

**M.Sc.(Home Science) with specialization in Human Development and Family Studies**

Total No. of Credits = 100
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<b>Semester I</b>	<b>Theory Papers</b>	<b>Max.</b>	<b>Credit</b>
	<b>Marks</b>		
Paper I	-Research Methodology	100	4
Paper II	- Principles of Human Development and Family Studies	100	4
Paper III	- Socio-Cultural Perspectives in Human Development & Family Studies	100	4
Paper IV	- Theories of Human Development and Family Studies.	100	4
	<b>Practicals</b>		
	<u>Based on paper I, II, III &amp; IV</u>	<u>200+25</u>	<u>8+1=9</u>
		Total No. of marks = 625	25credits

<b>Semester II</b>			
Paper I	- Statistics and Computer Application	100	4
Paper II	- Early Childhood Education	100	4
Paper III	- Techniques in Human Development	100	4
Paper IV	- Extension Techniques in Human Development and Family Studies	100	4
	<b>Practicals</b>		
	<u>Based on Paper I,II, III, IV + Seminar</u>	<u>200+25</u>	<u>8+1=9</u>
		Total No. of marks = 625	25credits

<b>Semester III</b>			
Paper I	- Child Guidance and Family Welfare	100	4
Paper II	- Management of Elderly and Age Care	100	4
Paper III	- Marriage and Family Therapy	100	4
Paper IV	- Nutrition in Health and Disease in Different Life Stages	100	4
	<b>Practicals</b>		
	<u>Based on Paper I, II, III, IV+ Seminar</u>	<u>200+25</u>	<u>8+1=9</u>
		Total No. of marks = 625	25credits

**Semester IV**

Part I	Implant Training / Internship	200	7
Part II	Dissertation	200	10
PartIII	Seminar and viva voce on Implant Training / Internship and Dissertation	125	4
Part III	General Seminar	100	4
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Total No. of Marks =		625	25Credits

Total No. of Credits =100
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**UNIT:1 (15 Contact hours)**

**CREDIT-4 (L-3 T-1)**

Research Methodology – Meaning, objectives and types of research. Research approaches, Significance of research, Research and scientific methods, Research process and Criteria of good research.

Definition and Identification of a Research Problem – Selection of Research problem, Justification, Theory, Hypothesis, Basic assumptions, Limitations and delimitations of the problem.

**UNIT: 2 (15 Contact hours)**

Research Design – Meaning and needs, Features of a good design; important concepts relating to research design, Variables, Experimental and Control groups, Different research designs–exploratory, descriptive and diagnostic, Hypothesis testing research. Sampling Design– Population and Sample, Steps in sampling design, Criteria for selecting a sampling procedure, Different types of sampling techniques–Probability sampling and Non-probability sampling.

Methods of Data collection–Schedules and Questionnaires, Interview, Case study, Home visits, Scaling methods, Reliability and Validity of measuring instruments.

**UNIT: 3 (15 Contact hours)**

Concept and characteristics of a normal probability curve. Analysis of Data – Graphical and Diagrammatic presentation.

**UNIT:4 (15 Contact hours)**

Interpretation – Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation– Interpretation of tables and figures. Report Writing - Significance of report writing, Different steps in writing report; Types of reports, Mechanics of writing a Research Report and precautions for writing research reports. Use of Computers in Statistical Analysis – The computer system and technology, important characteristics of computer applications in researches..

## **Paper II: Principles of Human Development and Family Studies**

### **UNIT:1 (15 Contact hours)**

### **CREDIT-4 (L-3 T-1)**

Parenthood and Parenting: Meaning and responsibilities of parenthood, adjustments during parenthood, factors to be considered while making decisions about parenthood. Meaning and concepts of parenting skills, tasks of parenting, determinants of parenting behavior, characteristics of parenting roles – mothering and fathering, parenting styles and disciplinary methods.

### **UNIT:2 (15 Contact hours)**

Early childhood Care and Developments: Growth and developments during early childhood years: physical, and Motor, Emotional, Social, personal and Intellectual developments. Care during neonatal, infancy, babyhood and preschool period -handling, feeding, bathing, dressing, sleeping and, toilet training. Health care and Immunization Early Childhood Education: Definition, types of early childhood care and education, personal qualities and responsibilities of child care provider. Factors to be considered by the parents to select appropriate child care centers/pre-schools. Importance of parent teacher interactions and parent education

### **UNIT:3 (15 Contact hours)**

Problems during Early Childhood: Common Illness And Ailments – fever , cold, chicken pox, measles, mumps, rubella (German measles), burns, colds and flue, diarrhea and vomiting, insect bites and stings, minor cuts and grazes, nose bleeds, strains, sprains and backache, stomach ache, sunburn, Prevention of accidents and illness. Handling emergencies and sick children. Challenged Children: Physical, mental and emotional disabilities – Prevalence, characteristics, management and available referral services in India.

### **UNIT:4 (15 Contact hours)**

Parents Role in Guiding Children's Behavior and Developments: Role of parents in socialization of children, establishing daily routines and showing responsible behaviour, developing self awareness and discovering personal capabilities among children, helping the child to learn to express and control emotions, maintaining family relations. Parents' role in dealing with behavior and emotional problems.

**Paper III: Socio-Cultural perspectives in human development and family studies.**

**UNIT:1 (15 Contact hours)**

**CREDIT-4 (L-3 T-1)**

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Culture: concepts, components and characteristics. Socialization and acculturation – socialization, multi-culturalism, social assimilation and issues associated with socialization processes.

**UNIT:2 (15 Contact hours)**

Prosocial and antisocial behaviour. Morality. Aggression. Delinquency. Discipline and punishment. Influence of child's micro and macro environment – parent child interactions, changing family forms.

**UNIT:3 (15 Contact hours)**

Child abuse and social discrimination. Changes in socio-economic aspects. Impact of technological developments. wars and natural disasters. Child and family welfare concerns. Interface between family and culture. Changing functions of the family. Parenthood. Family issues: education, discipline, status of women, family relations, middle years.

**UNIT:4 (15 Contact hours)**

Grand parenthood, care of elderly. Intergenerational relations. Impact of religion on family life across cultures. Family Laws.

## **Paper IV: Theories of Human Development and Family studies**

### **UNIT:1 (15 Contact hours)**

**CREDIT-4 (L-3 T-1)**

Human Development – Introduction, importance and characteristics of Development. Need of Interdisciplinary approach to Human Development. History of Child development, Adolescence, Adult development and Aging. Theoretical perspective of Human Development.

### **UNIT:2 (15 Contact hours)**

Early Theories and Ethological Theories – Preformationism, Darwin’s theory, Bowlby’s theory. Developmental Theories – Gesell’s theory and Baldwin’s theory, Bronfenbrenner’s Ecological theory.

### **UNIT:3 (15 Contact hours)**

Personality Theories – Psychoanalytical theories of Freud and Erickson, Jung’s and Adler’s theory of personality, Theories of Self –Field theory of Lewin, Self-actualization theory of Abraham Maslow. Theories of Learning – Pavlov and Watson’s classical conditioning, Skinner’s operant conditioning, Thorndike’s S-R theory, Chomsky theory of Language development. Social Learning and Social Cognitive Theories – Bandura’s social cognitive theory, Selman’s theory of peer relations

### **UNIT:4 (15 Contact hours)**

Cognitive Development Theories – Piaget’s theory of cognitive development, Vygotsky’s sociocultural theory. Theories of Moral Development – Piaget’s theory, Kohlberg’s theory, Social cognitive theory of morality.

## **PRACTICALS OF SEMESTER I**

**Based on the papers of I, II,III & IV  
Practicals of paper I:**

**CREDIT :8 (P-8)**

1. Observations on general development of new born and preschoolers.
2. Rapid participatory observations with adolescent groups and families across various socio-

- economic status.
3. Rapid participatory observation among old people in institutions and non- institutional setups.
  4. Exercises relating to preparation of research designs. Preparation of tools for data collection. Administration of these tools.

**Practicals of paper II:** Based on the topics of paper I

**Practicals of paper III:** Based on the topics of paper III

**Practicals of paper IV:** Based on the topics of paper IV

**Semester II**  
**Paper I: Statistics and Computer Applications**

**UNIT:1 (15 Contact hours)**

**CREDIT-4 (L-3 T-1)**

Conceptual understanding of statistical measures. Classification and tabulation of data. Measurement of central tendency, measures of variation.

**UNIT:2 (15 Contact hours)**

Frequency distribution, histogram, frequency, polygons. Binomial distribution. Normal distribution – Use of normal Probability tables

**UNIT:3 (15 Contact hours)**

Parametric, non-parametric tests. Testing of hypothesis, Type I and II errors. Level of significance. Chi-Square test. Goodness of fit independence of attributes 2 X 2 and r X c contingency tables. Application of student 't' test for small samples. Difference in proportion for means and difference in means

**UNIT:4 (15 Contact hours)**

Correlation, Coefficient of correlation, ranks correlation. Fundamental of computer, History of computer, Generation of computer, Language, Components, Applications of Computers. Operating System & Internet: MS-DOS, MS-Windows, and Internet. MS-Office: MS-Word, MS Excel and Power Point. Introduction to Data-base Management system, Fox-Pro.

**References:**

1. Basandra, S.K.: Computer for Managers, Designing An Effective Management Information System, Abhinav Publishing Industries, N. Delhi, 1965.
2. Diwan, Parag, Information System Management, Deep & Deep Publications, New Delhi, 1997.
3. Laudon, Kenneth C. and London, Jane Price, Management Information System: A Contemporary Perspective, Macmillan Publishing Company, New Delhi.
4. Mehta, Versham Management Information System, Anmol Publication, New Delhi, 1998.
5. Banerjee, Utpal K. and sachdeva, R.K., Management Information System: A New Framework, Vikas Publishing House, Pvt. Ltd., New Delhi.



## **Paper II: Early Childhood Education**

### **UNIT:1 (15 Contact hours)**

**CREDIT-4 ( L-3 T-1s)**

Early Childhood Care and Education (ECCE) – Need and Importance, Scope of ECCE; objectives of ECCE; Types of preschools – Play centers, Day care, Montessori, Kindergarten, Balwadi, Anganwadi, Mobile crèche. Historical Perspective of Early Childhood Care and Education in India and other Countries – Pre Independence and Post Independence period. Contribution of Educators to the development of ECCE – Commonius, Rousseau, Pestalozzi, Frobel, John Dewey, Maria Montessori, McMillan Sisters. M. K. Gandhi, Rabindranath Tagore, Annie Besant, Gijubhai Badheka, Tarabai Modak.

### **UNIT:2 (15 Contact hours)**

Contributions of Five year plans to ECCE in India .Contribution of the Agencies and its Programmes to ECCE in India – CSWB, ICCW, IAPE, NCERT, UNICEF, NIPCCD, CARE, ICDS. Requisite for a Preschool – Site, Location, Building plan at different levels, Space allotment for various activities for Children and Staff; Personnel – personal and professional qualifications. Curriculum and Programme Planning – Principles and Characteristics of curriculum planning, Curriculum Models; Principles and Types of programme planning – Long term, Short term, Weekly and Daily planning; Major types of preschool Programmes – Kindergarten type, Montessori type, Nursery type, Open type, Balwadi type, Pre-basic type, Day care type.

### **UNIT:3 (15 Contact hours)**

Play Way Approach – Concept and Role of play, Types of play, Values of play, Factors influencing the play pattern, Theories of play – classical theories, Psychoanalytic theory, Piaget’s developmental theory of play. Activities for a Early Childhood Care and Education:

- Language – Goals, Type of activities to promote listening and talking, Role of teachers;
- Art and Craft – Type of activities Role of teacher in planning and motivating children in fostering appreciation of art and craft.
- Music – Songs, Objectives of music education, Goals, Setting the stage and Role of teacher.
- Mathematics – Goals, Developmental concepts, Principles of teaching.
- Nature and Science – Concept formation, Developing scientific outlook and Role of teacher – Field trips, Fostering self-concept and respect for others, Promoting socialization – Celebrating festivals.
- Importance of 3R’s and Readiness programmes for preschool children.
- Parent-Teacher Association – Importance and Methods- Direct and Indirect

### **UNIT:4 (15 Contact hours)**

Equipments and Materials for Play and Learning – Selection, Care and Use of equipments; Material needed for learning – Teaching Aids for various activities;

Indigenous Teaching and Play equipments; Equipment needed for Urban and Rural preschools of different type.. Supervision and Management of Preschool: Administration, Budgeting, Records – Needs, Importance and Principles of Record keeping, Types of records maintained in preschool – Admission, Attendance, Health, Developmental record, Teacher’s estimation record, Family back ground record, Anecdotal records and Reports.

### **Paper III: Techniques in Human Development**

#### **UNIT:1 (15 Contact hours)**

**CREDIT-4 ( L-3 T-1s)**

Techniques of research in Human Development – Significance and source of information; Time span approach-cross sectional, longitudinal, sequential approach. Methods of Studying Behaviour – Observation, Interview and Questionnaire, Case study methods – Types, Factors involved in preparation and administration, Advantages and disadvantages of techniques, Case history- report writing.

#### **UNIT:2 (15 Contact hours)**

Methods of Studying Growth and Body Size– Significance of Anthropometric measurements – Height, Weight, Mid upper arm circumference, Skin fold thickness, Head and Chest circumference,

Waist and Hip circumference. Psychological Test Development –characteristics and uses, limitations and ethical considerations in testing.

**UNIT:3 (15 Contact hours)**

Assessment of Mental Ability – Verbal and Non-verbal tests – Bayley Scales of Infant ability, The Wechsler Intelligence Scales, Raven (Colour) Progressive Matrices, Modern Binet tests – Uses and limitations of tests. Measurement of Social and Emotional Development – Sociometric method and sociogram, Emotional intelligence and competencies - Uses and limitations. Personality Assessment – Rating Scales and Inventories – Purpose and developmental procedures, Types of inventories – Cattle 16 PF, Adjustment inventories. Projective Techniques – Children Apperception tests, Word Association test, Draw-a-man test, Rorschach ink-blot test, Role play

**UNIT:4 (15 Contact hours)**

Assessment of Aptitude, Interest and Achievement – Survey of batteries and specific subject test – Differential aptitude test, Vocational interest scales-Thurston scale, Academic achievement test, Specific subject achievement tests. Assessment of Attitudes –Survey of batteries and specific subject test: Attitudes of various persons towards various social issues-Parental attitude scale towards Pre school education, Attitude scale towards marriage, family planning and population education etc.

## **Paper IV: Extension Techniques in Human Development and Family Studies**

### **UNIT:1 (15 Contact hours)**

**CREDIT-4 (L-3 T-1s)**

Extension Education – Meaning and changing concepts of extension education, Philosophy, Objectives, Principles, Functions, Components of extension and Dimension of extension, Process and Elements involved in extension education, Resources and their mobilization.

Methods of Approaching People – Individual, Group, Mass, Methods of teaching extension, Merits and limitation of each method. Leadership – Concepts, Types, Role, Functions; Identifying and Utilizing local leadership.

### **UNIT:2 (15 Contact hours)**

Communication Technology – Concept, Scope, Process and Approaches to communication, Types of communication, New communication technologies in extension education.

Audio-Visual Aids – Preparation of audio-visual aids and its role in extension teaching – Guidelines for preparation and Effective use – Selection of different types of audio-visual aids based on issues and mass, Preparation of messages and Script writing.

### **UNIT:3 (15 Contact hours)**

Programme Planning – Meaning, Concepts and Importance of programme planning in extension education, Principles and Factors to be considered while planning the programmes and Types of planning.

Organizing and Coordinating Programmes in Extension – Meaning and Organizational structure – Formal and Informal organization – Span of management – Role of Functional committee in organizing the programmes. Involvement of organization at different levels during coordination.

### **UNIT:4 (15 Contact hours)**

Personnel Management – Selection, Training and Developmental needs, Methods, Performance appraisal, Organizational conflicts. Qualities of a good Extension Manager - Conflict resolution, Grievance handling, Learning about Controlling Techniques. Efficiency of Personnel – Orientation and Training of the worker, Incentives, Code of ethics, Supervision, Appreciation. Monitoring and Evaluation – Meaning, Purpose and Objectives, Types, Criteria and Techniques used in monitoring and evaluation of programmes, Efficiency cum Performance, Audit and Reporting. Factors Responsible for Conducting Successful Extension Programmes

## **PRACTICALS OF SEMESTER II**

**Based on paper I , II, III & IV**

**CREDIT:8 (P-8)**

**Practicals of paper I:** Based on the topics of paper I.

**Practicals of paper II:** Based on the topics of paper II

**Practicals of paper III:** Based on the topics of paper III

**Practicals of paper IV:** Based on the topics of paper IV

## Semester III

### Paper I: Child Guidance and Family Welfare

#### **UNIT:1 (15 Contact hours)**

#### **CREDIT-4 (L-3 T-1s)**

Guidance, Counseling and Therapy – Meaning, Nature, Scope, Principles and Goals; Historical movement of guidance and counseling service; Relationship between guidance and counseling; Distinction between counseling and therapy. Needs of Guidance and Counseling – Basic needs of the individual, societal needs, and expectations, Needs of different groups and Developmental characteristics – Age, Gender, Peers, Mass media, Family and Community, Changes in socio-economical, Changes in curricular offering and objectives of education.

#### **UNIT:2 (15 Contact hours)**

Types and Techniques used in guidance – Educational, Vocational, Sociopersonal, Leisure time guidance. Individual Guidance – Advantages, Techniques used, Role of audio-visual aids in Individual guidance. Group guidance – Meaning and needs – Advantages of group guidance, Techniques of group guidance, Role of audio-visual aids in group guidance. Counselors – Characteristics, Qualification and qualities, Skills and Competencies – communication skills, attending, listening, questioning and responding; interpersonal skills, Professional skills and Ethics – Do's and Don'ts, Limitations and Professional growth of counselors, Tips for becoming effective counselors. Counseling Process – Preparation and Pre requisites for counseling stages in counseling process Follow up and Review.

#### **UNIT:3 (15 Contact hours)**

Counseling Approaches, Theories and Techniques – Meaning, Origin, Procedure, Merit and Limitations of counseling approaches; Psychoanalysis, Carl Roger's self theory, Gestalt theory, Behaviorist learning theory, Developmental counseling, Reality therapy, Rational-Emotive counseling; Counseling techniques – Client-centered, Counselorcentered and Eclectic counseling. Types of Counseling and Tools Required – Individual and Group counseling: Individual counseling tools–Interview, Case study, Tests and Clinical assessment; Group counseling–Informal discussion; Group reports, Lectures, Dramatics, Case conference; Merits and Limitations – Situations that lend for group counseling situation; Types of groups – Psycho-educational group, Interpersonal problem solving groups, Personality reconstruction groups, Task group, Self-help groups; Process of Group counseling – Formation of the group, Exploration, Transition, Working, Termination and Follow up.

#### **UNIT:4 (15 Contact hours)**

Areas of Counseling – Family counseling, Parental counseling, Adolescent counseling, Counseling for girls and children belonging to special groups – Emotionally, Socially, Physically, Mentally challenged children and Gifted children; Premarital and Marital Counseling. Special Concerns of School Counselor – Child's abuses related to academic achievement, School drop out, Child abuse, Sexual abuse, (Substance abuse, Family life, AIDS education, Awareness of the rights of the child – Role of counselor

## **Paper II: Management of Elderly and Age Care**

### **UNIT:1 (15 Contact hours)**

**CREDIT-4 (L-3 T-1s)**

Adulthood and Development – Adult growth and development psychology, Theoretical perspectives in adult development; Individual, Family and Career perspective ; Adult life stages – Early, Middle and Late adulthood.

#### **Early adulthood:**

- Biological and Developmental tasks of Early adulthood – Physical development, Sensory and Psycho-Motor functioning, Health status, Intellectual, Moral and personality development.
- Vocational Patterns and Adjustments
- Family Development Stage and Adjustment – Single life, Marriage and Marital adjustment, Non-parenthood and Parenthood, Divorce, Remarriage.

### **UNIT:2 (15 Contact hours)**

#### **Middle Adulthood**

- Characteristics and Developmental tasks of Middle age, Physical continuity and changes – Sensory abilities, Physiological functioning, Appearance, Health status and Problems, Mental changes, Social and Recreational interest.
- Vocational Adjustment, Midlife transition.
- Personal relationship - Marriage and Divorce, Siblings, Friends, Grown up children/married children, Aging parents. Becoming grand parents – Quality of life.

### **UNIT:3 (15 Contact hours)**

#### **Gerontology and Aging Process**

- Emergence and Scope of Gerontology, Historical Perspective and Current status of Elderly.
- Concept of Aging and Theories of aging – Social themes (Disengagement Theory and activity theory), Biological theories (Wear and Tear theories and Genetic Programmed theories).
- Aging Process – Biological and Physiological aspects of aging, Psychological and sociological aspects of aging.

### **UNIT:4 (15 Contact hours)**

#### **Late adulthood**

- Developments, Adjustment pattern, Changing life styles and Welfare programmes: Physical changes – Sensory, Psychomotor functioning, Health status, Care and Problems, Mental capacities and Changes in Memory, Work and Retirement.

- Changing roles in Family life and Social relationships – Husband-wife relations, Grand parenthood, widowhood-single hood, Altevnative life style; Leisure time activities.
- Death and Bereavement; Welfare programs and services for thu aged.

### **Paper III: Marriage and Family Therapy**

#### **UNIT:1 (15 Contact hours)**

#### **CREDIT-4 ( L-3 T-1s)**

Theoretical develotments in marital and family therapy; schools of family therapy structured, strategic, experimental gamily and integrated family therapy; social learning approach.

#### **UNIT:2 (15 Contact hours)**

Contemporary marital therapies – psychosomatic symptoms, psychiatric disorders, marital distress, alcoholism & drug dependence. Juvenile offences, problems of adolescents, conduct problems, work and school phobias



**UNIT:3 (15 Contact hours)**

Qualities of marriage and family therapist, advanced techniques of marriage and family therapy; future directions in marriage and family therapy – bridging research, theory and practice

**UNIT:4 (15 Contact hours)**

Advances in clinical assessment, sex therapy, divorce therapy, preventive and enrichment programme

## **Paper IV: Nutrition in Health and Disease in Different Life Stages**

### **UNIT:1 (15 Contact hours)**

**CREDIT-4 ( L-3 T-1s)**

Factors Affecting Food habits and Dietary patterns – Definition of food, nutrition and health, Inter relationship between nutrition and health, Concepts of a desirable diet for optimum nutrition and health. Basic Principles of Planning and Healthy Diet – Nutritional assessment, RDA for Indians, Food groups and balanced diet, Dietary guides. A Brief Review of Nutrients in general- carbohydrate, protein, fat; functions, sources, deficiency disorder and recommended intakes, energy and macronutrients, Vitamins- A, D, E, K, B-complex-B1, B2, Niacin, Folic acid, Vitamin C .Minerals- Calcium, Iron, Iodine, Zinc Water .Energy Balance and Body Composition – Effect of aging, Body weight management and health.

### **UNIT:2 (15 Contact hours)**

Nutrition through Life Cycle. Infancy, Childhood and Adolescence – nutritional need, problems, supplementary foods. Adulthood and Later years – nutritional need, nutrition / health problems and intervention. Nutrition for Special Groups – Pregnancy And Lactation– effect of nutrition on the outcome of pregnancy and lactation performance, nutritional need.

### **UNIT:3 (15 Contact hours)**

Major Nutritional Problems Of India And Nutrition Intervention Programmes to combat Diarrhea, PEM, Anemia, Vitamin A deficiency, Goiter. Public Health Programmes to control TB, Malaria, Polio, AIDS.

### **UNIT:4 (15 Contact hours)**

Diet and Health – Nutrition and Chronic (non communicable) Diseases –obesity, diabetes, heart disease and strokes, arthritis, and cancer-dietary recommendations. Consumer Education - Consumers concern about Food And Water, Food adulteration and food labeling etc.

## **PRACTICALS OF SEMESTER III**

**Based on paper I , II, III & IV**

**CREDIT:8 (P-8)**

**Practicals of paper I:** Based on the topics of paper I.

**Practicals of paper II:** Based on the topics of paper II.

**Practicals of paper III:** Based on the topics of paper III.

**Practicals of paper IV:** Based on the topics of paper IV

