



SNDT Women's University, Mumbai

**Bachelor of Science
(Human Development)**

B.Sc. (Human Development)

As Per NEP - 2020

**Syllabus
(2024-2025)**

**Credit structure For Under Graduate Programs in Humanities, Science and Technology and Interdisciplinary Studies Faculties
(2024 May as per GR dated 13/03/2024)**

[illegible]

Terminologies

Abbreviation	Full-form	Remarks	Related to Major and Minor Courses
Major (Core)	Main Discipline		
Major (Elective)	Elective Options		related to the Major Discipline
Minor Stream	Other Disciplines (Inter/ Multidisciplinary) not related to the Major	either from the same Faculty or any other faculty	
OEC	Open Elective Courses/ Generic		Not Related to the Major and Minor
VSC	Vocational Skill Courses		Related to the Major and Minor
SEC	Skill Enhancement Courses		Not Related to the Major and Minor
AEC	Ability Enhancement Courses	Communication skills, critical reading, academic writing, etc.	Not Related to the Major and Minor
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital and technological solutions, Health & Wellness, Yoga education, sports, and fitness	Not Related to the Major and Minor
IKS	Indian Knowledge System	I. Generic IKS Course: basic knowledge of the IKS II. II. Subject-Specific IKS Courses: advanced information about the subject: part of the major credit	Subject Specific IKS related to Major
OJT	On-Job Training (Internship/Apprenticeship)	corresponding to the Major Subject	Related to the Major
FP	Field projects	corresponding to the Major Subject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/Visual/ Performing Arts	Not Related to the Major and Minor
CE	Community Engagement and service		Not Related to the Major and Minor
RP	Research Project	corresponding to the Major Subject	Related to the Major

Program Template

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

Structure with Course Titles**B. Sc. Human Development**

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
10030401	Life Span Development (Th)-1	Major (Core)	2	50	50	0
		Major (Core)	2	50	0	50
		Major (Core)	2	50	50	0
10430411	Basics of Child Care & Development (Th)	OEC	4	100	50	50
10630401	Life Span Development (Pr)	VSC	2	50	50	0
10730401	Developmental Activities for Young Children (Pr)	SEC	2	50	50	0
	English – I	AEC (English)	2	50	0	50
	Inception of India Knowledge System	IKS (Generic)	2	50	0	50
		VEC	2	50	0	50
	Co-curricular activity	CC	2	50	50	0
			22	550	300	250
	Semester II					
10730401	Life Span Development (Th)-2	Major (Core)	2	50	0	50
		Major (Core)	2	50	50	0
		Major (Core)	2	50	0	50
		VSC	2	50	0	50
		VSC	2	50	0	50
20430411	Introduction to Communication and Media (Th)	OEC	4	100	50	50
20730401	Information and Communication Technology for Children (Pr)	SEC	2	50	50	0
	English –II	AEC (English)	2	50	50	0
		VEC	2	50	0	50
	Co-curricular activity	CC	2	50	50	0
			22	550	250	300

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Course Syllabus

Semester I

1.1 Major (Core)

Course Title	Life Span Development (Th)-1
Course Credits	2
Course Outcomes	After going through the course, learners will be able to: <ol style="list-style-type: none">1. Corelate with the developmental stages from birth to old age.2. Appraise potential hazard during prenatal stage of development3. Relate to important aspects of development during the early and late childhood.4. Illustrate major stages and nature of growth and development
Module 1 (Credit 1) - Introduction to Life Span Development and Infancy stage	
Learning Outcomes	After learning the module, learners will be able to
Learning Outcome	<ol style="list-style-type: none">1. Develop understanding of meaning of life span development.2. Acquire knowledge about advancements in the stage of prenatal and infancy stage3. Understand potential hazard during prenatal stage of development
Content Outline	<ul style="list-style-type: none">● Introduction to life span development.● Conception and development during prenatal stages and hazards of development in brief● Introduction to stage 0-2 years● Neonatal stage: Physical appearance, Reflexes, Perceptual skills, Infancy: Physical, motor and social development during infancy● Developmental tasks of infancy stage
Module 2 (Credit 1) - Early and Late Childhood	
Learning Outcome	After learning the module, learners will be able to:
Learning Outcome	<ol style="list-style-type: none">1. Acquaint with the developmental changes and challenges during early and middle childhood.2. Develop understanding about significance of pre-school age in the process of development.
Content Outline	<ul style="list-style-type: none">● Stage of Childhood- Early & Late childhood● Concepts and developmental tasks and challenges● Physical, motor and social development● Cognitive and Language development

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

1. Make a scrap book of the stages of prenatal development

2. Presentation on hazards of development

Module 2:

1. Visit to a pre-school and submit observation report
2. Planning activities for physical, motor, social development, cognitive and language development

References:

1. Berger, K.S. (2005). The Developing Person Through Lifespan, 6th edition, Worth Publishers, USA.
2. Berk, L.E. (1989). Child Development, 7th edition, Allyn and Bacon, USA.
3. Berk, L. E . (2004). Development Through Lifespan. 3rd edition, Pearson Education Inc and Dorling Kindersley (India) Pvt. Ltd.
4. Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.
5. Hurlock E.B. (1997): Child Development, Tata McGraw Hill, Delhi.
6. Salkind N & Ambron S.R (1987): Child Development, Holt Rinehart and Winston Inc. The dryden press sounders colleges publishing.
7. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3rd edition, Tata McGraw Hill Publication, New York.
8. Santrock & Yussen (1988): Child development - An introduction, W.M.C. Brown Publishers, Iowa.
9. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2nd edition, Brooks/Cole Publishing Co Ltd, USA.
10. Williams, S. (1984): Middle childhood, behavior & development, MacMillan publishing company, New York.

1.4 Open Elective Courses/ Generic (OEC)

Course Title	Basics of Child Care & Development (Th)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to: <ol style="list-style-type: none">1. Understand the concept of growth and development.2. Categorize different aspects of child's physical, motor social and emotional development.3. Classify developmental tasks of different age groups.4. Identify Piaget's stages of cognitive development upto late childhood stage.5. Comprehend concept of Play and its implications in physical, social, emotional and cognitive development.6. Predict individual difference among children
Module 1 (Credit 1) - Introduction to Childhood	
Learning Outcomes	<ol style="list-style-type: none">1. Understand the concept of Childhood2. Classify principles of growth and development3. Illustrate childhood in different contexts: childhood and poverty, child labour, child abuses and child protection.4. Assess child rearing practices5. Distinguish effects of divorce, single parenthood family6. Evaluate the effects of migration of families
Content Outline	<ul style="list-style-type: none">● Concept of Childhood● Principles of Growth and Development● Childhood in Different Contexts: Childhood and Poverty, Child Labour, Child Abuses and Child Protection.● Childhood Rearing Practices● Effects of Divorce, Single Parenthood Family● Migration of Families
Module 2 (Credit 1) Physical, Motor Development and Social Development in Childhood	
Learning Outcomes	<ol style="list-style-type: none">1. Understand characteristics of physical growth at early childhood and late childhood stages2. Compare the difference between gross and fine motor skills development up to late childhood;3. List down developmental tasks up to late childhood4. Demonstrate different types of play5. Identify developmental delays in children6. Compare role of family (parents), peers, school (teachers) and society in social development of children

Content Outline	<ul style="list-style-type: none"> ● Characteristics of physical growth at early childhood and late childhood stages ● Motor Development- gross and fine motor skills development up to late childhood; ● Developmental tasks up to late childhood ● Developmental delay and its remedies ● Play: characteristics, stages, types, importance and its role in overall development ● Concept and characteristics of social development ● Role of family (parents), peers, school (teachers) and society in social development
Module 3 (Credit 1) - Emotional Development and Language Development	
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand characteristics and factors affecting emotional development 2. Illustrate the role of parents and teachers in healthy emotional development 3. Enumerate the stages of language development 4. Classify the factors affecting language development 5. Identify speech defects in children
Content Outline	<ul style="list-style-type: none"> ● Meaning, Nature, Characteristics and Types of Emotions ● Understanding children's emotions ● Factors affecting emotional development ● Role of parents and teachers in healthy emotional development ● Stages of language development ● Factors affecting language development ● Speech defects
Module 4 (Credit 1) - Cognitive Development and Moral Development	
Learning Outcomes	<ol style="list-style-type: none"> 1. Compare Piaget's and Kohlberg's stages of cognitive development 2. Classify moral development
Content Outline	<ul style="list-style-type: none"> ● Concept of Cognitive Development ● Piaget's stages of Cognitive Development upto late childhood ● Individual Differences and Cognitive development ● Moral Development: Concept and stages of moral development according to Kohlberg and Piaget

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

1. Collect 6-8 newspaper articles that reflect issues of parenting and childhood, analyse these and prepare a report.

2. Identify two children of 7-14 age group belonging to diverse socio-cultural backgrounds and prepare a case study.
3. Conduct interviews of 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles, prepare and present their report in the class.

Module 2:

1. Collect data from an elementary school with regard to the growth of height and weight of children, analyze the data and prepare a report for presentation.
2. Collect and compile data relating to developmental norms during infancy/babyhood/early childhood/late childhood.

Module 3:

1. Scrap book of emotions
2. Project on Speech defects

Module 4:

1. Making a chart on Piaget's Cognitive development stages
2. Making a hart on stages of moral development according to Kohlberg and Piaget

References:

1. Berk, L.E. (2000) Childhood to Adolescence. London: Mc.Graw Hill Company. Berk, L.E. (2007) Development Through the Life Span. New Delhi: Pearson Education.
2. Devadas, R.P. and Jaya, N. (2002) A Textbook on Child Development. Madras: Macmillan India Limited.
3. Gupta, M.S. (2009) Early Childhood Care and Education. Prantice Hall of India Pvt. Ltd.
4. Harris, M. and Butterworth, G. (2002) Developmental Psychology: a Student's Handbook. Taylor & Francis: New York.
5. Hurlock, E.B. (2004) Child Growth and Development. New York: Tata Mc.Graw Hill Company.
6. Mohanty, J. and Mohanty, B. (1994) Early Childhood Care and Education (ECCE). New Delhi: Deep and Deep publications.
7. Mussen, P.H. et. al. (1984) Child Development and Personality. New York: Harper & Row Publication.
8. Papalia, D.E. and Olds, S.W. (2005) Human Development. New York: Tata Mc.Graw Hill Company.
9. Santrock, J.W. (2006) Child Development. New Delhi: Tata Mc.Graw Hill Publishing Company.

1.5 Vocational Skill Courses (VSC)

Course Title	Life Span Development (Pr)
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Modify observation skills and reporting abilities 2. Exhibit skills to interview families and individuals for collecting information related to human development 3. Demonstrate the ability to work in groups and for human development 4. Articulate the ability to observe the services given by human care institutes
Module 1 (Credit 1) -- Developing Observation Skills	
Learning Outcomes	After learning the module, learners will be able to,
	<ol style="list-style-type: none"> 1. Modify observation skills 2. Exhibit skills of interviewing 3. Demonstrate the ability to work in groups and for human development
Content Outline	<ol style="list-style-type: none"> 1. Observation of individuals in different periods of life span (Infants, preschoolers, Adolescents and adults)
Module 2 (Credit 1) - Critically understanding Issues and Concerns of Human Development	
Learning Outcomes	After learning the module, learners will be able to,
	<ol style="list-style-type: none"> 1. Critically understanding of issues and concerns of human development 2. Develop care tips for children and elderly
Content Outline	<ol style="list-style-type: none"> 1. Developmental deviations 2. Viewing different films on pre- during- post natal care and develop right understanding 3. Demonstration of different child care practices, massaging, bathing, toilet training, feeding. 4. Review films on adolescents and social media 5. Visit to old age home and report observations

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Observation and reporting of developmental task of any two stages of development
2. Collecting newspaper, magazine articles of different periods of life span

Module 2:

1. Visit to old age home and report submission
2. Film review on adolescents and social media
3. Group projects on relevant issues in childhood, adolescents and adulthood
4. Conducting interviews of elderly men, women and families

References:

1. Berger, K.S. (2005). The Developing Person Through Lifespan, 6th edition, Worth Publishers, USA.
2. Berk, L. E . (2004). Development Through Lifespan. 3rd edition, Pearson Education Inc and Dorling Kindersley (India) Pvt. Ltd.
3. Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.
4. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3rd edition, Tata McGraw Hill Publication, New York.
5. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2nd edition, Brooks/Cole Publishing Co Ltd, USA.

1.6 Developmental activities for young children (Pr) (SEC)

Course Title	Developmental Activities for Young Children (Pr)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to: <ol style="list-style-type: none">1. Illustrate the developmental milestones from infancy to 8 years2. Interpret the important aspects of development during the foundational years.3. Develop activities and material for enhancing skills in different domains
Module 1 (Credit 1) - Infancy and Toddlerhood stage	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none">1. Correlate domains of Development2. Relate to the Developmental Milestones3. Design age-appropriate activities to promote development in specific domains
Content Outline	<ul style="list-style-type: none">● Introduction to Developmental Domains● Developmental Milestones in Infancy and Toddlerhood● Activities and Games to enhance Physical, Sensory, Motor, cognitive, Language, Social and Emotional Development
Module 2 (Credit 1) - Early and Late Childhood	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none">1. Interpret the developmental changes during the Foundational years2. Correlate the developmental milestones in different domains3. Plan developmentally appropriate activities to promote growth
Content Outline	<ul style="list-style-type: none">● Design age-appropriate activities for the development of various domains● Physical and Motor Development● Cognitive and Language Development● Social, Emotional, personal and Aesthetic Development● Activities to promote three Rs <ol style="list-style-type: none">1. Schedule of Activities to promote holistic development

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

4. Planning activities to promote development in different domains for Infancy and Toddlerhood Stage

5. Creating a scrap book of activities related to different domains

Module 2:

1. Planning activities to promote development in different domains for Foundational Years
2. Designing a program for holistic development of Infancy, Toddlerhood, preschool and foundational years
3. Presentations

References:

1. Ambron, S.R. (1975). Child Development, Rinehart Press, San Fransisco.
2. Bee, H. (1985). The Developing Child, 4th edition. Harper and Row Publisher, New York.
3. Day, B(2010) Early Childhood Education: Creative Learning Activities, 3rd Edition, Macmillan Publishers
4. Robison H (1983): Exploring Teaching in Early Childhood Education, Allyn and Bacon Inc., Boston
5. Robison H (1983): Exploring Teaching in Early Childhood Education, Allyn and Bacon Inc., Boston
6. Santrock & Yussen (1988): Child development - An introduction, W.M.C. Brown Publishers, Iowa.
7. Sigelman, C.K and Shaffer. D.R. (1995): Life Span Development, 2ndedition, Brooks/Cole Publishing Co Ltd, USA.
8. Smart M.S & Smart R.C. (1982): Children, Development and Relationship, 4th edition, Mac-Millan Publishing Co., New York.
9. Swaminathan, M & Daniel, P (2004) Play Activities for Child Development- A Guide to Pre-School Teachers- National Book Trust.

Semester-II

2.1 Major (Core)

Course Title	Life Span Development (Th) (2)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to: <ol style="list-style-type: none">1. Relate to various domains of development during adolescence stage2. Categorize major concerns and challenges during adolescence stage3. Identify career planning avenues during adolescence stage4. Understand importance of sex education during adolescence5. Comprehend characteristics of early, middle and late adulthood.6. Analyze problems and issues in middle and late adulthood.
Module 1 (Credit 1) - Adolescence	
Learning Outcomes	After learning the module, learners will be able to
Learning Outcome	<ol style="list-style-type: none">1. Corelate knowledge of various domains of development during adolescence stage2. Categorize major concerns and challenges during adolescence stage3. Appraise importance of sex education during adolescence4. Review career planning avenues during adolescence stage
Content Outline	Definition and characteristics of Adolescents. <ul style="list-style-type: none">● Physical, Social and Emotional and Cognitive development during adolescence stage.● Major challenges faced during adolescence stage● Choosing a career
Module 2 (Credit 1) – Adulthood	
Learning Outcome	After learning the module, learners will be able to: <ol style="list-style-type: none">1. Classify characteristics of early, middle and late adulthood.2. Analyze problems and issues in middle and late adulthood.
Content Outline	<ul style="list-style-type: none">● Definition of young, middle and late adulthood and development tasks of each stage.● Physical, Social and Emotional development during three stages of adulthood (Young, Middle and late Adulthood)● Major developmental concerns during adulthood

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

1. Assignment on major challenges faced during adolescence period
2. Planning for a sex education program for adolescents.

Module 2:

1. Visit to an old age home and submit observation report
2. Assignment on major developmental concerns during adulthood
3. Assignment on issues in middle and late adulthood

References:

1. Berk, L.E. (2004). Development Through Lifespan. 3rd edition, Pearson Education Inc and Dorling Kindersley (India) Pvt. Ltd.
2. Mc.Candles & Coop (1989): Adolescents - Behavior and Development, Holt Richard and Winston, New York.
3. Rogers,D, (1997): Adolescents today & Co-operation, Prentice Hall, New Jersey.
4. Rogers D (1997): Psychology of Adolescence, Prentice Hall, New Jersey.
5. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3rd edition, Tata McGraw Hill Publication, New York.
6. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2nd edition, Brooks/Cole Publishing Co Ltd, USA.
7. Smart M.S & Smart R.C. (1982): Children, Development and Relationship, 4th edition, Mac-Millan Publishing Co., New York.

2.6 Open Elective Courses/ Generic (OEC)

Course Title	Introduction to Communication and Media (Th)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts in Communication 2. Categorize different models used in communication theory 3. Identify Types & Levels of Communication 4. Infer Barriers in Communication. 5. Co-relate growth and Development of media 6. Appraise and assess the need for critical knowledge and the analytical tools required by the children in understanding the media. 7. Relate to the role of policies required to adhere by its media makers. 8. Explore and understand the importance of media in the rapid shift of technology.
Module 1 (Credit 1) - Principles of Communication	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts in Communication 2. Categorize different models used in communication theory
Content Outline	<ol style="list-style-type: none"> 1. Definitions and functions of communication 2. Types & Levels of Communication 3. Barriers in Communication. 4. Growth and Development of media
Module 2 (Credit 1) - Growth and Development of media	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate the growth of different media 2. Classify the role of media in society.
Content Outline	<ol style="list-style-type: none"> 1. Folk Media – role and importance in the society 2. Press - role and importance in the society. 3. Radio - role and importance in the society. 4. Cinema – role and importance in the society
Module 3 (Credit 1) - Ethical Issues in Media and Guidelines for Working with children	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Explore ways for working with children in different age groups 2. Relate to various regulations and laws while working with children at various age levels 3. Co-relate various techniques of observing and assessing children 4. Formulate guidelines related to ethical Issues for working with children
Content Outline	<ol style="list-style-type: none"> 1. Basic communication skills (verbal, non-verbal) 2. Sensitivity training 3. Handling difficult situations 4. Involvement of caregivers 5. Ethical Issues in working with children
Module 4 (Credit 1) - Children and Media – Issues and Concerns	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Study the vital aspects of media forms created for children and their understanding of those forms. 2. Gain an in-depth knowledge of what children watch and why. 3. Understand the role of media in the socialization pattern of children 4. Explain media Advocacy and social responsibility.
Content Outline	<ol style="list-style-type: none"> 1. Children as special audience – characteristics and concerns 2. Children's media usage – uses and gratifications. 3. Attention, comprehension of media formats and content. 4. Children's understanding of realism in media. 5. Media and Family

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Assignment of types & levels of Communication
2. Presentation on barriers in communication.
3. Discussion on growth and Development of media

Module 2:

1. Discussion on role and importance of Folk Media/ Press / Radio/Cinema in the society

Module 3:

1. Creating a model for sensitivity training of adults
2. Roleplay on handling difficult situations with children
3. Designing a program for involvement of caregivers in developing guidelines for working with children
4. Presentation on ethical Issues in working with children

Module 4:

1. Project on children's media usage
2. Discussion on media formats and content.
3. Assignment on media and Family

References:

1. Berry, G.L. & Asamen, J.K. 1993. Children & Television: Images in a changing socio-cultural world. Newbury Park. Sage Publications.
2. Drotner, K & Singer D.G. (2008). The international Handbook of Children's Media and Culture. London. Sage.
3. Gunter, B. & McAleer, J.L. (1990). Children and Television: The One-eyed Monster? London: Routledge.
4. Hobbs, R. (2012). Digital and Media Literacy =: Connecting Culture and Classroom. Thousand Oaks, CA. Sage.
5. Littlejohn, Steven. 1996. Theories of Human Communication. (5th edition) California. Wadsworth Publishing Company.
6. Mehta D. (1994). Mass Communication and Journalism in India. New Delhi.
7. Rosengren, K. & Windhall S. (1989). Media Matter: TV use in Childhood & Adolescence. Norwor (N.J.): Ablex Publ. Corp.
8. Singer, D.G & Singer J.L. (2011) Handbook of Children and the Media. Thousand Oaks, CA. Sage.
9. Sparafkin, J & Liebert, R. (1988). The Early Windo: Effects of Television on Children and Youth. New York. Pergamon Press.
10. Unnikrishnan, N. & Bajpai, S. (1996) Impact of Television on Children. New Delhi: Sage.

2.7 Information and Communication Technology for Children (PR) (SEC)

Course Title	Information and Communication Technology for Children (Pr)
Course Credits	2 (Pr) Marks: 50
PracticalInternal	Practical
Course Outcomes	After going through the course, learners will be able to: 1. Create digital story as teaching aid. 2. Prepare Instructional Model for Training Programs. 3. Develop models for interacting with children 4. Integrate knowledge of technology to communicate with parents and other stakeholders. 5. Develop instructional tools
Module 1 (Credit 1) Instructional Tools for children	
Learning Outcomes	After learning the module, learners will be able to: 1. Develop awareness in different tools and technologies for interacting with children 2. Use presentation tools 3. Learn tools to interact with children 4. Understand importance of audio- visual aids for effective interaction with children
Content Outline	1. Introduction to presentation tools (PPT, Google slides, use of Canva) 2. Animation Tools for moving graphics (Video making, sound addition) 3. Interactive applications (Kahoot), whiteboards, padlet)
Module 2 (Credit 1) Interactive Media	
Learning Outcomes	After learning the module, learners will be able to: 1. Learn different interactive media to teach children 2. Learn use of instructional models 3. Orient themselves with instructional models
Content Outline	1. Introduction to interactive media (TV, Tablets, Smart devices) 2. Introduction to Instructional models (ADDIE-Analyze-Design-Develop-Implement-Evaluate), Dick and Carey's model.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1:

1. Creating PPT with story
2. Create preschool advertisement by using Canva

Module 2:

1. Develop theme-based video with picture and sound effect.
2. Develop interactive games
3. Create digital images of animals, flowers, shapes with colors –two each

References

1. Anderson, G.T. (2000). "Computers in a Developmentally Appropriate Curriculum." Young Children 55 (2): 90–93.
2. Berson, I.R., & M.J. Berson, eds. 2010. High-Tech Tots: Childhood in a Digital World. Charlotte, NC: Information Age Publishing
3. Plowman, L., Stephen, C., & McPake, J. (2010). "Growing Up With Technology: Young Children Learning in a Digital World." Routledge.

4. Kucirkova, N., & Flewitt, R. (2020). "The Future of Play in the Digital Age: How Digital Devices are Reshaping Childhood." SAGE Publications.
5. Selwyn, N., & Facer, K. (2014). "The Politics of Education and Technology: Conflicts, Controversies, and Connections." Palgrave Macmillan.
6. Stephen, C., & Edwards, S. (2017). "Young Children Playing and Learning in a Digital Age: A Cultural and Critical Perspective." Routledge.

