

**P.G. Course Structure for**

**Home Science**

**Human Development  
(MHSH)**

**Session 2025 onwards**

**As per NEP: 2020 Guidelines**

## Course Structure for PG in Home Science: Human Development (MHSH)

Sem	Course Title & Code	T	P	Other	Credits per course	Total Credits
1 <sup>st</sup>	Theories of Human Development <b>MHSHCTH125</b>	3	1	-	04	20
	Human Exceptionalities <b>MHSHCHE125</b>	4	0	-	04	
	Guidance and Counseling <b>MHSHCGC125</b>	3	1	-	04	
	Human Exceptionalities and Counselling <b>MHSHLHE125</b>	0	4	-	04	
	<b>Research Methods &amp; Statistics (Common Paper) MHSCCRM125</b>	4	0	-	04	
2 <sup>nd</sup>	Advanced Studies in Human Development-I <b>MHSHCAS225</b>	3	1	-	04	20
	Advanced Methods and Techniques of Human Development (Theory) <b>MHSHCMT225</b>	4	0	-	04	
	Advanced Methods and Techniques of Human Development (Practical) <b>MHSHLMT225</b>	0	4	-	04	
	Advanced Family Studies <b>MHSHCAF225</b>	3	1	-	04	
	<b>INTERSHIP (Common) MHSCIHD225</b>		-	4 (I)	04	

Exit Option for Post Graduate Diploma in Human Development  
OR  
Entry to One year PG with Course Work (CW+CW)  
OR  
Entry to one year PG with Course Work and Research (CW+ R)

3 <sup>rd</sup>	Advanced Studies in Human Development -II <b>MSHCAS325</b>	3	1		04	20
	Early Childhood Care and Education <b>MSHCEC325</b>	2	2		04	
	Laws, Rights, Policies and Programmes for Children and Women <b>MSHCLR325</b>	4	0		04	
	Management of Programmes for Families and Children <b>MSHCMP325</b>	1	3		04	
	Artificial Intelligence and Digital Technology for Home Science (Common Paper) <b>MHSCCA1325</b>	4	0		04	
	<b>Post Graduate Degree in Human Development with Course Work (CW+CW)</b> <b>OR</b> <b>Post Graduate Degree in Human Development with Research (CW+R)</b>					
4 <sup>th</sup>	Gerontology: Challenges and Care <b>MSHCGC425</b>	2	2		04	20
	Parenting in Childhood <b>MSHCPE425</b>	3	1		04	
	Family Counseling and Therapy <b>MSHCCT425</b>	2	2		04	
	Mental Health across Lifespan <b>MSHCMH425</b>	3	1		04	
	Dissertation <b>MHSPDI425</b>	-	-	4	04	
	<b>Post Graduate Degree in Human Development with Course Work (CW+CW)</b>					

4 <sup>th</sup>	Research Dissertation <b>MHSCPD1425</b>			16 (P)	16	20
	Research Methods and Statistics <b>MHSCRM125</b>	0 4			04	
	<b>Post Graduate Degree in Human Development with Course Work and Research Work (CW+R)</b>					

# Programme Learning Outcomes (PLOs)

## Home Science: Human Development (MHSH)

PG in Home Science-Human Development		
After completion of MSc Home Science in Human Development the student should be able to :		
PLO1	Knowledge and understanding	Demonstrate in-depth knowledge of aspects, domains and principles of human development across the lifespan
PLO2	Skills	Apply appropriate methods and techniques in studying human development issues using both qualitative and quantitative approaches.
PLO3	Application of knowledge and skills	Apply principles of Human Development to life scenarios involving children, adolescents, families, elderly and individuals with different needs.
PLO4	Communication skills	Communicate effectively with health care professionals, therapists, parents, teachers about in-depth understanding of various aspects of Human development throughout out the life span
PLO5	Critical thinking and problem solving	Analyze the domains of Human Development with reference to principles of Human development and propose scientific and ethical solutions.
PLO6	Ethics and professional conduct	Adhere to ethical guidelines in dealing with various aspects of human development maintaining confidentiality and professional integrity
PLO7	Life- long learning	Engage in continuous learning and professional development through research, workshops, advances and emerging trends.
PLO8	Social Awareness	Understand the influence of social, cultural and environmental factors on aspects and domains of human development, promoting sustainability and equity
PLO9	Research and Innovation	Demonstrate the ability to design, conduct and present independent research using appropriate methods, data analysis and ethical considerations
PLO10	Problem Solving	Engage in critical reflection, evaluation and multidisciplinary collaboration to contribute meaningfully to the evolving problem solving in the field of Human Development.

# CLOs-PLOs Mapping Matrix for all Courses

## Home Science: Human Development

### (MHSB)

Course Code	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	Average CLO
MHSBCTH125	3	3	3	2.25	2.75	2.62	2.75	2.62	2.5	3	2.7
MHSBCHE125	3	2.37	2.25	2.5	2.62	2.62	2.62	2.37	2.37	2.37	2.5
MHSBCGC125	2.75	2.75	2.87	2.75	2.75	2.75	2.87	2.62	2.50	2.75	2.6
MBSHLHE125	3	2.62	2.37	2.62	2.25	2.25	2.75	2.75	2.25	2.62	2.5
MBSBCRM125	2.50	2.62	2.37	2.62	2.25	2.25	2.75	2.75	2.25	2.62	2.4
MBSBCAS225	3	2.62	2.25	2.5	2.62	2.62	2.62	2.37	2.37	2.37	2.5
MBSBCAM225	2.75	2.75	2.75	1.00	2.75	3.00	2.87	2.75	2.87	3.00	2.6
MBSBLAM225	1.50	3.00	2.00	2	2.00	3.00	3.00	2.50	3.00	3.00	2.5
MBSBCAF225	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4
MBSBIHD225	2.25	2.25	2.50	3.00	2.25	2.62	2.62	2.62	2.62	2.87	2.5
MBSBCAS325	2.5	2.62	2.37	2.75	2.25	2.25	2.75	2.75	2.25	2.62	2.5
MBSBCEC325	2.25	2.75	2.75	2.50	2.50	2.12	3.00	3.00	2.62	2.75	2.6
MBSBCLR325	2.75	2.00	2.62	3.00	2.62	3.00	3.00	3.00	2.75	3.00	2.8
MBSBCMP325	2.12	2.25	2.75	2.87	2.37	2.00	2.62	2.62	2.37	2.50	2.4
MBSBCAI325	2.37	2.62	2.37	2.50	2.62	2.25	2.75	2.62	2.25	2.50	2.4
MBSBCGC425	3	2.62	2.37	2.62	2.25	2.25	2.75	2.75	2.25	2.62	2.5
MBSBCPE425	3	2.37	2.25	2.5	2.25	2.25	2.5	2.75	2.25	2.37	2.4
MBSBCFC425	2.75	2.75	2.75	1.00	2.75	3.00	2.87	2.75	2.87	3.00	2.6
MBSBCM425	2.50	2.75	3.00	2.25	2.75	3.00	2.75	2.75	2.25	2.50	2.6
MBSHPDI425	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4
Average PLO	2.7	2.6	2.5	2.4	2.5	2.5	2.6	2.6	2.5	2.7	2.5

# **Semester -1**

**Home Science: Human Development**

**(MHSH)**

## SEMESTER-I

### THEORIES OF HUMAN DEVELOPMENT

**Course code: MSHCHTH125**

**Credit: 04 (3+1)**

**Total contact Hrs: 60**

**Max Marks: 100**

#### **Course learning outcome:**

**CLO1:** To learn and understand the application of the theories of human development

**CLO2:** To gain insight into the cognitive, self and social development theories and their implications on children, adolescents' and adults

**CLO3:** To comprehend the implications of theories of language, moral, emotional development and understand the cultural influence on Human development

**CLO4:** To study the application of theories to understand Human development

#### **CLO- PLO Matrix for the course MSHCHTH125**

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MSHCHTH125.1	3	3	3	2	3	2.5	3	3	3	3	2.85
MSHCHTH125.2	3	3	3	2.5	3	3	2.5	2	3	3	2.8
MSHCHTH125.3	3	3	3	2.5	2	2	3	3	2.5	3	2.7
MSHCHTH125.4	3	3	3	2	3	3	2.5	2.5	2.5	3	2.75
<b>Average PLO</b>	3	3	3	2.25	2.75	2.62	2.75	2.62	2.5	3	2.7

## **UNIT- I: Introduction to Theories of Human Development**

- Evolutionary, Ethological and Attachment theories
- Psychoanalytical theory, psychosocial theory, Individual Psychology
- learning and behaviour theories-, Watson, Pavlov and Skinner

## **UNIT II: Cognitive, Self and Social development Theories**

- Cognitive- Developmental theory, Vygotsky's socio-cultural perspective,
- Ecological Systems theory, Theories of self,
- Theories of Social Learning: Bandura,

## **UNIT -III Language, Emotional and moral development Theories**

- Theories of Emotional Development- James-Lange, Cannon- Bard
- Theories of Language Development-: Behaviorism, Nativism, Interactionism
- Theories of Moral Development: Kohlberg

## **UNIT: IV Application of theories in understanding children and adolescents (Practical)**

- Design activities to test the understanding of object permanence, conservation and abstract reasoning in children
- Observe parent-child interactions and attachment patterns in early childhood and create awareness in parents about the impact of early relationships on later social and emotional development.
- Critique any one theory
- Analyse the impact of different parenting styles on children's behavior.

## **References:**

- Robert B. Ewen (1998). An Introduction to theories of Personality. 5<sup>th</sup> Ed. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London.
- Herner, Richard M. Concept & Theories of Human Development.
- Crain, W.(1992) Theories of Development, Concepts and Applications. New Jersey: Prentice Hall.
- Roland, A. (1996). Cultural pluralism and Psychoanalysis. New York: Routledge.
- Vasta, R. (Ed). (1992). Six Theories of Child Development: Revised Formulations and Current Issues. London: Sessica Kingsley Publishers Limited.
- Berk, L.E. (2001) Child Development- Third Edition. New Delhi: Prentice Hall of India.



- Paranjpe, A.C. (2002). Self and Identity in modern Psychology and Indian thought (Path in Psychology). New York: Springer. Rogoff, B. (2003). The cultural nature of Human Development. USA: OUP.
- Russel, B. (2004). History of Western philosophy. London: Routledge.
- Frazer, J.G. (2004). The Golden Bough: A study in magic and religion. USA: Cosmo.
- David R. Shaffer (2005) Social and Personality Development, 5<sup>th</sup> Edition. Thomson Wadswords USA.
- Siegler, R. S., & Alibali, M. W. (2005). Children's Thinking (4th Edition). (Chapter 1. An Introduction to Children's Thinking; Chapter 4. Socio-cultural theories). Saddle River, NJ: Prentice-Hall.
- Papalia, D.E., Old, & Feldman, R.D. (2010). Human Development (10<sup>th</sup>) New Delhi: Tata McGraw – Hill Publishing Company Limited.
- Miller, P. (2011). Theories of Developmental Psychology, USA: Worth Publishers
- Charmaz, K. (2014). Constructing Grounded Theory. USA: Sage

## SEMESTER-I

### HUMAN EXCEPTIONALITIES

**Course code:** MSHSCHE125

**Credit:** 04

**Total contact Hrs:** 60

**Max Marks:** 100

#### Course learning outcomes

**CLO1** : To learn and understand various types and approaches to disabilities.

**CLO2** To gain knowledge about the sensory and skeletal impairments

**CLO3** To develop an insight in identifying the physical and social barriers which create difficulty for people with disabilities.

**CLO4** To learn and understanding about the emotional and intellectual disorders

#### CLO- PLO Matrix for the course MSHSCHE125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCHE125.1	3	2	2.5	3	2.5	3	3	3	2	3	2.7
MHSCHE125.1	3	2.5	2.5	2	3	2	2.5	2.5	2	2.5	2.45
MHSCHE125.1	3	2.5	2	2.5	2	2.5	2.5	2	3	2	2.4
MHSCHE125.1	3	2.5	2	2.5	3	3	2.5	2	2.5	2	2.5
Average PLO	3	2.37	2.25	2.5	2.62	2.62	2.62	2.37	2.37	2.37	2.5

## **CONTENTS**

### **UNIT I: Understanding Disability**

- Normality, disability, impairment, handicap
- Various approaches to defining and understanding disability: medical approach, administrative approach, legal approach, social approach
- Attitude of people towards disability
- Techniques of identification and assessment

### **UNIT II: Skeletal disorders and Sensory Impairments**

- Definition, causes, effects and prevalence of: Arthritis, Amputations
- Definition, causes, effects, prevalence and educational considerations of Sensory disorders: Visual impairments, Hearing impairments and Speech impairments

### **UNIT III: Intellectual and Emotional Impairments**

- Definition, causes, effects, prevalence and educational considerations of Intellectual impairments and learning disabilities
- Autism, Neurosis, Psychosis, Phobias, Obsessions and compulsion, schizophrenia, ADHD, Conduct disorders, Elimination disorders and Habit disorders

### **UNIT IV: Physical disorders and Overview of Persons with Disabilities**

- CNS disorders: Cerebral palsy, Epilepsy, Spinabifida, Spinal cord injuries
- Physical and social barriers in the development of persons with disabilities, modification of physical and social environment.
- The philosophy of inclusion and Programs and policies for persons with disabilities
- Issues in planning inclusive programs for persons with disabilities

**References:**

- Narasimhan M.C & Mukherjee A.K. (1986) Disability a continuing challenge, New Delhi Wiley Eastern limited.
- Kanga F. (1990) Heaven on wheels, New Delhi Penguin Book
- Baquer, A. (1994) Disabled, Disablement, Diabolism, New Delhi: Voluntary Health Association of India.
- Oliver M.(1996) Understanding Disability, from theory to practice, London Macmillan press.
- Pandey R.S & Advani L. (1996) Perspectives in disability and rehabilitation. New Delhi Vikas Publishing House Private Limited.
- Micheal L. Hardman, Clifford J. Drew, M. Winston Egan, Hardman (2004) Human Exceptionality – Society, School & Family, 8<sup>th</sup> Edition, Allyn & Bacon.
- Kirk, S.A., Gallagher, J.J., Anastaslow, N.J., & Coleman, M.R. (2006). Educating children (11<sup>th</sup> ed.) New York: Houghton Mifflin Company.
- L. Hardman, Clifford J. Drew, M. Winston Egan, Hardman (2014) Human Exceptionality – Society, School & Family, 11<sup>th</sup> Edition, Allyn & Bacon.

# SEMESTER-I

## Guidance and Counseling

**Code:-MSHHCGC125**

**Credit: 04 (3+1)**

**Total Contact Hrs:60**

**Max. Marks: 100**

**Course Learning Outcomes:** The students will be able to:

**CLO1** Understand the need for guidance and counselling in human development

**CLO2** Apply basic knowledge of guidance and counseling in their daily lives.

**CLO3** Comprehend the various approaches of counseling.

**CLO4** Gain insight about the need of counseling of different groups.

### CLO- PLO Matrix for the course MSHHCGC125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MSHH CGC1 25.1	3	2	3	2	2	3	3	3	3	3	2.70
MSHH CGC1 25.2	3	3	3	2	2	3	3	2.5	2	3	2.65
MSHH CGC1 25.3	2	3	3	2	2	3	3	2	3	3	2.60
MSHH CGC1 25.4	3	3	2.5	2	2	2	2.5	3	2	2	2.45
Average PLO	2.75	2.75	2.87	2.75	2.75	2.75	2.87	2.62	2.50	2.75	2.60

### **Unit-I Guidance and counselling**

- Guidance: - Concept, Objectives, Characteristics, Need and Principles.
- Counselling: - Concept, Purpose, Need, Principles, and Steps.
- Ethical and Legal guidelines.
- Qualities of a counselor, Core skills of counseling.
- Types of Guidance and Counseling services- Educational, Vocational, Social relationships, Family and Marital areas.

### **Unit-II Basic approaches and theories**

- Psychoanalytic Approach (Sigmund Freud).
- Cognitive Behavior Therapy, Rational Emotive Therapy.
- Directive Approach and Non Directive Approach.
- Eclectic counselling.
- Psychotherapy.

### **Unit-III Guidance and Counselling of different groups**

- Children in distress-
  - Internalizing disorders-Anxiety Disorder, Childhood Depression-Symptoms, Causes, Scope for guidance and counselling.
  - Externalizing disorder-Conduct disorder, Attention deficit hyperactivity disorder, Symptoms, Causes, Scope for guidance and counselling.
- Children in difficult circumstances.
- Destitutes and Orphans, Juvenile Delinquents, Substance Abusers.

### **Unit IV: Counselling Learning Approaches (Practical)**

- Learn about the Counseling Process through Role Play (Psycho-Social Problems of Adolescents).
- Learn about the counseling process through puppetry (Traumatic disorders/ Substance abuse prevention).

## References:

- Nicolson, D & Ayr's 11 (1995) Individual Counselling: Therapy and practice. London: David Fulton.
- Manth, R. (1997) Counselling: The skills of finding solution to problems. London: Routledge. 33
- Burnard, P. (1999) Counselling Skills training. New Delhi: Viva Books.
- 4. Gibson, R.L. & Mitchell, M.H., (2003) Introduction to Counselling and Guidance, New Delhi: Prentice Hall.
- Welfel, E. R & Patterson L. E (2004) The counselling A multi-Theoretical Integrative Approach. Thomson/ Brooks/ Cole.
- 6. Rao, S. N; Hari M & Rao D. B. (2006) Guidance & Counselling, New Delhi Discovery publishing House.
- 7. Sharma, R.L & Sharma R. (2007) Guidance & Counselling in India, New Delhi, Atlantic Publishers.
- 8. Shrivastava K.K., (2008) Principles of Guidance & Counselling New Delhi: Kanishka Publishers.
- 9. Capuzzi D & Gross D.R. Counselling & Psychotherapy-Theories and Interventions (4th Ed) Pearsons Education India.

# SEMESTER-I

## Human Exceptionalities and Guidance & Counselling (Lab Course)

**Course code:** MSHSLHE125

**Credit:** 04

**Total contact Hrs:** 60

**Max Marks:** 100

### Course learning outcome:

**CLO1** To gain knowledge of definitions, etiology, diagnosis, and assessment of childhood disabilities

**CLO2** To create an understanding of the approaches and practices for inclusion and rehabilitation of persons with disabilities and their families

**CLO3** To learn about various techniques used in counseling process through an interaction with a certified psychologist.

**CLO4** To plan and organize awareness program on nutrition, diet and healthy family life among adolescents.

### CLO- PLO Matrix for the course MSHSLHE125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MSHSLHE125.1</b>	3	3	3	3	2	3	3	3	2	3	2.8
<b>MSHSLHE125.2</b>	3	3	2.5	3	2	2	3	3	2.5	2.5	2.65
<b>MSHSLHE125.3</b>	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.4
<b>MSHSLHE125.4</b>	3	2	2	2	2.5	2	2.5	2.5	2	3	2.35
<b>Average PLO</b>	3	2.62	2.37	2.62	2.25	2.25	2.75	2.75	2.25	2.62	2.5

### UNIT I Developmental assessment

- Assessment of children and adolescents for and with disability using observations and children's play, screening schedules, and psychometric measures
- Assessment of institutions for children and adolescents with disability
- Planning and execution of activities for special children :visual and hearing impaired, intellectually impaired



## **UNIT II Skill development and education**

- Case profile of a child/an adolescent with disability
- Developing skills of guiding and counselling Children and adolescents, Educators, and Families with reference to disability
- Individual education plans (IEPs) and their use with children

## **UNIT III Analysis and Interaction**

- Interaction with practicing counselors and therapists through visits to:  
Hospitals/ Clinics.
- Analysis of one case study about psycho social problems. Preparing and submitting a case report.

## **UNIT IV Awareness and program organization**

- Plan and organize life style educational program for adolescent girls on:  
Nutrition and diet. (Nutrition awareness and recommended diets).
- Healthy family life. (Reproductive health, Family planning measures, sexually transmitted diseases).

## **References:**

- Anastasi, A. and Urbina, S. (2003). Psychological Testing. Delhi: Pearson Education Blocher, D.H. (2000). Counselling: A Developmental Approach 4th ed. New York
- John Wiley Gumbiner, J. (2003). Adolescent Assessment. New Jersey: John Wiley
- Porter, L. (2003). Young Children's Behavior: Practical Approaches for Caregivers and Teachers. London
- Paul Chapman Redgrave, K. (2000). Care Therapy for Children. London: Continuum
- Sharma, R.L & Sharma R. (2007) Guidance & Counselling in India, New Delhi, Atlantic Publishers.
- Capuzzi D & Gross D.R. Counselling & Psychotherapy-Theories and Interventions (4th Ed) Pearson's Education India.

# SEMESTER-I

## Research Methods and Statistics

**Course Code:** MHSCCRM125  
**Credit:** 04  
**Max. Marks: 100** **Total Contact Hrs. 60**

### Course Learning Outcomes

**CLO 1:** Understand the significance of research methodology in Home Science research.

**CLO 2:** Understand the types, tools and methods of research and develop the ability to construct the data gathering instruments appropriate to the research design.

**CLO 3:** Acquaint skill of data processing and data analysis through various statistical measures

**CLO 4:** Learn qualitative analysis of data with scientifically writing and application of statistical software

### CLO- PLO Matrix for the course MHSCCRM125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCCRM125.1	2	3	3	3	2	3	3	3	2	3	2.70
MHSCCRM125.2	2	3	2.5	3	2	2	3	3	2.5	2.5	2.55
MHSCCRM125.3	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.4
MHSCCRM125.4	3	2	2	2	2.5	2	2.5	2.5	2	3	2.35
Average PLO	2.50	2.62	2.37	2.62	2.25	2.25	2.75	2.75	2.25	2.62	2.4

## **Unit I: Introduction to Research Methodology**

- Meaning, Importance, Objectives, Types of Research, Identification of a research problem—criteria for selection and formulation
- Designing the research study – concept, importance and contents of a research plan. Hypotheses – Types, sources and process of setting up hypotheses
- Data collection Methods: observation, questionnaire, interview, case studies and scaling techniques. Google Forms

## **Unit II: Research Methods and Data Gathering Instruments**

- Sampling— Characteristics and steps of sampling. Pilot studies and pretesting.
- Sampling Techniques: Probability and Non-Probability. Determination of sample size.
- Data Processing— Rules and types of diagrams, Presentation of data through Bar diagram and its types, Pie diagram and histogram

## **Unit III: Processing and Analysis of Data**

- Measures of Central Tendency: Mean, Median, Mode, quartile, decile and percentiles
- Measures of Dispersion: Range, inter quartile range, quartile deviation, mean deviation and standard deviation
- Chi Square and t-Test (dependent and Independent)

## **Unit IV: Analysis and Interpretation of Data**

- Correlation analysis— Karl Pearson's coefficient of correlation, Rank difference method (Spearman's method), concurrent deviations
- Analysis of variance and Regression Analysis—lines of regression and regression equation.
- Applications of SPSS & MINITAB, preparation of worksheets etc. Report writing—Types, and format. Plagiarism and Ethical issues

## **References:**

- Abu-Bader, Soleman Hassan (2010). Advanced And Multivariate Statistical Methods For Social Science Research With A Complete SPSS Guide. Chicago: Lyceum Books, Pune
- Bandakar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of social Research Himalaya Publishing House Mumbai.
- Bhantnagar, G. L. (1990): Research methods and measurement in Behavioural and social science, degree, colo publishing academy, New Delhi.
- Dooley, D. (1995): Strategies for Interpreting Qualitative data sage publication, California.
- Gay, L.R. (1981, 2<sup>nd</sup> Ed) Educational Research, Charles, E. Merrill Columbus Ohio.
- Long, J. S., (1988): Common Problems Proper Solution: Avoiding Errors in Qualitative Research, Beverly Hills, Sage Publications, California.
- Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publication, New Delhi.
- Stranss, A. and Corbin, J. (1990): Basis of qualitative Research: Grounded Theory Procedures and Techniques, Sage Publications, California.
- Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases . NewDelhi: Vikas Publishing House. Pune

# **Semester -2**

**Home Science: Human Development**

**(MHSH)**

## SEMESTER II

### ADVANCED STUDIES IN HUMAN DEVELOPMENT-I

**Course code:** MSHHCAS225

**Credit: 04** ( 3 +1)

**Total contact Hrs: 60**

**Max Marks: 100**

**Course learning outcome:**

**CLO 1:** To study and understand the basic concepts of Human Development from prenatal stage to adolescence.

**CLO 2:** To gain an insight into the identification of age -appropriate development and delays in children

**CLO 3:** To gain knowledge and understand the concerns of adolescents

**CLO 4:** To learn and apply the practical knowledge to understand different stages of Human Development.

**CLO- PLO Matrix for the course MSHHCAS225**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSHCA425.1	3	3	2.5	3	2	3	3	3	2	3	2.8
MHSHCA425..2	3	2.5	2.5	2	3	2	2.5	2.5	2	2.5	2.4
MHSHCA425.3	3	2.5	2	2.5	2.5	2.5	2.5	2	3	2	2.40
MHSHCA425..4	3	2.5	2	2.5	3	3	2.5	2	2.5	2	2.40
Average PLO	3	2.62	2.25	2.5	2.62	2.62	2.62	2.37	2.37	2.37	2.5

## **CONTENTS**

### **Unit-I: Prenatal development and infancy**

- Basic concepts of development, Developmental tasks from prenatal stage to adolescence, stages of prenatal development
- Influence of genetic and environmental factors, role of teratogens, foetal abnormalities and diagnostic tests; Significance of the genome project for understanding human development;
- The new born: Birth process and the neonate, physical description, sensory capacities and reflexes. Feeding, crying, sleeping.
- Infancy: Cognitive accomplishments, language development, social relationships, Cultural experience of being an infant

### **Unit- II: Childhood (2 to 11 years)**

- Transition from infancy to childhood, Physical and motor development (2-6 Years), Play and social relationships- The emerging self
- Language, Cognition, Socialization and Emotions in early years
- Physical and Motor development (6-12 Years), Sense of industry and personality
- Cognitive, moral and language development, Social relationships-peers, siblings and parents, academic achievement

### **Unit III: Adolescence (11-18 years)**

- Transition from childhood to sexual maturity- puberty and its consequences, emotional changes.
- Development of formal operations: Adolescent thought, issues of identity.
- Role of family, peers, community and ethnic group, Moral reasoning and Judgment
- Health, sexuality, mental health, delinquency, conformity

### **Unit- IV: Observations and Assessments (Practical)**

- Observation of neonatal reflexes in a hospital setting/ paediatric clinic
- Observation and recording physical & motor development during infancy & early childhood years
- Studying school adjustments during late childhood years.
- Assessment of cognitive and moral development in school children
- Studying the problems associated with adolescence in the local context

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- Cole, M. S. (1993) The development of children(2<sup>nd</sup> ed) New York Scientific American Books. Freeman and Co.
- Rice F.P.(1995) Human Development New Jersey Prentice Hall.
- Berk, L.E (1995) Child Development. London Allyn and Bacon.
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- Papalia, D.E., Old, & Feldman, R.D. (2010. Human Development (10<sup>th</sup>) New Delhi: Tata McGraw – Hill Publishing Company Limited.
- Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) LifeSpan Development: Infancy Through Adulthood, Wadsworth Cengage Learning
- Laura E. Berk (2013) Child Development (9<sup>th</sup> Ed.) Pearson Education Inc. (PEI).
- Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
- Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
- Naresh Gupta (2019), Human Development in India, Emerald Publisher
- SuhasisBhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher



# SEMESTER-II

## ADVANCED METHODS AND TECHNIQUES OF HUMAN DEVELOPMENT

**Code:- MSHSCAM225**

**Credits: 04**

**Max.Marks:100**

**Total Contact Hrs: 60**

**Course Learning Outcomes :** The students will be able to:

**CLO1** Gain knowledge about the importance of studying methods and techniques of Human Development.

**CLO2** Understand the application of various methods and techniques of studying Human Development.

**CLO3** Gain insight about psychological bases for Human Development.

**CLO4** Learn the Implementation/ execution of various psychological tests for effective assessment of an individual.

### **CLO- PLO Matrix for the course MSHSCAM225**

Unit- Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSH CAM2 25.1	3	2	2	1	2.5	3	2.5	3	2.5	3	2.45
MHSH CAM2 25.2	3	3	3	1	3	3	3	3	3	3	2.80
MHSH CAM2 25.3	3	3	23	1	2.5	3	3	2.5	3	3	2.70
MHSH CAM2 25.4	2	3	3	1	3	3	3	2.5	3	3	2.65
Average PLO	2.75	2.75	2.75	1.00	2.75	3.00	2.87	2.75	2.87	3.00	2.65

## **Unit-I Introduction**

- Importance, trends and challenges in studying Human Development.
- Ethics in life span research.
- Standardization of psychological tests, Concept of Reliability, Validity and Norms.
- Concept of Inventory, Scale, Test.

## **Unit-II Various methods of Studying Human Development**

- Objective, Subjective and Projective Techniques.
- Observation- Types, Steps, Techniques, Advantages, Disadvantages.
- Interview- Types, Steps, Advantages, Disadvantages.
- Questionnaire- Types, Steps, Advantages, Disadvantages.
- Case Study- Types, Steps, Advantages, Disadvantages.

## **Unit-III Psychological Bases for Human Development**

- Intelligence-Definition, Nature of Intelligence, Origins of Intelligence testing.
- Personality-Definition, Influencing factors, Personality Testing.
- Emotion- Definition, Adaptive Functions, Universal Aspects of Emotions.
- Socialization, Agencies of Socialization.

## **Unit-IV Sociometric and Psychometric Methods**

- Socio-metric Methods:
  - Sociometric questionnaire.
  - Guess who Technique.
  - Social Distance Scale.
- Psychometric Methods:
  - Scales of Infant Assessment.
  - Wechsler Battery of Tests.
  - Raven's Progressive Matrices.

**References:**

- Kerlinger. N, F, (1964) Foundations of Behavioral Research. New Delhi: Surjee Publications.
- Freeman, F.S., (1965) Theory and Practice of Psychological testing.  
3rd Ed. Oxford & I.B.H. Publishing Co.
- Anastasi A., (1982) Psychological Testing 5th Ed. New York, Macmillian Publishing Company.
- Sharma, B.A.V; Prasad D.R & Satyanayaran P., (1985) Research Methods in social Sciences, New Delhi, Sterling Publications.
- Blaxter, L. Hughes, C. & Tight, M.(1990) How to research. New Delhi: Uwa Book.
- John W. B, & James U. Kahn (1993) Research in Education. New Delhi: Prentice hall of India Pvt. Ltd.
- Alward, G. (1994) Practitioners guide to Developmental & psychological testing. New York: Plenum Press.
- V.V. Khanzode (1995) Research Methodology techniques & trends. New Delhi: APH Publishing Corporation. 9. Kothari, C. R. (2000) Research Methodology Methods & techniques. New Delhi: Vishwa Prakashan.
- Rajamanickam, M., (2004). Experimental Psychology -With Advanced Experiments. New Delhi: Concept Publishing Company.
- Rather, A. R Measurement & Evaluation. Srinagar: Gulshan Publishing.

## SEMESTER-II

### Advanced Methods and Techniques of Human Development (Lab Course)

**Code:- MSHSLAM225**

**Credits: 04**

**Total Contact Hrs:60**

**Max.Marks:100**

**Course Learning outcomes:** The students will be able to:

**CLO 1** Learn the implementation and assessment of intelligence tests.

**CLO 2** Get acquainted with the various projective techniques.

**CLO 3** Gain insight about the execution of different personality tests.

**CLO 4** Conduct test of sociometry and learn about the protocols of objective and subjective techniques.

#### **CLO- PLO Matrix for the course MSHSLAM225**

<b>Unit- Wise CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
MHSH LAM2 25.1	1	3	2	2	2	3	3	2.5	3	3	2.45
MHSH LAM2 25.2	1	3	2	2	1	3	3	2.5	3	3	2.35
MHSH LAM2 25.3	2	3	2	2	2	3	3	2.5	3	3	2.55
MHSH LAM2 25.4	2	3	2	2	3	3	3	2.5	3	3	2.65
Average PLO	1.50	3.00	2.00	2	2.00	3.00	3.00	2.50	3.00	3.00	2.50

### **Unit I: Intelligence Tests**

- Administration Ravens Progressive Matrices on young Adults.
- Administration of Weschler Battery of tests on adults.

### **Unit II: Administration of Projective Techniques**

- Thematic Apperception Test (TAT).
- Children Apperception Test (CAT).
- Rorschach Inkblot Test.

### **Unit III: Personality Tests.**

- Administration of 16 personality factor test (16 PF). Raymond Cattel.
- Administration of Maudsley Personality Inventory. (MPI)

### **Unit IV: Sociometric Tests and Protocols.**

- Administration of sociometric Questionnaire on young adults.
- Preparing Case study/ Questionnaire, Interview and Observation protocols.

### **References**

- Freeman, F.S., (1965) Theory and Practice of Psychological testing.
- 3rd Ed. Oxford & I.B.H. Publishing Co.
- Anastasi A., (1982) Psychological Testing 5th Ed. New York, Macmillian Publishing Company.
- Sharma, B.A.V; Prasad D.R & Satyanayaran P., (1985) Research Methods in social Sciences, New Delhi, Sterling Publications.
- Blaxter, L. Hughes, C. & Tight, M.(1990) How to research. New Delhi: Uwa Book.
- John W. B, & James U. Kahn (1993) Research in Education. New Delhi: Prentice hall of India Pvt. Ltd.

## SEMESTER-II

### Advanced Family Studies

**Course code:** MSHCAAF225

**Credit:** 04 (3+1)

**Total contact Hrs:**60

**Max Marks:** 100

#### Course learning Outcome

Students will be able to

**CLO1** To learn and understand the concept of family, function of family, structure and strengths

**CLO2** To study the theoretical concerns related to family studies

**CLO3** To learn about the different family therapies and approaches to take care of deviated/disorganized families and

**CLO4** To identify issues in a family and provide knowledge about the importance of family therapy

#### CLO- PLO Matrix for the course MSHCAAF225

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MSHCAAF225.1</b>	3	2	2.5	3	2.5	3	3	3	2	3	2.7
<b>MSHCAAF225.2</b>	2	2.5	2.5	2	3	2	2.5	2.5	2	2.5	2.35
<b>MSHCAAF225.3</b>	3	2.5	2	2.5	2	2.5	2.5	2	3	2	2.40
<b>MSHCAAF225.4</b>	3	2.5	2	2.5	3	3	2.5	2	2.5	2	2.40
<b>Average PLO</b>	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4

## **Contents**

### **UNIT- I Family in Social Context**

- Meaning and functions of family, Family as component of social system;
- Family as an Institution
- Changes in Family Structure – Factors influencing, Advantages and disadvantages; Alternative Families

### **UNIT -II Approaches in family studies**

- Interdisciplinary approaches to family studies - Developmental approach,
- Interactional approach, Institutional approach,
- Systematic approach, family life cycle approach,
- Functional structural theory

### **UNIT -III Disorganized and reorganized families**

- Marital distress - Family violence, battered women, Drug addiction (Substance abuse) Alcoholic abuse, Child abuse, Gender discrimination.
- Family Disorganization due to Extramarital relation, Desertion, Separation and Divorce and Remarriage – effects on family members
- Schools for family therapy - experimental family and integrated family therapy
- National Family Welfare Programme, National Population Policy, National Rural Health Mission

### **UNIT -IV Practical applications ( Practical)**

- Analyze family dynamics and encourage parents to implement flexible approach for improved parent child relations.
- Evaluate the current family structure and identify areas(disconnection, communication breakdown, unclear roles) that may be contributing to disorganization
- Create an awareness among the community about the availability of various family welfare programmes
- Engage family members in role-playing scenarios to practice communication skills and conflict resolution techniques

**References:**

- Naresh Gupta (2019), Human Development in India, Emerald Publisher
- Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
- Carol A. Darling, Dawn Cassidy (2014) Family Life Education: Working with Families across the Lifespan, Third Edition
- Janice, Weber, (2010), Individual and family stress and crises, Oxford academic press India.
- Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis, an informa company





## SEMESTER-II

### INTERNSHIP IN HUMAN DEVELOPMENT

**Course code:** MHSCIHD225

**Credit:** 04

**Total contact Hrs:** 60

**Max Marks:** 100

#### Course Learning Outcomes

**CLO1 Meeting academic requirements:** Internships shall fulfil academic requirements for the human development program, often requiring students to submit reports or evaluations.

**CLO2 Reflecting on experiences:** Students shall be encouraged to reflect on their internship experiences, analyze their learning, and identify areas for future development.

**CLO3 Developing a professional portfolio:** The work completed during an internship shall be valuable for building a professional portfolio that showcases skills and accomplishments.

**CLO4 Building professional connections:** Gaining hands-on experience in developing specific professional connections through mentorship and networking with human development professionals.

#### CLO- PLO Matrix for the course MHSCIHD225

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MHSCIHD225.1</b>	3	2	3	3	2	3	2.5	3	2.5	3	2.70
<b>MHSCIHD225.2</b>	2	2.5	3	3	3	2.5	3	2	3	2.5	2.65
<b>MHSCIHD225.3</b>	2	2	2	3	2.5	2.5	3	3	3	3	2.60
<b>MHSCIHD225.4</b>	2	2.5	2	3	2.5	2.5	2	2.5	2	3	2.40
<b>Average PLO</b>	2.25	2.25	2.50	3.00	2.25	2.62	2.62	2.62	2.62	2.87	2.5

**Duration**

The internship programme shall be of 6 weeks duration. For human development students, an internship typically involves:

**1. Skill Development**

- **Communication Skills:** Interns learn to effectively communicate with diverse individuals and groups, both verbally and in writing. This includes presentations, report writing, and interpersonal interactions.
- **Interpersonal Skills:** Developing the ability to build rapport, empathize with others, and work collaboratively in a professional setting.
- **Problem-Solving and Critical Thinking:** Applying knowledge to address real-world challenges and contributing to solutions.
- **Time Management and Organization:** Learning to prioritize tasks, manage deadlines, and work efficiently.

**2. Professional Growth**

- **Career Exploration:** Gaining clarity about career paths within human development and related fields.
- **Resume and Portfolio Building:** Developing a strong resume and portfolio that highlights skills and experiences gained during the internship.
- **Confidence Building:** Experiencing success in practical settings, which boosts confidence in their abilities.
- **Work Ethic:** Developing positive work habits and attitudes necessary for future employment.

**3. Academic and Research Outcomes**

- **Research Skills:** Gaining experience in data collection, analysis, and interpretation relevant to human development research.
- **Understanding Research Methodologies:** Applying research principles to practical situations and contributing to research projects.
- **Evaluating and Applying Theories:** Connecting theoretical concepts to real-world scenarios and contributing to evidence-based practices.
- **Project Management:** Learning to manage projects from inception to completion, including planning, execution, and evaluation.

#### **4. Personal Growth**

- **Self-Awareness:** Developing a deeper understanding of their own strengths, weaknesses, and values.
- **Cultural Sensitivity:** Learning to interact with individuals from diverse backgrounds and appreciate cultural differences.
- **Social Impact:** Contributing to positive social change and making a difference in the lives of others.
- **Personal Responsibility:** Taking ownership of their work and contributing to the success of the organization.

# **Semester -3**

**Home Science: Human Development**

**(MHSH)**

## SEMESTER-III

### ADVANCED STUDIES IN HUMAN DEVELOPMENT-II

**Course code: MSHCAS325**

**Credit: 4 (3+1)**

**Total contact Hrs: 60**

**Max Marks: 100**

#### **Course learning outcome**

**CLO 1** To understand young adults in terms of development, adjustments and relationship

**CLO 2** To know about the continuity and change in development of middle-aged people

**CLO 3** To understand the declining strength and health issues of the late adults

**CLO 4** To gain firsthand experience with the adults through practical implementation of some important aspects of life.

#### **CLO- PLO Matrix for the course MSHCAS325**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MSHCAS325.1</b>	2	3	3	3	2	3	3	3	2	3	2.6
<b>MSHCAS325.2</b>	3	2	2.5	3	2	2	3	3	2.5	2.5	2.55
<b>MSHCAS325.3</b>	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.4
<b>MSHCAS325.4</b>	3	3	2	2.5	2.5	2	2.5	2.5	2	3	2.5
<b>Average PLOs</b>	2.5	2.62	2.37	2.75	2.25	2.25	2.75	2.75	2.25	2.62	2.5

## **UNIT I: Young Adulthood**

- Perspectives on adulthood, Developmental tasks, Demography on adult population in India
- Physical changes, Cognitive changes
- Life cycle approach- sexuality, Criteria for mate selection, marital adjustment, parenthood, friendships
- Vocational choice, career development

## **UNIT II: Middle Adulthood**

- Physical continuity and changes, Cognitive continuity and change
- Personality changes: Self at midlife, Relationships at midlife (with adult children and ageing parents), Friendships,
- Occupational continuity and change: Retirement and effect on identity
- Gender and Health: Women's health after Menopause, Stress and Health, adult sexuality.

## **UNIT III: Late adulthood and End of Life**

- Physical aspects of aging; Health and disease,
- Cognitive abilities, Mental and behavioural problems
- Continuity and change in personality; changes in family life cycle and social relationships; Occupational continuity and change, Alternative life styles and Leisure time activities;
- Death, dying and bereavement: Aspects of death and stages of dying, Grief reactions and stages

## **UNIT IV: Assessment of aspects of life events (Practical)**

- Assessment of the attitude of young adults towards single life/ marriage/remarriage
- Plan and organize life skill education for adolescents and youth about responsible parenthood
- Assessment of the change in life style after retirement (economic & health problems) and their coping strategies
- Assessment of attitude of people towards death in age group-65 years and above and prepare a report.

**Références:**

- Naresh Gupta (2019), Human Development in India, Emerald Publisher.
- Cavanaugh C John and Fields F B (2015), Adult development and Aging, Cengage learning, USA, 7th edition
- Lea Pulkkinen and Katja Kokko (2017), Human Development from Middle childhood to Middle Adulthood: Growing up to be Middle-Aged, Routledge Taylor and Francis Group, ISBN:978-1-138-84014-0(hbk), ISBN: 978-1-138-84015-7(pbk).
- Steinberg L and Bornstein M.H (2010), Life Span Development: Infancy through Adulthood, WADSWORTH (USA), CENGAGE learning(CANADA),
- Diane Papalia and Sally Olds(2017), Human Development (9th Edition), McGraw Hill publication, New York, ISBN-13978-0070586918.
- Srivastava Sushila and Rani K Sudha (2016), Text book of Human Development, S Chand and company, New Delhi. ISBN-13:978-9383746798. HARD COR



## SEMESTER-III

### EARLY CHILDHOOD CARE AND EDUCATION.

**Code:- MSHHCEC325**

**Credits: 4 (2+2)**

**Total Contact Hrs:60**

**Max.Marks:100**

**Course Learning outcomes:** The students will be able to:

**CLO 1** Gain knowledge regarding principles of early childhood care and education.

**CLO 2** Get familiarised with the latest trends in ECCE.

**CLO 3** Develop skills and techniques to plan activities in ECCE centers of different types.

**CLO 4** Conduct activities for pre-Schoolers and recognise pro-social skills, social competence and emotional well being.

#### **CLO- PLO Matrix for the course MSHHCEC325**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MSHHCEC325.1	3	2	3	3	2	2.5	3	3	2	2	2.55
MSHHCEC325.2	2	3	2	2.5	2	2	3	3	2.5	3	2.50
MSHHCEC325.3	2	3	3	2	3	2	3	3	3.00	3	2.70
MSHHCEC325.4	2	3	3	2.5	3	2	3	3	3.00	3	2.75
Average PLO	2.25	2.75	2.75	2.50	2.50	2.12	3.00	3.00	2.62	2.75	2.62

### **Unit-I: Principles of Early Childhood Care and Education**

- Concept, Importance, Need, Scope and Objectives of ECCE.
- Contribution of thinkers to the development of ECCE-Froebel, Maria, Montessori, Gijubhai Badheka, Tarabai Modak
- Concept of formal, non-formal and Play-way methods.
- Types of Preschool Programme- Play centres, Day Care Centres, Mobile Crèche. Montessori schools, Kindergarten, Anganwadi, Balwadi.

### **Unit-II: Latest Trends and Organisational set up in ECCE centres.**

- Latest trends in ECCE-2020.
- Reggio Emilia Approach
- Kothari Commission, Yashpal committee, Sarva Shiksha Abhiyan.
- Contribution of agencies to ECCE in India- ICDS-UNICEF, NCERT.
- Organization, Administration of Early childhood centres. Building and equipment- location and site, arrangement of rooms, play space, selection of different types of outdoor and indoor equipment.

### **Unit III: Programme Planning for ECCE Centres (Practical)**

1. Planning- Setting goals and objectives, long term, short term daily routines:
2. Prepare Records & Report - Types (Anecdotal, Cumulative and medical) for pre-Schoolers.
3. Prepare an art and craft portfolio for pre-School children.

### **Unit IV: Activities of ECCE Centres. (Practical)**

1. Visit to Preschools, Day Care Centre and ICDS centres'- preparation of observation report.
2. Planning and preparing Story Telling, Puppets, Mobiles, Song Booklet and Low-Cost Musical Instruments.

## References:

- Jenkins, E. (1977) A practical Guide to early childhood curriculum, C.V Mostey Co. 28
- Kaul, V. (1977) Early childhood education programme, New Delhi NCERT
- Kohn, V. (1977) The exploring child Mumbai Orient Longman.
- Maximum 9 (1980) The very young California Wordsworth.
- Read Katherine(1980) The nursery school halt Rineherst and Winston.
- Hildbe and Verma (1981) Introduction to Early Childhood Education, Macmillian Publication.
- Day Barbara (1983) Early childhood education New York Macmillan Publication.
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- Kulbaemis (1988) Parent education perspectives and approaches, Jaipur, Ravat Publications.
- Murelidharam, R. (1991) Guide to Nursery school teachers: New Delhi NCERT
- Bhatia and Bhatia (1995).Theory and principles of education. New Delhi Waaba House.
- Khurshid-ul-Islam S; & Rao V (1997). Early Childhood Care & Education. New Delhi. Commonwealth Publishers.
- Mohanty, J; & Mohanty, B. (2007) Early Childhood Care & Education. New Delhi. Deep & Deep Publication.
- Brewee J.A (1998) Introduction to early childhood education 3rd ed. Boston Allyn and Bacon.

## SEMESTER-III

### Laws, Rights, Policies and Programs for children and women

**Code:- MSHCLR325**

**Credits: 04**

**Max.Marks:100**

**Total Contact Hrs:60**

**Course Learning Outcomes:-**The students will be able to:

**CLO1** Develop an understanding of the need and importance of laws and rights in society.

**CLO2** Gain insight of constitutional provisions, legislations, policies and programmes with reference to children and women in India.

**CLO3** Obtain knowledge of various laws for children in India.

**CLO 4** Become familiar with constitutional provisions and legislations for women.

#### CLO- PLO Matrix for the course MSHCLR325

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSH CLR3 25.1	3	2	2	3	2.5	3	3	3	2.5	3	2.70
MHSH CLR3 25.2	3	2	3	3	3	3	3	3	3	3	2.90
MHSH CLR3 25.3	2	2	2.5	3	2	3	3	3	3	3	2.65
MHSH CLR3 25.4	3	2	3	3	3	3	3	3	2.5	3	2.85
Average PLO	2.75	2.00	2.62	3.00	2.62	3.00	3.00	3.00	2.75	3.00	2.77

## **Unit I:-Concept and Evolution of Rights**

- Fundamental Rights.
- Need and Importance of Rights in Society.
- Universal Declaration of Human Rights.
- National Policy for Children.
- International Convention on child Rights.

## **Unit II:-Child Rights**

- Juvenile justice (care and protection of children) Amendment Act 2006. Section 2 (d, k, l) ,4 & 6. Working of various juvenile homes in J&K.
- Maintenance of children- section 125 cr.p.c1973, corresponding with section 488 of J&K code of criminal procedure, Child labour- causes & control.
- Protection of Children from sexual offences (POCSO) ACT.
- Children in different circumstances- Child labour, Refugee children, Street Children, Child trafficking, Prostitution– Causes & Remedies, Child prostitutes.
- Child marriage-Law and it's impact on child development.

## **Unit III:- Women and Their Rights**

Indian Penal Code, 1860 (IPC)

- Acid Attacks (Section 326 A, 326 B), Rape (Section 375,376,376 A, 376 B, 376 C, 376 D and 376 E),Stalking (Section 354 D), Voyeurism Section (354 C), Word, Gesture or Act intended to insult the modesty of a women (Section 509).
- Protection of women from Domestic Violence Act,2005.
- Dowry Prohibition Act, 1961, Dowry Death, Abetment of Suicide(Section 304 B and 306).
- Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act 2013.
- Policies and programs for women in India.

## **Unit IV:- Health Rights of Women**

- Medical termination of Pregnancy Act,1971.
- Pre conception and pre-natal Diagnostic techniques Act,1994.
- Infanticide, foeticide

## References:

- Krishma raj. M. (ed). (1986) Women Studies in India, Popular Pradashan.
- Burner, T, (1986) Actual minds- possible words. London, Harvard University press.
- Desai, N. & Krishna, M. (1988)- Women & Society in India, New Delhi, Ajanta publications
- Dreze, Jean & Sen, Amartya (1989) Hunger & Public Action, U.K. Oxford University Press.
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- Digumarti, B, R, Digumarti, P. L (1998) International Encyclopaedia of women (Vol. I) New Delhi: Discovery.
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- Agarwal, H.O Human Rights, Central Law Agency, Allahabad.
- Pandey, J.N Constitutional law India, Central law Agency, Allahabad. 11. Siddique, Ahmed Criminology, Eastern Law Book Co. Lucknow
- Misra, S.N The Code of Criminal Procedure, Central Law Publications Allahabad.

## SEMESTER-III

### Management of Programmes for Families and Children

**Code:- MSHCMP325**

**Credits: 04 (1+3)**

**Total Contact Hrs:60**

**Max.Marks:100**

**Course Learning Outcomes:** The students will be able to

**CLO1** Understand the concept, meaning of management of programmes of children and families.

**CLO2** Learn about the various policies and programs related to families and children in India.

**CLO3** Gain an opportunity to work with children and families in different settings.

**CLO4** Learn about the planning of long and short term programs.

#### CLO- PLO Matrix for the course MSHCMP325

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSH CMP3 25.1	2	2	3	3	2.5	2	2	3	2	2	2.35
MHSH CMP3 25.2	2.5	2	2	3	3	2	3	2	2	2	2.35
MHSH CMP3 25.3	2	2	3	3	2	2	3	3	3	3	2.55
MHSH CMP3 25.4	2	3	3	2.5	2	2	2.5	2.5	3	3	2.50
Average PLO	2.12	2.25	2.75	2.87	2.37	2.00	2.62	2.62	2.37	2.50	2.43

### **Unit I: Management of Programs and Services for children and families.**

- Management- Concept, Planning, Coordinating, supervising and evaluation.
- Demographic profile of children in India.
- Family and child welfare services working at national level ( NIPCCD, ICCW, CSWB, NCERT, ICDS, Ministry of Women and child development).
- International Level: WHO, UNICEF, ILO, CARE, World Bank.
- Welfare programmes related to  
Health, Nutrition and education.

### **Unit-II : Policies and Activity Execution (Practical)**

1. Critically evaluate Various national policies for children and families in India.
2. Planning and execution of activities for children in various institutions.

### **Unit –III: Assessment and Case Study (Practical)**

1. Assessment of the functions of ICDS centres.
2. Prepare a case study of Red cross society in srinagar.

### **Unit-IV : Programme Planning and Evaluation (Practical)**

1. Prepare a plan- short term/ long term for enhancing quality of any program/ project working for children/women.
2. Planning and implementing income generating activities for women. Evaluate it's impact on the group.



## References:

- Chaudhary. D.P. (1985): Child welfare services New Delhi. Atmaram and sons.
- Wanghtery, A. S. and Ricks, B.R. (1989) contemporary supermision: Managing people and technology. New York: MacGraw Hill.
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- Hildbrand V.(1984) Management of child development centres, New York Collier Macmillian Publishing.
- Leeper, S. H., Wither, S. R.L. & Way, B (1984) Good schools for young children (5th ed)  
New York: Macmillian Publishing Co.
- Maluccio, A.N., Fein, E and Olmstead, K. A.(1986) Permanency planning for children concepts and methods: New York. Tavistock Publications.
- W.B. ((1) Experiencing fieldwork New York: Sage.
- Watkins, P.K. and Divant (1987) Preschools Directors Stall developments Handbook.  
New York: Centers for applied research in education. Pifelion publishing.
- Kumar, R. 1998. Child development in India - Health welfare and Management, Ashish Publication house. Singh D. 1995. Child development: Issues, Polices and Programmes. Kauiska Publication.

**SEMESTER-III**

**ARTIFICIAL INTELLIGENCE AND DIGITAL**  
**TECHNOLOGY FOR HOME SCIENCE**

**Course Code: MHSCCAI325**

**Credits: 4**

**Total Contact Hrs. 60**

**Max. Marks: 100**

**Course Learning Outcomes:** By the end of this paper the student will be able to:

**CLO 1:** Gain knowledge and skills to leverage the power of AI and digital technologies to enhance their understanding and practice of home science.

**CLO 2:** Analyse impact of digital technology on women online strategies for their safety and technology for women empowerment

**CLO 3:** Analyse data, develop solutions, and contribute to advancements in the field of Home Science through the application of AI and digital technologies.

**CLO 4:** Understand AI powered tools and platforms in home science, including natural language processing

**CLO- PLO Matrix for the course MHSCCAI325**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MHSCCAI325</b>	3	3	2	3	2.5	2.5	3	3	2	2	2.50
<b>MHSCCAI325</b>	2.5	3	2	2	3	2.5	2	2.5	2	2.5	2.40
<b>MHSCCAI325</b>	2	2	2.5	2.5	2	2	3	2.5	2.5	3	2.40
<b>MHSCCAI325</b>	2	2.5	3	2.5	3	2	3	2.5	2.5	2.5	2.55
<b>MHSCCAI325</b>	2.37	2.62	2.37	2.50	2.62	2.25	2.75	2.62	2.25	2.50	2.4

## **Unit I : Introduction to Artificial Intelligence and Digital Technology**

- Fundamentals of AI: Definition, history, types of AI (narrow, general, super), and key concepts like machine learning, deep learning, and neural networks.
- Digital Literacy: Understanding operating systems, software applications, and basic computer operations. Proficiency in using digital tools for communication, information access, and data management.
- AI in Everyday Life: Exploring how AI is already impacting various sectors and how it might further transform our daily lives.
- Ethical Considerations: Examining the societal impact of AI, including issues of bias, privacy, and responsible AI development.

## **Unit II: Impact of Digital Technology on Women**

- Digital Technologies and Gendered Dimensions: Defining digital technologies and identity; theorizing digital identity and its relation to gender; access to technology; global inequalities and disparities; digital literacy and its impact on women's opportunities
- Online Harassment and Safety: cyberstalking, cyberbullying, and online abuse targeting women; role of social media platforms and online communities; strategies for combating online harassment and promoting online safety
- Construction of Gender; online representations of women and gender stereotypes; performance of gender online: self-presentation and identity play; impact of digital technologies on traditional gender roles
- Technology for Women's Empowerment: digital tools for education, healthcare, and economic empowerment; digital entrepreneurship and women's economic independence; importance of critical engagement with digital technologies; need for inclusive and equitable digital development

## **Unit III: Digital Technologies for Home Science Applications**

- AI in Extension Education: Fundamentals of AI and its applications in agriculture and rural development; Drones for crop monitoring and spraying; Sensors for soil and water management; Geographic Information Systems (GIS) for spatial analysis and mapping; Mobile-based extension services.

- AI in Nutrition and Dietetics: AI-powered tools for personalized meal planning, dietary recommendations, and food analysis; tools for data collection, analysis, and presentation in areas like nutritional analysis
- AI in Human Development: Digital technologies and AI for the betterment of human lives and the advancement of society; AI for assistive technologies for people with disabilities, language translation tools, and inclusive design; use of AI-powered toys and learning tools for young children.
- AI in Textiles, Fashion and Interior Design: use of AI in fabric analysis, design, and virtual try-on technologies. AI-powered tools for 3D modelling, space planning, and virtual interior design; tools for data collection, analysis, and presentation in areas; Principles of smart home technology and its applications in areas like energy management, security, and convenience

#### **Unit IV: Programming and AI Tools**

- Machine Learning for Home Science: Specific machine learning algorithms and their applications in analysing data related to home science.
- Computer Vision for Home Science: Understanding how computer vision can be used for object recognition, image analysis, and pattern detection in areas like textiles and interior design.
- Natural Language Processing (NLP): Learning about NLP techniques for text analysis, sentiment analysis, and chatbot development for home science applications.
- AI-powered Tools and Platforms: Hands-on experience with various AI-powered tools used in home science, including design software, data analysis platforms, and smart home applications.

## References

- Acemoglu, D. and Restrepo, P. (2018). Artificial Intelligence, Automation and Work. Working Paper no. 24196. National Bureau of Economic Research.
- Acemoglu, D. and Restrepo, P. (2019). Automation and New Tasks: How Technology Displaces and Reinstates Labor. *Journal of Economic Perspectives*, 33(2):3–30.
- Bostrom, N. (2003). Ethical Issues in Advanced Artificial Intelligence. In: Smit, I. et al. (eds.) *Cognitive, Emotive and Ethical Aspects of Decision Making in Humans and in Artificial Intelligence*, 2nd ed. International Institute of Advanced Studies in Systems Research and Cybernetics.
- Cockburn, Henderson, R., and Stern, S. (2017). *The Impact of Artificial Intelligence on Innovation*. Research Issues in Artificial Intelligence, Toronto.
- Gries, T. and Naudé, W. (2020). Artificial Intelligence, Income Distribution and Economic Growth. IZA.
- Maschler, M., Solan, E., and Zamir, S. (2013). *Game (t)heory*, 2nd ed. Cambridge: Cambridge University Press.
- Naudé, W. and Dimitri, N. (2020). The Race for an Artificial General Intelligence: Implications for Public Policy. *AI and Society*,
- Ord, T. (2020). *The Precipice: Existential Risk and the Future of Humanity*. New York: Hachette Books.
- Udkowsky, E. (2008). Artificial Intelligence as a Positive and Negative Factor in Global Risk. *Global Catastrophic Risks*. Oxford: Oxford University Press.

# **Semester - 4**

**Home Science: Human Development**

**(MHSH)**

## SEMESTER-IV

### GERONTOLOGY – CHALLENGES AND CARE

**Course code:** MSHHCGC425

**Credit:** 04 (2+2)

**Total contact Hrs:** 60

**Max Marks:** 100

#### Course learning outcome:

**CLO1** To learn and understand the concept of aging, changes/changing lifestyle and adjustment pattern that takes place during late adulthood

**CLO2** To demonstrate the knowledge to sensitize the family about the issues related to health care of the elderly people

**CLO3** To learn about the theoretical perspectives of aging and aging process

**CLO4** To acquire skills for organizing activities for elderly

#### CLO- PLO Matrix for the course MSHHCGC425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MSHHCGC425.1</b>	3	3	3	2	2	3	2.5	3	2	3	2.65
<b>MSHHCGC425.2</b>	3	3	2.5	3	2	2	2.5	2.5	2.5	2.5	2.55
<b>MSHHCGC425.3</b>	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.4
<b>MSHHCGC425.4</b>	3	2	2	2	2.5	2	2.5	2.5	2	3	2.35
<b>Average PLO</b>	3	2.62	2.37	2.62	2.25	2.25	2.75	2.75	2.25	2.62	2.5

## **Course Content:**

### **UNIT I: Gerontology**

- Emergence and scope of gerontology;
- Demographic profile of the aged in Indian Context;
- Concept of aging - Social, medical, psychological, occupational changes
- Specialized geriatric care -Disability management, nutrition, chronic non communicable diseases and mental health.

### **UNIT II Theoretical Perspectives and aging process**

- Disengagement theory, activity theory, Human Development theory,
- Continuity theory, Age Stratification theory, Labelling theory
- Living arrangements, elder abuse and neglect
- Family pattern, Changing roles and the aging family- conjugal, Husband-wife relations, sexual adjustment; marital adjustment; Intergenerational family relations Grand parenthood, Widowhood/Singlehood, Remarriage in later years.

### **UNIT III: Creative activities and their assessment (Practical)**

- Study the demographic profile of aged in J&K
- Plan and organize a suitable group activity for elderly to enhance their social interaction and a sense of belonging
- Assessment of Health and economic problems of aged
- Arrange activities like seated exercises, adaptive games, gardening, arts and crafts, and social interaction through support groups for the elderly with disabilities
- 

### **UNIT IV Infrastructure facilities and family counselling (Practical)**

- Create awareness among the caretakers about the significance of social connectivity to reduce isolation and mental health disorders in the elderly population
- Assess the infrastructural facilities suitable for the elderly (ramps, handrails, grab bars, reachers and adjustable beds)and encourage the family about the provision of the same to make navigating the home easier and safer.
- Plan and organize a family education program to counsel and sensitize the family to implement active listening , mutual respect, mindful communication etc with the elderly population  
Assessment of
- National Social Assistance Programme (NSAP), Pradhan Mantri Vaya Vandana Yojana (PMVVY), and Atal Vayo Abhyuday Yojana (AVYAY).



**Références:**

- Cavanaugh C. John and Fields F B (2015), Adult development and Aging, Cengage learning, USA, 7th edition.
- Steinberg L and Bornstein M.H (2010), Life Span Development: Infancy through Adulthood, WADSWORTH (USA), CENGAGE learning (CANADA).
- Diane Papalia and Sally Olds (2017), Human Development (9th Edition), McGraw Hill publication, New York, ISBN-13978-0070586918.
- Srivastava Sushila and Rani K Sudha (2016), Textbook of Human Development, S Chand and company, New Delhi. ISBN-13:978-9383746798.
- Naresh Gupta (2019), Human Development in India, Emerald Publisher. 6.
- Cavanaugh C John and Fields F B (2015), Adult development and Aging, Cengage learning, USA, 7th edition.

## SEMESTER-IV

### PARENTING IN CHILDHOOD

**Course code:** MSHCPE425

**Credit** 04 (3+1)

**Total contact Hrs:** 60

**Max Marks:** 100

#### Course learning outcomes

**CLO1** To study and understand the significance of parent's role in early childhood.

**CLO2** To develop an insight of parent's role in overall personality development of children

**CLO3** To learn and understand the significance of parent -child relationship and its impact on various domains of development

**CLO4** To realise the significance of sensitizing adolescents and youth about parenthood

#### CLO- PLO Matrix for the course MSHCPE425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MSHCPE425.1</b>	3	2	2.5	2.5	2	3	2.5	3	2	2.5	2.2
<b>MSHCPE425.2</b>	3	3	2.5	3	2	2	2.5	3	2.5	2.5	2.6
<b>MSHCPE425.3</b>	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.4
<b>MSHCPE425.4</b>	3	2	2	2	2.5	2	2.5	2.5	2	2.5	2.3
<b>Average PLO</b>	3	2.37	2.25	2.5	2.25	2.25	2.5	2.75	2.25	2.37	2.4

### **Unit I: Individual Parenting Roles**

- Changing concept of parenthood and childhood
- Challenges of contemporary parenting
- Determinants of parenting behaviour
- Characteristics of the parenting roles
- Impact of Parent-child relationships on children and parents; Emotional Relationships: Establishing Closeness, Emotional Coaching and Managing Conflict

### **Unit II: Developmental Interaction in Early Childhood Years**

- Parents role in developing self-awareness in children
- Family relations and communication
- Expressing and controlling emotions
- Establishing routines and showing responsible behaviour
- Learning social role and interactions with others

### **Unit III: Parent-Child relationship**

- Major concepts, issues and theoretical approaches to the exploration of parent-child relationships across the lifespan;
- Current research on issues pertaining to parent-child relations.
- Parent-Child relationship in Infancy, preschool years, School age and adolescence
- Facilitating and Debilitating Factors for positive parent-child interaction

### **Unit IV: Parenting Education and awareness (Practical)**

- Plan and organize life skill education for adolescents and youth about responsible parenthood.
- Create awareness about the importance of spouse relationship on the emotional states of developing children
- Analyzing the impact of different parenting styles on children's behavior.
- Studying the perception of men and women on parenting responsibilities

### **Références :**

- Bigner, J.(1979): Parent child relations: An introduction to parenting. N.Y: Mc Millian Pub.
- Brim, Harman (1980); Learning to be parents, principles, programmes and methods. Saga Pub.
- Fine Marwin (1980): Handbook on parent education, New York: Academic Press Inc.
- Goldelein, J.C. (Ed.)(1994). toys, Child Development, Cambridge University Press.
- Gordon, Thomas (1975): Parent effectiveness training, New York: New American Library.
- Gillian, Pugh (1984): The needs of parents, practice and policy in parent education, Macmillan,
- Gupta (1991). Speaking of Child Care, Everything You Wanted to Know: ( 2<sup>nd</sup> Ed.). New delhi : Sterling.
- Lidhop, M. (1987). Child rearing and Psycho-social Development. New Delhi: Ashish Publications.
- Kulkarni, Sudha (1988): Parent Education, Jaipur: Rawat Pub.Naidu, U.S. and Nakhate, V.S. (1985). Child Development Studies in India. Bombay: Tata Institute of Social Sciences.
- Wagh, Anutai (1984): Parent and Community Participation in the Preschool Programme, New Delhi: NCERT.
- Sooriya. P (2000), Parenting style, Himalaya publishing house.
- Shaline Mitra (2003), The art of successful parenting, Oxford academic press India.
- Parikshit Jobanputra (2011), Successful parenting, 2nd edition, SAGE India Publications Pvt. Ltd.
- Eanes Rebecca (2009), Positive parenting, J. P. Tarcher, U.S/ Perigee Bks, U.S.

## SEMESTER-IV

### Family Counseling and Therapy

**Code:- MSHCFC425**

**Credits: 04 (2+2)**

**Total Contact Hrs:60**

**Max.Marks:100**

**Course Learning outcomes:** The students will be able to:

**CLO1** Develop awareness in family patterns and techniques of counseling.

**CLO2** Gain knowledge about changing social contexts and family.

**CLO3** Justify the need of family counseling and family therapy.

**CLO4** Formulate the counseling session according to family crises and various stressful events taking place in the family.

#### CLO- PLO Matrix for the course MSHCFC425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSH CMT2 25.1	3	2	2	1	2.5	3	2.5	3	2.5	3	2.45
MHSH CMT2 25.2	3	3	3	1	3	3	3	3	3	3	2.80
MHSH CMT2 25.3	3	3	23	1	2.5	3	3	2.5	3	3	2.70
MHSH CMT2 25.4	2	3	3	1	3	3	3	2.5	3	3	2.65
Average PLO	2.75	2.75	2.75	1.00	2.75	3.00	2.87	2.75	2.87	3.00	2.65

### **Unit I: Introduction to Family Counseling and Family Therapy.**

- Family counseling and therapy-Meaning, Scope and applicability.
- Family life cycle-families with teenagers, Families with middle aged and aging family members.
- Areas and techniques of family counseling.
- Role of a family therapist, Ethical and legal considerations in family counseling.

### **Unit II: Family therapy for crises and stressful events in family.**

Child physical abuse-Assessment, treatment. Child sex abuse-Assessment, interventions. Conduct problems -Assessment, Intervention. Drug abuse in adolescence-Assessment, Intervention.

- Marital discord, divorce, parents and children in the post divorce family, single parents.
- Gay and lesbian marriages, Live in relationships and cohabitation.
- Death and bereavement.

### **Unit III: Exploring Family Dynamics (Practical)**

- Visit to a family court and find out and report the major issues and crises in the family. ( Individual Assignment).

### **Unit IV: Media Analysis (Practical)**

- Review newspaper articles on family crises and its impact on family and prepare a report. ( Group Assignment).

**References:**

- Benokraitis, V.N. (1996) "Marriage and Family Changes: Choices and Constraints", Prentice Hall, New Jersey.
- Desai, M. (1994) "Family and Intervention: A Course Compendium", Bombay Tata Institute of Social Sciences
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- Stone, C. (1994) "Focus on Families", MacMillan Barnardos, London.
- Tors Drine SocialS Does 190) Banains the Role of the Family as an Agency  
Verma, K.K. (1994) "Health Care and Family Welfare: Alternative Strategies", Mi;blication, New De Verma, R.K. and others (1994) "Quality if Family Welfare Service and Care", IIPS,

## SEMESTER-IV

### Mental Health Across Life span

**Code:- MSHHCMH425**

**Credits: 04 (3+1)**

**Total Contact Hrs: 60**

**Max Marks: 100**

**Course Learning outcomes:-**The students will be able to:

**CLO1** Get Acquainted with the importance of mental health and mental hygiene..

**CLO2** Understand the various mental health problems from infancy till adolescence.

**CLO3** Gain knowledge about mental health issues from adulthood till old age.

**CLO4** Formulate Plans as interventional strategies to overcome mental illness.

#### **CLO- PLO Matrix for the course MSHHCMH425**

<b>Unit-Wise CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
MHS HCM H425. 1	2	3	3	2	2	3	3	3	2	3	2.60
MHS HCM H425. 2	3	2.5	3	2	3	3	2.5	2.5	2	2	2.55
MHS HCM H425. 3	3	2.5	3	2	3	3	2.5	2.5	2	2	2.55
MHS HCM H425. 4	2	3	3	3	3	3	3	3	3	3	2.90
Average PLO	2.50	2.75	3.00	2.25	2.75	3.00	2.75	2.75	2.25	2.50	2.65



## **Unit I: Introduction to Mental Health**

- Concept, Features, Importance of mental health and Mental hygiene, Mental hygiene practices, Characteristics of mentally healthy person.
- National Mental health programs.
- Factors affecting mental health, Determinants of mental health,, Importance of assessment and intervention.

## **Unit II: Mental Health issues and concerns of Childhood**

- Issues and disorders related to trust, attachment and deprivation in infancy.
- Childhood disorders related to sleep, eating, elimination, aggression during early childhood years.
- Anxiety, social refusal, Academic and school related issues, Lying, Stealing, conduct disorders, in middle childhood years.
- Juvenile delinquency, Depression, Schizophrenia, Substance use disorders, Suicidal tendencies, Sexual deviance in adolescence.
- Parenting and Relationship to Psychopathology.
- Approaches to interventional strategies.

## **Unit III: Mental Health issues and concerns of Adulthood and Old age**

- Depressive disorders in adults-Diagnostic criteria, etiology and treatment.
- Schizophrenia and other psychotic disorders- Diagnostic criteria, etiology and treatment.
- Sexual disorders- Diagnostic criteria, Etiology and treatment.
- Stress and Physical consequences.
- Neuro-cognitive disorders-( Delirium, Dementia, Alzheimers), Diagnostic criteria, Etiology and treatment.

## **Unit IV: Case Study, Awareness and Media Analysis (Practical)**

- Case study analysis of Child/ Adolescent mental health.
- Adult/ Geriatric mental health case study.
- Organize mental health awareness programme for adolescents on: Stress management, Substance abuse, Suicide prevention.
- Review and analyze portrayal of mental illness in films/ newspapers/ books. Write a report.

**Références :**

- Govt. of India Ministry of health & family welfare (1982) National mental health program for India.
- Carter, F & Cheesman, P. (1988) Anxiety in childhood & adolescence encouraging self-help through relaxation training. London: Croom Helm
- Barry, P.D. (1990): Mental health & mental illness (4th ed) Philadelphia J.B, Lippincott.Co.
- Sharma, R. (2006) Abnormal Psychology. New Delhi: Atlantic Publishers.

# SEMESTER-IV

## DISSERTATION

### (HUMAN DEVELOPMENT)

**Course Code:** MHSHPDI425

**Credits:** 04 (Research/Project Work )

**Total contact Hrs:** 60

**Max Marks:** 100

#### Course learning outcomes:

**CLO1** To understand the significance of scientific writing

**CLO2** To develop skills in collation and presentation of scientific information

**CLO3** To learn the process of developing a research proposal/ project proposal

**CLO4** Conduct original research, analyse data, and interpret the findings purposeful for the society.

#### CLO- PLO Matrix for the course MHSHPDI425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MHSHPDI425.1</b>	3	2	2.5	3	2.5	3	3	3	2	3	2.7
<b>MHSHPDI425.2</b>	2	2.5	2.5	2	3	2	2.5	2.5	2	2.5	2.35
<b>MHSHPDI425.3</b>	3	2.5	2	2.5	2	2.5	2.5	2	3	2	2.40
<b>MHSHPDI425.4</b>	3	2.5	2	2.5	3	3	2.5	2	2.5	2	2.40
<b>Average PLO</b>	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4

The student will be guided and supervised by a member of the teaching faculty of the Institute. However, the dissertation in which the research culminates should reflect the student's own work. The students will undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge.

The **project report** should be systematically organized under the following heads:

### 1. Introduction

- Introduce the topic and provide background information.
- Explain the **importance and relevance** of the research area.
- Clearly state the **research problem or issue**.
- Mention the **objectives** of the study.
- Include **research questions** or **hypotheses** if applicable.
- Justify the need for conducting the study.

### 2. Review of Literature

- Present a **summary of previous studies** related to the topic.
- Highlight the **key findings** from existing literature.
- Identify **research gaps** or limitations in earlier studies.
- Justify how the current study addresses those gaps.
- Organize the review **thematically** or **chronologically**.
- Use proper **citations** throughout the section.

### 3. Methodology

- Describe the **research design** (qualitative, quantitative, or mixed methods).
- Explain the **sampling method**, sample size, and selection criteria.
- Provide details about **data collection tools** (questionnaires, interviews, etc.).
- Mention the **data analysis techniques** used (e.g., SPSS, thematic analysis).
- Include ethical considerations such as consent, anonymity, and confidentiality.

### 4. Results

- Present the findings **objectively** without interpretation.
- Use **tables, graphs, or charts** to make data visually clear.
- Highlight key trends, frequencies, or relationships found in the data.
- Ensure the results directly relate to the research objectives.
- Avoid excessive explanation—keep it **factual and concise**.

### 5. Discussion

- **Interpret the results** in light of research objectives and existing literature.
- Explain possible **reasons or implications** for the findings.
- Compare results with previous studies to support or contrast your findings.
- Address any **unexpected outcomes** or deviations.
- Acknowledge **limitations** of your study.
- Suggest the **practical relevance** or application of the findings.

## 6. Summary and Conclusion

- Summarize the **entire research work** in a few clear paragraphs.
- Restate the **major findings**.
- Present the **final conclusion** of the study.
- Offer **recommendations** for practice or policy if applicable.
- Suggest areas for **future research** based on findings and limitations.

## 7. References

- List all sources cited in the report using a **uniform citation style** (e.g., APA).
- Include books, research papers, articles, and credible web sources.
- Ensure **accuracy and consistency** in formatting.
- Avoid listing any source that is not cited in the report.

# **Semester - 4**

## **Home Science: Human Development**

**(MHSH)**

**(CW+R)**

**SEMESTER-IV**  
**(CW+R)**  
**Research Methods and Statistics**

**Course Code:** MHSCCRM425

**Credit: 04** {Theory (T): Practical (P): 0}

**Max. Marks; 100**

**Total Contact Hrs. 60**

**Course Learning Outcomes**

**CLO 1:** Understand the significance of research methodology in Home Science research.

**CLO 2:** Understand the types, tools and methods of research and develop the ability to construct the data gathering instruments appropriate to the research design.

**CLO 3:** Acquaint skill of data processing and data analysis through various statistical measures

**CLO 4:** Learn qualitative analysis of data with scientifically writing and application of statistical software

**CLO-PLO Matrix for the Course MHSCCRM425**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCCRM425.1	2	3	3	3	2	3	3	3	2	3	2.70
MHSCCRM425.2	2	3	2.5	3	2	2	3	3	2.5	2.5	2.55
MHSCCRM425.3	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.6
MHSCCRM425.4	3	2	2	2	2.5	2	2.5	2.5	2	3	2.35
Average PLO	2.50	2.87	2.37	2.12	2.25	2.25	2.75	2.75	2.25	2.62	2.4

## **Unit I: Introduction to Research Methodology**

- Research methods verses methodology, research process, criteria for good research, types of research, problems encountered by researchers in India, research problem, techniques involved in defining problem
- Research process flow chart, types of research design, designing the research study – important concepts related to research design and features. Principles o experimental designs
- Dependent and independent variables, research questions, Hypotheses – Types, sources and process of setting up hypotheses
- Concept of measurements; types, nominal scale, ordinal scale, interval scale, ratio scale, construction of scales; semantic differential scale, Thurston scale, likert scale. Criteria of good measurement

## **Unit II: Research Methods and Data Gathering Instruments**

- Data; types, advantages and disadvantages, selection of data collection method, Methods of collection of primary (Observation, Interview, Questionnaire, Interview Schedule, Google forms) and secondary data (Internal sources, Government publications, periodicals and books, commercial data), Their advantages and disadvantages
- Sampling theory; steps, principles of sampling, limitations, precision, errors, choice of sampling techniques, pilot studies and pretesting.
- Sampling Techniques: Probability and Non-Probability. Their advantages and disadvantages, random number table, determination of sample size.
- Data Processing— Rules and types of diagrams, Presentation of data through Bar diagram and its types, Pie diagram and histogram

## **Unit III: Processing and Analysis of Data**

- Data Analysis and interpretation: editing, coding, classification, tabulation of data, kinds of statistical tables, preparation of tables, methods of tabulation
- Computer in research: Applications of SPSS & MINITAB, preparation of worksheets etc. missing values, data conversion, data replacement



- Measures of Central Tendency: Mean, Median and Mode, (individual, discrete and continuous series; Direct and shortcut method; cumulative series; mid-value of class intervals), calculation of quartile, decile and percentiles;
- Measures of dispersion: Range, inter quartile range, quartile deviation, mean deviation and standard deviation

#### **Unit IV: Analysis and Interpretation of Data**

- Measures of Relationship: Karl Pearson's coefficient of correlation, Rank difference method (Spearman's method), concurrent deviations
- Parametric Test for Hypothesis Testing: t- test(dependent and Independent), chi square test, one way ANOVA
- Regression Analysis—lines of regression and regression equation. Comparison of correlation and regression
- Ingredients of Research Report: Synopsis, Project/dissertation writing—format and mechanics, techniques of interpretation, Plagiarism and Ethical issues

#### **Suggestive Readings:**

- Abu-Bader, Soleman Hassan (2010). Advanced And Multivariate Statistical Methods For Social Science Research With A Complete SPSS Guide. Chicago: Lyceum Books, Pune
- Bandakar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of social Research Himalaya Publishing House Mumbai.
- Bhanthnagar, G. L. (1990): Research methods and measurement in Behavioural and social science, degree, colo publishing academy, New Delhi.
- Dooley, D. (1995): Strategies for Interpreting Qualitative data sage publication, California.
- Gay, L.R. (1981, 2<sup>nd</sup> Ed) Educational Research, Charles, E. Merill Columbus Ohio.
- Long, J. S., (1988): Common Problems Proper Solution: Avoiding Errors in Qualitative Research, Beverly Hills, Sage Publications, California.
- Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publication, New Delhi.
- Stranss, A. and Corbin, J. (1990): Basis of qualitative Research: Grounded Theory Procedures and Techniques, Sage Publications, California.
- Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases . NewDelhi: Vikas Publishing House. Pune

## SEMESTER-IV

(CW+R)

### Dissertation in Human Development

**Course Code: MHSCPDI425**

**Credit:16 {Research/Project Work (P):16}**

**Max. Marks; 400**

**Total Contact Hrs. 240**

#### **Course Learning Outcomes:**

**CLO 1:** To understand the significance of scientific writing

**CLO 2:** To develop skills in collation and presentation of scientific information

**CLO 3:** Develop deeper understanding of the field, contributing new knowledge, and fostering practical skills.

**CLO 4:** Conduct original research, analyse data, and interpret the findings purposeful for the society.

#### **CLO- PLO Matrix for the course MHSCPDI425**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MHSCPDI425.1</b>	3	2	2.5	3	2.5	3	3	3	2	3	2.7
<b>MHSCPDI425.2</b>	2	2.5	2.5	2	3	2	2.5	2.5	2	2.5	2.35
<b>MHSCPDI425.3</b>	3	2.5	2	2.5	2	2.5	2.5	2	3	2	2.40
<b>MHSCPDI425.4</b>	3	2.5	2	2.5	3	3	2.5	2	2.5	2	2.40
<b>Average PLO</b>	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4

The student will be guided and supervised by a member of the teaching faculty of the Institute. However, the dissertation in which the research culminates should reflect the student's own work. The students will undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge.

The **project report** should be systematically organized under the following heads:

### 1. Introduction

- Introduce the topic and provide background information.
- Explain the **importance and relevance** of the research area.
- Clearly state the **research problem or issue**.
- Mention the **objectives** of the study.
- Include **research questions** or **hypotheses** if applicable.
- Justify the need for conducting the study.

### 2. Review of Literature

- Present a **summary of previous studies** related to the topic.
- Highlight the **key findings** from existing literature.
- Identify **research gaps** or limitations in earlier studies.
- Justify how the current study addresses those gaps.
- Organize the review **thematically** or **chronologically**.
- Use proper **citations** throughout the section.

### 3. Methodology

- Describe the **research design** (qualitative, quantitative, or mixed methods).
- Explain the **sampling method**, sample size, and selection criteria.
- Provide details about **data collection tools** (questionnaires, interviews, etc.).
- Mention the **data analysis techniques** used (e.g., SPSS, thematic analysis).
- Include ethical considerations such as consent, anonymity, and confidentiality.

### 4. Results

- Present the findings **objectively** without interpretation.
- Use **tables, graphs, or charts** to make data visually clear.
- Highlight key trends, frequencies, or relationships found in the data.
- Ensure the results directly relate to the research objectives.
- Avoid excessive explanation—keep it **factual and concise**.

### 5. Discussion

- **Interpret the results** in light of research objectives and existing literature.
- Explain possible **reasons or implications** for the findings.
- Compare results with previous studies to support or contrast your findings.
- Address any **unexpected outcomes** or deviations.
- Acknowledge **limitations** of your study.
- Suggest the **practical relevance** or application of the findings.

### 6. Summary and Conclusion

- Summarize the **entire research work** in a few clear paragraphs.
- Restate the **major findings**.
- Present the **final conclusion** of the study.
- Offer **recommendations** for practice or policy if applicable.
- Suggest areas for **future research** based on findings and limitations.

## 7. References

- List all sources cited in the report using a **uniform citation style** (e.g., APA).
- Include books, research papers, articles, and credible web sources.
- Ensure **accuracy and consistency** in formatting.
- Avoid listing any source that is not cited in the report.

