

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

CBCS-LOCF
With effect from the session 2025-26

DEPARTMENT OF HOME SCIENCE
FACULTY OF LIFE SCIENCES

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Child and Family: Guidance, Counselling and Psychotherapeutic Interventions		
Course Code	M24-HDE-301		
Course Type	CC- 9		
Level of the course	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:	CLO 1: Understand the concept, principles, scope and practice of guidance and counselling. CLO 2: Comprehend the task of identifying and assessing at risk children and providing services to them. CLO 3: Understand the problems and provide appropriate support and therapy in different stages of Life CLO 4: Develop skills for providing counseling and therapeutic services.		
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. 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 counseling -Meaning, Areas, Scope of Counseling -Needs, Aims and Principles of Counseling -Variou s Approaches to Counseling: Humanistic approaches- Roger’s Client centered approach, Gestalt		15

	approach Psychoanalytic -Psycho dynamic approaches by Sigmund Freud, Carl Jung, Alfred Adler Behaviourist approach- Skinner and Bandura Eclectic approach	
II	3. Stages of Human Development and Areas of Guidance, counseling 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: Concept, Definition, Types, Application etc., -Behaviour modification therapy: Concept, Definition, Types, Application etc., -Any other therapy: Music, Dance, Drama, Art etc.,	15
III	5. Counseling Special Groups Meaning, Concept, Characteristics, Needs, Support network and counselling processes for: -Children suffering from Child Abuse -Children in Divorce Families -Children in Step Families -Children in Single Parent Families -Children of Street -Children in Alcoholic Families 6. Counseling Exceptional Children: Meaning, Concept, Characteristics, Needs, Support network and counselling processes for: -Gifted Children -Children with Emotional and Behavior Disorders -Learning Disabled Child -Attention Deficit Hyperactivity Disorder -Intellectually Challenged Children -Physically challenged Children	15
IV	7. Fundamental counseling-Skills -The Client Counselor Relationship: Meaning, Types, Impact, Importance -Qualities and skills of a counselor: Required for success -Counsellors objectivity/subjectivity: Meaning, Importance eg. -Emotional involvement and limits: Permissible limits and importance 8. The counseling Process -First contact, Assessment, Intervention, Closure, Follow up -Ethics in counseling involved -Need for Ethical standards -Ethical, Codes and Guidelines- Rights of Clients, Dimensions of Confidentially -Dual relationships in counseling Practices: Meaning, Impact, Importance	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. 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.			
4. Anthony DJ. 2006. <i>Mental Disorders Encountered in Counselling</i> . Anuragha Pulications, Chennai.			
5. Barker M, Vossler A and Langdridge D. 2010. <i>Understanding Counselling and Psychotherapy</i> . Sage Publications, New Delhi.			
6. Cooper S. 2005. <i>Counselling, Inception, Implementation & Evaluation</i> . Infinity Books, New Delhi.			
7. Gunner J. 1984. <i>Counselling and Therapy for Children</i> . The Free Press, New York.			

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Mental Health and Well-being in Developmental Perspectives		
Course Code	M24-HDE-302		
Course Type	CC- 10		
Level of the course	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:	CLO 1: Understand the concept of holistic health, wellbeing, happiness. CLO 2: Gain knowledge about the mental health needs in different stages of life. CLO 3: Aware students about the school mental health program and intervention 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			
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. 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, Programs, etc., 2. Infancy -Implication of attachment and bonding for mental health -Maternal deprivation Syndrome -Malnutrition and its effect on growth and behaviour of infant -Intervention with families and professionals from allied fields		15
II	3. Early Childhood Years -Mental Health Needs of: Safety, Security, Relationships, Autonomy and Self-concept		

	-Behavior Problems manifested at this stage:Feeding problem Aggression, Withdrawal and Problems related to early Schooling -Intervention work with Children, Family, Teachers 4. Middle Childhood -Mental Health Needs of: Recognition, Appreciation, Friendships and Industry -School Related Problems: Truancy, School phobia, Conduct disorder, Childhood depression -Maladjustment at Home and School -Providing guidance to children, parents, teachers, peers and school administration	15
III	5. Adolescence -Mental Health Needs of: Sense of Identity, Autonomy and Individualism -Problems related to Sexuality, Physical appearance and Relationships -Academic Problems, Aggression, Substance Abuse, Depression and Suicide -Authority adolescent conflicts (parents, school, grandparents) -Counselling and guidance of adolescents, parents, school authorities 6. School Mental Health Programs -Need for mental health programs for identification and intervention -Improving school climate -Importance of sensitizing and involving teachers and administrators in mental health aspects of children -Orienting teachers to attend to developmental behaviour problems in the classroom	15
IV	7. Adulthood -Mental health problems in the community: Life events that cause stress e.g. separation due to death, migration, illness, disease etc. -Substance abuse and addiction -Violence -Sexual abuse -Management of stress through: counseling, Training in relaxation, Yoga and meditation etc.,	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. Barry, P.D. (1990), Mental Health and Mental Illness (4th ed) Philadelphia: J.B. Lippincott Co.
2. Bono, E.de(1991) handbook for the Positive Revolution, London: Penguin Publications
3. Carler, F. & Cheesman, P(1988). Anxiety in childhood & adolescence encouraging self- help through relaxation training London: Croom Helm.
4. Goleman, D (1996) Emotional Intelligence. N.Y. : Bantam Books
5. Gopalkrishanan. N. (1994) Mental health and ou, Mumbai: Popular Prakashan.
6. Govt. of India. Ministry of Health & Family Welfare (1982). National Mental health program for India.

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Women and Gender Studies		
Course Code	M24-HDE-303		
Course Type	DEC- 1		
Level of the course	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:	CLO 1: Understand the concept of contemporary emergence and positioning of gender studies. CLO 2: Comprehend the concept of gender studies. CLO 3: Gain knowledge about the roles and status of women in India from social and development perspectives. CLO 4: Develop skills for critical appraisal of gender Issues and design programs for women empowerment.		
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. 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 labor and Its implications, -Discrimination at work place -Invisibility and devaluation		15

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 programs from Women's perspective	15
III	5. Special Issues and Problems -Foeticide: Meaning, Occurrence, Causes, Effects, Remedial measures -Infanticide: 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 -Eve teasing, Bullying and Honour killing -Socialization of the girl child -Discrimination: In nutrition and health care of women and children	15
IV	7. Women Welfare Programs -Women Welfare Programs: In Urban & Rural areas for women -Various Policies & Programs: 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 -Empowering lives of women by managing patriarchy system	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. 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.			

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Communication Processes and Techniques		
Course Code	M24-HDE-304		
Course Type	DEC - 1		
Level of the course	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:	CLO 1: Understand the process of communication and its dissemination. CLO 2: Gain insight into various approaches used for communication. CLO 3: Gain knowledge about the various extension techniques used for good communication. CLO 4: Know about the latest communication technologies used for research purpose and all.		
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. Communication -Concept, Process, Scope and Usages 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.,		15
II	4. Major Models of Communication in brief: -Aristotle's Model -Lasswell's Model		15

	-Shannon and Weaver's Model -Schramm's Model -Berlo's SMCR Model -Westley and MacLean's Model -Dance's Helical Model -Barnlund's Transactional Model -Rogers' Diffusion of Innovation Model -Osgood-Schramm Model 5. Communication and extension methods -Different media: Their characteristics, Types, Usage etc., -Selection of teaching tools: Characteristics, Types, etc. 6. Traditional and Mass Media in Education & Communication -Print Media: Newspapers, Magazines, Pamphlets – Layout, Readability & Visuals -Audio Media: Radio, Podcasts, Community Radio – Structure and Scripting -Visual Media: Television, Films, Documentaries – Features and Uses -Folk and Traditional Media: Puppetry, Songs, Street Theatre, Dance Forms -Media Literacy and Media Ethics -Role of Mass Media in Social Change, Education, and Policy Awareness	
III	7. New and Emerging Communication Technologies -ICT in Education and Research (ICT: Meaning, Scope, Relevance) -Use of Internet, Email, Mobile, Whatsapp, Webinars, and Virtual Meetings (Zoom, Google Meet) -E-learning, MOOCs, SWAYAM, YouTube Channels, Educational Portals -Social Media Platforms (Facebook, Twitter/X, Instagram, Blogs) in Communication -Multimedia Presentations – PowerPoint, Canva, Info graphics, Podcasts -Cyber Security, Plagiarism, and Digital Citizenship -Artificial Intelligence and Virtual Reality in Communication	15
IV	8. Communication for Development and Extension -Concept and Need of Development Communication -Communication Approaches: Participatory, Diffusion of Innovation, Behavior Change -Role of Communication in Health, Nutrition, Family Welfare, Child Development & Education -Communication Strategies in Community Work and Outreach -Audio-Visual Aids: Classification, Characteristics, and Selection for Rural/Urban Settings -Media Mix and Message Design for Extension Work -Evaluation and Feedback Mechanisms in Communication	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. 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.			
8. Joseph A. Devito. The Essentials of Human Communication.			
9. Ministry of Education Resources: SWAYAM, e-PGPathshala, NPTEL.			
10. IGNOU Modules on Extension and Communication.			
11. UGC NET Paper 1 and Home Science Previous Year Papers.			

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Cognitive Development: Mind, Brain and Education		
Course Code	M24-HDE-305		
Course Type	DEC - 1		
Level of the course	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 undergraduate level		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Identify the several critical developmental milestones. CLO 2: Gain knowledge about language and reading development. CLO 3: Critically reflect on the Neuro-cognitive and cultural basis of cognitive development. CLO 4: Draw implications for early educational 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. Concept development -Category formation -Naïve and essential theories -Conceptual change -Development of causal reasoning -Misconceptions and biases in causal reasoning -Scientific reasoning and hypothesis testing in children -Development of mathematical concepts		15
II	2. Language and reading development -Theories: Chomsky and Vygotsky and milestones of development - Meta-linguistic awareness and reading -Early literacy acquisition -Developmental delay and interventions		15
III	3. Development of theory of mind -Neuro-cognitive perspectives: Neuro-cognition, Brain-behaviour relationship, Cognitive processes and their application		15

	-Cultural perspectives		
IV	4. Emotions and cognitive development -Neurocognitive evidences -Classroom environment,sociocultural settings of learning -School readiness and achievement	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. Flavell, Miller & Miller. (2002). Cognitive Development. 4th Edition, Prentice Hall.			
2. Gauvain, M. (2001). The social context of cognitive development. Guilford Press.			
3. Goswami, U. (2008). Cognitive development: the learning brain. Psychology press			
4. Goswami, U. (Ed.) (2002). Handbook of childhood cognitive development. Blackwell Publishing Company.			
5. Hobson, P. (2004). The Cradle of thought. New York, Oxford University Press			
6. Lee, K. (Ed.). (2000). Childhood cognitive development: The essential readings. Wiley-Blackwell.			
7. Siegler&Alibali. (2005). Children’s thinking. 4th Edition, Prentice Hall			

Session: 2024-25			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	HIV/AIDS Counselling		
Course Code	M24-HDE-306		
Course Type	DEC-1		
Level of the course	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:	CLO 1: Explain about the diagnosis and transmission of HIV/AIDS. CLO 2: Gain insight about reproductive health and gender perspectives. CLO 3: Identify reasons for dilemmas and issues related to HIV. CLO 4: Identify reasons for dilemmas and issues related to HIV.		
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. 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	15	
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 -Harmful side of sex: Sexual abuse 3. Psycho-social aspects of HIV/AIDS -What it means to be HIV positive -Challenges, stigma and discrimination -Emotional toll	15	

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	15
IV	5. Some specific counselling situations -The activities of pre-test counselling the concept of informed consent -Types of post- test counselling -Activities of various types of post- test counselling -Psycho- social issues linked with positive diagnosis 6. Coping strategies of HIV/AIDS persons 7. Legal issues: -Rights -Ethics	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. 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, Inglewood Cliffs		

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Behaviour Science		
Course Code	M24-HDE-307		
Course Type	DEC- 2		
Level of the course	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:	CLO 1: Learning to manage emotions and building interpersonal competence. CLO 2: Gain knowledge about attitudes and positive attitude building. CLO 3: To become aware about the relevance of behaviour communication for relationship management. CLO 4: Identify the components of excellence for developing professional power.		
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. Managing Emotions and Building Interpersonal Competence -Need and importance of Emotions -Healthy and Unhealthy expression of emotions -Anger: Conceptualization and Cycle -Developing emotional and interpersonal competence -Self-assessment, analysis and action plan 2. Leading Through Positive Attitude -Understanding Attitudes -Formation of Attitudes -Types of Attitudes -Effects of Attitude on: Behavior, Perception, Motivation, Stress, Adjustment -Time Management -Effective Performance -Building Positive Attitude		15
II	3. Behavioral Communication -Scope of Behavioral Communication		

	-Process – Personal, Impersonal and Interpersonal Communication -Guidelines for developing Human Communication skills -Relevance of Behavioral Communication in relationship management 4. Behavioral Communication -Scope of Behavioral Communication -Process – Personal, Impersonal and Interpersonal Communication -Guidelines for developing Human Communication skills -Relevance of Behavioral Communication in relationship management	15
III	5. Foundation of Interpersonal Relationships -Elements of satisfying relationships -Conforming and Dis-confirming Communication -Culturally Relevant Communication -Guideline for Creating and Sustaining Healthy Climate 6. Individual, Society and Nation -Individual Differences and Dimensions of Personality -Socialization Process -Relating to the Nation: Values, Culture, Religions	15
IV	7. Components of Excellence -Personal Excellence: -Identifying long-term choices and goals -Uncovering the talent, strength & style -Analyzing choke points in your personal processes by analysis in area of placements, events, seminars, conference, extracurricular activities, projects etc. -Developing professional power: Goal-setting, time management, handling criticism	15
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Tersm 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. Chatterjee Debashish, Leading Consciously: 1998 1 st Edition, Viva Books Pvt Ltd.		
2. Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.		
3. Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.		
4. Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books		
5. Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.		
6. J William Pfeiffer (ed.) Theories and Models in Applied Behavioral Science, Vol 2, Group (1996); Pfeiffer & Company		
7. Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers		
8. Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.		
9. Kamalavijayan, D. (2005). Information and Knowledge Management. Macmillan India Ltd. Delhi		

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Health and Well Being		
Course Code	M24-HDE-308		
Course Type	DEC- 2		
Level of the course	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:	CLO 1: Gain knowledge about health and wellness. CLO 2: To know more about the role of diet and nutrition for health and wellness. CLO 3: Know about the prevention of life threatening diseases. CLO 4: Gain knowledge about psychological Wellbeing and resilience.		
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. Health and Wellness -Define and differentiate health and wellness -Importance of health and wellness education 2. Yoga and Health -Historical background of yoga and its relevance in contemporary world. -Need and importance of yoga. -Asanas and meditation for healthy well-being. -Prenatal yoga for women well-being. -Yoga and stress management.		15
II	3. Diet and nutrition for health & wellness -Essential components of balanced diet for healthy living -Role of carbohydrates, proteins, fats, vitamins & minerals -Processed foods and unhealthy eating habits and disorders 4. Identification of suicidal tendencies -Substance abuse (Drugs, Cigarette, Alcohol)		15

	-De-addiction -Counselling and rehabilitation.	
III	5. Management of Health and Wellness -Healthy foods for prevention of life threatening diseases with special reference to -Cancer, Hypertension, Diabetes and Cardiovascular diseases -Physical Fitness and components of Physical Fitness 6. Advantages of Good Physique. -Active and sedentary lifestyles and its implications -Postural deformities and its corrective measures	15
IV	7. Psychological wellbeing -Meaning and importance, in personal and professional space -Role of sleep in maintenance of physical and mental health -Resilience for satisfying life -Wellness and responsible citizenship	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.Physical Activity and Health by Claude Bouchard, Steven N. Blair, William L. Haskell. 2. Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021. 3. Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Well-Being by Nashay Lorick, 2022. 4. Lifestyle Diseases: Lifestyle Disease Management, by C.Nyambichu& Jeff Lumiri, 2018. 5.Physical Activity and Mental Health by Angela Clow & Sarah Edmund, 2013.		

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Family Ecology and Human Development		
Course Code	M24-HDE-309		
Course Type	DEC- 2		
Level of the course	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: and	CLO 1: Gain knowledge about family and parent child relationships. CLO 2: To impart knowledge about family transitions and communication. CLO 3: To aware students about family stressors and protective factors. CLO 4: To know about impact of emigration and multiculturalism on families.		
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.Family relationships -Family as a social system -Socialization within the family -Models of parenting 2.Parent child relationships -Functional and dysfunctional dyads -Family cohesion -Conflict and family disorganization –impact on parenting -Children as family agents		15
II	3.Children and marital life -Child abuse -Bidirectionality in parent child relations -Family interactions and delinquency -Improving family communication and interpersonal relations 4.Family under transition -Family transitions -Change and continuity over life cycle -Needs and problems of families at different developmental		15

	stages -Impact of social change on family -Changing family patterns in India -Religion and family -Family social class and ethnic variations in child rearing	
III	5.Family stressors and resilience -Family as an institution under stress -Family crisis -Poverty and children -Stressors and family relations - with special reference to family disruption, sickness, divorce, substance abuse and disability -Stress Process Model -Family’s adaptation to stress 6.Family resilience and protective factors -Promotion of family resilience -Family environment and social support as a source of risk and resilience for vulnerable children/youth -Inter-generational family dynamics in management of family conflicts and negative patterns	15
IV	7.Impact of consumerism, emigration and multiculturalism on families -Impact of consumerism on rural families -Impact of consumerism on urban families -Impact of emigration on families -Impact of multiculturalism on families -Two culture children and their psycho-social dilemmas -Contemporary issues related to families	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.Carson DK, Carson CK, Chowdhury A. 2007. <i>Indian Families at the Crossroads</i> . Gyan Publishing House, New Delhi 2.Daly KJ. 2007. <i>Qualitative Methods for Family Studies & Human Development</i> . Sage Publications, New Delhi. 3.Falcov CJ. 1991. <i>Family Transitions</i> . Guilford Press, California. 4.Garbarino J, Eckenrode J and Barry F D. 1997. <i>Understanding Abusive Families: An Ecological Approach to Theory and Practice</i> . Jossey-Bass, New York. 5.Grigorenko EL and Stenberg RJ. 2001. <i>Family Environment and Intellectual Functioning: A Life-Span Perspective</i> . Lawrence Erlbaum Associates Publishers, London. 6.Karim AB. 2014. <i>Family Interactions: Concepts, Mechanism & Methods to Improve the Family Communication & Interpersonal Relationships</i> . Successful Family Upbringing Series, Refman. 7.Kuczynski L. 2003. <i>Handbook of Dynamics in Parent-Child Relations</i> . Sage Publications, New Delhi. 8.McCubbin H and Figley CR. 1991. <i>Stress And The Family: Coping with Normative Transitions</i> Routledge. Taylor and Francis Group, New York.		

Session: 2025-26			
Part A - Introduction			
Name of Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Family Support Therapy		
Course Code	M24-HDE-310		
Course Type	DEC- 2		
Level of the course	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:	CLO 1: Gain insight into theoretical development in family therapy. CLO 2: Know about the areas and social learning approaches of marriage therapy. CLO 3: Gain knowledge about the different areas of family therapy. CLO 4: Know about the future directions of marriage and family therapy.		
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. 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.,		15
II	3. Social Learning Approach -Contemporize Marital Therapies -Psychoanalytic: Meaning, Types, Usage etc., -Behavioral: Meaning, Types, Usage etc., -System Therapy: Meaning, Types, Usage etc., 4. Areas and scope of marriage and family therapy		15
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	15
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 Programs	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. Mark R. 2003. Family Therapy on focus. Sage Publications. 2. Roger L. 2004. Family therapy- A Constructive Framework. Sage Publications.		

Session: 2025-26			
Part A - Introduction			
Name of the Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Psychotherapeutic Interventions for Family		
Course Code	M24-HDE-311		
Course Type	PC- 5		
Level of the course	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:	CLO 1: Gain insight into the counselling process used in various centres. CLO 2: Learn to assess the behaviour problems of children. CLO 3: Plan and prepare nukkad natak on parents needs. CLO 4: Learn to conduct case studies.		
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. Compiling research reviews on various aspects of guidance and counseling. 2. Preparing a checklist to observe and analyze guidance and counseling centers: 3. Their organizational structure, objectives, types of services provided, available facilities, staff competencies and problems experienced by them, etc. 4. Interaction with practicing counselors and therapists -Through visit to Hospitals -Schools -Women Centers -Clinics and write a report about the organization and its functions 4. Aassessment of behavior problems among children 5. Organizing parent education programs based on parents needs: -Behavior problems -Emotional problems among children 6. Preparation of Skit/Nukkad Natak and various aids on parent needs 7. Case study of an adolescent 8. Resource file 9. Prepare an iinterview schedule for Parents of Children with behavior/conduct disorders/ academic difficulties 10. Interview adults with marital problems/divorced persons and report them 11. Use of various inventories for this purpose 12. Organizing Guidance sessions and Development of intervention for Youth and Adult stage			

13. Development of leaflet on counseling ethics			
Practicals			Contact Hours
	<Instruction regarding Practical> <Syllabus/ List of Practical> 1. Lectures 2. Case studies of guidance & counselling institutions/ clinics– analysis & discussion 3. Viewing related video clips-report writing and discussion 4. Field visits to different guidance and counselling centers/ institutions 5. Interviews with clients of such centers and counselors. 6. Observations and analysis of profile & issues of clients.		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:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Interventions for Youth and Adults for their Health and Mental Well-being		
Course Code	M24-HDE-312		
Course Type	PC - 6		
Level of the course	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:	CLO 1: Learn to prepare interview schedules for adults. CLO 2: Learn more about psychosocial behavior of youth. CLO 3: Learn about mental health issues amongst youth. CLO 4: Interact with professional from allied fields.		
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. Formulation of questionnaire to assess problems and conflicts of Youth and Adults 2. Preparation of Interview schedule for adults, taking into account their developmental tasks 3. Plan and organize group discussions for healthy and responsible psycho social behaviour of Youth 4.Organizing interactive sessions and focused group discussions if possible with professionals from allied fields, on significant issues of adulthood: Stress/Anger/Depression/Work-Leisure balance 5. Preparation of chart/poster on any one issue of mental health for youth 6. Conversations and Interview of an adult for an in-depth Case study, to highlight their concerns, anxieties, adjustment and other problems 7.Conduct debate on current mental health issues amongst Youth and write reports, for and against the motion 8. Reports and resource files to be maintained by students			

Practicals		Contact Hours
	<Instruction regarding Practical> <Syllabus/ List of Practical> 1. community based intervention -role of governmental and non-governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation	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:		

Session: 2025-26			
Part A - Introduction			
Name of the Programme	MSc. Home Science (Human Development)		
Semester	III		
Name of the Course	Marriage and Family Dynamics		
Course Code	M24-OEC-323		
Course Type	OEC		
Level of the course (As per Annexure-I)	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:	CLO 1: Understand key concepts concerning marriage and family dynamics. CLO 2: Gain knowledge about kinship and family evolution. CLO 3: To know about the various trends in family pattern and adjustment. CLO 4: Gain knowledge about various laws and technical advancement related to marriage.		
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	1. Significance of the term 'Family Dynamics' -Marriage and family as an institution and its importance 2. Marriage: -Marriage- Purpose, Motives, Functions & types -Marriage in different Indian Societies -Traditional marriage and modern marriage -Readiness for marriage 3. Compatibility in Marriage: -Premarital Counselling -Marital harmony & personal compatibility in marriage		8
II	4. Kinship: -Terminology, Principles, Patterns & Types of Kin groups -Degrees, Decent, Usage & its influence. -Kinship trees for Families of Origin. 5. Family: -Origin, Evolution, Meaning, Structure and Forms of families. -Family and its changing functions.		7

	-Approaches of family- Biological, Historical, Sociological, Developmental -Family life cycle & development tasks (seven stages of family Life cycle)	
III	Changing trends in family system 6. Family Patterns: -Alternate Family Patterns-causes, Characteristics and Implications -Family dyadic relationships-filial, Fraternal, Conjugal, in-laws, Grandparent-children -Multiple roles of women -Role change & conflicts. 7. Family Adjustments and Disorganization: -Areas of adjustment -Patterns of adjustment -Causes and consequences of disorganization 8. Crises and Counselling: -Crises in family life: Meaning, Types -Current family problems -Marriage and family counselling	8
IV	9. Laws: -Laws related to marriage and families in various religions and cultural settings of India 10. Technological Advancement and family: -Various impacts of technology on the family life. 11. Demographic profiles: -Of women and children (with special reference to India). 12. Survey of families: -With different backgrounds for understanding the changing scenario of families in the present context -Post marital counselling	7
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• 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:

1. Olson, D, DeFrain, and J, Skogrand, L (2011). Marriages and Families: Intimacy, Diversity and Strength. McGraw Hill Publication.
2. Benokraitis, N (2015). Marriages & Families : Changes, Choices and Constraints. Pearson Education, Inc.
3. Carr, A. (2000). Family Therapy: Concepts, Process and Practice. John Wiley & Sons, Ltd. New York.
4. Metcalf. L. (2011). Family and Marital Therapy. Springer Publishing Co. New Y
5. Niclos. M. & Schwartz R.C (2004) Ed. Family therapy-concepts and methods. CA Allyn and Bacon
6. Napier. A.Y & Whitaker, C. (1988) Ed. The family crucible- The intense experience of family therapy, New York,
7. Becvar, D.S. & Beevar, R.J. (2005) Ed. Family therapy- A systemic integration. Massachusetts. Allyn & Bacon