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

SEMESTER I

Course Code	Title	Theory/ Practical	Internal Marks	Semester End Exam	Total Marks	Periods / week	Credits
PSHSII101	Research Methods and Statistics I	Theory	40	60	100	4	4
PSHSII102	Advanced Study of Theories of Human Behaviour and Development I	Theory	40	60	100	4	4
PSHSII103	Advanced Study of Counselling and Psychological Testing I	Theory	40	60	100	4	4
PSHSII104	Research in Early Childhood, School, and Higher Education	Theory	40	60	100	4	4
PSHSIIP101	Group Research Project I	Practical	--	50	50	3	2
PSHSIIP102	Early Childhood Education Practicum	Practical	--	50	50	4	2
PSHSIIP103	Counselling Practicum I	Practical	--	50	50	2	2
PSHSIIP104	Psychological Testing Practicum I	Practical	--	50	50	2	2
	TOTAL		160	440	600	27	24

Course Code	Title	Lectures/Week	Marks	Credits
PSHSII101	**Research Methods and Statistics I**	**4**	**100**	**4**

Objectives

1. To build in students appreciation for high quality research in Human Development and allied areas.
2. To introduce students to the skills needed in conducting a research in Human Development and allied areas.
3. To introduce students to principles of good scientific writing.
4. To enable in students the skills in selecting, computing, interpreting and reporting descriptive statistics.

	Course Content	Lectures
Unit I	**1 A. Introduction and Overview** (a) What is a research? (b) Objectivity and subjectivity in scientific inquiry: Premodernism, modernism, and postmodernism (c) Steps in the research process (d) Importance of research in general, and in Human Development and related areas (e) Illustration of research in Human Development and allied areas (f) Qualitative versus quantitative research **1 B. The beginning steps in the research process** (a) Identifying broad areas of research in a discipline (b) Identifying interest areas; using multiple search strategies (c) Prioritising topics; specifying a topic; feasibility (d) Review of literature/scholarly argument in support of study (e) Specifying research objectives/hypotheses/questions	15
Unit II	**2 A. Variables** (a) Definition (b) Characteristics (c) Types (d) Levels of measurement **2 B. Measurement** (a) Conceptual definitions and operational definitions (b) Types of validity and reliability in quantitative research **2 C. Data entry in quantitative research** (a) Codebook and mastersheet (b) Creating data files and data management	15
Unit III	**3. A. Introduction and overview to statistics** (a) Role of statistics in (quantitative) research (b) Definition/changing conceptions (c) Prerequisite concepts in mathematics (e.g., properties of the summation sign, basic algebra) **3 B. Descriptive Statistics for summarizing ratio level variables** (a) Frequencies and percentages (b) Computing an average/measure of a central tendency Mean, median, mode(s) Contrasting the mean vs. median Computing an average when there are outliers or extreme values in the data set Robust measures of the center (5% trimmed mean; M estimators) Quartiles and percentiles (d) Computing a measure of variability or dispersion Why? (inadequacy of the mean) Minimum value and maximum value Range Interquartile range Variance and standard deviation (e) Discrete and continuous variables (f) Histograms and line graphs	15
Unit IV	**4 A. Descriptive Statistics for summarizing nominal, ordinal and interval**	15

| | level variables
4 B. Demonstration of computer software such as the Statistical Package for the Social Sciences (SPSS)
(a) Data entry
(b) Data Management
(c) Descriptive Statistics
4. C. Probability: Foundation of Advanced/Inferential Statistics
(a) Definition
(b) Role of probability in research and statistics
(c) 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 | |

References:

Bhattacharyya, G. K. & Johnson, R. A. (1977). *Statistical concepts and methods.* New York, NY: John Wiley.

Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research.* Thousand Oaks, CA: Sage.

Fraenkel, J. R., &Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). New York, NY: McGraw-Hill.

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

Johnson, R. A., & Bhattacharyya, G. K. (2011). *Statistics: Principles and methods* (6th ed.). New York, NY: John Wiley.

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

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.* Orlando, Florida: Harcourt.

Leong, F.T.L. & Austin, J. T. (Eds.) (1996). *The psychology research handbook.* New Delhi: Sage.

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

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

Course Code	Title	Lectures/Week	Marks	Credits
PSHSII102	**Advanced Study of Theories of Behaviour and Development I**	**4**	**100**	**4**

Objectives
1. To have students construct advanced knowledge of the theories of human behaviour and development:
(a) comprehend the relevance of personal and societal events/contexts in the construction of a theory,
(b) analyse the major contributions of a theorist, and
(c) identify and address the major criticisms of a theory.
2. To develop in students an appreciation for primary literature.
3. To introduce the student to the latest theories of human behaviour and development.

	Course Content	Lectures
Unit I	**Introduction and Overview** a) Overview of the course b) Concepts/definitions of theories, models, paradigms c) Role of a theory in advancement of knowledge d) Process of theory development 　　　　i. The role of the context in theory development 　　　　ii. A theory as an evolving phenomenon: across the life-time of a 　　　　founding theorist and across generations of scholars **Classic Theories of Development: The Psychodynamic Perspective** **Sigmund Freud** a) Relevance of socio-history (both personal and societal) in theory construction b) Overview of key concepts c) Advanced study of the unconscious (primary literature), the structure of the personality, and psychosexual development e) Psychoanalysis 　　　　i. Role of the unconscious in psychoanalysis 　　　　ii. Illustration using one of Freud's case histories (primary literature) f) Major criticisms; major contribution study	15
Unit II	**Classic Theories of Development: Breakaways from Freud** **Jungian/Analytical Psychology: Carl Gustav Jung** a) Relevance of personal and societal events/contexts in the construction of the theory (primary literature) b) Overview of key ideas c) The personal and impersonal/collective nature of human personality (the collective unconscious, ego, shadow, anima, animus, persona, archetypes) d) Advanced study of the Jungian perspective of the unconscious: the collective unconscious; related ideas such as synchronicity, significance of dreams, and, symbolism in art and religion (primary literature) e) Major criticisms; major contributions **Psychosocial Theory of Development: Erik Erikson** a) Relevance of personal and societal events/contexts in the construction of the theory (primary literature) b) Overview of key ideas c) The epigenetic chart and psychosocial stages (primary literature) d) Major criticisms; major contributions	15
Unit III	**Newer developments** **Revised Classic Theories of Development: Neo-Behaviorism** **Social-Cognitive Theory: Albert Bandura** a) Historical background: overview of classical and operant conditioning and major criticisms b) Role of context in theory development: context of changing paradigms c) Overview of key changes in Bandura's approach to human learning	15

	d) Major criticisms; major contributions **Contemporary Theories of Human Behaviour and Development:** **Bioecological Perspectives** **Urie Bronfenbrenner** 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 e) Major criticisms; major contributions	

Unit IV	**Contemporary Theories of Human Behaviour and Development: Life Span Approaches**
	Life Span Theory: Paul B. Baltes and associates (primary literature)
	a) Role of context in theory development
	b) Life-span theories: key concepts & principles
	    i. Lifelong processes in development
	    ii. Change and plasticity
	    iii. Gain-loss dynamic; development as a process of selective adaptation; SOC
	    iv. Culture as compensation
	    v. Incomplete architecture of human development
	c) Five levels of analysis
	d) Major criticisms; major contributions
	Life Course Theory: Glen H. Elder Jr. (primary literature)
	a) Role of context in theory development
	b) Overview of key ideas with regard to life course theory
	    i. Social pathways
	    ii. Cumulative processes
	    iii. Life trajectories
	    iv. Turning points
	c) Principles of life course theory (primary literature)
	d) Major criticisms; major contributions
		15

References:

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

Bronfrenbrenner, 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*. New York, NY: John Wiley.

Erikson, E. H. (1963). *Childhood and society*. New York, NY: W. W. Norton.

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

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

Fromm, E. (1980). *The greatness and limitations of Freud's thought*. New York, NY: Harper & Row.

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

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

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

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

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

Course Code	Title	Periods/ week	Marks	Credits
PSHSII103	**Advanced Study of Counselling and Psychological Testing I**	**4**	**100**	4

Objectives:

1. To introduce students to the advanced study of counselling and psychological testing.
2. To have students develop insights with regard to the counselling process, skills, approaches and applications.
3. To provide students with an overview of the field of psychological testing.
4. To have students construct advanced knowledge with regard to the various psychological tests of intelligence, aptitude, personality, and interest.

Course Content		Lectures
Unit I	**Introduction and Overview of counseling** a. Concept of counselling b. Characteristics of a helping relationship c. Core conditions of a helping relationship d. Personal characteristics of effective counsellors e. Stages in counselling • Initial Disclosure (attending, active listening) • In-depth exploration(questioning, theme identification, confrontation, immediacy, advanced empathy) • Commitment to action and termination (goal setting, action plans, termination, follow-up) f. Achieving a professional and personal identity g. Ethical issues in counselling	**15**
Unit II	**Counselling Approaches** a. Psychoanalytical b. Affective (Person-Centered, Gestalt) c. Cognitive – Behavioural (Rational-Emotive-Behavioural Therapy, Beck's Cognitive Therapy, Behavioural Counselling, Reality Therapy, Transactional Analysis) d. Solution–Focused Brief Counselling e. Crisis Intervention	**15**
Unit III	**Overview of the Field of Testing** a. Characteristics of psychological tests (reliability, validity, item analysis, test construction, test administration) b. Major contexts of test usage c. Selection of appropriate tests d. Reporting psychological assessment e. Ethics of psychological testing f. Future of psychological testing and relevance of computer-assisted assessment	**15**
Unit IV	**Assessment of Intelligence, Aptitude, Personality & Interest** a. Assessment of Intelligence and Creativity (e.g.,Binet scales, Wechsler's scales, Kaufman's Assessment Battery, Bayley's Scale of Infant Development, Torrance Tests of Creative Thinking) b. Assessment of Personality (EPPS, MBTI, Cattell's 16PF, Neo-Personality Inventory) c. Assessment of Interests and Aptitudes for Vocational Guidance (e.g., Strong Interest Vocational Blank, Kuder Occupational Interest Survey, Campbell Interest and Skill	**15**

	Survey, Holland's Self-Directed Search, Assessment of Career Development , Differential Aptitude Tests)	

References

Capazzi, D & Cross, D .(2014). *Counselling and psychotherapy: Theories and interventions.* New Jersey: Prentice –Hall.

Corey, G.(2016). *Theory and practice of counselling and psychotherapy*. Connecticut: Cengage learning.

Gehart, D. (2012). *Theory and treatment planning in counselling and psychotherapy*. Connecticut: Cengage learning.

Groth-Marnat, G., & Jordan-Wright , A. (2016). *Handbook of psychological assessment* (6th ed). New York, NY: Wiley.

Hays, D.G. (2014). *Assessment in counselling . A guide to the assessment of psychological assessment procedures.* New York, NY: Wiley.

Neukrug, E.S.(2015).*The sage encyclopedia of theory in counselling and psychotherapy.* Thousand Oaks, CA: Sage.

Neukrug, E.S., & Fawcett, C. (2014).*Essentials of testing and assessment: A practical guide for counselors, social workers and psychologists.* Connecticut: Cengage Learning.

Course Code	Title	Lectures/Week	Marks	Credits
PSHSII104	Research in Early Childhood, School, and Higher Education	4	100	4

Objectives
1. To expose students to high quality research in early childhood, school, and higher (i.e., tertiary) education.
2. To build in students both appreciation and critical thinking skills related to extant research in early childhood, school, and higher education.
3. To help students construct advanced knowledge of early childhood education, school education, and higher education.

	Course Content	Lectures

Unit I	**Research in Early Childhood Education Part I**
	1A. Research on efficacy of early childhood programs:
	   a) Efficacy of different types of early childhood programs; efficacy of different types of teaching-learning strategies in early childhood classrooms; anti-bias education
	1B. Research on teacher development, teacher-student and teacher-parent relationships in early childhood:
	   a) Teacher professional development and impact on student learning outcomes in early childhood
	   b) Teacher-student relationships in the early childhood classrooms
	   c) Family engagement in early childhood programs; cocaring frameworks
	1C. Research on the role of play in early development:
	   a) Threats to play in early childhood programmes; false dichotomy between play and learning; teacher instructional strategies and child play activities
	   b) The complex role of pretend play in early childhood development
	   c) The role of big body play in early childhood development; importance of natural spaces for play
		15

Unit II	**Research in Early Childhood Education Part II**
	2A. Research on language, cognitive, socio-emotional, and motor development in early childhood programs:
	   a) 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
	   b) Cognitive development, science and mathematics in early childhood classrooms
	   c) Socio-emotional development, motor development, music and movement, creative arts in early childhood classrooms
	2B. Research on assessment, transition to school, ICT, and diverse cultural settings in early childhood programs:
	   a) Growth trajectories in early academic learning; assessment frameworks in early childhood care and education
	   b) Transition to school; technology and digital media in the early years; research on early childhood education from diverse cultures
		15

Unit III	**Research in School Education**
	3A. Research on current status of the Indian and global school education systems
	   a) Current status of the Indian and non-Indian school education systems at different levels with respect to access, enrolment, retention, participation in school process and achievement
	   b) Teachers, teacher training/education, and teacher qualifications
	   c) Medium of instruction and languages taught
	   d) Schooling facilities in rural/tribal areas vs. urban areas; schooling facilities for children with disabilities; alternative schooling; specific facilities in secondary and higher secondary schools
	
	3B. Research on teaching of various subjects in the school:
		15

	a) Teaching of Indian languages and English
	b) Teaching of Mathematics, Science, and Social Science
	c) Teaching Art, Music, Dance and Theatre; Teaching Heritage Crafts
	d) Health and physical education in schools
	3C. Research on Curriculum development
	    a) Curriculum, syllabus and textbooks
	    b) Vocational education in schools; work and education
	    c) Examination reform
	3D. Research in issues in school education
	    a) Gender issues
	    b) Problems of Scheduled Caste and Scheduled Tribe Children
	    c) Use of educational technology
	    d) Growth in school education in India and challenges	

Unit IV	**Research in Higher (i.e., Tertiary) Education**
	4A. Introduction and history of higher education
	    a) Introduction; the logic of mass higher education; history in the world and India
	    b) Western impact on Asian higher education; English as the dominating academic language
	    c) Higher education systems in India and other countries
	4B. Research on key concepts in higher education
	    a) Academic leadership, governance and management in higher education
	    b) Principles and policy issues of college admissions
	    c) Transforming teaching and learning in higher education; student retention and success in higher education; development in the college years; transforming students
	    d) Demonstrating institutional effectiveness; higher education accreditation
	    e) Academic remuneration and contracts: Global and local realities
	4C. Research on challenges facing higher education in India and globally; possible solutions
	    a) The changing marketplace for higher education; understanding and shaping college mission, market and management; education sector non-profits; managing financial resources in non-profit organisations; public vs. private higher education
	    b) Globalisation and higher education; higher education without borders; the global academic revolution
	    c) Higher education in the digital age
	4D. Research on issues in higher education
	    a) Diversity and equity in higher education; student engagement in higher education
	    b) Academic freedom—realities and challenges; student political activism
	    c) Future of higher education
		15

References:

All India School Education Surveys (NCERT) and position papers on school education in India (NCERT)

Altbach, P. G. (2016). *Global perspectives in higher education*. John Hopkins University Press.

NAEYC Research into Practice Series

Yorke, M., &Longden, B. (2004). *Retention & student success in higher education* (1st ed.). Open University Press.

Course Code	Title	Lectures/Week	Marks	Credits
PSHSIIP101	**Group Research Project I**	**3**	**50**	**2**

Objectives

1. To facilitate students in completing the initial steps of a group research project in Human Development and allied areas.
2. To help students learn how to execute the beginning steps of a research, namely: identifying a viable and worthwhile research topic, specifying the research purpose, and completing a review of literature.
3. To provide students with the experience of working in a research team.

	Course Content	Lectures
Unit I	**Preliminary steps in the research process: using multiple search strategies (Part I)** • Identifying leading scholarly journals (in the college library and through the Net): Which are the leading scholarly journals? Therefore, what are the broad areas of research related to Human Development? APA divisions that are applicable to Human Development • Reading the table of contents in nine journals (3 different journals x 3 volumes); articles in which areas are solicited in each such journal • Scanning dissertation topics; identifying focus areas with regard to dissertation topics; changes in dissertation topics over the years • Interviewing academicians/researchers/practitioners about salient/priority areas of research in Human Development and allied fields	15

Unit II	**Preliminary steps in the research process: using multiple search strategies (Part II)**
	• Visits to research centers in Mumbai
	• Identifying priority areas of research in Human Development
	• Identifying three areas of personal interest
	  o Selecting dissertations that match these interests
	  o Selecting research journal articles that match these interests
	  o Experts' endorsement of such topics
	• Selecting one common area of interest to the group: starting a mini-research study
	  o Summarising any three dissertations that match this interest
	  o Summarising any three research papers that match this interest
	  o Obtaining the perspective of any two experts on this topic
	  o Finalising the research topic
		15

Unit III	**Preliminary steps in the research process: the review of literature and statement of purpose**
	• Studying the review of literature in various dissertations and research articles and identifying key features of the content of literature reviews with the teacher
	• Studying the manner in which the research purpose is stated in dissertations and research articles
	  o Examples from 3 dissertations
	  o Examples from 3 research articles
	• Developing skills in paraphrasing (i.e., rewriting ideas in own words) and avoiding plagiarism (due acknowledgement to original source)
	• Collecting literature on chosen topic (resource file as submission)
	• Writing one-page summaries of each resource in the file
	• Making an outline of the review of literature; finalizing the outline
	• Putting together a PPT presentation on a literature review and statement of purpose; finalizing title, content of review of literature, & research purpose
	• Oral presentation of the literature review and purpose on chosen topic (PPT)
		15

<u>Methods</u>: Students engage in multiple hands-on exercises in pairs or threes. The assigned teacher explains the value of each exercise and how to do each exercise. Students complete each exercise and submit their work. They obtain feedback about the relevance of that work in the research process and about the quality of their work. The mini research study is to be done in threes or in a group of four.

References:
Leong, F.T.L. & Austin, J. T. (Eds.) (1996). *The psychology research handbook.* New Delhi: Sage.

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

Course Code	Title	Lectures/Week	Marks	Credits
PSHSIIP102	**Early Childhood Education Practicum**	**4**	**50**	**2**

Objectives
1. To help students apply theoretical knowledge in practical situations.
2. To enable students to plan, implement and evaluate developmentally-appropriate educational and recreational activities for children.
3. To facilitate the development of classroom management skills in students.
4. To facilitate the development of event management skills in students.

	Course Content	Lectures
Unit I	**Introduction** a) Orienting students to various aspects of the ECCE placement. b) Input sessions on lesson planning and conducting different activities for preschool children. c) Developing skills in creating and composing stories and songs. d) Developing skills in creative storytelling. e) Developing skills in selecting art and craft activities for young children. f) Developing skills in selecting/creating games/transition activities for young children. **Observation of children** a) Developing a checklist and using it to observe children in the preschool setting.	15
Unit II	**Individual/Small Group lessons: Beginning Competencies** a) Planning and Implementing developmentally-appropriate lesson plans b) Evaluating Lessons (Self and Peers) c) Learning Classroom Management	15
Unit III	**Individual/Small group lessons: Advanced Competencies** a) Planning and Implementing developmentally-appropriate lesson plans b) Evaluating Lessons c) Learning Classroom Management	15
Unit IV	**Event Management** Planning and organizing a special event for one or more of the following: children, teachers, parents, and grandparents	15

Methods: Students are to be placed in a classroom in a preschool 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.

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

Course Code	Title	Periods/ week	Marks	Credits
PSHSIIP103	**Counselling Practicum I**	**2**	**50**	2

Objectives

1. To facilitate in students a clearer understanding of themselves.
2. To get students to work on issues that may affect the effectiveness of their counselling.
3. To help students develop competencies in the microskills of counselling.
4. To provide an opportunity to students to apply these skills in an individual setting.
5. To help students develop skills in recording the counselling process.
6. To help students develop skills in reporting the counselling process**.**

Course Content		Periods
Unit I	**Awareness of Self** a) Understanding Self b) Identifying issues in self that could affect counselling c) Translating insights into real-life settings **Microskills in Counselling Part I** Developing basic counselling skills (building rapport, active listening, paraphrasing, reflection, questioning, summarizing, goal setting, creating comfortable closure, termination, referral)	**15**
Unit II	**Microskills in Counselling Part II** Developing advanced counselling skills (confrontation, advanced empathy, reframing, challenging self-destructive beliefs, using the "here and the now") **Reporting and recording counselling sessions** a) Recording counselling sessions (audiotape/videotape) b) Preparing transcripts c) Reporting sessions	**15**

Students are expected to do the following under the guidance and supervision of a faculty member:

1. Participate in self-awareness exercises prior to observing and conducting the counselling sessions.
2. Observe the faculty member conduct at least five sessions focusing on the microskills of counselling. Faculty member demonstrates how to do conduct the sessions.
3. Conduct five sessions of individual counselling in the classroom in the presence of the instructor (who observes and gives feedback).
4. Conduct three sessions outside the classroom and record the same.
5. Report the counselling sessions in a file.
6. Continuously work on personal issues that could affect the effectiveness of their counselling.

References

Egan. G. (2014). *The skilled helper. A problem management and opportunity development approach to helping*. Belmont, CA: Brooks/ Cole.

Nelson- Jones, R. (2016). *Counselling Skills: A helper's manual.* UK: Sage.

Course Code	Title	Periods/ week	Marks	Credits
PSHSIIP104	**Psychological Testing Practicum I**	**2**	**50**	2

Objective

To enable students to acquire competencies in the administration, scoring, and interpretation of selected psychological tests of personality, self-esteem/self-perception, aptitude and interest and measures of Learning disabilities and ADHD.

Course Content		Periods
Unit 1	**Assessment of Personality** a. Edward Personal Preference Schedule b. Children's Apperception Test c. Myers-Briggs Type Indicator d. Neo Personality Inventory **Assessment of Self-Esteem/Self-Perception** a. Rosenberg's Self-Esteem Scale b. Harter's Self-Perception Scales	**15**
Unit 2	**Vocational Assessment** a. Differential Aptitude Test b. Group Intelligence Test (NVTI/OTIS) **c. Holland's Self-Directed Search** **Assessment of Learning Disabilities and Attention–Deficit Hyperactive Disorder** a. Assessment of the skills of language, memory, perception, reading ,writing and mathematics for learning disabilities b. Assessment of ADHD (hyperactivity, impulsivity and inattention).	**15**

Methods:

a) Faculty member demonstrates and explains the administration, scoring and interpretation of each of the tests one-by-one.
b) Students administer at least each test on at least one participant under her 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

Manuals of the above-mentioned tests

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

SEMESTER II

Course Code	Title	Theory/ Practical	Internal Marks	Semester End Exam	Total Marks	Periods / week	Credits
PSHSII201	Research Methods and Statistics II	Theory	40	60	100	4	4
PSHSII202	Advanced Study of Theories of Human Behaviour and Development II	Theory	40	60	100	4	4
PSHSII203	Advanced Study of Counselling and Psychological Testing II	Theory	40	60	100	4	4
PSHSII204	Special Topics in Human Development: Health Psychology & Positive Psychology	Theory	40	60	100	4	4
PSHSIIP201	Group Research Project II	Practical	--	50	50	3	2
PSHSIIP202	Practicum in Other Human Development Agencies	Practical	--	50	50	4	2
PSHSIIP203	Counselling Practicum II	Practical	--	50	50	2	2
PSHSIIP204	Psychological Testing Practicum II	Practical	--	50	50	2	2
	TOTAL		160	440	600	27	24

Course Code	Title	Lectures/Week	Marks	Credits
PSHSII201	**Research Methods and Statistics II**	**4**	**100**	**4**

Objectives

1. To help students develop the skills needed in conducting a research in Human Development and allied areas.
2. To promote academic, research and professional ethics in students.
3. To introduce students to principles of good scientific writing.
4. To enable in students the skills in selecting, computing, interpreting and reporting advanced statistics.

	Course Content	Lectures
Unit I	**1 A. Sampling techniques in quantitative research** (a) Probability and nonprobability sampling methods in current use/examples from current research (b) Issues with regard to sampling techniques **I B. Research designs in quantitative research** Distinguishing between the following research designs; and, selecting research designs that are congruent with one's research purpose. (a) Experimental, quasi-experimental, and pre-experimental research designs; correlational research design Inferring causality, internal validity, external validity (b) Survey research design (c) Other research designs: Longitudinal versus cross-sectional; exploratory, descriptive, and explanatory; mixed methods	15
Unit II	**2A. Qualitative research methods** (a) Ideology/worldview of the qualitative researcher (b) Research designs in qualitative research (c) Sampling techniques in qualitative research (d) Data collection methods in qualitative research (e) Data analytic strategies in qualitative research (f) Reporting of results in qualitative research **2B. Scientific writing** (a) Distinguishing scientific writing from popular and literary writing styles (b) Characteristics/principles of scientific writing (c) Examples of good scientific writing (d) Writing a research proposal (d) Reporting statistical findings in text **2 C. Ethics** (a) In academia (b) In research in general (c) In research with human subjects (d) In research with animal subjects	15
Unit III	**3 A. Prerequisite concepts needed for the use of advanced/inferential statistics** (a) Types of distribution Frequency distribution Normal distribution Probability distribution Sampling distribution (b) Type I and type II errors (c) Central limit theorem (d) Point estimation vs. interval estimation (e) Standard error (and confidence intervals) (f) Parametric and nonparametric methods **3 B. Using an advanced statistical method** (steps in using an advanced statistical method)	15
Unit IV	**4 A. To study statistics that allows us to contrast phenomena** (a) Univariate chi-square test (b) Bivariate chi-square test (c) t- or z- test for contrasting two independent groups (d) Paired t-test	15

| | (e) one-way independent groups ANOVA
4 B. To study statistics that allows us to examine relationships between variables
(a) Bivariate chi-square test
(b) Product-moment correlation coefficient
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) | |

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Course Code	Title	Lectures/Week	Marks	Credits
PSHSII202	Advanced Study of Theories of Behaviour and Development II	4	100	4

Objectives

1. To have students construct advanced knowledge of the theories of human behaviour and development:
(a) comprehend the relevance of personal and societal events/contexts in the construction of a theory,
(b) analyse the major contributions of a theorist, and
(c) identify and address the major criticisms of a theory.
2. To develop in students an appreciation for primary literature.
3. To introduce the student to the latest theories of human behaviour and development.

	Course Content	Lectures
Unit I	**Classic Theories of Development: Growth of Thought, Language and Morality (Part I)** **Cognitive Development: Jean Piaget** a) Role of context in theory construction b) Biological presuppositions and epistemological conclusions (primary literature) c) Illustration of the epigenetic point of view (primary literature) d) Advanced study of assimilation and accommodation (primary literature) e) Factors of development (primary literature) f) Stages of cognitive development g) Major criticisms; major contributions	15
Unit II	**Classic Theories of Development: Growth of Thought, Language and Morality (Part II)** **Language and Thought: Lev S. Vygotsky** a) Role of context in theory construction b) Development of thought and language c) Key generalizations about development d) Major criticisms; major contributions **Moral Development: Lawrence Kohlberg** a) Role of context in theory construction b) Overview of key ideas c) Stages of moral development d) Major criticisms; major contributions stages (primary literature)	15

Unit III	**Contemporary Theories of Human Behaviour and Development: Systems Approaches**
	 Introduction to Systems Theories
	 Mechanistic vs. Organismic/Systems Views
	 Key concepts integral to systems views
	 Dynamic Systems Theory: Esther Thelen and Linda B. Smith (primary literature)
	 a) Role of context in development of Dynamic Systems Theories
	 b) Key ideas in Dynamic Systems Theories
	 c) Principles of development
	 d) Major criticisms; major contributions
	 Dynamic Systems Theory: David C. Witherington
	 a) Extensions of Dynamic Systems Theory
	     i. Contextualism; organicism
	     ii. Circular Causality; reciprocal nature of structure-function relationships
	     iii. Emergence through self-organisation
		15

Unit IV	**Contemporary Theories of Human Behavior and Development: Other New Approaches** **Action Perspectives: JochenBrandtstädter**(primary literature) a) Role of context in development of action theories b) Key ideas in Action Theories of development c) Personal regulation of developmental processes d) The concept of action e) Intentional self-development and personal control over development	15

| | f) Major criticisms; major contributions
The Development of Agency: Bryan W. Sokol, Stuart I. Hammond, Janet Kuebli, and Leah Sweetman
a) Key concepts in the development of agency
Positive Youth Development: Peter L. Benson, Richard Lerner, Jacqueline Eccles, William Damon and associates (primary literature)
a) Role of context in theory development
b) Positive Youth Development Theory: Key ideas
c) Major criticisms; major contributions | |

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Course Code	Title	Periods/ week	Marks	Credits
PSHSII203	**Advanced Study of Counselling and Psychological Testing II**	**4**	**100**	4

Objectives

1. To have students develop insights with respect to areas of child and adolescent counselling and in particular counselling children with special concerns.
2. To familiarize students with different areas of adult counselling and issues of human diversity in counselling.
3. To have students construct advanced knowledge with respect to assessment of individuals with impairments/handicaps/ disabilities.
4. To sensitize students to assessment in clinical and healthcare settings.

Course Content		Lectures
Unit I	**Specialized areas of counselling – Part 1** a. Child & Adolescent counselling (play therapy, group counselling, school counselling, college counselling, career counselling) b. Counselling children and youth with special concerns (addiction counselling; children of alcoholics, divorce, single-parent families; children experiencing death and bereavement; children with disabilities)	**15**
Unit II	**Specialized areas of counselling – Part 2** a. Adult counselling (marriage, family and sex counselling; parent counselling; workplace counselling; counselling for mid-life issues; counselling older adults) b. Issues of human diversity in counselling (counselling clients of different genders, socioeconomic strata, sex orientations, religions)	**15**
Unit III	**Assessment of Special Populations** a. Visually Impaired and Blind b. Hearing Impaired and Deaf c. Motor Disabled d. Learning Disabled e. Mentally handicapped	**15**
Unit IV	**Assessment in Clinical and Healthcare settings** a. Assessment of Child and Adult Adjustment, Anxiety, Self-esteem and Depression (e.g., MMPI, Child Behavior Checklist, Harter's Self-Esteem Scale, Beck's Depression Inventory, Neuropsychological Assessment for the Geriatric population) b. Projective tests in Clinical Practice (e.g., Rorschach, TAT, CAT, Sentence Completion tests, Drawing tests) c. Types of Assessment in Healthcare settings (Anxiety Scales, Test Anxiety Scales, Life Experience Survey, Quality of Life, Marriage and Family functioning, Measures of Coping, Measures of Social Support)	**15**

References

Capazzi, D., & Cross, D. (2014). *Counselling and psychotherapy: Theories and interventions*. New Jersey: Prentice –Hall.
Corey, G. (2016). *Theory and practice of counselling and psychotherapy*. Connecticut: Cengage learning.

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Neukrug, E. S. (2015). *The sage encyclopedia of theory in counselling and psychotherapy.* Thousand Oaks, CA: Sage.

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Course Code	Title	Lectures/Week	Marks	Credits
PSHSII204	**Special Topics: Health Psychology & Positive Psychology**	**4**	**100**	**4**

Objectives

1. To introduce students to special topics in Human Development and allied areas: namely, Health Psychology and Positive Psychology.
2. To facilitate students in constructing their knowledge of the key concepts in Health Psychology and Positive Psychology.

	Course Content	Lectures

Unit I	**Health Psychology Part I**
	1A. Introduction to Health Psychology & Health Beliefs
	    a) What is health psychology; focus and aims of health psychology
	    b) Health inequalities
	    c) Role of health beliefs in predicting health behaviours; intention-behaviour gap
	    d) Theoretical perspectives
	        • Attribution theory
	        • Risk perception and self-affirmation theory
	        • Motivation and self-determination theory
	        • Self-efficacy
	        • Stage models: stages of change model; health action process approach (HAPA); social cognition models
	1B. Health Behaviours
	    a) Eating behaviour
	        • Diet and health
	        • Developmental, cognitive, and weight concern models of eating
	    b) Exercise
	        • Contemporary concern with exercise behaviour;
	        • Factors predicting exercise
	        • Improving exercise behaviour; exercise adherence and relapse
	    c) Sex
	        • 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
	        • LGBT community
	1C. Health promotion: Changing health behaviours
	    a) Learning and cognitive theories, social cognition theory, stage models; changing affect
	    b) Modern technologies; media (negative influence, resource for positive change, media campaigns)
	    c) Sustained behaviour change
		15

Unit II	**Health Psychology Part II**
	2A. Becoming Ill
	a) Illness cognitions; Leventhal's self-regulatory model of illness behaviour
	b) Accessing healthcare
	    • Health care systems: primary and secondary
	    • Help seeking and delay
	    • Screening; adherence; patient-practitioner interactions
	c) Stress and illness
	    • 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
		15

	• Coping, social support, personality, and control
	2B. Being ill
	a) Pain
	    • Early pain theories, psychological factors, gate control theory of pain, psychosocial factors in pain perception, subjective-affective-cognitive processes
	    • Psychology in pain treatment
	b) Psychology through the course of illness
	    • HIV and AIDS/Cancer/Diabetes/Chronic kidney disease
	    • Obesity and coronary heart disease
	c) Gender issues in health
	d) Measurement of health status: Mortality to quality of life
	e) Critical health psychology	

Unit III	**Positive Psychology Part I**
	3A. Introduction
	    a) History and foundations of Positive Psychology
	    b) Character strengths, values, virtues; resilience
	3B. Cognitive approaches
	    a) Dispositional optimism, learnt optimism, health benefits
	    b) Hope
	    c) Mindfulness
	    d) Self-efficacy & self-determination
	3C. 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
		15

Unit IV	**Positive Psychology Part II**
	4A. Interpersonal approaches
	    a) Forgiveness
	    b) Gratitude, altruism
	    c) Love, compassion, kindness, goodness, empathy
	4B. Neuroscience approaches
	    a) Positive neuroscience
	4C. Applications
	    a) Positive education
	    b) Positive aging
	    c) Positive parenting
	    d) Positive health
	    e) Positive workplace; innovation and leadership through positive psychology
		15

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Snyder, C. R., & Lopez, S. J. (Eds.). (2009). *Oxford handbook of positive psychology* (2nded.). New York, NY: Oxford University Press.

Course Code	Title	Lectures/Week	Marks	Credits
PSHSIIP201	**Group Research Project II**	**3**	**50**	**2**

Objectives
1. To facilitate students in completing the middle and final steps of a group research project in Human Development and allied areas.
2. To help students learn how to execute the middle and final steps of a research, namely: selecting/constructing tools, data collection, data analysis, and reporting results.
3. To provide students with the experience of working in a research team.

	Course Content	Lectures
Unit I	**Middle steps in the research process (Part I):** Designing the methods of own group research project • Tools o Reviewing relevant tools o Selecting, adapting available tools o Constructing tools o Piloting tools o Obtaining expert feedback • Making decisions about sample size, sample characteristics, and sampling techniques • Feasibility checks; obtaining consent from relevant organisations and potential participants	15
Unit II	**Middle steps in the research process (Part II):** • Data collection • Data entry o Quantitative data entry: SPSS o Identifying qualitative analysis areas	15
Unit III	**Latter steps in the research process:** • Data analysis o Quantitative o Qualitative • Making and finalising an outline of the results • Putting together a PPT presentation on the group research project with the final title and the research purpose as well as: o Sampling, sample size, sample characteristics o Measurement o Key findings o Brief discussion • Oral presentation of the methods and results of the group research project (PPT)	15

Methods: Students engage in multiple hands-on exercises in pairs or threes. The assigned teacher explains the value of each exercise and how to do each exercise. Students complete each exercise and submit their work. They obtain feedback about the relevance of that work in the research process and about the quality of their work. The mini research study is to be done in threes or in a group of four.

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

Course Code	Title	Lectures/Week	Marks	Credits
PSHSIIP202	**Practicum in Other Human Development Agencies**	**4**	**50**	**2**

Objectives
1. To help students apply theoretical knowledge in practical situations.
2. To provide students with hands-on experiences in Human Development agencies other than preschools (i.e., counselling centres, NGOs, corporate sector, schools).

	Course Content	Lectures

Unit I	**Introduction**
	a) Orienting students to different Human Development (HD) agencies.
	b) Collecting information on possible placement opportunities in HD agencies.
	    • Visits
	    • Web-based information
	    • Phone calls/emails
	c) Completing feasibility checks and finalising placement in an approved HD agency in pairs.
	Placement in an HD agency: Beginning Competencies (Part I)
	a) Observing processes in the HD agency in which placed.
	b) Making a report of the organisational structure and functioning
		15

Unit II	**Placement in an HD agency: Beginning Competencies (Part II)** a) Completing simple-level assignments or tasks given by site supervisors b) Making a report of the assignments/tasks	15
Unit III	**Placement in an HD agency: Advanced Competencies** a) Completing advanced-level assignments or tasks given by site supervisors b) Making a report of the assignments/tasks	15
Unit IV	**Conducting a workshop on a relevant theme at the HD agency in which placed** a) Planning and organizing a workshop on a relevant theme b) Implementing and evaluating the workshop	15

Methods: Students are to be placed in pairs at an HD agency in Mumbai such as NGOs, counselling centres, companies etc. Their placement is for one day a week and includes meetings with faculty supervisor and site supervisors. Students are guided in their planning, conducting and evaluating appropriate assignments including the workshop by the assigned faculty member along with the site supervisors.

Course Code	Title	Periods/ week	Marks	Credits
PSHSIIP203	**Counselling Practicum II**	**2**	**50**	2

Objectives:

1. To help students develop competencies in using diverse approaches of counselling.
2. To provide an opportunity to students to apply these approaches in an individual setting.
3. To help students develop skills in recording the counselling process.
4. To help students develop skills in reporting the counselling process.

Course Content		Periods
Unit I	**Approaches to Counselling Part I** Solution Focused Brief Counselling Behavioural therapy Cognitive-behavioural Therapy • R.E.B.T. • Beck's Cognitive Therapy	**15**
Unit II	**Approaches to Counselling Part 2** Transactional analysis Client-Centered Therapy and the Carkhuff Model Reality Therapy Gestalt Therapy	**15**

Students are expected to:

1. Observe the faculty member conduct at least three sessions of each counselling approach.
2. Conduct two sessions of each counselling approach in the classroom in the presence of the instructor (who observes and gives feedback).
3. Conduct two sessions outside the classroom and record it.
4. Report the counselling sessions in a file.
5. Attend at least one workshop that focusses on counselling approaches.
6. Continuously work on personal issues that could affect the effectiveness of their counselling.

References

Egan. G. (2014). *The skilled helper. A problem management and opportunity development approach to helping.* Brooks/ Cole: CA.

Nelson- Jones, R. (2016). *Counselling Skills: A helper's manual.* UK: Sage.

Course Code	Title	Periods/ week	Marks	Credits
PSHSIIP204	**Psychological Testing Practicum II**	**2**	**50**	2

Objectives

To enable students to acquire competencies in the administration, scoring and interpretation of selected psychological tests of intelligence, creativity, adjustment, anxiety and depression.

Course Content		Periods
Unit 1	**Intelligence, Developmental and Creativity Assessment** a. Wechsler's Intelligence Scale for School Children. b. Developmental Assessment Scale for Indian Infants. c. Kaufman's Assessment Battery. d. Torrance/Passi's Tests of Creativity.	15
Unit 2	**Assessment of Adjustment, Anxiety and Depression** a. Achenbach's Child Behavior Checklist. b. State Trait Anxiety Inventory. c. Beck's Depression Inventory.	15

Methods:

a) Faculty member demonstrates and explains the administration, scoring and interpretation of each of the tests one-by-one.
b) Students administer at least each test on at least one participant under her 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

Manuals of the above-mentioned tests.