing, New Delhi.
9. Goon, A., Gupta, M. and Dasgupta, B. (2001) "Fundamentals of Statistics", Vol. I & II, the World Press, Calcutta.
10. Gupta, C.B. & Gupta, V. (1973) "An Introduction to Statistical Methods", Vikas Publishing House Pvt. Ltd., New Delhi.
11. Gupta, S.P. (1996) "Practical Statistics", 37th ed., S. Chand, New Delhi.

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16. Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed., Macmillan India Ltd., Delhi.
17. Jain, G. (1998): Research Methodology: Methods and Techniques, Mangal Deep, Jaipur.
18. Kothari, C.R. (2000): Research Methodology: Methods and Techniques, VishwaPrakashan, New Delhi.
19. Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi.
20. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
21. McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.
22. Nagar, A.L. and Das, R.K. (1997) "Basic Statistics", 2nd ed., OUP, Delhi.
23. Pande, G.C. (1999): Research Methodology in Social Sciences, Anmol Publication, New Delhi.
24. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi.
25. Sarma, K.V.S. (2001) "Statistics made Simple: Do it yourself on PC", Prentice-Hall, New Delhi.
26. Shenoy, G.V. and Pant, M. (2006) "Statistical Methods in Business and Social Sciences", MacMillan India Ltd., Delhi.
27. Singh, D. (2001) "Principles of Statistics for B.A., B.Com., M.A., M.Com., C.A., I.C.W.A., C.S. Examinations", Vol. I & II, Atlantic Pub., New Delhi.
28. Spiegel and Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi.
29. Triola and Mario F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America.
30. UGC Model Curriculum: Statistics/UGC (2001) New Delhi: University Grant Commission

## Course Syllabus

### Semester II

#### 2.1 Major (Core)

<b>Course Title</b>	<b>Family Studies</b>
<b>Course Credits</b>	<b>4 (Theory)</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to: <ol style="list-style-type: none"><li>1. Develop insight in to stages of family life cycle</li><li>2. Critically appreciate growing patterns of alternative family patterns.</li><li>3. Be cognizant of constantly changing cultural, social and economic scenario around families</li><li>4. Critically analyze contemporary issues in family</li><li>5. Evaluate approaches of family studies for better understanding of family</li><li>6. Integrate relationship between family and societal exchanges such as work, education, health, religion, government.</li><li>7. Recognize need of various family welfare program</li></ol>
<b>Module 1 (Credit 1)</b>	<b>Concepts and Conceptual Frameworks for Understanding Family</b>
<b>Learning Outcomes</b>	After learning the module, learners will be to <ol style="list-style-type: none"><li>1. Describe family life cycle</li><li>2. Describe different family patterns and develop insights in to challenges attached.</li><li>3. Recognize need for welfare programs for families to develop as productive unit.</li><li>4. Compare global and local welfare programs available for families</li><li>5. Define concerns of Gay and Lesbian families</li></ol>

<b>Content Outline</b>	Unit 1: Definition of family, family life cycle
	Unit 2: Alternative family patterns – Single parent family, childless families, female headed families, Double income no Kid families, Gay and Lesbian families.  Unit 3: Family Welfare Programs – A Global Perspective
<b>Module 2 (Credit 1) Contemporary Issues and concerns</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ol style="list-style-type: none"> <li>1. Identify the issues of families to be addressed</li> <li>2. Understand prevailing concerns of families such as alcoholism, violence and abuse.</li> <li>3. Understand impacts of environmental disasters, rear health concerns and disharmony and divorce</li> <li>4. Develop insight into gender roles in families</li> </ol>
<b>Content Outline</b>	Unit 1: Family violence and abuse Unit 2: Families of alcoholics Unit 3: Families of environmental disasters Unit 4: Family and HIV / AIDS Unit 5: Dual earner families and gender role Unit 6: Family disharmony and divorce
<b>Module 3 (Credit 1): Approaches in Family Studies</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ol style="list-style-type: none"> <li>1. Describe different approaches of family studies</li> <li>2. Critically evaluate approaches in family studies</li> <li>3. Justify the need of approaches to study families</li> </ol>

<b>Content Outline</b>	<p>Unit 1: Institutional approach</p> <p>Unit 2: Systemic approach</p> <p>Unit 3: Family life cycle approach</p> <p>Unit 4: Structural function</p> <p>Unit 5: Development approach</p> <p>Unit 6: Social exchange approach</p> <p>Unit 7: Feminist approach</p> <p>Unit 8: Bio ecological approach</p>
<b>Module 4 (Credit 1): Family and Societal Exchanges</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the role of work, education, health and religion in family development.</li> <li>2. Interpret the effects of ecological system on family members</li> <li>3. Outline gender-based work division and discrimination</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Work and the Family</p> <p>Unit 2: Education and the Family</p> <p>Unit 3: Health and the Family</p> <p>Unit 4: Religion and the Family Unit</p> <p>5: Ecology and the Family</p> <p>Unit 6: Intersectionality, division of labor in family</p> <p>Unit 7: Government and non-government initiatives – family planning associations</p>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Written Assignments
2. Case studies
3. Presentations and Group discussions
4. Related Films and article reviews
5. Development of awareness guidelines for community in the crucial areas of human development
6. Seminars on critical topics such as families with Gay or Lesbian member
7. Role Play on Gender roles in Families and workplaces

**References:**

1. Benokraitis, V.N. (1996) "Marriage and Family Changes: Choices and Constraints", Prentice Hall, New Jersey.
2. Desai, M. (1994) "Family and Intervention: A Course Compendium", Bombay Tata Institute of Social Sciences.
3. Mahajan, A. and Madhuram (1995) "Family Violence and Abuse in India", Deep and Deep Publication, New Delhi.
4. Sahani, A. (ed) (1990) "Community Participation in Health and Family Welfare: Innovative Experience in India".
5. Srinivasan, K. and Pathak, K.B. (eds) (1990) "Dynamics of Population and Family Welfare", Himalaya Publishing House, Bombay.
6. Stone, C. (1994) "Focus on Families", MacMillan Barnardos, London.
7. Tata Institute of Social Sciences (1994) "Enhancing the Role of the Family as an Agency for Social and Economic Development", Bombay.
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9. Verma, R.K. and others (1994) "Quality of Family Welfare Service and Care", IIPS, Bombay.
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11. Saraswathi, T.S. (1999) "Culture Socialization and human Development: Theory, Research, Application in India", Sage Publication, New Delhi.

## 2.2 Major (Core)

<b>Course Title</b>	<b>Entrepreneurship in Early Childhood Education</b>
<b>Course Credits</b>	<b>4 (Theory)</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to:</p> <p>CO.1. Analyze entrepreneurship qualities and skills</p> <p>CO.2 Will develop competencies to run a small or moderate scale business enterprise</p> <p>CO.3. Demonstrate abilities to carry out SWOT at individual and organizational levels.</p> <p>CO.4. Formulate projects with cost and pricing.</p> <p>CO.5. Develop attitude, motivation and behaviour to be successful entrepreneurs.</p> <p>CO.6. Experiment with new entrepreneurial behaviour &amp; acquire a positive self – image.</p> <p>CO.7. Respect professional social and professional ethics in entrepreneurship</p>
<b>Module 1 (Credit 1) Qualities &amp; functions of an entrepreneur</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics of an entrepreneur</li> <li>2. List down qualities of an entrepreneur</li> <li>3. Comprehend functions of an entrepreneur</li> <li>4. Differentiate between an entrepreneur and a manager</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Introduction</p> <p>Unit 2: Concept of Entrepreneur</p> <p>Unit 3: Characteristics of Entrepreneur</p> <p>Unit 4: Qualities of Entrepreneur</p> <p>Unit 5: Distinction between an Entrepreneur and a Manager</p> <p>Unit 6: Functions of an Entrepreneur</p> <p>Unit 7: Types of Entrepreneurs</p>
<b>Module 2 (Credit 1) Areas for Entrepreneurship &amp; SWOT/SWOC Analysis</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Generate entrepreneurship ideas</li> </ol>



	<ol style="list-style-type: none"> <li>2. Plan how to capitalize on an opportunity</li> <li>3. Understand processes of entrepreneurship development</li> <li>4. Demonstrate abilities to carry out SWOT at individual and organizational levels</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Idea generation</p> <p>Unit 2: Process planning – plan lay-out/functional layout</p> <p>Unit 3: SWOT Analysis; Introduction and meaning</p>
<b>Module 3 (Credit 1) Understanding Human Behavior &amp; Ethics</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand human behavior</li> <li>2. List down major determinants of personality</li> <li>3. Will be able to understand and apply ethics in entrepreneurship</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Introduction, Attitude, Formation of attitude, Attitudinal influence on Human Behavior</p> <p>Unit 2: Personality – determinants and traits</p> <p>Unit 3: Personality and Behavior</p> <p>Unit 4: Social responsibility in the present context</p> <p>Unit 5: Application of ethics in entrepreneurship</p>
<b>Module 4 (Credit 1) Project Formulation and Cost and Pricing</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Define a project</li> <li>2. Prepare a project report</li> <li>3. Understand pricing and methods of pricing</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Introduction, meaning and definition of project</p> <p>Unit 2: Formulation procedure – project report</p> <p>Unit 3: Guidelines in the preparation of project report</p> <p>Unit 4: Registration and license</p> <p>Unit 5: Meaning and Elements of Cost</p> <p>Unit 6: Pricing and Methods of</p>

	Pricing
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**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Individual/ Group Presentations
2. Assignments
3. Projects (Individual and Group)

**References:**

1. Bolton, B. and Thompson, J. (2000) "Entrepreneurs – Talent, Temperament, Technique". Butterworth-Heinemann Publications, Oxford.
2. Sharma, D. and Dhameja, S. (2002) "Indian Entrepreneurship – Theory and Practice", Abhishekh Publications, Chandigarh.
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4. Siddhu, A. and Sunderaraj, P. (2006) "Sustainable Entrepreneurship in Communities", Academic Excellence, Delhi.

### 2.3 Major (Core)

<b>Course Title</b>	<b>Guidance and Counselling</b>
<b>Course Credits</b>	<b>4 (Theory)</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Locate relevance of guidance and counseling.</li> <li>2. Address issues, concerns and challenges faced by the clients</li> <li>3. Develop competencies and skills to use approaches in counseling.</li> <li>4. Critically appraise various counseling approaches and techniques.</li> <li>5. Practice professional ethics in counseling</li> <li>6. Deal the dilemma in counseling</li> </ol>
<b>Module 1 (credit 1):</b>	<b>Emergence and growth of guidance and counselling</b>
<b>Learning outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe importance of counselling</li> <li>2. Differentiate between guidance and counselling</li> <li>3. Map psychological problems during stages of life</li> <li>4. Handle concerns of stages from infancy to old age.</li> </ol>
<b>Content Outline</b>	<p>Unit 1: Definition, need, importance and scope of guidance and counseling</p> <p>Unit 2: Difference between guidance and counseling</p> <p>Unit 3: Nature of problems and psychological disorders at stages of Human Development</p> <p>Unit 4: Problems issues and concerns of infancy, childhood, adolescent, adulthood and old age</p>

<b>Module 2 (Credit 1): Educational, personal, vocational and career guidance</b>	
<b>Learning outcomes</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"> <li>1. Provide skills for effective study</li> <li>2. Identify learning problems</li> <li>3. Provide decision making criteria vocational and educational choices</li> <li>4. Address crucial issues related to educational and career Guidance</li> </ol>
<b>Content Outline</b>	Unit 1: Guidance related to study skills, learning problems and difficulties Unit 2: Education guidance Unit 3: Vocational choices and decision-making Unit 4: Career guidance
<b>Module 3 (Credit 1): Fundamentals of counselling and Approaches</b>	
<b>Learning outcomes</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"> <li>1. Outline process of counselling</li> <li>2. Demonstrate counselling skills</li> <li>3. Describe principles of different approaches in counselling</li> <li>4. Compare various approaches in counselling</li> <li>5. Integrate counselling techniques</li> </ol>
<b>Content Outline</b>	Unit 1: The process of counseling Unit 2: Attitudes, skills and quality of counselor Unit 3: Behavior and cognitive approach Unit 4: Transactional Analysis, Rational Emotive therapy, Client Centered therapy and Gestalt therapy Unit 5: Integrated Eclectic Approach
<b>Module 4 (Credit 1) Ethical and professional issues</b>	
<b>Learning outcomes</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"> <li>1. Describe personal and professional ethics in counselling</li> <li>2. Locate the areas of ethical dilemmas in counselling</li> </ol>

	3.List ethical and legal issues in guidance and counselling
<b>Content Outline</b>	Unit 1: The development of professional ethics Unit 2: Ethical dilemmas and licensing Unit 3: Ethical and Legal Issues in Guidance and Counseling

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Case observation and presentation
2. Draft the principles of counselling approaches through Mind maps
3. Development of intervention for each stage
4. Development of leaflet on counselling ethics
5. Mock the counselling session

**References:**

1. Dave, I. (1991) "The Basic Essentials of Counseling", Sterling Publishers Pvt. Ltd.
2. Fuster, J.M. (1988) "Personal Counseling, Better Yourself Books".
3. Gelso, C. and Fretz, B. (1995) "Counseling Psychology", William James Centennial Series.
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6. Satya, B.N. (2002) "Guidance and Counseling", Abhishek Publication, Chandigarh.
7. Shankar, L. (1993) "Guidance: Educational, Vocational, Personal and Social", Enkay Publisher Pvt. Ltd.
8. Singh, R. (1994) "Educational and Vocational Guidance", Common Wealth Publisher, New Delhi.

## 2.4 Major (Core)

<b>Course Title</b>	<b>Adolescent and Later Life</b>
<b>Course Credits</b>	<b>2 (Theory)</b>
<b>Course Outcome</b>	<p>On completion of the course, the student will be able to</p> <ol style="list-style-type: none"> <li>1. Identify growth and development during adolescent and youth.</li> <li>2. Recognize psychosocial concerns and challenges of adolescents.</li> <li>3. Map the physical, psychosocial concerns during midlife</li> <li>4. Analyze psychosocial issues during adulthood.</li> <li>5. Draft the demography of ageing population and analyze.</li> <li>6. Formulate adjustment patterns of behaviors for elderly</li> </ol>
<b>Module 1(Credit1): Growth and Development in Adolescence</b>	
<b>Learning Outcomes</b>	<p>At the end of the module, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe growth and development of adolescent and youth in different domains with different perspectives.</li> <li>2. Evaluate developmental issues, psychosocial concerns and challenges during adolescence.</li> <li>3. Understand intellectual development of adolescents, influences in career choices</li> </ol>
<b>Content Outline</b>	<p>Unit 1. Biological, psychosocial, intellectual, cultural and developmental perspectives and reproductive health of adolescents.</p> <p>Unit 2. Summarize various issues and influences of adolescents – Career adjustments, Emotional Intelligence, Identity,</p> <p>Unit 3. Evaluate relationships and adjustment patterns of adolescents</p> <p>Unit 4. Vulnerable and marginalized adolescents Adolescent &amp; youth in urban &amp; rural context, Adolescents and media</p>

	this stage of adolescent.
<b>Module 2 (Credit 1) Adjustment Patterns and Changing Lifestyles during Adulthood</b>	
<b>Learning Outcomes</b>	By the end of the module the learner will be able to: <ol style="list-style-type: none"> <li>1. Identify psycho-social changes during adulthood.</li> <li>2. Understand biological limitations during adulthood and later stage.</li> <li>3. Describe midlife crisis such as health and unemployment, retirement, empty nest syndrome and relationships</li> </ol>
<b>Content Outline</b>	<p>Unit.1 Biological, cultural and developmental perspectives on adulthood and demography of ageing in India</p> <p>Unit 2. Psychological issues related to physical changes, Aspects of intellectual development, Recognition of biological limitations and health risks</p> <p>Unit 3. Psychosocial issues and midlife crisis, Work and family, health, Unemployment and job satisfaction, Emptiness syndrome, Stressful events, Adjustment patterns in different phases of Family life cycle</p> <p>Unit 4. Emergence of gerontology, care for elderly, Social, medical, psychological, occupational problems, Implications of ageing population at micro and macro levels</p>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Workshops on concerns of stages
2. Research based Assignments
3. Presentations
4. Community programs on awareness for issues and concerns of development

**References:**

1. Aiken, L.R. (1978) "The Psychology of Later Life", WB Saunders Company, Philadelphia.
2. Bali, P.A. (2001) "Care of the Elderly in India: Changing Configurations", Indian Institute of Advanced Study, Shimla.
3. Bergann. K. (1972) "Aged: their Understanding and Care", Wolfe Pub., London.
4. Bhai, L.T. (2002) "Aging: An Indian Perspective", Decent Books Pub., New Delhi.
5. Binstock, R.H. and Shanes, E. (eds) (1986) "Handbook of Aging and Social Sciences", V.N. Reinhold Co., New York.

6. Chowdhry, P.D. (1992) "Aging and the Aged", Inter India Pub., New Delhi.
7. Cook, A.S. (1983) "Contemporary Perspectives on Adult Development and Aging", Macmillan, New York.
8. Cox, H. (1984) "Later Life: The Reality of Aging", Prentice Hall Inc., New Jersey.
9. Cox, H. (1993) "Later Life: Realities of Aging", Prentice Hall Inc., New Jersey.
10. Desai, K.G. (1985) "Problems of the Retired People in Greater Bombay, TISS, Seriesno. 27, Bombay.
11. Ghosh, B. (1988) "Contemporary Social Problems in India", Himalaya Pub., Bombay.
12. Homban, D. (1978) "Social Challenge of Aging", Groom Helm, London.
13. Husain, G.M. (1997) "Changing Indian Society and Status of the Aged", Manak Pub.Ltd., New Delhi.
14. Johnson, E. (1982) "Growing Old: Social Problem of Aging", Holt, Rinehart and Winston, New York.
15. Kail, R. and Cavanaugh, J. (2000) "Human Development: A Lifespan View, Wadsworth Pub., USA.
16. Kennedy, C. (1988) "Human Development", Macmillan, New York.
17. Kimmel, D. (1974) "Adulthood and Aging", Wiley, New York.
18. Mishra, S. (1987) "Social Adjustment of Old Age", B.R. Pub. Corp., Delhi.
19. Papalia, D. Olds, F.R. (2001) "Human Development", McGraw Hill, London.
20. Pinkston, P.H. and Linsk, N.K. (1984) "Care of the Elderly: A Family Approach", Pergamon Press, New York.



## 2.5 Major (Elective)

<b>Course Title</b>	<b>Human Rights and Laws</b>
<b>Course Credits</b>	<b>4 (Th)</b>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Create awareness of Human Rights among students</li> <li>2. Get acquainted with laws which safeguard human rights</li> <li>3. Understand Constitutional and other Laws for the Protection of Women, Children, Prisoners, Dalits and other Disadvantaged Groups</li> </ol>
<b>Module 1 (Credit 1) Introduction to Human Rights</b>	
<b>Learning Outcomes</b>	<p>On completion of this module, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe meaning and nature of human rights</li> <li>2. Relate rights to duties and responsibilities</li> <li>3. Understand enforcement mechanisms</li> <li>4. Describe court procedures</li> </ol>
<b>Content Outline</b>	<p>Unit1. Concept, Rights and Duties: Meaning, Nature and Definition of the Human Rights Historical Background, Classification of Human Rights, Rights, Duties and its Relationship, Human Rights and Indian Constitution</p> <p>Unit.2 Enforcement of Human Rights: Formal Enforcement mechanism, Role of Courts, Statutory Tribunals</p>
<b>Module 2 (Credit 1) Human Rights of Women, Children, Prisoners, Dalits and other Disadvantaged Groups</b>	
<b>Learning Outcomes</b>	<p>By the end of the module, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe rights and legislation for protection of women</li> <li>2. Describe rights and legislation for protection of children</li> <li>3. Understand Constitutional and other Laws for the Protection of Women, Children, Prisoners, Dalits and other Disadvantaged Groups</li> </ol>

<b>Content Outline</b>	Unit 1. Rights of Women: Crimes against Women, Legislation for the Protection of Women Unit 2. Rights of Children: Illegal acts against Children, Survival and Developmental Rights of Children, Constitutional and other Laws for the Protection of Women, Children, Prisoners, Dalits and other Disadvantaged Groups Unit 3. Juvenile Justice
<b>Module 3 (Credit 1) Child Rights through Child Perspectives</b>	
<b>Learning Outcomes</b>	1. Understand Child Rights through Child Perspectives 2. Relate to critical perspective on child rights 3. Human Rights in India
<b>Content Outline</b>	Unit 1 Early childhood years and UNCRC Unit 2 Child Rights and Development- responsibility of Parents and Family Unit 3 Critical perspectives on Children Rights
<b>Module 4 (Credit 1) Role of the Government, NGOs and Media</b>	
<b>Learning Outcomes</b>	1. Understand the role of the Government, NGOs and Media 2. Plan Policies and Programmes for children and women 3. Describe the role of educational institutions in protecting the rights of children and women
<b>Content Outline</b>	Unit 1 Child's rights- Necessity and responsibility Unit 2 Policies and Programmes for children and women Unit 3 Role of educational institutions Unit 4 Role of NGO's in protecting children and women

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Assignments
2. Presentations
3. Visit Reports
4. Case discussions
5. Discussions on Rights and Responsibilities

**References:**

1. Manoj Kumar Sinha, Implementation of Basic Human Rights, (Lexis Nexis)
2. Dr. H.O. Agarwal, International Law and Human Rights, Central Law Publications
3. Dr. J.N. Pandey, Constitutional Law of India, Central Law Agency
4. Dr. S. C. Tripathi and Vibha Arora, Law relating to Women and Children, Central Law Publications.

## 2.6 OJT

<b>Course Title</b>	<b>Internship</b>
<b>Course Credits</b>	<b>4 (On Job Training)</b>
<b>Course Outcomes</b>	At the end of the internship, the students will be able to: <ol style="list-style-type: none"> <li>1. Apply the knowledge of theory in to practice</li> <li>2. Get acquainted with work environment</li> <li>3. Integrate professional skill at workplace</li> <li>4. Apply professional competence and skills at work place.</li> <li>5. Connect human development knowledge to professional set up and life.</li> <li>6. Apply management and administration skills and competencies at organizational level.</li> </ol>
<b>Module 1 (Credit 1) Application of Knowledge and Skills learned through various course contents</b>	
<b>Learning Outcomes</b>	By the end of the module, students will be able to: <ol style="list-style-type: none"> <li>1. Apply knowledge gained in service organizations</li> <li>2. Test the application of skills in the field</li> </ol>
<b>Content Outline</b>	Unit1. Organization structure Unit 2. Areas of work
<b>Module 2 (Credit 1) Dealing with Challenges at internship places</b>	
<b>Learning Outcomes</b>	By the end of the module, students will be able to: <ol style="list-style-type: none"> <li>1. Outline the challenges</li> <li>2. Apply strategies to counter challenges</li> <li>2. Analyze causes of failure in case</li> </ol>
<b>Content Outline</b>	Unit1. Observation of work setup Unit 2. Active participation in ongoing programs in organization
<b>Module 3 (Credit 1) Professional Development</b>	

<b>Learning Outcomes</b>	By the end of the module, students will be able to: 1. Describe necessary knowledge required to be professionally effective 2. Demonstrate skills to be effective in management 3. Apply professional ethics
<b>Content Outline</b>	Unit 1. Introduction of Department to organization Unit 2. Introduction of Educational program to internship institution Unit 3. Professionalism and work relationship
<b>Module 4 (Credit 1) Personal Effectiveness</b>	
<b>Learning Outcomes</b>	By the end of the module, students will be able to: 1. Enhance personal qualities 2. Enhance communication skills
<b>Content Outline</b>	Unit 1. Introduction of interning student to institution as Agents of change Unit 2. Identification of areas to be effective personally Unit 3. Effective communication, personality development

#### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Submission of Internship report
2. Case discussions
3. Presentations on work and personal challenges

#### **Reference:**

1. Berger. L (2012). All Work, No Pay: Finding an Internship, Building Your Resume, Making Connections, and Gaining Job Experience", Ten Speed Press; Original edition, ISBN: 978-1607741688.
2. Meg Jay (2016). "The Defining Decade: Why Your Twenties Matter--And How to Make the Most of Them Now", Canongate Books; Main edition, ISBN: 978-1782114925.
3. Oldman. M, and Hamadeh. S. (2005). "The Internship Bible" by, Princeton Review Publishing. LLC, New York, ISBN:9780375764684.
4. Sandberg. S. (2014). "Lean In for Graduates", WH Allen; Graduate edition, ISBN: 978-0753555804.