M.A 1st Semester

Home Science

(Human Development)

Paper I:

Advance Study in Human Development – 1

<u>PRACTICAL</u>

- Perceptions of different group/cultures on infant care & development
- Conduction home visits and interviews/talking to parents.

M.A 1st Semester

Home Science

(Human Development)

Paper II:

Adolescence and youth – 1

<u>PRACTICAL</u>

- Assessment of the problems of the adolescence.
- Arranging workshops for adolescence and youth.

M.A 1st Semester

Home Science

(Human Development)

Paper III:

Advance Study in Human Development – II

<u>PRACTICAL</u>

- Visit to and report of old age centers/homes.
- Arranging special service/counseling activities for the aged with the help of resource person, if necessary e.g. yoga, lectures etc.

M.A 1st Semester

Home Science

(Human Development)

Paper I:

Advance Study in Human Development – 1

Course Code – HDA130701T   **M.M. 25+75 = 100**

Credits – 4

<u>Objective:</u> –

- To understand 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 there stages.

<u>Contents:</u> –

<u>UNIT – 1</u>

1. **<u>Principles and concepts of development</u>**

   - Principles of growth and development

   - Basic causes of developments-maturation and learning, Sensitive

   - Periods, individual differences, Nature-nature issue

UNIT – 2

2. Prenatal Development

- Recapitulation of stages in prenatal development, genetics and environment factor:

  Maternal conditions.

- Importance of Response to Puberty.

- Psychological Response to Puberty.

UNIT – 3

1. Infancy (birth 2 years) and Early Childhood (2-6 Years)

- The new born: birth process and the neonate physical
- Description, sensory capacities and reflexes. Becoming Coordinated
- Feeding sleeping, crying
- Early language development
- Transition from infancy to childhood
- Physical and motor development

UNIT – 4

2. Middle Childhood (7-11 Years) and Adolescence (11-18 years).

- Physical and motor development: changes and challenges
- Personality development
- Cognitive, moral and language Development
- Role of Family, Peers, Community

References

1. Rice, F. P. (1995). Human Development. New Jersey: Prentice Hall.

2. Berk, L.E. (1995). Child Development. London: Allyn & Bacon.

3. Cole, M. & Cole, S. (1993). The development of children. (2nd ed.) New youk: Scientific American Books freeman & C0.

4. Dutt, S (1998). Moral Values in Child Development: An introduction. New Delhi: anmol.

M.A 1st Semester

Home Science

(Human Development)

Paper II:

Adolescence and youth – 1

Course Code – HDA130702T   **M.M. 25+75 = 100**

Credits – 4

Objective: –

- To understand the stages of adolescence and youth in human

  development.

- To study the major developmental characteristics of these stages.

Content:–

UNIT – 1

The Adolescence Stage

- Development Tasks of Adolescence

- Puberty, Development of Primary and Secondary Sex

  Characteristics

- Psychological Response to Puberty'

UNIT – 2

Cognitive Development, Identify Formation and Important agents of influence.

- Formal Operations – Piagets theory Intellectual development at adolescence and youth

- Construction of self and Development of self

- Family, Community and Culture.

- Electronic Media

UNIT – 3

Marriage

- Legal age and its relationship to development Marriage is Family

- Marriage choices and significance of marriage in human development.

UNIT – 4

Delinquency and Disturbance.

- Juvenile delinquency: Causes and Prevention

- Psychological Disturbances: Depression, Suicide

- Causes of HIV/AIDS and Prevention

References:–

- Balk, D.E. (1995). Adolescent development New York Brooks/Cole.

- Erikson. E.H. (1968). Identify: Youth and crisis. London: Faber & Faber.

- Kroger. J. (1996). Identity in adolescence. London: Rout ledge

- Kaka. S (1992). Identify and adulthood Delhi: Oxford University Press.

M.A 1ˢᵗ Semester

Home Science

(Human Development)

Paper III:

Advance Study in Human Development – II

Course Code – HDA130703T   **M.M. 25+75 = 100**

Credits – 4

Objective: –

- To undertake an advanced study of the stages in human development with specific focus on youth, adulthood and old age;

- To understand the principles and factors influencing human development in theses stages.

Content:–

UNIT – 1

Youth/Young adulthood (20-35 Years)

- Introduction: Biological, cultural and development perspectives on youth and adulthood.

- Development needs, Importance of social organization.

- Life Cycle approach – sexuality, marriage, marital adjustment, parenthood.

UNIT – 2

Middle Adulthood (30-50 Years)

- Physical Continuity and Changes. Adult intelligence. Personality development role in family

- Development of the self, Inter-generational relationships maintaining family relationships.

- Friendships.

- Menopause in Women.

UNIT – 3

Late Adulthood (50 - 60 Years)

- Continuity and change in personality the family life-cycle

- Retirement from formal work.

UNIT – 4

Old age (65 + Years)

- Physical aspects of aging

- Psychosocial Development

Reference:

- Rice, F.P. (1992). Human development: A life-span approach, New Jersey: Prentice hall.

- Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmillan.

- Santrock, J.W. (1997). Life span development. Brown and Benchmark.

- Lefrancois, G.R. (1996). The life span, New York: Wadsworth publishing.

- Deats, S.M. & Lenkar, L.T. (Eds.) (1999) Aging and identify, London: Preeger.

M.A 2nd Semester

Home Science

(Human Development)

Paper I:

Management of Programmers Children and Families

<u>PRACTICAL</u>

- Visit to a Management Institute.
- Study of Parental attitude towards Child rearing practices

M.A 2ⁿᵈ Semester

Home Science

(Human Development)

Paper II:

Principles of Guidance and Counseling

<u>PRACTICAL</u>

- Interaction with practicing counselors and therapists through visits to schools clinics, women's centers and hospitals.
- Learn about the counseling process.

M.A 2ⁿᵈ Semester

Home Science

(Human Development)

Paper III:

Care of Children with Disabilities and illness

<u>PRACTICAL</u>

- Planning and Working with children and parents.
- Case Study of a child with disability.

M.A 2nd Semester

Home Science

(Human Development)

Paper I:

Management of Programmers Children and Families

Course Code – HDA130801T   **M.M. 25+75 = 100**

Credits – 4

Objective:–

- To understand the various approaches to programme management.

- To offer students the opportunity to apply & translate the theoretical knowledge practice.

Contents:–

UNIT – 1

1. ### Management of Programmers for Children and Families

- Meaning and Importance of Management

- Functions of Management

- Principles of Management

UNIT – 2

2. **Benefits of Programme Planning**

- Need of Programme Planning.

- Steps involved in Programme Planning Process.

- Review of Success and Failure of Different Programmes.

UNIT – 3

3. **Programmes of Children**

- Specific Programmes for children

UNIT – 4

4. **Programmes for Family**

- Specific Programmes for children

- Family Counselling

References: –

- Chaudhary P (1985) Child welfare Service, New Delhi, Atmaram & Sons.

- Chaudhary A.S. and Ricks, B.R. (1989) contemporary supervision, managing people and Technology, New York.

M.A 2ⁿᵈ Semester

Home Science

(Human Development)

Paper II:

Principles of Guidance and Counseling

Course Code – HDA130701T   **M.M. 25+75 = 100**

Credits – 4

Objective: –

- To understand the need for guidance and counseling n human development.

- To introduced basic concepts in guidance counseling and therapy.

Content:–

UNIT: I

1. **Constructs of Guidance, Counseling and Therapy**

- Basic Differences

- Guidance and Counselling needs of individual's families and Systems c. Role of culture in influencing needs and practices.

UNIT: II

2. **Nature of Psychological disorders at different stage that require counselling and therapy.**

   - At childhood.
   - At adolescence and youth
   - At adulthood
   - In old age

UNIT: III

3. **Principles of Counselling and Therapy.**

   - Approaches to Counselling at different development stages.

   - Family therapy approach

UNIT: III

4. **Qualities of a Counsellor**

   - Qualities and skills of a counsellor

   - The process of Counselling, first contract, assessment,

     intervention, closure, follow up.

   References: –

   - Burhard, P (1999) counseling skills training, New Delhi.

   - Necolson. D & Ayers, H (1985) Individual counseling.

M.A 2nd Semester

Home Science

(Human Development)

Paper III:

Care of Children with Disabilities and illness

Course Code – HDA130803T   **M.M. 25+75 = 100**

Credits – 4

Objective:-

- To gain information of different impairments and illnesses that attect children,

- To be sensitive to desires and wishes of children

- To plan for inclusive educational programmes of children and involving the disabled child in the process.

Contents:–

UNIT:– I

1. IMPAIRMENTS AND MENTAL HEALTH

- Different types of imperials and serious illness, causes and the effects on children.

- Physical, intellectual, sensory and emotional impairments. illness such as juvenile diabetes asthma.

- Mental health and its unpaid on personality of children.

UNIT:– II

2. FAMILY AND COMMUNITY ROLES

- Attitudes of others in the family and community.

- Techniques for identification and recording progress.

UNIT:– III

3. Social and Organizational Skills

- Physical, organizational and social barriers in the development of children with disabilities.

- Modification and adaption of physical and social environment the meaning of inclusion, enabling participation of children with disabilities in the school and community so that they have a sense of belonging as well as a opportunity to become contributing members.

- Use of assistive devices.

UNIT:– IV

- Listening to children and including their views in life at school and home.

- Care of the child in the family, role of parents, siblings and other members.

References:–

- Chand, I. (1997) Climb every mountain: Colling Publishers India, New Delhi.

- D. Mitchell & R.I. Brown (Eds). Early Intervention studies for young children with special needs (pp 19-49) London: Chapment & Hall.

- Dale. N. (1996) Working with families of children with special needs. London Rooutledge

M.A 3ʳᵈ Semester

Home Science

(Human Development)

Paper I:

Early Childhood care & Education

<u>PRACTICAL</u>

- Making a scrap book on Nursery school education.
- Teaching acid for Nursery school children.

M.A 3ʳᵈ Semester

Home Science

(Human Development)

Paper II:

History and Theories of Human Development

<u>PRACTICAL</u>

- Developing case study of any one abnormality or behavior disorder.
- Assignment – On any topic given in the syllabus.

M.A 3ʳᵈ Semester

Home Science

(Human Development)

Paper III (A)

Women Studies

<u>PRACTICAL</u>

- Study of women adjustment.
- Making a folder on problems and issues related to women.

M.A 3ʳᵈ Semester

Home Science

(Human Development)

Paper III (B)

Development of the Self

<u>PRACTICAL</u>

- Real an important biography and analyze the events and factors that contributed to the development of the self in the individual.
- Conduct a case study of an individual and profiles the development of the self in a cultural and social context.

M.A 3rd Semester

Home Science

(Human Development)

Paper IV (A)

Study of Family in Society

<u>PRACTICAL</u>

- Survey on merits and demerits of nuclear and joint family.

- Study of family relations with the help of any interview schedule.

M.A 3rd Semester

Home Science

(Human Development)

Paper IV (B)

Gender Equity and Society

<u>PRACTICAL</u>

- Case studies of individuals/organizations involved in gender related activism.
- Class: discussions/debates on gender issues and controversies.

M.A 3rd Semester

Home Science

(Human Development)

Paper I:

Early Childhood care & Education

Course Code – HDA130901T   **M.M.- 25+75 = 100**

Credits – 4

Objective: –

- To gain knowledge and insight regarding principles of early childhood care and education.

- To develop the skills and techniques to plan activities in ECCE cenlres at different types.

Content:–

UNIT: 1

1. **Principles of Early Childhood care and Education.**

   - Importance, need and scope of ECCE

   - Objective of ECCE

   - Types of Preschools/Programmes Play centers, day care, Montessori, Kindergarten,

Balwari, Anganwadi.

- Concepts of non-formal, formal and play way methods.

UNIT: II

- Contribution of the following thinkers to the development of ECCE, their Principles, applications and limitations in the context of ECCE.

- Pestalozzi, Rousseau, Frobel, Maria Montessori, John Dewey, M.K. Gandhi, Rabindranath Tagore.

UNIT: III

- ECCE in India

- Pre Independence Penod, Post Indendence

- Kothari commission contribution of the five year plans to ECCE.

UNIT: IV

Contribution of the following agencies/Programmes to ECCE in India.

- NCERT

- ICDS

- UNICEF

- Mobile Creche etc.

Refrence:

- Koul. V. (1997) Early childhood education Programme, New Delhi, NCERT.

- Bhatia and Bhatia (1995) Theory and Principles of Education, Doaba House, Delhi.

M.A 3rd Semester

Home Science

(Human Development)

Paper II:

History and Theories of Human Development

Course Code –   HDA130902T   **M.M. 25+75 = 100**

Credits – 4

Objective:–

- To understand the need for theory in Human Development.

- To understand the practical applications of a theory.

Content:–

UNIT: I

- ### Early theories

  - Cock, Rousseau, Plato, Comenius Eastern Philosopher Swami Vivekananda, Tagore, Gandhi Ji

UNIT: II

- ### Freud's Psycho analysis theory

  - Freudian theory Heo Freudians, Karen Horney, Erich Fromm, Sullivan

UNIT:III

- **Learning and Behavior theory**

    - Hull, Guthric, Skinner, Thorn Dikes, J.B. Watson, Pavlov

      Watson, Karl's

UNIT: IV

- **Cognitive developmental and Psycho analytic theory**

    - Piaget's theory, Jung, Otto Rank

Reference:

- Aries P. (1962) Centuries of Wild hood, New York Knopt.

- Crain (1992) Theories of development Concepts and

  applications, New Journey Prentice Hall.

- Smith. J.A. Harre. R. and van Langenhove, L (1995) Rethinking

  Psychology London Sage.

M.A 3ʳᵈ Semester

Home Science

(Human Development)

Paper II:

Women Studies

Course Code –   HDA130903T - A   **M.M. 25+75 = 100**

Credits – 4

<u>Objective:</u> –

- To develop awarness regarding status of women in India.

- To understand theoretical concerns related to women's studies.

Content: –

<u>UNIT: I</u>

1. **<u>The rational for Women's Studies.</u>**

   - Meaning and Significance.

   - The Women's Movement in India.

<u>UNIT: II</u>

2. **<u>Development process for Women's Perspective</u>**

UNIT:III

3. **Programmes for Women's Perspective.**

UNIT: IV

4. **Problems and Issues related to Women in India.**

    - Child Marriage

    - Female Mortality

    - Discrimination in nutrition and Health Care.

    - Socialization of Girl Child.

    - Dowry

    - Violence

    - Women's Identify

    - Educational Opportunity and Sex based Education.

    - Employment

    - Legal Status of Women

Reference:

    - Asthana '8' (1974) women's movement in India vikas, Delhi.

    - Antony M.J.(HSS) women's right: Dial Ogue, Delhi.

M.A 3ʳᵈ Semester

Home Science

(Human Development)

Paper III:

Development of the Self

Course Code – HDA130903T - B   **M.M. 25+75 = 100**

Credits – 4

Objective: –

- To initiate self-enquiry and introspection.

- To discuss different aspects of the self and its development.

Content: –

UNIT: I

1. **Definitions of development and self.**

   - Linking the individual and the group; self – concept and self-esteem.

UNIT:II

2. **Approaches to self**

   - Enquiry and introspection. Memories of childhood and their influence.

- Family history and its impact on individuals.

- Biographic of significant persons as illustrations.

UNIT: III

1. ### The self in the life – span.

   - The Significance of birth, role of Childhood Experiences; changing roles and responsibilities.

   - With age, the sense of self at adolescence.

UNIT: IV

2. ### The individual and the context.

   - Influence of family, preers and school on the development of self-esteem.

   - Community and cultural in relation to the development of self.
   Experiences, Values, Beliefs and Attitudes in Society.

   ### References: –

   - Kakar, S. (1978). The inner world. New Delhi; Oxford University.

   - Gandhi, M.K. (1927). An autobiography or the story of my experiment with truth. Ahmedabad: Navajivan Trust.

M.A 3rd Semester

Home Science

(Human Development)

Paper IV:

Study of Family in Society

Course Code –   HDA130904 T- A   **M.M. 25+75 = 100**

Credits – 4

Objective: –

- To understand family as a component of socio-cultural milieu and context.

- To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.

Content: –

UNIT: I

1. **The Family in Social Context.**

- Family as a component of social system structure and context.

- Family as an evolving and dynamic institution.

- Function of family.

- Socio cultural studies of Family patterns in India.

- Family Structure – traditional extended joint families.

UNIT: II

- Unitary Families.

- Cause and effect of different family structures on changing roles of family.

UNIT: III

1. **Family and societal exchanges/influences.**

- Work and family.

- Education and Family.

- Health and Family.

- Religion and Family.

UNIT: IV

1. **Contemporary Issues and concerns**

- Family violence, battered women, sexual abuse.

- Dowry and Family Violence.

- Child rearing and Socialization.

- Divorce and remarriage.

Reference: –

- Adams. B.N. (1975). The Family: A sociological interpretation, Chicago Rand Mc Nutly.

- Ahuja Ram (1997) Indian Social Problem.

- Arcus R (1997).Indian Social System (2nd Ed.) Jaipur Rawat.

- Bahr S.J. (1989) Family Interaction N.\Y. Macmillan.

M.A 3rd Semester

Home Science

(Human Development)

Paper IV:

Gender Equity and Society

Course Code –   HDA130904T - B   **M.M. 25+75 = 100**

Credits – 4

Objective: –

- To appreciate gender as a socio-cultural constraint

- To create awareness of the gender biases and barriers that prevail in society.

- To become aware of the need for proactive approach and empowerment to attain and maintain equality.

Content: –

UNIT: I

1. MAJOR CONCEPTS AND ISSUES

- Differentiation Between sex and gender, Gender role socialization and gender role stereotypes, Gender related division of labour and its implications.

UNIT: II

GENDER CONSTRUCTION WITHIN THE FAMILY AND SOCIETY

- Intra Family dynamics in relation to distribution of resources, authority and power structure according to age, sex. Mental status and kinship relation. Forms of family in terms of residence and descent, i.e. nuclear, joint and extended families; patrilineal and matrilineal family systems.

UNIT: III

GENDER IDENTITIESTHAT CONTROL AND MEDIATE IN SOCIETY

- Gender equality in educational access and retention in the educational stem. Impediments to female education. Sexism in education. Women and health lacunae in health care system; Population control debate; contraceptive and its impact on women's health female foticide and its implications.

UNIT: IV

GENDER IDENTTIES AS INSCRIBED IN CULTURE

- Cultural controls over gender roles, construction of gender identities in culture. Gender and religion Media portrayal of gender roles. Equality – in equality perspectives and impact.

UNIT: V

EQUALITY AND EMPOWERMENT

- Concept of empowerment for equality, factors that facilitate and inhibit the process of empowerment, Role of families and society, Government and NGO's in initiating and sustaining the policies and programmes for empowerment.

References: –

- Desa N and Krishana M (1988) Women and society in India. New Delhi: Ajanat Publications.
- Kaila. N. (1987). Session in India Education. New Delhi: Vikas Publications.
- Krishnaraj, M. (ed) (1986). Women's Studies in India, Bombay: Popular Prakashan.
- Lengan, L. (1998). Understanding Women's health Issues, A Reader, and New Delhi: Kali for Women.

M.A 4th Semester

Home Science

(Human Development)

Paper I

Parenting in early Childhood

<u>PRACTICAL</u>

- Organising parent's education programmes based on parent's needs.
- Arranging workshops for parents.

M.A 4th Semester

Home Science

(Human Development)

Paper II

Infant Development & Stimulations

<u>PRACTICAL</u>

- Observing infants in various settings.
- Planning Stimulation Practices followed by parents and care givers.

M.A 4th Semester

Home Science

(Human Development)

Paper III (A)

Child and Human Rights

<u>PRACTICAL</u>

- Case studies of women and children in difficult circumstances in NGO settings.
- Workshops with children and women through; art, creative activities, media to be followed by discussion on resolution of problems/issues.

M.A 4th Semester

Home Science

(Human Development)

Paper III (B)

Care of the Elderly

PRACTICAL

- Visit to and report to old age centres homes.

- Prepare case studies on any two inmates.

M.A 4ᵗʰ Semester

Home Science

(Human Development)

Paper IV (A)

Mental Health in Developmental Perspective

<u>PRACTICAL</u>

- Visits to schools/institutions that have counseling centers/mental health programme.

- Design a mental health intervention programmes for any one age
- group.

M.A 4th Semester

Home Science

(Human Development)

Paper IV (B)

Monitoring and Evaluation of Programmes

<u>PRACTICAL</u>

- Assignment on any topic given in syllabus.

- Conduction a small study of monitoring /evaluation of selected agencies.

M.A 4th Semester

Home Science

(Human Development)

Paper I:

Parenting in early Childhood

Course Code –   HDA130001T   **M.M. 25+75 = 100**

Credits – 4

Objective:–

- To understand the significance of parents role in early childhood

- To develop skills to involve parents in early childhood education programmes.

Content:–

UNIT: I

INTRODUCTION

- The task of parenting and the concepts of parenting skills.

- Changing concept of parenthood and childhood

- Being a competent parent.

UNIT: II

INDIVIDUAL PARENTING ROLES

- Determinants of parenting behavior.

- Characteristics of the parenting roles.

- The mothering role.

- The fathering role.

- Concept of family the family life cycle stages.

UNIT: III

Development in early childhood years:

- Parent's role in developing to self-awareness in children.

- Family relations and communication.

- Helping the child to learn to express and control emotions.

- Helping children discover personal capabilities.

- Establishing routines and showing responsible behaviour.

- Learning social role and interactions with others.

- Meeting the family needs during the stage. h. Meeting the children's need.

UNIT: IV

TECHNIQUES OF PARENT EDUCATION IN PRESCHOOL SETTING

- Informal Meetings: Occasional/accidental meeting written/printed-newsletters,

Circulars, Notice Etc.

- Parent Library, Toy Library

- Workshops/Demonstration Centre.

- Parent's Corner.

- Open house. f. Large/small group meeting.

- Individual meeting: Home visits. Individual Sessions.

- Working with Vulnerable families.

References:–

- Bigner. J. (1979). Parents child relations An introduction to parenting N.Y. McMillian Pub.

- Brim, Harman (1980) Learning to be parents, principles, programmes and methods Saga Pub.

- Fine Marwin (1980): Handbook on parent education. New York; Academic Press Inc.

- Goldein. J.C. Ed (1994) toys. Child Develpment Cambridge. Cambridge University Press.

M.A 4ᵗʰ Semester

Home Science

(Human Development)

Paper II

Infant Development & Stimulations

Course Code –   HDA130002T   **M.M. 25+75 = 100**

Credits – 4

Objective:–

- To get an overview of infancy and intent development as a first stage in the life span development process.

- To gain an understanding of theoretical, empirical and applied work in the field of infancy.

Contents:–

UNIT: I

1. NEWBORN AND INFANT DEVELOPMENT AND BEHAVIOUR

- New born behavior and capacities:

- Development and abilities during infancy.

- Adaption strategies to cultural setting and practices.

UNIT: II

2. EARLY EXPERIENCES AND DEVELOPMENT CONSEQUENCES

- Influence on physical, psychomotor and cognitive growth and development.
- At risk conditions.

UNIT: III

3. EARLY INTERACTIONS: BEGINNING IN ATTACHMENT FORMATION.

- Course of attachment.

- Role of father in formation of attachment.

- Interaction as a cultural process.

UNIT: IV

4. LANGUAGE DEVELOPMENT IN INFANCY

- Environmental, Interactional and cultural perspective.
- Brain correlates and development changes.
- Variations in development.

References:–

- Bomstein M. M. (Eds) (1991) Cultural approaches to parenting. New Jersey Lawrence Eritaium Associates.

- Chiristoim J.S. (1980). Development and adaptation in infancy. New Directions for Child Developer B, 15 29.

- Cole M & Cole S. (1980) The Development of Children, New York Scientific American Books.

- Evalus, J L Myers, R.G. and Held, E H. (2000). Early Childhood counts A programming guide on early childhood care for development, Washington The world bank (WBl Learning Resource Serves.

M.A 4th Semester

Home Science

(Human Development)

Paper III (A)

Child and Human Rights

Course Code – HDA130003T - A　　　　　**M.M. 25+75 = 100**

Credits – 4

Objective:–

- To develop awareness and perspective of Human Rights as a professional in the field of Human Development.

- To work with women and children to create awareness about their rights and to guide them to access their rights.

Contents:–

UNIT: I

DEFINITION AND EVOLUTION OF RIGHTS

- Human Rights

- Child Rights

- Women's Rights

- Charter

- Convention

- Policy

UNIT: II

STATUS OF INDIAN CHILDREN AND THERI RIGHTS

- Demographic distribution

- Gender disparities (infanticide, foeticide, girl child)

- Children in difficult circumstances (Children of prostitutes, child prostitutes, child labour, street children, refugee children and child victims of war)

- Status of women in india.

- Women and Human rights.

UNIT: III

CLASSIFICATION OF HUMAN RIGHTS

- Moral rights.

- Legal rights.

- Civil and political rights.

- Social emotional and cultural right.

- Environmental and developmental rights.

UNIT: IV

INTERNATIONAL CONVENTION OF HUMA RIGHTS

ADVOCACY FOR HUMAN RIGHTS

References:–

- Butterworth. D. and Fulmer. A. (1993). Conflict, Control Power. pert: Child and Family consultants.

- Bruner T. (1965) Actual minds – possible words. London: Harvard University Press.

- Digumart. B.R. Digumarti, P.L. (1998). International Encyclopedia of Women (Vol. 1) New Delhi Discovery.

- D' Souza. C. and Menon, J. Understanding Human Rights. (Series 1-4). Bombay; Research and Documentation Centre, St Pius College.

M.A 4th Semester

Home Science

(Human Development)

Paper III (B)

Care of the Elderly

Course Code –   HDA130003T - B   **M.M. 25+75 = 100**

Credits – 4

Objective:–

- To enable students to become aware and sensitized to issues related to care of the elderly.

- To enable students to understand the theoretical perspectives of the aging process.

- To develop skills for organizing activities for the elderly.

Contents:–

UNIT: I

INTRODUCTION

- Emergence and scope of gerontology and elderly care.

- Historical perspective. Demographic trends in Indian.

- Concept of aging and problems: Social medical, psychological problems occupational etc.

THEORETICAL PERPECTIVE

- Theories: Disengagement theroy, Activity theory, Human development theory Continuity theory, Age stratification theory, labeling theory.

UNIT: II

AGING PROCESS

- Biological and physiological aspects; Psychological aspects; Social aspects: Social status, retired status, single status, economics status, security, guide and teacher, social adjustment and recognition;

- Spiritual aspects: karma theory and religion;

- Economic aspects.

UNIT: III

ADUJSTMENT PATTERNS AND CHANGING LIFESTYLES IN OLD AGE

- Family patterns in later life: Changing roles and the aging family; Conjugal: Husband-Wife relations in old age; Sexual adjustment;

- Retirement years and marital adjustment;

- Intergenerational family relations; Grand parenthood: Widowhood/singlehood; Alternative lifestyle; Second marriage in the later me.

UNIT: IV

SERVICES AND PROGRAMS FOR THE AGED

- Categories of service: Housing, health, leisure time activities; institution for the aged day care centres; economic programmes; Re-engagement (after retirement) Retirement pension death cum retirement gratuity, provident fund, health measures, Insurance scheme, investment & taxation and properly.

References:–

- Aiken, L.R. (1978) The psychology of later life, Philadelphia: WB Saunders Comapany.

- Bergmann, Kiaus (1972). Aged: Their understanding and care, London: Wolfe Pub.

- Binstock. R.H. and E. Shanes (eds) (1986). Handbook of aging and social sciences. New York: V.N. Reinhold Co.

- Blau, Zana Smith (1983). Old age in a changing society, New York: New View Prints.

M.A 4ᵗʰ Semester

Home Science

(Human Development)

Paper IV (A)

Mental Health in Developmental Perspective

Course Code – HDA130004T - A   **M.M. 25+75 = 100**

Credits – 4

Objective:–

- To understand the importance of mental health at different stages in life.

- To identify mental health issues in the community and sensitizing its members.

Content:–

UNIT: I

MENTAL HEALTH

- Definition, concept and importance of holistic health, well-being and happiness.

- National mental health policy of India (1982).

- Community mental health: needs and programmes.

UNIT: II

INFANCY

- Implication of attachment and bounding for mental health; deprivation syndrome.

- Malnutrition and its effect on growth and behaviour.

EARLY CHILDHOOD YEARS

- Mental Health needs; Safety, security relationships, autonmy and self-concept, nutrition and health.

- Behavior difficulties, manifested at this stage, e.g. feeding problem, aggression, withdrawal, problems related to early schooling and formal leaving.

UNIT: III

MIDDLE CHILDHOOD

- Mental health needs : recognition, appreciation, friendships and industry.

- School related problem e.g. discipline, truancy, fears and phobias, learning difficulties and disbalitites.

- Maladjustment at home and school.

UNIT: IV

ADULTHOOD

Mental health problems in the community

- Life events that cause stress, e.g. separation due to death, migration etc.

- Substances abuse and addiction.

- Violence and sexual abuse.

- Management of stress-counseling, training in relaxation, yoga, meditation.

References:–

- Barry, P.D. (1990). Mental Health and Mental Illenss. (4th ed.) Philadelphia: J.B. Lippincott Co.

- Bono, E: de (1991) Handbook for the Positive Revolution. London: Penguin Publications.

- Carter, F. & Chessman, P.(1988). Anxiety in childhood & adolescence – encouraging self-help through relaxation training. London Croom Helm.

- Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage Publications.

M.A 4ᵗʰ Semester

Home Science

(Human Development)

Paper IV (B)

Monitoring and Evaluation of Programmes

Course Code –   HDA130004T-B   **M.M. 25+75 = 100**

Credits – 4

Objective:–

- To understand the need and rationale for effective monitoring of programmes

- To study the process and strategies for monitoring and evaluation

Content:–

UNIT: I

COMPONENTS OF A PROGRAMME/PROJECT

- Object ves

- Population. i.e. clientele for stake holders

- Implementation Process

- Resource mobilization and funding

- Administrative structure.

UNIT: II

PURPOSE AND OBJECTIVES OF MONITORING AND EVALUATION

- Need and utility of monitoring and evaluation toward effective and efficient project management.

- Scope and meaning of monitoring and evaluation.

- Linkages between monitoring and evaluation.

UNIT: III

THEPROCESS AND TECHNIQUES OF MONOTORRING

- Duration and stages of monitoring process

- Monitoring as a part of management Information System (MIS).

- Monitoring Quality

- Quality and community needs.

UNIT: IV

EVALUATION AND APPRAISAL OF PROGRAMMES

Kinds of evaluations

- Formative, Summative, Ex-post evaluation

- Internal and External Evaluation

- Result Oriented evaluation

Methods of evaluation

- Participatory Rapid Assessment (PRA)

- Participatory Learning Assessment (PLA)

- SWOC Analysis,

References:–

- Misra R P and Others (Eds.) Regional Planning and National Development New Delhi: V kas.

- Sharma A (1987) Monitoring Social Components of Integrated Child Development Services. New Delhi NIPCCD.

- Thesis. J and Grady. M. (1991) Participatory rapid appraisal for community Development. London HED. (International Institute for Environmental and Development)

- UNICEF (1991) Making Difference? N.Y: UNICEF.

Shri Agrasen Kanya P. G. College Varanasi

(An Autonomous Institution)

M.A. Home Science

(Credit & Grading System)

Syllabus Scheme

According to NEP – 2020

Department of Home Science

(Human Development)

Guidelines for Evaluation of Dissertation

Internal Assessments				
Department Presentation	**Communication and Presentation**	**Response to queries**	**Maximum**	**Evaluation**
Dissertation	**Plagiarism**	**Subject Matter Usage of Language**	**Publication /Presentation in Conference**		**Committee Member:** 1. **Head** 2. **Supervisor** 3. **One of Faculty Member**
	5	**5**	**5**	**15**	
				25	
External Assessment					
External Examiner	**Subject Matter**		**25**	**Committee Member:** 1. **Head** 2. **External** 3. **Expert Supervisor**
Viva-Voice	**Presentation and Communication**	**Responses to queries**	**75**	
	25	**25**		
			100	

Outline of Curriculum for

M.A. Home Science

1st, 2nd, 3rd & 4th Semester

Human Development

According to NEP 2020

(Credit and Grading System)

Sri Agrasen Kanya P.G. College

(An Autonomous Institution)

VARANASI

Shri Agrasen Kanya P. G. College, Varanasi

(An Autonomous Institution)

Syllabus Scheme

M.A. Home Science

(Credit & Grading System)

SEMESTER WISE P.G. PROGRAMME

STRUCTURE- HOME SCIENCE

(Human Development)

P.G. Semester 1st

Major Course Code	Paper/Course	Paper Title	Internal External total Marks	Load Allocation (L.T.P.)	Credit
HD130701T	Core	Advance Study in Human Development-1	25+75		

P.G. Semester III

Major Course Code	Paper/Course	Paper Title	Internal External total Marks	Load Allocation (L.T.P.)	Credit
HDA130901T	Core	Early Childhood care & Education	25 + 75 = 100	L-3,T-2,P-0	4
HDA 130902T	Core	History & theories of Human Development	25 + 75 = 100	L-3,T-2,P-0	4
HDA 130903T-A	Elective	Women Studies	25 + 75 = 100	L-3,T-2,P-0	4
HDA 130903T-B		Development of the Self			
HDA130904T –A	Elective	Study of Family in Society	25 + 75 = 100	L-3,T-2,P-0	4
HDA130904T –B		Gender Equity and Society			
HDA130905P	Practical	Practical Related to Theory Papers	25 + 75 = 100	L-0. T-0, P-8	4
HDA130904R	Research Project	Research Analysis & Report Writing		L-0. T-4, P-4	4

P.G. Semester IV					
HDA130001T	Core	Parenting in early Childhood	25 + 75 = 100	L-3. T-2, P-0	4
HDA130002T	Core	Infant development & stimulation	25 + 75 = 100	L-3. T-2, P-0	4
HDA130003T-A	Elective	Child and Human Rights	25 + 75 = 100	L-3. T-2, P-0	4
HDA130003T-B		Care of the Elderly			
HDA130004T-A	Elective	Mental Health in Developmental Perspective	25 + 75 = 100	L-3. T-2, P-0	4
HDA130004T-B		Monitoring and Evaluation of Programmes			
HDA130005P	Practical	Practical Related to Theory Papers	25 + 75 = 100	L-3. T-2, P-4	4
HDA130006R	Research Proposal	Dissertation	25 + 75 = 100	L-3. T-2, P-0	4
Total Credit (Year – 1)					52
		Grand Total for all 4 Semester			100

Shri Agrasen Kanya P. G. College, Varanasi

(An Autonomous Institution)
Syllabus Scheme
M.A. Home Science
(Credit & Grading System)
SEMESTER WISE P.G. PROGRAMME
STRUCTURE- HOME SCIENCE
(Human Development)

P.G. Semester 1st

Major Course Code	Paper/Course	Paper Title	Internal External total Marks	Load Allocation (L.T.P.)	Credit
HDA130701T	Core	Advance Study in Human Development-I	25 + 75 = 100	L-3,T-2,P-0	4
HDA130702T	Core	Adolescence and youth	25 + 75 = 100	L-3,T-2,P-0	4
HDA130703T	Core	Advance Study in Human Development -II	25 + 75 = 100	L-3,T-2,P-0	4
HDA130704T	Core	Research Methodology & Statistics	25 + 75 = 100	L-3,T-2,P-0	4
HDA130705P	Practical	Practical Related to Theory Papers	25 + 75 = 100	L-0. T-0, P-8	4
HDA130706R	Research Proposal	Project Work		L-0. T-4, P-4	4

P.G. Semester II					
HDA130801T	Core	Management of Programmers Children and Families	25 + 75 = 100	L-3. T-2, P-0	4
HDA130802T	Core	Principles of Guidance and Counseling	25 + 75 = 100	L-3. T-2, P-0	4
HDA130803T	Core	Care of Children with Disabilities and illness	25 + 75 = 100	L-3. T-2, P-0	4
HSCA130804T	Core	Scientific Writing	25 + 75 = 100	L-3. T-2, P-0	4
HSCA130805P	Core	Practical Related to Theory Papers	25 + 75 = 100	L-3. T-2, P-8	4
HSCA130806T	Research Proposal	Project Report	25 + 75 = 100	L-3. T-2, P-4	4
COI806M AO1O86M	Open Elective Minor	E-commerce OR Prayojanmoolak Hindi OR	25 + 75 = 100	L-3. T-2, P-0	4
Total Credit (Year – 1)					