



**SNDT Women's University, Mumbai**

**Bachelor Of Science  
(Human Development)**

**B.Sc. In Human Development**

As Per NEP – 2020

**Semester – III & IV**

**Syllabus**

**(WEF. 2025-2026)**

*Asha Menon*

### STRUCTURE SEM III

S. No	Courses	Type of Course	Credits	Marks	Internal	External
	<b>Semester III</b>					
30130411	Methods of Working with Children (Th)	Major (Core)	4	100	50	50
30130422	Methods of Working with Children (Pr)	Major (Core)	4	100	50	50
30130413	Design Thinking in Human Development (Th)	Major (Core)	2	50	0	50
30130403	Design Thinking in Human Development (Pr)	Major (Core)	2	50	50	0
30330411	Family And Community Engagement (Th)	Minor Stream	2	100	0	50
30430411	Foundation of ECE (Th)	OEC	2	50	0	50
	Modern Indian Language	AEC (Modern Indian Language)	2	50	50	0
31330401/ 31330402/ 31330403	Field Work in Adolescent Development centers/ Field Work in Old Age Homes/ Field Work in Orphanages	FP	2	50	50	0
	Sports/NCC/NSS/Cultural	CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>

### STRUCTURE SEM IV HUMAN DEVELOPMET

	<b>Semester IV</b>					
40130411	Psychological Foundations of HD (Th)	Major (Core)	4	100	50	50
40130412	Youth Development (Th)	Major (Core)	4	100	50	50
40130413	Health and Well-Being Across Life Span (Th)	Major (Core)	2	50	0	50
40130404	Health and Well-Being Across Life Span (Pr)	Major (Core)	2	50	50	0
40430411	Caring for the Elderly (Th)	OEC	2	50	0	50
40730421	Management of Centers for Children (Pr)	SEC	2	50	0	50
	Modern Indian Language	AEC (Modern Indian Language)	2	50	0	50
41530401	Participatory Community Development	CE	2	50	50	0
	Sports/NCC/NSS/Cultural	CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

## SEM III

### 3.1 Major (Core)

<b>Course Title</b>	<b>Methods of Working with Children (Theory)</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to <ol style="list-style-type: none"><li>1. appraise the significance of Play to promote all-round development of children</li><li>2. design different Learning Centres to promote growth and development in different domains with a whole child perspective</li><li>3. construct content and methods of meaningful classroom processes</li><li>4. support opportunities to stimulate children's intellectual curiosity and imagination and foster holistic development</li><li>5. create developmentally appropriate opportunities to nurture creativity and socio- emotional development</li></ol>
<b>Module 1(Credit 1) Understanding Play and Play way methodology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"><li>1. illustrate the importance of play in children's all-round development</li><li>2. analyze the values of play in promoting holistic development of children</li><li>3. design different corners/ centres-</li></ol>
<b>Content Outline</b>	<ol style="list-style-type: none"><li>1. Goals, Importance and scope of ECE</li><li>2. Importance of Play in ECE centre, classification of Play Activities, Stages, Values</li><li>3. Organizing Learning Centres- Doll's corner, Block corner, Science Corner, Water play, Sand Play, Art corner, Construction corner, Reading Corner</li></ol>
<b>Module 2(Credit 1) Curriculum: Creating a Context for Learning.</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"><li>1. interpret the importance of curriculum planning</li><li>2. describe the principles of curriculum planning</li><li>3. co-relate to different types of curriculum planning</li><li>4. analyze factors influencing Curriculum Planning</li></ol>

<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Meaning &amp; importance of Curriculum Planning</li> <li>2. Types of Planning and their significance</li> <li>3. Principles of Curriculum Planning</li> <li>4. Factors influencing Curriculum Planning</li> <li>5. Routine Activities in a preschool</li> </ol>
<b>Module 3(Credit 1) Planning for the Body and Mind</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. describe strategies for developing gross motor skills and fine motor skills</li> <li>2. plan early literacy skills, numeracy skills, environmental studies and integrate its teaching with the teaching of language and mathematics</li> <li>3. design activities for all development domains in early childhood years</li> <li>4. create Puppets, skills for Puppet Manipulation and narration of stories</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Physical/Motor Development in Action.</li> <li>2. Cognitive Development in Action Thinking, reasoning, problem solving, Concept development</li> <li>3. Language Development, Goals, Skills, factors influencing Language Development, Different methods to promote Language learning and literacy</li> <li>4. Music and Movement, Story- telling, Field trips, Picture Talk, Show and tell, Rhymes, Riddles, games etc.</li> <li>5. Number Readiness, Factors influencing Number readiness, Concepts</li> </ol>
<b>Module 4 (Credits 1) Planning for the Heart and Soul: Psychosocial, Emotional and Creativity Development</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> <li>1. distinguish development in social, emotional and creativity milestones in early years</li> <li>2. create strategies to nurture social, emotional and creative development in young children</li> <li>3. plan developmentally appropriate activities to optimize children's abilities</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Facilitating children to experience different resources in nature and their environment</li> </ol>

	2 Provide opportunities for Social Interactions through different grouping patterns 3 Proposes a plan to introduce a variety of activities to develop self-expression and creativity
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**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

**Module1-** Visit to a Early Learning Centre, Observation of the play patterns and report

**Module 2-** Interview teachers/ Heads of ECE Centres to understand the importance and factors affecting Curriculum

**Module 3-** Making a booklet of 5 stories, 5 songs and five science activities for preschoolers

**Module 4.-** a) Planning a Naturewalk and creating a project  
b) Planning and implementing a session for creative expression for preschoolers

**References:**

1. Branscombe, N. A. (2014). Early Childhood Curriculum. Routledge Taylor & Francis Group, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
3. Gordon, A., Browne, W. K. (2024) Beginnings and Beyond: Foundations in Early Childhood Education, 11<sup>th</sup> Edition, Cengage
4. Hearon, P. & Hildebrand, V. (2013). "Guiding Young Children"  
PearsHenson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Taxmann Publications Private Limited.
5. McLachlan, C., Fler, M., & Edwards, S. (2018). Early Childhood Curriculum: Planning, Assessment and Implementation. Cambridge University Press.
6. Morrison, G. (2013). "Fundamentals of Early Childhood Education" Pearson.
7. NCERT. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
8. Soni, R. (2015). Theme Based Early Childhood Education and Care Program: A Resource Book. NCERT, Delhi.

### 3.2 Major (Core)

<b>Course Title Code No</b>	<b>Methods of Working with Children (Practical) (Major Core)</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ol style="list-style-type: none"> <li>1. create activities and experiences to promote all-round development of children</li> <li>2. design different learning centres to promote growth and development in different domains with a whole child perspective</li> <li>3. develop a variety of materials to stimulate curiosity, enhance group interactions and energize interactions and nurture children's intellectual curiosity and imagination</li> <li>4. create developmentally appropriate opportunities to nurture creativity and socio- emotional development</li> </ol>
<b>Module 1(Credit 1) Play</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"> <li>1. evaluate the importance of play in children's all-round development</li> <li>2. analyze the values of play in holistic development of children</li> <li>3. design different corners/ centres-</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Role of Play</li> <li>2. Planning Activities for overall Development</li> <li>3. Organizing Learning Centres- Doll's corner, Block corner, Science Corner, Water play, Sand Play, Art corner, Construction corner, Reading Corner</li> </ol>
<b>Module 2(Credit 1) Creativity</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"> <li>1. design a program to nurture creativity in children</li> <li>2. explore various mediums for self -expression</li> <li>3. create a journal with different techniques to enhance creativity</li> </ol>

<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Exploring and appreciating different art forms as innovative tools (visual and performing arts)</li> <li>2. Encourage children to explore and experience variations in colour, shape, textures in nature and (like flowers, leaves) and others.</li> <li>3. Preparing Creativity Journal <ol style="list-style-type: none"> <li>a) Fun with Paints</li> <li>b) Fun with Crayons</li> <li>c) Fun with Paper</li> <li>d) Fun with Scrap</li> </ol> </li> </ol>
<b>Module 3(Credit 1) Teaching Aids</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. create teaching -learning material for language development</li> <li>2. devise resources, activities and games for different domains</li> <li>3. create Puppets, skills for Puppet Manipulation and narration of stories</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Aids for Language Development- Charts, Picture Talk,</li> <li>2. Mobiles, flash cards, flip charts, flannel figures, Puppets</li> <li>3. Music and Movement- Collection of nursery / rhymes and songs, Finger play action songs, learning to sing rhymes in right tune. Developing different musical instruments.</li> <li>4. Enhancing familiarity with local songs, rhymes, folk and cultural stories</li> <li>5. Story Telling-Collection of stories for different age groups, Innovative methods for Storytelling</li> <li>6. Preparing a festival folder with stories related to festivals and follow up activities</li> </ol>
<b>Module 4(Credit 1) Readiness Kit, EVS Journal</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> <li>1. create a kit to promote foundational literacy, numeracy skills and prewriting skills</li> <li>2. devise appropriate Music experiences for different age groups</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Resources for Readiness for 3 Rs- Activity Cards, teaching aids, Manipulative multipurpose activity Cards</li> <li>2. Activities to promote curiosity, Scientific thinking, Nature Education</li> <li>3. Methods to promote understanding of the social world</li> </ol>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**



**Module1**

1. Games and teaching aids for Physical development
2. Presentation of equipment of any learning centre

**Module 2.**

Creativity Journal

**Module 3.**

1. Flash cards on a topic
2. 1 teaching aid for story telling
3. 1 Musical instrument
4. 2 activities to foster creativity

**Module 4.**

1. EVS Journal
2. Festival folder
3. Readiness Kit for 3 Rs
4. Puppets- Bag, Stick, box, Bottle Puppet

**References:**

1. Branscombe, N. A. (2014). Early Childhood Curriculum. Routledge Taylor & Francis Group, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
3. Hearon, P. & Hildebrand, V. (2013). "Guiding Young Children" Pearson. USA.
4. Morrison, G. (2013). "Fundamentals of Early Childhood Education" Pearson.
5. NCERT. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
6. Soni, R. (2015). Theme Based Early Childhood Education and Care Program: A Resource Book. NCERT, Delhi.

### 3.3 Major (Core)

<b>Course Title Code No</b>	<b>Design Thinking in Human Development (Th) (Major Core)</b>
<b>Course Credits</b>	<b>2+2</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. appraise principles and process of design thinking.</li> <li>2. apply design thinking to address challenges in human development.</li> <li>3. encourage empathy-driven problem-solving and user-centered design.</li> </ol>
<b>Module 1(Credit 1)</b>	<b>Introduction to Design Thinking</b>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. <b>identify the core principles</b> of design thinking</li> <li>2. <b>differentiate design thinking</b> from traditional problem- solving and innovation methods.</li> <li>3. <b>recognize the value of empathy</b> in understanding user needs and framing human-centered problems.</li> <li>4. <b>analyse case studies</b> that illustrate how design thinking has been used to address complex challenges in human development.</li> <li>5. <b>illustrate the design thinking process</b> through visual models and frameworks</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Origin &amp; Evolution of Design Thinking</li> <li>2. Principles: empathy, ideation, prototyping, testing importance in Human Development</li> </ol>

<b>Module 2(Credit 1)</b>	<b>Ideation Techniques</b>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. <b>explain the purpose of ideation</b> within the design thinking process and its role in creative problem-solving.</li> <li>2. <b>differentiate between divergent and convergent thinking</b> and apply both effectively during ideation sessions</li> <li>3. <b>facilitate inclusive and collaborative ideation sessions</b>, encouraging participation and creativity across diverse teams.</li> <li>4. <b>reflect on personal and group ideation processes</b> to identify strengths and areas for improvement in creative thinking.</li> </ol>

<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Human-Centered Design in Social Contexts</li> <li>2. Human development: Key issues (health, education, gender, etc.)</li> <li>3. Case studies of design thinking in NGOs, public policy, education, etc.</li> </ol>
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## **Assignments/Activities towards Comprehensive Continuous**

### **Evaluation (CCE)**

#### **Module 1**

##### **Observations**

1. Visit local community; conduct interviews and observations.
2. Empathy Mapping

#### **Module 2**

1. Group-based brainstorming around identified challenge areas
2. Design Challenge
3. Work in groups to solve a problem in a Human Development context using design thinking.

### **References:**

1. Brown, T. (2009). Change by design: How design thinking creates new alternatives for business and society. Harvard Business Press.
2. Centre for Early Childhood Education and Development (CECED). (2013). Quality and diversity in early childhood education: A view from India. Ambedkar University Delhi. <http://www.ceced.net>
3. IDEO. (2012). Design Thinking for Educators Toolkit (2nd ed.). <https://designthinkingforeducators.com>
4. Kumar, R., & Sharma, S. (2020). Design thinking in Indian classrooms: Scope and challenges. Journal of Education and Practice in India, 12(4), 55–63.
5. Resnick, M. (2017). Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play. MIT Press.

### 3.4 Major (Core)

<b>Course Title</b>	<b>Design Thinking in Human Development (Pr) (Major Core)</b>
<b>Code No</b>	
<b>Course Credits</b>	<b>2</b>
<b>Module 3 (Credit 1) Ideation &amp; Creative Problem Solving</b>	
<b>Course Outcomes</b>	After going through the course, learners will be able to: <ol style="list-style-type: none"> <li>1. develop prototyping, testing, and iteration skills.</li> <li>2. promote collaboration, creativity, and critical thinking through practical projects.</li> </ol>
<b>Learning Outcomes</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"> <li>1. apply diverse ideation techniques</li> <li>2. evaluate and prioritize ideas</li> <li>3. reflect on group ideation processes</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Brainstorming methods</li> <li>2. Divergent vs. convergent thinking</li> <li>3. Concept mapping</li> </ol>
<b>Module 4 (Credit 1) Prototyping and Testing</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to- <ol style="list-style-type: none"> <li>1. differentiate between low-fidelity and high-fidelity prototypes</li> <li>2. <b>build rapid prototypes</b> using simple materials</li> <li>3. <b>plan and conduct user testing sessions</b></li> <li>4. analyse user feedback</li> <li>5. iterate and refine solutions</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Low-fidelity prototyping</li> <li>2. Feedback loops and iteration</li> <li>3. Tools for rapid prototyping</li> <li>4. Designing for diverse populations</li> <li>5. Assessing the success of design interventions</li> </ol>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

#### Module 3

1. Prototype Development
2. Build a basic prototype
3. Field Testing

#### Module 4

1. Present or test your prototype
2. Final Presentation
3. Showcase design projects to peers, mentors, or a panel for feedback

**References:**

1. Brown, T. (2009). Change by design: How design thinking creates new alternatives for business and society. Harvard Business Press.
2. Centre for Early Childhood Education and Development (CECED). (2013). Quality and diversity in early childhood education: A view from India. Ambedkar University Delhi. <http://www.ceced.net>
3. IDEO. (2012). Design Thinking for Educators Toolkit (2nd ed.). <https://designthinkingforeducators.com>
4. Kumar, R., & Sharma, S. (2020). Design thinking in Indian classrooms: Scope and challenges. Journal of Education and Practice in India, 12(4), 55–63.
5. Resnick, M. (2017). Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play. MIT Press

### 3.5 Minor Stream

<b>Course Title Code No</b>	<b>Family and Community Engagement (Minor) (Th)</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. interpret their understanding of children and their families, in the context of their socio-cultural environment, their communities</li> <li>2. network with parents and community to generate awareness and seek their involvement in ecce programs</li> <li>3. develop methods to communicate with parents</li> </ol>
<b>Module 1(Credit 1)</b>	<b>Understanding families in different contexts</b>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. illustrate the needs of families in different contexts</li> <li>2. justify the importance of family involvement for the child's development</li> <li>3. develop sensitivity to parent -child relationships</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Importance of Family and community involvement</li> <li>2. Alternative family structures in modern societies</li> <li>3. Needs of families in different contexts</li> <li>4. Sensitization to changing family relationships, social groupings</li> <li>5. Importance of Parent -teacher partnerships</li> <li>6. Co-ordinating community, and school's needs and programmes</li> </ol>
<b>Module 2(Credit 1)</b>	<b>Communicating and working with families</b>

<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"> <li>1. illustrate methods for optimizing home- school interactions</li> <li>2. design innovative ways of parent – school interactions and communication</li> <li>3. design sessions in collaboration with community members and families</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Working with parents and community for effective home- school interactions</li> <li>2. Interacting with parents to understand children’s background family dynamics</li> <li>3. Establishing connections with families- Informal and Formal methods</li> <li>4. Influences of Community, family- school relations on school programme and child development</li> <li>5. Parents and community talent as resources</li> <li>6. Orienting and collaborating with parents/community for children in ECCE setup</li> </ol>

## **Assignments/Activities towards Comprehensive Continuous**

### **Evaluation (CCE):**

#### **Module 1-**

- 1) Conduct a survey to understand types of families and their needs
- 2) Attend a workshop on community involvement and its importance
- 3) Create a list of events for Community, Family and School Interactions

#### **Module 2-**

- 1) Investigate the types of family involvement in private setting and an NGO setting
- 2) Workshops for evolving collaborative approach in working with parents
- 3) Conducting a workshop for parents for Orientation to ECE

### **References:**

1. Dix, T., & Branca, S. H. (2003). Parenting as a goal regulation process. In L. Kuczynski (Ed.), Handbook of dynamics in parent-child relations (pp. 167-187). Thousand Oaks, CA: Sage.
2. Feeney, J. A., Hohaus, L., Noller, P., & Alexander, R. P. (2001). Becoming parents: Exploring the bonds between mothers, fathers, and their infants. New York: Cambridge University.
3. Galinsky, E. (1981). Between generations: The six stages of parenthood. New York: Times Books.
4. Luster, T., & Okagaki, L. (Eds.). (2005). Parenting: An ecological perspective

(2nd ed.). Mahwah, NJ: Erlbaum.

5. Price, S. J., McKenry, P. C., & Murphy, M. J. (Eds.) (2000). Families across time: A life course perspective (Readings). Los Angeles: Roxbury.
6. Steel, L., Kidd, W., & Brown, A. (2001). The family (2<sup>nd</sup> ed.). London: Palgrave Macmillan.
7. Sussman, M. B., Steinmetz, S. K., & Peterson, G. W. (1999). Handbook of Marriage and the family (2<sup>nd</sup> ed.). New York, NY: Plenum.
8. Turner, L. H., & West, R. (Eds.) (2006). The family communication sourcebook. New Delhi: Sage.



### 3.6 OEC

<b>Course Title Code No</b>	<b>Child in Contemporary Society (OEC)</b>
<b>Course Credits</b>	2
<b>Theory</b>	50
<b>Course Outcomes</b>	<p>After completing the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. analyze contemporary influences on child development, including technology and societal changes.</li> <li>2. apply developmental theories and frameworks in real-world contexts.</li> <li>3. support inclusive and holistic approaches in caregiving, education, and community settings.</li> <li>4. advocate for children's rights, welfare, and policy interventions</li> </ol>
<b>Module 1.: Contemporary issues Affecting Children</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. develop insights in to the influence of digital technology on child development.</li> <li>2. identify common psychological health issues and symptoms in children.</li> <li>3. apply knowledge of legal and ethical standards in child protection.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Children and Technology: Screen time, social media, digital learning tools. Risks and benefits of early tech exposure.</li> <li>2. Child and psychological health: Anxiety, depression, ADHD, autism. Identifying signs and understanding stigma.</li> <li>3. Child Abuse, Neglect, and Trauma: Types of abuse, trauma- informed care, mandatory reporting.</li> <li>4. Children's Rights and Legal Protections Indian context</li> </ol>
<b>Module 2 (Credit 1) Family, Community and Societal Influence</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. estimate various family settings impact child outcomes.</li> <li>2. compare effects of different parenting styles.</li> <li>3. evaluate external influences such as peers, school, and media.</li> </ol>

	4. discuss intersectionality in child development.
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Family Structures and Dynamics: Nuclear, joint, single-parent, and blended families. Attachment and bonding theories.</li> <li>2. Parenting Styles and Practices: Authoritative, authoritarian, permissive, uninvolved. Cultural influences on parenting.</li> <li>3. Community and Peer Influences: Role of socialization, playgroups, and peer relationships. Influence of schools, neighborhoods, and extracurricular settings.</li> <li>4. Media, Technology, and Consumer Culture: Media consumption, digital identity, and child advertising.</li> <li>5. Societal Inequities and Child Development: Effects of poverty, discrimination, gender roles, and access to education.</li> </ol>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

#### **Module 1**

1. Visits and Visit reports,
2. Child advocacy strategies
3. Designing media awareness programs in the community

#### **Module 2**

1. Creating awareness on Media consumption
2. Designing workshop on changing dimensions parent child relationship
3. Designing workshop on Parenting Styles

### **References:**

1. Berger, K.S. (2005). The Developing Person Through Lifespan, 6<sup>th</sup> edition, Worth Publishers, USA.
2. Berk, L.E.(2004). Development Through Lifespan. 3<sup>rd</sup>edition, Pearson Education Inc and Dorling Kindersley (India) Pvt. Ltd.
3. Hurlock E.B. (1997): Child Development, Tata McGraw Hill, Delhi.
4. Mussen, Conger, Kagan and Huston (1984): Child Development and Personality, 7<sup>th</sup> edition, Harper and Row, Publishers. Inc. New York.
5. Rogers D (1997): Psychology of Adolescence, Prentice Hall, New Jersey.
6. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3<sup>rd</sup>edition, Tata McGraw Hill Publication, New York.
7. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2<sup>nd</sup>edition, Brooks/Cole Publishing Co Ltd, USA.

8. Smart M.S & Smart R.C. (1982): Children, Development and Relationship, 4<sup>th</sup> edition, Mac-Millan Publishing Co., New York.

### 3.7 FP

<b>Course Title Code No</b>	<b>Field Work in Middle or High School Field Work in Youth Counseling Centers Field Work in Community Outreach Programs Filed Work in Old Age Homes</b>
<b>Course Credits</b>	2 (Pr)
<b>Practical – Internal -</b>	<b>50</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. devise skills in observing and interpreting adolescent/ senior citizens behavior in a variety of settings.</li> <li>2. develop the skills necessary for professional practice in a youth development setting/ senior citizens development setting.</li> <li>3. collaborate effectively with other professionals in addressing the needs of adolescents/ senior citizens.</li> </ol>
<b>Module 1 (Credit 1) Working in a Middle or High School/ Youth Counseling Centers/ Community Outreach Programs/ Old Age Homes</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. contribute to the development of strategies or interventions designed to support adolescent development, especially in areas like emotional health, education, and social relationships.</li> <li>2. apply theories from fields like child development, gerontology, and social work to practical settings with elderly individuals and children.</li> <li>3. support in addressing the mental health needs of elderly individuals in old age homes and children in orphanages.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Assisting teachers or counsellors in middle or high schools</li> <li>2. Observing how adolescents interact, develop social and emotional skills, or cope with challenges</li> <li>2. Developing strategies or interventions designed to support adolescent development, especially in areas like emotional health, education, and social relationships.</li> <li>3. Understanding of the psychological, emotional, social, and physical needs of elderly individuals in old age homes and children in orphanages.</li> <li>4. Developing effective communication and interpersonal</li> </ol>

	skills tailored to adolescents/elderly individuals and children in orphanages, taking into account their unique emotional and psychological needs.
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**Module 2 (Credit 1)Field Work****Learning Outcome**

After learning the module, learners will be able to:

1. exhibit professionalism in working with a diverse group of adolescents, showing respect for their backgrounds, experiences, and developmental stages.
2. participate actively in adolescent development settings (schools, counselling centers, etc.) while being mindful of the unique needs of each adolescent.
3. design practical experience by assisting with caregiving tasks or supportive activities under professional supervision.
4. organize and implement care-related activities or programs that support the well-being of elderly individuals or children in care.

<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Assisting teachers or counsellors in middle or high schools, observing how adolescents interact, develop social and emotional skills, or cope with challenges like academic stress.</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>2. Participating in therapeutic or counselling programs for adolescents, learning about mental health issues affecting teens, and assisting licensed professionals.</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>3. Working with nonprofit organizations focused on at-risk youth, helping with education, life skills, and mental health support.</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>4. Working in an Old Age home</li> </ol>
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### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

#### **1. Fieldwork Journal:**

- i. Students will maintain a reflective journal documenting their experiences in the centre placed, focusing on observations, interactions, and personal growth.

#### **2. Practical Fieldwork Report:**

- i. A report detailing the student's fieldwork experiences, including insights gained from observing children, assisting in activities, and interactions with teachers and parents.

#### **3. Participation and Engagement:**

- i. Active participation in the fieldwork environment, including assisting with activities, supporting the classroom teacher, and interacting with adolescents/ Senior Citizens.

### **References:**

1. Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.
2. Clarke, P., & Marshall, V. W. (2001). *Understanding Ageing: Images and Representations* (2nd ed.). Sage Publications.
3. Cummings, S. M., & Kropf, N. P. (2014). *Handbook of Social Work in Health and Aging* (2nd ed.). Oxford University Press.
4. Kaufman, S. R. (2005). *And a Time to Die: How American Hospitals Shape the End of Life*. University of Chicago Press.

5. Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton University Press.
6. Steinberg, L. (2005). "Cognitive and affective development in adolescence." In *The Handbook of Adolescent Psychology* (pp. 55-82). Wiley.
7. Sullivan, W. P., & Sullivan, C. H. (2007). *Elder Care: A Practical Guide for Social Workers*. Springer Publishing Company.



## SEM IV

### 4.1 Major (Core)

<b>Course Title Code No</b>	<b>Psychological Foundation in Human Development (Major Core)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to:  <ol style="list-style-type: none"><li>1. comprehend the foundational concepts and history of developmental psychology.</li><li>2. recognize different developmental theories and their contributions to the field.</li><li>3. evaluate the role of nature vs. nurture in shaping human development.</li><li>4. develop an understanding of the diverse research methods used in developmental studies.</li><li>5. apply theoretical perspectives to real-life developmental phenomena.</li></ol>
<b>Module 1 (Credit 1) Introduction to Psychological foundation in Human Development</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:  <ol style="list-style-type: none"><li>1. <b>explain key psychological theories</b> of human development and identify the major stages of human development from prenatal to late adulthood.</li><li>2. analyze the interplay between biological, cognitive, and socioemotional development across the lifespan.</li><li>3. evaluate how culture, environment, and family impact individual growth and development.</li><li>4. apply developmental principles to real-life scenarios in education, parenting, or caregiving contexts.</li><li>5. demonstrate understanding of developmental challenges and individual differences (e.g., disabilities, trauma, giftedness).</li></ol>

<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction to Developmental Psychology:</b> Definition, scope, and importance of the subject. History of developmental psychology.</li> <li>2. <b>Perspectives in Developmental Psychology:</b> Biological, cognitive, and socio-cultural perspectives. Ecological model of development. Role of culture and society in shaping development.</li> <li>3. <b>Stages of Human Development:</b> Prenatal development, infancy, childhood, adolescence, adulthood, and aging.</li> <li>4. <b>Factors Affecting Development:</b> Genetics vs. environment. The role of family, peers, and media. Influence of socio-economic status and culture.</li> <li>5. <b>Introduction to Developmental Theories:</b> Psychoanalytic theories (Freud, Erikson) Cognitive theories (Piaget, Vygotsky). Behaviorism and social learning theories (Skinner, Bandura)</li> </ol>
<b>Module 2 (Credit 1) Cognitive Development in Children</b>	
<b>Learning Outcome</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. critically analyze Piaget's stages of cognitive development.</li> <li>2. apply Vygotsky's concept of the zone of proximal development (ZPD) to educational settings.</li> <li>3. examine the influence of culture and social interactions on cognitive growth.</li> <li>4. recognize the role of memory and language in children's cognitive processes.</li> <li>5. develop strategies for supporting cognitive development in children.</li> </ol>

<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Piaget's Stages of Cognitive Development: Sensorimotor, preoperational, concrete operational, formal operational stages. Key concepts: schema, assimilation, accommodation, conservation.</li> <li>2. Vygotsky's Sociocultural Theory: Role of social interaction in cognitive development. Scaffolding and the Zone of Proximal Development (ZPD). The influence of language in cognitive growth.</li> <li>3. Memory and Cognitive Processes in Children: Development of memory systems: sensory, short-term, and long-term memory. The role of attention in cognitive development. Problem-solving skills and cognitive limitations in children.</li> <li>4. Language Development: Stages of language acquisition. Theories of language development (Chomsky, Skinner). The relationship between language and thought.</li> <li>5. Play and Education in Cognitive Development: Types of play and its impact on cognitive growth. Role of structured vs. unstructured play. Educational implications and the importance of early childhood education.</li> </ol>
<b>Module 3: Social and Emotional Development</b>	
<b>Learning Outcome</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. identify the major theories of social and emotional development.</li> <li>2. critique the role of attachment in child development.</li> <li>3. analyze the development of self-concept and identity.</li> <li>4. examine how emotional regulation influences social relationships.</li> <li>5. evaluate the impact of social environments (family, peers, society) on emotional and social outcomes.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Theories of Social and Emotional Development: Erikson's psychosocial stages of development. Bowlby's attachment theory and Mary Ainsworth's work. Social learning theory and emotional development.</li> <li>2. Attachment Theory: Types of attachment: secure, anxious, avoidant, disorganized. The role of caregivers in attachment formation. Long-term effects of attachment on adult relationships.</li> <li>3. Development of Identity and Self-Concept: Erikson's stages of identity development. The role of peers, family, and culture in identity formation. The influence of adolescence on identity development.</li> <li>4. Emotions and Social Interactions: The development of emotional understanding and regulation. Social and</li> </ol>

	<p>emotional competence in children. The role of empathy and sympathy in social relationships.</p> <p>5. Influences on Social and Emotional Development: The impact of family dynamics and parenting styles. Peer relationships and their role in emotional development. Sociocultural factors influencing emotional behavior.</p>
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<b>Module 4: Psychological and Social challenges</b>	
<b>Learning Outcome</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. analyze physical, cognitive, and emotional changes during adolescence.</li> <li>2. evaluate the impact of peers and family on adolescent development.</li> <li>3. explore the concept of emerging adulthood and its societal significance.</li> <li>4. recognize the psychological challenges faced during the transition to adulthood.</li> <li>5. develop an understanding of the mental health issues and risk behaviors common in adolescence.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Biological Changes During Adolescence: Puberty and physical growth. Hormonal changes and their impact on mood and behavior. Brain development in adolescence.</li> <li>2. Cognitive and Social Development: Cognitive advances in adolescence (formal operational thought) Risk-taking behaviors and decision-making. Social identity and self- concept development during adolescence.</li> <li>3. Peer Relationships and Family Dynamics: The role of peers in adolescent socialization. Parent-adolescent relationships and autonomy. Cultural differences in adolescence and emerging adulthood.</li> <li>4. Emerging Adulthood: Definition and characteristics of emerging adulthood (18-25 years). Transition from adolescence to adulthood. Independence, exploration, and identity formation during emerging adulthood.</li> <li>5. Middle and Late Adulthood: Crisis and Adjustment</li> </ol>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

**Module 1:**

Designing Community Workshops for adolescent / Role of culture and society in shaping development.

**Module 2:**

Skit on Adjustment areas during midlife

**Module 3:**

Designing guideline to adjust to problem during late life

**Module 4:**

1. Role plays / Memory and Cognitive Processes in Children:
2. Making a scrap book on physical, cognitive, and emotional changes during adolescence/ Crisis in Middle and Late Adulthood/ Peer Relationships

**References:**

1. Berk, L. E. (2013). Child development (9th ed.). Pearson Education.
2. Greenberg, M. T., & Kusché, C. A. (2006). Promoting social and emotional development in school-aged children. Guilford Press.
3. Piaget, J. (1970). The science of education and the psychology of the child. Viking Press.
4. Santrock, J. W. (2019). Life-span development (16th ed.). McGraw-Hill Education.
5. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
6. Zimmerman, R. R., & Harlow, H. F. (1959). The emotional attachment of infant monkeys to their mothers. *American Journal of Orthopsychiatry*, 29(5), 668-679. <https://doi.org/10.1111/j.1939-0025.1959.tb02999.x>

#### 4.2 Major (Core)

<b>Course Title Code No:</b>	<b>Youth Development (Major Core) (Th)</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to <ol style="list-style-type: none"><li>1. analyze the concept and various perspectives related to Youth.</li><li>2. evaluate the changing needs of youth</li><li>3. illustrate different approaches to youth.</li><li>4. analyze challenges and opportunities of young people.</li></ol>
<b>Module 1(Credit 1)</b>	<b>Introduction of Youth Development</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"><li>1. interpret the concept of Youth development</li><li>2. evaluate the perceptive of youth development</li><li>3. analyze role of youth in changing India &amp; as global citizen</li></ol>
<b>Content Outline</b>	<ol style="list-style-type: none"><li>1. Defining Youth, Period of youth, 5 Cs of youth, changing perceptions of Youth</li><li>2. Biological changes during youth, reproductive development, sexual orientation</li><li>3. Socio-emotional development of youth- Erik Erikson's theory of psychosocial development, youth in changing scenario</li></ol>
<b>Module 2(Credit 1)</b>	<b>Approaches to Understanding Youth</b>
<b>Learning Outcomes</b>	After going through the course, learners will be able to <ol style="list-style-type: none"><li>1. evaluate the different approaches related to youth</li><li>2. analyze the power of youth and their role in nation-building create youth development programs</li></ol>
<b>Content Outline</b>	<ol style="list-style-type: none"><li>1. Youth in Indian Society and Culture- Role of parents and teachers in development of young people.</li><li>2. Youth as Action - Transition and Identity formation - Citizenship and Civic engagement</li><li>3. Youth as social capital -power of youth, youth as social agent</li><li>4. Youth as the future of the nation -civic responsibility and engagement</li></ol>

## **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

**Module 1:** Visits to Youth centers and writing a report

**Module 2:** Preparing booklets for youth guidance / Youth as the future of the nation

## **References:**

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009), Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007) Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
5. Rajendran Vasanthi & Paul David (2006), Youth and Globalization, Proceedings of the Workshop on Youth and Globalization, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai
6. Kumar.S (2019), Youth in India: Aspirations, Attitudes, Anxieties Taylor Francis.



### 4.3 Major (Core)

<b>Course Title Code No:</b>	<b>Youth Development (Major Core) (Pr)</b>
<b>Course Credits</b>	<b>2</b>
<b>Module 3(Credit 1)</b>	<b>Youth in Family &amp; Society -Opportunities and Challenges</b>
<b>Learning Outcomes</b>	After going through the course, learners will be able to - <ol style="list-style-type: none"> <li>1. analyze the role of youth in the family &amp; society at large</li> <li>2. appraise the main challenges that the youth face today</li> <li>3. evaluate the role of social institutions in youth development</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Youth in family structure -traditional &amp; changing family dynamics</li> <li>2. Youth Education &amp; Livelihood</li> <li>3. Youth &amp; gender issue</li> <li>4. Youth &amp; sexuality</li> <li>5. Youth &amp; crime</li> <li>6. Youth &amp; Health-Physical, mental, and emotional health and issues, services available-counselling centers and guidance</li> <li>7. Impact of globalization, modernization, and digitalization on</li> <li>8. youth</li> </ol>
<b>Module 4 (Credit 1)</b>	<b>Programs, Policies, Schemes, and Services for Youth</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ol style="list-style-type: none"> <li>1. evaluate the national &amp; state policies for youth. distinguish Government Schemes and flagship programs for youth</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Need and Relevance of a Youth Policy – Nationally &amp; Globally.</li> <li>2. National Youth Policy in India -its objectives, focus areas, and implementation</li> <li>3. Government Flagship programs and Schemes for youth: Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Apprenticeship Promotion Scheme (NAPS), Atmanirbhar Bharat Rojgar Yojana (ABRY), National Program for Youth and Adolescent Development (NPYAD): National Service Scheme (NSS)</li> </ol>

## **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

**Module 3:** Presentation of various issues related to youth

**Module 4:** Creating a youth parliament / Discussion on National Youth Policy in India

## **References:**

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009), Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007) Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
5. Rajendran Vasanthi & Paul David (2006), Youth and Globalization, Proceedings of the Workshop on Youth and Globalization, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai
6. Kumar.S (2019), Youth in India: Aspirations, Attitudes, Anxieties Taylor Francis.

## Major (Core)

<b>Course Title Code No</b>	<b>Health and Wellbeing Across Life Span (Th) (Major Core)</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to: <ol style="list-style-type: none"><li>1. analyze the concept of Health and wellbeing across life span</li><li>2. create capacity to promote health and wellbeing of self and society at large.</li><li>3. apply skills in developing and using contextually appropriate methods to promote health and wellbeing in different stages of life span</li><li>4. evaluate the importance of health and maintaining wellness across life span</li></ol>
<b>Module 1 (Credit 1) Understanding Health and Wellbeing: Prenatal to adolescence</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to... <ol style="list-style-type: none"><li>1. analyze the concept of health and its dimensions across life span in context of current world</li><li>2. create awareness about life style related issues in health and wellbeing of human being</li></ol>
<b>Content Outline</b>	<b>1: Introduction to the concept of overall health, wellbeing and human development</b> <ol style="list-style-type: none"><li>a) Definition and concept of health and wellbeing</li><li>b) Physical, Psychological, social, emotional and spiritual</li><li>c) Crises in different stages of lifespan and wellbeing</li></ol> <b>II. Prenatal Period</b> <ol style="list-style-type: none"><li>a) Maternal health care and wellness</li><li>b) Fetal health care and wellness</li><li>c) Influence of external factors and management strategies</li></ol> <b>III. Infancy and Childhood</b> <ol style="list-style-type: none"><li>a) Physical, Cognitive, Emotional changes</li><li>b) Health promotion: priorities and issues</li><li>c) Health promotion strategies and policies</li></ol>
<b>Module 2 (Credit 1) Health and Wellbeing: Adolescence and Adulthood</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to... <ol style="list-style-type: none"><li>1. evaluate health and wellbeing of Adolescence and adulthood</li><li>2. analyze the role of the family and society in taking health care of adolescence and adults</li><li>3. assess health schemes and provisions for the care of the elderly.</li></ol>

<b>Content Outline</b>	1: Health and wellbeing: Adolescence <ul style="list-style-type: none"> <li>a) Adolescent reproductive health and wellbeing, sex education</li> <li>b) Nutrition and physical health: Issues and challenges</li> <li>c) Mental Health Care: New age issues and challenges</li> <li>d) Role of Family and society in promoting good health and wellness of adolescents</li> </ul> 2: Health and wellbeing: Adulthood and Ageing <ul style="list-style-type: none"> <li>a) Changes in adulthood, hazards and adaptation</li> <li>b) Stress, coping strategies and wellbeing</li> <li>c) Menopause: Understanding scientifically the phase in women and men</li> <li>d) Role of family and society in health and wellbeing of adults</li> <li>e) Schemes and facilities for older adults</li> </ul>
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### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

#### **Module 1.**

1. Workshop/ demonstration / guest lecture and films on antenatal care: maternal, fetal and neonatal care
2. Survey on different prenatal care practices followed in different Indian community – analysing data, and presenting in class

#### **Module 2**

1. Presenting practices in different community: Group Discussion / projects
2. Child health care programs/ Schemes and facilities for older adults: Govt. and NGO'S
3. Developing self-health care module for children in different age groups

#### **References**

1. Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
2. Ronda C. Talley, Lydia LaGue (2013) Caregiving Across the Lifespan: Research, Practice , Policy, Springer.
3. Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill.
4. Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw- Hill.
5. Markin, L. (2013). Health and Well-Being across Life Course. Sage Publication, Inc.
6. Asumadu-Sarkodie, Samuel. (2012). Nutritional Problems and Intervention Strategies in India.
7. Chao, R.C. (2015). Counselling Psychology: An Integrated Positive Psychological Approach.
8. Kamerman, S. B., Papps, S., Ben-Arieh, A. (2010). From Child Welfare to Child Well- Being. Springer Publication.

#### **4.5 Major (Core)**

<b>Course Title Code No</b>	<b>Health and Wellbeing Across Life Span (Pr) (Major Core)</b>
<b>Module 3 (Credit 1)</b>	<b>Promoting health care and wellness Practices: Prenatal to Childhood</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1. implement scientific antenatal health care practices 2. analyze healthy habits and life styles for children in different age groups 3. interpret status of health and wellbeing of mothers and children
<b>Content Outline</b>	1. Demonstration of prenatal care routines 2. Identify danger signs in newborns – create a checklist and simulate assessments. 3. Infant feeding session – prepare and demonstrate age- appropriate weaning foods. 4. Developing Selfcare activities for children in different age groups for promoting good health and wellness
<b>Module 4 (Credit 1)</b>	<b>Health care and wellness in adolescence and adulthood</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to: 1. apply skills for program planning for reproductive health care in adolescence 2. implement sex education for puberty and adolescence 3. illustrate the concept of graceful ageing 4. support adults in developing right attitude towards ageing and health care <b>5.</b> evaluate the need for geriatric care
<b>Content Outline</b>	Unit1: Health and wellness issues in adolescence Planning for a workshop/program a. creating awareness of reproductive health care practices for adolescence b. sex education program: need, importance and effective implementation strategies Unit 2: Promoting Good Health and wellness in adulthood a. Implementing a Workshop on Ageing gracefully: concept, Strategies and preparation b. Menopause: Practical approaches for understanding and dealing with it successfully c. Project on Counseling/yoga/ meditation techniques for maintaining health and wellness in adulthood

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

#### **Module 3**

1. Workshop on Menopause and your role towards your parents / adults
2. Developing sex education program and conducting community awareness program

#### **Module 4**

1. Project on Counseling/yoga/ meditation techniques for maintaining health and wellness in adulthood.

#### **References:**

2. Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
3. Ronda C. Talley, Lydia LaGue (2013) Caregiving Across the Lifespan: Research, Practice , Policy, Springer.
4. Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill.
5. Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw- Hill.
6. Markin, L. (2013). Health and Well-Being across Life Course. Sage Publication, Inc.
7. Asumadu-Sarkodie, Samuel. (2012). Nutritional Problems and Intervention Strategies in India.
8. Chao, R.C. (2015). Counselling Psychology: An Integrated Positive Psychological Approach.
9. Kamerman, S. B., Phipps, S., Ben-Arieh, A. (2010). From Child Welfare to Child Well- Being. Springer Publication.

#### 4.6 OEC

<b>Course Title</b> <b>Course Code</b>	<b>Caring for the Elderly (Th) OEC</b>
<b>Course Credits</b>	<b>2 credits</b>
<b>Theory</b>	<b>50 Marks</b>
<b>Course Outcome</b>	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"><li>1. distinguish the biological, psychological, and social aspects of aging.</li><li>2. compare common health issues and challenges faced by the elderly.</li><li>3. demonstrate knowledge of ethical and legal considerations in elder care.</li><li>4. analyze the role of family, caregivers, and community resources.</li><li>5. examine strategies for effective communication with older adults.</li></ol>
<b>Module (Credit 1)</b>	<b>Introduction to Gerontology</b>
<b>Learning Outcome</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"><li>1. analyze the aging process</li><li>2. interpret biological aging</li><li>3. evaluate health concerns in the elderly</li></ol>
<b>Content Outline</b>	<p><b>1. Introduction to Gerontology</b></p> <p>a) Definition of aging, demographics, lifespan development</p> <p><b>2. The Aging Process</b></p> <p>b) Biological aging, cognitive changes, emotional transitions</p> <p><b>3. Health Concerns in the Elderly</b></p> <p>Common illnesses, nutrition, mobility, medication management</p>
<b>Module 2 (Credit 1)</b>	<b>Key Concerns in Ageing</b>

<b>Learning Outcome</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. analyze mental health and aging issues in elderly</li> <li>2. demonstrate appropriate communication techniques for interacting with older adults.</li> <li>3. differentiate between various types of elder abuse and identify warning signs.</li> <li>4. assess the effectiveness of existing policies and programs for elderly welfare.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. <b>Mental Health and Aging</b> <ol style="list-style-type: none"> <li>a. Depression, dementia, loneliness, coping mechanisms</li> </ol> </li> <li>2. <b>Communication with Older Adults</b> <ol style="list-style-type: none"> <li>a. Active listening, empathy, non-verbal cues, cultural sensitivity</li> </ol> </li> <li>3. <b>Family and Caregiving Dynamics</b> <ol style="list-style-type: none"> <li>a. Informal vs. formal care, caregiver stress, intergenerational relationships</li> </ol> </li> <li>4. <b>Elder Abuse and Protection</b> <ol style="list-style-type: none"> <li>a. Types of abuse, detection, legal frameworks, safeguarding rights</li> </ol> </li> <li>5. <b>Policies and Programs for the Elderly</b> <ol style="list-style-type: none"> <li>a. Government schemes, insurance, retirement benefits, NGOs</li> </ol> </li> </ol>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE): Module 1**

1. Create ethical guidelines to respond to scenarios involving elder care.
2. Role play on the impact of family, community, and cultural factors on elderly care.
3. Group Presentation on Elderly Issues

### **Module 2**

1. Examine case studies to identify challenges and solutions in caregiving situations.
2. Critique ethical dilemmas related to autonomy and end-of-life decisions.
3. Design an awareness campaign or care strategy that promotes healthy aging.
4. Propose improvements to current elderly care systems or community support models.

### **References:**

1. Alam, M., Karan, A., & Yusuf, F. (2012). Health of the elderly in India: A multilayered analysis. In R. Mazumdar (Ed.), Ageing in Asia – Findings



from new and emerging data initiatives (pp. 259–292). National Academies Press.

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#### 4.7 SEC

<b>Course Title</b> <b>Course Code</b>	<b>Management of Centers for Children (Pr) SEC</b>
<b>Course Credits</b>	<b>2 credits</b>
<b>Theory</b>	<b>50 Marks</b>
<b>Course Outcome</b>	By the end of this course, students will be able to: <ol style="list-style-type: none"><li>1. apply the fundamentals of managing early childhood centers.</li><li>2. demonstrate skills in planning, organizing, and evaluating child care programs.</li><li>3. assess early childhood centers.</li><li>4. implement best practices in administration, curriculum planning, and safety management.</li></ol>
<b>Module (Credit 1)</b>	<b>Fundamentals of Early Childhood Center Management</b>
<b>Learning Outcome</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"><li>1. evaluate the structure and functions of early childhood centers.</li><li>2. identify key administrative responsibilities in center management.</li><li>3. create an effective child-centered curriculum.</li></ol>
<b>Content Outline</b>	<ol style="list-style-type: none"><li>1. Introduction to Early Childhood Centers<ol style="list-style-type: none"><li>a. Different types of centers (Daycare, Preschool, Philosophy based, Play Schools, toddlers program)</li><li>b. Licensing and regulatory requirements</li><li>c. Budgeting and financial planning</li></ol></li><li>2. Curriculum Planning<ol style="list-style-type: none"><li>a. Designing Developmentally appropriate activities</li><li>b. Teaching aids to assist activities in preschool classroom (storytelling, music &amp; movement, creative activities, puppets, AI tools)</li></ol></li><li>3. Parent involvement and communication</li></ol>
<b>Module 2 (Credit 1)</b>	<b>Assessment &amp; Quality Standards in Early Childhood Centers</b>

<b>Learning Outcome</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. assess the quality of early childhood education centers.</li> <li>2. evaluate the safety and hygiene standards in child care settings.</li> <li>3. implement policies for emergency preparedness and risk management.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Evaluation &amp; Assessment <ol style="list-style-type: none"> <li>a. Visit to Early Childhood centres</li> <li>b. Assessment techniques: Observation and record keeping for young children (Eg: Portfolio making)</li> </ol> </li> <li>2. Quality Standards of centre <ol style="list-style-type: none"> <li>a. Workshop by professional on management of centre</li> <li>b. Developing Frameworks for evaluating center effectiveness</li> </ol> </li> </ol>

**Assignments/Activities towards Comprehensive Continuous  
Evaluation (CCE):**

**Module 1**

1. Visit and observe an early childhood center and document its structure, curriculum, quality and management style.
2. Develop Developmentally appropriate Teaching learning material for the classroom interaction
3. Assist teachers in preschool classroom management and working with young children.

**Module 2**

1. Make a journal based on the visits and working in the classroom  
(Reporting lesson planning with evidences of work)
2. Develop a project based on the workshop conducted. Plan an ideal centre including the following structure
  - Name
  - Licensing and regulatory requirements
  - Purpose
  - Curriculum followed & functioning
  - Budgeting

**References:**

1. Kaul, V. (2009). Early childhood care and education in India. UNESCO.
2. Vats, S. P., Rege, K., Rawal, S. S., Sonavat, R., & Varma, A. (n.d.). S.A.F.E. Schools: Safety manual for kindergartens & early childhood centers. Early Childhood Association.
3. Popat Vats, S. (2017). Early childhood education: Policy into practice. Early Childhood Association.

## 4.8

<b>Course Title</b>	<b>Participatory Community Development (CE)</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. apply skills in planning, executing and evaluating workshops/activities for varied target groups of adults in diverse Human Development agencies in the community.</li> <li>2. analyze community engagement-need and areas like youth centres, old age homes, rehabilitation centres, hospitals etc</li> <li>3. plan and implement need-based programs in the community</li> </ol>
<b>Module 1: Understanding Community Needs</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> <li>1. analyze the context of community engagement types</li> <li>2. apply the techniques to assess community needs and resources</li> <li>3. collaborate to work in different contexts</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Understanding the significance of community-based services in societal development</li> <li>2. <b>Community Assessment:</b> Techniques for assessing community needs and resources.</li> <li>3. <b>Data Collection Methods:</b> Surveys, focus groups, interviews, and observational methods.</li> <li>4. <b>Cultural Competency:</b> Working effectively in culturally diverse communities.</li> </ol>
<b>Module 2(Credit 1) Program Development and Management</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> <li>1. facilitate different types of programs to empower the stakeholders</li> <li>2. devise ways to mobilize resources</li> <li>3. organize service delivery to community members</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. <b>Project Planning:</b> Steps to develop community service projects.</li> <li>2. Developing &amp; implementing a program based on the community need</li> </ol>

## **Assignments/Activities towards Comprehensive Continuous Evaluation**

**(CCE):**

### **Module 1**

1. **Case Studies:** Analysing real-world case studies to understand challenges and solutions.
2. **Field Work:** Hands-on experience through internships or volunteer opportunities.

### **Module 2**

1. **Workshops and Seminars:** Interactive sessions in the community.

### **References: -**

1. Corina Joseph & Roshima Said (2020) Community-Based Education: A Participatory Approach to Achieve the Sustainable Development Goal, Springer.
2. Corey Dolgon, Tania D. Mitchell, Timothy K. Eatman (2017). The Cambridge Handbook of Service Learning and Community Engagement. Cambridge University Press.
3. Enakshi Sengupta, Patrick Blessinger, Mandla Makhanya (2020). Integrating Community Service into the Curriculum: International Perspectives on Humanizing Higher Education. Emerald Group Publishing, Google Books.