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Item No. _____

UNIVERSITY OF MUMBAI**Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	M. Sc. (Home Science) Branch II: Human Development Semesters III and IV
2	Eligibility for Admission	<ul style="list-style-type: none"> • Bachelor of Home Science with specialisation in Human Development/Child Development or any sub-specialisation such as Early Childhood Education and Developmental Counselling. • Bachelor of Science with Human Development/Child Development • Bachelor of Home Science—general or any specialisation (e.g., Foods, Nutrition and Dietetics; Textile and Fashion Technology; Community Resource Management; Extension Education) • Bachelor of Arts with Psychology as a major or as a part fulfilment • Bachelor of Arts with Sociology as a major or as a part fulfilment • Bachelor of Arts with Education • Bachelor of Social Work • Learners of any gender are eligible to apply for admission to the course.
3	Passing Marks	40% (Theory) and (Practical)
4	Ordinances / Regulations (if any)	Eligibility- O.5088 dated 31st August, 2015 Attendance- O. 6086 with effect from 2014-15 and thereafter
5	No. of Years / Semesters	1 years/ 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 <u>2017-18</u>

Date: 10.04.2017

Signature :

Name of BOS Chairperson / Dean : Dr Geeta Ibrahim

1	Title of the Course	M. Sc. (Home Science), Branch II: Human Development Semesters III and IV
2	Course Code	PSHSII
3	<p>Preamble / Scope</p> <p>The MSc 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 fields,. Thrust areas in the curriculum include: Human Development and Family Studies; Counselling, Testing, Psychological Disorders, & Human Exceptionality; Early Childhood, School and Higher Education; Health Psychology and Positive Psychology; Research Methods and Statistics; and Administration and Supervision of Human Development Agencies..</p> <ul style="list-style-type: none"> • We strive for empowerment of our students through an education that is: <ul style="list-style-type: none"> – life-oriented – career-oriented . – community-oriented 	
4	<p>Tie-ups and linkages with numerous agencies relevant to Human Development are integral to the course.</p> <p><u>Objective of Course / Course Outcome:</u></p> <p>A. To facilitate students to build/strengthen the following skills: interpersonal skills & team-work; leadership/managerial /supervisory skills; research skills; oral & written scientific communication; specialised computer skills (SPSS); counselling skills; psychological testing skills; planning, executing, and evaluating activities for varied age-groups; event management skills; skill in identifying own interests related to Human Development and allied areas/strengthening competence in interest areas,global competence</p> <p>B. To help students build the following values and strengths: autonomy/initiative; creativity; service orientation; sensitivity to others; scientific contribution; professionalism; respect for diversity; commitment.</p> <p>Eligibility</p> <ul style="list-style-type: none"> • Bachelor of Home Science with specialisation in Human Development/Child Development or any sub-specialisation such as Early Childhood Education and Developmental Counselling. • Bachelor of Science with Human Development/Child Development • Bachelor of Home Science—general or any specialisation (e.g., Foods, Nutrition and Dietetics; Textile and Fashion Technology; Community Resource Management; Extension Education) • Bachelor of Arts with Psychology as a major or as a part fulfilment • Bachelor of Arts with Sociology as a major or as a part fulfilment • Bachelor of Arts with Education • Bachelor of Social Work • Learners of any gender are eligible to apply for admission to the course. <p>Admission will be based on merit Merit at qualifying T.Y.B.Sc. examination (Semester V and VI)</p>	

Fee Structure

**M.Sc. (HOME SCIENCE)
BRANCH II: HUMAN DEVELOPMENT
SEMESTERS III & IV**

PROPOSED FEE STRUCTURE 2017-18

No.	*Particulars of fees for M.Sc. (Home Science) Semester III and IV	Amount
1	Tuition fee	460.00
2	Univ. Share Tuition fee	540.00
3	Form and Prospectus fee	0.00
4	Other fees/ Extra-curricular activities	250.00
5	Exam fee	3120.00
6	Laboratory fee	6000.00
7	Library	1000.00
8	Gymkhana	400.00
9	Admission processing fee	0.00
10	V.C. Fund	20.00
11	Magazine	100.00
12	Identity Card	50.00
13	Group insurance	40.00
14	Student Welfare	50.00
15	University Sports and cultural activity	30.00
16	Development fee	500.00
17	Utility	250.00
18	Computer/Laptop	500.00
19	e suvidha	50.00
20	e charges	20.00
21	Disaster relief fund	10.00
22	Convocation fee only for M.Sc. Part II	250.00
23	National Services Scheme	10.00
24	Field trips/Activities	1000.00
	TOTAL	14650.00

*** FEES ARE DUE TO BE REVISED**

7	No. of Lectures	12 periods per week
8	No. of Practical	5 Practicals,
9	Duration of the Course	1 year
10	Notional hours	12 periods per week
11	<p>No. of Students per Batch: 10-12</p> <p>Selection- Merit at qualifying B.Sc. examination (particularly, Semesters V and VI)</p> <p>Assessment- included in the syllabus copy as Scheme of Examination</p> <p>Syllabus Details – included in the syllabus copy</p> <p>Title of the Unit- included in the syllabus copy</p> <p>Title of the Sub-Unit – included in the syllabus copy</p> <p>Semester wise Theory – included in the syllabus grid</p> <p>Semester wise List of Practical – included in the syllabus grid</p> <p>Question Paper Pattern – included in the syllabus copy as Scheme of Examination</p> <p>Pattern of Practical Exam- included in the syllabus copy as Scheme of Examination</p> <p>Scheme of Evaluation of Project / Internship – included in the syllabus copy</p> <p>List of Suggested Reading- included in the syllabus copy</p> <p>List of Websites – included in the syllabus copy wherever applicable</p> <p>List of You-Tube Videos –Not Applicable</p> <p>List of MOOCs–Not Applicable</p>	

M.Sc. (Home Science)
SEMESTER III
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
PSHSII301	Developmental Science I	40	60	100	4	4
PSHSII302	Advanced Study of Human Exceptionality	40	60	100	4	4
PSHSII303	Advanced Family Studies	40	60	100	4	4
PSHSIIP301	Dissertation	50	50	100	10	4
PSHSIIP302	Supervision of Curriculum Planning in Education Settings	--	50	50	2	2
PSHSIIP303	Supervision of Conduction of Developmentally -Appropriate Activities in Education Settings	--	50	50	2	2
PSHSIIP304	Meta-analysis/Seminar	--	50	50	2	2
PSHSIIP305	Internship I	--	50	50	30 hours in all	2
				600		24

Course Code	Title	Periods/week	Marks	Credits
PSHSII301	DEVELOPMENTAL SCIENCE I	4	100	4

Objectives

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

Course Content		Periods
Unit I	<p>Introduction and Overview <u>Academic Perspective:</u> Lerner, Overton, Valsiner, P.Baltes, Brandtstädter, Benson, Elder (a)The disciplinary focus on human development: Human Development/ Developmental Psychology/Developmental Science (b)Notions of Development; Key issues inherent in definitions of development (c) Understanding the relative and brittle nature of scientific truth. Processes and outcomes that characterize advancements in a(ny) science: Richard Rorty & Thomas Kuhn <u>Alternative Perspective:</u> Processes that explain advancements in science: D.Chopra</p>	15
Unit II	<p>History/Nature of Advancements in Human Development/Developmental Psychology/Developmental Science; Principles of Development (Part 1): <u>Academic Perspective:</u> R. Stevenson and R. Cairns (a) History; nature of advancements/paradigmatic shifts (b) Principles of development; What characterizes development? How does human development proceed? (preformation versus epigenesis; mechanistic versus organismic explanations; structure-function relationships; plasticity, novelty/change/transformations/flexibility; recapitulation/acceleration versus deceleration; multiplicity/plurality of pathways; role of context in development; indivisibility of developmental influences) (c) Conceptual models (direct and indirect effects; proximal and distal effects; full mediation versus partial mediation) <u>Alternative perspective:</u> Principles characterizing development and life in general: J. Krishnamurti</p>	15
Unit III	<p>History/Nature of Advancements in Human Development/Developmental Psychology/Developmental Science; Principles of Development (Part 2): <u>Academic Perspective:</u> Reese & Overton; Sameroff; J. Piaget; G. Gottlieb; Indian scholar (a) Paradigms in HD/DP/DS; Paradigmatic shifts in HD/DP/DS (b)Principles of development; What characterizes development? How does human development proceed? (probabilistic epigenesis, coactions, multiplicity/plurality/degeneracy/redundancy of pathways; competition or collaboration; canalization, resilience; role of context in development; indivisibility of developmental influences; continuity vs. discontinuity; developmental manifold concept) <u>Alternative perspective:</u> Principles characterizing development and life in general</p>	15

UNIT IV	<p>Gene-Environment Contributions in Developmental Science/Human Development</p> <p><u>Gene-environment contributions: Academic perspective</u> Advancements in understanding gene-environment contributions in human development (a) Gene-environment interaction model (b) Gene-environment correlation model (c) Animal research; separating the inseparable; the indivisibility of reality</p> <p><u>Alternative perspective:</u> Indivisibility (Thích Nhất Hạnh); role of genes (Neale Donald Walsh)</p>	15
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References

- Chopra, D. (1987). *Creating health: Beyond prevention, towards perfection*. Boston: Houghton Mifflin.
- Damon, W.C. (Series Ed.) (1998). *Handbook of child psychology. Volumes I, II, III and IV*. Hoboken, New Jersey: Wiley.
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- Krishnamurti, J. (1994). *The flame of attention*. Madras: Krishnamurti Foundation of India.
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- Mohanty, A. K., & Prakash, P. (1993). Theoretical despairs and methodological predicaments of Developmental Psychology in India: Some reflections. In T. S. Saraswathi and B. Kaur (Eds.), *Human development and family studies in India: An agenda for research and policy*, pp104-121. New Delhi: Sage.
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- Plomin, R., DeFries, J. C., McClearn, G. E., & Rutter, M. (1997). *Behavioral genetics*. New York: W. H. Freeman.
- Saudino, K. J., & Plomin, R. (1997). Cognitive and temperamental mediators of genetic contributions to the home environment during infancy. *Merrill-Palmer Quarterly*, 43 (1), 1-23.

Course Code	Title	Periods/week	Marks	Credits
PSHSII302	ADVANCED STUDY OF HUMAN EXCEPTIONALITY	4	100	4

Objectives

1. To sensitize students to individuals with exceptionality, their needs and problems.
2. To facilitate students in formulating a life span approach to the study of exceptionalities.
3. To help students gain advanced knowledge about the different categories of exceptionality—their prevalence, causes, characteristics, assistive technology, and educational support and services.
4. To help students build awareness and knowledge about different laws and legislations; provisions and concessions; and educational support and services for individuals with exceptionalities, globally and also with special reference to the Indian context.

Course content		Periods
UNIT I	Introduction: Understanding exceptionalities in the 21st century <ul style="list-style-type: none"> • Describing people with differences: common terminologies, when someone does not conform to the norm; cultural perspectives of differences and how we judge what is normal; theories of developmental differences; a positive, person-centred approach to the lives of people with exceptionalities; issues related to labelling. • Historical perspectives on disabilities. • Education for all: Legislative history—US and Indian Laws, a comparison. • The Individuals with Disabilities Education Act (IDEA) • Inclusive Education • Multidisciplinary roles and responsibilities: Role of healthcare; roles of the psychologist and the special educator. • Transition and adult life of individuals with disabilities. 	15
UNIT II	High-Incidence Disabilities <ul style="list-style-type: none"> • Intellectual and Developmental Disabilities (Life span view of: Definition and classification, prevalence, characteristics, causes, assessment, assistive technology, multidisciplinary collaboration—educational support and services, life planning). • Learning Disability (Life span view of: Definition and classification, prevalence, characteristics, causes, assessment, assistive technology, multidisciplinary collaboration—educational support and services, life planning). • Communication Disorders (Life span view of: Definition and classification, prevalence, characteristics, causes, assessment, assistive technology, multidisciplinary collaboration—educational support and services, life planning). 	15
UNIT III	Low-Incidence Disabilities <ul style="list-style-type: none"> • Severe and Multiple Disabilities (Life span view of: Definition and classification, prevalence, characteristics, causes, identification, assessment, assistive technology, multidisciplinary collaboration—educational support and services, life planning). • Sensory Impairments <ul style="list-style-type: none"> ➤ Hearing impairment (Life span view of: The hearing process, definition, classification, prevalence, characteristics, causes, assessment, assistive technology, multidisciplinary 	15

	<p>collaboration—educational support and services, life planning).</p> <ul style="list-style-type: none"> ➤ Visual Impairment (Life span view of: Visual process, definition, classification, prevalence, characteristics, causes, assessment, assistive technology, multidisciplinary collaboration—educational support and services, life planning). • Physical Disabilities and Traumatic Brain Injury <ul style="list-style-type: none"> ➤ Physical Disabilities: Cerebral Palsy, Spina Bifida, Muscular Dystrophy (Life span view of: Definition, classification, prevalence and causes, interventions and assistive technology, life planning). ➤ Traumatic Brain Injury (Life span view of: Definition, causes, assistive technology, life planning). 	
UNIT IV	<p>Giftedness and advanced topics in the field of exceptionalities</p> <ul style="list-style-type: none"> • Gifted, Creative and Talented (Life span view of: Definitions and concepts, prevalence, characteristics, origins of giftedness, assessment, assistive technology, educational services and support, life planning). • Twice exceptional (2e) learners (children and adults). • Education for culturally-diverse students. • Exceptionalities and families. • Sexuality and disability. 	15

References:

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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	Marks	Credits
PSHSII303	ADVANCED FAMILY STUDIES	4	100	4

Objectives

1. To introduce the student to the key theories in family studies.
2. To have students reflect on and examine key issues in research in family studies with a special focus on changing notions of family normality and models of family functioning.

Course content	Periods
<p>Unit I</p> <p>Marriage and the Family</p> <ol style="list-style-type: none"> a) Concepts of marital behaviour b) Marital satisfaction and marital stability c) Characteristics of high quality marital relationships d) Creating personal and dyadic well-being in marriages e) Sexuality in families f) Family violence—child maltreatment and adult maltreatment <p>Contemporary Alternative Family Patterns and Relationships</p> <ol style="list-style-type: none"> a) Dual career families b) Singlehood: Historical and contemporary perspectives, reasons, successful singles, sexuality, loneliness, fulfillment c) Cohabitation: Types, cohabitation and stability of relationship, legal issues, same-gender cohabitants d) The Child-Free family: Voluntary childlessness e) Single-parent Families: Divorce, binuclear family, custody of children (mothers, fathers, split, joint) f) Stepfamilies: Phases g) Same-sex relationships 	15
<p>Unit II</p> <p>Current Status of Theorizing about Families</p> <ol style="list-style-type: none"> a) Symbolic Interaction Theory b) Conflict and feminist theory c) Structural/ Functionalism Theory d) Developmental Theory e) Social Exchange Theory f) Stress theory <p>Models of family functioning</p> <ol style="list-style-type: none"> a) Circumplex model b) Double ABCX model of adjustment and adaptation c) Beavers System Model d) McMaster model of family functioning e) Grounded theory of family life model 	15
<p>Unit III</p> <p>Parent-Child Relationships in Diverse Contexts</p> <ol style="list-style-type: none"> a) Ecological and Systems Theory applied to parent-child relationships b) Family structural variations: socioeconomic status, maternal employment, divorce, siblings. c) Family process and relationship variables: parenting styles and behaviour, parental support, parental psychological and behavioural control, autonomy granting d) Family conflict: Parent-child conflict, inter-parental conflict. <p>Father's Nurturance of Children over the Life Course</p> <ol style="list-style-type: none"> a) Gendered and embodied fathering b) Cognitive map of parenting/fathering c) Transition to and within fathering d) Situated fathering e) Complex family configuration 	15

	f) Reciprocity between fathers and children	
Unit IV	<p>Micro-Social Perspective of Aging Families</p> <p>a) Demographic revolution (longer lives, falling fertility)</p> <p>b) Work and welfare in old age</p> <p>c) Late-life living arrangements</p> <p>d) Marital relations in old age</p> <p>e) Eldercare</p> <p>Intergenerational Relationships</p> <p>a) Intergenerational Relationship Theory</p> <p>b) Intergenerational Solidarity – A systematic approach to family relations</p> <p>c) Intergenerational Family Problems</p> <p>d) Intergenerational Ambivalence</p> <p>e) Elder abuse</p>	15

References

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Course Code	Title	Periods/week	Marks	Credits
PSHSIP301	DISSERTATION	10	100	4

Objectives

1. To provide students with an opportunity to conduct independent research under supervision in Human Development and allied areas.
2. To encourage students to work in conjunction with relevant industries, institutes, NGOs, hospitals, schools, etc.
3. To assist students in developing general research skills as well as research skills specific to their specialization.
4. To encourage students to adopt best practices in research.
5. To facilitate students in accomplishing the beginning steps of the research process, formulate and defend a research proposal, begin data collection, and write the first two chapters of the dissertation (*Introduction and Review of Literature; Method*).

Course Content	
UNIT I	<p>A. Beginning Steps of the Research Process: I Contacting and communicating with experts (locally, nationally, and internationally) initially and periodically throughout the research process; reading relevant literature (e.g., scientific journals, dissertations, theses, books, literature on the net); selecting appropriate topics in one's specialization; prioritizing these topics; checking topics for feasibility.</p> <p>B. Beginning Steps of the Research Process: II Identifying possible focus areas with regard to one topic; specifying one such focus area (using relevant reading and communication with experts); writing research objectives/ questions/hypotheses; conducting a thorough literature review; presenting a clear and convincing argument in support of the study; writing the first chapter of the dissertation, namely, the <i>Introduction and Review of Literature</i>, with due acknowledgement of source of ideas (i.e., avoiding plagiarism).</p>
UNIT II	<p>A. Proposing Methods Specifying variables; defining variables (citing relevant literature); selecting an appropriate research design; making decisions related to sampling; selecting and/or constructing tools, pilot testing tools; making a plan of analysis; writing the second chapter of the dissertation, namely, the <i>Method</i>, with due acknowledgement of source of ideas; orally defending a research proposal; integrating feedback.</p> <p>B. Beginning Data Collection: Obtaining consent from participants and relevant agencies/authorities; at least starting data collection; integrating changes if any; scheduling remaining data collection; starting data entry; revising the first two chapters of the dissertation.</p>

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP302	Supervision of Curriculum Planning in Education Settings	2	50	2

Objectives:

1. To help students learn how to facilitate and supervise teachers in curriculum planning in education settings, particularly early childhood education settings.
2. To help students learn how to facilitate and supervise student teachers in planning developmentally-appropriate educational and recreational activities for young children.
3. To help students learn supervisory skills of supporting teachers as they 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.
4. To provide a hands-on, practical experience of supervision to students by having them play the role of a supervisor (in training) of student teachers. In effect the student-supervisors are guided in guiding the student-teachers.

Unit	Course content	Periods
I	<p>Planning and executing workshops for student teachers on developmentally-appropriate activities for children in the following areas:</p> <ul style="list-style-type: none"> ➤ 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	<p>Supervising student teachers' planning of developmentally-appropriate activities for young children in education settings:</p> <ul style="list-style-type: none"> ➤ Observing student teachers' conduction of lessons and activities with children in education settings. ➤ Supervising student teachers' lesson planning for developmentally-appropriate activities: Brain-storming, discussion as well as written plans. ➤ Supervising student teachers' preparation of teaching aids. ➤ Facilitating and supervising student teachers' 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. ➤ Supervising student teachers' mock lessons and providing appreciative and constructive feedback. 	15

This practical dovetails with a Semester V, TY BSc Home Science (Branch II: Human Development) practical called "Curriculum Planning for Children in Education Settings". Each student-supervisor is assigned a small number of student-teachers.

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP303	Supervision of Conduction of Developmentally-Appropriate Activities in Education Settings	2	50	2

Objectives

1. To develop supervisory skills in student-supervisors such that, on graduation, they can become supervisors in early childhood education settings.
2. To help student supervisors identify and plan visits for student teachers to different educational settings and institutions catering to the needs of young children.
3. To build supervisory skills in student-supervisors such that they can facilitate student teachers in implementing and evaluating developmentally-appropriate educational and recreational activities for young children.
4. To facilitate student-supervisors in helping develop student-teachers' teaching and classroom management skills.
5. To help student-supervisors guide student-teachers in applying theoretical knowledge in practical situations.

Unit	Course content	Periods
I	Supervising student-teachers in conduction and evaluation of developmentally-appropriate activities for young children in education settings: <ul style="list-style-type: none"> ➤ 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	Supervising student-teachers in conduction and evaluation of developmentally-appropriate activities for young children in education settings: <ul style="list-style-type: none"> ➤ 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

This practical dovetails with a Semester V, TY BSc Home Science (Branch II: Human Development) practical called “Conducting Developmentally-Appropriate Activities for Children in Education Settings”. Each student-supervisor is assigned a small number of student-teachers.

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP304	Meta-Analysis/Seminar	2	50	2

Objectives

1. To provide students with the opportunity to identify concepts and issues in the literature of particular interest to them (other than their dissertation topic).
2. To facilitate students' powerful engagement with such literature either through conducting a meta-analysis or through a seminar.

Course content	
	<p>Protocol for the meta-analysis or seminar:</p> <p>Students conduct a meta-analysis, following each of the steps.</p> <p>Students submit a research report and make an oral presentation of the meta-analysis as part of the examination.</p> <p>Alternatively, students take turns to present and teach their peers using a selected paper. Each week, 3 to 4 students (individually, one after another) make available their selected paper to their peers before class and teach their peers using that paper during the practical.</p> <p>Each student has to submit reflections on 15 papers which were part of this seminar at the end of the semester and a viva voce is conducted by an expert.</p>

Course Code	Title	Duration	Marks	Credits
PSHSIIP305	INTERNSHIP I	30 hours in	50	2

Objectives:

1. To provide opportunities to students to clarify specialized interests related to work and careers.
2. To provide hands-on experience to students in real-life work settings relevant to their field.
3. To have students rehearse skills analogous to job search skills: how to identify, enter and participate in already existing work settings relevant to their field or create work opportunities for themselves.
4. To have students build practical skills and knowledge and learn to apply theoretical knowledge to the field.

Course content	
	<p>Internship Protocol:</p> <p>Students are required to place themselves as interns and complete an internship of 30 hours in any Human Development agency of their choice (subject to approval of the Department Head) such as: counselor trainees with counselors, curriculum developers/teacher trainers with educational institutions, soft skill trainers with an HR department, research assistants in a research centre, teaching assistant in a college etc.</p> <p>Students can select from a wide range of educational, research, mental health, and welfare settings. They can choose to work with those from nonclinical populations as well as those from special or vulnerable or clinical populations.</p> <p>The student's role in the internship agency must be clearly specified and the contribution made in the 30 hours must be in tangible form such as workshops/sessions conducted, module developed, data collected/analyzed, clients counseled etc.</p> <p>At the end of the internship, students are required to submit a soft copy and a hardbound report to the college.</p> <p>Internship will be graded by the supervisor at the place of internship on completion of the internship. The internship has to be concluded at least one month before the commencement of semester-end examinations.</p> <p>Students can also take up an entrepreneurial activity (e.g., freelance with schools and conduct relevant workshops with students/ teachers/parents) with equal weightage (subject to approval of the Department Head).</p> <p>Students who take up an entrepreneurial activity must specify clearly the 30 hours of contribution. They are required to submit a soft copy and a hardbound report to the college. They will be graded by experts.</p>

M.Sc. (Home Science)
SEMESTER IV
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
PSHSII401	Advances in Research in Human Development II	40	60	100	4	4
PSHSII402	Advanced Study of Psychological Disorders	40	60	100	4	4
PSHSII403	Advanced Special Topics: A. Adolescence B. Late Adulthood	40	60	100	4	4
PSHSIIP401	Dissertation	50	50	100	10	4
PSHSIIP402	Supervision and Administration of Child and Youth Community-Based Service Agencies	--	50	50	2	2
PSHSIIP403	Supervision and Administration of Adult Community-Based Service Agencies	--	50	50	2	2
PSHSIIP404	Alternative Health Strategies and Therapies	--	50	50	2	2
PSHSIIP405	Internship II			50	30 hours in all	2
				600		24

Course Code	Title	Periods/week	Marks	Credits
PSHSII401	DEVELOPMENTAL SCIENCE II	4	100	4

Objectives

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

Course Content	Periods
<p>Unit I</p> <p>Cognitive Development <u>Cognitive Development: Academic perspective</u> Perspectives in the study of cognition and cognitive development, with a special focus on current perspectives (multiple intelligences, bioecological model of cognitive development, practical versus academic intelligences); mental abilities and cognitive styles; issues in the study of cognitive development/intelligence (metacognition, learning styles) Latest developments in the study of cognitive development</p> <p>Alternative perspective</p>	15
<p>Unit II</p> <p>Language Development <u>Language Development: Academic perspective</u> Advancements in the study of language development Current theoretical and empirical perspectives in the study of language development Advancements in the study of bilingualism/multilingualism</p> <p>Alternative perspective</p>	
<p>Unit III</p> <p>Socioemotional Development <u>Socioemotional Development: Academic perspective</u> History of the study of emotions; methodological and theoretical advancements in the study of emotions; the development of socioemotional competence; skill sets of socioemotional competence; inter-relationships between emotional, social, cognitive and language developments. Latest developments in the study of emotional development: emotional regulation; emotions and consciousness.</p> <p><u>Emotional Development: Alternative perspective</u> What constitutes emotional well-being; process of creating emotional well-being; inter-relationships between emotional, language and cognitive developments.</p> <p><u>Alternative perspective</u> Conceptualization of emotional wellbeing in the spiritual literature (e.g., The Bhagwad Gita).</p>	15

Unit IV	<p>Personality, Self-Conceptions, and Gender</p> <p><u>Personality Development</u>: Academic perspective What is personality; tenability of personality; personality versus dynamism; the issue of continuity versus discontinuity in personality development Alternative perspective: Tenability of personality</p> <p><u>Self-Conceptions</u>: Academic perspective: Development of the self-system versus self-representations; contributions of William James; the looking glass self and Cooley; Susan Harter's contributions; other self scholars' contributions</p> <p>Alternative perspective: Notions of personality in the spiritual literature; self vs. Self in the spiritual literature</p> <p><u>Gender Development</u> Changes in conceptualization and current perspectives</p>	15
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Course Code	Title	Periods/week	Marks	Credits
PSHSII402	ADVANCED STUDY OF PSYCHOLOGICAL DISORDERS	4	100	4

Objectives

1. To sensitize students to individuals with psychological disorders, their needs and problems.
2. To help students gain advanced knowledge about the different psychological disorders—their prevalence, causes, characteristics, assistive technology, and educational support and services.
3. To help students build awareness and knowledge about different laws and legislations; provisions and concessions; and educational support and services for individuals with exceptionalities, globally and also with special reference to the Indian context.

Course content		Periods
Unit I	INTRODUCTION <ul style="list-style-type: none"> • Defining mental disorders. • Historical view of psychopathology and evolution of contemporary thought. • Current paradigm in psychopathology: Genetic, Neuroscience, Cognitive Behaviour paradigms; factors that cut across the paradigms. • Diagnosis and assessment: classification of diagnosis, psychological assessment, neurobiological assessment, cultural and ethnic diversity in assessment. 	15
Unit II	NEURODEVELOPMENTAL AND PSYCHOTIC DISORDERS <ul style="list-style-type: none"> • Autism Spectrum Disorder (Clinical description of ASD, DSM-V diagnostic criteria, etiology, treatment) • Attention-Deficit/Hyperactivity Disorder (Clinical description of ADHD, DSM-V diagnostic criteria, etiology, treatment) • Schizophrenia (Clinical description of schizophrenia, DSM-V diagnostic criteria, etiology, treatment) 	15
Unit III	DISRUPTIVE, IMPULSE-CONTROL, CONDUCT AND MOOD DISORDERS <ul style="list-style-type: none"> • Oppositional Defiant Disorder (Clinical description of ODD, DSM-V diagnostic criteria, etiology, treatment) • Intermittent Explosive Disorder (Clinical description of IED DSM-V diagnostic criteria, etiology, treatment) • Conduct Disorder (Clinical description of conduct disorder, DSM-V diagnostic criteria, etiology, treatment) • Depression (Clinical description of depression, DSM-V diagnostic criteria, etiology, treatment) 	15
Unit IV	<ul style="list-style-type: none"> • PERSONALITY DISORDERS AND SUBSTANCE USE DISORDER • Cluster A-Schizotypal Personality Disorder (Clinical description of SPD, DSM-V diagnostic criteria, etiology, treatment) • Cluster B -Antisocial Personality Disorder (Clinical description of APD, DSM-V diagnostic criteria, etiology, treatment) • Narcissistic Personality Disorder (Clinical description of NPD, DSM-V diagnostic criteria, etiology, treatment) • Cluster C - Avoidant Personality Disorder, Obsessive-Compulsive Disorder (Clinical description, DSM-V diagnostic criteria, etiology, treatment) • Substance Use Disorder (Clinical description, prevalence and effect, etiology, treatment) 	15

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Course Code	Title	Periods/week	Marks	Credits
PSHSII403	ADVANCED STUDY OF SPECIAL TOPICS: A. ADOLESCENCE B. LATE ADULTHOOD	4	100	4

Objectives

- To have students reflect on selected aspects of the human development/developmental science literature on adolescence and late adulthood.
- To help students build specialised knowledge about adolescence and late adulthood.

Course Content	Periods
Unit I 1. Empirical and theoretical perspectives on relationships with parents and peers in adolescence <ol style="list-style-type: none"> Socialisation models/processes: Historical perspectives on family socialization; contemporary perspectives on family socialization; the integrated roles of parents and peers; the family systems approach to socialization Adolescent-parent relationships; adolescent-parent attachment relationships Friendships, romantic relationships, and peer relationships; contexts of neighbourhood and school 	15
Unit II 1. The development of sexuality , with a special focus on adolescence <ol style="list-style-type: none"> Theoretical framework Development of sexuality: Childhood & Adolescence Adolescent sexual behaviour Parental influences Sexual coercion Sexuality in the Internet age Sexual minority youth Future directions Positive sexual development 2. Adolescent Neuroscience: Latest conclusions about the adolescent cognitive neuroscience	15
Unit III 1. Wisdom <ol style="list-style-type: none"> Historic conceptions of wisdom Meaning of wisdom: Implicit and explicit theoretical approaches; wisdom and leadership; measurement of wisdom Development of wisdom: Wisdom and late adulthood; trajectories of wisdom Research on wisdom and late adult development 2. Thriving/Wellbeing/Gerotranscendence <ol style="list-style-type: none"> Concept of thriving in developmental study Definition and principles of thriving Thriving and positive development in later life; resilient aging; life strengths and well-being in late life; gerotranscendence (a developmental theory of positive aging); brain plasticity in late adulthood 	15

Unit IV	<ol style="list-style-type: none"> 1. Religious and Spiritual Development, with a special focus on late adulthood <ol style="list-style-type: none"> a. Conceptualising religiousness/religiosity and spirituality: Polarised or Overlapped? Meanings of religiousness and spirituality: Eastern vs. Western perspectives Defining religious and spiritual development b. Theories/conceptualisations of religious and spiritual development c. Developmental tasks and religious-spiritual development d. Positive correlates of religious and spiritual development e. Problematic religious and spiritual development f. Negative correlates and pathology g. Religion and spirituality as overlapping sources of life-strengths h. Positive spirituality and meaning-based counseling 	
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Course Code	Title	Periods/week	Marks	Credits
PSHSIIP401	DISSERTATION	10	100	4

Objectives

1. To provide students with an opportunity to conduct independent research under supervision in Human Development and allied areas.
2. To encourage students to work in conjunction with relevant industries, institutes, hospitals, schools, etc.
3. To assist students in developing general research skills as well as research skills specific to their specialization.
4. To encourage students to adopt best practices in research.
5. To facilitate students in completing data collection/data entry/data analysis, and writing the remaining three chapters of the dissertation (*Results, Discussion, Summary*).
6. To support students in: (a) completing and submitting the dissertation for the viva voce examination, (b) integrating feedback and submitting the final copy of the dissertation, and (c) writing a research paper using the findings of their research.

Course Content	
UNIT I	<p>A. Completing Data Collection</p> <p>B. Completing Data Entry and Preliminary Analyses Entering all data; checking for data entry errors; running preliminary analyses.</p> <p>C. Analyzing Data and Reporting Results Analyzing data; interpreting findings; reporting results in figures/tables and text using scientific protocol; writing the third chapter of the dissertation, namely, the <i>Results</i>, by research objectives/questions/hypotheses; orally presenting the results and integrating feedback.</p>
UNIT II	<p>A. Discussing Findings Corroborating own findings with those in previous research and theory (or practice); explaining findings using relevant literature and communication with experts; identifying/specifying contributions and limitations of own research; discussing implications of findings for practice/industry/family/society; suggesting recommendations for future research; writing the fourth chapter of the dissertation, namely, the <i>Discussion</i>, using appropriate scientific protocol.</p> <p>B. Summarizing Findings and Completing the Writing of the Dissertation Writing the fifth chapter of the dissertation, namely, the <i>Summary</i>; writing the abstract; revising previous chapters as necessary; completing all other relevant work for the dissertation (e.g., reference list, appendices, table of contents, and list of figures/tables); submitting the dissertation for the viva voce examination.</p> <p>C. Submission and Oral Defense; Writing of the Research Paper Orally defending the dissertation; integrating feedback into the final document; submitting the completed dissertation (hard copy and soft copy). Using the dissertation to write a research paper; submitting the research paper (hard copy and soft copy).</p>

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP402	Supervision and Administration of Child and Youth Community-Based Service Agencies	2	50	2

Objectives

1. To support student-supervisors in facilitating student-teachers in learning how to plan, execute and evaluate developmentally-appropriate educational and recreational activities for underprivileged children in the community and Non-Governmental Organisations (NGOs).
2. To support student-supervisors in facilitating student-teachers in learning how to plan, execute and evaluate developmentally-appropriate educational and recreational activities for youth in the community and NGOs.
3. To support student-supervisors in facilitating student-teachers in learning how to plan, execute and evaluate developmentally-appropriate workshops for varied target groups in the community and in NGOs.

Unit	Course content	Periods
I	<ul style="list-style-type: none"> • Planning and executing input sessions. • To facilitate student teachers in observing, planning, executing and evaluating developmentally-appropriate educational activities and recreational activities for underprivileged children in Non-Governmental Organizations (NGOs). • To facilitate student teachers in observing, planning, executing and evaluating developmentally-appropriate workshops for underprivileged children in NGOs. 	15
II	<ul style="list-style-type: none"> • To facilitate student teachers in observing, planning, executing and evaluating educational activities and recreational activities for youth in Youth Centres and NGOs. • To facilitate student teachers in observing, planning, executing and evaluating developmentally-appropriate workshops for youth in Youth Centres and NGOs. 	15

This practical dovetails with a Semester VI, TY BSc Home Science (Branch II: Human Development) practical called “Community-Based Services for Children and Youth”. Each student-supervisor is assigned a small number of student-teachers.

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP403	Supervision and Administration of Adult Community-Based Service Agencies	2	50	2

Objectives

1. To support student-supervisors in facilitating student-teachers in learning how to plan, execute and evaluate workshops/activities for varied target groups of adults in diverse Human Development agencies in the community and Non-Governmental Organisations (NGOs) (e.g., old age homes, rehabilitation centres, hospitals, HR departments of companies).
2. To guide student-supervisors in creating awareness among student-teachers about best practices in Human Resource Development.

Unit	Course content	Periods
I	<ul style="list-style-type: none"> • Planning and executing input sessions. • To facilitate student teachers 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). 	15
II	<ul style="list-style-type: none"> • To facilitate student teachers in observing, planning, executing and evaluating workshops on Soft Skills (e.g., Team building; Leadership; Time/Stress Management). • Introducing student teachers 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). • Planning visits for student teachers to various organizations that are exemplary with regard to utilization of Human Resources. 	15

This practical dovetails with a Semester VI, TY BSc Home Science (Branch II: Human Development) practical called “Community-Based Services for Adults”. Each student-supervisor is assigned a small number of student-teachers.

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP404	Alternative Health Strategies and Therapies	2	50	2

Objectives

1. To have students learn about alternative health strategies and therapies through engagement in participatory workshops.

Course content		Periods
Unit I	Organising and participating in workshops that teach Eastern alternative health strategies and therapies such as the following: <ul style="list-style-type: none"> • Yoga • Mindfulness and meditation • Ayurveda • Energy healing • Laughter therapy • Acupuncture / acupressure • Any other 	15
Unit II	Organising and participating in workshops that teach Western alternative health strategies and therapies such as the following: <ul style="list-style-type: none"> • Music therapy • Dance therapy • Art-based therapy • Nature therapy • Hypnotherapy • NLP • Any other 	15

At the end of the term, students are required to submit a soft copy and hardbound report to the college which will be graded and a viva voce will also be conducted.

Note: Common paper with the Department of Foods, Nutrition and Dietetics, and Department of Textile and Fashion Technology.

Course Code	Title	Duration	Marks	Credits
PSHSIIP405	INTERNSHIP II	30 hours in all	50	2

Objectives:

1. To provide opportunities to students to clarify specialised interests related to work and careers.
2. To provide hands-on experience to students in real-life work settings relevant to their field.
3. To have students rehearse skills analogous to job search skills: how to identify, enter and participate in already existing work settings relevant to their field or create work opportunities for themselves.
4. To have students build practical skills and knowledge and learn to apply theoretical knowledge to the field.

Course content	
	<p>Students are required to place themselves as interns and complete an internship of 30 hours in any Human Development agency of their choice (subject to approval of the Department Head) such as: counselor trainees with counselors, curriculum developers/teacher trainers with educational institutions, soft skill trainers with an HR department, research assistants in a research centre, teaching assistant in a college etc.</p> <p>Students can select from a wide range of educational, research, mental health, and welfare settings. They can choose to work with those from nonclinical populations as well as those from special or vulnerable or clinical populations.</p> <p>The student's role in the internship agency must be clearly specified and the contribution made in the 30 hours must be in tangible form such as workshops/sessions conducted, module developed, data collected/analyzed, clients counseled etc.</p> <p>At the end of the internship, students are required to submit a soft copy and a hardbound report to the college.</p> <p>Internship will be graded by the supervisor at the place of internship on completion of the internship. The internship has to be concluded at least one month before the commencement of semester-end examinations.</p> <p>Students can also take up an entrepreneurial activity (e.g., freelance with schools and conduct relevant workshops with students/ teachers/parents) with equal weightage (subject to approval of the Department Head).</p> <p>Students who take up an entrepreneurial activity must specify clearly the 30 hours of contribution. They are required to submit a soft copy and a hardbound report to the college. They will be graded by experts.</p>

Examination Scheme for MSc Home Science:

Part A: Theory Papers

All theory papers of 100 marks are to be evaluated in two parts.

INTERNALS: 40 marks. This comprises 30 marks for a project, 5 marks for class participation, and 5 marks for the extent to which the student was a responsible learner. See Table below:

<ul style="list-style-type: none">• One seminar presentation based on the curriculum in the college, assessed by the teacher of the institution teaching PG learners / Publication of a research paper/ Presentation of a research paper in seminar or conference. A. Selection of the topic, introduction, write up, references- 15 marks. B. Presentation with the use of ICT- 15 marks.• Other exercises of equal weightage can also constitute the project: For example, conducting interviews or assessments based on the topics in the curriculum; or reflective writing exercises on topics relevant to the curriculum; or product designing.	30 Marks
<ul style="list-style-type: none">• Active participation in routine class instructional deliveries	05 Marks
<ul style="list-style-type: none">• Overall conduct as a responsible learner, communication and leadership qualities in organizing related academic activities	05 Marks

SEMESTER-END EXAMINATION: 60 marks. The semester-end question paper is for 2 ½ hours. The semester-end examination question paper has to be set with limited choice within each set of questions.

For all four unit syllabi, the question paper must have five sets of questions of 12 marks each; each of the five questions is compulsory, with options within each question:

- Question 1, carrying 12 marks, has a set of sub-questions from Unit I.
- Question 2, carrying 12 marks, has a set of sub-questions from Unit II.
- Question 3, carrying 12 marks, has a set of sub-questions from Unit III.
- Question 4, carrying 12 marks, has a set of sub-questions from Unit IV.
- Question 5, carrying 12 marks, has a set of sub-questions from Units I, II, III, and IV.
- Possible sub-questions for Questions 1, 2, 3, 4 and 5 include the following formats:
Answer any 2 sub-questions out of 3, or any 3 out of 5, or any 4 out of 6. (Format may be modified for a lengthier statistics sum.)

	Total Marks/ Duration	Internal Assessment	Semester End Exams	Pattern
Theory Papers	100 marks/ 2 ½ hours	40	60	Q 1.(12 marks)- Unit 1 Q 2.(12 marks)- Unit 2 Q 3.(12 marks)- Unit 3 Q 4.(12 marks)- Unit 4 Q 5.(12 marks)- Units 1, 2, 3, 4, & 5

For all three unit syllabi, the question paper must have four sets of questions of 15 marks each; each of the four questions is compulsory, with options within each question:

- Question 1, carrying 15 marks, has a set of sub-questions from Unit I.
- Question 2, carrying 15 marks, has a set of sub-questions from Unit II.
- Question 3, carrying 15 marks, has a set of sub-questions from Unit III.
- Question 4, carrying 15 marks, has a set of sub-questions from Units I, II, & III.
- Possible sub-questions include the following formats: Answer any 2 sub-questions out of 3, or any 3 out of 5, or any 5 out of 8. (Format may be modified for a lengthier statistics sum.)

	Total Marks/ Duration	Internal Assessment	Semester End Exams	Pattern
Theory Papers	100 marks/ 2 and ½ hours	40	60	Q 1.(15 marks)- Unit 1 Q 2.(15 marks)- Unit 2 Q 3.(15 marks)- Unit 3 Q 4.(15 marks)- Units 1, 2 and 3

Part B: Practical Papers

Each Practical Paper of 50 marks will be evaluated in a semester-end examination of 50 marks. There are no internal marks for these practical papers. The semester-end examination is of 3 ½ hours.

	Total Marks/ Duration	Internal Assessment	Semester-End Exams	Pattern
Practical Paper	50 marks/ 3 ½ hours	-	50	-

Dissertation carries 100 marks in each of Semesters III and IV. Of these 100 marks, 50 marks are to be scored by the guide (25 marks for process & 25 marks for the product), and 50 marks by the referee(s) on the day of the viva-voce examination (25 marks for the written product & 25 marks for the viva).