

Syllabus developed
According to NATIONAL EDUCATION POLICY 2020
C.B.C.S.
for
M.Sc. (Home Science)
MASTER OF SCIENCE [HOME SC. (GENERAL)]
M.Sc. Human Development Specialization

Semester- IX

Theory	Major	Subject Name	Credit (24)
Theory	1	Family Relations	4
Theory	2	Advanced Child Development	4
Theory	3	Children with Special Needs	4
Theory	4	Guidance and Counselling	4
Practical	1	Guidance and Counselling	4
Research	1	Research/ Project	4

Semester- X

Theory	Major	Subject Name	Credit (24)
Theory	1	Theories of Human Development	4
Theory	2	Current Issues Related to Women	4
Theory	3	Elderly Challenges and care	4
Theory	4	Methods and Techniques of Child Study	4
Practical	1	Theories of Human Development	4
Project	1	Project	4

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : IX
Paper : First
Subject : Family Relations**

Major Course Credit - 4

Objective :

1. To understand need and approaches for family life cycle
2. To sensitize students about contemporary issues related to family & society

Unit I Conceptual overview of family life cycle

- a. Stages in family life cycle and their developmental task
- b. Problems of parenthood at different stages
- c. Socialization of the child
- d. Parental strategies in child rearing
- e. Pattern of marital adjustment, areas of adjustment (Money, in-law and sex)
- f. Generation Gap and adjustment
- g. Need for family life education

Unit II Approaches to family studies

- a. Development approach
- b. Interactional approach
- c. Institutional approach
- d. Structural functional approach
- e. Systems approach

Unit III The family in social context

- a. Family and society.
- b. Changing sex-role and man women relationship.
- c. Functions of modern families: Urban, Rural, sociocultural background.
- d. Population problems and family.

Unit IV National Policies and Programme for Family Welfare

- a. National family welfare programme, national population policy, national rural health mission.
- b. Urban family welfare schemes, sterilization bed scheme, reproductive and child health programme, Janani Suraksha Yojana and other programme.

REFERENCES

- Burgers and Locke: The Family, American Book Co. New York 1953
Duvalh E.: Family development, J.B. Lippincott, New York, 3rd ed. 1967
Foster: Marriage and Family Relations, Macmillan, 1950
Hill R. and Waller: The Family, Holt Rinehart and Winstion, New York (Latest ed.)
Kapadia, K.M.: Marriage and Family, Oxford, Calcutta Univ. Press, 3rd ed. 1972
Prabhy: Hindar Social Organization, Popular Book Co. 1954
Williamson, R.C.: Marriage and Family Relations, Collier Macmillan, London, 1969

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : IX
Paper : Second
Subject : Advanced Child Development**

Major Course Credit - 4

Objective :

1. To understand recent researches or advancements in the study of child development
2. To make the students aware of the current issues confronting adolescents

Unit I Heredity and prenatal development-

Genetic transmission, genes and chromosomes patterns of genetic inheritance, Chromosomal Abnormalities, Screening for Abnormalities, stages of prenatal development.

Unit II The Beginning of Development

- a. Prenatal development and birth processes.
- b. Early infant behavior and capacities.
- c. Aspects and issues of personality development.
- d. Gender.
- e. Aggression.
- f. Altruism (Pro Social behavior).
- g. Child rearing practices.
- h. Relating to other children.
- i. Play.

Unit III Physical and Motor development

- a. The course of physical growth from infancy to adolescence.
- b. The course of motor development from infancy to adolescence.
- c. Factors affecting physical growth and motor coordination.
- b. Adolescent: the transitional years, development of emotional maturity, friendship group membership.
- c. Sex-role identity: masculinity, femininity and androgyny, Quest for freedom and identity.
- d. Heterosexual relationship and developing a career.

Unit IV Infancy, Toddler and Childhood

- a. Newborn reflexes, Infant states and hazards infant sensory and perceptual capacities, infant and Toddler temperament, sensitive and critical periods in development.
- b. Early & Late childhood physical and motor development, cognitive, language, social & Emotional development.

REFERENCES

1. Berk, L.E (2014), Child Development (7' edition) PHI learning Ltd, New Delhi.
2. Hetherington and Parke (1999); Child Psychology: A contemporary view point (5th edition): Tata McGraw Hill; New York.
3. Patterson, C.J (2009) Infancy and Childhood (McGraw Hill), New York.
4. Novak G and Pelaez M (2004). Child and Adolescent Development .A Behavioral system Approach .Sage publications, New Delhi.

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : IX
Paper : Third
Subject : Children with Special Needs**

Major Course Credit - 4

Objective :

1. To acquire the skills of identification and management of children with special needs
2. To understand the causes of disability and disorders in children with special reference to prevention and treatment

Unit I Nature of Special Needs

- a. Introduction: Nature of special needs, Meaning of disabilities, Importance of treatment and rehabilitation, Importance of early detection. Assessment of disabilities, Difficulties of a disabled child in family, school and community
- b. Types of disabilities: Mental retardation, Nature of mental retardation, levels of retardation, causes and characteristics
- c. CP & Spastic: Causes and characteristics, Children with visual impairment, Levels of disability, causes, characteristics

Unit II Physical Challenged Children

- a. Children with auditory impairment: Levels, causes, characteristics and treatment
- b. Children with orthopedic disabilities: Types, causes, characteristics and treatment
- c. Children with Learning disabilities: Definition, causes, manifestation of learning disabilities, Language, perceptual, Sensory-Motor, emotional and behavioral information processing

Unit III Children with Learning Disabilities

- a. Emotionally disturbed Children: Emotional conditions and maladjustment, Diagnosis of emotional maladjustment and other behavior problems
- b. Gifted Children: Definition, identification, characteristics
- c. Integration: Integration and mainstreaming of Children with special needs. Role of family, school and community, Educational management and psychological intervention for special Children

Unit IV Intellectually Challenged and Superior Children

Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and Assessment, Special educational programme and Policies, Rehabilitation and Management, Role of family and community.

REFERENCES

- Mehta, D.S.: Handbook of Disabled in India, Allied Publishers Private Ltd. Bombay, 1983
- Smith, M.S., Naisworti, J.T.: The Exceptional Child _A Functional Approach, McGraw Hill, 1975
- Encyclopedia of Social Work in India, 3 volumes, Director, Publication Division, Ministry of Information & Broadcasting, India, Planning Commission
- Chaudhary, P.D.: Child Welfare and Development, Atmaram and Sons, New Delhi, 1980
- Crukshank, W.M. & Johanson, G. O.: Education of Exceptional Children, Oxford Publication Comp. 1970
- Gajendragadkar, D.N.: Disabled in Indai, Somaiya Publishers, 1983
- Udia Shanker: Exceptional Children, Sterling Publishers Ltd. New Delhi
- Chapman: Management of Emotional Problem of Children and Adolescence
- Jessie Francis Williams: Children with Specific Living Difficulties, Pergamon Press, 2nd ed.

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : IX
Paper - Fourth
Subject : GUIDANCE AND COUNSELLING**

Major Course Credit - 4

Objectives

1. To understand the principles and strategies for guidance and counseling across the life span
2. To learn the concept of guidance counseling and therapy, its process, qualities and responsibilities of counselors

Unit I Introduction to Guidance and Counselling

- a. Counseling: Definition, expectations, goals, scopes and limits, Mythes regarding counseling
- b. Characteristics of an effective counselor: The Clients characteristics, Age, Sex, Cultural expectations

Unit II Process of Counseling Stages

- a. Problem exploration and classification Stage
- b. Developing new perspective and setting goals Stage
- c. Implementation and evaluation

Unit III Counseling Techniques and Practices

- a. Rapport techniques and practices
- b. Questioning, Listening, Reflecting
- c. Acceptance, Silence, Leading
- d. Reassurance, Non-verbal behavior
- e. Terminating Skills-Special Consideration
- f. Structuring the process, optimal concern
- g. Recording counseling process

Unit IV Counseling Theories

- a. Key concepts and techniques
- b. Cognitive behavior modification strategies like self instruction Gestalt approach, Transactional approach, Behavior Therapy modification, rational emotive Therapy
- c. Type of Counseling- Individual, Group, Child Therapy, Marriage & Family, Vocational guidance and counseling, Ethics in counseling

REFERENCES

1. Ram Nath Sharma, Rachana Sharma, (2018) Guidance & Counseling in India, Atlartic publishers and Dist.
2. Asha K Kinra (2008), Guidance & counseling, Dorling Kindersley (India) Pvt. Ltd., Jai Narain Vyas University, Jodhpur

Practical

1. Skill development of following Counseling Techniques through mock activities of: Rapport Building and Opening Techniques Questioning, Listening and Acceptance Terminating Skills, Conducting mock interview.
2. 3 to 4 Week placement of the student in a Child Guidance Clinic, where they shall observe assist and handle "Cases" under the guidance of Chief counselor in the Clinic Internal Assessment: Continuous Assessment of Classroom activities, case study: Preparation and Presentation, Report form the Counselor, Resource file, Parent-Education Programme, Planning and Evaluation, Examination: Planning of Parent Education Programme. Presentation of Case Study Interview and Questionnaire Viva.

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : X
Paper : First
Subject : Theories of Human Development**

Major Course Credit - 4

Objective :

1. To understand concept, critique and implications of different theories
2. To develop a critical appraisal of important theoretical approaches in the study of child development

Unit I Theoretical Perspectives in Behavior and Development

- a. Introduction, Role of theory, Nature of behavior theory, Importance of theories in understanding behavior.
- b. Principles, basic concept, critique and implication of theories: Psychodynamic theories
 - Freud's Psychoanalytic theory and
 - Erickson's Psycho social theory

Unit II Learning Theories

- a. Learning theories with reference to Pavlov, Watson, Skinner, Harlow and Sears
- b. James Lange theory of emotion and Kohlberg's theory of morality

Unit III Cognitive and Ecological Theories

- a. Cognitive Organism theory of Piaget
- b. Vgotsky of Cognition & Socio cultural theory
- c. Ecological theory of Bronfenbrenner's

Unit IV Biological/Ethological/Evalutionary Prespective

- a. Ethology Theory - Lorenz, Ethologically oriented theories Bowlby, Ainsworth contextual.
- b. Social Cultural Theory - Vygotsky, Contributions and Limitations.

REFERENCES

1. Baldwin, A.L.: Theories of Child Development, John Willey, 1980
2. Maier, H.W.: Three Theories of Child Development, Harper and Row, 3rd Ed.
3. Bandura, A.: Social Learning Theory, Englewood Cliff N.J. Prentice Hall, 1977

4. Bronfenbrenner, U.: The Ecology of Human development, Cambridge Harvard Univ. Press. 1979
5. Hall & Lindzey: Theories of Personality, N.Y. 1970
6. Langer. J.: Theories of Development, Holt, Rinehart & Winston, New York, 1969

Practical

1. Visits and observation of Centers of Childhood care and education:
 - Schools for Children in India
 - Aanganwadis
 - Crèche and Daycare centers
2. Planning, preparing and implementing programmes for overall development, recreation and education for children in above mentioned centers to provide intensive work experience, deeper knowledge and understanding and to develop skills in handling and working with children in-need.
3. Organizing a Seminar/Workshop/ balmela/ balsabha on Child related issues

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : X
Paper : Second**

Subject : CURRENT ISSUES RELATED TO WOMEN

Major Course Credit - 4

Objective :

1. To understand the status and issues related to women in Indian society
2. To aware the student regarding different problems and their laws for women

Unit I Status of Women in Different Areas

- a. Demographic
- b. Political
- c. Social
- d. Educational
- e. Economic

Unit II National Organization Dealing with issues of Women

- a. CSWB
- b. NIPCCD
- c. National Commission on Women
- d. Laws pertaining to marriage, inheritance

Unit III Problems and issues of Women in India

- a. Suicide
- b. Gender bias and Prejudices
- c. Sexual Exploitation, Prostitution, Trafficking and Rape
- d. Singlehood, Unwed Mothers, Widowhood
- e. Women Criminals and Rehabilitation
- f. Domestic Violence
- g. Adoption
- h. Discrimination at work place
- i. PCPNDT act

Unit IV Contemporary Existing Laws for Women

- a. The Immoral Traffic (Prevention) Act, 1956
- b. The Dowry Prohibition Act, 1961 (28 of 1961) (Amended in 1986)
- c. The Commission of Sati (Prevention) Act, 1987
- d. Protection of Women from Domestic Violence Act, 2005
- e. All current Laws related to Women

REFERENCES

- Kapoor, Premilla: Marriage and Working Women in India, Vikas Publication, Delhi. 1970
- Desai, N.: Women in Modern India, Vora and Company, Princess Street Bombay, 1977
- Women and the Law of inheritance, 1981-82
- Mitra, Ashok: The Status of Women, Literacy and Employment, Allied Publishers Pvt. Ltd., Bombay, 1979
- International Women's year book edited by Roy Kinkier, 1975, Bashodhary Publication, Bombay
- Research Unit on Women Studies, Women in India, SNDT Women University, April, 1981
- D'SWza, Alfred: Women in contemporary India, Traditional Images and Changing Rules

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : X
Paper : Third
Subject : Elderly Challenges and Care**

Major Course Credit - 4

Objective :

1. Demongtrative the knowledge to sensitive to issues related to health care of the elderly people
2. Acquire skills for organizing activities for elderly

Unit I Introduction to Elderly (geronotology)

- a. Emergence and scope of geronotology, Demographic profile, concept to aging- Social, Medical, Psychological, accupational changes.
- b. Theoretical perceptives of Aging.

Unit II Aging Process and Challenges

- a. Aging Procees: Impact of Aging on Biological Physiological, Economic, Social and Spiritual aspects.
- b. Heallth challenges and care- physical, psychological, social problems and Factors influencing of Health and care required.

Unit III Adjustment Patterns and Changing Life Style in Old Age

- a. Family pattern, Changing roles and the aging family, Intergenerational family relations.
- b. Husband Wife relation

Unit IV Work, Leisure and Retirement Pattern

- a. Work- meaning, Individual, Motivation,
- b. Leisure, Retairement Benifits, Attitude towards retair,
- c. Poverty, Poor, Health retairment & suicide.

REFERENCES

1. Cavanaugh C. John and Fields F B (2015), Adult development and Aging, Cengage learning, USA, 7th edition.
2. Naresh Gupta (2019), Human Development in India, Emerald Publisher.
3. Diane Papalia and Sally Olds(2017), Human Development (9th Edition), Mcgrow Hill publication, New York, ISBN-13978-0070586918.
4. Steinberg L and Bornstein M.H (2010), Life Span Development: Infancy through Adulthood, WADSWORTH (USA), CENGAGE learning(CANADA),

**Proposed Syllabus
for
Faculty : Home Science
M.Sc. General (Human Development)
Semester : X
Paper : Fourth
Subject : Methods and Techniques of Child Study**

Major Course Credit - 4

Objective :

1. To understand the Significance of Studying Children
2. To Acquaint Students with various methods for studying children

Unit I Significance of Studying Children

- a. Significance of Studying Children, need for developmental assessment, Ethics of testing.
- b. Significance of systematic observation, interview, questionnaire, case study, social survey, clinical method.

Unit II Assessment from Birth to Two Years

- a. Anthropometric measurements.
- b. Need and importance techniques available in India.

Unit III Assessment of Cognitive Abilities and measurement of Emotional and Social Development

- a. Cognitive, Emotional assessment methods.
- b. Techniques to handle children with learning disabilities.

Unit IV Assessment of Personality

- a. Methods of Assessing personality: The Minnesota multiple personality Inventory, Cattell 16 PF Test, Parent, Questionnaire to measure temperament, Behavioural profile of children.
- b. Techniques : Children Apperception Test, World Association Test, Ink-blot Test, Completion Test.

REFERENCES

1. Anastasi, A and Urbina, S (1997) Psychological Testing (7th ed) Phi Learning Ltd, New Delhi
2. Aylward, G (1994) Practitioners Guide to Developmental and Psychological Testing, Plenum press, New York.
3. Blaxter, L. Hughes, C and Tight, M. (1999) How to Research, Viva Book, New Delhi.
4. Hayes, N (1997) Doing Qualitative Analysis in Psychology. Sage Psychology Press.