As Per NEP 2020

University of Mumbai

Title of the program

A- P.G. Diploma in Home Science – Human Development

B- M.Sc. (Home Science – Human Development) (Two Years)

2023 - 24

C- M.Sc. (Home Science – Human Development) (One Year)

2027-28

**Syllabus for
Semester I
Ref: GR dated 16th May, 2023 for Credit Structure of PG**

Preamble

1) Introduction:

The **M.Sc. programme in Home Science--Human Development** at the University of Mumbai, is an updated master's programme first conceptualised in the early 1970s. Thus, the Nirmala Niketan College of Home Science obtained permanent affiliation from the University of Mumbai for an MSc (Home Science) in Child Development in 1972, which later was revamped as Human Development, to reflect a paradigm shift in the discipline from a focus largely on childhood and early years to a life span perspective. The current M.Sc. programme in Human Development, is one of the leading Human Development academic programmes in the country, with alumnae thriving nationally and internationally in varied sectors, especially the mental health and education sectors. The programme is a thorough amalgamation of theory and practice, offering a comprehensive blend of interesting, locally and nationally relevant, and globally applicable coursework in Human Development.

The programme represents an eclectic blend of curricular resources from multiple disciplines that impact Human Ontogeny. The key, and therefore mandatory, areas of the curriculum focus on: Developmental Science (including theories of human Behaviour & development, developmental principles & models, life span development, genetic-environmental coactions), Counselling and Mental Health (including psychological testing), and Education (early childhood/foundational years & school/higher education; policymaking). That development is situated in human ecological contexts, such as families/schools/neighbourhoods/cultures, and that developmental study requires acknowledgement of bidirectional influences between individuals and their contexts, are recurrent motifs throughout the programme. Mandatory courses on Advanced Study of Human Exceptionality and Advanced Study of Psychological Disorders ensure that the students are sensitised to the needs of persons with disabilities and psychological disorders.

The programme also allows students to explore and develop applied interests through electives in areas such as Positive Psychology and Health Psychology. Mandated curriculum is well balanced with multiple courses in which students can practice autonomy and choice. Other than the electives, this includes, for example, a student-led Seminar on Trends in Human Development. Participation in the curriculum has an equal emphasis on individual work and group work such that the student learns personal accountability as well as teamwork; intrapersonal and interpersonal skillsets are enhanced through the curriculum.

Scaffolded learning experiences in the world of work are well integrated into the curriculum in each semester. These include internships, on-the-job training, surveying and designing services for youth or the elderly, and case study applications. The learners are placed in various Human Development agencies like daycare centres, preschools, schools, counselling centres, remedial centres, activity centres, NGOs working for different age and target groups. Shadowing and apprenticing with practitioners in the real world is encouraged. Interactions with entrepreneurs and professionals include with those who plan and deliver developmental workshops, personality and soft skills training sessions; and those who design developmentally appropriate educational content, toys and books. Such placements help learners to be well acquainted with the world of work and get hands-on experiences as they apply their learnings from the classrooms, develop necessary skills and bring the experiences back to class.

Research and innovation are very important aspects of the M.Sc. programme in Human Development. Students learn to be knowledge producers and innovators through the mandatory Research Methods in Home Science course, two courses in Statistics, a Group Research Project, as well as through multiple other courses in the curriculum. Opportunities are provided to participate and present at scientific competitions and conferences, and to publish papers, with faculty providing excellent

research mentorship. Development of new interventions/activities/services for varied beneficiaries is part of the curriculum.

The programme is aimed at providing learners with theoretical frameworks for understanding human growth and development, which they will be able to use to better understand themselves and others. Moreover, learners will also be able to equip themselves with more grounded explanations of people's behaviours and thereby develop openness, a non-judgemental attitude, sensitivity and empathy for them.

The curriculum is carefully designed with the aim of providing learning opportunities to learners, facilitating holistic development thereby empowering them to be knowledge-and-skill ready for the world of work in diverse Human Development agencies. The coursework also prepares them to face personal and professional challenges with confidence, and ingrains in them the values of respect, commitment, concern for others and service, thereby enabling graduating students to make a positive contribution to the society 21st century.

Those who wish to be influential leaders and who desire to become a helping professional will make a good fit with the programme, which is both intellectually challenging and service-and-help oriented. Leadership training is a strong component of the programme and graduating students take on various leadership roles in the Education (content development, teacher training, supervision and administration) and NGO (training, research, supervision and administration) sectors, and/or carve a niche as mental health practitioners.

Overall, the M.Sc. programme in Home Science (Human Development) at the University of Mumbai delivers an integrated, multi-pronged, holistic education that combines theory and practical applications, preparing students to be globally competent and locally responsible professionals. The programme ensures that graduating students do not just survive but prosper in various areas of Human Development, by engaging in careers that are simultaneously personally gratifying and socially relevant.

2) Aims and Objectives of the programme:
1. To help students build mastery in the core areas of the eclectic field of Human Development, namely, Developmental Science, Counselling and Mental Health, and Education.
2. To expose students to cutting edge literature and dialogues in the core and allied areas of Human Development.
3. To facilitate students in exploring varied allied areas of Human Development and identifying own long-term interests.
4. To help students appreciate the bidirectionality of influences between individuals and contexts.
5. To sensitize students to the needs of persons with disabilities and psychological disorders, and to strengthen humanistic, empathetic and inclusive attitudes and competencies.
6. To strengthen autonomy, accountability, leadership, cooperation, and a service orientation among students, ensuring that they are committed to their own lifelong development as well as meaningful service to others.
7. To develop in students the multicultural competencies and abilities to collaborate with relevant industries, government and non-governmental agencies, and contribute to the positive growth and development of local communities, state, and nation.
8. To develop critical thinking, effective problem solving and analytical reasoning skills and competencies in students, that will help them in successfully negotiating local and global challenges.
9. To develop scientific temper and reasoning in students so that students are able to conduct high quality research in the field of Human Development and allied areas, and communicate (through scientific presentations and publications) and utilize the research findings for appropriate action.

10. To ensure that students are competent in the use of state-of-the-art technologies and methodologies relevant to research and statistics in general, and the field of Human Development, in particular.
11. To enhance creativity and leadership skills in students that will aid in developing and designing startups in the Human Development sector.

3) Learning Outcomes (Program Outcomes):
The program encompasses a comprehensive range of skills and knowledge, enabling graduating students to excel in the multifaceted field of Human Development. On successful completion of the M.Sc. programme (Home Science – Human Development), graduating students will:

1. Be confident, competent, caring persons of character who are willing and eager to contribute to their own development, and the development of local communities, state, and nation.
2. Sensitively respond to local/regional/national concerns and priorities and demonstrate global competence.
3. Demonstrate knowledge expertise in the following areas: Developmental Science, Counselling/Mental Health, Education (Early Childhood/Foundational Years & School/Higher Education), Psychological Testing, and Family Studies.
4. Contribute to the positive growth and development of individuals across the life span (children, youth, adults, and elderly), groups and communities, using the knowledge of principles of Human Development, thereby contributing to the development of the nation.
5. Establish collaborations with industries, network with the Local, State and National agencies/bodies, and successfully negotiate local and global challenges.
6. Be sensitized and respectful of diversity, and the needs of persons with disabilities and psychological disorders; be humanistic, empathetic and promote inclusion.
7. Be equipped with skills and mindsets to enable success in careers in varied fields, most prominently mental health and education.
8. Have developed applied special interests in HD and allied area topics such as Positive Psychology and Health Psychology.
9. Be able to conduct high quality basic and applied research in Human Development and allied areas; and contribute to the knowledge base of Human Development and allied areas through quality scientific presentations and publications.
10. Have appreciation for positive change processes, and will engage in own development, as well as support and nurture others' wellbeing and development.
11. Be able to use and learn relevant technologies and procedures, be personally accountable as well as cooperative, with intrapersonal and interpersonal strengths.
12. Be able to design, develop and manage policies, programs, and entrepreneurial ventures/startups in the Human Development and allied fields.
13. Have a leadership orientation and take initiative in various personal and professional roles.

4) Any other point (if any)

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5) CREDIT STRUCTURE OF THE PROGRAM (SEMESTER – I)
(Table as per Parishishta 1 with sign of HOD and Dean)

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Postgraduate Programs in University:
A. P.G. Diploma in Home Science – Human Development
B. M.Sc. (Home Science – Human Development) (Year I)   **Parishishta – 1**

Year (2 Yr PG)	Level (2 Yr)	Sem. (2 Yr)	Major		RM	OJT/ FP	RP	Cum. Cr.	Degree
			Mandatory*	**Electives (Any one)**					
I	**6.0**	**Sem-I**	C1 –Theories of Human Behaviour, Development, and Counselling (Th) (4 Cr) C2 - A. Counselling Skills (Pr) (2 Cr) C2 - B. Psychological Testing (Pr) (2 Cr) C3 – A. Early Childhood Care and Education: Foundational Stage (Th) (2 Cr) C3 – B. Early Childhood Care and Education: Foundational Stage (Pr) (2 Cr) C4 - Descriptive Statistics in Home Science (Th) (2 Cr)	C 5 – Elective A A1. Adolescence (Th) (2 Cr) A2. Programmes and Interventions for Youth (Pr) (2 Cr) OR C 5 – Elective B B1. Late Adulthood (Th) (2 Cr) B2. Programmes and Interventions for the Elderly (Pr) (2 Cr)	C6 - Research Methods in Home Science (Th) (4 Cr)			22	**PG Diploma (after 3 Year Degree)**
Sem – I (For P.G. Diploma in Home Science – Human Development/ M.Sc. (Home Science – Human Development) [Year I])			**14**	**4**	**4**	**-**	**-**	**22**	

Note: 1. Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.
2. Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

R_____

Postgraduate Programs in University:

A. P.G. Diploma in Home Science – Human Development

B. M.Sc. (Home Science – Human Development) (Year I)   **Parishishta – 1**

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT/ FP	RP	Cum. Cr.	Degree
			Mandatory*	**Electives (Any one)**					
I	**6.0**	**Sem-II**	C1 – A. Contemporary Theories of Human Behaviour and Development (Th) (2 Cr) C1 – B. Group Research Project (Pr) (2 Cr) C2 – Foundations of Developmental Science (Th) (4 Cr) C3 – A. Advanced Study of Early Childhood Care and Education: Foundational Stage (Th) (2 Cr) C3 – B. Advanced Study of Early Childhood Care and Education: Foundational Stage (Pr) (2 Cr) C4 - Advanced Statistics in Home Science (Th) (2 Cr)	C 5 – Elective A A1. Positive Psychology (Th) (2 Cr) A2. Applications in Positive Psychology (Pr) (2 Cr) OR C 5 – Elective B B1. Health Psychology (Th) (2 Cr) B2. Applications in Health Psychology (Pr) (2 Cr)		C5 - On Job Training /Field Project (Pr) (4 Cr)		22	**PG Diploma (after 3 Year Degree)**
Sem – II (For P.G. Diploma in Home Science – Human Development/ M.Sc. (Home Science – Human Development) [Year I])			**14**	**4**	**-**	**4**	**-**	**22**	
Cum. Cr. For PG Diploma			**28**	**8**	**4**	**4**	**-**	**44**	

Exit option: PG Diploma (44 Credits) after Three Year UG Degree

Note: 1. Students can to do a Summer Internship/Project (4 weeks) during the summer vacation with supplemental credits.

2. Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.

3. Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

CREDIT STRUCTURE OF THE PROGRAM (SEMESTER – III)
(Table as per Parishishta 1 with sign of HOD and Dean)

R_____

Postgraduate Programs in University:

B. M.Sc. (Home Science – Human Development) (Year II)

C. M. Sc. (Home Science – Human Development) (One Year)   Parishishta – 1

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives (Any one)					
II	6.5	Sem-III	C1 – A. Advanced Study of Counselling Theories & Principles (Th) (2 Cr) C1 – B. Advanced Family Studies (Th) (2 Cr) C2 – A. Advanced Counselling Skills (Pr) (2 Cr) C2 – B. Advanced Study of Psychological Testing (Pr) (2 Cr) C3 – Advanced Study of Human Exceptionality (Th) (4 Cr) C4 - Supervision, Management, and Leadership in Educational Settings (Pr) (2 Cr)	C 5 – Elective A A1. Alternative Health Strategies and Therapies (Th) (2 Cr) A2. Case Study Applications in Alternative Health Strategies and Therapies (Pr) (2 Cr) OR C 5 – Elective B B1. Policymaking in School and Higher Education (Th) (2 Cr) B2. Case Study Applications in Policymaking in School and Higher Education (Pr) (2 Cr)			Research Project (Pr.) (4 Cr)	22	**PG Diploma (after 3 Year Degree)**
Sem – III (For M.Sc. Degree)			**14**	**4**	**-**	**-**	**4**	**22**	

Note: 1. Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.

2. Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

CREDIT STRUCTURE OF THE PROGRAM (SEMESTER – IV)

(Table as per Parishishta 1 with sign of HOD and Dean)

R_____
Postgraduate Programs in University:
B. M.Sc. (Home Science – Human Development) (Year II)
C. M.Sc. (Home Science – Human Development) (One Year)   **Parishishta – 1**

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Cum. Cr.	Degree
			Mandatory*	**Electives (Any one)**					
II	6.5	Sem-IV	C1 – Applications of Developmental Science (Th) (4 Cr) C2 – Advanced Study of Psychological Disorders (Th) (4 Cr) C3 – A) Supervision, Management, and Leadership in Varied Human Development Settings (Pr) (2 Cr) C3 – B) Seminar: Trends in Human Development (Pr) (2 Cr)	C 5 – Elective A Internship in HD sector (Pr) (4 Cr) OR C 5 – Elective B Entrepreneurial Venture / Start up Designing in HD Sector (Pr) (4 Cr)			Research Project (6 Cr)	22	**PG Diploma (after 3 Year Degree)**
Sem – IV (For M.Sc. Degree)			**12**	**4**	**-**	**-**	**6**	**22**	
Cum. Cr. for 1 Yr PG. Degree			**26**	**8**	**-**	**-**	**10**	**44**	
Cum. Cr. for 2 Yr PG. Degree			**54**	**16**	**4**	**4**	**10**	**88**	

Note: 1. Curriculum will be enriched by Extension Work and an Educational Trip for experiential learning with supplemental credits.
2. Students can do additional MOOC Course/s through any platform like SWAYAM, Coursera, NPTEL, etc., and earn supplementary credits.

Sign of the Head of Institute

Name of the Head of the Institute
Dr. Anuradha J. Bakshi

Name of the Department:
Human Development

Sign of Dean

Name of the Dean:

Name of the Faculty:

Syllabus: M.Sc. (Home Science - Human Development)

Semester I

Semester – I (------------------------)			Level 6.0		Cumulative Credits = 22
Mandatory Course (14 Credits)					
Code:		Course 1	4 Credits	Theory	Theories of Human Behaviour, Development, and Counselling
Code:		Course 2	2 Credits	Practical	A. Counselling Skills
			2 Credits	Practical	B. Psychological Testing
Code:		Course 3	2 Credits	Theory	A. Early Childhood Care and Education: Foundational Stage
			2 Credits	Practical	B. Early Childhood Care and Education: Foundational Stage
Code:		Course 4	2 Credits	Theory	Descriptive Statistics in Home Science
Elective Course (4 Credits)					
Code:		Course 5	2 Credits	Theory	A1. Adolescence
			2 Credits	Practical	A2. Programmes and Interventions for Youth
Code:		Course 5	2 Credits	Theory	B1. Late Adulthood
			2 Credits	Practical	B2. Programmes and Interventions for the Elderly
Research Methods (4 Credits)					
Code:		Course 6	4 Credits	Theory	Research Methods in Home Science

M.Sc. (Home Science - Human Development)
Semester II

Semester – II (----------------------)			Level 6.0		Cumulative Credits = 22
Mandatory Course (14 Credits)					
Code:		Course 1	2 Credits	Theory	A. Contemporary Theories of Human Behaviour and Development
			2 Credit	Practical	B. Group Research Project
Code:		Course 2	4 Credits	Theory	Foundations of Developmental Science
Code:		Course 3	2 Credits	Theory	A. Advanced Study of Early Childhood Care and Education: Foundational Stage
			2 Credits	Practical	B. Advanced Study of Early Childhood Care and Education: Foundational Stage
Code:		Course 4	2 Credits	Theory	Advanced Statistics in Home Science
Elective Course (4 Credits)					
Code:		Course 5	2 Credits	Theory	A1. Positive Psychology
			2 Credits	Practical	A2. Applications in Positive Psychology
Code:		Course 5	2 Credits	Theory	B1. Health Psychology
			2 Credits	Practical	B2. Applications in Health Psychology
On the Job Training (OJT)/ Field Project (FP) (4 Credits)					
Code:		Course 6	4 Credits	Practical	On the Job Training (OJT)/Field Project (FP)

SEMESTER I

SEMESTER I:
Mandatory Courses

(Under NEP)

Level : 6.0

SEMESTER – I   Type of Course**: Mandatory**

Course Code	Course Name	Th/ Pr	Credits	Hours
C1	Theories of Human Behaviour, Development, and Counselling	**Theory**	**4**	**60**

Course Objectives:
Units 1 to 3
1. To provide students with an overview of the construction of classic theories of Human Behaviour and Development.
2. To enable students to understand the classic theories of Human Behaviour and Development and apply key notions and principles in their day-to-day experiences.
3. To encourage students to use classic theories of Human Behaviour and Development in analyzing and evaluating human behaviors and development.
4. To encourage the students to appreciate and critique classic theories in the context of human development and behaviour.
Unit 4
5. To have students recapitulate key notions about professional counselling.
6. To facilitate an advanced understanding of three prominently used counselling theories/models.
7. To have students learn the strategies/interventions/techniques/exercises of person-centred therapy, solution-focused therapy, and cognitive behavioural therapy.

Course Outcomes (CO):
At the successful completion of the course, students will be able to:
CO1: Remember, understand and thereby describe the concepts, characteristics and other major aspects of classic theories of human behaviour and development.
CO2: Demonstrate knowledge and apply this knowledge whilst understanding own and others' behaviours and development.
CO3: Develop both appreciation and critical thinking skills in evaluating theories.
CO4: Observe and evaluate behaviours and developmental features of individuals, and suggest appropriate interventions for parents and teachers.
CO5: Articulate a clear understanding of professional counselling orally and in writing.
CO6: Distinguish between three prominently used, influential counselling theories.
CO7: Clearly describe the key notions with regard to person-centred therapy, solution-focused therapy, and cognitive behavioural therapy and make relevant applications in personal and professional life.
CO8: Demonstrate theoretical and procedural knowledge about the strategies/interventions/techniques/exercises of person-centred therapy, solution-focused therapy, and cognitive behavioural therapy.

Unit No.	Course Content	No. of Hours

I	**A. Introduction and Overview**
	  i. Overview of the course
	  ii. Concepts/definitions of theories, models, paradigms
	  iii. Components of a theory
	  iv. Role of a theory in advancement of knowledge
	  v. Philosophical antecedents of theories.
	  vi. Limitations of developmental theories
	  B. Classic Theories of Development: The Psychodynamic Perspective
	  Sigmund Freud
	  i. Relevance of sociohistory (both personal and societal) in theory construction
	  ii. Overview of key concepts
	  iii. Advanced study of the unconscious (primary literature), the structure of the personality, and psychosexual development
	  iv. Psychoanalysis
	    • Role of the unconscious in psychoanalysis
	    • Illustration using one of Freud's case histories (primary literature)
	  v. Major criticisms; major contributions
		15

II	**Classic Theories of Development: Breakaways from Freud**
	   A. Jungian/Analytical Psychology: Carl Gustav Jung
	  i. Relevance of personal and societal events/contexts in the construction of the theory (primary literature)
	  ii. Overview of key ideas
	  iii. The personal and impersonal/collective nature of human personality (the collective unconscious, ego, shadow, anima, animus, persona, archetypes)
	  iv. Advanced study of the Jungian perspective of the unconscious: the collective unconscious; related ideas such as synchronicity, significance of dreams
	  v. Major criticisms; major contributions
	   B. Psychosocial Theory of Development: Erik Erikson
	  i. Relevance of personal and societal events/contexts in the construction of the theory (primary literature)
	  ii. Overview of key ideas
	  iii. The epigenetic chart and psychosocial stages (primary literature)
	  iv. Major criticisms; major contributions
		15

III	**Classic Theories of Development: Growth of Thought, Language and Morality**
	   A. Cognitive Development: Jean Piaget
	  i. Role of context in theory construction
	  ii. Biological presuppositions and epistemological conclusions (primary literature)
	  iii. Illustration of the epigenetic point of view (primary literature)
	  iv. Advanced study of assimilation and accommodation (primary literature)
	  v. Factors of development (primary literature)
	  vi. Stages of cognitive development
	  vii. Major criticisms; major contributions
	   B. Language and Thought: Lev S. Vygotsky
	  i. Role of context in theory construction
	  ii. Development of thought and language
	  iii. Key generalizations about development
	  iv. Major criticisms; major contributions
	   C. Moral Development: Lawrence Kohlberg
	  i. Role of context in theory construction
	  ii. Overview of key ideas
	  iii. Stages of moral development
	  iv. Major criticisms; major contributions stages (primary literature)
		15

IV	**A. Introduction and overview**
	  i. What is counselling? Summary of key notions of professional counselling.
	  ii. Brief overview of international and Indian history and current status of professional counselling.
	B. Person-centred Counselling/Therapy
	  i. Nature of person
	  ii. Key tenets, core conditions of a therapeutic alliance
	  iii. Roles of client and counsellor
	  iv. PCT techniques
	C. Solution-focused Therapy
	  i. Nature of person
	  ii. Key tenets
	  iii. Roles of client and counsellor
	  iv. Solution-focused strategies and steps
	D. Cognitive Behavioural Therapy
	  i. Nature of person
	  ii. Key tenets
	  iii. Roles of client and counsellor
	  iv. CBT exercises, strategies and interventions; psychoeducation
		15

References:
Aldridge, S. (2014). *A short introduction to counselling*. Sage.
Caby, A., & Caby, F. (2014). *The therapist's treasure chest: Solution-oriented tips and tricks for everyday practice*. W. W.

Norton.

Chao, R. C. (2015). *Counseling psychology: An integrated positive psychological approach*. Wiley Blackwell.

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Erikson, E. H. (1963). *Childhood and society*. W. W. Norton.

Freud, S. (1905, 1909/1990). *Vol. 8 Case Histories*. Penguin Books.

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

Jung, C. G. (1961/1995). *Memories, dreams, reflections*. Fontana Press.

Newman, B. A., and Newman P. R (2016). *Theories of Human Development (2nd ed)*. Psychology Press.

Newman, B. A., and Newman P. R (2023). *Theories of Human Development (3rd ed)*. Psychology Press.

Piaget, J. (1970/1983). Piaget's theory. In P. H. Mussen (Ed.), *Handbook of Child Psychology. Vol.1: History, theory, and methods*. John Wiley.

Rogers, C. (1951). *Client-centered therapy: Its current practice, implications and theory*. Houghton Mifflin. (classic)

Rogers, C. (2003). *Client-centered therapy* (70th anniversary edition). Robinson Publishing.

Rogers, C. (2004). *On becoming a person: A therapist's view of psychotherapy* (70th anniversary edition). Robinson Publishing.

Thompson, C. L., Rudolph, L. B., & Henderson, D. A. (2004). *Counseling children* (6th ed.). Thomson, Brooks/Cole.

Evaluation (Total Marks 100):

Continuous Internal Evaluation:	Marks
Initiating discussion and active participation in class	5
Critical evaluation of one or more of the classic theories of human behaviour and development.	10
Evaluating case/developing programs and plans for different age groups based on the learnings from the theory. Application of theory in day-to-day life/Connecting theory to observations of development of children, adolescents and adults.	20
Portfolio of three strategies/exercises for each of the three approaches/counselling theories, and report on using these strategies/exercises for self and client. Include learning from the use of strategies/exercises.	10
Individual interviewing at least one counsellor about the counselling approach they use, why, and efficacy. Reflections on primary seminal counselling literature (any one counselling theorist's writings).	5
Total	50

Semester-end Examination	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
Total	50

SEMESTER – I   Type of Course: **Mandatory**

Course Code	Course Name	Th/Pr	Credits	Hours
C2 (A)	**Counselling Skills**	**Practical**	**2**	**60**

Course Objectives:
1. To help students build counselling process skills relevant to the first and middle parts of counselling.
2. To have students rehearse and learn microskills in counselling, to experience and communicate core conditions of a therapeutic alliance.
3. To facilitate students in learning how to design and use activities and exercises in a counselling dialogue.
4. To engage students in self-awareness and self-reflection as part of their training to be professional counsellors.
5. To have students learn how to maintain counselling records.

Course Outcomes (CO):
At the successful completion of the course, students will:
CO1: Have built confidence about their role as a counsellor and will be equipped with skills and strategies that are useful in professional counselling.
CO2: Demonstrate skills relevant to the first and middle parts of the counselling process.
CO3: Be effective in the use of microskills in counselling; and in experiencing and communicating core conditions of a therapeutic alliance.
CO4: Be able to design and use activities and exercises in a counselling dialogue.
CO5: Be self-aware and self-reflective, and acknowledge their own self as fallible and to be in a process of becoming rather than a completed product.
CO6: Develop appreciation for the efforts needed for engaging in change processes.
CO7: Be skillful and ethical in maintaining counselling records.

	Course Content	Hours
Unit I	**Skill building with regard to:** **A. Counselling process preliminary skills** (i) Starting the counselling session, clarifying what is counselling and the roles of the counsellor and client, communicating confidentiality and its limits, obtaining informed consent. (ii) Exploring with the client, his/her issue/concern/challenge (dialogue & exercises). (iii) Transitioning from the first part into the middle part of counselling (dialogue & exercises). **B. Microskills, core conditions, counsellor attitudes** (i) Observing and attending to client's emotions, thoughts, nonverbal behaviours, and frame of reference. (ii) Responding to client's emotions, thoughts, nonverbal behaviours, and frame of reference; active listening: paraphrasing, mirroring and reflecting, summarising, and clarifying. (iii) Rogerian, Person-centred therapy: Experiencing and communicating genuine warmth, interest, UPR, empathy, and nonjudgementality to the client; experiencing and communicating core conditions of a therapeutic alliance. (iv) Using questions in counselling.	30
Unit II	**A. Activities/exercises in Counselling** (i) Goal-setting with the client. (ii) Brainstorming/problem-solving with the client. (iii) Solution-focused strategies: Scaling & 10% improvement, exceptions, make the best better. (iv) Cognitive behavioural strategies: cognitive restructuring, cognitive reframing, disputing **B. As a counsellor, working on own self**	30

	(i) Exploring own personal and cultural values, biases and assumptions; avoiding value imposition; experiencing genuine nonjudgementality. (ii) Identifying own unresolved issues/concerns, engaging in goal setting, committing to and monitoring own change process. **C. Record keeping** (i) Learning how to take case history and maintain case records (ii) Maintaining sole possession records.	
		60

References:

Aldridge, S. (2014). *A short introduction to counselling*. Sage.

Caby, A., & Caby, F. (2014). *The therapist's treasure chest: Solution-oriented tips and tricks for everyday practice*. W. W. Norton.

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Corey, G., Corey, M. S., & Corey, C. (2020). *Issues and ethics in the helping professions* (10th ed.). Brooks/Cole.

Cormier, S., & Hackney, H. (2015). *Counseling strategies and interventions for professional helpers* (9th ed.). Pearson.

Egan, G. (2013). *The skilled helper: A problem management and opportunity development approach to helping* (10th ed.). Brooks/Cole.

Hackney, H., & Nye, S. (2016). *Counseling strategies and objectives*. Prentice-Hall.

Ivey, A. E, Ivey, M. B., & Zalaquett, C. P. (2017). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage.

Rogers, C. (1951). *Client-centered therapy: Its current practice, implications and theory*. Houghton Mifflin. (classic)

Rogers, C. (2003). *Client-centered therapy* (70th anniversary edition). Robinson Publishing.

Rogers, C. (2004). *On becoming a person: A therapist's view of psychotherapy* (70th anniversary edition). Robinson Publishing.

Scott, J., Boylan, J. C., & Jungers, C. M. (2015). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy* (5th ed.). Routledge.

Thompson, C. L., Rudolph, L. B., & Henderson, D. A. (2004). *Counseling children* (6th ed.). Thomson, Brooks/Cole.

Evaluation (Total Marks 50):

Continuous Internal Evaluation:	Marks
Counselling dialogue role plays & feedback in class	5
Mirror exercises: Standing/sitting in front of a full-length mirror and rehearsing 5-to-10 minute segments of counselling	
Exercises (in a public safe place): Rehearsing 5-to-10 minute segments of counselling, each with: (a) a peer, (b) an older person, (c) a younger person, male and female. Building ease in counselling through ensuring movement in rehearsal from known to unfamiliar potential clients.	5
Selecting, adapting, designing, using, and evaluating activities and exercises for use in the counselling dialogue. Drawing inspiration and/or resources from Person-centred Therapy, Solution-Focused Therapy, and Cognitive Behavioural Therapy. Observing counselling sessions; shadow work with a trained counsellor.	10
Self-awareness, self-reflection and self-in-change-process exercises	5
Total	25

Semester-end Examination	Marks
Counselling dialogue role play	5
Activity in counselling	5
Viva	10
Counselling Files	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level : 6.0

SEMESTER – I   Type of Course**: Mandatory**

Course Code	Title	Th/Pr	Credits	Hours
C2 (B)	**Psychological Testing**	**Practical**	**2**	**60**

COURSE OBJECTIVES:
1. To provide students with an overview of the field of psychological testing.
2. To demonstrate to students the administration, scoring and interpretation of various psychological tests of intelligence, creativity, personality and self-perception.
3. To facilitate in students the development of the skills required to administer, score and interpret various psychological tests of intelligence, creativity, personality and self-perception, in a standardized manner.
4. To encourage the students to appreciate and critique psychological tests, as well as to modify and adapt existing psychological tests to suit current needs.

COURSE OUTCOMES (CO):
On successful completion of this course, students will be able to:
CO1: Remember, understand and thereby describe the characteristics and other major aspects of Psychological Testing.
CO2: Conduct various psychological tests for children and adults on suitable clients, and apply their understanding to administer, score and interpret various psychological tests of Intelligence, Creativity, Personality, and Self-Perceptions in a standardized manner.
CO3: Develop both appreciation and critical thinking skills related to constructing psychological tests/modifying and adapting existing psychological tests.

Course Content		Lectures
Unit I	**(1) Overview of the Field of Testing**	**30**
	a) Characteristics of psychological tests (reliability, validity, item analysis, test construction, test administration)	
	b) Major contexts of test usage	
	c) Selection of appropriate tests	
	d) Reporting psychological assessment	
	e) Ethics of psychological testing	
	f) Future of psychological testing and relevance of computer-assisted assessment	
	(2) Assessment of Intelligence, Creativity, Personality and Self-Perception	
	a) Assessment of Intelligence (e.g. Binet scales, Wechsler's scales, Kaufman's Assessment Battery)	
	b) Assessment of Creativity (e.g. Torrance Tests of Creative Thinking, Passi's Test of Creativity)	
	c) Assessment of Personality - Projective and Objective Personality Tests (e.g. EPPS, MBTI, Cattell's 16PF, Neo-Personality Inventory, CAT).	
	d) Assessment of Self-Perception and Self-Esteem	
Unit II	**(1) Assessment of Intelligence**	**30**
	a) Kaufman's Assessment Battery for Children	
	b) Wechsler's Intelligence Scale for School Children (Indian Adaptation – Malin's Intelligence Scale for Indian Children).	
	(2) Assessment of Creativity	
	a) Passi's Test of Creativity	
	b) Torrance Tests of Creative Thinking	
	(3) Assessment of Personality	

	a) Edward Personal Preference Schedule
	b) Children's Apperception Test
	c) Myers-Briggs Type Indicator
	d) Neo Five Factor Personality Inventory
	(4) Assessment of Self-Esteem/Self-Perceptions
	a) Rosenberg's Self-Esteem Scale
	b) Harter's Self-Perception Scales

Methods:
   a) Faculty member demonstrates and explains the administration, scoring and interpretation of each of the tests one-by-one.
   b) Students practice administration, scoring, interpretation of at least one of each test under staff guidance and supervision.
   c) Students are expected to strictly follow the relevant manual instructions while administering, scoring and interpreting each of the above mentioned tests.
   d) Students are expected to administer, score and interpret each of the above mentioned tests on at least three participants/clients.
   e) Students have to maintain an individual file of the test administrations.

References:

Cohen, R.J.; Schneider, W.J.; Tobin, R.; Swerdlik M. and Sturman, E. (2022) Psychological Testing and Assessment, 10th Edition McGraw Hill; ISBN10: 1260837025 | ISBN13: 9781260837025

Groth-Marnat, G., & Jordan-Wright , A. (2016). Handbook of psychological assessment (6th ed). Wiley.

Neukrug, E.S., & Fawcett, C. (2014).Essentials of testing and assessment: A practical guide for counselors, social workers and psychologists. Cengage Learning.

Manuals of all the above-mentioned tests.

Evaluation (Total Marks 50):

Continuous Internal Evaluation:	Marks
Psychological tests conducted in class and on outside clients and submitted regularly	15
Viva Voce in class after each topic	10
Total	25

Semester-end Examination	Marks
Administration, scoring and interpretation of the psychological test conducted based on the chit picked and testing materials provided	15
Maintaining of Journal/File	5
Viva Voce	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level : 6.0

SEMESTER – I   Type of Course: **Mandatory**

Course Code	Title of the Course	Th/Pr	Credits	Hours
C3 (A)	**Early Childhood Care and Education: Foundational Stage**	**Theory**	**2**	**30**

Course Objectives:
1. To introduce students to high quality research in early childhood and foundational stage.
2. To assist students in developing both appreciation and critical thinking skills related to extant research in early childhood and foundational stage.
3. To facilitate students in constructing advanced knowledge of the early childhood and foundational stage.
4. To help students to develop professionalism and comply with the ethical and professional standards of the early childhood profession.
5. To provide opportunities for personal growth and education that would contribute to students' success.

Course Outcomes (CO):
At the successful completion of the course, students will be able to:

CO1. Understand the stages of development from prenatal to 8 years of age, in order to have appropriate and reasonable expectations of children in early childhood settings during the foundational stage.

CO2. Understand and plan for individual differences among children, in order to provide a safe, nurturing environment in which each child's needs are met.

CO3. Explore and plan developmentally-appropriate activities to promote comprehensive development of a child relating to all developmental domains.

CO4. Develop approaches and techniques suitable for working with young children, in order to be responsive to their developmental level and encourage exploration and discovery.

CO5. Articulate their understanding of environmental and cultural influences in early development so that caregivers respect cultural diversity in the classroom and family settings.

Unit No.	Course Content	No. of Hours

I.	**1A. Research on efficacy of Early Childhood Care and Education/ Education in Foundational Years:**
	  i. Efficacy of different types of early childhood programs; efficacy of different types of teaching-learning strategies in early childhood classrooms; anti-bias education
	  ii. Approaches and methods: Metacognition, STEAM approach, Play Way Approach, Integrated Approach, Project Based Approach, Story Based Approach, Theme Based Approach and Eclectic Approaches Multiple Intelligence, Montessori Approach, Gijubhai Badheka and Tarabai Modak methods
	
	1B. Understanding and Implementation of National Curriculum Framework 2022
	  i. Age of admission and pupil teacher ratio
	  ii. Creating positive classroom environment with behaviour management
	  iii. Caring for safety and security
	  iv. Developing self-assessment
	  v. Identifying and addressing developmental delays
	  vi. Learning trajectory
	  vii. Gradual release of responsibilities
	  viii. Pedagogy of choice wonder and joy
	  ix. Differentiated learning activities
	  x. Literacy and numeracy
		15

	1C. Planning and Learning outcomes		

	1C. Planning and Learning outcomes i. Panchakosha (Human Personality): Annamaya Kosha (Physical Layer), PranaMaya Kosha (Life Force Energy Layer), Manomaya Kosha (Mind Layer), VijnanaMaya Kosha (Intellectual Layer) And Anandamaya Kosha (Inner Self) ii. Teaching strategies and Learning Through Play: Conversation, Stories, Art and Craft, Toys and Music & Movement iii. Vikas – outer to inner and inner to outer: Physical Development (Sharirik Vikas); Development of Life Energy (Pranik Vikas); Emotional/Mental Development (Manasik Vikas): Intellectual Development (Bauddhik Vikas); Spiritual Development (Chaitsik Vikas). iv. Panchaadi: understanding the flow in lesson planning v. Choosing, Organizing, and Contextualizing Content for Teaching Approaches: Project Based Approach, Story Based Approach, Theme Based Approach and Eclectic Approaches vi. Holistic progress card assessment vii. Zooming and leveraging technology

II.	**2A. Research on language, cognitive, socioemotional, and motor development in Foundational Years /Early Childhood Care and Education:**
	  i. Displays and Print-Rich Environment
	  ii. Selection of toys and equipment
	  iii. Selection of material and equipment: guidelines for selection, planning, and selection of play material, selection of furniture, and furnishings, junk material
	  iv. Storage and care of equipment
	
	2.B Creating Vibrant Learning Centres in the Classroom
	i. Toy Pedagogy and Toys of Different States of India
	ii. Creating Vibrant Learning Centres in the Classroom: Facilitation of speech-language and literacy skills in early childhood classrooms; multilingualism, dual-language learning and speech-language competence in early childhood classrooms; best practices identified through research, teacher-made material and resources
	iii. Cognitive development, science and mathematics in early childhood classrooms
	iv. Socioemotional development, motor development, music and movement, creative arts in early childhood classrooms
		15

	Total Contact Hours	**30**

References:

All India School Education Surveys (NCERT) and position papers on school education in India (NCERT)

NEP 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/nep_achievement.pdf

NCF 2022 https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

'Vidya Pravesh— Three-month Play-based School Preparation Module for Grade-I', has been developed as per the recommendations of the National Education Policy, 2020 (NEP 2020). Department of Elementary Education, NCERT.

Bibliography on "Learning Outcomes" developed by the LDD (Library and Documentation Division), National Council of Educational Research and Training (NCERT)

Guidelines for Implementation of Foundational Literacy and Numeracy Mission, called, National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Department of School Education & Literacy Ministry of Education Government of India

Early Childhood Research Quarterly (ECRQ); https://www.sciencedirect.com/journal/early-childhood-research-quarterly

Early Childhood Education Journal; https://www.springer.com/journal/10643

Journal of Early Childhood Research; https://journals.sagepub.com/home/ECR

Evaluation (Total Marks 50):

Continuous Internal Evaluation:	Marks
Individual oral presentations, which provide a useful opportunity for students to practice skills which are required in the world of work and develop their ability to synthesize information and present to peers and audience. Developing Multiple Choice Questions for peers.	10
Paired or group exercises with the use of ICT to promote higher-order thinking skills such as evaluating educational approaches, case studies and movies; writing a bibliotherapeutic short stories for young children; making an educative video for the foundational years	10
Viva and Class participation	05
Total	25

Semester-end Examination	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from multiple units	05
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level : 6.0

SEMESTER – I   Type of Course: **Mandatory**

Course Code	Title of the Course	Th/Pr	Credits	Hours
C3 (B)	**Early Childhood Care and Education: Foundational Stage**	**Practical**	**2**	**60**

Course Objectives:
1. To help students in learning how to apply theoretical knowledge of early childhood care and education in practical situations.
2. To facilitate students in procedural learning: planning, implementing and evaluating developmentally appropriate educational and recreational activities for children in the foundational years.
3. To provide students an opportunity for discussion of practicum experiences, so as to reflect on the use of appropriate practices in teaching and directing a foundational years' program.
4. To provide opportunities to students to develop and strengthen classroom management skills.
5. To enable students to develop and strengthen event management skills.

Course Outcomes (CO):
At the successful completion of the course, students will be able to:
CO1: Gain practical experience in working with young children in order to become an effective teacher.
CO2: Articulate their understanding of the roles of teachers and lead teachers in early childhood settings.
CO3: Describe the role of an administrator in an early childhood setting to meet ECCE requirements.
CO4: Articulate their understanding of the stages of development from prenatal to 8 years of age, and have appropriate and reasonable expectations of children in early childhood settings during the foundational stage.
CO5: Plan, implement and evaluate developmentally appropriate and innovative educational and recreational activities for children in the foundational years.
CO6: Develop techniques for dealing with specific learning situations in an early childhood setting so as to meet the individual and group needs of the children.
CO7: Practice various modes of observation and evaluation in order to implement developmentally appropriate practices.
CO8: Discuss the social and economic trends that relate to early childhood.
CO9: Have knowledge about the various professional opportunities in early childhood educational administration.

Unit No.	Course Content	No. of Hours

I.	**Introduction**
	 1. Orienting students to various aspects of the Foundational Years/ECCE placement.
	 2. Input sessions on lesson planning and conducting different activities for foundational years / preschool children.
	 3. Developing skills techniques in selecting, categorizing, and creating teaching aids and methods such as:
	   i. Indoor and outdoor games
	   ii. Stories
	   iii. Music and movement
	   iv. Art and craft
	   v. Flash Cards, Flip Cards and Picture Cards
	   vi. TV Scroll, Dice or Cubes
	   vii. Flannel Board and Flannel Cutouts
	   viii. Drama And Role Play
	   ix. Picture Talk and Object Talk
	   x. Science activities
	   xi. Dominos and Sequencing Cards
		30

II.	**Individual/Small Group lessons: Beginning Competencies and Advanced Competencies** 1. Planning and implementing developmentally appropriate lesson plans 2. Evaluating lessons (self and peers) 3. Learning centres	**30**

4. Classroom management **Event Management** Planning and organizing a special event such as celebrating national and international festivals and activities such as sports day, grandparents' day, parent involvement programs	
Total Contact Hours	**60**

<u>Methods</u>: Students are to be placed in a classroom in the early childhood setting in Mumbai. Their placement is for one day a week and includes planning and evaluation meetings. Students are guided in their planning, conducting and evaluating developmentally appropriate activities by the assigned faculty member.

References:
NEP 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/nep_achievement.pdf
NCF 2022 https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
'Vidya Pravesh— Three-month Play-based School Preparation Module for Grade-I', has been developed as per the recommendations of the National Education Policy, 2020 (NEP 2020). Department of Elementary Education, NCERT.
Bibliography on "Learning Outcomes" developed by the LDD (Library and Documentation Division), National Council of Educational Research and Training (NCERT)
Guidelines for Implementation of Foundational Literacy and Numeracy Mission, called, National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Department of School Education & Literacy Ministry of Education Government of India
Early Childhood Research Quarterly (ECRQ); https://www.sciencedirect.com/journal/early-childhood-research-quarterly
Early Childhood Education Journal; https://www.springer.com/journal/10643
Journal of Early Childhood Research; https://journals.sagepub.com/home/ECR
Kostelnik, M. J., Soderman, A. K., Whiren, A. P., &Rupiper, M. L. (2014). *Developmentally appropriate curriculum: Best practices in early childhood educatio*n (6th ed.). New York, NY: Pearson.
Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (2022), Fourth Edition; NAEYC.
Journal of Early Childhood Research; https://journals.sagepub.com/home/ECR

Evaluation (Total Marks 50):

Continuous Internal Evaluation:	Marks
Mock lesson during preparatory / input sessions	05
Individual / paired lesson – planning, execution and evaluation at the ECCE setting	10
Event / Group lessons – planning, execution and evaluation at the ECCE setting	10
Total	25

Semester-end Examination	Marks
All questions are compulsory with internal choice.	
Presentation or showcasing the accomplished tasks during the practical experience when placed in the ECCE setting	10
Developing a lesson – on the spot and making teaching aids and presenting lesson	10
Viva	05
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level : 6.0

SEMESTER – I   Type of Course**: Mandatory**

Course Code	Course Name	Th/Pr	Credits	Hours
C4	**Descriptive Statistics in Home Science**	**Theory**	**2**	**30**

Course Objectives:
1. To help students value the sine qua non role of statistics in quantitative research.
2. To enable in students the skills in selecting, computing, interpreting and reporting descriptive statistics.
3. To facilitate comprehension of elementary concepts in probability.
4. To introduce students to a specialised statistical software such as SPSS.

Course Outcomes (CO):
At the successful completion of the course:
CO1: Students will be able to identify the level of measurement of a variable and the corresponding suitable statistical technique to describe this variable.
CO2: Students will be able to identify, differentiate between, evaluate, and select different descriptive statistical techniques to numerically summarise data.
CO3: Students will be able to identify, differentiate between, evaluate, and select different descriptive statistical techniques to graphically summarise data.
CO5: Students will have the necessary knowledge and skills to design and conduct descriptive research studies.
CO6: Students will be able to use SPSS for data entry, data management, and descriptive statistics effectively.

	Course Content	Hours
Unit I	**A. Introduction and overview to statistics** (i) Role of statistics in (quantitative) research (ii) Definition/changing conceptions (iii) Prerequisite concepts in mathematics (e.g., basic algebra, properties of the summation sign) **B. Descriptive Statistics for summarizing ratio level variables** (i) Frequencies and percentages (ii) Computing an average/measure of a central tendency Mean, median, mode(s) Contrasting the mean vs. median Computing an average when there are outliers or extreme values in the data set Robust measures of the center (5% trimmed mean; M estimators) Quartiles and percentiles (iii) Computing a measure of variability or dispersion Why? (inadequacy of the mean) Minimum value and maximum value Range Interquartile range Variance and standard deviation (iv) Discrete and continuous variables (v) Histograms and line graphs	15
Unit II	**A. Descriptive Statistics for summarizing nominal, ordinal and interval level variables** **B. Using specialised software such as SPSS** (i) Data Entry (ii) Data Management (iii) Descriptive Statistics **C. Probability** (i) Definition (ii) Role of probability in research and statistics	15

(iii) Elementary concepts in probability Sample space, experiment, event/outcome/element of the sample space Equally likely outcomes and the uniform probability model Stabilization of the relative frequency	
	30

References:

Bhattacharyya, G.K., & Johnson, R.A. (1977). *Statistical concepts and methods*. John Wiley. (classic)

Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach* (4th ed.). Wadsworth Cengage Learning.

Johnson, R. A., & Bhattacharyya, G. K. (2019). *Statistics: Principles and methods* (8th ed.). John Wiley.

Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods*. Jossey-Bass.

Kachigan, S. K. (1986). *Statistical analysis: An interdisciplinary introduction to univariate & multivariate methods.* Radius Pr.

Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research.* Harcourt.

Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data.* W.W. Norton.

Evaluation (Total Marks: 50):

Continuous Internal Evaluation:	**Marks**
Written Short Quizzes	10
SPSS data entry & descriptive statistical analysis assignment	5
Problem-solving Exercises (in pairs or individually) & Practice Sums (individually)	10
Total	25

Semester-end Examination	**Marks**
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from multiple units	5
Total	25

SEMESTER I:
Elective Courses

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I   Type of Course**: Elective**

Course Code	Course Name	Th/Pr	Credits	Hours
C5 - A1	**Adolescence**	**Theory**	**2**	**30**

Course Objectives:
1. To help students gain understanding about the dynamics of relationships with parents, peers, friends and romantic partners during adolescence.
2. To enable students gain knowledge about health-related challenges and issues during adolescence and how to manage them.
3. To help students learn about well-being during adolescence and strategies to maintain it.

Course Outcomes (CO):
At the successful completion of the course, students will be able to:
CO1: Recall, explain and describe the theory behind the dynamics of relationships during adolescence.
CO2: Remember and understand and thereby describe the health challenges and issues faced by adolescence
CO3: Use the learnt information and self-reflect on their experiences pertaining to relationship dynamics and their health and wellbeing.
CO4: Appreciate self and critically evaluate one's relationships and health behaviour and develop strategies to maintain their wellbeing.

Unit No.	Course Content	No of Hours

I	**Empirical and theoretical perspectives on relationships with parents and peers in adolescence**
	    a) Socialization models/processes: Historical perspectives on family socialization; contemporary perspectives on family socialization; the integrated roles of parents and peers; the family systems approach to socialization
	    b) Adolescent-parent relationships; adolescent-parent attachment relationships
	    c) Friendships, romantic relationships, and peer relationships; contexts of neighborhood and school
		15

II	**Health and wellbeing in Adolescence**
	    a) Defining the terms health and wellbeing
	    b) Understanding the significance of wellbeing in adolescence
	    c) Understanding health issues during adolescence:
	      i. Obesity
	     ii. Eating disorders
	    iii. Psychosocial Stress
	     iv. Substance Use
	     v. Deliberate self-harm
	     vi. Depression and Suicide-Related Behaviors
	    d) Wellbeing in Adolescence
	      i. Agency and Resilience
	     ii. Emotion Regulation
	    iii. Exercise and sports
		15

		30

References:

Fingerman, K. L., Berg, C. A., Smith, J., & Antonucci, T. C. (Eds.). (2011). *Handbook of life-span development.* Springer.

Lamb, M. E., & Freund, A. M. (Vol. Eds.). Lerner, R. M. (Series Ed.). (2010). *The handbook of life-span development, Vol. 2, Social and emotional development.* Wiley.

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

O'Donohue, W. T., Benuto, L. T., & Tolle, L. W. (Eds.). (2013). *Handbook of Adolescent Health Psychology.* Springer.

Evaluation (Total Marks 50):

Continuous Internal Evaluation:	Marks
Initiating discussion and participation in class	5
Self-reflection by applying the learnings from class	5
Assignments such as Debates/Case studies/Interviews/Evaluating Movies or OTT Series/Reflections on real incidents	15
Total	**25**

Semester-end Examination	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Units 1 and 2	5
Total	**25**

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I   Type of Course**: Elective**

Course Code	Course Name	Th/Pr	Credits	Hours
C5 – A2	**Programmes and Interventions for Youth**	**Practical**	**2**	**60**

Course Objectives:
1. To facilitate students in developing the value of service orientation towards privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
2. To guide students in learning skills in planning and designing, conducting and evaluating need-based, developmentally-appropriate activities/sessions/workshops towards fostering developmental assets for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).

Course Outcomes (CO):
At the successful completion of the course, students will be able to:
CO1: Identify developmental assets of the privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
CO2: Plan and design need-based activities/sessions/workshops for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
CO3: Conduct need-based activities/sessions/workshops for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).
CO4: Appreciate self and critically evaluate activities/sessions/workshops that they conduct for privileged/underprivileged youth in the community and Non-Governmental Organisations (NGOs).

Unit No.	Course Content	No of Hours
I	**Visiting and Surveying Agencies/NGOs serving Youth:** a. Identifying diverse agencies/NGOs working towards fostering developmental assets of privileged/underprivileged youth in the community. b. Planning and making visits to the agencies/NGOs, and making comprehensive observations. c. Making a self-reflection report after each visit.	**30**
II	**Designing Need-based Activities/Sessions/Workshops in Agencies/NGOs for Youth:** a. Carrying out need-based assessment along with the agency/NGO head/supervisor for planning and designing need-based activity/session/workshop for the youth of that agency/NGO. b. Planning and designing need-based, developmentally appropriate activity/session/workshop for youth of that agency/NGO. c. Critically evaluating the activity/session/workshop planned for the youth. d. Writing a self-reflection report after each activity/session/workshop that is conducted.	**30**
		60

Methods: The learners will work in small groups or individually to make: a portfolio of the visit reports; a final copy of activities/sessions/workshops that they plan, design and conduct, evaluation reports, along with photographs.

References:

Kimball-Baker, K. (2003). *Tag, you're it! 50 easy ways to connect with young people.* Search Institute.

Probst, K. (2006). *Mentoring for meaningful results: Asset-building tips, tools, and activities for youth and adults.* Search Institute.

Search Institute (2011). *40 developmental assets.* https://www.search-institute.org/downloadable/Ann-Arbor-Handout-2.pdf

Evaluation (Total Marks 50):

Continuous Internal Evaluation:	Marks
Identifying and contacting diverse agencies/NGOs for privileged/underprivileged youth	5
Engaging in the visits and writing the self-reflection reports	5
Planning, designing, conducting and evaluating activities/sessions/workshops for the youth	15
Total	25

Semester-end Examination	Marks
Presentation on any one activity/session/workshop planned for the youth during the semester	10
Designing one activity/session/workshop for the youth on the topic given in exam	10
Viva	5
Total	25

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I   Type of Course: **Elective**

Course Code	Course Name	Th/Pr	Credits	Hours
C5 - B1	**Late Adulthood**	**Theory**	**2**	**30**

Course Objectives:
1. To help students gain an understanding about the developmental aspects in older adults.
2. To enable students to gain knowledge about the challenges and issues faced by older adults and help them in positive aging.
3. To make students learn the path to positive aging and work to make a change in the life of older adults and community as a whole.

Course Outcomes (CO):
At the successful completion of the course, students will be able to:
CO1: Remember and understand developmental aging in late adulthood.
CO2: Remember and understand and thereby describe the challenges and issues faced by older adults.
CO3: Use the learnt information to analyze the behaviour of older adults in varied contexts and apply the knowledge gained in interacting, supporting and working with older adults.
CO4: Analyze and critically evaluate the dynamics of older adults in context and plan programs and develop strategies for their successful aging.

Unit No.	Course Content	No. of Hours

I	1. **Introduction to Aging and older adults**
	   a) The study of aging and late adulthood
	   b) Defining age and late adulthood
	   c) Demographic profile of older adults: global and Indian
	   d) Developmental influences and issues
	   e) Theoretical models: Gain-Loss Dynamic, & the selective optimization with compensation model
	2. **Cognition and Problem Solving in the everyday world**
	   a) Stages of cognitive development
	   b) Age-related cognitive slowing as a phenomenon; memory systems and age-related decrements
	   c) Real world intelligence and problem solving
	   d) Plasticity of processing speed
	   e) Can age-related declines in cognition be remediated?
	   f) Potential gains in late adulthood: Expertise, wisdom, religion and spirituality
		15

Unit II	1. **Social Interaction and social ties**
	   a) Social interaction in late adulthood
	   b) Social ties in late adulthood
	   c) Elder abuse and neglect
	   d) Social and intellectual engagement
	2. **Successful Aging and Wellbeing**
	   a) Dimensions of successful aging
	   b) Determinants of successful aging
	   c) Culture and wellbeing in late adulthood
	   d) Therapeutic Interventions with older adults
	   e) Positive Aging – A new paradigm of growing old
		15

		30

References

Blackburn J. A., Dulmus C. N. (Eds.). (2007). *Handbook of Gerontology: Evidence-Based Approaches to Theory, Practice, and Policy.* John Wiley & Sons, Inc.

Craik, F. I. M., & Salthouse, T. A. (Eds.). (2008). *The handbook of aging and cognition (3rd ed.).* Psychology Press.

Erber, J. T. (2019). Aging and Older Adulthood (4th ed.). Wiley-Blackwell.

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Kitayama, S., Berg, M, K., & Chopik, W. J. (2020). Culture and Well-Being in Late Adulthood: Theory and Evidence. American Psychological Association, Vol. 75, No. 4, 567–576 ISSN: 0003-066X http://dx.doi.org/10.1037/amp0000614

Whitbourne, S. K., & Sliwinski, M. J. (Eds.). (2012). *The Wiley-Blackwell handbook of adulthood and aging.* Wiley Blackwell.

Evaluation (Total Marks 50):

Continuous Internal Evaluation:	Marks
Initiating discussion and participation in class	5
Self-Reflection on their own interaction with older adults in the family/neighbourhood/community by applying the learnings from class	5
Assignments such as case studies/evaluation of real life incidents/movie reviews/ book reviews	15
Total	**25**

Semester-end Examination	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 1 and 2	5
Total	**25**

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

Course Code	Course Name	Th/Pr	Credits	Hours
C5 – B2	**Programmes and Interventions for the Elderly**	**Practical**	**2**	**60**

Course Objectives:
1. To facilitate students in developing the value of service orientation towards elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
2. To guide students in learning skills in planning and designing, conducting and evaluating need-based, developmentally-appropriate activities/sessions/workshops towards fostering developmental assets for elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).

Course Outcomes (CO):
At the successful completion of the course, students will be able to:
CO1: Identify needs of the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
CO2: Plan and design need-based activities/sessions/workshops for the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
CO3: Conduct need-based activities/sessions/workshops for the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).
CO4: Appreciate own self and critically evaluate activities/sessions/workshops that they conduct for the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs).

Unit No.	Course Content	No of Hours
I	**Visiting and Serving Agencies/NGOs for Elderly:** a. Identifying diverse agencies/NGOs working towards fostering holistic development of the elderly in the community, old age homes, and Non-Governmental Organisations (NGOs). b. Planning and making visits to in the community, old age homes, NGOs, and making comprehensive observations. c. Making a self-reflection report after each visit.	30
II	**Designing Need-based Activities/Sessions/Workshops in Old Age Home/NGOs for Elderly:** a. Carrying out need-based assessment along with the old age home/NGO head/supervisor for planning and designing need-based activity/session/workshop for the elderly of that old age home/NGO. b. Planning and designing need-based, developmentally appropriate activity/session/workshop for the elderly of that old age home/NGO. c. Critically evaluating the activity/session/workshop planned for the elderly. d. Writing a self-reflection report after each activity/session/workshop that is conducted.	30
		60

Methods: The learners will work in small groups or individually to make: a portfolio of the visit reports; a final copy of activities/sessions/workshops that they plan, design and conduct, evaluation reports, along with photographs.

References:
American Orchards (2017). *Elderly enrichment: The importance of activities for seniors.*
https://www.americanorchardsaz.com/blog/elderly-enrichment-importance-activities-seniors/
National Institute of Aging (2022). *Participating in activities you enjoy as you age.*
https://www.nia.nih.gov/health/participating-activities-you-enjoy-you-age

Evaluation:

Continuous Internal Evaluation:	Marks
Identifying and contacting diverse old age homes/NGOs for the elderly	05
Engaging in the visits and writing the self-reflection reports	05
Planning, designing, conducting and evaluating activities/sessions/workshops for the elderly	15
Total	25

Semester-end Examination	Marks
Presentation on any one activity/session/workshop planned for the elderly during the semester	10
Designing one activity/session/workshop for the elderly on the topic given in exam	10
Viva	05
Total	25

Semester I:
Research Methods in Home Science

MSc (Home Science – Human Development)
(Under NEP)

Level: 6.0

SEMESTER – I   Type of Course**: Research Methodology**

Course Code	Course Name	Th/Pr	Credits	Hours
C6	**Research Methods in Home Science**	**Theory**	**4**	**60**

Course Objectives:
1. To build in students appreciation for high quality research in their specialisation and allied areas.
2. To help students master the knowledge and skills needed in conducting specialisation-specific and interdisciplinary research relevant to the multiple disciplines under the umbrella of Home Science.
2. To promote academic, research and professional ethics in students.
3. To introduce students to principles of good scientific writing.

Course Outcomes (CO):
At the successful completion of the course:
CO1: Students will have heightened appreciation for high quality research in their specialisation and allied areas.
CO2: Students will be able to identify, differentiate between, evaluate, and select different sampling techniques and research designs for particular research aims.
CO3: Students will be able to formulate a research proposal on a worthwhile topic in their discipline, as also on interdisciplinary topics.
CO4: Students will be able to abide with ethical guidelines for research.
CO5: Students will have the necessary knowledge and skills to contribute to their discipline through conducting primary and original research on socially relevant, green, and high priority topics.

	Course Content	Hours
Unit I	**A. Introduction and overview** (i) What is a research? (ii) Importance of research in general, and in each specialisation of Home Science and allied areas; illustration of research in each specialisation of Home Science and allied areas (iii) Steps in the research process (iv) Qualitative versus quantitative research (v) Objectivity and subjectivity in scientific inquiry: Premodernism, modernism, and postmodernism **B. The beginning steps in the research process** (i) Identifying broad areas of research in a discipline (ii) Identifying interest areas; using multiple search strategies (iii) Prioritising topics; specifying a topic; feasibility (iv) Review of literature/scholarly argument in support of study (v) Specifying research objectives/hypotheses/questions	15
Unit II	**A. Variables** (i) Definition (ii) Characteristics (iii) Types (iv) Levels of measurement **B. Measurement** (i) Conceptual definitions and operational definitions (ii) Types of validity and reliability in quantitative research **C. Data entry in quantitative research** (i) Codebook and mastersheet	15

	(ii) Creating data files and data management	
Unit III	**A. Sampling techniques in quantitative research** (i) Probability and nonprobability sampling methods in current use/examples from current research (ii) Issues with regard to sampling techniques **B. Research designs in quantitative research** Distinguishing between the following research designs; and, selecting research designs that are congruent with one's research purpose. (i) Experimental, quasi-experimental, and pre-experimental research designs; correlational research design Inferring causality, internal validity, external validity (ii) Epidemiological research designs (cross-sectional, cohort, & case-control studies); developmental research designs (cross-sectional, longitudinal, sequential research designs; additive, mediator & moderator models; cross-lagged panel analyses); survey and market research designs; meta-analysis (iv) Exploratory, descriptive, and explanatory designs (v) Mixed methods research designs	15
Unit IV	**A. Qualitative research methods** (i) Ideology/worldview of the qualitative researcher (ii) Research designs in qualitative research (iii) Sampling techniques in qualitative research (iv) Data collection methods in qualitative research (v) Data analytic strategies in qualitative research (vi) Reporting of results in qualitative research **B. Scientific writing** (i) Distinguishing scientific writing from popular and literary writing styles (ii) Publication guidelines (APA7); characteristics/principles of scientific writing; examples of good scientific writing (iii) Writing a research proposal/research grant; seeking funding (iv) Reporting statistical findings in text **C. Ethics** (i) In academia (ii) In research in general (iii) In research with human participants (Nuremberg Code, Belmont Report, ICMR Guidelines) (iv) In research with animal subjects	15
		60

References:
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). APA.
Bhattacharyya, G.K., & Johnson, R.A. (1977). *Statistical concepts and methods*. John Wiley. (classic)
Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.
Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research.* Sage.
Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). McGraw-Hill.
Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach* (4th ed.). Wadsworth Cengage Learning.
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Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage.
Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research.* Harcourt.
Leong, F.T.L. & Austin, J. T. (Eds.) (2006). *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed.). Sage.
Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th ed.). Thomson, Brooks/Cole.

Evaluation (Total Marks: 100):

Continuous Internal Evaluation:	Marks
Written Short Quizzes	10
Short Exercises	10
Group project to be completed in pairs or threes: Formulating a Research Proposal on a High Priority Topic relevant to each student group's specialisation; students can opt to work on interdisciplinary research project proposals with team members from more than one specialisation of Home Science	30
Total	50

Semester-end Examination	Marks
All questions are compulsory with internal choice.	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
Total	50

Letter Grades and Grade Points

Semester GPA/ Programme CGPA/ Semester Programme	% of Marks	Alpha-Sign/ Letter Grade Result
9.00-10.00	90.0-100	O (Outstanding)
8.00-<9.00	80.0-<90.0	A+ (Excellent)
7.00-<8.00	70.0-<80.0	A (Very Good)
6.00-<7.00	60.0-<70.0	B+ (Good)
5.50-<6.00	55.0-<60.0	B (Above Average)
5.00-<5.50	50.0-<55.0	C (Average)
4.00-<5.00	40.0-<50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

Team for Creation of Syllabus

Name	College Name	Sign
Dr. Anuradha J. Baskhi **Principal (I/C)**	College of Home Science Nirmala Niketan, Mumbai – 20	
Ms. Rhonda Divecha **Head of the Department**	College of Home Science Nirmala Niketan, Mumbai – 20	
Ms. Payal Maheshwari	College of Home Science Nirmala Niketan, Mumbai – 20	
Dr. Kamini Rege	College of Home Science Nirmala Niketan, Mumbai – 20	
Ms. Khyati Sampat	College of Home Science Nirmala Niketan, Mumbai – 20	

Sign of the Head of Institute

Name of the Head of the Institute
Dr. Anuradha J. Bakshi

Name of the Department:
Human Development

Sign of Dean

Name of the Dean:

Name of the Faculty:

Justification for M.Sc. (Home Science – Human Development)

1	Necessity for starting the course:	**The M.Sc. programme in Home Science (Human Development) at the University of Mumbai has been diligently designed as per the guidelines of the National Education Policy (NEP) 2020. The programme is a comprehensive blend of theory and practical courses, making it one of the much sought after programmes. This programme offers a thorough combination of interesting, locally relevant and globally applicable courses in Human Development.**
		It is a given that people of all age groups have strengths and potentials to be harnessed. They have needs to be met in holistic and developmentally appropriate ways. Further, they also encounter challenges and thus look for means to address these. The M.Sc. programme in Home Science (Human Development) is designed to prepare learners in facilitating their own and others' growth on personal and professional fronts, while developing resilience and coping strategies to manage the challenges.
		Mandatory areas in the curriculum focus on: Developmental Science (including theories of human Behaviour & development, developmental principles & models, life span development, genetic-environmental coactions), Counselling and Mental Health (including psychological testing), and Education (early childhood/foundational years & school/higher education; policymaking). Family Studies, Human Exceptionality, Psychological Disorders are other mandatory areas. Research is integral to the programme, with multiple courses building students' research competence. Elective courses include Adolescence, Late Adulthood, Positive Psychology, Health Psychology, Alternative Health Strategies and Therapies, Policymaking in Schools and Higher Education. Practicals and educational opportunities in the world of work ensure that the graduating learner is well-equipped with empowering mindsets and skill sets that are general as well as specific to Human Development.
		The curriculum is carefully designed such that it will provide learners with learning opportunities, facilitate holistic development thereby empowering them to be knowledge-and-skill ready for the world of work in diverse Human Development agencies. The programme also would help them to face personal and professional challenges with confidence, and instil in them values of respect, commitment and concern for others - these aspects are certainly the need of the hour.

2	Whether the UGC has recommended the Course:	**YES**
3	Whether all the courses have commenced from the year 2023-24:	**Master's Programme in Home Science – Human Development shall commence from Academic Year 2023-24** **Semester I and Semester II shall commence from** **Academic Year 2023-24** **Semester III and Semester IV shall commence from** **Academic Year 2024-25**
4	The courses started by the University are self-financed? Whether adequate number of eligible permanent faculties are available?	**The course is NOT self-financed.** **Adequate number of eligible permanent faculties are not recruited.** **Sanctioned faculty positions: 6** **Currently filled faculty positions: 5 (+ Visiting Faculty)**
5	Give details regarding the duration of the course and is it possible to compress the course?	**Two Year Full Time (Four Semesters)** **It is NOT possible to compress the course.**
6	The intake capacity of each course and no. of admissions given in the current year.	**Intake Capacity: 10** **No. of admissions given in the current year: 10**
7	Opportunities of employability / employment available after undertaking these courses:	**The students on successful graduation from the programme are mainly employed in the mental health and education sectors: Clinical and community mental health settings, and educational settings. In the mental health sector, their jobs are at advanced levels which include: Counselling and designing activity-based interventions.** **In the educational sector, their job profiles are leadership positions which include: Content development, curriculum development, training, supervision and management, designing interventions and services.** **Research and higher education (university teaching) sectors are also available and utilized.** **There are ample entrepreneurial opportunities as well, with successful learners able to set up guidance centres, mental health practice; as well as preschools, activity centres, youth centres, elderly care centres; design educational and enrichment activities and materials, and interventions and services.**

Sign of the Head of Institute

Name of the Head of the Institute
Dr. Anuradha J. Bakshi

Name of the Department:
Human Development

Sign of Dean

Name of the Dean:

Name of the Faculty: