

As Per NEP 2020

University of Mumbai



Title of the program

- A. U.G. Certificate in **Home Science – Human Development**
- B. U.G. Diploma in **Home Science - Human Development**
- C. B.Sc. (**Home Science - Human Development**)
- D. B.Sc. (Hon.) in **Home Science - Human Development**
- E. B.Sc. (Hons. with Research) in **Home Science - Human Development**

Syllabus for Semester – Sem I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

(With Effect from the Academic Year 2024-2025 Progressively)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	U.G. Certificate in Home Science - Human Development
	O: _____B	B	U.G. Diploma in Home Science - Human Development
	O: _____C	C	B.Sc. (Home Science - Human Development)
	O: _____D	D	B.Sc. (Hons.) in Home Science - Human Development
	O: _____E	E	B.Sc. (Hons. with Research) in Home Science - Human Development
2	Eligibility O: _____A	A	Higher Secondary Education 10+2 OR Passed Equivalent Academic Level 4.0
	O: _____B	B	Under Graduate Certificate in Home Science/Science/Arts/any field_OR Passed Equivalent Academic Level 4.5
	O: _____C	C	Under Graduate Diploma in Home Science/Science/Arts/any allied field OR Passed Equivalent Academic Level 5.0
	O: _____D	D	Bachelors of Home Science/Science/Arts/any allied field with minimum CGPA in 7.5 OR Passed Equivalent Academic Level 5.5
	O: _____E	E	Bachelors of in Home Science/Science/Arts/any allied field with minimum CGPA in 7.5 OR Passed Equivalent AcademicLevel 5.5
3	Duration of program R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity R: _____	200 in the First Year (Allocation of Seats in Major, Minor and other components will be done into the four specializations of Home Science based on Choice and Merit across the Semesters)	

5	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination is mandatory	
6	R: _____ Standards of Passing	40%	
7	Credit Structure Sem. I - R: _____ A Sem. II - R: _____ B	Attached herewith	
	Credit Structure Sem. III - R: _____ C Sem. IV - R: _____ D		
	Credit Structure Sem. V - R: _____ E Sem. VI - R: _____ F		
8	Semesters	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	Program Academic Level	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	From Academic Year: 2024-2025	

**Sign of the BOS
Chairperson**
Name of the Chairperson
Prof. Dr. (Mrs.) Vishaka Ashish
Karnad
Name of the BOS Home Science

Sign of the Offg. Associate Dean
Name of the Associate Dean
Name of the Faculty

Sign of the Offg. Dean
Name of the Offg. Dean
Name of the Faculty

Preamble

Introduction:

Home Science is an interdisciplinary science, which offers holistic and socially-relevant educational program. Home Science has emerged as a full-fledged scientific course in which overall improvement in the quality of life of the individual, family, and community is sought. There is a prominent emphasis on professional competence and sensitivity to the needs of society. The degree courses are B.Sc. (Home Science), M.Sc. (Home Science) and Ph.D. (Home Science).

The four major areas of specialization are as follows:

- Foods, Nutrition and Dietetics
- Human Development
- Textile and Fashion Technology
- Community Resource Management

The program offers major and minor courses along with open electives (OE), ability enhancement courses (AEC), IKS, value education (VEC) vocation skill (VSC)based projects, field (FP) and research projects (RP) with due credits along with credits for cocurricular (OC) activities. It is designed in a wholesome manner and structured to impart knowledge, skills and attitudes aiming at personal, professional, career and community growth and enrichment and holistic development of individuals capable of contributing to society for national and global challenges and idiosyncrasy to be considered strongly for sustainability.

Objectives of the Program:

The objectives of the Home Science curriculum are as follows:

PO No.	After completing the program, the student should have	Graduate Attribute
PO1	the capability of demonstrating comprehensive knowledge and understanding of Home Science	Disciplinary knowledge
PO2	good language skills and the ability to express thoughts and ideas verbally as well in writing and effectively communicate the same using appropriate media suitable for different target groups	Communication Skills
PO3	competence of applying disciplinary knowledge and the ability to critically analyze and evaluate data, practices, policies and theories for knowledge development	Critical thinking
PO4	skill to identify problems and to apply disciplinary knowledge to tide over real life situations	Problem solving
PO5	aptitude to evaluate the reliability and relevance of a knowledge body, identify lacunae, analyze and draw valid conclusions	Analytical reasoning
PO6	develop a sense of enquiry and the capability for asking relevant questions for scientific understanding, along with the ability to recognize cause-and-effect relationships, define problems and plan, execute and report the results of an experiment	Research-related skills Scientific reasoning
PO7	ability to work effectively with diverse teams facilitating cooperative effort	Cooperation/Team work
PO8	ability to apply the skills, knowledge and competencies learned in through laboratory training at the personal, household, community and professional level	Reflective thinking
PO9	skill to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data and its application for different purposes	Information/digital literacy
PO10	ability to work independently, identify appropriate resources required for a project, and manage a project through completion.	Self-directed learning
PO11	awareness of the values and beliefs of multiple cultures and the ability to interact and reflect appropriately with diverse groups with respect.	Multicultural competence
PO12	capacity to imbibe moral and ethical values and do away with falsification and plagiarism in personal and professional life. Also, the ability to identify ethical issues related to environmental and sustainability thereby developing the skill to practice unbiased actions in all aspects.	Moral and ethical awareness/reasoning
PO13	capability of planning, organizing, executing and controlling various activities with a sense of responsibility and commitment along with the skill to motivate, inspire and encourage team work in an efficient way.	Leadership readiness/qualities

1. To impart knowledge and facilitate the development of skills and techniques in the basic area of Home Science required for personal, professional and community advancement.

PO14	the competencies and acquire openness for participating in learning activities throughout life, through self-paced and self-directed learning, focusing at personal development to meet economic, social and cultural objectives and the changing trends and demands of the industry and society.	Lifelong learning
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2. To inculcate in students, values and attitudes that enhance personal, life skills and family growth and to sensitize them to various social issues for the development of a humane society.
3. To promote in students a scientific temper and competencies in research to enable contributions to the national and international knowledge base in Home Science and allied fields.
4. In sum, to empower our students such that they can effect positive changes at multiple levels.

- 1) Credit Structure of the Program (Sem I, II, III, IV, V & VI)
- 2) Under Graduate Certificate Home Science – Human Development
Credit Structure (Semester I & II)

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. /	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	6		-	2+2	VSC:2, SEC:2 Creative Expression through Art and Craft	AEC:2, VEC:2 IKS:2	CC:2	22	UG Certificate Home Science – Human Development 44 Credits
	II	6		2	2+2	VSC:2, SEC:2 Creative Expression through Music Drama and Puppetry	AEC:2, VEC:2	CC:2	22	
	Cum Cr.	12	-	2	8	4+4	4+4+2	4	44	
R: _____ B										

***Note:** It is important to opt for these Vocation Skill Course VSC /Skill Enhancement Course SEC from core subjects other than the Major/Minor Streams and other than the courses previously covered across as allocated in Semesters I, II, III, IV. The ratios for groups formed for the major, minor streams and optional elective courses along with the VSC/SEC will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC/SEC will be decided by the admission committee.

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

**Under Graduate Diploma Home Science – Human Development
Credit Structure (Semester III & IV)**

		R: _____ C									
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP,	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	III	8 Development in Infancy and Childhood Years - II Theory (4 cr) Children with Special Needs Theory (2 cr) Parent and Community Education Practical (2 credits)		4	2	VSC: 2	AEC: 2	FP: 2 CC:2	22	UG Diploma Home Science - Human Development 88 Credits	
	R: _____ D										
	IV	8 Development in Adolescent and Adulthood Years - II Theory (4 cr) Fundamentals of Guidance and Counselling Theory (2 cr) Fundamentals of Counselling Skills Practical (2 cr)		4	2	SEC:2	AEC:2	CEP: 2 CC:2	22		
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88		
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor											

**Under Graduate B.Sc. Home Science – Human Development
Credit Structure (Semester V & VI)**

R: _____ E										
Level	Semester	Major		Minor	OE	VSC SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. /Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.5	V	10 Curriculum Planning and Assessment for Foundational and Preparatory Years (Theory) (4 cr) Human Exceptionality (Theory) (4 cr) Research in Human Development (Theory) (2 cr)	4 Elective 1: Content Crafting Across the Life Span (Theory) (2 cr) Content Crafting Across the Life Span (Practical) (2 cr) Elective 2: Mental Health and Therapeutic Self Care Across the Life Span (Theory) (2 cr) Mental Health and Therapeutic Self Care Across the Life Span (Practical) (2 cr)	4		VSC: 2		FP/CEP: 2	22	UG Degree B.Sc. Home Science - Human Development 132 Credits
	R: _____ F									
	VI	10 Introduction to Psychological Disorders (Theory) (4 cr) Introduction to Psychological Testing and Counselling Theory (4 cr) Caregiving for Elderly Practical	4 Elective 1: Entrepreneurship and Event Management (Theory) (2 credits) Entrepreneurship and Event Management (Practical) (2 cr) Elective 2: Entrepreneurship in Human Development	4				OJT: 4	22	

	(2 cr)	Services Administration for Children and Adolescents (Theory) (2 cr)							
		Entrepreneurship in Human Development Services Administration for Children and Adolescents (Practical) (2 cr)							
Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132	

*Note: It is important to opt for these Vocation Skill Course VSC /Skill Enhancement Course SEC from core subjects other than the Major/Minor Streams and other than the courses previously covered across as allocated in Semesters I, II, III, IV. The ratios for groups formed for the major, minor streams and optional elective courses along with the VSC/SEC will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC/SEC will be decided by the admission committee.

Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project]

Semester - I

Under Graduate Certificate in Home Science

B.Sc. Home Science – Human Development

Credit Structure (Semester I)

Syllabus
B.Sc. Home Science – Human Development
(Semester - I)
MAJOR

Course Code	Course Title	Theory/ Practical	Hours	Credits
	Development in Infancy and Childhood Years	Theory	30	2

Course Objectives:

The course enables learners to:

- Gain a comprehensive understanding of human development from conception through childhood, including biological, cognitive, and socio-emotional aspects.
- Identify and describe key developmental milestones in cognitive, social, emotional, and physical domains during infancy and childhood.
- Analyze the various stages of development, exploring the developmental trajectory and within each phase.
- Learn techniques and strategies for promoting healthy development and fostering positive relationships with children and families.
- Cultivate empathy and sensitivity in students towards diverse developmental experiences and perspectives, fostering a holistic approach to studying human development.
- Apply knowledge of developmental principles to real-world scenarios, such as parenting, education, and social policy, to promote optimal developmental outcomes for children.
- Engage in reflective practices to enhance self-awareness and professional growth as future educators, caregivers, or practitioners in fields related to child development.
- Develop observational and analytical skills through case studies and practical applications to recognize typical and atypical development trajectories.

Course Outcomes:

At the successful completion of the course, students will be able to:

CO1	Demonstrate a deep understanding of the principles underlying human development from conception through childhood.
CO2	Identify and describe key developmental milestones across various domains, including cognitive, social, emotional, and physical development.
CO3	Evaluate the impact of early experiences, such as attachment relationships and early childhood education, on later development.
CO4	Apply knowledge of development to analyze and interpret real-life scenarios involving children's growth and behavior.
CO5	Cultivate sensitivity and empathy towards diverse developmental experiences, recognizing the importance of individual differences in human development.
CO6	Develop effective communication skills to convey complex developmental concepts and insights to diverse audiences, including parents and educators.
CO7	Reflect on personal and professional growth throughout the course, integrating theoretical knowledge with practical experiences to enhance understanding and application in the field of Human development.
CO8	Design and implement developmentally appropriate activities and interventions to support children's growth and well-being

Sr. No.	Course Content	Hours
1.	<p>Development in Infancy and Early Childhood years</p> <p>A. Introduction: Concept of development, principles and issues of development (nature and nurture; continuity and discontinuity; early experience versus later experience), Developmental stages till Childhood years</p> <p>B. Conception and Prenatal Development: Stages of prenatal development, Teratology and hazards to prenatal development, Prenatal care</p> <p>C. Birth and the postpartum period: Birth process and complications, Physical, emotional, & psychological adjustments in the postpartum period.</p> <p>D. Development in Infancy and Early Childhood years</p> <ol style="list-style-type: none"> i. Physical and sensory development: APGAR score, reflexes, caring for the infant, Brain development, body growth and change, gross and fine motor skills, developmental milestones ii. Cognitive and Language Development: The course of infant and toddler cognitive development (Piaget's stages) Characteristics of pre-schooler's thought (Piaget's and Vygotsky's perspective), Infants and Early Childhood attention and memory abilities, Social cognition in Infants and preschool years iii. Socio-emotional Development: Social and emotional development (Freud and Erikson's stages), Reciprocal relationship, Attachment, stranger anxiety, separation anxiety, Temperament, Awareness of self and others, Parent-infant and toddler relations, developmental milestones, Child's expanding world, Self-control and self-management, The developing self. <p>E. Contexts of Socialization during Infancy and Early childhood years: Role of context in all domains of development; Quality of parental care; parenting styles and their influences; Sibling relationships; Peer relations; Media, etc.</p> <p>F. Play during Infancy and Early childhood years: Stages and Importance; Role of play in development; Play and learning; Factors affecting play</p>	15

2.	<p>Development in Childhood years.</p> <ul style="list-style-type: none"> A. Introduction to Childhood years B. Physical Development in Childhood: Brain Development in Childhood - Concepts of Lateralization, Plasticity, developmental milestones C. Cognitive development: The course of cognitive development in childhood (Piaget’s theory), Characteristics of Children’s thought (Piaget’s and Vygotsky’s theories), Children’s attention and memory abilities, Social cognition, perspective taking, Gardner’s theory of multiple intelligences D. Language and communication: Noam Chomsky - Language Acquisition Device, development of language (vocabulary building, understanding rules of grammar, understanding humour, pragmatics, etc.) E. Socio-emotional development: Social and emotional development (Freud and Erikson’s stages); Changes in the understanding of self; Self-concept and self-efficacy; Emotion awareness and regulation F. Contexts of Socialization during childhood years: Role of context in all domains of development; Quality of parental care; parenting styles and their influences; Sibling relationships; Peer relations; Media, etc. G. Play during childhood years: Role of play in development; Play and learning; Factors affecting play. 	15
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References:

Budzyna, D., and Buckley, D (2023). The Whole Child: Development in the Early Years. ROTEL (Remixing Open Textbooks with an Equity Lens) Project. <https://rotel.pressbooks.pub/whole-child/>

Lally, M., and Valentine - French, S (2022). Lifespan Development: A Psychological Perspective (4th Ed) <https://www.clcillinois.edu/programs/psy/openeducation>

Lumen Learning (2020) Lifespan Development. NSCC. EBOOK ISBN 978-1-990641-91-6 <https://pressbooks.nsc.ca/lumenlife/>

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Paris, J., Ricardo, A., Rymond, D and Johnson (2024). Child Growth and development. Open Education Resource (OER) LibreTexts Project [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_\(Paris_Ricardo_Rymond_and_Johnson\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson))

Parnes, M and Pagano, M (2022). Infant and Child Development: From Conception Through Late Childhood. An Open Educational Resource. <https://pressbooks.cuny.edu/infantandchilddevelopmentcitytech/>

Syllabus
B.Sc. Home Science – Human Development
(Semester - I)
MAJOR

Course Code	Course Title	Theory/ Practical	Hours	Credits
	Dynamics of Interpersonal Relationships	Theory	30	2

Course Objectives:

The course enables learners to:

- Understand meaning and the different types of interpersonal relationship and their significance in an individual's life.
- Identify and evaluate the stages of relationship development and recognize the unique challenges and dynamics present in each stage.
- Understand how various familial relationships (parent-child, sibling, interparental) influence individual development and interpersonal interactions.
- Understand the challenges and transitions inherent in romantic relationships and analyse factors contributing to attraction, love, and relationship satisfaction.
- Understand and evaluate the functions and types of friendships across the lifespan, as well as their role in maintaining well-being.
- Understand the interpersonal dynamics in professional settings and conflict management strategies.
- Develop skills and competencies to maintain healthy relationships and improve their quality of life .
- Evaluate and analyse their own interpersonal relationships and develop strategies for improving their relationships and lead a healthy life.

Course Outcomes:

At the successful completion of the course, students will be able to:

CO1	demonstrate a comprehensive understanding of the theoretical foundations of interpersonal relationships and their practical implications.
CO2	navigate different stages of relationship development with awareness of the challenges and opportunities presented in each stage.
CO3	understand the impact of family dynamics on individual behavior and interpersonal relationships, and develop strategies for managing familial relationships effectively.
CO4	navigate the complexities of romantic and friendship dynamics, demonstrating empathy, intimacy, and effective communication skills.
CO5	develop strategies for resolving common relationship challenges and conflicts, fostering resilience and growth in interpersonal relationships.
CO6	navigate interpersonal dynamics in professional settings, demonstrating leadership skills, teamwork, and conflict resolution strategies.
CO7	reflect on their own interpersonal skills and relationships, identifying areas for growth and developing strategies for self-improvement.

Sr. No.	Course Content	Hours
1.	<p>Introduction to Interpersonal relationships</p> <p>A. Definition and significance of interpersonal relationships</p> <p>B. Stages of Interpersonal relationships (Acquaintance, The Development Stage, Continuation Stage, Deterioration, Dissolution, Termination Stage)</p> <p>C. Theoretical frameworks for understanding interpersonal relationships (e.g., Uncertainty reduction Theory, social exchange theory,)</p> <p>D. Factors affecting Interpersonal relationships</p> <p>E. Relationship maintenance strategies (e.g., self-disclosure, forgiveness, gratitude, Flexibility etc.)</p>	15
2.	<p>Types of Interpersonal relationship</p> <p>A. Family</p> <ul style="list-style-type: none"> i. Relationships in marriage (spouse, in-laws, etc.) ii. Parent-child relationships iii. Inter-parental relationships and their impact on children iv. Sibling relationships v. Grandparent-child relationships vi. Importance of family relationships <p>B. Friends</p> <ul style="list-style-type: none"> i. Role and importance of friendships ii. Characteristics of friendships iii. Stages of Friendship iv. Friendships across the lifespan <p>C. Romantic relationships</p> <ul style="list-style-type: none"> i. Types of romantic relationships ii. Relationship transition (e.g., dating, commitment, cohabitation/marriage) <p>D. Workplace colleagues</p> <ul style="list-style-type: none"> i. Healthy interpersonal relationships in the workplace ii. Interpersonal dynamics in the workplace iii. Leadership and team dynamics <p>E. Platonic relationship</p> <ul style="list-style-type: none"> i. Platonic love ii. Platonic love v/s Romantic love iii. Benefits of Platonic relationships 	15

References:

- Hayes, J (2002). *Interpersonal Skills at Work* (2nd ed). Routledge
- Johnson, L (Ed) (2018). *Interpersonal Relationships*. The Goodheart-Willcox Company, Inc.
- Levine, M. P (2022). *Interpersonal Relationships*. IntechOpen Book Series. Ebook (Pdf), ISBN978-1-83962-696-8
- Mattingly, B. A., McIntyre, K. P., & Lewandowski Jr., G. W. (Eds) (2020) *Interpersonal Relationships and the Self-Concept*. Springer
- Stebbins, R (2015). *Interpersonal Relationships in Leisure and Positive Psychology: Linking Activities with Positiveness* (pp 57-69). UK: Palgrave Macmillan

Syllabus
B.Sc. Home Science – Human Development
(Semester - I)

VSC/SEC

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Course Code	Course Title	Theory/ Practical	Hours	Credits
	Creative Expression through Art and Craft	Practical	30	2

Course Objectives:

The course enables learners:

- To develop practical skills and a spirit of innovation, creativity and resourcefulness.
- To acquire skills to analyze and evaluate creative works and to recognize their personal aesthetic tastes.
- To make students understand cultural diversity by recognizing different traditional and contemporary art and craft forms.
- To develop all the senses of students through observation, exploration and expression.
- To make the learners think critically and imaginatively; make, re-create and discover conscious about the good and beautiful in environment, including classroom, school, home and community through an integrated learning approach, which they enjoy.
- To work together on small and large projects and for free expression and creativity.

Course Outcomes:

At the successful completion of the course, students will:

CO1	Be able to develop practical skills and a spirit of innovation, creativity and resourcefulness.
CO2	Demonstrate skills of analyzing and evaluating creative works and recognizing their personal aesthetic tastes.
CO3	Understand cultural diversity by recognizing different traditional and contemporary art and craft forms.
CO4	Use effectively all their senses, through observation, exploration and expression.
CO5	Think critically and imaginatively; make, re-create and discover conscious about the good and beautiful in environment, including classroom, school, home and community through an integrated learning approach.
CO6	Co-operatively work together on small and large projects and for free expression and creativity.

Sr. No.	Course Content	Hours
1.	<p>a) Drawing and Colouring with chalk and crayons activities:</p> <ul style="list-style-type: none"> • Dry chalk and dry paper, Dry paper and Wet Chalk; Wet Paper and Dry Chalk; Chalk dust Inwards and outwards • Crayon Transfer and Tracing, Crayon Etching, Crayon Resist; Black Magic; Spray Painting Inwards and Outwards. <p>b) Painting, Printing and Dabbing activities:</p> <ul style="list-style-type: none"> • Blow Painting, Crayon melt; Bead Painting; String Painting; Blot Painting; Aqua Painting • Sponge Printing; Cotton printing, Ear Bud Printing; Foot & palm printing, Crumple paper printing; Jute Printing; Block Printing, Finger & Thumb Printing, foot and palm printing, Fork Printing, Scrubber Printing, Corrugated sheets dabbing and Balloon Dabbing, Kitchen Equipment Printing. <p>c) Paper and Pasting activities</p> <ul style="list-style-type: none"> • Paper crumpling, paper tearing, paper twisting, Paper Quilling, Mosaic, paper folding, quilling and Origami, Paper Bead, Paper Design; Silhouette; Theme collage; collage (combination of different types of different textures and papers pattern); Best out of waste and Paper Mache <p>d) Clay and dough Modeling: techniques of sculpting, shaping and moulding, simple objects and figures</p>	15
2.	<p>Using multiple art and craft activities (such as chalks, crayons, painting, printing, paper work) for:</p> <ul style="list-style-type: none"> a) Creative Display (such as Portfolio, Bulletin Board) b) Making a picture talk / diorama c) Designing a theme/concept/story d) Exhibiting and selling the products, such as puppets, clay decorative, paper mache, paper quilling articles. 	15

Semester - II

Under Graduate Certificate in Home Science

B.Sc. Home Science – Human Development

Credit Structure (Semester II)

Syllabus
B.Sc. Home Science – Human Development
(Semester - II)
MAJOR

Course Code	Course Title	Theory/ Practical	Hours	Credits
	Development in Adolescent and Adulthood Years	Theory	30	2

Course Objectives:

The course enables learners to:

- Understand the physical, cognitive, and socio-emotional changes that occur during adolescence and adulthood.
- Identify and describe risk factors and protective factors that affect adolescent and adult well-being.
- Explore the theories of development relevant to adolescence and adulthood.
- Analyze the influence of biological, socio-emotional, cognitive and identity-related changes on self, family, peers in adolescent years.
- Examine the impact of cognitive gains, marriage, career choices, work, health-related changes, life transitions, and social support on self, relationships and social life in adulthood years.
- Develop strategies for promoting positive development and resilience during adolescence and adulthood.

Course Outcomes:

At the successful completion of the course, students will be able to:

CO1	Demonstrate an understanding of key theories and concepts related to adolescent and adult development through written assignments, quizzes, or presentations.
CO2	Apply theoretical knowledge to analyze real-life case studies or scenarios involving adolescent and adult development.
CO3	Critically evaluate research findings and literature on topics/concepts in adolescent and adulthood years.
CO4	Engage in reflective activities to assess personal growth and development during adolescence and study of adulthood.
CO5	Collaborate effectively with peers through group discussions, projects, or presentations related to adolescent and adult development.
CO6	Develop practical skills for supporting adolescents and adults in educational, counseling, or community settings through hands-on experiences.

Sr. No.	Course Content	Hours
1.	<p>Development in Adolescent Years</p> <p>A. Introduction, History, and Physical Development</p> <ul style="list-style-type: none"> i. Historical perspective of the study of adolescence ii. Importance of studying adolescent development iii. Puberty: determinants, timing, growth spurt, primary and secondary sex changes, period of storm and stress iv. Psychological dimensions: heightened emotionality, early and late maturers, body image v. Importance of nutrition, exercise, sports, and sleep in adolescent health <p>B. Cognitive Development</p> <ul style="list-style-type: none"> i. Experience-dependent plasticity of the brain in adolescence ii. The cognitive development view of Piaget - characteristics of adolescent thinking, (e.g. abstract reasoning, perspective taking, hypothetical deductive reasoning, adolescent egocentrism, imaginary audience, personal fable, etc.) iii. Development of executive functions <p>C. Self and Identity Exploration</p> <ul style="list-style-type: none"> i. Multidimensionality of the self ii. Identity: Erikson's identity vs. role diffusion, Marcia's four statuses of identity iii. Exploration of different types of identity, values, belief systems, friendships, opposite sex relationships, career, etc. iv. Factors influencing development of self and identity 	15

2.	<p>Development in Adulthood Years</p> <p>A. Introduction to Adult Development</p> <ul style="list-style-type: none"> i. Changing view of adulthood ii. Importance of studying adulthood iii. Erik Erikson’s stages of psychosocial development corresponding to adulthood years <p>B. Cognitive Development</p> <ul style="list-style-type: none"> i. Evidence of Cognitive Growth: The continued-potential view ii. Adult life-span learning, post-formal thought, expertise, wisdom <p>C. Marriage and the Marital Dyad</p> <ul style="list-style-type: none"> i. Mate selection process ii. Changing marital roles iii. Characteristics of a healthy marriage <p>D. Work, Leisure, Retirement and Social Network</p> <ul style="list-style-type: none"> i. Nature of work - Significance of work in adult life; why do people work; using Maslow’s theory to understand why people work ii. Leisure - definition, levels, importance, myths iii. Retirement - What is retirement; does everyone retire; types of retirement; retirement as a complex phenomenon at individual and societal levels, process rather than as an event; impact of retirement on individual well-being iv. Importance of social networks/support in late adulthood <p>E. Aging, Health, Prevention and Adaptation</p> <ul style="list-style-type: none"> i. Primary versus secondary aging, physical changes in structure and function as individuals move across adulthood. ii. Health v/s disease and illness, overview of preventive behaviours. 	15
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Syllabus
B.Sc. Home Science – Human Development
(Semester - II)
MAJOR

Course Code	Course Title	Theory/ Practical	Hours	Credits
	Positive Youth Development (PYD)	Theory	30	2

Course Objectives:

The course enables learners to:

- Understand the principles of Positive Youth Development and the importance of promoting strengths and assets in youth.
- Identify factors that contribute to positive youth outcomes.
- Analyse the role of family, community, schools, and peers in supporting youth development.
- Recognize the importance of mental health promotion and resilience-building in youth.
- Identify strategies for promoting coping skills, stress management, and emotional well-being.
- Explore the role of positive peer relationships and social support networks in youth development.
- Develop strategies for promoting social skills, empathy, and conflict resolution in youth.
- Explore and develop strategies for promoting civic engagement and community involvement among youth.

Course Outcomes:

At the successful completion of the course, students will be able to:

CO1	Demonstrate knowledge by articulating an understanding of PYD principles and theoretical frameworks.
CO2	Recognize protective factors and assets that promote positive outcomes in their own and other youth development.
CO3	Design and implement strategies to promote physical, mental, and emotional well-being in their own self as well as other youth.
CO4	Develop strategies to foster social and emotional competence (including empathy, communication, and conflict resolution skills) in themselves and other youth.
CO5	Foster youth leadership skills and promote opportunities for civic engagement and community involvement.

Sr. No.	Course Content	Hours
1.	<p>Positive Youth Development: Definition, Concepts, Framework, Skills and Competencies</p> <p>A. Introduction to Positive Youth Development:</p> <ul style="list-style-type: none"> i. Definition and principles of PYD ii. The Positive Youth Development Shift iii. 6C's of PYD iv. Importance of promoting positive outcomes in youth development <p>B. Theoretical Frameworks in Youth Development:</p> <ul style="list-style-type: none"> i. Assets-based approach vs. deficit-based approach ii. Resilience theory and its relevance to promoting positive outcomes in youth <p>C. Promoting Mental Health and Emotional Well-being:</p> <ul style="list-style-type: none"> i. Understanding mental health issues in youth ii. Stress management and coping skills iii. Promoting emotional regulation and resilience <p>D. Educational and Academic Success:</p> <ul style="list-style-type: none"> i. Effective learning strategies and study skills ii. Academic motivation and engagement <p>E. Addressing barriers to educational attainment (e.g., poverty, learning disabilities)</p>	15

2.	Empowering Youth: Promoting strengths and assets in youth A. Social and Emotional Competence: i. Social skills development and peer relationships ii. Conflict resolution and communication skills iii. Building empathy and perspective-taking abilities B. Youth Leadership and Civic Engagement: i. Empowering youth voice and agency ii. Civic education and community engagement iii. Developing leadership skills C. Family and Community Support: iv. The role of families in supporting positive youth development v. Community resources and support systems for youth vi. Collaboration between families, schools, and community organizations D. Positive Youth Development Programs and Interventions: vii. Overview of evidence-based PYD programs viii. Program design and implementation strategies ix. Evaluation and assessment of program effectiveness	15
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- Benson, P., Scales, P. C., Hamilton, S. F., And Sesma Jr. A. Positive Youth Development: Theory, Research, and Applications” in Lerner, R. M (2005), (Ed), Handbook of Child Psychology -Theoretical models of Human Development (Vol 1). John Wiley and Sons
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Syllabus
B.Sc. Home Science – Human Development
(Semester - II)

VSC/SEC

*Note: It is important to opt for these Vocation Skill Course VSC /Skill Enhancement Course SEC from core subjects other than the Major/Minor Streams and other than the courses previously covered across as allocated in Semesters I, II, III, IV. The ratios for groups formed for the major, minor streams and optional elective courses along with the VSC/SEC will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC/SEC will be decided by the admission committee.

Course Code	Course Title	Theory/ Practical	Hours	Credits
	Creative Expression through Music Drama and Puppety	Practical	30	2

Course Objectives:

The course enables learners to:

- Explore various forms of creative expression, including music, drama, and puppetry.
- Develop skills in musical composition, theatrical performance, and puppetry manipulation.
- Understand the principles of storytelling, character development, and emotional expression through creative mediums.
- Cultivate collaboration and communication skills through group projects and performances.
- Analyze and critique performances, recognizing elements of effective creative expression.
- Foster imagination, innovation, and self-expression through hands-on activities and projects.

Course Outcomes:

At the successful completion of the course, students will:

CO1	Demonstrate proficiency in at least one musical instrument or vocal technique.
CO2	Create and perform original dramatic scenes or monologues.
CO3	Design, build, and manipulate puppets for storytelling purposes.
CO4	Collaborate effectively with peers to produce a music, drama, or puppetry performance.
CO5	Critically evaluate their own and others' performances, providing constructive feedback.
CO6	Develop a deeper appreciation for the role of creative expression in music, drama and puppetry.
CO7	Cite and discuss music and movement activities as important forms of emotional expression
CO8	Understand the importance of music and movement in education and the role it plays through lifespan in physical, social, cognitive, and aesthetic development

Sr. No.	Course Content	Hours
1.	<p>Creative expression through music and movement:</p> <p>a) Music for Learning: Significance, Goals, and Objectives: The Development of Musical Skills; Exploring Rhythm; Selecting Instruments; Listening with Understanding: Introducing New Music; Experimenting with Movement and Rhythm; Learning to Sing; Planning Musical Experiences; Guidelines for Teaching Singing, Rhythm, Using Instruments, Encouraging Listening;</p> <p>b) Methods for Teaching Music/Movement: Spontaneous Songs, Action Songs, Silly Songs, Singing Games, Using Instruments with Songs, Classical Music; Movement Exploration to Encourage Problem Solving, Emotional Expression, Artistic and Motor Skill Development, Creativity and Self-Esteem, and to Explore Fantasies and Relationships with Others</p>	15
2.	<p>Creative expression through drama and puppetry:</p> <p>a) Introduction to various elements of drama – Theme, Plot, Character, Diction, Song, Thought, Spectacle and their functions Unit II: Detailed Study of Plot, Character and Diction with reference to various types of drama – Tragedy, Comedy, Melodrama, Farce and Tragicomedy Natak and Prakarna</p> <p>b) Detailed Study of Plot, Character and Diction with reference to various isms – Classicism, Romanticism, Naturalism, Realism, Symbolism, Expressionism, Existentialism, etc Technique of Playwriting: Developing a theme: Story-making: Plot Building, Visualization of the Script,</p> <p>c) Acting Techniques and Methods Use of Space: Exploitation of space through Body and Movement, Special relationship between characters. Space orientation for the Stage and the Camera Use of Tempo: Simple and complex uses of acting Tempo. Use of Voice: Volume, Pitch. Scale. Stress. Pause. Inflexion. Pronunciation. Modulation. Intonation. Use of Expression: Facial and Bodily</p> <p>d) Puppets: Puppets and its types; Main elements of puppetry; Materials used to make puppets; Use of puppetry in education; Puppetry in therapy and counselling. Learn how to make Puppets; Process of planning, writing a script and dialogues for various characters; Understand the steps of planning and implementing a Puppet show.</p>	15

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QUESTION PAPER PATTERN
(External and Internal)
B.Sc. SEMESTER I/II/III/IV/V/VI

Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
Total Marks for Internal Assessment	40
SEMESTER-END THEORY EXAMINATION	
All questions are compulsory with internal choice.	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
Total Marks for Semester End Examination	60

Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
Total Marks for Internal Assessment	20
SEMESTER-END THEORY EXAMINATION	
All questions are compulsory with internal choice.	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
Total Marks for Semester End Examination	30

Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
Total Marks for Internal Assessment	20
SEMESTER-END PRACTICAL EXAMINATION	
All questions are compulsory with internal choice.	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
Total Marks for Semester End Examination	30

Question Paper Pattern (NEP Syllabus)

THEORY EXAMINATION

Marks: 30	1 Hour
Upto 50% choice to be given within each Question.	
Questions may be divided into sub questions as a, b, c....	
Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
TOTAL	30 Marks

Marks: 60	2 Hours
Up to 50% choice to be given within each Question.	
Questions may be divided into sub questions as a, b, c....	
Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
TOTAL	60 Marks

PRACTICAL EXAMINATION

Marks: 30	2 Hours
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
TOTAL	30 Marks

Letter Grades and Grade Points

Semester GPA/ Program CGPA Semester/ Program	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 – 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Justification for B.Sc. Home Science – Foods, Nutrition and Dietetics

1.	I	<p>The syllabus for B.Sc. (Home Science – Human Development) is formulated with great care in accordance with the National Education Policy (NEP 2020). The program aims at imparting technical knowledge and hands-on skills. It enables learners to acquire fundamental knowledge and skills that are life-oriented, career-oriented and community-oriented, towards building a profession for self-growth and societal welfare. As the specialized fields of industry and education is continuously evolving and the Indian market can expand nationally and globally, this program will empower students through skill-building and knowledge enhancement to meet our nations and global needs.</p> <p>This course has been planned with a foresight into the increasing demand for practical knowledge and skills required in the specific industry of expertise and specialization. It will provide gainful employment opportunities in the ever-expanding technology-driven industry.</p> <p>It is an excellent blend of theory and practical and it has special relevance to specific industries with fundamental knowledge and experience in entrepreneurship skills, fieldwork, rural camp, internship, industrial visits, computer-aided technologies, marketing and skills in the areas of Home Science. Value Education is integral to the curriculum rooting some basic concepts of subjects into Indian Knowledge System (IKS).</p> <p>There are core areas that include theoretical knowledge and practical skill sets training along with vocation based skills with ample opportunities for ability and skill enhancement. It aims at building and nurturing learner's personality as responsible citizens competent with language and intuitive, proactive, positive attitudes, who can bring about a change in society.</p> <p>The program is designed to train students with job relevant skills through laboratory work, on-the-job training and apprenticeship in sustainable start-ups and entrepreneurial ventures, it enables the students to find career paths in the relevant industries research centers NGOs, schools, hospitals, hotels etc. The curriculum is supplemented with extension work and educational trips for experiential learning. The curriculum addresses an understanding of Indian Knowledge System pertaining to traditional culture and heritage and its relation to traditional concepts and practices. It fosters appreciation through multicultural sensitivity.</p> <p>Research and field projects is included as an essential component of the program to develop an innovative and scientific temper.</p> <p>In addition to this, students are encouraged to undertake industry- and socially-relevant field projects and research projects. They are also motivated to participate in research competitions at various levels, publish research findings and engage in networking and collaboration.</p>
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2023-24	No
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Aided Affiliated to the University of Mumbai Adequate eligible permanent faculty and CHB/visiting faculty appointed for vacant posts till posts sanctioned
5.	To give details regarding the duration of the Course and is it possible to compress the course?	No

6.	The intake capacity of each course and no. of admissions given in the current academic year:	200
7.	Opportunities of Employability/ Employment available after undertaking these courses	<p>B.Sc. (Home Science with Major in Human Development) The students on successful graduation from the program are mainly employed in the mental health and education sectors as well as in the media sector: Clinical and community mental health settings, and educational settings. In the mental health sector, their jobs are multiple levels which include: counselling and designing activity-based interventions. In the educational sector, their job profiles are of assistance and facilitating positions which include: content development, curriculum development, training, supervision and management, designing interventions and services. There are ample entrepreneurial opportunities as well, successful learners can assist in guidance centres, preschools, activity centres, youth centres, elderly care centres; design educational and enrichment activities and materials, and interventions and services, and content writing for developmentally appropriate media programmes, children's books and games.</p>

Sign of the BOS Chairperson
Name of the Chairperson:
Prof. Dr. Vishaka Ashish Karnad

Sign of the Offg. Associate Dean
Name of the AssociateDean
Name of the Faculty

Sign of the Offg. Dean
Name of the Offg. Dean
Name of the Faculty