

**B.Sc. Home Science (Human Development) , 2022-23
(Semester-V)**

S. No.	Paper/ Subject Courses	Credit hrs			Theory Marks			Practical Marks			Total
		T	P	Total	Paper	Int.	Total	Paper	Int.	Total	
1	Introduction to Theories of Human Development-I	3	-	3	40	10	50	-	-	-	50
2	Children with Special Needs-I	3	2	5	40	10	50	40	10	50	100
3	Development in Adolescence (Common to composite and HDFR)	3	2	5	40	10	50	40	10	50	100
4	Introduction to Guidance and Counselling	3	3	6	40	10	50	50	25	75	125
5	Children at Risk	3	3	6	40	10	50	50	25	75	125
6	Economics & Entrepreneurship Development-I (Common to all)	2	2	4	40	10	50	25	25	50	100
7	Extension Education-I (Common to all)	2	2	4	40	10	50	25	25	50	100
				33							700

**B.Sc. Home Science (Human Development)
(Semester-V)
Introduction to Theories of Human Development-I
(Theory)**

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks: 50

Internal Assessment:10

Paper :40

Objectives:

To have an overview of various theories of human development.

To study important aspects of development dealt by selected theories of human development.

To study and understand the application of various theories of human development.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Content:

UNIT I

1. Concept of a Theory – what is a theory, brief steps of its formulation.
2. Importance of theories in human development.

UNIT II

3. Brief description of Nomenclature, Area of development and theorists related to the following
 - a. Psychoanalytic theories – Freud and Erikson.
 - b. Behavior and social learning theories – Pavlov, Watson, Bandura.
 - c. Cognitive developmental theories – Piaget.
 - d. Information processing theories.
 - e. Sociocultural theories – Vygotsky.
 - f. Ethology and evolutionary theories – Konrad Lorenz, John Bowlby.
 - g. Ecological systems theory – Urie Bronfenbrenner.

UNIT III

- 4. Behavioral and Learning theories**
 - a. Pavlov's Classical Conditioning.**
 - b. Watson's Operant Conditioning.**

UNIT IV

- 5. Ecological systems theory of Urie Bronfrenbrenner**
 - a. Structure of the environment in ecological system theory – The microsystem, mesosystem, exosystem and macrosystem.**
 - b. Influence of ecological systems on development.**

References:

- Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall.**
- Craig, G. (1999). Human Development. NJ: Prentice Hall.**
- Cole, M. & Cole, S. (1995). The Development of Children. NY:Freeman & Co.**
- Berk, L.E. (1998). Development through the lifespan. Boston: Allyn and Bacon.**
- Rice, F.P. (1992). Human Development: A lifespan approach. New Jersey: Prentice**
- Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmilan.**
- Santrock, J.W. (1997). Life span development. Brown and Benchmark.**
- Papalia, D.E. ,Olds, S.W. and Feldman, R. D. (2004) Human Development. (9 th edition), Tata Mc Graw Hill: New Delhi.**

B.Sc. Home Science (Human Development)
(Semester-V)
Children with Special Needs-I
(Theory)

Credit hrs: 3/week

ExamHrs.: 3

Maximum marks: 50

Internal Assessment :10

Paper :40

Objectives:

- To acquaint students with meaning and nature of children with special needs.
- To generate awareness related to conceptual framework in special education.
- To familiarize students with problems of parents and children with special needs.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Contents:

UNIT I

1. Meaning of children with special needs.
2. Types of exceptional children.

UNIT II

3. Concept of special education.
4. Introduction to various types of educational services e.g. Residential, Special day schools, Special classes, Integration, Mainstreaming and Inclusion.

UNIT III

5. Problems of children with special needs.

UNIT IV

6. Problems of parents having children with special needs.

References:

Mangal, S.K. (2012). Educating exceptional children: An introduction to special education. New Delhi: PHI Learning Pvt. Ltd.

Panda, K.C. (2001). The education of the exceptional child. New Delhi: Vikas Publications.

Reynolds, R., & Mann (1987). Encyclopedia of special education. New York: John Wiley & Sons.

Carson, R.C., Butcher, J.N., & Mineka, S. (2007). Abnormal psychology and modern life (11th ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

B.Sc. Home Science (Human Development)
(Semester-V)
Children with Special Needs-I
(Practical)

Credit hrs: 2/week

Exam Hrs. : 3

Maximum marks : 50

Internal Assessment :10

Paper :40

Objectives:

To create awareness about nature and rehabilitation of children with special needs.

To develop skills of dealing with children with special need.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Content:

1. Prepare a display related to the nature/identification/causes/treatment/assistive devices for children with special needs.
2. Survey five families having children with special needs and prepare a report of their experiences in parenting such children.
3. Visit any three institutions working for children with special needs and prepare a critical report of the same.
4. Prepare a booklet with samples of work done by children with special needs.
5. Plan and conduct ten recreational activities for children with any one kind of impairment.

References:

Mangal, S.K. (2012). Educating exceptional children: An introduction to special education. New Delhi: PHI Learning Pvt. Ltd.

Panda, K.C. (2001). The education of the exceptional child. New Delhi: Vikas Publications.

Reynolds, R., & Mann (1987). Encyclopedia of special education. New York: John Wiley &

Sons.

Carson, R.C., Butcher, J.N., & Mineka, S. (2007). Abnormal psychology and modern life (11th ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

B.Sc. Home Science (Human Development) (Semester-V)
Development in Adolescence
(Theory)
(Common to composite and HDFR)

Credit hrs: 3/week

Exam Hrs. :3

Maximum marks : 50

Internal Assesment : 10

Paper : 40

Objectives:

To study and understand development during adolescence.

To gain an insight into problems of adolescents.

To understand the guidance and counselling needs of adolescents and their parents. To generate awareness related to various areas of adolescent development.

To familiarise students with issues concerning adolescents.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Content:

UNIT-I

1. Physical Development in Adolescence
 - a. Pubertal changes in girls and boys.
 - b. Early versus Late maturers.
 - c. Emerging sexuality.
 - d. Health in adolescence – Nutrition, substance use and abuse, eating disorders.

UNIT-II

2. Cognitive Development in Adolescence
 - a. Piaget's stage of formal operation.
 - b. Adolescent egocentrism.
 - c. Moral behaviour and Moral reasoning in adolescence.

UNIT-III

- 3. Socio-emotional development in Adolescence**
 - a. Development of identity and the self concept.**
 - b. Relationship with parents and peers.**

UNIT-IV

- 4. Adolescent problems**
 - a. Juvenile delinquency.**
 - b. Depression and suicide.**
 - c. Risky sexual behaviour.**

References:

- Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall.**
- Craig, G. (1999). Human Development. NJ: Prentice Hall.**
- Cole, M. & Cole, S. (1995). The Development of Children. NY:Freeman & Co. Berk,**
- L.E. (1998). Development through the lifespan. Boston: Allyn and Bacon.**
- Rice, F.P. (1992). Human Development: A lifespan approach. New Jersey: Prentice Hall**
- Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York:**
- Macmilan. Santrock, j.W. (1997). Life span development. Brown and Benchmark.**
- Rathus, A.S. (2006) Childhood and Adolescence. Thomson Learning Inc.**

**B.Sc. Home Science (Human Development)
(Semester-V)
Development in Adolescence
(Practical)
(Common to composite and HDFR)**

**Credit hrs: 2/week
Exam Hrs.:3**

**Maximum marks: 50
Internal Assesment:10
Paper:40**

Objectives:

1. To familiarize students with psychological tools dealing with adolescents.
2. To gain an insight into family relationships of adolescents.
3. To create awareness about adolescent issues.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks).

Content:

1. Administer and interpret any psychological test related to each of the following:
 - a. Family relationship/Family environment.
 - b. Problems of adolescents.
 - c. Mental health.
2. Survey any ten families for understanding family conflicts adolescents have and prepare a report of the same.
3. Prepare a display related to issues concerning adolescents.
4. Interview ten adolescence and report the following:
 - a. Problems faced during pubertal changes.
 - b. Health related concerns.
 - c. Problems related to heterosexual relationships.

Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall.

Craig, G. (1999). Human Development. NJ: Prentice Hall.

**Cole, M. & Cole, S. (1995). The Development of Children. NY:Freeman & Co. Berk,
L.E. (1998). Development through the lifespan. Boston: Allyn and Bacon.**

**Rice, F.P. (1992). Human Development: A lifespan approach. New Jersey: Prentice
Hall Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York:**

Macmilan. Santrock, j.W. (1997). Life span development. Brown and Benchmark.

Rathus, A.S. (2006) Childhood and Adolescence. Thomson Learning Inc.

**B.Sc. Home Science (Human Development)
(Semester-V)
Introduction to Guidance and Counselling
(Theory)**

**Credit hrs: 3/week
Exam Hrs.: 3**

**Maximum marks: 50
Internal Assessment :10
Paper :40**

Objectives:

- To introduce students to the basic concepts of guidance and counselling.**
- To appraise them about of the difference between guidance and counselling.**
- To relate counselling to the present day context, at personal and professional levels.**

Instructions for Paper Setter:

- 1. Each theory paper will be of three hours duration.**
- 2. Question paper will have four sections.**
- 3. A total of nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.**
- 4. All questions may carry equal marks unless specified.**
- 5. Students will be expected to attempt one question from each unit and the compulsory question.**

Contents:

UNIT-I

- 1. Define guidance and counselling.**
- 2. Need and scope of guidance and counselling.**

UNIT-II

- 3. Types of guidance.**
- 4. Application of different types of guidance.**

UNIT-III

- 5. Types of counselling.**
- 6. Application of counselling in different settings.**

UNIT-IV

7. Professional counselor: Skills and qualities of counselor.
8. Common issues at school level in need of counseling, importance and role of a counselor in school.

References:

- Kotter, J.A. (2009). Counselling- Themes and practices. U.K.: Books/Cole, New Delhi.
- Hess, R.S. (2012). Counselling children and adolescents in schools. ISBN 978-1-4129-9087. Sage: Los Angeles, U.S.A. (New Delhi).
- Jones, R.N. (2005). Practical counselling and helping skills. (5th ed.) London: Sage publications.

B.Sc. Home Science (Human Development)
(Semester-V)
Introduction to Guidance and Counselling
(Practical)

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks: 75

Internal Assessment :25

Paper:50

Objectives:

To give a hands on experience to the students about guidance and counselling in practice.

To facilitate the students in understanding the issues in community in need of guidance and counselling.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks).

Contents:

1. To make a scrap book of advertisements related to
 - a. Guidance and counselling courses.
 - b. Guidance and counselling centres/ services.
 - c. Guidance and counselling vacancies.
2. To visit agencies related to guidance and counselling
 - a. Career counselling.
 - b. Personal counselling.
3. To organize a class workshop for need based counselling (e.g. Career counselling for students, counselling for parents, counselling for adolescence related to money management/ time management/ mental health issues/ peer relationships etc).
4. To conduct a case study of school going child with emotional/behavioral problem.
5. Prepare a powerpoint presentation on any one of the following and present it in a class:
 - a. Qualities of a counselor.
 - b. Skills of a professional counselor.
 - c. Problems in need of professional counselling.
 - d. Scope of guidance and counselling.

References:

- Kotter, J.A. (2009). *Counselling- Themes and practices*. U.K.: Books/Cole, New Delhi.
- Hess, R.S. (2012). *Counselling children and adolescents in schools*. ISBN 978-1-4129-9087. Sage: Los Angeles, U.S.A. (New Delhi).
- Jones, R.N. (2005). *Practical counselling and helping skills*. (5th ed.) London: Sage publications

**B.Sc. Home Science (Human Development)
(Semester-V)
Children at Risk
(Theory)**

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks:50

Internal Assessment :10

Paper:40

Objectives:

1. To understand and gain knowledge about children at risk.
2. To know the causes, prevention and possible interventions for helping children at risk.
3. To know the rights of children and the way Government, NGO's and activists can be involved in restoring them.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Content:

UNIT-I

1. An overview of children at risk.
 - a. Victims of Physical Abuse.
 - b. Victims of Emotional Abuse.
 - c. Victims of Moral and Spiritual Abuse.

UNIT-II

2. Brief description of children in the following risk situations:
 - a. Working children.
 - b. Street children.
 - c. Sexually abused children.
 - d. Trafficked children.
 - e. Victims of rape, Paedophilia and pornography.
 - f. Children from single parent families.

- g. Child headed households.
- h. Child soldiers.
- i. Disaster affected children (Tsunami, earthquakes, flood).
- j. Refugee children.
- k. Children in war torn areas.

UNIT-III

- 3. Working children
 - a. Factors leading to child labour.
 - b. Ways of eradication of child labour in India.
 - c. Programmes and policies related to child labour in India.
- 4. Problems faced with helping children at risk.

UNIT-IV

- 5. Conventions on the rights of the child.
- 6. Recommendations for government bodies, NGO's and activists to help children at risk.

References:

- Chowdhary, D.P. (1979). *Social Welfare Administration*. New Delhi: Atma Ram & sons.
- Choudhary, D.P. (1995). *Child Welfare and Development*. Delhi: Atma Ram.
- Bhatia, V. (2011). *Child Welfare and Society*. New Delhi: Alfa Publications.
- Sandhu, S.N. & Dixit. (1980). *Child welfare in India*. Delhi: Sagar Publications.
- Kadushin, A. (1968). *Child Welfare Services*. New York: Macmillan.
- Anandraj, H. (2007). *Children at Risk*. New Delhi: Neelkamal.
- Kumar, S. (1996). *Social problem and Welfare*. Agra: Lakshmi Narain.
- Laxmi, D. (1998). *Child & Family Welfare of Child*. New Delhi: Anmol.
- Jyotsna, T. (2004). *Child Abuse & Human Rights*. Delhi: Isha.
- Gabriel, T. (1966). *Children Growing Up*. London: University of London Press.
- Sachdeva, D.R. (2014). *Social Welfare Administration in India*.

**B.Sc. Home Science (Human Development)
(Semester-V)
Children at Risk
(Practical)**

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks: 75

Internal Assessment:25

Paper:50

Objectives:

- To give experience of working with children at risk.
- To create awareness of various intervention programs for children at risk.
- To plan intervention programmes for helping children at risk.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Content:

1. Visit any centre for children at risk and carry out at least five sessions of activities for enhancing their life skills.
2. Organize and conduct a public awareness program related to any issue related to children at risk.
3. Prepare a display to create awareness about risk situations and their impact on development of children.
4. Collect newspaper clippings related to programmes, policies, issues and facilities concerning children at risk.
5. Conduct a case study of any child working in risk situation.
6. Carry out a focussed group discussion involving educationists/lawyers/Police Personnel and children at risk to understand major concerns and work out solutions to solve them.

References:

- Chowdhary, D.P. (1979). *Social Welfare Administration*. New Delhi: Atma Ram & sons.
- Choudhary, D.P. (1995). *Child Welfare and Development*. Delhi: Atma Ram.
- Bhatia, V. (2011). *Child Welfare and Society*. New Delhi: Alfa Publications.
- Sandhu, S.N. & Dixit. (1980). *Child welfare in India*. Delhi: Sagar Publications.
- Kadushin, A. (1968). *Child Welfare Services*. New York: Macmillan.
- Anandraj, H. (2007). *Children at Risk*. New Delhi: Neelkamal.
- Kumar, S. (1996). *Social problem and Welfare*. Agra: Lakshmi Narain.
- Laxmi, D. (1998). *Child & Family Welfare of Child*. New Delhi: Anmol.
- Jyotsna, T. (2004). *Child Abuse & Human Rights*. Delhi: Isha.
- Gabriel, T. (1966). *Children Growing Up*. London: University of London Press.
- Sachdeva, D.R. (2014). *Social Welfare Administration in India*.

B.Sc. Home Science (Human Development)
(Semester-V)
Economics and Entrepreneurship Development-I
(Theory)
(Common to all)

Credit Hrs. : 2/week

Exam Hrs. : 3

Maximum Marks: 50

Paper: 40

Internal Assessment: 10

Instructions to the paper setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four units. Paper setter will set a total of nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus.
3. Student will attempt one question from each unit and the compulsory question (Total of five questions)
4. All questions may carry equal marks, unless specified.

Objectives:

1. To prepare the platform where the students view entrepreneurship and self-employment as a desirable and feasible career option.
2. Stimulating the potential to develop entrepreneurial orientation through innovation and creativity
3. To orient the students with basic principles involved in starting and managing a new enterprise

Unit-I

1. Entrepreneurial economics:

Need and importance

Entrepreneurship and enterprise

2. Entrepreneurship and role in economic development

Intrapreneurship and its importance

Unit-II

3. Entrepreneurial Behaviour:

Types of an entrepreneur

Entrepreneurial traits

4. Entrepreneurial Motivation

Types and importance of motivation
Various motivating factors

Unit-III

5. Women entrepreneurs:

characteristics
role and challenges faced during creation and enterprise management

6. Avenues for the growth of women entrepreneurs.

Unit-IV

7. Business Idea/Plan:

Pitching a business idea and its formulation.
Difference between Start ups and Small business.

8. Intellectual Property Rights (Creation-Protection-Encashing). **Recommended Readings:**

- 1. Gupta C.B and Srinivisan N.P, “ Entrepreneurial Development”
Sultan Chand and Sons, New Delhi**
- 2. Khanna S.S, “Entrepreneurship Development” Sultan Chand and Sons, New Delhi**
- 3. Patel, V. G., “The Seven Business Crises and How to Beat Them”
Tata-McGraw, New Delhi, 1995.**
- 4. SIDBI Report on Small Scale Industries Sector (Latest Editions)**
- 5. Taneja, Satish and Gupta, S.L, “ Entrepreneurship Development-New
Venture Creating” Galgotia Publishing House, New Delhi, Latest Edition**
- 6. Arora Renu and S.K Sood, “Fundamentals of
entrepreneurship and Small business” Kalyani publishers.**

**B.Sc. Home Science (Human Development)
(Semester-V)
Economics and Entrepreneurship Development-I
(Practical)
(Common to all)**

Credit Hrs.: 2/week

Exam Hrs.: 3

Maximum Marks: 50

Paper: 25

Internal Assessment: 25

The main objective of the Paper Setter:-

- (i) Familiarize the students with the process and skills of creation and management of enterprise.
- (ii) To plan, use, monitor and control resources optimally and economically.

CONTENTS

- 1. Preparation of project report of small enterprises/cottage industries/startups. (The students will be advised to develop a structured instrument (questionnaire) for conducting first hand survey of the various aspects of respective enterprise including the process of setting up of an enterprise, motivating factors responsible for undertaking entrepreneurial set up , capital invested, production techniques adopted, marketing practices adopted for sustainability and future prospects of the enterprise surveyed.**
- 2. Class presentation of Project report by conducting the SWOT analysis and suggesting feasible measures for policy implementation.**
- 3. Assignments/ presentation on opportunity scouting and idea generation. The contents of the assignment should be focused on the source of institutional finance to the business idea (including case analysis of any one financial institution)**

**B.Sc. Home Science (Human Development)
(Semester-V)
EXTENSION EDUCATION-I
(THEORY)
(COMMON TO ALL)**

**Credit hours: 2/week
Exam Hrs.: 3**

**Maximum Marks : 50
Paper : 40
Internal Assessment : 10**

Objectives:

1. To understand the concept of extension and its relevance for self & national development.
2. To appreciate the role of Home Science extension in community development.
3. To sensitize students towards various methods, preparation and selection of suitable materials for effective communication.

Instructions to the paper setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four units. Paper setter will set a total of nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus.
3. Student will attempt one question from each unit and the compulsory question (Total of five questions)
4. All questions may carry equal marks, unless specified

UNIT – I

1. Concept of education

Formal education

Non formal education

Informal education

2. Concept of Extension education

Meaning and scope of extension

Difference between formal education and extension education

Extension education process

Concept of e-Extension

UNIT – II

3. Principles and philosophy of extension education

Principles of extension education

Philosophy of extension education

Function of extension education

- 4. Home Science Extension as a discipline and its contribution towards development.**

UNIT – III

5. Teaching methods for extension education

Concept of extension teaching methods

Methods and steps in extension teaching

6. Classification of extension teaching methods

According to form and use

Advantages and limitations of extension teaching methods

UNIT – IV

7. Audio-visual aids

Classification of audio-visual aids

Advantages and limitations of various audio visual aids

- 8. Factors affecting selection and use of extension teaching methods and aids**

**B.Sc. Home Science (Human Development)
(Semester-V)
EXTENSION EDUCATION-I
PRACTICAL
(COMMON TO ALL)**

Credit hours: 2/week

Exam Hrs.: 3

Maximum Marks : 50

Paper : 25

Internal Assessment : 25

Objectives:

1. To prepare the students in developing various teaching methods and aids used in home science extension.
2. To develop the skills of students used in participatory approaches in program planning and evaluation.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 and 10 marks respectively (Total = 15 marks)

Contents:

1. Preparation of non-projected aids-
 - a. Chart/Posters
 - b. Flash cards/Flip book
2. As a traditional media of communication:-
 - a. Preparation of puppets
 - b. Writing stories for puppets.
3. Developing skills and use of following different teaching methods –
 - a. Role play
 - b. Puppet play
4. Visit to a community to study a government or voluntary organization in action.

RECOMMENDED READINGS:

- 1. Dhama, O.P. Bhatnagar, O.P., Second Edition 1985, Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.**
- 2. Dubey V.K. and Bishnoi Indira, First Edition 2008, Extension Education and Communication, New Age International Publishers, New Delhi.**
- 3. Supe S.V., Second Edition 1997, An Introduction to Extension Education, Oxford and IBH Publishing Co.Pvt.Ltd, New Delhi.**
- 4. Ray G.L., Seventh Edition, 2008, Extension Communication and Management, Kalyani Publishers, New Delhi.**
- 5. Desai Vasant, First Edition 1991, Fundamentals of Rural Development, Himalaya Publishing Henge.**
- 6. Oakley P. and Garforth C. FAO, 1985, Guide to Extension Training.**
- 7. Singh K. Uttam, Nayak A.K., Commonwealth Publishers, 2005, Extension Education.**

**B.Sc. Home Science (Human Development)
Semester-VI**

S. No.	Paper/ Subject Courses	Credit Hours			Theory Marks			Practical Marks			Total
		T	P	Total	Paper	Int.	Total	Paper	Int	Total	
1	Introduction to Theories of Human Development-II	3	-	3	40	10	50	-	-	-	50
2	Children with Special Needs-II	3	2	5	40	10	50	40	10	50	100
3	Development in Early and Late Adulthood (Common to composite and HDFR)	3	2	5	40	10	50	40	10	50	100
4	Marriage and Family	3	3	6	40	10	50	50	25	75	125
5	Old Age	3	3	6	40	10	50	50	25	75	125
6	Economics & Entrepreneurship Development-II (Common to all)	2	2	4	40	10	50	25	25	50	100
7	Extension Education-II (Common to all)	2	2	4	40	10	50	25	25	50	100
				33							700

B.Sc. Home Science- Human Development & Family Relations (HDFR)
(Semester-VI)
Introduction to Theories of Human Development-II
(Theory)

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks: 50

Internal Assessment:10

Paper :40

Objectives:

To study various theories of human development.

To study and understand the application of these theories.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Content:

UNIT I

1. Freud
 - a. Brief description of the psychosexual stages of development.
 - b. Contribution and limitations of the theory.

UNIT II

2. Erikson
 - a. Brief description of the psychosocial stages of development.
 - b. Contribution and limitations of the theory.

UNIT III

3. Comparison of Freud's and Erikson's stages of development.
4. Kohlberg's theory of moral development.

UNIT IV

5. Nature vs. Nurture- Stance of various theories.
6. Continuity vs. discontinuity – Stance of various theories.

References:

Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall.

Craig, G. (1999). Human Development. NJ: Prentice Hall.

Cole, M. & Cole, S. (1995). The Development of Children. NY:Freeman & Co. Berk,

L.E. (1998). Development through the lifespan. Boston: Allyn and Bacon.

Rice, F.P. (1992). Human Development: A lifespan approach. New Jersey: Prentice Hall

Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmilan.

Santrock, J.W. (1997). Life span development. Brown and Benchmark.

**B.Sc. Home Science (Human Development)
(Semester-VI)
Children with Special Needs-II
(Theory)**

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks: 50

Internal Assessment:10

Paper:40

Objectives:

- To provide basic understanding of policies and programs for special children.
- To generate awareness related to conceptual framework in special education.
- To generate awareness related to counselling needs of special children.
- To generate awareness related to rehabilitation of special children.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Contents:

UNIT I

1. Needs and rights of children with special needs.
2. Policies and programs for special children.

UNIT II

3. Physical barriers faced by children with special needs and ways to overcome them.
4. Social barriers faced by children with special needs and ways to overcome them.

UNIT III

5. Assistive devices for children with special needs.

UNIT IV

6. Counselling needs of special children
7. Rehabilitation of special children.

References:

Mangal, S.K. (2012). Educating exceptional children: An introduction to special education. New Delhi: PHI Learning Pvt. Ltd.

Panda, K.C. (2001). The education of the exceptional child. New Delhi: Vikas Publications.

Reynolds, R., & Mann (1987). Encyclopedia of special education. New York: John Wiley & Sons.

Carson, R.C., Butcher, J.N., & Mineka, S. (2007). Abnormal psychology and modern life (11th ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

**B.Sc. Home Science (Human Development)
(Semester-VI)
Children with Special Needs-II
(Practical)**

Credit hrs: 2/week
Exam Hrs.: 3

Maximum marks: 50
Internal Assessment: 10
Paper: 40

Objectives

- To provide basic understanding of special education.
- To generate awareness related to conceptual framework in special education.
- To generate awareness related to the needs and rights of special children

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks).

Contents:

1. Carry out a case study of a child with any impairment.
2. Prepare and present a report on welfare schemes being run by Government and Non-Government Organizations related to children with special needs in your city.
3. Interview any special teacher and get her feedback on methods and materials used by her and problems faced with such children. Prepare a report of the same.
4. Prepare a display on current issues related to children with special needs.

References:

- Mangal, S.K. (2012). Educating exceptional children: An introduction to special education. New Delhi: PHI Learning Pvt. Ltd.
- Panda, K.C. (2001). The education of the exceptional child. New Delhi: Vikas Publications.
- Reynolds, R., & Mann (1987). Encyclopedia of special education. New York: John Wiley & Sons.
- Carson, R.C., Butcher, J.N., & Mineka, S. (2007). Abnormal psychology and modern life (11th ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

B.Sc. Home Science (Human Development)
(Semester-VI)
Development in Early and Late Adulthood
(Theory)
(Common to composite and HDFR)

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks: 50

Internal Assessment:10

Paper:40

Objectives:

To enhance students awareness of development of early and late adulthood.

To acquaint students with problems of early and late adulthood.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All question may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Contents:

Unit I

1. Physical development in early adulthood
 - a. Physical changes.
 - b. Health and fitness.
2. Vocational choice in early adulthood and factors affecting it.

Unit II

3. Personal relationships in early adulthood
 - Selecting mate, romantic love.
 - Friendships.
 - Loneliness.

Unit III

4. Characteristics of late adulthood.
5. Changes in men and women.

Unit IV

6. Changing relationships in late adulthood.

7. Retirement.

References:

Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall.

Craig, G. (1999). Human Development. NJ: Prentice Hall.

Cole, M. & Cole, S. (1995). The Development of Children. NY:Freeman & Co. Berk,

L.E. (1998). Development through the lifespan. Boston: Allyn and Bacon.

Rice, F.P. (1992). Human Development: A lifespan approach. New Jersey: Prentice Hall

Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York:

Macmilan. Santrock, j.W. (1997). Life span development. Brown and Benchmark.

**Papalia, D.E. ,Olds, S.W. and Feldman, R. D. (2004) Human Development. (9
th edition), Tata McGraw Hill: New Delhi**

B.Sc. Home Science (Human Development)

(Semester-VI)

Development in Early and late Adulthood

(Practical)

(Common to composite and HDFR)

Credit hrs: 2/week

Exam Hrs.: 3

Maximum marks: 50

Internal Assessment:10

Paper:40

Objectives:

To study and understand development during early and late adulthood

To gain an insight into problems of early and late adulthood .

To generate awareness related to issues concerning early and late adulthood.

To familiarize students with psychological tests for assessing problems of early and late adulthood.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Contents:

1. Administer and interpret any psychological test related to any one of the following:
 - a. Mental Health of young adults.
 - b. Well-being of young adults.
 - c. Mental Health and well-being of retired individuals.
2. Conduct a survey of 5 young couples and assess adjustments made by them in the following areas
 - a. Relationship with spouse.
 - b. Relationship with in-laws.
 - c. Parenting.
3. Prepare a display for bulletin board concerning topics related to early and late Adulthood.
4. Collect you-tube or power point presentations related to problems faced in late adulthood and make a presentation in class.

Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall.

Craig, G. (1999). Human Development. NJ: Prentice Hall.
Cole, M. & Cole, S. (1995). The Development of Children. NY:Freeman & Co.
Berk, L.E. (1998). Development through the lifespan. Boston: Allyn and Bacon.
Rice, F.P. (1992). Human Development: A lifespan approach. New Jersey: Prentice Hall
Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmilan.
Santrock, j.W. (1997). Life span development. Brown and Benchmark.
Papalia, D.E. ,Olds, S.W. and Feldman, R. D. (2004) Human Development. (9 th edition),
Tata McGraw Hill: New Delhi

**B.Sc. Home Science (Human Development)
(Semester-VI)
Marriage and Family
(Theory)**

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks: 50

Internal Assessment:10

Paper: 40

Objectives:

To introduce marriage and family in human development and family relationship perspective.

To appraise students of a systematic understanding of institute of marriage from establishing a companionship to happy family life; to orient them to dysfunctional marriage.

To help to understand the structural and functional change in family in the present scenario. To connect the factors of marriage and family well being.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All question may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Contents:

UNIT-I

1. Family: Definition, types
2. Changing family trends

UNIT-II

3. Introducing family life cycle
4. Contribution of each generation to a happy family

UNIT-III

5. Marriage: Definition, types- love marriage, arranged marriage, live in relationship, same sex marriages
6. Nurturing married relationship – do's and don'ts

UNIT-IV

7. Dysfunctional marriage - Causes and Consequences

8. Impact of dysfunctional marriage on children.

References:

- Ahuja, R. (1997). Indian social system (2nd ed.). Jaipur: Rawat Publications.
- Arcus, H.E., & Others (1993). Handbook of family life education: The Practice of Family life education (vol.II). New York: Stage Publications.
- Bahr, S.J. (1989). Family interaction. New York: Macmillan.
- Bharat, S. (1996). Family measurement in India. New Delhi:Sage Publication
- Colemar, J.C. (1998). Intimate relationships: Marriage and family patterns. N.H.: Macmillan.
- Gladding, S.T. (1992). Counselling: A comprehensive profession. New Jersey: Prentice hall.
- Lock, S.L. (1992). Sociology of the family. London: Prentice Hall.
- Queen, S.A. (1985). The family in various cultures. (5th ed.) New York: Harper & Row.
- Robert, H., & Lauer, C. (1997). Marriage and family. (3rd edition).USA: Brown & Benchmark.
- Pauline, B. (2002). Family stress management. (2nd ed.) Sage publications.

**B.Sc. Home Science (Human Development)
(Semester-VI)
Marriage and Family
(Practical)**

Credit hrs: 3/week
Exam Hrs.: 3

Maximum marks:75
Internal Assessment: 25
Paper: 50

Objectives:

- To sensitize the students on changing trends in family structure and family relationships.
- To introduce the concept of premarital counselling
- To promote understanding of issues among a couple with poor marital relationships.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Contents:

1. Interview 5 couples innuclear or joint families and report their experiences related to family relationships, role allocations, adjustments to be made and problems faced .
2. Organize a panel discussion on issues related to marriage by inviting suitable community members including experts. Write a report on it.
3. Record perceptions of children from different family structures (single/ parents/ dual working/ single earning) on parenting and interrelationships with their parents by using a self-developed tool (interview schedule/ questionnaire and / or observations).
4. Conduct an interview of 5 male and 5 female young adults related to qualities expected of a marriage partner, their role allocations and expected marital adjustments .Develop a module for pre-marital counselling based on the feedback.
5. Collect and present stories/articles/reports/you tube clippings related to marital discord in the class and discuss various strategies to help the couples in such situations.
6. Administer any test of marital adjustment and interpret

its results. References:

Gladding, S.T. (1992). Counselling: A comprehensive profession. New Jersey: Prentice hall.

Lock, S.L. (1992). Sociology of the family. London: Prentice Hall.

Queen, S.A. (1985). The family in various cultures. (5th ed.) New York: Harper & Row.

**B.Sc. Home Science (Human Development)
(Semester-VI)
Old Age
(Theory)**

Credit hrs: 3/week
Exam Hrs.: 3

Maximum marks: 50
Internal Assessment:10
Paper:40

Objectives:

To enable to become aware and sensitize to the issues related to old age.

To create awareness about the rights and welfare agencies catering to the needs of old age.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All question may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Content:

UNIT I

1. An Introduction to Aging and the Aged
 - a. Definition of an old or elderly person.
 - b. Characteristics of old age.
 - c. Developmental Tasks of old age.

UNIT II

2. Adjustment to physical and motor changes in old age.
3. Psychological changes in old age.

UNIT III

4. Old age vocational and family adjustments – adjustment to retirement, changes in family like loss of spouse.
5. Elderly Abuse- nature and effects.

UNIT IV

6. Welfare of the Elderly

- a. Programs and schemes for the welfare of the elderly.
- b. Support systems for the well being of the elderly.

References.

Berk, L.E (1996). *Child Development*. New Delhi: Prentice Hall.

Craig, G. (1999). *Human Development*. NJ: Prentice Hall.

Cole, M., & Cole, S. (1995). *The Development of Children*. NY: Freeman & Co.

Berk, L. E. (1998). *Development through the lifespan*. Boston: Allyn and Bacon.

Rice, F.P. (1992). *Human development: A life span approach*. New Jersey: Prentice Hall.

Schiamberg, L.B. & Smith, K.U. (1982). *Human Development*. New York: Macmillan.

Santrock, J.W. (1997). *Life span development*. Brown and Benchmark.

**B.Sc. Home Science (Human Development)
(Semester-VI)
Old Age
(Practical)**

Credit hrs: 3/week

Exam Hrs.: 3

Maximum marks:75

Internal Assessment :25

Paper: 50

Objectives:

- To sensitize the students to the issues related to old age.
- To develop skills for organizing activities for the elderly.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Content:

1. Visit and write a report of any two old age welfare centres.
2. Conduct any one psychological test on elderly pertaining to their adjustment/mental health and well-being.
3. Conduct a case study and analyze psycho-social problems/ abuse in the elderly.
4. Invite a group of elderly and conduct a power point presentation on any relevant issue concerning them.
5. Prepare a display related to facilities, programmes and agencies working for the elderly in Chandigarh.
6. Suggest 5 recreational activities for the elderly and conduct them in the old-age home in your city or with a group of elderly visiting your college.

References:

- Berk, L.E (1996). Child Development. New Delhi: Prentice Hall.**
- Craig, G. (1999). Human Development. NJ: Prentice Hall.**
- Cole, M., & Cole, S. (1995). The Development of Children. NY: Freeman & Co.**
- Berk, L. E. (1998). Development through the lifespan. Boston: Allyn and Bacon.**
- Rice, F.P. (1992). Human development: A life span approach. New Jersey: Prentice Hall.**
- Schiemberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmillan.**
- Santrock, J.W. (1997). Life span development. Brown and Benchmark.**

B.Sc. Home Science (Human Development)
(Semester-VI)
Economics and Entrepreneurship Development-II
(Theory)
(Common to all)

Credit Hrs. : 2/week

Exam Hrs. : 3

Maximum Marks: 50

Paper: 40

Internal Assessment: 10

Instructions to the paper setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four units. Paper setter will set a total of nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus.
3. Student will attempt one question from each unit and the compulsory question (Total of five questions)
4. All questions may carry equal marks, unless specified.

Objectives

1. To introduce the students to the world of business by developing in to them the core skills and competencies required for an entrepreneur.
2. To learn the process of creation and management of entrepreneurial venture.

Unit-I

1. Small business enterprise management:

Setting up of small scale enterprise.

Institutions assisting Small business enterprises in India

2. Problems of small business enterprises in India.

Unit-II

3. Business Environment:

Types of Business environment: Micro and Macro

Factors affecting business environment

4. Profitability of business:

Social cost and benefit Analysis

Unit-III

5. Business marketing:

Marketing strategies-packaging, advertising, e-marketing, personal selling

6. Four Ps of marketing:

Product, Price, Place and Promotion.

Unit-IV

7. Project Finance

Long term and short term sources of finance

Fixed capital and Working capital

8. Project Formulation

Need and scope

Elements of project formulation

Recommended Readings:

- 1. Gupta C.B and Srinivisan N.P, “ Entrepreneurial Development”
Sultan Chand and Sons, New Delhi**
- 2. Khanna S.S, “Entrepreneurship Development” Sultan Chand and Sons, New Delhi**
- 3. Patel, V. G., “The Seven Business Crises and How to Beat Them”
Tata-McGraw, New Delhi, 1995.**
- 4. SIDBI Report on Small Scale Industries Sector (Latest Editions)**
- 5. Taneja, Satish and Gupta, S.L, “ Entrepreneurship Development-New
Venture Creating” Galgotia Publishing House, New Delhi, Latest Edition**

**B.Sc. Home Science (Human Development)
(Semester-VI)
Economics and Entrepreneurship Development-II
(Practical)
(Common to all)**

Credit Hrs.: 2/week

Exam Hrs.: 3

Maximum Marks: 50

Paper: 25

Internal Assessment: 25

The main objective of the Paper setter:

- (i) Develop the ability to select potential areas for self-employment.**
- (ii) To acquire the knowledge of optimum use of human resources.**

CONTENT

1. Case study of an entrepreneur (at least one for successful and one for failure enterprise). The case study will include:

- a) Important features of an enterprise.**
- b) Competencies of an entrepreneur.**
- c) Sources of finance**
- d) Reasons for success and failures.**
- e) Preparation of a report on the basis of case study analysis and giving innovative ideas for better enterprise management.**

2. Developing a Business Plan for Micro enterprises. Calculation of Breakeven point and conducting feasibility analysis.

3. Steps to organize and manage any one of the

following: a. Cafeteria/Diet clinic

b. Nursery school/Day care

c. Boutiques/window and interior store display

d. Interior Design studios.

B.Sc. Home Science (Human Development)
(Semester-VI)
EXTENSION EDUCATION-II
THEORY
(COMMON TO ALL)

Credit hours: 2/week

Exam Hrs.: 3

Maximum Marks : 50

Paper : 40

Internal Assessment : 10

Objectives:

1. To understand the concept of extension and its relevance for self & national development.
2. To appreciate the role of Home Science extension in community development.
3. To create awareness about rural development and various programs and agencies involved in it.

Instructions to the paper setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four units. Paper setter will set a total of nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus.
3. Student will attempt one question from each unit and the compulsory question (Total of five questions)
4. All questions may carry equal marks, unless specified.

UNIT – I

1. Rural development
Concept of rural development

Role of extension workers in rural
development Qualities of extension worker

2. Rural Development Programmes in India
Integrated Child Development Service (ICDS)
Integrated Rural Development Programme (IRDP)
Mahatma Gandhi National Rural Employment Guarantee Act(MGNREGA)

UNIT – II

3. Community development
Concept and origin of community development
Basic features of community development

Philosophy of community development
4. Introduction to Panchayati Raj-
Concept of three tier system of administration
Evolution of panchayati Raj
Meaning of democratic decentralization

UNIT – III

5. Extension programme
Concept of extension programme.
Characteristics of a good extension programme.
6. Participation in extension programme
Advantages of people's participation in extension programme
Reasons for non-participation of
people Levels of participation

UNIT – IV

7. Extension programme planning
Concept of extension programme planning
Principles of extension programme planning
8. Process of Extension Programme Planning-Collect facts, analyse situation, identifying problems,
decide objectives, develop plan of work, execute plan, evaluation of progress , reconsideration

B.Sc. Home Science (Human Development)
(Semester-VI)
EXTENSION EDUCATION-II
(PRACTICAL)
(COMMON TO ALL)

Credit hours: 2/week

Exam Hrs. : 3

Maximum Marks: 50

Paper : 25

Internal Assessment:25

Objectives:

1. To enable the students to carry out their social responsibility by extending their knowledge and services to the people in need.
2. To develop skills in the use of participatory approaches in programme planning and evaluation.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 and 10 marks respectively (Total = 15 marks)

Contents:

1. Survey of a specific community for need assessment.
2. Presentation of planning and organization of a need based extension programme for the selected community in relation to anyone of the following aspects:-
 - a. Literacy
 - b. Income Generation
 - c. Health
 - d. Social Evil
3. Conduct an extension or outreach activity in a selected community.
4. Evaluation of the above extension or outreach activity conducted.

RECOMMENDED READINGS:

- 1. Dhama, O.P. Bhatnagar, O.P., Second Edition 1985, Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.**
- 2. Dubey V.K. and Bishnoi Indira, First Edition 2008, Extension Education and Communication, New Age International Publishers, New Delhi.**
- 3. Supe S.V., Second Edition 1997, An Introduction to Extension Education, Oxford and IBH Publishing Co.Pvt.Ltd, New Delhi.**
- 4. Ray G.L., Seventh Edition, 2008, Extension Communication and Management, Kalyani Publishers, New Delhi.**
- 5. Desai Vasant, First Edition 1991, Fundamentals of Rural Development, Himalaya Publishing Henge.**
- 6. Oakley P. and Garforth C. FAO, 1985, Guide to Extension Training.**
- 7. Singh K. Uttam, Nayak A.K., Commonwealth Publishers, 2005, Extension Education.**