

**Syllabus developed**  
**According to NATIONAL EDUCATION POLICY 2020**  
**C.B.C.S.**  
**for**  
**SUBJECT : HOME SCIENCE**  
**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**

**Semester-VII**

<b>Theories/ Practical</b>	<b>Major</b>	<b>Subject Name</b>	<b>Credit 28</b>
Theory	1	Research Methodology Part - I	4
Theory	2	Theories of Human Development & Behaviour	4
Theory	3	Advanced study in Human Development-Prenatal to adolescence	4
Theory	4	Early Childhood-Health Nutrition & Education	4
Practical	1	Early Childhood-Health Nutrition & Education	4
Elective/Minor		Nutrition for Health & Physical fitness	4
		or	
		Guidance & Counselling	4
		or	
		Communication & Extension in Home Science	4
Research/Project			4

**Semester-VIII**

<b>Theories/Pra ctical</b>	<b>Major</b>	<b>Subject Name</b>	<b>Credit 24</b>
Theory	1	Research Methodology Part - II	4
Theory	2	Psychological Basis of Human development	4
Theory	3	Advance study in Human Development - Adulthood	4
Theory	4	Organization & administration of Early childhood educational institutions	4
Practical	1	Organization & administration of Early childhood educational institutions	4
Research/Project			4

<b>Semester-IX</b>			
<b>Theories/Practical</b>	<b>Major</b>	<b>Subject Name</b>	<b>Credit 24</b>
Theory	1	Children with special Needs-I	4
Theory	2	Ligislation & the policy issues in family & child welfare	4
Theory	3	Guidance and Counselling	4
Theory	4	Management of Child welfare institutes	4
Practical	1	Management of Child welfare institutes	4
Research/Project			4
<b>Semester-X</b>			
<b>Theories/Practical</b>	<b>Major</b>	<b>Subject Name</b>	<b>Credit 24</b>
Theory	1	Children with special need - II	4
Theory	2	Welfare Programmes for Children	4
Theory	3	Behaviour Problems of Children and Adolescents	4
Theory	4	Techniques of child study	4
Practical	1	Techniques of child study	4
Research/Project			4

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**Semester - VII**  
**Paper - First**  
**Course Name : Research Methodology (Part 1)**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To have a basic knowledge about Research and its methodologies
2. To identify and define appropriate Research problems

**Unit I Introduction to Research**

- a. Meaning, definition and nature of Research in Home Science.
- b. Objectives, scope and types of Research.
- c. Significance and limitation of Research.

**Unit II Selection of Research Problem**

- a. Definition and identification of Research problem.
- b. Selection of research problem.
- c. Importance of problem formulation.
- d. Source and types of research problem.

**Unit III Methods and tools of data collection**

- a. Meaning and definition of data.
- b. Sources and types of data.
- c. Importance and limitation of data.
- d. Methods and tools of data collection.

**Unit IV Sampling**

- a. Meaning and definition of sampling.
- b. Merit and demerit of sampling.
- c. Characteristics of good sample design.
- d. Classification of sampling techniques.

**Selected Readings**

1. C.R. Kothari, Research methodology, methods and techniques Wiley eastern Ltd.- new
2. C.B. Gupta V. Gupta An introduction to statistical methods Vikas Publishing House Pvt. Ltd.
3. D.N Elhance, fundamentals of statistics

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**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester - VII**  
**Paper - Second**  
**Course Name : Theories of Human Development and Behaviour**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. The course helps students to understand the need for theory and practical applications of a theory
2. To understand the concepts of human development and foundation for the scientific research

**Unit I      Developmental, Ethological and Ecological Theory-** Theoretical perspective of Human Development and Behaviour, Gesell's theory, Bowlby's theory and Bronfrenbrenner's Ecological theory.

**Unit II      Theory of Personality & Self-** Psychoanalytical theories of Freud and Erickson. Self actualization theory of Abraham Maslow.

**Unit III     Theory of Learning Behaviour & Social Learning -** Pavlov and Watson's classical conditioning, Skinner's operant conditioning Bandura's theory.

**Unit IV     Cognitive Development, Moral & Language Development Theories-** Piaget's theory of Cognitive Development, Kohlberg's theory and Chomsky's theory of Language development.

**Selected Readings**

1. Barara. M, Newmaqn & Philip. R. Newman (2015) Theories of Human Development, Psychology Press.
2. Neil J. Salkind (2004) An Introduction to theories of Human Development, Saga Publications.

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**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester - VII**  
**Paper - Third**

**Course Name : Advance Study in Human Development - Prenatal to Adolescence**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To understand how human development is the product of social, psychological and biological factors
2. To recognize the developmental task and problem at different stages of life from conception to adolescence

**Unit I Human Development & Prenatal Development-** Definition and Need of interdisciplinary approach to study Human Development, Developmental task, Basic concepts of development maturation and learning, Sensitive periods, Individual differences. Stages of prenatal development. Influencing factors the role of teratogens, fetal abnormalities and diagnostic tests.

**Unit II Birth, Infancy and babyhood-** Birth process, Types of delivery, Complications at birth capacities. Characteristics process of physical and motor development and physiological status, Nutrition and Health, social relationships during infancy & babyhood.

**Unit III Early & Middle Childhood-** Transition from infancy to childhood, importance and characteristics, physical and motor development, play and social relationships in early childhood Characteristics, Developmental tasks, physical and motor development, Language and moral development, Emotional Developments, Personality Development, social relationships with parents, siblings, peers and teachers in middle childhood.

**Unit IV Adolescence-** Transition from childhood to sexual maturity puberty and its consequences, physical and psychological changes Development of formal thoughts, Moral reasoning and judgment integration of the Self-Issues of identity formation and personality, role of family, peers & community.

**Selected Readings**

1. Naresh Gupta (2019) Human Development in India, Exerald Publisher.
2. Laura E, Adena- B. Meyers (2015) Infants, children & Adolescents, 8<sup>th</sup> Edition Pearson Publisher.
3. Suhasis Bhandra, Sibrath Dev & Seema sahay, (2019) Childhood to Adolescence Issues & concerns- First Edition, Pearson Publisher.

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**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester - VII**  
**Paper - Fourth**

**Course Name : Early Childhood - Health Nutrition and Education**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. Students learn the significance of health, nutrition and education during early years.
2. Able to handle child suffering from common illness and ailments, behavioural and emotional problems and the role of parents.
3. Students understand the nutritional needs, factors affecting nutritional status and nutritional intervention programme

**Unit I Introduction to Early Childhood Years-** Definition and significance of early childhood years; Growth and development during early childhood years.

**Unit II Health Care and Problems-** Common Illness and Ailments- fever, cold, chicken pox, measles, mumps, rubella (German measles), colds and flue, diarrhea and vomiting. Prevention of illness, Handling sick children, Health care and immunization, Emotional and Behavioral problems and parental guidance.

**Unit III Nutritional Status and Problems-** definition, significance of nutritional status, nutritional needs, common childhood nutritional problems, Factors affecting Nutritional status; Nutritional Intervention programme in India.

**Unit IV Early Childhood Education- Definition,** Need and importance, aims and objectives, Psychological development during early childhood years; Outcome of early childhood education on all round development.

**Selected Readings**

1. Lavra, E., Adena, B., Meyers (2015) Infants. Children and adolescents, 8<sup>th</sup> Edition person publisher.
2. Naresh Gupta (2019), Human Development in India, Emcrald publisher.

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**Semester - VII**  
**Course Name : Early Childhood - Health Nutrition and Education**

**Course : Major (Compulsory)**

**Credit - 4 (Practical)**

**Course Outcome**

1. To develop the skills and techniques to plan activities in ECCE centre
2. To capable students for making teaching educational material for children

**Unit I      Field Work-** Working with the community/preparing report/on Creches/  
ICDS centres/Primary schools.

**Unit II      Laboratory Activities -**

- a. Compilation of songs and lullabies suitable for infants and toddlers.
- b. Preparation of educational game/teaching material for children.
- c. Development of riddles for language and concept attainment of preschoolers.
- d. Preparation of posters reinforcing messages of hygiene cleanliness and safety.

**Selected Readings**

1. Helen Penn (2005), understanding early childhood : Issues and controversies, open university press.
2. Naresh Gupta (2019), Human Development in India Emerald Publisher.

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**Semester - VII**  
**Course Name : Nutrition for Health and Physical Fitness**

**Course : Minor (Elective)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To Introduce the fundamental concept of physical education, health and fitness
2. To provide a general understanding on nutrition, first aid and stress management
3. To familiarize the students regarding yoga and other activities for developing fitness

**Unit I Concept of Physical education and health**

- a. Definition, Aims and Objectives of physical education.
- b. Modern concept of health, physical fitness and wellness.
- c. Components and types of physical fitness.

**Unit II Yoga and Stress Management**

- a. Asana and its effects
  - Padmasana
  - Halasana
  - Bhujangasana
  - Shavasana
  - Vajrasana
  - Trikonasana
  - Padahasthasana
- b. Postural deformities- corrective measures.
- c. Stress management and relaxation techniques.

**Unit III Role of Macronutrients**

- a. **Energy** - Release of energy from macronutrients, Energy metabolism during exercise and Energy requirements for physically active persons.
- b. **Carbohydrate and Proteins** - Effect of exercise on carbohydrate metabolism, pre, during and post CHO intake in diet and amino acid metabolism during exercise, effect of protein on exercise performance, ingestion of protein before and after exercise.
- c. **Lipids** - Fat metabolism during exercise with special reference to the type and intensity of exercise. Nutritional strategies to enhance oxidation of fat during exercise.



**Unit IV      Effect of exercise on fluid and electrolyte balance:**

- a.      Fluid imbalances- dehydration and over hydration and importance of sports drinks.
- b.      Micronutrients and exercise.
- c.      Nutritional problems in physically active person.

**Selected Readings**

1.      Harold M Barrow “Man and Movement: Principles of Physical Education” published in Great Britain by Henry Kimpton Publishers, London.
2.      Jesse Peoring Williams “The Principles of Physical Education” Published by College Book House, Shivaji Road, Meerut.
3.      William D McArdle, Frank I Katch and Vitor I Katch, Essential of Exercise Physiology, Second edition, New York: LipincoffWilliams and wilkins, 2000
4.      Arthar C. Guyton, Physiology of Human Body, Philadelphia: Saunders Company, 1972.

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**Semester - VII**  
**Course Name : Guidance and Counselling**

**Course : Minor (Elective)**

**Credit - 4 (Theory)**

**Course Outcome**

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

**Unit I      **Concept of Guidance & Counselling** - Meaning, Principles, Nature and Need of Guidance, Characteristics, Objectives and Process of Counselling.**

**Unit II      **Types of Guidance** - Meaning, Steps, Principles & Advantages of Educational, Vocational & Personal guidance.**

**Unit III     **Types of Counselling** - Psychological Counselling, Psychotherapeutic, Clinical, Marriage, Vocational, Students & Placement.**

**Unit IV     **Techniques of Counselling** - Interview Techniques, Group Counselling Techniques, Diagnostic and Clinical Techniques.**

**Selected Readings**

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

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**Semester - VII**

**Course Name : COMMUNICATION AND EXTENSION IN HOME SCIENCE**

**Course : Minor (Elective)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To develop an understanding regarding the Extension process
2. To develop an understanding regarding various types of media and their role in Home Science Extension

**Unit I Introduction to Extension Education in Home Science**

- a. Objectives of extension education.
- b. Principles of extension education.
- c. Functions of extension worker.
- d. Qualities of extension worker.
- e. Role of extension worker.
- f. Role of Home Science extension education in national development.

**Unit II Extension Teaching Methods**

- a. Methods of Extension Teaching.
- b. Audio Aids.
- c. Visual Aids.
- d. Audio-Visual Aids.
- e. Adoption and innovation of diffusion.

**Unit III Introduction to Communication**

- a. Origin, Concept, definition, nature of Communication.
- b. Models of communication.
- c. Levels of communication and Channel of Communication.
- d. Effective communication- Frame of reference, perception, fidelity, communication gap, time lag, empathy, homophily, heterophily.
- e. Functions of communication & Problems of Communication.

**Unit IV Developmental Communication & Appropriate Technology for Women**

- a. Understanding the role of traditional and modern media in developmental communication.
- b. Participatory approach in developmental communication ( PRA & RRA).
- c. Transfer of technology and factors affecting TOT.
- d. Role and status of women in Rural development.
- e. Need of Appropriate technology for women.

**Selected Readings**

1. Ray, G.L., Extension Communication and management, 1999, Nays Prakashan, Calcutta.
2. Tiwari, LP : Communication, Technology and Development, 1987.
3. Indian Ministry of Information & Broad Casting : Mass Media in India, 1985.
4. Dhama, O.P. & Bhatnagar, O.P. : Education and Communication for Development, 1987.

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**Semester : VIII**  
**Paper - First**  
**Course Name : Research Methodology (Part II<sup>nd</sup>)**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To develop an ability in students to design a research report and assist the students to collect and analyze data
2. To enable the students to generalise the data and justify the result with the help of statistical analysis

**Unit I Hypothesis**

- a. Meaning and definition of hypothesis.
- b. Characteristics or requirements of good hypothesis.
- c. Kinds of hypothesis and sources of hypothesis.
- d. Methods of testing the significance of hypothesis.

**Unit II Research Report**

- a. Meaning of Research report.
- b. Types of Research report.
- c. Presentation or layout of research report.
- d. Characteristics of a good research report.

**Unit III Analysis and Presentation of Data**

- a. Meaning and importance of content analysis.
- b. Classification and tabulation of data.
- c. Types of data Presentation.
- d. Advantages or disadvantages of data presentation.

**Unit IV Measures of Central Tendency**

- a. Meaning and importance of Measures of Central Tendency.
- b. Measures of dispersion- Range, Mean deviation, SD, Quartile deviation, C.V., skewness and kurtosis.

**Selected Readings**

1. C.R. Kothari, Research methodology, methods and techniques Wiley eastern Ltd.- new.
2. C.B. Gupta V. Gupta An introduction to statistical methods Vikas Publishing House Pvt. Ltd.
3. Kulbir Singh, Sidhu Methodology of Research in education, sterling Publisher Pvt. Ltd. New Delhi.
4. Arun Kumar, Research Methodology, Anard Publications, Meerut.

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**Semester : VIII**  
**Paper - Second**  
**Course Name : Psychological Bases of Human Development**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To help students to understand the concept of Intelligence
2. To understand the concepts of social norms and personality

**Unit I**      **Intelligence** - Definition, Nature of Intelligence, Origin of Intelligence and theories of intelligence.

**Unit II**      **Emotion** - Definition, Adaptive Functions, Basic emotions fear, anger joy, sad, disgust and surprise, concept of emotional intelligence. Universal Aspects of Emotions.

**Unit III**     **Personality** - Definition, Influencing Factors, Role of social norms in Personality Development, Allport theory of personality.

**Unit IV**     **Socialization** - Definition, Agencies of Socialization, Gender differences in Socialization, sociometry test.

**Selected Readings**

1. Kothari, C.R. (2001), Research Methodology : Methods & techniques New Delhi : Wishwa Prakashan.
2. Preeman, F. (1965). Psychological testing. New Delhi : Oxford & IBH.
3. Morgan, C.T. King, R.A., Weisz, J.R. and Schoper, J. York : Mccraw - Hill

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**Semester : VIII**  
**Paper - Third**  
**Course Name : Advanced Study in Human Development - Adulthood**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To gain a general understanding of the various biological and sociological perspectives of aging
2. Demonstrate knowledge to understand the adults in terms of development, adjustment and relationship

**Unit I Introduction to adulthood and development-** Study of psychological Biological, cultural and developmental perspectives; Life span approach sexuality, marriage, marital adjustment, parenthood, theoretical perspective of adult Development- Individual, Family and Career perspective, Stages of adulthood.

**Unit II Early/Young adulthood-** Biological and developmental tasks, physical, intellectual and personality development; Importance of social organization- Single life, Marriage and Marital adjustments, Parenthood and Non parenthood, Divorce and remarriage.

**Unit III Middle adulthood-** Physical continuity and changes- Sensory abilities, Physiological functioning and appearance, Adult intelligence, Personality developments- Development of self, Roles in family and maintaining Family relationship, Health and Disease, Menopause in Women.

**Unit IV Late adulthood and Old age -** Changes in physical, cognitive abilities and creativity, physical aspects of aging, Health and disease, Continuity and change in personality, changes in family life cycle and social relationships, occupational continuity and change- effect on identify, Work and Retirement, Alternative life styles and leisure time activities, Death, dying and bereavement.

**Selected Readings**

1. Naresh Gupta (2019), Human Development in India, Emerald publisher.
2. Diane papalia & sally olds (2017), Human Development (9th Edition), Mcgraw Hill publication, New York ISBN - 13978 - 0070586918

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**Semester : VIII**  
**Paper - Fourth**

**Course Name : Organization and Administration of Early Childhood Educational Institutions**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To understand the concept and needs of early childhood education
2. To learn the personnel and material management in schools

**Unit I      Early Childhood Care and Education -** Meaning, Needs Significance and Objectives ; Types of ECCE Programme- Balwadi, Anganwadi, Nursery School, Kindergarten, Montessori, Laboratory Nursery School, Mobile Crèche, Play Group.

**Unit II      Historical Perspective of ECCE and Contribution of educators -** Western and Indian History, Western Education – Commonius, Rousseau, Pestalozzi, Frobel, John Dewey, Maria Monestessori, McMillan Sisters, Indian Educators- M.K. Gandhi, Rabindranath Tagore, Annie Besant, Gijubhai Badheka Tarabai Modak; Contribution of Agencies.

**Unit III      Organizational Setup and Programme Management -** location and site, building plan, play ground, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and materials, Parent Teacher Co- operation, supervision and Monitoring, Evaluation of personal and programme, Equipments and Materials for play and Learning- Selection, Care and Use of equipments, Material needed for learning Teaching Aids for various activities, Considering Individual and Group needs while planning and preparing Activities for Children catering to all round development and conducting parent education programme.

**Unit IV      Documentation -** Needs, importance and principles of record keeping, Types of records maintained in preschool- Admission, Attendance, Health developmental record, Teacher’s estimation record, Family back ground record, Anecdotal records and Reports.

**Selected Readings**

1. R.C. Mishra (2009), Early childhood care and education, A.P.H. publishing corporation.
2. G. Pankajam, (2005) Pre-primary, education philosophy and practice, concept publishing company.

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**Semester : VIII**  
**Course Name : Organization and Administration of Early Childhood Educational Institutions**

**Course : Major (Compulsory)**

**Credit - 4 (Practical)**

1. Case study of a government and private pre-school centre and report writing.
2. Plan a theme based weekly curriculum for pre school children.
3. Preparation and use of child observation checklist.



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**Semester : IX**  
**Paper - First**  
**Course Name : Children with Special Needs - I**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To understand the different types of children with developmental challenges and its impact on children and their families
2. To identify the goals of special education for children with special needs and describe signs of developmental delays

**Unit I Concept of Children with Special Need**

- a. Various terminology related to children with special needs, meaning, definition of special needs, impairments, disability treatment and rehabilitation.
- b. Needs and rights of children with special need.

**Unit II Inclusive Education and Mainstreaming**

- a. Introduction to Inclusive Education definition, concept, needs and importance, process and principles of Inclusive Education.
- b. Concept and characteristics of mainstreaming.

**Unit III Mentally retarded children**

- a. Definition
- b. Classification
- c. Education and rehabilitation of mentally challenged from infancy to adolescence, programme planning and assessment.

**Unit IV Gifted Children**

- a. Meaning and Definition
- b. Characteristics of Gifted Children
- c. Identification
- d. Education Provisions

**Selected Readings**

1. Chopra, G. (2012) Early Detection of disabilities and persons with disabilities in the community. New Delhi : Engage publications.
2. Sharma, N. (Ed.) (2010). The social Ecology of Disability - Technical series - 3 lady Irwin college : Delhi : Academic Excellence.
3. Mani, R. (1988). Physically handicapped in India. Delhi : Ashish publishing house.
4. Mangal, S.K. (2007) Exceptional children : An introduction to special education.

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**Semester : IX**  
**Paper - Second**

**Course Name : Legislation and the Policy Issues in Family and Child Welfare**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To promote the quality of life by safeguarding their rights and privileges related to various family and child issues
2. Enable them to create awareness and advocacy on legal provisions and benefits to needy people in the community

**Unit I      The concept of Women, Child and Family Welfare** – Objectives and needs of welfare services. Classification of services, types of programmes for women, children and family welfare; History of women, child and family welfare in India.

**Unit II      Legislation and policy Issues for Children and Youth** – Compulsory and Free education for children, Child Labour Prohibition Act, Disabled Children Act, Child Health and Nutrition policy, Girl child protection schemes. Juvenile Justice Act 2004. Hindu Law of Adoption, Guardianship and Wards Act; National policy for Children and Youth- Salient Features and priority Areas;

**Unit III     Legislation and policy Issues for Women and Aged** – Maternal benefit scheme, pension schemes for widow, Life insurance policy for women, Retirement pension, death cum gratuity, provident fund health insurances, insurance scheme, investment and taxation and property; National policy for Women and Aged National and International Perspective; plan for women development, National Commission for women.

**Unit IV     Legislation and Policy Issues for Marriage and Family** – Personal Law, Special Marriage Act, Child Marriage Restraint Act, Issues Related to Child Marriage and Widow Marriage; Divorce, Maintenance, Custody of Children, Succession.

**Selected Readings**

1. Muna PK (2008) Human Rights theory I practice Murari Lal I Sons.
2. Manjula Batra (2001), Women I Law & Law relating to children in India, Allahabad Law Agency.

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**Semester - IX**  
**Paper - Third**  
**Course Name : Guidance and Counselling**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

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

**Unit I      **Concept of Guidance and Counselling** - Meaning, Principles, Nature and Need of Guidance, Characteristics, Objectives and Process of Counselling.**

**Unit II      **Types of Guidance** - Meaning, Steps, Principles & Advantages of Educational, Vocational & Personal guidance.**

**Unit III     **Types of Counselling** - Psychological Counselling, Psychotherapeutic, Clinical, Marriage, Vocational, Students and Placement.**

**Unit IV     **Techniques of Counselling** - Interview Techniques, Group Counselling Techniques, Diagnostic and Clinical Techniques.**

**Selected Readings**

1. RamNath 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

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**Semester : IX**  
**Paper - Fourth**  
**Course Name : Management of Child Welfare Institute**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. Able to apply knowledge of human development principles and programme in the field setting
2. To identify the needs, plan and execute programmes in organization

**Unit I** Status of children in India, health education and recreation rights of the child.

**Unit II** International Organisation for children UNICEF, WHO, FAO, CARE, CASA, DANIDA, World Bank.

**Unit III** Management of Institutions : Administration, Organisation & structure of various institutions of children like creche, day care centres, pre-schools, orphanages, balbhavans recreation centres hospital wards etc.

**Unit IV** Activities and programmes for children, activities in institutions mentioned above, developing effective communication skills.

**Selected Readings**

1. Naresh Gupta (2019) Human Development in India Emerald Publisher.
2. Carol A. Darling, Dawn Cassidy (2014) Family Life education : Working with families across the lifespan, Third edition.
3. Geeta Chopra (2015) Child Rights in India, Challenges and social action, spring an India.

**Syllabus developed**  
**According to NATIONAL EDUCATION POLICY 2020**  
**C.B.C.S.**  
**for**  
**SUBJECT : HOME SCIENCE**  
**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester : IX**  
**Course Name : Management of Child Welfare Institute**

**Course : Major (Compulsory)**

**Credit - 4 (Practical)**

**Course Outcome**

- Unit I** Visit and observation of centres of childhood care and Education
- a. Schools for children in India
  - b. Slum Balwadis
  - c. Aanganwadis
- Unit II** Planning preparing & implementing programmes for overall development, recreation and education for children in above mentioned centres to provide intensive work experience, deeper knowledge understanding and to develop skills in handling and working with children in need.
- Unit III** Organizing a Seminar / Workshop / Balmela / Balsabha on child related issues.

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**SUBJECT : HOME SCIENCE**  
**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester : X**  
**Paper : First**  
**Course Name : Children with Special Needs - II**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To understand the different types of children with developmental challenges and its impact on children and their families
2. To identify the goals of special education for children with special needs and describe signs developmental delays

**Unit I Children with sensory deficits**

- a. Visual and auditory impairments.
- b. Teaching methods and assessment.
- c. Integration v/s special.

**Unit II Children with speech defects**

- a. Aphasic child.
- b. Stammering and stuttering.
- c. Articulatory defects.
- d. Remedial measures and speech therapy.

**Unit III Orthopadically handicapped**

- a. Definition.
- b. Causes.
- c. Treatment.
- d. Rehabilitation programmes

**Unit IV Emotionally disterbed children - common emotional behavioural problems of childhood and adolescence**

- a. Autism.
- b. Phobia.
- c. Attention defict.
- d. Schizophrenia.
- e. Hyperactivity disorders.

**Selected Readings**

1. Chopra, G. (2012) Early Detection of disabilities and persons with disabilities in the community. New Delhi : Engage publications.
2. Sharma, N. (Ed.) (2010). The social Ecology of Disability - Technical series - 3 lady Irwin college : Delhi : Academic Excellence.
3. Mani, R. (1988). Physically handicapped in India. Delhi : Ashish publishing house.
4. Mangal, S.K. (2007) Exceptional children : An introduction to special education

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**SUBJECT : HOME SCIENCE**  
**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester : X**  
**Paper : Second**  
**Course Name : Welfare Programmes for Children**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To understand the concept of different welfare programmes for children
2. To learn about voluntary and non-voluntary organisation working for children

**Unit I      Status & Rights of Children in India-** Status of children in India, health, education, nutrition and recreational, rights of the child.

**Unit II      Existing governmental and voluntary organizations for children in India-** Changing philosophy and concept of programmes and services for children & integrated approach, ICCW, CSWB, NIPCCD, BGMS, NCERT, NAB, WVI.

**Unit III     Society for Children -** National society for children, Balbhawan society, functions & services.

**Unit IV     Welfare programmes in India-** Five year plan, ANP, SNP, ICDS, Nutritional Noon meal programme, Balwadis CRY, CNF, Helpage India, PRERNA, SOS, Vileage palna chetna, Nukkad etc.

**Selected Readings**

1. Naresh Gupta (2019) Human Development in India, Emerald Publisher.
2. R.C. Mishra (2009) Early Childhood Care and Education, A.P.H. Publishing Corporation.

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**SUBJECT : HOME SCIENCE**  
**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester : X**  
**Paper : Third**  
**Course Name : Behaviour Problems of Children and Adolescents**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To learn the concept of common behavioural problems found in children and adolescents
2. To understand the role of parents and teachers as well as counselor in dealing children with behavioural problems

**Unit I Childhood and Adolescents** - Definition and concepts of childhood, and adolescents developmental tasks, emotional & social behaviour in childhood and adolescents

**Unit II Common Behavioural Problems** - Hurt other children Destroys things, Uses bad language, Thumb sucking, Bedwetting, Masturbates, Attention seeking, Fears, Stealing, Lying, Runs away from home, Refuses of eat and disturbed sleep causes and characteristics & management.

**Unit III Emotional & Behavioral Disorder** - Anxiety Disorder, Separation & Social Anxiety Disorder, Attention Deficit Hyperactive Disorder, Conduct Disorder, Obsessive compulsive disorder-Causes & Characteristics and Management.

**Unit IV Dealing with Problematic Children** - Role of parents & Teachers dealing with problematic children, Role of counselor.

**Selected Readings**

1. Ramnath Sharma & Rachana Sharma (2008), Child Psychology, Atlantic Publishers & Distributors.
2. Laura. E., Adena. B. Meyers (2015) Infants, Children & Adolescents, 8<sup>th</sup> Edition Pearson Publisher.



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**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester : X**  
**Paper : Fourth**  
**Course Name : Techniques of Child Study**

**Course : Major (Compulsory)**

**Credit - 4 (Theory)**

**Course Outcome**

1. To make student capable for different scientific methods and techniques used in assessment of development and behaviour
2. To Develop the skills and assessment of infants and young children

**Unit I Various methods to study Human Behavior :**

- a. Introspection Method
- b. Observation
- c. Experimental
- d. Survey
- e. Case History Method/ Clinical Method
- f. Genetic
- g. Testing Method

**Unit II Intelligence Test-**

- a. The Binet tests
- b. Wechsler intelligence test
- c. Performance test

**Unit III Aptitude test- Differential aptitude test Comprehensive interest schedule**

**Unit IV Personality and Projective Technique**

- a. Rorschach inkblot test
- b. DISC assessment

**Selected Readings**

1. Ranjith Kumar (2014), Research Methodology: A step by step guide for Beginners (fourth edition).
2. Kothari, C.R. (2004) Research methodology, Methods and Techniques, New age international publishers second revised edition.

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**SUBJECT : HOME SCIENCE**  
**MASTER OF SCIENCE [HOME SC. (HUMAN DEVELOPMENT)]**  
**Semester : X**  
**Course Name : Techniques of Child Study**

**Course : Major (Compulsory)**

**Credit - 4 (Practical)**

**Course Outcome**

1. To make students capable for different scientific methods and techniques used in assessment of development and behaviours
2. To develop the skills of assessments of infants and young children

**Unit I** Assessments of academic and social adjustment of adolescent.

**Unit II** Assessments of intelligence and personality of adolescents & young adults using standardized tests.

**Unit III** Construction of scales for measuring attitudes towards social problems among the youth.

**Unit IV** Assessments of infants & young children using developmental schedules.

**Selected Readings**

1. Ranjith Kumar (2014), Research Methodology : A step by step guid for Begginner (Fourth edition).
2. Kothari, C.R. (2004), Research Methodology, Methods and Techniques, New age International publishers, second revised edition.