



SNDT Women's University, Mumbai

**Undergraduate Degree / UG
Programme (Syllabus as Per NEP) -
Faculty of Science & Technology**

**Bachelor of Science
Home Science
(Human Development)**

B.Sc. In HS - HD

As Per NEP – 2020

Semester – V & VI

**Syllabus
(W.E.F. Academic Year 2026-27)**

Terminologies

Vertical	Full-Form/Definition	Remarks	Related To Major And Minor Courses
Major (Core)	Subject Comprising Mandatory and Elective Courses, Major Specific IKS, Vocational Skill Courses, Internship/ Apprenticeship, Field Projects, Research Projects Connected to Major	Minimum 50% Of Total Credits Corresponding to Three/Four - Year UG Degree- Mandatory Courses	Related To The Major
Minor Course	Course From Same Or Different Faculty	Minimum 18-20 Credits to Be Completed in The First Three Years of UG Programme	Related To the Minor
OEC	Open Elective Courses/ Generic Courses	10-12 Credits to Be Offered in I And/Or II Year. Faculty-Wise Baskets of OEC To Be Prepared	OEC Is to Be Chosen Compulsorily from Faculty Other Than That of the Major
VSC	Vocational Skill Courses, Including Hands On Training Corresponding To The Major And/Or Minor Subject	8-10 Credits, To Be Offered in First Three Years, Wherever Applicable Vocational Courses Will Include Skills Based on Advanced Laboratory Practical's of Major	Related To the Major or Minor
SEC	Skill Enhancement Courses	06 Credits, To Be Offered in I And II Year, To Be Selected from The Basket of Skill Courses Approved by University	Related To the Major or Minor Any Relevant Skill
AEC	Ability Enhancement Courses	08 Credits, To Be Offered in I And II Year, English: 04 Credits to Be Earned in Sem - I, Modern Indian Language Of 04 Credits to Be Offered in II Year	NA
VEC	Value Education Courses	Understanding India, Environmental Science/Education, Digital and Technological Solutions, Health &	NA

		Wellness, Yoga Education, Sports, And Fitness	
IKS	Indian Knowledge System	Generic IKS Course: Basic Knowledge Of The IKS To Be Offered At First Year Level	Major-Specific IKS Courses: Advanced Information About the Major, Part of the Major Credit to Be Offered at Second- Or Third-Year Level
OJT	On-Job Training (Internship / Apprenticeship)	Corresponding To the Major Subject	Related To The Major
FP	Field Projects	Corresponding To the Major Subject	Related To the Major
CC	Co-Curricular Courses	Health And Wellness, Yoga Education Sports, And Fitness, Cultural Activities, NSS/NCC And Fine/ Applied/Visual/ Performing Arts	NA
CE	Community Engagement and Service		Related To Major
RP	Research Project	Corresponding To the Major Subject	Related To Major

Programme Template

Degree		B Sc Home Science (Human Development)
Program		Human Development
Preamble (Brief Introduction to the program)		This curriculum creates a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavor. The program aims to prepare students for careers requiring global competencies and to develop skills required to work in international organizations. It provides the students with many opportunities, both to apply the theoretical knowledge and to develop a more in-depth understanding of important aspects of development during the whole life span.
Program Specific Outcomes (PSOs)		After completing this program, learner will
	1.	Develop varied skills for professional competencies.
	2.	Design community welfare programs for children, youth and elderly
	3.	Combine scientific temper, analytical, and critical thinking skills.
	4.	Make use of proficiencies and entrepreneurial skills for a wide variety of career opportunities.
	5.	Develop sensitivity regarding children with diverse needs.
	6.	Model skills for working as human development professionals in various settings
	7.	Translate skills for community participation and development.
Eligibility Criteria for Program		Must have passed Higher Secondary School Certificate (standard XII) examination with Minimum Competency based Vocational Courses (MCVC) conducted by the different Divisional Boards of the Maharashtra (or any other State) Board of Secondary and Higher Secondary Education.
Intake		30 Students

Structure with Course Titles**B.Sc. In Home Science - Human Development****Semester – V**

Sr. No.	Course	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester – V					
50130411	Contemporary Issues in Human Development (Th)	Major (Core)	4	100	50	50
50130412	Family Studies (Th)	Major (Core)	4	100	50	50
51030411	Applied Indian Wisdom for Personal Excellence (Th)	IKS (Major Specific)	2	50	0	50
50230411	Human Rights (Th)	Major (Elective) (Any One)	4	100	50	50
50230412	Parent & Community Development (Th)					
50330411	Adulthood & Aging (Th)	Minor Stream	4	100	50	50
50630401	Introduction to Centres for Human Development (Pr)	VSC-4	2	50	50	0
51330401	Field Projects in Human Development Centres- II (Pr)	FP	2	50	50	0
			22	550	300	250

Semester -VI

Sr. No.	Course	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester - VI					
60130411	Human Resource Development (Th)	Major (Core)	4	100	50	50
60130412	Assessments in Human Development (Th)	Major (Core)	4	100	50	50
60230411	Women's Rights & Development (Th)	Major (Elective) (Any One)	4	100	50	50
60230412	Recent Researches in Human Development (Th)					
60330411	Leadership & Program Management (Th)	Minor Stream	2	50	0	50
60330422	Team Building & Group Dynamics (Pr)	Minor Stream	4	100	50	50
61230421	Internship in Human Development Centres-II (Pr)	OJT	4	100	50	50
			22	550	250	300

Exit with Degree (3-year)

Course Syllabus

Semester – V

.5.1 Major (Core)

Course Titles	Contemporary Issues in Human Development
Course Credits	4 Credit's
Course Outcomes	After completing the course, learners will be able to
	1. Examine the impact of digitalization, globalization, and socio-cultural change on human development.
	2. Critically evaluate mental health, identity, and well-being issues in modern society.
	3. Assess gender, family, and intergenerational dynamics in changing social contexts
	4. Understand policy frameworks and intervention strategies addressing developmental concerns.
5. Develop research-oriented perspectives on current issues in human development	
Module 1.: Digitalization and Human Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the developmental implications of digital media use.
	2. Assess the positive and negative impacts of technology critically.
	3. Identify signs of digital dependency and online risk behaviours.
	4. Analyse digital self-concept formation among youth.
5. Design strategies for safe and balanced digital media use.	
Content Outline	<ul style="list-style-type: none">• Digital Childhood and Adolescence: Screen Time Trends, Digital natives vs digital immigrants. Online learning and cognitive development• Social Media and Identity Formation: Self-presentation theory, Body image and comparison culture, Influence of platforms such as Instagram and YouTube• Digital Addiction and Behavioral Concerns: Gaming disorder, Internet dependency, psychological effects• Cyber Risks and Safety and digital well-being: Cyber bullying, online grooming, privacy and digital printout, parental and school mediation
Module 2: Mental Health and Well-being Across the Lifespan	
Learning Outcomes	After learning the module, learners will be able to
	1. Describe major mental health concerns in children, adolescents, and adults.

	2. Analyze socio-cultural influences on mental health.
	3. Evaluate resilience-building strategies.
	4. Interpret behavioral indicators of psychological distress.
	5. Recommend preventive and promotive interventions
Content Outline	<ul style="list-style-type: none"> • Childhood and Adolescent Mental Health: Anxiety and depression, Academic stress and Peer pressure. • Young Adults and Identity Crisis: Career uncertainty, Relationship challenges and influence of Gig economy • Stress, Coping and Resilience: Coping models, Protective factors, Emotional intelligence • Emerging Disorders and psychological health program, Local psychological mental health programs
Module 3 (Credit1): Changing Family, Gender and Social Structures	
Learning Outcomes	After learning the module, learners will be able to
	1. Compare traditional and modern family systems.
	2. Analyze gender equality movements.
	3. Identify challenges in intergenerational relationships.
	4. Interpret mate selection trends across generations.
	5. Assess socio-economic pressures on families
Content Outline	<ul style="list-style-type: none"> • Changing Family Structures: Nuclear and single-parent families, Live-in relationships and Delayed marriage trends • Gender Identity and Equality: Feminist perspectives, LGBTQ+ inclusion and Gender fluidity • Mate Selection and Relationship Dynamics: Generational differences (Gen Y, Gen Z), Online dating culture and Role of apps like Tinder • Work-Life Balance and Parenting: Dual-career families, Parenting stress, Childcare policies • Aging and Intergenerational Relationships: Elder care challenges, Loneliness among elderly Intergenerational bonding programs.
Module 4 (Credit 1): Social Inequalities, Policy and Sustainable Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the impact of socio-economic disparities.
	2. Assess gender and caste-based inequalities.
	3. Interpret disability inclusion frameworks.

	4. Evaluate government schemes in India.
	5. Propose community-based intervention models.
Content Outline	<ul style="list-style-type: none"> • Poverty and Child Development: Malnutrition, Access to education, Urban vs rural disparities • Education and Inclusion: Inclusive education policies Rights of Persons with Disabilities Act (India) • Sustainable Development Goals: SDGs related to health, education and gender, Role of United Nations • Indian Policy Framework: National Education Policy 2020, ICDS, Child Protection Services

Assignment /Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1.

- Positive and negative impacts of digital technology on youth development- conduct brief survey
- Conduct awareness programs on signs of digital dependency and online risk behaviors such as cyberbullying, internet addiction, and oversharing of personal information
- Awareness program for digital well-being targeting students, parents, or teachers- develop leaflets

Module 2.

- Workshop on Coping, stress and resilience building activities
- Discuss the role of protective factors

Module 3.

- Discussions on Challenges of live-in relationships, and delayed marriage
- Discussions on Gender sensitivity, LGBTQ+ inclusion
- Strategies to Promote gender equality and supportive family environment

Module 4

- Explore and present Government initiatives on Integrated Child Development Services (ICDS) and Child Protection Services in improving child welfare

References

1. Berger, K. S. (2023). The developing person through the life span (12th ed.). New York, NY: Worth Publishers / Macmillan Learning.
2. Berk, L. E. (2018). Child development (9th ed.). Boston, MA: Pearson Education.
Berk, L. E. (2022). Development through the lifespan (8th ed.). Boston, MA: Pearson Education.
3. Kumar, N. (2023). Mental health and well-being: An Indian psychology perspective. New Delhi, India: Routledge India.
4. Nayar, U. S. (Ed.). (2012). Child and adolescent mental health. New Delhi, India: Sage Publications India.

5. Papalia, D. E., & Martorell, G. (2021). Human development (14th ed.). New York, NY: McGraw-Hill Education.
6. Prasad, B. D., Juvva, S., & Nayar, M. (Eds.). (2020). The contemporary Indian family: Transitions and diversity. New York: Routledge India.
7. Santrock, J. W. (2019). Life-span development (17th ed.). New York, NY: McGraw-Hill Education.

Semester – V

.5.2 Major (Core)

Course Titles	Family Studies (Th)
Course Credits	4 Credits'
Course Outcomes	After successful completion of the course, learners will be able to:
	1. Understand the concept, structure and functions of family as a social institution.
	2. Analyze family life cycle stages and theoretical perspectives related to family systems.
	3. Examine contemporary issues and challenges faced by families in India.
	4. Apply knowledge of family studies to strengthen family well-being through community resources and support systems.
Module 1 (Credit 1) Family as a Social Institution	
Learning Outcomes	After learning the module, learners will be able to:
	1. Define family and explain its characteristics.
	2. Differentiate between various types of family structures.
	3. Explain the basic functions of family in society.
	4. Analyze the influence of culture and values on family patterns.
Content Outline	<ul style="list-style-type: none"> • Concept and Meaning of Family – Definition, characteristics, importance of family as a social institution. • Changing Family Patterns in India – Joint, nuclear, extended, single headed, alternate family patterns- cohabitation, blended family • Functions of Family – Economic, emotional, reproductive, socialization, protection and recreational functions. • Cultural and Social Influences – Traditions, customs, caste, religion, and modernization impacting families.
Module 2 (Credit 1) Family Dynamics and Life Cycle	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain major theoretical approaches to family studies.
	2. Describe stages of the family life cycle.
	3. Understand roles and relationships within families.
	4. Analyze changing gender roles in contemporary families.
Content Outline	<ul style="list-style-type: none"> • Theoretical Perspectives on Family – Systems theory, ecological theory, developmental perspective. • Stages of Family Life Cycle with a multicultural perspective

	<ul style="list-style-type: none"> • Family Roles and Relationships –Role expectations, communication patterns, intergenerational bonds. • Changing Roles and Responsibilities in the family – role adjustments in contemporary families (egalitarian), changing role of spouses (traditional, flexible, egalitarian), Gender equality in family life, rise of dual-earner families.
Module 3 (Credit 1) Contemporary Issues and Challenges in Families	
Learning Outcomes	After learning the module, learners will be able to:
	1. Identify major challenges faced by families today.
	2. Explain the concept of family stress and coping.
	3. Discuss communication and conflict resolution strategies.
	4. Evaluate the impact of social change on family well-being.
Content Outline	<ul style="list-style-type: none"> • Family issues & crisis • Coping strategies- counselling, therapy, different ways of seeking help and legal aid • Communication and conflict management – effective communication skills, negotiation, problem-solving. • Impact of globalization and technology – social-media, digital influence on family relationships.
Module 4 (Credit 1) Family Welfare and Support Systems	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain the importance of family welfare programs.
	2. Identify community support services available for families.
	3. Analyze the role of counselling and guidance in strengthening families.
	4. Design strategies for promoting healthy family life.
Content Outline	<ul style="list-style-type: none"> • Family Welfare Programs in India – Government schemes for women, children and elderly. • Role of NGOs and Community Agencies – Support services and intervention programs. • Family Counselling – Objectives, types, role of counsellor. • Family Resource Management – Financial planning, time management, decision-making, and effective utilization of family resources.

Assignment /Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1: Family as a Social Institution

- Project on Types of family structures in India/ Functions of family in society/ Changing family patterns (joint and nuclear families)/ Influence of culture, caste and religion on family life

Module 2: Family Dynamics and Life Cycle

- Discussions/ Role Plays on Theoretical approaches to family studies/ Stages of family life cycle/ Family roles and relationships/ Communication patterns in family/ Changing gender roles and dual-earner families

Module 3: Contemporary Issues and Challenges in Families

- Role Play on Work–family balance and family stress/ Family crisis such as divorce, migration or illness/ Communication and conflict management in family/ Domestic violence, substance abuse or cyber bullying/ Impact of globalization and technology on families

Module 4: Family Welfare and Support Systems

- Presentations on Family welfare programs in India/ Role of NGOs and community support services/ Family counselling and guidance/ Family resource management (time, money and decision-making)/ Strategies for promoting healthy family life

References:

1. Agrawal, A. (Ed.). (2024). Family studies. Oxford University Press.
2. Bhatt, R., & Jadhav, S. (2018). Indian family: Sociological perspectives and challenges. Rawat Publications.
3. Chowdhury, A., Carson, D. K., & Carson, C. K. (Eds.). (2006). Family life education in India: Perspectives, challenges and applications. Rawat Publications.
4. Gokhale, S. (2019). Family welfare and child development in India. Himalaya Publishing House.
5. James, T. J., & Asay, S. M. (2020). Family resource management (4th ed.). SAGE Publications.
6. Lemme, B. H. (2005). Development in adulthood (4th ed.). Allyn & Bacon
7. Prasad, B. D., Juvva, S., & Nayar, M. (2020). The contemporary Indian family: Transitions and diversity. Routledge India.
8. White, J. M., Martin, T. F., & Adamsons, K. (2023). Family theories: An introduction (5th ed.). SAGE Publications.

Semester – V

.5.3 Indian Knowledge System (IKS) (Major Specific)

Course Titles	Applied Indian Wisdom for Personal Excellence (Th)
Course Credits	2 Credit's
Course Outcomes	After successful completion of the course, learners will be able to:
	1. Explain key concepts of Indian wisdom related to self and human conduct.
	2. Apply principles of mindfulness, emotional balance, and ethical values in daily life.
	3. Demonstrate responsible and disciplined behavior for personal excellence.
Module 1 (Credit 1) Foundations of Indian Wisdom and Self-Understanding	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain the basic concepts of Indian wisdom traditions such as dharma, karma, and the self.
	2. Describe the role of the mind, thoughts, and emotions in Indian philosophical perspectives.
	3. Recognize the relevance of Indian wisdom traditions in guiding personal values and everyday life.
Content Outline	<ul style="list-style-type: none">• Overview of Indian philosophical traditions• Concepts of Dharma, Karma, and the Self• Understanding the mind and emotions in Indian thought• Relevance of Indian wisdom in contemporary life
Module 2(Credit 1) Applying Indian Wisdom for Personal Excellence	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain the concept of a balanced and disciplined mind
	2. Apply ethical values such as truth, compassion, and self-discipline in personal and social life.
	3. Practice basic techniques of mindfulness, reflection, and positive thinking for personal well-being and excellence.
Content Outline	<ul style="list-style-type: none">• Concept of balanced mind• Karma yoga and responsible action• Ethical values: truth, compassion, self-discipline, and non-violence• Practices for self-reflection, mindfulness, and stress management

Assignment /Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Personal reflection activity: reflect on how indian wisdom traditions help in understanding thoughts, emotions, and self-awareness.
- Poster / presentation activity: prepare a poster or short presentation on "relevance of indian wisdom for modern youth."

Module 2

- Mindfulness practice report: practice a simple mindfulness or meditation exercise for 5–7 days and write a short report on your experience and its effect on your thoughts and emotions.
- Case study analysis: describe a situation where ethical values helped in making a good decision and explain it using principles of indian wisdom.

References

1. Behera, L., Bandyopadhyay, A., & Ramanath, G. (Eds.). (2026). Indian knowledge system and wellbeing. Springer.
2. Bansal, G. (2024). Indian knowledge system: Integrating heritage with engineering. Deep Science Publishing.
3. Oman, Z. U., & Akolkar, A. H. (Eds.). (2024). Sanskriti and science: perspectives on the indian knowledge system. Deep Science Publishing.
4. Rahman, Q., Ravichandran, S., & Kumar, T. M. P. (2023). Indian knowledge system. KD Publications.
5. Sahu, J., & Mittal, P. K. (2025). Indian knowledge system: foundations, heritage and contemporary relevance. Taneesha Publishing.

Semester – V

.5.4 A. Major (Elective)

Course Titles	Human Rights (Th)
Course Credits	4 Credit's
Course Outcomes	After successful completion of the course, learners will be able to:
	1. Explain the concept and evolution of Human Rights.
	2. Examine constitutional and legal frameworks for Human Rights protection.
	3. Analyze human rights issues of vulnerable and marginalized groups.
	4. Evaluate contemporary human rights challenges and advocacy mechanisms
Module 1 (Credit 1) Foundations and Evolution of Human Rights	
Learning Outcomes	After learning the module, learners will be able to:
	1. Define human rights and their characteristics.
	2. Describe the historical development of human rights.
	3. Identify key principles of human rights.
	4. Outline the significance of Human Rights in societ
Content Outline	<ul style="list-style-type: none"> • Meaning, nature and scope of human rights • Historical development – magna carta to udhr • Universal declaration of human rights (udhr) • Classification of human rights – civil, political, economic, social and cultural rights
Module 2 (Credit 1) Constitutional and Legal Framework of Human Rights in India	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain fundamental rights and duties in the indian constitution.
	2. Discuss directive principles of state policy.
	3. Examine the role of judiciary in human rights protection.
	4. Summarize the functions of nhrc and shrc.
Content Outline	<ul style="list-style-type: none"> • Fundamental rights and fundamental duties • Directive principles of state policy • Role of judiciary and public interest litigation (pil) • National human rights commission (nhrc) and state human rights commissions

Module 3 (Credit 1) Human Rights of Vulnerable and Marginalized Groups	
Learning Outcomes	After learning the module, learners will be able to:
	1. Describe rights of women and related laws.
	2. Explain child rights and protective legislations.
	3. Discuss rights of sc/st, minorities, elderly and persons with disabilities.
	4. Analyze issues related to gender equality and social justice
Content Outline	<ul style="list-style-type: none"> • Human rights of women – constitutional and legal safeguards • Child rights – national and international provisions • Rights of sc/st, minorities, persons with disabilities and elderly • Gender equality and social justice
Module 4 (Credit 1) International Perspectives and Contemporary Human Rights Issues	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain major international human rights instruments.
	2. Describe the role of the united nations in human rights protection.
	3. Assess contemporary human rights issues.
	4. Evaluate strategies for promotion and protection of human rights
Content Outline	<ul style="list-style-type: none"> • International covenants – iccpr, icescr, cedaw, crc • United nations and human rights council • Contemporary issues – environment, media, refugees, cyber rights • Human rights education and advocacy

Assignment /Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1: Foundations And Evolution Of Human Rights

- Meaning And Nature Of Human Rights
- Development Of Human Rights (Magna Carta To Udhr)
- Principles Of Human Rights
- Classification Of Human Rights
- Importance Of Human Rights In Society

Module 2: Constitutional And Legal Framework In India

- Fundamental Rights And Fundamental Duties
- Directive Principles Of State Policy
- Role Of Judiciary And Pil
- National Human Rights Commission (Nhrc)

- State Human Rights Commissions

Module 3: Human Rights Of Vulnerable Groups

- Rights Of Women
- Child Rights
- Rights Of Sc/St And Minorities
- Rights Of Persons With Disabilities And Elderly
- Gender Equality And Social Justice

Module 4: International And Contemporary Issues

- International Human Rights Conventions
- Role Of The United Nations
- Environmental Rights
- Media And Human Rights
- Cyber Rights And Digital Privacy

References

1. Agrawal, H. O. (2022). Human rights (24th ed.). Central Law Publications.
2. Basu, D. D. (2018). Introduction to the Constitution of India (23rd ed.). LexisNexis.
Kapoor, S. K. (2020). Human rights under international law and Indian law. Central Law Agency.
3. Mehta, P. L., & Sharma, N. (2019). Human rights under the Indian Constitution. Deep & Deep Publications.
4. South Asian Human Rights Documentation Centre. (2011). Introducing human rights. Oxford University Press.

Semester – V

.5.4 B. Major (Elective)

Course Titles	Parent and Community Development (Th)
Course Credits	4 Credit's
Course Outcomes	After successful completion of the course, learners will be able to:
	1. Analyze the role of parents and community in promoting holistic development
	2. Demonstrate knowledge of positive parenting techniques inclusive parenting practices, gender sensitivity and child rights in community settings
	3. Develop strategies to strengthen collaboration between schools, families, anganwadi centres and local communities for improved educational outcomes
	4. Design and implement community-based programs such as parent education workshops, awareness workshops, awareness campaign and outreach activities
	5. Develop communication, leadership documentation and program management skills relevant to careers in ngo's schools, icds and community development sectors.
Module 1(Credit 1) Parenthood and Community Education	
Learning Outcomes	After learning the module, learners will be able to –
	1. Develop insight into parenthood and childhood in modern society
	2. Device parent and community education
Content Outline	<ul style="list-style-type: none"> • Parenthood <ul style="list-style-type: none"> ○ Meaning definition ○ Parenting tasks ○ Competencies required for parenting ○ Changing concept of parenthood and childhood in modern society • Parent and Community Education <ul style="list-style-type: none"> ○ Concept, definition principles, objectives and needs, usage etc.
Module 2 (Credit 1) Parent Involvement and Techniques	
Learning Outcomes	After learning the module, learners will be able to –
	1. Analyse the importance of parent involvement in overall development of children
	2. Recognize their role in enhancing children's academic success

	and school readiness
	3. Apply various techniques of parent and community education
Content Outline	<ul style="list-style-type: none"> • Parent involvement- in decision making activities • Policy development and other activities • Involvement of fathers: need role importance of fathers in child development • Techniques of parent and community education <ul style="list-style-type: none"> ○ Home learning ○ Informal meeting, group and individual meetings ○ Parent and toy library ○ Parent's corner and workshop ○ Demonstration centres ○ Open house ○ Written and printed materials
Module 3 (Credit 1) Content of Parent and Community Education	
Learning Outcomes	After learning the module, learners will be able to –
	1. Apply positive disciplinary techniques in child rearing
	2. Participate actively in school activities and decision making.
Content Outline	<ul style="list-style-type: none"> • Content of parent and community education <ul style="list-style-type: none"> ○ Development, problems, needs and rights of children ○ Child rearing and disciplinary techniques: meaning concept impact ○ Socialization and parent beliefs in different socio-cultural settings ○ Importance of nutrition, hygiene, health and play for children, meaning and impact • Formulating curricula for parent and community education <ul style="list-style-type: none"> ○ Parent initiated curricula- need and assessment techniques ○ Expert oriented curricula: guidance and action oriented
Module 4(Credit 1) Contribution of Different Agencies and Community Centres in Parent and Community Education	
Learning Outcomes	After learning the module, learners will be able to –
	1. Understand the contribution of different agencies in community centers for parent education.
	2. Understand the role and importance of different training programs for parents.

Content Outline	<ul style="list-style-type: none"> • Contribution of different agencies and community centres in parent and community education • Family planning centres: concept, role support • Hospitals: concept, role support • Maternity and child welfare centres: concept role, support etc. • Schools: concept, role, support etc • Pta: concept, role, support etc. • Icds project: concept, role, support etc. • Contribution of various professionals in parent and community education • Training programs for young parents: concept types, needs etc. • Evaluation of various parent and community education programs.
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Assignment /Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1:

- Take case study write a detailed note on parenting preparations made by couples
- Study on family – parental involvement in cognitive, emotional and social development

Module 2:

- Study on family (urban/rural) identify parenting styles, strengths and challenges
- Prepare in detail a technique for community learning

Module 3:

- Plan and implement parent education program on your selected topic (group activity)
- Conduct a program for promoting children's rights in community

Module 4:

- Assignment on reviewing different government schemes
- Visit a pre-primary school, observe their parent education program and report.

References

1. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2018). School, family and community partnership: Your handbook for action (4th ed.). Corwin Press.
2. Lareau, A. (2003). Unequal childhoods: class, race and family life. University of California Press.
3. Clinton, H. (1996). It takes a village: and other lessons children teach us. Simon & Schuster
4. Sanders, M. R., & Morawska, A. (Eds.) (2018). Handbook of parenting and child development across the lifespan. Springer.

5. Campbell, D., & Palm, G. (Eds). (2016). Group parent education: promoting parent learning and support. SAGE Publications.
6. Laff, R., & Ruiz, W. (2019). Child, family, and community. College of the Canyons/Open Textbook Library.
7. Hong, S. (2020). Natural allies: hope and possibility in teacher-family partnerships. Harvard Education Press.

Semester – V

.5.5 Minor Stream

Course Titles	Adulthood and Ageing (Th)
Course Credits	4 Credit's
Course Outcomes	After completing the course, learners will be able to
	1. Interpret major theories and concepts related to adulthood and ageing
	2. Analyze physical, cognitive, emotional, and social changes in adult development.
	3. Evaluate mental health and well-being issues in adulthood and old age.
	4. Assess challenges of ageing populations in India and globally.
	5. Develop intervention strategies to promote healthy and active ageing.
Module 1.: Early Adulthood (20-40 Years)	
Learning Outcomes	After learning the module, learners will be able to
	1. Describe physical and cognitive maturity in early adulthood.
	2. Analyze career development and work transitions.
	3. Interpret theories of intimacy and relationships.
	4. Identify stressors and coping mechanisms among young adults.
	5. Evaluate the impact of socio-cultural changes on adulthood.
Content Outline	<ul style="list-style-type: none"> • Theoretical perspectives of early adulthood: developmental tasks (havighurst), psychosocial theory (erikson – intimacy vs isolation), emerging adulthood • Physical and cognitive development: peak physical performance, lifestyle diseases, post-formal thinking • Career development and work life: career choice models, work stress, gig economy and job instability • Marriage, intimacy and parenthood: mate selection trends dual-career marriages, parenting transitions • Contemporary challenges: digital dependency, delayed marriage, urban stress
Module 2: Middle Adulthood (40–60 Years)	
Learning Outcomes	After learning the module, learners will be able to
	1. Compare physical changes such as menopause and andropause.
	2. Analyze cognitive strengths and limitations in midlife.
	3. Interpret generativity vs stagnation.

	4. Identify caregiving stress (sandwich generation).
	5. Suggest strategies for midlife well-being.
Content Outline	<ul style="list-style-type: none"> Physical changes in midlife: hormonal changes, health risks, preventive healthcare Cognitive and emotional development: crystallized vs fluid intelligence, emotional regulation, life satisfaction Family and social relationships: parenting adolescents, empty nest syndrome, marital adjustment Midlife transitions: midlife crisis debate, role of resilience, social support systems
Module 3 (Credit1): Late Adulthood and Ageing (60+ Years)	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain primary and secondary ageing.
	2. Distinguish normal ageing from pathological conditions.
	3. Analyze psychosocial theories of ageing.
	4. Identify challenges of retirement and widowhood.
	5. Design interventions for active ageing
Content Outline	<ul style="list-style-type: none"> Biological ageing: cellular ageing, sensory decline, chronic illnesses Cognitive ageing: memory changes, dementia and alzheimer's disease, cognitive reserve Psychosocial theories of ageing: disengagement theory, activity theory, continuity theory Retirement and social adjustment and active ageing: financial security, social isolation and role of community groups. Lifelong learning. Intergenerational programs
Module 4 (Credit 1): Contemporary Issues and Policies in Ageing	
Learning Outcomes	After learning the module, learners will be able to
	1. Interpret demographic transition data.
	2. Evaluate indian ageing policies.
	3. Identify forms and causes of elder abuse.
	4. Assess institutional vs home-based care.
	5. Recommend policy and program improvements.
Content Outline	<ul style="list-style-type: none"> Demographic trends: global ageing population, indian census trends, feminization of ageing Policies and welfare programs: maintenance and welfare of parents and senior citizens act (india), national policy on older persons, role of helpline india

	<ul style="list-style-type: none"> • Elder abuse and neglect: types (physical, emotional, financial), prevention strategies, legal provisions • Quality of life and dignity: age-friendly cities (initiative by world health organization), social participation, digital inclusion for elderly • Institutional and community care: old age homes, assisted living, palliative care
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Workshops on peak physical performance in early adulthood and lifestyle diseases such as obesity, hypertension, and stress-related disorders.
- Develop guidelines for decision-making and personal growth during early adulthood.
- Note on post-formal thinking and adult thinking differs from adolescent thinking in terms of flexibility, practicality, and problem-solving.

Module 2

- Survey on health risks such as cardiovascular diseases, diabetes, and obesity, and explain the importance of preventive healthcare.
- Expert talk on emotional regulation, maturity, and coping skills in maintaining psychological well-being and life satisfaction during midlife.

Module 3

- Interview individual about quality of life, elder protection, and care systems in late adulthood
- Role of voluntary organizations

Module 4

- Measures for improving the effectiveness of elderly welfare policies
- Awareness on digital inclusion programs for older adults

References

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3. John C. Cavanaugh., & Fredda Blanchard-Fields. (2018). Adult development and aging (8th ed.). Boston, MA: Cengage Learning.
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6. Daniel J. Levinson. (1978). The seasons of a man's life. New York, NY: Knopf
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Semester – V

.5.6 Vocational Skill Courses (VSC-4)

Course Titles	Introduction To Centres For Human Development (Pr)
Course Credits	2 Credit's
Course Outcomes	After Completing The Course, Learners Will Be Able To
	1. Identify Different Human Development Centers And Their Functions
	2. Explain The Services Provided By Child And Community Welfare Institutions
	3. Develop Fieldwork And Documentation Kills
	4. Demonstrate Professional Behavior During Institutional Visits
	5. Analyze The Role Of Community Based Centers In Holistic Development
Module 1(Credit 1) Human Development Centre: Administration And Management	
Learning Outcomes	After Learning The Module, Learners Will Be Able To –
	1. Familiarize Students With Different Canters Working For Human Development.
	2. Understand The Structure Functioning And Services Of Various Developmental Institutions.
Content Outline	<ul style="list-style-type: none"> • Human Development Centre: Meaning, Need And Importance, Functions Of Centre • Functional Pre- Requisites For Human Development Centres • Administration In Human Development Centre • Resource Management And Effective Communication • Budgeting
Module 2(Credit 1) Centres For Human Development	
Learning Outcomes	After Learning The Module, Learners Will Be Able To –
	1. Develop Observational, Documentation, And Fieldwork Skills
	2. Build Professional Competencies Required For Working In Community-Based Settings
Content Outline	<ul style="list-style-type: none"> • Anganwadi Canters • Pre-Primary /Nursery Schools • Child Guidance Clinic • Ngo Working For Child/ Community Development • Special Education Centre

Assignment /Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1

- Visit to anganwadi center and interaction with worker: study role of anganwadi worker, supplementary services preschool education, record maintenance
- Visit to pre-primary /nursery school (private): study and report on curriculum and daily schedule, teaching learning methods, classroom management, parent involvement practices
- Presentation in class with ppt and photographs

Module 2

- Visit and case study of child guidance clinic: report services provided, role of psychologist and social worker, case handling procedure
- Ngo working for child/community development: objectives and programs, community outreach activities and funding and management.
- Special education centre: types of disabilities served, individualized education plan, inclusive education practices
- Presentation in class with ppt and photographs

References

1. Bronfenbrenner, U. (1979). *The ecology of human development: experiments by nature and design*. Harvard University Press
2. Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.
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Semester – V

.5.7 Field projects (FP)

Course Titles	Field Projects In Human Development Centres - II
Course Credits	2 Credit's
Course Outcomes	After Going Through The Course, Learners Will Be Able To
	1. Identify And Describe The Services Provided By Various Human Development Centres.
	2. Observe And Analyze Activities Conducted For Children And Families.
	3. Demonstrate Basic Skills In Documentation And Field Reporting.
	4. Reflect On Field Experiences And Their Relevance To Human Development Studies.
Module 1 (Credit 1) Orientation To Human Development Centres	
Learning Outcomes	After Learning The Module, Learners Will Be Able To –
	1. Explain The Concept And Scope Of Human Development Centres And Their Role In Supporting Children, Families, And Communities.
	2. Identify Different Types Of Centres Such As Early Childhood Centres, Community Development Centres, And Programs Like Integrated Child Development Services.
	3. Describe The Objectives, Services, And Activities Conducted In Human Development Centres.
	4. Demonstrate Awareness Of Ethical Practices And Appropriate Behavior During Field Visits And Interactions.
Content Outline	<ul style="list-style-type: none">• Meaning And Scope Of Human Development Centres• Types Of Centres (Early Childhood Centres, Community Centres, Ngos, Old Age Homes, Recreational Centres)• Objectives And Services Of These Centres• Ethical Considerations In Field Work• Preparation For Field Visits
Module 2 (Credit 1) Field Project And Documentation	
Learning Outcomes	After Learning The Module, Learners Will Be Able To –
	1. Conduct Field Visits To Human Development Centres
	2. Observe And Record Activities, Programs, And Services Provided For Children And Families.
	3. Interact Appropriately With Staff Members And Beneficiaries To Understand The Functioning Of The Centre.
	4. Prepare A Structured Field Report Based On Observations,

	Interactions, And Reflections From The Field Experience.
Content Outline	<ul style="list-style-type: none"> • Field Visits To Selected Human Development Centres • Observation Of Activities And Programs • Interaction With Staff And Beneficiaries • Recording Observations And Maintaining Field Notes • Preparation Of Field Project Report

Assignment /Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1

- visit to any 1 centre
 - observation of daily activities conducted for children
 - interview with teachers or workers about programs and services
 - preparation of a brief field report
- ethics in field work: write a short reflection on the ethical considerations and appropriate behavior students should follow during field visits.
- preparation for field visit: prepare a checklist of points to observe during a visit to a human development centre (e.g., facilities, activities, staff roles, services **provided**).

Module 2

- field observation report: visit a human development centre and prepare a short report describing the daily activities and services provided.
- activity observation: observe any one activity conducted for children (e.g., storytelling, nutrition program, play activity) and write a brief report explaining its purpose and benefits.
- interview assignment: conduct a short interview with a teacher/anganwadi worker to understand the objectives and functioning of the centre. summarize the responses in a report.
- field diary: maintain a field diary for the visit recording observations, experiences, and reflections about the centre and its programs.
- field project report: prepare a structured report describing the centre visited, services offered, activities conducted, and your reflections on its role in promoting child and community development.

References

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2. Cozby, P. C., & Bates, S. (2018). Methods in behavioural research (13th ed.). McGraw-Hill Education

3. Papalia, D. E., & Martorell, G. (2021). Experience human development (14th ed.). McGraw-Hill Education
4. Santrock, J. W. (2020). Child development (14th ed.). McGraw-Hill

Course Syllabus

Semester – VI

.6.1 Major (Core)

Course Titles	Human Resource Development (Th)
Course Credits	4 Credit's
Course Outcomes	After Going Through The Course, Learners Will Be Able To-
	1. Explain The Concept, Objectives, And Significance Of Human Resource Development.
	2. Synthesise HRD Mechanisms, Role Of HRD In Improving Organizational Effectiveness.
	3. Evaluate HRD Strategies For Employee Development And Organizational Growth.
	4. Apply Knowledge Of HRD And HD In The Professional Field
Module 1(Credit 1) Introduction To Human Resource Development	
Learning Outcomes	After Learning The Module, Learners Will Be Able To-
	1. Explain The Meaning And Nature Of Human Resource Development (HRD).
	2. Analyze The Objectives And Importance Of HRD In Organizations.
	3. Evaluate The Role Of HRD In Employee And Organizational Development
Content Outline	<ul style="list-style-type: none">• Introduction To HRD -Concept, Scope, Significance, Goals, Functions, And Techniques Of HRD• HRD Mechanism- Human Resource Planning- Process Of HR Planning, Benefits Of HR Planning, Problems And Issues Related To HR Planning.• Understanding HD And HRD- Concept Of Human Development And HRD, Relevance Of HD & HRD In The Current Context Of The Professional World
Module 2(Credit 1) HRD Strategies And Policies	
Learning Outcomes	After Learning The Module, Learners Will Be Able To -
	1. Design Training Programs For Employees
	2. Create Advertising /Classified For Job Recruitment
	3. Plan An Induction Program For New Employees
	4. Construct A Mentoring Format And Plan Topics For Mentoring
Content Outline	<ul style="list-style-type: none">• Motivational Aspects Of HRD: Objectives, Techniques, Maslow's Theory, And Motivation• Recruitment, Selection And Induction: Job Design, Drawing Up

	<p>Job Description; Advertising, Short Listing, Interviews, The Induction Process</p> <ul style="list-style-type: none"> • Groups And Teams: Group Dynamics; Leadership, Communication, Group Norms • Coaching And Mentoring: Meaning And Objectives Of Mentoring, Types Of Mentoring, Roles And Responsibilities Of The Mentor
Module 3(Credit 1) HRD In Different Sectors	
Learning Outcomes	After Learning The Module, Learners Will Be Able To -
	1. Explain The Functions Of HRD In Various Setups
	2. Design Programs And Sessions For Professionals From Different Organizational Setups/Sectors
Content Outline	<ul style="list-style-type: none"> • HRD In The Education Sector-Schools, Colleges, Universities • HRD In The Service Industry-Banking, Retail, Insurance • HRD In The Health Sector-Hospitals, Pharma
Module 4(Credit 1) HRD In The Modern Workplace	
Learning Outcomes	After Learning The Module, Learners Will Be Able To-
	1. Analyze HRD Challenges In Contemporary Organizations.
	2. Explain HRD In The Digital And Global Workplace.
	3. Identify Ethical And Social Issues In HRD.
	4. Identify And Manage Grievances In The Organization
	5. Formulate Training Workshops On Various Life Skills
Content Outline	<ul style="list-style-type: none"> • HRD In Global Organizations, HRD And Organizational Culture, Technology And HRD (E-Learning, Digital Training), Quality Management Organizational Development, QWL (Quality Of Work Life), Total Quality Management • Human Relations And HRD: Human Relations Training-Soft Skills, Life Skills, Leadership Skills, Conflict Management, Handling Grievances In An Organization, Maintaining Discipline • Values And Ethics In HRD: Organizational Values, Managerial Values And Ethics, Developing Ethics In Employees In The Field Of HD/ECE

Assignments/Activities Towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Prepare a case study of hr practices in an indian company

Module 2

- Design advertising for recruitment
- Make job descriptions for centres

- Plan an induction program for new employees
- Design mentoring format and plan topics
- Conduct a small survey on employee motivation among 5 people

Module 3

- Plan team-building activities for ECE /HD setups
- Plan training workshops on various skills
- Plan mentoring topics for the group and individuals
- Case study of any organization to study career growth and planning

Module 4

- Evaluate quality services and quality management in different organizations
- Identify conflict management skills and present a report
- Role play on conflict resolution
- Write a report on the impact of technology on employee training
- Case study on work-life balance in organizations

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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. Armstrong, M. (2020). Armstrong's Handbook Of Human Resource Management Practice (15th Ed.). Kogan Page.
4. Arya, P P And Tandon, B B (1998): "Human Resource Development". Deep And Deep Publication: New Delhi
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6. Subba Rao, P. (2002). Personnel And Human Resource Management, Himalaya Publishing House.
7. Rao, T. V. (2014). Human Resource Development: Experiences, Interventions, Strategies. Sage Publications India.

Semester – VI

.6.2 Major (Core)

Course Titles	Assessment in Human Development (Th)
Course Credits	4 Credit's
Course Outcomes	After completing the course, learners will be able to
	1. Evaluate the principles and purposes of assessment in human development.
	2. Differentiate between various types of developmental and psychological assessments.
	3. Analyze psychometric properties such as reliability, validity, and standardization.
	4. Apply appropriate assessment tools across different age groups.
	5. Interpret assessment results and prepare professional reports.
Module 1 (Credit 1): Foundations of Assessment in Human Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Define and explain core concepts in assessment.
	2. Distinguish formal and informal assessment tools.
	3. Interpret reliability and validity indices.
	4. Classify assessment tools based on purpose.
	5. Apply ethical principles in developmental assessment.
Content Outline	<ul style="list-style-type: none"> • Concept and Scope of Assessment: Meaning of measurement, assessment, and evaluation, historical development of testing, role of assessment in human development. • Psychometric Foundations: Reliability (test-retest, internal consistency), validity (content, construct, criterion), standardization and norms. • Methods of Assessment: Observation, interview, rating scales and checklists, case study method. • Ethical and Cultural Issues: Informed consent, confidentiality, bias in testing, cultural sensitivity.
Module 2 (Credit 1): Assessment in Childhood and Adolescence	
Learning Outcomes	After learning the module, learners will be able to
	1. Interpret child development screening tools.
	2. Explain intelligence and aptitude testing procedures.
	3. Identify behavioral concerns using rating scales.
	4. Analyze academic assessment methods.
	5. Prepare structured observation schedules.

Content Outline	<ul style="list-style-type: none"> • Developmental Screening: Milestone checklists, early identification of delays, use of developmental profiles. • Emotional and Behavioral Assessment: Behavior rating scales, ADHD screening, emotional maturity scales. • Play and Projective Techniques: Play-based assessment, drawing tests, Thematic Apperception Test (TAT). • Academic and Learning Assessment: Achievement tests, learning disability screening, school readiness assessment. • Intelligence and Cognitive Assessment: Binet scales, Wechsler scales, multiple intelligence perspective.
Module 3 (Credit 1): Assessment in Adulthood and Ageing	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Interpret personality inventories. 2. Analyze mental health screening tools. 3. Conduct basic vocational assessment. 4. Assess family functioning. 5. Identify early signs of cognitive impairment.
Content Outline	<ul style="list-style-type: none"> • Personality Assessment: Objective tests, projective techniques, use of Minnesota Multiphasic Personality Inventory. • Family and Relationship Assessment: Family Environment Scale, marital adjustment scales, parenting stress index. • Assessment in Ageing: Memory screening tests, Mini-Mental State Examination, quality of life scales. • Vocational and Career Assessment: Interest inventories, aptitude tests, career maturity scales. • Mental Health Assessment: Depression scales, anxiety inventories, stress assessment tools.
Module 4 (Credit 1): Applied Assessment and Report Writing	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate proper test administration procedures. 2. Interpret results using norms. 3. Prepare structured assessment reports. 4. Integrate observational and test findings. 5. Construct simple rating scales and checklists.
Content Outline	<ul style="list-style-type: none"> • Test Administration Procedures: Rapport building, testing environment, recording responses. • Scoring and Interpretation: Raw scores and standard scores, percentiles and stanines, profile analysis.

	<ul style="list-style-type: none"> • Report Writing: Structure of assessment report, strength-based reporting, recommendations and intervention planning. • Contemporary Trends in Assessment: Online assessment platforms, AI-based assessment tools.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1.

- Workshop on standardization, fairness and accuracy in psychological testing.
- Note on different areas of Assessment during middle adulthood
- Psychometric properties

Module 2.

- Checklist for milestones and developmental delays.
- Workshop on Identification behavioral problems
- Develop Strategies that teachers and parents can use for monitoring developmental progress in children

Module 3.

- Assignment on projective techniques for personality assessment.
- Develop checklist to assess family functioning and relationships
- Expert talk on psychological problems and Interventions

Module 4.

- Tips for Administration and Scoring Procedures in Psychological Assessment
- Structure for psychological assessment reports.

References

1. N. C. Rawat. (2006). *Psychological assessment*. New Delhi, India: MD Publications.
2. Anastasi Anne., & Susana Urbina. (Indian ed.). (2007). *Psychological testing*. New Delhi, India: Pearson Education India.
3. Smriti Bhatnagar. (2010). *Psychological testing and assessment*. New Delhi, India: Global Vision Publishing House.
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5. Anne Anastasi., & Susana Urbina. (1997). *Psychological testing* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Semester – VI

.6.3 A. Major (Elective)

Course Titles	Women’s Rights and Development (Th)
Course Credits	4 Credit’s
Course Outcomes	After going through the course, learners will be able to
	1. Develop an understanding of the historical evolution of women’s rights.
	2. Critically examine gender inequalities in social, economic, and political spheres.
	3. Analyze policies, legal frameworks, and development programs related to women.
	4. Promote gender-sensitive perspectives in research, policy, and practice.
Module 1 (Credit 1): Foundations of Women’s Rights and Gender Studies	
Learning Outcomes	After learning the module, learners will be able to
	1. Differentiate between sex and gender from a sociological perspective.
	2. Explain major feminist theories and their contributions.
	3. Trace the evolution of women’s movements in India and globally.
	4. Interpret women’s rights within the broader human rights framework.
Content Outline	<ul style="list-style-type: none"> • Concepts: Sex vs gender, gender roles, gender socialization. • Feminism: Liberal, radical, socialist, eco-feminism. • Gender inequality and patriarchy. • Women’s movements in India and globally. • Human rights and women’s rights framework.
Module 2 (Credit 1): Legal Frameworks and Constitutional Provisions	
Learning Outcomes	After learning the module, learners will be able to
	1. Describe constitutional safeguards for women in India.
	2. Examine major laws addressing violence and discrimination.
	3. Analyze the role of international conventions like CEDAW.
	4. Evaluate the effectiveness of institutional mechanisms protecting women’s rights.
	5. Develop legal awareness regarding gender justice.
Content Outline	<ul style="list-style-type: none"> • Constitutional provisions for women in India.

	<ul style="list-style-type: none"> • Key legislations: <ul style="list-style-type: none"> ○ The Protection of Women from Domestic Violence Act, 2005, ○ Dowry Prohibition Act, 1961, ○ Sexual Harassment of Women at Workplace Act, 2013, ○ Maternity Benefit Act. • International conventions: <ul style="list-style-type: none"> ○ United Nations, ○ Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). • Role of National and State Commissions for Women.
Module 3 (Credit 1): Women and Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the relationship between gender and development.
	2. Examine women’s participation in economic activities.
	3. Assess the impact of education and health on women’s empowerment.
	4. Evaluate development programs aimed at women’s empowerment.
Content Outline	<ul style="list-style-type: none"> • Women in economic development: workforce participation, wage gap. • Gender budgeting. • Women and education. • Women and health (reproductive health, maternal health). • Women’s role in rural and urban development. • Self-Help Groups (SHGs) and microfinance.
Module 4 (Credit 1): Contemporary Issues	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify contemporary challenges faced by women.
	2. Critically analyze media portrayal of women.
	3. Assess women’s role in political leadership and governance.
	4. Understand SDG 5 (Gender Equality) framework.
Content Outline	<ul style="list-style-type: none"> • Gender-based violence. • Media representation of women. • Political participation and leadership. • Women and technology / digital divide.

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|--|--|
| | <ul style="list-style-type: none">• Sustainable Development Goals (SDGs) and gender equality |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- **Module 1**
 - Observe and list examples of gender roles in family, school, media, or workplace.
 - Identify at least 5 gender stereotypes.
 - Suggest ways to reduce gender stereotyping.
- **Module 2**
 - Case Study: Awareness of Women's Legal Rights.
 - Choose one law (Domestic Violence Act / Dowry Prohibition Act / Sexual Harassment Act / Maternity Benefit Act).
 - Explain the main features of the law.
 - Present one real or hypothetical case example.
 - Discuss how the law protects women.
- **Module 3**
 - Field-Based / Survey on Women and Employment.
 - Interview 3–5 working women (formal or informal sector).
 - Ask about challenges faced at the workplace.
 - Analyze how education and family support influence their work.
 - Provide suggestions for improvement.
- **Module 4**
 - Group discussion on Sustainable Development Goal 5 (Gender Equality).
 - Poster making on Women Empowerment.
 - Debate on "Is Gender Equality Achieved in India?"
 - Documentary review on women's rights.
 - Role of education in women empowerment.

References

1. Aribam, A., & Satyawali, A. (2025). *We, the Women of India*. Hachette India.
2. Government of India. (2013). *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*. Ministry of Law and Justice. <https://legislative.gov.in>
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5. Upadhyaya, A. S., Kolås, Å., & Connolly, E. (Eds.). (2024). *Women's Empowerment in India: From Rights to Agency*. Routledge India.
6. National Commission for Women. (2023). *Annual report 2022–23*. Government of India. <https://ncw.nic.in>

Semester – VI

.6.3 B. Major (Elective)

Course Titles	Recent Researches in Human Development (Th)
Course Credits	4 Credit's
Course Outcomes	After completing the course, learners will be able to
	1. Identify appropriate research designs for developmental questions.
	2. Compare strengths and limitations of research methodologies.
	3. Synthesize ethical procedures for sample selection.
	4. Summarize key findings on early cognitive development.
Module 1: Research Methods and Designs in Human Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Select appropriate research designs for addressing developmental questions.
	2. Evaluate the strengths and limitations of different research methodologies.
	3. Formulate ethical procedures for sample selection.
	4. Assess the psychometric properties of research instruments.
	5. Critique research proposals with clear and reasoned justification.
Content Outline	<ul style="list-style-type: none"> • Introduction to Research in Human Development: Nature, historical evolution, recent trends in developmental studies. • Quantitative Research Designs: Experimental and quasi-experimental, cross-sectional vs longitudinal, correlational research. • Qualitative and Mixed-Methods Research: Phenomenology, grounded theory, combining methods. • Sampling: Probability vs non-probability sampling, scale development, reliability and validity. • Ethical Issues in Research: Informed consent, privacy and confidentiality, risks and protections.
Module 2: Recent Research in Childhood and Adolescence	
Learning Outcomes	After learning the module, learners will be able to
	1. Summarize key findings on early cognitive development.
	2. Evaluate effectiveness of school-based interventions.
	3. Interpret research on adolescent mental health.
	4. Identify research-based factors contributing to resilience.
	5. Propose applications of research to practice.

Content Outline	<ul style="list-style-type: none"> • Cognition and Learning in Childhood: Neuro-developmental studies, language and literacy acquisition studies. • Social and Emotional Development: Attachment and peer relations, emotional regulation studies. • Educational Interventions: Early childhood programs, classroom innovation studies. • Risk, Protective Factors, and Resilience: Primary studies and developmental pathways. • Behavioral and Mental Health Research: ADHD, anxiety, and mood disorders.
Module 3: Recent Research in Adulthood and Ageing	
Learning Outcomes	After learning the module, learners will be able to
	1. Compare research on midlife identity shifts.
	2. Interpret findings on vocational well-being.
	3. Distinguish normal vs pathological ageing research.
	4. Analyze support systems for older adults.
Content Outline	5. Evaluate intervention effectiveness for ageing issues.
	<ul style="list-style-type: none"> • Marriage and Family Transitions: Research-based understanding of midlife shifts.
	<ul style="list-style-type: none"> • Work, Career and Well-being: Job satisfaction research, work-life balance studies.
	<ul style="list-style-type: none"> • Cognitive and Emotional Ageing: Memory and attention studies, positive ageing research.
	<ul style="list-style-type: none"> • Social Support and Quality of Life: Community engagement, intergenerational bonds.
Module 4: Contemporary Issues and Future Directions in Human Development Research	
Learning Outcomes	After learning the module, learners will be able to
	1. Critique studies on digital impact across ages.
	2. Identify gaps in research on marginalized populations.
	3. Interpret research on socio-economic influences.
	4. Propose future research questions.
Content Outline	5. Communicate research synthesis effectively.
	<ul style="list-style-type: none"> • Technology, Media and Development: Digital learning research and screen time effects. • Diversity, Equity and Inclusion: Caste, class, gender, and

	<p>disability research.</p> <ul style="list-style-type: none"> • Health, Nutrition and Social Determinants: Public health and child development, women’s health research. • Globalization and Cultural Contexts: Migration studies, cross-cultural comparisons. • Emerging and Future Research Trends: Role of AI in developmental research.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1

- Written assignment on nature and scope of research in human development.
- Assignment on developmental areas of research.

Module 2

- Presentation of research reviews on attachment and emotion regulation.

Module 3

- Discussions on research-based causes of anxiety and mood disorders.
- Area of action research for elderly population.

Module 4

- Create pool of questions studying screen time and its effects on development.
- Conduct case studies on gender and caste discrimination.
- Arrange expert talk on role of AI in developmental research.

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1. Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Delhi, India: New Age International Publishers.
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Semester – VI

.6.4 Minor Stream

Course Titles	Leadership & Program Management (Th)
Course Credits	2 Credit's
Course Outcomes	After completing the course, learners will be able to
	1. Critically examine diverse leadership theories and their practical application within the context of human development organizations.
	2. Demonstrate enhanced self-awareness and emotional intelligence to manage personal leadership styles, time, and ethical decision-making.
	3. Design and evaluate comprehensive program life cycles, including goal setting, resource allocation, and strategic alignment with organizational objectives.
	4. Apply conflict resolution techniques and inclusive leadership practices to foster collaboration within diverse multidisciplinary teams.
	5. Formulate strategies for organizational change and innovation, addressing resistance and leading transition in rapidly evolving social sector settings.
Module 1 (Credit 1): Leadership Foundation in Human Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the concept and theories of leadership in human development.
	2. Orient with different leadership styles and analyze their relevance in human development.
	3. Demonstrate self-awareness and emotional intelligence as essential qualities of effective leadership.
	4. Exhibit ethical values, responsibility, and professional conduct while working with children, families, and communities.
Content Outline	<ul style="list-style-type: none"> • Theoretical Paradigms: Transformational, servant, situational, and authentic leadership. • Self-Discovery and Mastery: Self-awareness through feedback, DISC, Myers-Briggs to identify personal leadership styles and blind spots. • Emotional Intelligence: Developing self-regulation, empathy, social skills critical for human-centric environments. • Ethics and Values: Core principles in decision-making and ethical leadership.
Module 2 (Credit 1): Program Management & Organizational Strategy	

Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the principles and concepts of program management in human development.
	2. Develop program plans in alignment with organizational goals.
	3. Demonstrate skills in handling change and resistance leading to organizational transformation.
	4. Analyze data scientifically and interpret outcomes for application.
Content Outline	<ul style="list-style-type: none"> • Project Planning & Delegation: Principles, SMART goal-setting techniques, defining authority boundaries, effective task delegation. • Strategic Alignment: Aligning program goals with organizational goals. • Change Management: Understanding change psychology, meaning of resistance, leading organizational transformation. • Data Organization: Using statistics and data management.

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1

- Identify and analyze your own leadership style using a self-assessment tool and write a reflective report.
- SWOT analysis of self as a leader.
- Maintain a weekly journal on leadership experiences during group work or field experiences.

Module 2

- Visit an NGO / School / ICDS center and draw organizational hierarchy and explain roles of each.
- Prepare a complete project proposal using a given format.

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Semester – VI

.6.5 Minor Stream

Course Titles	Team Building & Group Dynamics (Pr)
Course Credits	4 Credit's
Course Outcomes	After completing the course, learners will be able to:
	1. Explain basic concepts of group dynamics
	2. Demonstrate effective communication in teams
	3. Apply conflict resolution strategies
	4. Reflect on personal roles and growth in teams
Module 1 (Credit 1) Self & Group Awareness	
Learning Outcomes	After learning the module, learners will be able to:
	1. Identify own strengths, weaknesses, and personal attributes in group setting
	2. Recognize different roles individuals play within a group (e.g. Leader, facilitator, participant)
Content Outline	<ul style="list-style-type: none">• Ice-breakers and group formation activities• Self-assessment (strengths, roles in groups)• Reflection exercises
Module 2 (Credit 1) Communication Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1. Demonstrate effective verbal and non-verbal communication in group interactions
	2. Assess appropriate communication strategies to build trust and cooperation
Content Outline	<ul style="list-style-type: none">• Active listening and feedback exercises• Non-verbal communication activities• Trust-building games
Module 3 (Credit 1) Team Building And Collaboration	
Learning Outcomes	After learning the module, learners will be able to:
	1. Collaborate effectively to achieve common group goals
	2. Demonstrate problem-solving and decision-making skills in team situations
Content Outline	<ul style="list-style-type: none">• Group problem-solving tasks• Cooperative learning activities• Simulation and role play

	<ul style="list-style-type: none"> • SWOT Analysis of Team Performance
Module 4 (Credit 1) Leadership & Conflict Management	
Learning Outcomes	After learning the module, learners will be able to:
	1. Apply conflict resolution strategies in group situations
	2. Reflect on leadership roles and interpersonal effectiveness
Content Outline	<ul style="list-style-type: none"> • Leadership role activities • Conflict resolution simulations • Decision-making exercises

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1:

- Conduct and document a team-building activity
- Group task with peer evaluation
- Observation notes

Reflection diary

Module 2:

- Conflict resolution role play
- Reflective Journal on Self-awareness, Lifelong Learning

Module 3:

- Team evaluation sheets
- Simulation and role play
- SWOT Analysis of Team Performance

Module 4:

- Role Play on Conflict Management, Communication
- Decision-making exercises

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Semester – VI

.6.6 On-Job Training (OJT)

Course Titles	Internship in Human Development Centres - II
Course Credits	4 Credit's
Course Outcomes	After completing the course, learners will be able to
	1. Apply theoretical knowledge of Human Development in diverse field settings.
	2. Demonstrate professional competencies required in child and family service institutions.
	3. Design and implement need-based interventions in real-life contexts.
	4. Evaluate institutional functioning and reflect on professional growth.
Module 1 (Credit 1): Orientation to Human Development Centres	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify various Human Development Centres.
	2. Describe the structure and functioning of the selected centre.
	3. Explain roles and responsibilities of professionals.
	4. Demonstrate professional ethics and work discipline.
Content Outline	<ul style="list-style-type: none"> • OJT can be completed in any of the following centres: <ul style="list-style-type: none"> ○ Preschools / Nursery Schools. ○ Day Care Centres / Creches. ○ NGOs working with children, adolescents, adults, women and elderly. ○ Organizations working with marginalized sectors. ○ Family Counselling Centres. ○ Special Schools. ○ Early Intervention Centres. ○ Child Care and Guidance Clinics. ○ Content Development Units (educational media). ○ Curriculum Development Centres. ○ Toy / Game Design and Development Units. ✓ Organizational Structure and Administration: Students are expected to understand the vision, mission and objectives of the organization. They should familiarize themselves with the staff pattern, roles and responsibilities, and observe the procedures followed for record maintenance

	<p>and documentation.</p> <ul style="list-style-type: none"> ✓ Professional Ethics and Code of Conduct: Students must maintain confidentiality of all records and client information. They are required to demonstrate responsibility, punctuality and discipline, and exhibit effective teamwork and communication skills while interacting with staff, children, families and other stakeholders. ✓ Observation Methods: Students should apply appropriate observation techniques such as anecdotal records, checklists and running records. Observations must be accurate, objective and systematically recorded under the guidance of the supervisor.
Module 2 (Credit 1): Planning and Execution of Activities	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify the organizational structure, vision, mission and services of various centres.
	2. Explain professional ethics, roles and responsibilities within institutional settings.
	3. Apply appropriate observation and documentation techniques in real-life settings.
	4. Design need-based activities and develop relevant Teaching Learning Materials (TLM).
5. Evaluate field experiences through reflective reporting and professional documentation.	
Content Outline	<ul style="list-style-type: none"> • Week 1: Orientation and Observation Students will undergo orientation to the centre (Preschool, Daycare/Creche, NGO, Special School, Early Intervention Centre, Counselling Centre, Curriculum/Content Unit or Toy/Game Development Unit). They will observe developmental domains (physical, cognitive, language and socio-emotional), behavior patterns and interaction processes, and maintain systematic documentation using appropriate observation tools. • Week 2: Assisted Participation Students will assist in teaching-learning activities, care routines (in daycare/creche settings), therapy or intervention support (in special and early intervention centres), and community outreach programs (in NGOs). Reflective documentation of experiences will be maintained. • Week 3: Planning and Preparation Students will plan need-based activities based on observations and prepare Teaching Learning Materials (TLM), low-cost educational aids, curriculum content/modules, or toy/game

	<p>prototypes as relevant to the centre.</p> <ul style="list-style-type: none"> • Week 4: Execution and Interaction Students will conduct planned activities under supervision, participate in parent meetings and awareness programs, engage in community interaction where applicable, and complete final documentation and report submission.
Module 3 (Credit 1): Need-Based Project / Special Activity (any one activity)	
Learning Outcomes	After learning the module, learners will be able to
	1. Assess the needs of the target group.
	2. Design a need-based intervention or project.
	3. Implement a special activity effectively.
	4. Evaluate outcomes of the intervention.
Content Outline	<ul style="list-style-type: none"> • Need Assessment: Conducting a simple survey, interview schedules, checklist for institutional needs. • Special Project / Activity (Any One): Development of a teaching module, designing a toy/game prototype, organizing a parent workshop, conducting awareness program, preparing behavior modification plan, developing curriculum content, designing resource material for marginalized groups. • Implementation of the Project: Planning objectives, execution strategy, resource utilization. • Evaluation and Reporting: Feedback collection, outcome assessment, reflection and suggestions.
Module 4 (Credit 1): Documentation, Evaluation and Reporting	
Learning Outcomes	After learning the module, learners will be able to
	1. Compile systematic internship records.
	2. Analyze institutional functioning.
	3. Prepare a comprehensive internship report.
	4. Present work professionally through viva voce.
Content Outline	<ul style="list-style-type: none"> • Internship Documentation: Daily diary, case study (one child / beneficiary / family), activity file. • Institutional Evaluation: Infrastructure, curriculum/program followed, strengths and limitations (SWOT analysis). • Report Writing: Introduction to centre, objectives of internship, work undertaken, special project details, learning outcomes, suggestions. • Presentation and Viva Preparation: Reflective learning, professional presentation skills.

- **Internal Assessment – 50 Marks**
 - Internship Diary – 10 Marks
 - Activity File / TLM / Project Work – 15 Marks
 - Case Study – 10 Marks
 - Need-Based Project Report – 15 Marks

- **External Examination – 50 Marks**
 - Final Internship Report – 30 Marks
 - Viva-Voce – 20 Marks

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