

**NATIONAL EDUCATION POLICY-2020**

**PROPOSED STRUCTURE**

**Of**

**M. SC HOME SCIENCE (HUMAN AND DEVELOPMENT)**

**syllabus**

**2023**



### Curriculum Design Committee, Uttarakhand

Sr.No.	Name & Designation	
1.	Prof. N.K. Joshi Vice-Chancellor , Sridev Suman Uttarakhand University, Tehri	Chairman
2	Dr. Manmohan Singh Chauhan, Vice -Chancellor, Kumaun University, Nainital	Member
3.	Prof. O.P.S. Negi Vice-Chancellor, Uttarakhand Open University, Haldwani	Member
4.	Prof. Jagat Singh Bisht Vice-Chancellor, Soban Singh Jeena University Almora	Member
5.	Prof. Surekha Dangwal Vice-Chancellor, Doon University, Dehradun	Member
6.	Prof. M.S.M. Rawat Advisor, Rashtriya Uchchar Shiksha Abhiyan, Uttarakhand	Member
7.	Prof. K. D. Purohit Advisor, Rashtriya Uchchar Shiksha Abhiyan, Uttarakhand	Member

## SYLLABUS PREPARATION COMMITTEE

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### Members of Board of Studies - M.Sc. HOME SCIENCE

<b>S. N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>BOS</b>	<b>Sing.</b>
1.	Prof. G.K. Dhingra	Professor & Dean	Botany	Convener	
2	Dr. Dimple Bhatt	Assistant Professor	Home Science	Member	
3	Dr. Anamika Chauhan	Assistant Professor	Home Science	Member	
4	Dr. Pooja Rani	Assistant Professor	Home Science	Member	
5	Prof. Pushpa Negi	Principal		Member	
6	Prof. Pankaj Pant	Principal		Member	
7	Prof. Kuldeep Negi	Principal		Member	
8	Director, USERC, Dehradun	Director		Member	

**Objectives of the M. SC HOME SCIENCE (HUMAN AND DEVELOPMENT)**

- To enable students to describe the typical development of individuals from conception to late adulthood, as well as divergent development route that may occur in response to a range of bio-psychological issues.
- To develop effective skills in counselling and provide intervention by learning to deal with personal and family issues through scientific measures like psychological tests, case study approach, research methodologies and practical sessions on family counselling and family therapy.
- To analyze and evaluate major theoretical frameworks that explain individual development through infancy to aging in the social context of family, community, culture and larger environment.
- To enable the understanding and develop skills to establish Entrepreneurial setups and Human Resource Development centres.
- To understand the rights and developmental needs of special children.

**Programme outcomes (POs):**

1. To acquaint students with recent knowledge and techniques in basic and applied biological sciences.
2. To develop understanding of organismal, cellular, biochemical and environmental basis of life
3. To provide insight into ethical implications of biological research for environmental protection and good laboratory practices and bio safety.
4. To develop problem solving innovative thinking with robust communication and writing skills in youth with reference to biological, environmental and nutritional sciences.
5. To understand application of biotic material in health, medicine, food security for human wellbeing and sustainable development.
6. To impart practical and project based vocational training for preparing youth for a career in research and entrepreneurship in fields of life sciences for self-reliance.

**Learning outcomes:**

The programme equips the students to grow into experts who can work as counsellors, ECCE workers, researchers etc. After completing this programme the learner will be able to:

Students will come to know about the various domains of development from conception to death of Life Span development.

Students will gain insight about the various methods and techniques available for the study and assessment of behaviour and personality in Human Development.

Students will become competent in the fields of ECCE training, elementary education and different Play Way techniques for imparting knowledge to children.

Students will come to know about various Human Rights, child rights, gender equality, various cultural, political, civic, international rights and discriminations.

Students will acquire knowledge about specific groups, their needs, problems, rights and various counselling and therapeutic procedures needed for handling them.

Students will become sensitized about women empowerment, gender biasness, domestic and workplace harassment, discrimination against women in different areas of life.

**DEPARTMENT OF HOME SCIENCE SYLLABUS OF M. SC HOME SCIENCE  
(HUMAN AND DEVELOPMENT)**

<b>Research in Human &amp; Development</b>					
<b>Year</b>	<b>Sem</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>
<b>1</b>	<b>1</b>	<b>HD/C001</b>	<b>Theories of Human Development, Psychology, and Behaviour</b>	<b>Theory</b>	<b>5</b>
		<b>HD/C002</b>	<b>Methods and Techniques of Assessment in Human Development</b>	<b>Theory/Practical</b>	<b>4+1</b>
		<b>HD/C003</b>	<b>Early Childhood Development: Care and Education</b>	<b>Theory/Practical</b>	<b>4+1</b>
		<b>HD/C004</b>	<b>Parent and Community Education</b>	<b>Theory/Practical</b>	<b>4+1</b>
		<b>HD/C005</b>	<b>Research Methodology</b>	<b>Theory</b>	<b>5</b>
				<b>Total</b>	<b>25</b>
	<b>2</b>	<b>HD/C006</b>	<b>Fundamentals of Human Development</b>	<b>Theory</b>	<b>5</b>
		<b>HD/C007</b>	<b>Statistics</b>	<b>Theory</b>	<b>5</b>
		<b>HD/C008</b>	<b>Adolescence and Adulthood: Development,</b>	<b>Theory/Practical</b>	<b>4+1</b>

			<b>Psychology, and Challenges</b>		
		<b>HD/C009</b>	<b>Management, Policies, and Programmes for Women and Children</b>	<b>Theory/Practical</b>	<b>4+1</b>
		<b>HD/C010</b>	<b>Child and Family: Guidance, Counselling</b>	<b>Theory + practical</b>	<b>4+1</b>
				<b>Total</b>	<b>25</b>
<b>Master in Human Development</b>					
<b>2</b>	<b>3</b>	<b>HD/C011</b>	<b>Population and Family: Dynamics, Psychology, and Welfare</b>	<b>Theory</b>	<b>5</b>
		<b>HD/C012</b>	<b>Organization and management of programs for children And families  ( or)  Project</b>	<b>Practical</b>	<b>5</b>
		<b>HD/C013</b>	<b>Internship/ Visit &amp; Report</b>	<b>-</b>	<b>5</b>
		<b>HD/C014</b>	<b>Developmental Disabilities and Mental Health</b>	<b>Theory/Practical</b>	<b>4+1</b>
		<b>HD/C015</b>	<b>Electives (Any One of the following) * 1. Guiding Young Children: Growth</b>	<b>Theory</b>	<b>5</b>

		<b>Behaviour and Development</b>		
		<b>2. HIV/AIDS counselling</b>		
			<b>Total</b>	<b>25</b>
<b>4</b>				
	<b>HD/C016</b>	<b>Seminar** +Review Paper</b>	<b>-</b>	<b>5</b>
	<b>HD/C017</b>	<b>Advances in life Span Development and Gerontology</b>	<b>Theory/ Practical</b>	<b>4+1</b>
	<b>HD/C018</b>	<b>Cross-Cultural Perspectives in Family Studies</b>	<b>Theory</b>	<b>5</b>
	<b>HD/C019</b>	<b>Dissertation</b>	<b>Theory</b>	<b>10</b>
			<b>Total</b>	<b>25</b>

**Total Credits = 25x4=100**

**Total Number of hours = T-60, P-40**

**/Paper**



## **Semester-1**

### **Paper- 1**

#### **(HD/C001) Theories of Psychology, Human Development and Behaviour**

##### **Unit -I**

Meaning & Significance of Theories of Human Development.

1. Experimental Psychology: - Nature, Historical Background-Contributions of Weber, Fechner, Wundt, Galton.
2. Freud's Psychoanalytic Theory: - Freudian Theory-Cross Cultural relevance, Current Status.

##### **Unit-II**

3. Neo-Freudians-Alfred Adler, Carl Gustav Jung, Eric Erickson-Cross Cultural relevance, Current status.
4. Learning Theory: Pavlov, Watson, Skinner- Cross-Cultural Relevance and Current Status.
5. Cognitive Development Theory: Piaget's Theory- Cross- Cultural relevance and Current Status.

##### **Unit-III**

6. Moral Development Theory: Kohlberg's Theory- Cross- Cultural relevance and Current Status.
7. Social Learning and Social Cognition Theories: Bandura's Theory, Cross-Cultural relevance and Current Status.

##### **Unit-IV**

8. Theories of the Self: Vygotsky's Socio-Cultural Perspective, Roger's Self Theory, Myers Briggs Type Indicator, Mead's and Maslow's Theory of Self Actualisation.
9. Language Theory- Chomsky's Theory of language development.

##### **References**

1. Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York: Plenum Press.
2. Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. New Delhi: Viva Books.

3. Hayes, N. (ed). (1997). Doing Qualitative Analysis in Psychology. Hove: Psychology Press.
4. Smith, J.A., Harre, R., and Van Langenhove, L. (1995). Rethinking Psychology. London: Sage.

## **Paper- 2**

### **(HD/C002) Methods and Techniques of Assessment in Human Development**

#### **Unit - I**

History & Uses of Psychological Tests. 1. Understanding the Self: Administration, Scoring, and Evaluation of any test about the Self, e.g., TAT, WISC.

#### **Unit-II**

Observation Method: Concept, types, advantages and limitations, application, and Considerations for conducting observations. Interview Method: Types, advantages and limitations, applications, preparation of Interview Schedule/guide, general considerations for conducting Interviews. Questionnaire Method: Characteristics, types, advantages, and limitations, uses considerations for the construction and administration of the questionnaire.

#### **Unit-III**

Case Study Method: Characteristic features, advantages, and disadvantages. Theoretical perspectives; Development of different types of case study protocols. Analysis and coding of case study data. Anthropometry: Body landmarks, Instruments, Height, Weight, and other Measurements of a child's nutritional status.

#### **Unit-IV**

Some Psychometric Methods: - Techniques of evaluation with special reference to (Intelligence, Personality, Interests, and Aptitude. -Scales for children's assessment- Seguin Form Board, Pandey's Cognitive development test, Coloured Progressive Matrices. -The Wechsler's battery of tests, -Children's Apperception Test, - Draw - Man Test - Bhatia's Battery -Raven's Progressive Matrices, -Adjustment Inventories, -Rotter's Incomplete Sentence Completion Test, -Sex Role Inventory, -Death Anxiety Inventory.

### **Methods and Techniques of Assessment in Human Development (Practical)**

Overview of Methods of Child Study.

1. Observation: Preparation of an Observational Check List to assess any Physical, Motor, Social,

Language, Emotional, and Cognitive Developmental Tasks.

2. Case Study: In-depth Case Study of a selected child.
3. Assessment of Various Developments of Children: Using available Measurement tools and techniques and Writing Interpretative Reports e.g., the study of anxiety, aspirations, interests, motivation, self-concept etc.
4. Tests scales and other methods of assessment of - Intelligence-Social and personality development-Emotional development. -Cognitive Development-Language Development-Physical and motor development-Home Environment

### **References**

1. Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York: Plenum Press.
2. Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. New Delhi: Viva Books.
3. Hayes, N. (ed). (1997). Doing Qualitative Analysis in Psychology. Hove: psychology press.
4. Smith, J.A., Harre, R., and van Langenhoven, L. (1995). Rethinking Psychology. London: Sage.
5. Yin, R. (1994). Case study research: Design and methods (2nd ed.) Beverly Hills, CA: Sage Publication.
6. Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi: World Health Organization

### **Paper- 3**

#### **(HD/C003) Early Childhood Development: Care and Education**

##### **Unit – I**

Principles of Early Childhood Care and Education -Importance, Need and Scope of ECCE- Objectives of ECCE -Types of Preschools/Programmes: Play Centres, Day Care, Montessori, Kindergarten, Balwadi, Anganwadi, etc.

##### **Unit -II**

Historical Trends (Overview)-Contribution of the following thinkers to the development of ECCE (their principles, applications, and limitations) in the context of ECCE -Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, Gijubhai Badheka, Tarabai Modak, M.K. Gandhi, Rabindranath Tagore.

##### **Unit- III**

ECCE in India - Pre-Independence period, Post-Independence - Kothari Commission, - Contribution of the five-year plans to ECCE -Yashpal Committee, - Maharashtra Preschool Centre Act. Contribution of the following agencies/programs to ECCE in India. -ICCW, IAPE, NCERT ICDS-UNICEF, NCTE, Mobile Crèches

#### **Unit- IV**

Learning and play: -Definition, Principles, and Methods of learning. -Effective methods of learning. -Creating an effective learning environment in the class and the Role of techniques in promoting learning in young children. -Play- Types, Characteristics. - Role of play in the overall development of children, Teacher's role. - Use of play way approach in the curriculum for young children.

#### **Early Childhood Development: Care and Education (Practical)**

1. Visits to various centres, of ECCE: Day Care Centre, Balwadi, Anganwadi, Mobile Creche etc.
2. Planning and executing activities for children's all-round development in ECCE centers.
3. Preparing teaching material kits:-Mobiles -Masks -Puppets- Making and manipulation - Making books for Children -Picture Puzzles
4. Skills for Promoting Language, Science and Creativity- Object/Picture Talk -Story Book - Poem Book -Science and Math Concepts -Creativity File - Readiness Games and Material
5. Role play of home visits and conducting a home visit to a known family.
6. Planning of parent teacher meeting: Stimulation of Meetings/events/function- Planning and programme evaluation

#### **References:**

1. Bhatia & Bhatia (1995). Theory and Principles of Education, Doaba. House, Delhi.
2. Brewer, JA (1998). Introduction to early childhood Education. (3rd Ed.). Boston: Allyn& Bacon.
3. Carol, E.C. and Jan Allen (1993). Early childhood curriculum, University of Tennessee, New York: Macmillan.
4. Day Barbara (1983). Early childhood education, New York: Macmillan.
5. Gordon & Browne (1989). Beginning and Beyond, Second edition, DelmarPub. Inc.

6. Grewal, J.S. (1984). Early childhood education, Agra National Psychological Corporation Pub.
7. Hildebrand Vema (1981). Introduction to Early Childhood Education, N.Y.: Macmillan.
8. Hildebrand Vema (1985). Guiding the young child, N.Y. : Macmillan.
9. Jenkins, E. (1977). A practical guide to early childhood curriculum, C.V. Mostey Co.

## **Paper- 4**

### **(HD/C004) Parent and Community Education**

#### **UNIT – I**

**Parenthood:** -Meaning, Definition, etc., -Different theoretical views -Tasks of Parenting: Various tasks, etc., -How to become competent parents -Changing concept of parenthood and childhood in modern society. Parent and Community Education: -Concept, Definition, Principles, Objectives and Needs, Usage etc.,

#### **Unit –II**

Parent's involvement: -In decision-making activities -Policy development and other activities. Involvement of fathers: Need, Role, and Importance of fathers in child development. Techniques of Parent and Community Education: -Home learning -Informal meeting, group and individual meetings. -Parent and toy library -Parent's corner and workshop -Demonstration centres -Open house -Written and printed materials

#### **Unit –III**

Content of Parent and Community Education -Developments, Problems, Needs and Rights of children: Meaning, Types, Importance etc. -Child rearing and Disciplinary techniques: Meaning, Concept, Impact etc.-Importance of Nutrition, Hygiene, Health and Play for children: Meaning, Impact etc. -Family planning: Methods, Types, Importance, Need, etc.

#### **Unit –IV**

Contribution of different agencies and community centres in parent and community education. -Family planning centres: Concept, Role, Support etc., -Hospitals: Concept, Role, Support etc., - Maternity and child welfare centres: Concept, Role, Support etc., -Schools: Concept, Role, Support etc., -PTA: Concept, Role, Support etc., -ICDS project: Concept, Role, Support etc.,

### **Parent and Community Education (Practical)**

1. Conducting: -Home visits -Interviewing/talking to parents.
2. Arranging workshops for parents.
3. Organizing parent education programs based on parents needs.
4. Conducting parent - teacher meetings.
5. Reports and resource files to be maintained by students.
6. Select any one technique to impart education to parents on effective parenting skills about their children/adolescents related to their personality development -Drama/street play -Puppet Show -Handouts -Panel Discussions -Film Shows -Group Discussions

#### **References:**

1. Bigner.J(1979); Parent child relations: An introduction to parenting. N.Y.: McMillan Pub.
2. Brim, Haman (1980): Learning to be parents, principles, programmes and methods. Saga Pub.
3. Fine Marwin (1980): Handbooks on parent education, New York: Academic Press Inc.
4. Goldolein, J.C. (Ed)(1994), toys, Child Development, Cambridge: Cambridge University Press.
5. Gordon. Thomas (1975): Parent effectiveness training, New York: New American Library.
6. Gillian, Pugh (1984): The needs of parents, practice and policy in parent education, Macmillan
7. Gupte (1991); Speaking of Child Care, Everything You Wanted to Know: (2nd Ed.) New Delhi: Sterling.
8. Lidhop. M (1987): Child rearing and Psycho-social Development New Delhi: Ashish Publications.
9. Kulkarni, Sudha (1988): Parent Education, Jaipur: Rawat Pub.
10. Naidu, U.S. and Nakhate. V.S. (1985). Child Development Studies in India. Bombay: Tata Institute of Social Sciences.
11. Wagh, Anutai (1984): Parent and Community Participation in the Preschool Program, Delhi

**Paper- 5**  
**(HD/C005) Research Methodology**

**Unit-I**

Science, scientific methods, scientific approach.

Research, definition, nature, role, need, step.

Types of research: Historical, descriptive, experimental, case study, social research, participatory research.

**Unit-II**

Definition and identification of research problem, selection of a problem nature, type and function of hypothesis. Types of variables.

**Unit-III**

Research design- definition, types, basic principles and purpose. Population and sample. Probability sampling, non-probability sampling.

**Unit-IV**

Sources of data. Different type of data, Importance of data, Data collection techniques.

**References:**

1. S.C. Gupta & V.K. Kapoor: Fundamentals of Mathematical Statistics
2. S.C. Gupta: Fundamentals of statistics
- 3 G. Udny Yule, N.M.G. Kendall: An Introduction to the theory of Statistics
- 4 Croxton, F.C. and Cowden, D. J. Applied General Statistics, Prentics hall Inc. 1955
- 2 Garrett. H. Statistical in Psychology and Education. Oxford book Co. 1960. 3 R.P. Hooda: Introduction to statistics. The MacMillon Co.
- 5 Scotharman, W. A. Textbook of Statistics, (Revised edition) 1973.

6 Kerlinge, Foundations of Behavioral Research

7 Sneedecer G. W. Statistical Methods. Applied Pacific Private Ltd., 1961.

## **Semester –2**

### **Paper- 6**

#### **(HD/C006) Fundamentals of Human Development**

##### **Unit-I**

Principles and Concepts of Development: -Principles of Growth and Development. - Developmental Tasks. -Basic concepts of Development-Maturation and Learning, Sensitive periods, Individual differences, Nature-nature-issues, Critical periods& Sex differences. -Secular trends in growth

##### **Unit-I**

Infancy :( (Birth-2 years) -The new born: Birth process and the Neonate. -Physical description, Sensory capacities and Reflexes. -Becoming co-ordinated- Feeding, Sleeping, Crying. -Imitation, Objects permanence and other Cognitive accomplishments. -Early Language development. - Social relationships during infancy. -Early Emotional development, Temperament & Attachment.

##### **Unit-III**

Early Childhood (2-6 years) -Transition from infancy to childhood. -Physical and Motor development. -Language, Cognition and Emotions in early years. -Play and Social relationships, Middle Childhood (7-11 years) -Physical and Motor development: Changes and Challenges - Sense of industry and Personality development, Cognitive, Moral and Language development. - Social Relationships-Peers, Siblings & Parents.

##### **Unit-IV**

Adolescence (11-18 years)-Transition from Childhood to Sexual maturity. -Puberty and its Consequences. -Early v/s late matures and Emotional changes. -Development of Formal



Operations. - Adolescent thought integration of the self. -Special issues: -Health, Sexuality, Mental health and Conformity.

**References:**

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall.
2. Berk, LE. (1995). Child Development. London: Allyn& Bacon.
3. Cole, M. & Cole, S. (1993). The development of children. (2nd ed.) New york: Scientific American Books Freeman & Co.
4. Dutt, S. (1998). Moral Values in child Development. New Delhi: Anmol

**Paper- 7**

**(HD/C007) Title of the course: Statistics**

**UNIT-I**

Meaning and uses of statistics, classification and tabulation of data construction of frequency distribution table.

**UNIT-II**

Diagrammatic representation of data- single dimensional diagram (line and bar), two dimensional diagram(pie)

Graphical representation of data- Graphs of frequency distribution. (histogram, frequency polygon, frequency curve)

**UNIT-III**

Descriptive statistics: Measure of central tendency: (Arithmetic mean, mean ,median, mode), relation between mean median and mode ;Measure of dispersion: Range, Mean deviation & Standard deviation; Skewness and Kurtosis .

**UNIT-IV**

Theoretical Probability Distribution: Binomial, Poisson and normal distribution; Testing of Hypothesis: Null and Alternative Hypothesis, level of significance, Student‘t’ distribution and its application, Chi-square( $\chi^2$ ) test & its application, ‘f’ test and its application.

**UNIT-V**

Correlation, Regression and ANOVA analysis: Types of correlation; simple, partial and multiple correlation, Method of study & testing the significance of correlation coefficient, Rank Correlation, Regression analysis: regression equations and regression lines, Properties of

regression lines, regression coefficient, testing the significance of regression coefficient.  
Analysis of variance (ANOVA): One way and two-way classification and their applications.

**References:**

1. Statistical Methods – S.P.Gupta, Sultan Chand & Sons Publisher- New Delhi
2. Research Methodology, Methods and Techniques – C.R. Kothari Wiley Eastern Limited – New Delhi
3. Elements of Statistics, Theory & Practice – M.Singhal. Lakshmi Narain Agarwal, Educational Publisher – Agra

**Paper- 8**

**(HD/C008) Adolescence and Adulthood: Development, Psychology, and Challenges**

**Unit: I**

The Adolescent Stage: - Period of Storm and Stress. -Its link with Middle childhood and Youth.-

The concept of Adolescence. -Developmental tasks of Adolescence.

Theoretical Perspectives: -Anna Freud, Erik Erikson, James Marcia, and Margaret Mead.-  
Indian perspectives.

**Unit –II**

Cognitive Development and Moral Development -Formal operations- Piaget's Theory,  
Intellectual development at adolescence and adults. -The Information –Processing view. -  
Reasoning, thinking critically, reflective judgement. -Moral reasoning and judgement  
(Kohlberg's stages)

**Unit -III**

Social and Emotional Development: -Family & the Adolescent. -Peers and Friendships.  
Interpersonal relations (parents, siblings etc.) -Emotional Competence. -Rebellion and conflict  
with home and school authorities.

**Unit-IV**

Marriage: -Legal age and its relationship to development. - Marriage as a family/individual  
issue. -Marriage choices and significance of marriage in Human Development.

**Adolescence and Adulthood: Development, Psychology, and Challenges (Practical)**

1. Visit to various centres catering to Adult.
2. Preparing Adult Education Programmes.

3. Organizing a play for Adult Education.
4. Organizing a quiz on any relevant topic for today's Adults.
5. Administering: Achievement, Vocational, Interest Personality Scales on Adolescent/ Adults and interpretation of the information.
6. Developing a schedule for identifying problems of adolescents in a chosen topic of Conflict, collecting information and reporting the result.

**References:**

1. Balk, D.E. (1995). Adolescent development. New York: Brooks! Cole.
2. Erikson, E.H. (1968). Identity: Youth and crisis. London: Faber & Faber
3. Kroger, J. (1996). Identity in adolescence. London: Routledge.

**Paper- 9**

**(HD/C009) Management, Policies, and Programmes for Women and Children**

**Unit –I**

Programme Planning: -Definition, Objectives, Principles, Steps in planning. -Defining project goals, Steps in goal formation. Management: -Meaning and importance of management- Objectives, Characteristics, Steps of management. -Importance of management skills.

**Unit –II**

Overview of Provisions: -Policies and Action plans. -Rights and Social policies. -Five years plans. Constitutional Provisions Laws and Conventions: -Constitutional Provisions. - Legislations for women and children. -Conventions for protection of women & children.

**Unit –III**

Programmes for Children: -Identification of specific programmes for children. -Types of programmes & their management. -Child welfare programme in India –Recent approaches. Programmes for Family: -Identification of specific programmes for family. -Types of programmes & their management. -Family welfare programmes in India–Recent approaches. - Family Counselling.

**Unit –IV** Linkages: -Govt. role-Centre, State and Local level. -NGO and Corporate, Social responsibility in implementation of programmes. -Effective initiatives in various domains.

Monitoring and Evaluation: -Supervision, meetings to plan, feedback. -Project Report. - Programme evaluation and Review techniques. -Critical appraisals.

### **Management, Policies, and Programmes for Women and Children (Practical)**

1. Observational Visits and developing detailed reports of the various institutions and organizations working for Women and child welfare.
2. Developing Welfare Projects for areas such as: Health, Nutrition, Education, Rehabilitation of Children based on the information secure from an existing program in the locality.
3. Planning, Implementation strategies of projects in selected Women and Child Welfare institutions for testing their suitability.
4. Monitoring and Evaluation of services of Women and children welfare: Criteria and Impact.
5. Identification of specific programmes for children and families.
6. One visit in preschools/ NGOs /Orphanage /Old Age home/any other welfare organization and report submission.

### **References:**

1. Chaudhary, P. (1985). Child Welfare Services. New Delhi: Atmaram& Sons.
2. Dorothy, A.S. and Ricks, B.A. (1989). Contemporary Supervision: Managing people and technology. New York: Mac Graw Hill.
3. Grewal, J.S (1984). Early Childhood Education Foundations & Practice, Agra:National Psychological Corporation.
4. Hillbrand V (1984). Management of Child Development Centers, New York: Collier MacmillanPublishing, 1984.
5. Leeper, S.H. Wither Spoon, R. L & Day, B. (1984); Good Schools Young" Children (5th edition), New York: Macmillan.
6. Maluccio, A.N, Fein, E and Olmstead, K. A. (1986). Permanency Planning for Children: Concepts & Methods. New York: Tavistock Publication.
7. Mohanty, J. Mohanty B. (1984). Early Childhood Care & education, New Delhi: Deep & Deep.

8. Peter T (1997). The Circle of Innovation: You Can't Shrink Your Way to greatness, U. K.: Hodder & Stoughton.
9. Shaffir, W.B. (1991). Experiencing Field-work. New York: Sage.

## **Paper- 10**

### **(HD/C010) Child and Family: Guidance, Counselling**

#### **Unit –I**

Nature and Scope of Guidance -Concept, Definition and Scope -Nature, Principles and Need of Guidance -Areas of Guidance: -Educational – Concept, Definition, Characteristics, Principles etc. -Vocational – Concept, Definition, Characteristics, Principles etc., -Personal – Concept, Definition, Characteristics, Principles etc., -Group Guidance-Different Techniques used  
Nature and Scope of counselling -Meaning, Areas, Scope of Counselling -Needs, Aims and Principles of Counselling -Various Approaches to Counselling.

#### **Unit-II**

Stages of Human Development and Areas of Guidance, Counselling and therapy. -Problems of Childhood: remedial measures, techniques, therapies used -Problems of Adolescence: remedial measures, techniques, therapies used -Problems of Adulthood: remedial measures, techniques, therapies used -Problems of Aged: remedial measures, techniques, therapies used

#### **Unit-III**

Counselling Special Groups -Characteristics, Needs, Support network and referred processes for: -Children suffering from Child Abuse their meaning and concept -Children in Divorce Families their meaning and concept -Children in Step Families their meaning and concept - Children in Single Parent Families their meaning and concept -Children of Streets their meaning and concept -Children in Alcoholic Families their meaning and concept

#### **Unit-IV**

Fundamental Counselling-Skills -The Client Counsellor Relationship: Meaning, Types, Impact, Importance -Qualities and skills of a counsellor: Required for success -Counsellors objectivity/subjectivity: Meaning, Importance, -Emotional involvement and limits: Permissible limits and importance

#### **Child and Family: Guidance, Counselling (Practical)**

1. Interaction with practising counsellors and therapists-Through visit to Hospitals-Schools - Women Centres-Clinics
2. Assessment of behaviour problems among children
3. Organising parent education programmes based on parents needs: - Behaviour problems - Emotional problems among children.
4. Preparation of Skit/Nukkad Natak and various aids on parent needs.
5. Resource file
6. Interview Parents of Children with behaviour/conduct disorders/ academic difficulties
7. Interview adults with marital problems/divorced persons and report them
8. Use of various inventories for this purpose

#### **References:**

1. Bumard, P. (1999). Counseling skills training. New Delhi: Viva Books.
2. Manthel, R. (1997), Counseling: The skills of finding solutions to problems. London: Routledge.
3. Nicolson, D & Ayers, H. (1995). Individual Counseling: Therapy and practice: London: David Fulton

### **Semester – 3**

#### **Paper -11**

#### **(HD/C011) Population and Family: Dynamics, Psychology and Welfare**

**Unit –I** Population Dynamics: -Study of population and Population dynamics in developed and developing Countries. -Study of population dynamics in India. Population Education: - Meaning, Objectives, Problems of population education in India. -Role of National, International and Non-governmental agencies.

**Unit –II** Population Statistics: -Children and Women Morbidity, Mortality- Causes & Consequences. -Infant Morbidity and Mortality - Causes & Consequences. Population Growths: -Factors, Causes, Consequences, Statistics with special references to India. Birth Control Measures: -Types of birth control measures -Benefits and Drawbacks. - Role of Govt., NGO's etc. in family planning.

**Unit-III** Reproductive and Child Health Programmes: -Measuring of RCH programmes, content, target groups. -Various Programmes issues by govt. & various agencies. - Reproductive rights of women. Family Welfare Services: -Community based assistance to family. -Day care services. -Services for family in poverty. -Services for family with problem children.

**Unit-IV** Family Laws and Family Courts: -Legal acts for family, children & women. - Various Family Courts run in India. Roles of Agencies and Organisation: -Various agencies involved in the welfare of Children. -Various agencies involved in the welfare of Family. National Commissions for Women

References:

1. Diwan, Paras, Diwan Peeyushi (2000). Women and Legal Protection. Deep and Deep Publication, New Delhi. 2. Agosin, M. (2003). Women Gender and Human Rights. Rawat Publications, New Delhi. 3. Bajpai, A. (2003). Child Rights in India: Law, Policies and Practises. Oxford University Press, New Delhi. 4. Kumar, R. (2000). Women and Marriage. Anmol Publications Pvt. Limited: New Delhi.

## **Paper-12**

### **(HD/C012) Organization and management of programs for children and families (Practical)**

#### **UNIT I:**

- Survey of individual and group needs
- Mapping communities – baseline survey for program development
- Profile one individual/family in difficult circumstances

#### **UNIT II: Programme evaluation 4**

- Governmental and non-governmental services
- Institution based and community based
- Different ideological approaches
- Small- and large-scale interventions

#### **UNIT III: Working with individuals /communities/organisations 8**

• Identifying needs and developing activities to undertake with select individuals in Communities

- Undertake activities within existing organisations for the disadvantaged

#### **UNIT IV - Planning intervention strategies 8**

• Envisage a small project working with a family or group in collaboration with an existing organisation

Execute the project with special emphasis on individual/ group empowerment



## **Paper- 14**

### **(HD/014) Developmental Disabilities and Mental Health**

#### **Unit – I**

Various approaches to defining and understanding differently abled -Philanthropic: Meaning, Examples etc., -Medical: Meaning, Examples etc., -Legal: Meaning, Examples etc., -Social: Meaning, Examples etc.,

Different types of impairments, causes and effects on individuals. -Physical: Cerebral palsy, Epilepsy, Spina bifida and Spinal injuries their Characteristics, Types etc., -Intellectually Challenged: Characteristics, Types -Intellectual: Gifted and Learning Disabilities their characteristics, types etc., -Emotional Retardation: Characteristics, Types etc., -Sensory: Visual and Auditory their characteristics, types etc.,

#### **Unit –II**

Physical and social barriers in the development of persons with disabilities and their impact - Modification of physical and social environments for differently abled persons -Enabling participation of differently abled as a contributing member of society

#### **Unit –III**

Infancy -Implication of attachment and bonding for mental health -Maternal deprivation Syndrome. -Intervention with families and professionals from allied fields

Early Childhood Years -Mental Health Needs: Safety, Security, Relationships, Autonomy and Self Concept -Behaviour Difficulties: Feeding problems, Aggression, Withdrawal, Problems related to early Schooling

#### **Unit –IV**

Middle Childhood -Mental Health Needs: Recognition, Appreciation, Friendships and Industry -  
School Related Problems: Truancy, School phobia, Conduct disorder, Childhood  
depression -Child abuse (including child sexual abuse)

Adolescence -Mental Health Needs: Sense of Identity, Autonomy, Problems related to sexuality,  
Academic Problems, Aggression, Substance Abuse, Depression and Suicide

Adulthood -Mental health problems in the community: Life events that cause stress e.g.,  
separation due to death, migration etc.-Substance abuse and addiction -Violence -Sexual abuse. -  
Management of stress: counselling, training in relaxation, yoga, meditation etc.

### **Developmental Disabilities and Mental Health (Practical)**

1. Study of Etymology, characteristics, diagnosis of children with different abilities
2. Planning and working with children and parents of differently abled
3. Case study of differently abled persons: a child and an adult
4. Visits to institutions/rehabilitation centres catering to children with special needs
5. Plan and coordinate Art and Craft activities (any two) for children with special needs.
6. Reports and resource files to be maintained by students.

### **References:**

1. Baquer.A (1994). Disabled, Disablement, Disability, New Delhi Voluntary Health Association of India.
2. Council for advancement of people's action and rural technology (CAPART) (1996), Disability: A strategy to promote the participation of people with disabilities in programmes for rural development. New Delhi CAPART.
3. Kanga.F.(1990). Heaven on wheels. New Delhi: Penguin Books.
4. Narasimhan.M.C. & Mukherjee. A.K. (1986). Disability a continuing challenge. New Delhi. Wiley Eastern Limited.
5. Oliver.M. (1996). Understanding Disability: From theory to practice. London:Macmillan Press.

## **Paper 15**

### **HD/C015 Electives (Any One of the following)**

#### **1. Guiding Young Childs: Growth Behaviour and Development**

##### **Unit –I**

1. Newborn and infant development and behaviour -New born: Behaviour and capacities  
-Developments: Physical, Motor, Social, Emotional etc.,-Abilities during infancy -Adaption strategies: To cultural settings and practices
2. Early experiences and development consequences-Optimal and non- optimal growth in Infancy and its consequences -Influence on: Physical, psychomotor and cognitive growth and development  
-At risk conditions

##### **Unit –II**

3. Early Interactions: -A beginning in attachment formation -Course of attachment -Dyadic versus multi-caring-Role of father in formation of attachment -Interaction as a cultural process

##### **Unit –III**

4. Language development in infancy -Effect of Environment, interactions and cultural perspective -Brain correlates and development changes and their impact -Variations in development of language -Multilingualism: Meaning, Impact etc.,
5. Development assessment -Understanding the process of development in infancy -Need and reasons for infant assessment -Issues and concerns related to infant assessment

##### **Unit –IV**

6. Intervention and stimulation programmes/activities -The need and rationale for intervention and stimulation programmes/ activities-The process involved in planning and implementing intervention programmes with specific reference to the Indian setting -Traditional methods, games, songs of infant care and stimulation -Issues and concerns related to intervention programs

**References:**

1. Bornstein, M.M. (Eds.) (1991). Cultural approaches to parenting. New Jersey: Lawrence Erlbaum Associates.
2. Evans, J.L. Myers, R.G. and Held, E.H. (2000). Early Childhood counts: A Programming guide on early childhood care for development. Washington: The World Bank. (WBI Learning Resource Series).
3. Hellbruegge, T (Ed.) (1980). The first 365 days in the Life of a Child: The Development of infant. Bombay: Max Mueller Bhavan.
4. Lewis, H Rosenblum, L.A. (Eds. The child in its Family. New York: Plenum Press

**2. HIV/AIDS Counselling****Unit –I**

1. Basic concepts and facts about HIV/AIDS -Transmission of HIV infection -Signs and symptoms of AIDS -Diagnosis of HIV infection -Management and care of HIV infected person -Prevention of HIV infection -Ethical issues and dilemmas

**Unit –II**

2. Understanding sexuality, reproductive health and the gender perspective -The human reproductive organs and sexual characteristics -Meeting the needs of childhood sexuality -Forms of sexual practise, the harmful side of sex: Sexual abuse
3. Psychosocial aspects of HIV/AIDS. What it means to be a HIV positive?

**Unit –III**

4. HIV/AIDS counselling -The principles of counselling, goals of HIV/AIDS counselling -The prerequisites of counselling, stages of counselling, specific counselling skills -Assessment of risk behaviour -Characteristics & attitudes of a counsellor, the do's and don't in counselling -Content of communication about HIV/AIDS

**Unit –IV**

5. Some specific counselling situations -The activities of pre-test counselling the concept of informed consent -The types of post- test counselling, the activities of the various types of post-test counselling -The psycho- social issues linked with positive diagnosis
6. Coping strategies of HIV/AIDS persons
7. Legal issues, rights and ethics

**References:**

1. Panthaki, Dhun (1997). Education in Human sexuality, Delhi: Family Planning Association of India
2. Bharat, S (1996). Facing the challenge-household and community response to HIV/AIDS in Mumbai, Bombay: TISS.
3. Ahmed, P.I (1992). Living and dying with AIDS. New York: Plenum.

## **Semester – 4**

### **Paper- 17**

#### **(HD/017) Advances in Life Span Development and Gerontology**

##### **Unit –I**

Young Adulthood (20-35 years)- Biological, Physical and Cultural Developmental Perspectives on young Adults -Developmental Tasks -Psycho-Motor Development -Vocational Development -Moral and Personality Development -Importance of Social Organisations and their impact - Identity Formation and personality development -Life Cycle Approaches- Sexuality, Marriage, Marital Adjustment and Parenthood

##### **Unit-II**

Middle Adulthood (35-50 years) -Physical Continuity and Changes -Adult Intelligence -Psycho-Motor Development -Personality Development- Development of Self -Social and Emotional Development -Role in Family- Maintaining Family Relationships, Friendships -Parenting Adult offspring and their marriage -Menopause in Women and their Health-Vocational Development- Work and Career Development, Gender Differences

##### **Unit-III**

Late Adulthood (50-65 years) -Health, Fitness, Disease and Disability -Personality and Moral Development -Cognitive Changes- Transformation in Memory and Forgetfulness -Family Life Cycle -Social Relationships and their impact, -Intergenerational Relations- Grand Parenthood- Retirement from Formal Work

Old Age (65+years) -Physical Continuity and Changes -Personality and Moral Development -Changes in Cognitive Abilities and Creativity-Psychosocial Development-Changes in Family Life cycle Patterns -Roles and relationships in the Aging Family

##### **Unit-IV**

Adjustment Patterns -Retirement years and Marital Adjustment -Family Relationships: Widowhood/Singlehood, Alternative Life Style, Second marriage in Old Age -Leisure: Meaning, Motivation, Importance, Activities etc., -Retirement: Meaning, Benefits/Freedom of Retirees, Women retirees -Fears of Change in Personal, Social Life -Attitude towards Retirement: Poverty, Poor Health, Retirement and Suicide, -Abandonment and Diachronic solidarity

### **Advances in Life Span Development and Gerontology (Practical)**

1. Visit to and preparation of report of old age centres/homes.
2. Organize recreational activities in homes for the aged.
3. Use of various inventories on the elderly.
4. Arranging special service/counselling for the elderly.
5. Planning activities for the aged with the help of resource person if necessary for ex. Yoga, Lectures etc.
6. Preparation of chart/posters to impart knowledge/information/share advise with the elderly regarding various issues/problems concerning them.
7. Maintaining resource files.

### **References:**

1. Rice, F.P. (1992). Human development: A life span approach. New Jersey: Prentice Hall.
2. Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmillan.
3. Santrock, J.W. (1997). Life span development. Brown and Benchmark.
4. Lefrancois, G.R. (1996). The life span. New York: Wadsworth publishing.

## **Paper 18**

### **(HD/C018) Cross-Cultural Perspectives in Family Studies**

#### **UNIT – I**

Socio-Cultural Studies of Family Pattern's in India. -Family structure: Traditional, Extended, Joint families. -Alternate Families-Single parents' families, Childless families, Cohabitation marriage families without children, Female headed families. -Unitary Families, Tribal, Rural, Urban. Role relationships in the family. -Sex roles and division of labour- Cause and effect of family structure on changing roles of family. - Sociological significance of family.

#### **Unit-II**

Approaches and Theories in Family Studies -Developmental Approach. -Interactional Approach. -Institutional Approach. -Systemic Approach. -Family Life Cycle Approach. -Cyclical Theory. - Progressive Theory. -Structural- Functional Theory.

Types of Family Crises and Coping Strategies-Meaning, Types, Intervention & Services. - Financial, Behavioural, -Interpersonal Relationships and Health.

#### **Unit-III**

Contemporary Issues and Concerns- Family violence, Battered women, Child maltreatment, Sexual abuse (child abuse)-Dowry and Family Violence-Child rearing and Socialization- Gender roles- Divorce and Remarriage- Family planning- Effect of Industrialization on family- Major world trends in family patterns.

#### **Unit-IV**

Family and Societal Exchanges/Influences. -Health and family -Education and family -Work and family-Religion and family-Beliefs, values and family-Ecology and family-Government and family.

Cultural Practises of Families-Traditional Cultural Practises- Modern Cultural Practises

**References:**

1. Adams, B.N. (1975). The Family: A sociological interpretation. Chicago:Rand Mc Nully.
2. Ahuja, R (1997). Indian Social System (2nd Ed.).Jaipur: Rawat.
3. Arcus. H.E. and Others (1993). Handbook of Family Ufe Education: ThePractice of Family lifeeducation (Vol. II). N.Y.: Sage.
4. Bahr, S.J. (1989). Family Interaction. N.Y.: Macmillan.
5. Bharat, S & Desai, M. (1995). Indian Bibliographies on the Family. Bombay:Tata Institute of Social Sciences.
6. Bharat. S. (1996). Family measurement in India. New Delhi: Sage.
7. Cole mar, J.C. (1988). Intimate relationships: Marriage and family patterns.N.Y.: Macmillan.
8. Coorer, R (1975). Family: Its structure and functions. New York: Macmillan.
9. Das, H.S. &Bardis, P.O. (Eds.) (1978). The World Revolution in Family Patterns. New York: The Free Press.

HD/C016	Dissertation	Practical	10
HD/C018	Seminar	Practical	5

<b>Program/Class:</b> <b>Bachelor (Research) in Human Development</b>	<b>Year: First</b>	<b>Semester: I &amp; II</b>
<b>Course Code:</b> <b>HD/C001 - FN/C010</b>	<b>Course</b>	
Credits: 25x 2= Total 50	Compulsory	
Max. Marks: T=100	Min. Passing Marks:.....	



P = 50	
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<b>Program/Class: -Master in Human Development</b>	<b>Year: Second</b>	<b>Semester: III &amp; IV</b>
<b>Course Code: HD/C011 - HD/C018</b>	<b>Course</b>	
Credits: 25x 2= Total 50	Compulsory	
Max. Marks: T=100 P = 50 Viva= 50	Min. Passing Marks.....	

**Total Number of hours = T-60, P-40/Paper**