

PANJAB UNIVERSITY CHANDIGARH- 160014 (INDIA)

(Estd. under the Panjab University Act VII of 1947-enacted by the Govt. of India)



FACULTY OF SCIENCE

SYLLABI

FOR

M.Sc. Home Science

(Human Development)

EXAMINATIONS 2022-23

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Human Development

Introduction

The Master's program in Human Development and Family Relations is built upon knowledge and competencies developed during the undergraduate program. The focus of the post – graduate program would be to develop professional and entrepreneurial skills in the domains of early childhood care and education, working for persons with special needs, empowerment of families and communities and developmental programming.

The curriculum focuses at post – graduate level to foster a firm theoretical background with amalgamation of practical skills and development of research related abilities , so that the graduates are capable of critical and analytical thinking , sensitive to societal issues and concerns , and able to communicate skillfully.

The program aims at creating professionals who will utilize the substantive knowledge in the realm of Human Development and Family Relations to respond to the challenges of a dynamic socio –economic political situations and system .The students would be competent to address emergent issues and concerns of society with sensitivity to understand cultural, psychological and life - span developmental perspectives.

The program would enable graduates to work as: teachers at university level, researchers, co-coordinators / supervisors / program planners in government and non governmental organizations / agencies at national and international level. The students having adequate background in planning, evaluating, monitoring and organizing skills would be able to work as entrepreneurs and also play advocacy related roles.

Objectives

The Post – Graduate program in Human Development and Family Relations will focus on developing knowledge and competence for:

- Teaching and research in academic and other institutions.
- Planning and conducting intervention, guidance and advocacy for empowerment of families and communities.
- Supervisory, training and consultancy roles and responsibilities in government and non – government agencies / institutions.
- Entrepreneurship in specific areas of human development and family studies.
- Planning, monitoring and evaluation of various programs for children and families.
- Advocacy and policy related roles.

Note: The syllabi have been prepared using the guidelines given in the UGC Model Curriculum (Home Science) for postgraduate programs (2001).

**SCHEME OF STUDIES
M.Sc. (Human Development)**

Semester – I

Code	Subject	Credit Hours			Theory Marks			Practical Marks			Grand Total
		Theory	Practical	Total	Paper	Internal Assessment	Total	Paper	Internal Assessment	Total	
HD 101	Socialization in various family contexts across different cultures	4	--	4	90	10	100	--	--	--	100
HD 102	Early Childhood Care & Education	3	--	3	65	10	75	--	--	--	75
HD 103	Assessment in Human Development	2	3	5	45	05	50	60	15	75	125
HD 104	Effective Parenting Skills	--	2	2	--	--	--	40	10	50	50
105	Research Methodology & Statistics	3	2	5	65	10	75	40	10	50	125
HD 106*	Infancy Seminar	--	2	2	--	--	--	--	50	50	50
				21							525

***There will be no University examination for this practical. Internal Evaluation will be based on continuous assessment.**

Semester – II

HD 107	Theories of Developmental Psychology	4	--	4	90	10	100	--	--	--	100
HD 108	Guidance and Counseling Across the Life Span	3	2	5	65	10	75	40	10	50	125
HD 109	Physical Growth & Development	3	--	3	65	10	75	--	--	--	75
HD 110	Development of Creativity in Children	2	2	4	45	05	50	40	10	50	100
HD 111	Mental Health in Developmental Perspective	2	--	2	45	05	50	--	--	50	50
HD 112*	Early Childhood years (Seminar)	--	2	2	--	--	--	--	50	50	50
HD 113**	Dissertation (Synopsis)	--	2	2	--	--	--	--	50	50	50
				22							550

****Marks will be awarded by the supervisor internally on the basis of synopsis/continuous evaluation *There will be no University examination for this practical. Internal Evaluation will be based on continuous assessment.**

Semester –III

Code	Subject	Credit Hours			Theory Marks			Practical Marks			Grand Total
		Theory	Practical	Total	Paper	Internal Assessment	Total	Paper	Internal Assessment	Total	
HD 113#	Dissertation (Review of literature and Data Collection)	--	2	2	--	--	--	--	50	50	50
HD 114*	Program Planning and Placement in Child Welfare Agencies	--	4	4	--	--	--	20 (viva voce)	80 (continuous assessment)	100	100
HD 115	Care & Education of Children with Special Needs	4	2	6	90	10	100	40	10	50	150
HD 116	Principles of Development	4	--	4	90	10	100	--	--		100
HD 117	Women Empowerment	2	2	4	45	05	50	40	10	50	100
HD 118*	Adolescence (Seminar)	--	2	2	--	--	--	--	50	50	50
				22							550

#Marks will be awarded by the supervisor internally on the basis of data collection/continuous evaluation.

***Internal Evaluation will be based on continuous assessment which will include school placements focusing on planning of activities, participation skills, parent-teacher meeting, nutrition programs, teaching aids and report writing.**

Semester – IV

HD 119	Law , Policy and Programs for Children & Women	4	--	4	90	10	100	--	--	--	100
HD 120	Psychological Well-Being across Life Span	--	2	2	--	--	--	40	10	50	50
HD 121	Persons with Disabilities	3	--	3	65	10	75		--	--	75
HD 122*	Old age (Seminar)	--	2	2	--	--	--		50	50	50
HD 113	Dissertation (Report writing and Final Presentation)	--	4	4	--	--	--	100	--	100	100
				15							375
Grand Total				80							2000

***There will be no University examination for this practical. Internal Evaluation will be based on continuous assessment.**

Guidelines for Internal Assessment for Theory

I.

a) Written Test	:	25 (reduced to 5)
b) Snap Test	:	25 (reduced to 5)
c) Participation in Class Discussion	:	15 (reduced to 3)
d) Term Paper	:	25 (reduced to 5)
e) Attendance	:	10 (reduced to 2)
Total	:	100 (reduced to 20)

Note: For courses with a total amounting to 75 marks, the internal assessment will be further reduced to 15 and for courses with a total amounting to 50 marks, the internal assessment will be further reduced to 10.

II. Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment shall be available only to those students who attend 75% or more of classroom lectures/seminars/workshops. The break-up of marks for attendance component for theory paper shall be as under:

Attendance Component	Marks for the theory paper
(a) 75% and above upto 85%	: 1
(b) Above 85%	: 2

III. Minimum of 50% is required in the internal assessment.

IV. Internal Assessment Awards must be sent to the Controller of Examinations, by name, two weeks before the commencement of the particular examination on the performa obtainable from the examination branch.

Guidelines for Internal Assessment for Practical

- I. The guidelines have been given along with the practical subject in the syllabus.
- II. Minimum of 50% is required in the internal assessment.

Internship

- The student will undergo internship in various agencies for six weeks during the summer break at the end of 2nd semester.
- Each student will be assigned to a faculty member and the students will present their work to a faculty member.
- Students will obtain a certificate of completion of training which will be mandatory for being awarded the M.Sc. Degree in Human Development and Family Relations.

SYLLABUS AND COURSES OF READINGS

M.SC. (HUMAN DEVELOPMENT) FIRST SEMESTER

SOCIALIZATION IN VARIOUS FAMILY CONTEXTS ACROSS DIFFERENT CULTURES (THEORY)

Maximum Marks:100

Paper: 90

Internal Assessment: 10

Course No: HD 101

Credit Hours: 4/ week

Duration of Exam: 3 hours

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives

1. To understand family as a component of socio-cultural milieu and context.
2. To create awareness regarding structures, function, needs and strengths of families with specific reference to the Indian family.
3. To realize and appreciate universals and variations in family life patterns across cultures.

Contents

UNIT-I

1. An Introduction to family – Issues and Change.
 - Functions
 - Marital and gender roles
 - Family life styles – cultural variations.
2. Socio – cultural studies of family patterns in India.
 - Family structure – Traditional extended joint families
 - Alternate families – Single parent, step-children, female headed
 - Causes and effects of different family structures on changing roles of family.

UNIT-II

3. Social class variations in family life styles.
4. Family and societal influences
 - Work and family
 - Education and family
 - Religion and family
 - Health and family
 - Ecology and family
 - Socio-economic status and family

UNIT-III

5. Contemporary issues and concerns:
- Family violence, battered women, child maltreatment, Sexual abuse
 - Dowry
 - Divorce and remarriage
 - Gender roles
 - Live-in relationships

UNIT-IV

- 6 Child rearing and socialization in different tribes.
7 Marital and family relationships, patterns of interaction throughout life-

cycle. * Guidelines for internal assessment – Refer to scheme of studies

References:

1. Ahuja , R . (1997).Indian Social System (2nd Ed.).Jaipur: Rawat Publications.
2. Arcus , H.E. & Others (1993).Handbook of Family Life Education : The Practice of Family life education (Vol.II).New York: Sage Publications.
3. Bahr, S.J. (1989).Family Interaction .New York: Macmillan.
4. Bharat , S .(1996).Family Measurement in India. New Delhi: Sage.
5. Colemar ,J .C.(1998).Intimate Relationships: Marriage and Family Patterns .N.Y.: Macmillan.
6. Cooser ,R.(1975).Family :Its Structure and Functions . New York: Macmillan.
7. Das , H.S.&Bardis ,P.D.(Eds.)(1978).The World Revolution in Family Patterns .New York: The Free Press.
8. Das, S. (1986) Tribal Life of North-Eastern India: Habit, Economy, Customs, Traditions. New Delhi: Gian Publishing House.
9. Lerner ,R.M.(Ed.),(1978). Child influences on marital and family interaction: A life span perspective. Washington: National Academies Press.
10. Lock , S.L.(1992). Sociology of the Family .London: Prentice Hall.
11. Maharatna, A. (2005). Demographic Perspective on India's Tribes. Oxford University Press
12. Majumdar, D.N. (1944). Fortunes of Primitive Tribes. Universal Publishers: Lucknow.
13. Mohanty, P.K. (2006). Encyclopedia of Scheduled Tribes in India. Isha Book: New Delhi.
14. Queen, S.A. (1985). The Family in Various Cultures. (5th Ed.)N.Y.: Harper & Row.
15. Rath, G.C. (2006). Tribal Development in India: Contemporary Debate. Sage Publications.
16. Sharma, A. (1998). Castes and Tribes in India: The Crucial Transition. New Delhi:Common Wealth Publisher.

EARLY CHILDHOOD CARE AND EDUCATION (THEORY)

Maximum Marks: 75
Paper : 65
Internal Assessment: 10

Course No: HD 102
Credit Hours: 3/week
Duration of Exam: 3 hours

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives

1. To gain knowledge regarding significance, principles of ECCE.
2. To develop skills and techniques to plan activities in ECCE centers of different types.
3. To gain an insight regarding the basic requirements and infrastructure of various ECCE centers.

Contents

UNIT-I

1. Principles of Early Childhood Care and Education - Importance, need, and scope of ECCE.
 - Objectives of ECCE.
 - Types of preschool/programs: Play centers, day care, Montessori, kindergarten, balwadi, anganwadi, etc.
 - Concepts of non-formal, formal, and play way methods.
2. Historical trends (Overview)
 - Contribution of the following thinkers to the development of the ECCE (their principles, applications, and limitations) in the context of ECCE.
 - Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, Tarabai Modak, M.K. Gandhi, Rabindranath Tagore).
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UNIT-II

3. ECCE in India
 - Pre independence period, post independence period – Kothari commission, contribution of the five year plans to the ECCE – Yashpal Committee.
4. Contribution of the following agencies/programs to ECCE in India. ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, mobile crèches etc.

UNIT-III

5. Organization of preschool centers
 - Concept of organization and administration of early childhood centers.
 - Administrative setup and functions of personnel working at different levels.
 - Building equipment: Location and site, arrangement of rooms, different types and size of

rooms, playground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material.

- Staff/personnel services conditions and roles: Role and responsibilities, essential qualities of a caregiver/teacher, other personnel.
- Record and report: Types, aims and purpose/need, general characteristics, anecdotal, cumulative, sample work, medical etc.

6. Program planning

Planning: Setting goals and objectives of plans – long term, short term, weekly, and daily planning, routine and schedules.

UNIT-IV

7. Activities for ECCE

- Language Arts: Goals of language, types of listening and activities to promote listening various activities – (songs, object talk, picture talk, pre conversation, books, games, riddles, jokes, stories. Criteria and selection of activities, teachers' role).
- Art and craft activities (creative activities of expression): Types of activities – chalk, crayon, paints, paper work, and best out of waste. Role of teacher in planning the activity, motivating children. Fostering appreciation of art and craft activity.
- Music: Songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music, making, listening, and singing.
- Mathematics: Goals of mathematical learning, developmental concepts at different stages; principles of teaching Mathematics – firsthand experience, interaction with others, using language, reflection. Mathematical concepts like: classification, conservation, seriation, comparison, counting, fraction, one to one correspondence, addition and subtraction.
- Science: a) Thinking: Observing, inferring, classifying, communicating. b) Concept formation: differentiation, grouping, labeling. Role of science, developing scientific outlook by a spirit of inquiry, objectivity, observation. Role of teacher in some important science experiences.
- Social Studies: Goals of social studies, field trips, of fostering good self-concept and respect for others. Promoting social studies through celebration of festivals. Role of teacher.

*** Guidelines for internal assessment – Refer to scheme of studies**

References:

1. Brewer, J.A. (1988). Introduction to early childhood Education. (3rd Ed.). Boston: Allyn & Bacon.
2. Carol, E.C. & Allen, J. (1993). Early childhood curriculum. University of Tennessee, New York: Macmillan.
3. Barbara, D. (1983). Early childhood education. New York: Macmillan.
4. Grewal, J.S. (1984). Early childhood education. Agra National Psychological Corporation Pub.
5. Kaul, V. (1997). Early childhood education program. New Delhi: NCERT.
6. Mohanti & Mohanti (1996). Early childhood care & education. New Delhi: Deep & Deep Publication.
7. Saraswathi, T.S. (1988). Issues in Child Development, Curriculum & Other Training & Employment. Mumbai: Somaiya.
8. Swaminathan, M. (Ed.) (1998). The first Five Years: a critical perspective on Early Childhood Care and Education in India. New Delhi: Sage.
9. Verna, H. (1985). Guiding the young child. N.Y.: Macmillan.

**ASSESSMENT IN HUMAN DEVELOPMENT
(THEORY)**

**Maximum Marks: 50
Paper:45
Internal Assessment: 05**

**Course No: HD 103
Credit Hours: 2/ week
Duration of Exam: 3 hours**

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives

1. To gain insight into the nature and techniques of assessment in human development.
2. To gain knowledge regarding important aspects of test construction and application. Contents

UNIT-I

1. Concept of testing and measurement, tools of psychological assessment, ethics and professional issues in testing.

UNIT-II

2. Scales of measurement, norms – concept of norms, types of norms, reliability – concept, types, factors affecting reliability, validity - concept, types, factors affecting validity. Relation between reliability and validity.
3. History of psychological testing, nature of psychological tests, classification of tests.

UNIT-IV

4. Hypothesis and its testing, techniques of evaluation with reference to intelligence, personality, aptitude and adjustment.

* Guidelines for internal assessment – Refer to scheme of studies

References:

1. Anastasi, A. (1988). Psychological testing (6th edition).New York: Macmillan
2. Bloom,B.S., Madaus,G.J., &Hastings,J.T.(1981). Evaluation to improve learning. New York: Mc Graw Hill.
3. Cronbach,L.J.(1990). Essentials of Psychological Testing (5th edition).New York: Harper and Row.
4. Gronlund,N.E.(1998). Assessment of student achievement (6th edition). Boston: Allyn and Bacon.
5. Ebel, R.L., &, Frisbie D.A. (1991).Essentials of educational measurement. NJ: Prentice Hall.

**ASSESSMENT IN HUMAN DEVELOPMENT
(PRACTICAL)**

**Maximum Marks: 75
Paper: 60
Internal Assessment : 15**

**Course No: HD 103
Credit Hours: 3/ week
Duration of Exam: 3 hours**

Instructions to the Examiner

Note:

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives

1. To study different methods and techniques of understanding human development.
2. To apply the various methods studied in a practical context.

1. Understanding the self.

Administration, scoring, and evaluation of any test about the self, e.g. Myers Briggs Type Indicator (MBTI), the Subjective Well-being Inventory (WHO).

2. Observation Method

Theoretical perspectives, use of checklists, establishing reliability in observations, maintaining an observation record, report writing and evaluation.

3. Interview Method

Theoretical perspectives, development of different types of interview schedule, analysis and coding of interview data.

4. Questionnaire Method

Theoretical perspectives, development of different types of questionnaire, analysis and coding of questionnaire data.

5. Psychometric methods

- Scales for infant assessment
- The Wechsler Battery of tests
- Children's Apperception Test
- Draw a Man Test

Terminal examination :	5 marks
Project work :	5 marks
File :	3 marks
Attendance :	2 marks
Total :	15 marks

References:

1. Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York: Plenum Press.
2. Bassu, J .W. (1988). Research in education. Prentice Hall , Inc : Englewood Cliffs.
3. Gay, L.R. (1992). Educational research competencies for analysis & application. New York: Maxwell Macmillan Internation
4. Kaul , L (1992). Methodology of educational research. New Delhi: Vikas Publishing House.

EFFECTIVE PARENTING SKILLS (PRACTICAL)

Course No.: HD 104
Credit Hours: 2/week
Duration of Exam: 3 hours

Maximum Marks: 50
Paper: 40
Internal Assessment : 10

Instructions to the Examiner

Note:

- 1. Each practical paper will be of three hours duration.**
- 2. The question paper should cover the entire syllabus.**

Objectives

- 1. To understand the significance of parental role in child rearing.**
- 2. To develop skills for parental involvement in enhancing a child's holistic development.**
- 3. To learn to conduct parent education programs.**

Contents

- 1. Introduction**
- 2. The task of parenting and the concept of parenting skills.**
- 3. Changing concept of parenthood and childhood.**
- 4. Being a competent parent.**
- 5. Individual parenting roles**
 - **Determinants of parenting behavior.**
 - **Characteristics of the parenting roles. - The mothering role, the fathering role.**
 - **Concept of family, family life cycle stages.**
- 6. a) Identify a child or an adolescent with a problem. Conduct a home visit and interview the parents.**
b) Plan strategies to help the parents and the child or the adolescent deal with the problem
- 7. Select any one of the following techniques and use it to impart education to parents on effective parenting skills of either children or adolescents related to their personality development:**
 - **Written magazine/newsletter**
 - **Drama/Street play**
 - **Puppet Show**
 - **Handouts**
 - **Panel discussion**
 - **Film show**
 - **Group discussion**

8. Select a child with special needs and plan a need based intervention program for the parents. Conduct at least five activity sessions with the family and suggest specific measures for parental involvement.

Terminal examination :	5 marks
File :	3 marks
Attendance :	2 marks
Total :	10 marks

References:

1. Bigner, J. (1979). Parent child relations: An introduction to parenting. N.Y : McMillan Publishers.
2. Brim, H. (1980). Learning to be parents, Principles, Programs and methods. New Delhi: Sage Publications.
3. Fine, M. (1980). Handbook on parent education. New York: Academic Press Inc.
4. Gillian (1984). The needs of parents, practice and policy in parent education. McMillan Publishers.
5. Gupta (1991). Speaking of child care. Everything you wanted to know (2nd Ed). New Delhi: Sterling.
6. Mathew. M, Mathew, A., & Wood, B. (2006): Parenting your child. Hyderabad: UBS Publishers.
7. Sharma, H.D. (2004). How to shape your kids better. New Delhi: Pustak Mahal.

**RESEARCH METHODOLOGY AND STATISTICS
(COMMON TO ALL STREAMS)
(THEORY)**

**Maximum Marks: 75
Paper - 65
Internal Assessment - 10**

**Course No.: HD 105
Credit Hours: 3 /week
Duration of Exam: 3 hours**

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives

1. To know the significance of statistics and research methodology in Home Science research.
2. Types, tools, and methods of research and develop the ability to construct data gathering
3. Instruments appropriate to the research design.
4. To know about the appropriate statistical technique for based on the specific research design.

Contents

Unit-I

1. Research- meaning, purpose and approaches
Exploration, Description, Explanation
Research designs- Experimental and Observational
2. **Statistics- Scope and Significance in Home Science discipline**
Descriptive and inferential statistics
Functions and limitations of statistics

Unit-II

3. **The Research Process**
Defining the research problem, research questions, objectives, hypothesis Review of related literature Methodology and tools to be used Citation formats
4. Sampling and Tools
Universe and sample
Types of sampling

Unit-III

5. Understanding various statistical measures Simple Arithmetic Mean (direct method) Median and Mode Standard deviation (assumed mean method) Variance
6. Conceptual understanding of Correlation and Regression (Theoretical introduction) Karl Pearson coefficient of correlation and its properties Regression equation and regression lines

Unit-IV

7. Inferential Statistics
Level of significance
Standard error and Confidence limits
8. Large sample and small sample tests t-test; Significance of difference between means F- test
Chi-square test of independence

References

1. Jain, T,R., Aggarwal, S, C., and Rana, R,K. (2008). Basic Statistics for Economists. V. K. Publications.
2. Gupta, K. R. (2012). Practical Statistics. Atlantic publications
3. Gupta, S. P. (2009). Statistital Methods. Sultan Chand and sons.
4. Meyer, S,L., Gamst, C, G., and Guarino, A, J. (2014). Performing data analysis using SPSS. Sage publications.
5. Field, A. (2015). Discovering Statistics using IBM SPSS Statistics. Sage publications.

**RESEARCH METHODOLOGY AND STATISTICS
(COMMON TO ALL STREAMS)
(PRACTICAL)**

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

**Course No.: HD 105
Credit Hours: 2 /week
Duration of Exam: 3 hours
Instructions to the Examiners**

Note:

- 1. Each practical paper will be of three hours duration**
- 2. The question paper should cover the entire syllabus Objectives**
 - 1. To provide hands on experience to students about data entry and analysis in Excel and SPSS**
 - 2. To familiarize the students with data handling in statistical software. Contents**
 - 1. Basics of Excel- data entry, editing and saving, establishing and copying a formula.**
 - 2. Functions in excel, copy and paste and exporting to MS word document**
 - 3. Graphical presentation of data -Histogram, frequency polygon, Ogives, pie-charts and bar diagrams.**
 - 4. SPSS, opening SPSS, layout, menu and icons analyzing the data using different statistical techniques.**
- 1. Jain, T,R., Aggarwal, S, C., and Rana, R,K. (2008). Basic Statistics for Economists. V. K. Publications.**
- 2. Gupta, K. R. (2012). Practical Statistics. Atlantic publications**
- 3. Gupta, S. P. (2009). Stasisitcal Methods. Sultan Chand and sons.**
- 4. Meyer, S,L., Gamst, C, G., and Guarino, A, J. (2014). Performing data analysis using SPSS. Sage publications.**
- 5. Field, A. (2015). Discovering Statistics using IBM SPSS Statistics. Sage publications.**

**INFANCY SEMINAR
(PRACTICAL)**

**Course No.: HD 106
Credit Hours: 2/ week
Duration of Exam: 3 hours**

**Paper: Internal
Internal Assessment: Evaluation
Total: 50**

Instructions to the Examiners

Note:

- 1. Each practical paper will be of three hours duration**
- 2. The question paper should cover the entire syllabus**

Objectives

- 1. To get an overview of infancy and infant development as the first stage in the life span development process**
- 2. To form a meaningful and practical understanding of infancy**

Contents:

- 1. Characteristic needs of infants and the developmental status of the infants.**
- 2. Significance of catering to the physical and psychological needs of infants.**
- 3. Physical, emotional, cognitive, social and language development in infants.**
- 4. Perception of different group/culture on an infant care and development.**
- 5. Research in the field of infancy.**
- 6. Case study of an infant / Project report on topics related to infancy.**

Internal Assessment is based as follows:

Case Study/ Project Reports	20 marks
Seminar Presentation Total:	30 marks
50 marks	

References:

- 1. Bornstein, M.M.(Eds).(1991). Cultural approaches to parenting. New Jersey: Lawrence Erlbaum Associates.**
- 2. Chisholm, J.S. (1980). Development and adaptation in infancy. New Directions for Child Development, 8, 15-29**
- 3. Cole, M & Cole, S. (1989). The development of children. New York: Scientific American Books.**
- 4. Hellbuegge, T. (Ed) (1980). The first 365 days in the life of a child: The Development of infant. Bombay: Max Mueller Bhavan.**
- 5. Lewis , H & Rosenblum , L..A.(Eds.)The Child in its Family .New York : Plenum Press.**
- 6. Osofsky, J..D.(1987).Handbook of Infancy , New York : Wiley & Sons.**
- 7. Super, C.H. (1981) .Cross Cultural Research on infancy .In H. Triandis& A .Heron (Eds.),Handbook of Cross – cultural psychology , Vol .4 ,17 -53.Boston : Allyn& Bacon.**
- 8. Swaminathan ,M .(Ed.)(1998).The first five years : A critical perspective on early childhood care and education in India. New Delhi: Sage Publications.**

SEMESTER II

THEORIES OF DEVELOPMENTAL PSYCHOLOGY (THEORY)

Course No: HD 107
Credit Hours: 4/week
Duration of Exam: 3 hours

Maximum Marks 100
Paper: 90
Internal Assessment: 10

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives

1. To understand the need for theory in Human Development and Family Relations.
2. To examine theories in context.
3. To understand the practical applications of a theory.
4. To critically evaluate the applicability of theories.

Contents:

UNIT-I

1. Introduction

Developmental theory, Value of a developmental theory: Organizing information, Guiding research, Main issues of developmental psychology

2. Piaget's Cognitive-Stage Theory

UNIT-II

3. Freud's Psychoanalytic Theory

4. Eric Erickson's Psycho-social Theory

UNIT-III

5. Information-Processing Theory

6. Bandura's Social Learning Theory

UNIT-IV

7. Vygotsky's Socio-cultural Theory

8. Urie Bronfenbrenner's Ecological Systems Theory

* Guidelines for internal assessment – Refer to scheme of studies References:

1. Cole, M & Cole, S. (1989). The development of children. New York: Scientific American Books.
2. Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall.
3. Baldwin, A.L. (1980). Theories of child development. New York: John Wiley & Sons.
4. Craig, G. (1999). Human Development. NJ: Prentice Hall.
5. Miller, P.H. (1993). Theories of developmental psychology. New York: W.H. Freeman & Company.
6. Crain, W. (1992). Theories of development: Concepts and applications. New Jersey: Prentice Hall.

7. James, A. & Prout, J. (Eds.). (1990). Constructing and reconstructing childhood. London: Falmer Press.
8. Maier, H.W. (1965). Three theories of child development. , New York: Harper & Row Publishers
9. Muus, E. Rolf. (1996). Theories of Adolescence. USA: McGraw Hill, Inc.
10. Kakar , S . (1997) .Culture and psyche – Selected essays. Delhi: Oxford University Press.
11. Smith , J.A., Harre , R ., & Van Langenhove , L. (1995). Rethinking psychology. London: Sage.
12. Vasta, R. (Ed.). (1992). Six theories of child development: Revised formulations and current issues .London: Sessica Kingsley Publishers Ltd.

GUIDANCE AND COUNSELING ACROSS THE LIFE SPAN (THEORY)

Maximum Marks: 75

Paper: 65

Internal Assessment: 10

Course No: HD 108

Credit Hours: 3/ week

Duration of Exam: 3 hours

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives

1. To introduce basic concepts in guidance and counselling.
2. To understand the need for guidance and counselling in human development.
3. To discuss the processes involved in counselling at different stages in life. Contents

UNIT-I

1. Meaning, aims, principles and basic assumptions of guidance. Need and importance of child and family guidance. Kinds of guidance –educational, vocational and personal.
2. Guidance of children at home and school
Elementary school years
Middle years
Need of sex education at home and school.

UNIT-III

3. Nature of psychological disorders that require counselling and therapy in the following stages of human development
 - Childhood
 - Adolescence
 - Adulthood

- Old age

UNIT-IV

4. Meaning, aims, principles, stages and basic assumptions of counselling. Qualities and skills of a counsellor.
5. Techniques of counselling – directive, non directive, eclectic.

* Guidelines for internal assessment – Refer to scheme of studies

References:

1. Burnard,P. (1999). Counseling skills training. New Delhi: Viva Books.
2. Gladding,S.T.(1996). Counseling: A comprehensive profession .Ohio: Prentice Hall.
3. Jones ,R.N.(2002). Basic counseling skills –A helper’s manual.
4. Patterson,H.C.(1986). Theories of counseling and psychotherapy. New York: Harper.
5. Shertzer,B. &Stone,S.C.(1981). Fundamentals of guidance. Boston: Houghton.

GUIDANCE AND COUNSELING ACROSS THE LIFE SPAN (PRACTICAL)

Maximum Marks: 50

Paper : 40

Internal Assessment: 10

Course No: HD 108

Credit Hours: 2/ week

Duration of Exam: 3 hours

Instructions to the Examiner

Note:

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus. Objectives
 1. To create awareness of the basic skills involved in counseling.
 2. To make the students understand psychosocial aspects of any problem behavior.
 3. To develop competencies for interacting with families in need.
 4. To make students aware of various agencies rendering guidance and counseling services in the city.

Contents

1. Visit and write the report on any two counseling centre such as HIV AIDS, drug de-addiction centre etc.
2. Collect three case studies and analyze the psychosocial problems in each. Prepare case reports.
3. Plan and organize life style education programs such as stress management, positive thinking, building self-esteem, motivation etc.

4. Conducting role play/street play/puppet show etc. to generate community awareness on issues and topics related to human development and family relations.
5. Interaction with practicing counselors working in schools, clinics, women centre, and hospitals and preparing a report of the same.

Internal Assessment is based as follows:

Terminal examination :	5 marks
File :	3 marks
Attendance :	2 marks
Total :	10 marks

References

1. Ferguson, R., & Kelly, M. (2005). Enhancing emotional intelligence. New York: Raleigh Consulting.
2. Geldard, K., & Geldard, D.(2004). Counseling adolescents. New Delhi: Sage Publications.
3. Gladding,S.T.(1996).Counseling: A comprehensive profession .Ohio: Prentice Hall.
4. Matthews, T. (2001). Being a happy teen. Australia: Seashell Publishers.

PHYSICAL GROWTH AND DEVELOPMENT (THEORY)

**Course No. HD 109 Credit
Hours: 3/ week Duration
of Exam: 3 hours**

**Maximum Marks: 75
Paper: 65
Internal Assessment: 10**

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives

1. To understand the concept of growth and development
2. To understand the role of nutrition in the development of an individual
3. To discuss the factors affecting physical growth and development

Contents

UNIT-I

1. Biological and physiological foundations of growth and development.
2. Factors affecting growth and development.

UNIT-II

3. Principles of growth and development

4. The total development of a child as related to the environmental factors: family, social class and culture

UNIT-III

5. ICMR norms of physical development. Anthropometric measurements of physical growth and development. Nature vs nurture
6. Identification, causes and effects of malnutrition on the development and measures of preventing under-nutrition

UNIT-IV

7. Nutritional status of the child in India- infant/child mortality, morbidity rate in India, nutrition and national development
8. Nutrition in infancy and pre-school years- Role of nutrition and its affect on growth and development

* Guidelines for internal assessment – Refer to scheme of studies

REFERENCES:

1. Srivastava, S., Rani, S. (2014).Textbook of Human Development- A Lifespan Developmental Approach: S. Chand & Company Pvt. Ltd.
2. Berk, L.E. (1996). Child Development, New Delhi: Prentice Hall
3. Craig, G. (1999). Human Development. NJ: Prentice Hall
4. Berk, L.E. (1998). Development through lifespan. Boston: Allyn and Bacon
5. Santrock, J.W. (1997). Life Span Development. Brown and benchmark

DEVELOPMENT OF CREATIVITY IN CHILDREN (THEORY)

Course No. HD 110 Credit
Hours: 2/ week Duration
of Exam: 3 hours

Maximum Marks: 50
Paper: 45
Internal Assessment: 05

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives

1. To understand the relevance and scope of studying creativity
2. To discuss the concept of creativity and various approaches to its study
3. To understand the role of the individual, the context and socialization in developing creativity

Contents

UNIT-I

1. Definition and Concept of creativity

Types and Degree of Creativity (Everyday creativity and Eminent Creativity)

Domains , insight and problem solving as related to creativity

2. Scope of the study of creativity

UNIT-II

3. Approaches to the study of creativity: Psychology-dynamical approach (Freud) Psychometric approach (Guildford& Torrance)

4. Approaches to the study of creativity:

Cognitive approach (Weisberg)

Confluence approach (Gardner)

5. Role of creativity in the overall development of the child-Physical, Intellectual, Social and Language

6. Relationship between creativity and intelligence.

7. Influence of child rearing practices, family and culture on creativity

8. Enhancing creativity- brainstorming, problem solving, creative dramatics and

visualization * Guidelines for internal assessment – Refer to scheme of studies

REFERENCES

1. Vernon, P. E.(ed) (1982). Creativity : Selected readings. Middlesex U.K: Penguin.
2. Petty,G.(1998). How to be better at creativity. London: Kagan Page (The Industrial Society)
3. Passi, B.K.(1979). Passi Test of Creativity. Agra: National Psychological Corporation.
4. Dagar, B.S. (1989). Cultural Education and Creativity. New Delhi: Uppal Publication House
5. Khandwalla, P.N. (1988). Fourth eye: Excellence through Creativity .Allahabad: A.H. Wheeler
6. Chaddha,N.K. (1984). Perspectives in Creativity. New Delhi: Ess Publications.
7. Sternberg,R.J. (ED.) (1999). Encyclopedia of creativity. U.K.: Cambridge University Press.
8. Runco, M.A. et. Al. (eds.) (1999).Encyclopedia of creativity. Vol.1 & II.
9. Weisberg,R.W. (1986) Creativity, genius and other myths. NY; Freeman
10. Craft. A. (2005) Creativity in Schools: tensions and dilemmas. New York: Routeledge.

DEVELOPMENT OF CREATIVITY IN CHILDREN (PRACTICAL)

Course no. HD 110
Credit Hours: 2/ week
Duration of Exam: 3 hours

Maximum Marks: 50
Paper: 40
Internal Assessment: 10

Instructions to the Examiner

Note:

- 1. Each practical paper will be of three hours duration.**
- 2. The question paper should cover the entire syllabus.**

Objectives

- 1. To monitor and assess the level of creativity in children**
- 2. To develop resource materials for different creative activities for children**
- 3. To develop skills in providing creative activities for children in various child welfare institutions**

- 1. Tests of Creativity: Any one test of Creativity**
- 2. Survey of indigenous and modern creative techniques used in different schools**
- 3. Plan different creative activities for pre-school children and develop a resource file for the same.**
- 4. Plan and execute workshop for giving orientation to personnel working with child welfare Institutions (pre-schools, play centers, day care centers, children's' home etc.)for Enhancing creativity in children**

Internal Assessment is based as follows:

Terminal examination :	5 marks
File :	3 marks
Attendance :	2 marks
Total :	10 marks

References

- 1. Vernon, P. E.(ed) (1982). Creativity : Selected readings. Middlesex U.K: Penguin.**
- 2. Petty,G.(1998). How to be better at creativity. London: Kagan Page (The Industrial Society) 3.**
- Passi, B.K.(1979). Passi Test of Creativity. Agra: National Psychological Corporation.**
- 4. Dagar, B.S. (1989).Cultural Education and Creativity. New Delhi: Uppal Publication House**
- 5. Khandwalla, P.N. (1988). Fourth eye: Excellence through Creativity .Allahabad: A.H. Wheeler**
- 6. Chaddha,N.K. (1984). Perspectives in Creativity. New Delhi: Ess Publications.**
- 7. Sternberg,R.J. (ED.) (1999). Encyclopedia of creativity. U.K.: Cambridge University Press.**
- 8. Runco, M.A. et. Al. (eds.) (1999).Encyclopedia of creativity. Vol.1 & II. New York: Academic Press.**
- 9. Weisberg, R.W. (1986) Creativity, genius and other myths. NY; Freeman**

Journals

- 1. Journal of Creative Behavior**
- 2. Creative Research Journal**

MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE (THEORY)

**Course No.: HD 111
Credit Hours: 2/ week
Duration of Exam: 3 hours**

**Maximum Marks: 50
Paper: 45
Internal Assessment: 05**

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives

1. To understand the importance of mental health at different stages in life.
2. To develop skills for promoting mental health across the life span.
3. To identify mental health issues in the community and sensitizing its members.
4. To develop skills of organizing school mental health programs.

Contents

UNIT-I

1. Mental health
 - Definition, concept, and importance of holistic health, well-being, and happiness.
 - National mental health policy of India.

UNIT-II

2. Infancy
 - Implication of attachment and bonding for mental health.
3. Early Childhood Years
 - Mental health needs: Safety, security, relationships, autonomy, and self-concept, nutrition, and health.
 - Behavior difficulties: feeding problem, aggression, withdrawal, problems related to early schooling.

UNIT-III

4. Middle Childhood
 - Mental health needs: Recognition, appreciation, friendships, and industry.
 - School related problems: discipline, truancy, fears and phobias, learning difficulties and disabilities.
 - Maladjustment at home and school.
- Mental health needs: Sense of identity, autonomy
- Developmental issues and conflicts

UNIT-IV

6. Adulthood
 - Life events that cause stress and their management.
 - Theories related to stress and coping (Lazarus & Folkman).
 - Violence and sexual abuse.

*** Guidelines for internal assessment – Refer to scheme of studies**

References:

1. Barry, P.D. (1990). *Mental Health and Mental Illness*. (4th Ed.) Philadelphia: J.B.Lippincott Co.
2. Carter, F. & Cheesman, P. (1988). *Anxiety in childhood & adolescence – encouraging self help through relaxation training*. London: Croom Helm.
3. Goleman, D. (1966). *Emotional Intelligence*. N.Y.: Batnam Books.
4. Graham, P.J., Jegede, R.O., Kapur, M, Minde, C., Nikapota, A.P. & Sell, H.L. (1983). *A Manual on child mental health and psychosocial development .Part II, for primary health workers*. New Delhi: WHO.
5. Graham, P.J., Jegede, R.O., Kapur, M, Minde, C., Nikapota, A.P. & Sell, H.L. (1983). *A Manual on child mental health and psychosocial development. Part III for teachers*. New Delhi: WHO.
6. Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi :Sage Publications.
7. Malhotra, S. Malhotra, A. & B Varma, V.K. (Eds.) (1992). *Child mental health in India*. Delhi : Macmillan India Ltd.
8. Pestonjee, D.M. (1992). *Stress and coping: The Indian Experience*. New Delhi: Sage Publications

EARLY CHILDHOOD YEARS (SEMINAR) (PRACTICAL)

Course No: HD 112

Paper: Internal

Credit Hours: 2/ week

Duration of Exam: 3 hours

Internal Assessment: Evaluation

Total: 50

Instructions to the Examiner

Note:

1. Each practical paper will be of three hours duration
2. The question paper should cover the entire syllabus Objectives
 1. To get an overview of early childhood years in the life span development
 2. To form a meaningful and practical understanding of infancy

Contents

1. Basic needs and rights of pre-school child.
2. Agencies that can cater to these needs - family, school, society.
- 3 The physical, emotional, cognitive, social and language development in a pre-school child.
4. Research in the field of pre-school education.
5. Case study of a pre-school child/Project report on topics related to pre-school child.

Internal Assessment is based as

follows: Case Study/ Project

20marks

Reports Seminar Presentation

30 marks

Total: 50 marks

References:

1. Brewer, J.A. (1988).Introduction to early childhood Education. (3rd Ed.).Boston: Allyn& Bacon.
2. Carol , E.C. & Allen, J. (1993) .Early childhood curriculum . University of
3. Barbara, D. (1983).Early childhood education. New York: Macmillan.
4. Grewal ,J.S.(1984) . Early childhood education. Agra National Psychological Corporation Pub.
5. Kaul , V. (1997).Early childhood education program. New Delhi: NCERT.
6. Mohanti&Mohanti (1996) .Early childhood care & education. New Delhi: Deep & Deep Publication.
7. Saraswathi, T.S. (1988).Issues in Child Development, Curriculum & Other Training & Employment. Mumbai : Somaiya.
8. Swaminathan, M. (Ed.)(1998).The first Five Years : a critical perspective on Early Childhood Care and

DISSERTATION (SYNOPSIS)

Maximum Marks: 50

Course No: HD 113

Credit Hours: 2/ week

Objective

To understand an independent piece of research works in a relevant area of Human Development and Family Relations.

Note:

1. The research work should contribute to the advancement of knowledge in the field. The students must be guided and supervised by a member of the teaching faculty of the department. Each student must submit a written dissertation at the 4th semester of M.Sc. Dissertation should include introduction, the end of the methodology, results, discussion, summary, conclusions, and references.
2. Marks will be awarded by the supervisor internally on the basis of selection of the topic and synopsis presentation.

SEMESTER III
DISSERTATION (REVIEW OF LITERATURE AND DATA COLLECTION)

Maximum Marks: 50

Course No: HD 113

Credit Hours: 2/ week

Objective

To understand an independent piece of research works in a relevant area of Human Development and Family Relations.

Note:

- 1. The research work should contribute to the advancement of knowledge in the field. The students must be guided and supervised by a member of the teaching faculty of the department. Each student must submit a written dissertation at the 4th semester of M.Sc. Dissertation should include introduction, end of the methodology, results, discussion, summary, conclusions, and references.**
- 2. Marks will be awarded by the supervisor internally on the basis of review of literature and data collection and continuous evaluation.**

PROGRAM PLANNING AND PLACEMENT IN CHILD WELFARE AGENCIES (PRACTICAL)

Maximum Marks:100
Internal Assessment : 80
Viva- Voce: 20

Course No: HD 114
Credit Hours: 4/ week
Duration of Exam: 3 hours
Note :

- Internal evaluation will be based on the criterion which is mentioned at the end of the course.

Students will be placed, in groups of two, in different early childhood care centres and child welfare agencies simultaneously.

- **There will be no University examination for this practical. Internal evaluation will be based on continuous assessment.**

Objectives :

- **To realize the importance of early years and why childhood matters.**
- **To understand the need for curriculum planning in early years and developing understanding of Early Childhood Care and Education (ECCE) curriculum models and approaches.**
- **To develop understanding of current trends, issues, researches, theories, and practice of ECCE programs.**

Content

1. **Visit to various centers within or outside the city which cater to the pre-school stage e.g. day care center, balwadi, anganwadi, crèche etc.**
2. **Preparing a resource unit file on the basis of play way method/approach.**
3. **Placement and program implementation by students in various child welfare agencies, twice a week.**
4. **Preparing audio-visual aids and presentation of the following:**

Story and their techniques

Types of puppets and mobiles

Art and craft portfolio

Song booklet and low cost musical instruments

Readiness games and material

Picture talk and object talk related material etc.

5. **Developing interpersonal skills and effective communication skills for working with parents and children.**
6. **Planning and implementing a parent teacher meeting.**
7. **Planning, preparation and serving of supplementary nutritious snacks for pre-schoolers.**

Internal assessment is based on field placement in agencies which is as follows:

Planning	10 marks
Participation skills	20 marks
Parent-teacher meeting	10 marks
Nutrition programs	5 marks
Teaching aids	15 marks
Terminal examination	15 marks
File	3 marks
Attendance	2 marks
Total	80 marks

References :

1. **Brewer, J.A. (1988). Introduction to Early Childhood Education (3rd Ed.), Boston : Allyn & Bacon.**
2. **Carol, E.C. and Jan Allen (1993). Early Childhood Curriculum, University of Tennessee, New York: Macmillan.**
3. **Barbara, D. (1983). Early Childhood Education, New York: Macmillan.**
4. **Grewal, J.S. (1984). Early Childhood Education, Agra National Psychological Corporation Pub.**
5. **Verna, H. (1985). Guiding the Young Child, New York : Macmillan.**
6. **Kaul, V. (1997). Early Childhood Education Program, New Delhi : NCERT.**
7. **Mohanti & Mohanti (1996). Early Childhood Care & Education, New Delhi : Deep & Deep Publication.**
8. **Saraswathi, T.S. (1998). Issues in Child Development, Curriculum & Other Training & Employment, Mumbai : Somaiya.**
9. **Swaminathan, M. (Ed.) (1998). The First Five Years : A Critical Perspective on Early Childhood Care and Education in India, New Delhi: Sage.**

CARE AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS (THEORY)

Course No: HD 115

Credits : 4/week

Duration of Exam : 3 hrs

Marks: 100

Paper: 90

Internal Assessment: 10

Instructions to Paper Setters and the students

The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :

- **To become aware of the various impairments and the manner in which these affect the lives of children.**
- **To understand that there is a wide variation between children with impairments and that they are not a single group.**
- **To apply the understanding gained from the experiences of children with impairments in planning services for them.**

Content

UNIT-I

- 1. Introduction: Definition of exceptional child, special needs impairments, disability and handicap. Approach to identification, treatment and education.**
- 2. Mental Retardation: Definition and classification, Chief psychological and behavioural characteristics. Education and rehabilitation of mentally retarded from infancy to adolescence.**
- 3. Socio-Emotional Problems: Common Socio-emotional and behavioural problems of childhood and adolescence. Individual, familial and social antecedents. Treatment in home, school and clinic.**
- 4. Visual Impairments: Classification, chief psychological and behavioural characteristics. Educational considerations, Rehabilitation services.**

UNIT-III

- 5. Hearing Impairments: Classification, causes, chief psychological and behavioral characteristics, teaching methods and assessment. Integration vs. special schools, Rehabilitation services.**
- 6. Speech and language disorders: Classification, causes, chief psychological and behavioral characteristics. Educational consideration, rehabilitation services.**
- 7. Learning disabilities: Definition, classification, causes and educational considerations.**

UNIT-IV

- 8. Physical handicaps: Classification with special emphasis to cerebral palsy. Adapting teaching methods and treatment.**
- 9. Gifted children.**
- 10. Counselling of parents and community: Raising community awareness and planning action programs.**

*** Guidelines for internal assessment – Refer to scheme of studies**

References :

- 1. Chand, I. (1997). Climb Every Mountain, New Delhi : Harper Collins Publishers.**
- 2. Hallahan, D.P. & Kauffman, J.M. (1991). Exceptional Children, Introduction to Special Education (5th Ed.), New Jersey : Prentice Hall.**
- 3. D. Mitchell & R.I. Brown (Eds.), Early Intervention Studies for Young Children With Special Needs (pp 19-49). London : Chapman and Hall.**
- 4. Dale, N. (1996). Working With Families of Children With Special Needs, London : Routledge.**
- 5. Philip, M., & Duckworth, D. (1982). Children With Disabilities and Their Families : A Review of Research, Windsor : NFER – Nelson.**
- 6. Wang, M. C. (1987-89). Handbook of Special Education : Research & Practice, Vol. 3., Oxford : Pergamon.**

**CARE AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS
(PRACTICAL)**

**Marks : 50
Paper : 40
Int. Ass : 10**

**Course No: HD 115
Credits : 2/week
Duration of Exam : 3 hrs**

Instructions for Examiner:

- 1. Each practical paper will be of 3 hours duration.**
- 2. The question paper should cover the entire syllabus.**

Objectives :

- 1. To create awareness about nature and rehabilitation of children with special needs.**
- 2. To develop skills of dealing with children with special needs.**
- 3. To provide basic understanding of special education.**

Content:

- 1. Prepare a display related to the nature/identification/causes/treatment/assistive devices for children with special needs.**
- 2. Visit any three institutions working for children with special needs and critically analyse the same and prepare a report.**
- 3. Conduct a case study on a child with any one types of disability.**
- 4. Plan workshop to enhance the capacities of children with any one kind of disability.**
- 5. 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**

Internal Assessment is based as follows:

Terminal examination :	3 marks
Project work :	3 marks
File :	2 marks
Attendance :	2 marks
Total :	10 marks

References :

1. **Chand, I. (1997). Climb Every Mountain, New Delhi : Harper Collins Publishers.**
2. **Hallahan, D.P. & Kauffman, J.M. (1991). Exceptional Children, Introduction to Special Education (5th Ed.), New Jersey : Prentice Hall.**
3. **D. Mitchell & R.I. Brown (Eds.), Early Intervention Studies for Young Children With Special Needs (pp 19-49). London : Chapman and Hall.**
4. **Dale, N. (1996). Working With Families of Children With Special Needs, London : Routledge.**
5. **Philip, M., & Duckworth, D. (1982). Children With Disabilities and Their Families : A Review of Research, Windsor : NFER – Nelson.**
6. **Wang, M. C. (1987-89). Handbook of Special Education : Research & Practice, Vol. 3., Oxford : Pergamon.**

PRINCIPLES OF DEVELOPMENT (THEORY)

**Maximum Marks: 100
Paper: 90
Internal Assessment: 10**

**Course No.: HD 116
Credit Hours: 4/week
Duration of Exam: 3 hours**

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives:-

- To gain advanced knowledge of developmental processes and principles
- To understand the importance of biological basis in human development
- To understand the importance of culture in human development

1. Understanding assumptions for the study of development Differentiation-Integration

Normality-Variation

Rigidity-plasticity

Continuity-discontinuity

Competence-performance

Genotype-Phenotype

2. Salient dimensions of life trajectories

Pathways and repairs in

development Developmental Tasks

Unit –II

3. Physiological Development: Structure of Nervous system and Brain

4. Role of genetics and Behaviour, Patterns of genetic inheritance, Genetic principles and Deviations

Unit-III

5. Influence of environment on developing person

6. Role of socialization and relevance of cognition, language, morality and culture leading to self and identity

Unit-IV

7. Interactional process in development: Nature and Nurture Interplay, Cultural Organization of Human Development

8. Outcomes of Development

Normality and atypical Development
Cultural Change and Developing person
Diversity and Plurality of developmental
outcomes Individual and social inclusion

*** Guidelines for internal assessment – Refer to scheme of studies**

REFERENCES

- Berk, L. E. (2013). Child Development (9th Ed.). Pearson Education: Pearson Prentice Hall.**
- Hermans, H.H., & Dimaggio, G. (2007). Self, Identity and Globalization: A dialogical analysis. Review of general Psychology, 11, 1, 31-36**
- Rutter, M (2006). Genes and Behaviour: Nature and Nurture interplay explained. MA : Blackwell.**
- Santrock, J. W. (2015). Life Span development (3rd Ed.). New York: McGraw-Hill.**
- Valsiner, J. (2000). Human Development and Culture: The social nature of personality and its study, Lexington, Ma: Lexington Books.**
- Winnicott, D. W. (1989/2001). The family and individual development, London: Routledge.**

Women Empowerment (Theory)

Course No.: HD 117
Credit Hours: 2/week
Duration of Exam: 03 hours

Maximum Marks: 50
Paper: 45
Internal Assessment: 5

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified

Course Objectives:

To empower the students with knowledge about women empowerment.

To introduce students to the changing role and status of women in India, and the reality of women empowerment in the era of globalization.

To sensitize students on gender issues.

1. **Changing role and status of women in historical perspective:**
Ancient, medieval, pre and post independence
 2. **Various theories of feminism: Liberal, Marxist, Radical and Socialist.**
 3. **Women Empowerment: Meaning, concept, nature, objectives and stake holders of women empowerment**
 4. **Reality of women empowerment in India- Problem and issues of women empowerment: Socio cultural, gender bias, form and nature of women exploitation. Determinants of women empowerment: Education, health, social life, financial capacity, communication skills, representation in state policy, cultural life, decision making, source and quality of information and mobility**
- Unit III**
5. **Education of women: Female literacy and non - formal education for women development. Review of female literacy programme in India.**
 6. **Working women in India: Characteristics and problems of working women, impact of globalization on working women.**

Unit IV

7. Constitutional and other legal provisions for women empowerment:

Legal rights of women, Convention on Elimination of All Forms of Discrimination against Women (CEDAW), Equal Remuneration Act – 1976 (ERA), Medical Termination of Pregnancy Act (MTP Act – 1971), Maternity Benefit Act -1961, National Policy for Women Empowerment – 2001

8. Role of National Commission for Women, Central Social Welfare Board, State Social Welfare Board for Women Empowerment. Women Property Rights, Women's representation in decision making, Women Reservation Bill, Women and Human Rights.

*** Guidelines for internal assessment – Refer to scheme of studies**

References:

- 1. Goel S.L. 2002. Social Welfare Administration. New Delhi: Deep and Deep Publication**
- 2. Sachdeva D.L. 1992. Social Welfare Administration. New Delhi: Kitab Mahal**
- 3. Sahay Sushma.1998. Women and Empowerment: Approaches and Strategies. New Delhi: Discovery Publication House.**
- 4. Sharma Aradhana. 2010. Paradoxes of Empowerment. New Delhi: Zubaan.**
- 5. Srivastava Sushama. 2008. Women's Empowerment. New Delhi: Commonwealth Publishers**
- 6. Purushottham Sangeetha. 1998. The Empowerment of Women in India. New Delhi: Sage.**

Women Empowerment (Practical)

Course No. HD117

Credit Hours: 2/week

Duration of Exam: 03 hours

Maximum Marks: 50

Paper: 40

Internal Assessment: 10

Instructions to the Paper Setters

- 1. Each practical paper will be of three hours duration**
- 2. The question paper should cover the entire syllabus**

Objectives:

To sensitize students to various contemporary issues related to women

To develop skills for organizing program/activities for women

Contents

- 1. To organize workshops/seminars/panel discussion by inviting people from policy, activists and other stake holders.**
- 2. Carry out a case study on woman from broken family/ working women/ women in distress etc.**
- 3. Make a visit to various agencies working for women and prepare the report for the same.**
- 4. Make a display on various topics pertaining to women empowerment.**
- 5. Documenting reports from media related to breach/facilitation of women.**

Internal Assessment is based as follows:

Terminal examination : 3 marks

Project work : 3 marks

File : 2 marks

Attendance : 2 marks

Total : 10 marks

References:

- 1. Goel S.L. 2002. Social Welfare Administration. New Delhi: Deep and Deep Publication**
- 2. Sachdeva D.L. 1992. Social Welfare administration. New Delhi: Kitab Mahal**
- 3. Sahay Sushma.1998. Women and Empowerment: Approaches and**
- 4. Sharma Aradhana. 2010. Paradoxes of Empowerment. New Delhi: Zubaan.**
- 5. Srivastava Sushama. 2008. Women's Empowerment. New Delhi: Commonwealth Publishers**
- 6. Purushotham Sangeetha. 1998. The Empowerment of Women in India. New Delhi: Sage.**

ADOLESCENCE (SEMINAR)

COURSE NO.: HD 118

Credits : 2/Week

Duration of Exam: 3 Hrs

Maximum Marks : 50

Internal Assessment Evaluation

Internal Assessment: 50

Objectives:

1. To understand adolescence in all aspects of development.
2. To understand the trending researches in adolescence

Content:-

1. Physical growth and personality changes in adolescence. Psychological changes and adjustment.
2. The community adolescents and deviant behaviour.
3. Cognitive function, determinants, developmental applications during adolescence.
4. Youth and the education system.
5. Adolescents and work
6. Social emotional development in adolescence.
7. Sex and moral identification in adolescence.
8. The self concept.
9. Current problems of the adolescence.
10. Case study /Project on topics related to adolescence.
11. Research in the field of adolescence.

Internal Assessment is based as follows:

Case Study/ Project Reports

20 marks

Seminar Presentation

30 marks

Total: 50 marks

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 Ha

SEMESTER IV
LAW, POLICY AND PROGRAMMES FOR CHILDREN AND WOMEN
(THEORY)

Course No: HD 119
Credits: 4/Week
Duration of Exam : 3 Hrs

Maximum Marks : 100
Paper: 90
Internal Assessment: 10

Instructions to the Examiner

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

OBJECTIVES

- 1. To develop an understanding of constitutional provisions and legislations with reference to children and women in India**
- 2. To acquire knowledge of prevalent social policies as they relate to lives of children and women**

CONTENTS

Unit I

Prestige of Women and Legal Provisions

The sexual harassment of women at workplace Prevention, Prohibition, and Redressal Act 2013
Protection of Women from Domestic Violence Act, 2005
National Commission for Women Act, 1990
The Indecent Representation of Women (Prohibition) Act, 1986
Dowry Prohibition Act, 1961

Unit II

Women Empowerment Schemes

Five Year plan pertaining to Women and Children
National Policy for Women

Unit III

Care and Protection of Children

The Juvenile Justice (Care and Protection of Children) Act, 2015
The Prohibition of Child Marriage Act, 2006
The Commissions for Protection of Child Rights Act, 2005 (Amendment 2006)
The Protection of Children from Sexual Offences Act, 2012
The Immoral Traffic Prevention Act 1956 (Amendment 2006)

Unit IV

National Guidelines on Infant and Young Child Feeding
Integrated Child Development Scheme (ICDS)
National Crèche Scheme
Poshan Abhiyaan
National Policy for Children

*** Guidelines for internal assessment – Refer to scheme of studies**

REFERENCES

- <http://icds-wcd.nic.in/login.aspx>
- <http://www.wcd.nic.in/>
- Bajpai, A (2003). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press
- Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage Publications.
- Kumari, V. (2004). Creative child advocacy: Global perspectives. New Delhi: Sage.
- Kumari, V. (2004). Juvenile justice system in India: From welfare to rights. New Delhi: Oxford University Press.

**PSYCHOLOGICAL WELL-BEING ACROSS LIFE
SPAN (PRACTICAL)**

Course No. : HD 120

Credit : 2/Week

Duration of Exam: 3 Hrs

Maximum Marks	:	50
Paper	:	40
Int. Ass	:	10

Instructions to Paper Setters

Note :

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire

syllabus. Objectives :

- To introduce strategies to the students to enhance psychological well-being amongst individuals.
- To be able to apply theoretical concepts in an applied context.
- To enhance outreach activities of the students.

Contents:

Construction of modules using theoretical concepts and application of the modules on any topic from the choices given below. Recommendations to be made based upon the module and its application. To conduct a workshop/community activity on the basis of the topic and make a report.

- **Enhancing creativity amongst preschoolers**
- **Life skills strategies for adolescents**
- **Dealing with peer pressure**
- **Enhancing resiliency among the elderly**
- **Enhancing well-being among the elderly**
- **Dealing with job stress**
- **Dealing with mid-life crisis**
- **Dealing with anger**
- **Promoting self-esteem amongst middle school children**
- **Building upon effective study strategies for middle school children**

Internal Assessment is based as follows:

Terminal examination	:	5 marks
File	:	3 marks
Attendance	:	2 marks
Total	:	10 marks

References :

1. **Drost, J. (2004). The Bubblegum Guy, How to Deal With How You Feel, London: Lucky Duck.**
2. **Ferguson, R., & Kelly, M. (2005). Enhancing Emotional Intelligence, New York: Raleigh Consulting.**
3. **Hannell, G. (2006). Identifying Children With Special Needs, Checklists and Action Plans for Teachers, California: Corwin Press.**
4. **Matthews, A. (2001). Being a Happy Teen, Australia: Seashell Publishers.**
5. **Newstrom, J., & Scannell, E. (2004). The Big Book of Team Building Games, New Delhi: Tata McGraw-Hill Publishing Company Limited.**

PERSONS WITH DISABILITIES (THEORY)

Course No: HD 121

Credits: 3/Week

Maximum Marks	:	75
Paper	:	65
Int. Ass	:	10

Instructions to Paper Setters

The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :

- **To become aware of various impairments and the manner in which these affect the lives of individuals.**
- **To identify the physical and social barriers which create difficulties for people with disabilities.**
- **To apply the understanding gained from the experiences of people with disabilities in planning services for them.**

Contents :

UNIT-I

1. **Various approaches to defining and understanding disability.**
-Philanthropic, medical, administrative, legal and the social.
2. **The role of context in the meaning of normality and disability, attitudes of people towards disability.**

UNIT-II

3. **The philosophy of inclusion.**
4. **Techniques of identification and assessment.**

UNIT-III

5. **Physical and social barriers in the development of persons with disabilities.**
6. **The rights versus needs of persons with disabilities.**

UNIT-IV

7. Use of assistive devices.
8. Programs and policies for persons with disabilities, PWD

Act. * Guidelines for internal assessment – Refer to scheme

of studies References :

1. Baquer, A. (1991). Disabled, Disablement, Disablism, New Delhi: Voluntary Health Association of India.
2. Kanga, F. (1990). Heaven on Wheels, New Delhi: Penguin Books.
3. Oliver, M. (1996). Understanding Disability: From Theory to Practice, London: MacMillan Press.
4. Pandey, R.S., & Advani, L. (1996). Perspectives in Disability and Rehabilitation, New Delhi: Vikas Publishing House Private Limited.

Old Age Seminar

Course No: HD 122

Credits : 2/Week

Duration of Exam: 3Hrs

Maximum Marks: 50

Internal Assessment Evaluation

Internal Assessment: 50

Instructions to the Examiners

Note:

1. Each practical paper will be of three hours duration
2. The question paper should cover the entire syllabus Objectives:
 1. To sensitize the students on the problems related to elderly.
 2. To understand the trending researches in the field of elderly.

CONTENTS

1. Changes in the physical and psychological status with advancing age.
2. Adjustment problems of the aged.
3. Typical characteristics, behaviour and pass time activities of the aged.
4. Elderly abuse
5. Research in the field of aged.
6. Institutions for the aged- objectives and services provided by these institutions.
7. Case study/project report on topics related to the elderly.

Internal Assessment is based as follows: Case Study/ Project
Reports Seminar Presentation
Total: 50 marks

20 marks

30 marks

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.

DISSERTATION(REPORT WRITING AND FINAL PRESENTATION)

Maximum Marks: 100

Course No: HD 113

Credit Hours: 4/ week

Objective

To understand an independent piece of research works in a relevant area of Human Development and Family Relations.

Note:

1. The research work should contribute to the advancement of knowledge in the field. The students must be guided and supervised by a member of the teaching faculty of the department. Each student must submit a written dissertation at the end of the 4th semester of M.Sc. Dissertation should include introduction, methodology, results, discussion, summary, conclusions, and references.
2. Marks will be awarded at the end of the 4th semester, after the submission and evaluation of the dissertation through a viva voce examination for assessment. The external and internal examiners will jointly evaluate the dissertation.
