KURUKSHETRA UNIVERSITY, KURUSKHETRA
('A+' Grade NAAC Accredited)
Department of Home Science

Programme: M.Sc. Home Science (Human Development)
under CBCS-LOCF Pattern
W.e.f. 2020-21

KURUKSHETRA UNIVERSITY, KURUKSHETRA
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Department of Home Science
M.Sc. Home Science (Human Development)

INTRODUCTION

The Department of Home Science, Kurukshetra University, Kurukshetra, offers M.Sc. in Human Development. Human Development is a comprehensive field of study which integrates areas of human development dealing with a variety of arena related to it. The study defines the progress of Human Development happening in the areas of Biology, Humanity, detailing of Human Development Index and Development Psychology.

The program defines Human Development as an important aspect which both directly and indirectly affects the growth of an economy. Based on the development of human needs from psychological to physical level deems the grounds for the progress of a country. Laying more weightage to this aspect, the program trains to imbibe in candidates the skills of leadership, communication and carrying out management related tasks.

Program Outcomes for PG courses of Faculty of Life Sciences

1. To acquaint students with recent knowledge and techniques in basic and applied biological sciences.
2. To develop understanding of organismal, cellular, biochemical and environmental basis of life
3. To provide insight into ethical implications of biological research for environmental protection and good laboratory practices and bio safety.
4. To develop problem solving innovative thinking with robust communication and writing skills in youth with reference to biological,environmental and nutritional sciences.
5. To understand application of biotic material in health, medicine, food security for human wellbeing and sustainable development.
6. To impart practical and project based vocational training for preparing youth for a career in research and entrepreneurship in fields of life sciences for self-reliance.

Programme Specific Objectives:

The objectives of M.Sc. Human Development programme are:
- To enable students to describe the typical development of individuals from conception to late adulthood, as well as divergent development route that my occur in response to a range of bio-psychological issues.

- To develop effective skills in counselling and provide intervention by learning to deals deal with personal and family issues through scientific measures like psychological tests, case study approach, research methodologies and practical sessions on family counselling and family therapy.
- To analyze and evaluate major theoretical frameworks that explains individual development through infancy to aging in the social context of family, community, culture and larger environment.
- To enable the understanding and develop skills to establish Entrepreneurial setups and Human Resource Development centres.
- To understand the rights and developmental needs of special children.

Program Specific Outcomes:
The programme equips the students to grow into experts who can work as counsellors, PO's, CDPO's, ECCE workers, researchers etc. After completing this programme the learner will be able to:

PSO1: Students will come to know about the various domains of development from conception to death of Life Span development.

PSO2: Students will gain insight about the various methods and techniques available for the study and assessment of behaviour and personality in Human Development.

PSO3: Students will become competent in the fields of ECCE training, elementary education and different Play Way techniques for imparting knowledge to children.

PSO4: Students will come to know about various Human Rights, child rights, gender equality, various cultural, political, civic, international rights and discriminations.

PSO5: Students will acquire knowledge about specific groups, their needs, problems, rights and various counselling and therapeutic procedures needed for handling them.

PSO6: Students will become sensitized about women empowerment, gender biasness, domestic and workplace harassment, discrimination against women in different areas of life. Their legal status and acts.

Home Science M.Sc. (Human Development)

Eligibility (Passed one of the following examinations from this University/ any other recognized University)

Candidate who has passed one of the following examinations with any field of specialization, obtaining at least 50% marks in aggregate; B.Sc. (Home Science)/ B.Sc. (Home Science) with Honours.

OR
B.Sc. in Psychology/Clinical Psychology with 50% marks in aggregate.

Note: A candidate who has passed B.Sc. (Agriculture) or B.A. with Home Science as one of the main subjects or B.A. with any subject combination is not eligible for admission to M.Sc. (Home Science) course for any field of specialization.

Kurukshetra University Kurukshetra
Department of Home Science
Scheme of Examinations for M.Sc. Home Science (Human Development)
under CBCS-LOCF
w.e.f. 2020-21 in Phased Manner for UTD only

Semester-1

Paper Code	Title of Paper	Type of Paper	Hours/ Week	Credits	Marks (Ext+Int)	Total	Duration of exam
HD-101	Theories of Human Development, Psychology and Behaviour	Core	4	4	80+20	100	3
HD -102	Methods and Techniques of Assessment in Human Development	Core	4	4	80+20	100	3
HD-103	Early Childhood Development: Care and Education	Core	4	4	80+20	100	3
HD -104	Cross-Cultural Perspectives in Family Studies	Core		4	80+20	100	3
HD -105	Practical- Methods and Techniques of Assessment in Human Development	Core	8	4	80+20	100	3
HD -106	Practical - Early Childhood Development: Care and Education	Core	8	4	70+10*+20	100	3
Total				24		600	

*Viva-voice of the training of 15 days in different Early Childhood Education/Day Care Centre.

Semester-2

Paper Code	Title of Paper	Type of Paper	Hours/ Week	Credits	Marks (Ext+Int)	Total	Duration of exam
HD -201	Fundamentals of Human Development	Core	4	4	80+20	100	3
HD -202	Adolescence and Adulthood: Development, Psychology and Challenges	Core	4	4	80+20	100	3
HD -203	Management, Policies and Programmes for Women and Children	Core	4	4	80+20	100	3
HD -204	Population and Family: Dynamics, Psychology and Welfare	Core	4	4	80+20	100	3
HD -205	Seminar	Core	1	1	25	25	1
HD -206	Marriage and Family Dynamics	Open* elective	2	2	40+10	50	3
HD -207	Practical- Adolescent and Adulthood: Development Psychology and Challenges	Core	8	4	80+20	100	3
HD -208	Practical- Management, Policies and Programmes for Women and Children	Core	8	4	60+20* +20**	100	3
Total				27		675	

*will be offered to the students within faculty.
** Viva-voice of the training of one month in an NGO/Hospital/Social Welfare Department and its report.

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Semester-3

Paper Code	Title of Paper	Type of Paper	Hours/Week	Credits	Marks (Ext+Int)	Total	Duration of exam
HD -301	Child and Family: Guidance, Counselling	Core	4	4	80+20	100	3
HD -302	Advances in life Span Development and Gerontology	Core	4	4	80+20	100	3
HD -303	Research Methods, Statistics and Computer Applications	Core	4	4	80+20	100	3
HD -304	*Women Studies	Elective	4	4	80+20	100	3
HD -305	Guiding young Childs:Growth Behaviour and Development						
HD-306	Communication Technologies						
HD-307	HIV/AIDS counselling						
HD -308	Seminar	Core	1	1	25	25	1
HD-309	Family Support Therapy	Open* Elective	2	2	40+10	50	3
HD -310	Practical- Child and Family: Guidance, Counselling	Core	8	4	80+20	100	3
HD -311	Practical-Advances in Life Span Development and Gerontology	Core	8	4	80+20	100	3
Total				27		675	

*will be offered to the students within faculty.

Semester-4

Paper Code	Title of Paper	Type of Paper	Hours/Week	Credits	Marks (Ext+Int)	Total	Duration of exam
HD - 401	Developmental Disabilities and Mental Health	Core	4	4	80+20	100	3
HD - 402	Parent and Community Education	Core	4	4	80+20	100	3
HD - 403	Social Psychology and Development of Self	Core	4	4	80+20	100	3
HD - 404	*Dissertation	Elective	4	4	100	100	3
HD-405	Child and Human Rights				80+20		
HD-406	Current Concerns in Women Study						
HD-407	Human Resource Development						
HD - 408	Practical- Developmental Disabilities and Mental Health	Core	8	4	60+20**+20	100	3
HD - 409	Practical- Parent and Community Education	Core	8	4	80+20	100	3
Total				24		600	

*Dissertation subject to the condition that the student has obtained 70% or more marks after IInd Semester (M.Sc. Ist year).

**Viva-voice of the training of one month in an NGO/Hospital/Social Welfare Department and its report.

Total Credits=102

Total Marks=2550

M.Sc. (Human Development) CBCS
Semester -I
Core
Paper -HD-101
TheoriesofHuman DevelopmentPsychology andBehaviour

Total Marks: 100
External: 80
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To understand the need for theory in Human Development.
- To see theories in context.
- To examine the historical perspectives in the evolution of theory.
- To understand the practical applications of a theory.
- To discuss various theories of Human Development.

Learning Outcomes: This course will acquaint the students with the various theories of Human Development & their cross-cultural relevance and applicability.

Course Outcomes for HD101
 COs#   After the completion of this course the students will be able to:

HD101.1   Understand the historical and philosophical, biological basis, traditions and theories
              of human development.

HD101.2   Comprehend the task of knowledge, construction of theories with reference to human
development and childhood studies.

HD101.3   Appreciate and analyze the different theories of development.

HD101.4 Develop skills for critical appraisal and construction of theories of human
              development.

Unit –I

Meaning &Significance of Theories of Human Development.
    1.Experimental Psychology:
      -Nature, Historical background-Contributions of Weber, Fechner, Wundt, Galton.

2.Freud'sPsychoanalytic Theory:
-Freudian Theory-Cross Cultural relevance, CurrentStatus.

Unit-II

3. **Neo-Freudians**-Alfred Adler, Carl Gustav Jung, Eric Erickson-Cross Cultural relevance, Current status.

4. **Learning Theory:** Pavlov, Watson, Skinner- Cross-Cultural relevance and Current Status.
5. **Cognitive Development Theory:** Piaget's Theory- Cross- Cultural relevance and Current Status.

Unit-III

6. **Moral Development Theory:** Kohlberg'sTheory- Cross- Cultural relevance and Current Status.
7. **SocialLearning and Social Cognition Theories:**Bandura's Theory,Cross-Cultural relevance and Current Status.

8. **Field Theory:** Levin's Life Space-basic concepts and contributions, Tolman's Purposive Behaviourism –basic concepts and contributions.

Unit-IV

9.**Theories of the Self:**Vygotsky's Socio-CulturalPerspective, Roger'sSelf Theory, Myers Briggs Type Indicator, Mead's and Maslow's Theory of Self Actualisation.
10.**Ecological Theory-**UrieBronfenbrenner.
11.Humanistic Psychology and Developmental Theory.
12. **Language Theory-** Chomsky's Theory of language development.

References
1. Aylward, G. (1994). Practitioner's guide to developmental andpsychological testing. New York: Plenum Press.
2. Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. NewDelhi: Viva Books.
3. Hayes, N. (ed). (1997). Doing Qualitative Analysis in Psychology.Hove: Psychology Press.
4. Smith, J.A., Harre, R., and Van Langenhove, L. (1995). RethinkingPsychology. London: Sage.
5. Yin, R. (1994). Case study research: Design and methods (2nd ed.) Beverly Hills, CA: Sage Publication.
6. Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi: World Health Organization

CO-PO matrix for the course HD-101 (Theories of Human Development Psychology and Behaviour)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD101.1	3	2	2	3	1	2
HD101.2	3	3	3	2	3	3
HD101.3	3	3	3	3	3	2
HD101.4	2	3	3	3	2	3
Average	2.75	2.75	2.75	2.75	2.25	2.5

CO-PSO matrix for the course HD-101 (Theories of Human Development Psychology and Behaviour)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD101.1	3	3	2	2	2	1
HD101.2	3	3	2	3	3	2
HD101.3	3	3	3	1	3	2
HD101.4	2	3	3	3	3	3
Average	2.75	3	2.5	2.25	2.75	2

M. Sc. (Human Development) CBCS
Semester –ICore
Paper -HD-102
Methods and Techniques of Assessment in Human Development

Total Marks: 100
External: 80
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To study different methods and techniques of understanding Human Development.
- To apply various methods studied in a practical context.

Learning Outcomes: It will enable the students to learn about the various techniques for studying Human beings and also assessment of their various personality characteristics.

Course Outcomes for HD102

COs#After the completion of this course the students will be able to do:

HD102.1 Understand the historical and philosophical, biological basis, traditions and

      theories of human development.

HD102.2 Comprehend the task of knowledge, construction of theories with reference to

 human development and childhood studies.

HD102.3Appreciate and analyze the different theories of development.

HD102.4Develop skills for critical appraisal and construction of theories of human
      development.

Unit- I
History & Uses of Psychological tests.
1. **Understanding the Self:** Administration, Scoring and Evaluation of any test about the Self, e.g., TAT, WISC.
2. **Concept of Measurement and Evaluation:** Scales, Norms and Transformation-Types, Usage &Relevance.
Unit-II

3.Observation Method: Concept, types, advantages and limitations, application,
Considerations for conducting observations.

Theoretical perspectives; Use of checklists, establishing reliability in observation record, Report writing and Evaluation.

4. Interview Method: Types, advantages and limitations, applications, preparation of Interview Schedule/guide, general considerations for conducting Interviews.
Theoretical perspectives; Development of different types of interview protocols.
Analysis and coding of interview data.

5.Questionnaire Method: Characteristics, types, advantages and limitations, uses, considerations for construction and administration of questionnaire.
Theoretical perspectives;Development of different typesof questionnaire Protocols.Analysis and codingof questionnaire data.

Unit-III

6.Case Study Method: Characteristic features, advantages and disadvantages.
Theoretical perspectives; Development of different types ofcase study protocols.
Analysis and coding of case study data.
7. Anthropometry: Body landmark, Instruments, Height, Weight and other Measurements of a child's nutritional status.
8. Reliability and Validity: Definition, Types & Usage.

Unit-IV

9. Sociometry Techniques: Definition, Types, Usage and theirrelevance in Studying Human relationships.
10. Some Psychometric Methods:
- Techniques of evaluation with special reference to (Intelligence, Personality, Interests and Aptitude.
-Scales for children's assessment- Seguin Form Board, Pandey's Cognitivedevelopment test, Coloured Progressive Matrices.
-The Wechsler's battery of tests,
-Children's Apperception Test,
- Draw- A- Man Test
- Bhatia's Battery
-Raven's Progressive Matrices,
-Adjustment Inventories,
-Rotter's Incomplete Sentence Completion Test,
-Sex Role Inventory,
-Death Anxiety Inventory.

References
1. Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York: Plenum Press.
2. Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. NewDelhi: Viva Books.
3. Hayes, N. (ed). (1997). Doing Qualitative Analysis in Psychology.Hove: PsychologyPress.
4. Smith, J.A., Harre, R., and van Langenhove, L. (1995). RethinkingPsychology. London: Sage.
5. Yin, R. (1994). Case study research: Design and methods (2nd ed.)Beverly Hills, CA: Sage Publication.
6. Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi: World Health Organization

CO-PO matrix for the course HD-102 (Methods and Techniques of Assessment in Human Development)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD102.1	3	3	2	3	1	2
HD102.2	3	3	3	2	3	3
HD102.3	3	3	3	3	3	2
HD102.4	2	3	3	3	2	3
Average	2.75	2.75	2.75	2.75	2.25	2.5

CO-PSO matrix for the course HD-102 (Methods and Techniques of Assessment in Human Development)

	PSO1	PSO2	PSO3 1	PSO4	PSO5	PSO6
HD102.1	3	3	2	2	2	1
HD102.2	3	3	2	3	3	2
HD102.3	3	3	3	1	3	2
HD102.4	2	3	3	3	3	3
Average	2.75	3	2.5	2.25	2.75	2

M. Sc. (Human Development) CBCS

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting

Objectives:
- To gain knowledge and insight regarding principles of early childhood care and education.
- To develop skills and techniques to plan activities in ECCE centres of different types.
- To conduct activities in early childhood care and education and to work effectively with parents and community.

Learning Outcomes: This course will provide an insight to the students about the various ECCE centres and their activities. It will enable them to plan activities for the pre-schoolers in an effective manner.

Course Outcomes for HD-103

COs#   After the completion of this course the students will be able to:

HD103.1   Explain the contemporary emergence and positioning of Early Childhood Care and education along a theoretically guided curricular framework.

HD103.2   Plan ECCE programs keeping in mind socio-cultural diversity and knowledge of local, global methods and practices.

HD103.3   Design strategies for effective capacity building and implementation of early childhood development programs.

HD103.4   Learn about the use of playway methods to teach concepts like science, maths, Sst., art and craft etc.

Unit-I
1. **Principles of Early childhood Care and Education**
    -Importance, Need and Scope of ECCE.
    -Objectives of ECCE
    -Types of Preschools/Programmes: Play Centres, Day Care, Montessori, Kindergarten, Balwadi, Anganwadi etc.

2. Historical Trends (Overview)
 -Contribution of the following thinkers to the development of ECCE (their principles, applications and limitations) in the context of ECCE.
   -Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, GijubhaiBadheka, TarabaiModak, M.K. Gandhi, Rabindranath Tagore.

Unit- II
3. ECCE in India
- Pre-Independence period, Post-Independence - Kothari Commission,
- Contribution of the five-year plansto ECCE -Yashpal Committee,
- Maharashtra Preschool Centre Act.
4. Contribution of the following agencies/programmes to ECCE in India.
 -ICCW, IAPE, NCERT ICDS
-UNICEF, NCTE, Mobile Crèches

Unit- III
5. Organisation of Pre-School Centres
 - Concept of organisation of early childhood centres.
- Administrative set up and functions of personnel workingat different levels.
-Building and equipment: location, Site, Arrangement of rooms, Different types and sizesof rooms, Playground, Storage facilities.
 -Selection of different types of outdoor and indoor equipment,
 -Maintenance and display of equipment and material
-Staff/Personnel Service conditions and role: Role and responsibilities, essential qualities of a care giver/teacher, other personnel.
-Record and Report: Types, aim and purpose/need, general characteristics e.g., anecdotal, cumulative, sample work, medical etc.
6. Programme Planning
 -Principles and steps in Programme Planning
  -Planning- Setting goals and objectives of plans- Long term, Short term, Weekly and Daily, Annual and Monthly,
-Theme Planning
-Routine and Schedules.

Unit- IV
7. Learning andPlay:
-Definition, Principles and Methods of learning.
-Effective methods of learning.
-Creating an effective learning environment in the class and Role of techniques in promoting learning in young children.
-Play- Types, Characteristics.
- Role of play in overall development of children, Teacher's role.
- Use of play way approach in the curriculum for young children.
8. Activities for ECCE:
-Language Arts- Types of activities to promote listening (songs, object talk, picture talk, free conversation, books, games, stories).
-Art and Craft- creative activities of expression: Use of chalks, crayons,paints,paperwork & best out of waste.
-Music: songs, listening & singing.
-Mathematics: concepts like: classification, serration, counting, addition &subtraction.
-Science and Social Studies: observing classifying, concept formation.

References:

1.   Bhatia & Bhatia (1995). Theory and Principles of Education, Doaba. House, Delhi.
2.   Brewer, JA (1998). Introduction to early childhood Education. (3rd Ed.). Boston: Allyn& Bacon.
3.   Carol, E.C. and Jan Allen (1993). Early childhood curriculum, University of Tennessee, New York:Macmillan.
4.   Day Barbara (1983). Early childhood education, New York: Macmillan.
5. Gordon & Browne (1989). Beginning and Beyond, Second edition, DelmarPub. Inc.
6. Grewal, J.S. (1984). Early childhood education, Agra National Psychological Corporation Pub.
7. Hildebrand Vema (1981). Introduction to Early Childhood Education, N.Y.: Macmillan.
8. Hildebrand Vema (1985). Guiding the young child, N.Y. : Macmillan.
9. Jenkins, E. (1977). A practical guide to early childhood curriculum, C.V. Mostey Co.
10.Judith, E and Meyers, RG. (2000). Early Childhood Counts. A programming guide or Development. Washington: The World Bank. (Learning Resource series).
11.Kaul, V. (1997). Early childhood education programme, New Delhi: NCERT.
12.   Kohn Ruth (1972). The Exploring Child. Mumbai: Orient Longman.
13. Kulkarni S. (1988). Parent Education, Perspectives and Approaches. Jaipur. Ravat Publications.
14. Maxim G. (1980). The very young, California: Wordsworth.
15.Mohanti&Mohanti (1996). Early childhood care & education. New Delhi: Deep & Deep Publication.
16.Moyley, J.R (1996). Just Playing: the role and status of play in early childhood Education. MiltonKayness : Open University Press.
17. Mutlidharan, R (1991). Guide to nursery school teacher. New Delhi: NCERT.
18.Pankajam, G. (1994). Preschool Education. Ambala: Indian Pub.
19. Rao, V.K. and S. Khurshid-ul-Islam (Eds.) (1997). Early Childhood: Care and Education. New Delhi: Commonwealth Publication. .
20. Read Katherine (1980). The Nursery School, Halt Rinehart & Winston.
21. Saraswathi, T.S. (1988). Issues in Child Development, Curriculum & Other Training &Employment, Mumbai : Somaiya.
22. Swaminathan Mina. A source book on early childhood care and education, UNESCO, Clinicalco-operative programme, Paris
23. Swaminathan, M. (Ed.) (1998). The first Five Years: a critical perspectiveon Early ChildhoodCare and Education in India. New Delhi:

CO-PO matrix for the course HD-103 (Early Childhood Development: Care and Education)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD103.1	2	3	2	3	1	3
HD103.2	3	3	2	3	3	3
HD103.3	3	3	3	3	3	2
HD103.4	3	2	2	3	2	3
Average	2.75	2.75	2.25	3	2.25	2.75

CO-PSO matrix for the course HD-103 (Early Childhood Development: Care and Education)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD103.1	2	3	3	3	3	1
HD103.2	3	3	3	3	3	1
HD103.3	2	3	3	2	3	1
HD103.4	2	3	3	3	3	2
Average	2.25	3	3	2.75	3	1.25

M. Sc. (Human Development) CBCS

Semester -I
Core
Paper -HD-104
Cross-Cultural Perspectives in Family Studies

Total Marks: 100
External: 80
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To understand family as a component of socio-cultural milieu and context.
- To familiarize students with developmental perspective in family life cycle.
- To realise and appreciate universals and variations in family life patterns across cultures and sub-cultures.
- To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.
- To understand theoretical and methodological concerns related to family studies.

Learning Outcomes: The students will get familiarized with the structure, needs and methodological concerns of the family.

Course Outcomes for HD-104

COs#   After the completion of this course the students will be able to:

HD104.1 Understand about the various forms of families and their significance in the society.

HD104.2   Gain knowledge about various roles and relationships existing in different types of family patterns and structures.

HD104.3 Gain knowledge about various theoretical perspectives offamily,their
. crisis and coping strategies.

HD104.4   Learn about the various cultural practices, societal exchanges and influences.

Unit-I

1. TheFamily in Social Context:
  -Family as a component of social system, Structure and Context
  -Family as an evolving and dynamic institution.
  -Functions of family

-Family life cycle

2. Socio-Cultural Studies of Family Pattern's in India.

-Family structure: Traditional, Extended, Joint families.

-Alternate Families-Single parents' families, Childless families, Cohabitation marriage families without children, Female headed families.

   -Unitary Families

   -Family patterns in India-Tribal, Rural, Urban.

   -Role relationships in the family.

   -Sex roles and division of labour

   - Cause and effect of family structure on changing roles of family.

   - Sociological significance of family.

Unit-II

3. Approaches and Theories in Family Studies

   -Developmental Approach.

   -Interactional Approach.

   -Institutional Approach.

   -Systemic Approach.

   -Family Life Cycle Approach.

   -Cyclical Theory.

   -Progressive Theory.

   -Structural- Functional Theory.

4. Types of Family Crises and Coping Strategies

   -Meaning, Types, Intervention &Services.

   -Financial, Behavioural,

   -Interpersonal Relationships and Health.

Unit-III

5. Contemporary Issues and Concerns

  - Family violence, Battered women, Child maltreatment, Sexual abuse(child abuse)

  -Dowry and Family Violence

  -Child rearing and Socialization

  - Gender roles

  - Divorce and Remarriage

  - Family planning

  - Effect of Industrialization on family

  - Major world trends in family patterns.

6. Disadvantaged Family

  -VariousNeeds

  -Various Problems

  -Societal Support Mechanism.

  -Therapy and Rehabilitation.

Unit-IV

7. Family and Societal Exchanges/Influences.

-Health and family

   -Education and family

   -Work and family

-Religion and family

-Beliefs, values and family

-Ecology and family

-Government and family

8. Cultural Practises of Families
   -Traditional Cultural Practises
   -Modern Cultural Practises

References:
1. Adams, B.N. (1975). The Family: A sociological interpretation. Chicago:Rand Mc Nully.
2. Ahuja, R (1997). Indian Social System (2nd Ed.).Jaipur: Rawat.
3. Arcus. H.E. and Others (1993). Handbook of Family Ufe Education: ThePractice of Family life   education (Vol. II). N.Y.: Sage.
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CO-PO matrix for the course HD-104 (Cross-Cultural Perspectives in Family Studies)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD104.1	3	3	2	2	3	3
HD104.2	2	3	1	2	3	2
HD104.3	3	2	2	3	3	3
HD104.4	3	3	2	3	3	3
Average	2.75	2.75	1.75	2.5	3	2.75

CO-PSO matrix for the course HD-104 (Cross-Cultural Perspectives in Family Studies)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD104.1	2	3	3	3	3	3
HD104.2	2	3	2	3	3	3
HD104.3	3	3	2	3	3	3
HD104.4	3	3	3	3	3	3
Average	2.5	3	2.5	3	3	3

M. Sc. (Human Development) CBCS

<center>
Semester -I
Core
Paper -HD-105 (Practical)
Methods and Techniques of Assessment in Human Development
</center>

<div align="right">
Total Marks: 100

External: 80

Internal: 20

Duration of Exam: 3 hrs

Credits: 4
</div>

Course Outcomes for HD-105

COs#   After the completion of this course the students will be able to:

HD105.1 Develop skills to use techniques and methods suited for different persons, situations and contexts.

HD105.2 Be familiar with standardized tests/protocols for the study and assessment of individuals, families/settings.

HD105.3 Develop skills in recording fieldwork.

HD105.4 Gain knowledge about the various types of developments and tests used for measuring them.

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

5. Field Report and Project
-Report Writing and Evaluation of Children and ECCE Programmes.

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CO-PO matrix for the course HD-105 (Methods and Techniques of Assessment in Human Development)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD105.1	3	2	3	3	3	3
HD105.2	3	3	3	3	3	3
HD105.3	3	2	2	3	2	3
HD105.4	3	3	3	3	3	3
Average	3	2.5	2.75	3	2.75	3

CO-PSO matrix for the course HD-105 (Methods and Techniques of Assessment in Human Development)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD105.1	3	3	3	2	3	2
HD105.2	3	3	3	2	3	2
HD105.3	3	3	3	3	2	2
HD105.4	3	3	3	2	3	2
Average	3	3	3	2.25	2.75	2

M. Sc. (Human Development) CBCS
Semester -I
Core
Paper -HD-106 (Practical)
Early Childhood Development: Care and Education

Total Marks: 100
External: 70+10*
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Course Outcomes for HD-106

COs#   After the completion of this course the students will be able to:

HD106. 1 Develop skills to use principles of pedagogy and curricular framework for optimal development through ECCE programs.

HD106. 2 Develop ways to address socio-cultural diversity through local and global methods and practices.

HD106. 3 Devise and develop strategies for effective capacity building, implementation and assessment of early childhood care and education programs.

HD106. 4 Acquire necessary skills to work effectively with families and form collaborative relationships with them.

1. Visits to various centres, of ECCE: Day Care Centre, Balwadi, Anganwadi, Mobile Creche etc.
2. Planning and executing activities forchildren's all-round development in ECCE centres.
3. Preparing teaching material kits:
   -Mobiles
   -Masks
   -Puppets- Making and manipulation
   -Making book for Children
   -Picture Puzzles
4. Music
   -Orientation to music
   -Low-Cost Musical Instrument
   -Song Booklet
5. Skills for Promoting Language, Science and Creativity
   - Object/Picture Talk
   -Story Book
   -Poem Book
   -Science and Math Concepts
   -Creativity File
   - Readiness Games and Material
6. Preparing a Resource unit file
7. Role play of home visits and conducting a home visit to a known family.
8. Planning of parent teacher meeting: Stimulation of Meetings/events/function- Planning and programme evaluation
9. Placement and observation in different Early Childhood Education and Day Care centres for two weeks.

CO-PO matrix for the course HD-106 (Early Childhood Development: Care and Education)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD106.1	3	3	3	3	3	3
HD106.2	3	3	3	3	2	3
HD106.3	3	3	2	3	3	3
HD106.4	3	2	3	3	2	3
Average	3	2.75	2.75	3	2.5	3

CO-PSO matrix for the course HD-106 (Early Childhood Development: Care and Education)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD106.1	3	3	3	2	3	2
HD106.2	3	3	3	3	3	2
HD106.3	3	3	3	3	3	2
HD106.4	3	3	3	3	3	3
Average	3	3	3	2.75	3	2.25

Total Marks: 100
External: 80
Internal: 20
Duration of Exam:3 hrs
Credits:4

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adolescence.
- To understand the principles and factors influencing human development in these stages.
- To understand the importance of biological bases in human development.

Learning Outcomes: This will enable the students to learn about the various developments and their outcomes at various stages namely from birth to adolescence.

Course Outcomes for HD201

COs#   After the completion of this course the students will be able to:

HD201.1   Demonstrate knowledge of developmental processes and principles.

HD201.2   Engage with the critical areas in the study of development in childhood.

HD201.3 Demonstrate knowledge of domains of development during childhood.

HD201.4   Gain knowledge about various special issues in the course of development.

Unit-I

1. **Principles and Concepts of Development:**
   -Principles of Growth and Development.
   -Developmental Tasks.
   -Basic concepts of Development-Maturation and Learning, Sensitive periods, Individual differences, Nature-nature-issues, Critical periods& Sex differences.
   -Secular trends in growth
2. **Biological Bases of Development:**

-Physiological processes.
-The Human Genome & its significance for Human Development.
-Genetic influences in different stages

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Unit-II

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3. **Prenatal Development:**
   -Recapitulation of stages in Prenatal development.
   -Genetic and Environmental factors, Maternal Conditions and Teratogens.
   -Importance of Indian practices during pregnancy.
4. **Infancy :((Birth-2 years)**
   -The new born: Birth process and the Neonate.
   -Physical description, Sensory capacities and Reflexes.
   -Becoming co-ordinated- Feeding, Sleeping, Crying.
   -Imitation, Objects permanence and other Cognitive accomplishments.
   -Early Language development.
   -Social relationships during infancy.
   -Early Emotional development, Temperament & Attachment.
   -The Cultural experience of being an infant.

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Unit-III

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5. **Early Childhood (2-6 years)**
   -Transition from infancy to childhood.
   -Physical and Motor development.
   -Language, Cognition and Emotions in early years.
   -Play and Social relationships, The emerging Self.
   -Early Socialization, Parenting and Cultural processes.
   -Early Childhood Education.
6. **Middle Childhood (7-11 years)**
   -Physical and Motor development: Changes and Challenges.
   -Sense of industry and Personality development, Cognitive, Moral and Language
    development.
   -Social Relationships-Peers, Siblings & Parents.
   -The experience of schooling- Academic achievement.

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Unit-IV

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7. **Adolescence (11-18 years)**
   -Transition from Childhood to Sexual maturity.
   -Puberty and its Consequences.
   -Early v/s late matures and Emotional changes.
   -Development of Formal Operations.
   - Adolescent thought integration of the self.
   -Issues of Identity.
   -Role of family, Peers.
   -Role of Community and Ethnic group.
   -Moral reasoning and Judgement.

8. **Special issues:**
   -Health, Sexuality, Mental health and Conformity.

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References:
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2. Berk, LE. (1995). Child Development. London: Allyn& Bacon.
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CO-PO matrix for the course HD-201 (Fundamentals of Human Development)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD201.1	3	3	2	3	3	3
HD201.2	3	3	2	2	3	3
HD201.3	3	3	2	2	2	2
HD201.4	2	3	1	3	2	1
Average	2.75	3	1.75	2.5	2.5	2.25

CO-PSO matrix for the course HD-201 (Fundamentals of Human Development)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD201.1	3	2	2	2	3	2
HD201.2	3	3	2	2	3	2
HD201.3	3	2	2	2	2	1
HD201.4	2	2	1	3	3	3
Average	2.75	2.25	1.75	2.25	2.75	2

M. Sc. (Human Development) CBCS
Semester -II
Core
Paper -HD-202
Adolescence and Adulthood: Development, Psychology and Challenges

Total Marks: 100
External: 80
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To understand the stages of adolescence and adulthood in human development.
- To study the major development characteristics of these stages.
- To study the issues of identity, development tasks and problems associated with these stages.
- To create an awareness about social processes during adolescence & adulthood.

Learning Outcomes: This course will help the students to get an insight of the adolescent development, psychology, challenges & issues concerning them.

Course Outcomes for HD202

COs#   After the completion of this course the students will be able to:

HD202.1 Gain knowledge about the various principles of developmental processes during adolescence and youth.

HD202.2   Engage themselves in the critical areas of development of adolescence and youth.

HD202.3 Gain knowledge about all the domains of development in adolescence and youth.

HD202.4 Know about the influence of family, culture, community, etc. on adolescence and youth.

Unit: I

1. The Adolescent Stage:
  - Period of Storm and Stress.
  -Its link with Middle childhood and Youth.
  -The concept of Adolescence.

-Developmental tasks of Adolescence.
2. Theoretical Perspectives:
-Anna Freud, Erik Erikson, James Marcia, and Margaret Mead.
- Indian perspectives.
3. Physical and Sexual Development:
-Puberty, development of primary & secondary sex characteristics.
-Psychological response to puberty, Gender differences.
-Sexuality, Sexual needs and Sex education
-Causes of HIV/AIDS and prevention.

Unit –II

4. Cognitive Development and Moral Development
-Formal operations- Piaget's Theory, Intellectual development at adolescence and
 adults.
-The Information –Processing view.
-Reasoning, thinking critically, reflective judgement.
 -Moral reasoning and judgement (Kohlberg's stages)
5. Identity Formations
-Different perspectives: Construct of Self and development of Self-Concept.
-Indian views on adolescent's identity.

Unit -III

6. Social and Emotional Development:
-Family & the Adolescent.
-Peers and Friendships. Interpersonal relation (parents, siblings etc.)
-Emotional Competence.
-Rebellion and conflict with home and school authorities.
7. Schools, College, Work and Career
-Adolescence and adult in the context of differential opportunities for education and
Formal training.
-Importance of academic achievement and failure, related issues.
-Training for career and work.
Unit-IV

8. Important Agents of Influence
-Family, Community and Culture
-Electronic Media.
9. Marriage:
-Legal age and its relationship to development.
- Marriage as a family/individual issue.
 -Marriage choices and significance of marriage in Human Development.
10. Delinquency and Disturbance:
-Juvenile Delinquency: causes and prevention.
 -Psychological disturbances: Depression, Suicide, Substance abuse.

References:

1. Balk, D.E. (1995). Adolescent development. New York: Brooks! Cole.
2. Erikson, E.H. (1968). Identity: Youth and crisis. London: Faber & Faber
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7. Saraswathi, T.S. & Dutta, R. (1988). Invisible boundaries: Grooming for adult role.

CO-PO matrix for the course HD-202 (Adolescence and Adulthood: Development, Psychology and Challenges)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD202.1	2	3	2	2	3	3
HD202.2	3	3	3	3	3	3
HD202.3	3	3	3	3	3	3
HD202.4	2	3	1	2	3	1
Average	2.5	3	2.25	2.5	2.75	2.5

CO-PSO matrix for the course HD-202 (Adolescence and Adulthood: Development, Psychology and Challenges)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD202.1	3	2	1	2	3	1
HD202.2	2	3	1	3	3	1
HD202.3	3	2	1	2	3	1
HD202.4	2	2	1	3	3	1
Average	2.5	2.25	1	2.5	3	1

M. Sc. (Human Development) CBCS
Semester -II
Core
Paper -HD-203
Management, Policies and Programmes for Women and Children

Total Marks: 100
External: 80
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To develop an understanding of constitutional provisions and legislations   with reference to children and women in India.
- To understand the purpose, scope and challenges in the management of programmes for children and families.
- To understand the various approaches to programme management.
- To organise, implement & evaluate programmes for children & family.

Learning Outcomes: The students will come to know about planning, implementing and evaluating various programmes. They will also get knowledge about the legal rights and policies for the children and women.

Course Outcomes for HD203

COs#   After the completion of this course the students will be able to

HD203.1   Obtain knowledge of prevalent social policies as they relate to lives of children and women.

HD203.2   Be familiar with constitutional provisions and legislations for women and children

HD203.3   Be able to engage with the linkages between social policy, legislations and Implementation of schemes and programs.

HD203.4   Gain knowledge about the supervision, evaluation of various programs, policies.

Unit –I
1. Programme Planning:
  -Definition, Objectives, Principles, Steps in planning.
  -Defining project goals, Steps in goal formation.

2. **Management:**
   -Meaning and importance of management
   -Objectives, Characteristics, Steps of management.
   -Importance of management skills.

Unit –II

3. **Overview of Provisions:**
   -Policies and Action plans.
   -Rights and Social policies.
   -Five years plans.
4. **Constitutional Provisions Laws and Conventions:**
   -Constitutional Provisions.
   -Legislations for women and children.
   -Conventions for protection of women & children.

Unit –III

5. **Programmes for Children:**
   -Identification of specific programmes for children.
   -Types of programmes & their management.
   -Child welfare programme in India –Recent approaches.
6. **Programmes for Family:**
   -Identification of specific programmes for family.
   -Types of programmes & their management.
   -Family welfare programmes in India–Recent approaches.
   -Family Counselling.

Unit –IV

7. **Linkages:**
   -Govt. role-Centre, State and Local level.
   -NGO and Corporate, Social responsibility in implementation of programmes.
   -Effective initiatives in various domains.
8. **Monitoring and Evaluation:**
   -Supervision, meetings to plan, feedback.
   -Project Report.
   -Programme evaluation and Review techniques.
   -Critical appraisals.

References:
   1. Chaudhary, P. (1985). Child Welfare Services. New Delhi: Atmaram& Sons.
   2. Dorothy, A.S. and Ricks, B.A. (1989). Contemporary Supervision: Managing people and technology. New York: Mac Graw Hill.
   3. Grewal, J.S (1984). Ear1y Childhood Education Foundations & Practice, Agra: National 'Psychological Corporation.
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8. Peter T (1997). The Circle of Innovation: You Can't Shrink Your Way to greatness, U. K.: Hodder &Stoughten.
9. Shaffir, W.B. (1991). Experiencing Field-work. New York: Sage.

CO-PO matrix for the course HD-203 (Management, Policies and Programmes for Women and Children)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD203.1	3	2	1	2	2	3
HD203.2	1	2	2	3	2	3
HD203.3	2	3	2	3	3	3
HD203.4	1	1	2	2	2	3
Average	1.75	2	1.75	2.5	2.25	3

CO-PSO matrix for the course HD-203 (Management, Policies and Programmes for Women and Children)

COs#	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD203.1	1	2	3	3	3	3
HD203.2	2	1	1	3	3	3
HD203.3	2	1	3	3	3	3
HD203.4	2	2	3	3	3	3
Average	1.75	1.5	2.5	3	3	3

M. Sc. (Human Development) CBCS
Semester -II
Core
Paper -HD-204
Population and Family: Dynamics, Psychology and Welfare

Total Marks: 100
External: 80
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To understand the dynamics of population.
- To know about the role of various agencies at international and national level.
- To discuss population statistics with special references to children and women.
- To know about various family welfare services.

Learning Outcomes: This course will enable the students to understand the population dynamics & come to know about the role of various agencies at international and national level.

Course Outcomes for HD204

COs#   After the completion of this course the students will be able to

HD204.1   Obtain knowledge of population and its dynamics in developing countries.

HD204.2   Be familiar with various agencies working for mental health in India.

HD204.3   Be able to engage with various programs for reproductive health and family welfare services.

HD204.4   Gain knowledge about population growth, statistics and its consequences.

Unit –I

1. Population Dynamics:
-Study of population and Population dynamics in developed and developing
    Countries.
    -Study of population dynamics in India.
 2. Population Education:
    - Meaning, Objectives, Problems of population education in India.
    -Role of National, International and Non-governmental agencies.
3. Models of Mental Health Services:
    -Mental, Social
    -Population Mental Health in India: Issues and Challenges

Unit –II

4. Population Statistics:
    -Children and Women Morbidity, Mortality- Causes & Consequences.
    -Infant Morbidity and Mortality - Causes & Consequences.
5. Population Growths:
    -Factors, Causes, Consequences, Statistics with special references to India.
6. Birth Control Measures:
    -Types of birth control measures
    -Benefits and Drawbacks.
    -Role of Govt., NGO's etc. in family planning.

Unit-III

7. Reproductive and Child Health Programmes:
    -Measuring of RCH programmes, content, target groups.
    -Various Programmes issues by govt. & various agencies.
    -Reproductive rights of women.
8. Family Welfare Services:
    -Community based assistance to family.
    -Day care services.
    -Services for family in poverty.
    -Services for family with problem children.

Unit-IV

9. Family Laws and Family Courts:
    -Legal acts for family, children & women.
    -Various Family Courts run in India.
10. Roles of Agencies and Organisation:
    -Various agencies involved in the welfare of Children.
    -Various agencies involved in the welfare of Family.
11. National Commissions for Women

References:
1. Diwan, Paras, Diwan Peeyushi (2000). Women and Legal Protection. Deep and Deep Publication, New Delhi.
2. Agosin, M. (2003). Women Gender and Human Rights. Rawat Publications, New Delhi.
3. Bajpai, A. (2003). Child Rights in India: Law, Policies and Practises. Oxford University Press, New Delhi.
4. Kumar, R. (2000). Women and Marriage. Anmol Publications Pvt. Limited: New Delhi.

CO-PO matrix for the course HD-204 (Population and Family: Dynamics, Psychology and Welfare)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD204.1	2	2	3	2	3	3
HD204.2	2	2	2	2	3	3
HD204.3	3	3	2	2	3	3
HD204.4	3	3	3	3	3	3
Average	2.5	2.5	2.5	2.25	3	3

CO-PSO matrix for the course HD-204 (Population and Family: Dynamics, Psychology and Welfare)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD204.1	2	2	2	3	3	3
HD204.2	2	3	2	3	3	2
HD204.3	3	2	1	3	2	3
HD204.4	2	3	1	3	3	3
Average	2.25	2.5	1.5	3	2.75	2.75

M. Sc. (Human Development) CBCS
Semester -II
Open Elective
Paper -HD-206
Marriage and Family Dynamics

Total Marks: 50
External: 40
Internal: 10
Duration of Exam: 3 hrs
Credits: 2

Note:
- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No.-1 will be compulsory consisting of 5-10 short type questions (having no internal choice) and spread over the entire syllabus
- Eight questions, two questions from each unit (I, II, III & IV) will be set.
- The candidates are required to attempt five questions in all. Question No -1 will be compulsory, remaining four questions will be attempted by selecting one question from each unit.

Objectives:
- To sensitize the students towards marriage & family life.
- To understand the traditional and changing norms of the institution of family with reference to its social environment.
- Get acquainted with the concept of marriage and the areas of adjustments within the family.
- Become aware about the dynamics of family interaction and developmental tasks through family life span
- Become aware of problems in families and ways of coping up.

Learning Outcomes: This course will enable the students to know about the importance of marriage and its adjustments in their lives. This will also become aware about the various family patterns, crisis and counselling.

Course Outcomes for HD206

COs#   After the completion of this course the students will be able to

HD206.1 Gain knowledge about marriage and its types in different Indian societies.

HD206.2   Be familiar with meaning, structure and forms of families and kinship.

HD206.3 Know about family patterns, adjustments, crises and laws in India.

HD206.4 Learn about demographic profile of women and children in India.

Unit-I
1. Significance of the term 'Family Dynamics'
- "Marriage and family" as an institution and its importance.

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2. Marriage:
  -Marriage- Purpose, Motives, Functions & types.
  -Marriage in different Indian Societies.
  -Traditional marriage and modern marriage.
  -Readiness for marriage.
3. Compatibility in Marriage:
  -Premarital Counselling.
  -Marital harmony & personal compatibility in marriage.
  -Post marital counselling.

Unit –II

3. Kinship:
  -Terminology, Principles, Patterns & Types of Kin groups.
  -Degrees, Decent, Usage & its influence.
  -Kinship trees for Families of Origin.
4. Family:
  -Origin, Evolution, Meaning, Structure and Forms of families.
  -Family and its changing functions.
  -Approaches of family- Biological, Historical, Sociological, Developmental
  -Family life cycle & development tasks (seven stages of family life cycle)
  -Changing trends in family system.

Unit-III

5. Family Patterns:
  -Alternate Family Patterns-causes, Characteristics and Implications.
  -Family dyadic relationships-filial, Fraternal, Conjugal, in-laws, Grandparent-children.
  -Multiple roles of women.
  -Role change & conflicts.
6. Family Adjustments and Disorganization:
  - Areas of adjustment.
  -Patterns of adjustment.
  -Causes and consequences of disorganization.
7. Crises and Counselling:
  -Crises in family life: Meaning, Types.
  -Current family problems.
  -Marriage and family counselling.

Unit-IV
8. Laws:
  -Laws related to marriage and families in various religions and cultural settings of
   India.
9. Technological Advancement and family:
  -Various impacts of technology on the family life.
10. Demographic profiles:
   -Of women and children (with special reference to India).
11. Survey of families: -With different backgrounds for understanding the changing
    scenario of families in the present context.

References:

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2. Duvall, E.M.(1977) "Marriage and Family Development" ,Lippincott Co. Philadelphia.
3. Dyer E.D. (1969) " Courtship, Marriage and Family", American Style the Dorsey Press, Illinois.
4. Gore, (1969) " Urbanisation and Family Change" ,Popular Prakashan, Bombay.
5. Henslin, J.M. (ed.) (1989) "Marriage and Family in a Changing Society" , The Free Press, U.S.A.
6. Kapur, P.(1974) "Marriage and the Working Women in India" ,Vikas Publications, New Delhi

CO-PO matrix for the course HD-206 (Marriage and Family Dynamics)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD206.1	1	1	2	1	1	1
HD206.2	1	2	2	2	2	3
HD206.3	2	3	3	3	3	3
HD206.4	3	3	3	3	3	3
Average	1.75	2.25	2.5	2.25	2.25	2.5

CO-PSO matrix for the course HD-206 (Marriage and Family Dynamics)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD206.1	1	1	1	2	3	3
HD206.2	2	1	2	2	3	3
HD206.3	2	3	2	3	3	3
HD206.4	3	3	3	3	3	3
Average	2	2	2	2.5	3	3

M. Sc. (Human Development) CBCS
Semester -II
Core
Paper -HD-207 (Practical)
Adolescence and Adulthood: Development, Psychology and Challenges

Total Marks: 100
External: 80
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Course Outcomes for HD-207

COs#   After the completion of this course the students will be able to

HD207.1 Undertake studies of Adolescence and Youth across domains.
HD207.2 Identify and use appropriate tools and techniques of studying Adolescence and
                Youth.
     HD207.3 Engage and work with Adolescence and Youth across contexts.
  HD207.4 Plan and execute activities for youth keeping in mind their needs.

1.   Visit to various centres catering to Adult.
2.   Preparing Adult Education Programmes.
3.   Plan and organize debates and discussions for adolescents for
      healthy andresponsible sexual behaviour to prevent HIV/AIDS.
4.   Organizing a play for Adult Education.
5.   Organizing a quiz on any relevant topic for today's Adults.
6.   Case study of an Adolescent and Reporting.
7.   Administering: Achievement, Vocational, Interest Personality Scales on
      Adolescent/ Adults an interpretation of the information.
8.   Developing a schedule for identifying problems of adolescents in a chosen topic of
Conflict, collecting information and reporting the result.

CO-PO matrix for the course HD-207 (Adolescence and Adulthood: Development, Psychology and Challenges)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD207.1	3	2	2	3	2	3
HD207.2	3	3	2	3	2	3
HD207.3	3	3	2	3	2	3
HD207.4	3	3	3	3	3	3
Average	3	2.75	2.25	3	2.25	3

CO-PSO matrix for the course HD-207 (Adolescence and Adulthood: Development, Psychology and Challenges)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD207.1	3	3	1	3	3	3
HD207.2	3	3	1	3	3	3
HD207.3	2	3	1	3	3	3
HD207.4	3	3	1	3	3	3
Average	2.75	3	1	3	3	3

M. Sc. (Human Development) CBCS

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Semester -II
Core
Paper -HD-208 (Practical)
Management, Policies and Programmes for Women and Children

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Total Marks: 100
External: 60+20**
Internal: 20
Duration of Exam: 3 hrs
Credits: 4

Course Outcomes for HD208

COs#   After the completion of this course the students will be able to

HD208.1 Obtain knowledge of prevalent social policies as they relate to lives of children and
Women.
HD208.2 Be familiar with planning and implementation of projects for women and children.
HD208.3 Be able to engage with the linkages between social policy, legislations and
implementationof schemes and programs.
HD208.4 Work for the rehabilitation of women and children.

1. Observational Visits and developing detailed reports of the various institutions
   and organizations working for Women and child welfare.
2. Developing Welfare Projects for areas such as: Health, Nutrition, Education,
Rehabilitation of Children based on the information secure from an existing
program in the locality.
3. Planning, Implementation strategies of projects in selected Women and Child
Welfare institutions for testing   their suitability.
4. Monitoring and Evaluation of services of Women and children welfare: Criteria
and Impact.
5. Identification of specific programmes for children and families.
6. One month training in preschools/ NGOs /Orphanage /Old Age home/any
other welfare organization and report submission.

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CO-PO matrix for the course HD-208 (Management, Policies and Programmes for Women and Children)

COs#	PO1	PO2	PO3	PO4	PO5	PO6
HD208.1	2	1	2	3	3	3
HD208.2	3	2	2	3	2	3
HD208.3	2	3	3	3	3	3
HD208.4	3	3	3	3	3	3
Average	2.5	2.25	2.5	3	2.75	3

CO-PSO matrix for the course HD-208 (Management, Policies and Programmes for Women and Children)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
HD208.1	3	3	3	3	3	3
HD208.2	3	3	3	3	3	3
HD208.3	2	3	2	3	3	3
HD208.4	3	3	3	3	3	3
Average	2.75	3	2.75	3	3	3