



UNIVERSITY OF CALCUTTA

Notification No. CSR/04/2026

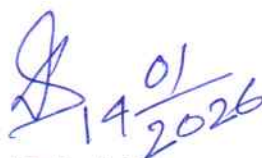
It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 04.12.2025, approved the Course Structure & Syllabus for semester-7 & 8 of 4-year Honours and Honours with Research Courses of Studies in Human Development under CCF, 2022.

The above shall take effect for 4-year Honours and Honours with Research Courses of Studies in Human Development which was introduced from the academic session 2023-2024.

SENATE HOUSE

Kolkata-700073

14.01.2026


Prof. (Dr.) Debasis Das
REGISTRAR
UNIVERSITY OF CALCUTTA
Registrar

(Human Development)

4-Year B.A./B.Sc. Honours With Research / Without Research Course of Studies

Sl no	Semester	Code	Core Course	Credit	Marks
1	VII	DSCC	Theories of Human Development	Th-4	100
2	VII	DSCC	Advanced Studies in Early Childhood Care and Education	Th-4	100
3	VII	DSCC	Approaches for Management of Children with special needs	Th-4	100
4	VII	DSCC	Gender Studies and Empowerment of Women & Gender Diverse Persons	Th-4	100
5	VII	DSCC	Techniques of Assessment of Young Children/Special Needs Children/Adolescents, Youth and Adults	Pr-4	100
			WITH RESEARCH		
1	VIII	RM1	Research Methodology-1	Th-3 credits, Viva -1 credit	100
2	VIII	RM2	Research Methodology-2: Application of Statistics and Statistical Packages in human Development	Th-3 credits, Viva – 1credit	100
3	VIII	RI	Research Internship	Project Report - 3credits, Viva - 1credit	100
4	VIII	DIS	Dissertation	Thesis - 6credits, Presentation - 2credits	200
			WITHOUT RESEARCH		
1	VIII	RM1	Research Methodology-1	Th-3 credits, Viva – 1credit	100
2	VIII	RM2	Research Methodology-2: Application of Statistics in Human Development	Th-3 credits, Viva – 1credit	100
3	VIII	CC	Basic Computer and Application of Statistical Packages in human Development	Th – 3 credits, Pr – 1 credit	100
4	VIII	CC	Entrepreneurial Venture/Start-up Designing in Human Development Sector	Th - 3credits, Pr - 1credit	100
5	VIII	RP	Research Project (Review of Literature based Report)	Report - 3credits, Viva - 1credit	100

SEMESTER7 (Total – 20 credits)

- Theories of Human Development (Th. – 4 credits)
- Advanced Studies in Early Childhood Care and Education (Th. – 4 credits)
- Approaches for Management of Children with Special needs (Th. – 4 credits)
- Gender Studies and Empowerment of Women & Gender Diverse Persons (Th. 4 credits)
- Techniques of Assessment of Young Children/Special Needs Children/Adolescents , Youth and Adults (Pr. – 4 credits)

SEMESTER-8 (Total – 20 credits) – With Research

- Research Methodology-1 (Th. – 3 credits, Viva - 1)
- Research Methodology-2: Application of Statistics and Statistical Packages in human Development (Th. – 3 credits, Viva - 1)
- Research Internship (Project Report - 3 credits, Viva-Voce - 1 credit)
- Dissertation (Thesis - 6 credits, Presentation - 2 credits)

SEMESTER8 (Total – 20 credits) – Without Research

- Research Methodology-1 (Th. – 3 credits, Viva - 1)
- Research Methodology-2: Application of Statistics in Human Development (Th. – 3 credits, Viva - 1)
- Basic Computer and Application of Statistical Packages for Data Analysis (Th. 3 + Pr.- 1 credit)
- Entrepreneurial Venture/Start-up Designing in Human Development Sector (Th.- 3, Pr.- 1 credits)
- Research Project (Review of Literature based Report - 3 credits, Presentation - 1 credit)

Paper 1 - Theories of Human Development (Th. 4 credits)

Course Outcomes:

- *Organize knowledge and explain the nature of various developmental changes from prenatal period to adolescence.*
- *Use the skills to manage issues that impact human development*
- *Relate to various developmental theories and perspectives.*
- *Critically appreciate theories of behavior and development.*
- *Understand the practical application of personality theories.*

Course Content:

1. Theories of early social development: Bowlby's theory of attachment; Harlow's ethological researches.
2. Psychoanalytic theories of Freud and Erikson- Implications for child rearing practices.
3. Cognitive developmental theories: Piaget's theory of cognitive development, Neo-Piagetian studies; Vygotsky's socio cultural theory.
4. Theories of learning: Pavlov's theory of classical conditioning; Skinner's theory of operant conditioning; Bandura's social learning theory.
5. Kohlberg's theory of moral development.

References:

1. Hall, C. S., Lindzey, G. and Campbell, J.B. (1998). *Theories of Personality*. 3rd Ed. New York: Wiley.
2. Heidbreder, E. (1990). *Seven Psychologies*. New Delhi: Kalyani Publishers.
3. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
4. Marx, M. H. and Cronan- Hillix, W. A. (1987). *Systems and theories in psychology*. 4th Ed. New York: McGraw- Hill.
5. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
6. Smith, E.E., Nolen – Hoeksema, S., Fredrickson, B., Loftus, G.R., Bem, D.J. and Maren, S. (2003). *Atkinson and Hilgard's introduction to psychology*. 14th Ed. Bangalore: Thomson Wadsworth

Paper 2 - Advanced Studies in Early Childhood Care & Education (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

- *Apply different types of intervention approaches at preschool level.*
- *Evaluate need of training in ECCE set-up*
- *Gain the knowledge and insight regarding concerns related ECCE*
- *Develop the skills and techniques to monitor quality and sustainability of ECCE centres and collaborate with the community conduct parent education.*

Course Content:

1. Early Childhood Education- Definition, Need and importance, Aims and objectives, Outcome of early childhood education on all round development.
2. Contributions of Educators and its implications for programme planning: Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey (Western Thinkers); Tarabai Modak, M.K. Gandhi, Rabindranath Tagore (Indian Thinkers).
3. ECCE - Intervention models and innovative programme and approaches across countries; Role of NEP-2020 and NCERT in India.
4. Role of Parents and community in ECD Programme – Reasons for involvement of parents and community; Methods and strategies for parents and community participation; Monitoring and enhancing programme quality with effective use of involvement.
5. Issues and concerns related to ECCE/ECD programme – Coverage of populations, reaching the unreached; Gender equality and equity; Quality and sustainability; Training of personnel; Accreditation

References:

1. Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
3. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.
5. Adler, S. and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois : Thomas Publication
6. Anderson, P. and Lapp, D. Language skills in elementary education. NY: Mac Millan.
7. Harlan, J. (1984). Science experiences for the early childhood years. Columbus: Charles Merrill.
8. Roopnarine J. L. and Johnson J.E. (2009). Approaches to Early Childhood Education. PHI Learning Private Limited. New Delhi.
9. Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and special education. New York: Mac Millan.
10. Feeney S., Galper A. & Seefeldt C. (2011). Continuing Issues in Early Childhood Education. PHI Learning Private Limited. New Delhi.

Paper 3 – Approaches for Management of Children with Special Needs (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

- *Appreciate the special needs of children with different disabilities and disorders.*
- *Gain insights into the causes of disability in children, and into their prevention and treatment.*
- *Sensitize to the similarities and differences between disabled and non-disabled children which will enable them to manage them effectively.*
- *Appreciate and apply the philosophy of inclusion in educational organizations.*

Course Content:

1. Children with Special Needs – Need for recognizing individual difference; Various approaches to defining and understanding disability – Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children.
2. The role of context in the meaning of normality and disability; Attitudes of people towards disability.
3. The philosophy of inclusion; Modification of physical and social environment for inclusive education; Use of Assistive Devices.
4. Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme.
5. Children with multiple disabilities: Autism Spectrum Disorders; Hydrocephalus; Cerebral Palsy; Multiple Sclerosis; Epilepsy – symptoms, causes, identification, assessment, management and rehabilitation.
6. Children with Emotional and Behavioural disorders: Types, Symptoms and Causes, Education and Management.

References:

1. Carson, R. C., Butcher, J.N. and Mineka, S. (1998). *Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
2. Kirk, S.A. (1970). *Educating exceptional children*. Indian Edition. New Delhi: Oxford and IBH.
3. Orelove, F. P. and Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach*. 3rd Ed. Baltimore: Brookes.
4. Skinner, C. E. (1970). *Educational psychology*. New Delhi: Prentice Hall.

Paper 4 – Gender Studies and Empowerment of Women & Gender Diverse Persons

(Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

- *Appreciate the needs of other gender.*
- *Gain insights into the problems of gender diverse persons.*
- *Sensitize community to the similarities and differences between gender*
- *Appreciate the different theoretical perspectives regarding gender and plan Programmes for their empowerment.*

Course Content:

1. Gender Studies: Changing concept and definition of gender and gender identities.
2. Problems and Issues of LGBTQIA+ in India.
3. Theoretical approaches to feminism: Liberal; Radical; Post- Modernist; Psychoanalytical.
4. Growth of Women's Studies in India and in other countries, Millennium Development Goals, Women's movement in India
5. Important legislations for women and gender diverse persons: Rights of women and gender diverse persons.

References:

1. Freud, S. (1953). *Three essays on the theory of sexuality*, Complete psychological works, Vol. 7. London: Hogarth.
2. Geetha, V. (2006). *Theorizing feminism: Gender*. Kolkata: Stree.
3. Lacan, J. (1981). *The four fundamental concepts of psychoanalysis*. New York: Norton.
4. Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. Delhi: Kali for Women.
5. Rowbotham, S. (1992). *Feminism and social action*. New York: Routledge.
6. Schneir, M. (ed.) (1995). *The vintage book of feminism*. New York: Vintage.
7. Scott, J. W. (1989). Gender. In E. Weed (ed.) *Coming to terms: Feminism, theory, politics*. New York: Routledge.

Paper 5 - Techniques of Assessment of Young Children/Special Needs Children/ Adolescents, Youth and Adults (Pr. – 4 credits)

1. Preparation of materials for generating awareness in the community about the hazards during prenatal period.
2. Study of child rearing practices in different eco cultural settings using interview technique with – a) children, b) parents and c) community.
3. Visit to crèches/ECCE centres and assessing young children using developmental checklists.
4. Use of Standardized Tests- Meaning, characteristics, types, validity & reliability, item analysis, norms & interpretation of test scores.
5. Administration of tests & report writing: Coloured Progressive Matrices; Self-Esteem Inventory; Sex-Role Inventory.
6. Visit to any organization for Children with special needs and assessing their behavioural problems by using standardized diagnostic tools.
7. Assessment of academic and social adjustment of adolescents using standardized tests.
8. Assessment of Personality of adolescents and young adults using standardized tests.
9. Construction of scales for measuring attitudes towards social problems among the youth.
10. Assessment of attitudes of young adults towards family planning and population education.

Semester 8 (Honours with Research)

Paper 1 - Research Methodology-1 (Th. 3 credits, Viva. 1)

Course Outcomes: At the end of the course the student will be able to:

- *Understand the significance and research methodology in Human Development research.*
- *Demonstrate knowledge and skill to incorporate most suitable research design.*
- *Understand and apply the appropriate technique for the measurement scale and design.*
- *Demonstrate competence in selecting samples, using appropriate tools for data collection and writing research reports.*

Course Content:

1. Research: Definition; scope in Human Development; types of research – Survey, Experimental and Case Study.
2. Selection of a research problem; formulation of hypothesis and basic assumptions.
3. Research design: Definition, principles, purposes & models.
4. Sampling: Definitions of population and sample; types and selection of samples, evaluating a sample.
5. Tools and techniques of data collection; Analysis and interpretation of data; guidelines for presentation of data- tables, graphs and illustrations.

6. Report writing.

References:

1. Broota, K. D. (1989). *Experimental design in behavioural research*. New Delhi: Wiley Eastern.
2. Kerlinger, F.N. (1986). *Foundations of behavioural research*. 3rd Ed. Fort Worth, TX: Holt, Rinehart and Winston.
3. Kothari, C.R. (2001). *Research methodology: Methods and techniques*. New Delhi: Wishwa Prakashan.

paper 2 - Research Methodology-2: Application of Statistics and Statistical Packages in Human Development (Th. 3 credits, Viva 1)

Course Outcomes: At the end of the course the student will be able to:

1. Equip students with the statistical knowledge necessary to design, conduct, and interpret research in Human Development.
2. Enable students to understand and apply descriptive and inferential statistical techniques to real-world data related to human growth and behaviour across the lifespan.
3. Develop critical thinking skills to evaluate statistical information presented in research articles and reports.
4. Prepare students for the practical application of these techniques in their Research Internship/Dissertation or Research Project.

Course Content:

Unit 1: Introduction to Statistics in Behavioural Research

- Meaning, need, and importance of statistics in Human Development research.
- Types of data: Qualitative vs. Quantitative; Nominal, Ordinal, Interval, Ratio.
- Descriptive vs. Inferential Statistics.
- Variables: Independent, Dependent, Control, Confounding.

Unit 2: Foundations of Inferential Statistics

- The Normal Probability Curve: Characteristics and applications in human development, Concept of Expectation and Variance
- Hypothesis Testing: Null and Alternative Hypotheses; Level of Significance (p-value); Type I and Type II Errors, Concept of Standard error
- Concept of Correlation: Pearson's Product Moment and Spearman's Rank Order Correlation.

Unit 3: Inferential Statistical Techniques-I (Parametric Tests)

- **t-Tests:** Logic and application.
 - o Independent Samples t-test.
 - o Paired Samples t-test.

- **Analysis of Variance (ANOVA):** Logic and application.
 - One-way ANOVA.

Unit 4: Inferential Statistical Techniques-II (Non-Parametric Tests)

- **Chi-Square Test:** Logic and application for categorical data.
- **Other Non-Parametric Tests:** Introduction to the Mann-Whitney U Test and Wilcoxon Signed-Rank Test.

Unit 5: Application of Statistical Packages

- Creating a data file in SPSS/ PSPP/JAMOVl.
- Creating Histograms, Frequency Polygons, Bar Charts, and Pie Charts from a dataset.
- Calculating Mean, Median, Mode, Standard Deviation, Variance, and Skewness using software
- Conducting basic test t test/ ANOVA/ Chi Square and Interpretation of result table
- Running and interpreting Pearson's and Spearman's correlation coefficients.

References:

1. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.
2. Pagano, R. R. (2012). *Understanding Statistics in the Behavioral Sciences* (10th ed.). Cengage Learning.
3. Cohen, B. H. (2008). *Explaining Psychological Statistics* (4th ed.). John Wiley & Sons.
4. Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning in Psychology and Education* (3rd ed.). John Wiley & Sons.
5. Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.). Cengage Learning.
6. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications. (*Especially useful for linking theory with practical software output*).
7. Tabachnick, B. G., & Fidell, L. S. (2018). *Using Multivariate Statistics* (7th ed.). Pearson. (*For advanced topics beyond the scope of this course*).
8. Salkind, N. J. (2016). *Statistics for People Who (Think They) Hate Statistics* (6th ed.). SAGE Publications.
9. Dancy, C. L., & Reidy, J. (2011). *Statistics Without Maths for Psychology*. Pearson Education.
10. Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (7th ed.). Routledge.
11. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
12. Argyrous, G. (2011). *Statistics for Research: With a Guide to SPSS* (3rd ed.). SAGE Publications.
13. George, D., & Mallery, P. (2019). *IBM SPSS Statistics 26 Step by Step: A Simple Guide and Reference* (16th ed.). Routledge.
14. Muenchen, R. A. (2011). *R for SAS and SPSS Users*. Springer.
15. Kinnear, P. R., & Gray, C. D. (2010). *IBM SPSS Statistics 18 Made Simple*.

Psychology Press.

Paper 3 - Research Internship (Project Report - 3 credits, Viva-Voce - 1 credit)

Paper 4 - Dissertation (Thesis - 6 credits, PPT Presentation - 2 credits)

Semester 8- Honours Without Research

Paper 1 - Research Methodology-1 (Th. 3 credits, Viva 1)

Course Outcomes: At the end of the course the student will be able to:

- *Understand the significance and research methodology in Human Development research.*
- *Demonstrate knowledge and skill to incorporate most suitable research design.*
- *Understand and apply the appropriate technique for the measurement scale and design.*
- *Demonstrate competence in selecting samples, using appropriate tools for data collection and writing research reports.*

Course Content:

1. Research: Definition; scope in Human Development; types of research – Survey, Experimental and Case Study.
2. Selection of a research problem; formulation of hypothesis and basic assumptions.
3. Research design: Definition, principles, purposes & models.
4. Sampling: Definitions of population and sample; types and selection of samples, evaluating a sample.
5. Tools and techniques of data collection; Analysis and interpretation of data; guidelines for presentation of data- tables, graphs and illustrations.
6. Report writing.

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3. Kothari, C.R. (2001). *Research methodology: Methods and techniques*. New Delhi: Wishwa Prakashan.

Paper 2 – Research Methodology-2:

Application of Statistics in Human Development) (Th. 3 credits, Viva 1)

Course Outcomes: At the end of the course the student will be able to:

1. Equip students with the statistical knowledge necessary to design, conduct, and interpret research in Human Development.
2. Enable students to understand and apply descriptive and inferential statistical techniques to real-world data related to human growth and behaviour across the lifespan.
3. Develop critical thinking skills to evaluate statistical information presented in research articles and reports.
4. Prepare students for the practical application of these techniques in their Research Internship/Dissertation or Research Project.

Course Content:

Unit 1: Introduction to Statistics in Behavioural Research

- Meaning, need, and importance of statistics in Human Development research.
- Types of data: Qualitative vs. Quantitative; Nominal, Ordinal, Interval, Ratio.
- Descriptive vs. Inferential Statistics.
- Variables: Independent, Dependent, Control, Confounding.

Unit 2: Foundations of Inferential Statistics

- The Normal Probability Curve: Characteristics and applications in human development, Concept of Expectation and Variance
- Hypothesis Testing: Null and Alternative Hypotheses; Level of Significance (p-value); Type I and Type II Errors, Concept of Standard error
- Concept of Correlation: Pearson's Product Moment and Spearman's Rank Order Correlation.

Unit 3: Inferential Statistical Techniques-I (Parametric Tests)

- **t-Tests:** Logic and application.
 - o Independent Samples t-test.
 - o Paired Samples t-test.
- **Analysis of Variance (ANOVA):** Logic and application.
 - o One-way ANOVA.

Unit 4: Inferential Statistical Techniques-II (Non-Parametric Tests)

- **Chi-Square Test:** Logic and application for categorical data.
- **Other Non-Parametric Tests:** Introduction to the Mann-Whitney U Test and

Wilcoxon Signed-Rank Test.

References:

1. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.
2. Pagano, R. R. (2012). *Understanding Statistics in the Behavioral Sciences* (10th ed.). Cengage Learning.
3. Cohen, B. H. (2008). *Explaining Psychological Statistics* (4th ed.). John Wiley & Sons.
4. Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning in Psychology and Education* (3rd ed.). John Wiley & Sons.
5. Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.).
6. Cengage Learning Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications. (*Especially useful for linking theory with practical software output*).
7. Tabachnick, B. G., & Fidell, L. S. (2018). *Using Multivariate Statistics* (7th ed.). Pearson. (*For advanced topics beyond the scope of this course*).
8. Salkind, N. J. (2016). *Statistics for People Who (Think They) Hate Statistics* (6th ed.). SAGE Publications.
9. Dancy, C. L., & Reidy, J. (2011). *Statistics Without Maths for Psychology*. Pearson Education.

Paper 3 - Basic Computer and Application of Statistical Packages for Data Analysis(Th. 3 credits, Pr. 1 credit)

Course Outcomes: At the end of the course the student will be able to:

1. *Provide hands-on training in using computer software for data management and statistical analysis.*
2. *Enable students to create and manage datasets related to Human Development.*
3. *Develop proficiency in using a statistical software package (e.g., SPSS, JAMOVI, or PSPP) to apply statistical techniques learned in the theory paper.*
4. *Train students to interpret and present computer-generated statistical output in a research context.*

Theory:

Unit 1: Basic Computer Literacy

- **Operating Systems & Internet:** Basic knowledge of operating systems (e.g., MS Windows) and internet usage, including security measures.
- **MS Office:** Proficiency in MS Word, MS Excel, and MS PowerPoint for academic and professional tasks

Unit 2: Data Management Fundamentals

- **Introduction to the Statistical Software Environment:** Understanding the Data View and Variable View (for SPSS/PSPP/JAMOVİ).
- **Creating a Data File:** Defining variables (name, type, width, decimals, labels, values).
- **Data Entry and Cleaning:** Entering data, handling missing data, recoding variables.

Unit 3: Application of Descriptive Statistics

- **Generating Descriptive Statistics:** Calculating Mean, Median, Mode, Standard Deviation, Variance, and Skewness using software
- **Graphical Representation:** Creating Histograms, Frequency Polygons, Bar Charts, and Pie Charts from a dataset.

Unit 4: Application of Inferential Statistics

- **Correlation Analysis:** Running and interpreting Pearson's and Spearman's correlation coefficients.
- **t-Test Application:** Conducting an Independent Samples t-test and interpreting the group statistics, t-value, and significance.
- **Analysis of Variance (ANOVA):** Running a One-way ANOVA and interpreting the F-ratio and post-hoc tests.
- **Chi-Square Test:** Performing a Chi-Square test for independence and interpreting the cross-tabulation and significance value.

Practical:

- Making a PPT
- Creating a data file in SPSS/ PSPP/JAMOVİ.
- Conducting basic test t test/ ANOVA/ Chi Square/ Correlation.
- Interpretation of result table.

References:

1. Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (7th ed.). Routledge.
2. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
3. Argyrous, G. (2011). *Statistics for Research: With a Guide to SPSS* (3rd ed.). SAGE Publications.
4. George, D., & Mallery, P. (2019). *IBM SPSS Statistics 26 Step by Step: A Simple Guide and Reference* (16th ed.). Routledge.
5. Muenchen, R. A. (2011). *R for SAS and SPSS Users*. Springer.

6. Kinnear, P. R., & Gray, C. D. (2010). *IBM SPSS Statistics 18 Made Simple*. Psychology Press.

Paper 4 - Entrepreneurial Venture/Start-up Designing in Human Development Sector

(Th. 3 credits, Pr 1 credit)

Course Outcomes:

1. To orient the student to the concept, need and process of entrepreneurship (qualities and skills).
2. To develop competencies and awareness among students regarding market and types of business.
3. To make students understand the parameters for selecting and running an enterprise successfully and demonstrate abilities to carry out SWOT at individual and organizational levels.
4. To experiment with new entrepreneurial behaviour and develop attitude, motivation and behaviour to be successful entrepreneurs and formulate projects with cost and pricing.

1. Qualities & functions of an entrepreneur

- a) Introduction; Concept of Entrepreneur; Characteristics of Entrepreneur; Qualities of Entrepreneur; Distinction between an Entrepreneur and a Manager; Functions of an Entrepreneur; Types of Entrepreneurs
- b) Meet two entrepreneurs, preferably one successful and the other unsuccessful, and delineate their entrepreneurial process. Then list out the factors responsible for both successful and unsuccessful entrepreneurs.

2. Areas for Entrepreneurship & SWOT/SWOC Analysis

- a) Ideation; Process planning – plan layout – function layout; SWOT Analysis; Introduction and meaning
- b) List your own strengths and weaknesses as an entrepreneur. Explain how you can further strengthen your strengths and weaken your weaknesses or even convert your weaknesses into strengths to become a successful entrepreneur

3. Exploring Entrepreneurship in life span of Human Development

Conceptualizing the product/idea:

- a) Study the Consumer/buyer/purchaser
- b) Conducting and Analysing Survey
- c) Report Writing

Practical: Formulating Project Proposal for designing a Venture /Startup in Human Development

Sector [introduction, need/rationale, procedure/method and contribution to the humankind]

- a) Guidelines for processing Project Proposal including methodology to process the

endeavour/ venture. [Elements such as, designing, scheming, crafting, costing, profit, break even and methods of pricing]

- b) Advertising, Promoting and Publicity
- c) Packaging, Marketing and Selling

Illustrated ideas: Educational Toys and Games for children; Games and Toys from folk or traditional Art forms; Recreational activities for adulthood and aging such as, sensory exercises, activity kits, [Puzzles for Parkinson's Patients](#) and Adults with Dementia & Alzheimer's; [Special Needs Developmental Toys](#)

Paper 5 - Research Project (Review of Literature based Report - 3 credits, Presentation - 1 credit)