Syllabus
Of
Master of Art (Home Science)
Contents w.e.f. Session 2022-2024

M.A/M.Sc. Human Development
Department of Home Sciemce
Jananayak Chandrashekhar University
Ballia, UP-277301

INTRODUCTION

Home Science has contributed a great deal towards national development by training students to take up leadership roles in extension and community outreach programs. The students are encouraged to develop a scientific temper. Familiarizing them with the use of newer technologies, methods in family and community linkages, and sustainable use of resources for human development are the hall mark of education in Home Science. As a discipline Home Science integrates the ingredients of the sciences, social sciences and technology to facilitate the study of and enhance the quality of human life. Its approach is therefore inherently interdisciplinary. Traditionally, Home Science has adopted an ecological approach in its curriculum that engages the student through teaching. research and extension. The education process in Home Science underscores the importance of the individual's dynamic relationship with his/her family. Community and society as a whole, as well as with the resources in the environment. Higher education learning in Home Science subjects provides students the opportunity to sharpen their capacities with a sense of social responsibility. In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from various strata of society for entrepreneurship. Many Home Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies.

There is sustained interaction with Ph.D. scholars, organizing seminars, and involving them inclassroom transactions specific to their areas of research interests.

- Students get trained in planning, implementation, monitoring and evaluation of extensionactivities during field visits.
- Support and advocacy skills for Gender Justice, Child Rights, Inclusion and Adoption helpstudents to gain professional advantage.
- Students are enabled to critique, propose and formulate research design strategies.
- Student will acquire a repertoire of skills for working with children and relevant adults in different contexts and will be familiar with selected standardized tests/protocols for the study including assessment of individuals, families/settings.
- The students will learn strategies for effective capacity building, implementation and assessment of early childhood education and development programs.
- Student will examine and analyses the significance of children's social and ecological contexts, study the approaches and practices for inclusion and empowerment of children and families.

Home Science (Human Development)

Vission:

Multi-disciplinary department devoted to understanding the nature of human development across the life span in a culturally diverse, changing and complex world.

Mission:

Human Development is a multidisciplinary department devoted to understanding the nature of human development across the lifespan in a culturally diverse, changing and complex world. Our Endeavour is to apply contextual and systemic frameworks to the study of development and relationship processes through research, teaching and application.

Programme Objectives:

The programme structure and environment encourages research, and outreach opportunities to contribute to the field. The various courses offered in the Department enable students to:

Study the domains of human development from the life span perspective.

Examine the interaction between the child and the socio-cultural systems, including educational settings.

Promote competence in scientific study, research in the field, and the use of relevant assessment measures for children.

Develop sensitivity and skills in working with children and families.

Acquire working knowledge in counseling children and families.

Plan and implement programmes for children.

Program Outcomes:

The Department of Human Development focuses on contextual and systemic frameworks to the study of development and relationship processes through research, teaching and application. The Department engages students in a curiculum that values and supports interdisciplinary perspectives and combines classroom learning with field opportunities.

PROGRAMME –MA/M.Sc. HOME SCIENCE

COURSE NAME- HUMAN DEVELOPMENT

COURSE CODE	SEMESTER-I COURSE NAME	CREDITS	MARKS
HSHD 101	Research methodology in Home Science.	5	100
HSHD 102	Statistics and Computer Application.	5	100
HSHD 103	History and Theories of Human development.	5	100
HSHD 104	Advance Study of Human Development-I.	5	100
HSHD 105	Practical Related to all Theory Papers.	4	100
HSHD 106	One Minor Elective Paper (For Students of other faculty) (I or II Sem)	4	100
HSHD VAC	Personality Development.		
	TOTAL	28	600

COURSE CODE	SEMESTER-II COURSE NAME	CREDITS	MARKS
HSHD 201	Adolescence and Youth Theory.	5	100
HSHD 202	Principles of Guidance and Counseling.	5	100
HSHD 203	Parenting in Early Childhood.	5	100
HSHD 204	Management of Programmer for Children and Family.	5	100
HSHD 205	Practical Related to all Theory Papers.	4	100
HSHD 206	Elective Paper (I or II Sem)		
HSHD VAC	Adolescence Relation and Well-Being.		
	TOTAL	24	500

COURSE CODE	SEMESTER-III COURSE NAME	CREDITS	MARKS
HSHD 301	Advance Study of Human Development- II	5	100
HSHD 302	Early Childhood Care and Education.	5	100
HSHD 303	Development of Creativity.	5	100
HSHD 304	Study of Family in Society.	5	100
HSHD 305	Practical Related to all Theory Papers.	4	100
HSHD VAC	Home Based Catering		
	TOTAL	24	500

COURSE CODE	SEMESTER-IV COURSE NAME	CREDITS	MARKS
HSHD 401	Persons with Disabilities.	5	100
HSHD 402	Care of Children with Disabilities and illnesses.	5	100
HSHD 403	Scientific Writing.	5	100
HSHD 404	Dissertation/Entrepreneurship Development /Communication System and Mass Media	5	100
HSHD 405	Practical Related to all Theory Papers.	4	100
HSHD VAC	NGO Management & CSR.		
	TOTAL	24	500

HSHD101: RESEARCH METHODS IN HOME SCIENCE

Objectives:- • To understand the significance of research methodology in home science. • To compare and contrast Quantitative and qualitative research approaches. • To identify appropriate sampling methods. Measurement scales and tools of datacollection and appropriate uses of each. • To demonstrate knowledge of the key steps of a research process in both experimentaland observational research.	
Unit- I	
a.	Research- Meaning, Purpose and approaches • Exploration, Description, Explanation. • Scientific method and research. • Quantitative and qualitative approaches.
b.	Research Designs- Experimental and observational.
Unit-II	
a.	Social Research: • Concept, Nature, Scope. • Types of Research in Home Science.
b.	Conceptualization and Measurement • Variables, Concepts and measurement. • Levels of measurement. • Units of analysis.
Unit-III	
a.	Sampling & Tools • Role of sampling in research. • Types of sampling.
b.	Research tools and techniques • Validity and reliability. • Interviewing and observational methods. • Scales.
Unit-IV	
a.	The Research Process • Defining the problem, research questions, objectives,hypotheses. • Review of related literature and originality in writing. • The planning the research.
b.	The research process subjects context and ethics. Methodology andtools Data reduction, analysis and representation. Citation formats: In medical science, Social Sciences.

Course Outcome:

Student will be to able to learn following points:-
- Meaning objectives and significance of research in Home Science.
- Compare and contrast quantitative and qualitative research approaches.
- Identity appropriate sampling methods, measurement Scales and tools of data collectionand appropriate uses of each.
- Demonstrate knowledge of the key steps of a research process in both experimental andobservational research.

Assignments:-
- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-
- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

References:
- Black, J.A. and Champion, D.J. (1976): Methods and Issuer in Social Research. New York: John Wiley and Sons.
- Bhatnagar, G.I. (1990): Research Methods and Measurements in Behavioral and Social Science, Agri Cole Publishing Academy, new Delhi.
- Bandarkar, P.J. and Wilkinson, T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- Garrett, Henery E. (1971): Statistics in Psychology and education, David Heley and Co.
- Kothari, C.R. (2008): Research Methodology: Methods and Techniques 2nd Ed. New Age International Private Ltd. New Delhi.
- Kerlinger F.N. and Lee, H.B. (2000): Foundations of Behavioral Research 4th Ed. Harcourt College Publishers.
- Kumar, R. (2005): Research Methodology: A Step by Step Guide for Beginners. Sage Publication, New Delhi.
- Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publications, New Delhi.
- Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.
- Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory Procedure and Techniques, Sage Publication, California.

FIRST SEMESTER: PAPER-II
HSHD102: Statistics and Computer Application

Objectives:
- To understand the role of statistics & Computer Application in research.   - To apply statistical techniques to research data for analyzing and interpreting data.   - To understand the significance of statistics and research methodology in Home Scienceresearch.   - To understand and apply the appropriate statistical technique for measurement and testing.

Unit- I

a.	Conceptual understanding of statistical measures, Classification andtabulation of data, measurement of central tendency, measures of variation.
b.	- Frequency distribution, histogram, Frequency, Polygons, Oliver. - Binomial Distribution.

Unit-II

a.	- Normal Distribution- Use of normal probability Tables. - Parametric and non-parametric tests, - Testing of hypothesis, Type I and type II errors, Levels ofsignificance.
b.	- Chi-Square test, Goodness of fit, Independence of attributes 2x2and rxc Contingency tables. - Application of student 't' tests for small samples. Difference inproportion for means and difference in means.

Unit-III

a.	- Correlation, Coefficient of correlation, ranks correlation.Regression and prediction - Analysis of variance one -way and two-way classification.
b.	- Completely randomized design. - Randomized block design. - Latin Square design. - Factorial design. - Trend analysis.

Unit-IV

a.	**Fundamental of Computer:** - History of Computer, Generation of Computer, Language,Components, Application of Computer. - Operating System and Internet. - MS- Windows and Internet.
b.	MS Office: MS Word, MS Excel and Power Point.

Course Outcome:

Student will be to able to learn following points:-

- Identify various types of data measurement tools/tests/procedures and understand theconcept of standardization and reliability and validity.
- Apply various data reduction and coding methods on quantitative and qualitative data.
- Organize the data and effectively use appropriate quantitative and qualitative statisticalsoftware's for analysis of data.
- Draw conclusions and interpretations from the analyzed data and write reports.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

References:

- Agresti, A.R Franklin C.A. (2009): The art and Science of Learning from data (Second Edition) Boston, M.A: Pearson Prentice Hall, ISBN 978-0-13-513199-2
- Bhatnagar, G.I. (1990): Research Methods and Measurement in Behavioral and Social Science, Agri, Cole Publishing Academy. New Delhi.
- Bandarkar, P.I. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- Banerjee, Utpal K. and Sachdeva RK. Management information system: A New Framework, Vikas Publishing House, Pvt. New Delhi.
- Ethens DN: Fundamentals and Statistics.
- Garrett, Honery E. (1971): Statistics in Psychology and education, David Heley and co.
- Laudon Kenneth C. and London Jane Price, Management information system: A complementary perspective, macmillan Publishing company, New Delhi.
- Muijs, D. (2004): Doing Quantitative Research in Education with SPSS. London: Sage.

FIRST SEMESTER: PAPER-III
HSHD103: History and Theories of Human Development

<table>
<tr><td colspan="2">
Objectives:-

To introduce concepts of human development to student and link it as an interdisciplinaryfield.
To discuss various theories of human Development.
To discuss the importance and scope of the study of human development.
To examine historical perspectives in the evolution theory.
To Understand the Practical application of Theory.

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<tr><td colspan="2" align="center">Unit- I</td></tr>
<tr><td>a.</td><td>Concept of human development.
A brief overview of development stages of human development.</td></tr>
<tr><td>b.</td><td>Scope of the field of human Development.
Linkage of human development with other fields.</td></tr>
<tr><td colspan="2" align="center">Unit-II</td></tr>
<tr><td>a.</td><td>Early Theories: Preformationism, Lock, Rousseau, EasternPhilosophers.</td></tr>
<tr><td>b.</td><td>Ethological Theories: Drawin, Lorenz, Tinbergen and Bowlby;Cross-cultural, relevance, Current status.</td></tr>
<tr><td colspan="2" align="center">Unit-III</td></tr>
<tr><td>a.</td><td>Freud's Psychoanalytic Theory: Freudian Theory, Neo-Freudians:Horney, Fromm, Sullivan cross-cultural relevance, current status.</td></tr>
<tr><td>b.</td><td>Learning Theory: Pavlov, Watson, Skinner cross-culturalrelevance, current status.</td></tr>
<tr><td colspan="2" align="center">Unit-IV</td></tr>
<tr><td>a.</td><td>Cognitive Development Theory: Paige's Theory cross-culturalrelevance, current status.
Vygot sky's Theory cross-cultural relevance, current status.</td></tr>
<tr><td>b.</td><td>Social learning and social cognition theories: Bandera's theory,cross-cultural relevance and current status.</td></tr>
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Course Outcome-

Student will be to able to learn following points:

- Early Theories and ethological theories.
- Psychoanalytic theory neo Freudians theories and learning theory.
- Cognitive development theory and cross cultural relevance current status.
- Social learning and Social cognition theories, theories of self.
- Humanistic Psychology. Developmental theory.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

References:

- Aries, P. (1962). Centuries of Childhood, New York, Knopt.
- Berk, L.E (1996). Child Development. New Delhi: Prentice Hall.
- Bhattacharya. S. (2003). Social Work: An Integrated Approach. New Delhi: Deep &Deep Publications Pvt. Ltd.
- Crain, W. (1992), Theories of Development, concepts and applications New Jersey: Prentice Hall;
- James, A. and Prout, J. (Ed.) (1990), Constructing and Reconstructing child-hood London: Falmer Press.
- Kakar, S. (1977), Culture and Psyche-Selected Essay S, Delhi: Oxford University Press.
- Roland, A (1996). Cultural Pluralism and Psychoanalysis, New York: Rout/Edge.
- Smith, J.A. Harre, R. and Van Langeh hove, L. (1985) Re-thinking Psychology, London: sage.

Objective:
- To introduce methods of studying human Development.   - To acquaint students with issues related to developments of infants.   - To undertake an advanced study of the stages in human development to adolescence.   - To understand the principles and factors influencing human development in there stages.   - To orient the students regarding the salient factors influencing human development.

	Unit- I
a.	- Principles and concepts of Development. - Principles of growth and development. - Developmental Tasks.
b.	- Basic concepts of development- maturation and learning, criticalperiods, individual difference, nature- nurture issue. - Secular trend in growth.

	Unit-II
a.	**Prenatal Development** - Recapitulation of stages in prenatal development, genetic andenvironmental factors: maternal condition and teratogens. - Importance of Indian practices during pregnancy.
b.	**Infancy: (Birth- 02 Years)** - The newborn: birth process and the neonate, Physical description, sensory capacities and reflexes. Becoming coordinated-feeding, Sleeping, crying. - Limitation, objects permanence and other cognitive accomplishments. - Early language development. - Social relationships during infancy. - The cultural experience of being on infant.

	Unit-III
a.	**Early Childhood (2-6 Years)** - Characteristic & developmental tasks of early childhood. - Physical, mental, mature, speech, emotional, social moral &personality development during early childhood period. - Early childhood education. - Family relationship in early childhood.
b.	**Late Childhood (7-11Years)** - Characteristic and development task of late childhood. - Physical growth, mature skills, moral, personality development &development of understanding during late childhood period. - Social relationship- peers, siblings and parents. - The experience of schooling- academic achievement.

Unit-IV	
a.	**Adolescence (11-18 Years)** • Transition from childhood to sexual maturity- puberty and itsconsequences, Emotional Changes. • Development of formal operations- Adolescent thought,Integration of the self, issues of identity.
b.	• Role of family, peers, community and ethnic group. • Moral reasoning and judgment. • Health, Sexuality, mental health, delinquency, conformity.

Assignments:-
- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-
- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

Course Outcome:
- Principals and concepts of growth and development.
- Pre natal Development genetic environmental factors, Indian practices during pregnancy,infancy, Birth to 2 Years.
- Transition from infancy to childhood, All round development.
- Late childhood (7 to 11 years) Physical, Motor, cognitive, moral, language and social development.
- Adolescence (11 to 18 years) Transition From Childhood and ethnic group health, sexuality, mental health, delinquency, conformity.

Reference:
- Bee. H (1997). The developing child (VIII Ed.) New York: Longman.
- Berk, L.E (1995), Child Development, London: Allyn & Bacon.
- Clarke- Stewart, A. & Friedman, S. (1987) Child Development: Infancy Through adolescence. New York: John Wiley.

- Cole, M. & Cole, S. (1993) The Development of Children. (2nd Ed.) New York,Scientific American Books Freeman & Co.
- Dutt, S. (1998). Moral values in development. New Delhi: Anmol.
- Mussen, P.H. Conger, J.J. Kangar, J.R Huston, A.C. (1996). Child Development and Personality, New York: Harper & Row.
- Rice, F.P. (1995), Human Development, New Jersey: Prentice Hall.
- Santrocl, J.W. & Yusen, S.R. (1998). Child Development: an Introduction. Lowa: Wm. C. Brown Publishers.

FIRST SEMESTER: PAPER-V
HSHD105: Practical

- Observing in fonts in various setting.
- Perception of different groups/cultures on infants care and development.
- Testing and assessment of infants.
- Probability and non Probability sampling methods.
- Designing data collection tools and planning their analysis: In-depth interviews, questionnaire, case studies.
- Data collection process: conducting interviews, care studies.
- Compiling data and data reduction.
- Making and analysis of tables and graphs.
- Calculation of Standard Deviation Correction.
- Prepare a project play based on the information- secured on an existing program in thelocality.

Personality Development
Course code- HSHD10

Unit	Topic
I	**Personality, Success, and Facing Failures:** Concept of Personality. What a success? Hurdles in achieving success, Factors responsible for success, developing effective habits, what in failure? Factors affecting failures, learning from failures, overcoming failures, power of faith, practicing faith SWOT analysis and Goal- Setting (Specific, Measurable, Achievable, Realistic, Time-bound-Smartgoals)
II	**Time and Stress Management and Employability Quotient:** Time as a Resource, Identifing Time wasters, Teahniques for better time management, Introduction to Stress. Resume building, The art of Participating in Group Discussion, Interview session.
III	**Communication Skills and Digital Etiquettes** Communication skills effective reading/writing/listening skills, Hard skills & soft skill, Overcoming stage fear, role of body language, art of professional presentation, use of audio & visuals in presentations, social etiquettes. Use of information & communication technology (ICT) in day-to-day management, Effective use of social media, E-mail etiquette, Netiquette, Useful electronic gadgets and mobile applications.

Practical:

- Goal setting (Smart goals), Time management, Resume writing and mock interviewsessions, Communication skills, E-mail writing.

Reference:

- Andrews, Sudhir (1988): How to succeed at interviews, 21st (rep.) Tata Mc Grow-Hill, New Delhi.
- Covey, Stephen, (1989): The 7 Habits of Highly Effective People. NY: Free Press.
- Hindle, Tim(2003): Reducing Stress, Essential manager series. DK Publishing.
- Lucas, Stephen (2001): Art of Public Speaking. Tata- Mc-Grow Hill, New Delhi.
- ekMu] LoV] Þ0;fDrRo dk fodk‖ß] Hkkjrh ‿Jh idk"kuA
- Peter S. J., Francis (2011): Soft skills and Professional communication. Tata Mc Grow Hill Education, New Delhi.
- "kek] ih0d0 ¼2014½ Þ0;fDrRo fodk‖ß] Hkkjrh ‿Jh idk"kuA
- Smith, B. (2004): Body Language. Rohan Book Company, Delhi.
- Self-Presentation: https:www.glowandlovelvcareers.in/en./course-detail/miit-161/self- presentation

Objectives:	

- To understand the stages of adolescence and youth in human development.
- To study the major developmental characteristics of these stages.
- To appraise the students with different methods and techniques of assessment of adolescence and youthchildren and expose. Them to use different assessment techniques.

Unit- I

a.	**The adolescent stage:**

- Its link with late childhood and youth.
- The concept of adolescence in India.
- Development task of adolescence. Theoretical perspectives-Anna Freud, Kaganand Margaret Mead, Indian Perspectives.

b.	**Adolescence and youth:**

- Changes, Challenges and programs to promote optimal development.

Unit-II

a.	**Physical and Sexual Development:**

- Puberty, development of primary and secondary sex characteristics.
- Psychological response to puberty.
- Gender differences, Sexuality, Sexual needs and sex education.

b.	**Cognitive Development:**

- Formal operations- Piaget's theory. Intellectual development duringadolescence and youth.
- The information- Processing view.
- Reasoning, thinking critically, reflective, judgment, moral reasoning andjudgment.

Unit-III

a.	**Identity Formation:**

- Different Perspectives: development of self concept.
- Indian views on adolescent's identity social and Emotional Development.
- Family, peers and friendships, Interpersonal relations, Emotional competence.
- Conflict with authority.

b.	**School, College, Work and Career:**

- Adolescence and youth in the context of differential opportunities for educationand formal training.
- Importance of academic achievement and failure, related issues.
- Training for career and work.
- Important agents of influence.
- Family, Community and Culture.
- Electronic media.

Unit-IV

a.	**Marriage:**

- Legal age and it's relationship to development. Marriage as a family/individualissue.
- Marriage choices and significance of marriage in human development.

b.	**Delinquency and disturbance-**

- Juvenile delinquency: Causes and prevention.
- Psychological disturbances: depression, suicide, substance abuse.
- Causes of HIV/AIDS and prevention adolescence and youth.

Assignments:-
- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-
- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

Course Outcome:
- Adolescence stage, developmental tasks, theorical perspectives.
- Physical and sexual development cognitive development.
- Identity formation, development of self, social and emotional development, family, peerand friendship, conflict with authority.
- School college work and career education and formal training.
- Marriage and family relation. Delinquency and disturbance. Juvenile delinquency Psychological disturbances.

References:
- Balk, D.E. (1995) Adolescent development, New York: Brooks/cole.
- Erikson, E.H. (1968). Identity: youth and crisis. London: Faber & Faber.
- Kroger, J. (1961). Identity in adolescence, London: Routiege.
- Kakars S. (1992). Identity and adulthood. Delhi: oxford university press.
- NIPCCD (2000) Adolescent Girl's Scheme- An evaluation, New Delhi: NIPCCD.
- Sharma, N. (1996). Identity of the adolescent girl, New Delhi: Discovery Publishing House.
- Saraswati, T.S & Dutta, R. (1988) Invisible boundaries, Grooming for adult roles. New Delhi Northem Book Center.
- Sharma, N. (1999) Understanding adolescence, New Delhi: National Book Trust.

Course Name- Principles of Guidance and Counseling
Course Code-HSHD202

Objectives:	
	• To understand the need for guidance and counseling in human development.
	• To introduce basic concepts in guidance counseling and therapy.
	• To understand the process of guidance and counseling.
	• To study the different Techniques of counseling.
	• To discuss the processes involved in counseling at different stages in life.
Unit- I	
a.	**Concept of Guidance and counseling:**
	• Meaning and need of Guidance and counseling.
	• Definition of Guidance objectives of Guidance and counseling.
b.	• Principles of counseling.
	• Difference Between Guidance and Counseling.
Unit-II	
a.	**Nature of Psychological disorders at different stages that requirecounseling and therapy:**
	• At childhood.
	• At adolescence and youth.
	• At adulthood.
	• In old age.
b.	**Models of Guidance:**
	• Meaning of Guidance model.
	• Fundamental Elements of Guidance model.
Unit-III	
a.	• Skills of a counselor.
b.	• Counselor- Counselor relationship Individual counseling, GroupCounseling, Family Counseling.
Unit-IV	
a.	• Process/Types of counseling.
	• Directive counseling.
	• Non-directive counseling.
	• Elective counseling.
b.	**Techniques of counseling:**
	• Questionnaire techniques, Schedule Techniques, Interviewtechniques and Cumulative record card- Types, Merits, and Demerits.

Assignments:-

- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Continuous evaluation of practical/skill courses on pre-decided key.
- Feedback given to student for improving.

Course Outcome:

- Need, objectives and principles of guidance and counseling.
- Fundamental elements and types of Guidance models;
- Individual, group and family counseling.
- Counselor- counselee relationship, skills of a counselor.
- Process and techniques of counseling.

References:

- Bernard. P, (1999). Counseling skills training, New Delhi: Viva Books.
- Manthel, R (1997), Counseling, The skills of finding solutions to problems, London, Rutledge.
- Nicolson, D & Ayers, H (1995), Individual Fulton.
- ☐ जायसवाल सीताराम : (   ) परामर्श एवं निर्देशन।
- ☐ दुबे एल.एन. (   ) परामर्श मनोविज्ञान।
- ☐ भार्मा डॉ0 आर0ए0 एवं चतुर्वेदी डॉ0 शिक्षा (   ) भौतिक एवं व्यावसायिक निर्देशन तथा परामर्श।
- ☐ राम अमरनाथ एवं अस्थाना मधु (   ) निर्देशन एवं परामर्श।
- ☐ वर्मा रामपाल सिंह एवं उपाध्याय (   ) निर्देशन एवं परामर्श।

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Course Name- Parenting in Early Childhood
Course Code-HSHD203

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Objectives:
- To understand the significance of parents role in early childhood.
- To develops skill to involve parents in early childhood education programs.
- To learn to conduct parent education programs

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Unit- I

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a.	**Introduction:** • The task of parenting and the concept of parenting skills. • Changing concept of parenthood and childhood. • Being a competent parent.
b.	**Individual Parenting Roles:** • Determinants of parenting behavior, Characteristics of the parentingroles, the fathering role, Concept of family, The family life cycle stages.

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Unit-II

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a.	**Development Interaction in Early Childhood Years:** • Parent's role in developing self awareness in childhood. • Family relations and communication. • Helping the child to learn to express and control emotions. • Helping children discover personal capacities.
b.	**Establishing routines and showing responsible behavior:** • Learning social role and interactions with others. • Meeting family need during this stage. • Meeting children's needs

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Unit-III

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a.	**Techniques of Patent Education in Preschool setting:** • Informal Meeting: Occasional/accidental/meeting. • Writing/Printed newsletters, Circulars, notices etc. • Parent library, toy library. Workshops/demonstration center.
b.	• Parent's corner, Open House, Large/Small meetings, Individualmeeting. • Home visits, individual session. • Working with Vulnerable families.

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Unit-IV

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a.	**Parent Education and Support:** • Role of professionals. • Parent as Family workers. • Flexibly to different need. • Personal development for parents. Parent education, positive parenting,community education.
b.	• Early childhood care an education-activates to promote holisticdevelopment. • Influence of family, peers, school, community and culture onpersonality development. • Family studies-family in crisis, family in crisis, family therapy,initiatives for child development.

Course Outcome:

Students will be to able to learn following points:

- Parenting, task of parenting, being a competent parent individual parenting role. Themothering role the fathering role.

- Development interaction in early childhood years. Family relation and communication,learning social role and interactions with other, meeting children's needs.

- Techniques. Of parent education in preschool setting informal meeting. Parent library,workshop, Individual meeting.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.

- Internal Assessment Methods- Quiz, Identification tests, Assignments.

- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.

- Audio-Visual Resources: Film, Videos, Documentaries etc.

- Work shop/Talks.

- Power Point Presentation.

- Field Visits.

- Research and Newspaper Articles.

- Experimental Learning Through case studies & demonstrations.

References:

- Bornstein, M.M (Eds.) (1991): Cultural approaches to parenting, New Jersey: Lawrence Erbium Associates.

- Binger. J (1979): Parent child relation An Introduction to Parenting, N.Y. : Mc Milan Publications.

- Brim. Harman (1980): Learning to be patents, principles programmer and methods saga publications.

- Evaus, J.L. Myers, R.G. and Held. E.H. (2000): Early childhood counts: A Programming guide on early childhood care for development, Washington: The World Bank (WBI Learning Resource Series)

Objective:	
• To understand the purpose scope and challenges in the management of Programs forchildren and families.	
• To understand the various approaches to programs management.	
• To offer students the opportunity to apply & translate the theoretical knowledge intopractice.	
• To organize, implement & Evaluate Programs for children & family.	
• To critical evaluate & review program models.	

	Unit- I
a.	**Management:** • Meaning and importance of management. • Management Skills.
b.	• Review of success & failure of different programs.

	Unit-II
a.	**Programs for Children:** • Identification of specific programs for children. • Types of programs & their management.
b.	• Family welfare- approaches, programs and challenges, role isnational development. • Family counseling.

	Unit-III
a.	• Trends and issues related to life span development – Infancy.
b.	• Trends and issues related to life span development – EarlyChildhood.

	Unit-IV
a.	• Trends and issues related to life span development. • Adolescence, Young Adulthood. • Trends and issues related to life span old age.

Course Outcome:

Student will be to able to learn following points:

- Understand the management of programs for children and families scope.
- Various scope of programs management.
- Easley Translate and apply anything about knowledge.
- Focus to know about implement, organize and evaluate program.
- To know the program models.

Assignment:
- Continues evaluation of practical's/skill courses on pre-decided key.
- Internal assessment methods- Quiz, Identification tests, assignments, Discussion.
- Feedback given to student for improving.

Teaching Methodology:
- Class room lectures.
- Audio-Visual Resources: Films, Videos, Documentaries etc.
- Workshop/Talks.
- Power point Presentations.
- Research and newspaper articles.
- Experiential learning through case studies & demonstrations.

Reference:
- Chaudhary. P (1985): Child welfare services, New Delhi, Atmaram & Sons.
- Daughtery, A.S. and Ricks, B.R. (1989) contemporary supervision: Managing people and technology. New York: Mac Growth Hill.
- Greval, J.S. (1984): Early childhood Education Foundations & Practice, Agra: National Psychological Corporation.
- Hildbrand V. (1984): Management of child development – Centers, New York: Collier Macmillan Publishing, 1984.
- Leper, S.H. Wither Spoon, R.L. & Day. B. (1984): Good schools for young children (5th Edition), New York: Macmillan.
- Mohanty, J, Mohanty B. (1984): Early Childhood care & Education, New Delhi: Deep & Deep.
- Peter T. (1997): The circle of Innovation: You can't shrink you way to greatness, U.K. : Hodder& Stoughten.
- Shaffir, W.B. (1991): Experiencing field-work, New York: Sage Watkins, P,K. & Divant L. (1987): Preschool director's staff.
- Development Hankbook. New York: Centre for applied research in education.

Other Source:
- Encyclopedia of social work in India, Ministry of welfare govt. of India, Vol. 1,2,3,4
- Social welfare administration Vol. 1, Theory & Practice. S.L. Goel, R.K. Jain & Deep Publication, New Delhi 1988.
- Frakenburg, W.K, Emde, R.N. & Suilivn, T.W. (Eds.) (1985): Early identification of children at risk: An International Perspective, New York: Plenum Press.
- Lewis, H. & Resemblem, L.A. (Eds.) The child in its family, New York: Plenum Press. Roopnaraine. J.C. Talukadar, E. Jain, P. Joshi, P & Srivastav, P. (1990): Characteristic of holding patterns of play and social behavior between patents and infants in New Delhi, India: Developmental & Psyschology, 26,667-673.
  Swaminathan M.Ed. (1998): The first five years: a critical perspective on early childhood care and education in India, New Delhi, Sage.

Course Code- HSHD205

Practical's:

- Conducting home visits and interviewing/talking to parents.
- Arranging workshops for parents.
- Organizing parent education programs based on parents needs.
- Conducting parent – teacher meetings.
- Reports and resource files to be maintained by students. Interactions with practicingcounselors and therapists hospitals etc.
- Learn about the counseling process role play, mock sessions etc.
- Planning and working with children and parents.
- Case profile to study adolescence/young adulthood/late adulthood.
- Workshops – managing emotions with reference to relationships and to learn crisis management.
- Methods of promoting well-being-yoga, Self-development resources, couselling.

Course Name- Adolescents Relations and Well-Being
Course Code-HSHD206

Unit-I
• Class room exercise on peer relationship. • Understanding self as a male/female adolescent: exercise on self-reflection
Unit-II
• Writing a brief biography by relationship with a close friend. • Relation with parents and sibling – separate interviews.
Unit-III
• Analysis of different forms of media to understand interpersonalrelationship. • Workshops – Managing emotions with reference to relationships andto learn crisis management.
Unit-IV
• Methods of promoting well – being – yoga, self – developmentresources, counseling.

Reference:

- Manthei, R, (1997): Counseling: The skills of finding solutions to problems, London: Routledge.
- Rice, F.P. (2007): Adolescent: Development: Relationships and Culture.
- Santrock, J.W. (2010): Life Span: Development: A Topical Approach, New Delhi: Tata McGraw Hill.
- Sharma, N. (2009): Understanding Adolescence, New Delhi: National Book Trust.

Semester- III
Course Name- Advance Study of Human Development- II
Course Code-HSHD30

Objectives:	
	• To understand and advanced study of the youth/young adulthood with special onwomen's health.
	• To understand the factors influencing middle age, marriage and marital adjustment,parenthood, stress and management of stress.

<table>
<tr><td colspan="2" align="center">Unit- I</td></tr>
<tr><td>a.</td><td>Youth/Young adulthood (20-35)
• Introduction- Biological and developmental perspectives on youthand adulthood.
• Developmental tasks during adulthood.</td></tr>
<tr><td>b.</td><td>• Marriage and marital adjustment.
• Erikson's sixth stage of psycho-social development : Intimacy VSisolation.</td></tr>
<tr><td colspan="2" align="center">Unit-II</td></tr>
<tr><td>a.</td><td>Middle adulthood (35-50 years)
• Physical continuity and changes. Adult intelligence.
• Personality development- role in family.
• Development of the self Inter-generation relationship, Maintainingfamily relationships, Friendships..</td></tr>
<tr><td>b.</td><td>Health and Changes:
• Menopause and andropause/male climacteric.
• Physical and psychological changes in women and in men.Behavioral changes.
• Women's health problems after menopause – Heart disease, Boneloss and osteoporosis. Breast cancer.
• Hormone replacement therapy.</td></tr>
<tr><td colspan="2" align="center">Unit-III</td></tr>
<tr><td>a.</td><td>Late Adulthood (50-65 Years):
• Continuity and change in personality – the family life cycle.Social relationship. Grand Parenthood – intergenerational relations.
• Occupational continuity and change – effect in identity.Retirement from formal work.
• Health and disease.</td></tr>
<tr><td>b.</td><td>Old age (65+ Years):
• Physical aspect of aging. Change in cognitive abilities andcreativity.
• Psychosocial development. Changes in family life cycle. Healthand disease.
• Death, dying and bereavement.</td></tr>
</table>

	Unit-IV
a.	• Stress – Types of stressors management of stress.
b.	• Crises interventions: Marital disorder, Suicide attempts, Disastersand death.

Course Outcome:

Student will be t able to learn following points :

- Biological and developmental perspectives on youth and adulthood.Developmental task in middle adulthood.

Physical and psychological change in women and in men.Women's health problems after menopause.

Types and management of stress.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

Refernces:

- Berk Laura E. (   ) Child Development – 6th edition, Iuiniois State university.
- Papalia dine E. Duskin Ruth Feldmen (   ): Human Development 9th edition. TataMcGraw Hill Publishing Company Limited, New Delhi.
- Rice, F.P. (1992): Human Development: A life Span Approach. New Jersey : Prentice Hall.
- Schimberg, L.B. & Smith, K.U. (1982) Human Development. New York : Macmillan.
- Shamrock, J.W. (1997) : Life Span Development. Brown and Benchmark.
- Turner & Jeffry, Donald B. Holt Helms, Winston Rinehear (   ) : Lifespan development third edition.

Objectives:	
	• To gain knowledge and insight regarding principles of early childhood care and education. To development the skills and techniques to plan activities in ECCE centers of different types to conduct activities in early childhood care education and to work effectively withparent and community.

	Unit- I
a.	• Principles of early childhood care and education. • Early childhood care and education – activities to promote holisticdevelopment. • Importance need and scope of ECCE. Objectives of ECCE.
b.	• Types of preschools/programs : Play centers, day care,Montessori, kindergarten. Balwadi Anganwadi etc. • Concepts of non – formal, forma and play way methods.

	Unit-II
a.	**Historical Trends (Overview):** • Contribution of the following thinkers to the development ofECCE (Their principles, applications and limitations) in the context of ECCE. • Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, M.K. Gandhi, Ravindrnath Tagore.
b.	Contribution of the following agencies/programs to ECCE in India. ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.

	Unit-III
a.	• Organization of Pre-School Centers- Concept of organization andadministration of early childhood centers. • Administrative set up and functions of personnel working atdifferent levels. • Building and equipment : Location and site, arrangement of rooms, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment andmaterial. • Staff/Personnel service conditions and role : Role and responsibilities, essential qualities of a care giver/teacher, otherpersonnel. • Record and report :- Types, aim and purpose/need, general characteristics e.g.anecdotal, cumulative, sample work, medical etc. • Planning:- Setting goals objectives of plans, long term, Shortterm, weekly and daily planning, routine and schedules.

	Unit-IV
a.	**Activities for ECCE:** • Language Arts: Goals of language, types of listening and activitiesto promote listening. Various activities –(Songs, object talk, Picture talk, free conversation, books, games riddles, jokes, stories, criteria and selection of activities, teacher's role.) • Art and Craft Activities: Creative activities of Exprssion): Typesof activities Chalk, caryon, paints, paper work and best out of waste, Role of teacher in planning the activity, motivating children, Fostering appreciation of art and craft activities. • Music: Songs, Objectives of music education establishing goals,setting the stage and role of the teacher. Three aspects of music: making listening and singing.
b.	**Mathematics:** Goals of mathematical learning, developmental concepts at different stages: Principles of teaching mathematic firs hand experience, interaction with other, using language, reflection. Mathematical concepts like: Classification, conservation, serration. Comparison, counting, fraction, one to one correspondence, additionand subtraction. • **Science** **Thinking:** Observing, inferring, Classifying, communication. **Concept Formation:** Differentiation, grouping, labelling, Role ofScience, developing science outlook by a spirit of inquiry, objectivity, Observation. Role of teacher in some importantscience experience. • **Social Studies:** Goals of social studies, fields trips, fostering good self-concept and respect for others. Promoting social studies through celebration of festivals. Role of teacher.

Course Outcome:
- Principles need and scope of early childhood care and education.
- Historical Trends (Overview) contribution of the following thinkers of ECCE Pestalozzi, Rousseau Frobel, Maria Montessori, John Dewey, M.K. Gandhi, Ravindranath tagore.
- Programs of ECC in India ICCW. IAPE, NCERT, ICDS, Unicef, NCTE.
- Record and report, planning setting goals and objectives of plans.
- Activities for ECCE language, Art and craft, Music, Mathematics, Science, SocialStudies.

Assignments:-
- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

Reference:

- Bhatia & Bhatia (1995): Theory and Principles of education. Doaba House, Delhi.
- Brewer, J.A. (1998) Introduction to early childhood education (3rd Ed.) Boston: Allyn & Bacoh.
- Carol, E.C. and Jan Allen (1993): Early Childhood curriculum university or Tennessee, New York: Macmillan.
- Judity, E and Meyers, R.G. (2000): Early childhood counts: A programming guide on early childhood care for Development. Washington: The world Bank (Learning Resource Series).
- Kaul, V. (1997). Early Childhood education program. New Delhi. NCERT.
- Swaminathn, M. (Ed.) (1998). The first five years: 9 critical perspective on Early Childhood care and Education in India. New Delhi: Sage.
  Wagh Anutal, How t run a Balwadi, Thane: Gram Balshikshan Kendra.

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Course Name- Development of Creativity
Course Code- HSHD303

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Objective:	
	• To understand the relevance and scope of studying creativity.
	• To discuss the concept of creativity and various approaches to its study.
	• To understand the role of the individual, the context and socialization in developingcreativity.
	• T become familiar with psychometric measurement and alternate ways of assessingcreativity.

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Unit- I

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a.	**Definition and concept of creativity:** • Concept of creativity and highlights of the role of creativeexpression in overall development of children. • Creative expressions, Meaning and definition of creativityexpression.
b.	• Types and degree of creativity (everyday creativity andcreativity). • Domains, insight and problems solving as related to creativity.

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Unit-II

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a.	Relevance and Scope of the Study of Creativity.
b.	Approaches to the study of creativity, Mystical approach (Divine gift), Psychology-dynamical approach (Freud), Psychometric approach (Guildford & Torrance), Cognitive approach (Weisberg), Social personality approach (McKinnon), Confluence approach(Gardner).

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Unit-III

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a.	The Role of individual cognition, abilities, interests, attitude,motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles.
b.	Relationship between creativity and intelligence.

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Unit-IV

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a.	• Role of teacher in planning and fastering creativity expression. • Influence of child-rearing pactices. family.
b.	• Enhancing creativity brainstorming, Problem solving, creativedramatic & visualization. • Measurement. Psychometric and altermatic methods of assesingcreativity.

Course Outcome:

Student will be to able to learn following points:

- Easy to discussing and different the story of creativity.
- To develop the personality of the personality as a personality as social.
- Understand the context and socialization as development.
- Related to psychometric measurement and way to creativity.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

References:

- Chaddha, N.K (1984): Perspectives in creativity New Delhi: Ess Ess Publication.
- Dagar, B.S. (1989): Cultural Education and Creativity. New Delhi: Up pal Publication House.
- Khandwalla, P.N. (19898): Fourth eye: Excellence through creativity. Allahabad: A.H. Wheeler.
- Passi, B.K. (1979) Passy Test of Creativity. Agra: National Psychological Corporation.
- Petty. G (1998): How to be better at creativity. London. Kagan Page (The Industrial Society).
- Runco. M.A et. Al. (eds.) How to be better at creativity Vol. I & II, New York: Academic Press.
- Sternberg, R.J. (ed.) (1999): Handbook of creativity, U.K. : Cambridge University press.
- Vernon, P.E (ed.) (1982). Creativity: Selected readings Middle sex U.K.: Penguin.
- Weisberg, R.W. (1986) : Creativity, genius and other myths NY: Freeman.

Course Name- Study of Family Society
Course Code- HSHD304

Objective: **Understand family as a component of socio-cultural milieu and context.** • To familiarize students with the developmental perspective in family life cycle. • To realize and appreciate universals and variations in family life patterns across culturesand sub-culture. • To great awareness regarding philosophy, structure, function, need and strengths affamilies with specific reference to the Indian family. • To understand theoretical and methodological concern related to family studies.	
Unit- I	
a.	• The family in social context. • Family as a component of social system. • Structure and context.
b.	• Family as an evolving and dynamic institution. • Functions of family.
Unit-II	
a.	• Socio-cultural studies of family patterns in India: family structure:Traditional, extended/joint families.
b.	• Altercate families: Single parent, childless, female headedfamilies. • Unitary families: Cause and effect of different family structureson changing roles of family.
Unit-III	
a.	• Approaches and theories in family studies: Developmental approach. Interactional approach Institutional approach. Systemicapproach. Family life cycle approach. • Cyclical theory. Progressive theory. Structural-Functional theory.
b.	• Family and societal Exchange/Influences: Work and family. Education and family. Heath and family. Religion and family. Ecology and family, Government and family.
Unit-IV	
a.	• Contemporary issues and concerns: Family violence, batteredwomen, child maltreatment, Sexual abuse. • Dowry and family violence. Child rearing and socialization.Gender roles. Devorce and remarriage.
b.	• Family welfare: Approaches Programs and national development.

Assignments:
- Continuous evaluation of practical's/skill courses on pre decide key.
- Internal Assessment methods: Quiz, Identification tests, assignments.
- Feedback given to student for improving.

Teaching Methodology:
- Class room lectures.
- Audio visual resources: Film, Videos, Documentaries etc.
- Work shop/ Talks.
- Power Point Presentation.
- Field visits.
- Research and newspaper articles.
- Experiential learning through case studies & demonstrations.

Course Outcome: Students will be to able learn following points:
- Understand family as a component of socio-cultural milieu and context.
- Approaches and theories in family studies family and societal exchange, influences.
- Contempory issues and concerns family violence.

References:
- Adams, B.N. (1975): The family: A Sociological interpretation, Chicago: Rand Mc Nilly.
- Anuja, R. (1997): Indian Social System (2nd Ed.) Jaipur, Rawat.
- Bharat, S. & Desai, M. (1995): Indian Bibliographies on the family. Bombay: Tata Institute of Social Sciences.
- Bharat, S. (1996): Family Measurement in India, New Delhi: Berkley Unive of California Press.
- Queen, S.A. (1985): The Family in Various Cultures, (5th ed.) N.Y. Harper & Raw
- Ramu, G.N. (1989): Women, work and Marriage in Urban India: A Study of Dual and Single Earner Couples. New Delhi,
- Rao, U.P.P & Rao. V.N (1985): Marriage: The family and women in India New Delhi: Heritage.

Course Code- HSHD305

Practical:

- Visits to various centres, which cater to the preschool stage e.g. Day care centre,Balwadi, Anganwadi, Mobile Creach etc.
- Preparing a resource file on the basic of play way method/approach.
- Preparing teaching material kit and presentation in mock set up-
  - ➢ Story and their techniques.
  - ➢ Types of puppets and mobiles. Flash Cards, Flannel board.
  - ➢ Art and craft portfolio.
  - ➢ Song booklet and low cost musical instruments.
  - ➢ Readiness games and material.
  - ➢ Picture Talk and object talk related material etc.
- Preparing a program of activities for children with special abilities.
- Planning and executives in ECCE centres.
- Role play. Conducting a home visit to a family known through practice teaching.
- Planning of a parent teacher meeting: Stimulation of meeting/event/function planningprogram evaluation of reporting the programme.
- Test of creativity: Torrance test of creative thinking (TTCT), baqer Mehdi's Indian adaptation.
- Use of consensual assessment technique to rate the creative work of children and adults(Stories, Poem's and at work).
- Preparing ECCE project proposal.
- Preparation of brochures, leaflets. Communication documents for parents and public.

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Course Name- Home Based Catering
Course Code- HSHD30

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Objective: **Understand family as a component of socio-cultural milieu and context.**   • To familiarize students with the developmental perspective in family life cycle.   • To realize and appreciate universals and variations in family life patterns across culturesand sub-culture.   • To great awareness regarding philosophy, structure, function, need and strengths affamilies with specific reference to the Indian family.   • To understand theoretical and methodological concern related to family studies.
Unit- I
Introduction to Food Service: • Factors contributing to the growth of food service industry.   • Kinds of food service establishments.
Unit-II
Food Production: • Menu planning: Importance of menu. Factors affecting menu planning.Menu planning for different kinds of food service unit's.   • Food purchase and storage.   • Quantity food production: Standardization of recipes. Quantitytechniques, recipe adjustments and portion central.   • Hygiene and Sanitation.
Unit-III
Resources: • Money.   • Manpower.   • Time.   • Facilities and equipment.   • Utilities.
Unit-IV
a. **Planning of a Food Service Unit:**   • Preliminary planning survey of types of units, identifying clientele,menu, operations and delivery.   **Planning The Set Up:**   • Identifying resources.   • Developing Project plan.   • Determining investments.   • Project Proposal.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

References:

- Knight J.B. & Koschevar L.H. (2002): Quantity Food Production Planning & Management IIIrd edition John Wiley & Sons.
- Philip E. Thangam (2008): Modern Cookery for teaching and Trade part I & II Orient Longman.
- Sethi Mohini (2005): Institution food management new age international publishers.
- Taneja, S. and Gupta, S. L. (2001): Entrepreneurship development, Golgotha Publishing.
- West, B. Bessie & Wood Levelle (1998): Food Service in Institution 6th edition Revised by Hargar, F.V. Shuggart, S.G. & Palgne Palacio June, Macmillian Publishing company New York.
- Abraham. A. (2003) Formation and management of NGOs (2003): Third edition, Publishing Co. Pvt. Ltd. New Delhi.
- Aggarwal, S. (2008): Corporate social Responsibility in India, Sage Publishing Pvt. Ltd.
- Chandra, S. (2003): Guidelines for NGO Management in India. Published by Kanishka Distributors, New Delhi.
- Lewis, P. (2001): Management of Non Governmental Development Organization. Second Edition, Published by Rutledge, New York.
- Sunder, P. (2003): Business and community: The Story of Corporate Social Responsibility in India, New Delhi, Sage Publishing.

Course Name- Persons with Disabilities
Course Code- HSHD401

Objective: • To become aware of various impairments and the manner in which these affect the livesof individuals. • To identity the physical and social barriers which create difficulties for people withdisabilities. • To understand that there is a wide variation between people with disabilities. • To become aware of experiences f persons with disabilities and recognize that havingimpairment is only one aspect of their lives. • To develop an a Understanding of their rights.	

	Unit- I
a.	Various approaches in defining & understanding disability.
b.	Classification of impairment. Physical, Intellectual, Emotional, Sensory.

	Unit-II
a.	• The role of context in the meaning of normality and disability. • Attitudes of people towards disability
b.	• The philosophy of inclusion. • Techniques of identification and assessment.

	Unit-III
a.	• Physical & Social barriers in the development of persons withdisabilities. • Modification physical & Social environment, enabling participation of persons with disabilities as a contributing member of society.
b.	• Use of assistive devices. • The shared and varied experiences of those so affected.

	Unit-IV
a.	• Persons with disability act (PWD Act.). • The rights versus needs of persons with disabilities.
b.	• Examples of program and policies for persons with disabilities. • Issues in planning inclusive programmes for persons withdisabilities.

Course Outcome:

Student will be able to learn following points:

- Various approaches in defining and understanding disability.
- Attitudes of people towards disability.
- Classification of impairment.
- Use of Assistive devices.
- Persons with disability act (PWD Act.).

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

Reference:

- Baquer, A. (1994): Disabled, Disablement, Disablism, New Delhi, New Delhi, Voluntary Heath Association of India.
- Council for advancement of people's action and rural technology (CAPART) (1996) Disability: A Strategy to promote the participate of people with disabilities in programmes for rural development, New Delhi. CAPART.
- Kar. Chintamani (1992): Exceptional children their psychology & education, New Delhi: Sterling publisher Pvt. Ltd.
- Mangal, S.K. (2007): Exception children: An Introduction to special education. New Delhi: Prentice Hall of India.
- P. Immanuel, Koenig & S. Tesni (Eds.) Listening to sound and sings: Trends in deaf education and communication (PP.-1-4) Bangalore, India chridtoffel O Blindenmission &Books for change.
- Pandey, R.S. & Advant. L. (1996) Perspectives in Disability and rehabilitation New Delhi: Vikas Publishing House Private Limited;

Journals:

- Action and Disability News.
- Asia Pacific Disability Rehabilitation Journal.
- Disability and society.
- Impairment and disability.

Course Name- Care of Children with Disabilities
Course Code- HSHD402

Objective:	
	• To gain information on different impairment and illnesses that affect children. • To be sensitive to desires and wishes of children. • To identity and assess impairment, illness, disability and the child's physical and social environment. • To plan for inclusive education programmes for children and involving the disables child in the process. • To become sensitive to concerns of parents of children with disabilities and collaboratewith them for children's education and development.
Unit- I	
a.	• Different types of impairments and serious illness, causes and theeffects on children. • Physical, intellectual, sensory and emotional impairments. • Illnesses such as juvenile diabetes, asthma. • The philosophy of inclusion.
b.	• Attitudes of others in the family and community. • Techniques for identification and recording progress.
Unit-II	
a.	Physical, Organization and social barriers in the development of children with disabilities, Modification and adaptation of physicaland social environmental the meaning of inclusion, enabling participation of children with disabilities in the school and community so that they have a sense of belonging as well as anopportunity to become contributing members.
b.	Children and persons with special need, care and support, Special education, Prevention of disabilities rehabilitation.
Unit-III	
a.	• Use of assistive devices. • Listening to children and including their views in life at schooland home.
b.	• Care of the child in the family; • Role of parents, siblings and other members.
Unit-IV	
a.	• The rights versus needs of the children.
b.	• Examples of programmes for children with disabilities, innovativeprojects. • Issue in planning: inclusive care programmes.

Course Outcome:

Student will be able to learn following points:-

- Classification of impairment serious illness.
- Attitudes of others in the family and community.
- Use of assistive devices.
- The rights versus need of the children.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

References:

- Chopra, G. (2012): Early Detection on Disabilities and persons with disabilities in the community. New Delhi: Engage Publications.
- D. Mitchell & R.I. Brown (Eds.) Early Intervention studies for young children with special need (PP 19-49) London Chapman and Hall.
- Date. N (1996). Working with families of children with special need London: Routledge.
- Kaur, B & Daranth. P. (1983). Education for young children with special needs. In T.S. Saraswati & B. Kaur (Eds.) Human Development and family studies in India: An agenda for research and policy (PP 300-314). New Delhi: Saga.
- Kar. Chintamani (1992): Exceptional children their psychology & education, New Delhi: Sterling publishing Pvt. Ltd. Narasimhan, M.C. & Muhherjee, A.K. (1986), disability a continuing challenge, New Delhi: Wiley Eastern Ltd.
- Lliver, M. (1996): Understanding Disability, from theory to Practice, London: Macmillan Press.
- Sharma, N. (Ed 2010): The social ecology of Disability- Technical Series-3 Lady Irwin college Delhi: Academic Excellence.

Journals:

- Action aid Disability News.
- Asia Pacific Disability Rehabilitation Journal.
- Disability and Society.
- Impairment and Disability.

Objective: To be able to appreciate and understand importance of writing scientifically to develop competence in writing and abstracting skills.	
Unit- I	
a.	Scientific writing as a means of communication Different forms of Scientific writing. Articles, Journal, Research notes reports, Review articles, Monographs. Dissertations, Bibliographies, Book Chaptersand articles.
b.	How to formulate outlines: The reasons for preparing outlines: As aguide for plan of writing, As skeleton for the manuscript kinds of outline, Topic outlines, Conceptual outlines, Sentence outliner,Combination of topic and sentence outlines.
Unit-II	
a.	Drafting titles, sub titles, tables illustrations, Tables as systematicmeans of presenting data in rows and columns and lucid way of indication relationships and result. Formatting tables: Title, Bodystab, Stab column, Column head, Spanner head, Box head, Appendices: Use and guidelines.
b.	The writing process, Getting Started: Use outline as a starting device,Drafting, Reflecting, Re-reading, Checking Organization, Checking heading, Checking content, Checking clarity, checking grammar. Brevity and precision in writing. Drafting and re-drafting based oncritical evaluation.
Unit-III	
a.	Introduction, Review of literature, Methods, Result and discussion, Summary and abstract, References.
b.	Ask questions related to : context. Continuity, clarity, Validity internal consistency and objectivity during, writing each of the aboveparts.
Unit-IV	
a.	**The question:** The question to be addressed, Rationale and importance of the question being addressed, Empirical and theoretical framework, Presenting pilot study/data or background information, Researchproposed and time frame, Specificity of methodology.
b.	• Organization of different phases of study. • Expected out of study and its implications. • Budgeting. • Available infra-structure and resources, Executive summary.

Course Outcome:

Student will be able to learn following points.

- Able to understand of writing scientifically.
- Improve to develop writing and abstracting skills.

Assignments:-

- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-

- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

Reference:

- Human, E. & Montagnes, I. (Ed.) (1997): The thesis and the book. New Delhi: Vistaar
- Lock, L.F. and other (1987): Proposals that work: A guide for planning dissertations & Grant proposals (2nd Ed.) Beverly Hills: Sage.
- Mullins. C.J. (1997): A guide to writing and publishing in social and behavioural sciences. New York: John Wiley & Sons.
- Stemberg, R.J. (1991): The psychologist's companion: A guide to scientific writing for students & researchers, Cambridge: CUP.

Course Name- Dissertation
Course Code- HSHD40

- ➢ **Chapter- I**   Introduction
- ➢ **Chapter- II**   Review of Literature
- ➢ **Chapter- III**   Methodology
- ➢ **Chapter- IV**   Analysis and Discussion
- ➢ **Chapter- V**   Conclusion and Recommendation Bibliography.

Course Name- Entrepreneurship Development
Course Code- HSHD40

Objective:
- To understand the meaning and concept of entrepreneurship and its ecosystem.
- To learn about the importance of entrepreneurship development of Indian economy.
- To Sensitize and orient students towards identifying entrepreneurial opportunities andmarket potential.
- To import Knowledge for setting up an enterprise and its management.

Unit- I

a. **Entrepreneurship Development:**
Entrepreneurship:- Concept, significance, stage, growth process, entrepreneurship development in India, entrepreneurship educationmodel. Barriers.

b. **Entrepreneurship:** Characteristics, Competencies, types, styles, gender issues, role demands and challenges.

Unit-II

a. **Entrepreneurship Development:**
Entrepreneurship ecosystem: Domains (accessible markets, availability of finance, conducive culture, quality human capital, progressive policy framework and a range of institutional support)

b.
- Creativity and Innovation.
- Entrepreneurial Motivation.

Unit-III

a. **Enterprise Planning and Launching:**
- Types of enterprise, Classification based on capital, product,location, ownership pattern and process.
- Project Identification: Idea generation, sensing businessopportunities, feasibility study.

b.
- Project formulation: project report & its components, writing abusiness proposal.
- Project appraisal: Technical, marketing, financial, legal andenvironment.

Unit-IV

a. **Enterprise management:**
- Production management- Organizing production, input-outputcycle-ensuring quality.
- Marketing management- Understanding markets and marketing:types, functions & marketing mix.
- Financial Management- Concept, types and source of finance,financial ratios & projections.

b.
- Human resource management- Concept, significance, practices,Challenges.
- Network analysis.
- Business ethics.

Practical:
- Visit to small scale industries, Interaction with successful entrepreneurs.
- Visit to financial institutions and support agencies.
- Preparation of project proposal for funding by different agencies.
- Design and development of marketing mix for a business venture.

Course Outcomes:
- Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem incontext of India.
- Appreciate the role of entrepreneurial motivation and creativity in innovation.
- Develop skill in project identification, formulation and appraisal.
- Gain insight into setting up an enterprise and its management.

Assignments:-
- Continuous evaluation of practical/skill courses on pre-decided key.
- Internal Assessment Methods- Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:-
- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentation.
- Field Visits.
- Research and Newspaper Articles.
- Experimental Learning Through case studies & demonstrations.

References:
- Bhawal, C.P (2005): Entrepreneurship and Entrepreneurial Development. New Royal Company. Lucknow.
- Charantimath. P.M (2008): Entrepreneurship development and small Business Enterprises.Pearson Publications.
- Chabbra, T.N. (2015): Entrepreneurship development. New Delhi: Sun India.
- Desai, V. (2011): The Dynamics of Entrepreneurial Development and management. Himalaya Publishing House.
- Gundry L. K. & Kickul J.R. (2007): Entrepreneurship strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention. Sage Publication, Inc.
- Taneja & Gupta. (2001): Entreprenepur development- New Venture Creation. New Delhi: Galgotia Publishing Company.
- Vasant Desai. (2011): Entrepreneurial Development Potential Beyond Boundaries: Himalaya Publishing House.

Course Name- Communication System and Mass Media
Course Code- HSHD40

Objectives:
• To Understand the importance of communication. • To gain understanding of various communication systems. • To develop skill for communication ability. • Importance of audio visual aids in communication.
Unit- I
a.	• Concept of communication. • Elements and Process of communication. • Function of communication.
b.	• Non verbal communication- Sign, Gestures, body movement. • Verbal communication- Language and written communication.
Unit-II
a.	• Types of communication- Intra personal, Inter Personal, Groupcommunication and mass communication.
b.	**Feed back in communication- types of feedback** • Characteristics and method of feedback. • Elements of effective communication. • Barriers to communication.
Unit-III
a.	• Print Media- Origin, development characteristics of News paper. • New agencies- United News of India (UNI), Press Trust of India(PTI) Reuter, toss etc. • Magazine- Format, Types and organization.
b.	• Concept of News, Values, Sources of News, Structure of NewsReport. • Features article, editorial.
Unit-IV
a.	• Mass communication- Concept, Significance, Factions andelements. • Theories and models of mass communication. • Mass Media- Characteristics and significance of print, electronicand web based media.
b.	• Print Media: Types, nature, Characteristics, reach, access. • Radio: types, nature characteristic, reach, access. • Television and cinema: types, nature characteristic, reach, access. • ICTS: types, nature characteristic, reach, access.

Practical:
- Exercises for understanding self.
- Studying group dynamics in organizations- formal and informal.
- Audience analysis- readership, listenership and viewership studies content analysis ofmass media.

Course Outcome:
Students will be to able to learn following points
- Concept, element, process and functions of communication.
- Understanding of various communication systems. Types of communication.
- Gain insight into the range and scope of traditional media.
- Mass media, ICTs and News Media especially for social change.

Assignments:
- Continuous evaluation of practical's/skill courses on pre decide key.
- Internal Assessment methods. Quiz, Identification tests, Assignments.
- Feedback given to student for improving.

Teaching Methodology:
- Class room lectures.
- Audio-Visual Resources: Film, Videos, Documentaries etc.
- Work shop/Talks.
- Power Point Presentations.
- Field Visits.
- Research and newspaper articles.
- Experiential learning through case studies & demonstrations.

References:
- Anand, S. & Kumar, A. (2016): Dynamics of Human Communication. New Delhi: Orient Black Swan. ISBN: 9788125063254.
- Barker, Larry Lee. (1990): Communication, Eaglewood cliffs, New Jersey : Prentice Hall.
- Baran, S. (2014) : Mass communication Theory. Wadsworth publishing.
- Devito, J. (1998) : Human communication. New York: Harper & Row.
- McQual, D. (2000): Mass communication Theories, London : Sage Publications.
- Stevenson, D. (2002) : Understanding Media Studies : Social Theory and Mass communication, Sage Publicatons.
- Vivian, J. (1991) : The media of mass communication.

Course Code- HSHD40

Practical:

- Visits to organisations working with children with disabilities.
- Observation of school, survey of attitudes of people to wards disability.
- Assistive devices for orthopaedic and locomotive impairment, names, utility andavailability.
- Preparation of teaching aids for visual impairments.
- Educational program for hearing impairments.
- Observation and Evaluation of any speech therapy centre.
- Community education program for impaired child.
- Case study of a child with disability.
- Case Study of an organization for young children with disabilities with particular reference to its physical and social environment.
- Visit to rehabilitation centre.
- Collection of pictures & Brochures of assistive devices.

NGO Management & CSRCourse
Code- HSHD40

Objectives:
- To understand the importance of communication.
- To gain understanding of various communication systems.
- To develop skill for communication ability.
- Importance of audio visual aids in communication.

Unit- I

Concept of NGO:
- Meaning of NGO and GO (Government organization).
- Difference between Government organizations and NGO.
- Characteristics of good NGO.
- Structure of NGO.
- Functions of NGO.
- Historical Perspective of NGO.
- Advantages of NGO.
- Present Status of NGO.
- Contribution of NGO in The Development Role of Development Communicatorin developing NGO.

Unit-II

Starting of NGO:
- Steps for starting NGO.
- Registration of NGO.
- Selection of Personnel.
- Training of Personnel.
- Proposal Writing Under NGO.
- Identifying Funding Agencies.
- Resource Mobilization.
- Planning, Implementation and Evaluation Strategy.
- Under NGO.
- PR in NGO.

Unit-III

NGO Management:
- Organizational types and structures.
- Managing People and Teams in NGOs.
- NGO Management Competencies.
- Applying NGO Principles and Values.
- Accountability and impact assessment for NGOs.

Unit-IV

Problems of NGO:
- Training.
- Recruitment.
- Funding.
- Resource Mobilization.
- Documentation.

Learning Experiences:
- Visit of Local NGO.
- Studying the Annual Report of NGOs.
- Studying the Ongoing Activities.
- Studying the Problems.