

# Syllabus

For

GRADUATE PROGRAM

In

Developmental Counselling

- Honors (Program Code- HD1H)
- Regular (Program Code- HD2R)



Sir Vithaldas Thackersey College of Home Science

(Autonomous)

SNDT Women's University,

Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W), Mumbai- 400 049.

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For Further Details Visit College Website

[www.svt.edu.in](http://www.svt.edu.in)

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## DEPARTMENT OF HUMAN DEVELOPMENT

### Faculty:

- 1) Ms. Archana Jain                      Head of Department, Associate Professor
- 2) Ms. Shilpa S. Sawalakhe        Assistant Professor
- 3) Dr. Bhamini P. Mehta              Assistant Professor

And

Visiting Faculty Members

Specialization Offered:

Developmental Counselling

Early Childhood Care and Education

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## Ability Enhancement Courses

The Ability and Skill Enhancement Courses (ASEC) are based upon the content that leads to Knowledge enhancement and value based competencies and skills. These are mandatory for all disciplines and program.

### Ability and Skill Enhancement Courses credit distribution for all Specializations(Honors/ Regular)

ASEC Courses		B. Sc. for all Specializations			Credits		B. Sc.		
Sr. No.	Code No.	Semester	Ability and Skill Enhancement Courses	10 credits (Regular) 10 credits (Honors)	Theory	Practical	Regular	Honors	
1.	LA101	I	Communicative English	4	-	8	8		
2.	SA101	I	Environmental Studies	4	-				
3.	HA200	III / IV	Gender Studies	2	-	2	2		
Total Credits							10	10	



## PROGRAM- B.SC. IN DEVELOPMENTAL COUNSELLING

Developmental Counselling is a program offered by the Department of Human Development. This specialization has a preventive counselling approach based on life span development.

Duration- 3 years

Eligibility- HSc in Home Science / Science / Arts / Commerce

Objectives of the Program-

1. To sensitize the students to the "developmental problems" at different stages across the life span.
2. To develop skills in helping children with normal developmental problems and learning difficulties.
3. To enhance skills of planning and implementation of developmental programs for children.

This program may be the right choice for those who

- ✓ Have interest in human behaviour and like to work with children and families.
- ✓ Find it interesting to observe and understand the psychology behind human behaviour.
- ✓ Are good listeners and find it satisfying to help children and families to deal with their problems.
- ✓ Enjoy being creative and innovative in preparing teaching materials for children.
- ✓ Want to help individuals to make a positive change in their lives.

Professional Opportunities-

- Life skill coaches in schools.
- Organize life skill workshops for children and youth.
- Conduct Personality Development camps and workshops for children.
- Conducting therapeutic recreational activities for children.
- Conduct parenting workshops.
- Assistant Remedial Educator in schools and remedial centers.
- Entrepreneur in preparing remedial material / educational teaching aids for children.

Opportunities for further education-

- MSc. in Human Development.
- MSc in Counselling Psychology.
- BEd/MEd in Special Education.
- PG Diploma in School Counselling.
- MSW in Social Work.
- Masters in Educational Technology.
- MBA (HR)
- Gerontology Diploma

**SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)**

**S.N.D.T. Women's University, Juhu, Mumbai**

Sem.	Program: B.Sc.in Developmental Counselling – Honors /Regular		Course Type	Credits	
	Course Name			Regular	Honors
I	Communicative English (4 + 0)		ASEC	20	20
	Environmental Studies (4 + 0)				
	Digital Photography (4+0) <u>OR</u> Voice Culture and Modulation (0+4)		GE		
	Fashion Craft(0 + 4) <u>OR</u> Fundamentals of Fashion(4 +0)		GE		
	Development and Guidance During Early Years (4 +0)		Core		
II	Consumer Education and Financial Literacy (4+0) <u>OR</u> Travel Arrangements and Formalities (4+0)		GE	20	20
	Nutrition for Health Promotion (4+0) <u>OR</u> Fundamentals of Bakery (0+4)				
	Functional English OR Advanced English (4+ 0) <u>OR</u> Science for Life (4 + 0)				
	Development and Guidance During School Years (4 +0)		Core		
	Parenting During Childhood Years (0 +2)				
	Methods and Materials for Teaching Children (0+2)				
III	Gender Studies (2+0)		ASEC	20	24
	Foreign Language (0+2) <u>OR</u> Media and Information Literacy (0+2)		GE		
	Adolescence and Emerging Adulthood (4+ 0)		Core		
	Children with Special Needs (4+2)				
	Developmental Assessment through Life Span (4+2)				
	Psychology of Teaching and Learning (4 + 0) <i>*Only for Honors</i>		<i>* Core</i>		
IV	Marriage and Family Relations (4+0)		Core	20	24
	Remedial Education (4+2)				
	Management of Child Development Programs (0+2)				
	Computer Applications for Learning Aids (0+2)				
	<i>Research Methods In Human Development (4+0)*Only for Honors</i>		<i>* Core</i>		
	Youth Development (4+2) OR Child and Family Welfare (4+2)		DSE		
V	Working in Child Guidance Clinics (0+8)		Core	20	24
	Guidance and Counselling (4+2)				
	Introduction to Therapeutic Recreation( 0+2)	6 credits for Regular +4 credits <i>Only for Honors</i>	DSE		
	Positive Psychology(4+0)				
	Preschool Education (4+2)				
Law and Advocacy for Children and Families (4+0)					

Sem.	Program: B.Sc.in Developmental Counselling – Honors /Regular		Course Type	Credits	
	Course Name			Regular	<i>Honors</i>
VI	Theories of Human Development (4+0 )		Core	20	28
	Research and Trends in Human Development (0+2)				
	Internship (0+4)				
	Counselling Children and Families (4+2)				
	Life Skill Training for Children and Adolescents (0+4) * <i>Only for Honors</i>		* <i>Core</i>		
	Development of Early Childhood Education Curriculum and Standards (0+4)		DSE		
	Gerontology (4+0)				
	Management of Special Events for Children (0+4)				
TOTAL CREDITS				120	140



## Communicative English (Theory)

COURSE CODE: LA101

SEMESTER: I

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CONTACT HOURS	SELF-STUDY HOURS
Communicative English	4	60	60

### OBJECTIVES:

On completion of the course the students will be able to -

1. Read with fluency and comprehend passages in English.
2. Develop written communication skills for everyday and professional communication.
3. Express ideas descriptively and creatively.
4. Develop oral communication skills to participate independently in conversations and discussions conducted in English.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Reading skills i. through seen texts ii. unseen texts iii. Pictures	The students will be able to : 1. Read and comprehend seen, unseen passages and pictures (non-verbal) 2. Acquire skills to read the text and poems with understanding and enjoyment. 3. Appreciate critically the literary pieces by eminent writers and poets	15
II	A. Writing skills i. Speech drafting ii. Letter writing iii. Note writing iv. Report writing	The students will be able to : 1. Draft various kinds of speeches and Vote of thanks 2. Write social and business letters effectively 3. Write Formal complaints with the help of suitable words and phrases 4. Write short note(eg. thank you note and apology note)	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
		5. Prepare a report of an event /visit with correct usage of grammar and tense	
III	A. Speaking skills i. Social Interaction ii. Public Speaking iii. Group Discussion	The students will be able to: 1. Interact and communicate at personal and social level 2. Acquire Public speaking skills which are required at professional level 3. Participate in group discussions confidently	15
IV	Listening skills through various audios and CD	The students will be able to: 1. Acquire listening skills by listening to each other 2. Speak with correct pronunciation, proper stress, intonation and pacing by listening to speeches by eminent speakers	15

N.B. The above said skills would be developed with the help of selected topics from the text book 'Reflections II-An Anthology of Prose, Poetry and Fiction by Nandini Nayar (Foundation Books)

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

Evaluation weightage - internal 50% and external 50%

#### ADDITIONAL READING MATERIALS

1. Chaskar, A. (2015) Literacy Pinnacles, Hyderabad: Orient Blackswan Private limited.
2. Dhavan, J.K. (2011), Communication Skills and Functional English, Jaipur: Prism Books.
3. Geetha, N. (1996). English language teaching: Approaches, methods, techniques. Hyderabad: Orient Longman Ltd.
4. Gupta, R. (2010) A Course in Academic Writing, Hyderabad: Orient Blackswan Private limited.
5. John, A. (2014) On Track: A Textbook for College students, Hyderabad: Orient Blackswan Private limited.

6. John, A. and Pawar, N. B (2015) Staying Ahead, Hyderabad, Orient Blackswan Private limited.
7. Jones, S. and Macziola (2000), Getting Ahead: A communication skills course for Business English, New Delhi: Cambridge University Press.
8. Jones, L. & Alexander, R. (2003), New International Business English, New Delhi : Cambridge University Press.
9. Krishnaswamy, N.(2015), Eco English, New Delhi: Bloomsbury Publishing India Pvt Ltd.
10. Mulgaonkar, S.D. and Waradkar V.G. (2009), Business Communication, Mumbai: Manan Prakashan.
11. Nayar, N . (2009), Reflections II-Anthology of Prose, Poetry, Drama & Fiction Foundation Books , New Delhi : Cambridge University Press India Pvt. Ltd. Oxford University Press.
12. Pennington, M. C. (1995) New ways in Teaching Grammar, USA: Pantagraph Printing, Bloomington, Illinois.
13. Prakash, C.L.N. (2010), Reflections III, Anthology of Prose, Poetry, Drama & Fiction Foundation Books, New Delhi: Cambridge University Press India Pvt. Ltd.
14. Raman, M.&Sharma, S. (2004), Technical Communication: Principles and Practice (Vol I, II & III ),New Delhi : Oxford University Press.
15. Sadanand,K. and Punitha, S. (2015) Spoken English (II): A Foundation Course, Hyderabad: Orient Blackswan Private limited.
16. Sadanand,K.and Punitha, S. (2015) Spoken English (I): A Foundation Course, Hyderabad, Orient Blackswan Private limited.
17. Seely, J. (2007), Oxford Guide to Effective Writing and Speaking, New Delhi:
18. Shrivastava, M. (2005), News Reporting and Editing, New Delhi: Sterling Publication Pvt Ltd.
19. Turton, N.D. (2005), ABC of Common Grammatical Errors, New Delhi: Mcmillan India.Ltd.
20. <https://www.englishforums.com/English/IndustrialVisitReportFormat-IndustrialVisitOrganisersCoimbat/qzzgz/post.htm>
21. <http://www.slideshare.net/sammyZAMMY/a-sample-on-industrial-visit-report-for-mba-students-by-bilal-khan>
22. <http://work.chron.com/write-industrial-visit-report-3844.html>
23. <http://www.citehr.com/360770-industrial-visit-report-format-iv-report-format.html>
24. <http://public.wsu.edu/~mejia/Summary.htm>
25. <http://www.cws.illinois.edu/workshop/writers/tips/summary/>
26. <https://en.wikipedia.org/wiki/Mountaineering>
27. <https://en.wikipedia.org/wiki/Preservative>
28. [https://en.wikipedia.org/wiki/Reality\\_television](https://en.wikipedia.org/wiki/Reality_television)

## Environmental study (Theory)

COURSE CODE: SA101

SEMESTER: I

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Environmental Study	4	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Describe ecology and environment and take active participation in environment improvement and protection.
2. Identify and analyse surrounding environmental settings and associated problems.
3. Generate ideas to deal with ecological crises.
4. Interpret and address socio-environmental issues.
5. Develop skill to determine the concentration of primary pollutants.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	<p>A. Environmental Awareness- Multidisciplinary Approach</p> <ol style="list-style-type: none"> <li>i. Definition and Scope of Environmental Awareness</li> <li>ii. Need for Environmental Awareness</li> <li>iii. Multidisciplinary nature of Environmental Studies</li> </ol> <p>B. Natural Resources</p> <ol style="list-style-type: none"> <li>i. Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people.</li> <li>ii. Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and disadvantages.</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Get acquainted with physical environment and its components.</li> <li>2. Enumerate the intervention of Environment in different subjects.</li> <li>3. Explain various natural resources, their importance, and usage.</li> <li>4. Enumerate the concept of ecosystem in the environment.</li> <li>5. Develop an interest in nature through direct experience.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<p>iii. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>iv. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Agro-chemicals in Environment.</p> <ul style="list-style-type: none"> <li>▪ Types of pesticides and fertilizers</li> <li>▪ Pesticides residue in the food</li> <li>▪ Impacts of agrochemicals on human health</li> <li>▪ Present scenario of pesticides contamination in India.</li> </ul> <p>v. Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources.</p> <p>vi. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</p> <ul style="list-style-type: none"> <li>▪ Role of an individual in conservation of natural resources.</li> <li>▪ Equitable use of resources for sustainable lifestyles.</li> </ul> <p>C. Ecosystem</p> <p>i. Structure and functions of an ecosystem.</p> <ul style="list-style-type: none"> <li>▪ Producers, consumers and decomposers.</li> </ul>		

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<ul style="list-style-type: none"> <li>▪ Energy flow in the ecosystem.</li> <li>▪ Ecological succession.</li> <li>▪ Food chains, food webs and ecological pyramids.</li> </ul> ii. Types, characteristic features, structure and functions of ecosystem iii. Entry of toxin through the food.		
II	A. Biodiversity and its Conservation i. Definition and Types of Biodiversity ii. Bio-geographical classification of India iii. Value of biodiversity : Biodiversity at global, National and local levels. iv. Importance of Biodiversity v. Hotspots of Biodiversity vi. Western Ghat's Biodiversity in India vii. Threats to Biodiversity viii. Conservation of Biodiversity B. Environmental Pollution i. Source, impacts and measures for controlling pollutions ii. Municipal Solid waste: Present issues, challenges and management iii. Nuclear holocaust and hazards iv. Role of Individual in prevention of pollution	The students will be able to: <ol style="list-style-type: none"> <li>1. Describe concept of ecology and Biodiversity.</li> <li>2. Explain significance of Biodiversity in day to day life and different conservation practices.</li> <li>3. Enumerate the impacts of human activities and ecology and need to conserve the resources.</li> <li>4. Recognize different environmental pollutions and their health risks.</li> <li>5. Identify the role of modern technological tools for mitigation of pollution.</li> </ol>	15
III	A. Social Issues and the Environment From Unsustainable to Sustainable development i. Urban problems related to energy	The students will be able to: <ol style="list-style-type: none"> <li>1. Enumerate causes of various environment related problems.</li> <li>2. Explain the impact of population on environment.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<ul style="list-style-type: none"> <li>ii. Environmental Deterioration in typical Indian Cities- Case Study</li> <li>iii. Water conservation</li> <li>iv. Resettlement and rehabilitation of people; its problems and concerns. Case Studies</li> <li>v. Environmental ethics</li> <li>vi. Acid rain, ozone layer depletion,</li> <li>vii. Climate Change and Impacts on Environment</li> <li>viii. Global warming</li> <li>ix. Environment Protection Act</li> <li>B. Human Population and Environment               <ul style="list-style-type: none"> <li>i. Population growth, variation among nations.</li> <li>ii. Population explosion - Family Welfare Programme</li> <li>iii. Family Planning programme: Issues and Challenges in Indian context</li> <li>iv. Environment and human health.</li> <li>v. Human Rights.</li> <li>vi. Value Education</li> <li>vii. HIV/AIDS.</li> <li>viii. Women and Child Welfare.</li> <li>ix. Role of Information Technology in Environment and human health.</li> </ul> </li> </ul>	3. Work on to act for the environmental preservation.	
IV	<ul style="list-style-type: none"> <li>A. Study of Soil System               <ul style="list-style-type: none"> <li>i. Characteristics</li> <li>ii. Physical properties</li> </ul> </li> <li>B. Study of Water System               <ul style="list-style-type: none"> <li>i. Characteristics</li> <li>ii. Normal and Unusual properties of Water</li> </ul> </li> <li>C. Study of Air System               <ul style="list-style-type: none"> <li>i. Characteristics</li> <li>ii. Normal and Unusual properties of Air</li> </ul> </li> </ul>	The students will be able to: <ul style="list-style-type: none"> <li>1. Examine various types of soils with their physical features.</li> <li>2. Explore the salinity content in the soil.</li> <li>3. Determine various water parameters.</li> <li>4. Estimate the quality of water for drinking and other uses.</li> </ul>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	D. Noise- i. Measurement ii. Health impacts E. Ecological evaluation i) Measurements of ecological systems ii) Mapping of ecosystems F. Mapping of Flora and Fauna in Maharashtra in India with special reference to SNTWU Juhu campus.	5. Detect microbes present in the water. 6. Identify the air pollutant in the atmosphere. 7. Discuss the methods of determining the noise level and its health impacts.	

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Debate, Exercises, Group activity

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises, assignments and Final Examination

Evaluation Weightage - Internal 50% and External 50%

#### ADDITIONAL READING MATERIALS

1. Agarwal, K.C. (2001). Environmental Biology. Bimaner: Nidi Publication Ltd.
2. Anjaneyulu Y. and Rao N. (2004). Introduction to Environmental Science. Hyderabad: BS Publication.
3. Bharucha, E. (2006). The Biodiversity of India. Ahmadabad: Mapin Publishing Pvt. Ltd.
4. Bharucha, E. (2004). A Text Book for Environmental Study. New-Delhi: University Grant.
5. Clark, R.S. (2010). Marine Pollution. Oxford: Clarendon Press.
6. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. (2001). Environmental Encyclopedia. Mumbai: Jaico Publ. House.
7. De A.K. (2002). Environmental Chemistry. London: Wiley Eastern Ltd.
8. Dhere, A. M. (2013). Future and Renewable Energy Resources. Germany: Scholar Press.
9. Dhere, A. M, et al; (2010). Environmental Study. Kolhapur: Phadake Publications.
10. Dhere, A. M. and Pardeshi, P. B. (2010). Business Demography and Environmental Studies. Mumbai: Himalaya Publication House.



11. Hawkins, R.E. (2007). Encyclopedia of Indian Natural History. Mumbai: Bombay Natural History Society.
12. Mhaskar, A.K. (2000). Matter Hazardous. Chennai: Techno-Science Publication.
13. Miller, T. G. Jr. (2010) Environmental Science. Delhi: Wadsworth Publishing Co.
14. Sharma, B.K. (2001). Environmental Chemistry. Meerut: Geol Publ. House.
15. Townsend, C., Harper J, and Michael Begon. (2000). Essentials of Ecology, London: Blackwell Science.

#### Websites

- 1) [www.redlist.org/info/captions](http://www.redlist.org/info/captions)
- 2) [www.biomeso.net](http://www.biomeso.net)

## Gender Studies (Theory)

COURSE CODE : HA200

SEMESTER: III/IV

CREDITS: 2

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Gender Studies	2	30	30

### OBJECTIVES

On completion of the course the students will be able to -

1. Discuss the current status of women in India in view of the historical developments.
2. Identify various indicators that determine status of women.
3. Differentiate between the concepts of gender and feminism.
4. Describe various problems and issues faced by women and the legal provisions for the same.
5. List different government and non-governmental organizations working for women.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	<p>A. Deconstructing women's status in India</p> <ol style="list-style-type: none"> <li>i. Women's empowerment and strength.</li> <li>ii. Status of women in historical eras history</li> <li>iii. Status report on equality of women</li> <li>iv. Emergence of women's studies in India.</li> <li>v. Demographic profile of men and women in India.</li> <li>vi. Concept of equality and equity.</li> </ol> <p>B. Women, marriage and the family</p> <ol style="list-style-type: none"> <li>i. Patriarchal ideology and the concept of gender</li> <li>ii. Gender socialization</li> <li>iii. Marital roles and status of women</li> </ol>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the need for studying women.</li> <li>2. Describe and compare the status of women in historical India with the current context and discuss their status in terms of education, health, familial roles, etc.</li> <li>3. Discuss gender and various forms of gender based discrimination in Indian family as effected by the patriarchal ideology.</li> <li>4. Critically analyze the depictions of women in media.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	iv. Dowry and dowry deaths v. Domestic violence C. Women and education i. Status of women's Education ii. Women in higher education D. Women, health and sexuality i. Factors affecting women's health ii. Health and nutrition problems faced by women iii. Family planning methods and women E. Women and media Portrayal of women in media		
II	A. Crime against women i. Rape, sexual harassment, trafficking, cyber crimes B. Laws for women i. Overview of related laws <ul style="list-style-type: none"> <li>• PNDT Act, 1994</li> <li>• Dowry Prohibition Act, 1961</li> <li>• Domestic Violence Act, 2005</li> <li>• PITA/ ITPA, 1956</li> <li>• Maternity benefit Act, 1961</li> <li>• Hindu succession Act, 1956 and property rights of women in other religions</li> <li>• Laws related to divorce and maintenance</li> <li>• Laws related to rape and sexual harassment of women act, 2013</li> </ul>	The students should be able to: <ol style="list-style-type: none"> <li>1. Discuss various crimes against women and the legal provisions.</li> <li>2. Explain the loop holes in laws that deter women from achieving their rights.</li> <li>3. Describe the status of women related to work.</li> <li>4. Describe in brief the government schemes for women.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	C. Women and work i. Concept of work ii. Women in the organized and unorganized sectors iii. The emerging corporate sectors. D. Overview of the organizations at local and national level working for betterment of women i. Difference between government and non government organizations. ii. Governmental schemes for women. iii. Non government organizations working for women at the local level.	The students should be able to: 1. Discuss various crimes against women and the legal provisions. 2. Explain the loop holes in laws that deter women from achieving their rights. 3. Describe the status of women related to work. 4. Describe in brief the government schemes for women.	

### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Guest Lectures, Group activity, Screening of documentaries, Visits to related institutions.

### EVALUATION

Written test/Group project/Quiz/Classroom exercises/survey/critical analysis of videos/ making a scrape book /dossier and Final Examination

Evaluation Weightage - Internal 50% and External 50%

### ADDITIONAL READING MATERIALS

1. Agnes, Flavia (2011). Family and law: Family laws and constitutional claims. New Delhi : Oxford.
2. Conway, J.K., & Bourque, S.C. (Eds). (1993). The politics of women's education: Perspectives from Asia, Africa & Latin America. Michigan: Uni. of Michigan.
3. Desai, K. (2014). Demographic profile of women in India. SNTD: RCWS

4. Katyam, R., & Shoukla, V. (2014). Indicators of women's status. SNDT: RCWS
5. Khullar, M. (Ed.). (2005). Writing the women's movement: A reader. New Delhi: Zubaan.
6. Krishna Raj, Maithreyi (Ed.). (1986). Women's studies in India: some perspectives. Bombay: Popular Prakashan.
7. Patel, Vibhuti (2005). Sex selection & pre birth elimination of girl child. Paper presented at a round table on 'sex selection' organised by HIVOS, Bangalore on 17-18 February.
8. Sharma, Kumud, & Sujaya, C.P. (Eds). (2012). Towards equality: Report of the committee on the status of women in India. New Delhi: Pearson.
9. Special issue (2014). Women, work and economy. Women's Link, 20 (4).

## Generic Electives

Generic Elective (GE) course can be chosen by the student from other branches of the faculty of Home Science, with an intention to seek exposure and knowledge beyond the specialization of their choice. These Elective Courses can enhance their personal and professional development. Each student has to take one course from the Generic Elective courses offered from the other departments.

### Generic Elective Courses credit distribution

#### for Specialization in

#### Developmental Counselling (Honors / Regular)

GE Courses		Semester	B.Sc. for all Specializations			Credits		B.Sc.	
Sr. No.	Code No.		Department offering the course	Generic Elective Courses	22 credits (Regular) 22 credits (Honors)	Theory.	Practical.	Regular	Honors
1.	FG101	I/ II	FN Department	Nutrition for Health Promotion OR Fundamentals of Baking		4	-	20	20
2.	FG102					-	4		
3.	MG101		MCE Department	Digital Photography OR Voice Culture and Modulation		4	-		
4.	MG102					4	-		
5.	RG101		RM Department	Consumer Education and Financial Literacy OR Travel Arrangements and Formalities		4	-		
6.	RG102					4	-		
7.	TG101		TAD Department	Fashion Craft OR Fundamentals of Fashion		-	4		
8.	TG102					4	-		
9.	LG101		English or Science Department	Functional English OR Advanced English OR Science for Life		4	-		
10.	LG102								
11.	SG101					4	-		
12.	LG201	III/ IV	English or MCE Department	Foreign Language OR Media and Information Literacy		-	2	2	2
13.	MG201					-	2		
Total Credits								22	22



## Nutrition for Health Promotion (Theory)

Course Code:FG101

Semester: I /II

Credits : 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Nutrition for Health Promotion	4	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Explain basic principles of nutrition.
2. Recognize the relationship of food ,nutrition and health.
3. Apply nutrition principles for good health, fitness and well-being.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Food as a source of nutrient B. Relationship of Food with Nutrition C. Concept of Optimum Nutrition D. Basic food groups E. Concept of Food Pyramid F. Portion and serving sizes in food groups G. Healthy Plate Concept	The student will be able to: 1. Recognize the nutrients present in different foods. 2. Identify the basic food groups and its relationship with optimum nutrition. 3. Recall the serving size of different food groups.	15
II	A. Healthy Eating Concepts for: i. Young adults ii. Older adolescents iii. Infancy, preschool And School age iv. Elderly B. Healthy Cooking, Palatability and Nutrition i. Principles of healthy cooking ii. Nutrition and palatability of food preparations iii. Nutrition in selected national and international cuisines. iv. Healthy Eating Choices	The student will be able to: 1. Translate basic food groups into balanced meals for themselves. 2. Recognize the portions and selection of food groups as per the requirements of the age groups. 3. Enhance the nutritive value of food and make it palatable. 4. Decide prudent selection of foods from different cuisines while eating out.	15



UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Concept of Fitness B. Body weight and body composition C. Nutrition for fitness D. Exercise and fitness E. Behavioral modification for healthy eating and fitness	The student will be able to: 1. Distinguish between body weight and body composition as the concept of fitness. 2. Apply healthy eating and exercise regime to achieve fitness.	15
IV	A. Understanding Non Communicable Diseases (NCD) B. Significance of Breakfast, snacking and sleeping pattern in prevention of non-communicable diseases C. Lifestyle factors and Non Communicable Diseases i. Physical activity ii. Smoking iii. Alcohol	The student will be able to: 1. Apply the nutrition principles for the early prevention of NCD.	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Group activity, group presentations.

#### EVALUATION

Group project, Quiz, Classroom exercises

Evaluation Weightage - Continuous assessment -100%

#### ADDITIONAL READING MATERIALS

1. Agarwal Anjana, Shobha Udipi. (2014). *Textbook of Human Nutrition* (1<sup>st</sup> ed.). New Delhi : Jaypee Brothers Medical Publishers(P). Ltd.
2. Bamji Mahatb.S. (1996). *Textbook of Human Nutrition* (1<sup>st</sup> ed.). New Delhi: Oxford & IBH Publishing Co.

3. Katch Frank, McArdle William. (1993). *Introduction to nutrition, exercise and health* (4<sup>th</sup>ed.). Philadelphia: Lippincott Williams and Wilkins.
4. Willams, Melwin.H. (1999). *Nutrition: For health, fitness and sport*(5<sup>th</sup>ed.). Boston:WCB/McGraw-Hill.
5. Bender David. (2009). *A Dictionary of Food and Nutrition* (3<sup>rd</sup>ed.). Oxford: Oxford University Press.
6. Dr.Mohan. (2013). *Dr.Mohan's Atlas of Indian Foods*(1<sup>st</sup>ed.). Chennai: Dr.Mohan's Healthcare Products Pvt Ltd.
7. U.D.Chavan. (2015). *Nutritional Value and Health Benefits from fruits,vegetables,nuts and spices*(1<sup>st</sup>ed.). New Delhi: Daya Publishing House.
8. Sari Edeldtein. (2011). *Food,Cuisine and Cultural Competency*(1<sup>st</sup> ed.). Canada: Jones and Barlett Publishers.
9. Al-Masri, Bartlett Simon. (2011). *100 questions & answers about sports nutrition and exercise* (1<sup>st</sup>ed.). Canada: Jones and Barlett Publishers.

## Fundamentals of Baking (Practical)

COURSE CODE:FG102

SEMESTER: I

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Fundamentals Of Baking	4	120	120

On completion of the course the students will be able to-

- 1 Identify the role of various ingredients in the preparation of bakery products.
2. Use various culinary skills and techniques.
3. Apply techniques of baking and preparing various types of bakery preparations.
4. Develop art of modifying, decorating bakery foods to enhance aesthetic appeal.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOME	NO. OF HOURS
I	<p>A. Introduction to Bakery.</p> <p>i. History of baking</p> <p>ii. Safety / precautions and care to be taken during baking</p> <p>iii. Cookery terms and orientation to bakery lab</p> <p>iv. Bakery equipments and their uses</p> <p>v. Ingredients used in baking</p> <p>vi. Weights and measures</p> <p>B. Yeast products : different methods and steps in bread making</p> <p>i. Bread rolls</p> <p>ii. Brown bread</p> <p>iii. Masala bread</p> <p>iv. Multigrain bread</p> <p>v. Focaccia</p> <p>C. Role of ingredients used in bread</p> <p>D. Hints while baking bread</p> <p>E. Factors affecting quality of bread</p>	<p>The students will be able to :</p> <ol style="list-style-type: none"> <li>1. Recognize equipments and explain their use in bakery.</li> <li>2. Describe the common bakery terms.</li> <li>3. Identify ingredients and their specifications for various baked items.</li> <li>4. Accurately weigh and measure ingredients used while baking.</li> <li>5. Prepare different varieties of bread using different kinds of flour.</li> <li>6. Describe the role of different ingredients in bread</li> <li>7. Solve problems faced while baking breads</li> </ol>	30

UNIT NO	CONTENT	LEARNING OUTCOME	NO. OF HOURS
II	<p>Cakes</p> <p>A. Role of ingredients</p> <p>i. Flour - different types</p> <p>ii. Sweeteners - Natural and artificial</p> <p>iii. Fats- shortening agent</p> <p>iv. Eggs</p> <p>v. Liquids - milk, water, buttermilk, syrups</p> <p>vi. Leavening agents - chemical and biological</p> <p>B. Methods used for making cakes</p> <p>i. Points to be followed while balancing ii. cake formula</p> <p>C. Preparation variations of:</p> <p>i. Cakes</p> <p>ii. Brownies</p> <p>iii. Muffins</p> <p>D. Hints while baking cakes</p> <p>E. Factors affecting quality of cakes</p>	<p>The students will be able to :</p> <ol style="list-style-type: none"> <li>1. Describe the role of different ingredients in cakes.</li> <li>2. Use "cake formulas" .</li> <li>3. Prepare different varieties of cakes, brownies and muffins.</li> <li>4. Solve problems faced while baking cakes.</li> </ol>	30
III	<p>Pastry</p> <p>A. Role of ingredients</p> <p>B. Basic techniques and preparation of different varieties of pastry</p> <p>i. Short crust pastry</p> <p>ii. Puff pastry</p> <p>iii. Flaky pastry</p> <p>iv. Danish pastry</p> <p>v. Choux pastry</p> <p>C. Hints while making pastry</p> <p>D. Factors affecting quality of pastry</p>	<p>The students will be able to :</p> <ol style="list-style-type: none"> <li>1. Describe the role of ingredients in pastry.</li> <li>2. Prepare different varieties of pastry.</li> <li>3. Solve problems faced while baking pastry.</li> </ol>	30

UNIT NO	CONTENT	LEARNING OUTCOME	NO. OF HOURS
IV	A. Biscuits / Cookies i. Role of ingredients ii. Mixing methods iii. Make up methods iv. Preparation of different varieties of biscuits and cookies B. Hints while baking biscuits C. Factors affecting quality of biscuits D. Chocolate i. Preparation of chocolate ii. Tempering of chocolate iii. Bloom iv. Uses of chocolate E. Icing i. Functions ii. Demonstration of different types of icing - Butter icing, Fudge icing, Glaze icing, Truffle icing, Marzipan, Royal icing, Fondant, Gum paste iii. Practice butter icing	The students will be able to :  1. Describe the role of ingredients in biscuits/cookies.  2. Prepare different varieties of biscuits/cookies.  3. Solve problems faced while baking biscuits/cookies.  4. Prepare basic chocolate.  5. Decorate bakery products to enhance the aesthetic appeal by using various icing techniques.	30

#### TEACHING METHODOLOGY

Lecture method, video films, demonstrations. Planning, preparation and evaluation of different baked items using different baking techniques.

#### EVALUATION

Quiz, Cooking exam and class work.

Evaluation Weightage -100% Internal

#### ADDITIONAL READING MATERIALS

1. Arora, K. (2006). *Theory of Cookery* (5<sup>th</sup>ed.). New Delhi: Frank Bros and Co Ltd.
2. Bendre S and Godhia M (2000). *Standardised Recipes For Bulk Cookery And Food & Beverage Service* (2<sup>nd</sup>ed.). Mumbai: Sir Vithaldas Thackersey College of Home Science.

3. Cracknell, H.L and Kaufmann. R.J (1992). *Practical Professional Cookery* (3<sup>rd</sup>ed.). Malaysia: The Macmillan Press Ltd.
4. Dubey, S.C. (2013). *Basic Baking* (6<sup>th</sup>ed.). New Delhi: 'The Society of Indian Bakers'.
5. Fox, B.A and Cameron, A.G (1989). *Food Science, Nutrition and Health* (5<sup>th</sup>ed.). Great Britain: British Library Cataloguing in Publication Data.
6. Gisslen, W. (2013). *Professional Baking* (6<sup>th</sup>ed.). New Jersey: John Wiley & Sons, Inc.
7. Philip T.E (1995). *Modern Cookery: for teaching and the trade* (3<sup>rd</sup>ed.). Mumbai: Orient Longman limited
8. Raina U., Kashyap S., Narula V., Thomas S, Suvira, Vir S. and Chopra S. (1989). *Basic Food Preparation: A Complete Manual* (1<sup>st</sup>ed.). New Delhi: Orient Longman Limited.
9. Raina U., Kashyap S., Narula V., Thomas S., Suvira, Vir S. and Chopra S. (2003). *Basic Food Preparation: A Complete Manual*(3<sup>rd</sup>ed.). New Delhi: Orient Longman Limited
10. Smith, J (1991). *Food Additive User's Handbook*. New York: Blackie & Son Ltd.
11. The Culinary Institute of America. (2009). *Baking & Pastry Mastering the Art and Craft* (2<sup>nd</sup>ed.). New Jersey: John Wiley & Sons, Inc.
12. [www.allrecipes.com](http://www.allrecipes.com)
13. [www.yummytummyaarthi.com](http://www.yummytummyaarthi.com)
14. [www.bbcgoodfood.com](http://www.bbcgoodfood.com)

# Digital Photography (Theory)

COURSE CODE: MG101

SEMESTER: I/II

TOTAL CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
DIGITAL PHOTOGRAPHY	4	60	60

## OBJECTIVES

On completion of the course the students will be able to-

1. Learn the basic features of photography
2. Create pictures in indoor and outdoor lighting condition using a DSLR Camera effectively.
3. Differentiate various fields of photography such as fashion, food and architecture.

## COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction: i. Handling a Digital Single Lens Reflex & Point and Shoot camera ii. Features of Lights  B. Controls of camera i. Depth-of field ii. Slow-Fast shutter iii. ISO iv. Exposure	The students will be able to: 1. Operate a Digital Single Lens Reflex camera using its various controls. 2. Integrate the relation of exposure with light. 3. Control depth of field. 4. Capture motion by controlling shutter. 5. Operate cameras using various lenses	15
II	A. Art of Photography: i. Compositions ii. Photography as an art  B. Advance controls in Camera i. White Balance ii. Controlling colors iii. Histogram reading  C. Working with available light/Sunlight  D. Introduction to concept of Digital Intermediate(DI) and various file formats	The students will be able to:  1. Transform and control colors in the picture.  2. Click pictures in available light.  3. Appreciate the artistic aspect of photography.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	<p>A. Working in studio Photography:</p> <ul style="list-style-type: none"> <li>i. Introduction to light and studio</li> <li>ii. Lighting techniques.</li> <li>iii. Introduction to Light meter</li> <li>iv. Flash</li> </ul> <p>B. Introduction to different types photography</p> <ul style="list-style-type: none"> <li>i. Portrait Photography</li> <li>ii. Fashion Photography</li> <li>iii. Food Photography</li> <li>iv. Architectural</li> <li>v. Outdoor/Indoor photography</li> <li>vi. Introduction to other types of photography like Wild life and Photo journalist.</li> <li>vii. Table tops - Different types like e.g. Pots &amp; Cutlery</li> <li>viii. Product or advertisement photography.</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>1. Click pictures of various architectures.</li> <li>2. Produce creative portraits.</li> <li>3. Create photographs as require by fashion, food, architectural and other areas of specialization.</li> <li>4. Discuss various types of photography.</li> </ul>	15
IV	<p>A. Creating portfolios on areas of student interest.</p> <p>B. Working with RAW &amp; DNG formats.</p> <p>C. Working with Photoshop</p> <ul style="list-style-type: none"> <li>i. Tool in Photoshop.</li> <li>ii. Making a Collage</li> <li>iii. Other Formats and Quality control by editing image</li> <li>iv. Portfolio development according to student interest.</li> </ul> <p>D. Ethics and legalities in Photography.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>1. Do table-top and Product photography.</li> <li>2. Work with various file formats in software like Photoshop.</li> <li>3. Get acquainted with different types of photography.</li> <li>4. Appreciate the importance of Ethics and legalities in Photography.</li> </ul>	15



## TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Demo, Exercises, Studio and out-door Activity

## EVALUATION

Students will have develop a scrapbook containing the in information and Photographs which will be evaluated. These photographs will be clicked as an assignment on different aspects of photography.

Evaluation Weightage - Internal 100%

## ADDITIONAL READING MATERIALS

1. Alton J. (1995). *Painting with Light*, London, University of California Press
2. Birnbaum G. (1995). *How to take Good Pictures*, USA, Kodak Company
3. Busselle M. (1992). *Photographic Assignments*, London, David & Charles plc.
4. Bush D. (2012). *DSLR Photography for Dummise*, New Jersey, John Wiley & Sons Publication
5. Brayan P. (2010). *Understanding Exposure*, New York, Amohoto Books
6. Miotke J. (2010). *Better Photo Basics: Beginners Guide*, New York, Crown Publication
7. Scott K. (2014). *Digital Photography*, UK, Peachpit Press.

## Voice Culture and Modulation (Practical)

Course Code:MG102

Semester: I/II

Credits: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Voice Culture And Modulation	4	120	120

### OBJECTIVES

On completion of the course the students will be able to-

1. Describe the significance of a good voice for a speaker.
2. Interpret knowledge about the voice culture and modulation.
3. Identify methods of improving the speech.
4. Apply the concept of voice modulation to make the speech clear and effective.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Understanding Voice Culture <ol style="list-style-type: none"> <li>i. Voice culture</li> <li>ii. Classification of voices. Spontaneous speech - recording, playback and analysis.</li> <li>iii. Spot memory</li> <li>iv. Understanding of breathing to right peaking (Normal, Deep, Shallow etc.) and taking breath count</li> </ol> B. Anatomy of hearing and speaking <ol style="list-style-type: none"> <li>i. Elementary theory of sound-Its Production and propagation</li> <li>ii. Anatomy and Physiology of throat and ear.</li> <li>iii. Human voice and its technique</li> <li>iv. Voice quality and lungs capacity</li> <li>v. Vocal chords and how their working</li> </ol>	The student will be able to- <ol style="list-style-type: none"> <li>1. Identify the importance of a good voice.</li> <li>2. Apply the methods of voice culture.</li> <li>3. Practice correct breathing techniques for a stronger throw of voice.</li> <li>4. Recognize the role of throat and ear in voice culture.</li> <li>5. Demonstrate the change in the voice quality and lungs capacity</li> </ol>	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
II	A. Modification and improvement of voice B. Clarity in voice- "Om" Drill and yogic mudras C. Use of voice scale (Aa, A, etc.) - developing clarity of voice D. Reasons for faults in voice - misuse, abuse, overuse etc. E. Pronunciation, Diction & Accentual Patterns.	The student will be able to - 1. Recognize different methods of voice training. 2. Apply the methods for improvement in their voice to be a better speaker.	30
III	A. Public Speaking i. Microphone in public speaking. ii. Teleprompters for public speaking. iii. Modulating voice B. Speaking with Confidence i. Conquering stage fright ii. Non verbal cues and eye contact	The student will be able to - 1. Use microphone skillfully for public speaking. 2. Employ teleprompter as a content prompter on stage. 3. Demonstrate correct gestures and body language while speaking 4. Speak confidently before a group.	30
IV	A. Applications of Effective Reading i. Speed reading ii. Narration skills iii. Poetry reading - use of pause marks, emphasis on words etc. iv. Emoting and dialogue delivery B. Role of modulation for i. News-reading (Marathi, Hindi, English) ii. Radio jockey iii. Announcer / compeer	The students will be able to - 1. Demonstrate the use of voice creatively in various areas of presentation. 2. Speak without stress.	30

## TEACHING METHODOLOGY

Lectures, Use of Power point, Demonstrations and discussion, Role play, Exercises, Group activity.

## EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

## ADDITIONAL READING MATERIALS

1. Berry Cicely (2008), Voice and the Actor, Virgin Books, Rumford, USA.
2. Durga S A K, (2007)Voice Culture : The Art of Voice Cultivation, B R Rhythms, Delhi.
3. Joseph Samuel Arthur, (2013), Vocal Leadership: 7 Minutes a Day to Communication Mastery, with a Foreword by Roger Goodell, macGraw Hill Education, Lakville, MA USA
4. Mayer Vernon Lyle, (2012)Fundamentals of Voice and Articulation, MacGraw Hill, USA
5. Skinner Edith , Monich Timothy (Editor), Mansell Lilene (Editors), Speak with Distinction: The Classic Skinner Method to Speech on the Stage, Applause Theatre and Cinema Book Publishers, Miami, USA
6. Vendera Jaime(2007), Raise Your Voice, Vendera Publishing, UK

Consumer Education and Financial Literacy (Theory)  
 COURSE CODE:RG101

SEMESTER: I & II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF-STUDY HOURS
Consumer Education and Financial Literacy	4	60	60

OBJECTIVES

On completion of the course the students will be able to-

1. Become familiar with the various consumer problems
2. Be sensitized about consumer rights and responsibilities
3. Interpret critical thinking skills with respect to financial planning.
4. Be aware of various credits in finance.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Consumer Education i. Introduction to Consumer Education and Consumer Movement\ ii. Common problems faced by consumers  B. Purchase Practices i. Consumer Buying behavior ii. Consumer decision making process	The students will be able to: 1. Identify consumer issues 2. Analyse to wise methods of buying 3. Apply the consumer decision making process	15
II	A. Consumer Buying Aids B. Consumer Protection i. Consumer Rights and Responsibilities ii. Consumer Protection iii. Consumer Redressal	The students will be able to: 1. Critically evaluate their duties as consumers 2. Explain about the methods to seek redressal	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Introduction To Financial Education i. Income Management ii. Expenditure  B. Savings and Investments i. Features and types ii. Introduction to Taxes	The students will be able to: 1. List basic money management methods. 2. Discuss the patterns of expenditure 3. List the basic Taxes 4. Identify the avenues for saving and investment	15
IV	A. Credit In Finance i. Introduction and types of credit ii. Banks and its functions  B. Loans and Mortgages i. Types of Loans and Mortgages ii. Procedure for acquiring Loans	The students will be able to: 1. Explain basic formalities and procedures of banking 2. Describe types of loans and mortgages	15

#### TEACHING METHODOLOGY

Lectures, Use of Power Point and discussion, Group activity.

#### EVALUATION

Written test, Presentations, Quiz, Form Completion, Survey Sheets, Weekly Budgets and Final Examination.

Evaluation Weightage - Internal 50% and External 50%

#### ADDITIONAL READING MATERIALS

1. Ahuja, H.L. (1986). *Modern Economics*. New Delhi : S. Chand & Co.
2. Gandotra, V. & Divatia, A. (2013). *Consumer Education*. Dominant Publishers.
3. Gross and Crandal (1973). *Management for Modern families*. New Delhi: Prentice Hall
4. Jeff, M. & Hardeep Singh, G. (2015). *Personal Finance*. Canada : Pearson Education.
5. Jain, S., Mehta, C. & Mittal, M. (2011). *Resource Book of Family Finance and Consumer Education*. Academic Excellence Publishers.

6. Nickel, P. & Dorsey, J.M. (1967). *Management in Family Living*. Hoboken : John Wiley & Sons, Inc.
7. Pamecha, V.K. (2010). *How to File a Complaint Before Consumer Forum (Do it Yourself Guide)*
8. Parmeswaran, M.G. (2009). *Ride the change - A perspective on changing Indian consumer, market and marketing*. McGraw Hill Education Pvt. Ltd.
9. Pithawala, H.G. (2013). *The Consumer Protection Act*. C. Jamnadas and Co.
10. Schiffman, G. & Kausik, L. (1997). *Consumer Behaviour*. (6th ed.). New Delhi: Prentice Hall.
11. Sethi, M. & Seetharaman, P. (1994). *Consumerism: A growing concept*. New Delhi: Phoenix Publishing House Pvt. Ltd.
12. Sherlekar, S.A. (1984). *Trade Practices and Consumerism*. Mumbai: Himalaya Publishing House.
13. Sherlekar, S.A., Sawadore S.J. & Dr. Nirmala P. (1994). *Principles of Marketing*. Mumbai: Himalaya Publishing House.
14. Shete, M.M. & Subedar, M.S. (1986). *Elementary Economics*. Mumbai: Somaiya Publishing House.
15. Verma, J.D & Dewett, K.K. (1997). *Introductory Economics*. New Delhi : S. Chand & Co.
16. Wilhems, Heimeri & Jelley. (1966): *Consumer Economics*. New York: McGraw Hill

Other Study Material :

1. CGSI - 'KEEMAT'
2. CERC - 'INSIGHT'
3. MGP - 'GRAHAK'

## Travel Arrangements & Formalities (Theory)

COURSE CODE:RG102

SEMESTER: I / II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Travel Arrangements & Formalities	4	60	60

### OBJECTIVES

On completion of the course the student will be able to-

1. Get oriented to the prominent tourist destinations in India and abroad.
2. Understand the basis for any travel arrangements for a leisure tour - within India and abroad
3. Become aware about the documentation and requisite processes for international travel.
4. Learn the procedures involved in booking of transport & accommodation.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to Travel & Tourism B. Destination Management in India i. Airports, Domestic Airlines, Railways, Heritage trains, Roadway - Highway ii. Fact file of India and Indian States - Capitals - three letter city codes, two letter airport codes iii. Study of popular domestic tourist destinations iv. Map plotting v. Study of domestic itineraries/travel brochures	The students will be able to: 1. Identify the different services in the Indian Transportation industry 2. Plot map for a domestic leisure tour 3. Compare itineraries and list pros and cons	15
II	A. Destination Management for International tourism i. Major Airports, International Airlines, Railways, Trains of the world, Roadway - Highway, Waterways - Cruises	The students will be able to: 1. Identify the different services in the Global Transportation industry 2. Enumerate the requisites of International/Foreign leisure tour	15



UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<ul style="list-style-type: none"> <li>ii. Study of prominent International Tourist Destinations</li> <li>iii. Europe, USA, UAE, South East Asia 5 A's of tourism : Accessibility, Attraction, Accommodation , Amenities, Activities</li> <li>B. Accommodation               <ul style="list-style-type: none"> <li>i. Types of Hotels</li> <li>ii. Schemes of Hotels</li> <li>iii. Terminology used by Hotels</li> <li>iv. Reservation process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3. Compare the types of accommodation and different services offered by the Hospitality / Hotel Industry</li> </ul>	
III.	<ul style="list-style-type: none"> <li>A. Passport - an important travel document               <ul style="list-style-type: none"> <li>i. Definition, Types of passport</li> <li>ii. Process of acquiring passport - application form and requisite documents</li> <li>iii. Emigration Check - ECNR and ECR stamp</li> <li>iv. Procedures for the following: Damaged passport, Lost passport, Renewal Change of name etc.</li> <li>v. Tatkal Service - Role of the passport office</li> </ul> </li> <li>B. Visa - an endorsement to travel               <ul style="list-style-type: none"> <li>i. Definition , Types of Visa - Single / Multiple Entry, TWOV, VOA, Schengen Visa</li> <li>ii. Classification of Visa - Tourist, Immigration, Business, Employment, Student, Medical</li> <li>iii. Special Permits - Requirements for restricted areas such as North Eastern States Andaman, Lakshadweep.</li> </ul> </li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>1. Explain the need &amp; importance of documentation for international Travel</li> <li>2. Work towards acquiring travel documentations</li> </ul>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV.	<p>A. Travel Requirements</p> <p>i. Importance of Travel Information Manual (TIM)</p> <p>ii. Health Requirements, Types of vaccination (Required and Recommended)</p> <p>iii. Travel Insurance - medical and other insurance</p> <p>iv. Money matters - Foreign Exchange (FOREX) Basic Travel quota (BTQ) Rules applicable , Credit Cards</p> <p>v. Other requirements - Travel budget, Travel agency vouchers and travel tips</p> <p>B. Airport Formalities and Customs</p> <p>i. Formalities before and after air travel</p> <p>ii. Custom regulations, restricted goods, Red and Green Channels</p> <p>iii. Clearance of Passengers, Baggage weight and clearance, lost baggage, routings of baggage, rules regarding pets</p> <p>iv. Emigration and Immigration forms</p> <p>v. Travel taxes</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the need for insurances when on travel</li> <li>2. Describe the basic finances of travel planning</li> <li>3. Explain the immigration process at the Airport</li> </ol>	15

#### TEACHING METHODOLOGY:

Lectures, Use of Maps, Power point, Travel brochures, Samples of Travel Documents

#### EVALUATION:

Written test, Group project, Classroom exercises, Assignments and Final Examination

Evaluation Weightage - Internal 50% and Final 50 %

#### ADDITIONAL READING MATERIALS :

1. Bhatia, A. (1991). *Tourism Development & Principals*. New Delhi, Sterling Publishers Pvt. Ltd.

2. Bradnock, R. (2001). *Footprint India Handbook 2002* – The Travel Guide, (11th ed.). England, Bat Footprint Handbooks.
3. Bruyn, P.D. & Bain, K. (2004). *Former India*, (1st ed.). New Delhi, Inc., Wiley Publishing.
4. Kishore, B. & Goyal, G. (2001). *India – Travel Guide*, New Delhi, Diamond Pocket Books.
5. Khuller, R. (2004). *Gateway to the Gods – Haridwar, Rishikesh, Yamunotri, Gangotri, Kedarnath, Badrinath*, New Delhi, USB Publishers Distributors Pvt. Ltd.
6. Puri, M. (2005). *Travel & Tourism Management*
7. Robert, A. (1996). *India Unveiled*, Georgia, Atman Press.
8. Seth, P. et al (1998). *Introduction to Travel & Tourism*, New Delhi, Sterling Publication Pvt. Ltd.
9. Singh, S. & Greenway, P. et al (2001). *India, USA*, Lonely Planet Publications.
10. *India a Tourist Delight* – Readers Digest Publication
11. *Tourism Operation* – Oxford Publication
12. *DK Eyewitness Travel Guides* (2002). India, London, Dorling Kindersley Ltd.
13. *India: A Tourist's Guide* (1999), Bangalore, Vasan Book Depot.
14. *India: The Journey* (2004). Mumbai, MRM Publication.
15. *India: The World Encyclopedia* (1999), USA, World Book.
16. *Student's Britannica: India*. New Delhi, Encyclopedia Britannica (India) Pvt. Ltd.
17. *Travel House Guide to Incredible India* (2009). New Delhi, Har-Anand Publications Pvt. Ltd.
18. *Outlook Traveller Getaways*. New Delhi, Maheshwar Peri, Hathway Investments Pvt. Ltd.
19. *LONELY PLANET* – India

#### Maps:

1. OXFORD ATLAS
2. INDIA AS TOURIST DESTINATION ATLAS

#### Travel Website / Travel Portals

1. [www.incredibleindia.org/tourism.gov.in/](http://www.incredibleindia.org/tourism.gov.in/)
2. [www.yatra.com/travel/india-tourism/](http://www.yatra.com/travel/india-tourism/)
3. [www.tourismofindia.com/](http://www.tourismofindia.com/)
4. [www.thomascook.in/tcportal/international-holidays](http://www.thomascook.in/tcportal/international-holidays)
5. [www.makemytrip.com/holidays-international](http://www.makemytrip.com/holidays-international)
6. [www.indianairports.com/php/showNews](http://www.indianairports.com/php/showNews)
7. [www.tataaiginsurance.in/travelinsurance](http://www.tataaiginsurance.in/travelinsurance)

## Fashion Craft (Practical)

COURSE CODE: TG101

SEMESTER: I / II

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Fashion Craft	4	120	120

### OBJECTIVES

On completion of the course the students will be able to-

1. Familiarize themselves with various embellishment techniques.
2. Select appropriate material for construction of fashion articles.
3. Apply traditional textile craft techniques as per current market trends.
4. Design and develop fashion articles.

### COURSE CONTENT:

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to smocking techniques and preparation of samples. B. Preparation of fashion article.	The student will be able to: 1. Familiarize themselves with different techniques of smocking. 2. Select appropriate fabric and smocking technique. 3. Develop a product.	30
II	A. Introduction to various techniques of fabric painting. B. Painting on various garments using a combination of techniques.	The students will be able to: 1. Familiarize themselves with different techniques of painting. 2. Develop skill of fabric painting. 3. Apply various techniques of painting on fashion articles.	30
III	A. Introduction to techniques in bead work. B. Design and prepare bead work jewelry.	Students will be able to: 1. Learn techniques of traditional bead work. 2. Develop contemporary fashion articles.	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	A. Introduction to knotting techniques of Macramé. B. Preparation of a article.	Students will be able to: 1. Select appropriate yarns for macramé articles. 2. Create fashion articles using knotting techniques.	30

#### TEACHING METHODOLOGY

Demonstration, selection of appropriate designs, application of designs on various fashion articles.

#### EVALUATION

Continuous assessment of fashion crafts.

Evaluation Weightage - Internal 100%

#### RECOMMENDED READING MATERIALS

1. Cavendish, M. (1975). *Golden hands encyclopedia of crafts*. London: Marshall Cavendish.
2. Colette, W. (1996). *The Art of manipulating fabric*. Iola. Wisconsin: Krause Publications.
3. Davis, J. (2001). *The Complete Guide to Beading Techniques*. Iola: Kruase publication.
4. Dodge, J. (1979). *Step-by-step new macrame*. New York: Golden Press.
5. Gentry, J. (2002). *Macrame*. New York: Lark Books
6. Hahn, S. (2001). *A complete guide to silk painting*. Tunbridge Wells: Search Press.
7. Ito, K. M. (2007). *Bead Weaving Brilliance*. Tokyo: English Tex. Japan Publication Trading Co. Ltd.
8. Reader's Digest. (1979). *Crafts and Hobbies*. New York: Reader's Digest Association.
9. Robinson, R. (1994). *Decorative Fabric Painting*. London: Chancellors Press.
10. Schneebeli, D. & Morrel. (2007). *Bead & Button, Ribbon & Felt Jewellery*. London: Cico Books.
11. Verman, L. (Ed.) (1983). *The Complete Book of Sewing & Fabric for the Home*. London: Cavendish House.

## Fundamentals of Fashion (Theory)

Course Code: TG102

Semester: I / II

Credits: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Fundamentals Of Fashion	4	60	60

### OBJECTIVES

On completion of the course the student will be able to-

1. Classify the fiber, yarn and fabric.
2. Define fashion terminologies.
3. Interpret color and design concepts in personal grooming.
4. Relate to various fashion concepts.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to Textiles B. Use of textiles in fashion i. Properties of fiber, yarn and fabrics with their applications. ii. Care of textiles.	The student will be able to: 1. Define terms used in textiles. 2. Classify the textile fibres, yarn and fabric. 3. Relate properties with their uses. 4. Select appropriate procedure for the care of textiles.	15
II	A. Terminology in fashion design B. Functions and Socio economic aspects of clothing. C. Evolution of Fashion i. Fashion history. ii. Fashion cycle	The student will be able to : 1. Familiarize with terms used in fashion. 2. Relate various types of clothing according to its function and society. 3. Identify the stages of fashion cycle. 4. Appreciate trends in fashion.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Introduction to fashion styling B. Colour and design concepts in fashion.	The student will be able to : 1. Use colour combinations and clothing as per the personality. 2. Apply various techniques to be used to develop appropriate garment design. 3. Select appropriate accessories and make-up.	15
IV	A. Basics of wardrobe planning B. Selection of fabrics and garments according to figure type D. Clothing used at various stages of life.	The students will be able to: 1. Identify and relate appropriate garment design to body type. 2. Source and recognize fabrics and garments to be used age wise. 3. Creatively assemble a wardrobe.	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, role play, Group activity.

#### EVALUATION

Written test, Group project/video viewing, Quiz, Classroom presentation and Final Examination

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIAL:

1. Bhargav R. (2005). *Design Ideas and Accessories*. New Delhi: B. Jain Publishers (P) Ltd.
2. Bhatt P. & Goenka S. (2001) *Foundation of Art and Design* (2nd ed.) Bombay: Lakhani Book Depot.
3. Celia S. (2004). *Fashion Accessories*. New York: Fairchild's Publications.
4. Denton M. J. & Daniels (2009). *Textile Terms and Definitions*. (11th ed.) Manchester U. K.: The Textile Institute.
5. Goverholser, C. (2013). *Design and Structure of Fabric*. New Delhi: Random Publications.
6. Potter M. D. & Corbman B. P. (1983). *Textile: Fiber to Fabric*. (6th ed.). New York: McGraw- Hill Book Co.
7. Rastogi M. (2009). *Industrial Laundry*. New Delhi: Sonali Publications.
8. Toratora, P. G. & Merkel R. S. (2005). *Dictionary of Textiles*. (7th ed.) New York: Fairchild's Publications.
9. Wynne, A. (1997). *Textiles: The motivate series*. (1st ed.) London: MacMillan

## Functional English (Theory)

Course Code: LG101

Semester: II

Credits: 04

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF-STUDY HOURS
Functional English	4	60	60

### OBJECTIVES:

On completion of the course the students will be able to -

1. Read with fluency and comprehend passages in English
2. Develop written communication skills for everyday and professional communication
3. Express ideas logically and descriptively.
4. Participate independently in conversations and discussions, and acquire basic oral communication skills required for the work place.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	Reading and Comprehension Skills A. Skimming B. Scanning	The students will be able to - 1. Employ techniques of skimming and scanning while reading a passage 2. Select and use new words in context. 3. Identify cohesive devices.	15
II	Writing Skills A. Note Making B. Story writing and Paragraph development C. Job Application i. Resume Writing (basic resume)	The students will be able to - 1. Identify key points while making notes. 2. Develop effectively study skills. 3. Synthesize sentences using correct structure and expand ideas 4. Prepare biodata/ C.V.	15
III	Listening and Speaking skills A. Listening and Note Taking B. Telephonic Etiquette C. Interviews	The students will be able to - 1. Listen, identify and document key information. 2. Use effective call greetings as a caller and receiver.	15



UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	Professional Communication A. Email writing B. Presentation Skills	The students will be able to - 1. Communicate effectively through emails with accurate English 2. Use proper structure and format in emails The students will be able to- 1. Use different techniques of presentations 2. Apply the concept of sequencing in presentations 3. Select appropriate language relevant to presentations 4. Make effective and interactive presentations 5. Engage audience in presentation	15

N.B. The above said skills would be developed with the help of selected topics from the text book 'Reflections II -An Anthology of Prose, Poetry and Fiction by Nandini Nayar (Foundation Books) , On Track'- English Skills for Success by Annie John (Orient Black Swan)

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

EVALUATION WEIGHTAGE - Internal 50% and External 50%

#### ADDITIONAL READING MATERIALS

1. Chaskar,A. (2015) *Literacy Pinnacles*, Hyderabad: Orient Blackswan Private limited.
2. Dhavan , J.K. (2011), *Communication Skills and Functional English*, Jaipur: Prism Books.
3. Geetha , N. (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
4. Gupta,R. (2010) *A Course in Academic Writing*, Hyderabad: Orient Blackswan Private limited.

5. John , A. (2014) *On Track: A Textbook for College students*, Hyderabad: Orient Blackswan Private limited,
6. John, A. and Pawar, N. B (2015) *Staying Ahead*, Hyderabad, Orient Blackswan Private limited.
7. Jones , S. and Macziola (2000), *Getting Ahead: A communication skills course for Business English*, New Delhi: Cambridge University Press.
8. Jones ,L.& Alexander, R. (2003), *New International Business English*, New Delhi : Cambridge University Press.
9. Krishnaswamy, N.(2015), *Eco English*, New Delhi: Bloomsbury Publishing India Pvt Ltd.
10. Mulgaonkar, S.D. and Waradkar V.G. (2009), *Business Communication*, Mumbai: Manan Prakashan.
11. Nayar, N . (2009), *Reflections II-Anthology of Prose, Poetry, Drama & Fiction Foundation Books* , New Delhi : Cambridge University Press India Pvt. Ltd. Oxford University Press.
12. Pennington, M.C. (1995) *New ways in Teaching Grammar*, USA: Pantagraph Printing, Bloomington, Illinois.
13. Prakash, C.L.N. (2010), *Reflections III, Anthology of Prose, Poetry, Drama & Fiction Foundation Books*,New Delhi: Cambridge University Press India Pvt. Ltd.
14. Raman, M. and Sharma, S. (2004), *Technical Communication: Principles and Practice (Vol I, II & III)*,New Delhi : Oxford University Press.
15. Sadanand, K. and Punitha, S. (2015) *Spoken English (II): A Foundation Course*, Hyderabad: Orient Blackswan Private limited.
16. Sadanand, K. and Punitha, S. (2015) *Spoken English (I): A Foundation Course*, Hyderabad, Orient Blackswan Private limited.
17. Seely, J. (2007), *Oxford Guide to Effective Writing and Speaking*, New Delhi:
18. Shrivastava, M. (2005), *News Reporting and Editing*, New Delhi: Sterling Publication Pvt Ltd.
19. Turton, N.D. (2005), *ABC of Common Grammatical Errors*, New Delhi: Mcmillan India.Ltd.
20. <https://www.englishforums.com/English/IndustrialVisitReportFormat-IndustrialVisitOrganisersCoimbat/qzzgz/post.htm>
21. <http://www.slideshare.net/sammyZAMMY/a-sample-on-industrial-visit-report-for-mba-students-by-bilal-khan>
22. <http://work.chron.com/write-industrial-visit-report-3844.html>
23. <http://www.citehr.com/360770-industrial-visit-report-format-iv-report-format.html>
24. <http://public.wsu.edu/~mejia/Summary.htm>
25. <http://www.cws.illinois.edu/workshop/writers/tips/summary/>
26. <https://en.wikipedia.org/wiki/Mountaineering>
27. <https://en.wikipedia.org/wiki/Preservative>
28. [https://en.wikipedia.org/wiki/Reality\\_television](https://en.wikipedia.org/wiki/Reality_television)

## Advanced English (Theory)

Course Code: LG102

Semester: II

Credits: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF-STUDY HOURS
Advanced English	4	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Appraise and analyze a variety of texts -fiction and non- fiction.
2. Independently compose written text required for work place.
3. To acquire oral communication skills to enter and function at the work place.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Reading and Comprehension i. Fiction ii. Non Fiction B. Using different reading sub skills i. Reading for gist, ii. For specific information, iii. For inference iv. For comprehending different perspectives.	The students will be able to- 1. Develop motivation to read different genres of books 2. Acquire skills in expressing critical analysis of the text. 3. Use different reading sub skills	15
II	A. Professional Writing Skills i. Job Application ii. Business E-mail	The students will be able to- 1. Acquire knowledge of different formats of written text relevant to work place. 2. Apply the mode of e-communication.	15
III	Speaking and Soft skills A. Interviews B. Group Discussion	The students will be able to- 1. Acquire oral communication skills to enter the work place. 2. Participate confidently in group discussions on current issues, case studies.	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	Presentation Skills : A. Oral Presentation B. Power point Presentation	The students will be able to- 1. Use different techniques of presentations 2. Apply the concept of sequencing in presentations 3. Select appropriate language relevant to presentations 4. Make effective and interactive presentations 5. Engage audience in presentation	15

N.B. The above said skills would be developed with the help of selected topics from the text book 'Reflections II -An Anthology of Prose, Poetry and Fiction by NandiniNayar (Foundation Books), *Literacy Pinnacles*, Hyderabad: Orient Blackswan Private limited.

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

EVALUATION WEIGHTAGE- Internal 50% and External 50%

#### ADDITIONAL READING MATERIALS

1. Chaskar, A. (2015) *Literacy Pinnacles*, Hyderabad: Orient Blackswan Private limited.
2. Dhavan, J.K. (2011), *Communication Skills and Functional English*, Jaipur: Prism Books.
3. Geetha, N. (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
4. Gupta, R. (2010) *A Course in Academic Writing*, Hyderabad: Orient Blackswan Private limited.
5. John, A. (2014) *On Track: A Textbook for College students*, Hyderabad: Orient Blackswan Private limited,
6. John, A. and Pawar, N. B (2015) *Staying Ahead*, Hyderabad, Orient Blackswan Private limited.

7. Jones, S. and Macziola (2000), *Getting Ahead: A communication skills course for Business English*, New Delhi: Cambridge University Press.
8. Jones, L.& Alexander, R. (2003), *New International Business English*, New Delhi : Cambridge University Press.
9. Krishnaswamy , N.(2015), *Eco English*, New Delhi: Bloomsbury Publishing India Pvt Ltd.
10. Mulgaonkar , S.D. and Waradkar V.G. (2009), *Business Communication*, Mumbai: Manan Prakashan.
11. Nayar , N . (2009), *Reflections II-Anthology of Prose, Poetry, Drama & Fiction Foundation Books* , New Delhi : Cambridge University Press India Pvt. Ltd. Oxford University Press.
12. Pennington, M.C. (1995) *New ways in Teaching Grammar*, USA: Pantagraph Printing, Bloomington, Illinois.
13. Prakash ,C.L.N. (2010), *Reflections III, Anthology of Prose, Poetry, Drama & Fiction Foundation Books*, New Delhi: Cambridge University Press India Pvt. Ltd.
14. Raman, M.&Sharma ,S. (2004),*Technical Communication: Principles and Practice (Vol I, II & III)*, New Delhi : Oxford University Press.
15. Sadanand ,K. and Punitha, S. (2015) *Spoken English (II): A Foundation Course*, Hyderabad: Orient Blackswan Private limited.
16. Sadanand ,K. and Punitha, S. (2015) *Spoken English (I): A Foundation Course*, Hyderabad, Orient Blackswan Private limited.
17. Seely , J. (2007), *Oxford Guide to Effective Writing and Speaking*, New Delhi:
18. Shrivastava , M. (2005), *News Reporting and Editing*, New Delhi: Sterling Publication Pvt Ltd.
19. Turton, N.D. (2005), *ABC of Common Grammatical Errors*, New Delhi: Mcmillan India.Ltd.
20. <https://www.englishforums.com/English/IndustrialVisitReportFormat-IndustrialVisitOrganisersCoimbat/qzzgz/post.htm>
21. <http://www.slideshare.net/sammyZAMMY/a-sample-on-industrial-visit-report-for-mba-students-by-bilal-khan>
22. <http://work.chron.com/write-industrial-visit-report-3844.html>
23. <http://www.citehr.com/360770-industrial-visit-report-format-iv-report-format.html>
24. <http://public.wsu.edu/~mejia/Summary.htm>
25. <http://www.cws.illinois.edu/workshop/writers/tips/summary/>
26. <https://en.wikipedia.org/wiki/Mountaineering>
27. <https://en.wikipedia.org/wiki/Preservative>
28. [https://en.wikipedia.org/wiki/Reality\\_television](https://en.wikipedia.org/wiki/Reality_television)

## Science for Life (Theory)

Course Code:SG101

Semester: II

Credits: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF-STUDY HOURS
Science For Life	4	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Understand the relationship between science, society and the environment.
2. Recognize and appreciate the positive and negative impacts of modern technology and make informed decisions.
3. Appreciate interdisciplinary connections between various fields.
4. Appreciate and apply principles of science evident in everyday life and use these to solve problems.
5. Acquire and apply scientific skills to ensure a better and improved standard of living.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Household chemicals i. Chemical composition, application and harmful effects of <ul style="list-style-type: none"> <li>▪ Cleansing agents such as Soaps, detergents and certain preparation, foaming capacity</li> <li>▪ Antiseptic and disinfectant</li> <li>▪ Green Cleaners</li> <li>▪ Chemicals used for pest control</li> <li>▪ Other chemicals (mosquito repellent, room freshener etc.)</li> </ul> ii. Household chemical safety B. Household Appliances i. Basic principle and specifications of heat based and motor based appliances - Microwave oven, mixer and grinder, washing machine, refrigerator and air conditioner.	The students will be able to: <ol style="list-style-type: none"> <li>1. List various chemicals used at home and about safety measures to be taken.</li> <li>2. Explain efficient usage and the basic principles of household appliances.</li> <li>3. Describe different applications of micro-organisms.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. Use of Energy in every-day life <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Types of energy used at home</li> <li>▪ Energy conservation, consumption and efficient use of energy</li> </ul> C. Role of Micro-organisms in our life <ul style="list-style-type: none"> <li>i. Basic introduction to various microorganisms (bacteria, algae, fungi, protozoa and virus)</li> <li>ii. Application and importance of microbes in various fields such as Agriculture, Food industry and mushroom cultivation, Medicine</li> <li>iii. Study of certain infectious diseases caused by micro-organisms such as HIV and AIDS, HBV, Hep C</li> </ul>		
II	A. Cosmetics <ul style="list-style-type: none"> <li>i. Introduction and definition</li> <li>ii. Chemistry of different cosmetics and certain preparation</li> <li>iii. Hazards involved</li> <li>iv. Herbal cosmetics</li> </ul> B. Dyes <ul style="list-style-type: none"> <li>i. Introduction and definition</li> <li>ii. Uses of dyes as food colors, in medicines, textiles, cosmetics and paints</li> <li>iii. Hazards involved</li> <li>iv. Eco-friendly dyes</li> </ul> C. Drugs <ul style="list-style-type: none"> <li>i. Introduction and definition</li> <li>ii. classification based on their mode of action</li> <li>iii. side effects</li> <li>iv. legal and illegal drugs</li> <li>v. Drug abuse</li> </ul>	The students will be able to: <ol style="list-style-type: none"> <li>1. Explain chemistry of drugs dyes and cosmetics.</li> <li>2. Enumerate usages and Hazards involved in using chemical products.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Purification techniques i. Filtration ii. Decantation iii. Crystallization iv. Distillation v. Chromatography. B. Solubility and pH i. Temperature dependence of solubility ii. pH of various fruit and vegetable juices C. Phytochemicals in plant D. Water i. Disinfection of water ii. Hardness of water	The students will be able to: 1. Enumerate to identify different purification and separation techniques and their application. 2. Enumerate the scientific techniques used in water analysis. 3. Enumerate the simple methods for preparation of soap and cream. 4. Differentiate between foaming capacity of various soaps available in the market. 5. Identify the presence of phyto chemical in the medicinal plants.	15
IV	A. Gardening i. Soil ii. Medicinal and culinary plants § Common name § Description and uses iii. Soilless agriculture iv. Organic farming practices B. Project - An insights into new scientific technologies	The students will be able to: 1. Explain different types of soils, medicinal and culinary plants. 2. Enumerate benefits of organic farming 3. Describe the current scientific applications in our daily life. 4. Extrapolate applied aspects of science in day to day life.	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Debate, Exercises, Group activity

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises, assignments and Final Examination

Evaluation Weightage - Internal 50% and External 50%

#### ADDITIONAL READING MATERIALS

1. Ananthanarayan and Paniker's, (2010). *Textbook of Microbiology*, (8th ed.). Orient Longman Private Limited.



2. Arvind Singhal, Everett M. Rogers, (2003). *Combating AIDS*. New Delhi: SAGE.
3. Baveja C.P., (2012). *Textbook of Microbiology*(4th ed.). New Delhi: Arya Publications.
4. Chatwal G.R., Vol II, (2008). *Pharmaceutical Chemistry- organic*. Himalaya Pub. House.
5. Foye, (2013), *Foye's Principles of Medicinal Chemistry*.(7th ed.). Lippincott Williams and Wilkins.
6. Harsh Mohan, (2010). *Textbook of Pathology*, (6th ed.). Jaypee Brothers, medical Publishers Pvt. Limited.
7. Panda H., (2004). *Herbal Cosmetic Handbook*, Delhi: Asia Pacific Business press.
8. Sesley H. W., Paul J. Vanwesnark, (2008). *Microbes in Action, A laboratory Manual of Microbes*.(8th ed.). London: W H Feeman Publisher.
9. Sharma P.P., (2010). *Cosmetics - Formulation, manufacture and quality control*, (5th ed.). Delhi: Vandana Publications.
10. Shenai. (1991) *Introduction to the Chemistry of dyestuff*. Delhi: Sevak Publication.
11. Shenai. (1987), *Chemistry of dyes and principles of dyeing*.(3<sup>rd</sup> ed.). Delhi: Sevak Publication.
12. Singh K., (2012). *Chemistry in Daily Life*, (3rd ed.). Eastern Economy Edition, PHI Publication
13. Singh and Jindal *Journal Conserv Dent*. (2010). *Evaluating the buffering capacity of various soft drinks, fruit juices and tea*. Jul-Sep; 13(3): 129-131., *Journal of conservative Dentistry*.
14. *A Handbook of Cosmetics*, (2009). Delhi: Vallabh Prakashan.
15. *Methods Manual Soil Testing in India*, (2011). Department of Agriculture & Cooperation Ministry of Agriculture Government of India, New Delhi.

#### Websites-

1. [https://my.clevelandclinic.org/health/healthy\\_living/hic\\_Household\\_Chemicals\\_The\\_Basics/hic\\_Household\\_Chemicals\\_Chart\\_Whats\\_in\\_my\\_House](https://my.clevelandclinic.org/health/healthy_living/hic_Household_Chemicals_The_Basics/hic_Household_Chemicals_Chart_Whats_in_my_House)
2. <http://householdproducts.nlm.nih.gov/>
3. <http://www.medtox.org.uk/household-items.html>
4. <http://www.toxipedia.org/display/toxipedia/Toxic+Chemicals+in+Household+Products>
5. <http://www.epa.nsw.gov.au/warr/cleanoutGuide.htm>
6. <http://www.ifrc.org/Global/Publications/disasters/142100-hwt-en.pdf>
7. <http://www.intermed.it/istbiotech/reach/A06web1992.pdf>
8. <http://www.chem.elte.hu/w/gpch/tasks/gpch1997-hardness-ac.pdf>
9. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2980607>

## GE Course Offered by Department of English Foreign Language - Conversational French

Amongst all foreign languages French is a major language used internationally for communication. It is the second most widely learned language after English and the sixth most widely spoken language in the world.

This course provides students the required competency to communicate and converse in French Language with great ease and comfort to find a job in various sectors like Diplomatic service professional, Foreign language trainer, Translator for MNCs and govt. organization, Research associate, Interpreter, Tourist guide, Airhostess or flight steward, Attendant at hotels, Online content writers, technical translators and Public relation officer.

### Conversational French Course (Practical)

COURSE CODE:

SEMESTER - III/IV

CREDITS- 2 (PR)

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF-STUDY HOURS
Conversational French Course	2	60	60

#### OBJECTIVES

On completion of the course the students will be able to -

1. Identify and write French alphabets and numbers
2. Construct simple sentences following grammatical rules
3. Communicate in French language
4. Converse in French language with native speakers

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I. A.	i. Alphabets, ii. Number, iii. Parts of Speech, iv. Time	The student will acquire basic knowledge of : 1. French Alphabets 2. Numbers and Time 3. Parts of Speech	15
B.	i. Introduction ii. Nation, Nationality, iii. Contact Information iv. Expressing Likes, Dislike,	4. Introduce herself in French 5. Communicate about her Nation, Nationality, 6. Share her contact information 7. Express her likings and dislikings in French	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
II. A.	i. Dreams and Passion ii. Localizing City iii. Taking Direction, iv. Mode of Transport v. Making Hotel Reservation,	The student will be able to: 1. Talk about her dreams and passions 2. Communicate in French to localize any place in a city. 3. Inquire about the different modes of transport 4. Make Hotel reservation	15
B.	i. Description of the Place ii. Describing Weather, iii. Doing Activities, iv. Drafting a Letter.	5. Describe any place 6. Describe weather 7. Talk about her daily routine and activities 8. Draft a small letter in French	15

No. of students per batch : Not more than 20

Teaching Methodoly

Lectures, demonstration, Use of Power point Presentation, Role play , dialogue delivery, Use of multi media for oral comunication

Evaluation:

Internal	External
50%	50%

Course material

Course material will be provided by the faculty

Recommended Books

1. Battye, Adrian (1992) . *French Language Today: A Linguistic Introduction*. London: Routledge.
2. Rickard, Peter (1995) . *A History of the French Language*. London: Routledge.
3. Mc Donald, Maryon (1989) *We are not French, Language and Culture and Identity in Brittney*. London, Routlege.
4. Meisel.M, Jorgen (1994) *Bilingual First Language Acquisition: French and German Gramatical Development*. Amsterdam: John Benjamin Publication

## Media and Information Literacy (Practical)

Course Code:MG201

Semester: III/IV

Credits:2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Media and Information Literacy	2	60	60

### OBJECTIVES

On completion of the course students will be able to -

1. Get oriented to media and information literacy.
2. Know about the functions of media and information channels in democratic societies.
3. Understand about the conditions needed for the effective performance of media and information providers.
4. Foster the development of free, independent and pluralistic media and open information systems in the society.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	<p>A. Information and Media Literacy</p> <p style="padding-left: 20px;">i. media and information literacy- need and importance</p> <p>B. Print Media</p> <p style="padding-left: 20px;">i. Types of newspapers and magazines i.e. Broadsheet, Tabloid, Weekend Papers, News magazines, Niche magazines.</p> <p style="padding-left: 20px;">ii. Role of Print media in representing political, economic and socially relevant issues such as Human Rights, illiteracy, Overpopulation, Gender issues, Special children, Malnutrition.</p>	<p>The student will be able to-</p> <ol style="list-style-type: none"> <li>1. Identify key learning outcomes/elements of media and information literacy</li> <li>2. Explore the roles of media in changing society</li> <li>3. Delineate the purpose of media in strengthening or pursuing issues of community welfare and democratic functioning</li> </ol>	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<p>C. Radio :</p> <p>i. Commentaries and analysis, music appreciation programs, plays and features, news and current affairs</p> <p>D. Television : Information and critiquing the television programs</p> <p>i. Hard news,</p> <p>ii. Talk programmes and Interviews,</p> <p>iii. Documentaries - contents, research and narration</p> <p>iv. Special features of Television news,</p> <p>v. Investigative stories,</p> <p>vi. Sports,</p> <p>vii. Educational Programs,</p> <p>viii. Soap Operas,</p> <p>ix. Reality Shows</p> <p>E. Analyzing music videos</p> <p>F. Media and social change</p>		
II	<p>A. Feature films -</p> <p>i. Film genres</p> <p>B. Advertising-</p> <p>i. Commercial and Development sector communication.</p> <p>C. New and Traditional Media</p> <p>i. From traditional media to new media technologies</p> <p>ii. Types and uses of new media technologies in society - mass and digital communication</p> <p>D. Information Literacy and Library Skills</p> <p>I. Information and information literacy (IL):-</p>	<p>The student will be able to-</p> <ol style="list-style-type: none"> <li>1. Identify a variety of film genres and understand the successful film formulae</li> <li>2. Evaluate the impact of advertising in imparting socially relevant messages.</li> <li>3. Compare representations in alternative media to those in the mainstream</li> <li>4. Identify and explore general information sources (print and electronic)</li> <li>5. Identify and discuss ethical and responsible uses of information tools and resources</li> </ol>	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. Data, information, knowledge, wisdom, data mining and data analysis. iii. IL: Concept, usefulness iv. Library:-Concept, types, etc. v. iv. Sources of information:- Primary, secondary, and tertiary sources of information v. Books, serials, journals, magazines, pamphlets, newsletters, newspapers, etc. vi. International standard numbers vii. Reference sources viii. Evaluation of electronic information resources ix. Library classification and library cataloguing E. DIGITAL INFORMATION LITERACY i. An introduction to Intellectual Property Rights(IPRs) F. Online search techniques G. FOSS (Free and Open Source Software), free resources, Web 2.0, Digital libraries and institutional repositories	6. Use the basic capabilities of productivity tools for word processing, file storage, access to remote information sources, and interpersonal communication 7. Understand and apply copyright laws including creative commons and copyright Licencing 8. Search online using the relevant techniques (search engines, subject directories and gateways)	

#### TEACHING METHODOLOGY

Lectures, discussions, demonstrations, audio & video clippings, newspaper clippings, Individual and group activities

#### EVALUATION

Group assignment:-Project presentation - Group and Individual, Journal and Visits

Evaluation Weightage - Internal 50% and External 50%

## RECOMMENDED READING MATERIALS

1. Blanchett, H., Powis, C., & Webb, J. (2012). *A guide to teaching information literacy: 101 practical tips*. London: Facet Pub.
2. Burkhardt, J. M., MacDonald, M. C., & Rathemacher, A. J. (2010). *Teaching information literacy: 50 standards-based exercises for college students*. Chicago: American Library Association.
3. Chandler Dainel and Munday Rod. (2011). *A Dictionary of Media and Communication*. New York: Oxford University Press.
4. Das, A. K., Sen, B. K., & Josiah, J. (2008). *Open access to knowledge and information: Scholarly literature and digital library initiatives, the South Asian scenario*. New Delhi: The United Nations Educational Scientific & Cultural Organization.
5. Frydenberg, M., & Shelly, G. B. (2010). *Web 2.0*. Mason, OH: South-Western.
6. Harcup Tony (2009). *Journalism, Principles and Practice*. New Delhi : Sage South Asia.
7. Hollister, C. V. (2010). *Best practices for credit-bearing information literacy courses*. Chicago: Association of College and Research Libraries.
8. K. Neelamalar (2009). *Media Law and Ethics* Paperback new Delhi: Prentice Hall India Learning Private Limited.
9. Kumar J. Keval. (1994). *Mass Communication in India*. Jaico Publishing House: Mumbai.
10. Kumar, P. S. G. (2002). *A student's manual of library and information science*. Delhi: B. R. Publishing Corporation.
11. Manyozo Linje *Media, Communication and Development: Three Approaches*. Sage Publications: Washington D.C.
12. Mcquail Denis (1990). *Mcquail's Mass Communication Theory*. Mumbai: Om Books.
13. Narula Uma (2007). *Development Communication: Theory and Practice*. New Delhi: HarAnand Publications.
14. Parkes, D., & Walton, G. (2010). *Web 2.0 and libraries: Impacts, technologies and trends*. Oxford: Chandos Pub.
15. Wimmer D Roger. ( 2015). *Mass Media Research An Introduction*. New Delhi: Cenage Learning

## Core Courses for Specialization in Developmental Counselling (Honors/ Regular)

Core Courses are designed for the specialization of choice to develop the basic foundation that a student is expected to imbibe in the specialization. Each student is expected to complete the defined core credits for the specialization (B.Sc. Regular- 72 credits and B.Sc. Honors- 84 credits) as a prerequisite for the B.Sc. program.

Core Courses		Developmental Counselling			Credits		B.Sc	
Sr. No.	Code No.	Semester	CORE Courses	72 credits (Regular) 84 credits (Honors)	Theory	Practical	Regular	Honors
1.	HCIO3	I	Development and Guidance During Early Years		4	-	4	4
2.	HCII04	II	Development and Guidance During School Years		4	-	8	8
3.	HCII05		Parenting During Childhood Years		-	2		
4.	HCII06		Methods and Materials for Teaching Children		-	2		
5.	HCIII07	III	Adolescence and Emerging Adulthood		4	-	16	20
6.	HCIII08		Children with Special Needs		4	-		
	HCIII09				-	2		
7.	HCIII10		Developmental Assessment through Life Span		4	-		
	HCIII11				-	2		
8.	HCIII23	Psychology of Teaching and Learning <i>*Only for Honors</i>		4	-	X		
9.	HCIV12	IV	Marriage and Family Relations		4	-	14	18
10.	HCIV13		Remedial Education		4	-		
	HCIV14				-	2		
11.	HCIV15		Management of Child Development Programs		-	2		
12.	HCIV16		Computer Applications for Learning Aids		-	2		
13.	HCIV24		Research Methods in Human Development <i>*Only for Honors</i>		4	-		
14.	HCV17	V	Working in Child Guidance Center		-	8	14	14
15.	HCV18		Guidance and Counselling		4	-		
	HCV19				-	2		
16.	HCVI20	VI	Theories of Human Development		4	-	14	18
17.	HCVI21		Counselling Children and Families		4	-		
	HCVI22				-	2		
18.	HCVI01		Research and Trends in Human Development		-	2		
19.	HCVI02		Internship		-	4		
20.	HCVI25		Life Skill Training for Children and Adolescents <i>*Only for Honors</i>		-	4		
Total Credits							72	84





## Development And Guidance During Early Years (Theory)

COURSE CODE : HCI03

SEMESTER: I

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Development And Guidance During Early Years	4	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Explain the impact of environment and heredity on development of children in different areas during the early years.
2. Describe the role of caregiver in handling developmental needs of the children during early years.
3. Develop skills to facilitate development of children during early years.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Life Span Development i. Periods of development. ii. Significance of developmental tasks across life span. B. Developmental Issues and Principles of Development C. Prenatal Development i. General Risk factors ii. Care during pregnancy D. The Birth Process- Assessment of newborn. E. Role of caregiver and family to ensure healthy prenatal development and child birth	The students will be able to: 1. Discuss the significance of developmental tasks and milestones across life span. 2. State the principles of development. 3. Examine the factors influencing prenatal development. 4. Discuss the delivery process and their implications. 5. Provide guidelines to caregiver and family for ensuring healthy prenatal development and child birth.	15
II	A. Physical and Motor Development during Infancy and toddlerhood- Role of caregiver for enhancing physical and motor development of infants and toddlers	The students will be able to: 1. Explain the changes in the physical and motor development during infancy and toddlerhood.	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<p>B. Infant Care (at home)-Role of caregiver in providing appropriate infants and toddlers care at home</p> <p>C. Cognitive Development during Infancy and toddlerhood</p>	<p>2. Provide guidelines to parents for enhancing physical and motor development of infants and toddlers.</p> <p>3. Provide guidelines to parents for providing appropriate infants and toddlers care at home.</p> <p>4. Suggest activities to promote cognitive development during infancy and toddlerhood.</p>	
III	<p>A. Language Development during Infancy and toddlerhood- Role of caregiver in promoting language development during infancy and toddlerhood</p> <p>B. Psychosocial Development during Infancy and toddlerhood- Role of parents in promoting appropriate social and emotional development of infants and toddlers</p> <p>C. Physical and Motor Development during Preschool Years- Role of caregiver for enhancing physical and motor development during early childhood years</p>	<p>The students will be able to:</p> <p>1. Provide guidelines to parents for promoting language development during infancy and toddlerhood.</p> <p>2. Discuss factors influencing physical development during pre-school years.</p> <p>3. Provide guidelines to parents for promoting physical and motor development during early childhood years.</p> <p>4. Appraise the impact of family, school, friends and media on the preschoolers social and emotional development.</p>	15
IV	<p>A. Social and Emotional Development during Preschool Years</p> <p>i. Context of Development- Family, Neighbourhood, school and Media</p> <p>ii. Role of caregiver in promoting social and emotional development during early childhood years</p>	<p>The students will be able to:</p> <p>1. Provide guidelines to parents for promoting social and emotional development during early childhood years.</p> <p>2. Discuss the different components of language development during preschool years.</p>	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	B. Language Development during Preschool Years i. Components of language development ii. Role of caregiver in promoting language development- Receptive and Expressive C. Cognitive Development during Preschool Years i. Concept Development ii. Role of Caregiver in enhancing problem solving ability and creativity during preschool years	3. Provide guidelines to parents for promoting appropriate language development during early childhood years. 4. Provide guidelines to parents for promoting problem solving ability and creativity during preschool years.	

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Screening of videos, Group activity.

#### EVALUATION

Written test/Group project/Quiz/Classroom exercises/survey/critical analysis of videos/ making a scrape book and Final Examination

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIALS

1. Charlesworth, R. (2000). *Understanding Child Development*. (5th ed.). USA: Thomson learning.
2. Craig, G. J., & Kermis, M. (1995). *Children Today*. New Jersey: Prentice Hall.
3. Dacey, J. S., & Travers, J. F. (2002). *Human Development Across the Life Span*. (5th ed.). New Delhi: Mc Graw Hill.
4. Illingworth, R., Nair, M.K.C., & Russell, P. (2012). *The Development of Infant and Young Child*. (10th ed.). New Delhi: Reed Elsevier Pvt. Ltd.
5. Lightfoot, C., Cole, M., & Cole, S. R. (2013). *The Development of Children*. (7th ed.). New York: Wordsworth Publishers.
6. Newman, B. M., & Newman, P. R. (1999). *Development Through Life- A Psychosocial Approach*. (7th ed.). USA: Wadsworth Publishing Company.
7. Sigelman, C. K., & Rider, E. A. (2009). *Life Span Human Development*. (6th ed.). Canada: Wadsworth Cengage Learning.

## Development And Guidance During School Years(Theory)

COURSE CODE:HCII04

SEMESTER: II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Development And Guidance During School Years	4	60	60

### OBJECTIVES

On of completion of the course the students will be able to-

1. Describe the development of children in different areas during the school years.
2. Discuss the role of caregiver in handling developmental needs of the children during school years.
3. Identify the factors that contribute to healthy development of children during school years.
4. Help parents to facilitate their children's development during school years.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Physical Growth and Developmental and role of caregiver Need for sex education B. Motor Developmental and role of caregiver C. Health and safety concerns and role of caregiver D. Significance of nutrition, sleep, rest and play for healthy development	The students will be able to: 1. List physical activities and the motor proficiency they develop for school going children. 2. Describe the role of caregiver in promoting healthy physical and motor development during school years. 3. Provide guidelines to parents for promoting healthy physical and motor development for school going children.	15
II	A. Cognitive development- Characteristics of thinking	The students will be able to: 1. Discuss the cognitive characteristics of children during school going years.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	B. Information Processing i. Memory and attention span ii. Thinking and problem solving strategies C. Language Development Role of caregiver in promoting language development in school going children D. Development of imagination and creativity Role of caregiver in promoting imagination and creativity in school going children E. Moral Development Role of caregiver in moral development in school going children	2. Suggest activities to promote development of strategies for thinking and problem solving for children during school going years. 3. Discuss the language development changes occurring during school going years. 4. Provide guidelines to parents for promoting language development in school going children. 5. Provide guidelines to parents for promoting imagination and creativity in children during school going years.	
III	A. Beliefs about education B. Significance of school and it's Impact on children C. Factors affecting academic learning Importance of strengthening home-school communication D. Contemporary concerns and issues in the globalized world E. Contemporary issues faced by today's children	The students will be able to: 1. Discuss the various aspects related to school readiness. 2. Discuss the role of parents in helping children prepare for school. 3. State the barriers to academic performance. 4. Analyze the contemporary changes in schools as a result of globalization. 5. Discuss the contemporary concerns of school.	15
IV	A. Family Relationships and role of caregiver B. Emotional development and role of caregiver Common emotions experienced during school years	The students will be able to: 1. Provide guidelines to parents for promoting healthy family.relationship during school going children.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	C. Peer Relationships and role of caregiver D. Prosocial skills and Self Regulation and role of caregiver E. Developing self-esteem and sense of competence and role of caregiver F. Handling common developmental problems in school age and role of caregiver	2. Provide guidelines to parents for promoting healthy emotional development to school going children. 3. Appraise the nature of prosocial behaviour during school years. 4. Discuss the role of caregiver in promoting healthy family relationship and social development during school years.	

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

#### EVALUATION

Written test, Group project/survey, Quiz, Classroom exercises/scrapbook and Final Examination.

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIALS

1. Charlesworth, R. (2000). *Understanding Child Development*. (5th ed.). USA: Thomson learning.
2. Click, P.H, & Parker, J. (2012). *Caring for School Age Children*. USA: Wadsworth Publishing Company.
3. Dacey, J. S., & Travers, J. F. (2002). *Human Development Across the Life Span*. (5th ed.). New Delhi: McGraw Hill.
4. Illingworth, R., Nair, M.K.C., & Russell, P. (2012). *The Development of Infant and Young Child*. (10th ed.). New Delhi: Reed Elsevier Pvt. Ltd.
5. Lightfoot, C., Cole, M., & Cole, S. R. (2013). *The Development of Children*. (7th ed.). New York: Wordsworth Publishers.
6. Sigelman, C. K., & Rider, E. A. (2009). *Life Span Human Development*. (6th ed.). Canada: Wadsworth Cengage Learning.

## Parenting During Childhood Years (Practical)

COURSE CODE: HCCI05

SEMESTER: II

CREDITS: 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Parenting During Childhood Years	2	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Describe the role of caregiver handling infants.
2. Recognize the factors contributing to healthy social emotional development of children during early years.
3. Develop strategies for creating awareness on concerns related to physical development during school years.
4. Identify activities to promote thinking and problem solving strategies during school years.
5. Describe the role of parents/teachers in assisting children adjust to schooling.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Role of Caregivers in Enhancing Development during early years i. Film on birth process, breast crawl ii. Demonstration of bathing, massaging, feeding babies iii. Plotting growth monitoring charts and interpretation iv. Role play on handling separation anxiety, stranger anxiety, v. Group presentation/survey on handling behavior problems, expression of emotions such as jealousy and anger	The students will be able to: 1. Demonstrate appropriate ways of handling babies. 2. Demonstrate skills of monitoring growth. 3. Examine appropriate and inappropriate ways of handling emotions during early years. 4. Formulate different ways of handling behaviour problems commonly seen during early years.	30



UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
II	<p>A. Role of Caregivers in Enhancing Development during School years</p> <p>i. Plan and conduct activities in the community promote physical development/ thinking and problem solving strategies</p> <p>ii. Survey of school children related to body posture/ dentition during school years</p> <p>iii. Skit/exhibition on role of parents/teachers in assisting children adjust to schooling</p> <p>iv. Skit/Exhibition on handling behaviour problems commonly seen during school years</p> <p>v. Plan awareness program on concerns related to children in school years</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop skills for creating awareness on concerns related to obesity/malnutrition during school years.</li> <li>2. Identify activities to promote thinking and problem solving strategies during school years.</li> <li>3. Demonstrate the role of parents/teachers in assisting children adjust to schooling.</li> <li>4. Plan awareness programs for the community</li> </ol>	30

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Demonstrations, videos, Role play, Exercises, Group activity.

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises/surveys.

Evaluation Weightage - Internal 100%.

#### RECOMMENDED READING MATERIALS

1. Charlesworth, R. (2000). *Understanding Child Development*. (5th ed.). USA: Thomson learning.
2. Click, P.H, & Parker, J. (2012). *Caring for School Age Children*. USA: Wadsworth Publishing Company.
3. Dacey, J. S., & Travers, J. F. (2002). *Human Development Across the Life Span*. (5th ed.). New Delhi: McGraw Hill.
4. Illingworth, R., Nair, M.K.C., & Russell, P. (2012). *The Development of Infant and Young Child*. (10th ed.). New Delhi: Reed Elsevier Pvt. Ltd.
5. Lightfoot, C., Cole, M., & Cole, S. R. (2013). *The Development of Children* (7th ed.). New York: Wordsworth Publishers.

Methods and Materials for Teaching children (Practical)  
 COURSE CODE:HCII06

SEMESTER: II

CREDITS: 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Methods & Materials for Teaching children	2	60	60

OBJECTIVES

On completion of the course the student will be able to-

1. Develop the skills for working with children.
2. Prepare various types of learning aids & implement various types of creative art activities of storytelling/music and games for children.

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOME	NO. OF HOURS
I	A. Introduction and significance of course i. Applicability of this practical course in the field of teaching/counseling of young children B. Demonstration & Role play of the qualities of an ECCD Professional i. Qualities & skills of ecce teacher/developmental counselor C. Micro teaching of Music & Movement Activities	The students will be able to: 1. List the qualities of ECCD professionals 2. Develop the skills of rapport building 3. Build a resource on different types of songs & methods of introducing songs. 4. Plan & implement Creative Movement activities	15
II	A. Compile Different Games for Children i. Recreational Games ii. Educational Games B. Plan Activities for Physical/ Motor Development	The students will be able to: 1. Compile different games & Explain the role of the teacher. 2. Plan activities for Physical & Motor development & prepare a with a list of equipment	15

UNIT NO.	CONTENT	LEARNING OUTCOME	NO. OF HOURS
III	A. Creative Activities with crayons and chalk i. Activities with Crayons ii. Activities with chalk B. Creative Activities with paints i. Painting ii. Printing Activities C. Modeling materials - types, benefits, role of teacher D. Sculpture - materials & role of teacher E. Creative Activities with Paper	The students will be able to: 1. Observe the demonstration of preparation and implementation of each creative activity and Maintain a portfolio with activities. 2. Demonstrate how different creative activities are conducted with children	15
IV	A. Demonstration of Language experiences i. Micro teaching skills ii. Picture Talk and an Object Talk iii. Riddles for language and concepts iv. 'Circle Time' v. Story Telling Session vi. Story Reading Skill B. Preparation of Learning Aids i. Charts, Flash Card, Models, ii. Mobiles iii. Low-cost aids	The students will be able to: 1. Plan, Prepare & conduct a Picture talk and Object talk. 2. Plan & conduct Circle Time. 3. Develop riddle book for children 4. Prepare learning aids 5. Tell a story with any one teaching aid	15

#### TEACHING METHODOLOGY

Demonstration, Discussion, Role play, Journal

#### EVALUATION

Submission of activities, Final Examination (Quiz & viva)

Evaluation Weightage -Internal 50% and External 50%

#### RECOMMENDED READING MATERIALS

1. Byrant, C.(1985). *Active learning games to enhance academic activities*. (2<sup>nd</sup>ed.) New Jersey: Prentice Hall.
2. Day, B. (1983). *Early childhood education*. MacMillan publishing Co.
3. Swaminathan, M (1994). *Play activities for young children*. New Delhi: UNICEF.
4. Swaminathan M. & Daniel, P. (2000). *Activity-Based Developmentally Appropriate Curriculum for Young Children*, Neyveli, Coimbatore, : Indian Association for Preschool Education.
5. Swaminathan M. & Daniel P. (2004). *Play Activities for Child Development A Guide to Preschool Teachers*, New Delhi: National Book Trust.

## Adolescence and Emerging Adulthood(Theory)

COURSE CODE: HCIII07

SEMESTER: III

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Adolescence & Emerging Adulthood	4	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Understand the self (stage of adolescence & emerging adulthood) through self - exploration of the developmental tasks of adolescence & emerging adulthood.
2. Gain knowledge of the overall developmental milestones of growth & development in all the areas of development and develop an awareness of the various issues and concerns of adolescents in the society.
3. Acquire insight into the relationship between the biological and brain-related changes on adolescent thinking and risk behavior.
4. Be aware of the influence of family, peer relationships & media on the behavior of adolescents the various issues and concerns of adolescents in the society.

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOME	NO. OF HOURS
I	A. Overview of Adolescence as a stage of life- Profile of Adolescents and Developmental Tasks of Adolescence B. Emerging Adulthood Features and Developmental tasks of Emerging Adulthood C. Physical Growth & Development of Adolescents & Emerging Adults- Implications of the Physical Growth & Dev of Adolescents & Emerging Adults for the role of Parents/Teacher.	The students will be able to: 1. Explain the meaning and stages of adolescence and emerging adulthood. 2. Explain the historical changes that led to the development of emerging adulthood. 3. Explain the concept and expressions of heightened emotionality. 4. Explain the importance of Sleep, Exercise & Nutrition during adolescence .	15

UNIT NO.	CONTENT	LEARNING OUTCOME	NO. OF HOURS
II	<p>A. Relationships between Family &amp; Adolescents</p> <p>B. Friends &amp; Peers- Structure &amp; Functions of peer group and friendships</p> <p>C. Heterosexual Relationships during Adolescence &amp; Emerging Adulthood.</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the relationships of adolescent with Parents, Siblings &amp; Grandparents.</li> <li>2. Describe the influence of peer relationships (between chums, cliques &amp; crowds) and friendships on adolescent development.</li> <li>3. Explain the risks of adolescent sexuality and describe the main features of effective sex education.</li> </ol>	15
III	<p>A. Intellectual Growth &amp; Development during Adolescence &amp; Emerging Adulthood Role of parents and teachers in adolescents improving the reasoning ability of adolescents</p> <p>B. Moral development during Adolescence</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the characteristics of adolescent thinking and list the Immature Characteristics of adolescent thinking.</li> <li>2. Explain how adolescents develop a sense of morality.</li> </ol>	15
IV	<p>A. Personality Development</p> <p>B. Vocational Development</p> <p>C. Risk Behaviours During Adolescence</p> <p>D. Building resilience in Adolescents &amp; Emerging Adults</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define self-concept and describe how the self-concept changes during adolescence.</li> <li>2. Identify the skills, the factors that and theories that affect the vocational choice of adolescents.</li> <li>3. Explain the types, causes &amp; consequences of eating disorders, smoking, alcohol, drug usage.</li> <li>4. Define stress &amp; resilience- Building resilience in Adolescents &amp; Emerging Adults through Five C's of positive youth development</li> </ol>	15

## TEACHING METHODOLOGY

Lectures, Group discussion, Role play, Sensitization, Exercises, Group activity.

## EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

## RECOMMENDED READING MATERIALS

1. Arnett, J.J. (2013). *Adolescence and Emerging Adulthood - a Cultural approach*. 5<sup>th</sup> Edition. New Jersey: Pearson
2. Chaube, S.P. (2002). *Psychology of Adolescents in India*, New Delhi: Concept Publishing Company.
3. Ingersoll, Gary M. (1989) *Adolescents*. 2<sup>nd</sup> Edition, New Jersey: Prentice Hall 305.235/ING/001387
4. Lerner, R. M. & Steinberg, L. (2009). *The Handbook of Adolescent Psychology*. Volume I, New York: Wiley & Sons
5. McMahan, Ian (2009). *Adolescence*. New York: Pearson
6. Papalia, A., Olds. S, & Fieldman. R. (2008). *Human Development*. (11th ed.). New York: McGraw-Hill Humanities/Social Sciences/Languages
7. Santrock, J. (2015). *Adolescence*. 16th Edition. New York: McGraw Hill Education.
8. Sharma, Neerja (1999). *Understanding Adolescence*, Delhi: National Book Trust,
9. Steinberg, L. (2011.) *Adolescence*. ( 9th ed.) New York: McGraw-Hill
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## Children With Special Needs (Theory)

COURSE CODE: HCIII08

SEMESTER: III

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Children with Special Needs	4	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Understand the different types of disabilities and impairments.
2. Understand the needs of special children.
3. Gain insights into methods of educational intervention and management of special children.
4. Be aware of the importance of early detection and intervention for children with special needs.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to Special Education i. Definition and terminology related to children with special needs such as Impairment, ii. Rights of special children. B. Children with Visual Impairment i. Types, causes and characteristics of visual impairment ii. Educational approaches and consideration for children with visual impairment such as Orientation and Mobility training, sensory training C. Children with Auditory Impairment i. Types, causes and characteristics of auditory impairment	The students will be able to: 1. State the different types of disabilities and impairments. 2. Discuss the rights of special children. 3. Describe the characteristics of children with visual impairment. 4. Discuss the educational implications for children with visual impairment. 5. Explain the types and causes of auditory impairment. 6. Describe the characteristics of children with auditory impairment.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. Educational Approaches and consideration for children with auditory impairment such as methods of communication, use of hearing aids, cochlear implant	7. Discuss the educational implications for children with auditory impairment.	
II	<p>A. Children with Learning Disabilities</p> <p>i. Types and characteristics of children with Learning Disability</p> <p>ii. Educational considerations for children with Learning Disability</p> <p>B. Children with Physical Impairments and their educational implications</p> <p>C. Children with Health Impairments/ Chronic illness and their educational implications</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the identification of children with Learning Disability.</li> <li>2. State the types and characteristics of children with Learning Disability.</li> <li>3. Explain the different types of physical impairments children may suffer from.</li> <li>4. Discuss the educational implications for each of the physical impairment.</li> <li>5. Discuss the educational implications for each of the health impairment.</li> </ol>	15
III	<p>A. Children with Attention Deficit Hyperactivity Disorder</p> <p>i. Characteristics of children with Attention Deficit Hyperactivity Disorder</p> <p>ii. Educational considerations and suggestions for teachers working with children with Attention Deficit Hyperactivity Disorder</p> <p>B. Children with Intellectual Disability</p> <p>i. Types, causes and characteristics of intellectual disability</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the characteristics of children with Attention Deficit Hyperactivity Disorder.</li> <li>2. State the educational implications for children with Attention Deficit Hyperactivity Disorder.</li> <li>3. Discuss the types and causes of intellectual disability.</li> <li>4. State the classification of intellectual disability.</li> <li>5. Discuss the characteristics of children with intellectual disability.</li> </ol>	15



UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<ul style="list-style-type: none"> <li>ii. Educational program and consideration for children with intellectual disability. Such as self- help skills, functional academics, Community Based Rehabilitation, Behaviour modification</li> <li>C. Children who are Gifted and Talented               <ul style="list-style-type: none"> <li>i. Characteristics of children who are gifted and talented</li> <li>ii. Educational program and considerations for children who are gifted and talented</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>6. Discuss the educational implications for children with intellectual disability</li> <li>7. Discuss the characteristics of children who are gifted.</li> <li>8. Analyze the educational modifications made for children who are gifted and talented.</li> </ul>	
IV	<ul style="list-style-type: none"> <li>A. Children with Autism Spectrum Disorder               <ul style="list-style-type: none"> <li>i. Characteristics of children with Autism</li> <li>ii. Educational approach and considerations for children with Autism</li> </ul> </li> <li>B. Policy, Practices and Programs for children with Special Needs</li> <li>C. Concept of rehabilitation</li> <li>D. Issues and concerns for children with Special Needs</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>1. Discuss the educational implication for children with Autism and Asperger's syndrome.</li> <li>2. Discuss the need for early identification and intervention.</li> <li>3. Discuss the implications of mainstreaming and inclusion.</li> <li>4. Discuss the importance of working with parents, family and schools of children with special needs.</li> <li>5. State the difficulties in transition of children with special need from school to higher education and work.</li> </ul>	15

## TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

## EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination.

Evaluation Weightage - Internal 50% and External 50%

## RECOMMENDED READING MATERIALS

1. Dunlap, L. (2009). *An Introduction to Early Childhood Special Education: Birth to Five*. New Jersey: Pearson Education Inc.
2. Gargiolo, R. M. (2012). *Special Education in Contemporary Society: An Introduction to Exceptionality*. (4th ed.). New Delhi: Saga Publications Inc.
3. Hallahan, D. P., Kauffman, J. M., Pullen, P. C. (2015). *Exceptional Learners: An Introduction to Special Education*. (3rd ed.). Delhi: Pearson Education Inc.
4. Heward, W. L. (2003). *Exceptional Children: An Introduction to Special Education*. (7th ed.). New Jersey: Pearson Education Inc.
5. Lougy, R., DeRuvo, S., Rosenthal, D. (2007). *Teaching Young Children with ADHD: Successful Strategies and Practical Intervention*. New Delhi: Saga Publications Inc.
6. Smith, D.D. (2006). *Introduction to special education: Teaching in an age of opportunity*. (5th ed.). Boston: Allyn and Bacon.

## Children With Special Needs (Practical)

COURSE CODE: HCIII09

SEMESTER : III

CREDITS- 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Children with Special Needs	2	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Gain insights into methods of educational intervention and management of special children.
2. Understand the nature of services provided to children in special schools.
3. Develop awareness program and material for children with special needs.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Visits to schools for special children, recording observations &amp; Small group presentations and discussion</p> <p>i. School for children with visual impairment</p> <p>ii. School for children with auditory impairment</p> <p>iii. School for children with physical impairment</p> <p>iv. School for children with intellectual disability</p> <p>B. Reviewing 2 movies with themes on children with special needs in terms of</p> <p>i. Need of the children and their families</p> <p>ii. Characteristics of the children</p> <p>iii. Difficulties experienced by the child and his family</p> <p>iv. Role of family and society</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss and analyze the modifications in physical setup, curriculum, teaching methodology used for children with various special needs.</li> <li>2. Maintain self-reflective journal.</li> </ol>	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	A. Participate in workshop and discussion on- i. Autism ii. Individualized Educational Planning/ Inclusion B. Planning and conducting an awareness program through skits/ poster exhibitions on special children on topics such as- i. Rights of special children ii. Needs of special children iii. Role of Family and society	The students will be able to: 1. Participate actively in the workshops. 2. Planning and conducting an awareness program on special children.	30

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play/ Movie review, Exercises, Group activity.

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises.

Evaluation Weightage - Internal 100%

#### RECOMMENDED READING MATERIALS

1. Dunlap, L. (2009). *An Introduction to Early Childhood Special Education: Birth to Five*. New Jersey: Pearson Education Inc.
2. Gargiolo, R. M. (2012). *Special Education in Contemporary Society: An Introduction to Exceptionality*. (4th ed.). New Delhi: Saga Publications Inc.
3. Hallahan, D. P., Kauffman, J. M., Pullen, P. C. (2015). *Exceptional Learners: An Introduction to Special Education*. (3rd ed.). Delhi: Pearson Education Inc.
4. Hanbury, M. (2005). *Educating People with Autism Spectrum Disorder*. New Delhi: Paul Chapman Publication.
5. Heward, W. L. (2003). *Exceptional Children: An Introduction to Special Education*. (7th ed.). New Jersey: Pearson Education Inc.
6. Lougy, R., DeRuvo, S., Rosenthal, D. (2007). *Teaching Young Children with ADHD: Successful Strategies and Practical Intervention*. New Delhi: Saga Publications Inc.
7. Nakra, O. (2002). *Children with Learning Difficulties*. New Delhi: Allied Publishers Pvt. Ltd.
8. N.C.E.R.T. (2006). *Education of Children with Special Needs*. New Delhi: NCERT.
9. Smith, D.D. (2006). *Introduction to special education: Teaching in an age of opportunity*. (5th ed.). Boston: Allyn and Bacon.

Developmental Assessment Through Life Span (Theory)  
 COURSE CODE: HCIII10

SEMESTER: III

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Developmental Assessment Through Life Span	4	60	60

**OBJECTIVES**

On completion of the course the students will be able to-

1. Understand the Importance of assessment across life span.
2. Gain insights into the different methods, types and uses of assessment.
3. Be aware of the legal and ethical considerations of assessment.
4. Develop awareness of the various assessment tools available for developmental assessment through life span.

**COURSE CONTENT**

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to Developmental Assessment through life span i. Definition and terminology related to assessment. ii. Types of test B. Historical perspective of psychological assessment C. Methods of gathering information for assessment D. Standardization of assessment tools	The students will be able to: 1. Define Developmental assessment and Psychological tests. 2. Appreciate the origin of psychological assessment. 3. Describe the different methods of gathering information in assessment. 4. Explain the meaning and process of standardization of tests. 5. Explain the criteria for selection of tests.	15
II	A. Legal and ethical considerations in assessment B. Assessment of young children i. Nature of young children's assessment battery ii. Difficulties faced in assessment of young children	The students will be able to: 1. Discuss the legal and ethical considerations in assessment. 2. State the nature of young children's assessment batteries.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	iii. Significance of milestones and developmental tasks in assessment of young children iv. Frequently used tests	3. Discuss the difficulties faced in assessment of young children. 4. Describe the frequently used tests for assessment of young children.	
III	A. Psycho-Educational Assessment i. Meaning and objectives of achievement / psycho-educational tests ii. Assessment areas of psycho-educational assessment iii. Assessment of basic curricular skills iv. Frequently used tests for psycho-educational assessment B. Vocational and career guidance through life span i. Concept of vocational and career guidance through life span ii. Nature of tests for Vocational /Career guidance iii. Assessment for the purpose of Vocational /Career guidance iv. Frequently used tests for the purpose of Vocational /Career guidance	The students will be able to: 1. Discuss the meaning and objectives of psycho-educational assessment. 2. State the assessment areas and skills of psycho-educational test batteries. 3. Describe the frequently used tests for assessment psycho-educational assessment. 4. Explain the concept of Vocational Guidance and Counselling , Career Guidance and Counselling, Life long learning and career transitions. 5. Discuss the importance and need of Vocational /Career guidance. 6. Analyze the process of Vocational /Career guidance. 7. State the nature of tests used for the purpose of Vocational and Career guidance. 8. Describe the frequently used tests forVocational /Career guidance.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	<p>A. Use of Structured personality test for measuring</p> <p>i. Anger</p> <p>ii. Self -Concept</p> <p>iii. Perceived Competence</p> <p>iv. Depression</p> <p>v. Individual and Family Adjustment Inventory</p> <p>vi. Quality of life scale</p> <p>B. Use of projective test to assess personality</p> <p>i. Meaning, objectives and types of items used in projective tests</p> <p>ii. Frequently used tests for the purpose of assessing personality.</p> <p>C. Assessment of Intelligence</p> <p>i. Defining intelligence</p> <p>ii. Theories of intelligence</p> <p>iii. Frequently used tests</p>	<p>The students will be able to:</p> <p>1. Discuss the use of structures personality test to measure traits, adjustments and quality of life.</p> <p>2. Describe the frequently used structured personality tests.</p> <p>3. Discuss the use of Projective tests to assess personality.</p> <p>4. Describe the frequently used projective tests to assess personality.</p> <p>5. Explain the theories of intelligence.</p> <p>6. Describe the frequently used projective tests to assess intelligence.</p>	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Exercises, Group activity.

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination.

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIAL

1. Cohen, R., Swerdlik, M. (2005). *Psychological Testing and Assessment*. (6th ed.). New Delhi: Tata MaGrow Hill publishing Company Ltd.
2. Kaplan, R., Saccuzza.(2005). *Psychological testing Principles, Applications and Issues*. (6th ed.). United States: Thomason Learning Inc.
3. Anastasi, A., Urbina, S. (2005). *Psychological testing*. (7th ed.). New Delhi: Pearson Education.
4. Jackson, C. (2001). *Understanding Psychological Testing*. Mumbai: Jaico Publishing House.
5. Ramamurti, P.V. (2014). *An Introduction to Psychological measurements*. Delhi: PHI Learning Private Limited.

## Developmental Assessment Through Life Span (Practical)

COURSE CODE:HCIII11

SEMESTER: III

CREDITS- 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Developmental Assessment Through Life Span	2	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Gain insights into the different methods, types and uses of assessment.
2. Develop the skill of administration and scoring of standardized test.
3. Develop the skill of interpretation and reporting of assessment results.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Mock trials of</p> <p>i. Planning of physical set-up and materials for assessment</p> <p>ii. Rapport building skills</p> <p>iii. Age calculation</p> <p>B. Assessment of young children</p> <p>i. Administration, scoring and interpretation of- Vineland Social Maturity Scale (VSMS)</p> <p>ii. Demonstration and Interpretation of- Bayley's Scale of Infant Development (DASII-Indian version)</p> <p>C. Psycho-educational Assessment Administration, scoring and interpretation of- Diagnostic Test of Learning Disability(DTLD)</p> <p>i. Demonstration and Interpretation of- Wide Range Achievement Test-Revised (WRAT-R)</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Set up appropriate arrangements of room and material for assessment.</li> <li>2. Demonstrate skills of rapport building before initiating assessment.</li> <li>3. Calculate exact age competently.</li> <li>4. Demonstrate / Administer, score and interpret tests for young children.</li> <li>5. Demonstrate / Administer, score and interpret psycho-educational tests.</li> </ol>	30



UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Assessment for Vocational Guidance</p> <p>i. Administration, scoring and interpretation of- NVTI 16PF Mascarenhans Interest Inventory</p> <p>ii. Demonstration and Interpretation of- DAT</p> <p>B. Assessment of Personality/ Psycho-Social Assessment</p> <p>i. Administration, scoring and interpretation of- Spielberger's State/Trait Anger scales Piers Harris Self Concept Scale Emotional Stability Test Beck's Depression Inventory Family Adaptability &amp; Cohesion Evaluation Scales (FACES) Parent Child Relationship Scale Locus of Control Scale</p> <p>ii. Demonstration and Interpretation of- Quality of life scale</p> <p>C. Assessment of Intelligence</p> <p>i. Administration, scoring and interpretation of- CPM /SPM</p> <p>ii. Demonstration and Interpretation of- Wechsler's tests</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate/Administer, score and interpret tests for vocational and career guidance.</li> <li>2. Administer , score and interpret structured personality tests.</li> <li>3. Demonstrate/Administer, score and interpret tests for measuring intelligence.</li> </ol>	30

## TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Demonstrations, Role play, Exercises, Group activity.

## EVALUATION

Written test, Assignments, Mock assessments, Quiz, Classroom exercises.

Evaluation Weightage - Internal 100%

## RECOMMENDED READING MATERIALS

1. Cohen, R., Swerdlik, M. (2005). *Psychological Testing and Assessment*. (6th ed.). New Delhi: Tata MaGrow Hill publishing Company Ltd.
2. Kaplan, R., Saccuzza. (2005). *Psychological testing Principles, Applications and Issues*. (6th ed.). United States: Thomason Learning Inc.
3. Anastasi, A., Urbina, S. (2005). *Psychological testing*. (7th ed.). New Delhi: Pearson Education.
4. Jackson, C. (2001). *Understanding Psychological Testing*. Mumbai: Jaico Publishing House.
5. Ramamurti, P.V. (2014). *An Introduction to Psychological measurements*. Delhi: PHI Learning Private Limited

## Psychology Of Teaching And Learning (Theory)

COURSE CODE:HCIII23

SEMESTER: III

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Psychology of Teaching and Learning	4	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Understand the fundamental aspects of educational psychology.
2. Get sensitized to the individual needs of students in the classroom.
3. Develop an understanding of the various factors that influence learning and understand the purpose and limitations of different kinds of assessments.
4. Gain insight into the principles of and strategies for effective classroom management.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	<p>A. Concept of Educational Psychology and Psychology of Individual Differences.</p> <p>i. Definition and meaning of educational psychology</p> <p>ii. Scope of educational psychology</p> <p>iii. Individual and socio-cultural variations and impact on educational achievement and learning</p> <p>B. Behavioural theories and learning</p> <p>i. Factors that influence learning</p> <p>ii. Theories of learning - Behavioral views of learning</p> <p>iii. Learning and Thinking styles</p> <p>iv. Role of teacher in encouraging different learning styles.</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Define and explain educational psychology and discuss the role of individual and socio-cultural variations on learning.</li> <li>2. Discuss the role of the teacher in assisting diverse learners.</li> <li>3. Discuss learning and the factors that influence learning.</li> <li>4. Explain various strategies of learning and behavior modification.</li> <li>5. Describe the role of the teacher in catering to different learning styles.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
II	<p>A. Cognitive Learning and Human Memory</p> <ul style="list-style-type: none"> <li>i. Human Memory</li> <li>ii. Ways to improve memory</li> </ul> <p>B. Meaningful learning</p> <ul style="list-style-type: none"> <li>i. Rote vs. meaningful learning</li> <li>ii. Helping students become strategic learners</li> </ul> <p>C. Motivation, relationships &amp; Learning Environment</p> <ul style="list-style-type: none"> <li>i. Types of Motivation</li> <li>ii. Factors that effect motivation</li> <li>iii. Role of teacher in motivating students to learn.</li> </ul>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the fundamentals of cognitive learning and discuss the process of memorization.</li> <li>2. Explain what makes learning meaningful and how it helps students in academic performance.</li> <li>3. Discuss the various strategies that will help students learn effectively.</li> <li>4. Describe motivation and its implications on learning and academic tasks.</li> <li>5. Explain the role of teacher in motivating learning.</li> </ol>	15
III	<p>A. Psychology &amp; Dimensions of Teaching- Overview - What is good teaching</p> <p>B. Basic teaching strategies for reaching objectives</p> <ul style="list-style-type: none"> <li>i. Computer &amp; beyond/ technology for learning and challenges faced</li> </ul> <p>C. Effective Teaching</p> <ul style="list-style-type: none"> <li>i. Making Lesson Plans</li> </ul>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. State the characteristics of a good teacher and discuss the aspects of good teaching.</li> <li>2. Describe the various strategies that would help the student meet learning objectives.</li> <li>3. Plan a lesson and assessments with the use of taxonomies.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	<p>A. Classroom Management strategies</p> <p>i. Define classroom management</p> <p>ii. Strategies for managing the classroom.</p> <p>B. Classroom Assessment &amp; Grading</p> <p>i. Types of assessment</p> <p>ii. Importance of assessment</p> <p>iii. Special concerns in assessment-Diversity and convergences in assessment</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and discuss the various strategies for managing a classroom.</li> <li>2. Explain the various types of assessments, its functions and importance.</li> <li>3. Enumerate the effect of traditional methods of evaluation and reporting on students' academic achievement.</li> <li>4. Think of different innovative strategies to assess student performance.</li> <li>5. Discuss the importance of acknowledging differences in evaluating student performance.</li> </ol>	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

#### EVALUATION

Written test/ Group project/ Quiz/ Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIALS

1. Woolfolk, A. (2010). *Educational psychology* (11<sup>th</sup> edition). NJ: Pearson.
2. Eggen, P., & Kauchak, D. (2013). *Educational psychology: Windows on classrooms* (9<sup>th</sup> edition). Boston: Pearson.
3. Slavin, R. E. (2012). *Educational psychology: Theory and practice* (10<sup>th</sup> edition). Boston: Pearson.

4. Santrock, J.W. (2006). *Educational psychology* (2<sup>nd</sup> edition). ND: Tata McGraw-Hill.
5. Pintrich, P.R., & Schunk, D. H. (1996). *Motivation in education: Theory, research and applications*. Ohio: Prentice Hall.
6. Educause (2012). *Flipped classrooms*. Retrieved from <https://net.educause.edu/ir/library/pdf/eli7081.pdf> retrieved on April 19, 2016.
7. Nair, Prakash (n.d.). *30 strategies for education innovation*. retrieved from <http://www.fieldingnair.com/wp-content/uploads/2015/05/EdInnovationNair5.pdf> retrieved on April 19, 2016.

#### RECOMMENDED READING MATERIAL

1. Dandapani, S. (2000). *A textbook of advanced educational psychology*. ND: Anmol.
2. Eggen, P. (1994). *Student supplement to accompany educational psychology: Classroom connections* (2<sup>nd</sup> edition). Englewood Cliffs: Macmillan.
3. Dash, M., & Dash, N. (2012). *Fundamentals of educational psychology*. ND: Atlantic.

## Marriage and Family Relations (Theory)

COURSE CODE :HCIV12

SEMESTER IV

CREDITS- 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Marriage and Family Relations	4	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Understand the concept of family within the larger framework of the society, culture and global effects.
2. Gain an insight into the dynamics of interactions and roles within the family throughout the life cycle.
3. Understand the marriage, the process of mate selection and the various aspects of making marriage successful.
4. Develop an understanding into the various crisis situations that a family may face and management of the same.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Concept of Family.</p> <p>i. Definition and meaning of Family</p> <p>ii. Functions of the family</p> <p>iii. Changing functions of the family</p> <p>iv. Micro and macro level influences on the family.</p> <p>B. Family life cycle and developmental tasks of the family.</p> <p>C. Roles and responsibilities of the family members</p> <p>i. Traditional roles of the husband and wife/gender roles.</p> <p>D. Types of the family</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Define and explain meaning of the family and discuss the conventional and contemporary functions of the family.</li> <li>2. Explain the family life cycle and the developmental tasks of the family.</li> <li>3. Analyse the changing gender roles and responsibilities within a family in view of the changing familial structures.</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Institution of marriage.</p> <p>i. Definition and meaning of marriage.</p> <p>ii. Concept of marriage in India</p> <p>B. Alternative life styles</p> <p>C. Selection of marriage partner</p> <p>i. Readiness and maturity for marriage</p> <p>ii. Marriageability</p> <p>iii. Mate selection</p> <p>iv. Mixed marriages</p> <p>D. Engagement and Courtship</p> <p>E. Marriage</p> <p>i. Functions of wedding</p> <p>ii. Functions of honeymoon</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Define and explain the concept of marriage and the existing alternative life styles.</li> <li>2. List the various criteria for mate selection.</li> <li>3. Discuss the importance of the period of courtship.</li> <li>4. Explain the various functions of the wedding ceremony</li> <li>5. Discuss the importance of the period of honeymoon for a healthy marital eginning.</li> </ol>	15
III	<p>A. Marriage as an institution: goals and challenges</p> <p>i. Goals of Marriage</p> <p>ii. Factors affecting adjustment</p> <p>iii. Areas of adjustment</p> <p>iv. Communication in marriage</p> <p>B. Work and the family</p> <ul style="list-style-type: none"> <li>▪ Significance of work</li> <li>▪ Families and the work policies.</li> <li>• Work-life balance</li> <li>• Work and retirement</li> </ul> <p>C. Parenthood</p> <p>i. Concept and significance of parenthood</p> <p>ii. Planned parenthood</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the various challenges in marriage as well as the various aspects that are involved in marriage and family living.</li> <li>2. Enumerate how the work life of an individual influences family living and ways of balancing the same.</li> <li>3. Discuss parenthood, and preparations for parenthood.</li> </ol>	15



UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
IV	A. Successful marriage i. Criteria for successful marriage ii. Criteria for quality marriage iii. Benefits of marriage B challenges in marriage and family. i. Meaning of crisis ii. Types of family crisis iii. Family crisis management	The student will be able to: 1. Discuss the steps to successful marriage. 2. List the benefits of marriage in terms of social, psychological as well as emotional. 3. Explain the meaning of crisis and discuss the different types of crisis situations that a family may face. 4. List the various factors that help in crisis management.	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Exercises, Group activity /mock sessions/ guest lectures.

#### EVALUATION

Quizzes/Critical analysis of newspaper articles related to matrimonial advertisements/Poster & Slogan making (communication in marriage, alternative life styles, etc.)/Survey (functions of engagement, mate selection, etc)

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIAL

1. Ratra, A., Kaur, P. & Chhikara, S. (2006). Marriage and Family: In diverse and changing scenario. ND: Deep and Deep.
2. Singh, D. (Ed.) (2001). Child rights and social wrongs: An analysis of contemporary realities. ND: Kanishka.
3. Mamatha, T., & Sarada, D. (2009) Child rights (ICDS programme). ND: Discovery.
4. Benokraitis, N.J. (2011). Marriages and Families: Changes, choices and constraints (7<sup>th</sup> Ed.). Boston: Prentice Hall.

5. Lammana, M. A., & Riedmann, A. (1988). *Marriages and families: Making choices and facing change* (3<sup>rd</sup> edition). Ca: Wadsworth.
6. APA (2005). *Lesbian and gay parenting*. Retrieved from <https://www.apa.org/pi/lgbt/resources/parenting-full.pdf> retrieved on 26-8-2016
7. Timothy j. Biblarz and evrensavci u (2010). *Lesbian, Gay, Bisexual, and Transgender Families*. *Journal of Marriage and Family* 72 (June 2010): 480 - 497 DOI:10.1111/j.1741-3737.2010.00714.x
8. Benokraitis, N. V. (2014). *Marriages and families: Changes, choices, and constraints*, 8th edition. (2014). Pearson. Zinn, Eitzen & Wells' *Diversity in Families*, Ninth Edition. Pearson Education. 2010.
9. Cherlin, A. (2009) *The Marriage-Go-Round*. New York: Knopf

## Remedial Education (Theory)

COURSE CODE: HCIV13

SEM: IV

CREDITS- 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Remedial Education	4	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Gain insight into the concept of remedial education.
2. Gain an insight into the concept of learning difficulties & specific learning disabilities.
3. Understand the types of learning disabilities and its associated deficits.
4. Acquire knowledge of the remediation skills and develop Remedial programs in the deficit areas

### COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOME	NO OF HOURS
I	A. Educationally-at-risk B. Concept of Special Education & Remedial Education i. Principles of Remediation C. Low academic achievement i. Causes of low academic achievement ii. Underachievement iv. Students with intellectual functioning at below average range	The students will be able to: i. Explain the concept of educationally-at-risk ii. Differentiate between Special Education/Remedial Education/Compensatory Education. iii. List the general principles of remediation. iv. List & explain the causes of low academic achievement in students. v. Discuss the ways to help an underachiever in a classroom. vi. Describe the characteristics and the educational interventions of Students with intellectual functioning at below average range.	15

UNIT NO.	CONTENT	LEARNING OUTCOME	NO OF HOURS
II	A. Introduction to Specific Learning Disabilities i. Definition of Learning Disabilities iii. Causes of Specific learning disabilities B. Types of Specific Learning Disabilities C. Associated Deficits D. Response to Intervention (RTI)	The students will be able to: i. Define specific learning disabilities. iii. Summarize causes of learning disabilities. iv. Summarize types of specific learning disabilities. v. Explain the associated deficits. vii. Explain Response to Intervention.	15
III	A. Remediation in Deficit Areas i. Visual & Auditory Processing Skills ii. Oral Expression/ Language Processing Deficits <ul style="list-style-type: none"> <li>▪ Remediation of oral language deficits</li> </ul> iii. Reading <ul style="list-style-type: none"> <li>▪ Reading deficits</li> <li>▪ Teaching strategies for improving reading skills</li> </ul>	The students will be able to: i. Describe the educational procedures helpful to the processing deficits. ii. Explain procedures to help students with oral language deficits. iii. Describe the deficits of reading Describe the types of instructional strategies for helping students with reading disorder.	15
IV	A. Remediation in Deficit Areas contd. i. Writing Disability ii. Mathematics Disorder <ul style="list-style-type: none"> <li>▪ Principles of remediation in Mathematics</li> <li>▪ Activities and games</li> </ul> iii. Nonverbal Learning disability & specific disability in regulating emotions	The students will be able to: i.. Describe the specific difficulties students have while writing. ii. Discuss the strategies to remediate writing deficits iii. iv. Explain the Principles of remediation in Mathematics. v. Discuss the interventions for NVLD.	15

UNIT NO.	CONTENT	LEARNING OUTCOME	NO OF HOURS
	B. Role of family C. Support Services & Certification i. Role of the school & teacher ii. Sensitization & Training for teachers iii. Assistive Technology Instruction iv. Accommodations for students with learning Disabilities	vi. Explain the role of the family in helping the students with learning disability. vii. Describe the various assistive technology available for students with specific learning disabilities. viii. Compare the provisions and accommodations available in the school boards. ix. Discuss the options beyond school for students with learning disabilities, and the coping strategies.	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Exercises, Group activity.

#### EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination.

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIAL

1. Bender, W. N. (2008). *Learning Disabilities Characteristics, Identification, and Teaching Strategies*(5th ed.) Boston: Allyn and Bacon
2. Jena, S.P.K. (2013). *Learning Disability: Theory to Practice*. New Delhi: Sage India
3. Mathew, A. (2016). *Learning Disability & Remediation*. Delhi: Neelkamal
4. Reddy, L.G, Ramar, R & Kusuma, A. (2000). *Education of Children with Special Needs*. New Delhi: Discovery Publications
5. Sahni, A. (2011). *Teaching Students with Learning disability*, APH Publishers
6. Wong, Benice. (2013). *Learning about Learning Disabilities*, Elsevier

## Remedial Education (Practical)

COURSE CODE:HCIV14

SEMESTER: IV

CREDITS: 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Remedial Education	2	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Become familiar with the areas of remediation for the educationally at risk children
2. Acquire the skills for developing worksheets to assess the deficit and strengths of educationally at risk students
3. Develop the competency of preparing various types of learning aids

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Introduction to LD/ Remediation i. Visit to one resource rooms B. Introduction to Language arts i. Preparation of worksheets and teaching aids for language assessment. C. Syntax	The students will be able to: 1. Observe functioning of the Resource room and critically evaluate the functioning of the same. 2. Prepare worksheets for language assessment. 3. Prepare teaching aids for language enhancement 4. Prepare a teaching aids to teach different parts of the speech	30
II	A. Reading Readiness Preparation of worksheets B. Reading skills : Writing Skills Strategies for teaching mechanics of writing. E. Skills and Teaching strategies in Mathematics for Computation: F. Preparation of Game related to any one of the areas	1. Preparation of Worksheets for each of the reading skills 2. Prepare teaching aids to remediate reading deficits 3. List activities for pre writing readiness 4. Preparation of worksheets to improve writing skills of children 5. Preparation of worksheets to in Maths skills Computation Prepare games for remediation	30

## TEACHING METHODOLOGY

Field visits, Preparation of teaching aids/worksheets in classroom practicals,

## EVALUATION

Evaluation Weightage - Internal 100%

## RECOMMENDED READING MATERIALS

1. Levine, M. (2002). *A Mind at a Time*. New York: Simon & Schuster
2. Jena, S.P.K. (2013). *Learning Disability: Theory to Practice*. New Delhi: Sage.
3. Snow, C, Griffin, P, Burns, S.M. (2005). *Knowledge to Support the Teaching of Reading: Preparing Teachers for a changing world*. U.S.A.: John Wiley

## Management of Child Development Programs (Practical)

COURSE CODE:HCIV15

SEMESTER: IV

CREDITS: 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Management of Child Development Programs	2	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Become familiar with the activities to promote developmentally appropriate experiences for school going children.
2. Gain insight into techniques of managing school going children.
3. Develop skills of conducting activities for school age children.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Plan and conduct developmentally appropriate activities to build rapport and relationship with children i. Ice breakers ii. Recreational games iii. Creative activities iv. Stories v. Picture talk / Object talk	The students will be able to: 1. Identify developmentally appropriate activities for rapport building. 2. Demonstrate skills of conducting activities. 3. Demonstrate appropriate ways of handling children in groups.	30
II	A. Plan and conduct activities to enhance general knowledge and academic skills i. Educational games ii. Concepts and science experiences iii. Role plays on social skills iv. Creative thinking	The students should be able to: 1. Identify activities to promote thinking and problem solving strategies during school going years. 2. Develop skills for creating awareness on concerns related current news. 3. Demonstrate skills of conducting the activities. 4. Demonstrate skills of maintaining children's interest and attention in the activities.	30



## TEACHING METHODOLOGY

Planning and discussion, Demonstrations, Role play, Exercises, Group activity.

## EVALUATION

Classroom discussion and activities for children in the community/day care.

Evaluation Weightage - Internal 100%

## Computer Applications for Learning Aids (Practical)

COURSE CODE: HCIV16

SEMESTER: IV

CREDITS: 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Computer Applications for Learning Aids	2	60	60

### OBJECTIVES

On completion of the course the students will be able to:

1. Optimize the use of Microsoft tools (Word Processor & Powerpoint) for preparing learning aids for children.
2. Gain familiarly with use of different features of Spreadsheet programs for analysis of data collected for project work.
3. Enhance use of Powerpoint as a visual aid for Teaching Concepts
4. Develop skills required for the designing of Graphic Aids for preparation of posters and banners for special events for children (Vector Graphic Software)

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Word Processor- i. Introduction, Overview and Revision of Word Processor Software (Microsoft Word) ii. Ribbon, Indents, Page Layout, Header and Footer, Insert Picture, Hyperlink Text wrap, WordArt iii. Table tools B. Presentation Software - i. Revision of Powerpoint ii. Custom Animation and Insert gif animated files for Concepts/ stories C. Introduction to Commercial Spreadsheet Application - Microsoft Excel i. Introduction to Basics of Excel Ribbon, Tabs, Groups, Work Sheet, Work book, Rows, Columns, Formula Bar, Name Box )	The student will be able to: 1. Compose, Edit, Format and Print documents like worksheets in pictorial form/ crosswords/ word grids, etc. 2. Create interactive resources such as stories/concepts using PowerPoint presentation 3. Demonstrate skills in coding and analyzing data (Summarize, Compute, Sort and Filter, Calculate Percentage from Coded data)for their project work research/seminar presentation, etc.	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. Cell Basics, formatting and modifying cells. iii. Data Fill, Sort, Filter, Conditional formatting. iv. Use Formulae and Built in Mathematical and Logical Functions. (Sum, Percentage, Average If conditions etc.) v. Graphs and Charts.	4. Generate, Interpret, and use graphs in their project or seminar presentations	
II	A. VECTOR GRAPHIC DESIGNING SOFTWARE i. Introduction to Interface (Menu Bar, Property Bar, Color Palette etc.) ii. Usage of simple tools (Rectangle, Ellipse, Geometrical Shapes, Fountain Fill, Pattern Fill, Texture Fill and Bezier tool) iii. Creation of Compound Objects by welding, Trimming and Intersecting paths /Objects. iv. Creation of Artistic Text and Text Effects.	The student will be able to: 1. Apply the concept of Graphic Designing and create graphics for educational resources and learning aids. 2. Create brochures/posters for parent education, leaflets/Banners for special events for children.	30

#### TEACHING METHODOLOGY

Demonstration, On line videos and preparation of Assignments on Computers.

#### EVALUATION

Assessment through Individual Classroom Practical assignments

Evaluation Weightage - Internal Continuous Assessment- 100%

#### RECOMMENDED READING MATERIALS

##### *Webliography*

<https://www.tutorialspoint.com/word/>

<http://www.tutorialspoint.com/excel/>

<https://coreldrawhelp.com/mm-coreldraw/learn/>

## Research Methods In Human Development (Theory)

COURSE CODE: HCIV24

SEMESTER: IV

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Research Methods in Human Development	4	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Provide foundation knowledge of research methods used in Human Development.
2. Develop the skill of using appropriate methods of child study.
3. Gain insight into the skills of developing a research question.
4. Develop skills of collecting and summarizing data.
5. Understand the methods of interpretation of data.
6. Develop awareness about the skills in writing reports.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Introduction i. Difference between research & other sources of knowledge ii. Basic concepts in research iii. Qualitative vs. Quantitative Research B. Steps of Research i. Developing Research Question ii. Selection of the problem to be researched iii. Review of literature (Databases) iv. Identifying the variables Developing Hypotheses, conceptual framework and operational definitions C. Research Designs to study Relationships D. Designs for Research for studying Development	The students will be able to: 1. Discuss the significance of research in field of Human Development. 2. Describe the steps in research methods. 3. Explain the research Designs used to study Relationships and development	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Selection of Sample</p> <p>i. Appropriate criteria for choosing the sample</p> <p>ii. Techniques of sample selection</p> <p>B. Selection of method for data collection</p> <p>C. Selecting the tool for data collection</p> <p>i. Type of tool and recording method</p> <p>ii. Considering issues of reliability and validity of the tool</p> <p>iii. Formatting the tool keeping in mind a plan for analysis and coding of data.</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the considerations for sample selection.</li> <li>2. Describe the different methods of data collection.</li> <li>3. Discuss the preparation of tool for data collection.</li> </ol>	15
III	<p>A. Steps in Data Collection</p> <p>B. Processing of Data</p> <p>C. Types of Descriptive Statistics</p> <p>i. Frequency Tables and Distributions</p> <p>ii. Measures of central tendency-</p> <p>iii. Measures of Dispersion</p> <p>iv. Measures of Association.</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the steps for data collection.</li> <li>2. Explain the process of analysis and interpretation of data.</li> <li>3. Demonstrate the skills of using descriptive statistical analysis and interpretation.</li> </ol>	15
IV	<p>A. Visual Representation of data</p> <p>B. Ethical Responsibilities of a Human Development Researcher</p> <p>C. Report Writing and presentation</p> <p>i. Parts of the paper - Title, Abstract, Introduction, Method, Results, Discussion, Bibliography, Appendices</p> <p>ii. formatting of report.</p>	<p>The students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the skills of visual representation of data.</li> <li>2. Discuss the ethical responsibilities of a Human Development researcher</li> <li>3. Delineate the consideration for report writing.</li> </ol>	15

## TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Working on excel sheets, Exercises, Group activity.

## EVALUATION

Written test, Group project/ Tool preparation/ Survey and analysis, Quiz, Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

## RECOMMENDED READING MATERIAL

1. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association. (ISBN: 1-55-798791)
2. Charlesworth, R. (2000). *Understanding Child Development*. (5<sup>th</sup> Ed.). U.S.A.: Delmar Thomson learning
3. Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. (4th Ed.) Thousand Oaks, CA: Sage.
4. Greene, S., & Hogan, D. (Ed.) (2005) *Researching children's experience. Approaches & Methods*. New Delhi: Sage Publications
5. Marks, D.F. & Yardley, L. (2004). *Research Methods for clinical and Health Psychology*. New Delhi: Sage Publications
6. McBurney, D. (2002). *Research Methods*. United States: Wadsworth.
7. Panneerselvam, R. (2004). *Research Methodology*. New Delhi: Prentice Hall of India Private Limited.
8. Pyrczak, F. (2002). *Success at statistics* (2nd ed.). Los Angeles: Pyrczak Publishing. (ISBN: 1-88-458540-X) Grinnell, R.M., Jr. (2001). *Social work research and evaluation: Quantitative and qualitative approaches* (6th ed.). Itasca, IL: Peacock Publishers. (ISBN: 0-87581-440-9)
9. Santrock, J.W. (2007), *A Topical Approach to Life-Span Development*. New Delhi: Tata McGraw Hill Publishing Company Limited.
10. Sigelman, C.K., & Rider, E.A. (2003). *Life-span Human Development*. (4<sup>th</sup> Edition). United States: Thomson Wadsworth.
11. Unrau, Y.A., Krysik, J., Grinnell, R.M., Jr. (2001). *Student guide to accompany social work research and evaluation: Quantitative and qualitative approaches* (6th ed.). Itasca, IL: Peacock Publishers. (ISBN: 0-87581-441-7)
12. SPSS Student Version 10.0 for Windows: (ISBN: 0-13-028040-2)

## Working in Child Guidance Centres (Practical)

COURSE CODE: HCV17

SEMESTER: V

CREDITS: 8

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Working in Child Guidance Centres	8	240	240

### OBJECTIVES

On completion of this course students will be able to -

1. Understand the psychological and educational assessment of children educationally "at risk".
2. Gain insight into the needs and characteristics of children educationally "at risk".
3. Develop the skill of planning and conducting informal assessment of children educationally "at risk" ..
4. Develop the skills in preparing educational materials (teaching aids/worksheets) for these children.
5. Conduct remedial sessions for the educationally at risk children

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Observation week: (Students will be placed in Child Guidance Centre/ Remedial and Counselling Centre in schools for 2 weeks for observation.)</p> <p>i. Observation of different functioning of the center-</p> <p>ii. Understand the needs and characteristics of the children</p> <p>B. Assistant Week: (Students will assist in Child Guidance Centre for 4 weeks. (4 Days a Week)</p> <p>i. Engage in routine classroom tasks under the guidance and supervision of Special Educator/ Counsellor</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically observe the various functioning of the Child Guidance Center</li> <li>2. Gain insight into the needs and characteristics of children educationally "at risk"</li> <li>3. Assist in routine and other activities in Child Guidance Centre.</li> </ol>	120

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	ii. Plan and conduct rapport building and recreational activities for children iii. Plan informal assessment for getting baseline data of deficit skills iv. Prepare educational materials (teaching aids/ worksheets) for these children		
II	A. Independent Week (Planning and conducting 4 weeks of independent remedial teaching/ Life skills.) i. Planning and conducting several remedial activities in a week such as <ul style="list-style-type: none"> <li>• Conducting informal assessment of children</li> <li>• Planning lessons and interventions</li> <li>• Preparing innovative teaching aids and worksheets/ games</li> <li>• Implementing the lessons and sessions with children</li> </ul> ii. Writing a report for each session, participating in discussion and feedback sessions. B. Develop age appropriate informal psycho-educational assessment worksheets, Kits of ice-breakers, prepare board games/ remedial kits	The students will be able to: 1. Plan and conduct informal assessment of children 2. Plan and conduct lessons and interventions using innovative activities 3. Handle the sessions independently 4. Create appropriate environment in the classroom. 5. Write a report of sessions 6. Critically evaluate the sessions. 7. Prepare a kit of teaching aids	120

#### TEACHING METHODOLOGY

Discussion, critical evaluation, self analysis, peer evaluation

#### EVALUATION:

Evaluation Weightage - Internal 100%



## Guidance and Counselling (Theory)

COURSE CODE: HCV18

SEMESTER: V

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Guidance and Counselling	4	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Understand the importance of guidance and counselling.
2. Gain insights into the different skills used during counselling.
3. Be aware of the legal and ethical considerations in counselling.
4. Develop awareness of the various approaches to counselling

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to Guidance and Counselling i. Definition and terminology related to Guidance and Counselling. ii. Importance and need for Guidance and Counselling through life span iii. Myths v/s Facts of Counselling B. Characteristics of the counsellor that influence the counselling relationship C. Characteristics of the Client that influence the counselling relationship of tests D. Legal and ethical considerations in Counselling	The students will be able to: 1. Define guidance and counselling. 2. State the importance and need for counselling. 3. Discuss the functions of counselling. 4. State the myths related to counselling. 5. Discuss the impact of characteristics of counsellor and client on the counselling relationship 6. Discuss the legal and ethical considerations in counselling.	15
II	Skills of Counselling A. Significance and use of listening in counselling B. Rapport Building and Opening techniques in counselling.	The students should be able to: 1. State the importance of listening. 2. Discuss the use of rapport building in counselling.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	C. Use of structuring in counselling D. Use of questioning and reflection in counselling E. Value and cautions of Self-disclosure F. Use of Interpretation and confrontation in counselling	3. Explain the use of structuring in counselling. 4. Identify appropriate and inappropriate use of questioning in counselling. 5. Discuss the cautions in the use of self-disclosure, interpretation and confrontation in counselling.	
III	A. Facilitative Techniques- Encouragement, advising, information giving, clarification, lead & silence B. Counselling Process i. Initial Phase- ii. Early Phase- iii. Middle Phase- iv. Termination Phase	The students should be able to: 1. Discuss the use of facilitative techniques in counselling. 2. Describe the stages of the counselling process. 3. State the role of counsellor in the counselling process.	15
IV	A. Brief overview of the approaches to counselling	The students should be able to: 1. Discuss the use of various approaches to counselling. 2. Explain the techniques used in the different approaches to counselling.	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, case studies, videos, group activity.

#### EVALUATION

Unit test, Quiz, Classroom assignments and Final Examination.

Evaluation Weightage - Internal 50 % and External 50%

## RECOMMENDED READING MATERIALS

1. Axline, V. (1993). *Play Therapy*. New York: Ballantine Books.
2. Geldard, K., Geldard, D. & Foo, R. (2013). *Counselling Children. A Practical Introduction*. (4th Ed.). London: Sage Publications.
3. Hough, M. (2002). *A Practical Approach To Counselling*. Harlow: Parson Education.
4. Jones, R.N. (2013). *Introduction To Counselling: Text and Activities*. New Delhi: Saga
5. Lindon, J. & Lindon, L. (2008). *Mastering Counselling Skills* [2nd ed.]. New York: Palgrave Macmillan.
6. Mcleod, J. (2003). *An Introduction To Counselling* [3rd ed.]. Jaipur: Rawat Publications
7. Myrick, R. D. (2003). *Developmental Guidance and Counseling: A Practical Approach* (4th ed.). Minneapolis, MN: Educational Media Corporation.
8. Pandey, V.C. (2000). *Child Counselling*. Delhi: Isha Books
9. Patterson, L.E. & Welfel, E. R. (2000). *The Counselling Process* [5th ed.]. Belmont: Wadsworth- Thomson Learning.
10. Rao, N. & Sahaipal, P. (2013). *Counselling and Guidance* [3rd ed.]. New Delhi: Tata McGraw Hill Publishing Comp. Ltd.

## Guidance and Counseling (Practical)

COURSE CODE: HCV19

SEMESTER: V

CREDITS- 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Guidance and Counselling	2	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Develop the skill of rapport building before counseling sessions
2. Gain skills of using appropriate listening and responding techniques during counseling.
3. Understand the counseling process through case study.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Demonstration and use of icebreakers for groups of children and adolescents B. Demonstration of Group therapy C. Mock sessions of rapport building, goal setting and expectations in counselling D. Sensitization exercise and mock sessions of counselling techniques i. Listening ii. Empathy iii. Reflection iv. Reassurance v. Structuring vi. Questioning vii. Confrontation viii. Interpretation	The students should be able to: 1. List 5 icebreakers and demonstrate the use of icebreakers for groups of children and adolescents. 2. Discuss the role of counsellor in group sessions. 3. Demonstrate the skill of rapport building in counselling. 4. Practice the use of micro techniques in counselling.	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Mock sessions of intake interviews</p> <p>B. Reviewing case studies to understand the counselling process</p> <p>C. Reviewing and analysing pre-recorded counselling sessions of students</p> <p>D. Workshop on 1-2 counselling approaches</p>	<p>The students should be able to:</p> <ol style="list-style-type: none"> <li>1. Take the role of counsellor in conducting an intake interview.</li> <li>2. Identify and analyse the use of various technique in counselling sessions.</li> <li>3. Discuss the progress of counselling across sessions.</li> <li>4. Appreciate the use of various approaches to counselling.</li> </ol>	30

#### TEACHING METHODOLOGY

Discussion, Demonstrations, Role play, Exercises, Case studies, mock sessions, audio and video counseling sessions, Group activity.

#### EVALUATION

Written test, Mocksessions, Quiz, Classroom exercises.

Evaluation Weightage - Internal 100%

#### RECOMMENDED READING MATERIALS

1. Axline, V. (1993). Play Therapy. New York: Ballantine Books.
2. Geldard, K, Geldard, D. & Foo, R. (2013). Counselling Children. A practical Introduction.(4th Ed.). London: Sage Publications.
3. Hough, M. (2002). A Practical Approach To Counselling. Harlow: Parson Education.
4. Jones, R.N. (2013). Introduction To Counselling: Text and Activities. New Delhi: Saga
5. Lindon, J. & Lindon, L. (2008). Mastering Counselling Skills [2nd ed.]. New York: Palgrave Macmillan.
6. Mcleod, J. (2003). An Introduction To Counselling [3rd ed.]. Jaipur: Rawat Publications
7. Myrick, R. D. (2003). Developmental Guidance and Counseling: A Practical Approach (4th ed.). Minneapolis, MN: Educational Media Corporation.
8. Pandey, V.C. (2000). Child Counselling. Delhi: Isha Books
9. Patterson, L.E. & Welfel, E. R. (2000). The Counselling Process [5th ed.]. Belmont: Wadsworth- Thomson Learning.
10. Rao, N. & Sahaipal, P. (2013). Counselling and Guidance [3rd ed.]. New Delhi: Tata McGraw Hill Publishing Comp. Ltd.

## Theories of Human Development (Theory)

COURSE CODE: HCVI20

SEMESTER: VI

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Theories of Human Development	4	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Understand the importance of theories in studying the development of an individual in the different domains.
2. Get insight into the contributions of various theorists in helping the discipline to understand the developmental milestones in the growth of children.
3. Understand the development of an individual as a contextual and cultural human being, with multiple environmental influences.
4. Comprehend the role of nature and nurture in the development of and individual and the various debates surrounding the same.
5. Realize the relevance of the theories in the current context especially in the area of education.
6. Realize the relevance of the western theories to the Indian context from the perspective of Indian theorists.
7. Understand the limitations of the theories in the explanation of human development.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to the course. B. What is a theory? i. Introduction to development across the life span: theoretical issues. ii. Historical foundations of theories related to child development C. Gessell's Maturation theory-Basic assumptions of the theory D. Early theories of attachment i. Attachment theory by Mary Ainsworth.	The student will be able to: 1. Explain the theoretical issues in human development. 2. Discuss the evolution of the study of childhood from a historical perspective. 3. Explain Gessell's dome and theoretical concepts. 4. Explain the concept of attachment and describe the stages and types of attachment.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<ul style="list-style-type: none"> <li>ii. Bowlby's ethological theory</li> <li>iii. Theory of imprinting by Konrad Lorenz</li> </ul>	5. Describe the impact of Ainsworth's attachment style on the personality of children & adults.	
II	<ul style="list-style-type: none"> <li>A. Development of gender identity- Stages of development of sex role identity: Masculinity, femininity and androgyny.</li> <li>B. Conceptualising the self and personality development-- Psychoanalytic theory by Freud</li> <li>C. Psychosocial theory of personality development by Erikson Trait theory by Gordon Allport</li> </ul>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the formation of gender identity during childhood and adolescence.</li> <li>2. Define personality and explain the development of personality with the help of theories.</li> <li>3. Explain Freud's theory and critically analyse it.</li> <li>4. Discuss the psychosocial theory by Erikson</li> <li>5. Discuss the development of personality traits.</li> </ol>	15
III	<ul style="list-style-type: none"> <li>A. Temperament- Dimensions</li> <li>B. Factors affecting personality</li> <li>C. Social Learning theory by Albert Bandura- Basic tenets of the theory</li> <li>D. Overview of language development</li> <li>E. Development of Morality- Kohlberg's theory of Moral development</li> <li>F. Development of intelligence <ul style="list-style-type: none"> <li>i. Theory of intelligence</li> <li>ii. Gardner's theory of multiple intelligence</li> </ul> </li> </ul>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the various dimensions of temperament</li> <li>2. Explain the factors effecting temperament and development of personality</li> <li>3. Explain behavioural development from the perspective of the social learning theory.</li> <li>4. Describe the functions of language.</li> <li>5. Discuss morality and the stages of moral development.</li> <li>6. Critically analyse Kohlberg's theory.</li> <li>7. Define and explain concept of intelligence</li> <li>8. Discuss Gardner's theory of Multiple Intelligence</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	A. contextual and Ecological approach to development i. Bronfenbrenner's ecological approach i. Vygotsky's socio-cultural theory B. Piaget's theory of cognitive development C. An overview of the contemporary theories of human development	The student will be able to: 1. Describe and discuss the ecological and socio cultural perspectives to development. 2. Discuss Piaget's contribution in understanding of the development of cognition and its applications to the area of education. 3. Describe the contemporary perspectives on theories of human development.	15

#### TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Exercises, Group activity.

#### EVALUATION

Written test/ individual projects/Group project/ Quiz/ Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

#### RECOMMENDED READING MATERIALS

1. Berk, L. (1991). Child development. US: Allyn and Bacon.
2. Bjorklund, D.F. (2005). Children's thinking: Cognitive development and individual differences (4th edition). UK: Wadsworth.
3. Crain, W. (2016). Theories of development: Concepts and applications (6th ed.). New York: Routledge.
4. Green, M., & Piel, J. A. (2016). Theories of human development: A comparative approach (2nd ed.). New York: Routledge.
5. Lerner, R. M. (2015). Concepts and theories of human development (3rd ed.). New York: Routledge.
6. Newman, B. M., & Newman, P. R. (2015). Theories of human development (2nd ed.). Hove, UK: Psychology Press.
7. Oates, John. (Ed.). (1994). The foundations of child development. UK: Blackwell. a. Sage.
8. Salkind, N. J. (2004). An introduction to theories of human development. New York: Sage.
9. Sigelman, C.K., & Rider, E.A. (2009). Life span human development (6th edition). UK: Wadsworth.
10. Thomas, R. M. (2001). Recent theories of human development. Thousand Oaks, CA:
11. Thomas, R. M. (2000). Recent theories of human development. New York: Sage
12. Thomas, R. M. (2004). Comparing theories of child development. (6th ed.). Boston, MA: Cengage Learning.



## Counselling Children and Families (Theory)

COURSE CODE:HCVI21

SEMESTER: VI

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Counselling Children and Families	4	60	60

### OBJECTIVES

On completion of the course the students will be able to -

1. Develop insight into the concept of developmental counselling
2. Be sensitized to the developmental problems and concerns at different stages across the life span and to equip them theoretically with strategies for handling them
3. Develop understanding of the parental concerns and develop skill in counselling parents related to these concerns.
4. Become familiar with the knowledge required to provide therapeutic counselling intervention when working with young children adolescents and their parents.
5. Gain insight into the concept of healthy family functioning and the need for counselling dysfunctional families

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Introduction to Developmental counselling i. Meaning & philosophical beliefs of Developmental counseling ii. Criteria for evaluating developmental problems B. Counselling Children & Parents i. Goals of counseling children ii. Child-counsellor relationship iii. Parent Counselling	The students will be able to: 1. Define & explain meaning of developmental counseling. 2. List and describe the criteria of evaluating developmental problems. 3. List the goals of counseling children 4. Describe the child-counselor relationship 5. Describe the benefits of parent counseling 6. Explain the Prevalence of Developmental problems of children. 7. Discuss the prevention & handling techniques of various Developmental problems of children.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	C. Parent Counselling for handling Developmental problems of children i. Eating problems of children ii. Emotional problems iii. Lying & Stealing in children iv. Sleep problems v. Enuresis & Encopresis vi. Handling Parental concerns about Masturbation in children		
II	A. Situational problems i. Unhealthy use of Technology (smartphone, gaming, selfies). ii. Counselling children to cope up with divorce of parents iii. Counseling children who are witnesses or victims of Domestic violence iv. Counselling children after death of parent v. Adoption Counselling vi. Counselling children after a natural disaster vii. Juvenile Diabetes viii. School refusal/phobia	The students will be able to: 1. Discuss the ways of prevention of technology addiction. 2. Discuss the special problems children face due to separation, 3. Describe the impact of domestic violence on children who are witnesses or victims 4. Describe the ways in which children would be helped to grieve. 5. List ways of easing the transition from adoption center to home 6. Discuss the interventions for PTSD in children 7. Provide suggestions/ guidelines to parents to cope up with a child with juvenile diabetes 8. Discuss the causes of school phobia and explains the intervention strategies and role of the parents.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	<p>A. Counselling techniques effective with children with reference to developmental problems or life skills of children. Selecting the appropriate media or activity</p> <p>i. Use of play, different media, activities and games</p> <p>B. School mental health programs</p> <p>i. Need for mental health programs in schools</p> <p>ii. Concept of wellbeing and resilience</p> <p>iii. Bullying &amp; School violence Defn, types, causes, Prevention, Peer mediation</p> <p>C. Guiding school teachers in classroom management of developmental problems &amp; using behavior modification for classroom management</p>	<p>The students should be able to:</p> <ol style="list-style-type: none"> <li>1. Select the appropriate media or activity for play therapy</li> <li>2. Discuss guidelines for using literature to help children with problems</li> <li>3. Discuss the benefits of using Board games</li> <li>4. Outline the need for mental health programs in schools.</li> <li>5. Explain the concept of wellbeing and resilience</li> <li>6. Enumerate the causes and discuss prevention of school violence.</li> <li>7. Discuss the pointers for guiding school teacher in the management of developmental problems of students</li> </ol>	15
IV	<p>A. Counselling Adolescents.</p> <p>i. Common Problems (Educational problems, Interpersonal, Intrapersonal)</p> <p>ii. Principles of talking to adolescents</p> <p>iii. Counselling techniques effective with adolescents - cognitive therapy, group therapy, family therapy</p> <p>B. Parent training</p> <p>i. Relevance &amp; modes of parent training</p> <p>ii. Common concerns of parents with preschooler/ school aged children</p>	<p>The students should be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the principles to be kept in mind while counselling adolescents</li> <li>2. Describe the counseling techniques effective with adolescents</li> <li>3. List down guidelines to address the common concerns of parents of toddlers/preschoolers/school aged children.</li> <li>4. Describe the Parent Effectiveness Training</li> <li>5. Discuss the Common sources of marital conflict</li> </ol>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	C. Marriage Counselling i. Common Problems pertaining to adjustments in marriage ii. Improving dysfunctional communication in marriage iii. Marriage enrichment programs iv. Marital therapy in the Indian context D. Concept of healthy & unhealthy family functioning i. Components & Dimensions ii. Characteristics found to be associated with "high-functioning" families. E. Family Therapy i. Rationale & goals for counselling dysfunctional family as a whole ii. Approaches to counselling families	6. Explain the Concept of marriage enrichment, 7. Explain the relationship of dysfunctional marriages to parenting. 8. Describe the realities of Indian situation & marital therapy 9. List the Components of healthy family functioning 10. List the key elements that needs to be changed in a dysfunctional family	

#### TEACHING METHODOLOGY

Lectures, Case discussion, Exercises, Group activity.

#### EVALUATION

Written test, Assignments, Quiz, Classroom exercises and Final Examination.

Evaluation Weightage - Internal 50% External 50%

#### RECOMMENDED READING MATERIALS

- 1) Geldard, K., Geldard, D. & Yin Foo R. (2018). *Counselling Children: A Practical Introduction*. 5<sup>th</sup> Edition. Sage Publications
- 2) Halstead, R.W., Pehrsson, D.E. & Mullen, J.A. (2004). *Counselling children: A core issues approach*. Alexandria: American Counselling Association.
- 3) Nichols, M.P. & Schwartz, R.C. (2012). *Family therapy: Concepts and methods*. (10th Ed.) London: Allyn & Bacon.
- 4) Pattison, S., Robson, M. & Beynon, A. (2014) *The Handbook of Counselling Children & Young People*: Sage Publications
- 5) Sharry, J. (2004) *Counselling Children, Adolescents and Families: A Strengths-Based Approach*. London: Sage Publications.
- 6) Thompson, C. L., and Henderson, D. A., (2010). *Counselling Children*. 8th USA: Cengage.
- 7) Thompson, C. L., & Rudolph, L.B. & Henderson, D.A. (2004). *Counselling Children*. Thomson/Brooks/Cole

## Counselling Children and Families (Practical)

COURSE CODE: HCVI22

SEMESTER: VI

CREDITS: 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Counselling Children and Families	2	60	60

### OBJECTIVES

On completion of the course the students will be able to:

1. Develop the skill of using techniques for counseling children
2. Get sensitized the need of assisting children with their emotional intelligence.
3. Become sensitized to the stressors related to children.
4. Develop the ability of preparing effective aids for parent training.
5. Conduct mock sessions on counseling parents for developmental problems of children.
6. Gain insight into the behaviors depicted during display of developmental problems of children.
7. Identify the negative handling of the problem behavior and suggest some positive ways to handle the same.
8. Develop the skills of evaluating the different dimensions of healthy family functioning.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Use of Techniques for Counselling children i. Relaxation Technique ii. Bibliotherapy iii. Board Game iv. Activities for Emotional Expression in children v. Cognitive Behaviour Techniques B. Parent Training Materials C. Parent Training & Counseling	The students should be able to: 1. Conduct a relaxation technique session & guided imagery session on 2 clients on the field. 2. Conduct bibliotherapy mock sessions in the classroom. 3. Preparation of a Board Game on inculcating any life skill in school children 4. Prepare emotion cards & worksheets on emotional expressional for using in counselling sessions	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
		5. Do a mock of the Cognitive Self-Instructional Technique 6. Preparation of any 2 materials for parent training	
II	A. Observation of at least 2 problem behaviour of preschoolers/school age children B. Observation of Stressors in the everyday lives of present-day children C. Classroom exercises and role plays to develop understanding of the different dimensions of healthy/unhealthy family functioning D. Observation of a family interaction to evaluate cohesion, adaptability and communicate pattern	The students should be able to: 1. Critically evaluate the problem resolution strategies used by parent/teacher/adult. during display of problem behaviour 2. Suggest effective intervention techniques for ineffective handling. 3. Helping parents to prevent stressors & support children with stress. 4. Develop an insight into the components of healthy family functioning through the different exercises conducted in the exercises 5. Make a list of games that can enhance the family functioning. Note: *Maintain a reflective journal on the topics of Unit III& IV.	30

#### TEACHING METHODOLOGY

Discussion, Demonstrations, Role play, Exercises, mock sessions, audio and video counseling sessions, Group activity.

#### EVALUATION

Written test, Mocksessions, Quiz, Classroom exercises.

Evaluation Weightage - Internal 100%

## Research and Trends in Human Development

COURSE CODE:HCVI01

SEMESTER :VI

CREDITS- 2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Research and Trends in Human Development	2	60	60

### OBJECTIVES

On completion of the course the students will be able to-

1. Get oriented to the trends of research and theory in the field of human development.
2. Develop the skill to do review of literature related to one topic of their interest.
3. Acquire the skill to analyze, condense and evaluate articles/report/books.
4. Enhance their presentation skills and enable them to effectively present a review or mini research project.
5. Ponder about their role as an HD professional in these issues.

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Identification and approval of topic B. Collection of related readings from the library C. Selection of the topic and the methodology and tool (if any) to be used from the following: i. On field Observations, surveys using questionnaires, etc. ii. Presenting a Review of theme related articles. D. Collection of data following research procedures and ethical guidelines, in case of empirical work. E. Analysis of data (primary/secondary).	The students should be able to: 1. Identify and analyze readings related to their topic. 2. Browse material online and in the library. 3. Select an appropriate methodology as per the topic	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	F. Report writing - Compilation and submission of the write up.		
II	A. Presentation of the collected data in the class.  B. The student may either present a review paper or collect relevant empirical data and do individual presentation in the class.	The students should be able to: 1. Make a presentation on their topic and present it to the class 2. Effectively use different A.V. Aids to make the presentation 3. Respond to the questions addressed by the group.	30

#### TEACHING METHODOLOGY

On the field observations and survey, in class oral presentation, written report and discussion.

#### EVALUATION

Work done in terms of inputs Content - relevance to new mater researches, organization -introduction, cohesiveness, flow, critical analysis, Presentation - confidence knowledge poise and teaching aids, Additional input and discussion.

Evaluation Weightage - Internal 100%



## Internship (Practical)

COURSE CODE: HCVI02

SEMESTER : VI

CREDITS- 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Internship	4	120	120

### Objectives:

On completion of the course the students will be able to -

1. To observe and gain insight into the tasks and responsibilities of a remedial educator/counselor in the center.
2. To gain first hand experience in undertaking educational/counseling activities with children in remedial or counseling centers under the guidance of the professionals at the center.
3. To acquire skills in working with children/parents or any other specific target groups in the center.

Content: The students will be encouraged to select any one of the centers such as Child guidance centers, Remedial Centers with learning disabled children/slow learners, Child Development Centers for a period of 6 weeks. The internee will work for 120 hours or minimum 4 hours for 6 weeks in any one setting

Evaluation: Written plans, Report & discussion

Evaluation Weightage - Internal 100%

## Life Skill Training for Children & Adolescents (Practical)

COURSE CODE HCVI25

SEMESTER: VI

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Life Skill Training for Children & Adolescents	4	120	120

### OBJECTIVES

On completion of the course the students will be able to:

- 1) Get sensitized to the rationale behind Life Skill Training (LST) programs.
- 2) Become familiar to the Life Skill Curriculum as suggested by WHO.
- 3) Understand the process of workshop planning and management
- 4) Develop the skills for successfully conducting the LST program.
- 5) Develop skill to prepare the workshop objectives on the given theme of life skill.
- 6) Get an insight into the interactive participatory methods of life skill training.
- 7) Get an opportunity to practice & implement lifeskills programs on selected topics

### COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Brief orientation into the What, Why & How of Life skill training B. Methods of Rapport building with participants C. Themes for life skills for children & adolescents. D. Plan a Life skill Program for a group of College Students on one theme i. Writing Objectives ii. Authentic Literature Search on theme iii. Plan icebreakers appropriate for theme. iv. Planning activity/games& Discussion for achievement of the identified objectives	1. Explain the rationale of life skill training. 2. Get experiential training in few sub topics of life skills. 3. List methods of rapport building and for enhancing group participation. 4. Brainstorm on the different activities for life skills programs 5. Prepare a total plan for a 3 hour workshop for adolescents 6. Brainstorm, List down and finalize the objectives.	60

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	v. Preparation of skits/Teaching Aids/worksheets/handouts for workshop	7. Prepare teaching aids/ worksheets/ sensitization exercises/ skits for workshop for adolescents.	
II	<p>A. Implementation of workshop planned for College Students.</p> <p>B. Publicity &amp; Marketing</p> <p>C. Financial planning &amp; Budgeting for implementation of life skill workshop</p> <p>D. Plan a life skill program for a group of school children on one theme</p> <p>i. Writing Objectives</p> <p>ii. Authentic Literature Search on theme</p> <p>iii. Plan icebreakers appropriate for children</p> <p>iv. Activity Planning &amp; Discussion</p> <p>v. Preparation of Teaching Aids/worksheets/handouts for workshop.</p> <p>E. Implementation of the 4 hour workshop for school children in any school/center</p>	<p>1. Implement workshop planned for adolescents.</p> <p>2. Prepare a publicity brochure</p> <p>3. Plan marketing strategy</p> <p>4. Prepare a budget for the workshop</p> <p>5. Prepare a plan for a 3 hour workshop for a group school children</p> <p>6. List down the objectives.</p> <p>7. Prepare icebreakers/ teaching aids/ worksheets/handouts/ sensitization exercises/ skits for workshop for adolescents.</p>	60

#### EVALUATION:

Classroom discussions, planning & conducting the workshop

Evaluation Weighting - Internal 100%