



Kamla Nehru Institute of Physical & Social Sciences, Sultanpur (UP)-228118

(An Autonomous Institute)

'NAAC - 'A' Grade'


Structure of syllabus for the program

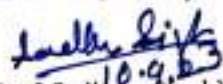
M.Sc.: Subject- Child Development

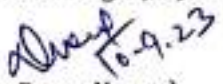
Syllabus developed/proposed by

S.No.	Name	Designation	Department	College/University/Address
1.	Dr. Mamta Jaiswal	Convenor	Home Science	K.N.I.P.S.S., Sultanpur
2.	Dr. Pushpa Maurya	Member	Home Science	K.N.I.P.S.S., Sultanpur
3.	Dr. Seema Dubey	Member	Home Science	K.N.I.P.S.S., Sultanpur
4.	Prof. Sadhana Singh	Member (Nominee Academic Council)	Home Science	Dean, Faculty of Home Science, A.N.D.A.U.T. Kumarganj, Ayodhya
5.	Dr. Babita Verma	Member (Nominee Academic Council)	Home Science	A.N.D.A.U.T. Kumarganj, Ayodhya
6.	Dr. Deepa Verma	Member (Nominee V.C., Dr. RMLAU)	Home Science	Rajkiya Mahavidyalaya, Hansaur, Barabanki
7.	Sri Baldev Singh (Industrialist)	Member (Nominated Principal)	NA	Punjabi Colony, Kurwara Naka, Sultanpur
8.	Sri Jagjeet Singh (Ex-student)	Member (Nominated Principal)	NA	Near Vijay Delux, Laldiggi, Sultanpur

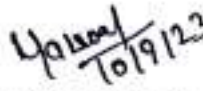
As per syllabus development guidelines of Higher Education for PG Course-

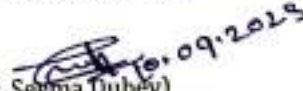

(Dr. Pushpa Maurya)
Member
K.N.I.P.S.S., Sultanpur


(Prof. Sadhana Singh)
Member (Nominee Academic Council)
Dean, Faculty of Home Science,
A.N.D.A.U.T. Kumarganj, Ayodhya


(Dr. Deepa Verma)
Member (Nominee V.C., Dr. RMLAU)
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Member (Nominated Principal)
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(Dr. Mamta Jaiswal)
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(Sri Baldev Singh)
Industrialist
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Kamla Nehru Institute of Physical and Social Sciences,

Sultanpur U.P. India

(An Autonomous Institute) Affiliated to Dr. Ram Manohar Lohia Avadh University Ayodhya U.P.



Accredited "A" Grade by NAAC

New education policy 2020

Structure of Syllabus for the

Program: M.Sc. Subject: Human Development

Syllabus developed / proposed by:

S. No.	Name	Designation	Department	College / University
1.	Dr. Mamta Jaiswal	Convenor	Home Science	K.N.I.P.S.S., Sultanpur
2.	Dr. Pushpa Maurya	Member	Home Science	K.N.I.P.S.S., Sultanpur
3.	Dr. Seema Dubey	Member	Home Science	K.N.I.P.S.S., Sultanpur
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6.	Dr. Deepa Verma	Member (Nominee V.C. , Dr. RMLAU)	Home Science	Rajkiya Mahavidyalaya, Hansaur, Barabanki
7.	Shri. Baldev Singh (Industrialist)	Member (nominated principal)	NA	Punjabi Colony, Kurwar Naka, Sultanpur
8.	Shri. Jagjeet Singh (Ex- Student)	Member (nominated principal)	NA	Near Vijay Deluxe, Laldiggi, Sultanpur

Handwritten signatures and dates:
10-09-2023
10-09-2023
10-09-2023

Specialization: -Human Development

Course Code		Course Title	Credits	T/P	Evaluation	
					CIE	EIE
A	B	C	D	E	F	G
SEMESTER I (YEAR I)						
CD - 0411	CORE	Research Methodology and Statistics	5	T	25	75
CD - 0412	CORE	Theories of Human Development and Behavior	5	T	25	75
CD - 0413	CORE	Advances in life span development	5	T	25	75
CD - 0414	FIRST ELECTIVE (Select any one)	Children with Developmental Challenges	5	T	25	75
CD - 0415		Family guidance and counseling (selected)	5	T	25	75
CD - 0416	SECOND ELECTIVE (Select any one)	H D Lab I	5	P	50	50
CD - 0417		H D Lab II	5	P	50	50
SEMESTER I (YEAR I)						
CD - 0421	CORE	Methods and Techniques of Assessment in Human Development	5	T	25	75
CD - 0422	CORE	Adolescent Development and Challenges	5	T	25	75
CD - 0423	CORE	Gerontology	5	T	25	75
CD - 0424	THIRD ELECTIVE (Select any one)	Food Processing and Technology	5	T	25	75
CD - 0425		Statistics & Computer Application (selected)	5	T	25	75
CD - 0426	FOURTH ELECTIVE (Select any one)	H D Lab III	5	P	50	50
CD - 0427		H D Lab IV	5	P	50	50
SEMESTER III (YEAR II)						
CD - 0511	CORE	Adulthood Dynamics	5	T	25	75
CD - 0512	CORE	Advances in Family Studies	5	T	25	75
CD - 0513	CORE	Gender issues in Human Development and	5	T	25	75

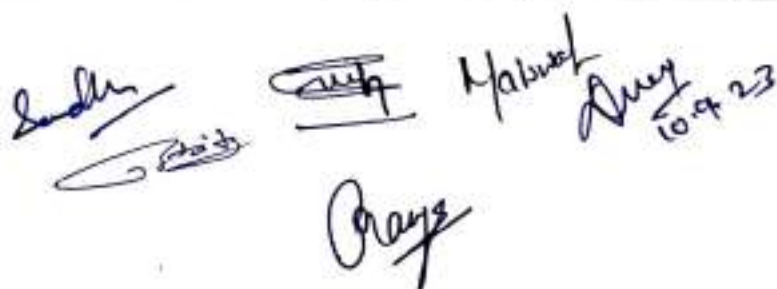
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		Family Relations				
CD - 0514	FIFTH ELECTIV E (Select any one)	Innovative Programs in Early Childhood Care and Education	5	T	25	75
CD - 0515		Parent and Community Education	5	T	25	75
CD - 0516	SIXTH ELECTIV E (Select any one)	Dissertation -I	5	P	50	50
CD - 0517		H D Lab V	5	P	50	50
SEMESTER IV (YEAR II)						
CD - 0521	CORE	Adolescence and youth	5	T	25	75
CD - 0522	CORE	Children with special needs	5	T	25	75
CD - 0523	SEVENT H ELECTI VE (Select anyone)	Seminar & Interactive Course	5	P	50	50
CD - 0524		Review and Assignment	5	P	50	50
CD - 0525	RESEARCH PROJECT/ DISSERTAT ION	Dissertation- II	10	P	50	50



 Several handwritten signatures and dates are present below the table. One signature is dated 10.9.23. Other signatures are less legible but appear to be names of faculty members.

**Program outcomes
(POs)**

- The program has been designed in such a way so that the students acquire strong theoretical and practical knowledge in various domains of Human development.
- The programme includes details of developmental stages ,life span development, developmental challenges, gender issues followed by gerontology to make the study of Human development more comprehensive with in depth knowledge yet interesting which is the need of hour.
- The practical courses have been designed to equip the students with the laboratory skill in human development students will able to identify adjustment problems and solve them with appropriate knowledge as well as to analyze and interpret scientific data in useful form.
- The program will offer students with the knowledge and skill base that would enable them to undertake advanced studies in Human development and related areas or in multidisciplinary areas that involve human development.
- The students will get exposure of wide range of careers that combine child development, gerontology ,counselor and human development. .
- The students will gain domain knowledge and know-how for successful career in academia, industry and research.
- Moreover, students will learn values for lifelong learning to meet the ever evolving professional demands by developing ethical inter personal and team skills.

Sandy *Sub* *Mansel*
Quay *10/9/27*
Prage

Program/Class: Master in HomeScience		Year: First	Semester: I
Subject: Human development			
Course Code: CD- 0411		Course Title: Research Methodology	
Course Objectives :			
To equip the students with knowledge of framing and analyzing research related issues			
Course outcomes:			
After completion of this course, a student will be able to learn: CO1: Various aspects of research design. CO2: Analysis of research findings through statistical means. CO3: Presenting research findings and publishing them. CO4: Computer applications in research.			
Credits: 5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topic		No. of Lectures
I	Research: Concept, Scope, types of Research, recent trends in research in Home Science		15
II	Research Problem: Definition, importance and sources of research problem, selection of research problems. Hypothesis: Concept, types of significance.		15
III	Research Design: Purposes of research design: Fundamental applied and action, exploratory and descriptive, experimental survey and case study, ex-post facto. Sampling: Definition, concept significance and types of sampling.		15
IV	Source of Data collection: Primary and Secondary Data, Methods and tools of Data Collection. Measurement and Scaling: Processing of Data, analysis and interpretation of data: report writing.		15
Suggested Readings:			
<ul style="list-style-type: none"> • Aggarwa I BL. 2003. Basic Statistics. New Age. • Gupta SP. 2004. Statistical Methods. S. Chand & Sons. • Elhance, D.L. (2008). Fundamentals of Statistics. Kitab Mahal, Patna. • Garret H.P. (2004). Statistics in Psychology and Education. Vallies Fotter and Simons Ltd. Bombay. • Kothari, C.R. (2008) Research Methodology. Wishwa Prakashan. New Delhi, India. • Rao, K.V. (2007) Biostatistics. Jaypee Brothers medical publishers, New Delhi. • Sundar, R.P. & Richard, J. (2003). An Introduction to Biostatistics. Prentice Hall, New Delhi. 			
Suggested Continuous Internal Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			

Program/Class: Master in Home science		Year: First	Semester: I
Subject: Human development			
Course Code: CD - 0412		Course Title: Theories of Human Development and Behavior	
Course Objectives:			
To equip the students with the concepts and theoretical frame work of different theories of Human Development and appraise them with a comparative analysis of theories and their educational implications			
Course outcomes:			
After completion of this course, a student will be able to: CO1: Acquaint with basic concepts of human development theories. CO2: Get the theoretical knowledge of various aspects of psychoanalytical theory. CO3: To apprise students about morality.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Meaning, types and functions of theory, theoretical perspectives biological, environmental, interactional, cultural context, concepts and implications of psychoanalytic theory of Sigmund Freud and Neo Freudians		15
II	Meaning, types and functions of theory, theoretical perspectives biological environmental, interactional, cultural context, concepts and implications of psychoanalytic theory of Sigmund Freud and Neo Freudians		15
III	Moral development theory of Kohlberg, Attachment theory of Bowlby , Language theory of Chomsky, Need theory of Abraham Maslow, Ecological theory of Bronfenbrenner.		15
IV	Cultural historical theory of development of Vygotsky , Self Theories - Comparative analysis of theories and their application, Integrated approach to theory building.		15
Suggested Readings:			
<ul style="list-style-type: none"> • Baldwin AL. 1980. Theories of Child development. John Wiley. • Craig. 1985. Human Development, Theories of Human Development. 2nd Ed. John Wiley & Sons. • Grain WC. 1980. Theories of Development: Concepts and Application. Englewood Cliffs. • Hall CS. 1998. Theories of Personality. 4th Ed. John Wiley. • Saikind NJ. 2004. An Introduction to Theories of Human Development. Sage Publ. 			

Suggested Internal Continuous Evaluation Methods:

Total Marks: 25

House Examination/Test: 10 Marks

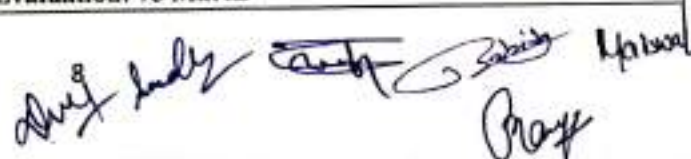
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks

Class performance/Participation: 5 Marks

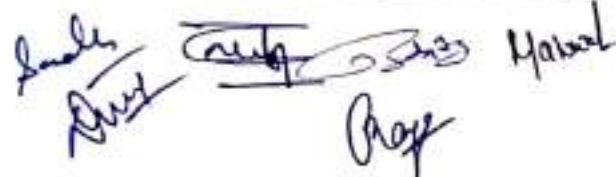
External Evaluation: 75 Marks

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Study
Duty
Raps
H/Week

Program/Class: Master in Home science		Year: First	Semester: I
Subject: Human development			
Course Code: CD - 0413		Course Title: Advances in life span	
Course Objectives:			
To impart knowledge to students regarding current trends, issues of development and comparative analysis of theories and their educational implications.			
Course outcomes:			
After completion of this course, a student will be able to: CO1: Learn issues of development. CO2: Understand genetic research and their influence on child development CO3: Understand about gender development .			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topic		No. of Lectures
I	Life span development; Physical development, psycho-motor development; role of heredity and environment, recent trends in assessing pre-natal and neo-natal status.		15
II	Genetic research and its influence on child's development, current trends in physical, motor, intellectual, socio-emotional, moral development of children from birth to adolescence, socialization practices and influencing factors and impact of social-emotional deprivation on different stages of development.		15
III	Culture and its impact. Emotional maturity, stability and catharsis. Personality changes in self perceptions and gender role development through different developmental stages, influence of cultural factors.		15
IV	Integrated view of development from a life span perspective- recent research trends in human development issues.		15
Suggested readings			
<ul style="list-style-type: none"> • Dattan N Resse. HW. (Eds.). 1974. Life Span Developmental Psychology. Academic Press. • Kail RV & Cavaugh JC. 2004. Human Development – A Life Span View. Thompson Learning. • Santrock JW. 2006. Life Span Development. Mc Graw Hill. 			
Suggested Continuous Internal Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			



Program/Class: Master in Home science		Year: First	Semester: I
Subject: Human development			
Course Code: CD - 0414		Course Title: Children with developmental challenges	
Course Objectives:			
-To orient the students to the etiology and developmental characters of children with developmental challenges and develop in them the sensitivity for working with developmentally challenged children.			
Course outcomes:			
After completion of this course, a student will be able to:			
CO1: Learn about different types of special needs.			
CO2: Understand the challenges of development.			
Credits:5		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Classification of developmentally challenged children, current statistics, its implications on the quality of life. Multi disciplinary view of children with special needs.		15
II	Remedial programmes for different types of special needs- mental deficiency, sensory disabilities, neurological disorders, physically challenged.		15
III	Special programmes for the gifted. Characteristics, assessment, educational and vocational interventions.		15
IV	Policies, Government provisions, Concessions, Facilities and Legislations for challenged children.		15
Suggested Readings:			
<ul style="list-style-type: none"> • Cruickshank WH & Johnson GU. 1970. Education of Exceptional Children. Prentice Hall. • Kar C. 1996. Exceptional Children - Their Psychology and Education. Sterling Publ. • Kirk SA. 1970. Educating Exceptional Children. Oxford & IBH 			
Suggested Internal Continuous Evaluation Methods:75			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation:75 Marks			



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Program/Class: Master Home science		Year: First	Semester: I
Subject: Human development			
Course Code: CD - 0415		Course Title: Family guidance and counseling	
Course Objectives:			
To develop and understanding of the concept of family guidance and counseling .To develop an understanding of the concept of family guidance and counseling .To final ways to cope with the increasing pressure and demands of life from the theories of philosophy, psychology and sociology.			
Course outcomes:			
After completion of the course, CO 1 :Student will able to explain the concept of guidance and counseling and its principles.CO2: Students will able to explore the philosophical and sociological values in counseling . CO3: Student will able to analyze about the different counseling therapy.			
Credits:5		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Basic differences in guidance advice counseling and therapy basic concepts meaning definition nature scope of family guidance and counseling guidance and counseling need of individual family and systems.		15
II	Principal and objective of family guidance and counseling types of counseling approaches and counseling		15
III	The Indian approach meditation and yoga exercise qualities and skills of accounts the process of counseling first contact, assessment intervention ,closer, follow –up		15
IV	Nature of psychological disorders and difference stages that requires counseling childhood adolescence and youth adulthood old age Principal of counseling and therapy approach to counseling and different development and stages family therapy approach		15
Suggested Readings:			
<ul style="list-style-type: none"> • Kinra, Asha k.(2012).Guidance and counseling, Pearson publication. • Sidhu SH(2013) Guidance and counseling 21st century publications • Sushant Mishra (2015) Essential of guidance and counseling. Lakshi publishers. • Jan Sutton and William Stewart (2017) Learning to council , Publisher Little Brown Book Group • Andrew Reeves (2018). An Introduction to counseling and Psychotherapy ,SAGE Publications limited 			
Suggestive digital platforms web links			
Suggested Internal Continuous Evaluation Methods:			
Total Marks: 25 House Examination/Test: 10 Marks Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			

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Program/Class: Master in Home science		Year: First	Semester: I
Subject: Human development			
Course Code: CD - 0416		Course Title: H D Lab I	
Course Objectives:			
The lab is designed to train the students in basic and some advanced techniques of assessment of different types of development.			
Course outcomes:			
After completion of this course, a student will be able to: CO1: Understand developmental milestones. CO2: Understand about special needs of children.			
Credits:5		Elective	
Max. Marks: 50+50		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-5			
Unit	Topic		No. of Lectures
I	<ul style="list-style-type: none"> • Study of physical, motor, social, emotional, intellectual, language, moral development.. • Personality development at different ages, using standard measurement tools/instruments. • Writing interpretative reports for parents, teachers and referral services. • Study of etiology, characteristics, diagnosis of children with different disabilities. • Conducting individual home based intervention by collaborating with other professionals and also with institutions for center-based intervention- schools, clinics, also with pediatric wards, special schools. • Collaborative work with professionals in development of intervention packages for children with special needs. 		60
Internal assessment -50marks			
External assessment -50marks			

Arav
Sudh

Prage
Manu

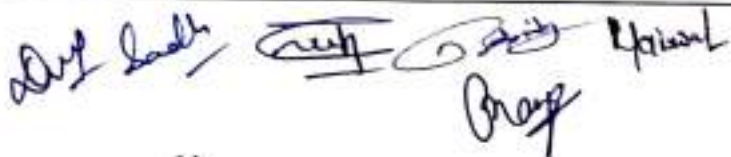
Program/Class: Master in Home science		Year: First	Semester: I
Subject: Human development			
Course Code: CD - 0417		Course Title: H D Lab II	
Course Objectives:			
The lab is designed to train the students in understand family relationships, problems related to each developmental stages and their solutions.			
Max. Marks: 50+50		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-5			
Unit	Topics		No. of Lectures
I	<ul style="list-style-type: none"> • Case studies on roles and family relations, changes during adulthood, menopausal changes. • Development of case studies on adults with special focus on different ecological settings, intergenerational perspectives. • Visit to recreational centers, health clubs and other institutes working for adults. • Critical evaluation of portrayal of adulthood in media. • Film shows / panel discussion / appraisal of community on issues and policies related to adulthood. Presentation of reports on case studies. • Appraisal of tools in family area (at least ten tools). • Critical evaluation of family welfare programmes towards family welfare. • Developing research proposal on current issues relating to family. Survey of family patterns in rural, slum and urban areas. 		60
Internal assessment -50 marks			
External assessment -50marks			



Program/Class: Master in Home Science		Year: First	Semester: II
Subject: Human development			
Course Code: CD - 0421		Course Title: Methods and techniques of assessment in humandevelopment	
Course Objectives: To apprise the students with different methods and techniques of assessment in human development and expose them to use different assessment techniques throughout life span.			
Course outcomes:			
After completion of the course, a student will be able to:			
CO1 : Learn different assessment techniques of developmental stages.			
CO2 : Understand about developmental problems of different stages.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics	No. of Lectures	
I	Assessment –definition, function, concept of measurement, techniques& their relative efficacy in measuring different aspect of human development.	15	
II	Trends & challenges in assessment of human behavior, ethical issue in the assessment of human development	15	
III	Scientific methods & their criteria -reliability, validity control, item analysis, assessment methods. Use of objective measures & methods	15	
IV	Development of test /scale & standardization procedure types of scales – nominal ordinal, interval & ratio scale	15	
Suggested Readings:			
<ul style="list-style-type: none"> • Gulati R & Gugnani A.1994 Child Development - A practical Manual. • Phoenix Publ. • Kothari CR.1999, Research Methodology - Methods and Techniques. • Wishwa Prakashan. • Sharma RA. 1999. Essentials of Measurement in Education and Psychology. Raj Printers. • Sidhu.KS.1999. Methodology of Research in Education. Sterling Publ. 			
Suggested Continuous Internal Evaluation Methods			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			



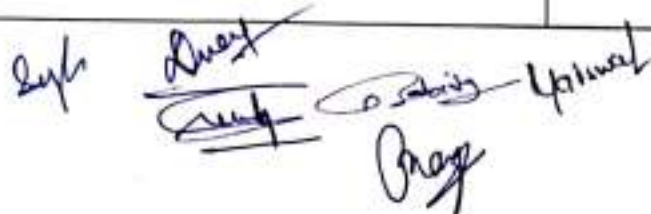
Program/Class : Master in Home science		Year: First	Semester: II
Subject: Human development			
Course Code: CD - 0422		Course Title: Adolescent development and challenges	
Course Objectives:			
To acquaint the students regarding the inherent challenges and contemporary issues in adolescent development.			
Course outcomes:			
After completion of this course, a student will be able to:			
CO1: Learn about pubertal changes during adolescence.			
CO2: Understand about developmental challenges of adolescence.			
CO3: Learn and understand about interpersonal relationships.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Adolescence – definition, importance of the stage. Traditional theories of adolescence, Modern theories, biological development, maturation, environmental learning, interactional and cultural context. Perspectives of adolescent development, interpersonal relationships, socio- cultural attitudes of adolescents.		15
II	Consequences of puberty changes, sexual development, early and late maturation and psychological implications.		15
III	Intellectual development- formal operations, complexities of adolescent thoughts. Moral development - integration of self and psycho-sexual resolution and resolving identity crisis- reorganization of social life relationship with peers and parents, heterosexual relationships.		15
IV	Vocational preferences, training and work, transition to adulthood- conflicts with special reference to contemporary socio – cultural changes.		15
Suggested Readings:			
<ul style="list-style-type: none"> • Berk LE. 1993 Infants, Children and Adolescents. Allyn & Bacon. • Sebald H. 1984. Adolescence - A Social Psychological Analysis. Prentice Hall. • Seifert KL & Hoffnung RJ. 1991. Child and Adolescent Development. Houghton Mifflin. 			
Suggested Internal Continuous Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation:75 Marks			



Program/Class: Master in Home science		Year: First	Semester: II
Subject: Human development			
Course Code: CD - 0423		Course Title: Gerontology	
Course Objectives:			
To orient the students regarding the theoretical perspectives and current issues of aging and inculcate in them knowledge regarding the methods and techniques in conducting researches in gerontology.			
Course outcomes:			
After completion of this course, a student will be able to: CO1: Understand problems of aged people. CO2 Learn about health issues of old people. CO3: Learn about different welfare programmes of aged people.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics	No. of Lectures	
I	Definition - socio demographic profile of the aged in Indian context. Theoretical perspective on aging. Impact of aging on physical, psychological, socio-emotional aspects, abuse.	15	
II	Aging and health. Aging and financial status. Stress among the aged and coping strategies.	15	
III	The aged in the family context- problems and prospects, support systems. Contemporary socio-cultural changes and their effects on the aged international scenario.	15	
IV	Research trends in gerontology and methodological issues. Welfare of the aged -policies and programmes.	15	
Suggested Readings:			
<ul style="list-style-type: none"> • Dandekar K. 1996. The Elderly in India. Sage Publ. • Hayslip B & Panek P. 1989 Adult Development and Aging. Harper & Row. • Richardson B & Barusch A. 2005. Gerontological Practice for the 21st Century. Columbia University Press. • Sheets D, Bradley D & Hendricks J. 2005. Enduring Questions in Gerontology. Springer. 			
Suggested Continuous Internal Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External evaluation: 75 Marks			



Program/Class: Master in Home science		Year: First	Semester: II
Subject: Human development			
Course Code: CD - 0424		Course Title : Food Processing and Technology	
Course Objectives:			
To enable student to acquire knowledge of food preservation techniques in daily life and develop product of different materials by using natural preservatives.			
Course outcomes:			
CO1: Student will able to apply knowledge of food science or food processing technology to the society			
CO2: Student will learn about processing of raw material to edible food products by using technical knowledge			
CO3: Student will learn about different methods of preservation and their principles			
CO4: Student will learn about noble food materials food preservation and also difference between earlier method and noble method			
Credits:5		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Introduction: Brief review of main food crops grown in the country- their nutritional importance. food and its preservation: (Home and community level including commercial operations) : Cause of food spoilage; Needs and benefits of food processing and technology for food preservation. fresh food storage: Principles; plant product storage; Animal product storage. Physical principles in food processing operations: Thermal processing (use of heat);Types of heat treatment; Heat resistance of micro-organisms.		15
II	Refrigeration (Use of low temperature): Refrigeration and freezing- method, principle and applications; Freezing and its effects of food components and structure; Shelf life of frozen foods. Drying and dehydration: Types of foods- traditional and new food products: principles and application; Home, community and commercial methods of dehydration; Effect on food quality. Food Irradiation: Technology and application. Pasteurization: Methods and applications.		15
III	Chemical principles of food processing: Preservation/processing by sugar, salt, curing smoke, acids and chemicals; Principles and methods used for various products such as pickle, chutney, ketchup, sauces, fruit juices, squashes, fruit syrups and cordials.		15


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IV	Nutritional implication of food processing: Causes of loss of vitamins and minerals; enrichment, restoration and fortification. Milk processing: Classification standardization, homogenization and packaging. Meat, fish and Egg processing: Methods and products aging; tenderizing; curing; smoking; freezing. Food additives: Classification and products.	15
<p style="text-align: center;">Suggested Internal Continuous Evaluation Methods:</p> Total Marks: 25 House Examination/Test: 10 Marks Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks Class performance/Participation: 5 Marks		
<p style="text-align: center;">External Evaluation: 75 Marks</p>		

Sally *Sub* *Malini*
Princy *Pranya* *Shrey*

Program/Class: Master in Home science		Year: First	Semester: II
Subject: Human development			
Course Code: CD - 0425		Course Title: Statistics and computer application	
Course Objectives:			
To equip the students with knowledge of framing and analyzing research related issues.			
Course outcomes:			
After completion of this course, a student will be able to:			
CO1: Various aspects of collection of data..			
CO2: Analysis of research findings through statistical means .			
CO3: Presenting research findings and publishing them.			
CO4: Computer applications in research.			
Credits:5		Elective	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Statistics: Data Collection, presentation, data processing, classification and tabulation. Measures of Central tendency and Dispersion. Quantitative Techniques: Levels of significance		15
II	Coefficient of Correlation, Rank correlation, Frequency distribution, Probability, Chi Square, t test.		15
III	Basics of Computers- classification, computer system components (CPU, Input/output devices, internal memory i.e. RAM, ROM & Cache and external memory i.e. secondary storage devices). Computers networks and introduction of internet. MS-Office		15
IV	Computer applications -tools: Introduction to spreadsheet applications, features, Using formulas and functions, Data storing, Features for Statistical data analysis, Generating charts / graph and other features, Presentation of Power Point Presentation, Customizing presentation, Use of Computers in Quantitative analysis. Tools for digital image processing.		15
Suggested Readings:			
<ul style="list-style-type: none"> Marder M P (2011) Research Methods for Science, Cambridge University Press Research Methodology: Methods And Techniques By Dr C R Kothari Rosner B (2010) Fundamentals of Biostatistics, 7th Edition, Brooks/Cole Cengage Learning Publication Dunleavy P (2003) Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation. Palgrave Macmillan Computer Fundamentals: Concepts, Systems and Applications By PK Sinha. BPB Publications. Computer Fundamentals and Programming in C By JB Dixit. University Science Press. 7. Computer fundamentals and programming in C By Amiya Kumar Rath, Alok Kumar 			
Suggested Continuous Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			

Dr. S. S. S. S. 18

Sub. S. S. S. S.
Harsh Prasad

Program/Class: Master in Home science		Year: First	Semester: II
Subject: Human development			
Course Code: CD - 0426		Course Title: H D Lab III	
Credits:5		Elective	
Max. Marks: 50+50		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-5			
Unit	Topic s	No. of Lectures	
I	<ul style="list-style-type: none"> • Screening & diagnostic assessment for various development through different tools & techniques, physical – anthropometric measurement, psychomotor and mental development (Bayley's scale etc.), Cognitive & language -Wechsler's scale of intelligence. • Achievement interest & Aptitude scale, Personality & behavior - Emotional maturity and temperament, parent child relations, child - 	60	
Suggested Readings: <ul style="list-style-type: none"> • Gulati R. & Gugnani A.1994 Child Development - A practical Manual. Phoenix Publ. • Kothari CR.1999, Research Methodology - Methods and Techniques ,vishwa Prakashan. • Sharma RA. 1999. Essentials of Measurement in Education and Psychology. Raj Printers. • Sidhu.KS.1999. Methodology of Research in Education. Sterling Publ.rearing practices, parenting styles achievement and aptitude. • Interpretation of assessment and report to parent and teachers. • Case studies, interviewing early and late adolescents on issues – problems, pubertal changes, friendships, career, aspirations, self and social awareness, political awareness, mass media preferences. • Depiction of adolescents in mass media - content analysis of media-films, television, literature. • Conducting parent teacher meetings in urban, rural, slum areas and schools; assessing knowledge of youth and parents regarding various aspects of family and community life and starting short- term action oriented / rehabilitative programmes using various techniques of parent education; • Preparation of educational material for community participation. • Review of study methods in gerontology, Identification of focus areas on aging. • Developing a tool on selected topics on aging, field testing and appraisal. • Visit to institutions for aged and critical evaluation. <p style="text-align: center;">Project proposal for developmental programmes for aged.</p>			
Internal assessment -50 marks External assessment -50marks			

Deep Shetty

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Yash

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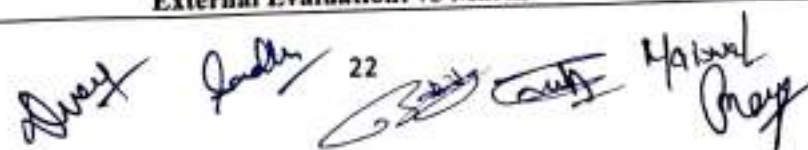
Program/Class : Master in Home Science		Year: First	Semester: II
Subject: Human development			
Course Code: CD - 0427		Course Title: HD Lab IV	
Credits:5		Elective	
Max. Marks: 50+50		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-5			
Unit	Topics		No. of Lectures
I	<ul style="list-style-type: none"> • Case studies of different areas of marriage and family therapy using different methods and techniques. • Gender analysis of mass media content, books, television and films. • Interviewing children and parents to study gender socialization practices. • Administering gender role orientation scale to adolescents 		60
	<ul style="list-style-type: none"> /women interpreting the results. • Case study of three generation families to identify the differences in the gender orientation roles and responsibilities. • Case studies for gender role performance. • Planning, execution and evaluation of innovative programmes for intellectual, social, emotional and motor growth of young children. 		
Internal assessment -50 marks External assessment -50marks			



Program/Class: Master in Home science		Year: Second	Semester: III
Subject: Human development			
Course Code: CD - 0511		Course Title: Adulthood dynamics	
Course Objectives:			
To acquaint the student to developmental perspectives in relation to adult life stages, theoretical perspectives of the aging process and give the theoretical and practical experiences about changes and adjustments at various stages of adulthood aging.			
Course outcomes:			
After completion of the course, a student will be able to: CO1 Understand the developmental perspectives of adulthood. CO2 Learn and understand the aging process . CO3 Understand about techniques of adjustment of various stages.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-1-0			
Unit	Topics		No. of Lectures
I	Adulthood: Theoretical perspectives in adult development, transition to adulthood, stages of adulthood.		15
II	Issues and adjustment related to occupation, self and family, supportive services.		15
III	Theoretical perspectives on developmental changes, biological health cognitive, changes and adjustment.		15
IV	Death, dying and bereavement, attitude towards death, grief and bereavement		15
Suggested Readings:			
<ul style="list-style-type: none"> • Dandekar K. 1996. The Elderly in India. Sage Publ. • Hayslip B & Panek P. 1989 Adult Development and Aging. Harper & Row. 			
Leme BH. 1995. Development in Adulthood. Allyn & Bacon.			
Suggested Continuous Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			



Program/Class: Master in Home science		Year: Second	Semester: III
Subject: Human development			
Course Code: CD - 0512		Course Title: Advances in family studies	
Course Objectives:			
To develop an understanding in students regarding various approaches and frameworks for understanding the family and expose them to the current issues in Indian families and orient them regarding methods and techniques of family therapy.			
Course outcomes:			
After completion of the course, a student will be able to:			
CO1. Understand about ethics of family.			
CO2 .Learn and understand about parenting.			
CO3 Learn about family therapy.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Definition and changing patterns of Indian family, different approaches to family studies: Nature and importance of conceptual framework, Institutional framework, Structural functional framework, Developmental framework, Interactional framework.		15
II	Sociological viewpoint of family by Persons. Research methodology- inter disciplinary approaches to family measurement. Psychological approaches to assessment in family. The Psychiatric approach, Interactive approach measurement of marital roles and relationship, Ethnographic approach, Demographic approach.		15
III	Ethics in family research, Current issues for research in Indian family, Fatherhood: Concept. Changing role of parents in parenting, Disorganized and reorganized families, marital distress, psychiatric disorder and familytherapy. Alternate family patterns -single parent families, female headed households, dual career families, sibling families etc. Adoptive families. National policies and programmes for family welfare.		15
IV	Theoretical developments in marital and family therapy, schools for family therapy, structured, strategic, experimental family and integrated family therapy.		15
Suggested Readings:			
<ul style="list-style-type: none"> • Bharat S. 1996. Family Measurement in India. Sage Publ. • Roger L. 2004. Family Therapy - A Constructive Framework. Sage Publ. • White JM & Klein DM. 2007. Family Theories. Sage Publ. 			
Suggested Continuous Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			



Program/Class: Master in Home science		Year: Second	Semester: III
Subject: Human development			
Course Code: CD - 0513		Course Title: Gender issues in human development and family relations	
Course Objectives:			
To orient the students regarding the gender issues in human development and family relationships to impart experiences regarding gender issues, family practices and biases prevalent in Indian Society.			
Course outcomes:			
After completion of the course, a student will be able to: CO1. Understand gender discriminations at each stages. CO2: Learn about family relationships.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Concept of gender- its biological and socio-cultural connotations. Importance of gender differences in human development. Gender theories gender orientation theory of Sandra Bem, gender schema theory, theory of ego development and gender.		15
II	Demographic challenges to family ecology, gender issues in family involvement and cohesiveness (socialization, family roles, responsibilities and family adjustment) impact of gender roles, responsibilities and socialization practices.		15
III	Working towards family solidarity and social well being (values and ethics in the promotion of happy family life).		15
IV	Changing trends in gender role orientation, its socio- economic and cultural impact on the family and society.		15
Suggested Readings:			
<ul style="list-style-type: none"> • Channa K. 1988. Perspective in Indian Development: Socialization, Education and Women: Exploration in Gender Identity. Orient Longman. • Coltrance S. 1997. Gender and Families. Fine Forge Press. • Gherardi S. 1995. Gender Symbolism and Organizational Structures. Sage Publ. • Narsimhan S. 1999. Empowering Women An Alternative Strategy for Rural India. Sage Publ. 			
Suggested Continuous Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			

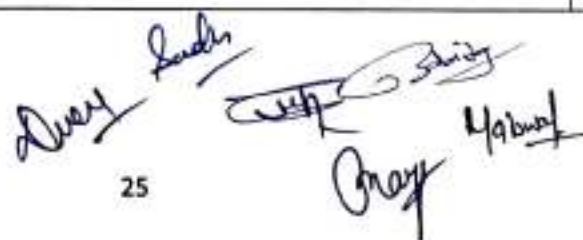


Program/Class: Master in Home science		Year: Second	Semester: III
Subject: Human development			
Course Code: CD - 0514		Course Title: Innovative programme in early childhood care and education	
Course Objectives:			
To orient the students towards the need and scope of innovative programmes in ECCE and developability to plan and execute innovative ECCE programme for intellectual, social, emotional and motor growth of young children.			
Course outcomes:			
After completion of the course, a student will be able to: CO1: Learn the basics of innovative programmes for each stages. CO2: Understand early childhood care and education programmes .			
Credits:5		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Need and scope for innovative programmes in early childhood. Innovative programmes for child care and education development.		12
II	Nerve impulse transmission: excitation-its conduction and synaptic transmission by neural systems, neurotransmitters, venoms and nerve poisons.		12
III	Support services networking. Innovative programmes for intellectual and motor development.		12
IV	Programmes for foundations for life long learning. Preventing and arresting developmental delays / disabilities.		12
Suggested Readings:			
<ul style="list-style-type: none"> • Christine M. 2004. Movement and Learning in the Early Years. Sage Publ. • Kaul V.1997. Early Childhood Education Programme. NCERT. • Mishra RC. 2005. Early Childhood Care and Education. A.P.H. Publ. • Murlidharan R. 1991. Guide to Nursery School Teacher. NCERT. • Saraswathi TS. 1988. Issues in Child Development- Curriculum and Other Training and Employment. Spmaiya. • Swaminathan M. (Ed.). 1988. The First Five Years: A Critical Perspective on Early Childhood Care and Education in India. Sage Publ. 			
Suggested Continuous Internal Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			



 24

Program/Class: Master in Home science		Year: Second	Semester: III
Subject: Human development			
Course Code: CD - 0515		Course Title: Parent and community education	
Course Objectives:			
To accent the student with the significance and approaches of parent education and development skills in using various techniques of parent education.			
Course outcomes:			
After completion of the course, a student will be able to learn: CO1: About parent education skills. CO2: About techniques of parent educations. CO3: About theoretical approaches of parent education programmes.			
Credits:5		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Concept and history of parent education with special reference to India: <ul style="list-style-type: none"> • Need for parent education in India setting goals for parent education, issues determining of broad goals- defining specific goals, Guidelines and setting goals, 		15
II	Theoretical approaches to parents education programs; <ul style="list-style-type: none"> • Dreikur's Democratic approach-Theoretical principle ,Techniques and their application; Bernes transactional analysis. • Application to parent education programs Skinners behaviour .Modification approach based on learning theory- principle of operant conditioning, behaviour modification programs • Ginotts's humanistic approach based on Rogerian theory- Basic principles, techniques for educating parents. 		15
III	Basic approaches to communication; <ul style="list-style-type: none"> • Group Mass/ large and mini group; individual approach; multimedia approach ;Distance home education ,Parent education in school and community ; role of teacher as parent educator. 		15
IV	Communication techniques: <ul style="list-style-type: none"> • Written media/ printed matter ,visual media, parents library and parents corner • Special project- parent study groups/ parent interest groups; open house, parents training centers. • Increasing competency of a parent educator, knowledge of the subject matter; training of personnel. • Parent involvement rationale, concept, advantages, models of parent involvement. 		15



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Suggested Readings:

- Billman, J and Sherman, J 2001, *Observation and participation in early childhood settings; A practicum guide*, Pearson education.
- Brahma D. 1989 *Children's literature and education in India*, Deep and deep publication.
- Green MM and Woods 1969; *A nursery school, Handbook for parents teachers*, Universal Bookstall
- Marshall MR, 1982 *An introduction to the world of children's books*, Grower publication.
- Rudolph M and Cohen DH, 1977; *Kindergarten and early schooling*, Printers hall.

Seefeldt C. 1980; *Teaching young children*, Prentice Hall.

Suggested Continuous Internal Evaluation Methods:

Total Marks: 25

House Examination/Test: 10 Marks

Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks

Class performance/Participation: 5 Marks

External Evaluation: 75 Marks

Dev *Sanika* *Pragya* *Haizal*

Program/Class: Master in Home science	Year: Second	Semester: III
Subject: Human development		
Course Code: CD - 0516	Course Title: Dissertation - I	
Course Objectives:		
The objective of this course is to apprise the student of various techniques used in modern-day research in life sciences specifically in human development .		
Course outcomes:		
After completion of the course, a student will be able to: CO 1: Prepare synopsis of a defined research problem. CO 2: Perform the bench work. CO 3: Prepare the synopsis and its oral presentations. CO4: Get experience of prepare synopsis which will help students to boost their research work.		
Work Assigned:		
Students has to carry out the synopsis work immediately after registration in the 3 rd semester and submit the synopsis report containing introduction, literature, review, objectives, hypothesis etc. for evaluation by internal in the end of 3 rd semester. The candidate has to submit two copies and a soft copy of synopsis report to the supervisor. The valuation of synopsis shall be followed by an open viva/voce.		
Credits:5	Elective	
Max. Marks: 100	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-5		
Internal Evaluation:100		

Program/Class: Master in Home science	Year: Second	Semester: III
Subject: Human development		
Course Code: CD - 0517	Course Title: H D Lab V	
Course Objectives:		
The lab is designed to train the students with the significance and approaches of parent education and development skills by using various techniques of parent education.		
Course outcomes:		
After completion of this course, a student will be able to:		
CO1: To provide opportunities to students to clarify need of parent education.		
CO2 : To understand challenges faced by children and role of parents and society in supporting them in present circumstances.		
Credits:5	Elective	
Max. Marks: 50+50	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-5		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Selection of urban/ slum/ rural area for conducting parent and community education programs. • Preparing an interview schedule to identify the needs of the parents and community. • Identify the needs of the parents and community using interview schedule • Preparing an interview schedule to study the knowledge and attitude of parents on child care practices. • Data collection on the knowledge and attitude of parents on child care practices. • Educating parents on better child care practices. • Preparation of educational material on developmental milestones. • Organizing educational program for parents on developmental milestones 	60
Internal assessment -50marks		
External assessment -50mark		
Suggested Readings: <ul style="list-style-type: none"> • Billmam, j and Sherman, j 2003, Observation and participation in early childhood settings; A practicum guide, Pearson education. • Brahma D. 1989 Children's literature and education in India,;Deep and deep publication. • Green MM and Woods 1969; A nursery school, Handbook for parents teachers, Universal Book stall • Marshall MR, 1982 An introduction to the world of children's Books. Grower publication. • Rudolph M and Cohen DH ,1977; Kindergarten and early schooling ,Printers hall. Seefeldt C . 1980; Teaching young children , Prentice Hall. Suggestive digital platforms web links		



Program/Class: Master in Home science		Year: Second	Semester: IV
Subject: Human Development			
Course Code: CD - 0521		Course Title: Adolescence and youth	
Course Objectives:			
The course is designed to make the students understand Challenges faced by adolescence and role of parents, teachers and society in supporting in present circumstances.			
Course outcomes:			
After completion of the course, a student will be able to:			
CO1: Understand transition in adolescence.			
CO2: Understand development physical social emotional in adolescence.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Physical and sexual development: <ul style="list-style-type: none"> Age of transition, social attitude and Expectations towards adolescence, effects of transition to adulthood, meaning and age of puberty, causes of puberty, Significance and effect of body transformation on behavior, meaning of adult sexuality, knowledge about sex and sex rolls attitude towards sex pattern of approved sexual behavior. 		15
II	Social and emotional development: <ul style="list-style-type: none"> Meaning of social acceptance, factor influencing social acceptance, effect of social acceptance on attitude and behavior, effect of group status, meaning of height and emotionality, common emotion pattern, effect of the emotion on adolescence adjustment, emotional control. 		15
III	Development of aspiration and achievement: <ul style="list-style-type: none"> Meaning of aspiration, how aspirations develop, variations in aspirations, the achievement syndrome (success and failure). 		15
IV	Personality development and identify development: <ul style="list-style-type: none"> family relationship: Meaning of improvement of personality, obstacles, factors influencing self-concept (acceptance and rejection) level of adjustment and happiness. Effect of family relationships, on home climate, conditions affecting family relationship, common recreational interest and activities. 		15
Suggested Readings: <ol style="list-style-type: none"> Adolescent development- E.B. Hurlock, International student Edition. Psychology of adolescent- S.S. Chauhan, Allied publishers private limited, New Delhi Adolescent psychology S.P. Choubey, Vikas publishing private limited, New Delhi. Adolescent development- D.E Balk, Crooks/cole, New York Identity and adulthood- S. Kakkar, Oxford University Press Identity: Youth and Crisis, H. Erikson, Faber & faber, London 			
Suggested Internal Continuous Evaluation Methods:			
Total Marks: 25			
House Examination/Test: 10 Marks			
Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks			
Class performance/Participation: 5 Marks			
External Evaluation: 75 Marks			

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Program/Class: Master in Home Science		Year: Second	Semester: II
Subject: Human Development			
Course Code: CD - 0522		Course Title: Children with Special Needs	
Course Objectives:			
To equip the students with knowledge of framing and analyzing children with special needs.			
Course outcomes:			
After completion of this course, a student will be able:			
CO1: To learn Various aspects of special kind of children's problem.			
CO2: To analysis problems related to disabilities.			
CO3: To learn behaviour disorder of children.			
Credits:5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-1-0			
Unit	Topics		No. of Lectures
I	Introduction to children with a special needs: Definition and terminology, types of special children, children at risk- Poverty and gender issues, Genetics and environmental factors in disability, effect of the disability on the child, early detections, screening identification, need for intervention, education, rehabilitation, role of family and child care worker.		15
II	The child with mental retardation: Definition and classification, causes of mental retardation, identification, characteristics, managing children with mental retardation at home, special education measures, Gifted children: Definition, characteristics of gifted children, identification, special education measures, role of parents.		15
III	Visually impaired children: Definition- Blind and partially sighted children, identifications, causes, effect of visual impairment and child's development, special education and training, role of family in detection, early stimulating and training. Hearing impairment children: Definition- Deaf and hard of hearing children, classification, mild moderate severe and profound loss, causes of hearing impairment, notification, care, early stimulation and education of hearing impaired children, role of family in detection and child language development. Children with communication disorder: Definition and meaning, classification, causes, management and education of children with the communication disorders.		15
IV	Children with cerebral palsy and orthopaedic disability: Definition and classification, causes and associated conditions, identification and integrated education, rehabilitation of children and physical disability, rule of family in care and early training, children with behavioral disorder: Definition, general causes, types behaviour problem associated with autism, Hyper activity disorder, behavioural problems of children, showing excessive anxiety, Phobia.		15

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Suggested Readings:

- Cruickshank WH & Johnson GU. 1970. Education of Exceptional Children. Prentice Hall.
- Kar C. 1996. Exceptional Children - Their Psychology and Education. Sterling Publ.
- Kirk SA. 1970. Educating Exceptional Children. Oxford & IBH.

Suggestive digital platforms web links-

Suggested Continuous Internal Evaluation Methods:

Total Marks: 25

House Examination/Test: 10 Marks

Written Assignment/Presentation/Project / Research Orientation/ Term Papers/Seminar: 10 Marks

Class performance/Participation: 5 Marks

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Program/Class: Master in Home Science	Year: Second	Semester: IV
Subject: Human Development		
Course Code: CD - 0523	Course Title: Seminar & Interactive Course	
Course Objectives:		
The students will be able to summarise the existing data related to a specific topic in the form of a presentation.		
Course outcomes:		
After completion of the course, a student will be able to:		
CO 1 Summarize the literature available on any specific topic.		
CO 2 Deliver power point presentations on an assigned topic.		
Credits:5	Elective	
Max. Marks: 100	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-10		
Internal Evaluation:50		
External Evaluation:50		



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Program/Class: Master in Home science	Year: Second	Semester: IV
Subject: Human Development		
Course Code: CD - 0524	Course Title: Review & Assignment	
Course Objectives:		
The students will be able to compile the existing data related to a specific topic in the form of a review.		
Course outcomes:		
After completion of the course, a student will be able to: CO 1 Summarize the recent research work. CO 2 Acquaint with writing of bibliography.		
Credits:5	Elective	
Max. Marks: 100	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-10		
Internal Evaluation:50 External Evaluation:50		

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Program/Class: Master in Home Science	Year: Second	Semester: IV
Subject: Human Development		
Course Code: CD - 0525	Course Title: Dissertation - II	
Course Objectives:		
The objective of this course is to apprise the student of various techniques used in modern-day research in life sciences specifically in human development.		
Course outcomes:		
After completion of the course, a student will be able to: CO 1: Prepare synopsis of a defined research problem. CO 2: Perform the bench work. CO 3: Prepare the synopsis and its oral presentations. CO4: Get experience of prepare synopsis which will help students to boost their research work.		
Work Assigned:		
Students has to carry out the presentation work immediately after registration in the 4th semester and submit the final dissertation containing introduction, literature, review, objectives, hypothesis, Methodology, Result and discussion, summary, conclusion, recommendation, references etc. for evaluation by one internal and one external examiner in the end of 4th semester. The candidate has to submit two copies and a soft copy of final dissertation to the head/in charge of the department. The valuation of dissertation shall we followed by an open viva/voce.		
Credits:10	Core Compulsory	
Max. Marks: 100	Min. Passing Marks:80	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-20		
Internal Evaluation:50 External Evaluation:50		





Kamla Nehru Institute of Physical and Social Sciences,
Sultanpur U.P. India

(An Autonomous Institute) Affiliated to Dr. Ram Manohar Lohia Avadh University Ayodhya U.P.

Accredited "A" Grade by NAAC

New education policy 2020
Structure of Syllabus for the
Program: M.Sc. Subject: Human Development

Syllabus developed / proposed by:

S. No.	Name	Designation	Department	College / University
1.	Dr. Mamta Jaiswal	Convenor	Home Science	K.N.I.P.S.S., Sultanpur
2.	Dr. Pushpa Maurya	Member	Home Science	K.N.I.P.S.S., Sultanpur
3.	Dr. Seema Dubey	Member	Home Science	K.N.I.P.S.S., Sultanpur
4.	Prof. Sadhana Singh	Member (Nominee Academic Council)	Home Science	Dean, faculty of Home Science, A.N.D.U.A.T., Kumarganj, Ayodhya
5.	Dr. Babita Verma	Member (Nominee Academic Council)	Home Science	A.N.D.U.A.T., Kumarganj, Ayodhya
6.	Dr. Deepa Verma	Member (Nominee V.C., Dr. RMLAU)	Home Science	Rajkiya Mahavidyalaya, Hansaur, Barabanki
7.	Shri. Baldev Singh (Industrialist)	Member (nominated principal)	NA	Punjabi Colony, Kurwar Naka, Sultanpur
8.	Shri. Jagjeet Singh (Ex- Student)	Member (nominated principal)	NA	Near Vijay Deluxe, Laldiggi, Sultanpur

S. K. Singh
10.9.23

S. K. Singh
10/9/23

Dr. P. Singh
10.9.23

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U. Singh
10/9/23

U. Singh
10.09.2023