UNIVERSITY OF MUMBAI

Syllabus for Approval

1	Title of the Course	**B. Sc. (Home Science)** **Branch II: Human Development** **Semesters V and VI**
2	Eligibility for Admission	• **S.Y. B.Sc. Home Science (general or any specialization)** • **Admission will be based on merit.**
3	Passing Marks	**40% (Theory) and (Practical)**
4	Ordinances / Regulations (if any)	**O. 6086 with effect from 2014-15 and thereafter**
5	No. of Years / Semesters	**1 year/ 2 Semesters**
6	Level	**P.G. / U.G./ Diploma / Certificate** **(Strike out which is not applicable)**
7	Pattern	**Yearly / Semester** (Strike out which is not applicable)
8	Status	**New / Revised** (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year **2017-18**

Date: 10.04.2017   Signature :

Name of BOS Chairperson / Dean : ___**Dr Geeta Ibrahim**_____

UNIVERSITY OF MUMBAI

Essentials Elements of the Syllabus

1	**Title of the Course**	**B. Sc. (Home Science), Branch II: Human Development, Semesters V and VI**
2	**Course Code**	USHSII
3	**Preamble / Scope**	

The BSc in Home Science, with a specialisation in Human Development, is designed to facilitate the construction of knowledge and skills related to Human Development and allied field. The subjects—both theory and practical, offer potential starting points for entry into a variety of disciplines of Human Development or disciplines allied to Human Development such as Human Development itself, Early Childhood Education, School Education, Special Education, Educational Technology, Psychology (e.g. Counselling, Clinical, Organisational, Forensic), Business or Management Studies, Social Work, and Media Studies.

- We strive for empowerment of women through an education that is:
  - life-oriented
  - career-oriented
  - community-oriented

Objective of Course / Course Outcome

- To facilitate students to be competent in the following areas: development across the life span; methods of studying human behavior and development; counselling methods, psychological tests; curriculum planning for young children, DAP activities for varied age groups; categories of exceptionality, psychological disorders; organisation/ management of HD agencies; family studies; group dynamics/social psychology; theories of HD.
- To facilitate students to build/strengthen the following **skills**: interpersonal skills & team-work; leadership skills; oral & written articulation; computer skills; planning, executing, and evaluating activities for varied age-groups in community and other settings; identifying children with special needs; selecting/evaluating/designing children's media; how to set up an NGO; selecting, planning, designing methods of studying human behavior and development; basic research skills.

Eligibility

- S.Y. B.Sc. Home Science (general or any specialization)
- Admission will be based on merit as per norms of the University of Mumbai

Fee Structure

T.Y. B.Sc. (HOME SCIENCE)
BRANCH II: HUMAN DEVELOPMENT
SEMESTERS V & VI

PROPOSED FEE STRUCTURE **2017-2018**

No.	Particulars of the Fees		Amounts
1	Tuition		800.00
2	Laboratory		800.00
3	Library		200.00
4	Gymkhana		400.00
5	Other/Ext.Curr.Act.Fees		250.00
6	Group Insurance		50.00
7	Magazine Fees		100.00
8	Identity Card/Library Card		50.00
9	Students welfare Fund		50.00
10	Utility Fees		250.00
11	Development Fund		500.00
12	Exam fees		2120.00
13	Vice Chancellor's Fund		20.00
14	E. Charges		20.00
15	Ashwamedha/Indradhanushya		30.00
16	Disaster relief fees		10.00
17	E. Services		50.00
18	Convocation Fees		250.00
19	National Services Scheme		10.00
20	Field trips/Activities		1000.00
		Total	**6960.00**

* FEES ARE DUE TO BE REVISED

7	No. of Lectures	18 periods per week
8	No. of Practical	4 practicals of 2 periods each = 8 periods per week
9	Duration of the Course	1 year
10	Notional hours	12 periods per week
11	**No. of Students per Batch:** 30-40 (Theory) & 15-20 (Practical)	
12	**Selection**- Merit at the qualifying examination	
13	**Assessment**– included in the syllabus copy as Scheme of Examination	
14	**Syllabus Details** – included in the syllabus copy	
15	**Title of the Unit**– included in the syllabus copy	
16	**Title of the Sub-Unit** – included in the syllabus copy	
17	**Semester wise Theory** – included in the syllabus grid	
18		
19	**Semester wise List of Practical** – included in the syllabus grid	
20	**Question Paper Pattern** – included in the syllabus copy as Scheme of	
21	Examination	
22	**Pattern of Practical Exam**– included in the syllabus copy as Scheme of	
23	Examination	
24	**Scheme of Evaluation of Project / Internship-** Not Applicable	
25	**List of Suggested Reading**– included in the syllabus copy	
	List of Websites – included in the syllabus copy wherever applicable	
	List of You-Tube Videos –Not Applicable	
	List of MOOCs–Not Applicable	

T. Y. B.Sc (Home Science)
SEMESTER V
BRANCH II: HUMAN DEVELOPMENT
Revised w.e.f. June 2017

Course Code	Title	Internal Assessment Marks	Semester End Examination	Total Marks	Periods/Week/ Division/Batch	Credits
USHSII501	Introduction to Counselling	25	75	100	3	3
USHSII502	Human Exceptionality I	25	75	100	3	3
USHSII503	Curriculum Planning and Assessment in Early Childhood Education I	25	75	100	3	3
USHSII504	Theories of Human Behaviour and Development	25	75	100	3	3
USHSII505	Methods of Studying Human Behaviour and Development	25	75	100	3	2
USHSII506	School Administration	25	75	100	3	2
USHSIIP501	Part A: Curriculum Planning for Children in Education Settings	--	50	50	2	2
	Part B: Conducting Developmentally-Appropriate Activities for Children in Education Settings	--	50	50	2	
USHSIIP502	Part A: Methods of Studying Human Behaviour and Development	--	50	50	2	2
	Part B: School Administration	--	50	50	2	
				800	26	20

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII501	**INTRODUCTION TO COUNSELLING**	3	100	3

Objectives
1. To introduce students to key concepts in counselling.
2. To have students construct knowledge about the counseling process and related professional skills.
3. To familiarize students with selected methods /approaches /models /specializations which are especially relevant for child and adolescent counselling?

Course Content		Periods
Unit I	**Classic and/or Exemplary Definitions of Professional Counselling** Key ideas; Illustration of key ideas (using transcripts of counselling) **Goals of counselling** **Mental Health Professionals and Services** Difference between counselling, clinical psychology, and psychiatry; distinguishing counseling from psychotherapy Types of mental health professionals **Relevance and Need for Counselling Children, Adolescents, and Adults** Indicators of distress in children, adolescents, and adults Developmental concerns/challenges in childhood, adolescence, and adulthood Challenges/problems faced by children, adolescents, and adults that are not developmental in nature (e.g., physical abuse, sexual abuse) Characteristics of current society that accentuate the need for professional counselling services for children, adolescents, and adults; environmental challenges that children, adolescents, and adults face	15
Unit II	**The Counselling Process** Overview of the Number and Variety of Counselling Techniques/Approaches/Methods **Preparing for the counselling interview** Arranging the physical space Creating an optimal socioemotional space What are some things to consider during the first interview? **A general model for counselling** Step 1: Defining the problem through active listening Step 2: Clarifying the client's expectations Step 3: Exploring what has been done to solve the problem Step 4: Exploring what new things could be done to solve the problem Step 5: Obtaining a commitment to try one of the problem-solving ideas Step 6: Closing the counseling interview/terminating the counselling sessions **Questions counsellors ask** What types of questions should the counsellor use? How can silences be used in counselling? Should counsellors give advice? Should counsellors give information? What about the issue of confidentiality?	15

Unit III	**Selected Counselling Techniques/Approaches Especially Suitable for Use with School Children and Adolescents**	15
	Individual Counselling Methods	
	Carl Roger's Person-Centered Counselling/Therapy (PCC/PCT)	
	Solution-Focused Brief Counselling/Therapy (SFBC/SFBT)	
	Play Therapy	
	Group Counselling	
	Group leadership skills	
	Steps in group counselling	
	Professional School Counseling	
	Distinguishing School Counselling from General Counselling	
	Advancements in the Conceptualization of School Counselling:	
	Norman Gysber's Developmentally Comprehensive School Counselling Model	
	ASCA-Promoted Comprehensive School Counselling Programs	
	Role of the professional school counsellor	

References

Corey, G. (2015). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage Learning.

Capuzzi, D., & Gross, D. A. (2008). *Counseling and psychotherapy: Theories and interventions* (4th ed.). NJ: Prentice-Hall.

George, R. L., & Cristiani, T. L. (1995). *Counseling: Theory and practice* (4th ed.). Boston: Allyn & Bacon.

Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). New Jersey: Prentice-Hall.

Hornby, G., Hall, C., & Hall, C. (2003). *Counseling pupils in schools: Skills and strategies for teachers.* London: Routledge-Falmer.

Kotler, J. A. (2004). *Introduction to therapeutic counseling: Voices from the field* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Thompson, C., Rudolph, L. B., Henderson, D. (2004). *Counseling children* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII502	**HUMAN EXCEPTIONALITY I**	3	100	3

Objectives
1. To help students develop an awareness and concern for individuals with exceptionality (both children and adults), their needs and problems.
2. To help students gain knowledge about the different categories of exceptionality, their prevalence, causes, prevention, and characteristics.
3. To introduce students to the education, assessment and rehabilitation of exceptional children and adults, with special reference to the Indian context.

Course Content		Periods
Unit I	**Introduction to Human Exceptionality and Special Education** (a) Definition and terminology: • Exceptional children and adults • Disability versus handicap • Developmentally delayed and at-risk • Special education (b) Brief history of the development of special education. (c) Categories and labels. (d) Legislative history of special education (US and Indian Laws). (e) Professionals who work with individuals with exceptionalities. (f) Service delivery teams. (g) Current and future challenges.	15
Unit II	**High-Incidence Disabilities** **1. Mental Retardation/Intellectual Developmental Disorder/Intellectual Disability** (a) Definition of mental retardation. (b) Classification of individuals with mental retardation. (c) Prevalence, causation, characteristics, assessment, prevention. (d) Educational considerations. (e) Services for children and adults with mental retardation. (f) Family and community contexts. (g) Trends, issues, and controversies. **2. Learning disability** (a) Definition of learning disability. (b) Classification of individuals with learning disability. (c) Prevalence, causation, characteristics, assessment, prevention. (d) Educational considerations. (e) Services for children and adults with learning disability. (f) Family and community contexts. (g) Trends, issues, and controversies.	15

Unit III	**Exceptional, Gifted and Talented**	**15**
	1. Gifted and talented individuals	
	(a) Defining giftedness.	
	(b) Differences among individuals who are talented and gifted.	
	(c) Prevalence, causation, characteristics, assessment.	
	(d) Educational considerations.	
	(e) Services for children and adults who are talented and gifted.	
	(f) Family and community contexts.	
	(g) Trends, issues, and controversies.	

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.

Gargiulo, R. M. (2015). *Special education in contemporary society: An introduction to exceptionality* (5th ed.). New York: Sage.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2013). *Exceptional learners: An introduction to special education* (12th ed.). Boston, MA: Pearson Education.

Hardman, M. L., Egan, M. W., & Drew, C. J. (2017). *Human exceptionality: School, community, and family* (12th ed.). Boston, MA: Cengage Learning.

Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th ed.). Boston, MA: Pearson Education.

Kharge, M. T. (2014). *Rights of persons with disabilities bill, 2014.* Retrieved from http://www.prsindia.org/uploads/media/Person%20with%20Disabilities/The%20Right%20of%20Persons%20with%20Disabilities%20Bill.pdf

Srivastava, P., & Kumar, P. (2015). Disability, its issues and challenges: psychosocial and legal aspects in Indian scenario. *Delhi Psychiatry Journal, 18*(1), 195-205.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII503	**CURRICULUM PLANNING AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION I**	**3**	**100**	**3**

Objectives
1. To help students develop an understanding of developmentally-appropriate teaching-learning practices to be used in early childhood education settings.
2. To introduce students to the historic overview of educators and approaches/curriculum models in early childhood education.
3. To have students develop an understanding of the role of environment in child's learning and behaviour including schedules, materials, arrangement of learning activities indoor and outdoor, and centre-based learning.

Course Content		Periods

Unit I	**Overview of Early Childhood Care and Education**
	 (a) Quality in Early Childhood Programs
	        Concept of developmental appropriateness; adult-child ratio; group size; mixed-age grouping; developmental-appropriateness of activities; child-adult interactions and roles; staffing; teacher stability; family involvement; child advocacy
	 (b) Early Childhood Teachers and Caregivers
	        Quality, attributes, and role of a good early childhood teacher; training and regulation of quality; professionalism and ethics; current issues and dilemmas (low pay, burnout, teacher turnover, teacher shortage).
	 (c) Curriculum
	        Meaning and definition of curriculum, components of a good curriculum.
		15

Unit II	**Educators and Curriculum Models/Approaches**
	(a) History of early childhood education, historical overview of educators
	        Jean-Jacques Rousseau, Johann Pestalozzi, Friedrich Froebel, Maria Montessori.
	        Rabindranath Tagore, Tarabai Modak, Gijubhai Badhekha.
	(b) Early Childhood Education Curriculum Models
	        Montessori Program, Bank Street Approach, Head Start Program, Reggio Emilia Approach, Rudolf Steiner and Waldorf schools, Te-whariki, Thematic Approach/Project Approach, Glenn Doman approach, new developments in ECE curriculum models.
		15

Unit III	**Scheduling and Curriculum Planning**	15
	(a) Components of the early childhood education schedule Activity time; large-group activities; small-group activities; use of learning centres; outdoor activities; start-of-day and end-of-day activities; clean-up, meals, nap and rest; transitions. **(b) Guidelines for Program Scheduling** Alternating active and quiet times; alternating large-group and small-group activities; balancing child-initiated and teacher-initiated activities; building time for individual interactions; taking into account activity level and developmental level of the children; seasonal considerations; types of schedules. **(c) Curriculum** Types of curriculum; theme-based learning content; child, family and community as a focus of the curriculum; planning general goals and instructional objectives/developing written plans (daily, weekly, short-term, long-term plans; planning an overall curriculum (units, lesson planning, activities and emergent curriculum).	

References

Amin, R. (1997). *Learning for life…from birth to five. Nurturing the growing child*. Mumbai: Books for Change.

Brewer, J. A. (2006). *Introduction to early childhood education: Preschool through primary grades* (6th ed.). Boston, MA: Pearson Education.

Catron, C. E., & Allen, J. (2007). *Early childhood curriculum: A creative play model* (4th ed.). Boston, MA: Pearson Education.

Christian Children's Fund. (1994). *Early childhood care and development (0 to 6 years): Trainers' manual.* Chennai: Author.

Dopyera, M., & Dopyera, J. E. (1992). *Becoming a teacher of young children* (5th ed.). New York: McGraw-Hill, Inc.

Essa, E. L. (2013). *Introduction to early childhood education* (7th ed). Belmont, CA: Wadsworth.

Gestwicki, C. (2013). *Developmentally appropriate practice: Curriculum and development in early education* (5th ed.). Belmont, CA: Wadsworth.

Kaul, V. (1991). *Early childhood education programme.* New Delhi: NCERT.

Leeper. S. H., Witherspoon, R. L., & Day, B. (1984). *Good schools for young children: A guide for working with three-, four-, and five-year-old children* (5th ed.). New York: Macmillan.

Maxim, G. W. (1997). *The very young: Guiding children from infancy through the early years* (5th ed.). Princeton, NC: Merrill.

NCERT. (1996). *Minimum specifications for preschools.* New Delhi: Author.

Sebastian, P. (2002). *Handle with care - A guide to early childhood administration.* Victoria: Wiley.

Seefeldt, C., & Barbour, N. (1998). *Early childhood education: An introduction* (4th ed.). Boston, MA: Pearson Education.

Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII504	**THEORIES OF HUMAN BEHAVIOUR AND DEVELOPMENT**	**3**	**100**	**3**

OBJECTIVES:
1. To have students comprehend the value of theories of human behavior and development.
2. To help students have a clear and strong understanding of the different theories of human behaviour and development.
3. To facilitate students in applying their knowledge of theories of human behavior and development to various life contexts.

Course Content		Periods

Unit I	**Introduction to Theories and the Psychodynamic Perspective**
	1. **Introduction**
	    • Reasons for studying theories
	    • Definition of a theory
	    • Limitations of developmental theories
	2. **The Psychodynamic Perspective:**
	    a. Sigmund Freud: Psychoanalytic Theory
	        • Biographical sketch
	        • Levels of consciousness
	        • Structure of personality
	        • Development through psychosexual stages
	        • Nature of anxiety and defense mechanisms
	        • Application and brief evaluation
	
	    b. Erik Erikson- Theory of Psychosocial Development
	        • Biographical sketch
	        • Psychosocial stages
	        • Application and brief evaluation
		15

Unit II	**The Cognitive and Moral Perspective**
	1. Jean Piaget—Developmental and Cognitive Perspectives
	    • Biographical sketch
	    • Key concepts in Piaget's theory
	    • Stages of cognitive development
	    • Application and brief evaluation
	2. Lawrence Kohlberg—The Moral Development Theory
	    • Biographical sketch
	    • Stages and levels of moral development
	    • Application and brief evaluation
		15

Unit III	**Individual and Environment Interactions: More Recent Developments** 1. Neo-Behaviorism: Albert Bandura • Overview of behaviorism (classical and operant conditioning) • Albert Bandura's biographical sketch • Key concepts in Bandura's theory • Application and brief evaluation 2. Ecological Perspectives: Urie Bronfenbrenner • Biographical sketch • Key concepts in Bronfenbrenner's theory • Application and brief evaluation 3. Life Span Approaches: Paul Baltes and colleagues • Contexts impelling the development of Life Span theory • Key concepts in Life Span theory • Application and brief evaluation	**15**

References

Baldwin, A. (1980). *Theories of child development* (2nd ed.). New York: Wiley.

Crain, W. (2016). *Theories of development: Concepts and applications* (6th ed.). New York: Routledge.

Green, M., & Piel, J. A. (2016)**.** *Theories of human development: A comparative approach* (2nd ed.). New York: Routledge.

Lerner, R. M. (2015). *Concepts and theories of human development* (3rd ed.)*.* New York: Routledge.

Newman, B. M., & Newman, P. R. (2015). *Theories of human development* (2nd ed.). Hove, UK: Psychology Press.

Salkind, N. J. (2004). *An introduction to theories of human development.* New York: Sage.

Thomas, R. M. (2004). *Comparing theories of child development.* (6th ed.). Boston, MA: Cengage Learning.

Thomas, R. M. (2000). *Recent theories of human development.* New York: Sage.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII505	**METHODS OF STUDYING HUMAN BEHAVIOUR AND DEVELOPMENT**	3	100	2

Objectives
1. To introduce students to the importance of the scientific study of human beings across the life span.
2. To help students develop an appreciation of observations, interviews, questionnaires/ratings scales/checklists as methods of studying human behavior and development.
3. To introduce students to newer techniques of studying human behavior and development.

Course Content		Periods

Unit I	**Introduction & Observation as a Method of Studying Human Behaviour and Development**
	    1. Introduction
	(a) Overview of Methods of Studying Human Behaviour and Development
	(b) Importance and uses of these methods: Assessment and evaluation; research (quantitative and qualitative)
	    2. Observation as a Technique for Studying Human Behaviour and Development:
	(a) Overview: meaning, use/significance of observations.
	(b) Observations in Quantitative research: types and methods; advantages and disadvantages of observations; selecting the phenomena to assess through observations; defining the phenomena conceptually and operationally; designing/ construction of the tool; ethics; validity and reliability of observations; sampling cases and execution of the method; coding and analysis; interpreting and reporting observational data in quantitative research.
		15

it II	**Interviews and Questionnaires as Methods of Studying Human Behaviour and Development**
	1. **Interview as a Technique for Studying Human Behaviour and Development**:
	    (a) Overview: meaning, use/significance of interviews.
	    (b) Interviews in Qualitative research: types and methods; advantages and disadvantages of interviews; selecting the phenomena to study through interviews; designing/construction of the tool (types of questions/probes); ethics; sampling cases and execution of the method/ reflexive process; analysis of interview data in qualitative research; interpreting and reporting interview data in qualitative research.
	2. **Questionnaires/Rating Scales/Checklists as Techniques for Studying Human Behaviour and Development**:
	    (a) Overview: meaning, use/significance of questionnaires.
	    (b) Questionnaires/ Rating Scales/ Checklists in Quantitative research: types and methods; advantages and disadvantages
		15

	of questionnaires/rating scales/checklists; selecting the phenomena to assess; designing/ construction of the tool (types of questions/ items/ ratings); ethics; sampling cases and execution of the method; coding, analysis, and the extraction of variables; internal consistency; interpreting and reporting variables extracted from questionnaires/ratings/checklists in quantitative research.	

Unit III	**Newer Techniques of Studying Human Behaviour and Development & a Focus on Research**
	1. **Other techniques used for Studying Human Behaviour and Development:**
	    (a) Neuroscience and functional and structural MRIs.
	2. **Multi-method, multi-agent approaches/Triangulation**
	3. **Application of Techniques/Methods of Studying Human Behaviour and Development in Research:**
	    (a) Brief overview of the steps of the research process.
	    (b) Brief overview of the research report.
	    (c) Summary of key concepts of methods of studying human behaviour and development.
		15

References

Anandalakshmy, S., Chaudhary, N. & Sharma, N. (Eds.). (2008). *Researching families and children: Culturally appropriate methods.* New Delhi: Sage.

Anastasi, A. & Urbina, S. (1997). *Psychological Testing* (7th ed.). New Delhi: Pearson Education.

Billman, T., & Sherman, J. (1996). *Observation and participation in early childhood settings: A practicum guide*. Boston, MA: Allyn & Bacon.

Jam, G. L. (2003). *Research methodology: Methods, tools and techniques*. Jaipur: Mangaldeep Publications.

Kothari, C. R. (1999). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age.

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.

Mussen, P. H., & Baldwin, A. L. (1960). *Handbook of research methods in child development.* New Jersey: Wiley.

Rubin, A., & Babbie, E. R. (2013). *Research methods for social work* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII506	**SCHOOL ADMINISTRATION**	3	100	2

Objectives
1. To comprehend the school as a system; thereby, to use a systemic approach in conceptualizing school administration.
2. To evaluate selected school policies and develop critical thinking skills with regard to school policies.
3. To be introduced to best practices in school education/innovations in school policies/school reform.

Course Content		Periods
Unit I	**Introduction & Overview; Conceptual Framework for Understanding School Administration** Definitions/types: schools, education, administration, stakeholders, system. Functions of schools: general; from the point of view of each stakeholder/ group in the system. Conceptual framework for understanding school administration: school as a system; vision, mission, goals and objectives; process model/feedback cycle; policy-making and other decision-making. **Role of School Principal/School Administrator** Lead Educator and Lead Executive; management versus leadership. Interpersonal role of school principal: roles vis-à-vis students, teachers, parents, trustees/school board members/management; affective and effective role dimensions (emotional intelligence, handling negativity/handling complaints); public relations; community relations and community support.	15
Unit II	**Issues/Topics in School Administration Pertaining to Students/Children** Role of the child/student in the classroom. Role of the child/student in the larger school system. Classroom arrangement School size and class size Scheduling Issues: Scheduling teaching-learning periods: Block scheduling Character education; service-orientation Student evaluation: Achievement-oriented education/marks-oriented education, disadvantages, alternatives Social Promotion versus retention (Emphasis: Impact of each policy on students and other participants in the school system; inter-relationships between policies; best practices in education) **Issues/Topics in School Administration Pertaining to Teachers** Which decisions have to be made pertaining to teachers? And subjected to continuous evaluation? Role of teacher in the classroom/Role of teacher vis-à-vis students including child guidance and classroom management Role of teacher in the larger school system (vis-à-vis parents, other teachers, school administrators; as an agent facilitating school administration)	15

Unit III	Issues/Topics in School Administration Pertaining to Teachers Continued	15
	Teacher recruitment policy Teacher reward policy: Types of formal and informal rewards and their importance, Teacher remuneration or monetary compensation policy (formal reward) Professional development policy/Teacher development policy Teacher evaluation policy Innovations: Teacher Looping (Emphasis: Impact of each policy on students and other participants in the school system; inter-relationships between policies; best practices in education) **Issues/Topics in School Administration Pertaining to Parents:** Role of parents in the school: various models and innovations **Exemplary School Models/Exemplary School Systems; Cross-Cultural Comparisons of Schools or School Systems** Exemplary school models: Toto Chan; Rudolph Steiner and the Waldorf Schools Indian origin exemplary school models: J. Krishnamurti Schools (India and worldwide); Chinmaya Mission Schools; VishvaBharati, Shantiniketan: A Rabindranath Tagore initiative; a Mumbai Initiative: Muktangan Crosscultural comparison: India, USA, Finland, Germany, & Singapore	

References

Carter, M., & Curtis, D. (1998). *The visionary director: A handbook for dreaming, organizing, & improvising in your center.* St. Paul, MN: Redleaf Press.

Cherry, C., Harkness, B., & Kuzma, K. (2000). *Child care center management guide: A hands-on resource.* Torrance, CA: Fearon Teacher Aids.

Click, P. M. (2004). *Administration of programs for young children.* New York: Thomson Delmar Learning.

Curtis, D., & Carter, M. (2003). *Designs for living and learning: Transforming early childhood environments.* St. Paul, MN: Redleaf Press.

Koralek, D. G. (1995). *The what, why, and how of high-quality early childhood education: A guide for on-site supervision.* Washington, DC: NAEYC.

Leeper, S. H., Witherspoon, R. L., & Day, B. (1984). *Good schools for young children.* NY: Macmillan.

Morgan, G. G. (1999). *The bottom line for children's programs: What you need to know to manage the money.* Beltsville, MD: Gryphon House.

Mosley, J. (2001). *Working towards a whole school policy on self-esteem and positive behavior.* Wiltshire, UK: Positive Press.

Mosley, J. (2003). *Quality circle time in the primary classroom. Your essential guide to enhancing self-esteem, self-discipline and positive relationships.* Cambridge, UK: LDA.

NAEYC. (1997). Developmentally appropriate practice in early childhood programs. Washington, DC: NAEYC.

Websites

www.aasa.org (AASA: American Association of School Administrators)

www.education-world.com

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSIIP501	**PART A: CURRICULUM PLANNING FOR CHILDREN IN EDUCATION SETTINGS**	**2**	**50**	**2**
	PART B: CONDUCTING DEVELOPMENTALLY-APPROPRIATE ACTIVITIES FOR CHILDREN IN EDUCATION SETTINGS	**2**	**50**	

PART A: CURRICULUM PLANNING FOR CHILDREN IN EDUCATION SETTINGS

Objectives:
1. To provide students with training in curriculum planning for education settings, particularly early childhood education settings.
2. To enable students to plan developmentally-appropriate educational and recreational activities for early childhood years.
3. To facilitate students to engage in curriculum planning in educational settings, keeping in mind the learning objectives as also the classroom arrangement, classroom enrichment, role(s) of the child, role(s) of the teacher, transition activities, learning centres, and balance in the daily and weekly schedules.

Unit	Course content	Periods
I	**Attending and participating in workshops on developmentally-appropriate activities for children in the following areas:** ➤ Fine-motor and gross-motor activities (e.g. blocks, manipulatives, outdoor play) ➤ Art and craft activities ➤ Music and movement ➤ Language activities (e.g., picture talk/object talk/circle time/story time) ➤ Science and math activities ➤ Social studies activities ➤ Sociodramatic play ➤ Transition activities ➤ Classroom arrangement, classroom enrichment, learning centres ➤ Classroom management ➤ Scheduling ➤ Group dynamics, team-building, conduct and personal grooming	**15**
II	**Planning developmentally-appropriate activities for young children in education settings:** ➤ Observing the conduction of lessons and activities with children in education settings. ➤ Lesson planning for developmentally-appropriate activities: Brain-storming, discussion as well as written plans. ➤ Preparation of teaching aids. ➤ Planning also with regard to the classroom arrangement, classroom enrichment, role(s) of the child, role(s) of the teacher, transition activities, learning centres, field trips, and balance in children's schedules. ➤ Mock lessons.	**15**

PART B: CONDUCTING DEVELOPMENTALLY-APPROPRIATE ACTIVITIES FOR CHILDREN IN EDUCATION SETTINGS

1. To provide students with training such that, on graduation, they can choose to be teachers of young children, and plan, execute and evaluate educational and recreational activities in early childhood education settings.
2. To expose students to different educational settings and institutions catering to the needs of young children.
3. To enable students to implement and evaluate developmentally-appropriate educational and recreational activities for early childhood years.
4. To facilitate the development of teaching and classroom management skills in students.
5. To help students to apply theoretical knowledge in practical situations.

Unit	Course content	Periods
I	**Executing, and evaluating developmentally-appropriate activities for young children in education settings:** ➢ Fine-motor and gross-motor activities (e.g. blocks, manipulatives, outdoor play) ➢ Art and craft activities ➢ Music and movement activities ➢ Sociodramatic play ➢ Transition activities	**15**
II	**Executing, and evaluating developmentally-appropriate activities for young children in education settings:** ➢ Language activities (e.g., picture talk/object talk/circle time/story time) ➢ Science activities ➢ Math activities ➢ Social studies activities ➢ Learning centre activities ➢ Field trips	**15**

The students make a portfolio of the lessons that they execute along with photographs or samples of child's work and the evaluation.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSIIP502	**PART A: METHODS OF STUDYING HUMAN BEHAVIOUR AND DEVELOPMENT**	**2**	**50**	**2**
	PART B: SCHOOL ADMINISTRATION	**2**	**50**	

PART A: METHODS OF STUDYING HUMAN BEHAVIOUR AND DEVELOPMENT

Objectives
1. To provide students with an introductory hands-on experience of the scientific study of human beings across the life span.
2. To help students build beginning skills in studying a selected aspect of human behavior and development by designing and using at least one of the methods, namely, observations, interviews, or questionnaires/ratings scales/checklists.
3. To facilitate students in completing all the steps of a mini-project from problem formulation to report writing and presentation of the research.

Unit	Course content	Periods
I	(a) Problem formulation, brief review of literature; selecting the phenomena to assess through either of observations/ interviews/ questionnaires/ rating scales/ checklists. (b) Defining the phenomena conceptually and operationally. (c) Designing/construction of the tool. (d) Sampling cases.	15
II	(a) Execution of the method—collecting data. (b) Coding and analysis of data using qualitative or quantitative strategies. (c) Interpreting and reporting observational/interview/questionnaire data. (d) Finalizing the brief research report. (e) Presentation of research findings.	15

PART B: SCHOOL ADMINISTRATION

Objectives
1. To provide students with skills in:
   a. examining and evaluating the framework of administration in various schools,
   b. identifying exemplary features of administration in schools, and,
   c. selecting/designing best practices in education and related services.

Unit	Course content	Periods
I	**Examining and evaluating the framework of administration in various schools** (day schools, residential schools, schools of different boards of education, government-run schools, government-aided schools, private schools): Devising a framework to conceptualise, evaluate and innovate school administration/school policies (small-group work). Debates that help reflect on best practices in school administration.	15
II	**Identifying exemplary features of administration in schools of excellence:** Virtual visits to schools. Actual visits to schools to study innovative school administration. Exemplary examples—Indian and non-Indian: Each small group of students selects one school of excellence and reports to the large group, describing and justifying why these schools are of excellence. Selecting/designing best practices in education: Each small group of students selects/designs and justifies (at least) one best practice in education.	15

T. Y. BSc (Home Science)
SEMESTER VI
BRANCH II: HUMAN DEVELOPMENT
Revised w.e.f. June 2017

Course Code	Title	Internal Assessment Marks	Semester End Examination	Total Marks	Periods/Week/ Division/Batch	Credits
USHSII601	Counselling & Psychological Testing	25	75	100	3	3
USHSII602	Human Exceptionality II	25	75	100	3	3
USHSII603	Curriculum Planning and Assessment in Early Childhood Education II	25	75	100	3	3
USHSII604	Human Development and Family Studies	25	75	100	3	3
USHSII605	Introduction to Psychological Disorders across the Life Span	25	75	100	3	2
USHSII606	Social Psychology	25	75	100	3	2
USHSIIP601	Part A: Community-Based Services for Children and Youth	--	50	50	2	2
	Part B: Community-Based Services for Adults	--	50	50	2	
USHSIIP602	Part A: Human Exceptionality	--	50	50	2	2
	Part B: Children's Media	--	50	50	2	
				800	26	20

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII601	**COUNSELLING AND PSYCHOLOGICAL TESTING**	3	100	3

Objectives
1. To introduce students to key concepts in counselling, psychological testing and assessment.
2. To have students construct knowledge about the counselling process and related professional skills.
3. To familiarize students with selected adult counselling methods/approaches/models/specializations.
4. To provide exposure to selected developmental scales, and intelligence, creativity, personality and behavioral tests.
5. To sensitize them to the professional training of counsellors and the ethics of Counselling and testing.

Course Content		Periods
Unit I	**Selected Counselling Techniques for Use with Adults; and Issues in Counselling** Family Counselling: Conjoint Family Therapy & Virginia Satir Transactional Analysis Status of Counselling: USA, India Code of ethics for counsellors	15
Unit II	**An Overview of Psychological Testing** Introduction to the use of psychological tests Definition and characteristics of psychological tests Test development/construction/standardization Ethical considerations in testing	15
Unit III	**Developmental Assessment of Young Children** Brazelton Neonatal Assessment Scale (BNAS/NBAS) Bayley Scales of Infant and Toddler Development (BSID) **Assessment of Intelligence, Creativity, Personality and Interests** Wechsler Intelligence Scale for Children (WISC) Torrance Tests of Creative Thinking (TTCT) Myers-Briggs Type Indicator (MBTI) Projective tests: Thematic Apperception Test (TAT) Interest Inventory: Self-Directed Search (SDS) Indian initiatives in psychological testing	15

References

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). New Jersey: Prentice-Hall.

Black, M. M., & Matula, K. (2000). *Essentials of Bayley scales of infant development II assessment.* NY: Wiley.

Capuzzi, D., & Gross, D.A. (2008). *Counselling and psychotherapy: Theories and interventions* (4th ed.). NJ: Prentice-Hall.

Cohen, R., & Swerdlik, M., & Kumthekar, M. M. (2014). *Psychological testing and assessment: An introduction to tests and measurement* (7th ed.). Boston: McGraw-Hill.

Janda, L. H. (1998). *Psychological testing: Theory and applications.* MA: Allyn & Bacon.

Kaplan, R .M., & Saccuzzo, D. P. (1997). *Psychological testing.* CA: Brooks/Cole.

Thompson, C., Rudolph, L. B., Henderson, D. (2004). *Counseling children* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Watkins Jr., C. E., & Campbell, V.L. (Eds.) (2000). *Testing and assessment in counslling practice.* Mahwah, NJ: Lawrence Erlbaum

Testing manuals of relevant tests.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII602	**HUMAN EXCEPTIONALITY II**	**3**	**100**	**3**

Objectives
1. To help students develop an awareness and concern for individuals with exceptionality (both children and adults), their needs and problems.
2. To help students gain knowledge about the different categories of exceptionality, their prevalence, causes, prevention, and characteristics.
3. To introduce students to the education, assessment and rehabilitation of exceptional children and adults, with special reference to the Indian context.

Course Content		Periods
Unit I	**High-Incidence Disabilities** **1. Communication Disorders** (a) Definition of speech and language disorders. (b) Classification of individuals with speech and language disorders. (c) Prevalence, causation, characteristics, assessment, prevention. (d) Educational considerations. (e) Services for children and adults with speech and language disorders. (f) Family and community contexts. (g) Trends, issues, and controversies.	15
Unit II	**Low-Incidence Disabilities** **1. Sensory Impairments: Hearing Impairment** (a) Definition of hearing impairment. (b) Classification of individuals with hearing impairment. (c) Prevalence, causation, characteristics, assessment, prevention. (d) Educational considerations. (e) Services for children and adults with hearing impairment. (f) Family and community contexts. (g) Trends, issues, and controversies. **2. Sensory Impairments: Visual Impairment** (a) Definition of visual impairment. (b) Classification of individuals with visual impairment. (c) Prevalence, causation, characteristics, assessment, prevention. (d) Educational considerations. (e) Services for children and adults with visual impairment. (f) Family and community contexts. (g) Trends, issues, and controversies. **3. Physical Disabilities: Cerebral Palsy, Spina Bifida and Muscular Dystrophy** (a) Definitions, concepts, and types. (b) Prevalence, causes, and characteristics. (c) Intervention and services for children and adults. 4. **Health Disorders: Asthma and Epilepsy** (a) Definitions, concepts, and types. (b) Prevalence, causes, and characteristics. (c) Intervention and services for children and adults.	15

Unit III	Inclusive Education, Assistive Technology, and Life Planning for Individuals with Special Needs	15
	1. Inclusive Education (a) What is Inclusive Education? (b) Differences between Inclusion, Mainstreaming and Integration. (c) Right to Education for all. (d) Challenges of Inclusive Education. (e) Benefits of Inclusive Education. **2. Assistive Technology** (a) What is Assistive Technology? (b) Assistive Technology and Special Education (c) Assistive Technology and IEP (d) Assistive Technology used for different exceptionalities. **3. Transition Planning and Life Planning**	

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.

Assistive technology basics (n.d.). Retrieved from https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics

Gargiulo, R. M. (2015). *Special education in contemporary society: An introduction to exceptionality* (5thed.). New York: Sage.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2013). *Exceptional learners: An introduction to special education* (12thed.). Boston, MA: Pearson Education.

Hardman, M. L., Egan, M. W., & Drew, C. J. (2017).*Human exceptionality: School, community, and family* (12th ed.). Boston, MA:Cengage Learning.

Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th ed.). Boston, MA: Pearson Education.

Kharge, M. T. (2014). *Rights of persons with disabilities bill, 2014.* Retrieved from http://www.prsindia.org/uploads/media/Person%20with%20Disabilities/The%20Right%20of%20Persons%20with%20Disabilities%20Bill.pdf

Srivastava, P., & Kumar, P. (2015). Disability, its issues and challenges: psychosocial and legal aspects in Indian scenario. *Delhi Psychiatry Journal, 18*(1), 195-205.

Stanberry, K., & Raskind, M. H. (2009). *Assistive Technology for Kids with Learning Disabilities: An Overview.* Retrieved from http://www.readingrockets.org/article/assistive-technology-kids-learning-disabilities-overview

World Health Organization. (2015). *Assistive technology for children with disabilities: Creating opportunities for education, inclusion and participation: A discussion paper.* Retrieved from https://www.unicef.org/**disabilities**/files/**Assistive-Tech**-Web.pdf

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII603	**CURRICULUM PLANNING AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION II**	**3**	**100**	**3**

Objectives

1. To have students comprehend the wide range of activities for young children that can be planned in the following areas, and how these activities promote various developmental domains as well as cater to holistic development: (a) gross-motor and fine-motor activities; (b) art and craft activities; (c) music and movement activities; (d) language activities; (e) science activities; (f) mathematics activities; and, (g) social studies activities.
2. To have students appreciate the value of play in child's learning and development.
3. To facilitate students in building the knowledge necessary for planning, conducting and evaluating developmentally-appropriate activities for young children.
4. To introduce students to assessment, recording and reporting of child's progress in the early childhood education setting.

Course Content		Periods
Unit I	**Creative Expression through Art and Craft & Music and Movement**	**15**
	(a) Gross-Motor Activities: Movement, jumping, climbing apparatus, following an obstacle course, rolling and tumbling, throwing and catching, kicking and batting, patting/digging sand, using tools.	
	(b) Fine-Motor Activities: Manipulative equipment/toys, Lego blocks, beads, sorting, drawing, painting, stacking rings, small plastic figures.	
	(c) Art and craft activities: Painting, printing, pasting, drawing, cutting and tearing; making a collage, modelling/sculpture (clay, dough), guided art and craft projects.	
	(d) Music and Movement: Goals of music and movement; singing (selecting songs, presenting songs, informal singing, group singing, playing instruments, rhythmic experiences, creating songs, listening experiences); movement and dance (fundamental movements of walking, standing, balancing, running, jumping, galloping, skipping, playing).	

Unit II	**Creating an Environment for Exploring Activities in Early Years**	**15**
	(a) **Language activities:** Stories, poetry, books, sharing time/circle time, group discussion, puppets, dramatization/role play, reading corner, reading and writing readiness for preschool children.	
	(b) **Science Activities:** Defining sciencing; developmentally-appropriate science for preschool children; goals and objectives for sciencing activities; scientific process (observing, classifying and comparing, measuring, experimenting and relating, inferring and applying); science table; science walks; science projects and experiments; providing a safe environment.	
	(c) **Mathematics activities**: Defining mathematics; mathematical concepts, processes, understanding and skills (classifying, comparing, ordering, patterning, counting, shapes and space, measurement, fractions, vocabulary, numerical operations); use of toys and educational material; arithmetic readiness.	
	(d) **Social Studies activities:** Appreciating diversity; appreciating own and other cultures/communities; knowing about different occupational roles; building starting knowledge of geography/ history/ ecology.	
Unit III	**Play, Other Aspects of Curricular Planning; & Assessment/ Recording/ Reporting in Early Childhood Education**	**15**
	(a) **Significance and Role of Play:** Defining play, value and purpose of play, stages/levels of play, types of play, child's role, teacher's role (observer, elaborator, modeller, planner, evaluator).	
	(b) **Special Considerations in Curricular Planning:** Field trips, resource persons, learning centres, parents in early childhood education programs.	
	(c) **Assessing, Recording and Reporting Children's Progress:** • Assessment: Meaning and definition of assessment, purpose of assessment, planning assessment, types of assessment (informal and formal methods). • Recording: Meaning, purpose, and use of records; types of records. • Reporting: Meaning, purpose, and methods of reporting.	

References

Amin, R. (1997). *Learning for life…from birth to five. Nurturing the growing child*. Mumbai: Books for Change.

Brewer, J. A. (2006). *Introduction to early childhood education: Preschool through primary grades* (6th ed.). Boston, MA: Pearson Education.

Catron, C. E., & Allen, J. (2007). *Early childhood curriculum: A creative play model* (4thed.). Boston, MA: Pearson Education.

Christian Children's Fund. (1994). *Early childhood care and development (0 to 6 years): Trainers' manual.*Chennai: Author.

Dopyera, M., &Dopyera, J. E. (1992). *Becoming a teacher of young children* (5thed.). New York: McGraw-Hill, Inc.

Essa, E. L. (2013). *Introduction to early childhood education* (7thed). Belmont, CA: Wadsworth.

Gestwicki, C. (2013). *Developmentally appropriate practice: Curriculum and development in early education* (5thed.). Belmont, CA: Wadsworth.

Kaul, V. (1991).*Early childhood education programme.* New Delhi: NCERT.

Leeper. S. H., Witherspoon, R. L., & Day, B. (1984). *Good schools for young children: A guide for working with three-, four-, and five-year-old children* (5thed.). New York: Macmillan.

Maxim, G. W. (1997). *The very young: Guiding children from infancy through the early years* (5thed.). Princeton, NC: Merrill.

NCERT.(1996). *Minimum specifications for preschools.* New Delhi: Author.

Sebastian, P. (2002). *Handle with care - A guide to early childhood administration.* Victoria: Wiley.

Seefeldt, C., & Barbour, N. (1998). *Early childhood education: An introduction* (4thed.). Boston, MA: Pearson Education.

Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.

Journals and magazines:
Childhood Education
Parenting
Young Children

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII604	**HUMAN DEVELOPMENT AND FAMILY STUDIES**	3	100	3

Objectives
1. To help students gain knowledge of selected topics in human development and family studies.
2. To sensitize students to issues related to achievement, socio-emotional development, and gender.
3. To help students learn about some of the challenges in families today.

Course Content		Periods
Unit I	**Socio-emotional Processes in Human Development and Family Studies** **1. Development of Achievement Motivation and Engagement** a. Development of Achievement Motivation • Very early development of self-evaluation in achievement-related activities • Competence-related beliefs: Can I do the task? • Subjective task values: Do I want to do the task? • Intrinsic vs. extrinsic motivation: Why do I want to do the task? • Achievement goal orientations: Why am I doing the task? • The role of social and academic goals in achievement • Self-regulated learning • Engagement in learning and other achievement-related activities b. Gender and cultural differences in achievement motivation c. Socialisation of motivation • Family influences • School influences **2. Socio-emotional Development in Changing Families** a. Socio-emotional development of children and adolescents in two-parent families with low conflict vs. high conflict b. Socio-emotional development of children and adolescents in single-parent families: divorced single mothers, single mothers by choice, single fathers • Divorced single mothers • Single mothers by choice • Single fathers c. Socio-emotional development of children and adolescents in stepfamilies d. Socio-emotional development of children and adolescents in the context of parental cohabitation • Issue: Is marriage advantageous for children? e. Socio-emotional development of children in assisted reproduction families • "High-Tech" families (IVF and ICSI) • Donor conception families • Surrogacy families		15
Unit II	**Gender and Human Development and Family Studies** **1. Gendered Development** a. Which behaviours are gendered and how large are the differences between the sexes? b. The gendered brain **2. Gender and Family Relationships** a. Gender and Partnerships: Marriage • Gender differences in: Timing and incidence of marriage; marital quality and interaction; marital satisfaction and wellbeing; marital power; spousal violence		15

	b. Gender and Partnerships: Non marital romantic relationships	
	c. Gender and parenthood	
	• Motherhood and fatherhood	
	i. Gender of parents and interaction with children; relationships with children; responsibility for children	
	ii. New research on fatherhood	
	iii. Spotlight on India: Impact of gender of child on mother	
	d. Gender and family work	
	• Housework	
	i. Gender differences in housework, childcare, eldercare, spousal career support; gender of child and housework	
	ii. Explanations for the gender-based division of labor: Time Availability Model, Resource Model, Ideology Model, Marital Dynamics	
	iii. Spotlight on India: Role of in-laws	
	Gender and grandparents and grandchildren	
Unit III	**Challenges in Families Today**	**15**
	1. Family and Work Interface	
	a. Changing employment patterns, changing family demographics, changing gender ideologies, & changing organizational responsiveness to work and family issues.	
	b. Impact of employment on families	
	• Spousal employment and relationship to marital stability and satisfaction	
	• Impact of mother's employment on children's wellbeing	
	• Impact of job experiences on child socialization	
	• Impact of parental employment and poverty on children; child's participation in family work	
	• Impact of the organization of work life	
	c. Effects of family on work: Effects of family responsibilities on labor market behaviour	
	d. Multiple roles in the family and workplace: Emotional well-being, role enrichment, role stress and role strain	
	e. Individual coping strategies	
	f. Institutional change to promote work-life balance: The Mommy Track; Part-Time Work; Home-based employment; flextime; work-from-home; unpaid family leave; dependent care assistance; paid family leave; shorter standard work weeks; supervisor training; Counselling and educational programs; improvements in job conditions/pay; determinants of family-friendly policies.	
	2. Marital Dissolution	
	a. Divorce**:** Antecedents, causes, or predictors of divorce	
	i. Macro-level antecedents: demographic factors, legal factors, cultural/attitudinal factors	
	ii. Micro-level antecedents: social exchange theory, vulnerability-stress-adaptation, cascade theory, other individual risk factors of divorce	
	b. Theoretical models of the divorce process	
	i. Six levels or stations of divorce	
	ii. Divorce as a process of mourning	
	iii. Divorce as a psychological process	
	iv. Divorce as a psychosocial process	
	c. Consequences of divorce on children and adults	
	i. Legal, psychological and emotional, and economic consequences of divorce for parents	
	ii. Consequences for parenting, inter-parental relationships, disruptions in parent-child relationships	
	iii. Child maladjustment to pre-separation marital conflict and violence	
	d. Marital separation, annulments, widowhood	
	3. **The Future of Families**	

References

Bernades, J. (1997). *Family studies: An introduction.* Oxford, UK: Routledge.

Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. (Eds.) (2005). *Sourcebook of family theory & research.* New Delhi: Sage.

Golombok, S., & Tasker, F. (2015). Socioemotional development in changing families. In R. M. Lerner (Series Ed.) & M. E. Lamb (Vol. Ed.), *Handbook of child psychology and developmental science, Vol. 3: Socioemotional processes* (pp. 419-463). New York, NY: Wiley.

Gottman, J. (1998). *Why marriages succeed or fail: And how you can make yours last.* New York: Simon & Schuster.

Gottman, J. (2002). *The relationship cure: A 5 step guide to strengthening your marriage, family, and friendships.* New York: Three Rivers.

Gottman, J., & Silver, N. (2000). *Seven principles for making marriage work: A practical guide from the country's foremost relationship expert.* New York: Three Rivers.

Hines, M. (2015). Gendered development. In R. M. Lerner (Series Ed.) & M. E. Lamb (Vol. Ed.), *Handbook of child psychology and developmental science, Vol. 3: Socioemotional processes* (pp. 657-700). New York, NY: Wiley.

Kumar, A. (2006). *Women and family welfare.* New Delhi: Anmol Publications.

Lamb, M. E. (Vol. Eds.) Lerner, R. M. (Series Ed.) (2015). *Handbook of child psychology and developmental science. Vol. 3: Socioemotional processes.* Hoboken, NJ: Wiley.

Peterson, G. W., & Bush, K. R. (Eds.). (2013). *Handbook of Marriage and the Family* (3rd ed.). New York, NY: Springer.

Price, S. J., McKenry, P. C., & Murphy, M. J. (Eds.) (2000). *Families across time: A life course perspective (Readings).* Los Angeles: Roxbury.

Roy, P. K. (2003). *Family diversity in India: Patterns, practices and ethos.* New Delhi: Gyan.

Shireman, J. F. (2003). *Critical issues in child welfare* (2nd ed.). New York: Columbia University Press.

Steel, L., Kidd, W., & Brown, A. (2001). *The family* (2nd ed.). London: Palgrave Macmillan.

Sussman, M. B., & Steinmetz, S. K. (Eds.) (1987). *Handbook of marriage and family.* New York, NY: Springer.

Sussman, M. B., Steinmetz, S. K., & Peterson, G. W. (1999). *Handbook of Marriage and the family* (2nd ed.). New York, NY: Plenum.

Turner, L. H., & West, R. (Eds.) (2006). *The family communication sourcebook.* New Delhi: Sage.

Walker, A. J. (1999). Gender and family relationships. In M. B. Sussman, S. K. Steinmetz, & G. W. Peterson, *Handbook of marriage and the family* (2nd ed.). New York, NY: Plenum Press. Wallace, H. (2002). *Family violence: Legal, medical and social perspectives.* Boston: Allyn & Bacon.

Walsh, F. (Ed.) (2002). *Normal family processes: Growing diversity and complexity.* New York: Guilford.

Wigfield, A., Eccles, J. S., Fredricks, J. A., Simpkins, S., Roeser, R. W., & Schiefele, U. (2015). Development of achievement motivation and engagement. In R. M. Lerner (Series Ed.) & M. E. Lamb (Vol. Ed.), *Handbook of child psychology and developmental science, Vol. 3: Socioemotional processes* (pp. 657-700). New York, NY: Wiley.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII605	**INTRODUCTION TO PSYCHOLOGICAL DISORDERS ACROSS THE LIFE SPAN**	**3**	**100**	**2**

Objectives
1. To sensitize students to individuals with psychological disorders, their needs and problems across the life span.
2. To help students gain knowledge about different abnormalities—their diagnosis, prevalence, etiology, and treatment.

Unit	Course Content	Periods
I	**Introduction** • Definition of terms normality, abnormality, deviance, disorder, developmental pathology. • Historical overview. • Overview of current paradigm of psychopathology. • Diagnosis—DSM-5 and ICD. • Relevance of studying abnormality in human development.	**15**
II	**Psychological Disorders of Childhood** • Overview of psychological disorders in childhood (range and types of disorders) • Attention-Deficit/Hyperactivity Disorder (Clinical description, DSM-V diagnostic criteria, etiology, treatment). • Conduct Disorder (Clinical description, DSM-V diagnostic criteria, etiology, treatment). • Depression and Anxiety in Children and Adolescents **(**Clinical description, DSM-V diagnostic criteria, etiology, treatment). • Autism Spectrum Disorder **(**Clinical description, DSM-V diagnostic criteria, etiology, treatment)	**15**
III	**Adulthood and Late-Life Psychological Disorders** • Overview of psychological disorders in adulthood (range and types of disorders). • Overview of psychological disorders that occur particularly in late life (range and types of disorders). • Schizophrenia (Clinical description, DSM-V diagnostic criteria, etiology, treatment). • Depression (Clinical description, DSM-V diagnostic criteria, etiology, treatment). • Dementia (Clinical description, DSM-V diagnostic criteria, etiology, treatment). • Delirium **(**Clinical description, DSM-V diagnostic criteria, etiology, treatment).	**15**

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.

Bennett, P. W. (2011). *Abnormal and clinical psychology: An introductory textbook* (3rd ed.). Berkshire, UK: Open University Press.

Comer, R. J. (2015). *Abnormal psychology* (9th ed.). Boston, MA: Pearson Education.

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2012). *Abnormal psychology* (12th ed.). New York: Wiley.

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014) *Abnormal Psychology: DSM-5 update (12th ed.).* New York: Wiley.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSII606	**SOCIAL PSYCHOLOGY**	3	100	2

Objectives
1. To introduce the students to the concept of social psychology and its content areas.
2. To help students understand the link between behaviours and attitudes and the factors influencing conformity.
3. To help students understand the behaviour of individuals in groups, group dynamics and group processes.
4. To encourage students to apply theories of social behaviour in their day-to-day lives

Course Content		Periods
Unit I	**INTRODUCTION TO SOCIAL PSYCHOLOGY** • Definition and brief overview of history of social psychology • Brief overview of methods of studying social psychology **SOCIAL THINKING** **The Self in a Social World** • Self-concept and self-esteem • Perceived self-control (self-efficacy, locus of control, learned helplessness versus self-determination) • Self-serving bias; self-presentation **Behaviour, Attitudes and Attributions** • The effect of attitudes on behaviour • The effect of behaviour on attitudes • Attributing causality • The fundamental attribution error	15
Unit II	**SOCIAL INFLUENCE AND LEADERSHIP** **Conformity** • Classic studies (Asch's studies of group pressure; Milgram's experiments on obedience) • Factors influencing conformity • Resisting social pressure **Persuasion** • The elements of persuasion • Resisting persuasion **Group Influence** • Types of groups • Effects of the group on individual behaviour (social facilitation, social loafing, deindividuation) • Decision-making in groups (group polarisation, groupthink, minority influence)	15
Unit III	**SOCIAL RELATIONS** **Prejudice** • Concept of prejudice • Sources of prejudice (social, emotional, cognitive) • Overcoming prejudice **Aggression** • Concept of aggression • Influences on aggression • Reducing aggression **Attraction: Liking and Loving Others**	15

| | Factors affecting interpersonal attraction (physical attractiveness, proximity, similarity, competence, reciprocity) Triangular Theory of Love What enables relationships to endure Ending relationships **Altruism** Concept of altruism Conditions affecting helpfulness (personal and situational influences on helping) Promoting altruism | |

References

Myers, D. G. (2013). *Social psychology* (10th ed.). New York: McGraw-Hill.

Baron, R., & Branscombe, N. (2017). *Social psychology* (14th ed). Boston, MA: Pearson Education.

Franzoi, S. L. (2016). *Social psychology* (7th ed.). Redding, CA: BVT Publishing.

Michener, H. A., & Delamater, J. D. (2010). *Social psychology* (7th ed.). Boston, MA: Cengage Learning.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSIIP601	**PART A: COMMUNITY-BASED SERVICES FOR CHILDREN AND YOUTH**	**2**	**50**	
	PART B: COMMUNITY-BASED SERVICES FOR ADULTS	**2**	**50**	**2**

PART A: COMMUNITY-BASED SERVICES FOR CHILDREN AND YOUTH

Objectives

1. To facilitate students in learning skills in planning, executing and evaluating developmentally-appropriate educational and recreational activities for underprivileged children in the community and Non-Governmental Organisations (NGOs).
2. To facilitate students in learning skills in planning, executing and evaluating developmentally-appropriate educational and recreational activities for youth in the community and NGOs.
3. To facilitate students in learning skills in planning, executing and evaluating developmentally-appropriate workshops for varied target groups in the community and NGOs.

Unit	Course content	Periods
I	• Attending and participating in input sessions. • To observe, plan, execute and evaluate developmentally-appropriate educational activities and recreational activities for underprivileged children in Non-Governmental Organizations (NGOs). • To observe, plan, execute and evaluate developmentally-appropriate workshops for underprivileged children in NGOs.	**15**
II	• To observe, plan, execute and evaluate educational activities and recreational activities for youth in Youth Centres and NGOs. • To observe, plan, execute and evaluate developmentally-appropriate workshops for youth in Youth Centres and NGOs.	**15**

The students make a portfolio of the activities and workshops that they plan and conduct, along with photographs or samples of child's/ youth's work and the evaluation.

PART B: COMMUNITY-BASED SERVICES FOR ADULTS

Objectives
1. To facilitate students in learning skills in planning, executing and evaluating workshops/activities for varied target groups of adults in diverse Human Development agencies in the community and Non-Governmental Organizations (e.g., old age homes, rehabilitation centres, hospitals, HR departments of companies).
2. To create awareness in students about best practices in Human Resource Development.

Unit	Course content	Periods
I	➢ Attending and participating in input sessions. ➢ To observe, plan, execute and evaluate workshops /activities for varied target groups of adults in diverse Human Development agencies in the community and Non-Governmental Organizations (e.g., old age homes, rehabilitation centres, hospitals, HR departments of companies).	15
II	➢ Workshops on soft-skills in human development agencies: Plan, execute and evaluate workshops on Soft Skills (e.g., Team building; Leadership; Time/Stress Management). ➢ Introduction to best practices in Human Resource Development: Learning about best practices in the area of Human Resource Development (through resource persons/experts working in the respective fields). ➢ Visits to various organizations that are exemplary with regard to utilization of Human Resources.	15

The students make a portfolio of the activities and workshops that they plan and conduct, along with photographs or samples of participant's work and the evaluation.

Course Code	Title	Periods/week/ Division	Marks	Credits
USHSIIP602	**PART A: HUMAN EXCEPTIONALITY**	**2**	**50**	**2**
	PART B: CHILDREN'S MEDIA	**2**	**50**	

<div align="center">

PART A: HUMAN EXCEPTIONALITY

</div>

Objectives
1. To expose students to different settings and institutions catering to the needs of individuals with exceptionality.
2. To make students aware of assistive technology for individuals with exceptionality.
3. To help students reflect on and critically analyse the portrayal of human exceptionality in films (Hindi and English).
4. To support students in learning how to plan an Individualized Education Program for children with exceptionality.

Unit	Course content	Periods
I	1. Visits to different organizations catering to different human exceptionalities. 2. Accessing the assistive technology used with individuals with exceptionality.	15
II	1. Seeing movies on different exceptionalities and evaluating them critically. 2. Planning of an Individualized Education Program for children with any one exceptionality.	15

PART B: CHILDREN'S MEDIA

Objective

1. To facilitate students in developing skills in selecting and evaluating children's books/related educational software.
2. To equip students with skills in evaluating children's TV programmes.
3. To facilitate students in conceptualising, writing and designing either a book for children or a TV programme for children.

Unit	Course content	Periods
I	**INTRODUCTION TO CHILDREN'S MEDIA** • Definition. • Classifying types/genres of children's media (children's literature, children's TV shows, children's films). • Identifying exemplary children's media (award-winning books, authors & illustrators; award-winning TV shows; award-winning children's films). **SELECTING AND TELLING A STORY FROM CHILDREN'S BOOKS** • Selecting a tellable tale • Motivating the audience to listen; engaging the audience; providing opportunities for active participation to the audience. • Conveying the sequence of events clearly. • Speaking clearly and distinctly, modulating voice effectively. • Utilizing eye contact, facial expressions, and gestures effectively. • Ending the story gracefully.	15
II	**EVALUATING CHILDREN'S MEDIA (Books and TV Shows)** • Descriptive and evaluative assessment through a visit to a children's library/ bookstore or through watching the show on TV. • Developing criteria for evaluation of books, and for evaluation of children's TV shows. **DESIGNING CHILDREN'S BOOKS OR RELATED EDUCATIONAL TOYS, OR CONCEPTUALISING A TV SHOW AND PRESENTATION** • Features to keep in mind (e.g., content, layout, target group, cost, text versus pictures) • Planning the designing of a book and toy keeping in mind a theme. • Making the book and toy according to the selected theme. • Conceptualising a TV show for children and making the script for at least one episode.	15

The students design and make either a book or conceptualise a TV show and script one episode.

Examination Scheme for B.Sc. Home Science Semesters V and VI:

Part A: Theory Papers
All theory papers of 100 marks are to be evaluated in two parts.
INTERNALS: **25 marks**. This comprises 20 marks for a 30-minute unit test, of which 10 marks are for objective-type of questions and 10 marks for questions requiring longer (but not essay) answers. The objective 10 marks can include the following types of questions:
- Agree/Disagree and give a one-or-two sentence reason.
- Fill in the blanks
- Answer in one or two sentences.
- Name the following.
- Define the following.

Please note that the objective 10 marks **cannot** have the following types of questions:
- MCQs.
- State whether True or False (without giving a reason).
- Match the following.

The remaining 5 marks indicate the extent to which the student was a responsible learner.
SEMESTER-END EXAMINATION: **75 marks.** The semester-end question paper is for 2 ½ hours. The semester-end examination question paper has to be set with 100% choice within each set of questions. For all three unit syllabi, the question paper must have four sets of questions; each of the four questions is compulsory, with options within each question:
- Question 1, carrying 20 marks, has a set of sub-questions from Unit I.
- Question 2, carrying 20 marks, has a set of sub-questions from Unit II.
- Question 3, carrying 20 marks, has a set of sub-questions from Unit III.
- For Questions 1, 2 and 3, no 20-mark question is permitted. In other words, this question cannot have a choice between two 20-mark questions. Possible sub-questions include the following formats: Answer any 2 sub-questions out of 4, or any 4 out of 8, or any 5 out of 10.
- Question 4, carrying 15 marks, has a set of sub-questions from Units I, II, and III. No 15-mark question is permitted. In other words, this question cannot have a choice between two 15-mark questions. Possible sub-questions include the following formats: Answer any 2 sub-questions out of 4, or any 3 out of 6.

Part B: For Courses with Practical : There will not be any Internal Examination or marking for practicals

External Semester End Examination for Practical :

Sr. No.	Particulars for External Practical Examination Semester End Practical Examination		Total Marks	Duration of Semester End Practical Examination
1	Laboratory Work	40 marks		
2	Journal	5 Marks	50	3 ½ hours
3	Viva	5 Marks		