Avinashilingam Institute for Home Science and Higher Education for Women
Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)
Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India

Department of Human Development
M.Sc. Human Development

Programme Outcomes (POs)

1. Demonstrate a coherent understanding of how individuals develop and change from conception to old age and the interactionary effects of nature vs nurture. Acquire procedural knowledge that creates professional engagement with ethical integrity in the related fields of Human Development and implicate the theoretical conceptions of human development and behaviour.

2. Establish professional and technical skills in teaching, curriculum development, counseling and guidance, organizational competence, and research. Demonstrate clarity of thought to articulate the domain-specific ideas, presentation skills with well structured, logical information and explanation with effective communication to have efficient professional engagement with the community.

3. Demonstrate logical thought and the ability to utilize learnt disciplinary skills, knowledge and experiences for personal and societal development. Capacity to analyze real life situations, problems and challenges and to extrapolate the thinking process in devising strategies to overcome the challenges of self, family and society.

4. Capacity to use ICT facilities and navigate online learning platforms. Demonstrate effective use of software and tools for research and professional competencies and ability to design and develop ICT techniques related to child and human development.

5. Capacity to predict the cause and effect relationship, test hypothesis, analyze, interpret and draw conclusions from data and contribute to the research and development in the field of human development. Demonstrate research ethics, conduct and embrace moral code of ethics and human values to be unbiased, truthful and live up to the demands and expectations of the society by following societal norms.

6. Demonstrate self-regulated learning by identifying goals, initiate planning and execute learning paths using teaching techniques, curriculum development, counselling approaches, creativity, organizational and research competencies effectively and the ability to formulate vision, organize and promote working teams by respecting the collaborating relationship, to be open for experiences to promote learning to achieve optimal development and wellbeing.

Programme Specific Outcomes:

1. Coherent understanding of growth, development and wellbeing in all life stages and identify interactionary effects of nature vs nurture as well as theoretical implications of human development and behaviour.

2. Acquire knowledge for professional growth and exhibit skills in teaching, assessment, research and development by keeping abreast with the advances in the field of human development.

3. Develop, implement and evaluate domain specific framework and interventions for humans across life stages and advocate the same for the welfare of the society.

Scheme of Instruction and Examination
(For students admitted from 2025-2026 & onwards)

Part	Subject code	Name of paper/ component	Hours of instruction/ week		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	Credit
First Semester									
I	25MHDC01	Theories of Human Development and Behaviour	4	-	3	40	60	100	4
I	25MHDC02	Life Span Development I -(conception-childhood)	4	-	3	40	60	100	4
I	25MHDC03	Family Dynamics	4	-	3	40	60	100	4
I	25MHDC04	Fundamentals of Counselling	4	-	3	40	60	100	4
I	25MHDC05	Foundations of Early Childhood Education	4	-	3	40	60	100	4
I	25MHDC06	Assessment Techniques in Childhood Development - Practical	-	4	3	40	60	100	2
I	25MHDC07	Life Skills for Quality Living - Practical	-	4	3	40	60	100	2
II		**CSS/ Adult Education/ Community Engagement & Social Responsibility**	2	-	-	-	-	-	
			30						**24**
Second Semester									
I	25MHDC08	Life Span Development II - (adolescence-middle age)	3	-	3	40	60	100	3
I	25MHDC09	Essentials of Human Resource Development	3	-	3	40	60	100	3
I	25MHDC10	Counselling Techniques and Approaches	4	2	3	40	60	100	5
I	25MHDC11	Designing Developmentally Appropriate ECE Programme	4	-	3	40	60	100	4
I	25MHDC12	Research Methods and Statistical Applications	4	-	3	40	60	100	4
I	25MHDC13	Assessment Techniques in Adolescence and Adulthood - Practical	-	4	3	40	60	100	2
II		Interdisciplinary Course	4	-	3	100	-	100	4
II		Professional Certification Course							2
II	25MXCSS1/ 25MXAED1/ 25MXCSR1	**CSS/ Adult Education/ Community Engagement & Social Responsibility**	2	-	2	-	-	100	2
			30						**29**
Internship in organizations / Institutions related to Human Development during summer vacation for 6 Weeks									

		Third Semester							
I	25MHDC14	Gerontology	3	2	3	40	60	100	4
I	25MHDC15	Children with Special Needs	3	-	3	40	60	100	3
I	25MHDC16	Personality Development	3	2	3	40	60	100	4
I	25MHDC17	Implementing Developmentally Appropriate ECE Practices - Practical	-	4	3	40	60	100	2
I	25MHDC18	Educational Intervention and Teaching Techniques for Children with Special Needs - Practical	-	4	3	40	60	100	2
I	25MHDC19	Mini Project	1	-	-	100	-	100	2
I	25MHDC20	Human Rights (Self Study Course)	2	-	3	100	-	100	2
I	25MHDC21	Internship in Organizations / Institutions related to Human Development (Evaluation)	-	-	-	-	-	100	2
II		Multi Disciplinary Course	2	-	3	100	-	100	2
II	25MHDSC1	Sustainability Course - Gender and Population Demographics	4	-	-	100	-	100	Remarks
			30						23
		Fourth Semester							
I	25MHDC22	Research – Thesis/ Project/ Patent	-	30	-	100	100	200	20
							Total Credits		96

Other courses to be undergone by the student:

* MOOC Courses- 2 to 4 credits – Credit transfer may be claimed.

Minimum 96+2 Credits to earn the degree

** **Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma.**

Courses offered by the department:

a. **Interdisciplinary Course – 25MHDI01- Adolescent Development and Behaviour**

b. **Multidisciplinary Course – 25MHDM01- Perspectives in Marriage and Parenthood**

c. **Professional Certificate Courses:**

    i.   **25MHDPC1- Emotional Intelligence**

    ii.   **25MHDPC2 - School Psychology**

Theories of Human Development and Behaviour

Semester–I   Hours of instruction/week:4
25MHDC01   No. of credits: 4

Course Objectives

1. To understand the assumptions and beliefs of major theories of Human Development and Behaviour
2. To identify the strengths and shortcomings of the theoretical perspectives
3. To analyse the implications of the theoretical considerations in underlining human development and behaviour

Unit 1: Evolutionary and Biological theories   12

Human development as an interdisciplinary applied field Basic themes and issues
Gesell's maturational developmental theory Ethological theories
Brofenbrenner's ecological Theory Vygotsky's socio-cultural theory
Self study - Historical foundations and Mid twentieth century influences on the theories of human development

Unit 2: Learning and Behavioral theories   12

Pavlov's classical conditioning, Watson's behaviourism, Thorndike's law of effect,
Skinner's Operant conditioning, Bandura's social learning theory
Language theories- The Behaviourist perspective, The Nativist perspective, The Interaction is the perspective
Self study - Implications

Unit 3: Cognitive development theories   12

Multi factor theories, Thurstone's primary mental ability ,Guilford's structure of intellect model, Vernon's hierarchical model, Piaget's cognitive theory, Informational Processing, Gardner's Multiple Intelligence
Self study - Implications

Unit 4: Psychoanalytic theories   12

Freud's Psycho-analytic theory Erikson's Psycho-social theory
Self study - Implications

Unit 5: Emotional and Moral development theories   12

Emotional theories James –Lange theory Cannon Bard theory
Schechter two factor theory Lazarus appraisal theory
Theories of morality- Piaget's moral theory, Kohlberg's moral theory
Self study - Implications

                                                       Total Hours   60

References:
Books

1. Berk.L.E.(2000).Child Development, Allyn and Bacon, USA.
2. Berk.L.E.,(2007),Development through the lifespan, Pearson Educational, New Delhi
3. Bhatt.N., (2007),Human development –A lifespan Perspective, Aavishkar Publishers, Jaipur
4. Coen.D., (2000).Essentials of Psychology Exploration and Application, Wordsworth, USA
5. Gerrig. R.J., and Zimbardo.P.G., (2006), Psychology and life, Pearson Educational, NewDelhi
6. Hergenhahn.B.R and Olson.H.M.,(2005), An introduction to theories of learning, Prentice Hall of India, New Delhi
7. Papalia. F.D (2005),Human Development, McGraw Hill Inc, New York

8. Santrock.J.W. , (2006),Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi
9. Santrock.J.W.,(2007), A trophical approach to Lifespan development, Tata Mc.Graw Hill Publishing Company, New Delhi
10. Santrock.J.W., (2007), Psychology-Essentials, Tata Mc.Graw Hill Publishing Company, New Delhi

Journals
1. Journal of Child Development, Blackwell Publishers, US
2. Psychological Studies, ICSSR, NewDelhi
3. Research Highlights, Saradalaya Press, Coimbatore.
4. Young Children, Polly Green bug Publications, Washington.

Course Outcomes
1. Recognize the interdisciplinary attribute of human development and identify the theories of development based on each developmental domain and behaviour
2. Understand the assumptions, beliefs, limitations of the theories of human development and behaviour
3. Implicate the theoretical concept in inferring the developmental and behavioural changes in various situations and at all stages of life span
4. Analyse the problems and challenges of human beings and reason out the cause-and-effect relationship based on theories of human development and behaviour
5. Evaluate critically the implications of theoretical concepts and principles with real life situations

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	L	L	L	H	H	L
CO 2	H	H	H	L	M	M	H	M	L
CO 3	H	H	H	L	M	M	H	M	L
CO 4	H	M	M	L	M	H	H	M	L
CO 5	H	M	M	L	M	H	H	M	L

Life Span Development I - (conception - childhood)

Semester - I
25MHDC02

Hours of instruction /week: 4
No. of credits: 4

Objectives

1. To enable students to understand the meaning and facts of developmental changes
2. To recognize the dimension and pattern of development from conception to childhood
3. To analyse the influence of heredity and environmental factors on growth and development across the early stages of life.

Unit 1: Foundations of development   12

Growth and development - Concept and principles
Stages of development
Domains of development and its interrelationship
Heredity-environment interaction
Factors affecting growth and development
Self study - Havighurst's developmental tasks - Infancy through childhood

Unit 2: Prenatal development and birth   12

Conception - Structure of Ovum and Sperm, process of fertilization
Prenatal development – the period of ovum, embryo and foetus
Factors influencing/debilitating prenatal development
The stages of childbirth
Types of delivery – Natural, caesarean, instrumental, breech delivery
Birth complications – Oxygen deprivation, preterm and low birth weight infants, post-term infants, stillbirth
Self study - Signs and symptoms of pregnancy

Unit 3: Infancy and toddlerhood (The first two years)   12

Neonates - appearance, adaptations/adjustments; Newborn reflexes
Characteristics of infancy and toddlerhood
Physical development - body growth, brain development, motor development, perceptual development
Motor development - development of motor skills
Cognitive development - Sensori-motor stage, information processing and metacognition
Language development - receptive and expressive language
Emotional development - development of basic emotions, recognizing and responding to the emotion of others, the emergence of complex emotions, temperament
Social development - Development of attachment and its four phases
Self study - Milestones of toddlerhood

Unit 4: Early childhood (2-6 Years)   12

Characteristics
Physical development - body growth and brain development, motor development, handedness
Cognitive development - The Preoperational stage and information processing
Language development - vocabulary development, grammatical development
Emotional development - self understanding, changes in complex emotions, improvements in emotional self-regulation
Social development - peer relations
Foundations of moral development
Self study - Milestones of early childhood period, Habit formation: principles, importance and methods

Unit 5: Late Childhood (6- 11 Years)

Characteristics   12

Physical development - body growth and brain development, motor development
Cognitive development - The Concrete operational stage and information
processing Language development - vocabulary, grammar, pragmatics, Bilingualism,
Multilingualism Emotional development - changes in self-understanding and self-
regulation, understanding others, Social development - peer groups, friendships
Moral development - Justice

*Self study - Milestones of early childhood period, Common behaviour problems
during childhood period*

Total Hours   60

Text Books:
1. Berk.L.E.,(2007), Development through the life span, Pearson Educational, New Delhi .
2. Santrock.J.W., (2007), A trophical approach to life span development, Tata Mc.Graw Hill Publishing Company, New Delhi.
3. Hurlock.E.B., (2005), Child development, Tata Mc.Graw Hill Publishing Company, New Delhi.

References Books :
1. Berk. L.E., (2000), Childhood to adolescence, Mc.Graw Hill Company, London
2. Cobb. N.J., (2001), The child, infants, children and adolescents, Mayfield Publishing company, California
3. Hurlock.E.B., (2005), Child growth and development, Tata Mc.Graw Hill Publishing Company, New York
4. Hurlock.E.B., (2006), Developmental Psychology – A life span approach, Tata Mc.Graw Hill Publishing Company, New Delhi
5. Santrock.J.W., (2006), Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi

Course Outcomes:
1. Recognize the stages of life span and recall the development associated with each stages
2. Understand the sequence and the process of life span development from conception till childhood
3. Analyze the interaction and interdependency of the developmental domains through conception till childhood
4. Evaluate the heredity vs environment / nature vs nurture's interaction and impact on the developmental domain through conception till childhood
5. Formulate a framework depicting the interaction, interdependency and nature vs nurture influences on all the developmental domains through conception till childhood

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	L	L	-	-	-	H	M	L
CO 2	H	M	L	-	-	-	H	M	M
CO 3	H	L	M	-	M	-	H	M	H
CO 4	H	M	M	-	H	-	H	H	H
CO 5	H	M	M	L	H	M	H	H	H

Family Dynamics

Semester – I
25MHDC03

Hours of instruction/week: 4
No. of credits: 4

Course Objectives

1. To understand the perspectives of marriage, family and parenthood and related issues and adjustments
2. To acquire knowledge about changing trends in marriage and family
3. To apprehend the marriage and family laws

Unit 1: Perspectives of Marriage   14

Marriage - Definition, Concept, Types, Goals and Functions
Marital Adjustments - Debilitating and Facilitating factors
Love and loving – Self-love, friendship and love
Theories of love – Biochemistry of love, Reiss's Wheel theory of Love, Sternberg's triangular theory of Love, Lee's styles of Loving
Theory of mate selection - Theory of Complementary Needs, FilterTheory, Stimulus - Value - Role Theory

Unit 2: Perspectives of Family   14

Family - Definition, Concept, Goals and Functions.
Three perspectives – declining family, changing family and resilient family
Types and Characteristics of Family - Typical and Alternative Forms- Merits and Demerits
Theories and Approaches in Family - Family Life Cycle, Conflict Theory, Structural Functionalism Theory, Ecological theory, Symbolic Interaction Theory, Social Exchange Theory, Family System Theory

Unit 3: Issues and Challenges in Family   10

Changing trends in Marriage and Family, Challenges in modern family
Family crisis - Causes, Types, Management and Intervention.
Family disorganization - Divorce, Separation, Desertion, Infidelity, Extra maritalAffairs, Domestic violence.
Positive family therapy – concept, need and significance and types
Self study - Effect of family disorganization on family and children

Unit 4: Parenthood and Parenting   10

Definition, Concept, Significance
Roles and responsibilities of parenthood – Fathering, Mothering (Ideal vs Realistic)
Parenting at different developmental stages – parenting infants, parenting children in early childhood, parenting children in late childhood, parenting adolescents, parenting young adults
Theories of parenting – Attachment theory, Behavioural theory, Behavioural genetics theory, Ecological systems theory, Social cognitive theory, Social relational theory, Parental role theory, self-determination theory.
Parenting styles – Authoritarian or Disciplinarian, Authoritative, Permissive or Indulgent, Uninvolved,
Self study - Contemporary parenting roles

Unit 5: Matrimonial and family laws in India   12

Registration of marriage – Eligibility and requisites
Hindu Marriage Act, Muslim Marriage Act, Christian Marriage Act, Parsi Marriage Act, Special Marriage Act, Hindu Minority and Guardianship Act, Dowry Prohibition Act, Adoption and Maintenance Act, Widow Remarriage Act, Divorce and Family laws.
Related experience – Visit to family courts

Total Hours   60

References:
Text Books

1. Sandhu, J. (2016), Marriage and Family in India: Trends and Emerging Challenges, Rawat Publications, New Delhi
2. Andersen. M. L and Taylour. H.F., (2006), Sociology, Thomson Wardswoth, Australia
3. Baral, J.K, and Chowdhry. A (2002), A Family in transition- power and development, Northern Book Center, New Delhi

Reference Books
1. Benokraitis N.V, (2015) Marriages and Families - Changes, Choices, and Constraints, Pearson., Boston
2. Brooks. J, (), The process of parenting – 9th edition, McGraw Hill, Newyork
3. Carr. A., (2003), Family therapy - concepts, process and practice, John Wiley and Sons,Ltd., New Delhi
4. Peseschkian . N, (1986) Positive Family Therapy – The family as therapist, Springer-Verlag Berlin Heidelberg
5. Ratra. A, Kaur .P and Chhikara. S (2006), Marriage and family in divorce and changingscenario, Deep and Deep Publications Pvt. Ltd, New Delhi
6. Roy. P.K (2004), Family diversity in India, patterns, practices and ethics, Gyan Publishing House, New Delhi
7. Sheela. J (2003), Women's marriage in Indian cultural practice, Dominant Publishers andDistributors, New Delhi

Journals
1. Social change, Council for Social Development, New Delhi.
2. Social Welfare, Central Social Welfare Board, Samaj Kalyan Bhavan, New Delhi.
3. Vikasini Center for Women's Education, New Delhi.

Course Outcomes:
1. Recognize the concept and theoretical perspectives of marriage, family and parenting
2. Summarize the types, goals and functions of marriage, family and parenting
3. Analyze the challenges and changing trends in marriage, family and parenthood
4. Appraise the legal issues related to marriage and family
5. Formulate awareness program for promoting healthy marital and family relationships

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	L	-	M	H	M	M
CO 2	H	M	M	L	-	M	H	M	M
CO 3	H	M	M	H	M	M	H	M	M
CO 4	H	M	M	L	-	-	M	-	L
CO 5	M	M	H	L	-	-	-	M	H

Fundamentals of Counselling

Semester - I   **Hours of instruction/week: 4**
25MHDC04   **No. of credits: 4**

Course Objectives
1. To understand the needs, goals and principles of counseling
2. To gain knowledge on the counselling process and special areas of counselling
3. To equip with the required skills and compatibilities needed to be an effective counselor

Unit 1: Counselling - Overview   10
Definition, need, goals, scope and principles
Concept of counseling - differences and linkages between guidance and counseling, counseling and psychotherapy

Unit 2: The Counsellor   10
Prerequisites and characteristics of counsellor
Qualities of effective counsellor
Ethical considerations for counsellor
Self Study - Common problems of beginners

Unit 3: Counselling Skills   14
Core skills - Empathy, Congruence, Unconditional positive regards, Concreteness, Confidentiality
Self-disclosure, Confrontation, Immediacy
Attending skills - SOLER; Observation and listening
Responding skills - Responding to content, feelings and meaning; EISPU, Responding to silent, Resistant and Reluctant client
Personalizing skills - Personalizing to meaning, Problems, Goals, Decision making
Initiating skills - Goal setting, Developing programme, Designing schedules and reinforcements, Implementing programme

Unit4: Counselling Process   12
Prerequisites for counselling process
Stages of counselling process - Relationship building, Assessment and diagnosis, Formulation of counselling goals, Intervention and problem solving, Termination and follow up, Research and evaluation

Unit 4: Special areas of Counselling   14
Child and adolescent counseling - Special problems of children, Child abuse and neglect, Depression, Anti-social behaviour
Marriage and Family counseling - Counselling process, Marital assessment, Skill based marriage counseling, Psycho dynamic family counseling, Experiential family counseling, Structural family counseling, Strategic family counseling, Adlerian family counseling and the counselling process
Mental health counseling - Mental health and disorders,
Self Study - Approaches to Counselling Risk Behaviours- suicide, substance abuse problems, Smoking and Alcoholism

Total Hours   60

Reference Books:

1. Gerard Egan (1986). The Skilled Helper: A systematic approach to effective helping. 3rd edition. Brooks/Cole Publishing Company, California
2. Robert E Foyle (1992). Essentials and strategies in helping process. Brooks/Cole Publishing Company California.
3. Michael S.N. (1993).The Art and Science of Counseling and Psychotherapy. Merrill Pub Co. USA.
4. Selvan. B. (2000). Hand book of Counselling Psychology. John Wiley. New York.
5. Nayak. N.K. (2002). Guidance and Counselling, APH Publishing Co, New Delhi.
6. Pandey.V.C. (2005). Child counseling, Isha Book Publishers, New Delhi.
7. Patri.V.R., (2005). Counselling psychology, Author Press, New Delhi
8. Peterson, L.E. and Wefel, E.R (2000). Counselling Process, John Wiley , Japan
9. Sharoy. J. (2005). Counselling children, adolescents and families, Sage Publications, London
10. Sharma. A.S., (2008). Counselling psychology, Common wealth Publisher, New Delhi.

Course Outcomes:

1. Recognize the need for counselling and recall the goals and principles
2. Understand the concept of counseling and importance of counselling skills and qualities of counselor
3. Implications of counselling skills in counselling process
4. Evaluate the counseling skills, process and qualities of counselors in special areas of counselling
5. Develop a counselling model to address the special areas of counseling

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	L	M	M	H	-	-
CO 2	M	H	H	L	H	H	H	-	-
CO 3	L	H	H	L	H	H	-	H	-
CO 4	L	H	H	L	H	H	-	H	-
CO 5	L	H	H	M	H	H	-	-	H

Foundations of Early Childhood Education

Semester - I

25MHDC05

Hours of Instruction /Week: 4

No. of Credits: 4

Course Objectives:

1. To provide students with a comprehensive understanding of the foundational concepts, significance, and historical evolution of Early Childhood Education (ECE).
2. To examine key developmental theories, policies, and frameworks that shape ECE practices globally and in India.
3. To explore the principles of Developmentally Appropriate Practice (DAP) and the roles, responsibilities, and ethical considerations of ECE professionals.

Unit1:Foundations and Significance of ECE   **10**

Definition, Concept, Objectives and Scope of ECE;

Positive Effects of ECE: Evidences from Brain Research and Longitudinal Studies (e.g. Perry Preschool Project);

Significance of ECE in SDGs and Human Development;

Existing ECE Models: Global and Indian Context.

Self Study – Analysing Current trends in ECE - Global and Indian context

Unit 2: Historical and Policy Perspectives in ECE   **15**

Historical Perspectives: Global and Indian Context;

Contributions of Western and Indian Philosophers to ECE – Rousseau, Pestalozzi, Froebel, Montessori, John Dewey, Gandhi, Tagore, Gijubhai Badeka, and Tarabai Modak;

International Policies: Global ECE Initiatives of UNICEF, UNESCO and World

Organisation for Early Childhood Education (OMEP);

National Policies: ICDS, National Education Policy (NEP) 2020,

Self Study – Vidya Pravesh Programme 2021, Mission Saksham Anganwadi and Poshan 2.0, NIPUN Bharat

Unit 3:Implicationsof Developmental Theories in ECE   **15**

Cognitive and Socio-Emotional Development: Piaget's Cognitive Development Theory, Vygotsky's Sociocultural Theory, and Erikson's Psychosocial Theory

Learning and Motivation: Bandura's Social Learning Theory, Skinner's Behaviourist Approach, and Maslow's Hierarchy of Needs

Holistic Development: Gardner's Theory of Multiple Intelligences and Bronfenbrenner's Ecological Systems Theory

Unit 4: Developmentally Appropriate Practices in ECE   **10**

Definition, Concept, and Principles of Developmentally Appropriate Practice(DAP);

Core Considerations: Age, Individual, and Cultural Appropriateness;

DAP Guidelines and Six Areas of Practices: Creating a caring community; Reciprocal relationships with family and community; Observing, documenting and assessing children's development and learning; Teaching to enhance development and learning; Planning and implementing engaging curriculum; and Demonstrating professionalism as an early childhood educator

Self Study – Analysing consequences of developmentally inappropriate ECE practices

Unit 5: ECE Professionals and Ethical Considerations   **10**

ECE Professionals: 'Working-With' and 'Working-For' Children, Roles and Responsibilities of Educators;

Essential Prerequisites and characteristics of ECE professionals;

Workforce Development: Training and Professional Standards for ECE Educators;

Professional Code of Conduct and Advocacy in ECE

          Total Hours   **60**

Text Books:

1. Gupta, S. M. (2016). Early childhood Care and education, PHI Learning Private Ltd, New Delhi
2. Bredekamp. S., (2014). Effective Practices in Early Childhood Education: Building a Foundation, 2nd Edition. Pearson Education, Inc. USA.
3. Gestwicki. C., (2014). Develomentally Appropriate Practice: Curriculum and Development in Early Education, Fifth Edition, Wadsworth, Cengage Learning, USA.
4. Gupta, S. M. (2016). Early childhood Care and education, PHI Learning Private Ltd, New Delhi

Reference Books:

1. Bredekamp. S. and Copple. C., (2009). Develomentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. NAEYC. USA.
2. Ministry of Education, Government of India. (2022). National curriculum framework for foundational stage. National Council of Educational Research and Training (NCERT). https://ncf.ncert.gov.in
3. National Association for the Education of Young Children (NAEYC). (2022). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (4th ed.). NAEYC.

Course Outcomes:

1. Describe the foundational concepts, significance, and scope of Early Childhood Education.
2. Explain the historical evolution, contributions of key philosophers, and policy frameworks that have shaped ECE practices globally and in India.
3. Demonstrate professional skills, ethical considerations, and advocacy strategies essential for ECE educators in supporting young children's holistic development.
4. Analyze the implications of major developmental theories on early childhood learning, including cognitive, socio-emotional, and holistic development.
5. Evaluate the principles and best practices of Developmentally Appropriate Practice (DAP) in ensuring quality ECE Programme.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	M	H	H	L	H	L	M	H	H
CO 2	M	H	H	L	H	L	M	H	H
CO 3	M	H	H	M	H	M	M	H	H
CO 4	M	H	H	M	H	H	H	H	H
CO 5	M	H	H	M	H	M	M	H	H

Assessment Techniques in Childhood Development - Practical

Semester - I
25MHDC06

Hours of Instruction/week: 4
No. of credits: 2

Course Objectives

1. To equip students with practical skills in designing, administering, scoring, and interpreting various childhood assessment techniques.
2. To develop competency in using standardized and non-standardized tools for assessing children's physical, cognitive, social, and emotional development.
3. To enhance students' ability to observe, document, and analyse children's development through qualitative and quantitative methods.

Unit 1:Methods of Studying and Assessing Human Development   12

Methods of studying human development – Ethical considerations in child study; longitudinal, cross-sectional & sequential study; Designing a longitudinal, a cross-sectional and a sequential study with children as population sample;

Methods of assessment: Formative and Summative, Formal and Informal, Performance assessment, Dynamic assessment;

Observation techniques: Descriptive, frequency counts, checklists, rating scales, rubrics, portfolios;

Conducting qualitative observation of a child in a child lab, Collecting artifacts as part of observational documentation, and Developing a case study on a child's development

Unit 2: Developmental assessment for children in early years   12

Importance of developmental screening and early identification;

Administration, scoring and interpretation procedures of –

* Bayley Scales of Infant and Toddler Development- III;
* DAYC-2: Developmental Assessment of Young Children- 2nd Ed.

Record, interpret and present the collected data.

Unit 3: Techniques to assess physical development   12

Anthropometric measurements and indices- height, weight, head, chest and mid upper arm circumference, skin fold thickness, BMI, WHO Growth Charts;

Measuring and recording physical growth parameters in children

Unit 4: Tests to measure intellectual development   12

Administration, scoring and interpretation procedures of –

* Wechsler's Intelligence Scale for Children (WISC) and
* Mallins Intelligence Scale for Indian Children (MISIC);

Record, interpret and present the collected data.

Unit 5:Tests to measure social and emotional development   12

Administration, scoring and interpretation procedures of –

* Child Behaviour Checklist (CBCL),
* Social Maturity Scale (Vineland Adaptive Behaviour Scales - VABS-3), and
* Strengths and Difficulties Questionnaire (SDQ)

Record, interpret and present the collected data.

Total Hours   60

Course Outcomes:

1. Identify various techniques, tools and methods of studying and assessing childhood development.
2. Demonstrate proficiency in administering and scoring various childhood assessment techniques, including standardized and non-standardized tools.
3. Apply observation techniques such as checklists, rating scales, and portfolios to document and analyze children's developmental progress.
4. Interpret various childhood assessment results and evaluate children's cognitive intellectual, social and emotional development to identify developmental delays, behavioural and emotional issues.
5. Formulate comprehensive Research Design to study Childhood development integrating qualitative and quantitative methods.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	M	H	H	H	H	H	M	H	H
CO 2	M	H	H	H	H	H	M	H	H
CO 3	M	H	H	H	H	H	M	H	H
CO 4	M	H	H	H	H	H	M	H	H
CO 5	M	H	H	H	H	H	M	H	H

Life Skills for Quality Living - Practical

Semester – I
25MHDC07
Hours of Instruction/week: 4
No. of credits: 2

Course Objectives
1. To learn, practice and internalize life skills for quality living
2. To gain knowledge of different training methods, techniques
3. To make proper use of aids and materials for life skills training

Unit 1: Introduction to life skills   **12**
Concept and internalizing life skills
Self study - Situations of application of life skills in day today life

Unit 2: Introducing ten core life skills   **12**
Mother skills- Self- Awareness, Empathy
Thinking skills, Critical thinking, Creative thinking
Negotiation skills- Decision making, Problem solving
Survival skills-Effective communication, Interpersonal relationship
Coping skills- Coping with emotions, Coping with stress
Self study - Examples of core life skills

Unit 3: Games and activities of life skills training   **12**
Designing five games/activities for each skills
Steps in module development on 10 core life skills

Unit 4: Preparation of training aids   **12**
Importance, general principles of using audio-visual aids
Different forms of training techniques
Self study - Arrangement of training room

Unit 5: Presentation skills   **12**
Preparation
Demonstration
Assessment

        Total Hours 60

Course Outcomes:
1. Familiar with the concept of life skills and identify the ten core life skills needed for a healthy and productive life
2. Understand the prominence and employment of life skills to enhance adaptive and positive behaviour in individuals
3. Make practical and realistic use of core life skills in daily life to deal with the demands and challenges of everyday life
4. Differentiate between life skills and other skills that helps in acquiring coping and self-management skills to promote health and development
5. Characterize and internalize life skills towards receiving, responding, exploring and translating into actual abilities

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	-	M	M	M	M	M	L	M	H
CO 2	M	M	H	H	H	H	L	M	H
CO 3	-	-	H	H	H	H	L	M	H
CO 4	-	M	-	-	M	-	-	M	M
CO 5	-	-	H	H	H	H	-	M	H

Life Span Development II - (adolescence - middle age)

Semester - II   **Hours of Instruction/week: 3**

25MHDC08   **No. of credits: 3**

Course Objectives

1. To understand the meaning, facts, and changes in development from adolescence to middle age.
2. To recognise the patterns and dimensions of development across this period.
3. To analyse the interdependence of developmental domains and their implications on individual differences and challenges.

Unit 1: Adolescence - Physical and Cognitive development   9

Definition and Concept - Biological, Sociological and Psychological perspectives, Rites of passage, Adolescent development according to Anna Freud, Margret Mead, Stanley Hall

Physical development - Puberty, Growth spurt, Primary and secondary sexual characteristics, Psychological impact of physical changes

Cognitive development - Piaget's formal operational stage, Vygotsky's theory, Information processing, Perspective taking and Metacognition

Unit 2: Adolescence - Psychosocial development   9

Psychological development - Self concept, Self esteem, Interest and Attitude

Erikson's stage of Identity Vs Role confusion, Identity paths according to James Maria

Moral development - Sex differences, Piaget's and Kohlberg's moral reasoning theory, Social development - Peer relationship and friendship, Parent adolescent relationships and conflict, Sibling relationship

Unit 3: Adolescence - Problems and Management   9

Physical and Physiological problems - body image, height, weight, skin, colour, acne, reproductive/sexual health issues and psychosomatic problems

Sociological problems - Teenage pregnancy, Juvenile delinquency

Psychological problems - Eating disorders, Stress and Depression, Anxiety disorders, Adjustment and behaviour problems, Risk behaviours

Educational and vocational problems

Causes and Management of problems of adolescents

Unit 4: Early adulthood and Middle age - Physical and Cognitive development   9

Developmental tasks and milestones

Physical development - Biological aging, Physical changes - Cardiovascular and Respiratory systems, Motor performance, Immune system

Cognitive development - Changes in mental abilities - Crystallized and fluid intelligence, Information processing - Speed, Attention, Memory, Problem-solving and Creativity

Unit 5: Early adulthood and Middle age - Psychosocial and Vocational development

Emotional and social development - Erikson's theory - Intimacy Vs Isolation & Generativity Vs Stagnation, Levinson's seasons of life, Vaillant adaptation to life, Social clock, mid-life crisis, Stability and change in self-concept and personality

Vocational development during Early adulthood -vocational choice and career   9 development- Selecting a vocation, factors influencing the choice, establishing career, combining work and family

Vocational life during Middle age - job satisfaction, career development, career change, unemployment, planning for retirement

Self study - Relationships at early adulthood - romantic love, friendships, loneliness; Relationships at midlife - marriage and divorce, changing parent-child relationships, grandparenthood, siblings, friendships, relationship across generations- Middle aged children and their aging parents

Total Hours   45

Text Books:
1. Berk, L.E.,(2007). Development through the life span, Pearson Educational, New
2. Santrock.J.W., (2007). A tropical approach to life span development, Tata Mc.Graw Hill Publishing Company, New Delhi
3. Hurlock.E.B., (2005). Child growth and development, Tata Mc.Graw Hill Publishing Company, New York

References Books
1. Berk. L.E., (2000). Childhood to adolescence, Mc.Graw Hill Company, London
2. Cobb. N.J., (2001). The child, infants, children and adolescents, Mayfield Publishing company, California
3. Hurlock. E.B., (2004). Child growth and development, Tata Mc.Graw Hill Company, New York
4. Hurlock.E.B., (2005). Child development, Tata Mc.Graw Hill Publishing Company, New Delhi
5. Hurlock.E.B., (2006). Developmental Psychology – A life span approach, Tata Mc.Graw Hill Publishing Company, New Delhi
6. Santrock.J.W., (2006). Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi

Course Outcomes:
1. Recognize the developmental tasks and milestones and recall the concept of development from adolescence to middle age
2. Understand the development in the theoretical perspectives across adolescence to middle age
3. Analyze the development and its interdependency, attainment of developmental tasks and individual differences and the existing problems during adolescence to middle adulthood
4. Evaluate the problem areas and its management strategies being focused on the causative factors during adolescence to middle adulthood
5. Formulate a framework to highlight development during adolescence to middle adulthood, theoretical perspective of the development, associated problems and management strategy

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	-	-	-	H	M	L
CO 2	H	M	M	-	-	-	H	M	M
CO 3	H	M	M	-	M	L	H	M	H
CO 4	H	M	M	-	H	M	H	H	H
CO 5	H	M	M	L	H	M	H	H	H

Essentials of Human Resource Development

Semester - II   **Hours of instruction/week: 3**
25MHDC09   **No. of credits: 3**

Course Objectives

1. To acquire the fundamental knowledge on the areas of human resources
2. To learn the strategies from organization behaviour to people management
3. To explore the latest techniques in developing people resources.

Unit 1: Human Resource Development (HRD) – An overview   9

Concept and definition, need, characteristics, goals and beliefs of HRD

Dimensions of human resources

Relationship between Human Development and Human Resource Development

Self study - Human resource managers – roles and qualities

Unit 2: The behavioural bases of HRD   9

Self study - Factors influencing individual differences – Self-awareness, communication, emotional, social intelligence and motivation

Factors influencing the behaviour of groups - Membership of groups and the expectation from group members, interaction within and between groups and the task

Unit 3: Human resource planning   9

Human resource planning- Concept and meaning, importance, characteristics, factors influencing, requirements, barriers

The planning process

Self study - Recruitment and selection- Job analysis, job description and job specification

Unit 4: Assessing performance and developing people   9

Performance appraisal- Objectives, importance, characteristics

Process and methods of performance appraisal

Factors affecting performance appraisal

Training and development- Objectives, importance, characteristics, areas

Process and methods of training and development

Unit 5: Career planning and development   9

Concept, features of career

Career development cycle

Career anchors

Career planning – need, objectives and process

Career development – individual and organization

Total Hours   45

Text Books

1. Ahmad, S., (2000). New dimensions in human resource management, Discovery publishing house, New Delhi
2. T.V.Rao., (2002). Human resource development, Sage publications, New Delhi
3. Tyson.S., (2006). Essentials of Human resource management, 5th edition, Butterworth-Heinemann Publisners, USA

Reference Books :

1. Aswathappa, (2002). Human resource and personnel management, McGraw hill publishing company, New Delhi
2. Bhatia, B.S, and Batra, B.S., (2003). Human Resource development, Deep and deep publications, New Delhi
3. Chandra. H., (2006). Human resource development- Theories and practice, Misra publishers, New Delhi

4. Fisher, C.D, Schoenfeldt, L.F., Shaw, J.B., (2004). Human resource management, Dream tech press, New Delhi
5. Pattanayak, B., (2003). Human resource management - 2nd edition, Prentice hall of India, New Delhi
6. Rao, V.S.P., (2000). Human resource management - text and cases, Excel books, New Delhi
7. Tiwari, T.D, and Thakkar, A., (2005). Human resource development, Wisdom publications, New Delhi

Course Outcomes:

1. Recognize the need, characteristics and types of Human Resource Development, Human Resource Planning, Training and Development, Performance Appraisal and Career Planning
2. Understand the concept and significance of Human Resource Development, Human Resource Planning, Training and Development, Performance Appraisal and Career Planning
3. Analyze the behavioural bases for Human Resources and the relationship between Human Development and Human Resource Development
4. Evaluate the factors affecting Human Resource Development, Human Resource Planning, Training and Development, Performance Appraisal and Career Planning
5. Design a training module for formulating the behavioural bases of Human Resources

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	L	L	H	-	M	-
CO 2	H	H	H	L	L	M	-	M	-
CO 3	H	H	H	M	L	M	L	-	-
CO 4	H	M	H	H	L	H	L	L	L
CO 5	H	H	M	M	M	H	-	M	H

Counselling Techniques and Approaches

Semester - II　　　　　　　　　　　　　　　　　　**Hrs of Instruction /Week: 4+2**

25MHDC10　　　　　　　　　　　　　　　　　　　　　**No. of Credits: 5**

Course Objectives:

1. To enable students to comprehend various techniques and types of counseling
2. To enhance students' knowledge on the concepts, processes, and techniques of the various therapies of humanistic, behaviour, and scientific approaches of counselling
3. To qualify students to infer and apply the counselling approaches

Unit 1: Techniques of Counselling　　　　　　　　　　　　　　　　　　　　**12**

Individual counselling

Group counselling - Types of groups, Stages in group counseling

Types of counseling - Directive, Non-directive, Eclectic - characteristics, steps, advantages and limitations

Approaches to counseling - humanistic, scientific and behaviourial approach – concepts.

Unit 2: Cognitive Behaviourial Approach　　　　　　　　　　　　　　　　　**12**

Concepts, process and techniques of

Rational Emotive Therapy

Cognitive Behaviourial Therapy

Transactional Analysis

Self Study – Implication and Application of Approaches

Unit 3: Experiential Approach　　　　　　　　　　　　　　　　　　　　　　**12**

Concepts, process and techniques of

Person centered therapy

Gestalt therapy

Existential therapy

Self Study – Implication and Application of Approaches

Unit 4: Psychoanalytic Approach　　　　　　　　　　　　　　　　　　　　　**12**

Concepts, process and techniques of

Freud's Psychoanalytic therapy

Adlerian therapy

Self Study – Implication and Application of Approaches

Unit 5: Creative Art Therapy　　　　　　　　　　　　　　　　　　　　　　**12**

Concepts, procedures and techniques of

Music therapy

Art therapy

Drama therapy

Psychodrama

Dance therapy

Play therapy

　　　　　　　　　　　　　　　　　　　　　　　　Total Hours　　60

Practical

1　**Visits and Observation** - To clinics/mental health institutes/ counselling centers to observe the counseling process and report writing　　　**5**

2　**Case Analyses** – Analyse the cases related to counselling of mental health problems (child abuse and neglect/anti social behaviour/substance abuse/stress, anxiety, depression)　　　**5**

3　**Interviewing and case history development** –Interview, collecting information and documentation for case analysis　　　**6**

4　**Counselling skills – application of counselling skills such as** attending, listening, responding, personalizing, initializing (Peer Group practice)　　　**6**

5　**Application of counselling techniques, types, and approaches through role play –** Group/individual counselling, Directive/non directive/eclectic counselling, Cognitive Behaviour Therapy and Psychodrama.　　　**8**

　　　　　　　　　　　　　　　　　　　　　　　　　　　　　30

Reference
Books
1. Michael S. Nystul. (2011) Introduction to Counseling – An Art and Science Perspective. 4ᵗʰ eds. Pearson Education,Inc.,Upper Saddle River, New Jersey
2. Michael S.N. (1993).The Art and Science of Counseling and Psychotherapy. Merrill Pub Co. USA.
3. Patri.V.R., (2005). Counselling psychology, Author Press, New Delhi
4. Peterson, L.E. and Wefel, E.R (2000). Counselling Process, John Wiley , Japan
5. Selvan. B. (2000). Hand book of Counselling Psychology. John Wiley. New York.
6. Sharma. A.S., (2008). Counselling psychology, Common wealth Publisher, New Delhi.
7. Sharoy. J. (2005). counselling children, adolescents and families, Sage Publications, London

Course Outcomes:

1. Identify the techniques, types, and approaches of counselling
2. Understand the concepts, process and techniques of various counseling approaches and its implications in counselling
3. Analyze the cases concerning various therapies and detect the therapy and techniques
4. Apply various counselling skills through peer counselling and implicate their effectiveness in counselling
5. Evaluate cases and formulate a counselling approach framework for any given case

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	M	H	M	M	M	M	H	-	-
CO 2	M	H	H	M	H	M	H	-	-
CO 3	H	H	H	H	H	H	-	H	-
CO 4	H	H	H	H	H	H	-	H	-
CO 5	H	H	H	H	H	H	-	-	H

Designing Developmentally Appropriate ECE Programme

Semester - II　　　　　　　　　　　　　　　　　Hours of Instruction/week: 4
25MHDC11　　　　　　　　　　　　　　　　　　No. of credits: 4

Course Objectives:

1. To equip students with the knowledge and skills to create and manage developmentally appropriate early learning environments.
2. To familiarize students with global and national ECE curriculum models, pedagogical strategies, and approaches to curriculum planning.
3. To develop competency in evaluating ECE programmes based on quality assurance standards and best practices.

Unit 1:Developmentally Appropriate Early Learning Environment　　12

Definition, Concept, importance of Developmentally Appropriate Early Learning Environment;
Core considerations: Age, Individual and Cultural appropriateness;
Components: Physical, Socio-emotional, Cognitive, Language and literacy supportive environment;
Organization of Physical Learning Spaces into Learning Centres/ Interest Areas;
Scheduling of Temporal aspect.

Unit 2:Curriculum Frameworks in ECE　　12

Definition and Types ECE Curriculum;
National ECE Curriculum Model: NCF for foundational Stage, 2022;
Global ECE Curriculum Models and Approaches: HighScope, The Creative curriculum, Montessori, Bank street, Waldorf, and Reggio Emilia

Unit 3:Developmentally Appropriate ECE Curriculum　　12

DAP guidelines for planning and implementing ECE curriculum;
Core considerations: Developmentally, Individually, and Culturally-linguistically responsive;
ECE Curriculum Components: Linking learning goals, content areas, learning experiences, and evaluation;
Indicators of effective curriculum;
Approaches to curriculum planning: Emergent, Thematic, Webbing, Integrated, and Project-based approaches.
Self Study – Appraisal of an existing curriculum model against DAP guidelines & principles

Unit 4:Pedagogical Strategies in ECE　　14

Effective Teaching Strategies: Positioning, Demonstrating, Modeling, Co-constructing, Questioning, Acknowledging, Giving constructive feedback, and Scaffolding; Grouping (Large/small/ individual);
Effective conceptual framework tools: Advance Organisers (K-W-L), Classification systems, Graphical representation, and Metacognitive approaches;
Play as a context for learning: Constructive, Games with rules, and Socio-dramatic play; Music and Movement; Creative Arts and Crafts; Storytelling, Story reading, and Narrative Pedagogy; Teacher's role as a Facilitator;
Self Study – Resources & teaching-learning aids

Unit 5:Programme Evaluation and Quality Assurance in ECE　　10

ECE Programme Quality and Effectiveness - Definition, concept and Purpose;
Licensing and Accreditation Standards: Definition, concept and Purpose;
NAEYC Early Childhood Program Standards;
Existing Norms and Standards for Establishing and Regulating Playschools in India;
Measuring ECE Programme Quality and Effectiveness

Total Hours　60

Text Books:

1. Gupta, S. M. (2016). Early childhood Care and education, PHI Learning Private Ltd, New Delhi
2. Bredekamp. S. (2014). Effective Practices in Early Childhood Education: Building a Foundation. 2nd Edition. Pearson Education, Inc. USA.
3. Gestwicki. C.(2014). Develomentally Appropriate Practice: Curriculum and Development in Early Education. Fifth Edition. Wadsworth. Cengage Learning. USA.
4. Gupta, S. M. (2016). Early childhood Care and education. PHI Learning Private Ltd. New Delhi

Reference Books:

1. Bredekamp. S. and Copple. C., (2009). Develomentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. NAEYC. USA.
2. Ministry of Education, Government of India. (2022). National curriculum framework for foundational stage. National Council of Educational Research and Training (NCERT). https://ncf.ncert.gov.in
3. National Association for the Education of Young Children (NAEYC). (2022). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (4th ed.). NAEYC.
4. Epstein, A. S., & Hohmann, M. (2012). The HighScope Preschool Curriculum. HighScope Press.

Course Outcomes:

1. Recall the principles and components of a developmentally appropriate early learning environment, and ECE curriculum.
2. Compare and contrast global and national ECE curriculum frameworks, including the NCF for the Foundational Stage (2022) and international models such as High Scope, Montessori, and Reggio Emilia.
3. Apply Developmentally Appropriate Practice (DAP) guidelines to design, plan, and implement an ECE curriculum that is developmentally, individually, and culturally responsive.
4. Analyze pedagogical strategies, including play-based learning, scaffolding, storytelling, and creative arts, to enhance early childhood learning experiences.
5. Evaluate ECE programmes using quality assurance standards, including NAEYC standards and Indian regulatory norms, to assess their effectiveness.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	M	H	H	H	H	H	M	H	H
CO 2	M	H	H	H	H	H	M	H	H
CO 3	M	H	H	H	H	H	M	H	H
CO 4	M	H	H	H	H	H	M	H	H
CO 5	M	H	H	H	H	H	M	H	H

Research Methods and Statistical Applications

Semester - II **Hours of instruction/week: 4**

25MHDC12 **No. of credits: 4**

Course Objectives:

1. To enable the students to understand the fundamental principles and techniques of methodology concerning research
2. To enable the students to apply statistical procedure to analyze numerical data and draw inferences
3. To enable the students to know the usage and procedures of computer applications and software in data analysis and interpretation

Unit1: Introduction to Research, types of research, and research design 14

Definition, Objectives, and Characteristics of research

Types of Research and design - Cross-sectional, Longitudinal, Sequential, Basic, Applied, Evaluation and Experimental; Surveys - Descriptive, Diagnostic and Exploratory.

Sampling design - Probability and non-probability sampling methods

Self Study - Identifying the research problems under each type

Unit 2: Data and Tools of data collection 12

Data Sources - Primary and Secondary data, Schedules, and Questionnaires

Use of interviews and types of interviews, Pre-testing and Pilot study.

Editing and coding of data.

Self Study - Formulation of questionnaires and schedules

Unit 3: Organization and Representation of data, Report writing 12

Classification - Qualitative, Quantitative;

Frequency distribution - Discrete and continuous

Tabulation of data, parts of a table, contingency table; Diagrammatic - One dimensional diagrams, Two dimensional diagrams-pictogram and cartography

Graphical, frequency graphs - Line, Polygon, Curve Histogram

Cumulative frequency graphs –Ogives

Ethical Considerations in research; Layout of a thesis; abstract writing/Articles

Self Study - Consolidating data and forming tables, Plotting graphs and diagrams appropriately

Unit 4: Statistics 10

Descriptive measures - Mean, median, mode, their applications; Measures of dispersion-standard deviation and coefficient of variation; parametric and non-parametric tests; Tests of Significance - 't', ANOVA, chi square tests, Correlation co efficient, regression equations and predictions and its applications and interpretation.

Self Study -Working out numerical sums and interpret

Unit 5: Computer applications for data analysis 12

Tools for data analysis and interpretation –Data entry, editing and coding using MS excel; Qualitative and quantitative data analysis; Statistical analysis using software – SPSS, R etc.; AI-assisted data analysis methods – text data analysis, bibliometric analysis, conceptual analysis, text mining, and reference management; Ethical considerations in using AI-assisted data analysis and its sources.

Self Study - Numerical applications and drawing inferences, demonstration of SPSS

<div style="text-align:right">Total Hours 60</div>

References:

Books

1. Devadas. R.P., (2000). A Handbook on methodology of Research, Sri Ramakrishna Vidyalaya, Coimbatore,
2. Gosh.B.N., (1985) Scientific Methods and Social Research Sterling Publishers Pvt.ltd., New Delhi.

3. Gupta.S.P. (2002). Statistical Methods, Sultan Chand and Sons, New Delhi,
4. Kothari.G.R. (2004). Research Methodology, Methods and Techniques, Wiley Eastern Limited, New Delhi,
5. Kumar. R., (2011). Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications India Pvt Ltd. New Delhi.
6. Sidhu, K.S., (2006). Methodology of Research in Education Sterling Publishers Pvt. Ltd., New Delhi.
7. Srivastava.A.B.L and Sharma. K.K., (2003). Elementary Statistics in Psychology and Education, Sterling Publishers Pvt.ltd.

Course Outcomes:
1. Recall the characteristics and types of research and research design
2. Understand the sampling methods, data collection methods, and data classification
3. Analyze the methods of data analysis, and data representation
4. Apply the statistics, its interpretation and analyse quantitative and qualitative data using software and AI-assisted methods
5. Formulate the research design according to the research problem and develop a thesis layout.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	-	M	L	M	H	M	-	-	-
CO 2	-	H	L	M	H	M	M	-	-
CO 3	-	H	L	H	H	M	-	M	-
CO 4	-	H	L	H	H	M	-	M	M
CO 5	-	H	M	H	H	M	-	-	H

Assessment Techniques in Adolescence and Adulthood - Practical

Semester - II
25MHDC13

Hours of Instruction/week: 4
No. of credits: 2

Course Objectives

1. To familiarize students with standardized tools for assessing self-development, social-emotional well-being, risk behaviours, and cognitive abilities in adolescents and adults.
2. To develop skills in administering, scoring, interpreting, and reporting psychological assessments using real or case-based data.
3. To equip students with competencies for careers in human behaviour and development assessment, preparing them for roles in research, counseling, education, and related fields.

Unit 1: Self Development   12

Importance, Identification and selection of appropriate tools, Administration, scoring and interpretation procedures:

- Assessment of Self-concept, Self-esteem, and Self-confidence;
- Assessment of Body Image and Perception;

Unit 2: Social, Emotional Development and Adjustment   12

Importance, administration, scoring and interpretation procedures of:

- Assessment of Peer Relationship, Parent-Child Relationship (PCRI);
- Assessment of Social and Emotional Intelligence;
- Assessment of Conflict Resolution and Adjustment (GAS)

Unit 3: Risk Behaviours, Resilience and Mental Health   12

Importance, administration, scoring and interpretation procedures of:

- Assessment of Stress, Anxiety, and Depression (DASS-21);
- Assessment of Risk-Taking Behaviours (YRBS);
- Assessment of Resilience and Coping (ARQ, a&dc), Quality of Life (WHO-QOL)

Unit 4: Problematic Social Media Use and Digital Well-being   10

Significance, Identification of appropriate Tools, Administration, scoring and interpretation procedures, Hands-on practice with real or case-based data:

- Assessment of Social Media Addiction, Smartphone Addiction(FOMO)
- Assessment of Digital Well-being

Unit 5: Cognitive, Career, and Vocational Development   14

Importance, Identification and selection of appropriate tools, Administration, scoring and interpretation procedures of:

- Assessment of Cognitive abilities (Bhatia Battery of Intelligence Testing, Raven's SPM);
- Assessment of Aptitude (Differential Aptitude Test)
- Assessment of Workforce preparedness (Cognitive Flexibility Inventories, Creative Thinking)

Total Hours   60

Course Outcomes:

1. Explain the significance of assessing self-development, social-emotional well-being, and cognitive abilities in adolescents and adults.
2. Apply standardized tools to assess developmental aspects and issues in adolescents and adults.
3. Analyze assessment outcomes related to development and behaviour and draw inferences based on the norms of tests and measures.
4. Evaluate the effectiveness of various psychological assessments in understanding adolescent and adult development, adjustment, and career preparedness.
5. Design a comprehensive psychological assessment report integrating findings from multiple assessment tools to provide recommendations for intervention and development.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	M	H	H	H	H	H	M	H	H
CO 2	M	H	H	H	H	H	M	H	H
CO 3	M	H	H	H	H	H	M	H	H
CO 4	M	H	H	H	H	H	M	H	H
CO 5	M	H	H	H	H	H	M	H	H

Gerontology

Course Objectives:
1. To understand the concept of gerontology and phenomenon of aging
2. To acquire knowledge of the aging process and its dimensions.
3. To apply theoretical perspectives on aging to understand real-world aging experiences and dispel misconceptions.

Unit 1: Introduction to Gerontology   10

Gerontology - Definition, concept, history, importance and scope

Gerontologist – Definition, concept and scope

Types - Social gerontology, Biogerontology, Medical gerontology (Geriatric)

The phenomenon of aging - biological, psychological, sociological and functional age; optimal aging, normal aging, primary and secondary aging and successful aging

Self Study - Myths and realities of aging

Unit 2: Physical and cognitive changes in old age   10

Self Study - Developmental tasks and milestones

Physical changes

Biological theories: Endocrine Theory, immunological Theory, Wear and Tear Theory;

Normal Physiological Changes: Changes in Body Composition; Organ Systems - Musculoskeletal and Kinesthetic, Respiratory, Cardiovascular, Urinary, Gastrointestinal, Endocrine, Immune, and Nervous System;

Changes in Sensory Functions – Vision, Hearing, Touch, Taste and Smell; Changes in the Skin and Hair; Changes in Sleep Patterns

Cognitive changes

Cognitive theories: Scaffolding Theory of Aging and Cognition, Inhibitory Deficit Hypothesis, and Cognitive Reserve theory.

Changes in Information Processing speed; Changes in Attention: selective, divided and sustained attention; Changes in Memory: Sensory, Working and Long-term Memory; Episodic, Semantic and Procedural memory; Changes in Intelligence: Fluid and Crystallized intelligence; Their impact on Learning and Executive Function in Older Adults; Expertise, Creativity, and Wisdom of Elderly;

Changes in Language skills;

Unit 3: Socio-emotional Changes   10

Psychosocial theories: Erikson's ego integrity Vs despair theory, Socio-emotional selectivity theory, Labouvie-Vief's theory, Peck's theory

Emotional Expression and Regulation in Older Adults; Stability and change in Self-Concept, Self-Esteem, and Personality;

Changing lifestyle and diversity in elderly: Married, Divorced, Remarriage, Widowed, Single Older adults;

Relationships in late adulthood: with adult children, siblings, friends, and grandchildren and great-grandchildren;

Unit 4: The Aging and Consequences   8

Chronic and Acute Illnesses: Comorbid conditions and their impact on elderly well-being

Cardiovascular diseases, diabetes, arthritis, osteoporosis;

Sensory and Functional Decline: Vision and hearing impairments, balance issues, falls, incontinence;

Neurodegenerative and Cognitive Disorders: Dementia, Alzheimer's Disease, Parkinson's Disease;

Mental Health Issues in Aging: Depression, anxiety, paranoia, altered mental status (AMS), and social withdrawal;

Unit 5: Professional Caregiving for Elderly 7

Understanding Elderly Caregiving: Family vs. professional caregiving: Roles, responsibilities, and expectations;

Geriatric Care Services: Home-based care, institutional care, and community-based elder support; Palliative care, and end-of-life support;

Alternative and Complementary Health Practices: Physical Exercises, Yoga, and Meditation; Memory Mediators, and External Cognitive Aids to Improve Cognitive Function; Psychological Interventions and Therapies;

Professional Caregiving: Definition, roles, and responsibilities; Accountability, ethical considerations, and professional conduct in elderly care;

	Total Hours	**45**

Practical:

1. Visit an old age home to observe the developmental changes in the elderly — 6
2. Record the lifestyle of the elderly living with family, living alone, widowed, unmarried, living in community-based centre — 6
3. Assessment of elderly personality, and mental health by using Self-Assessment Memory Scale (SAMS)/ Lawton Instrumental Activities of Daily Living (IADL) Scale / Intergenerational relationships between aging parents and their adults (IRQS-AP)/Alzheimer's Disease Assessment Scale – Cognitive (ADAS-Cog) — 6
4. Record Case history of inmates from elderly care units — 6
5. Plan and implement a community-based initiative to promote engagement in later life — 6

Total — **30**

Text Books:

1. Berk. L. E. (2003). Development through the lifespan, 3rd edition, Published by Allyn & Bacon, U.S.A,
2. Papalia, D.E., (2007). Human Development, 9th edition, Tata MC Graw Hill Publication, New Delhi, 605-704

References Books:

1. Hurlock. E. B., (2006). Developmental psychology, Tata McGraw-Hill Education, New Delhi
2. Poole. D., Warran. A. and Nunez. N., (2007). The study of Human Development, Pearson edition, New Jersey, 561-670
3. Santrock. J. W., (2007). A tropical approach to life span development, Tata Mc.Graw Hill Publishing Company, New Delhi
4. Hooyman. R.N., Kawamoto. Y.K., and Kiyak. A.K., (2015). Aging Matters- An introduction to social Gerontology, Pearson Education. United States of America.

Course Outcomes:

1. Recognize the concept and phenomenon of process of aging
2. Understand the consequences of aging in relation with their health and socio economic profile
3. Apply the theories of aging to describe the developmental changes associated with aging
4. Analyze the best practices of geriatric care within their family and also in the community
5. Evaluate the issues related to aging in the contemporary society and the services available as well as catering to the need of the aged.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	L	L	-	-	-	H	M	L
CO 2	H	M	M	-	M	-	H	M	M
CO 3	H	L	M	-	M	-	H	M	H
CO 4	M	M	H	-	H	M	H	H	H
CO 5	M	H	M	L	H	M	H	H	H

Children with Special Needs

Semester - III

25MHDC15

Hours of instruction/week: 3

No. of credits: 3

Course Objectives:

1. To understand the concept of disability, its classifications, and the need for early identification and intervention.
2. To gain knowledge of educational services, teaching strategies, and management approaches for children with special needs.
3. To apply appropriate support strategies to enhance the learning and development of children with special needs.

Unit 1: Differently abled children   9

Concept, meaning and definition

Difference between impairment, disability and handicap, delays and challenged

Need for early identification and early intervention

Self study - Role of teacher in special schools and integrated schools

Unit 2: Intellectually challenged children   9

Definition, classification (Wechsler's)/types, characteristics, causes, prevention and management

Gifted and creative children

Mentally retarded children

Cerebral palsy

Unit 3: Neuro developmental disorder   9

Definition, classification/types, characteristics, causative factors, prevention and management

ADHD

Learning disability, slow learners

Autism

Down syndrome

Unit 4: Sensory/communicative disorder   9

Definition, classification/types, characteristics, identification, treatment and management

Visual impairment

Hearing impairment

Speech impairment

Unit 5: Motor disabilities   9

Definition, characteristics, significance and symptoms, treatment and management - muscular dystrophy, spina bifida, traumatic injuries spinal cord injury, multiple sclerosis, tics disorder, loss or damage of limbs

Total Hours   45

Text Books:

1. Mangal S.K., (2009). "Educating Exception Children", PHI Learning Private Limited, New Delhi.
2. Reddy G.L., (2007). "Education of Children with Special Needs" Discovery publishing House, New Delhi.

References Books

1. Reddy G.L,, and Sujatha J., (2006). "Children with Disabilities" Discovery Publishing House, Newdelhi.
2. Reddy L., Ramar R., and Kusuma A., (2004). "Hearing Impairment-An Educational Consideration", Discovery Publications, New Delhi
3. Relakar S., Delvi U., and Kaut A., (2006). "Fundamentals of speech and speech teaching".
4. Sharma K., (2006). "Rehabilitation of Hearing Impaired Children", Sarup and Sons, New Delhi.

5. Singh V., (2004). "Education of the blind and Visually Impaired", Sarup and Sons, New Delhi.
6. Taneja C.B., (2005). "Importance and need for special education, ABH Publications, Jaipur.
7. Vijayan P., and Victoria G., (2006). "Education of Children with Low Vision", Kanishka Publishers, New Delhi.

Course Outcomes:

1. Recognize the types of disability/disorder and recall its characteristics
2. Understand the need for early identification for early intervention to reduce the severity of the disability/disorder
3. Apply the learnt concept in early identification of the disability/disorder for referral services
4. Analyse the causative factors and its management strategies for each type of disability/disorder
5. Evaluate the existing treatment focusing on the severity of the disability/disorder

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	L	-	-	-	-	H	L	-
CO 2	H	M	L	L	-	-	H	M	-
CO 3	H	M	M	M	-	-	H	M	M
CO 4	H	M	M	M	L	-	H	M	M
CO 5	H	M	M	M	L	-	H	M	M

Personality Development

Semester - III

25MHDC16

Hrs of Instruction /Week: 3+2

No. of Credits: 4

Course Objectives:

1. To enable students to understand the fundamentals of personality development
2. To equip students to develop personal growth, excellence, and skills leading towards a healthy personality
3. To enhance the knowledge and competency to assess personality disorders and their symptoms and behaviour

Unit 1: Nature of personality 7

Definitions, concepts, and fundamentals of personality – heredity vs environment / (nature vs nurture)

Different forms of personality

Big 5 factors - OCEAN

Role of situation in personality development

Self study - Impact of media culture on personality development

Unit 2: Determinants of personality 10

Determinants - Physical, intellectual, emotional, social, sex, educational, aspiration, and achievement

Unit 3: Theories of personality 10

Freud's Psychoanalytic and psychosexual stages of development

Carl Jung's theory - Collective unconsciousness

Alfred Adler theory - feeling of inferiority and superiority

Eysenck's theory - Introvert - extrovert and Stability - instability

Erickson's Psycho-social

Self study - Implications

Unit 4: Characteristics of Personality development 10

Personal excellence – fostering 10 A's of personal excellence

Personal growth - Building self-image, self-esteem, and self-confidence, working on attitudes and adaptability, Body language and communication skills, Public speaking, social etiquette, Positive mindset, interrelationships, and social image.

Self study - Grooming and self-image

Unit 5: Personality Disorder 8

Personality Disorders –Definition, Meaning, Concept, and Causes

Types -Suspicious – paranoid, schizoid, and antisocial; Emotional and impulsive – borderline, narcissistic, and bipolar; Anxious – avoidant, dependent, and obsessive compulsive; Characteristics, Symptoms, and Treatment

Total Hours	**45**

Practical

1	**Organise** – an event on personality development for adolescents/youth	4
2	**Personality assessment tests** – 16 PF, NEO – five factor inventory, Eyesenk's Personality Questionnaire	6
3	**Developing a personality portfolio** – Self-assessment using qualitative and quantitative methods, analysis of nature and nurture influence, and journaling	8
4	**Personal excellence and Personal growth**– Peer Group practice on building self-image and self-confidence, attitude and adaptability, awareness and action, positive relationships and effective communication, public speaking and social etiquette	8
5	**Case Analyses** – Analysing cases of personality disorder, its symptoms, causes, and treatment	4
		30

Reference
Books:

1. Fediman. J., (2009), Personality and Personal Growth, Darling Kinderly publications, South Asia.
2. Hariharan. M., (2008), Coping with Life Stress, Sage Publications, New delhi.
3. Harish. C.M., (2007), Personality development modern methods and techniques, Paradise Publishers, Jaipur.
4. Howard. F.S., (2006), Personality: Classic Theories and Modern Research, Dorling Kindersley (India) Pvt. Ltd, New Delhi.
5. Hurlock. E.B., (2008), Personality Development, 32nd edition. Tata-McGraw Hill Publishing Company limited, New Delhi.
6. John. A., (2007), Personality Development, Lotus Press, New Delhi.
7. Santrock J.W., (2007), Psychology Essentials, Tata McGraw Hill Publications, New Delhi.
8. Wallace R.H. and Mastress C.A., (2009), Personality Development, Baba Baskheneth Publishers, India.
9. Wallance. M., (2008), Personality Development, South Western cengage Learning, India.
10. Wilfret. P., (2008), Personality Development for Successful Interviews, Pearl Books, New Delhi.

Journals:

1. Journal of Child development, Black Well Publications Pvt ltd, United States.
2. Psychological Studies, ICSSR, New Delhi.
3. Young Children, Polly Green Publications, Washington.

Course Outcomes:

1. Identify the forms, and the factors of personality and personality development
2. Understand the interactions between heredity and environment/nature vs nurture and the factors contributing to personality development
3. Infer the theoretical perspectives of personality development and its implications in assessment of personality development and personality disorder
4. Evaluate the determinants of personality in developing and enhancing one's personality
5. Formulate a framework to develop and practice healthy personality through personal excellence and personal growth.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	M	M	M	H	M	L
CO 2	H	M	M	M	M	M	H	M	L
CO 3	H	H	M	H	H	H	H	M	H
CO 4	H	H	H	H	H	H	H	H	H
CO 5	H	H	M	H	H	H	H	H	H

Implementing Developmentally Appropriate ECE Practices - Practical

Semester - III
25MHDC17

Hours of Instruction/week: 4
No. of credits: 2

Course Objectives:

1. To provide hands-on experience in designing, implementing, and evaluating developmentally appropriate ECE learning environments, curriculum, and pedagogical strategies.
2. To develop skills for managing ECE centres, engaging with parents, and maintaining professional standards in the field.
3. To prepare students for careers in ECE by developing a professional portfolio that showcases their competencies and experiences.

Unit 1:Designing Developmentally Appropriate Learning Environments   10

Appraisal of Child Lab's learning environment with DAP principles;
Designing an age-appropriate, individually and culturally responsive ECE learning environment;
Creating a layout plan for an early learning space with designated learning centres (art, literacy, numeracy, dramatic play, etc.);

Unit 2:Developing Developmentally Appropriate ECE Curriculum   15

Evaluating curriculum approaches used in the Child Lab;
Developing an ECE Curriculum Framework with clearly defined learning objectives and Content areas;
Designing an annual conceptual organiser with thematic approach;
Mapping learning experiences to meaningful learning goals across different content areas and scheduling it into a weekly plan;
Designing play-based and inquiry-based integrated lessons for a day schedule;
Planning and structuring a project-based learning experience

Unit 3:Pedagogical Strategies for Effective Teaching   15

Mapping pedagogical strategies (scaffolding, modeling, and co-constructing etc.) into designed lessons and activities;
Identifying, selecting, and creating DAP-aligned teaching-learning aids and resources;
Implementing planned activities in a preschool (child lab) and observing children's responses;
Reflecting on and refining teaching strategies based on observations and feedback.

Unit 4: Management of ECE centres   10

Planning and conducting ECE centre events: functions and celebrations, health camps, and field trips;
Working with parents: organising parent education classes/ workshops, case conferences, and parents as resources;
Evaluating an ECE programme using Indian Norms and Standards, as well as international quality assurance frameworks (e.g., NAEYC);

Unit 5: Development of a ECE Professional Portfolio   10

Pre-planning the portfolio: Reviewing objectives and mapping knowledge and skills;
Identifying key learning outcomes and gathering supporting documents and evidence;
Assembling the portfolio showcasing developed curriculum plans, learning materials, activity designs, and evaluation reports etc;
Presenting the portfolio as a demonstration of professional competencies in ECE

Total Hours   60

Course Outcomes:

1. Explain the principles of developmentally appropriate learning environments and curriculum design in ECE.
2. Demonstrate proficiency in planning and implementing developmentally appropriate learning environments and curriculum in ECE settings.
3. Analyze the effectiveness of ECE programmes by evaluating curriculum, pedagogical strategies, and learning environments using national and international quality standards.
4. Evaluate the management practices of ECE centres, including event planning, parent engagement, and programme assessment, to enhance early childhood learning experiences.
5. Develop a professional portfolio demonstrating ECE competencies through designing DAP curriculum framework, programme schedules, pedagogical strategies, lesson plans and activities, and teaching-learning materials.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	M	H	H	L	H	H	M	H	H
CO 2	M	H	H	H	H	H	M	H	H
CO 3	M	H	H	H	H	H	M	H	H
CO 4	M	H	H	H	H	H	M	H	H
CO 5	M	H	H	H	H	H	M	H	H

Educational Intervention and Teaching Techniques for Children with Special Needs - Practical

Semester - III
25MHDC18

Hours of Instruction/week: 4
No. of Credits: 2

Course Objectives:
1. To provide practical exposure to special education settings through observation and interaction, with educators and therapists.
2. To equip students with skills in designing, implementing, and adapting specialised learning materials for children with special needs.
3. To develop the ability to assess learning outcomes and refine instructional strategies based on student engagement and feedback.

Unit 1: Exposure to Special Education Settings 12
Visit to different types of special schools - Observation of teaching methods, intervention strategies, and assistive technologies, Interaction with special educators and therapists

Unit 2: Assessment of special children 12
Assessment of specially-abled children using any one method case history/ observation/interview/use of standardised tool/scales/checklists

Unit 3: Designing Teaching Learning Materials 12
Creating sensory aids for children with special needs
Modify available learning materials for the suitability of individual differences in children
Understanding the need for individualised learning resources and formulating learning goals and learning outcomes

Unit 4: Implementing Designed Learning Materials 12
Execute the materials designed and developed in unit 3 for children at special schools.
Individualized teaching strategies to help children with special needs to achieve short-term learning goals
Modification of designed and developed learning materials based on student response and engagement

Unit 5: Assessing Learning Outcomes 12
Evaluating the effectiveness of designed materials in achieving learning goals
Recording observations and feedback from educators and therapist

Total 60

Course Outcomes:

1. Understand different special education settings, teaching methods, and assistive technologies.
2. Gain hands-on experience by assisting in classrooms and supporting individualised learning plans.
3. Create specialised learning materials to support children with diverse needs.
4. Use and adapt learning materials in classrooms to help students achieve learning goals.
5. Evaluate the effectiveness of teaching strategies and materials based on student progress and feedback.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	H	M	M	L	-	M	M	M
CO 2	M	H	H	M	L	H	M	H	H
CO 3	M	H	M	M	M	H	M	H	H
CO 4	M	H	H	H	M	H	M	H	H
CO 5	L	H	H	M	M	H	M	H	H

Human Rights (Self Study Course)

Course Objectives:
1. To understand the concept and significance of human rights.
2. To value human dignity and respect.
3. To develop attitudes and behaviours that will lead to respect for the rights of others

Unit-I Human Rights – International perspectives   6

Concept and definition, need and significance, principles of Human Rights

Evolution and historical development of Human Rights – The United Nations and the Universal Declaration of Human Rights.

Classification of Human Rights - Civil and Political Rights, Economic, Social and Cultural Rights, Emotional Rights, Moral and Legal Rights

Major International Conventions on Human Rights - International Covenant on Economic, Social and Cultural Rights, 1976,

International Covenant on Civil and Political Rights, 1976

Unit-II Human Rights in India   6

Development of Human Rights in Contemporary India.

Fundamental Rights - Right to Equality- Right to Freedom- - Right to Life- Freedom of Religion- Rights of Minorities- Right to Constitutional Remedies- Judicial pronouncement of the Courts in India

Directive principles of State Policy - Implementation of Second-Generation Rights- Positive Rights and negative rights - Enumerated Rights and Non-Enumerated Rights

Self Study - Key milestones in the development of Human Rights in India

Unit-III Women Rights   6

Constitutional rights of women in India - Right to Maintenance, Right to Equal Pay, Right to Dignity and Decency, Right against Domestic Violence, Rights at work place, Right against Dowry, Right to Legal aid, Right to self Defence

Violation of Women's rights – sexual harassment and rape, health and nutritional deprivation, gender disparities and political discrimination.

Reproductive rights of women

Legal provisions for women in India - The Family Courts Act (1954), Immoral Traffic (Prevention) Act (1956), The Maternity Benefit Act, 1961 (Amended in 1995), Dowry Prohibition Act (1961), The Medical Termination of Pregnancy Act (1971), The Equal Remuneration Act (1976), Indecent Representation of Women (Prohibition) Act (1986), The Protection of Women from Domestic Violence Act (2005). Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994, Hindu Succession Act (1956)

Women's Property Rights Act in India - The Hindu Succession (Amendment) Act, 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Related experience – Visit to All - Women Police Stations

Unit-IV Child rights   6

Rights of children - Right to education, Right to equal opportunities and facilities, Right against social injustice and exploitation, Right to identity, Right to be protected from hazardous employment, Right against abuse, Right to be protected from trafficking.

Violation of child rights – Child labour, Street children. Gender disparities – Infanticide and Foeticide, Children of prostitutes, Child prostitutes and trafficked children. Refugee children and Child victims of war. Children with special needs

Legal provisions for Children in India - The Juvenile Justice (Care and Protection) Act (2000, amended in 2015); The Prohibition of Child Marriage Act (2006); The Protection of Children from Sexual Offences Act (2012), and The Child Labour (Prohibition and Regulation) Act (1986, amended in 2016), Commissions for Protection of Child Rights Act, (2005).

Unit-V Redressal mechanisms against Human Rights Violation 6

International organisations to protect Human rights - UN system of protection of Human Rights, Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Convention on the Elimination of All Forms of Racial Discrimination (CERD)- Convention on the Rights of Persons with Disabilities (CRPD), Convention on the Rights of the Child (CRC), International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families.

Protection of Human Rights in India - Protection of Human Rights Act, 1993- National Human Rights Commission and State Human Rights Commissions, National Commission for Protection of Child Rights (NCPCR), National commission for Women (NCW)

Self Study - Role of voluntary organisations in protection of Human rights

Total Hours   30

Text Books
1. Chan, J, (2007). Education for human rights, Anshah Publishing House, Delhi
2. Jain, R. (2016). Textbook on Human Rights Law and Practice – Third edition, Universal Law Publishing, Lucknow.
3. Singhal. S.C. (2023), Human Rights, Narain's Publishing, Agra

Reference Books
1. Buergenthal, Shelton, Stewart and Vázquez. (2017) International human rights in a nutshell, West Academic Publishing, Columbia
2. Das, A. and Mohanty, P.K. (2004). Human Rights in India, Sarup and Sons, New Delhi
3. Gopalkrishnan, B., (2004). Rights of Children, Awishkar publishers, Jaipur
4. Goyal. P.K., (2005), Human Rights and Humanitarian affairs, Vista International Publishing House, Delhi
5. Gready. P and Vandenhole. W (2013), Human Rights and Development in the new Millennium: Towards a Theory of Change, Routledge Taylor and Francis Group, Newyork
6. Jacqueline (2014), Child Migration and Human Rights in a global age, Princeton University Press, UK.
7. Reicheert, E (2008). challenges in human rights, Chaman enterprises, New Delhi
8. Roy, A.N. (2007). Human rights, tasks, duties, functions, Sheetal printers, Jaipur
9. Srivastava, D.K. (2009). Human rights in India, Annbhav publishing house, Allahbad

Journals
1. Journal of family welfare, FPA,India
2. Kurukshetra – A journal of rural development, SoochanaBhavan, NewDelhi
3. Manushi, Manushi trust, NewDelhi
4. Research Highlights, Saradalaya press, Coimbatore

Reports
1. National Commission for Human Rights, Women's Rights in India - An Analytical Study of The United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and The Indian Constitution, Legislations, Schemes, Policies and Judgements (2021)
2. UN center for Human rights, The Rights of Indigeneuos peoples (Geneva : World campaign for Human Rights,1997)

Course Outcomes:
1. Identify the concept, classification and significance of human rights
2. Understand the human rights issues in India with reference to vulnerable groups
3. Apply the knowledge of gender issues in formulating strategies for promoting women and child rights
4. Evaluate the effectiveness of human rights in the current scenario in view of the present status of vulnerable group
5. Formulate strategies for protecting and advocating human rights in the society.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	L	-	M	H	M	M
CO 2	H	M	M	L	-	M	H	M	M
CO 3	H	M	M	H	M	M	H	M	M
CO 4	H	M	M	L	-	-	M	-	L
CO 5	M	M	H	L	-	-	-	M	H

Department of Human Development
Sustainability Course
Gender and Population Demographics

Semester - III   **Hours of instruction /week: 4**

25MHDSC1

Course Objectives:
1. To understand the concept and facts of gender and population
2. To enhance knowledge on Miscarriage, abortion, fetal deaths, still births, live birth, deaths, early and late neonatal death, infant death, child death
3. To impart knowledge on gender-based inequalities and linkages between gender, population, development, and sustainable health.

Unit 1: Gender and Demographics   **12**

Sex and Gender concepts

Gender and sexuality – Transgender, cisgender, intersex

Sexual orientation – Heterosexuality, Homosexuality, Bisexuality, Asexuality

Population demographics – Composition, History of Population Growth in India; Current Population Scenario and Demographic Profile of India and States

Factors affecting population dynamics – social, economic, political and health

Self study - Indian Human Development Survey (IHDS)

Unit 2: Gender Issues   **12**

Status of women in India – Social, Economic and Political evolution

Implications for Sex Ratio Trends and Patterns in India: Son Preference, Desired Sex Composition of Children, Child Sex Ratio, Sex Ratio at Birth and Sex Selective Abortion; Sex Selected Abortion (Pre-Conception and Pre-Natal Diagnostic Techniques-PCPNDT Act), devaluation in workforce

Self study - International and national response to gender discrimination – The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), National Human Rights Commission –NHRC.

National Commission for Women -NCW and State Commission for Women-SCWs

Unit 3: Gender and Media   **12**

Portrayal of Gender in Print and Mass Media.

Commercialization and Objectification of Women in Movies, Reality Shows, Advertisements, Online Video Games.

Obscenity, Pornography, Indecent Representation of Women (Prohibition) Act.

Self study - Gender and Social-Media: Pros and Cons.

Unit 4: Fertility and Population Decline   **12**

Determinants of fertility – Health, social, cultural and economic

Fertility problems among men and women – age at marriage, physical conditions, psychological status and environmental factors

Theoretical perspectives of gender and fertility – Social, cultural and economic

Methods of Family Planning: Modern and Traditional

Measures to Address Infertility in India (Late Marriages and Single Women)

Self study - National Family and Health Survey (NFHS)

Unit 5: Sustainable Goals and Approaches

Approaches and strategies for WID, WAD and GAD

Human Development Index, Gender Development Index, Health for all by 2000, Components of Primary Health Care, Millennium Development Goals (2000), Sustainable Development Goals (2016). Health Policies and Health System in developed and developing countries.   **12**

Gender and HIV/AIDS Vulnerability and its Demographic Impact; Reproductive Rights and Ethical Issues; *Self study - National Mental Health Survey of India*

                                                          Total Hours   60

References Books :

4. Aggarwal, Nomita, (2002) "Women and Law in India", New Century Publication, Delhi
5. Bhende, A. and T. Kanitkar (2019), *Principles of Population Studies*, Himalaya Publishing House, Mumbai.
6. Forti, Sarah (2018). Gender Justice and Human Rights in International Development Assistance. Transcending Universal Divisions. Publisher: Taylor and Francis. ISBN: 9781351620819, 1351620819
   growth, Excel India publishers, New Delhi
7. Kapur, Ratna. (2018) . Gender, Alterity and Human Rights. Freedom in a fish bowl. Publisher: Edward Elgar Publishing Limited. ISBN: 9781788112536, 1788112539.
8. Leelavathy K.C, Jerinaba U and Annapoorani, R. (2010) Gender equality and inclusive
9. Mason, A. (2007), "Demographic Dividends: The Past, the Present, and the Future", in A. Mason and M. Yamaguchi (eds.), *Population Change, Labor Markets and Sustaina*
10. Palanivelan.P and Bhalakrishnan, H. (2007), Education for empowerment, Rawat
11. Parvin, Razia. (2019). Socio Economic Empowerment of Women: Dimensions and Strategies. MJP Publisher.
    publications, New Delhi
12. Rele, J. R. (1987), "Fertility Levels and Trends in India, 1951-81", *Population and Development Review*, 13(3), 513-530.

Course Outcomes:
1. Explain the concept and social norms associated with the gendered identity as a male, female and Transgender
2. Outline the socio-economic status of women and transgenders
3. Appraise various ways in which gender inequality manifests in different socio-economic contexts.
4. Discuss the changing representations of gender in relation to wider social changes.
5. Analyze the changing pattern of living, insight on gender disparities within the family and community

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	L	-	M	H	M	M
CO 2	H	M	M	L	-	M	H	M	M
CO 3	H	M	M	H	M	M	H	M	M
CO 4	H	M	M	L	-	-	M	-	L
CO 5	M	M	H	L	-	-	-	M	H