**Department of Home Science**

**Kurukshetra University Kurukshetra**

**Curriculum for M.Sc. Home Science (Human Development) Under CBCS**

**Scheme of Examination w.e.f. 2017-18**

**Semester-3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper Code** | **Title of Paper** | **Type of Paper** | **Hours/Week** | **Credits** | **Marks**  **(Ext+Int)** | **Total** |
| **HD -301** | Child and Family : Guidance , Counselling | Core | 4 | 4 | 80+20 | 100 |
| **HD -302** | Advances in life Span Development and Gerontology | Core | 4 | 4 | 80+20 | 100 |
| **HD -303** | Research Methods, Statistics and Computer Applications | Core | 4 | 4 | 80+20 | 100 |
| **HD -304** | \*Women Studies | Elective | 4 | 4 | 80+20 | 100 |
| **HD -305** | Guiding young Childs :Growth Behaviour and Development |
| **HD-306** | Communication Technologies |
| **HD-307** | HIV/AIDS counselling |
| **HD -308** | Seminar | Core | 1 | 1 | 25 | 25 |
| **HD-309** | Family Support Therapy | Open**\*** Elective | 2 | 2 | 40+10 | 50 |
| **HD -310** | Practical- Child and Family : Guidance , Counselling | Core | 8 | 4 | 80+20 | 100 |
| **HD -311** | Practical- Advances in Life Span Development and Gerontology | Core | 8 | 4 | 80+20 | 100 |
| **Total** |  |  |  | 27 |  | 675 |

\*will be offered to the students within faculty.

**Semester4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper Code** | **Title of Paper** | **Type of Paper** | **Hours/Week** | **Credits** | **Marks**  **(Ext+Int)** | **Total** |
| **HD -401** | Developmental Disabilities and Mental Health | Core | 4 | 4 | 80+20 | 100 |
| **HD -402** | Parent and Community Education | Core | 4 | 4 | 80+20 | 100 |
| **HD -403** | Social Psychology and Development of Self | Core | 4 | 4 | 80+20 | 100 |
| **HD -404** | \*Dissertation | Elective | 4 | 4 | 100 | 100 |
| **HD-405** | Child and Human Rights | 80+20 |
| **HD-406** | Current Concerns in Women Study |
| **HD-407** | Human Resource Development |
| **HD -408** | Practical- Developmental Disabilities and Mental Health | Core | 8 | 4 | 60+20\*\*+20 | 100 |
| **HD -409** | Practical- Parent and Community Education | Core | 8 | 4 | 80+20 | 100 |
| **Total** |  |  |  | 24 |  | 600 |

**\***Dissertation subject to the condition that the student has obtained 70% or more marks after IInd Semester (M.Sc. Ist year).

\*\*Viva-voice of the training of one month in an NGO/Hospital/Social Welfare Department and its report.

**Total Credits=102**

**Total Marks=2550**

**M. Sc. (Human Development) Under CBCS**

**Semester -III**

**Core**

**Paper -HD-301**

**Child and Family: Guidance, Counselling**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all
* All the questions will carry equal marks
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To understand the need for guidance and counselling in human development * To introduce basic concepts in guidance, counselling and therapy. * To discuss the process involved in counselling at different stages in life.   **Learning Outcomes:** This will enable the students to learn about the nature of various psychological disorders at various stages that require counselling. The various types of guidance and counselling and their steps involved. |

**Unit –I**

1. **Nature and Scope of**

-Concept and Definition

- Nature, Principles and Need of Guidance

- Areas of Guidance- Educational, Vocational, Personal

-Group Guidance- Techniques.

**2.**  **Nature and Scope of Counselling**

- Meaning of Counselling

- Needs, Aims and Principles of Counselling

- Approaches to Counselling.

**Unit-II**

1. **Stages of Human Development and Areas of Guidance, Counselling and**

**therapy.**

* Problems of Childhood
* Problems of Adolescence
* Problems of Adulthood
* Problems of Aged

1. **Types of Therapy**

* Psychotherapy
* Play therapy
* Any other therapy

**Unit-III**

1. **Counselling Special Groups**

* Characteristics, Needs, Support network and referred processes
* Child Abuse
* Children in Divorce Families
* Children in Step Families
* Children in Single Parent Families
* Children in Alcoholic Families

1. **Counselling with Exceptional Children**

* Characteristics, Needs, Support Network and Referred Processes
* Gifted Children
* Children with Emotional and Behaviour Disorders
* Learning Disabled Child
* Attention Deficit Hyperactivity Disorder
* Mentally Retarded Children
* Physically Disabled Children

**Unit-IV**

1. **Fundamental Counselling-Skills**

The Client Counsellor Relationship

* Qualities and skills of a counsellor
* Counsellors objectivity/subjectivity
* Emotional involvement and limits.

1. **The Process of Counselling**

* First contact, Assessment, intervention, closure, Follow up
* Ethics in counselling
* Need for Ethical standards
* Ethical, Codes and Guidelines- Rights of Clients, Dimensions of Confidentially
* Dual relationship in Counselling Practices.

**References**:

**1.** Bumard, P. (1999). Counseling skills training. New Delhi: Viva Books.

**2.**  Manthel, R. (1997), Counseling: The skills of finding solutions to problems. London:

Routledge.

**3.**  Nicolson, D & Ayers, H. (1995). Individual Counseling: Therapy and practice: London:

David Fulton.

**M. Sc. (Human Development) Under CBCS**

**Semester -III**

**Core**

**Paper -HD-302**

**Advances in Life Span Development and Gerontology**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all
* All the questions will carry equal marks
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To undertake an advanced study of the stages in Human Development with specific focus on Adulthood and old age. * To understand the Principles and factors influencing Human Development in these stages * To enable students to understand the theoretical perspectives of aging process   **Learning Outcomes:** This course will impart knowledge to students regarding issues of Development and their implications at these stages of life. |

**Unit –I**

* 1. **Young Adulthood (20-35 years)**

- Biological, Physical and Cultural Developmental Perspectives on young Adults

- Developmental Tasks

- Importance of Social Organisation and Identity Formation

- Life Cycle Approach- Sexuality, Marriage, Marital Adjustment, Parenthood

**2.**  **Middle Adulthood (35-50 years)**

- Physical Continuity and Changes

- Adult Intelligence

- Personality Development- Development of Self

- Role in Family- Maintaining Family Relationships, Friendships

- Parenting Adult offspring’s and their marriage

- Menopause in Women and their Health

- Vocational Development- Work and Career Development, Gender Differences

**Unit-II**

**3. Late Adulthood (50-65 years)**

- Continuity and Change in Personality

- Family Life Cycle

- Social Relationships

- Grand Parenthood- Intergenerational Relations

- Retirement from Formal Work

- Health and Disease

**4.**  **Old Age (65+years)**

- Continuity and Change in Personality

- Changes in Cognitive Abilities and Creativity

- Psychosocial Development

- Changes in Family Life cycle Pattern and Roles in the Aging Family: Conjugal

Husband Wife Relations, Sexual Adjustment

**Unit-III**

**5. Emergence and Scope of Gerontology and Elderly Care**

* Concept of Aging and Problems: Social, Medical, Psychological, Occupational

1. **Theoretical Perspectives**

* Theories: Disengagement Theory, Activity Theory, Human Development Theory, Continuity Theory, Age Stratification Theory, Labelling Theory

1. **Aging Process**

* Biological and Physiological aspects
* Psychological aspects
* Social aspects: Social Status, Retired Status, Single Status, Social Adjustment and Recognition
* Spiritual aspects: Karma Theory and Religion
* Economic aspects

**Unit-IV**

1. **Adjustment Patterns**

* Retirement years and Marital Adjustment
* Family Relationships: Widowhood/Singlehood, Alternative Life Style, Second Marriage in old age
* Work, Leisure, Retirement-Meaning, Motivation, Benefits/Freedom of Retirees
* Fears of Change in Personal Social Life, Women Retirees
* Attitude towards Retirement: Poverty, Poor Health, Retirement and Suicide, Abandonment and Diachronic solidarity

1. **Death, Dying and Bereavement**

* Death- Impact on Society, Attitude towards Death, Denial in thoughts of Death
* Dying and Bereavement- Grief and Social settings

1. **Services and Programmes for Aged**

* Categories of Services- Housing, Health, Leisure Time, Institutions for Aged
* Economic Programmes- Reengagement after Retirement, Retirement Pension, Provident Fund, Insurance Schemes
* Investment, Taxation and Property

**References:**

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

Prentice Hall.

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

Macmillan.

1. Santrock, J.W. (1997). Life span development. Brown and Benchmark.
2. Lefrancois, G.R. (1996). The life span. New York: Wadsworth publishing.
3. Deals, S.M. & Lenker, L.T. (Eds.) (1999). Aging and identity. London:

Praeger.

1. Blau, Zana Smith (1983). Old age in a changing society, New York, New View Prints.
2. Bose, A.B. and K.D. Gangrade (1988). Aging in India: Problems and Potentialities. New Delhi : Abhinav Pub.
3. Chowdhry Paul D. (1992). Aging and the aged. New Delhi : Inter India Pub.
4. Cook Alicia Skinner (1983). Contemporary Perspectives on Adult Development & Aging. New York : Macmillan.
5. Cox Harold (1984). Later life: The reality of aging. New Jersy : Prentice Hall Inc.
6. Desai, K.G. (1985). Problems of the retired people in greater Bombay, Bombay: TISS,

Series No. 27.

1. Ghosh, B. (1988). Contemporary Social Problem in India, Bombay: Himalaya Pub.
2. Mishra Saraswati (1987). Social Adjustment of Old Age. Delhi: B.R. Pub. Corp.
3. Pinkston, P.H. and N.K. Linsk (1984) . Care of the Elderly: A family approach . New York : Pergamon Perss.
4. Sharma, M.L. & T.M. Dak (1987). Aging in India: Challenge for the Society. Delhi: JantaPub.

**M.Sc. (Human Development) Under CBCS**

**Semester –III**

**Core**

**Paper -HD-303**

**Research Methods, Statistics and Computer Applications**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all.
* All the questions will carry equal marks.
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus.
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To understand the significance of statistics and research methodology in Home science research. * To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design. * To apply statistical techniques to research data for analyzing and interpreting data meaningfully   **Learning Outcomes:**   * This course will enable the students to understand the different research methods and their implication to different kind of research. * Provide a deeper knowledge about the statistical skills to interpret the data and get the research outcomes. * Equip the students about the role of computer softwares in research and statistical analysis of data. |

**Note: students should be given hands on experiences to use appropriate software package for selected statistical analyses**

**UNIT-I**

1. **Role of Statistics and research in Home Science discipline:**

Objective of research: Explanation, Control and Prediction

1. **Nature and types of Research**: Historical, Descriptive, Social Research, Experimental, Field studies, Case study.
2. **Definition and Identification of a Research Problem**:

- Selection of research problems

- Justification

- Hypothesis

**4.** C**oncept and types of variable** (dependent, independent, random, discrete, continuous,

qualitative and quantitative.

**UNIT-II**

1. **Sampling:** Meaning, importance and types:

Random (simple, systemic, stratified, cluster, two stages and multi stage)

Non-random (incidental, purposive, quota, snow ball).

1. **Data gathering Instruments**: Interview, Observation, Questionnaire, Rating scale, Reliability and validity of measuring instruments.
2. **Analysis of data and research report**

**UNIT-III**

1. **Statistics:** Meaning, frequency, frequency distribution and its type.
2. Parametric and Non parametric test.
3. Normal distribution
4. **Measure of central tendency:** Mean, medium, mode.
5. **Measure of dispersion:** Range, mean deviation, standard deviation, skewness and kurtosis.

**UNIT-IV**

1. **Chi** – square test
2. **T-test:** Single mean, independent mean, paired mean.
3. Correlation and coefficient of correlation
4. **Analysis of variance :** One way and two way classification
5. Software related to Home Science

**References:**

1. S.C. Gupta & V.K. Kapoor: Fundamentals of Mathematical Statistics

2. S.C. Gupta: Fundamentals of statistics

3. G. Udny Yule, N.M.G. Kendall: An Introduction to the theory of Statistics

4. Croxton, F.C. and Cowden, D. J. Applied General Statistics, Prentice hall Inc. 1955

5. Garrett. H. Statistical in Psychology and Education. Oxford book Co.1960.

6. R.P. Hooda: Introduction to statistics. The MacMillon Co.

7. Scotharman, W. A. Textbook of Statistics, (Revised edition) 1973.

8. Kerlinger, Foundations of Behavioral Research

9. Sneedecer G. W. Statistical Methods. Applied Pacific Private Ltd., 1961.

**M. Sc. (Human Development) Under CBCS**

**Semester -III**

**(Elective)**

**Paper -HD-304**

**Women Studies**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all
* All the questions will carry equal marks
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To develop awareness regarding status of women in India and sensitivity to women’s issues and concerns * To understand theoretical and methodological concerns related to women’s studies * To be aware of issues and concerns related to the Indian context.   **Learning Outcomes:** This course will enable the students to know about the status of women in the society, their issues and concerns. |

**Unit –I**

1. **Rationale for Women Studies**

* Meaning and Significance
* Scope of Women studies
* Growth of Women’s studies in India and other Countries
* Women’s movements- Pre independent, Post independent and

Current Women Movements

* Need for Empowerment of Women

1. **Theoretical Perspectives in Women’s Studies**

* Consequences of Gender differences
* Sexual division of labour and its implications: discrimination, invisibility, devaluation

**Unit-II**

1. **Status of Women in India**

* Demographic Profile of Women with reference to Health, Education, Employment, Social and Political aspects
* Gender bias
* The Indian Girl Child
* Changing role of Women

1. **Concepts related to Gender differences from Social and development**

**perspectives**

* Caste, Class, Culture and Gender interface
* Gender and Education
* Economic Empowerment and Gender
* Development process and programmes from Women’s perspective

**Unit-III**

1. **Special Issues and Problems**

* Infanticide
* Foeticide
* Dowry
* Child marriage

**6. Violence**

- Sexual Harassment and abuse

- Socialization of girl child

- Discrimination in nutrition and health care

**Unit-IV**

**7. Women Welfare Programmes**

- Women Welfare Programmes in Urban & Rural areas

- Various Policies & Programmes floated for advances of women

- Women Welfare Organizations

**8. Women Empowerment**

- Development of Women Entrepreneurship

- Legal Status of Women

**References**

* + 1. Astana. P. (1974) Women's movement in India. Vikas, Delhi.
    2. Antony, M.L. (1985). Women's Rights: Dialogue, New Delhi.
    3. Baker. H.A. Bertheide. G.W. and Others (Eds)(1980). Women Today: A multi disciplinary approach to Women's Studies. Brooks/ Cole Publication.
    4. Baral. J.K. and Patnaik. K. (1990). Gender Politics. New Delhi: Discovery.
    5. Dak. T.M. (1988) Women and Work in Indian Society: Discovery, New Delhi.
    6. Desai. N. (1988). A decade of Women's Movement in India: Himalaya, Bombay.
    7. Desai. N & Patel. V. Indian Women: Change and Challenges in the International Decade: Popular Prakashan Bombay.
    8. Gunew. A.R.(1990) Feminist Knowledge Critic and Constituent: Routledge, London.
    9. Gupta, N.K. & Sudan I.K.(1990) Women at work in developing economy: Amol, New Delhi.
    10. Joseph. A & Sharma K.(Eds)(1994). Whose News? The media and Women's Issues: Sage. New Delhi.
    11. Kalia. N.N. (1979). Sexism in Indian Education Vikas. New Delhi.
    12. Jain, D & Banerjee. N.(1985). The Tyranny of House Hold: Investigative essays on women and work: Vikas, New Delhi.
    13. Okin, S.M. (1989), Justice, gender and family: Basic Books.N.Y.
    14. Pant, N (1995) Status of girl child and women in India. Delhi: APH
    15. Parashar, A. (1992). Women and Family law reforms in India: Uniform civil Code and gender equity: Sage. New Delhi.

**M. Sc. (Human Development) Under CBCS**

**Semester -III**

**Elective**

**Paper -HD-305**

**Guiding Young Childs: Growth Behaviour and Development**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all
* All the questions will carry equal marks
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To develop understanding regarding the vital aspects of communication and various Audio and visual media and their use. * To develop understanding regarding the new communication technologies and their use. * To develop skills in developing and using different communication technologies for various presentations.   **Learning Outcomes:** This course will enable the students to know more clearly about infancy as an important stage in life sperm development, with special reference to the sperm development, with special reference to the Indian context. |

**Unit –I**

1. **Newborn and infant development and behaviour**

* New born behaviour and capacities
* Development and abilities during infancy
* Adaption strategies to cultural settings and practices

1. **Early experiences and development consequences**

* Optimal and non- optimal growth
* Influence on physical, psychomotor and cognitive growth and development
* Other conditions at risk

**Unit –II**

1. **Early Interaction: A beginning in attachment formation**

* Course of attachment
* Dyadic versus multi-caring
* Role of father in formation of attachment
* Interaction as a cultural process

**Unit –III**

1. **Language development in infancy**

* Environmental, interactional and cultural perspective
* Brain correlates and development changes
* Variations in development
* Multilingualism

1. **Development assessment**

* Understanding the process of development
* Need and reasons for infant assessment
* Issues and concerns related to infant assessment

**Unit –IV**

1. **Intervention and stimulation programmes/activities**

* The need and rationale for intervention and stimulation programmes/ activities
* The process involved in planning and implementing intervention programmes with specific reference to the Indian setting
* Traditional methods, games, songs of infantcare and stimulation
* Issues and concerns related to intervention programs

**References:**

1. Bornstein, M.M. (Eds.) (1991). Cultural approaches to parenting. New Jersey: Lawrence Erlbaum Associates.
2. Evaus, J.L. Myers, R.G. and IHeld, E.H. (2000). Early Childhood counts: A Programming guide on early childhood care for development. Washington: The World Bank. (WBI Learning Resource Series).
3. Hellbruegge, T (Ed.) (1980). The first 365 days in the Life of a Child: The Development of infant. Bombay: Max Mueller Bhavan.
4. Lewis, H Rosenblum, L.A. (Eds. The child in its Family. New York: Plenum Press.
5. Monroe, R. And Whiting, B. (Eds,), (1981). Handbook of Cross- Cultural Human Development. New York: Garland.
6. Osofsky, J.D. (1987). Handbook of Infancy, New York: Wiley & Sons.
7. Roopnaraine, J.C. Talukdar, E.Jain, P. Joshi, P & Shrivastava, P. (1990). Characteristics of holding patterns of play and social behaviour between parents and infants in New Delhi, India: Development Psychology, 26, 667-673.
8. Sharma, N. (1990). Current trends in infant care: An Indian Experience Early Child Development Care, 58, 71-79.

**M. Sc. (Human Development) Under CBCS**

**Semester -III**

**Elective**

**Paper -HD-306**

**Communication Technologies**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all
* All the questions will carry equal marks
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To develop understanding regarding the vital aspects of communication and various Audio and Visual media and their use. * To develop understanding regarding the new communication technologies and their use. * To develop skills in developing and using different communication technologies for various presentations.   **Learning Outcomes:** This course will help the students to develop skills in using different media for presentations and projects. |

**Unit –I**

1. **Communication**

* Concept of communication
* Scope of communication
* Communication Process

1. **Dissemination of information**

* Meaning, nature
* Factors affecting – Appropriate training, motivating extension workers, approach to extension agent.

1. **Approaches to communication**

* Individual approach
* Group approach
* Mass approach
* Motivating approach

**Unit –II**

1. **Communication and extension methods**

* Different media, their characteristics & use
* How to select teaching tools

1. **Visual aids – Non Projected**

* Teaching aids
* Display visuals
* Diagrams
* Flip charts

1. **Visual aid – Projected**

* Video projector
* Slide/ filmstrips
* Computers

1. **Audio – Aids Recording**

* Public address equipment
* Radio

1. **Non – Projected – Audio Visual**

* Talks, meetings, camps, campaigns ect.

**Unit –III**

1. **Introduction to new communication technologies**

* Satellite distribution and broadcast networking
* Developing close circuit television package on (cc TV) topics.
* Incorporating the use of video films in presentation i.e. the selected clippings
* Slides : Making use of slides with audio commentaries for presentations
* Development and use of transparencies
* Digital method of communication
* Computer Graphic Designing

**Unit –IV**

1. **Preparation of graphics for research reports/ seminars/ other presentation**
2. **Designing – leaflets/ pamphlets/booklets/ cover pages/posters**
3. **Presentations using power points**

**References:**

1. Curran, J.et al (1977): Mass Communication and Society, London.

2. Banerjee (eds) (1985): Culture and Communication, Paroit Publishers, Delhi.

3. Ruloof, M.E. and Miller, G.R. (eds) (1987): Interpersonal Process: New Directions in

Communication Research, Sage, USA.

4. Chatterjee, P.C. (1988): Broadcasting in India, New Delhi, Sage Publications.

5. Berger, C.R. and Chaffee, S. (eds) (1987): Handbook of Communication Science, Sage

Publications, New Delhi.

6. Brown J., Lewis, R and Harcleroad, F. (1985): All instruction: Technology Media and

Methods, McGraw Hill, New Delhi.

7. Ellington, H. (1985): A Handbook of Educational Technology, Kogan Page, London.

**M. Sc. (Human Development) Under CBCS**

**Semester -III**

**Elective**

**Paper -HD-307**

**HIV/AIDS Counselling**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all
* All the questions will carry equal marks
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To make the students aware about HIV infection * To know about the causes and prevention of HIV/AIDS * To know about the coping strategies of HIV/AIDs   **Learning Outcomes:** This course will help the students to develop skills in using different media for presentations and projects. |

**Unit –I**

1. **Basic concepts and facts about HIV/AIDS**

* Transmission of HIV infection, signs and symptoms of AIDS
* Diagnosis of HIV infection
* Management and care of HIV infected persons
* Prevention of HIV infection
* Ethical issues and dilemmas

**Unit –II**

1. **Understanding sexuality, reproductive health and the gender perspective**

* The human reproductive organs and sexual characteristics
* Meeting the needs of childhood sexuality
* Forms of sexual practise, the harmful side of sex: Sexual abuse

1. **Psychosocial aspects of HIV/AIDS. What it means to be a HIV positive**

**Unit –III**

1. **HIV/AIDS counselling**

* The principles of counselling, goals of HIV/AIDS counselling
* The prerequisites of counselling, stages of counselling, specific counselling skills
* Assessment of risk behaviour
* Characteristics & attitudes of a counsellor, the do’s and don’t in counselling
* Content of communication about HIV/AIDS

**Unit –IV**

1. **Some specific counselling situations**

* The activities of pre-test counselling the concept of informed consent
* The types of post- test counselling, the activities of the various types of post- test counselling
* The psycho- social issues linked with positive diagnosis

1. **Coping strategies of HIV/AIDS persons**
2. **Legal issues, rights and ethics**

**References**

1. Panthaki, Dhun (1997). Education in Human sexuality, Delhi: Family Planning Association of India
2. Bharat, S (1996). Facing the challenge-household and community response to HIV/AIDS in Mumbai, Bombay: TISS.
3. Ahmed, P.I (1992). Living and dying with AIDS. New York: Plenum.
4. Sonawat R and Mathur S (1999). HIV/AIDS persons coping strategies, Mumbai: Multi Tech Publishing Co.
5. Banerji, D. (1996). Aids threat of India. Health for Millions.
6. Hackney, H & Cormier, L.S. (1998). Counselling strategies and interventions. N.J.: Prentice Hall, Englewood Cliffs.
7. HIV/AIDS Counselling Training Manual AIDS Control Program, Ministry of Health, Malawi

**M. Sc. (Human Development) Under CBCS**

**Semester -III**

**Open Elective**

**Paper -HD-309**

**Family Support Therapy**

Total Marks: 50

External: 40

Internal: 10

Duration of Exam: 3 hrs

**Note:**

* Examiner will set nine questions in all
* All the questions will carry equal marks
* Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
* Eight questions, two questions from each unit (I, II, III & IV) will be set.
* The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

|  |
| --- |
| **Objectives:**   * To orient the students about family life * To orient the students about various methods and techniques of therapy.   **Learning Outcomes:**   * This course will enable the students to kno0w about family therapy and their various techniques. * The qualities of family therapies. |

**Unit –I**

1. **Theoretical development in family therapy.**
2. **Types of family therapy**

* Structured
* Strategic
* Experimental
* Integrated

**Unit –II**

1. **Social Learning Approach**

* Contemporise Marital Therapies
* Psychoanalytic
* Behavioural
* System Therapy Approaches

1. **Areas and scope of marriage and family therapy.**

**Unit –III**

1. **Different areas of family therapy**

* Psychosomatic symptom
* Psychiatric disorders
* Marital distress
* Alcoholism
* Drug dependence
* Juvenile offences
* Conduct Problems
* Work and school Phobias

**Unit –IV**

1. **Qualities of marriage and family therapists**
2. **Advanced techniques of marriage and family therapy**
3. **Future direction for marriage and family therapy**

* Bridging research, theory and practises.
* Advances in clinical assessment
* Preventive and Enrichment Programmes

**References:**

1. Mark R. 2003. Family Therapy on focus. Sage Publications.
2. Roger L. 2004. Family therapy- A Constructive Framework. Sage Publications.

**M. Sc. (Human Development) Under CBCS**

**Semester –III**

**Core**

**Practical**

**Paper -HD-310**

**Child and Family: Guidance and Counselling**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

1. Interaction with practising counsellors and therapists

* Through visit to Hospitals
* Schools
* Women Centres
* Clinics

1. Assessment of behaviour problems among children
2. Organising parent education programmes based on parents needs- behaviour problems/emotional problems among children.
3. Preparation of Skit/Nukkad Natika and various aids on parent needs.
4. Analysis of case study of an adolescent
5. Resource file
6. Interview Parents of Children with behaviour/conduct disorders/ academic difficulties

* Interview adults with marital problems/divorced persons and report them
* Use of various inventories for this purpose

**M. Sc. (Human Development) Under CBCS**

**Semester –III**

**Core**

**Practical**

**Paper -HD-311**

**Advances in Life Span Development and Gerontology**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

1. Visit to and preparation of report of old age centres/homes.
2. Organize recreational activities in homes for the aged.
3. Case study on a male and a female elderly.
4. Arranging special service/counselling activities for the aged with the help of resource person if necessary for ex. Yoga, Lectures etc.
5. Preparation of a recreational aid/game etc. For the elderly.
6. Preparation of chart/posters to impart knowledge/information/share advise with the elderly regarding various issues/problems concerning them.