

University of Mumbai



No. AAMS_UGS/ICC/2024-25/32

CIRCULAR:-

All the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office Circular No. AAMS_UGS/ICC/2023-24/23 dated 08th September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Home Science at its online meeting held on 16th March, 2024 and subsequently passed by the Board of Deans at its meeting held on 18th April, 2024 vide item No. 8.21 (N) have been accepted by the Academic Council at its meeting held on 20th April, 2024 vide item No. 8.21 (N) and that in accordance therewith to introduce syllabus for **M.Sc. (Home Science – Human Development) Sem – II** and correction in **Sem – I** syllabus as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

(Prof. (Dr.) Baliram Gaikwad)
I/c. REGISTRAR

MUMBAI – 400 032
02nd August, 2024

To,

All the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head University Departments.

A.C/8.21 (N)/20/04/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Science & Technology,
- 3) The Chairman, **Ad-hoc Board of Studies in Home Science**,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari.

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com

Copy for information :-

1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

As Per NEP 2020
University of Mumbai



Title of the program

- | | | |
|--|---|------------------|
| A- P.G. Diploma in Home Science – Human Development | } | 2023 - 24 |
| B- M.Sc. (Home Science – Human Development) (Two Years) | | |
| C- M.Sc. (Home Science – Human Development) (One Year) | | 2027-28 |

Syllabus for
Semester I & II

Ref: GR dated 16th May, 2023 for Credit Structure of P.G.

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	P.G. Diploma in Home Science – Human Development
	O: _____B	B	M. Sc. (Home Science – Human Development) (Two Years)
	O: _____C	C	M. Sc. (Home Science – Human Development) (One Year)
	O: _____B	B	For being eligible, a learner must have passed: <ul style="list-style-type: none"> ● B.Sc. Home Science with specialization in Human Development / Child Development or any sub-specialization such as, Early Childhood Education and Developmental Counselling OR ● B.Sc. with Human Development / Child Development OR ● B.Sc. General Home Science OR ● B.Sc. Composite Home Science OR ● B.Sc. Home Science in any other Specialization OR ● B.A.: Psychology / Sociology/ Child Development / Human Development as a major / part fulfillment OR ● B.Ed.: Bachelor of Education OR ● B.S.W.: Bachelor of Social Work OR ● B.Sc. Home Economics OR ● B.Sc./B.A. Human Ecology OR

			<ul style="list-style-type: none"> • B.Sc./B.A. Family and Community Sciences OR • B.Ed.: Special Education
	O: _____ C	C	<p>Graduate with 4 year U.G. Degree (Honours / Honours with Research) with Specialization in concerned subject or equivalent academic level 6.0</p> <p>OR</p> <p>Graduate with four years UG Degree program with maximum credits required for award of Minor degree is allowed to take up the Post graduate program in Minor subject provided the student has acquired the required number of credits as prescribed by the concerned Board of Studies.</p>
3	Duration of program R: _____	A	1 Year
		B	2 Years
		C	1 Year
4	R: _____ Intake Capacity	10	
5	R: _____ Scheme of Examination	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination	
6	Standards of Passing R: _____	40%	
7	Credit Structure R: _____	Attached herewith	
8	Semesters	A	Semester I & II
		B	Semester I, II, III & IV
		C	Semester I & II
9	Program Academic Level	A	6.0
		B	6.5
		C	6.5

10	Pattern	Semester	
11	Status	New	
12	To be implemented from the Academic Year Progressively	A	2023 - 2024
		B	
		C	2027 - 2028

Sign of Head of the Institute

Sign of Dean

Name of the Head of the Institute with
Designation

Name of the Dean

Prof. Dr. Vishaka Ashish Karnad
I/C Principal &
Chairperson Board of Studies
Home Science

Name of the Faculty

Name of Department
Human Development

Preamble

1) Introduction

The **M.Sc. programme in Home Science--Human Development** at the University of Mumbai, is an updated master's programme first conceptualised in the early 1970s. Thus, the Nirmala Niketan College of Home Science obtained permanent affiliation from the University of Mumbai for an MSc (Home Science) in Child Development in 1972, which later was revamped as Human Development, to reflect a paradigm shift in the discipline from a focus largely on childhood and early years to a life span perspective. The current M.Sc. programme in Human Development, is one of the leading Human Development academic programmes in the country, with alumnae thriving nationally and internationally in varied sectors, especially the mental health and education sectors. The programme is a thorough amalgamation of theory and practice, offering a comprehensive blend of interesting, locally and nationally relevant, and globally applicable coursework in Human Development.

The programme represents an eclectic blend of curricular resources from multiple disciplines that impact Human Ontogeny. The key, and therefore mandatory, areas of the curriculum focus on: Developmental Science (including theories of human Behaviour & development, developmental principles & models, life span development, genetic-environmental coactions), Counselling and Mental Health (including psychological testing), and Education (early childhood/foundational years & school/higher education; policymaking). That development is situated in human ecological contexts, such as families/schools/neighbourhoods/cultures, and that developmental study requires acknowledgement of bidirectional influences between individuals and their contexts, are recurrent motifs throughout the programme. Mandatory courses on Advanced Study of Human Exceptionality and Advanced Study of Psychological Disorders ensure that the students are sensitised to the needs of persons with disabilities and psychological disorders.

The programme also allows students to explore and develop applied interests through electives in areas such as Positive Psychology and Health Psychology. Mandated curriculum is well balanced with multiple courses in which students can practice autonomy and choice. Other than the electives, this includes, for example, a student-led Seminar on Trends in Human Development. Participation in the curriculum has an equal emphasis on individual work and group work such that the student learns personal accountability as well as teamwork; intrapersonal and interpersonal skillsets are enhanced through the curriculum.

Scaffolded learning experiences in the world of work are well integrated into the curriculum in each semester. These include internships, on-the-job training, surveying and designing services for youth

or the elderly, and case study applications. The learners are placed in various Human Development agencies like daycare centres, preschools, schools, counselling centres, remedial centres, activity centres, NGOs working for different age and target groups. Shadowing and apprenticing with practitioners in the real world is encouraged. Interactions with entrepreneurs and professionals include with those who plan and deliver developmental workshops, personality and soft skills training sessions; and those who design developmentally appropriate educational content, toys and books. Such placements help learners to be well acquainted with the world of work and get hands-on experiences as they apply their learnings from the classrooms, develop necessary skills and bring the experiences back to class.

Research and innovation are very important aspects of the M.Sc. programme in Human Development. Students learn to be knowledge producers and innovators through the mandatory Research Methods in Home Science course, two courses in Statistics, a Group Research Project, as well as through multiple other courses in the curriculum. Opportunities are provided to participate and present at scientific competitions and conferences, and to publish papers, with faculty providing excellent research mentorship. Development of new interventions/activities/services for varied beneficiaries is part of the curriculum.

The programme is aimed at providing learners with theoretical frameworks for understanding human growth and development, which they will be able to use to better understand themselves and others. Moreover, learners will also be able to equip themselves with more grounded explanations of people's behaviours and thereby develop openness, a non-judgemental attitude, sensitivity and empathy for them.

The curriculum is carefully designed with the aim of providing learning opportunities to learners, facilitating holistic development thereby empowering them to be knowledge-and-skill ready for the world of work in diverse Human Development agencies. The coursework also prepares them to face personal and professional challenges with confidence, and ingrains in them the values of respect, commitment, concern for others and service, thereby enabling graduating students to make a positive contribution to the society 21st century.

Those who wish to be influential leaders and who desire to become a helping professional will make a good fit with the programme, which is both intellectually challenging and service-and-help oriented. Leadership training is a strong component of the programme and graduating students take on various leadership roles in the Education (content development, teacher training, supervision and administration) and NGO (training, research, supervision and administration) sectors, and/or carve a niche as mental health practitioners.

Overall, the M.Sc. programme in Home Science (Human Development) at the University of Mumbai delivers an integrated, multi-pronged, holistic education that combines theory and practical applications, preparing students to be globally competent and locally responsible professionals. The programme ensures that graduating students do not just survive but prosper in various areas of Human Development, by engaging in careers that are simultaneously personally gratifying and socially relevant.

2) Aims and Objectives of the programme:

1. To help students build mastery in the core areas of the eclectic field of Human Development, namely, Developmental Science, Counselling and Mental Health, and Education.
2. To expose students to cutting edge literature and dialogues in the core and allied areas of Human Development.

3. To facilitate students in exploring varied allied areas of Human Development and identifying own long-term interests.
4. To help students appreciate the bidirectionality of influences between individuals and contexts.
5. To sensitize students to the needs of persons with disabilities and psychological disorders, and to strengthen humanistic, empathetic and inclusive attitudes and competencies.
6. To strengthen autonomy, accountability, leadership, cooperation, and a service orientation among students, ensuring that they are committed to their own lifelong development as well as meaningful service to others.
7. To develop in students the multicultural competencies and abilities to collaborate with relevant industries, government and non-governmental agencies, and contribute to the positive growth and development of local communities, state, and nation.
8. To develop critical thinking, effective problem solving and analytical reasoning skills and competencies in students, that will help them in successfully negotiating local and global challenges.
9. To develop scientific temper and reasoning in students so that students are able to conduct high quality research in the field of Human Development and allied areas, and communicate (through scientific presentations and publications) and utilize the research findings for appropriate action.
10. To ensure that students are competent in the use of state-of-the-art technologies and methodologies relevant to research and statistics in general, and the field of Human Development, in particular.
11. To enhance creativity and leadership skills in students that will aid in developing and designing startups in the Human Development sector.

3) Learning Outcomes (Program Outcomes):

The program encompasses a comprehensive range of skills and knowledge, enabling graduating students to excel in the multifaceted field of Human Development. On successful completion of the M.Sc. programme (Home Science – Human Development), graduating students will:

1. Be confident, competent, caring persons of character who are willing and eager to contribute to their own development, and the development of local communities, state, and nation.
2. Sensitively respond to local/regional/national concerns and priorities and demonstrate global competence.
3. Demonstrate knowledge expertise in the following areas: Developmental Science, Counselling/Mental Health, Education (Early Childhood/Foundational Years & School/Higher Education), Psychological Testing, and Family Studies.
4. Contribute to the positive growth and development of individuals across the life span (children, youth, adults, and elderly), groups and communities, using the knowledge of principles of Human Development, thereby contributing to the development of the nation.
5. Establish collaborations with industries, network with the Local, State and National agencies/bodies, and successfully negotiate local and global challenges.
6. Be sensitized and respectful of diversity, and the needs of persons with disabilities and psychological disorders; be humanistic, empathetic and promote inclusion.
7. Be equipped with skills and mindsets to enable success in careers in varied fields, most prominently mental health and education.
8. Have developed applied special interests in HD and allied area topics such as Positive Psychology and Health Psychology.
9. Be able to conduct high quality basic and applied research in Human Development and allied areas; and contribute to the knowledge base of Human Development and allied areas through quality scientific presentations and publications.

10. Have appreciation for positive change processes, and will engage in own development, as well as support and nurture others' wellbeing and development.
11. Be able to use and learn relevant technologies and procedures, be personally accountable as well as cooperative, with intrapersonal and interpersonal strengths.
12. Be able to design, develop and manage policies, programs, and entrepreneurial ventures/startups in the Human Development and allied fields.
13. Have a leadership orientation and take initiative in various personal and professional roles.

4) Any other point (if any)

-NA-

5) CREDIT STRUCTURE OF THE PROGRAM (SEMESTER – I)
(Table as per Parishishta 1 with sign of HOD and Dean)

R _____

Postgraduate Programs in University:

- P.G. Diploma in Home Science – Human Development
- M.Sc. (Home Science – Human Development) (Two Years)

Parishishta – 1

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives (Any one)					
I	6.0	Sem-I	HD01C1 Theories of Human Behaviour, Development, and Counselling Theory (4 Cr)	HD01C5E1A Adolescence Theory (2 Cr)	HD01C6 Research Methods in Home Science Theory (4 Cr)			22	PG Diploma (after 3 Year Degree)
		HD01C2AP Counselling Skills Practical (2 Cr)	OR	HD01C5E1BP Programmes and Interventions for Youth Practical (2 Cr)					
		HD01C2BP Psychological Testing Practical (2 Cr)		HD01C5E2A Late Adulthood Theory (2 Cr)					
		HD01C3A Early Childhood Care and Education: Foundational Stage Theory (2 Cr)		HD01C5E2BP Programmes and Interventions for the Elderly Practical (2 Cr)					
		HD01C3BP Early Childhood Care and Education: Foundational Stage Practical (2 Cr)							
		HD01C4 Descriptive Statistics in Home Science Theory (2 Cr)							
Sem – I For P.G. Diploma & M.Sc. Year I (Two-Years)			14	4	4	-	-	22	

Note: 1. Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.
2. Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

CREDIT STRUCTURE OF THE PROGRAM (SEMESTER – II)
(Table as per Parishishta 1 with sign of HOD and Dean)

R _____

Postgraduate Programs in University:

- P.G. Diploma in Home Science – Human Development
- M.Sc. (Home Science – Human Development) (Two Years)

Parishishta – 1

Exit option: PG Diploma (44 Credits) after Three Year UG Degree									
Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives (Any one)					
I	6.0	Sem II	HD02C1A Contemporary Theories of Human Behaviour and Development Theory (2 Cr) HD02C1BP Group Research Project Practical (2 Cr)	HD02C5E1A Positive Psychology Theory (2 Cr) HD02C5E1BP Applications in Positive Psychology Practical (2 Cr)		HD02C5 On Job Training/Field Project Practical (4 Cr)	22	PG Diploma (after 3 Year Degree)	
		HD02C2 Foundations of Developmental Science Theory (4 Cr)	OR						
		HD02C3A Advanced Study of Early Childhood Care and Education: Foundational Stage Theory (2 Cr)	HD02C5E2A Health Psychology Theory (2 Cr)						
		HD02C3BP Advanced Study of Early Childhood Care and Education: Foundational Stage Practical (2 Cr)	HD02C5E2BP Applications in Health Psychology Practical (2 Cr)						
		HD02C4 Advanced Statistics in Home Science Theory (2 Cr)							
Sem – II For P.G. Diploma & M.Sc. Year I (Two-Years)			14	4	-	4	-	22	
Cum. Cr. For PG Diploma			28	8	4	4	-	44	

Note: 1. Students can do a Summer Internship/Project (4 weeks) during the summer vacation with supplemental credits.

- Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.
- Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

CREDIT STRUCTURE OF THE PROGRAM (SEMESTER – III)

(Table as per Parishishta 1 with sign of HOD and Dean)

R _____

Postgraduate Programs in University:

- M.Sc. (Home Science – Human Development) (Year II)
- M. Sc. (Home Science – Human Development) (One Year)

Parishishta – 1

Exit option: PG Diploma (44 Credits) after Three Year UG Degree									
Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Cum . Cr.	Degree
			Mandatory*	Electives (Any one)					
II	6.5	Sem-III	HD03C1A Advanced Study of Counselling Theories & Principles Theory (2 Cr) HD03C1B Advanced Family Studies Theory (2 Cr) HD03C2AP Advanced Counselling Skills Practical (2 Cr) HD03C2BP Advanced Study of Psychological Testing Practical (2 Cr) HD03C3 Advanced Study of Human Exceptionality Theory (4 Cr) HD03C4P Supervision, Management, and Leadership in Educational Settings Practical (2 Cr)	HD03C5E1A Alternative Health Strategies and Therapies Theory (2 Cr) HD03C5E1AP Case Study Applications in Alternative Health Strategies and Therapies Practical (2 Cr) OR HD03C5E2B Policymaking in School and Higher Education Theory (2 Cr) HD03C5E2BP Case Study Applications in Policymaking in School and Higher Education Practical (2 Cr)				22	PG Diploma (after 3 Year Degree)
Sem – III (For M.Sc. Degree Two Years & One Year)			14	4	-	-	4	22	

Note: 1. Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.
2. Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

CREDIT STRUCTURE OF THE PROGRAM (SEMESTER – IV)

(Table as per Parishishta 1 with sign of HOD and Dean)

R _____

Postgraduate Programs in University:

- M.Sc. (Home Science – Human Development) (Year II)
- M.Sc. (Home Science – Human Development) (One Year)

Parishishta – 1

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives (Any one)					
II	6.5	Sem IV	HD04C1 Applications of Developmental Science Theory (4 Cr)	HD04C5E1AP Internship in HD sector Practical (4 Cr) OR HD04C5E2BP Entrepreneurial Venture / Start up Designing in HD Sector Practical (4 Cr)			HD04C6 Research Project (6 Cr)	22	PG Diploma (after 3 Year Degree)
			HD04C2 Advanced Study of Psychological Disorders Theory (4 Cr)						
			HD04C3AP Supervision, Management, and Leadership in Varied Human Development Settings Practical (2 Cr) HD04C3BP Seminar: Trends in Human Development Practical (2 Cr)						
Sem – IV (For M.Sc. Degree Two Years & One Year)			12	4	-	-	6	22	
Cum. Cr. For 1 year P.G. Degree			26	8	-	-	10	44	
Cum. Cr. For 2 year P.G. Degree			54	16	4	4	10	88	

- Note:
1. Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.
 2. Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

Sign of Head of the Institute

Sign of Dean

Name of the Head of the Institute with
Designation

Prof. Dr. Vishaka Ashish Karnad

I/C Principal &
Chairperson Board of Studies
Home Science

Name of the Dean

Name of the Faculty

Name of Department
Human Development

Syllabus: M.Sc. (Home Science - Human Development)

Semester I

Level 6.0

Cumulative Credits: 22

Mandatory Course (Credits)

COURSE CODE	COURSE NO.	CREDITS	COURSE TITLE	THEORY/ PRACTICAL
HD01C1	Course 1	4	Theories of Human Behaviour, Development, and Counselling	Theory
HD01C2AP	Course 2 A	2	Counselling Skills	Practical
HD01C2BP	Course 2 B	2	Psychological Testing	Practical
HD01C3A	Course 3 A	2	Early Childhood Care and Education: Foundational Stage	Theory
HD01C3BP	Course 3 B	2	Early Childhood Care and Education: Foundational Stage	Practical
HD01C4	Course 4	2	Descriptive Statistics in Home Science	Theory
HD01C5E1A & HD01C5E1BP	Course 5 (Elective)	2	Adolescence	Theory
		2	Programmes and Interventions for Youth	Practical
2		Late Adulthood	Theory	
2		Programmes and Interventions for the Elderly	Practical	
HD01C5E2A & HD01C5E2BP				
HD01C6	Course 6	4	Theory	Theory

Mandatory Course (Credits)

COURSE CODE	COURSE NO.	CREDITS	COURSE TITLE	THEORY/ PRACTICAL
HD02C1A	Course 1 A	2	Contemporary Theories of Human Behaviour and Development	Theory
HD02C1BP	Course 1 B	2	Group Research Project	Practical
HD02C2	Course 2	4	Foundations of Developmental Science	Theory
HD02C3A	Course 3 A	2	Advanced Study of Early Childhood Care and Education: Foundational Stage	Theory
HD02C3BP	Course 3 B	2	Advanced Study of Early Childhood Care and Education: Foundational Stage	Practical
HD02C4	Course 4	2	Advanced Statistics in Home Science	Theory
HD02C5E1A & HD02C5E1BP	(Elective)	2	Positive Psychology	Theory
		2	Applications in Positive Psychology	Practical
HD02C5E2A & HD02C5E2BP		2	Health Psychology	Theory
		2	Applications in Health Psychology	Practical
HD02C6	Course 6	4	On the Job Training (OJT)/Field Project (FP)	Practical

Syllabus:

P.G. Diploma in Home Science – Human Development

M.Sc. (Home Science – Human Development)

(Semester I)

SEMESTER I

SEMESTER I: Mandatory Courses

MSc (Home Science – Human Development)
(Under NEP)

Level : 6.0

SEMESTER – I

Type of Course: Mandatory

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C1	Theories of Human Behaviour, Development, and Counselling	Theory	4	60

Course Objectives:

Units 1 to 3

1. To provide students with an overview of the construction of classic theories of Human Behaviour and Development.
2. To enable students to understand the classic theories of Human Behaviour and Development and apply key notions and principles in their day-to-day experiences.
3. To encourage students to use classic theories of Human Behaviour and Development in analyzing and evaluating human behaviors and development.
4. To encourage the students to appreciate and critique classic theories in the context of human development and behaviour.

Unit 4

5. To have students recapitulate key notions about professional counselling.
6. To facilitate an advanced understanding of three prominently used counselling theories/models.
7. To have students learn the strategies/interventions/techniques/exercises of person-centred therapy, solution-focused therapy, and cognitive behavioural therapy.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Remember, understand and thereby describe the concepts, characteristics and other major aspects of classic theories of human behaviour and development.
CO2:	Demonstrate knowledge and apply this knowledge whilst understanding own and others' behaviours and development.
CO3:	Develop both appreciation and critical thinking skills in evaluating theories.
CO4:	Observe and evaluate behaviours and developmental features of individuals, and suggest appropriate interventions for parents and teachers.
CO5:	Articulate a clear understanding of professional counselling orally and in writing.
CO6:	Distinguish between three prominently used, influential counselling theories.
CO7:	Clearly describe the key notions with regard to person-centred therapy, solution-focused therapy, and cognitive behavioural therapy and make relevant applications in personal and professional life.
CO8:	Demonstrate theoretical and procedural knowledge about the strategies/interventions/techniques/exercises of person-centred therapy, solution-focused therapy, and cognitive behavioural therapy.

Unit No.	Course Content	No. of Hours
I	A. Introduction and Overview i. Overview of the course ii. Concepts/definitions of theories, models, paradigms iii. Components of a theory iv. Role of a theory in advancement of knowledge v. Philosophical antecedents of theories. vi. Limitations of developmental theories B. Classic Theories of Development: The Psychodynamic Perspective Sigmund Freud	15

	<ul style="list-style-type: none"> i. Relevance of sociohistory (both personal and societal) in theory construction ii. Overview of key concepts iii. Advanced study of the unconscious (primary literature), the structure of the personality, and psychosexual development iv. Psychoanalysis <ul style="list-style-type: none"> • Role of the unconscious in psychoanalysis • Illustration using one of Freud's case histories (primary literature) v. Major criticisms; major contributions 	
II	<p>Classic Theories of Development: Breakaways from Freud</p> <p>A. Jungian/Analytical Psychology: Carl Gustav Jung</p> <ul style="list-style-type: none"> i. Relevance of personal and societal events/contexts in the construction of the theory (primary literature) ii. Overview of key ideas iii. The personal and impersonal/collective nature of human personality (the collective unconscious, ego, shadow, anima, animus, persona, archetypes) iv. Advanced study of the Jungian perspective of the unconscious: the collective unconscious; related ideas such as synchronicity, significance of dreams v. Major criticisms; major contributions <p>B. Psychosocial Theory of Development: Erik Erikson</p> <ul style="list-style-type: none"> i. Relevance of personal and societal events/contexts in the construction of the theory (primary literature) ii. Overview of key ideas iii. The epigenetic chart and psychosocial stages (primary literature) iv. Major criticisms; major contributions 	15
III	<p>Classic Theories of Development: Growth of Thought, Language and Morality</p> <p>A. Cognitive Development: Jean Piaget</p> <ul style="list-style-type: none"> i. Role of context in theory construction ii. Biological presuppositions and epistemological conclusions (primary literature) iii. Illustration of the epigenetic point of view (primary literature) iv. Advanced study of assimilation and accommodation (primary literature) v. Factors of development (primary literature) vi. Stages of cognitive development vii. Major criticisms; major contributions <p>B. Language and Thought: Lev S. Vygotsky</p> <ul style="list-style-type: none"> i. Role of context in theory construction ii. Development of thought and language iii. Key generalizations about development iv. Major criticisms; major contributions <p>C. Moral Development: Lawrence Kohlberg</p> <ul style="list-style-type: none"> i. Role of context in theory construction ii. Overview of key ideas iii. Stages of moral development iv. Major criticisms; major contributions stages (primary literature) 	15
IV	<p>A. Introduction and overview</p> <ul style="list-style-type: none"> i. What is counselling? Summary of key notions of professional counselling. ii. Brief overview of international and Indian history and current status of professional counselling. <p>B. Person-centred Counselling/Therapy</p> <ul style="list-style-type: none"> i. Nature of person ii. Key tenets, core conditions of a therapeutic alliance iii. Roles of client and counsellor iv. PCT techniques <p>C. Solution-focused Therapy</p> <ul style="list-style-type: none"> i. Nature of person 	15

<ul style="list-style-type: none"> ii. Key tenets iii. Roles of client and counsellor iv. Solution-focused strategies and steps <p>D. Cognitive Behavioural Therapy</p> <ul style="list-style-type: none"> i. Nature of person ii. Key tenets iii. Roles of client and counsellor iv. CBT exercises, strategies and interventions; psychoeducation 	
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References:

Aldridge, S. (2014). *A short introduction to counselling*. Sage.

Caby, A., & Caby, F. (2014). *The therapist's treasure chest: Solution-oriented tips and tricks for everyday practice*. W. W. Norton.

Chao, R. C. (2015). *Counseling psychology: An integrated positive psychological approach*. Wiley Blackwell.

Corey, G. (2020). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage.

Cormier, S., & Hackney, H. (2015). *Counseling strategies and interventions for professional helpers* (9th ed.). Pearson.

Erikson, E. H. (1963). *Childhood and society*. W. W. Norton.

Freud, S. (1905, 1909/1990). *Vol. 8 Case Histories*. Penguin Books.

Freud, S. (1955/1991). *Case Histories 2. Penguin Freud Library, Vol.9*. Penguin Books.

Green, M. (1989). *Theories of human development: A comparative approach*. Prentice Hall.

Jung, C. G. (1961/1995). *Memories, dreams, reflections*. Fontana Press.

Newman, B. A., and Newman P. R (2016). *Theories of Human Development (2nd ed)*. Psychology Press.

Newman, B. A., and Newman P. R (2023). *Theories of Human Development (3rd ed)*. Psychology Press.

Piaget, J. (1970/1983). Piaget's theory. In P. H. Mussen (Ed.), *Handbook of Child Psychology. Vol.1: History, theory, and methods*. John Wiley.

Rogers, C. (1951). *Client-centered therapy: Its current practice, implications and theory*. Houghton Mifflin. (classic)

Rogers, C. (2003). *Client-centered therapy* (70th anniversary edition). Robinson Publishing.

Rogers, C. (2004). *On becoming a person: A therapist's view of psychotherapy* (70th anniversary edition). Robinson Publishing.

Thompson, C. L., Rudolph, L. B., & Henderson, D. A. (2004). *Counseling children* (6th ed.). Thomson, Brooks/Cole.

Evaluation (Total Marks 100):

CONTINUOUS INTERNAL EVALUATION:	Marks
Initiating discussion and active participation in class	5
Critical evaluation of one or more of the classic theories of human behaviour and development.	10
Evaluating case/developing programs and plans for different age groups based on the learnings from the theory. Application of theory in day-to-day life/Connecting theory to observations of development of children, adolescents and adults.	20
Portfolio of three strategies/exercises for each of the three approaches/counselling theories, and report on using these strategies/exercises for self and client. Include learning from the use of strategies/exercises.	10
Individual interviewing at least one counsellor about the counselling approach they use, why, and efficacy.	5
Reflections on primary seminal counselling literature (any one counselling theorist's writings).	
Total	50
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10

Total	50
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MSc (Home Science – Human Development)
(Under NEP)
Level – 6.0

SEMESTER – I

Type of Course: **Mandatory**

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C2AP	Counselling Skills	Practical	2	60

Course Objectives:

1. To enable students to build counselling process skills relevant to the first and middle parts of counselling.
2. To have students rehearse and learn microskills in counselling, to experience and communicate core conditions of a therapeutic alliance.
3. To facilitate students in learning how to design and use activities and exercises in a counselling dialogue.
4. To engage students in self-awareness and self-reflection as part of their training to be professional counsellors.
5. To have students learn how to maintain counselling records.

Course Outcomes (CO):

At the successful completion of the course, students will:	
CO1:	Have built confidence about their role as a counsellor and will be equipped with skills and strategies that are useful in professional counselling.
CO2:	Demonstrate skills relevant to the first and middle parts of the counselling process.
CO3:	Be effective in the use of microskills in counselling; and in experiencing and communicating core conditions of a therapeutic alliance.
CO4:	Be able to design and use activities and exercises in a counselling dialogue.
CO5:	Be self-aware and self-reflective, and acknowledge their own self as fallible and to be in a process of becoming rather than a completed product.
CO6:	Develop appreciation for the efforts needed for engaging in change processes.
CO7:	Be skillful and ethical in maintaining counselling records.

	Course Content	Hours
Unit I	<p>Skill building with regard to:</p> <p>A. Counselling process preliminary skills</p> <p>(i) Starting the counselling session, clarifying what is counselling and the roles of the counsellor and client, communicating confidentiality and its limits, obtaining informed consent.</p> <p>(ii) Exploring with the client, his/her issue/concern/challenge (dialogue & exercises).</p> <p>(iii) Transitioning from the first part into the middle part of counselling (dialogue & exercises).</p> <p>B. Microskills, core conditions, counsellor attitudes</p> <p>(i) Observing and attending to client's emotions, thoughts, nonverbal behaviours, and frame of reference.</p>	30

	(ii) Responding to client's emotions, thoughts, nonverbal behaviours, and frame of reference; active listening: paraphrasing, mirroring and reflecting, summarising, and clarifying. (iii) Rogerian, Person-centred therapy: Experiencing and communicating genuine warmth, interest, UPR, empathy, and nonjudgementality to the client; experiencing and communicating core conditions of a therapeutic alliance. (iv) Using questions in counselling.	
Unit II	A. Activities/exercises in Counselling (i) Goal-setting with the client. (ii) Brainstorming/problem-solving with the client. (iii) Solution-focused strategies: Scaling & 10% improvement, exceptions, make the best better. (iv) Cognitive behavioural strategies: cognitive restructuring, cognitive reframing, disputing B. As a counsellor, working on own self (i) Exploring own personal and cultural values, biases and assumptions; avoiding value imposition; experiencing genuine nonjudgementality. (ii) Identifying own unresolved issues/concerns, engaging in goal setting, committing to and monitoring own change process. C. Record keeping (i) Learning how to take case history and maintain case records (ii) Maintaining sole possession records.	30
		60

References:

- Aldridge, S. (2014). *A short introduction to counselling*. Sage.
- Caby, A., & Caby, F. (2014). *The therapist's treasure chest: Solution-oriented tips and tricks for everyday practice*. W. W. Norton.
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- Egan, G. (2013). *The skilled helper: A problem management and opportunity development approach to helping* (10th ed.). Brooks/Cole.
- Hackney, H., & Nye, S. (2016). *Counseling strategies and objectives*. Prentice-Hall.
- Ivey, A. E, Ivey, M. B., & Zalaquett, C. P. (2017). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage.
- Rogers, C. (1951). *Client-centered therapy: Its current practice, implications and theory*. Houghton Mifflin. (classic)
- Rogers, C. (2003). *Client-centered therapy* (70th anniversary edition). Robinson Publishing.
- Rogers, C. (2004). *On becoming a person: A therapist's view of psychotherapy* (70th anniversary edition). Robinson Publishing.
- Scott, J., Boylan, J. C., & Jungers, C. M. (2015). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy* (5th ed.). Routledge.
- Thompson, C. L., Rudolph, L. B., & Henderson, D. A. (2004). *Counseling children* (6th ed.). Thomson, Brooks/Cole.

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Counselling dialogue role plays & feedback in class	5
Mirror exercises: Standing/sitting in front of a full-length mirror and rehearsing 5-to-10 minute segments of counselling	
Exercises (in a public safe place): Rehearsing 5-to-10 minute segments of counselling, each with: (a) a peer, (b) an older person, (c) a younger person, male and female. Building ease in counselling through ensuring movement in rehearsal from known to unfamiliar potential clients.	5
Selecting, adapting, designing, using, and evaluating activities and exercises for use in the counselling dialogue. Drawing inspiration and/or resources from Person-centred Therapy, Solution-Focused Therapy, and Cognitive Behavioural Therapy. Observing counselling sessions; shadow work with a trained counsellor.	10

Self-awareness, self-reflection and self-in-change-process exercises	5
Total	25
SEMESTER-END EXAMINATION	Marks
Counselling dialogue role play	5
Activity in counselling	5
Viva	10
Counselling Files	5
Total	25

MSc (Home Science – Human Development)

(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: **Mandatory**

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C2BP	Psychological Testing	Practical	2	60

COURSE OBJECTIVES:

1. To provide students with an overview of the field of psychological testing.
2. To demonstrate to students the administration, scoring and interpretation of various psychological tests of intelligence, creativity, personality and self-perception.
3. To facilitate in students the development of the skills required to administer, score and interpret various psychological tests of intelligence, creativity, personality and self-perception, in a standardized manner.
4. To encourage the students to appreciate and critique psychological tests, as well as to modify and adapt existing psychological tests to suit current needs.

COURSE OUTCOMES (CO):

On successful completion of this course, students will be able to:	
CO1:	Remember, understand and thereby describe the characteristics and other major aspects of Psychological Testing.
CO2:	Conduct various psychological tests for children and adults on suitable clients, and apply their understanding to administer, score and interpret various psychological tests of Intelligence, Creativity, Personality, and Self-Perceptions in a standardized manner.
CO3:	Develop both appreciation and critical thinking skills related to constructing psychological tests/modifying and adapting existing psychological tests.

Course Content		Lectures
Unit I	<p>(1) Overview of the Field of Testing</p> <p>a) Characteristics of psychological tests (reliability, validity, item analysis, test construction, test administration)</p> <p>b) Major contexts of test usage</p> <p>c) Selection of appropriate tests</p> <p>d) Reporting psychological assessment</p> <p>e) Ethics of psychological testing</p> <p>f) Future of psychological testing and relevance of computer- assisted assessment</p> <p>(2) Assessment of Intelligence, Creativity, Personality and Self-Perception</p>	30

	<ul style="list-style-type: none"> a) Assessment of Intelligence (e.g. Binet scales, Wechsler’s scales, Kaufman’s Assessment Battery) b) Assessment of Creativity (e.g. Torrance Tests of Creative Thinking, Passi’s Test of Creativity) c) Assessment of Personality - Projective and Objective Personality Tests (e.g. EPPS, MBTI, Cattell’s 16PF, Neo-Personality Inventory, CAT). d) Assessment of Self-Perception and Self-Esteem 	
Unit II	<p>(1) Assessment of Intelligence</p> <ul style="list-style-type: none"> a) Kaufman’s Assessment Battery for Children b) Wechsler’s Intelligence Scale for School Children (Indian Adaptation – Malin’s Intelligence Scale for Indian Children). <p>(2) Assessment of Creativity</p> <ul style="list-style-type: none"> a) Passi’s Test of Creativity b) Torrance Tests of Creative Thinking <p>(3) Assessment of Personality</p> <ul style="list-style-type: none"> a) Edward Personal Preference Schedule b) Children’s Apperception Test c) Myers-Briggs Type Indicator d) Neo Five Factor Personality Inventory <p>(4) Assessment of Self-Esteem/Self-Perceptions</p> <ul style="list-style-type: none"> a) Rosenberg’s Self-Esteem Scale b) Harter’s Self-Perception Scales 	30

Methods:

- a) Faculty member demonstrates and explains the administration, scoring and interpretation of each of the tests one-by-one.
- b) Students practice administration, scoring, interpretation of at least one of each test under staff guidance and supervision.
- c) Students are expected to strictly follow the relevant manual instructions while administering, scoring and interpreting each of the above mentioned tests.
- d) Students are expected to administer, score and interpret each of the above mentioned tests on at least three participants/clients.
- e) Students have to maintain an individual file of the test administrations.

References:

- Cohen, R.J.; Schneider, W.J.; Tobin, R.; Swerdlik M. and Sturman, E. (2022) Psychological Testing and Assessment, 10th Edition McGraw Hill; ISBN10: 1260837025 | ISBN13: 9781260837025
- Groth-Marnat, G., & Jordan-Wright, A. (2016). Handbook of psychological assessment (6th ed). Wiley.
- Neukrug, E.S., & Fawcett, C. (2014). Essentials of testing and assessment: A practical guide for counselors, social workers and psychologists. Cengage Learning.
- Manuals of all the above-mentioned tests.

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Psychological tests conducted in class and on outside clients and submitted regularly	15
Viva Voce in class after each topic	10
Total	25
SEMESTER-END EXAMINATION	Marks
Administration, scoring and interpretation of the psychological test conducted based on the chit picked and testing materials provided	15

Maintaining of Journal/File	5
Viva Voce	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: Mandatory

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C3A	Early Childhood Care and Education: Foundational Stage	Theory	2	30

Course Objectives:

1. To introduce students to high quality research in early childhood and foundational stage.
2. To assist students in developing both appreciation and critical thinking skills related to extant research in early childhood and foundational stage.
3. To facilitate students in constructing advanced knowledge of the early childhood and foundational stage.
4. To enable students to develop professionalism and comply with the ethical and professional standards of the early childhood profession.
5. To provide opportunities for personal growth and education that would contribute to students' success.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1	Understand the stages of development from prenatal to 8 years of age, in order to have appropriate and reasonable expectations of children in early childhood settings during the foundational stage.
CO2	Understand and plan for individual differences among children, in order to provide a safe, nurturing environment in which each child's needs are met.
CO3	Explore and plan developmentally-appropriate activities to promote comprehensive development of a child relating to all developmental domains.
CO4	Develop approaches and techniques suitable for working with young children, in order to be responsive to their developmental level and encourage exploration and discovery.
CO5	Articulate their understanding of environmental and cultural influences in early development so that caregivers respect cultural diversity in the classroom and family settings.

Unit No.	Course Content	No. of Hours
I.	<p>1A. Research on efficacy of Early Childhood Care and Education/ Education in Foundational Years:</p> <p>i. Efficacy of different types of early childhood programs; efficacy of different types of teaching-learning strategies in early childhood classrooms; anti-bias education</p> <p>ii. Approaches and methods: Metacognition, STEAM approach, Play Way Approach, Integrated Approach, Project Based Approach, Story Based Approach, Theme Based Approach and Eclectic Approaches Multiple Intelligence, Montessori Approach, Gijubhai Badheka and Tarabai Modak methods</p> <p>1B. Understanding and Implementation of National Curriculum Framework 2022</p> <p>i. Age of admission and pupil teacher ratio</p> <p>ii. Creating positive classroom environment with behaviour management</p> <p>iii. Caring for safety and security</p> <p>iv. Developing self-assessment</p> <p>v. Identifying and addressing developmental delays</p> <p>vi. Learning trajectory</p> <p>vii. Gradual release of responsibilities</p> <p>viii. Pedagogy of choice wonder and joy</p> <p>ix. Differentiated learning activities</p>	15

	<p>x. Literacy and numeracy</p> <p>1C. Planning and Learning outcomes</p> <p>i. Panchakosha (Human Personality): Annamaya Kosha (Physical Layer), PranaMaya Kosha (Life Force Energy Layer), Manomaya Kosha (Mind Layer), VijnanaMaya Kosha (Intellectual Layer) And Anandamaya Kosha (Inner Self)</p> <p>ii. Teaching strategies and Learning Through Play: Conversation, Stories, Art and Craft, Toys and Music & Movement</p> <p>iii. Vikas – outer to inner and inner to outer: Physical Development (Sharirik Vikas); Development of Life Energy (Pranik Vikas); Emotional/Mental Development (Manasik Vikas); Intellectual Development (Bauddhik Vikas); Spiritual Development (Chaitsik Vikas).</p> <p>iv. Panchaadi: understanding the flow in lesson planning</p> <p>v. Choosing, Organizing, and Contextualizing Content for Teaching Approaches: Project Based Approach, Story Based Approach, Theme Based Approach and Eclectic Approaches</p> <p>vi. Holistic progress card assessment</p> <p>vii. Zooming and leveraging technology</p>	
II.	<p>2A. Research on language, cognitive, socioemotional, and motor development in Foundational Years /Early Childhood Care and Education:</p> <p>i. Displays and Print-Rich Environment</p> <p>ii. Selection of toys and equipment</p> <p>iii. Selection of material and equipment: guidelines for selection, planning, and selection of play material, selection of furniture, and furnishings, junk material</p> <p>iv. Storage and care of equipment</p> <p>2.B Creating Vibrant Learning Centres in the Classroom</p> <p>i. Toy Pedagogy and Toys of Different States of India</p> <p>ii. Creating Vibrant Learning Centres in the Classroom: Facilitation of speech-language and literacy skills in early childhood classrooms; multilingualism, dual-language learning and speech-language competence in early childhood classrooms; best practices identified through research, teacher-made material and resources</p> <p>iii. Cognitive development, science and mathematics in early childhood classrooms</p> <p>iv. Socioemotional development, motor development, music and movement, creative arts in early childhood classrooms</p>	15
	Total Contact Hours	30

References:

- All India School Education Surveys (NCERT) and position papers on school education in India (NCERT)
- NEP 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/nep_achievement.pdf
- NCF 2022 https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- ‘Vidya Pravesh— Three-month Play-based School Preparation Module for Grade-I’, has been developed as per the recommendations of the National Education Policy, 2020 (NEP 2020). Department of Elementary Education, NCERT.
- Bibliography on “Learning Outcomes” developed by the LDD (Library and Documentation Division), National Council of Educational Research and Training (NCERT)
- Guidelines for Implementation of Foundational Literacy and Numeracy Mission, called, National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Department of School Education & Literacy Ministry of Education Government of India
- Early Childhood Research Quarterly (ECRQ); <https://www.sciencedirect.com/journal/early-childhood-research-quarterly>
- Early Childhood Education Journal; <https://www.springer.com/journal/10643>
- Journal of Early Childhood Research; <https://journals.sagepub.com/home/ECR>

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Individual oral presentations, which provide a useful opportunity for students to practice skills which are required in the world of work and develop their ability to synthesize information and present to peers and audience. Developing Multiple Choice Questions for peers.	10
Paired or group exercises with the use of ICT to promote higher-order thinking skills such as evaluating educational approaches, case studies and movies; writing a bibliotherapeutic short stories for young children; making an educative video for the foundational years	10
Viva and Class participation	05
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from multiple units	05
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: Mandatory

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C3BP	Early Childhood Care and Education: Foundational Stage	Practical	2	60

Course Objectives:

1. To enable students in learning how to apply theoretical knowledge of early childhood care and education in practical situations.
2. To facilitate students in procedural learning: planning, implementing and evaluating developmentally appropriate educational and recreational activities for children in the foundational years.
3. To provide students an opportunity for discussion of practicum experiences, so as to reflect on the use of appropriate practices in teaching and directing a foundational years' program.
4. To provide opportunities to students to develop and strengthen classroom management skills.
5. To enable students to develop and strengthen event management skills.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Gain practical experience in working with young children in order to become an effective teacher.
CO2:	Articulate their understanding of the roles of teachers and lead teachers in early childhood settings.
CO3:	Describe the role of an administrator in an early childhood setting to meet ECCE requirements.
CO4:	Articulate their understanding of the stages of development from prenatal to 8 years of age, and have appropriate and reasonable expectations of children in early childhood settings during the foundational stage.
CO5:	Plan, implement and evaluate developmentally appropriate and innovative educational and recreational activities for children in the foundational years.
CO6:	Develop techniques for dealing with specific learning situations in an early childhood setting so as to meet the individual and group needs of the children.
CO7:	Practice various modes of observation and evaluation in order to implement developmentally appropriate practices.
CO8:	Discuss the social and economic trends that relate to early childhood.
CO9:	Have knowledge about the various professional opportunities in early childhood educational administration.

Unit No.	Course Content	No. of Hours
I.	<p>Introduction</p> <ol style="list-style-type: none"> 1. Orienting students to various aspects of the Foundational Years/ECCE placement. 2. Input sessions on lesson planning and conducting different activities for foundational years / preschool children. 3. Developing skills techniques in selecting, categorizing, and creating teaching aids and methods such as: <ol style="list-style-type: none"> i. Indoor and outdoor games ii. Stories iii. Music and movement iv. Art and craft v. Flash Cards, Flip Cards and Picture Cards vi. TV Scroll, Dice or Cubes vii. Flannel Board and Flannel Cutouts viii. Drama And Role Play 	30

	ix. Picture Talk and Object Talk x. Science activities xi. Dominos and Sequencing Cards	
II.	Individual/Small Group lessons: Beginning Competencies and Advanced Competencies 1. Planning and implementing developmentally appropriate lesson plans 2. Evaluating lessons (self and peers) 3. Learning centres 4. Classroom management Event Management Planning and organizing a special event such as celebrating national and international festivals and activities such as sports day, grandparents' day, parent involvement programs	30
	Total Contact Hours	60

Methods: Students are to be placed in a classroom in the early childhood setting in Mumbai. Their placement is for one day a week and includes planning and evaluation meetings. Students are guided in their planning, conducting and evaluating developmentally appropriate activities by the assigned faculty member.

References:

NEP 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/nep_achievement.pdf

NCF 2022 https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

'Vidya Pravesh— Three-month Play-based School Preparation Module for Grade-I', has been developed as per the recommendations of the National Education Policy, 2020 (NEP 2020). Department of Elementary Education, NCERT.

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Early Childhood Education Journal; <https://www.springer.com/journal/10643>

Journal of Early Childhood Research; <https://journals.sagepub.com/home/ECR>

Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiper, M. L. (2014). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). New York, NY: Pearson.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (2022), Fourth Edition; NAEYC.

Journal of Early Childhood Research; <https://journals.sagepub.com/home/ECR>

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Mock lesson during preparatory / input sessions	05
Individual / paired lesson – planning, execution and evaluation at the ECCE setting	10
Event / Group lessons – planning, execution and evaluation at the ECCE setting	10
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Presentation or showcasing the accomplished tasks during the practical experience when placed in the ECCE setting	10
Developing a lesson – on the spot and making teaching aids and presenting lesson	10
Viva	05
Total	25

MSc (Home Science – Human Development)

(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: **Mandatory**

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C4	Descriptive Statistics in Home Science	Theory	2	30

Course Objectives:

1. To help students value the sine qua non role of statistics in quantitative research.
2. To enable in students the skills in selecting, computing, interpreting and reporting descriptive statistics.
3. To facilitate comprehension of elementary concepts in probability.
4. To introduce students to a specialised statistical software such as SPSS.

Course Outcomes (CO):

At the successful completion of the course:	
CO1:	Students will be able to identify the level of measurement of a variable and the corresponding suitable statistical technique to describe this variable.
CO2:	Students will be able to identify, differentiate between, evaluate, and select different descriptive statistical techniques to numerically summarise data.
CO3:	Students will be able to identify, differentiate between, evaluate, and select different descriptive statistical techniques to graphically summarise data.
CO4:	Students will have the necessary knowledge and skills to design and conduct descriptive research studies.
CO5:	Students will be able to use SPSS for data entry, data management, and descriptive statistics effectively.

	Course Content	Hours
Unit I	<p>A. Introduction and overview to statistics</p> <p>(i) Role of statistics in (quantitative) research</p> <p>(ii) Definition/changing conceptions</p> <p>(iii) Prerequisite concepts in mathematics (e.g., basic algebra, properties of the summation sign)</p> <p>B. Descriptive Statistics for summarizing ratio level variables</p> <p>(i) Frequencies and percentages</p> <p>(ii) Computing an average/measure of a central tendency</p> <p>Mean, median, mode(s)</p> <p>Contrasting the mean vs. median</p> <p>Computing an average when there are outliers or extreme values in the data set</p> <p>Robust measures of the center (5% trimmed mean; M estimators)</p> <p>Quartiles and percentiles</p> <p>(iii) Computing a measure of variability or dispersion</p> <p>Why? (inadequacy of the mean)</p> <p>Minimum value and maximum value</p> <p>Range</p> <p>Interquartile range</p> <p>Variance and standard deviation</p> <p>(iv) Discrete and continuous variables</p> <p>(v) Histograms and line graphs</p>	15
Unit II	A. Descriptive Statistics for summarizing nominal, ordinal and interval level variables	15

	B. Using specialised software such as SPSS (i) Data Entry (ii) Data Management (iii) Descriptive Statistics C. Probability (i) Definition (ii) Role of probability in research and statistics (iii) Elementary concepts in probability Sample space, experiment, event/outcome/element of the sample space Equally likely outcomes and the uniform probability model Stabilization of the relative frequency	
		30

References:

Bhattacharyya, G.K., & Johnson, R.A. (1977). *Statistical concepts and methods*. John Wiley. (classic)
 Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach* (4th ed.). Wadsworth Cengage Learning.
 Johnson, R. A., & Bhattacharyya, G. K. (2019). *Statistics: Principles and methods* (8th ed.). John Wiley.
 Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods*. Jossey-Bass.
 Kachigan, S. K. (1986). *Statistical analysis: An interdisciplinary introduction to univariate & multivariate methods*. Radius Pr.
 Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. Harcourt.
 Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data*. W.W. Norton.

Evaluation (Total Marks: 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Written Short Quizzes	10
SPSS data entry & descriptive statistical analysis assignment	5
Problem-solving Exercises (in pairs or individually) & Practice Sums (individually)	10
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from multiple units	5
Total	25

SEMESTER I: Elective Courses

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: Elective

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C5E1A	Adolescence	Theory	2	30

Course Objectives:

1. To facilitate students' understanding about the dynamics of relationships with parents, peers, friends and romantic partners during adolescence.
2. To enable students gain knowledge about health-related challenges and issues during adolescence and how to manage them.
3. To help students learn about well-being during adolescence and strategies to maintain it.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Recall, explain and describe the theory behind the dynamics of relationships during adolescence.
CO2:	Remember and understand and thereby describe the health challenges and issues faced by adolescence
CO3:	Use the learnt information and self-reflect on their experiences pertaining to relationship dynamics and their health and wellbeing.
CO4:	Appreciate self and critically evaluate one's relationships and health behaviour and develop strategies to maintain their wellbeing.

Unit No.	Course Content	No of Hours
I	<p>Empirical and theoretical perspectives on relationships with parents and peers in adolescence</p> <ol style="list-style-type: none"> a) Socialization models/processes: Historical perspectives on family socialization; contemporary perspectives on family socialization; the integrated roles of parents and peers; the family systems approach to socialization b) Adolescent-parent relationships; adolescent-parent attachment relationships c) Friendships, romantic relationships, and peer relationships; contexts of neighborhood and school 	15
II	<p>Health and wellbeing in Adolescence</p> <ol style="list-style-type: none"> a) Defining the terms health and wellbeing b) Understanding the significance of wellbeing in adolescence c) Understanding health issues during adolescence: <ol style="list-style-type: none"> i. Obesity ii. Eating disorders iii. Psychosocial Stress iv. Substance Use v. Deliberate self-harm vi. Depression and Suicide-Related Behaviors d) Wellbeing in Adolescence <ol style="list-style-type: none"> i. Agency and Resilience 	15

	ii. Emotion Regulation iii. Exercise and sports	
		30

References:

- Fingerman, K. L., Berg, C. A., Smith, J., & Antonucci, T. C. (Eds.). (2011). *Handbook of life-span development*. Springer.
- Lamb, M. E., & Freund, A. M. (Vol. Eds.). Lerner, R. M. (Series Ed.). (2010). *The handbook of life-span development, Vol. 2, Social and emotional development*. Wiley.
- Lamb, M. E. (Vol. Eds.) Lerner, R. M. (Series Ed.) (2015). *Handbook of child psychology and developmental science. Vol. 3: Socioemotional processes*. Wiley.
- O'Donohue, W. T., Benuto, L. T., & Tolle, L. W. (Eds.). (2013). *Handbook of Adolescent Health Psychology*. Springer.

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Initiating discussion and participation in class	5
Self-reflection by applying the learnings from class	5
Assignments such as Debates/Case studies/Interviews/Evaluating Movies or OTT Series/Reflections on real incidents	15
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Units 1 and 2	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: **Elective**

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C5E1BP	Programmes and Interventions for Youth	Practical	2	60

Course Objectives:

1. To facilitate students in developing the value of service orientation towards privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
2. To guide students in learning skills in planning and designing, conducting and evaluating need-based, developmentally-appropriate activities/sessions/workshops towards fostering developmental assets for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Identify developmental assets of the privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
CO2:	Plan and design need-based activities/sessions/workshops for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
CO3:	Conduct need-based activities/sessions/workshops for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
CO4:	Appreciate self and critically evaluate activities/sessions/workshops that they conduct for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).

Unit No.	Course Content	No of Hours
I	Visiting and Surveying Agencies/NGOs serving Youth: a. Identifying diverse agencies/NGOs working towards fostering developmental assets of privileged/underprivileged youth in the community. b. Planning and making visits to the agencies/NGOs, and making comprehensive observations. c. Making a self-reflection report after each visit.	30
II	Designing Need-based Activities/Sessions/Workshops in Agencies/NGOs for Youth: a. Carrying out need-based assessment along with the agency/NGO head/supervisor for planning and designing need-based activity/session/workshop for the youth of that agency/NGO. b. Planning and designing need-based, developmentally appropriate activity/session/workshop for youth of that agency/NGO. c. Critically evaluating the activity/session/workshop planned for the youth. d. Writing a self-reflection report after each activity/session/workshop that is conducted.	30
		60

Methods: The learners will work in small groups or individually to make: a portfolio of the visit reports; a final copy of activities/sessions/workshops that they plan, design and conduct, evaluation reports, along with photographs.

References:

Kimball-Baker, K. (2003). *Tag, you're it! 50 easy ways to connect with young people*. Search Institute.

Probst, K. (2006). *Mentoring for meaningful results: Asset-building tips, tools, and activities for youth and adults*. Search Institute.

Search Institute (2011). *40 developmental assets*. <https://www.search-institute.org/downloadable/Ann-Arbor-Handout-2.pdf>

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Identifying and contacting diverse agencies/NGOs for privileged/underprivileged youth	5
Engaging in the visits and writing the self-reflection reports	5
Planning, designing, conducting and evaluating activities/sessions/workshops for the youth	15
Total	25
SEMESTER-END EXAMINATION	Marks
Presentation on any one activity/session/workshop planned for the youth during the semester	10
Designing one activity/session/workshop for the youth on the topic given in exam	10
Viva	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: Elective

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C5E2A	Late Adulthood	Theory	2	30

Course Objectives:

1. To facilitate students' understanding about the developmental aspects in older adults.
2. To enable students to gain knowledge about the challenges and issues faced by older adults and help them in positive aging.
3. To make students learn the path to positive aging and work to make a change in the life of older adults and community as a whole.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Remember and understand developmental aging in late adulthood.
CO2:	Remember and understand and thereby describe the challenges and issues faced by older adults.
CO3:	Use the learnt information to analyze the behaviour of older adults in varied contexts and apply the knowledge gained in interacting, supporting and working with older adults.
CO4:	Analyze and critically evaluate the dynamics of older adults in context and plan programs and develop strategies for their successful aging.

Unit No.	Course Content	No. of Hours
I	<p>1. Introduction to Aging and older adults</p> <ol style="list-style-type: none"> a) The study of aging and late adulthood b) Defining age and late adulthood c) Demographic profile of older adults: global and Indian d) Developmental influences and issues e) Theoretical models: Gain-Loss Dynamic, & the selective optimization with compensation model <p>2. Cognition and Problem Solving in the everyday world</p> <ol style="list-style-type: none"> a) Stages of cognitive development b) Age-related cognitive slowing as a phenomenon; memory systems and age-related decrements c) Real world intelligence and problem solving d) Plasticity of processing speed e) Can age-related declines in cognition be remediated? f) Potential gains in late adulthood: Expertise, wisdom, religion and spirituality 	15
Unit II	<p>1. Social Interaction and social ties</p> <ol style="list-style-type: none"> a) Social interaction in late adulthood b) Social ties in late adulthood c) Elder abuse and neglect d) Social and intellectual engagement <p>2. Successful Aging and Wellbeing</p> <ol style="list-style-type: none"> a) Dimensions of successful aging b) Determinants of successful aging c) Culture and wellbeing in late adulthood d) Therapeutic Interventions with older adults e) Positive Aging – A new paradigm of growing old 	15

References

- Blackburn J. A., Dulmus C. N. (Eds.). (2007). *Handbook of Gerontology: Evidence-Based Approaches to Theory, Practice, and Policy*. John Wiley & Sons, Inc.
- Craik, F. I. M., & Salthouse, T. A. (Eds.). (2008). *The handbook of aging and cognition (3rd ed.)*. Psychology Press.
- Erber, J. T. (2019). *Aging and Older Adulthood (4th ed.)*. Wiley-Blackwell.
- Feldman, R. S. & Babu, N. (2018). *Development across the Life Span. (8th Ed)*. India: Pearson India Education services Pvt. Ltd
- Hill, R. D., & Smith, D. J. (2015). Positive aging: At the crossroads of positive psychology and geriatric medicine. In P. A. Lichtenberg, B. T. Mast, B. D. Carpenter, & J. Loebach Wetherell (Eds.), *APA handbook of clinical geropsychology, Vol. 1. History and status of the field and perspectives on aging* (pp. 301–329). American Psychological Association. <https://doi.org/10.1037/14458-013>
- Kitayama, S., Berg, M, K., & Chopik, W. J. (2020). Culture and Well-Being in Late Adulthood: Theory and Evidence. *American Psychological Association, Vol. 75, No. 4, 567–576* ISSN: 0003-066X
<http://dx.doi.org/10.1037/amp0000614>
- Whitbourne, S. K., & Sliwinski, M. J. (Eds.). (2012). *The Wiley-Blackwell handbook of adulthood and aging*. Wiley Blackwell.

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Initiating discussion and participation in class	5
Self-Reflection on their own interaction with older adults in the family/neighbourhood/community by applying the learnings from class	5
Assignments such as case studies/evaluation of real life incidents/movie reviews/ book reviews	15
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 1 and 2	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: **Elective**

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C5E2BP	Programmes and Interventions for the Elderly	Practical	2	60

Course Objectives:

1. To facilitate students in developing the value of service orientation towards elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
2. To guide students in learning skills in planning and designing, conducting and evaluating need-based, developmentally-appropriate activities/sessions/workshops towards fostering developmental assets for elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Identify needs of the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
CO2:	Plan and design need-based activities/sessions/workshops for the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
CO3:	Conduct need-based activities/sessions/workshops for the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
CO4:	Appreciate own self and critically evaluate activities/sessions/workshops that they conduct for the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).

Unit No.	Course Content	No of Hours
I	Visiting and Serving Agencies/NGOs for Elderly: a. Identifying diverse agencies/NGOs working towards fostering holistic development of the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs). b. Planning and making visits to in the community, old age homes, NGOs, and making comprehensive observations. c. Making a self-reflection report after each visit.	30
II	Designing Need-based Activities/Sessions/Workshops in Old Age Home/NGOs for Elderly: a. Carrying out need-based assessment along with the old age home/NGO head/supervisor for planning and designing need-based activity/session/workshop for the elderly of that old age home/NGO. b. Planning and designing need-based, developmentally appropriate activity/session/workshop for the elderly of that old age home/NGO. c. Critically evaluating the activity/session/workshop planned for the elderly. d. Writing a self-reflection report after each activity/session/workshop that is conducted.	30
		60

Methods: The learners will work in small groups or individually to make: a portfolio of the visit reports; a final copy of activities/sessions/workshops that they plan, design and conduct, evaluation reports, along with photographs.

References:

American Orchards (2017). *Elderly enrichment: The importance of activities for seniors.*

<https://www.americanorchardsaz.com/blog/elderly-enrichment-importance-activities-seniors/>

National Institute of Aging (2022). *Participating in activities you enjoy as you age*.

<https://www.nia.nih.gov/health/participating-activities-you-enjoy-you-age>

Evaluation:

CONTINUOUS INTERNAL EVALUATION:	Marks
Identifying and contacting diverse old age homes/NGOs for the elderly	05
Engaging in the visits and writing the self-reflection reports	05
Planning, designing, conducting and evaluating activities/sessions/workshops for the elderly	15
Total	25
SEMESTER-END EXAMINATION	Marks
Presentation on any one activity/session/workshop planned for the elderly during the semester	10
Designing one activity/session/workshop for the elderly on the topic given in exam	10
Viva	05
Total	25

Semester I: Research Methods in Home Science

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I

Type of Course: **Research Methodology**

Course Code	Course Title	Th/Pr	Credits	Hours
HD01C6	Research Methods in Home Science	Theory	4	60

Course Objectives:

1. To build in students appreciation for high quality research in their specialisation and allied areas.
2. To enable students to master the knowledge and skills needed in conducting specialisation-specific and interdisciplinary research relevant to the multiple disciplines under the umbrella of Home Science.
2. To promote academic, research and professional ethics in students.
3. To introduce students to principles of good scientific writing.

Course Outcomes (CO):

At the successful completion of the course:	
CO1:	Students will have heightened appreciation for high quality research in their specialisation and allied areas.
CO2:	Students will be able to identify, differentiate between, evaluate, and select different sampling techniques and research designs for particular research aims.
CO3:	Students will be able to formulate a research proposal on a worthwhile topic in their discipline, as also on interdisciplinary topics.
CO4:	Students will be able to abide with ethical guidelines for research.
CO5:	Students will have the necessary knowledge and skills to contribute to their discipline through conducting primary and original research on socially relevant, green, and high priority topics.

	Course Content	Hours
Unit I	<p>A. Introduction and overview</p> <p>(i) What is a research?</p> <p>(ii) Importance of research in general, and in each specialisation of Home Science and allied areas; illustration of research in each specialisation of Home Science and allied areas</p> <p>(iii) Steps in the research process</p> <p>(iv) Qualitative versus quantitative research</p> <p>(v) Objectivity and subjectivity in scientific inquiry: Premodernism, modernism, and postmodernism</p> <p>B. The beginning steps in the research process</p> <p>(i) Identifying broad areas of research in a discipline</p> <p>(ii) Identifying interest areas; using multiple search strategies</p> <p>(iii) Prioritising topics; specifying a topic; feasibility</p> <p>(iv) Review of literature/scholarly argument in support of study</p> <p>(v) Specifying research objectives/hypotheses/questions</p>	15
Unit II	<p>A. Variables</p> <p>(i) Definition</p> <p>(ii) Characteristics</p> <p>(iii) Types</p> <p>(iv) Levels of measurement</p> <p>B. Measurement</p> <p>(i) Conceptual definitions and operational definitions</p> <p>(ii) Types of validity and reliability in quantitative research</p>	15

	C. Data entry in quantitative research (i) Codebook and mastersheet (ii) Creating data files and data management	
Unit III	A. Sampling techniques in quantitative research (i) Probability and nonprobability sampling methods in current use/examples from current research (ii) Issues with regard to sampling techniques B. Research designs in quantitative research Distinguishing between the following research designs; and, selecting research designs that are congruent with one's research purpose. (i) Experimental, quasi-experimental, and pre-experimental research designs; correlational research design Inferring causality, internal validity, external validity (ii) Epidemiological research designs (cross-sectional, cohort, & case-control studies); developmental research designs (cross-sectional, longitudinal, sequential research designs; additive, mediator & moderator models; cross-lagged panel analyses); survey and market research designs; meta-analysis (iv) Exploratory, descriptive, and explanatory designs (v) Mixed methods research designs	15
Unit IV	A. Qualitative research methods (i) Ideology/worldview of the qualitative researcher (ii) Research designs in qualitative research (iii) Sampling techniques in qualitative research (iv) Data collection methods in qualitative research (v) Data analytic strategies in qualitative research (vi) Reporting of results in qualitative research B. Scientific writing (i) Distinguishing scientific writing from popular and literary writing styles (ii) Publication guidelines (APA7); characteristics/principles of scientific writing; examples of good scientific writing (iii) Writing a research proposal/research grant; seeking funding (iv) Reporting statistical findings in text C. Ethics (i) In academia (ii) In research in general (iii) In research with human participants (Nuremberg Code, Belmont Report, ICMR Guidelines) (iv) In research with animal subjects	15
		60

References:

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). APA.
- Bhattacharyya, G.K., & Johnson, R.A. (1977). *Statistical concepts and methods*. John Wiley. (classic)
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. Sage.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). McGraw-Hill.
- Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach* (4th ed.). Wadsworth Cengage Learning.
- Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods*. Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). John Wiley.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. Harcourt.
- Leong, F.T.L. & Austin, J. T. (Eds.) (2006). *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed.). Sage.
- Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th ed.). Thomson, Brooks/Cole.

Evaluation (Total Marks: 100):

CONTINUOUS INTERNAL EVALUATION:	Marks
Written Short Quizzes	10
Short Exercises	10
Group project to be completed in pairs or threes: Formulating a Research Proposal on a High Priority Topic relevant to each student group's specialisation; students can opt to work on interdisciplinary research project proposals with team members from more than one specialisation of Home Science	30
Total	50
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
Total	50

Syllabus:

P.G. Diploma in Home Science – Human Development

M.Sc. (Home Science – Human Development)

(Semester II)

SEMESTER II

SEMESTER II: Mandatory Courses

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: Mandatory

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C1A	Contemporary Theories of Human Behaviour and Development	Theory	2	30

Course Objectives:

Units 1 to 3

8. To provide students with an overview of the construction of contemporary theories of Human Behaviour and Development.
9. To enable students to understand the contemporary theories of Human Behaviour and Development and apply key notions and principles in their day-to-day experiences.
10. To encourage students to use contemporary theories of Human Behaviour and Development in analyzing and evaluating human behaviors and development.
11. To encourage the students to appreciate and critique contemporary theories in the context of human development and behaviour.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Remember, understand and thereby describe the concepts, characteristics and other major aspects of contemporary theories of human behaviour and development.
CO2:	Demonstrate knowledge and apply this knowledge whilst understanding own and others' behaviours and development.
CO3:	Develop both appreciation and critical thinking skills in evaluating theories.
CO4:	Observe and evaluate behaviours and developmental features of individuals, and suggest appropriate interventions for respective individuals across life span.

Unit No.	Course Content	No. of Hours
I	<p>A. Revised Classic Theories of Development: Neo-Behaviorism Social-Cognitive Theory: Albert Bandura</p> <ol style="list-style-type: none"> a) Historical background: overview of classical and operant b) conditioning and major criticisms c) Role of context in theory development: context of changing d) paradigms e) Overview of key changes in Bandura's approach to human learning f) Major criticisms; major contributions <p>B. Contemporary Theories of Human Behaviour and Development: Life Span Approaches</p> <ol style="list-style-type: none"> 1. Life Span Theory: Paul B. Baltes and associates (primary literature) <ol style="list-style-type: none"> a) Role of context in theory development b) Life-span theories: key concepts & principles c) Lifelong processes in development d) Change and plasticity e) Gain-loss dynamic; development as a process of selective adaptation; f) SOC g) Culture as compensation h) Incomplete architecture of human development i) Five levels of analysis j) Major criticisms; major contributions 2. Life Course Theory: Glen H. Elder Jr. (primary literature) 	15

	<ul style="list-style-type: none"> a) Role of context in theory development b) Overview of key ideas with regard to life course theory c) Social pathways d) Cumulative processes e) Life trajectories f) Turning points g) Principles of life course theory (primary literature) h) Major criticisms; major contributions 	
II	<p>C. Contemporary Theories of Human Behaviour and Development:</p> <p>1. Urie Bronfenbrenner: Bioecological Perspectives</p> <ul style="list-style-type: none"> a) Relevance of personal and societal events/contexts in the construction of the theory (primary literature) b) Defining properties of the bioecological model (primary literature) c) Microsystemic influences in development (primary literature) d) Beyond the microsystem (meso-, exo-, macro-systemic influences in development) (primary literature) e) Later extensions: Chrono system f) e) Major criticisms; major contributions <p>D. Contemporary Theories of Human Behaviour and Development:</p> <p>1. Dynamic Systems Theory: Esther Thelen and Linda B. Smith (primary literature)</p> <ul style="list-style-type: none"> a) Introduction to Systems Theories b) Mechanistic vs. Organismic/Systems Views c) Key concepts integral to systems views d) Role of context in development of Dynamic Systems Theories e) Key ideas in Dynamic Systems Theories f) Principles of development g) Circular Causality; reciprocal nature of structure-function relationships h) Emergence through self-organisation i) Major criticisms; major contributions <p>2. Positive Youth Development: Peter L. Benson, Richard Lerner,</p> <ul style="list-style-type: none"> a) Role of context in theory development b) Positive Youth Development Theory: Key ideas c) Major criticisms; major contributions 	15

References:

Baldwin, A. (1980). Theories of human development. New York, NY: Wiley.

Bronfenbrenner, U. (1980). The ecology of human development. Chicago: University Press.

Damon, W. (Series Ed.) & Lerner, R. M. (Vol. Ed.). (2006). Handbook of child psychology. Volume one: Theoretical models of human development. NY: John Wiley.

Green, M. (1989). *Theories of human development: A comparative approach*. Prentice Hall.

Lerner, R. M. (2001). Concepts and theories of human development. Psychology Press.

Lerner, R. M. (Series Ed.), & Overton, W. F., & Molenaar, P. C. M. (Volume Eds.). (2015). Handbook of Child Psychology and Developmental Science, Vol. 1, Theory and method (7th ed.). New York, NY: Wiley.

Mussen, P. H. (Ed.). (1983). Handbook of Child Psychology. Vol.1: History, theory and methods. New York, NY: Wiley.

Newman, B. A., and Newman P. R (2016). *Theories of Human Development (2nd ed)*. Psychology Press.

Newman, B. A., and Newman P. R (2023). *Theories of Human Development (3rd ed)*. Psychology Press.

Thomas, M. (2000). Comparing theories of child development (5th ed.). Belmont, CA: Wadsworth.

Evaluation (Total Marks 100):

CONTINUOUS INTERNAL EVALUATION:	Marks
Initiating discussion and active participation in class	5
Critical evaluation of the contemporary theories of human behaviour and development.	7
Application of theory in day-to-day life/Connecting theory to observations of development of children, adolescents and adults.	5
Evaluating case/programs, developing programs and plans for different age groups based on the principles and understanding of the theory.	8
Total	25

SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	8
Question 2 from Unit 2	8
Question 3 from Unit 3	9
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: Mandatory

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C1BP	Group Research Project	Practical	2	60

Course Objectives:

- To enable students to understand the overall process of research by designing a research study from its inception to the writing of the report.
- To assist students in developing research skills and competencies specific to their field of study.
- To provide students with an opportunity to conduct a group research study in their respective area of interest.
- To assist students in developing ability and knowledge in choosing the appropriate research design and develop appropriate research hypothesis for a research project
- To equip students with knowledge and critical thinking skills in choosing research methodology appropriate to research objectives.
- To build in students the appreciation for high quality research in their specialization and allied areas.

Course Outcomes (CO):

At the successful completion of the course:	
CO1:	Students will demonstrate the ability to formulate research objectives and research hypothesis for conducting research on a particular topic.
CO2:	Students will be able to identify and collect literature review appropriate to a particular research topic and write in scholarly and scientific manner.
CO3:	Students will be able to identify, differentiate between, evaluate, and select different sampling techniques and research designs for particular research aims.
CO4:	Students will be able to demonstrate the ability to choose data analysis methods appropriate to research objectives.
CO5:	Students will be able to interpret the findings of research in light of previous literature and defend their findings
CO6:	Students will be able to understand the link between research questions, methodology used and implications of research.
CO7:	Students will have the necessary knowledge and skills to contribute to their discipline through conducting primary and original research on socially relevant and high priority topics.
CO8:	Students will have heightened appreciation for high quality research in their specialisation and allied areas.

Unit No.	Course Content	No. of Hours
I	A. Beginning steps in the conduction of research: Introduction and Review of Literature a) Writing research objectives/ questions/hypotheses; b) Significance and rationale of the study (Presenting a clear and convincing argument in support of the study) c) Conducting a thorough literature review and preparing an outline of ROL d) Writing a brief Introduction of the study	30

	<p>e) Collecting relevant Review of Literature (Western and Indian), and making a draft of collected ROL (with due acknowledgement of source of ideas i.e., avoiding plagiarism).</p> <p>B. Middle step in the conduction of research (Part I): Methods</p> <p>a) Defining Variables (operational definition)</p> <p>b) Selecting an appropriate Research Design</p> <p>c) Sample: Sample Size, Inclusion and Exclusion criteria for selection of sample, Sampling techniques, Sample Characteristics</p> <p>d) Tools: Reviewing relevant tools and selecting and adapting available tools/ Constructing tools,</p> <p>e) Piloting tools and taking expert feedback on the tool</p> <p>f) Selection of sample, obtaining consent from relevant organisations and potential participants</p> <p>g) Writing the draft of Methods including all relevant details</p>	
II	<p>C. Middle steps in the research process (Part II): Data collection and Data Analyses and reporting of results</p> <p>a) Data collection</p> <p>b) Data entry: Quantitative data entry: SPSS, qualitative Data: theme extraction</p> <p>c) Data analysis as per the research design of the study</p> <p>d) Writing of Results- Reporting results in figures/tables and text</p> <p>D. Completion of research: Interpretation of Research findings, Implications of research and recommendations for future research</p> <p>a) Writing a draft of Discussion of research findings, explaining findings using relevant literature, experts' views;</p> <p>b) Discussing implications of findings for practice/industry/family/society; suggesting recommendations for future)</p> <p>c) Identifying/specifying contributions and limitations of own research;</p> <p>d) Implication, Limitations of research and recommendation for future research</p> <p>E. Reference list - Compiling of all references used in the research project.</p>	30

References:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). APA.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.

Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach* (4th ed.). Wadsworth Cengage Learning.

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Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage.

Leong, F.T.L. & Austin, J. T. (Eds.) (2006). *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed.). Sage.

Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th ed.). Thomson, Brooks/Cole.

Evaluation (Total Marks 100):

CONTINUOUS INTERNAL EVALUATION:	Marks
Selection of topic and justifying the need of the study, Formulating objectives, hypothesis of research,	5
Collection of western and Indian literature on the topic and writing of ROL	5
Designing the method of research, justifying use of various methods/tools to carry out the same, Writing the draft of Methods including all relevant details.	5
Data collection	5
Collect, analyze and interpret both quantitative and qualitative data, Writing of Results and discussion- Reporting results in figures/tables and text	5
Total	25
SEMESTER-END EXAMINATION	Marks

Research Presentation	8
Final report of research project	8
Viva Voice	9
Total	25

MSc (Home Science – Human Development)

(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: **Mandatory**

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C2	Foundations of Developmental Science	Theory	4	60

Course Objectives:

1. To facilitate competence in knowledge related to Developmental Science.
2. To expand the vision we hold of human development and the systems within which it occurs.
3. To create insights about human existence, both what is and what can be. Thus, to reflect on life as fashioned currently and explore alternatives.
4. To facilitate an understanding of the following:
 - a. the different aspects of human development/developmental science using works of exemplary researchers/scholars;
 - b. theoretical, methodological and substantive changes in conceptualizations of human development over the years/recently;
 - c. the inter-relationships between theoretical, methodological and substantive content and issues; and,
 - d. the changes in explanations of human development over the years.
5. To examine alternative explanations of human development (e.g. by philosophers, theologians, religion, spirituality).
6. To reflect on the writings of exemplary researchers/scholars.
7. To hone scientific reading, analytical, and writing skills.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Remember, understand and thereby articulate the concepts, characteristics of human development and their knowledge, understanding and insights on notions and principles of human development through works of exemplary researchers/scholars.
CO2:	Apply principles and knowledge of human development to better understand the evolving self, significant others and society, at large.
CO3:	Appreciate the alternative modalities (e.g. philosophy, religion, spirituality) that contribute to the explanations of human development

Unit No.	Course Content	No of Hours
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I	<p>Introduction and Overview <u>Academic Perspective:</u> Lerner, Overton, Valsiner, P.Baltes, Brandtstädter, Benson, Elder (a) The disciplinary focus on human development: Human Development/ Developmental Psychology/Developmental Science (b) Notions of Development; Key issues inherent in definitions of development (c) Understanding the relative and brittle nature of scientific truth. Processes and outcomes that characterize advancements in a(ny) science: Richard Rorty & Thomas Kuhn</p> <p><u>Alternative Perspective:</u> Processes that explain advancements in science: D. Chopra</p>	15
II	<p>History/Nature of Advancements in Human Development/Developmental Psychology/Developmental Science; Principles of Development (Part 1): <u>Academic Perspective:</u> R. Stevenson and R. Cairns (a) History; nature of advancements/paradigmatic shifts (b) Principles of development; What characterizes development? How does human development proceed? (preformation versus epigenesis; mechanistic versus organismic explanations; structure-function relationships; plasticity, novelty/change/transformations/flexibility; recapitulation/acceleration versus deceleration; multiplicity/plurality of pathways; role of context in development; indivisibility of developmental influences) (c) Conceptual models (direct and indirect effects; proximal and distal effects; full mediation versus partial mediation)</p> <p><u>Alternative perspective:</u> Principles characterizing development and life in general: J. Krishnamurti</p>	15
III	<p>History/Nature of Advancements in Human Development/Developmental Psychology/Developmental Science; Principles of Development (Part 2): <u>Academic Perspective:</u> Reese & Overton; Sameroff; J. Piaget; G. Gottlieb; Indian scholars (a) Paradigms in HD/DP/DS; Paradigmatic shifts in HD/DP/DS (b) Principles of development; What characterizes development? How does human development proceed? (probabilistic epigenesis, coactions, multiplicity/plurality/degeneracy/redundancy of pathways; competition or collaboration; canalization, resilience; role of context in development; indivisibility of developmental influences; continuity vs. discontinuity; developmental manifold concept)</p> <p><u>Alternative perspective:</u> Principles characterizing development and life in general.</p>	15
IV	<p>Gene-Environment Contributions in Developmental Science/Human Development <u>Gene-environment contributions: Academic perspective</u> Advancements in understanding gene-environment contributions in human development (a) Gene-environment interaction model (b) Gene-environment correlation model (c) Animal research; separating the inseparable; the indivisibility of reality</p> <p><u>Alternative perspective:</u> Indivisibility (Thích Nhất Hạnh); role of genes (Neale Donald Walsh)</p>	15
		60

References

Chopra, D. (1987). *Creating health: Beyond prevention, towards perfection*. Boston: Houghton Mifflin.
Damon, W.C. (Series Ed.) (1998). *Handbook of child psychology. Volumes I, II, III and IV*. Hoboken, New Jersey: Wiley.
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Hanh, T. N. (1975/1991). *The miracle of mindfulness: A manual on meditation*. London: Rider.

Krishnamurti, J. (1994). *The flame of attention*. Madras: Krishnamurti Foundation of India.

Krishnamurti, J. (1979/1997). *Exploration into insight*. Madras: Krishnamurti Foundation of India.

Kuhn, T. (1970). *The structure of scientific revolutions*. Chicago: The University of Chicago Press.

Kuhn, T. (2002). *The road since structure: Philosophical essays, 1970-1993, with an autobiographical interview*. Chicago: The University of Chicago Press.

Mohanty, A. K., & Prakash, P. (1993). Theoretical despairs and methodological predicaments of Developmental Psychology in India: Some reflections. In T. S .Saraswathi and B. Kaur (Eds.), *Human development and family studies in India: An agenda for research and policy*, pp104-121. New Delhi: Sage.

Lerner, R. M. (Series Ed.) (2015). *Handbook of child psychology and developmental science. Volumes I, II, III and IV*. Hoboken, New Jersey: Wiley.

Mussen, P. H. (Ed.) (1983). *Handbook of child psychology. Volumes I, II , III, and IV*. Hoboken, New Jersey: Wiley.

Plomin, R., DeFries, J. C., McClearn, G. E., & Rutter, M. (1997). *Behavioral genetics*. New York: W. H. Freeman.

Saudino, K. J., & Plomin, R. (1997). Cognitive and temperamental mediators of genetic contributions to the home environment during infancy. *Merrill-Palmer Quarterly*, 43 (1), 1-23.

Evaluation (Total Marks 100):

CONTINUOUS INTERNAL EVALUATION:	Marks
Accomplishing prior readings, exhibiting competence and curiosity for class discussions and learnings.	15
Initiating discussions and active participation in class.	10
Critical evaluation and sharing of insight about principles, alternative modalities of Human Development.	10
Through assignments: Demonstrating application of principles and knowledge of human development to better understand the evolving self, significant others and society, at large.	15
Total	50
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
Total	50

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: Mandatory

Course Code	Course Title	Th/Pr	Credits
HD02C3A	Advanced Study of Early Childhood Care and Education: Foundational Stage II- Theory	Theory	2

Course Objectives:

1. To understand nature of Scheduling/ Curriculum, components, significance of mental health in early years.
2. Gain insights into the influence of components of the early childhood scheduling.
3. Demonstrate an awareness of current trends and issues in the field of early childhood education.
4. Be acquainted with essential recommendations of different committees, commissions and organizations
5. Develop understanding of management of early childhood centers and understanding of methods of parent and family involvement.

Course Outcomes:

CO1:	The students should be able to: State the procedures for setting up Early Childhood Centers; discuss the admission procedure & impact on children; State the procedures for management of personnel; discuss the different types of records to be maintained in an Early Childhood Education center; discuss the importance of evaluation of program
CO2:	The students should be able to: discuss the importance of parent and family involvement, describe the various methods benefits challenges and strategies of communicating with parents.
CO3:	The students will be able to: define and describe theme based curriculum planning; list and explain the principles of and the factors that affect scheduling; review lesson plans and explain components of lesson plans; explain some assessment and evaluation techniques appropriate for preschool children

Unit No.	Course Content	No. of Hours
I.	<p>Scheduling/ Curriculum, components, significance of mental health:</p> <p>1A. Scheduling time table and routine</p> <ol style="list-style-type: none"> i. Guidelines For Program Scheduling: Alternating active and quite times, Balancing child-initiated and teacher-initiated activities; Activity level of children, Developmental level of the children; Arrival of children; Seasonal considerations; Flexibility in schedule, Arrival and departure time ii. Components Of the Early Childhood Scheduling: <ol style="list-style-type: none"> i. Competencies, Learning Outcomes and intended lesson objectives ii. Teacher-directed, Teacher-guided and/or child-led activities to achieve objectives iii. Duration and sequence of activities iv. Content and material to be used in the activities v. Classroom arrangements e.g., seating, displays, arrangement of material vi. Specific strategies for children who need extra help <p>1.B. Vidya Pravesh — Three-month Play-based School Preparation Module for Grade-I</p> <ol style="list-style-type: none"> a. Planning the Programme 	15

	<p>b. Transacting the Programme c. Tracking Children’s Progress d. Involvement of Parents and Community in the Learning of Children</p> <p>Developmental Goal-wise Activities, Illustrations and Worksheets: e. Goal 1: Children maintain Good Health and Well-being (HW) f. Goal 2: Children become Effective Communicators EC) g. Goal 3: Children become Involved Learners and Connect with their Immediate Environment (IL)</p> <p>1C. Significance of mental health in early years</p> <p>a. Addressing the Needs of Children with Disabilities (Divyang); Mental Health and Well-being; Developmental concerns/challenges in childhood, Challenges/problems faced by children that are not developmental in nature (e.g., physical abuse, sexual abuse) b. Characteristics of current society that accentuate the need for professional counselling services for children; environmental challenges that children face, helping Children Cope with Stress, Fear And Abuse (Defining stress and coping and stages of stress, Family stressors – divorce, poverty, homelessness, Child abuse and neglect, Health stressors, Death and bereavement) Techniques to help children cope with stress</p>	
II.	<p>2A. Research on Parent Partnerships and Records And Assessments</p> <p>Need and benefits of home-school partnership / partnering with parents Models of home school partnership and Communicating with families</p> <p>a. Individual ways of communicating with families b. Informal ways of communicating with families c. Formal contacts with families d. Group method of communicating with families e. Parent orientation and development program f. Challenges and strategies to overcome the challenges in relation to partnering with parents (home-school partnership)</p> <p>2B. Records And Assessments</p> <p>a. Concept of Assessment and Evaluation in young children i. Assessment: Need and importance for young children ii. Assessment Considerations for the Foundational Stage iii. Holistic Assessment on the basis of Panch -Kosha b. Methods of studying children i. Observation, Interview, Questionnaire, Case study, Anecdotal records, Art as form of communication, Portfolio c. Recording and Sharing Inferences i. Systematic Recording of Data ii. Sharing inferences with parents iii. Holistic progress card assessment</p>	15
	Total Contact Hours	30

References:

- 1 Brewer, J.A. (2007). Introduction to Early Childhood Education: Preschool Through Primary Grades. 6th Edition. Pearson London UK
- 2 Dowling, Marion. (2010). Young Children's Personal, Social and Emotional Development. 3 edition. Sage Publications
- 3 Harlan, J., & Rivkin, M. (2012). Science Experiences for the Early Childhood Years: An Integrated Approach. 10 Edition. Pearson.
- 4 Kostelnik, M., Soderman, A., & Whiren, A. (2011). Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education . 5 Edition: Pearson
- 5 National Scientific Council on the Developing Child. (2009). Young Children Develop in an Environment of Relationships: Working Paper1. Harvard University. All India School Education Surveys (NCERT) and position papers on school education in India (NCERT)

6. NEP 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/nep_achievement.pdf
7. NCF 2022 https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
8. 'Vidya Pravesh— Three-month Play-based School Preparation Module for Grade-I', has been developed as per the recommendations of the National Education Policy, 2020 (NEP 2020). Department of Elementary Education, NCERT,
9. Bibliography on "Learning Outcomes" developed by the LDD (Library and Documentation Division), National Council of Educational Research and Training (NCERT)
10. Guidelines for Implementation of Foundational Literacy and Numeracy Mission, called, National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Department of School Education & Literacy Ministry of Education Government of India
11. Early Childhood Research Quarterly (ECRQ); <https://www.sciencedirect.com/journal/early-childhood-research-quarterly>
12. Early Childhood Education Journal; <https://www.springer.com/journal/10643>
13. Journal of Early Childhood Research; <https://journals.sagepub.com/home/ECR>

Evaluation:

CONTINUOUS INTERNAL EVALUATION:		Marks
Individual Oral presentations provide a useful opportunity for students to practice skills which are required in the world of work and develop their ability to synthesise information and present to peers and audience as well as developing Multiple Choice Questions for peers.		10
Paired or group exercises with the use of ICT that promotes higher-order thinking skills with access online databases, educational websites, and digital libraries that provide a wealth of information and resources for such as evaluating movie, approaches, short story, case study, preparing video, coordinating and organizing / volunteering for online or offline workshop/conference/ one day seminar/ events etc.		10
Viva and Class participation		05
Total		25
SEMESTER-END EXAMINATION		Marks
All questions are compulsory. Up to 50% choice to be given within each question.		
Question 1 from Unit 1		10
Question 2 from Unit 2		10
Question 3 from multiple units		05
Total		25

M.Sc. (HOME SCIENCE) BRANCH II: HUMAN DEVELOPMENT
Level – 6.0

Semester – II

Major (Mandatory Course)

Course Code	Course Title	Th/Pr	Credits
HD02C3BP	Advanced Study of Early Childhood Care and Education Foundational Stage – II Practical	Practical	2

Course Objectives:

1. Apply theoretical knowledge of early childhood care and education in practical situations.
2. To identify differences in early childhood programs in order to consider future professional possibilities
3. Plan, implement and evaluate developmentally-appropriate educational and recreational activities for children.
4. Demonstrate the development of classroom management skills.
5. Demonstrate the development of event management skills.

Course Outcomes:

CO1:	To gain practical experience working with young children in order to become an effective teacher
CO2:	To develop techniques for dealing with specific learning situations in an early childhood setting in order to meet the individual and group needs of the children
CO3:	To practice various modes of observation and evaluation in order to implement developmentally appropriate practices
CO4:	To understand the roles of teacher and lead teacher's in early childhood settings
CO5:	To provide students with an opportunity for discussion of practicum experiences to reflect on the use of appropriate practices in teaching and directing a program
CO6:	To understand the role of an administrator in an early childhood setting to meet EEC requirements
CO7:	To discuss the various social and economic trends as they relate to early childhood to understand the diverse needs of the community
CO8:	To become knowledgeable about the various professional opportunities in early childhood administration
CO9:	To understand the stages of development from pre-natal to 8 years of age in order to have appropriate and reasonable expectations of children in early childhood settings during foundational stage.

Unit No.	Course Content	No. of Hours
I.	<p>Introduction</p> <ol style="list-style-type: none"> 1. Orienting students to various aspects of the Foundational Years/ECCE placement. 2. Input sessions on lesson planning and conducting different activities for foundational years / preschool children. 3. Developing skills techniques in creating, organizing and composing teaching aids and methods such as, <ol style="list-style-type: none"> i. Charts And Posters ii. Displays and Print-Rich Environment 	30

	<ul style="list-style-type: none"> iii. Field trips iv. Handmade toys, Puzzles and Blocks v. Indian traditional toys and games vi. Innovative Teaching Learning aids from waste resources (best out of waste) etc. vii. Pre-reading, prewriting and pre arithmetic activities viii. Puppets And Types ix. Transition activities x. Supplementary teaching methods and aids 	
II.	<p>Individual/ Paired / Small Group activities: Beginning Competencies and Advanced Competencies</p> <ul style="list-style-type: none"> a) Planning and implementing developmentally-appropriate lesson plans and Evaluating Lessons (Self and Peers) b) Content development / curriculum development c) Administrative tasks – event management, account keeping, planning and executing schedules etc. d) Learning corners e) Classroom Management <p>Event Management Planning and organizing a special event such as, parenting session, teacher training, celebrating national and international festivals and activities such as sports day, grandparents day, etc.</p>	30
Total Contact Hours		60

Methods: Students are to be placed in a classroom in the early childhood setting in Mumbai. Their placement is for one day a week and includes planning and evaluation meetings. Students are guided in their planning, conducting and evaluating developmentally-appropriate activities by the assigned faculty member.

References:

- A. NEP 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/nep_achievement.pdf
- B. NCF 2022 https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- C. ‘Vidya Pravesh— Three-month Play-based School Preparation Module for Grade-I’, has been developed as per the recommendations of the National Education Policy, 2020 (NEP 2020). Department of Elementary Education, NCERT,
- D. Bibliography on “Learning Outcomes” developed by the LDD (Library and Documentation Division), National Council of Educational Research and Training (NCERT)
- E. Guidelines for Implementation of Foundational Literacy and Numeracy Mission, called, National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Department of School Education & Literacy Ministry of Education Government of India
- F. Early Childhood Research Quarterly (ECRQ); <https://www.sciencedirect.com/journal/early-childhood-research-quarterly>
- G. Early Childhood Education Journal; <https://www.springer.com/journal/10643>
- H. Journal of Early Childhood Research; <https://journals.sagepub.com/home/ECR>
- I. Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiper, M. L. (2014). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). New York, NY: Pearson.
- J. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (2022), Fourth Edition; NAEYC
- K. Journal of Early Childhood Research; <https://journals.sagepub.com/home/ECR>

Evaluation:

CONTINUOUS INTERNAL EVALUATION:	Marks
Mock lesson during preparatory / input sessions	05
Individual / paired lesson – planning , execution and evaluation at the ECCE setting	10

Event / Group lessons - planning , execution and evaluation at the ECCE setting	10
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Presentation or showcasing the accomplished tasks during the practical experience when placed in the ECCE setting	10
Developing a lesson/ event/ workshop – on the spot and making teaching aid and presenting lesson	10
Viva	05
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: **Mandatory**

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C4	Advanced Statistics in Home Science	Theory	2	30

Course Objectives:

1. To help students value the crucial role of advanced/inferential statistics in quantitative research.
2. To help students master the prerequisite concepts needed for the use of advanced/inferential statistics.
3. To enable in students the skills in selecting, computing, interpreting and reporting advanced statistics.
4. To facilitate students in learning how to run advanced statistical tests using SPSS.

Course Outcomes:

At the successful completion of the course:
CO1: Students will be able to explain each of the prerequisite concepts needed for the use of advanced/inferential statistics (e.g., sampling distribution, Type I and Type II errors, central limit theorem, standard error).
CO2: Students will be able to identify the types of variables needed for each advanced statistical test and the level of measurement of each selected variable, and also meet test assumptions, such that the advanced statistical test can be used in a suitable manner.
CO3: Students will be able to identify, differentiate between, evaluate, select, and use (compute, interpret and report test results for) different advanced statistical tests to compare and contrast phenomena.
CO4: Students will be able to identify, differentiate between, evaluate, select, and use (compute, interpret and report test results for) different advanced statistical tests to examine interrelationships between phenomena.
CO5: Students will have the necessary knowledge and skills to design and conduct explanatory research design studies.
CO6: Students will demonstrate working knowledge of the use of SPSS for selected advanced statistical tests.

Course Content		Hours
Unit I	<p>A. Prerequisite concepts needed for the use of advanced/inferential statistics</p> <p>(i) Types of distribution Frequency distribution Normal distribution & departures from normality Probability distribution Sampling distribution</p> <p>(ii) Central limit theorem & normality of sampling distributions (iii) Test assumptions, & parametric and nonparametric methods (iv) Point estimation vs. interval estimation (v) Standard error (and confidence intervals) (vi) Null hypothesis vs. alternative hypotheses (vii) Significant vs. nonsignificant findings, Type I error vs. Type II error, Type I error and levels of significance</p> <p>B. Using an advanced statistical method (steps in using an advanced statistical method)</p>	15
Unit II	<p>A. To study statistics that allows us to contrast phenomena</p> <p>(a) Univariate chi-square test (b) Bivariate chi-square test (c) One sample t-test (d) t- or z- test for contrasting two independent groups (e) Paired t-test (f) one-way independent groups ANOVA & conceptualising other ANOVAs</p> <p>4 B. To study statistics that allows us to examine relationships between variables</p> <p>(a) Bivariate chi-square test (b) Product-moment correlation coefficient & conceptualising applications for simple linear regression</p> <p>4 C. Ethics in the use of statistics (e.g., the importance of test assumptions, the number of statistical tests in a research and levels of significance)</p>	15

References:

- Bhattacharyya, G.K., & Johnson, R.A. (1977). *Statistical concepts and methods*. John Wiley. (classic)
- Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach* (4th ed.). Wadsworth Cengage Learning.
- Johnson, R. A., & Bhattacharyya, G. K. (2019). *Statistics: Principles and methods* (8th ed.). John Wiley.
- Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods*. Jossey-Bass.
- Kachigan, S. K. (1986). *Statistical analysis: An interdisciplinary introduction to univariate & multivariate methods*. Radius Pr.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. Harcourt.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data*. W.W. Norton.

Evaluation:

CONTINUOUS INTERNAL EVALUATION:	Marks
Written Short Quizzes (individually) & Problem-solving Exercises (in pairs or small groups)	5
Completion of an Add-On SPSS short-term course on using SPSS to compute the following advanced statistical tests and their nonparametric equivalents: univariate chi square, bivariate chi square, one sample t-test, t- or z-test of independent groups, paired t-test, one-way independent groups ANOVA, and correlation coefficient.	10
Practice Sums (individually), at least three for each of the following: standard error of the mean, univariate chi square, bivariate chi square, one sample t-test, t- or z-test of independent groups, paired t-test, one-way independent groups ANOVA, and correlation coefficient.	10
Total	25

SEMESTER-END EXAMINATION	Marks
All questions are compulsory. Up to 50% choice to be given within each question.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from both units	5
Total	25

SEMESTER II: Elective Courses

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: **Elective**

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C5E1A	Positive Psychology	Theory	2	30

Course Objectives:

1. To introduce students to the field of Positive Psychology.
2. To facilitate students in constructing their knowledge of the key concepts and approaches in Positive Psychology.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Remember, understand, and thereby describe the definition and scope of Positive Psychology and its theoretical perspectives.
CO2:	Demonstrate an understanding of the various approaches in the field of Positive Psychology.

CO3:	Build relevant competencies for experiencing the learnt facets of Positive Psychology as lived experiences
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Unit No.	Course Content	No of Hours
I	A. Introduction a) History and foundations of Positive Psychology b) Character strengths, values, virtues; resilience B. Cognitive Approaches a) Dispositional optimism, learnt optimism, health benefits b) Hope c) Mindfulness d) Self-efficacy & self-determination	15
II	A. Emotional Approaches a) Happiness, subjective well-being, hedonic capacity b) Understanding and developing positive emotions/positive affectivity (Broaden and Build Theory; other theories), affective forecasting, benefits of negative emotions c) Emotional intelligence d) Emotional creativity B. Interpersonal Approaches a) Forgiveness b) Gratitude, altruism c) Love, compassion, kindness, goodness, empathy C. Neuroscience Approaches - Positive neuroscience: Brain mechanisms that enable human flourishing	15
		30

References:

- Baumgardner, S. R., & Crothers, M. K. (2009). Positive psychology. Prentice Hall/Pearson Education.
- Greene, J.D.; Morrison, I. and Seligman, M. (Eds.) 2016. Positive Neuroscience. Oxford University Press
- Hart, R. (2021). Positive psychology: The basics. Routledge/Taylor & Francis Group.
- McNulty, J. K., and Fincham, F. D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. Am. Psychol. 67, 101–110. doi: 10.1037/a0024572
- Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2021). The Oxford handbook of positive psychology (3rd ed.). Oxford University Press.

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Initiating discussion and participation in class	5
Self-reflection by applying the learnings from class	5
Assignments such as Debates/Case studies/ Evaluating Movies or OTT Series/Reflections on real incidents	15
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10

Question 3 from Units 1 and 2	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: **Elective**

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C5E1BP	Applications in Positive Psychology	Practical	2	60

Course Objectives:

1. To introduce students to applications and interventions in Positive Psychology.
2. To facilitate students in designing and conducting small scale interventions/ activities/ sessions/ workshops in Positive Psychology.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Build relevant competencies for experiencing the learnt facets of Positive Psychology as lived experiences and share these experiences and its implications in their lives.
CO2:	Identify and summarize applications of the theories, concepts, models and research in various domains within the field of positive psychology.
CO3:	Identify, analyze the key theories, and design interventions/activities in promoting positivity and wellness in the various domains within the field of positive psychology.

Unit No.	Course Content	No of Hours
I	Building Character Strengths, Values, Virtues, and other relevant competencies for experiencing Positive Psychology as lived experiences within the frameworks of: a) Cognitive Approaches (Optimism, Hope, Mindfulness, Self-efficacy, Self-determination) b) Emotional Approaches (Happiness, Subjective Well-being, Emotional intelligence, Emotional creativity) c) Interpersonal Approaches (Forgiveness, Gratitude, Altruism, Love, Compassion, Kindness, Goodness, Empathy)	30
II	Using existing Interventions and Designing and conducting small scale Interventions/ Activities/ Sessions/ Workshops in: a) Positive education b) Positive aging c) Positive parenting d) Positive health e) Positive workplace; innovation and leadership through positive psychology	30
		60

Methods: The learners will work individually to make a portfolio of the interventions applied to themselves; and individually and/or in small groups to make a portfolio of activities/sessions/workshops that they plan, design and conduct, along with photographs.

References:

- Al Ghassani A., Rababa M. (2022). Why less may be more for older adults with Dementia. *Ageing Int.* 47, 169–179. doi: 10.1007/s12126-021-09414-0 – DOI
- Bryant, F. B., Smart, C. M., & King, S. P. (2005). Using the past to enhance the present: Boosting happiness through positive reminiscence. *Journal of Happiness Studies*, 6(3), 227-260.
- Erikson, E. H. (1982). *The life cycle completed*. New York, NY: Norton.
- <https://positivepsychology.com/positive-psychology-interventions/>
- <http://www.authentic happiness.sas.upenn.edu/Default.aspx>
- Parks, A. C., & Biswas-Diener, R. (2013). Positive interventions: Past, present and future. T. B., Kashdan & J. V., Ciarrochi (Eds.), *Mindfulness, acceptance, and positive psychology: The seven foundations of well-being* (pp. 140-165). Oakland, CA: Context Press.

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	MARKS
Monitoring and recording the building of Character Strengths, Values, Virtues, and other relevant Positive Psychology Competencies in oneself individually	05
Identifying and engaging in visits to community mental health programmes either individually or in small groups and writing self-reflection reports	10
Planning, Designing, Conducting and Evaluating Activities/Sessions/Workshops for Promotion of Positive Psychology in the Family & Larger Community	10
Total	25
SEMESTER-END EXAMINATION	Marks
Presentation on any one Activity/Session/Workshop done during the semester for Promotion of Positive Psychology in the Family & Larger Community	10
Designing one activity/session/workshop for a given target group within the community on the topic given in the exam	10
Viva	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: **Elective**

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C5E2A	Health Psychology	Theory	2	30

Course Objectives:

1. To introduce students to the field of Health Psychology.
2. To facilitate students in constructing their knowledge of the key concepts and approaches in Health Psychology.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Remember, understand, and thereby describe the definition and scope of Health Psychology and its theoretical perspectives.
CO2:	Demonstrate an understanding of the biomedical and biopsychosocial models.
CO3:	Identify and analyze the key theories and interventions in promoting health and wellness.
CO4:	Demonstrate an understanding of the Indian perspective of health and illness.

Unit No.	Course Content	No. of Hours
I	<p>Health Psychology (Part 1)</p> <p>A. Introduction to Health Psychology & Health Beliefs</p> <p>a) What is health psychology; focus and aims of health psychology (understanding the biomedical and biopsychosocial models)</p> <p>b) Health inequalities</p> <p>c) Role of health beliefs in predicting health behaviours; intention-behaviour gap</p> <p>d) Theoretical perspectives</p> <ul style="list-style-type: none"> • Attribution theory • Risk perception and self-affirmation theory • Motivation and self-determination theory • Self-efficacy • Stage models: E.g. stages of change model; health action process approach (HAPA) <p>B. Health Behaviours</p> <p>a) Eating behaviour</p> <ul style="list-style-type: none"> • Diet and health • Developmental, cognitive, and weight concern models of eating <p>b) Exercise</p> <ul style="list-style-type: none"> • Contemporary concern with exercise behaviour; • Factors predicting exercise • Improving exercise behaviour; exercise adherence and relapse <p>c) Sex</p> <ul style="list-style-type: none"> • Biological functions of sex; sex as risk to health, including in the context of STDs/HIV and AIDS; sex and wellbeing • Developmental and decision-making models 	15

	<ul style="list-style-type: none"> LGBT community 	
II	Health Psychology (Part 2) A. Becoming ill a) Illness cognitions; Leventhal's self-regulatory model of illness behaviour b) Accessing healthcare <ul style="list-style-type: none"> Health care systems: primary and secondary Help seeking and delay Screening; adherence; patient-practitioner interactions c) Stress and illness <ul style="list-style-type: none"> The development of stress models; psychological factors; transactional model of stress Appraisal, self-control; changes in physiology: stress reactivity, stress recovery, allostatic load, stress resistance; interaction between physiological and psychological aspects of stress How does stress cause illness; individual variability in the stress-illness link; psychoneuroimmunology Chronic stress: job stress, relationship stress Coping, social support, personality, and control 2B. Being ill a) Pain <ul style="list-style-type: none"> Early pain theories, psychological factors, gate control theory of pain, psychosocial factors in pain perception, subjective-affective-cognitive processes Psychology in pain treatment b) Gender issues in health c) Critical health psychology	15
		30

References

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
- Chamberlain, K., & Murray, M. (2009). Critical health psychology. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), *Critical psychology: An introduction* (pp. 144–158). Sage Publications Ltd.
- Cooper, C. L., & Quick, J. C. (Eds.). (2017). *The handbook of stress and health: A guide to research and practice*. Wiley Blackwell. <https://doi.org/10.1002/9781118993811>
- Harkness, K. L., & Hayden, E. P. (Eds.). (2020). *The Oxford handbook of stress and mental health*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190681777.001.0001>
- Ogden, Jane. (2012). *Health psychology: A textbook* (5thEd.). New Delhi: McGraw Hill, Open University Press.
- Tiwari, A.; S. K. Singh, S.K.; Manar, M.K.; Mohan, U. and Panday, K. (2020). Gender Equity and Equality in Indian Healthcare. In Galore International Journal of Health Sciences and Research (www.gijhsr.com). Vol.5; Issue: 2; April-June 2020. Review Article P-ISSN: 2456-9321

Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Initiating discussion and participation in class	5
Self-reflection by applying the learnings from class	5
Assignments such as Debates/Case studies/ Evaluating Movies or OTT Series/Reflections on real incidents	15
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory with internal choice.	

Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 1 and 2	5
Total	25

MSc (Home Science – Human Development)

(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: Elective

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C5E2BP	Applications in Health Psychology	Practical	2	60

Course Objectives:

1. To facilitate students in the application of their knowledge of the key concepts and approaches in Health Psychology.
2. To guide students in learning skills in studying the existing scenario, and consequently planning, designing, conducting and evaluating need-based applications based on the major principles of Health Psychology to foster health and well-being of self and others in their family and community.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Demonstrate an understanding of the major concepts in Health Psychology, like locus of control, social support and illness perception, and how to measure them in self and in others.
CO2:	Apply the major principles of Health Psychology to foster health and well-being of self and others in their family and community.
CO3:	Analyze the use of different models of health in various health sectors in the community, e.g. the workplace, palliative and hospice care
CO4:	Evaluate critically the current research in the field of Health Psychology to sharpen their professional skills of assessment and intervention

Unit No.	Course Content	No of Hours
I	Health Promotion and Illness Prevention in Oneself: Changing one's health behaviours a) Application of Learning and Cognitive theories, social cognition theory, stage models; changing affect b) Application of Modern technologies; media (negative influence, resource for positive change, media campaigns) in Health Promotion c) Sustained behaviour change	30
II	Health Promotion and Illness Prevention in the Family & Larger Community: (A) Application of Health Psychology through the Course of Illnesses/ Health Conditions (E.g. HIV and AIDS/Cancer/Diabetes/Chronic Kidney Disease/Obesity/ Coronary Heart Disease) (B) Application of Health Psychology to the Indian Health Care System <ul style="list-style-type: none">• Listing out various community health programmes (functioning according to the biomedical and biopsychosocial models) and learning to critically evaluate them.• Studying the Attitude of Health Professionals and Burnout in Health Professionals• Designing optimal health care work environments (C) Measurement of health status: Mortality to quality of life (using HRQOL Concepts)	30
		60

Methods: The learners will work individually to make a portfolio of the interventions applied to themselves; and individually and/or in small groups to make a portfolio of their applications/activities/sessions/workshops that they plan, design and

conduct, along with photographs.

References:

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
- Chamberlain, K., & Murray, M. (2009). *Critical health psychology*. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), *Critical psychology: An introduction* (pp. 144–158). Sage Publications Ltd.
- Cooper, C. L., & Quick, J. C. (Eds.). (2017). *The handbook of stress and health: A guide to research and practice*. Wiley Blackwell. <https://doi.org/10.1002/9781118993811>
- Harkness, K. L., & Hayden, E. P. (Eds.). (2020). *The Oxford handbook of stress and mental health*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190681777.001.0001>
- <https://www.cdc.gov/hrqol/methods.htm>
- Ogden, Jane. (2012). *Health psychology: A textbook* (5thEd.). New Delhi: McGraw Hill, Open University Press.

Methods: The learners will work individually to make a portfolio of the interventions applied to themselves; and individually and/or in small groups to make a portfolio of their applications/activities/sessions/workshops that they plan, design and conduct, along with photographs.

Evaluation:

CONTINUOUS INTERNAL EVALUATION:	Marks
Monitoring and recording the interventions applied to oneself individually	05
Identifying and engaging in visits to community health programmes either individually or in small groups and writing self-reflection reports	10
Planning, Designing, Conducting and Evaluating Activities/Sessions/Workshops for Health Promotion and Illness Prevention in the Family & Larger Community	10
Total	25
SEMESTER-END EXAMINATION	Marks
Presentation on any one Activity/Session/Workshop done during the semester for Health Promotion and Illness Prevention in the Family & Larger Community	10
Designing one activity/session/workshop for the community on the topic given in the exam	10
Viva	05
Total	25

Semester II:
On the Job Training (OJT)/
Field Project (FP)

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – II

Type of Course: OJT/ FP

Course Code	Course Title	Th/Pr	Credits	Hours
HD02C6	On Job Training/Field Project	Practical	4	120

ENHANCING PRACTICAL SKILLS THROUGH OJT

- The On-the-Job Training (OJT) program spans 12-15 weeks, requiring 120 hours; divided as 1 hour per week x 15 weeks with the staff in-charge = 15 hours + 7 hours per day x 15 weeks = 105 hours of physical presence at the organization.
- OJT must be conducted outside the home institution to expose students to real-world work environments.
- OJT covers any subject within the syllabus, allowing students to align their experience with their academic interests.
- In recognition of changing dynamics, some sessions as part of OJT can be conducted online to accommodate virtual work environments.
- OJT will offer students the opportunity to apply classroom learning in a real-world setting, fostering the development of technical and non-technical skills.
- Mutual Benefits: Organizations gain insights into the program's curriculum and industry requirements, enabling them to provide constructive feedback and enhance course relevance.
- OJT bridges the gap between theoretical knowledge and practical application, preparing students for successful careers in Home Science.

Course Objectives:

1. To introduce students to different Human Development agencies/organizations, and let them experiment with the nature of work each offers.
2. To give students the exposure to the world of work and utilise the opportunity to apply theoretical learnings on field; to bridge the gap between theoretical knowledge gained in the classroom and practical application in a real work setting.
3. To enable students to develop skill-sets and ethics required to be a professional in the field of Human Development.
4. To bridge the gap between theoretical knowledge gained in the classroom and practical application in a real work setting by applying theoretical learnings on field.
5. To enable student develop technical and soft skills needed to evaluate, plan and develop programs, tools and strategies for growth and development of the organization and self as an employee.

Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
CO1:	Identify different Human Development agencies/organizations catering to people with different ages and needs.
CO2:	Understand the need of theories of Human Development field and its application in the world of work.

CO3:	Enhance their competence and confidence and prepare them to tackle the challenges that they may encounter in their professional careers by gaining a deeper understanding of how the industry operates.
CO4:	Gain hands-on experience in evaluating, planning, developing programs and strategies, tools, problem-solving skills and contributing to the growth of the organization.
CO5:	Develop and demonstrate skill-sets and ethics expected out of a Human Development professional.

Tasks to be Accomplished	Course Content
1	<p>Identifying the age and target group they want to work for; contacting different Human Development agencies/organisations catering to them and co-ordinating with staff in-charge to get approval and seek permission with the organisation.</p> <ul style="list-style-type: none"> • Students are expected to find their own OJT placements, although the institution provides support and guidance in securing positions with reputable organizations. • To enhance the learning experience and ensure the quality of the MSc programme, each student participating in the OJT will be assigned two mentors: <ul style="list-style-type: none"> ○ A faculty mentor from the institution ○ An industry mentor from the organization where the student is interning.
2	<p>Procuring the job profile and assisting the employer with tasks assigned within the framework of their job profile. Being responsible of the tasks assigned by the employer, working hand in hand with the team, collaborating with others in the organization and abiding by the time frame of the organization.</p>
3	<p>Making a self-reflection report at the end of every week.</p>
4	<p>Maintaining comprehensive observations/records of tasks accomplished. The student will make two documents as part of the OJT</p> <p>Online Diary: This ensures that the student updates daily activity, which could be accessed by both the mentors. Daily entry can be of 3- 4 sentences giving a very brief account of the learning/activities/interaction taken place. The faculty mentor will be monitoring the entries in the diary regularly as shown in Appendix-I</p> <p>OJT Report: A student is expected to make a report based on the OJT he or she has done in an organization. It should contain the following: Certificate: A certificate in the prescribed Performa (given in Appendix II and Appendix III) from the organization where the OJT was done. Title: A suitable title giving the idea about what work the student has performed during the OJT. Description of the organization: A small description of the organization where the student has interned.</p> <ul style="list-style-type: none"> • Description of the activities done by the section/department where the intern has worked: A description of the section/department or cell of the organization where the intern worked. This should be worded in a way, to give an idea about the type of activity a new employee is expected to do in that section of the organization. • Description of work allotted and done by the intern: A detailed description of the work allotted, and actual work performed by the intern during the OJT (Online/In Person/Onsite) period. It shall be the condensed and structured version of the daily report mentioned in the online diary. <p>Self-assessment: A self-assessment by the intern on what he or she has learned during the OJT period. It shall contain both technical as well as interpersonal skills learned in the process.</p>

ROLE OF OJT MENTORS:

- To enhance the learning experience and ensure the quality of the MSc programme, each student participating in the OJT will be assigned two mentors:

- i. A faculty mentor from the institution
- ii. An industry mentor from the organization where the student is interning.
- By having both an industry mentor and a faculty mentor, students benefit from a comprehensive guidance system that combines industry expertise and academic support.

Role of Industry Mentor:

The industry mentor plays a crucial role in:

- guiding the student during the internship.
- ensuring that the intern fulfils the requirements of the organization and successfully meets the demands of the assigned project.
- providing valuable insights into real-work practices and industry expectations through their expertise and experience.

Role of Faculty Mentor:

The faculty mentor serves as the overall coordinator of the OJT program.

- oversees the entire internship process
- evaluate the quality of the OJT in a consistent manner across all students.
- ensures that the OJT aligns with the programme objectives by providing valuable learning opportunities.
- facilitates communication between the institution, industry mentor, and student ensuring a fruitful OJT experience.

Interaction between mentors:

- To ensure the smooth conduct of the OJT a meet-up involving the intern, industry mentor, and the faculty mentor will be scheduled as a mid-term review.
- The meeting can preferably be online to save time and resources.
- The meeting ensures the synergy between all stakeholders of the OJT.
- A typical meeting can be of around 15 minutes where at the initial stage the intern brief about the work and interaction goes for about 10 minutes.
- This can be followed by the interaction of the mentors in the absence of the intern. This ensures that issues between the intern and the organization, if any, are resolved.

OJT WORKLOAD FOR THE FACULTY: Every student is provided with a faculty member as a mentor. So, a faculty mentor will have a few students under him/her. A faculty mentor is the overall in charge of the OJT of the student. He/she constantly monitors the progress of the OJT by regularly overseeing the diary, interacting with the industry mentor, and guiding on the report writing etc. Considering the time and effort involved, a faculty mentor who is in-charge of 10-24 students shall be provided by a workload of 1-3 hours.


Evaluation of On-Job-Training Course (4 Credit Course)

Internal Evaluation	
• Online diary	25
• Mid-term interaction	25
Total	50
External Evaluation	
• OJT Documentation	25
• Quality & Relevance	10
• OJT Viva	15
Total	50

Letter Grades and Grade Points

Semester GPA/ Programme CGPA/ Semester Programme	% of Marks	Alpha-Sign/ Letter Grade Result
9.00-10.00	90.0-100	O (Outstanding)
8.00-<9.00	80.0-<90.0	A+ (Excellent)
7.00-<8.00	70.0-<80.0	A (Very Good)
6.00-<7.00	60.0-<70.0	B+ (Good)
5.50-<6.00	55.0-<60.0	B (Above Average)
5.00-<5.50	50.0-<55.0	C (Average)
4.00-<5.00	40.0-<50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

Team for Creation of Syllabus

Name	College Name	Sign
Prof. Dr. (Mrs.) Vishaka Ashish Karnad Principal (I/C)	College of Home Science Nirmala Niketan, Mumbai – 20	
Ms. Rhonda Divecha Head of the Department	College of Home Science Nirmala Niketan, Mumbai – 20	
Ms. Payal Maheshwari	College of Home Science Nirmala Niketan, Mumbai – 20	
Prof. Dr. Kamini Rege	College of Home Science Nirmala Niketan, Mumbai – 20	
Ms. Khyati Sampat	College of Home Science Nirmala Niketan, Mumbai – 20	

Justification for M.Sc. (Home Science – Human Development)

Sign of Head of the Institute

Sign of Dean

Name of the Head of the Institute with
Designation

Prof. Dr. Vishaka Ashish Karnad
I/C Principal &
Chairperson Board of Studies
Home Science

Name of the Dean

Name of the Faculty

Name of Department
Human Development

1	Necessity for starting the course:	The M.Sc. programme in Home Science (Human Development) at the University of Mumbai has been diligently designed as per the guidelines of the National Education Policy (NEP) 2020. The programme is a comprehensive blend of theory and practical courses, making it one of the much sought after programmes. This programme offers a thorough combination of interesting, locally relevant and globally applicable courses in Human Development.
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		<p>It is a given that people of all age groups have strengths and potentials to be harnessed. They have needs to be met in holistic and developmentally appropriate ways. Further, they also encounter challenges and thus look for means to address these. The M.Sc. programme in Home Science (Human Development) is designed to prepare learners in facilitating their own and others' growth on personal and professional fronts, while developing resilience and coping strategies to manage the challenges.</p> <p>Mandatory areas in the curriculum focus on: Developmental Science (including theories of human Behaviour & development, developmental principles & models, life span development, genetic-environmental coactions), Counselling and Mental Health (including psychological testing), and Education (early childhood/foundational years & school/higher education; policymaking). Family Studies, Human Exceptionality, Psychological Disorders are other mandatory areas. Research is integral to the programme, with multiple courses building students' research competence. Elective courses include Adolescence, Late Adulthood, Positive Psychology, Health Psychology, Alternative Health Strategies and Therapies, Policymaking in Schools and Higher Education. Practicals and educational opportunities in the world of work ensure that the graduating learner is well-equipped with empowering mindsets and skill sets that are general as well as specific to Human Development.</p> <p>The curriculum is carefully designed such that it will provide learners with learning opportunities, facilitate holistic development thereby empowering them to be knowledge-and-skill ready for the world of work in diverse Human Development agencies. The programme also would help them to face personal and professional challenges with confidence, and instil in them values of respect, commitment and concern for others - these aspects are certainly the need of the hour.</p>
2	Whether the UGC has recommended the Course:	YES
3	Whether all the courses have commenced from the year 2023-24:	<p>Master's Programme in Home Science – Human Development shall commence from Academic Year 2023-24</p> <p>Semester I and Semester II shall commence from Academic Year 2023-24</p> <p>Semester III and Semester IV shall commence from Academic Year 2024-25</p>
4	<p>The courses started by the University are self-financed?</p> <p>Whether adequate number of eligible permanent faculties are available?</p>	<p>The course is NOT self-financed.</p> <p>Adequate number of eligible permanent faculties are not recruited.</p> <p>Sanctioned faculty positions: 6</p> <p>Currently filled faculty positions: 5 (+ Visiting Faculty)</p>
5	Give details regarding the duration of the course and is it possible to compress the course?	<p>Two Year Full Time (Four Semesters)</p> <p>It is NOT possible to compress the course.</p>
6	The intake capacity of	Intake Capacity: 10

	each course and no. of admissions given in the current year.	No. of admissions given in the current year: 10
7	Opportunities of employability / employment available after undertaking these courses:	<p>The students on successful graduation from the programme are mainly employed in the mental health and education sectors: Clinical and community mental health settings, and educational settings. In the mental health sector, their jobs are at advanced levels which include: Counselling and designing activity-based interventions.</p> <p>In the educational sector, their job profiles are leadership positions which include: Content development, curriculum development, training, supervision and management, designing interventions and services.</p> <p>Research and higher education (university teaching) sectors are also available and utilized.</p> <p>There are ample entrepreneurial opportunities as well, with successful learners able to set up guidance centres, mental health practice; as well as preschools, activity centres, youth centres, elderly care centres; design educational and enrichment activities and materials, and interventions and services.</p>

Sign of Head of the Institute

Sign of Dean

Name of the Head of the Institute with
Designation

Prof. Dr. Vishaka Ashish Karnad
I/C Principal &
Chairperson Board of Studies
Home Science

Name of the Dean

Name of the Faculty

Name of Department
Human Development

Appendix

Appendix-I

(Weekly online diary for OJT in the following format)

WEEK	Day Date	Name of the Topic/Module	Completed/Remarks

Date on completion of requisite hours:	Signature of the Faculty Mentor:		Signature of the Industry Mentor:
	Seal of the University/College		Stamp of the Industry/Host organization

Appendix-II

(Proforma for the certificate for OJT/Internship in official letter head)

This is to certify that Mr. /Ms. of
.....College/Institution worked as an intern as part of his/her
M.Sc. Programme in Home Science of University of Mumbai.

The particulars of internship are given below:

Internship starting date: _____ Internship ending date: _____ Actual number
of days worked: _____

Tentative number of hours worked: _____ Hours

Broad area of work: _____

A small description of work done by the intern during the period:

Signature: _____

Name:

Designation:

Contact details:

Email: (Seal of the organization)

Appendix-III

(Proforma for the OJT Evaluation of the intern by the industry mentor /to whom the intern was reporting in the organization)

Professional Evaluation of Intern

Name of Intern: _____

College/institution: _____

[Note: Give a score in the 1 to 5 scale by putting \surd in the respective cells]

Sr. No.	Criteria for Evaluation	Excellent	Very Good	Good	Moderate	Satisfactory
1.	Attendance & Punctuality					
2.	Ability to work in a team					
3.	Written and oral communication skills					
4.	Problem solving skills					
5.	Ability to grasp new concepts					
6.	Technical skills in terms of technology, etc					
7.	Ability to complete the task					
8.	Quality of overall work done					

Comments: _____

Signature: _____

Name:

Designation:

Contact details:

Email:

(Seal of the organization)