UNIVERSITY OF MUMBAI

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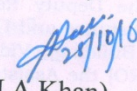3rd November, 2016

The Principal,
College of Home Science,
Nirmala Niketan,
49, New Marine Line,
MUMBAI- 400 020.

Madam,

    I am to invited your attention to the Syllabi relating to the Bachelor of Science (Home Science) degree program **vide** this office Circular No. UG/146 of 2009 dated 8th May, 2016 and to inform you that the recommendation made by the Ad-hoc Board of Studies in Home Science at its meeting held on 30th May, 2016 has been accepted by the Academic Council at its meeting held on 24th June, 2016 **vide** item No.4.61 and that in accordance therewith, the revised syllabus as per the Choice Based Credit System for T.Y. B.Sc. Home Science (Branch II : Human Development) (Sem.V&VI), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

Yours faithfully,

(Dr.M.A.Khan)
REGISTRAR

A.C/4.61/24/06/2016

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UNI VERSIT Y OF MUMB AI

S yllabus

SEMEST ER V a nd VI

Progra m: T.Y. B.Sc.

Course: Home Sc ience

Bran ch II: Hu man Development

(C redit Based Seme ster and Grading System

with effect from the a cademic year 2013–2014)

SEMESTER V

BRANCH II: HUMAN DEVELOPMENT

Course Code	Title	Internal Assessment Marks	Semester End Examination	Total marks	Periods/week	Credits
USHSII501	Counselling and Psychological Testing	40	60	100	3	3
USHSII502	Curriculum Planning for Preschools	40	60	100	3	3
USHSII503	Human Exceptionality	40	60	100	3	3
USHSII504	Administration of schools and other Human Development Agencies	40	60	100	3	2
USHSII505	Family Relations and Family Welfare	40	60	100	3	2
USHSII506	Part A: Social Psychology	40	60	100	3	3
	Part B: Theories of Human Behaviour and Development	40	60	100	3	
USHSIIP501	Part A: Developmentally Appropriate Practice III	__	25	25	3	
	Part B: Exceptional Children	__	25	25	2	4
	Part C: Administration of schools and other Human Development Agencies	__	25	25	2	
	Part D: Children's Literature	__	25	25	2	
				800	30	20

Course Code	Title	Periods/week	Marks	Credits
USHSII501	**COUNSELING AND PSYCHOLOGICAL TESTING**	3	100	3

Objectives
- To introduce students to key concepts in counseling.
- To have students construct knowledge about the counseling process and related professional skills.
- To familiarize students with selected child and adolescent counseling methods/approaches/models/specializations.

Course Content		Periods
Unit I	**Definitions of Professional Counseling and Goals of Counseling; Types of Mental Health Professionals; and, Relevance and Need for Counseling Children, Adolescents, and Adults** **Classic and/or exemplary definitions** Key ideas; Illustration of key ideas (using transcripts of counseling) **Goals of counseling** **Mental Health Professionals and Services** Difference between counseling, clinical psychology, and psychiatry; distinguishing counseling from psychotherapy Types of Mental health professionals **Relevance and Need for Counseling** 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 counseling services for children, adolescents, and adults; environmental challenges that children, adolescents, and adults face	15
Unit II	**The Counseling Process and Adaptations for Children/Adolescents** Number and Variety of Counseling Techniques/Approaches/Methods **Preparing for the counseling interview** Arranging the physical space Creating an optimal socioemotional space What are some things to consider during the first interview? Children's resistance to counseling; steps to overcome children's resistance First interview goals and observations **A general model for counseling** Step 1: Defining the problem through active listening Step 2: Clarifying the child'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 counseling sessions **Questions counselors ask** What types of questions should the counselor use? How can silences be used in counseling? Should counselors give advice? Should counselors give information? What about the issue of confidentiality?	15

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

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Corey, G. (2004). *Theory and practice of group counseling.acific* Grove, CA: Brooks/Cole.

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

Gibson, R. L., & Mitchell, M. H. (1999).*Introduction to counseling and guidance*.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 edition).Pacific Grove, CA: Brooks/Cole.

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Thompson, C., Rudolph, L. B., Henderson, D. (2004). *Counseling children*. Australia: Brooks/Cole.

Course Code	Title	Periods/week	Marks	Credits
USHSII502	**CURRICULUM PLANNING FOR PRESCHOOLS**	**3**	**100**	**3**

Objectives

- To help students develop an understanding of developmentally-appropriate teaching-learning practices to be used in preschools.
- To introduce to students the historic overview of educators and approaches/curriculum models in early childhood education.
- To have students develop an understanding of play in child's learning and structuring the preschool environment.
- 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	**Developmentally Appropriate Practices**	15
	NAEYC: Basic principles of developmentally appropriate practices: child-adult ratio, group size, mixed-age grouping, child-adult interaction, staff qualifications, and roles of children and adults.	
	Curriculum: Meaning and definition of curriculum, components of a good curriculum, purposes of planning (general goals, instructional objectives)	
	Scheduling	
	Components of the schedule: activity time, large group activities and small group activities, outdoor activities, clean up, meals, nap and rest, transitions.	
	Guidelines for program scheduling: alternating active and quiet times, balancing child-initiated and teacher-initiated activities, activity level of the children, developmental level of children, arrival of children, seasonal considerations.	

Unit II	**Historical Overview of Educators and Approaches/Curriculum Models**	15
	Rabindranath Tagore	
	TarabaiModak and GijubhaiBadhekha	
	Jean Jacques Rousseau	
	Friedrich Froebel	
	Montessori Approach	
	Tawharki Approach	
	The Developmental Interaction Approach /Bank Street Approach	
	The High Scope Curriculum For Early Childhood Care and Education	
	The Project/Thematic Approach	
	The Reggio Emilia Approach	
	Mixed -Age Educational Programs for Young Children	
Unit III	**Play**	15
	Defining play	
	Purpose of play	
	Stages/levels of play	
	Child's role in play	
	Teacher's role in facilitating children's play: observer, elaborator, modeller, evaluator, planner	
	Organizing and structuring the preschool environment	
	Room and space arrangement, the outdoor environment and outdoor safety, indoor environment and indoor safety	
	Planning learning centres (dramatic play, art corner, blocks area, library, listening and writing area, wood work, sand and water table, manipulatives, science and discovery area, physical education area), quiet area, and storage area.	

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Education (2ndEd.).
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Amin, R. (1997). Learning for life…from birth to five. Nurturing the growing child. Mumbai: Books for Change.
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Author.
Dopyera, M., &Dopyera, J. (1993). Becoming a teacher of young children. New York: McGraw Hill.
Ebastian, P. (1986). Handle with care--A guide to early childhood administration. Melbourne: AE Press.
Kaul, V. (1991). Early childhood education programme. New Delhi: NCERT.
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Swaminathan, M. (1998). The first five years—A critical perspective on early childhood care and education in India.
New Delhi: Sage.
Journals
Childhood Education
Parenting
Young Children

Course Code	Title	Periods/week	Marks	Credits
USHSII503	**HUMAN EXCEPTIONALITY**	3	100	3

Objectives
- To help students develop an awareness and concern for exceptional children, their needs and problems.
- To help students gain knowledge about the different categories of exceptionality, their prevalence, causes and prevention.
- To give information to the students about the education, assessment and rehabilitation of exceptional children, with special reference to the Indian context.

Course Content	Periods
Unit I **Introduction to Human Exceptionality** Definition and terminology: Exceptional individuals, Disability versus Handicap Developmentally Delayed and at-risk, Special education Brief History of the development of special education. Categories and labels Legislative History of Special Education Professionals Who Work with Individuals with Exceptionalities: Cooperative teaching, Co-teaching Service delivery teams Current and Future Challenges	15
Unit II **Intellectually Differently Able Individuals** **Mentalretardation** Definition of Mental Retardation Classification of Individuals with Mental Retardation Prevalence, Causation, Characteristics, Assessment, Prevention Educational considerations Family issues Trends, issues, and controversies **Gifted and talented individuals** Defining giftedness Differences among individuals who are talented and gifted Prevalence, Causation, Characteristics, Assessment, Prevention Educational considerations Family issues Trends, issues, and controversies	15
Unit III **Learning disability** Definition of learning disability Classification of individuals with learning disability Prevalence, Causation, Characteristics, Assessment, Prevention Educational considerations Family issues Trends, issues, and controversies	15

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Hardman, M. L., Drew, C. J., & Egan, M. W. (1999). Human exceptionality. Boston: Allyn& Bacon.
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J. (1999). Talented children and adults.Their development and education. New Jersey: Merrill. Singh,
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Yesseldyke, J. E., &Algozine, B. C. (1998). Special education: A practice approach for teachers. New Delhi: Kanishka.

Course Code	Title	Periods/week	Marks	Credits
USHSII504	ADMINISTRATION OF SCHOOLS AND OTHER HUMAN DEVELOPMENT AGENCIES	3	100	2

Objectives
- To comprehend the school as a system; thereby, to use a systemic approach in conceptualizing school administration.
- To evaluate selected school policies and develop critical thinking skills with regard to school policies.
- 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; Role of School Principal/School Administrator** 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: 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 Code of ethics for school leaders	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 (innovation) 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)	15
Unit III	**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) 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)	15

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

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

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

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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.

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

www.education-world.com

Course Code	Title	Periods/week	Marks	Credits
USHSII505	**FAMILY RELATIONS AND FAMILY WELFARE**	3	100	2

Objectives

- To examine the issues related to close interpersonal relationships in the family, especially, with regard to (a) marital dyad, (b) parent-child relationships, (c) grandparents and (d) siblings.
- To study diversity, challenges and strengths in family types and processes.

Course Content		Periods
Unit I	**Introduction and overview** **Close Interpersonal Relationships in the Family: The Marital Dyad** The concepts of marital quality, marital satisfaction and marital stability Characteristics of high quality marital relationships Creating personal and dyadic well-being in marriages Policies, laws, and interventions related to marriages Legal rights of women	15
Unit II	**Close Interpersonal Relationships in the Family: Parent-Child Relationships** Parent-child relations over the life course: Development, continuities, transitions, and discontinuities The influence of parents on children and children on parents Characteristics of high quality parent-child relationships Mothers versus fathers: Gender discrimination, gender specificity or gender equity? Children's Rights Child care: Diversity and challenges: Types of child care arrangements, Child care costs and resources, Child care quality and outcomes for children, Policies, laws, and interventions/services related to child care At-risk youth and the family: Diversity and challenges in parenting	15
Unit III	**OtherClose Interpersonal Relationships in the Family** Relationship between Grandparents and Grandchildren: Roles, functions and status of grandparents in the family and in society, Grandmothers versus grandfathers: Gender discrimination, gender specificity or gender equity?, Roles of grandchildren: A life-course	15

References

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

Gottman, J. (1998). Why marriages succeed or fail: And how you can make yours last. Bloomsbury.

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

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Shireman, J. F. (2003). Critical issues in child welfare.Columbia University.

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Course Code	Title	Periods/week	Marks	Credits
USHSII506	**PART A: SOCIAL PSYCHOLOGY**	3	100	3

PART A: SOCIAL PSYCHOLOGY

Objectives
- To introduce the students to the concept of social psychology and its content areas (behaviour, attitudes, attribution, persuasion, conformity).
- To help students understand the link between behaviours and attitudes and the factors influencing conformity
- To encourage students to practically apply theories of social behaviour in their day-to-day lives.

Course Content		Periods
Unit I	**Introduction to Social Psychology and Understanding Self** **Introduction to Social Psychology** Definition and Brief history of social psychology Methods of studying social psychology **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-presentation, self-justification, self-perception	15
Unit II	**Behaviour, Attitudes, Attributions and Persuasion** **Behaviour, Attitudes and Attributions** The effect of attitudes on behaviour The effect of behaviour on attitudes Attributing causality The fundamental attribution error **Persuasion** The elements of persuasion	15

Unit III	Conformity	15
	Classic studies (Asch's studies of group pressure; Milgram's experiments on obedience)	
	Factors influencing conformity	
	Resisting social pressure	

References

Baron,R., & Byrne, D. (2004). Social Psychology. (10thed) . New Delhi: Pearson Education

Inc Franzoi, S.L. (2006). Social Psychology (4thed) . New York: McGraw-Hill.

Michener, H. A., & Delamater, J. D.(1999). Social Psychology (4th Ed.). New York: Harcourt Inc.

Myers, D. G. (2005). Social Psychology (8th Ed.). New York: McGraw-Hill.

Shelly, T., Peplau, L & Sean, D. (2006). Social Psychology (12thed). New Delhi: Pearson Education Inc.

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Course Code	Title	Periods/week	Marks	Credits
USHSII506	**PART B: THEORIES OF HUMAN BEHAVIOUR AND DEVELOPMENT**	**3**	**100**	

PART B: THEORIES OF HUMAN BEHAVIOUR AND DEVELOPMENT

Objectives

- To have students value the role of theories in comprehending human behaviour and development.
- To facilitate in students an understanding of the theories in human development and their application in day-to-day life.

Course Content	Periods
Unit I **Introduction** **Introduction to Theories of Human Behaviour** Definition of a theory & characteristics of theories Reasons for studying theories Limitations of developmental theories **Introduction to the Psychodynamic Perspective** Biographical sketchof Sigmund Freud Levels of consciousness Structure of personality	15
Unit II **The Psychodynamic Perspective** **Sigmund Freud—A theory of psychosexual development** Development through psychosexual stages Nature of anxiety and defense mechanisms Application and evaluation of the theory **Erik Erikson—A theory of psychosocial development** Biographical sketch Psychosocial stages Application and evaluation of the theory	15
Unit III **Classic Behaviorism** **Ivan Pavlov—Classical conditioning** Basic concepts, Pavlov's experiment Components of classical conditioning Application and evaluation **B. F. Skinner—Operant conditioning** Biographical sketch Skinner's experiment Components of operant conditioning Application and evaluationof the theory	15

References

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

Erikson, E. H. (1963). Childhood and society. New York: W.W. Warton.

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

Hjelle, L. A., & Ziegler, D. J.(1992). Personality theories: Basic assumptions, research and application. New York: McGraw Hill.

Thomas, M. (2000).Comparing theories of child development.(5th Ed.). California: Belmont

Course Code	Title	Periods/week	Marks	Credits
USHSIIP501	**PART A: DEVELOPMENTALLY APPROPRIATE PRACTICE**	**3**	**25**	**4**
	PART B: EXCEPTIONAL CHILDREN	**2**	**25**	
	PART C: ADMINISTRATION OF SCHOOLS AND OTHER HUMAN DEVELOPMENT AGENCIES	**2**	**25**	
	PART D: CHILDREN'S LITERATURE	**2**	**25**	

PART A: DEVELOPMENTALLY APPROPRIATE PRACTICE

Objectives

- To facilitate students in learning skills in planning, executing and evaluating developmentally appropriate educational and recreational activities for underprivileged children in Non-Governmental Organisations.
- To facilitate students in learning skills in planning, executing and evaluating developmentally appropriate educational and recreational activities for children in schools (preschool, primary, secondary levels).
- To facilitate students in learning skills in planning, executing and evaluating developmentally appropriate workshops for varied target groups in educational setups.

Course Content		Periods
Unit 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).	**15**
Unit II	To observe, plan, execute and evaluate developmentally-appropriate educational and recreational activities for children in preschools. To observe, plan, execute and evaluate developmentally-appropriate educational and recreational activities for primary and secondary school children.	**15**
Unit III	To observe, plan, execute and evaluate developmentally-appropriate workshops for underprivileged children in NGOs. To observe, plan, execute and evaluate developmentally-appropriate workshops for preschool children. To observe, plan, execute and evaluate developmentally-appropriate workshops for primary and secondary school children.	**15**

PART B: EXCEPTIONAL CHILDREN

Objectives
- To expose students to different settings and institutions catering to the needs of special children.
- To acquaint students with selected tests for assessing exceptionality.
- To facilitate in students sensitivity towards children with special needs through analysing and evaluating films with exceptionality.

Course Content		Periods
Unit I	Visitingcentres and institutions (taught in theory) offering services to special children and preparing a profile of the institute and making a presentation. Screening of movies on exceptionality and having students submit their reflection.	**15**
Unit II	Demonstration of the tests for assessing exceptionality and interpretation of the test results. For example: Diagnostic tests-- Reading test (e.g., Woodcock Reading Mastery Test)/ Math test (e.g., Stanford Diagnostic Mathematical Test) Creativity tests--Torrance Tests of Creative Thinking CAT Myers Briggs Interviewing parents and teachers of children with exceptionality in special schools and submitting a report.	**15**

PART C: ADMINISTRATION OF SCHOOLS AND OTHER HUMAN DEVELOPMENT AGENCIES

Objectives

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

Course Content		Periods
Unit 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): Introduction to school administration Devising a framework to conceptualise, evaluate and innovate school administration/school policies (small group work) Debates enabling best practices in school administration	**15**
Unit II	**Identifying exemplary features of administration in schools of excellence:** Virtual visits to schools Visits to schools to study innovative school administration Sessions/workshops by resource persons 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 one best practice in education).	**15**

PART D: CHILDREN'S LITERATURE

Objective

To provide students with skills in selecting and evaluatingchildren's books/related educational software.

Course Content		Periods
Unit I	**Introduction** Definition Types of children's literature Recognizing the value of children's literature Identifying exemplary children's literature (award-winning books, authors, & illustrators) Sharing the history and interesting/amazing facts and information regarding the story/cartoon characters	**15**

| Unit II | **Selecting and telling a story from children's books or displaying/ exhibiting/ sharing the educational software**
Selecting atellabletale
Motivating the audience to listen
Conveying the sequence of events clearly
Speaking clearlyand distinctly
Utilizing eye contact, facial expressions, andgestures effectively
Ending the story gracefully | 15 |

T. Y. B. Sc. (HOME SCIENCE)

SEMESTER VI

BRANCH II: HUMAN DEVELOPMENT

Course Code	Title	Internal Assessment Marks	Semester End Examination	Total marks	Periods/week	Credits
USHSII601	Counselling and Psychological Testing	40	60	100	3	3
USHSII602	Curriculum Planning for Preschools	40	60	100	3	3
USHSII603	Human Exceptionality	40	60	100	3	3
USHSII604	Administration of schools and other Human Development Agencies	40	60	100	3	2
USHSII605	Family Relations and Family Welfare	40	60	100	3	2
USHSII606	Part A: Social Psychology	40	60	100	3	3
	Part B: Theories of Human Behaviour and Development	40	60	100	3	
USHSIIP601	Part A: Developmentally Appropriate Practice III	__	25	25	3	4
	Part B: Exceptional Children	__	25	25	2	
	Part C: Administration of schools and other Human Development Agencies	__	25	25	2	
	Part D: Children's Literature	__	25	25	2	
				800	30	20

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

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

Course Content		Periods
Unit I	**Selected Counseling Techniques for Use with Adults; and Issues in Counseling** Family Counseling: Special focus on Virginia Satir Couples Counseling Status of counselling: USA, India Code of ethics for counsellor	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 Indian initiatives in psychological testing	15
Unit III	**Developmental Assessment of Young Children, Assessment of Intelligence/Creativity, and Personality and Behavioral Assessment** Brazelton Neonatal Assessment Scale Bayley Scales of Infant Development WISC (Wechsler Intelligence Scales) Torrance Tests of Creative Thinking Strong-Campbell Interest Inventory Myers-Briggs Type Indicator (MBTI) Projective tests (TAT)	15

References

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Course Code	Title	Periods/week	Marks	Credits
USHSII602	**CURRICULUM PLANNING FOR PRESCHOOLS**	3	100	3

Objectives
- To introduce students to planning developmentally-appropriate activities which promote holistic development in the following areas:(a) language, (b) science, (c) mathematics, (d) social studies, (e) music and movement, (f) gross motor, (g) fine motor, and, (h) art, craft, and aesthetics.

Course Content		Periods
Unit I	**Language, Science, and Mathematics** **Language activities:** stories, poetry, books, sharing time/circle time, group discussion, puppets, dramatization/role play, reading and writing readiness for preschool children. **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); providing a safe environment. **Mathematics activities:** defining mathematics; mathematical concepts, processes, understanding and skills (classifying, comparing, ordering, patterning, counting, shapes and space, measurement, fractions, vocabulary, numerical operations), arithmetic readiness.	15
Unit II	**Social Studies and Music and Movement** **Social Studies**: reinforcing, clarifying, explaining, and discussing incidents, instructional resources**,** cooperative planning, field trips, resource persons, learning centres**.** **Music and Movement**: goals of music and movements, singing(selecting songs, presenting songs, informal singing, group singing, playing instruments, rhythmic experiences, creating songs, listening experiences), movement and dance (fundamental movements walking, standing, balancing, running, jumping, galloping, skipping, playing).	15
Unit III	**Gross-Motor, Fine-Motor, and Art and Craft Activities** **Gross Motor Skills:** movement, jumping, climbing apparatus, following an obstacles course, rolling and tumbling, throwing and catching, kicking and batting, blocks, sand, using tools. **Fine Motor Skills:** manipulative equipment, beads, sorting, drawing, painting, stacking rings. **Art and Craft:** modelling (clay, dough), pasting, cutting and tearing, painting, printing, sculpture, collage.	15

Journals:
Childhood Education
Parenting
Young Children

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Course Code	Title	Periods/week	Marks	Credits
USHSII603	**HUMAN EXCEPTIONALITY**	3	100	3

Objectives:
- To help students develop an awareness and concern for exceptional children, their needs and problems.
- To help students gain knowledge about the different categories of exceptionality, their prevalence, causes and prevention.
- To give information to the students about the education, assessment and rehabilitation of exceptional children, with special reference to the Indian context.

Course Content		Periods
Unit I	**Speech and Language Disorders** Definition of speech and language disorders Classification of individuals with speech and language disorders Prevalence, causation, characteristics, assessment, prevention Educational considerations Services for children with speech and language disorders Family issues, Trends, issues, and controversies **Hearing Impairment** Definition of hearing impairment Classification of individuals with hearing impairment Prevalence, causation, characteristics, assessment, prevention Educational considerations Services for children with hearing impairment Family issues,trends, issues, and controversies	15
Unit II	**Visual Impairment** Definition of visual impairment, classification of individuals with visual impairment Prevalence, causation, characteristics, assessment, prevention Educational considerations, Services for children with visual impairment Family issues, trends, issues, and controversies **Physical and Health Disabilities** Definition of physical and health disabilities Classification of individuals with physical and health disabilities Prevalence, causation, characteristics, assessment, prevention Educational considerations Services for children with physical and health disabilities Family issues Trends, issues, and controversies	15
Unit III	**Emotional and Behaviour Disorders** Definition of emotional or behaviour disorders Classification of individuals with emotional or behaviour disorders Prevalence, causation, characteristics, assessment, prevention Educational considerations Services for children with emotional or behaviour disorders Family issues, trends, issues, and controversies	15

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Course Code	Title	Periods/week	Marks	Credits
USHSII604	ADMINISTRATION OF SCHOOLS AND OTHER HUMAN DEVELOPMENT AGENCIES	3	100	2

Objectives
- To evaluate selected school policies and develop critical thinking skills with regard to school policies.
- To be introduced to best practices in school education/innovations in school policies/school reform.
- To become acquainted with exemplary school models.
- To develop a cross-cultural perspective on school administration.
- To learn how other human development agencies are organized and managed.

Course Content		Periods
Unit I	**Other Issues/Topics in School Administration** **Issues/Topics in School Administration Pertaining to Parents:** Role of parents in the school: various models and innovations **Current Topics in School Administration: Technology and Education:** Policies related to the use of technology	15
Unit II	**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, Mumbai school: Tridha Indian origin exemplary school models: J. Krishnamurti Schools (India and worldwide); Chinmaya Mission Schools Other exemplary school models: VishvaBharati, Shantiniketan: A Rabindranath Tagore initiative; a Mumbai Initiative: Muktangan Crosscultural comparison: India, USA, Finland, Germany, & Singapore	15
Unit III	**Administration of Child Care Agencies & Other Human Development Agencies** Playgroup, Daycare Center, and Preschool: Administration of: infant care programmes, toddler care programmes, preschool programmes Hobby Center/Recreational Center Children's Library/Children's Theatre Youth Club, Child Guidance Clinic NGOs and services for the underprivileged	15

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Course Code	Title	Periods/week	Marks	Credits
USHSII605	**FAMILY RELATIONS AND FAMILY WELFARE**	3	100	2

Objectives:
- To study diversity, challenges and strengths in family types and processes.
- To comprehend the challenges associated with the interface of the family with external institutions such as media, work and health.
- To examine policies, laws, interventions and services for children, youth, women and families.

Course Content		Periods
Unit I	**Diverse and Dysfunctional Families** **Diverse families:** Optimal Functioning Families: Diversity and Complexity Contemporary Two-Parent Families: Strengths and Challenges Multi-Generation and Joint Families: Diversity, Strengths and Challenges Divorce, Remarriage and Reconstituted Families: The impact of divorce on children and adults: short-term and long-term, Coping strategies: Effective and ineffective, Remarriage and reconstituted family dynamics, Impact of remarriage and reconstitution on children and adults	15

	Adoptive Families - Characteristics and well-being **Dysfunctional families:** Spouse abuse (physical, emotional, and/or sexual) Child abuse (physical, emotional, and/or sexual)		
Unit II	**Family and External Institutions** Media-Family Interface: The Wired Family (Television, movies, and the Internet): New Directions in Family and Media Research Work-Family Interface: Employees "Without" Families: Discourses of Family as an External Constraint to Work-Life Balance, Work and Family: The interaction between paid labor, unpaid labor, and the family, The roles women and men play in the workplace and in the home as a function of gender, ethnicity, and history, Changing trends: Towards gender equity? Health Care–Family Interface: Families Experiencing Acute Health Issues and Chronic Health Issues (physical and/or mental), Family caregiving	15	
Unit III	**Child and Family Welfare in India: A Summary** Role of the Government: The Indian Family Welfare Programme:Family welfare policy and programme in India: A package of essential reproductive and child health services Role of Voluntary Agencies and Community Agencies (NGOs) Critique of the Child and Family Welfare Programmes/Services, Policies and related Laws in India	15	

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Course Code	Title	Periods/week	Marks	Credits
USHSII606	**PART A: SOCIAL PSYCHOLOGY**	3	100	3
	PART B: THEORIES OF HUMAN BEHAVIOUR AND DEVELOPMENT	3	100	

PART A: SOCIAL PSYCHOLOGY

Objectives

- To familiarize students with other content areas of social psychology (prejudice, interpersonal attraction, aggression, altruism, etc.).
- To help students understand the behaviour of individuals in groups, group dynamics and group processes.
- To encourage students to practically apply theories of social behaviour in their day-to-day lives.

Course Content		Periods
Unit I	**Social Influence** **Group Influence** Types of groups Effects of the group on individual behaviour (social facilitation, social loafing, de-individuation) Decision-making in groups (group polarisation, group think, minority influence) Leadership	**15**
Unit II	**Social Relations: Prejudice, Attraction and Intimacy** **Prejudice** Definition of prejudice Pervasiveness of prejudice Sources of prejudice (social, emotional, cognitive) Overcoming prejudice **Attraction: Liking and Loving Others** Factors affecting interpersonal attraction (physical attractiveness, proximity, similarity, competence, reciprocity) Loving (passionate love, compassionate love) What enables relationships to endure Ending relationships	**15**
Unit III	**Social Relations : Aggression & Altruism** **Aggression** Definition and nature of aggression Influences on aggression Reducing aggression **Altruism** Definition of altruism Theories of altruism Conditions affecting helpfulness (personal and situational influences on helping) Promoting altruism	**15**

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PART B: THEORIES OF HUMAN BEHAVIOUR AND DEVELOPMENT

Objectives
- To have students value the role of theories in comprehending human behaviour and development.
- To facilitate in students an understanding of the theories in human development and their application in day-to-day life.

Course Content		Periods
Unit I	**Neobehaviorism** **Albert Bandura—A social cognitive theory of learning** Biographical sketch Bandura's classic researches Key concepts in Bandura's theory Application and evaluation	**15**
Unit II	**The Cognitive and Moral Perspectives** **Jean Piaget—A theory of cognitive development** Biographical sketch Key concepts in Piaget's theory	**15**

	Stages and levels of development	
	Application and evaluation	
	Lawrence Kohlberg—A theory of moral development	
	Biographical sketch	
	Stages and levels of moral development	
	Application and evaluation	
Unit III	**The Ecological Perspective** **UrieBronfenbrenner—A bioecological theory** Biographical sketch Key concepts in Bronfenbrenner's theory Application and evaluation	15

References

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Course Code	Title	Periods/week	Marks	Credits
	PART A: DEVELOPMENTALLY APPROPRIATE PRACTICE	3	25	
	PART B: EXCEPTIONAL CHILDREN	2	25	
USHSIIP601	**PART C: ADMINISTRATION OF SCHOOLS AND OTHER HUMAN DEVELOPMENT AGENCIES**	2	25	4
	PART D: CHILDREN'S LITERATURE	2	25	

PART A: DEVELOPMENTALLY APPROPRIATE PRACTICE

Objectives

- To create awareness in students about best practices in Human Resource Development.
- To facilitate students in learning skills in planning, executing and evaluating workshops/activities for varied target groups in diverse Human Development agencies (e.g., Old age homes, HR departments of companies).

Course Content		Periods
Unit I	**INTRODUCTION TO BEST PRACTICES IN HUMAN RESOURCE DEVELOPMENT** Creating awareness (through resource persons/experts working in the respective fields) on best practices in the area of Human Resource Development. Visits to various organizations with excellent utilization of Human Resources.	15
Unit 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).	15
Unit III	**ACTIVITIES FOR VARIED TARGET GROUPS IN DIVERSE HUMAN DEVELOPMENT AGENCIES** Plan, execute and evaluate activities for varied target groups in diverse Human Development agencies (e.g., old age homes).	15

PART B: EXCEPTIONAL CHILDREN

Objectives
- To expose students to different settings and institutions catering to the needs of special children.
- To acquaint students with selected tests for assessing exceptionality.
- To facilitate in students sensitivity towards children with special needs through analysing and evaluating films with exceptionality.

Course Content		Periods
Unit I	Visitingcentres and institutions (taught in theory) offering services to special children and preparing a profile of the institute and making a presentation. Screening of movies on exceptionality and having students submit their reflection.	**15**
Unit II	Observing the following aids used by children with exceptionality and submitting a report on any one (e.g., Braille, Hearing aids, Sign language, Communication Boards). Conducting a lesson in a special school.	**15**

PART C: ADMINISTRATION OF SCHOOLS AND OTHER HUMAN DEVELOPMENT AGENCIES

Objectives

To provide students with skills in:
- examining and evaluating the framework of administration in human development agencies other than schools,
- identifying exemplary features of administration in such agencies, and,
- selecting/designing best practices in such agencies.

Course Content		Periods
Unit I	**CounsellingCentres/Counselling Services** Introduction to counselling services Devising a framework to conceptualise, evaluate and innovate counsellingservices Visits to CounsellingCentres in Schools/Counsellors Exemplary examples: Indian and non-Indian Sessions/workshops by resource persons **NGOs in General** Introduction to NGOs How to set up an NGO Exemplary examples: Indian and non-Indian Sessions/workshop by resource person **Introduction to Youth Services** Introduction to youth services Devising a framework to conceptualise, evaluate and innovate youth services/youth programmes	**15**
Unit II	**Youth Services** Exemplary examples: Indian and non-Indian Debates enabling best practices in youth services Sessions/workshops by resource persons Visits to a Youth Service Agency to Study Innovative Youth Services **Services for the Elderly** Introduction to services for the elderly Devising a framework to conceptualise, evaluate and innovate services/programmes for the elderly Debates enabling best practices in services/programmes for the elderly Exemplary examples: Indian and non-Indian Visits to agencies/organisations serving the elderly Sessions/workshops by resource persons **Planning/Preparation for an event for Underprivileged Children and Youth** Brainstorming Preparation for event (event will be conducted later)	**15**

	Designing Best Practices (Assignment) Designing best practices for one of the following: Counselling services Youth services Services for the elderly Other NGOs	

PART D: CHILDREN'S LITERATURE

Objectives

To provide students with skills in selecting and evaluating children's books/related educational software.

Course Content		Periods
Unit I	**Introduction and Visit to Children's Library and or Children's Book Store** Descriptive and evaluative assessment through a visit to a children's library/ book store: Target groups Programs, activities, different sections No. of staff and hierarchy; functioning Décor/furniture, design/layout Membership fees; duration/timings Collaboration and linkages with other libraries/bookstores	15
Unit II	**Designing Children's Books or Related Educational Software and Presentation** Features to keep in mind (e.g., content, layout, target group, cost, text versus pictures) Planning the designing Making the book or software	15

Scheme of Examination

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first part by conducting the Semester End Examinations with 60% marks in the second part. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

Internal assessment for Theory 40 % of 100 marks (40 marks)

Sr. No.	Evaluation type	Marks
1	One class test/ case study / online examination to be conducted in the given semester	20
2	One assignment based on curriculum to be assessed by the teacher concerned	10
3	Active participation in routine class instructional deliveries	05
4	Overall conduct as a responsible learner, communication and leadership qualities in organizing related academic activities	05

Semester End Theory Examination of 60 marks (three unit courses)
Duration: These examinations shall be of two and half hours duration.
Theory question paper pattern:
- There shall be four questions each of 15 marks. On each unit there will be one question and fourth question will be based on entire syllabus.
- All questions shall be compulsory with internal choice within the questions. Each question will be of 30 marks with options.
- Questions may be sub divided into sub questions as a, b, c, d and e, etc and the allocation of marks depends on the weightage of the topic.

Semester End Practical Examination of 25 marks (two/three unit courses)
Duration: These examinations shall be of three hours.

Sr. No	Evaluation type	Marks
1	Laboratory work: **Semester End Examination**	10
2	Journal	10
3	Viva	05

Standard of Passing is as per the Ordinances set by the University of Mumbai for the Credit Based Semester and Grading System for the undergraduate courses.