

**KURUKSHETRA UNIVERSITY, KURUKSHETRA**  
**(‘A+’ Grade NAAC Accredited)**  
**Department of Home Science**



**M.Sc. Home Science (Human Development) under CBCS-LOCF (IIIrd and IVth Semester) w.e.f 2021-22**

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -III**  
**Core**  
**Paper -HD-301**  
**Child and Family: Guidance, Counselling**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**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.

**Course Outcomes for HD-301**

COs#      After the completion of this course the students will be able to:

- HD301.1 Understand the concept, principles, scope and practice of guidance.
- HD301.2 Comprehend the task of identifying and assessing at risk children and providing services to them.
- HD301.3 Appreciate the concept and practice of counseling.
- HD301.4 Develop skills for providing counseling and therapeutic services.

**Unit -I**

**1. Nature and Scope of Guidance**

- Concept, Definition and Scope
- Nature, Principles and Need of Guidance
- Areas of Guidance:
- Educational – Concept, Definition, Characteristics, Principles etc.

- Vocational – Concept, Definition, Characteristics, Principles etc.,
- Personal – Concept, Definition, Characteristics, Principles etc.,
- Group Guidance-Different Techniques used

## **2. Nature and Scope Of counselling**

- Meaning, Areas, Scope of Counselling
- Needs, Aims and Principles of Counselling
- Various Approaches to Counselling.

### **Unit-II**

## **3. Stages of Human Development and Areas of Guidance, Counselling and therapy.**

- Problems of Childhood: remedial measures, techniques, therapies used
- Problems of Adolescence: remedial measures, techniques, therapies used
- Problems of Adulthood: remedial measures, techniques, therapies used
- Problems of Aged: remedial measures, techniques, therapies used

## **4. Types of Therapy**

- Psychotherapy: Concept, Definition, Types, Application etc.,
- Play therapy etc.: Concept, Definition, Types, Application
- Any other therapy: Music, Art etc.,

### **Unit-III**

## **5. Counselling Special Groups**

- Characteristics, Needs, Support network and referred processes for:
- Children suffering from Child Abuse their meaning and concept
- Children in Divorce Families their meaning and concept
- Children in Step Families their meaning and concept
- Children in Single Parent Families their meaning and concept
- Children of Streets their meaning and concept
- Children in Alcoholic Families their meaning and concept

## **6. Counselling with Exceptional Children**

- Characteristics, Needs, Support Network and Referred Processes for:
- Gifted Children their meaning and concept
- Children with Emotional and Behaviour Disorders their meaning and concept
- Learning Disabled Child their meaning and concept
- Attention Deficit Hyperactivity Disorder their meaning and concept
- Intellectually Challenged Children their meaning and concept
- Physically challenged Children their meaning and concept

### **Unit-IV**

## **7. Fundamental Counselling-Skills**

- The Client Counsellor Relationship: Meaning, Types, Impact, Importance
- Qualities and skills of a counsellor: Required for success
- Counsellors objectivity/subjectivity: Meaning, Importance eg.
- Emotional involvement and limits: Permissible limits and importance

## **8. The Counselling Process**

- First contact, Assessment, Intervention, Closure, Follow up

- Ethics in counselling involved
- Need for Ethical standards
- Ethical, Codes and Guidelines- Rights of Clients, Dimensions of Confidentially
- Dual relationships in Counselling Practices: Meaning, Impact, Importance

**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.

**CO-PO matrix for the course HD-301 (Child and Family: Guidance, Counselling)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD301.1	3	2	2	3	2	3
HD301.2	3	3	2	3	3	3
HD301.3	3	3	2	3	3	3
HD301.4	3	3	3	3	3	3
Average	3	2.75	2.25	3	2.75	3

**CO-PSO matrix for the course HD-301 (Child and Family: Guidance, Counselling)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD301.1	3	3	2	3	3	2
HD301.2	3	3	2	3	3	2
HD301.3	2	3	2	3	3	2
HD301.4	2	3	3	3	3	3
Average	2.5	3	2.25	3	3	2.25

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**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  
Credits: 4

**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.

**Course Outcomes for HD-302**

COs#      After the completion of this course the students will be able to:

- HD302.1    Demonstrate knowledge of developmental processes and principles during adulthood.
- HD302.2    Engage in different areas of developments during the entire adulthood period.
- HD302.3    Appreciate the concept, knowledge and adjustments in various domains of elderly.
- HD302.4    Gain insight into the various services and programs for the elderly in the society.

**Unit -I**

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

- Biological, Physical and Cultural Developmental Perspectives on young Adults
- Developmental Tasks

- Psycho-Motor Development
- Vocational Development
- Moral and Personality Development
- Importance of Social Organisations and their impact
- Identity Formation and personality development
- Life Cycle Approaches- Sexuality, Marriage, Marital Adjustment and Parenthood

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

- Physical Continuity and Changes
- Adult Intelligence
- Psycho-Motor Development
- Personality Development- Development of Self
- Social and Emotional Development
- 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)**

- Health, Fitness, Disease and Disability
- Personality and Moral Development
- Cognitive Changes- Transformation in Memory and Forgetfulness
- Family Life Cycle
- Social Relationships and their impact
- Intergenerational Relations- Grand Parenthood
- Retirement from Formal Work

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

- Physical Continuity and Changes
- Personality and Moral Development
- Changes in Cognitive Abilities and Creativity
- Psychosocial Development
- Changes in Family Life cycle Patterns
- Roles and relationships in the Aging Family

### **Unit-III**

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

- Concept of Aging and its Problems: Social, Medical, Psychological, Occupational

## **6. Theoretical Perspectives**

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

## **7. 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

## Unit-IV

### 8. Adjustment Patterns

- Retirement years and Marital Adjustment
- Family Relationships: Widowhood/Singlehood, Alternative Life Style, Second marriage in Old Age
- Leisure: Meaning, Motivation, Importance, Activities etc.,
- Retirement: Meaning, Benefits/Freedom of Retirees, Women retirees
- Fears of Change in Personal, Social Life
- Attitude towards Retirement: Poverty, Poor Health, Retirement and Suicide,
- Abandonment and Diachronic solidarity

### 9. Death, Dying and Bereavement

- Death: Definition, Types, Impact on Society, Attitude towards Death, Denial in thoughts of Death
- Dying and Bereavement: Definition, Stages etc.,
- Grief: Definition etc.,

### 10. 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.
2. Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmillan.
3. Santrock, J.W. (1997). Life span development. Brown and Benchmark.
4. Lefrancois, G.R. (1996). The life span. New York: Wadsworth publishing.
5. Deals, S.M. & Lenker, L.T. (Eds.) (1999). Aging and identity. London: Praeger.
6. Blau, Zana Smith (1983). Old age in a changing society, New York, New View Prints.
7. Bose, A.B. and K.D. Gangrade (1988). Aging in India: Problems and Potentialities. New Delhi : Abhinav Pub.
8. Chowdhry Paul D. (1992). Aging and the aged. New Delhi : Inter India Pub.
9. Cook Alicia Skinner (1983). Contemporary Perspectives on Adult Development & Aging. New York : Macmillan.
10. Cox Harold (1984). Later life: The reality of aging. New Jersey : Prentice Hall Inc.
11. Desai, K.G. (1985). Problems of the retired people in greater Bombay, Bombay: TISS, Series No. 27.
12. Ghosh, B. (1988). Contemporary Social Problem in India, Bombay: Himalaya Pub.
13. Mishra Saraswati (1987). Social Adjustment of Old Age. Delhi: B.R. Pub. Corp.
14. Pinkston, P.H. and N.K. Linsk (1984) . Care of the Elderly: A family approach . New York : Pergamon Perss.

**CO-PO matrix for the course HD-302 (Advances in Life Span Development and Gerontology)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD302.1	3	2	2	3	2	3
HD302.2	3	3	2	3	3	3
HD302.3	3	3	2	3	3	3
HD302.4	3	3	3	3	3	3
Average	3	2.75	2.25	3	2.75	3

**CO-PSO matrix for the course HD-302 (Advances in Life Span Development and Gerontology)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD302.1	3	3	2	3	3	2
HD302.2	3	3	2	3	3	2
HD302.3	2	3	2	3	3	2
HD302.4	2	3	3	3	3	3
Average	2.5	3	2.25	3	3	2.25



**M.Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester –III**  
**Core**  
**Paper -HD-303**  
**Research Methods, Statistics and Computer Applications**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**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

**Course 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

**2. Nature, types, advantages and limitations of Research:** Historical, Descriptive, Social Research, Experimental, Field studies, Case study.

**3. Definition and Identification of a Research Problem:**

- Selection of research problems
- Justification
- Hypothesis

**4. Concept and types of variable and its advantages:** Dependent, independent, random, discrete, continuous, qualitative and quantitative.

**UNIT-II**

**5. Sampling, characteristics and advantages:** Meaning, importance and types:

- Random (simple, systemic, stratified, cluster, two stages and multi stage)
- Non-random (incidental, purposive, quota, snowball).

**6. Data gathering Instruments:** Meaning and importance, Interview, Observation, Questionnaire, Rating scale, Reliability and validity of measuring instruments.

**7. Analysis of data and research report**

**UNIT-III**

**8. Statistics:** Meaning, scope, function and importance,

**9. Collection of data**

**10. Frequency, frequency distribution, graphical representation of frequency distribution and its type.**

**11. Measure of central tendency:** Mean, medium, mode, quartiles

**12. Measure of dispersion:** Range, mean deviation, standard deviation, skewness and kurtosis.

**13. Characteristics of normal distribution**

**14. Parametric and Non parametric test.**

**UNIT-IV**

**15. Chi – square test**

**16. T-test:** Single mean, independent mean, paired mean.

**17. Correlation and coefficient of correlation**

**18. Analysis of variance :**One way and two way classification

**19. Software related to Home Science; application and importance**

**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, Prentics 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. Kerlinge, Foundations of Behavioral Research
9. Sneedecer G. W. Statistical Methods. Applied Pacific Private Ltd., 1961.

**Attainment of Course Outcomes (COs):**

<b>Sr. No.</b>	<b>Course Outcomes</b>	<b>Methods for attainment of Cos</b>
1.	This course will enable the students to understand the different research methods and their implication to different kind of research	Classroom lecture and Power Point Presentations
2.	Provide a deeper knowledge about the statistical skills to interpret the data and get the research outcomes	Classroom lecture and Power Point Presentations
3.	Equip the students about the role of computer softwares in research and statistical analysis of data	Classroom lecture and Power Point Presentations

**CO-PO matrix for the course HD303 (Research Methods, Statistics and Computer Applications)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD303.1	3	3	3	3	3	3
HD303.2	3	3	2	3	3	3
HD303.3	3	2	3	3	3	3
Average	3	2.6	3	3	3	3

**CO-PSO matrix for the course HD303 (Research Methods, Statistics and Computer Applications)**

COs#	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD303.1	3	3	2	3	3	3
HD303.2	3	3	3	3	3	3
HD303.3	3	3	3	3	3	3
Average	3	3	2.6	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -III**  
**(Elective)**  
**Paper -HD-304**  
**Women Studies**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**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.

**Course Outcomes for HD-304**

COs#      After the completion of this course the students will be able to:

- HD304.1    Understand the concept of contemporary emergence and positioning of gender studies.
- HD304.2    Comprehend the theoretical perspectives of Women Studies.
- HD304.3    Gain knowledge about the roles and status of women in India from social and development perspectives.
- HD304.4    Develop skills for critical appraisal of gender issues and design programs for women empowerment.

**Unit -I**

**1. Rationale for Women Studies**

- Meaning, Significance, Importance of Women studies
- Scope of Women studies

- Growth of Women's studies movement in India
- Growth of Women studies movement in other Countries
- Women's movements: In the Pre independent era in India
- Women's movements: In the Post independent era in India
- Women's movements: In the Current times in India
- Empowerment of Women: Need, significance and its effects on them

## **2. Theoretical Perspectives in Women's Studies**

- Gender differences: Its effects and consequences
- Sexual division of labour: Its implications, discrimination at workplace, invisibility and devaluation

### **Unit-II**

## **3. Status of Women in India**

- Demographic Profile of Women with reference to:
  - Health and its related issues and concerns
  - Education and its related issues and concerns
  - Employment and its related issues and concerns
  - Social issues and concerns
  - Political aspects, issues and concerns
  - Gender biasness in Indian context: Issues and concerns
  - The Indian Girl Child and its status
  - Changing role of Women in the current scenario

## **4. Concepts related to Gender differences from Social and development perspectives**

- Caste and its effect on gender discrimination
- Class and its effect on gender discrimination
- Culture and its effect on gender discrimination
- Gender interface and its effects
- Gender and Education
- Gender and Economic Empowerment
- Development processes and programmes from Women's perspective

### **Unit-III**

## **5. Special Issues and Problems**

- Infanticide: Meaning, Occurrence, Causes, Effects, Remedial measures
- Foeticide: Meaning, Occurrence, Causes, Effects, Remedial measures
- Dowry: Meaning, Causes, Types, Effects, Remedial measures and laws
- Child marriage: Meaning, Causes, Effects, Prevention and laws

## **6. Violence**

- Sexual Harassment and abuse: Of women and children
- Socialization of the girl child
- Discrimination: In nutrition and health care of women and children

## Unit-IV

### 7. Women Welfare Programmes

- Women Welfare Programmes: In Urban & Rural areas for women
- Various Policies & Programmes: Floated for women's advancement
- Women Welfare Organizations in India and their work

### 8. Women Empowerment

- Development of Women Entrepreneurship
- Legal Status of Women in India

## 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.

**CO-PO matrix for the course HD-304 (Women Studies)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD304.1	3	2	2	3	3	3
HD304.2	3	3	3	3	3	3
HD304.3	3	2	3	3	3	3
HD304.4	3	3	3	3	3	3
Average	3	2.5	2.75	3	3	3

**CO-PSO matrix for the course HD-304 (Women Studies)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD304.1	3	3	2	3	3	3
HD304.2	3	3	2	3	3	3
HD304.3	3	3	2	3	3	3
HD304.4	2	3	2	3	3	3
Average	2.75	3	2	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**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  
Credits: 4

**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.

**Course Outcomes for HD-305**

COs# After the completion of this course the students will be able to:

HD305.1 Explain the development and behavior of newborns.

HD305.2 Gain knowledge about optimal and non optimal growth in newborns.

HD305.3 Identify reasons for formation of Interaction and Attachment.

HD305.4 Gain knowledge about the role of environment and cultural perspectives in the process of development.



## **Unit -I**

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

- New born: Behaviour and capacities
- Developments: Physical, Motor, Social, Emotional etc.,
- Abilities during infancy
- Adaption strategies: To cultural settings and practices

### **2. Early experiences and development consequences**

- Optimal and non- optimal growth in Infancy and its consequences
- Influence on: Physical, psychomotor and cognitive growth and development
- At risk conditions

## **Unit -II**

### **3. Early Interactions:**

- 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**

### **4. Language development in infancy**

- Effect of Environment, interactions and cultural perspective
- Brain correlates and development changes and their impact
- Variations in development of language
- Multilingualism: Meaning, Impact etc.,

### **5. Development assessment**

- Understanding the process of development in infancy
- Need and reasons for infant assessment
- Issues and concerns related to infant assessment

## **Unit -IV**

### **6. 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 infant care 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. Evas, 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

**CO-PO matrix for the course HD-305 (Guiding Young Childs: Growth Behaviour and Development)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD305.1	3	3	2	2	3	3
HD305.2	3	3	3	2	3	3
HD305.3	3	2	3	3	3	3
HD305.4	3	3	3	3	3	3
Average	3	2.75	2.75	2.5	3	3

**CO-PSO matrix for the course HD-305 (Guiding Young Childs: Growth Behaviour and Development)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD305.1	3	3	2	3	3	3
HD305.2	3	3	2	3	3	3
HD305.3	3	3	2	3	3	3
HD305.4	3	3	3	3	3	3
Average	3	3	2.25	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**

**Semester -III**

**(Elective)**

**Paper -HD-306**

**Communication Technologies**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

Credits: 4

**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.

**Course Outcomes for HD-306**

COs# After the completion of this course the students will be able to:

HD306.1 Understand the process of communication and its dissemination.

HD306.2 Gain insight into various approaches used for communication.

HD306.3 Gain knowledge about the various extension techniques used for good communication.

HD306.4 Know about the latest communication technologies used for research purpose and all.

## **Unit -I**

### **1. Communication**

- Concept of communication
- Process of communication
- Scope of communication
- Usage of communication

### **2. Dissemination of information**

- Meaning, nature, types
- Factors affecting
- Appropriate training, motivating extension workers, approach to extension agents etc.,

### **3. Approaches to communication**

- Individual approach: Meaning, Methods, Usage, Impact etc.,
- Group approach: Meaning, Methods, Usage, Impact etc.,
- Mass approach: Meaning, Methods, Usage, Impact etc.,
- Motivating approach: Meaning, Methods, Usage, Impact etc.,

## **Unit -II**

### **4. Communication and extension methods**

- Different media: Their characteristics, Types, Usage etc.,
- Selection of teaching tools: Characteristics, Types, etc.,

### **5. Visual aids – Non Projected**

- Teaching aids: Types, Usage, Construction etc.,
- Display visuals: Types, Usage, Construction etc.,
- Diagrams: Types, Usage, Construction etc.,
- Flip charts: Types, Usage, Construction etc.,

### **6. Visual aids – Projected**

- Video projector: Types, Usage, Construction etc.,
- Slide/ filmstrips: Types, Usage, Construction etc.,
- Computers: Types, Usage, Construction etc.,

### **7. Audio – Aids Recording**

- Public address equipment: Types, Usage, Construction etc.,
- Radio: Types, Usage, Construction etc.,

### **8. Non – Projected – Audio Visual**

- Talks, meetings, camps, campaigns etc.: Types, Usage, Construction etc.,

## **Unit -III**

### **9. 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

10. Preparation of graphics for research reports/ seminars/ other presentation
11. Designing – leaflets/ pamphlets/booklets/ cover pages/posters
12. 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 Harclerod, F. (1985): All instruction: Technology Media and Methods, McGraw Hill, New Delhi.
7. Ellington, H. (1985): A Handbook of Educational Technology, Kogan Page, London.

#### CO-PO matrix for the course HD-306 (Communication Technologies)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD306.1	3	2	2	3	3	3
HD306.2	3	3	3	3	3	3
HD306.3	3	2	3	3	3	3
HD306.4	3	3	3	3	3	3
Average	3	2.5	2.75	3	3	3

**CO-PSO matrix for the course HD-306 (Communication Technologies)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD306.1	3	3	2	3	3	3
HD306.2	3	3	2	3	3	3
HD306.3	3	3	2	3	3	3
HD306.4	2	3	2	3	3	3
Average	2.75	3	2	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -III**  
**Elective**  
**Paper -HD-307**  
**HIV/AIDS Counselling**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**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 basic concepts of HIV/AIDS infection and diagnosis.
- To develop understanding regarding the reproductive health and its psychosocial aspects.
- To gain knowledge about the coping strategies for HIV/AIDS.

**Learning Outcomes:** This course will help the students to develop skills in using different media for presentations and projects.

**Course Outcomes for HD-307**

COs#      After the completion of this course the students will be able to:

- HD307.1    Explain about the diagnosis and transmission of HIV/AIDS.
- HD307.2    Gain insight about reproductive health and gender perspectives.
- HD307.3    Identify reasons for dilemmas and issues related to HIV.
- HD307.4    Know about the role of counseling in coping with HIV and management of infected persons.

### **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**

#### **2. 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

#### **3. Psychosocial aspects of HIV/AIDS. What it means to be a HIV positive?**

### **Unit –III**

#### **4. 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**

#### **5. 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

#### **6. Coping strategies of HIV/AIDS persons**

#### **7. 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.

**CO-PO matrix for the course HD-307 (HIV/AIDS Counselling)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD307.1	3	3	2	2	3	2
HD307.2	3	3	3	2	3	3
HD307.3	3	3	3	3	3	3
HD307.4	3	3	3	3	3	3
Average	3	3	2.75	2.5	3	2.75

**CO-PSO matrix for the course HD-307 (HIV/AIDS Counselling)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD307.1	3	2	3	3	3	2
HD307.2	3	3	2	3	3	3
HD307.3	3	3	3	3	3	3
HD307.4	2	3	3	3	3	3
Average	2.75	2.75	2.75	3	3	2.75

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**

**Semester -III**

**Open Elective**

**Paper -HD - 309**

**Family Support Therapy**

Total Marks: 50

External: 40

Internal: 10

Duration of Exam: 3 hrs

Credits: 2

**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 know about family therapy and their various techniques.
- The qualities of family therapies.

**Course Outcomes for HD-309**

COs# After the completion of this course the students will be able to:

- HD309.1 Gain insight into theoretical development in family therapy.  
HD309.2 Know about the areas and social learning approaches of marriage therapy.  
HD309.3 Gain knowledge about the different areas of family therapy.  
HD309.4 Know about the future directions of marriage and family therapy.

**Unit -I**

- 1. Theoretical development in family therapy.**
- 2. Types of family therapy**  
-Structured: Meaning, Types, Usage etc.,

- Strategic: Meaning, Types, Usage etc.,
- Experimental: Meaning, Types, Usage etc.,
- Integrated: Meaning, Types, Usage etc.,

### **Unit -II**

- 3. Social Learning Approach**
  - Contemporise Marital Therapies
  - Psychoanalytic: Meaning, Types, Usage etc.,
  - Behavioural: Meaning, Types, Usage etc.,
  - System Therapy: Meaning, Types, Usage etc.,
- 4. Areas and scope of marriage and family therapy.**

### **Unit -III**

- 5. Different areas of family therapy**
  - Psychosomatic symptoms and remedial therapies
  - Psychiatric disorders and remedial therapies
  - Marital distress and remedial therapies
  - Alcoholism and remedial therapies
  - Drug dependence and remedial therapies
  - Juvenile offences and remedial therapies
  - Conduct Problems and remedial therapies
  - Work and school Phobias and remedial therapies

### **Unit -IV**

- 6. Qualities of marriage and family therapists**
- 7. Advanced techniques of marriage and family therapy**
- 8. Future direction for marriage and family therapy**
  - Bridging research, theory and practices.
  - 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.

**CO-PO matrix for the course HD-309 (Family Support Therapy)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD309.1	2	2	2	3	3	3
HD309.2	3	3	3	3	3	3
HD309.3	3	3	3	3	3	3
HD309.4	3	3	3	3	3	3
Average	2.75	2.75	2.75	3	3	3

**CO-PSO matrix for the course HD-309 (Family Support Therapy)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD309.1	2	3	3	3	3	3
HD309.2	3	3	3	3	3	3
HD309.3	3	3	3	3	3	3
HD309.4	2	3	3	3	3	3
Average	2.5	3	3	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -III**  
**Practical**  
**Paper -HD-310**  
**Child and Family: Guidance and Counselling**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**Course Outcomes for HD-310**

COs#      After the completion of this course the students will be able to:

- HD310.1    Develop skills to identify the problems/difficulties through the counseling process.
- HD310.2    Gain insight into assessment of behavior problems of children.
- HD310.3    Know about the use of various aids for parents needs.
- HD310.4    Gain knowledge about conducting interviews of parents and children for various purposes.

1. Interaction with practising counsellors and therapists
  - Through visit to Hospitals
  - Schools
  - Women Centres
  - Clinics
2. Assessment of behaviour problems among children
3. Organising parent education programmes based on parents needs:
  - Behaviour problems
  - Emotional problems among children.
4. Preparation of Skit/Nukkad Natak and various aids on parent needs.
5. Analysis of case study of an adolescent
6. Resource file
7. Interview Parents of Children with behaviour/conduct disorders/ academic difficulties
8. Interview adults with marital problems/divorced persons and report them
9. Use of various inventories for this purpose

**CO-PO matrix for the course HD-310 (Child and Family: Guidance and Counselling)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD310.1	3	2	3	3	3	3
HD310.2	3	3	3	3	3	3
HD310.3	3	2	3	3	3	3
HD310.4	3	3	3	3	3	3
Average	3	2.5	3	3	3	3

**CO-PSO matrix for the course HD-310 (Child and Family: Guidance and Counselling)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD310.1	3	3	3	3	3	3
HD310.2	3	3	3	3	3	3
HD310.3	3	3	3	3	3	3
HD310.4	2	3	2	3	3	3
Average	2.75	3	2.75	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -III**  
**Practical**  
**Paper -HD-311**  
**Advances in Life Span Development and Gerontology**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**Course Outcomes for HD-311**

COs#      After the completion of this course the students will be able to:

- HD311.1 Undertake studies of adults and elderly across domains.
- HD311.2 Gain insight into various tools used for studying adults and elderly.
- HD311.3 Gain knowledge about the various techniques used for the elderly.
- HD311.4 To engage and work with adult and elderly across contexts.

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 using mixed methods.
4. Use of various inventories on the elderly.
5. Arranging special service/counselling for the elderly.
6. Planning activities for the aged with the help of resource person if necessary for ex. Yoga, Lectures etc.
7. Preparation of a recreational aid/game etc. For the elderly.
8. Preparation of chart/posters to impart knowledge/information/share advise with the elderly regarding various issues/problems concerning them.
9. Maintaining resource files.

**CO-PO matrix for the course HD-311 (Advances in Life Span Development and Gerontology)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD311.1	3	3	2	3	3	3
HD311.2	3	3	3	3	3	3
HD311.3	3	2	3	3	3	3
HD311.4	3	3	3	3	3	3
Average	3	2.75	2.75	3	3	3

**CO-PSO matrix for the course HD-311 (Advances in Life Span Development and Gerontology)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD311.1	3	3	2	3	3	3
HD311.2	3	3	2	3	3	3
HD311.3	3	3	2	3	3	3
HD311.4	2	3	2	3	3	3
Average	2.75	3	2	3	3	3



**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -IV**  
**Core**  
**Paper -HD-401**  
**Developmental Disabilities and Mental Health**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**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 become aware of various impairment and the manner in which these affect the lives of individuals.
- To identify the physical and social barriers which create difficulties for people with disabilities
- To plan services for persons with disabilities
- To identify mental health issues in the community

**Learning Outcomes:**

This course will enable the students to understand the importance of mental health at different stages in life and also plan and organise mental health programmes.

**Course Outcomes for HD-401**

- COs#      After the completion of this course the students will be able to:
- HD401.1    Acquire knowledge about etiology, diagnosis and assessment of developmental disabilities.
- HD401.2    Gain insight into conceptual approaches to developmental disabilities.
- HD401.3    Get acquainted with the educational modifications and interventions for various disabilities.
- HD401.4    Gain knowledge about management of stress and various problems during lifespan.

## **Unit -I.**

### **1. Various approaches to defining and understanding differently abled**

- Philanthropic: Meaning, Examples etc.,
- Medical: Meaning, Examples etc.,
- Legal: Meaning, Examples etc.,
- Social: Meaning, Examples etc.,

### **2. Different types of impairments, causes and effects on individuals.**

- Physical: Cerebral palsy, Epilepsy, Spina bifida and Spinal injuries their Characteristics, Types etc.,
- Intellectually Challenged: Characteristics, Types etc.,
- Intellectual: Gifted and Learning Disabilities their characteristics, types etc.,
- Emotional Retardation: Characteristics, Types etc.,
- Sensory: Visual and Auditory their characteristics, types etc.,

### **3. Educational modifications and intervention programs for different types of differently abled people**

## **Unit -II**

4. Attitude of people, family and community towards differently abled people and their impact on their developments
5. Physical and social barriers in the development of persons with disabilities and their impact
  - Modification of physical and social environments for differently abled persons
  - Enabling participation of differently abled as a contributing member of society
6. Needs of exceptional children.
7. Programs and policies for differently abled persons
8. Use of assistive devices for differently abled persons

## **Unit -III**

### **9. Mental Health**

- Definition, concept and importance of holistic health
- Definition, concept and importance of well being
- Definition, concept and importance of happiness
- National Mental Health Program of India (1982)
- Community mental health: Needs, Programmes, etc.,

### **10. Infancy**

- Implication of attachment and bonding for mental health
- Maternal deprivation Syndrome.
- Intervention with families and professionals from allied fields

### **11. Early Childhood Years**

- Mental Health Needs: Safety, Security, Relationships, Autonomy and Self Concept
- Behaviour Difficulties: Feeding problems, Aggression, Withdrawal, Problems related to early Schooling

## Unit –IV

### 12. Middle Childhood

- Mental Health Needs: Recognition, Appreciation, Friendships and Industry
- School Related Problems: Truancy, School phobia, Conduct disorder, Childhood depression
- Child abuse (including child sexual abuse)

### 13. Adolescence

- Mental Health Needs: Sense of Identity, Autonomy, Problems related to sexuality, Academic Problems, Aggression, Substance Abuse, Depression and Suicide

### 14. Adulthood

- Mental health problems in the community: Life events that cause stress e.g. separation due to death, migration etc.
- Substance abuse and addiction
- Violence
- Sexual abuse.
- Management of stress: counselling, training in relaxation, yoga, meditation etc..

### References:

1. Baquer.A (1994). Disabled, Disablement, Disability, New Delhi Voluntary Health Association of India.
2. Council for advancement of people's action and rural technology (CAPART) (1996), Disability: A strategy to promote the participation of people with disabilities in programmes for rural development. New Delhi CAPART.
3. Kanga.F.(1990). Heaven on wheels. New Delhi: Penguin Books.
4. Narasimhan.M.C. & Mukherjee. A.K. (1986). Disability a continuing challenge. New Delhi. Wiley Eastern Limited.
5. Oliver.M. (1996). Understanding Disability: From theory to practice. London: Macmillan Press.
6. P. Immanuel. C. Koenig & S. Tesri (ds). Listening to sounds and signs: Trends in deaf education and communication (pp.1-4) Bangalore, India: Chridtoffel-Blindenmission & Books for Change.
7. Pandey, R.S.& Advani.L. (1996). Perspectives in disability and rehabilitation, New Delhi. Vikas Publishing House Private Limited.
8. Barry, P.D. (1990), Mental Health and Mental Illness (4th ed) Philadelphia: J.B. Lippincott Co.
9. Bono, E.de(1991) handbook for the Positive Revolution, London: Penguin Publications
10. Carler, F. & Cheesman, P(1988). Anxiety in childhood & adolescence encouraging self- help through relaxation training London: Croom Helm.
11. Goleman, D (1996) Emotional Intelligence. N.Y. : Bantam Books
12. Gopalkrishanan. N. (1994) Mental health and ou, Mumbai: Popular Prakashan.
13. Govt. of India. Ministry of Health & Family Welfare (1982). National Mental health program for India.

**CO-PO matrix for the course HD-401 (Developmental Disabilities and Mental Health)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD401.1	3	3	2	3	3	3
HD401.2	3	3	3	3	3	3
HD401.3	3	2	3	3	3	3
HD401.4	3	3	3	3	3	3
Average	3	2.75	2.75	3	3	3

**CO-PSO matrix for the course HD-401 (Developmental Disabilities and Mental Health)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD401.1	3	3	2	3	3	3
HD401.2	3	3	2	3	3	3
HD401.3	3	3	2	3	3	3
HD401.4	2	3	2	3	3	3
Average	2.75	3	2	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -IV**  
**Core**  
**Paper -HD-402**  
**Parent and Community Education**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**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 learn to conduct parent education programmes.
- To Develop skills of parenting
- To enable parents to master techniques of parent and community education

**Learning Outcomes:**

This course will enable the students to know about various tasks of parenting and how to become competent parents.

**Course Outcomes for HD-402**

COs#      After the completion of this course the students will be able to:

- HD402.1    Get to know about the different theoretical perspectives of parenting.  
HD402.2    Gain knowledge about the various techniques used to impart community education.  
HD402.3    To gain ability to support their families and strengthen the parents for different roles.  
HD402.4    Gain insight into developing intervention strategies based on individual needs.

**Unit -I**

**1. Parenthood:**

- Meaning, Definition, etc.,
- Different theoretical views
- Tasks of Parenting: Various tasks, etc.,
- How to become competent parents
- Changing concept of parenthood and childhood in modern society

**2. Parent and community Education:**

-Concept, Definition, Principles, Objectives and Needs, Usage etc.,.

**Unit -II**

**3. Parents involvement:**

-In decision making activities  
-Policy development and other activities

**4. Involvement of fathers: Need, Role, Importance of father's in child development**

**5. Techniques of Parent and community Education:**

-Home learning  
-Informal meeting, group and individual meetings.  
-Parent and toy library  
-Parent's corner and workshop  
-Demonstration centres  
-Open house  
-Written and printed materials

**Unit -III**

**6. Content of Parent and Community Education**

-Developments, Problems, Needs and Rights of children: Meaning, Types, Importance etc.  
-Child rearing and Disciplinary techniques: Meaning, Concept, Impact etc.  
-Socialization and Parental beliefs in various socio- cultural settings.  
-Importance of Nutrition, Hygiene, Health and Play for children: Meaning, Impact etc.  
-Family planning: Methods, Types, Importance, Need, etc.

**7. Formulating curricula for parent and community education.**

-Parent initiated curricula - Need and Assessment techniques.  
-Expert oriented curricula- Guidance and Action oriented.

**Unit -IV**

**8. Contribution of different agencies and community centres in parent and community education.**

-Family planning centres: Concept, Role, Support etc.,  
-Hospitals: Concept, Role, Support etc.,  
-Maternity and child welfare centres: Concept, Role, Support etc.,  
-Schools: Concept, Role, Support etc.,  
-PTA: Concept, Role, Support etc.,  
-ICDS project: Concept, Role, Support etc.,

**9. Contribution of various professionals in parent and community education.**

**10. Training programmes for young parents: Content, Types, Needs etc.,**

**11. Evaluation of various parent and community education programmes.**

**References:**

1. Bigner.J(1979); Parent child relations: An introduction to parenting. N.Y.: McMillan Pub.
2. Brim, Haman (1980): Learning to be parents, principles, programmes and methods. Saga Pub.
3. Fine Marwin (1980): Handbooks on parent education, New York: Academic Press Inc.
4. Goldolein, J.C. (Ed)(1994), toys, Child Development, Cambridge: Cambridge University

Press.

5. Gordon. Thomas (1975): Parent effectiveness training, New York: New American Library.
6. Gillian, Pugh (1984): The needs of parents, practice and policy in parent education, Macmillan
7. Gupte (1991); Speaking of Child Care, Everything You Wanted to Know: (2<sup>nd</sup> Ed.) New Delhi: Sterling.
8. Lidhop. M (1987): Child rearing and Psycho-social Development New Delhi: Ashish Publications.
9. Kulkarni, Sudha (1988): Parent Education, Jaipur: Rawat Pub.
10. Naidu, U.S. and Nakhate. V.S. (1985). Child Development Studies in India. Bombay: Tata Institute of Social Sciences.
11. Wagh, Anutai (1984): Parent and Community Participation in the Preschool Program, Delhi

**CO-PO matrix for the course HD-402 (Parent and Community Education)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD402.1	3	3	2	3	3	2
HD402.2	3	3	3	3	3	3
HD402.3	3	2	2	3	3	3
HD402.4	3	3	3	3	3	3
Average	3	2.75	2.5	3	3	2.75

**CO-PSO matrix for the course HD-402 (Parent and Community Education)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD402.1	3	3	3	3	3	3
HD402.2	3	3	2	3	3	3
HD402.3	3	3	3	3	3	3
HD402.4	2	3	3	3	3	3
Average	2.75	3	2.75	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -IV**  
**Core**  
**Paper -HD-403**  
**Social Psychology and Development of Self**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits:4

**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 nature of Social Psychology.
- To come to know about the process of socialisation.
- To come to know about the nature and attitude of people.
- To initiate self- enquiry and introspection.
- To discuss different aspect of the self and its development.

**Learning Outcomes:**

This course will enable the students to know more about self, self- concept, self – esteem. Also it would help to contextualise self in culture.

**Course Outcomes for HD-403**

COs#      After the completion of this course the students will be able to:

- HD403.1    Demonstrate knowledge of social psychology and delineate its fundamental concepts.
- HD403.2    Explain the concept of group dynamics and individual behavior in varied contexts.
- HD403.3    Describe and analyze the various components of social behavior.
- HD403.4    Gain insight into the various skills required for practical application and design of social experiments.

**Unit -I**

1. **Social Psychology:** Concept, Meaning, Nature, Scope, New Perspectives etc.,
2. **Methods of study of Social psychology:**



- Experimental: Concept, Meaning, Content, Usage etc.,
  - Observation: Concept, Meaning, Content, Usage etc.,
  - Content analysis: Concept, Meaning, Content, Usage etc.,
3. **Socialization:** Concept, Meaning, Nature, Process
- Theories: Psychoanalytic, Cognitive their concept, nature and process

## **Unit –II**

4. **Social perception**

- Verbal communication: Concept, Meaning, Content, Usage etc.,
- Nonverbal communication: Concept, Meaning, Content, Usage etc.,
- Impression formation: Concept, Meaning, Content, Usage etc.,

5. **Attitude**

- Nature, Formation, Change, Consistency and Measurement

6. **Prejudice and discrimination**

- Nature, Sources, Impact, Combating Prejudice

## **Unit –III**

7. **Definitions of Development and Self**

- Linking the individual and the group: Self-concept, Self esteem their meaning, concept, nature, impact etc.,

8. **Approaches to self**

- Enquiry and introspection: Meaning, Concept, Impact etc.,
- Memories of childhood and their influence during adulthood

9. **The self in the life span**

- Significance of birth and its impact
- Role of childhood experiences and their influence
- Changing roles and responsibilities with age
- The emergence of sense of self during adolescence

## **Unit –IV**

10. **The individual and the context**

- Influence of family, peers and school on the development of self esteem
- Influence of Community and culture in relation to the development of self.

11. **Gender Identity and the self**

- Biological, Psychological and Cultural aspects of being male and female
- Gender stereotypes
- Gender discrimination and beliefs
- Cultural and sub cultural differences in gender

12. **Role of spirituality and religion in the development of the self:**

- Experiences, values, beliefs and attitudes in society.

13. **Self:** Self improvement techniques their types, impact, usage etc.,

**REFERENCES:**

1. Kakar, S. (1978). The inner world. New Delhi: Oxford University Press
2. Gandhi, M.K. (1927). An autobiography or the story of my experiments with truth. Ahmedabad: Navajivan Trust.
3. Liewellyn-Jones, D. (1971). Every girl. London. Faber & Faber
4. Liewellyn-Jones. D. (1971). Every women. London. Faber and Faber
5. Mead. M.(1976). Male and Female UK. Penguin.
6. Bee.H.(1989). The developing child. New York:Harper & Row.

**CO-PO matrix for the course HD-403 (Social Psychology and Development of Self)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD403.1	3	3	2	3	3	3
HD403.2	3	3	2	3	2	2
HD403.3	3	2	3	3	3	3
HD403.4	3	2	3	3	3	3
Average	3	2.5	2.5	3	2.75	2.75

**CO-PSO matrix for the course HD-403 (Social Psychology and Development of Self)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD403.1	2	3	3	3	3	3
HD403.2	3	3	2	3	3	3
HD403.3	3	3	2	3	3	3
HD403.4	3	3	3	3	3	3
Average	2.75	3	2.5	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF**  
**Semester -IV**  
**Elective**  
**Paper -HD-405**  
**Child and Human Rights**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits:4

**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 sensitivity to Human Rights with specific reference to children's right.
- To gain knowledge about Charter on Human and Children's rights.
- To work with women and children to create awareness about their rights and to guide them to access their rights.

**Learning Outcomes:**

This course will enable the students to know more about their rights as a women and child in the society.

**Course Outcomes for HD-405**

COs#      After the completion of this course the students will be able to:

- HD405.1    Demonstrate knowledge of human rights and delineate its fundamental concepts.
- HD405.2    Gain knowledge about the status of women and their rights in varied contexts.
- HD405.3    Describe the different components of gender disparities.
- HD405.4    Develop skills for understanding various forms of violence of human rights.

**Unit -I**

**1. Definition and Evolution of Rights.**

- Human rights: Meaning, Concept, Types, etc.,
- Child rights: Meaning, Concept, Types, etc.,

- Women's rights: Meaning, Concept, Types, etc.,
- Conventions: Meaning, Concept etc.,

## **2. Status of Indian Children and their rights**

### **Demographic distribution and Gender disparities:**

- Infanticide: Meaning, Concept, Prevalence, Prevention, Laws etc.,
- Foeticide: Meaning, Concept, Prevalence, Prevention, Laws etc.,
- Girl child: Meaning, Concept, Prevalence, Prevention, Laws etc.,

### **Children in difficult circumstances:**

- Children of prostitutes: Meaning, Causes, Prevalence, Prevention, Laws etc.,
- Child prostitutes: Meaning, Causes, Prevalence, Prevention, Laws etc.,
- Child labour: Meaning, Causes, Prevalence, Prevention, Needs, Laws etc.,
- Street children: Meaning, Causes, Prevalence, Prevention, Needs, Laws etc.,
- Refugee children: Meaning, Causes, Prevalence, Prevention, Needs, Laws etc.,
- Child victims of war: Meaning, Causes, Prevalence, Prevention, Needs, Laws etc.,
- Children with special needs: Meaning, Causes, Prevalence, Prevention Needs, Laws etc.,

## **Unit -II**

### **3. Status of Women and their Rights**

- Status of women in India: Past and Present
- Women and human rights
- Forms of violation of women's rights
- Violence against women at home, workplace and society
- Crimes against women
- Health and nutrition based deprivations
- Political discrimination
- Economic discrimination

## **Unit -III**

### **4. Classification of Human Rights**

- Civil rights: Meaning, Types, etc.,
- Political rights: Meaning, Types, etc.,
- Economic rights: Meaning, Types, etc.,

### **5. Educational rights**

- Legal rights: Definition, Types, etc.,
- Social rights: Definition, Types, etc.,
- Cultural rights: Definition, Types, etc.,
- International rights: Definition, Types, etc.,
- Environmental rights: Definition, Types, etc.,
- Developmental rights: Definition, Types, etc.,

## **Unit -IV**

### **6. Child Adoption and its Laws:**

- Meaning, Types, etc.,
- International convention of human rights

### **7. Advocacy for Human right**

## REFERENCES:

1. Butteworth, D. and Fulmer, A. (1993). Conflict, Control Power, Perth: Child and Family Consultants.
2. Bruner, T. (1986). Actual minds-possible words. London: Havard University Press.
3. Digumarti, B.R., Digurmarti, P.L. (1998). International Encyclopedia of Women (Vol.1). New Delhi: Discovery.
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8. Government of India (1993d), Ministry of Finance, Economic Survey 1992-93, New Delhi.
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11. Kudchedkar, S. (Ed) (1998). Violence against Women: Women agaisnt violence. Delhi Pencraft International.
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17. Sachar, R.K., Verma, J., Dahawan, S., Prakash, Ved, Chopra, A and Adlaka, R. (1990). Sex bias in health and medical care allocation, Indian Journal of Material and Child Health, 1(2) 63-65.'
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19. UNICEF (1990). Children and Women in India: A Situation Analysis; 1990, New Delhi.
20. UNICEF India (1993). Annual Report on Country Situation: 1990, New Delhi.
21. UNICEF (1993). Annex to the Annual Report on Goals and Indicators, New Delhi.
22. UNICEF (1993). Policy on Child Labour, New Delhi

**CO-PO matrix for the course HD-405 (Child and Human Rights)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD405.1	3	3	2	3	3	3
HD405.2	3	2	3	3	3	2
HD405.3	3	3	3	2	3	3
HD405.4	3	3	3	3	3	3
Average	3	2.75	2.75	2.75	3	2.75

**CO-PSO matrix for the course HD-405 (Child and Human Rights)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD405.1	2	3	3	3	3	3
HD405.2	3	3	2	3	3	3
HD405.3	3	3	2	3	3	3
HD405.4	3	3	3	3	3	3
Average	2.75	3	2.5	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -IV**  
**Elective**  
**Paper -HD-406**  
**Current Concerns in Women Studies**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits:4

**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 introduce the students to the basic concepts and terms and issues related to women's studies.
- To trace the growth of women's studies as a discipline in India.

**Learning Outcomes:**

This course will enable the students to become aware about the position and status of women in the society.

**Course Outcomes for HD-406**

COs#      After the completion of this course the students will be able to:

- HD406.1    Gain knowledge about difference between Women studies and Gender studies.  
HD406.2    Gain insight into gender issues, sensitization and sensitivity.  
HD406.3    Know about the various approaches adopted for framing policies and programs.  
HD406.4    Gain knowledge about the various commissions and committees working for women.

**Unit -I**

**1. Gender Issues- An Introduction**

- Women and Education: Concept, Relation, Impact etc.,
- Women and Work: Concept, Relation, Impact etc.,
- Women and Health: Concept, Relation, Impact etc.,
- Women and Media: Concept, Relation, Impact etc.,
- Women and Violence: Concept, Relation, Impact etc.,

-Women and Law: Concept, Relation, Impact etc.,

## **Unit -II**

- 2. Difference between Women's studies and Gender studies**
- 3. Importance of Gender analysis in framing Policies and Programs**
- 4. Social relation Approach**
- 5. Gender Sensitization and Gender Sensitivity**

## **Unit -III**

- 6. Gender Equality and Millennium Development Goal.**
- 7. National Committees and Commissions for women**
  - Committee on the status of women in India- 1974
  - Human Rights Commission
  - National Commission for Women
  - SEWA
  - Govt. Organizations for women- objectives and limitations

## **Unit -IV**

- 8. Women's Studies in India and Abroad**
  - Origin
  - Growth
  - Contributions and Impact

### **References:**

1. Agarwal, Bina. Patriarchy and the modernizing state: an Introduction is Agarwal Bina (ed). Structures of Patriarchy, Kali for women, New Delhi 1988
2. Mies, Maria. Indian Women and Patriarchy, concept publishing company, New Delhi, 1980.
3. Ruth, Sheila. Issues in Feminism: An introduction to women's studies, Mayfield Publishing Company, California, 1990.
4. Yadav, Sushama, Mishra, Amit Dutt. Gender issues in India.



**CO-PO matrix for the course HD-406 (Current Concerns in Women Studies)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD406.1	3	3	2	3	3	3
HD406.2	3	3	3	3	3	3
HD406.3	3	2	3	3	3	3
HD406.4	3	3	3	3	3	3
Average	3	2.75	2.75	3	3	3

**CO-PSO matrix for the course HD-406 (Current Concerns in Women Studies)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD311.1	3	3	2	3	3	3
HD311.2	3	3	2	3	3	3
HD311.3	3	3	2	3	3	3
HD311.4	2	3	2	3	3	3
Average	2.75	3	2	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -IV**  
**Elective**  
**Paper -HD-407**  
**Human Resource Development**

Total Marks: 100  
External: 80  
Internal: 20  
Duration of Exam: 3 hrs  
Credits:4

**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 acquire knowledge and skill on various aspects of trainings.
- To acquire knowledge and skill on Human resource development.
- To develop expertise as training professionals.

**Learning Outcomes:**

This course will enable the students to become aware about various aspects of Human Resource Development.

**Course Outcomes for HD-407**

COs#	After the completion of this course the students will be able to:
HD407.1	Gain knowledge about the concept and importance of HRD.
HD407.2	Acquire knowledge about HRD for Rural development.
HD407.3	Come to know about the concept and management of experimental learning.
HD407.4	Gain insight into the participatory training methods.

**Unit –I**

**1. Training:**

-Human Resource Development (HRD): Meaning, Concept, Importance etc.,

-Types of Training: Conceptual Models of Training Process

## **Unit –II**

### **2. Participatory Training Methods**

- Lectures: Definition, Concept, Types, Uses, etc.,
- Interactive Demonstrations: Definition, Concept, Types, Uses, etc.,
- Brain Storming: Definition, Concept, Types, Uses, etc.,
- Case Studies: Definition, Concept, Types, Uses, etc.,
- Syndicate Method: Definition, Concept, Types, Uses, etc.,
- Stimulation Exercises: Definition, Concept, Types, Uses, etc.,
- Role Play: Definition, Concept, Types, Uses, etc.,

## **Unit –III**

### **3. Experimental Learning Cycle (ELC)**

- Concept, Types and Usage
- Designing, Management and Delivery of Training Programmes
- Monitoring, Evaluation and Impact Assessment

## **Unit –IV**

### **4. HRD**

- Concept, Dimensions and importance in rural development
- Strategic interventions of ICAR and SAU's
- Techniques of HRD

### **References:**

1. Lynton R. And Pareek U (1991). Training Development. Vistat
2. Singh RP. 2000 Management of Training Programmes. Anmol Publishers.

**CO-PO matrix for the course HD-407 (Human Resource Development)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD407.1	3	3	3	3	3	3
HD407.2	3	3	2	3	3	2
HD407.3	3	2	3	3	3	3
HD407.4	3	2	3	3	3	3
Average	3	2.5	2.75	3	3	2.75

**CO-PSO matrix for the course HD-407 (Human Resource Development)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD407.1	3	3	3	3	3	3
HD407.2	2	3	2	3	2	3
HD407.3	3	3	2	3	3	3
HD407.4	2	3	2	3	3	3
Average	2.5	3	2.25	3	2.75	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**  
**Semester -IV**  
**Core**  
**Practical**  
**Paper -HD-408**  
**Developmental Disabilities and Mental Health**

Total Marks: 100  
External: 80 (60+20)  
Internal: 20  
Duration of Exam: 3 hrs  
Credits: 4

**Course Outcomes for HD-408**

- COs#      After the completion of this course the students will be able to:
- HD408.1    Demonstrate knowledge of screening children and adolescents with disability.  
HD408.2    Gain insight into methods used for working with differently abled children and adolescents.  
HD408.3    Learn skills of providing guidance and counseling to children and their families.  
HD408.4    Gain insight into the various services and programs for the elderly in the society.

1. Study of Etymology, characteristics, diagnosis of children with different abilities
2. Planning and working with children and parents of differently abled
3. Case study of differently abled persons: a child and an adult
4. Visits to institutions/rehabilitation centres catering to children with special needs
5. Case study of an organization with particular reference to its physical and social environment.
6. Plan and coordinate Art and Craft activities (any two) for children with special needs.
7. Reports and resource files to be maintained by students.
8. Viva-voice of the training of one month in an NGO/Hospitals/ Social Welfare Department/Special Institutions and its report.

**CO-PO matrix for the course HD-408 (Developmental Disabilities and Mental Health)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD408.1	3	3	2	3	3	3
HD408.2	3	3	3	3	3	3
HD408.3	3	2	3	3	3	3
HD408.4	3	3	3	3	3	3
Average	3	2.75	2.75	3	3	3

**CO-PSO matrix for the course HD-408 (Developmental Disabilities and Mental Health)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD408.1	3	3	2	3	3	3
HD408.2	3	3	3	3	3	3
HD408.3	3	3	3	3	3	3
HD408.4	2	3	2	3	3	3
Average	2.75	3	2.5	3	3	3

**M. Sc. (Human Development) Under CBCS-LOCF w.e.f 2021-22**

**Semester -IV**

**Core**

**Practical**

**Paper -HD-409**

**Parent and Community Education**

Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

Credits: 4

**Course Outcomes for HD-409**

COs# After the completion of this course the students will be able to:

- HD409.1 Asses, plan and implement parent education programs based on parent's needs.
- HD409.2 Arrange workshops for parents on related issues.
- HD409.3 Gain knowledge about various techniques used for imparting knowledge to parents.
- HD409.4 Gain insight into the selection of effective techniques for imparting knowledge to parents based on their needs.

1. Conducting:

-Home visits

-Interviewing/talking to parents.

2. Arranging workshops for parents.

3. Organizing parent education programs based on parents needs.

4. Conducting parent - teacher meetings.

5. Reports and resource files to be maintained by students.

6. Select any one technique to impart education to parents on effective parenting skills about their children/adolescents related to their personality development

-Drama/street play

-Puppet Show

-Handouts

-Panel Discussions

-Film Shows

-Group Discussions

**CO-PO matrix for the course HD-409 (Parent and Community Education)**

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD409.1	3	3	2	3	3	3
HD409.2	3	3	3	3	3	3
HD409.3	3	2	3	3	3	3
HD409.4	3	3	3	3	3	3
Average	3	2.75	2.75	3	3	3

**CO-PSO matrix for the course HD-409 (Parent and Community Education)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD409.1	3	3	2	3	3	3
HD409.2	3	3	2	3	3	3
HD409.3	3	3	2	3	3	3
HD409.4	2	3	2	3	3	3
Average	2.75	3	2	3	3	3



**Table 4: CO-PO-PSO mapping matrix for all the courses of: (M.Sc. Human Development)**

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD101	2.75	2.75	2.75	2.75	2.25	2.5	2.75	3	2.5	2.25	2.75	2
HD102	2.75	2.75	2.75	2.75	2.25	2.5	2.75	3	2.5	2.25	2.75	2
HD103	2.75	2.75	2.25	3	2.25	2.75	2.25	3	3	2.75	3	1.25
HD104	2.75	2.75	1.75	2.5	3	2.75	2.5	3	2.5	3	3	3
HD105	3	2.5	2.75	3	2.75	3	3	3	3	2.25	2.75	2
HD106	3	2.75	2.75	3	2.5	3	3	3	3	2.75	3	2.25
HD201	2.75	3	1.75	2.5	2.5	2.25	2.75	2.25	1.75	2.25	2.75	2
HD202	2.5	3	2.25	2.5	2.75	2.5	2.5	2.25	1	2.5	3	1
HD203	1.75	2	1.75	2.5	2.25	3	1.75	1.5	2.5	3	3	3
HD204	2.5	2.5	2.5	2.25	3	3	2.25	2.5	1.5	3	2.75	2.75
HD206	1.75	2.25	2.5	2.25	2.25	2.5	2	2	2	2.5	3	3
HD207	3	2.75	2.25	3	2.25	3	2.75	3	1	3	3	3
HD208	2.5	2.25	2.5	3	2.75	3	2.75	3	2.75	3	3	3
HD301	3	2.75	2.25	3	2.75	3	2.5	3	2.25	3	3	2.25
HD302	3	2.75	2.25	3	2.75	3	2.5	3	2.25	3	3	2.25
HD303	3	2.6	3	3	3	3	3	3	2.25	3	3	3
HD304	3	2.5	2.75	3	3	3	2.75	3	2	3	3	3
HD305	3	2.75	2.75	2.5	3	3	3	3	2.25	3	3	3
HD306	3	2.5	2.75	3	3	3	2.75	3	2	3	3	3
HD307	3	3	2.75	2.5	3	2.75	2.75	2.75	2.75	3	3	2.75
HD309	2.75	2.75	2.75	3	3	3	2.75	3	2.75	3	3	3
HD310	3	2.5	3	3	3	3	2.75	3	2.75	3	3	3
HD311	3	2.75	2.75	3	3	3	2.75	3	2	3	3	3
HD401	3	2.75	2.75	3	3	3	2.75	3	2	3	3	3
HD402	3	2.75	2.5	3	3	2.75	2.75	3	2.75	3	3	3
HD403	3	2.5	2.5	3	2.75	2.75	2.75	3	2.5	3	3	3
HD405	3	2.75	2.75	2.75	3	2.75	2.75	3	2.5	3	3	3
HD406	3	2.75	2.75	3	3	3	2.75	3	2	3	3	3
HD407	3	2.5	2.75	3	3	2.75	2.5	3	2.25	3	2.75	3
HD408	3	2.75	2.75	3	3	3	2.75	3	2.5	3	3	3
HD409	3	2.75	2.75	3	3	3	2.75	3	2	3	3	3