

Kurukshetra University, Kurukshetra

(Established by the State Legislature Act-XII of 1956)

("A++" Grade, NAAC Accredited)



Syllabus for Post Graduate Programme

M.Sc. Home Science (Human Development)

as per NEP 2020

Curriculum and Credit Framework for Postgraduate Programme

**With Multiple Entry-Exit, Internship and CBCS-LOCF
With effect from the session 2024-25(in phased manner)**

DEPARTMENT OF HOME SCIENCE

FACULTY OF LIFE SCIENCES

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA

Chairperson
Dept. of Home Science
K.U. KURUKSHETRA.

Session: 2024-25


Part A - Introduction

Name of Programme	MSc. Home Science (Human Development)		
Semester	I		
Name of the Course	Theories of Human Development, Psychology and Behaviour		
Course Code	M24-HDE-101		
Course Type	CC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Understand the historical, philosophical, biological basis, traditions and theories of human development</p> <p>CLO 2: Comprehend the task of knowledge, construction of theories with reference to human development and childhood studies</p> <p>CLO 3: Appreciate and analyse the different theories of development</p> <p>CLO 4: Develop skills for critical appraisal and construction of theories of human development</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B-Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
1	<p>1. Theory, construct, phenomena</p> <p>1.1 Meaning & Significance of Theories</p> <p>1.2 Meaning & Significance of Human Development</p> <p>1.3 Theorizing and its philosophical underpinning</p> <p>1.4 Links between phenomena, theory and method</p> <p>1.5 Comparative analysis of theories and their application</p>	15


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	<p>1.6 Integrated approach to theory building.</p> <p>2. Experimental Psychology:</p> <p>2.1 Nature, Historical background</p> <p>2.2 Contributions of Weber, Fetchner, Wundt, Galton.</p> <p>3. Freud's Psychoanalytic Theory:</p> <p>3.1 Freudian Theory (Its Life History, Concepts, Stages, Contributions, Cross Cultural Relevance, Educational Implications, Criticism, Current Status etc.)</p>	
II	<p>4. Neo-Freudians (Life History, Concepts, Theory, Contributions, Cross Cultural Relevance, Educational Implications, Criticism, Current Status etc.) of</p> <p>4.1 Alfred Adler</p> <p>4.2 Carl Gustav Jung,</p> <p>4.3 Eric Erickson</p> <p>5. Learning Theories (Life History, Concepts, Theory, Contributions, Cross-Cultural relevance, Educational Implications, Criticism, Current Status etc.) of</p> <p>5.1 Pavlov,</p> <p>5.2 Watson,</p> <p>5.3 Skinner</p> <p>6. Cognitive Development Theory</p> <p>6.1 Piaget's Theory (Its Life History, Concepts, Cognitive Structures, Stages, Contributions, Cross-Cultural relevance, Educational Implications, Criticism, Current Status etc.)</p>	15
III	<p>7. Moral Development Theory</p> <p>7.1 Kohlberg's Theory (Its Life History, Concepts, Stages, Contributions, Cross-Cultural relevance, Educational Implications, Criticism, Current Status etc.)</p> <p>8. Social Learning and Social Cognition Theory</p> <p>8.1 Bandura's Theory (Its Life History, Concepts, Theory, Contributions, Cross-Cultural relevance, Educational Implications, Current Status etc.)</p> <p>9. Field Theories (Life History, Basic Concepts, Contributions, Cross-Cultural relevance, Educational Implications, Criticism, Current Status etc.) of:</p> <p>9.1 Levin's Life Space</p> <p>9.2 Tolman's Purposive Behaviourism</p>	15
IV	<p>10. Theories of the Self (Life History, Concepts, Theory, Contributions, Cross-Cultural relevance, Educational Implications, Criticism, Current Status etc.) of:</p> <p>10.1 Vygotsky's Socio-Cultural Perspective,</p> <p>10.2 Roger's Self Theory,</p> <p>10.3 Myers Briggs Type Indicator.</p> <p>10.4 Mead's Theory</p> <p>10.5 Maslow's Theory of Self Actualisation.</p>	15


11. Ecological Theory 11.1 Urie Bronfenbrenner. (Its Life History, Concepts, Theory, Contributions, Cross- Cultural relevance, Educational Implications, Criticism, Current Status etc.)		
12. Humanistic Psychology and Developmental Theory		
13. Language Theory 13.1 Chomsky's Theory of language development (Life History, Concepts, Contributions, Educational Implications, Current Status etc.)		
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	1 0	
• Mid-Term Exam:	1 5	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Berry, J.W, Dasen, Saraswati, T.S. (1997). Handbook of Cross-Cultural Psychology, Volume II. MA: Allyn & Bacon.		
2. Berk, L.E. (2009). Child Development. MA: Pearson.		
3. Bornstien, M.H. (2012). Handbook of Cultural Developmental Science..New York: Psychology Press.		
4. Keller, H. (2001). Cultures of Infancy. New York: Psychology Press.		
5. Khalakdina, M. (2008). Human Development in the Indian Context: A Socio-cultural Focus. New Delhi: Sage.		
6. Palaioulogou, I. (2012). Ethical practices in Early Childhood. L.A.: Sage		
7. Rice, F.P. (1998). Human Development: A life Span Approach. N.J.: Prentice Hall □		
8. Slater, A. & Bremmer, G. Eds. (2003). An Introduction to Developmental Psychology. U.K.: Blackwell.		
9. Smith, P.K. & Craig, H.M. Eds. (2004). Blackwell Handbook of Childhood Social Development. MA: Blackwell.		
10. Lightfoot, C., Cole, M., Cole, S. R. (2009). The Development of Children. Worth Publishers :USA.		
11. Yin, R. (1994). Case study research: Design and methods (2nd ed.) Beverly Hills, CA: Sage Publication.		
12. Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi: World Health Organization		


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Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science(Human Development)		
Semester	I		
Name of the Course	Psychometrics and Techniques of Assessment in the field of Human Development		
Course Code	M24-HDE-102		
Course Type	CC - 2		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1:To appraise the students with different methods and techniques of assessment in human development.</p> <p>CLO 2:To create critical understanding of measurement issues and techniques in psychological inquiry</p> <p>CLO 3:Enable students to develop skills and competencies in test construction and standardization</p> <p>CLO 4:To develop skills in psychological test administration, scoring, analysis, interpretation and report writing.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B-Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	<p>1. Psychological Measurement:</p> <p>1.1 Introduction to Psychological testing</p> <p>1.2 History, Nature and Uses of Psychological tests</p> <p>1.3 Errors in Psychological measurement</p> <p>1.4 Terminologies associated with psychological tests</p> <p>1.5 Scientific method, realism, truth and psychology, Scientific measurement in psychometrics</p> <p>2. Measurement in the natural sciences:</p> <p>2.1 Concept of Measurement and Evaluation (Definition, Concept, Types, Uses, Relevance etc.) of:</p>		15

	<p>2.2 Scales</p> <p>2.3 Norms</p> <p>2.4 Transformation</p>	
II	<p>3. Observation Method:</p> <p>3.1 Concept, Types, Advantages, Limitations, Applications</p> <p>3.2 Considerations for conducting Observations.</p> <p>3.3 Theoretical perspectives: Checklists and their usage, Establishing reliability in observation record</p> <p>3.4 Report writing and Evaluation.</p> <p>4. Interview Method:</p> <p>4.1 Concept, Types, Advantages, Limitations, Applications, etc.</p> <p>4.2 Preparation of Interview Schedule/guide</p> <p>4.3 General considerations for conducting Interviews</p> <p>4.4 Theoretical perspectives: Development of different types of Interview protocols. Analysis and coding of Interview data</p> <p>5. Questionnaire Method:</p> <p>5.1 Characteristics, Types, Advantages, Limitations, Uses, etc.</p> <p>5.2 Considerations for construction and administration of Questionnaire</p> <p>5.3 Theoretical perspectives: Development of different types of Questionnaire Protocols</p> <p>5.4 Analysis and Coding of Questionnaire Data</p>	15
III	<p>6. Case Study Method:</p> <p>6.1 Characteristic features, Advantages, Disadvantages, Uses, etc.</p> <p>6.2 Theoretical perspectives: Development of different types of Case Study protocols, Analysis and coding of case study data</p> <p>7. Anthropometry:</p> <p>7.1 Body landmark, Instruments, etc.</p> <p>7.2 Height, Weight and other Measurements of a child's nutritional status</p> <p>8. Reliability and Validity:</p> <p>8.1 Definition, Types, Usage, etc.</p> <p>9. Sociometry Techniques:</p> <p>9.1 Definition, Types, Usage, etc.</p> <p>9.2 Their relevance in Studying Human relationships.</p>	15
IV	<p>10. Test/Scale construction:</p> <p>10.1 Steps followed in scale/test construction</p> <p>10.2 Scale standardization: Classical Test theory and Item Response theory</p> <p>10.3 Sources of biases in psychological testing</p> <p>11. Some Psychometric Methods:</p> <p>11.1 Techniques of evaluation with special reference to: Intelligence - The Wechsler's battery of tests Personality - Children's Apperception Test Interests Aptitude</p> <p>12. Application of psychological tests for Assessment in different settings:</p> <p>12.1 Clinical, Organizational, School and educational.</p>	15

developmental settings, Career counselling and guidance			
12.2 Various Scales used for children's assessment:			
Seguin Form Board			
Pandey's Cognitive development test			
Coloured Progressive Matrices			
Draw- A- Man Test			
Bhatia's Battery -			
Adjustment Inventories			
Rotter's Incomplete Sentence Completion Test			
Sex Role Inventory			
Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York: Plenum Press.			
2. Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. New Delhi: Viva Books.			
3. Hayes, N. (ed). (1997). Doing Qualitative Analysis in Psychology. Hove: Psychology Press.			
4. Smith, J.A., Harre, R., and van Langenhove, L. (1995). Rethinking Psychology. London: Sage.			
5. Yin, R. (1994). Case study research: Design and methods (2nd ed.)Beverly Hills, CA: Sage Publication. 6. Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi: World Health Organization			


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Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science(Human Development)		
Semester	I		
Name of the Course	Advanced Early Childhood: Care and Education		
Course Code	M24-HDE-103		
Course Type	CC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Describe Historical Development, Aims and Principles, areas in the field of Early Childhood Care and Education</p> <p>CLO 2: Understand contribution of various agencies in Early Childhood Education</p> <p>CLO 3: Plan ECCE programs keeping in mind socio-cultural diversity and knowledge of Local, Global Methods and Practices</p> <p>CLO 4: Design strategies for effective capacity building and implementation of Early Childhood Development Programs Learn about the use of Play way methods to teach concepts like science, maths, Sst., art and craft etc.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B-Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	<p>1. Principles of Early childhood Care and Education:</p> <p>1.1 Importance, Need and Scope of ECCE.</p> <p>1.2 Objectives of ECCE</p> <p>1.3 Types of Preschools/Programmes: Play Centres, Day Care, Montessori, Kindergarten, Balwadi, Anganwadi etc.</p> <p>2. Historical Trends (Overview):</p> <p>2.1 Contribution of the following thinkers to the development of ECCE (Their Principles, Contributions, Applications and Limitations)</p>		15

	<p>in the context of ECCE)</p> <p>Pestalozzi</p> <p>Rousseau</p> <p>Froebel</p> <p>Maria Montessori</p> <p>John Dewey</p> <p>Gijubhai Badheka</p> <p>Tarabai Modak</p> <p>M.K. Gandhi</p> <p>Rabindranath Tagore</p>	
II	<p>3. ECCE in India:</p> <p>3.1 Pre-Independence period.</p> <p>3.2 Post-Independence</p> <p>3.3 Kothari Commission.</p> <p>3.4 Contribution of the five-year plans to ECCE</p> <p>3.5 Yashpal Committee,</p> <p>3.6 Maharashtra Preschool Centre Act.</p> <p>4. Contribution of the following agencies/programmes to ECCE in India:</p> <p>4.1 ICCW,</p> <p>4.2 IAPE,</p> <p>4.3 NCERT</p> <p>4.4 ICDS</p> <p>4.5 UNICEF</p> <p>4.6 NCTE</p> <p>4.7 Mobile Crèches</p>	15
III	<p>5. Organisation of Pre-School Centres</p> <p>5.1 Concept of Organisation of Early Childhood Centres</p> <p>5.2 Administrative set up and Functions of Personnel working at different levels</p> <p>5.3 Building and Equipment: Location, Site,</p> <p>5.4 Arrangement of Rooms: Different Types and Sizes of Rooms, Playground, Storage facilities etc.</p> <p>5.5 Selection of different types of Outdoor and Indoor Equipment Maintenance and display of Equipment and Material</p> <p>5.6 Staff/Personnel Service Conditions and Role: Roles and Responsibilities Essential Qualities of a Care giver/Teacher, other Personnel etc</p> <p>5.7 Records and Report: Types, Aim and Purpose/Need, General Characteristics e.g., Anecdotal, Cumulative, Sample work, Medical etc.</p> <p>6. Programme Planning:</p> <p>6.1 Principles and Steps in Programme Planning</p> <p>6.2 Planning: Setting Goals and Objectives of Plans of: Long term Short term Weekly and Daily</p>	15

	Annual and Monthly Theme Planning Routine and Schedules.	
IV	<p>7. Learning and Play: 7.1 Definition, Principles and Methods of Learning 7.2 Effective Methods of Learning 7.3 Creating an effective Learning Environment in the Class 7.4 Role of Techniques in promoting Learning in Young Children</p> <p>8. Play: 8.1 Definition, Concept, Types, Characteristics etc. 8.2 Role of Play in Overall Development of Children 8.3 Teacher's Role 8.4 Use of Play Way approach in the Curriculum for Young Children</p> <p>9. Activities for ECCE: 9.1 Language Arts: Types of Activities to promote Listening (Songs, Object Talk, Picture Talk, Free Conversation, Books, Games, Stories) 9.2 Art and Craft - Creative Activities of Expression: Use of Chalks, Crayons, Paints, Paperwork & Best Out of Waste 9.3 Music: Songs, Listening & Singing 9.4 Mathematics Concepts like: Classification, Seriation, Counting, Addition Subtraction 9.5 Science and Social Studies: Observing classifying, concept formation.</p>	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Bhatia & Bhatia (1995). <i>Theory and Principles of Education</i>, Doaba. House, Delhi. 2. Brewer, JA (1998). <i>Introduction to early childhood Education</i>. (3rd Ed.). Boston: Allyn & Bacon. 3. Carol, E.C. and Jan Allen (1993). <i>Early childhood curriculum</i>, University of Tennessee, New York: Macmillan. 4. Day Barbara (1983). <i>Early childhood education</i>, New York: Macmillan. 5. Gordon & Browne (1989). <i>Beginning and Beyond</i>, Second edition, Delmar Pub. Inc. 6. Grewal, J.S. (1984). <i>Early childhood education</i>, Agra National Psychological Corporation Pub. 7. Hildebrand Vema (1981). <i>Introduction to Early Childhood Education</i>, N.Y.: Macmillan. 8. Hildebrand Vema (1985). <i>Guiding the young child</i>, N.Y. : Macmillan. 9. Jenkins, E. (1977). <i>A practical guide to early childhood curriculum</i>, C.V. Mostey 		


- Co.
10. Judith, E and Meyers, RG. (2000). Early Childhood Counts. A programming guide or Development. Washington: The World Bank. (Learning Resource series).
 11. Kaul, V. (1997). Early childhood education programme, New Delhi: NCERT.
 12. Kohn Ruth (1972). The Exploring Child. Mumbai: Orient Longman.
 13. Kulkarni S. (1988). Parent Education, Perspectives and Approaches. Jaipur. Ravat Publications.
 14. Maxim G. (1980). The very young, California: Wordsworth.
 15. Mohanti&Mohanti (1996). Early childhood care & education. New Delhi: Deep & Deep Publication.
 16. Moyley, J.R (1996). Just Playing: the role and status of play in early childhood Education. Milton Kayness : Open University Press.


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Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science(Human Development)		
Semester	I		
Name of the Course	Cross-Cultural Perspectives in Family Studies		
Course Code	M24-HDE-104		
Course Type	CC -4		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Understand about the various forms of Families and their Significance in the Society</p> <p>CLO 2: Gain knowledge about various roles and relationships existing in different types of Family patterns and structures</p> <p>CLO 3: Gain knowledge about various theoretical perspectives of Family, their crisis and coping strategies</p> <p>CLO 4: Learn about the various Cultural practices, Societal exchanges and influences</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B-Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			
Unit	Topics		Contact Hours
I	1. The Family in Social Context:		15
	1.1	Family as a component of social system, Structure and Context	
	1.2	Family as an evolving and dynamic institution	
	1.3	Functions of family	
	1.4	Family life cycle	
	2. Socio-Cultural Studies of Family Pattern's in India:		
	2.1	Family structure:(Concept, Characteristics, etc.)	
		Traditional	
		Extended	
		Joint families	
2.2	Alternate Families:(Concept, Characteristics, etc.)		
	Single Parents' Families		
	Childless Families		

	<p>Cohabitation Marriage Families without Children Female headed Families Unitary Families Gay and Lesbian families</p> <p>2.3 Family patterns in India: (Concept, Characteristics, Types etc.) Tribal Rural Urban</p> <p>2.4 Role relationships in the Family: Sex roles and division of Labour</p> <p>2.5 Cause and effect of Family structure on changing roles of Family</p> <p>2.6 Sociological significance of Family</p>	
II	<p>3. Approaches and Theories in Family Studies:</p> <p>3.1 Developmental Approach 3.2 Interactional Approach 3.3 Institutional Approach 3.4 Systemic Approach 3.5 Family Life Cycle Approach 3.6 Cyclical Theory 3.7 Progressive Theory 3.8 Structural-Functional Theory</p> <p>4. Types of Family Crises and Coping Strategies:</p> <p>4.1 (Meaning, Types, Intervention & Services) Financial Behavioural Interpersonal Relationships Health</p>	15
III	<p>5. Contemporary Issues and Concerns:</p> <p>5.1 Family Violence 5.2 Battered Women 5.3 Child Maltreatment 5.4 Sexual Abuse(Child Abuse) 5.5 Dowry and Family Violence 5.6 Child rearing and Socialization 5.7 Gender roles 5.8 Divorce and Remarriage 5.9 Family Planning 5.10 Effect of Industrialization on family 5.11 Major world trends in family patterns.</p> <p>6. Disadvantaged Family:</p> <p>6.1 Various Needs 6.2 Various Problems 6.3 Societal Support Mechanism 6.4 Therapy and Rehabilitation</p>	15
IV	<p>7. Family and Societal Exchanges/Influences:</p> <p>7.1 Health and Family 7.2 Education and Family 7.3 Work and family 7.4 Religion and Family</p>	15

7.5	Beliefs, Values and Family		
7.6	Ecology and Family		
7.7	Government and Family		
8.	Cultural Practises of Families:		
8.1	Traditional Cultural Practises		
8.2	Modern Cultural Practises		
Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Adams, B.N. (1975). The Family: A sociological interpretation. Chicago: Rand Mc Nully.			
2. Ahuja, R (1997). Indian Social System (2nd Ed.).Jaipur: Rawat.			
3. Arcus. H.E. and Others (1993). Handbook of Family Life Education: The Practice of Family life education (Vol. II). N.Y.: Sage.			
4. Bahr, S.J. (1989). Family Interaction. N.Y.: Macmillan.			
5. Bharat, S & Desai, M. (1995). Indian Bibliographies on the Family. Bombay: Tata Institute of Social Sciences			
6. Bharat. S. (1996). Family measurement in India. New Delhi: Sage.			
7. Cole mar, J.C. (1988). Intimate relationships: Marriage and family patterns. N.Y.: Macmillan.			
8. Coorer, R (1975). Family: Its structure and functions. New York: Macmillan.			
9. Das, H.S. & Bardis, P.O. (Eds.) (1978). The World Revolution in Family Patterns. New York: The Free Press.			
10. Hoover. H.M. & Hoover., HK (1979). Concepts and methodologies in family: An instructor's resource handbook. Boston: Allyn & Bacon.			


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Session: 2024-25

Part A - Introduction

Name of the Programme	MSc. Home Science (Human Development)		
Semester	I		
Name of the Course	Approaches to Human Development		
Course Code	M24-HDE-105		
Course Type	PC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLOs: 1. Learn different methods and techniques of assessment of various aspects of human development 2. Gain practical experience of handling various psychological tests 3. Administration, scoring, interpretation of results and report writing 4. Learn basics of developing testing material/ tools		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	

Part B-Contents of the Course

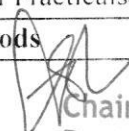
Overview of Methods of Child Study:

- 1. Observation:** Preparation of Observational Check List to assess any of Physical, Motor, Social, Language, Emotional and Cognitive Developmental Tasks
- 2. Case Study:** In-depth Case Study of a selected child
- 3. Assessment of Various Developments of Children:** Using available Measurement tools and techniques and Writing Interpretative Reports e.g., study of anxiety, aspirations, interests, motivation, self concept etc.
- 4. Tests scales and other methods of Assessment of :**
 Intelligence
 Social and personality development
 Emotional development.
 Cognitive development
 Language Development
 Physical and motor development
 Home Environment
- 5. Field Report and Project**
 Report Writing
 Evaluation of Children and ECCE Programmes


Practicals	Contact Hours
<Instruction regarding Practical><Syllabus/ List of Practical>	120
Suggested Evaluation Methods	

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HDE-15


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Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			


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Session: 2024-25			
Part A - Introduction			
Name of the Programme	MSc. Home Science(Human Development)		
Semester	I		
Name of the Course	Innovative Programmes in Early Childhood Development and Education		
Course Code	M24-HDE-106		
Course Type	PC-2		
Level of the course	400-499 or 500-599		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLOs:1 Develop skills to use principles of pedagogy and curricular framework for optimal development through ECCE programs</p> <p>CLOs:2 Develop ways to address socio-cultural diversity through local and global methods and practices</p> <p>CLOs:3 Devise and develop strategies for effective capacity building, implementation and assessment of early childhood care and education programs</p> <p>CLOs:4 Acquire necessary skills to work effectively with families and form collaborative relationships with them</p>		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B-Contents of the Course			
<ol style="list-style-type: none"> 1. Visits to various centres, of ECCE: <ul style="list-style-type: none"> Day Care Centre Balwadi Anganwadi Mobile Creche etc. 2. Planning and executing activities for children's all-round development in ECCE Centres. 3. Preparing Teaching Material kits: <ul style="list-style-type: none"> Mobiles Masks Puppets (Making and manipulation) Making book for Children Picture Puzzles 4. Music <ul style="list-style-type: none"> Orientation to Music Low-Cost Musical Instrument making 			


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5.	Song Booklet Skills for Promoting Language Science Creativity Object/Picture Talk Story Book Poem Book Science Concepts Math Concepts Creativity File Readiness Games and Material		
6.	Preparing a Resource unit file		
7.	Role play of Home visits and conducting a Home visit to a known Family		
8.	Planning of Parent Teacher meeting: Stimulation of Meetings/Events/Functions Planning and Programme Evaluation		
9.	Placement and observation in different Early Childhood Education and Day Care centres for two weeks		
Practicals			Contact Hours
	<Instruction regarding Practical><Syllabus/ List of Practical>		120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			



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Session: 2024-25	
Name of the Programme	M.Sc. Home Science (Human Development)
Semester	I
Name of the Course	Seminar
Course Code	M24-HDE-107
Course Type: (CC/DEC/PC/Seminar/CHM/OE C/EEC)	Seminar
Level of the course	400-499
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO1: To enhance the communication skill of students to express the subject effectively during academic and professional discourse. CLO2 : To improve their ability to comprehend and integrate academic text.
Credits	Seminar
	2
Teaching Hours per week	2
Max. Marks	50
Internal Assessment Marks	0
End Term Exam Marks	50
Examination Time	1 hour
<p>Instructions for Examiner: Evaluation of the seminar will be done by the internal examiner(s) on the parameters a decided by staff council of the department. There will be no external examination/viva-voce examination.</p>	


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Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science(Human Development)		
Semester	II		
Name of the Course	Advanced Lifespan Development: Issues and Concerns		
Course Code	M24-HDE-201		
Course Type	CC -5		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at undergraduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate knowledge of developmental processes and principles CLO 2: Engage with the critical areas in the study of development in Childhood CLO 3: Demonstrate knowledge of domains of development during Childhood CLO 4: Gain knowledge about various special issues in the course of development		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	1. Principles and Concepts of Development: 1.1 Principles of Growth and Development. 1.2 Developmental Tasks 1.3 Basic concepts of Development 1.4 Maturation and Learning 1.5 Sensitive periods 1.6 Individual differences 1.7 Nature-nature-issues, 1.8 Critical periods 1.9 Sex differences. 1.10 Secular trends in growth 2. Biological Bases of Development:	15	

	<p>2.1 Physiological processes.</p> <p>2.2 The Human Genome & its significance for Human Development.</p> <p>2.3 Genetic influences in different stages</p>	
II	<p>3. Prenatal Development:</p> <p>3.1 Recapitulation of stages in Prenatal development.</p> <p>3.2 Genetic and Environmental factors, Maternal Conditions and Teratogens</p> <p>3.3 Importance of Indian practices during pregnancy.</p> <p>4. Infancy :((Birth-2 years) -The new born: Birth process and the Neonate.</p> <p>4.1 Physical description</p> <p>4.2 Sensory capacities and Reflexes</p> <p>4.3 Becoming co-ordinated- Feeding, Sleeping, Crying, Imitation</p> <p>4.4 Objects permanence and other Cognitive accomplishments</p> <p>4.5 Early Language development</p> <p>4.6 Social relationships during infancy</p> <p>4.7 Early Emotional development, Temperament & Attachment</p> <p>4.8 The Cultural experience of being an infant</p>	15
III	<p>5. Early Childhood (2-6 years)</p> <p>5.1 Transition from infancy to childhood</p> <p>5.2 Physical and Motor development</p> <p>5.3 Language, Cognition and Emotions in early years</p> <p>5.4 Play and Social relationships, The emerging Self</p> <p>5.5 Early Socialization, Parenting and Cultural processes</p> <p>5.6 Early Childhood Education</p> <p>6. Middle Childhood (7-11 years)</p> <p>6.1 Physical and Motor development: Changes and Challenges</p> <p>6.2 Sense of Industry and Personality development</p> <p>6.3 Cognitive, Moral and Language development</p> <p>6.4 Social Relationships-Peers, Siblings & Parents</p> <p>6.5 The experience of schooling- Academic achievements</p>	15
IV	<p>7. Adolescence (11-18 years):</p> <p>7.1 Transition from Childhood to Sexual maturity</p> <p>7.2 Puberty and its Consequences</p> <p>7.3 Early v/s late matures and Emotional changes</p> <p>7.4 Development of Formal Operations</p> <p>7.5 Adolescent thought integration of the self</p> <p>7.6 Issues of Identity</p> <p>7.7 Role of family, Peers</p> <p>7.8 Role of Community and Ethnic group</p> <p>7.9 Moral reasoning and Judgement</p> <p>8. Special issues:</p> <p>8.1 Health</p> <p>8.2 Sexuality,</p> <p>8.3 Mental health</p> <p>8.9 Conformity.</p>	15
Total Contact Hours		60

Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			



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Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science(Human Development)		
Semester	II		
Name of the Course	Rights, Laws, Policies and Programmes for Women and Children		
Course Code	M24-HDE-202		
Course Type	CC - 6		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Obtain knowledge of prevalent Social Policies as they relate to lives of Children and Women</p> <p>CLO 2: Be familiar with Constitutional provisions and Legislations for Women and Children</p> <p>CLO 3: Be able to engage with the linkages between Social policy, Legislations and Implementation of schemes and programs</p> <p>CLO 4: Gain knowledge about the supervision, evaluation of various programs, policies</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B-Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	1. Programme Planning: 1.1 Definition, Objectives, Principles, Steps in planning 1.2 Defining project goals, Steps in goal formation 2. Management 2.1 Meaning and importance of management 2.2 Objectives, Characteristics, Steps of management. 2.3 Importance of management skills.		15
II	3. Overview of Provisions: 3.1 Policies and Action plans 3.2 Rights and Social policies 3.3 Five years plans 4. Constitutional Provisions Laws and Conventions 4.1 Constitutional Provisions.		15

	4.2 Legislations for women and children. 4.3 Conventions for protection of women & children.	
III	5. Programmes for Children: 5.1 Identification of specific programmes for children. 5.2 Types of programmes & their management. 5.3 Child welfare programme in India 5.4 Recent approaches. 6. Programmes for Family: 6.1 Identification of specific programmes for family. 6.2 Types of programmes & their management. 6.3 Family welfare programmes in India 6.4 Recent approaches. 6.5 Family Counselling.	15
IV	7. Linkages: 7.1 Govt. role-Centre, State and Local level. 7.2 NGO and Corporate, Social responsibility in implementation of programmes 7.3 Effective initiatives in various domains. 8. Monitoring and Evaluation: 8.1 Supervision, meetings to plan, feedback. 8.2 Project Report. 8.3 Programme evaluation and Review techniques. 8.4 Critical appraisals.	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bajpai, A (2003). Child Rights in India: Law, Policy and Practice. New Delhi		
2. Bhargava, V. (2005) Adoption in India: Policies and Experiences. New Delhi: Sage Publications.		
3. Census of India		
4. Chopra, G. (2016) Child rights in India: challenges and social action. S.I.: Springer, India, private		
5. Contemporary publications and documents of the Government of India, UN bodies, established		
6. International and National Organisations.		
7. Current Human Development Report		


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Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science(Human Development)		
Semester	II		
Name of the Course	Developmental Disabilities and Psychological Disorders		
Course Code	M24-HIDE-203		
Course Type	CC - 7		
Level of the course	400-499 500-559		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: The student will understand conceptual approaches to developmental disabilities CLO 2: The student will acquire knowledge of definitions, etiology, Diagnosis, and Assessment of disabilities CLO 3: Get acquainted with the educational modifications and interventions for various disabilities CLO 4: Gain knowledge about management of stress and various problems during lifespan		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least one question from each unit of the syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question will carry equal marks.</p>			
Unit	Topics	Contact Hours	
I	<p>1. Various approaches to defining and understanding differently abled:</p> <p>1.1 Philanthropic: Meaning, Examples etc.</p> <p>1.2 Medical: Meaning, Examples etc.</p> <p>1.3 Legal: Meaning, Examples etc.</p> <p>1.4 Social: Meaning, Examples etc.</p> <p>1.5 Political (rights perspective)</p> <p>2. Types of impairments and disabilities:</p>	15	

	<p>2.1 Definitions, classification, aetiology, identification and assessment related to disabilities as defined by the Rights of Persons with Disabilities Act 2016</p> <p>3. Different types of impairments, causes and effects on individuals:</p> <p>3.1 Physical Cerebral palsy Epilepsy Spina bifida Spinal injuries (their Characteristics, Types etc)</p> <p>3.2 Intellectually Challenged: Characteristics, Types etc..</p> <p>3.3 Intellectual: Gifted</p> <p>3.4 Learning Disabilities their characteristics, types etc.,</p> <p>3.5 Emotional Retardation: Characteristics, Types etc.,</p> <p>3.6 Sensory: Visual Auditory their characteristics, types etc.</p>	
II	<p>4. Educational modifications and intervention programs for different types of Differently abled people</p> <p>5. Attitude of people, family and community towards differently able people and their impact on their developments</p> <p>6. Physical and social barriers in the development of persons with disabilities and their impact</p> <p>7. Modification of physical and social environments for differently able persons</p> <p>8. Enabling participation of differently able as a contributing member of society</p>	15
III	<p>9. Needs of differently abled children.</p> <p>10. Programs and policies for differently abled persons</p> <p>11. Use of assistive devices for differently abled persons</p> <p>12. Psychological approaches to disability</p> <p>13. Peer and Family counselling,</p> <p>14. Psychotherapeutic process</p>	15
IV	<p>15. Disability in India, Issues and Challenge:</p> <p>15.1 Family and Disability</p> <p>15.2 Peers and Disability</p> <p>15.3 Disability in School</p> <p>15.4 Disability in different Job sector</p> <p>15.5 Disability at old age</p> <p>15.6 Disability and Self Identity, Self esteem.</p> <p>15.7 Disability and Mental Health</p>	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory:
		70

• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	1 0	
• Mid-Term Exam:	1 5	
Part C- Learning Resources		
Recommended Books/e-resources/LMS:		
□Ghai, A. (2019). Rethinking disability in India. Routledge India.		
Goodley, D., & Lawthom, R. (Eds.). (2005). Disability and psychology: Critical introductions and reflections. Macmillan International Higher Education.		
□ Oliver, M. (1995). Understanding disability: From theory to practice. Macmillan International Higher Education.		
Srivastava, P., & Kumar, P. (2015). Disability, its issues and challenges: psychosocial and legal aspects in Indian scenario. Delhi Psychiatry Journal, 18(1), 195-205.		
□ Vash C. L., & Crewe, N. M. (2003). Psychology of disability. Springer publishing company		


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Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science(Human Development)		
Semester	II		
Name of the Course	Population and Family: Dynamics, Psychology and Welfare		
Course Code	M24-HDE-204		
Course Type	CC - 8		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Obtain knowledge of population and its dynamics in developing countries</p> <p>CLO 2: Be familiar with various agencies working for mental health in India</p> <p>CLO 3: Be able to engage with various programs for reproductive health and family welfare services</p> <p>CLO 4: Gain knowledge about population growth, statistics and its consequences</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B-Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			
Unit	Topics		Contact Hours
I	1. Population Dynamics:		15
	1.1 Study of population and Population dynamics in developed and developing Countries		
	1.2 Study of population dynamics in India		
	2. Population Education:		
2.1 Meaning, Objectives, Problems of population education in India.			
2.2 Role of National, International and Non-governmental agencies.			
3. Models of Mental Health Services:			
3.1 Mental, Social			
3.2 Population Mental Health in India: Issues and Challenges			
	4. Population Statistics:		
	4.1 Children and Women Morbidity, Mortality- Causes & Consequences. - Infant Morbidity and Mortality - Causes & Consequences.		

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II	5. Population Growths: 5.1 Factors, Causes, Consequences, Statistics with special references to India 6. Birth Control Measures: 6.1 Types of birth control measures -Benefits and Drawbacks 6.2 Role of Govt., NGO's etc. in Family Panning	15
III	7. Reproductive and Child Health Programmes: 7.1 Measuring of RCH programmes, content, target groups 7.2 Various Programmes issues by govt. & various agencies 7.3 Reproductive rights of women. 8. Family Welfare Services: 8.1 Community based assistance to Family 8.2 Day care Services: Services for Family in Poverty Services for Family with Problem Children	15
IV	9. Family Laws and Family Courts: 9.1 Legal acts for family, children & women. 9.2 Various Family Courts run in India. 10. Roles of Agencies and Organisation: 10.1 Various agencies involved in the welfare of Children. 10.2 Various agencies involved in the welfare of Family. 11. National Commissions for Women	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Diwan, Paras, Diwan Peeyushi (2000). Women and Legal Protection. Deep and Deep Publication, New Delhi		
2. Agosin, M. (2003). Women Gender and Human Rights. Rawat Publications, New Delhi		
3. Bajpai, A. (2003). Child Rights in India: Law, Policies and Practises. Oxford University Press, New Delhi		
4. Kumar, R. (2000). Women and Marriage. Anmol Publications Pvt. Limited: New Delhi		


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Session: 2024-25			
Part A - Introduction			
Name of the Programme	MSc. Home Science(Human Development)		
Semester	II		
Name of the Course	Skill Development and Management of Programmes for Women and Children		
Course Code	M24-HDE-205		
Course Type	PC - 3		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLOs: 1. Obtain knowledge of prevalent social policies as they relate to lives of Children and Women 2. Be familiar with planning and implementation of projects for Women and Children 3. Be able to engage with the linkages between social policy, legislations and implementation of schemes and programs 4. Work for the rehabilitation of Women and Children		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B-Contents of the Course			
1. Observational Visits and developing detailed reports of the various institutions and organizations working for Women and child welfare. 2. Developing Welfare Projects for areas such as: Health, Nutrition, Education, Rehabilitation of Children based on the information secure from an existing program in the locality. 3. Planning, Implementation strategies of projects in selected Women and Child Welfare institutions for testing their suitability. 4. Monitoring and Evaluation of services of Women and children welfare: Criteria and Impact. 5. Identification of specific programmes for children and families. 6. One month training in preschools/ NGOs /Orphanage /Old Age home/any other welfare organization and report submission.			
Practicals			Contact Hours
<Instruction regarding Practical><Syllabus/ List of Practical>			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

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Session: 2024-25			
Part A - Introduction			
Name of the Programme	MSc. Home Science(Human Development)		
Semester	II		
Name of the Course	Interventions for Differently Abled		
Course Code	M24-HDE-206		
Course Type	PC -4		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLOs: 1. Demonstrate knowledge of screening children and adolescents with disability 2. Gain insight into methods used for working with differently able children and adolescents 3. Learn skills of providing guidance and counselling to children and their families 4. Gain insight into the various services and programs for the elderly in the society		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B-Contents of the Course			
1. Case Study of Etymology, characteristics, diagnosis and assessment of their different Abilities in any of the mentioned children: Mentally subnormal children Visually impaired children Hearing impaired children Speech impaired children Orthopedically handicapped Learning disabled children Gifted children 2. Collaborative work with professionals in development of intervention packages for differently abled children (for any one category) 3. Conducting home based interventions 4. Conducting centre based interventions at schools/ child clinics/ paediatric wards/ special schools and so on 5. Planning and working with children and parents of differently abled 6. Case study of differently abled persons: a child and an adult 7. Visits to institutions/rehabilitation centres catering to children with special needs 8. Case study of an organization with particular reference to its physical and social Environment. 9. Plan and coordinate Art and Craft activities (any two) for children with special needs. 10. Reports and resource files to be maintained by students			

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11. Viva-voice of the training of one month in an NGO/Hospitals/ Social Welfare Department/Special Institutions and its report

Practicals		Contact Hours
<Instruction regarding Practical><Syllabus/ List of Practical>		120
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Practicum	30	➤ Practicum 70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		


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Session: 2024-25			
Part A - Introduction			
Name of the Programme	Common to all PG Programmes		
Semester	II		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	M24-CHM-201		
Course Type	CHM		
Level of the course	400-499		
Pre-requisite for the course (if any)	B.Sc. Home Science/Any branch of life Sciences or Food/Nutrition/Dietetics/Psychology/Human Development as one of the main subject at under graduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution.</p> <p>CLO-2: Understand humanism, human virtues and values, and idea of International peace.</p> <p>CLO-3: Grasp the basic concepts of Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism.</p> <p>CLO-4: Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., and about threats of Plagiarism.</p>		
Credits	Theory	Practical	Total
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B-Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			

Unit	Topics	Contact Hours
I	Constitutional Values: Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties ; Directive Principles of the State Policy.	8
II	Humanistic Values: Humanism. Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (Vasudhaiv Kutumbkam).	7
III	Moral Values and Professional Conduct Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions;	8

	Professional Ethics.	
IV	Intellectual Property Rights: Meaning, Origins and Nature of Intellectual Property Rights (IPRs); Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	7
	Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.	
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Ahuja, V K. (2017). <i>Law relating to Intellectual Property Rights</i> , India, IN: Lexis Nexis.		
Bajpai, B. L., <i>Indian Ethos and Modern Management</i> , New Royal Book Co., Lucknow, 2004.		
Basu, D.D., <i>Introduction to the Constitution of India</i> (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.		
Dhar, P.L. & R.R. Gaur, <i>Science and Humanism</i> , Commonwealth Publishers, New Delhi, 1990.		
George, Sussan, <i>How the Other Half Dies</i> , Penguin Press, 1976.		
Govindarajan, M., S. Natarajan, V.S. Sendilkumar (eds.), <i>Engineering Ethics (Including Human Values)</i> , Prentice Hall of India Private Ltd, New Delhi, 2004.		
Harries, Charles E., Michael S. Pritchard & Michael J. Robins, <i>Engineering Ethics</i> , Thompson Asia, New Delhi, 2003.		
Illich, Ivan, <i>Energy & Equity</i> , Trinity Press, Worcester, 1974.		
Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, <i>Limits to Growth: Club of Rome's Report</i> , Universe Books, 1972.		
Myneni, S.R, Law of Intellectual Property, Asian Law House.		
Narayanan, P, <i>IPRs</i> .		
Neeraj, P., & Khusdeep, D. (2014). <i>Intellectual Property Rights</i> , India, IN: PHI learning Private Limited.		
Nithyananda, K V. (2019), <i>Intellectual Property Rights: Protection and Management</i> . India, IN: Cengage Learning India Private Limited.		
Palekar, Subhas, <i>How to practice Natural Farming</i> , Pracheen (Vaidik) Krishi Tantra Shodh. Amravati, 2000.		
Phaneesh, K.R., <i>Constitution of India and Professional Ethics</i> , New Delhi.		
Pylee, M.V., <i>An Introduction to Constitution of India</i> , Vikas Publishing, New Delhi, 2002.		
Raman, B.S., <i>Constitution of India</i> , New Delhi, 2002.		
Reddy, B., <i>Intellectual Property Rights and the Law</i> , Gogia Law Agency.		
Reddy, N.H., Santosh Ajmera, <i>Ethics, Integrity and Aptitude</i> , McGraw Hill, New Delhi.		
Sharma, Brij Kishore, <i>Introduction to the Constitution of India</i> , New Delhi,		
Schumacher, E.F., <i>Small is Beautiful: A Study of Economics as if People Mattered</i> , Blond & Briggs, Britain, 1973.		
Singles, Shubham et. al., <i>Constitution of India and Professional Ethics</i> , Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.		
Tripathy, A.N., <i>Human Values</i> , New Age International Publishers, New Delhi, 2003.		
Wadehra, B.L., Law relating to Intellectual Property, Universal Law Publishing Co.		
Relevant Websites, Movies and Documentaries:		
<i>Value Education Websites</i> , http://uhv.ac.in , http://www.uptu.ac.in .		
<i>Story of Stuff</i> , http://www.storyofstuff.com		
Cell for IPR Promotion and Management: http://cipam.gov.in/ .		
World Intellectual Property Organization: https://www.wipo.int/about-ip/en/		
Office of the Controller General of Patents, Designs & Trademarks: http://www.ipindia.nic.in/		
Al Gore, <i>An Inconvenient Truth</i> , Paramount Classics, USA.		

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 Chairperson
 Dept. of Home Science
 K.U. KURUKSHETRA.