



SNDT Women's University, Mumbai

**Master of Science
(Home Science - Human Development)**

as per NEP-2020

Syllabus

(2023-24)

Asha M Menon

Master of Science (Home Science - Human Development)

Year I

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
114111	Advanced Life Span Development (Th)	Major (Core)	4	100	50	50
114112	Theories of Behavior and Development (Th)	Major (Core)	4	100	50	50
114113	Persons with Special Needs(Th)	Major (Core)	4	100	50	50
114114	Advanced Early Childhood Development and Education (Th)	Major (Core)	2	50	50	0
124121	Advanced Early Childhood Education (Practical)	Major (Elective)	4	100	50	50
134111	Research Methodology(Th)	Minor Stream (RM)	4	100	50	50
			22	550	300	250
Semester II						
214111	Family Studies (Th)	Major (Core)	4	100	50	50
214112	Entrepreneurship in Human Development (Th)	Major (Core)	4	100	50	50
214113	Guidance and Counselling(Th)	Major (Core)	4	100	50	50
214114	Adolescent and Later Life(Th)	Major (Core)	2	50	0	50
224111	Human Rights and Laws(Th)	Major (Elective)	4	100	50	50
244141	Internship (Professional Development and Personal Effectiveness Internship)	OJT	4	100	50	50
			22	550	250	300

Exit option (44 credit):

Post Graduate Diploma in Resource Management and Ergonomics

Year II

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester III						
314111	Research and Statistical Application (Th)	Major (Core)	4	100	50	50
314112	Human Resource Development (Th)	Major (Core)	4	100	50	50
314113	Counselling and Interventions for Life Span (Th)	Major (Core)	4	100	50	50
314124/ 314114	Parenting Science (Th)	Major (Core)	2	50	0	50
324111	Management of Human Service Organizations (Th)	Major (Elective)	4	100	50	50
354131	Research project	RP	4	100	50	50
			22	550	250	300
Semester IV						
414111	Research Applications in Human Development (Pr)	Major (Core)	4	100	50	50
414132	Internship	Major (Core)	4	100	50	50
414113	Product Development (Pr)	Major (Core)	4	100	50	50
424111	Psychological Assessment & Testing (Th)	Major (Elective)	4	100	50	50
454131	Dissertation	RP	6	150	100	50
			22	550	300	250

Semester III

3.1 Major (Core)

Course Title	Research and Statistical Application (Code: 314111)
Course Credits	4 (Theory)
Course Outcome	On completion of the course, the student will be able to: <ol style="list-style-type: none">1. Apply appropriate statistical test and interpretation results and discuss.2. Discriminate between parametric and non-parametric tests3. Demonstrate knowledge and skills to compute and incorporate suitable statistic and interpret.4. Summarize data and present it using tables and graphs
Module 1(Credit 1): Statistics: Meaning and uses	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none">1. Analyze different statistical tests2. Evaluate and use parametric tests (Parametric and Non parametric)3. Correlate data and present
Content Outline	<ol style="list-style-type: none">1. Statistics: Meaning and uses Definition, conceptual understanding of statistical measures, popular concepts and uses of statistics.2. Normal Distribution and its Properties<ol style="list-style-type: none">a) Normal distributionb) Binomial distributionc) Probability, use of normal probability tables, area under normal distribution curved) Parametric and non-parametric tests3. Data Organization and Management<ol style="list-style-type: none">a) Tabulation and Organization of data- frequencyb) Distributions, cumulative frequency distribution, contingency tablesc) Graphical presentation of data- histogram, frequencyd) Polygon, ogive, stem and leaf plot, box and whiskers Plot,e) Graphs for nominal and ordinal data- pie diagram,f) Bar graphs of different types, graphs for relation between two variables, line diagram.

	<p>g) Use of illustrations</p> <p>h) Cautions in visual display of data</p> <p>i) Use of Statistical programs, MS Excess, SPSS</p>
Module 2 (Credit 1): Data Analysis	
Learning Outcomes	<p>At the end of the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate quantitative analysis, descriptive statistic and inferential analysis 2. Correlate measures of central tendencies, measures of variability 3. Compare data by using different tests
Content Outline	<ol style="list-style-type: none"> 1. Quantitative analysis, descriptive statistics, inferential statistics: Uses and limitations, Summation sign and its properties 2. Proportions, percentages, ratios 3. Measures of central tendency-mean, median, mode- arithmetic mean and its uses, mid – range, geometric mean, weighted mean 4. Measures of variability- range, variance, standard deviation, standard error, coefficient of variation, Kurtosis, skewness 5. Grouped data-frequency distribution, histogram, frequency polygons, percentiles, quartiles, and ogive curves. 6. Big and Small Sample tests and interpretation- Z-test for single proportions and difference between proportions- Large sample test for single mean and difference between means- Small sample tests- 't'-test, paired 't'-test, 'F' Test
Module 3 (Credit 1): Association, Predictions and other methods	
Learning Outcomes	<p>At the end of the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Calculate and interpret correlation values 2. Analyze regression values and interpret 3. Apply ANOVA to study mean values and state significance level
Content Outline	<ol style="list-style-type: none"> 1. Association, Predictions and other methods <ul style="list-style-type: none"> • Correlation: product moment, partial correlation, special correlations. (Chi square test and its interpretation) • Linear regression • Multiple regressions, logistic regression • Nonparametric correlations: Kendall's test; Spearman's; measures for nominal data, chi square, binomial test, proportions test. 2. Analysis of Variance and its interpretation <ul style="list-style-type: none"> • One-factor analysis of variance • Two-factor analysis of variance 3. Design of Experiments <ul style="list-style-type: none"> • Completely randomized design • Randomized block design • Latin square design • Factorial design

Module 4 (Credit 1): Inferential Statistics	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Compare inferential statistics 2. Determine confidence level 3. Analyze within and among groups differences 4. Explore multi variations in results
Content Outline	<ol style="list-style-type: none"> 1. Two group differences: t test- independent and dependent samples. Bootstrapping 2. Correlation r – value 3. Chi- square, frequency count 4. Multi-group differences: one-way ANOVA: independent and dependent samples. Two-way ANOVA: independent samples 5. ANCOVA and Repeated Measure ANOVA 6. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test 7. MANOVA and discriminant function analysis

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Applications of Measures of central tendencies
2. Application of Measures of variability

Module 2:

1. Assignment to develop designs to study groups comparison
2. Presentation on different tests

Module 3:

1. Assignment on methods of effective data presentation
2. Discussion on challenges of data presentations

Module 4:

1. Discussion on comparing inferential statistics
2. Assignment on determining confidence level of a test

References:

1. Chakravorti I, S.R. & Giri, N. (1997) "Basic Statistics", South Asian Pub., New Delhi, Dey, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd., Delhi,
2. Goon, A. & Gupta, M. & Dasgupta, B. (2001) "Fundamentals of Statistics", Vol.I & II, The World Press, Calcutta,
3. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi, Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed., Macmillan India

Ltd., Delhi,.

5. Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.
6. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.
7. Sarma, K.V.S. (2001) "Statistics made Simple: Do it yourself on PC", Prentice-Hall, New Delhi.
8. Shenoy, G.V. & Pant, M. (2006) "Statistical Methods in Business and Social Sciences", Macmillan
9. India Ltd., Delhi, Atlantic Pub., New Delhi,

3.2 Major (Core)

Course Title	Human Resource Development
Course Credits	2+2 (Theory & Practical) = 4 Credits
Course Outcome	<p>At the end of the course students shall be able to:</p> <ol style="list-style-type: none"> 1 Identify relevance of process of human resource development. 2 Recognize the common grounds of HRD and Human Development 3. Apply the strategies of Human Resource Development. 4. Integrate HRD in various sectors 5. Appraise issues in HRD.
Module 1 (Credit 1): Concept of HRD & Scope	
Learning Outcomes	<p>After learning the module the students will be able to :</p> <ol style="list-style-type: none"> 1.Understand the concept of HRD 2.Design human resource policies and programs 3.Conduct training programs for managers
Content Outline	<ol style="list-style-type: none"> 1. Introduction to HRD -Concept, scope, significance, goals, functions and techniques of HRD 2. HRD Mechanism- Managerial process & skills, functions and traits of manager, Human resource planning- process of HR planning, Benefits of HR planning, problems and issues related to HR planning. 3. Understanding HD and HRD- Concept of Human development and HRD, relevance of HD & HRD in current context of professional world
Module 2 (Credit 1): HRD Stratagems and Policies	
Learning Outcomes	<p>After learning the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Plan training programs for Employees regarding communication, leadership skills

	<ol style="list-style-type: none"> 2. Analyze job description and job designs 3. Design advertising for recruitment 4. Devise an induction program for new employees 5. Develop mentoring format and plan topics 6. Interpret appraisal formats
Content Outline	<ol style="list-style-type: none"> 1. Motivational aspects of HRD: Objectives, techniques, Maslow Theory and motivation, Herzberg's findings. 2. Groups and Teams: Team development and functioning, group dynamics; leadership, communication, group norms, team roles, conflict resolutions. 3. Recruitment, selection and induction: Job design, drawing up job description Job analysis; advertising, short listing, interviews, the induction process, competency modeling, Job enrichment 4. Task analysis: Performance appraisal and performance management, personal competence, Employee empowerment, Employee career growth and remuneration 5. Coaching and Mentoring: Meaning and objectives of mentoring, types of mentoring, roles and responsibilities of mentor.
Module 3 (Credit 1): HRD in different sectors	
Learning Outcomes	<p>After learning the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Design and develop programs and sessions for professionals from different sectors
Content Outline	<ol style="list-style-type: none"> 1: HRD in Education sector 2: HRD in Service industry 3: HRD in health sector
Module 4 (Credit 1): HRD in current scenario and Globalization	
Learning Outcomes	<p>After learning the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Develop flow charts for organizational management 2. Design quality management in centers 3. Plan training workshops on various skills 4. Reframe ethics in self and employees
Content Outline	<ol style="list-style-type: none"> 1: Quality Management Organizational development, QWL (quality of work life), Total quality management. 2: Human Relations and HRD: Human relations training-soft skills, life skills, leadership skills Conflict management, Handling grievances in organization, maintaining discipline 3: Values and ethics in HRD: Organizational values,

	managerial values and ethics, developing Ethics in employees in field of HD/ECE.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Critically analyze any 2 theories
2. Design human resource policies and programs

Module 2:

- 1, Job Advertising and job description for centers
2. Design advertising for recruitment
3. Plan an induction program for new employees
4. Design mentoring format and plan topics
5. Design an appraisal form for different categories of employees

Module 3:

1. Plan team building activities
2. Plan training workshops on various skills
3. Plan mentoring topics for group and individuals

Module 4:

1. Conflict management skills and role plays
2. Case study of any organization to study career growth and planning

References:

1. Armstrong, M (1999): "The Art of HRD: Human Resource Management", Crest Publishing House, New Delhi
2. Armstrong, M (2000): Strategic Human Resource Management: A Guide to Action", Kogan Page, London
3. Arya, P P and Tandon, B B (1998): "Human Resource Development". Deep and Deep Publication: New Delhi
4. Bhambra ,A (1999) Nature of Human Resource Management, Common wealth Publishers, Nee Delhi
5. Chopra, R.K. (2001) Management of Human Resource, Kitab Mahal, Allahabad
6. SubbaRao, P. (2002) Personnel and Human Resource Management, Himalay Publishing House.

3.3 Major (Core)

Course Title	Counselling and Intervention for Life Span
Course Credits	4 (Theory)
Course Outcome	On completion of the course, the student will be able to1. <ol style="list-style-type: none"> 1. Identify relevant areas counselling and intervention during life span. 2. Create effective environment intervention strategies for all stages of life 3. Demonstrate the ability and skill to identify manage developmental issues throughout life 4. Develop positive traits in individuals 5. Illustrate characteristics of positive institutions such as school, family.
Module 1 (Credit 1): Principles of counselling and Interventions	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Identify the different areas of human development need counselling and intervention 2. Distinguish between counselling and intervention 3. Realize preventive measures are more important for human development 4. Employ family therapy to resolve individual and family concerns
Content Outline	<ol style="list-style-type: none"> 1. Scope and need of counselling and intervention 2. Development, Development concerns & counselling 3. Developmental challenges, Prevention & Focus on normal development 4. Preventive counselling, Remedial counselling & Family therapy
Module 2 (Credit 1): Childhood & Adolescence	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Identify areas child and family counselling 2. Identify causes and symptoms of behavioral problems 3. Recognize risk factors for development during adolescence 4. Develop social competence during adolescence.
Content Outline	<ol style="list-style-type: none"> 1. Areas of child counselling and family counselling, intervention for developmental hazards 2. Scaffolding developmental tasks a of childhood stage 3. Causes, Symptoms & Management of Behavioral 4. problems (Nail biting, Thumb sucking, Sleep talking, Sleep walking, Bed wetting, Deviant disorders)

	5. Crisis & risk factors of adolescence, Techniques of optimizing development and social competence of adolescent,
Module 3 (Credit 1): Developmental Interventions during Adulthood	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Use technique to promote healthy decision making in terms of personal and work aspects. 2. Address premarital and marital concerns of young male and female adults 3. Provide parenting and child rearing skills to young adults 4. Provide counselling and adjustment tips to manage midlife crisis 5. Use concept of pre-marital and mirage counselling
Content Outline	<ol style="list-style-type: none"> 1. Young Adulthood: Promoting healthy decision making in relationship, family, peer, romantic, and work and professional & work relationship. 2. Premarital and marital counselling, Intervention for violence faced by women, LGBT and Gay community 3. Training in parenting & child rearing skills; family violence & interventions 4. Midlife: Adaptation of New family roles, couple hood, Intimate relationship status, parenthood. 5. Counselling midlife crisis faced by men and women 6. Older adults: Adjustment in biological, physical; Social and familial changes. 7. Pre-retirement and retirement counselling. Coping with health, death of spouse. Enhancing quality of ageing people
Module 4 (Credit 1): Positive psychology and Human Development	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Relate goals of positive psychology in counselling and intervention for human development 2. Illustrate subjective well-being in positive emotions in adults 3. Instill the creativity, wisdom, self-esteem,

	<p>optimism and hope in individuals</p> <p>4. Exemplify the role of school, family in building better community</p>
Content Outline	<p>1. Positive Psychology- Definition, goals, assumption and pillars</p> <p>2. Positive subjective states -subjective wellbeing, positive emotions</p> <p>3. Positive individual traits-Creativity, wisdom, self-esteem, optimism and hope</p> <p>4. Positive Institution- Positive school, family, role of family in ageing well and building better community</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Conduct workshops on developmental tasks, challenges and intervention for different age groups- peer or group assignment
2. Workshop on Preventive counselling, /Remedial counselling /Family therapy
3. Develop module of couple counselling

Module 2:

1. Conduct intervention programs for developmental hazards
2. Workshop for parents on management of behavioral problems
3. Conduct case study on a person facing midlife crisis.

Module 3:

1. Develop awareness module on LGBT sexuality
2. Develop tips risk and protective factors during life span
3. Awareness program on biological and physical concerns of women during midlife

Module 4:

1. Develop a module for the role of school/family in building better community

References:

1. Cindy, L., Juntunen, Donald, R., and Etkinson, R (2002) Counselling Across Life Span (Prevention and Treatment) Ed. Sage 2002
2. Madhukar, I. (2000) "Guidance and Counseling", Authors Press.
3. Satya, B.N. (2002) "Guidance and Counseling", Abhishek Publication, Chandigarh..

4. R., Jo Bbner-Landy, Gilli, S., Brace, C. (2002). Counselling in Schools. New Delhi: Sage Publications Ltd 2.
5. Geldard, K., and Geldard, D. (2004). Counselling Adolescents. New Delhi: Sage Publications.

3.4 Major (Core)

Course Title	Science of Parenting (Th)
Course Credits	2 (Th)
Course Outcomes	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate healthy development of children through sharing scientific evidence 2. Integrate science-based tools and strategies to deal with some of the most common parenting challenges 3. Develop skills to prevent and manage negative behaviors and effectively discipline and coach children toward better behaviors 4. Formulate strategies to develop skills for parenting
Module 1 (Credit 1) Parenting Styles	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of parenting 2. Develop insight into 7 C's of parenting 3. Differentiate between parenting styles 4. Assess parenting styles and its effect on the growing child 5. Reflect on parenting stress, causes and dealing with it
Content Outline	<ol style="list-style-type: none"> 1. Concept of Parenting 2. Positive parenting and why is it powerful? 3. Ways to provide positive parenting 4. 7 C's of parenting 5. Parenting styles and its effect on the growing child 6. Parenting stress, causes and dealing with it 7. Skills required in good parenting
Module 2 (Credit 1) Developing parent-child relationship	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the role of a parent as coach 2. Identify the role of father in parenting 3. Relate to behavioral problems in children 4. Design disciplinary techniques to stop negative behaviors 5. Reflect on the steps for effective parent

Content Outline	<ol style="list-style-type: none"> 1. Role of a parent as coach 2. Role of father in parenting 3. Behavioral problems and dealing with it 4. Types of discipline 5. Steps for effective parent
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

1. Assignment on ways to provide positive parenting
2. Discussion on 7 C's of parenting
3. Discussion on skills required in good parenting
4. Designing a program on dealing with parental stress

Module 2:

1. Discussion on role of a parent as coach
2. Discussion on role of father in parenting
3. Assignment on behavioral problems and dealing with it
4. Designing a program on effective parenting
5. Development of awareness guidelines for community related to positive parenting
6. Creating a booklet on various topics related to parenting

References:

1. Amato, P. R., & Fowler, F. (2002). Parenting practices, child adjustment, and family diversity. *Journal of Marriage and Family*, 64(3), 703-716.
2. Whittle, S., Simmons, J. G., Dennison, M., Vijayakumar, N., Schwartz, O., Yap, M. B. H., . . . Allen, N. B. (2014). Positive parenting predicts the development of adolescent brain structure: A longitudinal study. *Developmental Cognitive Neuroscience*, 8, 7-17.
3. Chen, Y., Kubzansky, L. D., & VanderWeele, T. J. (2019). Parental warmth and flourishing in mid-life. *Social Science & Medicine*, 220, 65-72.
4. Eyberg, S. M., & Funderburk, B. W. (2011). Parent-child interaction therapy: Treatment manual. Unpublished manuscript, University of Florida at Gainesville.
5. Romeo, R. R., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Rowe, M. L., & Gabrieli, J. D. E. (2018). Beyond the 30-million-word gap: Children's conversational exposure is associated with language-related brain function. *Psychological Science*, 29(5), 700-710.
6. McNeil, C., & Hembree-Kigin, T. L. (2011). Parent-child interaction therapy (2nd ed.). New York: Springer Science & Business Media.
7. Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). The power of play: A pediatric role in enhancing development in young children. *Pediatrics*, 142(3), 1-17.

3.5 Major (Elective)

Course Title	Management of Human Service Organization
Course Credits	4 (Theory)
Course Outcome	On completion of the course, the student will be able to <ol style="list-style-type: none"> 1. Recognize relevance of human service organizations. 2. Exhibit the skills to manage human service organization in profession way. 3. Compare different service organizations and their structures 4. Demonstrate communication skills in organizational set-up 5. Develop funding proposals for the organizations.
Module 1 (Credit 1): Concept of Service Organizations	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Differentiate various types of human services 2. Develop knowledge about organization catering needs of various groups 3. Learn different structures of organizations and their functions
Content Outline	<ol style="list-style-type: none"> 1. Need and nature of service organizations in India 2. Philosophy and significance of human service organizations in a developing nation 3. Special Groups" Women, children, youth and groups with special needs 4. Organizational structure, Legal, society, Trust, Non-profit Company under section 8, Corporate Social Responsibility structures 5. Welfare and self-reliance approach in service organizations. Social Entrepreneurship: Self-reliance and welfare approach in service organization
Module 2 (Credit 1): Management of service organizations	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Exemplify differences in organizational and managerial processes. 2. Categorize various managerial processes of organization. 3. Recognize challenges of managing human service organizations.

Content Outline	<ol style="list-style-type: none"> 1. Different types and nature of service organization 2. Planning, implementation, administration, monitoring and evaluation of organizational activities 3. Challenges of managing human service organization, finance, managing and sustaining human resources 4. Role of volunteerism in service organizations, funder management, reporting and accountability
Module3 (Credit 1): Organizations and Programs for the service of various groups	
Learning Outcomes	<p>At the end of the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate difference in organizational and managerial processes. 2. Categorize various managerial processes of organization. 3. Recognize challenges of managing human service organizations.
Content Outline	<ol style="list-style-type: none"> 1. Women: National Commission for women, SEWA, <i>Mahila Samakhya</i>, Central Social Welfare Board, <i>Gramin Mahila Sangh</i> 2. Children: Indian Council of Child Welfare, National Institute of Public Co-operation and Child Development, Planned Parenthood Federation, etc. 3. Government and Non-Government Organizations working for the service of youth: Nehru Yuva Kendra, YMCA, YWCA, TUVA. 4. UN Groups with special needs: Physically and mentally handicapped, aged, destitute, orphans, street children etc. like National Association for Blind, Spastic Society, Help-Age India, SOS villages, Dignity Foundation
Module 4 (Credit 1): Communication & Documentation	
Learning Outcomes	<p>At the end of the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize varied concept in social change and community development. 2. Create their analysis about issues related to day-to-day life.
Content Outline	<ol style="list-style-type: none"> 1. Communication within organization- record keeping 2. Communication outside organization 3. Proposal writing for grants 4. Reporting and Documentation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Discussion on social entrepreneurship.
2. Assignment of Organizational structure of various organizations.

Module 2:

1. Assessment of online presence of organization and examining physical realities at the organization.
2. Discussion on challenges of managing human service organizations.

Module 3:

1. Presentation of case study on organizations for special groups.
2. Survey/Interview members of human service organizations.

Module 4:

1. Creating communication material for specific purposes, events or organizations.
2. Write a proposal seeking grant.

References:

1. Chaudhary, D.Paul (1985), Child Welfare / Development, Atma Ram & Sons, New Delhi.
2. Dale R. (2000) Organizations and Development Strategies, Structures and Process, Sage Publications India Pvt. Ltd. New Delhi
2. Devi Rameshwari and Ravi Prakash (1998) Social Work and Social Welfare Administration, Mangal Deep Publications, Jaipur
3. Dube S & R Murdia (1983) Organizational design and management methods for HSO, Himalaya Publishing House, Bombay.
4. Goel, S.L. & Jain, R.K., Social Welfare Administration, Vol. 1-2, Deep & Deep Publications, New Delhi.
5. Moshal B S (1998) Organization and Management: Text and cases; Managing an organization, Galgotia Publishing Co, New Delhi.
6. Pawar, Ambedkar and Shrikant (2004) NGOs and Development: The Indian Scenario, Rawat Publishers, Jaipur.
7. Prasad, B.K. (2003), Rural Development Concept, Approach and Strategy, Sarup and Sons, New Delhi
8. Singh, Amita (2002), Public Administration Roots and Wings, Galgotia Publishing Company, New Delhi.

3.6 Research Project (Pr)

Course Title	Research Project
Course Credits	4 (Pr)
Course Outcome	By the end of this Course students should be able to: <ol style="list-style-type: none"> 1. Design a research project 2. Establish an expert knowledge in the subject of their research project 3. Develop an ability to assemble their findings into a substantial piece of writing. 4. Criticize the strengths and weaknesses of their research
Module 1 (Credit 1): Formulation of problem	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 5. Identify a preliminary project topic 6. Decide a project title 7. Design A research proposal
Content Outline	<ol style="list-style-type: none"> 1. Project topic -identify research area relevant to subject, recognize research gaps in the chosen area, decide a final research topic and title, write a research proposal.
Module 2 (Credit 1): Review of Literature	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Recognize the aim of review of literature 2. Identifying secondary sources review 3. Develop ability to review article and research papers 4. Understand the relevance of right literature 5. Devise ability to select researches related to their research area
Content Outline	<ol style="list-style-type: none"> 1. Types of sources: Books, peer-reviewed scholarly or scientific journals from reputable publishers, Master's dissertation, Doctoral thesis, any other project 2. Elements of literature review: an introduction or background information section; the body of the review containing the discussion of sources; a conclusion and/or recommendations section to end the paper.
Module 3 (Credit 1): Designing Research proposal / Model validation	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Understand the basic of designing research proposal 2. Identify the sources for literature review 3. Formulate aims and objectives 4. Develop research design
Content Outline	<ol style="list-style-type: none"> 1. Introduction-need for study, abstract, Review of literature, Aims and objectives, Research design and method, Ethical considerations, Budget, Appendices, Citations. 2. Guidelines to write Research proposal
Module 4 (Credit 1): Planning tools & techniques for data collection	

Learning Outcomes	At the end of the module, the students will be able to: 1. Construct a research tool relevant for research topic 2. Assess the validity and reliability of the tool 3. Create understanding about techniques of data collection
Content Outline	1. Introduction, objectives of tools in Research, Characteristics of a Good Research Tool, Validity, Reliability, Usability, Time frame for data collection 2. Types of Tools and their Use, Questionnaire, Rating Scale, Likert scale, Attitude Scale, 3. Preparation of research tool, google forms /links

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Presentation of the reviewed scientific articles
2. Discussion on Critiquing Research Reports

Module 2:

1. Assignment on how to select appropriate Online Databases
2. Discussion on understanding literature search strategies
3. Presentation on how to use an academic research database effectively

Module 3:

1. Discussion on writing an abstract
2. Presentation on guidelines for reviewing a research paper

Module 4:

1. Discussion on choosing a research topic
2. Assignment on developing a research proposal
3. Submitting a detailed plan for conducting preliminary research

References:

1. Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International.
2. Kumar, R. (2005). Research Methodology-A Step-by-Step Guide. Singapore: Pearson Education.
3. Saravanavel, P. (2012). Research Methodology. Allahabad: Kitab Mahal Publishers.

Semester IV

4.1 Major (Core)

Course Title	Research Applications in Early Childhood Education
Course Credits	4 (Pr)
Course Outcome	On completion of the course, the student will be able to <ol style="list-style-type: none"> 1. Display competencies of scientific writing. 2. Modify skills of presentation and writing scientific documentation. 3. Critically appreciate articles and books 4. Evaluate techniques needed to effectively convey ideas, conduct research, and produce high-quality research work
Module 1 (Credit 1): Competencies of scientific writing	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Identify the structural parts of an academic paper 2. State the purpose of research clearly 3. Develop research with clarity and focus
Content Outline	Unit 1: Structural parts of an academic paper Unit 2: Basic skills of scientific writing
Module 2 (Credit 1): Constructing evidence-based arguments	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Develop skills of presentation and writing scientific documentation.
Content Outline	<ol style="list-style-type: none"> 1. Recognizing, articulating, and applying an understanding of different perspectives (including their own) 2. Applying critical, comparative, and creative thinking and problem solving 3. Forming opinions based on exploration and evidence
Module 3 (Credit 1): Display skills to effectively communicate result finding	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Relate to results with clarity and focus 2. Modify the relevance of research 3. Adapt language to communicate results
Content Outline	<ol style="list-style-type: none"> 1. Communicating results with clarity and focus 2. Highlighting the relevance of research 3. Choosing an appropriate language to communicate results
Module 4 (Credit 1): Writing a scientific paper	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Create scientific articles /paper 2. Apply specific aspects of the research to scientific articles /papers 3. Interpret guidelines and formatting requirements for a scientific paper

Content Outline	<ol style="list-style-type: none"> 1. Steps to organizing manuscript 2. Applying specific aspects of the research to scientific articles /papers 3. Guidelines and formatting requirements for a scientific paper
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Discussion on trends in current researches in Human Development
2. Assignment on identifying books on human Development and family studies.

Module 2:

1. Discussion on difference between references and bibliography

Module 3:

1. Presentation on book review
2. Assignment on writing a review of literature and presentation on the research topic.

Module 4:

1. Assignment on basic components of a research report
2. Discussion on how to write an abstract
3. Discussion on analyzing results

References:

1. Bell, J. (1997) "Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science", Viva Books, New Delhi.
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
3. Gupta, S.C. (2000) "Fundamentals of Statistics", Himalaya Pub., Mumbai.
4. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi.
5. Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.
6. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
7. Mangal, S.K., and Mangal Shubhra (2015) Research Methodology in Behavioral Sciences, PHI Learning Private Limited, Delhi.

4.2 Major (Core)

Course Title	Internship
Course Credits	4 (Practical)
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1) Work as professionals in the field of youth and elderly as supervisors, Managers and contribute in Policy making. 2) Contribute in a variety of educational settings for children in private, public, NGO's sectors 3) Promote skills for community participation and development for optimization of human potential 4) Frame and implement developmentally appropriate curriculum 5) Work with sensitivity, ethically, and professionally with families and children with diverse needs through integrating various methodology
Module 1 (Credit 1): 1. Creating transactions with youth and elderly	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Understand the needs of Youth/Middle aged/ Elderly population 2. Develop Skills in various setting to gain professional competence 3. Demonstrate the values, work ethics, attitudes and skills of a professional to work youth/middle aged and elderly
Content Outline	<ol style="list-style-type: none"> 1. Observing activities being conducted at the center placed 2. Preparing appropriate material for activities 3. Conducting activities under supervision
Module 2 (Credit 1): Participation in the Administrative aspects of the Institution	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Understanding physical infrastructure 2. Planning of activities for Youth/Middle aged/ Elderly 3. Resource Management
Content Outline	<ol style="list-style-type: none"> 1. Observe and assess the following: 2. Physical infrastructure, facilities and resources available in the center 3. Planning of activities, transaction of activities and the use of TLM 4. Scheduling of Activities 5. Resource Management

Module 3 (Credit 1): Placement in different organizations associated with Youth/Middle aged/ Elderly/ Women	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Gain purposeful learning experience through placement in different organizations for children, under supervisory guidance. 2. Enhance their knowledge, skills and attitudes. 3. Plan and execute activities and recreational programs for these groups
Content Outline	<ol style="list-style-type: none"> 1. Placement in different centers 2. Plan and execute the need-based programs individually
Module 4 (Credit 1): Writing a proposal for funding	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Collate information and present. 2. Write a proposal to open a center.
Content Outline	<ol style="list-style-type: none"> 1. Steps in collating information 2. Proposal writing for funding

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1: Observation report of the center placed

Module 2: Detailed activity taken report

Module 3: Writing a report of the center in which the student is placed

Module 4: Submission of Research proposal

Reference:

1. Tribhuwan. R. D and Shevkari. S. R. (2000). How to Write Funding Project, Discovery Publishing Pvt. Ltd; First Edition, ISBN: 978-8171415595
2. Coley. S. M and Scheinberg. C. A and Yulia. A. (2021). Proposal Writing Effective Grantsmanship for Funding, SAGE Publications, Inc, Sixth Edition. ISBN: 9781544371535.

4.3 Major (Core)

Course Title	Product Development
Course Credits	4 (Pr)
Course Outcome	On the submission of the final product, the students will be able to <ol style="list-style-type: none"> 1. Develop insight into various tools and techniques used as intervention for enhancing behavioral change including learning at all age groups 2. Build intervention to manage issues of community groups such as LGBTQ+ and special groups also. 3. Design the intervention by following stages logically 4. Develop entrepreneurial skills
Module 1 (Credit 1): Relevance and Conceptualization of product	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Identify problem area of intervention 2. Verify most appropriate technique to address concern 3. Decide the nature of product such as , intervention, module, games, activity books, problem specific guidelines etc. 4. Create unique intervention
Content Outline	<ol style="list-style-type: none"> 1. Concept of Product 2. Novelty in creating product 3. Criteria for selecting Group/ population for product development 4. Importance of creativity in product development
Module 2 (Credit 1): Setting objectives and guidelines and process of use of product	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Determine the uses of product 2. Finalize the guidelines to use the product
Content Outline	<ol style="list-style-type: none"> 1. Uses of Products 2. Guidelines and instructions 3. Step by step process
Module 3 (Credit 1): Development process and Material finalization	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. List the material required to build product 2. Formulate series of material preparation in order to fix entire product 3. Decide the use of durable and environment friendly material 4. Decide cost effective and long-lasting product

Content Outline	<ol style="list-style-type: none"> 1. Material – durable and cost effective 2. Logical order of preparing sub parts of product 3. Damage and repair of product
Module 4 (Credit 1): Final quality product, duplication, patenting and marketing	
Learning Outcomes	<p>At the end of the module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Determine good quality product 2. Decide duplication of product 3. Justify cost for the product 4. Convince prize and marketing 5. Derive patenting procedure
Content Outline	<ol style="list-style-type: none"> 1. Quality product 2. Duplication value of product 3. Material and development cost 4. Orientation about patenting

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1.

1. Develop the rationale of product development
2. List and study different products such as Model, guidelines, games, puzzles, activity books, floor games etc.

Module 2.

1. Decide guidelines for and procedure of use of the product before finalization

Module 3.

1. Explore durable material make price list
2. Conduct workshop on pollution control and environment protection

Module 4.

1. Organize session on patenting of the product developed

References:

1. Bstieler, L. Noble, C.H. (2003). The PDMA Handbook of Innovation and New Product Development. United States: Wiley. ISBN: 9781119890225.
2. Cooper, R. G., Edgett, S. J. (2009). Lean, Rapid and Profitable New Product Development. Booksurge Publishing. ISBN: 9781439224601.
3. Jone, T (1997). New Product Development: An Introduction to a Multifunctional Process, Elsevier Science & Technology Books, ISBN: 9780750624275.
4. McGrath, M. E. (1996). Setting the PACE in Product Development: A Guide to Product And Cycle-time Excellence. Taylor & Francis. ISBN: 9780750697897.
5. Srivastava, R.K. (2007). Product Management and New Product Development. Excel Books, ISBN: 9788174464781.

4.4 Psychological Testing and Assessment

Course Title	Psychological Testing and Assessment
Course Credits	4 (Theory)
Course Outcome	On completion of the course, the student will be able to. <ol style="list-style-type: none"> 1. Justify relevance of psychological testing. 2. Construct the psychological tools. 3. Use knowledge to make assessment tools more reliable and valid. 4. Set selection criteria of psychological test used for human domain assessment 5. Practice professional ethics and personal values in psychological testing. 6. Classify and Compare different psychological tests 7. Value relevance of culture free test in psychological testing.
Module 1 (Credit 1): Basic Concept and Psychological Testing and Assessment	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Realize the areas of importance 2. Classify different psychological tests 3. Compare advantages and disadvantages of psychological tests
Content Outline	<ol style="list-style-type: none"> 1. Psychological Testing and Assessment defined 2. Relevance if psychological testing and assessment 3. Classification and verities of psychological testing 4. Individual and Group testing
Module 2 (Credit 1): Test construction and standardizations	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Exemplify the good characteristics psychological test 2. Estimate reliability and validity of psychological Test 3. Develop psychological test 4. Determine criteria for determining standardization of psychological tests
Content Outline	<ol style="list-style-type: none"> 1. Characteristics of good psychological Test 2. Reliability and Types 3. Validity and Types 4. Stages of test construction 5. Standardization of psychological testing

Module 3 (Credit 1): Applications of Psychological Tests	
Learning Outcomes	At the end of the module, the students will be able to: <ol style="list-style-type: none"> 1. Formulate criteria for test selection 2. Realize the importance of culture fairness in psychological testing 3. Respect the personal and professional ethics 4. Justify the need of fairness in psychological administration and assessment
Content Outline	<ol style="list-style-type: none"> 1. Criteria for test selection 2. Culture Fair tests 3. Professional Ethics 4. Personal Ethics 5. Test bias, bias in administration and in respondents
Module 4 (Credit 1): Psychological assessment	
Learning Outcomes	<ol style="list-style-type: none"> 1. At the end of the module, the students will be able to: 2. Compare different types of psychological test. 3. Insight into academic and aptitude measurement 4. Exhibit skills to measure personality 5. Select the tests for career selection
Content Outline	<ol style="list-style-type: none"> 1. Comparison of Group and Individual 2. Group tests in school- Achievement vs aptitude tests 3. Structure personality tests vs projective personality test 4. Test for choosing career: assessing interest and personal characteristics

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1.

1. Individual assignments on locating areas of relevance in psychological testing
2. Presentations on various themes of psychological

assessment

Module 2.

1. Develop the items / questions/ statements to assess any two aspects of Human development (15 items each)
2. Develop parameters to standardized to psychological

tool

Model 3.

1. Workshop content on the topic 'Culture fair test in psychology'
2. Bias in test administration and test interpretation

Module 4

1. Identify the tools in the area of Aptitude, Interest, Achievement test) get approved from teacher and administer on the individual and make report (3 cases) fr

References:

1. Anastasi, A and Urbina, S. (1997) Psychological Testing, Pearson Education Asia.
2. Caplan, R and Saccuzzo, D.P. (2001) "Psychological Testing; Principles, Applications and issues", California: Monterey.
3. Friedenber, L. (1995) "Psychological Testing: Designs, Analysis and Uses", Allyn and Bacon, Boston.
4. Kaplan, R.M. and Saccuzzo, D.P. (2005) "Psychological Testing: Principles, Applications and Issues", Thomson, Australia.
5. Ronald Jay Cohen, Mark E. Swerdlik. (2018) Psychological Testing and Assessment An Introduction to Test and Measurement (9th Edition), McGraw Hill Education (India) Private Limited

4.5 Research Project

Course Title	Dissertation
Course Credits	6
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. Create an outline of a research proposal 2. Modify knowledge in developing rationale of the study 3. Design research methodology 4. Demonstrate skills for writing results and discussion. 5. Develop appropriate scientific writing styles 6. Design and conduct a research project
Module 1 (Credit 1) Research Topic Selection and Designing	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Justify the significance of their research 2. Correlate theories, concepts and methods relevant to their research projects 3. Develop a research design to enable them to answer their central research question
Content Outline	<ol style="list-style-type: none"> 1. Selecting a research topic 2. Developing a research design
Module 2 (Credit 1) Constructing Research Questions and Setting Parameters for Research	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Design academic literature relevant to their research project 2. Develop research questions 3. Create tools needed for research 4. Critically evaluate feedback from peers and academic supervisors, exercise reflection and self-criticism 5. Modify tools for research
Content Outline	<ol style="list-style-type: none"> 1. Importance of academic literature relevant to the research project 2. Constructing research questions 3. Developing tools for research

	4. Validating the tool for research 5. Setting the time schedule for research
Module 3 (Credit 1) Planning for Data Collection	
Learning Outcomes	After learning the module, learners will be able to: 1. Identify areas for collecting data Reframe the findings of their research effectively and fluently
Content Outline	1. Collecting data from the field
Module 4 (Credit 1) Data Analysis	
Learning Outcomes	After learning the module, learners will be able to: 1. Design appropriate tests Analyze data
Content Outline	1. Use appropriate tests 2. Analyzing the Data
Module 5 (Credit 1) Drafting, Editing, Proof Reading	
Learning Outcomes	After learning the module, learners will be able to: 1. Plan the Dissertation 2. Rewrite the Dissertation 3. Develop skills to proof read the dissertation
Content Outline	1. Ways to draft the dissertation 2. Ways to edit the dissertation 3. Skills to proof reading the dissertation
Module 6 (Credit 1) Finalizing the Dissertation	
Learning Outcomes	After learning the module, learners will be able to: 1. Check Plagiarism 2. Complete and submit dissertation
Content Outline	1. Tools to check plagiarism 2. Completing dissertation & submitting

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Assignment on developing a research design

Module 2:

1. Discussion on constructing research questions

Module 3:

1. Assignment on developing tools for research

Module 4:

1. Presentation on data analyzed

Module 5:

1. Creating the rough draft of Dissertation

Module 6:

1. Submitting the Dissertation

References:

1. Bell, J. (1997) "Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science", Viva Books, New Delhi.
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
3. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioural Sciences, Amerind Publishing, New Delhi.
4. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi.
5. Holloway, I. (1997): Basic Concepts of Qualitative Research, Blackwell Science, London.
6. Kumar, A. (2002): Research Methodology in Social Sciences, Swarup and Sons, New Delhi.

Dissertation Assessment Template:

INTERNAL ASSESSMENT (25)			TOTAL Marks Obtained	
	Proposal (15)			
	Understanding of concept & Execution (10)			
TOTAL Marks		out		
of 25				
INTERNAL ASSESSMENT (25)	(A) General			
	Punctuality, Sincerity, Perseverance, Commitment, Attitude			
	TOTAL			Out of 15
	(B) Skills			
	Use of Resources, Literature, Use of Technology, Communication, Any other			
TOTAL		Out of 10		
TOTAL Marks (by the internal supervisor) out of 50				
		INTERNAL EXAMINER	EXTERNAL EXAMINER	
JOINT ASSESSMENT (100)	Dissertation (50)			
	Viva Voce (50)			
	TOTAL			
	TOTAL (Average of the two)			
OVERALL TOTAL (OUT OF 150)				

