

27th (BOS)
02/06/2026

M.Sc. Home Science (Human Development)

Semester System

Curriculum

V-(86B)



Department of Home Science, FASS,

Swami Vivekanand Subharti University, Meerut

Session (2026-2027)

Academic Council date - 11/03/26
Executive Council date - 27/06/26

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DEPARTMENT OF HOME SCIENCE
S.V. Subharti University, Meerut
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**SEMESTER-1
SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)**

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S. V. Subharti University, Meerut

**M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
I YEAR/ I SEM**

**Course Code- CC-1
Research Methodology and Academic Writing
(4 Credits)**

Programme- M.Sc. Human Development	Year: First	Semester:1
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Course Description: This course is designed to develop foundational understanding of research methodology, research ethics, data collection and analysis, and academic writing. It enables students to carry out independent research projects, interpret findings, and present them in a scholarly manner.

Course Code: CC-1

Course Title: Research Methodology and Academic Writing

Course Objective:

- To provide an understanding of the research process and its components
- To familiarize students with qualitative and quantitative research methods
- To develop skills in preparing research proposals, reports, and theses
- To introduce techniques and formats of academic writing

Course Outcomes:

After successful completion of the course, students will be able to:

- Understand the fundamentals of research design and methodologies
- Formulate research problems and hypotheses
- Apply appropriate data collection and analysis techniques
- Write research proposals, reports, and academic articles following proper citation styles
- Uphold ethical considerations in conducting and reporting research

Credits: 3+1

Course Type: Core Course

Max. Marks:

Min. Passing Marks:

Semester: Theory

Semester: 40%

(70)+ Practical(30)

Sessional: 40%

Sessional: Theory(30)+ Practical (20)

Total No. of Lectures: Theory(45) + Practical (30)

Units	Topic	No. of Lectures
I	Introduction to Research: Meaning, types, significance in Human Development, scientific approach, research process, formulation of research problems, objectives, hypotheses	12
II	Research Design and Methods: Types of research design (exploratory, descriptive, experimental), sampling techniques, tools and techniques of data collection (questionnaires, interviews, focus group discussions, etc.)	11

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	interviews, observation)	
III	Data Processing and Analysis: Coding, tabulation, interpretation, introduction to statistical tools, measures of central tendency, standard deviation, correlation, testing of hypothesis	11
IV	Academic Writing and Research Ethics: Structure of research report, referencing styles (APA, MLA, Chicago, Harvard, Vancouver), plagiarism, ethical issues in research, use of digital tools.	11

Practical:

I.	Identification of research problems in Human Development	3
II.	Preparation of a sample research proposal	6
III.	Designing tools for data collection	6
IV.	Conducting pilot study and presenting data	6
V.	Practicing in-text citation and bibliography using referencing software	4
VI.	Writing academic essays and reports	5

Suggested Readings:

1. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International
2. Best, J.W. & Kahn, J.V. (2014). *Research in Education*. Pearson
3. Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE
4. Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE
5. Day, R.A. & Gastel, B. (2011). *How to Write and Publish a Scientific Paper*. Cambridge University Press
6. American Psychological Association. (2020). *Publication Manual of the APA (7th ed.)*

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M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)**I YEAR/ I SEM**

Course Code- CC-2
Advanced Theories of Human Development
(4 Credits)

Programme- M.Sc. Human Development	Year: First	Semester:1
Course Description: This course provides in-depth knowledge of classical and contemporary theories of human development. It explores various theoretical perspectives that have shaped understanding of development across the lifespan. The course aims to cultivate analytical thinking in evaluating developmental theories and applying them in real-world human development contexts.		
Course Code: CC-2	Course Title: Advanced Theories of Human Development	
Course Objective: • To critically examine foundational and advanced theories of human development. • To understand human growth and development from interdisciplinary perspectives. • To evaluate the applicability of different theories in diverse social, cultural, and developmental contexts. • To relate theoretical concepts with practical implications in human development research and practice.		
Course Outcomes: Upon successful completion of this course, the students will be able to: • Analyze the key concepts, assumptions, and propositions of classical and modern human development theories. • Compare and contrast various theories across developmental stages and cultural frameworks. • Evaluate developmental issues using appropriate theoretical perspectives. • Apply theoretical knowledge to assess and address human development needs and challenges.		
Credits: 3+1	Course Type: Core Course	
Max. Marks: Semester: Theory (70)+ Practical(30) Sessional: Theory(30)+ Practical (20)	Min. Passing Marks: Semester: 40% Sessional: 40%	
Total No. of Lectures: Theory(45)+Practical (30)		
Unit	Topic	No. of Lectures
I	Classical Theories of Development – Freud’s Psychosexual Theory, Erikson’s Psychosocial Theory, Piaget’s Cognitive Development Theory	08
II	Behavioural and Social Learning Theories – Pavlov, Skinner, Bandura; Application in parenting and education	08

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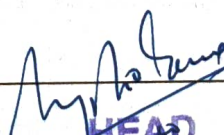
III	Contextual and Ecological Approaches – Vygotsky's Sociocultural Theory, Bronfenbrenner's Bioecological Model	08
IV	Contemporary and Integrative Approaches – Information Processing, Life-span Perspective (Baltes), Attachment Theory (Bowlby, Ainsworth), Feminist and Cultural Theories	08
	Cognitive & Learning Theories - Cognitive development theory- Jean Piaget and Howard Gardner multiple Intelligence theory. Social Learning and Behaviour theory– Albert Bandura, and Watson's classical conditioning, Thorndike's S-R Theory.	13

Practical:

I.	Case study presentation applying a selected developmental theory	5
II.	Preparation of comparative charts of developmental theories	5
III.	Observation and analysis of child/adolescent behavior using selected theoretical lens	5
IV.	Group discussion/presentations on contemporary relevance of developmental theories	5
V.	Critical review of a research paper based on a specific theory of human development	5
VI.	Viva and practical file submission	5

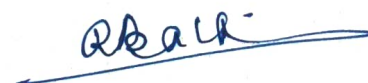
Suggested Readings:

1. Berk, L. E. (2017). *Development through the Lifespan*. Pearson Education.
2. Sigelman, C. K., & Rider, E. A. (2018). *Life-span Human Development*. Cengage Learning.
3. Shaffer, D. R., & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence*. Cengage Learning.
4. Papalia, D. E., & Martorell, G. (2014). *Experience Human Development*. McGraw-Hill Education.
5. Vasta, R., Haith, M. M., & Miller, S. A. (2004). *Child Psychology: The Modern Science*. Wiley.
6. Kail, R. V., & Cavanaugh, J. C. (2016). *Human Development: A Life-Span View*. Cengage Learning.
7. Crain, W. (2015). *Theories of Development: Concepts and Applications*. Psychology Press.
8. Lerner, R. M. (2018). *Handbook of Child Psychology and Developmental Science*. Wiley.


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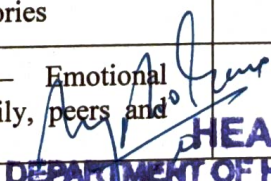

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**M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
I YEAR/ I SEM**

**Course Code- CC-3
Advanced Child Psychology
(4 Credits)**

Programme- M.Sc. Human Development	Year: First	Semester:1
Course Description: This course explores the psychological processes underlying child development, focusing on advanced concepts in cognitive, emotional, and social development. It emphasizes developmental patterns from infancy through childhood and aims to build an in-depth understanding of normal and atypical behaviors including the application of psychological principles in child guidance and intervention.		
Course Code: CC-3	Course Title:Advanced Child Psychology	
Course Objective: • To provide a comprehensive understanding of the principles of child psychology. • To examine advanced psychological theories related to child development. • To analyze factors influencing children's behavior, learning, and mental health. • To equip students with skills for assessing and supporting children's development.		
Course Outcomes: After successful completion of the course, the students will be able to: • Understand and evaluate advanced theories of child psychology. • Analyze the cognitive, emotional, and social development of children in various contexts. • Apply psychological tools and methods for child assessment. • Identify and address psychological challenges in childhood through effective interventions.		
Credits: 3+1	Course Type: Core Course	
Max. Marks:	Min. Passing Marks:	
Semester: Theory	Semester: 40%	
(70) + Practical (30)	Sessional: 40%	
Sessional: Theory (30) + Practical (20)		
Total No. of Lectures: Theory (45) +Practical (30)		
Units	Topic	No. of Lectures
I	Foundations of Child Psychology – Definition, scope and significance; Methods of studying child behavior; Nature vs. nurture debate; Developmental milestones	11
II	Cognitive and Language Development – Piaget's cognitive stages; Vygotsky's sociocultural theory; Information processing approach; Language acquisition theories	11
III	Emotional and Social Development – Emotional regulation; Attachment theory; Role of family, peers and school; Socialization and moral development	12


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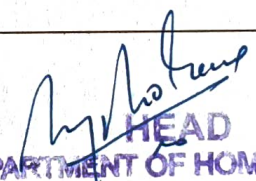
IV	Challenges and Interventions – Behavioral issues; Learning disabilities; Emotional and conduct disorders; Psychological testing and assessment in children	11
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Practical:

I.	Case study on cognitive and emotional development	5
II.	Administration and interpretation of psychological tools	5
III.	Preparation of behavior modification plans	5
IV.	Observation and report writing on child behavior in natural settings	5
V.	Community Visits- Child profile analysis and portfolio development	10

Suggested Readings:

1. Berk, L. E. (2018). *Child Development*. Pearson Education.
2. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2020). *A Child's World: Infancy through Adolescence*. McGraw-Hill.
3. Santrock, J. W. (2017). *Child Development*. McGraw-Hill Education.
4. Siegler, R., Deloache, J., & Eisenberg, N. (2014). *How Children Develop*. Worth Publishers.
5. Hurlock, E. B. (2001). *Child Growth and Development*. McGraw-Hill.
6. Vasta, R., Haith, M. M., & Miller, S. A. (2004). *Child Psychology: The Modern Science*. Wiley.
7. Shanker, S. (2016). *Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life*. Penguin.
8. Dash, M. (2012). *Child Psychology*. Neelkamal Publications.


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M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
I YEAR/ I SEM

Course Code- CC-4
Developmental Assessment Techniques
(4 Credits)

Programme- M.Sc. Human Development	Year: First	Semester:1
Course Description: This course aims to provide an in-depth understanding of developmental assessment tools and techniques used across different stages of human development. It emphasizes both standardized and non-standardized assessments and their reliability, validity, and cultural relevance of assessment techniques.		
Course Code: CC-4	Course Title:Developmental Assessment Techniques	
Course Objective: • To introduce key concepts, tools, and procedures of developmental and psychological assessments. • To provide practical exposure in administering, scoring, interpreting, and reporting of test results. • To develop understanding of traditional and alternative approaches including projective, observational, and case-based techniques. • To instill ethical sensitivity in interpreting assessment outcomes. •		
Course Outcomes: After successful completion of the course, the students will be able to: • Understand the nature, types, and purpose of psychological and developmental assessment tools. • Develop skills to administer and interpret both standardized and alternative techniques. • Apply projective techniques for diagnostic understanding. • Analyze test results considering ethical, cultural, and contextual factors. Use assessment outcomes to support child development interventions.		
Credits: 3+1	Course Type: Core Course	
Max. Marks: Semester: Theory (70)+ Practical(30) Sessional: Theory (30)+ Practical (20)	Min. Passing Marks: Semester: 40% Sessional: 40%	
Total No. of Lectures: Theory(45)+Practical (30)		
Units	Topic	No. of Lectures
I	Foundations of Assessment • Definitions and stages of assessment • Nature and characteristics of psychological tests • Reliability, validity, norms, and interpretation of test scores • Importance of rapport and ethics in testing • Significance and approaches to child study	10


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	techniques	
II	Types and Uses of Psychological and Developmental Tests • Types: Cognitive, motor, socio-emotional, adaptive behavior tests • Overview of different standardized tools • Uses of psychological tests in developmental screening and diagnosis	10
III	Intelligence Testing & Projective Techniques – Intelligence tests: • Alexander's Pass-A-long Test • Raven's Progressive Matrices • Seguin Form Board Test • Wechsler's Scale • Malin's Intelligence Scale for Indian Children • Stanford-Binet Test – Projective techniques: Meaning, types, and uses • Rorschach Ink Blot Test • Children's Apperception Test (CAT) • Children's Anxiety Picture Test • Word Association Test • Draw-a-Person Test	15
IV	Alternative and Dynamic Assessment Approaches • Observation, interview, case study • Checklists and rating scales • Sociometric techniques • Dynamic assessment: Vygotsky's ZPD and Feuerstein's approach • Report writing, ethical interpretation and intervention planning	10
Practical:	Topic	No. of Lectures
I.	Hands-on training in observation techniques and anecdotal records	2
II.	Practice of developmental screening using tools	4
III.	Administration of standardized tools	3
IV.	Intelligence test practice and Use of projective techniques	6
V.	Community Visit: Observation and informal assessment in Anganwadi / preschool / NGO setting	10
VI.	Case profile compilation using checklists, rating scales, and interview	3
VII.	Preparation and presentation of assessment reports	2

Suggested Readings:

1. Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. Pearson
2. Sattler, J. M. (2008). *Assessment of Children: Cognitive Foundations*. Jerome M. Sattler Publisher
3. Haywood, H. C., & Lidz, C. S. (2007). *Dynamic Assessment in Practice: Clinical &*

Educational Applications. Cambridge University Press

4. Malin, A. J. (1969). *Malin's Intelligence Scale for Indian Children Manual*. Indian Psychological Corporation
5. Kaplan, R. M., & Saccuzzo, D. P. (2014). *Psychological Testing: Principles, Applications, and Issues*. Cengage Learning
6. Papalia, D. E., & Olds, S. W. (2020). *Human Development*. McGraw-Hill
7. Mohanty, J. (2001). *Child Psychology and Development*. Deep & Deep Publications
8. NIMH (2002). *Developmental Screening Test (DST) Manual*.
9. NCERT (2006). *Manual on Child Assessment and Measurement Techniques*.

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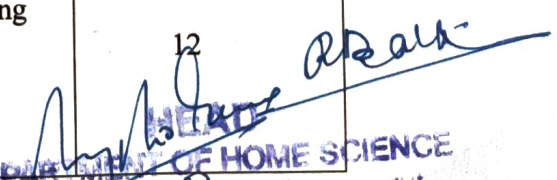
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M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
I YEAR/ I SEM

Course Code- DEC-1
Contemporary Issues in Human Development
(4 Credits)

Programme- M.Sc. Human Development	Year: First	Semester:1
Course Description: This course explores current and emerging issues that impact human development across the lifespan. It aims to provide students with a critical understanding of the socio-cultural, psychological, policy-related, and global influences on developmental processes, with a special focus on vulnerable populations.		
Course Code: DEC-1	Course Title: Contemporary Issues in Human Development	
Course Objective: • To sensitize students to the diverse and evolving issues affecting individuals across the lifespan. • To explore the influence of socio-economic, cultural, and policy frameworks on human development. • To equip students to critically analyze contemporary challenges through developmental theories and research evidence.		
Course Outcomes: Upon completion, students will be able to: • Identify and describe key contemporary issues affecting human development. • Critically examine the role of media, technology, and globalization in shaping development. • Evaluate the impact of social problems and policies on individuals and families. • Design contextually relevant interventions for specific issues related to children, youth, women, elderly, and special populations.		
Credits: 3+1	Course Type: Elective Course	
Max. Marks: Semester: Theory (70)+ Practical (30) Sessional: Theory (30) + Practical (20)	Min. Passing Marks: Semester: 40% Sessional: 40%	
Total No. of Lectures: Theory(45)+Practical (30)		
Units	Topic	No. of Lectures
I	Understanding Contemporary Issues in Human Development • Introduction to contemporary and emerging issues • Demographic trends and population ageing • Urbanization and migration • Inter-generational issues	12


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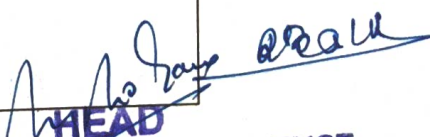
II	Vulnerable Populations and Developmental Challenges • Children in difficult circumstances • Youth and identity crises • Women and gender-based violence • Disability and inclusion	11
III	Media, Technology and Globalization • Impact of digital media on development • Cyberbullying, screen addiction, and child safety • Globalization and shifting family structures	11
IV	Social Policies and Interventions • National policies on child development, education, and health • Mental health awareness and support systems • Role of NGOs and civil society • Sustainable Development Goals (SDGs) and Human Development	11

Practical:

1.	Review of newspaper articles/media coverage on current issues in child and youth development	5
2.	Field visit to an NGO or organization working on contemporary issues (e.g., street children, elderly, differently abled)	6
3.	Case study analysis on developmental challenges	5
4.	Designing an awareness campaign on a selected issue on gender equality, mental health, child rights)	5
5.	Group presentations and debates on controversial issues (e.g., online gaming, parenting styles, media violence)	5
6.	Reflection journals on practical experiences	4

Suggested Readings:

1. Nayar, Usha. (2012). *Child and Adolescent Mental Health*. Sage Publications.
2. Verma, S. & Saraswathi, T. S. (2002). *Adolescence in India: Street Urchins or Silicon Valley Millionaires?* In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.), *The World's Youth: Adolescence in Eight Regions of the Globe*. Cambridge University Press.
3. UNICEF & Ministry of Women and Child Development, GOI (Various Reports)
4. Ministry of Statistics and Programme Implementation. (2023). *Youth in India Report*.
5. Berk, L. E. (2021). *Development Through the Lifespan*. Pearson Education.
6. National Commission for Protection of Child Rights (NCPCR) – <https://ncpcr.gov.in>
7. WHO Reports on Mental Health, Disability, and Child Rights


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Department of Home Science
FACULTY OF ARTS & SOCIAL SCIENCES

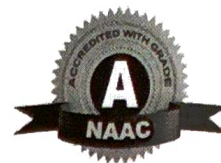
Email ID- hsc@subharti.org, Website - www.subharti.org, Contact No. 91-9639010541

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Subhartipuram, NH-58, Delhi Haridwar Meerut Bypass Road, Meerut-250005

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M.Sc. HUMAN DEVELOPMENT



Artificial Intelligence in Human Development

Credits: 2

Course Type: Practical / Applied

Duration: One Semester

Course Objectives

Students will be able to:

1. Use AI tools in child development and education.
2. Develop digital teaching-learning materials.
3. Apply AI in parenting education and counselling.
4. Create educational and developmental resources.
5. Use AI for behavioural observation and awareness programmes.

Course Outcomes

Students will be able to:

- Prepare AI-supported preschool learning materials.
- Create digital storytelling and educational activities.
- Develop parenting guidance material.
- Use digital tools for developmental assessment.
- Prepare awareness programmes for child and family wellbeing.

Practical Component

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Students shall perform the following practical activities:

1. Preparation of:

- i. Flashcards
- ii. Worksheets
- iii. Story cards
- iv. Educational games
- v. Preschool teaching-learning materials

2. Development of digital storytelling videos.

3. Preparation of:

- i. Parenting guidance booklet
- ii. Developmental milestone charts
- iii. Behaviour observation schedules
- iv. Child mental wellbeing awareness material

4. Conduct child observation activities using digital tools.

5. Conduct one digital parenting awareness programme.

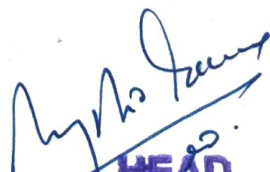
6. Prepare awareness material related to:

- i. Positive parenting
- ii. Child nutrition
- iii. Mental wellbeing
- iv. Elderly care

7. Complete one applied project related to:

- i. Preschool education
- ii. Child development
- iii. Parenting education
- iv. Mental wellbeing




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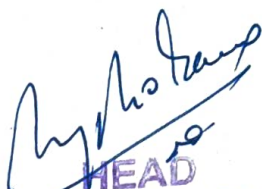


Records to be Submitted

- Practical file
- TLM file
- Observation records
- Parenting booklet
- Awareness portfolio
- Applied project report

Suggested AI Tools- ChatGPT, Canva AI, Educational AI platforms, Animation/video tools, Google Gemini




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SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)**

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M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)**I YEAR/ II SEM****Course Code- CC-5****Statistics and Computer Application****(4 Credits)**

Programme- M.Sc. Human Development	Year: First	Semester:2
Course Description: This course equips students with essential statistical techniques, concepts of measurement, and data analysis required for empirical research in Human Development. It includes computer-based applications and introduces software tools such as Excel and SPSS to facilitate data analysis.		
Course Code: CC-5	Course Title:Statistics and Computer Application	
Course Objective: • To introduce the foundational concepts of statistics and their relevance in human development research. • To develop students' understanding of measurement, data organization, and presentation techniques. • To equip learners with analytical skills using both parametric and non-parametric statistical tests. • To familiarize students with statistical software such as Excel and SPSS for data handling and analysis.		
Course Outcomes: After completing the course, students will be able to: • Differentiate between qualitative and quantitative research data and apply appropriate statistical tools. • Organize, analyze, and interpret developmental data using descriptive and inferential statistics. • Perform statistical tests such as t-test, ANOVA, Chi-square, and correlation using SPSS. • Create data visualizations and reports using computer-based applications like Excel and SPSS for research documentation.		
Credits: 3+1	Course Type: Core Course	
Max. Marks:	Min. Passing Marks:	

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Semester: Theory (70)+ Practical(30)	Semester: 40% Sessional: 40%
Sessional: Theory (30)+ Practical (20)	

Total No. of Lectures: Theory(45)+Practical (30)

Units	Topic	No. of Lectures
I	Introduction to Statistics • Orientation to qualitative and quantitative analyses • Introduction to quantitative procedures • Basic principles and concepts in statistics	6
II	Measurement and Computation • Fundamentals of measurement: Quantity and quality • Scales of measurement: Nominal, ordinal, interval, ratio • Reliability, validity, and standardisation of measurement	6
III	Organization and Presentation of Data • Data reduction strategies, coding, and tabulation • Frequency distributions • Graphical representation: Charts, diagrams, histograms, etc. • Descriptive statistics: Mean, Mode, Median, SD, SE • Percentages, percentile ranks, and frequencies	7
IV	Probability and Normal Distribution • Basics of probability • Characteristics of distributions: Skewness, kurtosis • Hypothesis testing, significance levels • Type I and Type II errors • Sampling theory and methods • Z-scores and applications	7
V	Parametric and Non-Parametric Tests • Z-test, F-test, t-test, ANOVA and post hoc tests • Pearson's correlation (r)	7

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	• Mann-Whitney U test, Sign test, Kruskal-Wallis test • Spearman's correlation • Chi-square test (2x2 and rxc tables)	
VI	Experimental Designs • Concepts of reliability and validity revisited • Research designs: CRD, RBD, LSD, and factorial design	5
VI I	Regression and Prediction • Correlation and its application • Regression equations • Use of regression in prediction	4
VI II	Computer Applications in Statistics • Use of MS Excel in basic data analysis • Introduction to SPSS for data entry, coding, and analysis	3

Practical:

I.	Introduction to MS Excel: Data entry, basic formulas, and statistical functions	4
II.	Introduction to SPSS: Creating data files, defining variables, and entering data	4
III.	Descriptive Statistics using SPSS: Mean, Median, Mode, Standard Deviation, Percentiles	4
IV.	Graphical Representation of Data: Charts and graphs using Excel and SPSS	3
V.	Conducting t-tests, ANOVA, and Chi-square tests using SPSS	5
VI.	Correlation and Regression Analysis using SPSS	4
VII.	Coding of data and creation of frequency distributions	3
VIII.	Application of Z-scores and interpretation	3

Suggested Readings:

1. Garrett, H. E. (2010). *Statistics in Psychology and Education* (10th ed.). New Delhi: Surjeet Publications.

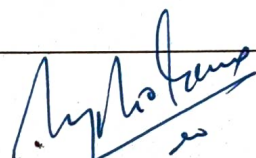
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2. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Delhi: New Age International Publishers.
3. McCall, R. B. (2014). *Fundamentals of Behavioral Statistics* (9th ed.). Cengage Learning.
4. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.
5. Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.
6. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage Publications.
7. Siegel, S., & Castellan, N. J. (1988). *Nonparametric Statistics for the Behavioral Sciences* (2nd ed.). McGraw-Hill.
8. Healey, J. F. (2018). *Statistics: A Tool for Social Research* (11th ed.). Cengage Learning.
9. Levine, D. M., Stephan, D., & Szabat, K. A. (2020). *Statistics for Managers using Microsoft Excel* (8th ed.). Pearson Education.
10. Bryman, A. (2015). *Social Research Methods* (5th ed.). Oxford University Press.








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SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
I YEAR/ II SEM
Course Code- CC-6
Parenting in Changing Societies
(4 Credits)

Programme- M.Sc. Human Development	Year: First	Semester:2
Course Description: This course explores the evolving roles and responsibilities of parents across diverse cultural, socio-economic, and global contexts. It emphasizes how changes in family structures, societal norms, work patterns, and technology impact parenting styles and child-rearing practices. The course also focuses on evidence-based approaches to parenting and the importance of positive parent-child interactions.		
Course Code: CC-6	Course Title:C Parenting in Changing Societies	
Course Objective: • To understand the concept of parenting and its evolution in different socio-cultural contexts. • To critically analyze various parenting styles, challenges, and practices in contemporary societies. • To explore the impact of socio-economic, technological, and policy changes on parenting. • To equip students with practical skills for working with parents through education, counseling, and intervention strategies.		
Course Outcomes: After successful completion of the course, students will be able to: • Demonstrate knowledge of theories and practices related to parenting across cultures and time. • Assess the influence of changing societal norms, media, and globalization on parenting behavior. • Develop parent education modules and resources suitable for diverse family contexts. • Apply supportive strategies in professional settings to enhance parenting effectiveness and family well-being.		
Credits: 3+1	Course Type: Core Course	
Max. Marks:	Min. Passing Marks:	
Semester: Theory	Semester: 40%	
(70) + Practical (30)	Sessional: 40%	
Sessional: Theory (30) + Practical (20)		
Total No. of Lectures: Theory (45) +Practical (30)		
Units	Topic	No. of Lect ures

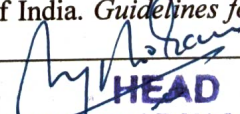
I	Introduction to Parenting • Concept and importance of parenting • Historical and cultural perspectives on parenting • Factors influencing parenting styles	10
II	Theoretical Perspectives and Parenting Styles • Theories of parenting: Attachment theory, Social learning theory, Ecological systems theory • Parenting styles: Authoritative, Authoritarian, Permissive, Uninvolved • Impact of parenting on child development	10
III	Parenting in Contemporary Contexts • Effects of urbanization, globalization, and migration • Parenting in diverse families: Single parents, LGBTQ+ parents, adoptive and foster care • Parenting under stress: Conflict, divorce, and trauma	10
IV	Parenting in the Digital and Policy Age • Digital technology and parenting: Opportunities and challenges • Media exposure and screen time • Government schemes and policies supporting parenting (e.g., POSHAN, ICDS) • Role of community, NGOs, and parenting programs	15

Practical:

I.	Review of case studies on different parenting styles	6
II.	Preparation of a parenting education module (urban/rural contexts)	6
III.	Role-play or mock sessions on parental counseling and communication	6
IV.	Visit to child guidance centers/NGOs working with parents	6
V.	Report writing and presentation based on community/field engagement	6

Suggested Readings:

1. Berk, L. E. (2013). *Child Development* (9th ed.). Pearson Education.
2. Bornstein, M. H. (Ed.). (2021). *Handbook of Parenting* (3rd ed.). Routledge.
3. Hogue, M., & Long, N. (Eds.). (2004). *Handbook of Parenting: Theory and Research for Practice*. Sage.
4. Walsh, F. (2012). *Normal Family Processes: Growing Diversity and Complexity* (4th ed.). Guilford Press.
5. Santrock, J. W. (2019). *Life-Span Development* (17th ed.). McGraw-Hill Education.
6. Ministry of Women and Child Development, Government of India. *Guidelines for Positive Parenting*.


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SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
I YEAR/ II SEM
Course Code- CC-7
Policy and Advocacy for Children and Families (4 Credits)

Programme- M.Sc. Human Development	Year: First	Semester:2
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Course Description:

This course offers an understanding of national and international child and family welfare policies. It equips students with knowledge of advocacy frameworks, strategies for policy formulation, and skills to engage in child rights advocacy and implementation of related programs.

Course Code: CC-7

Course Title: Policy and Advocacy for Children and Families

Course Objective:

- To introduce students to key policies and legislations concerning children and families in India.
- To develop understanding of national and global organizations and frameworks influencing child rights and family development.
- To equip students with advocacy skills to promote child and family welfare.
- To critically analyze the implementation and impact of policies and advocacy efforts at various levels.

Course Outcomes:

Upon completion of the course, students will be able to:

- Identify and interpret policies related to children and families.
- Critically evaluate the effectiveness of welfare programs and schemes.
- Demonstrate understanding of child rights advocacy strategies.
- Participate in policy analysis and advocacy interventions at the community level.

Credits: 3+1

Course Type: Core Course

Max. Marks:

Min. Passing Marks:

Semester: Theory

Semester: 40%

(70)+ Practical(30)

Sessional: 40%

Sessional: Theory (30)+ Practical (20)

Total No. of Lectures: Theory(45)+Practical (30)

Units	Topics	No. of Lectures
I	Introduction to Policy and Advocacy - Concept, scope, and need for child and family policies - Historical overview of child and family welfare policies in India - Constitutional and legal provisions related to children and families - Concept and importance of advocacy for child rights	12

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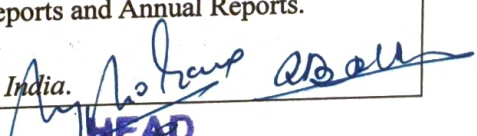
II	Policies and Programs for Children and Families - National Policy for Children, National Policy for Early Childhood Care and Education - Integrated Child Development Services (ICDS), Mid-Day Meal Scheme - Schemes for orphans, foster care, adoption, and family support - Critical analysis of policy implementation and gaps	12
III	Advocacy Skills and Stakeholders - Advocacy planning and strategies - Tools of advocacy: media, campaigns, community mobilisation - Role of NGOs, CSOs, government, and international agencies (UNICEF, Save the Children) - Ethical considerations in advocacy work	11
IV	Contemporary Issues and Global Perspectives - Emerging challenges: migration, climate change, digital media, poverty - Rights-based approach to policy-making - International conventions: UNCRC, SDGs and their linkage to child and family welfare - Comparative analysis of policies from other countries	10

Practical:

I.	Analysis of one national child/family policy (group or individual)	30
II.	Field visit to a government or NGO setup working for children/families	
III.	Designing an advocacy campaign for a selected issue (e.g., girl child rights, child labor)	
IV.	Review of media reports on child rights violations or policy impact	
V.	Mock policy presentation / policy dialogue simulation	

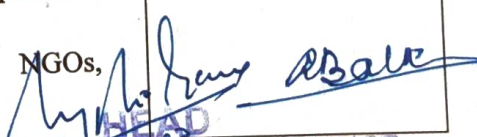
Suggested Readings:

1. Government of India. (2013). *National Policy for Children*. Ministry of Women and Child Development.
2. UNICEF. (2019). *State of the World's Children Report*.
3. Sen, A., & Dreze, J. (2013). *An Uncertain Glory: India and its Contradictions*. Penguin.
4. UNCRC. (1989). *Convention on the Rights of the Child*.
5. Saxena, N. C. (2005). *Child Rights and Development*. National Book Trust.
6. Ministry of Women and Child Development (India) – Official Reports and Annual Reports.
7. Save the Children. (2021). *Child Rights Situation Analysis*.
8. Bhogle, S. (2003). *Psychosocial Perspectives on Child Rights in India*.


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SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
I YEAR/ II SEM
Course Code- CC-8
Program Planning and Education for Children and Families
(4 Credits)

Programme- M.Sc. Human Development		Year: First	Semester:1
Course Description: This course equips students with theoretical and practical knowledge to design, implement, and evaluate educational and developmental programs for children and families, with a focus on inclusive, need-based, and culturally sensitive approaches.			
Course Code: CC-8		Course Title:Program Planning and Education for Children and Families	
Course Objective: - To understand the principles and process of program planning for children and families. - To explore the components and strategies of effective educational programs. - To develop the ability to design, implement, and evaluate community-based programs. - To gain insight into participatory approaches and resource mobilization.			
Course Outcomes: After completing this course, the student will be able to: - Explain the theoretical foundations and significance of program planning. - Identify and analyze community needs and design relevant educational interventions. - Develop, implement, and assess programs using participatory tools. - Collaborate with stakeholders and apply communication strategies effectively.			
Credits: 3+1		Course Type: Core Course	
Max. Marks:		Min. Passing Marks:	
Semester: Theory		Semester: 40%	
(70)+ Practical (30)		Sessional: 40%	
Sessional: Theory (30) + Practical (20)			
Total No. of Lectures: Theory (45) +Practical (30)			
Units	Topics	No. of Lectures	
I	Introduction to Program Planning - Concept, scope, and significance of program planning - Principles and steps of program planning - Types of programs: preventive, promotive, developmental, remedial - Stakeholders in program planning: government, NGOs, communities	12	


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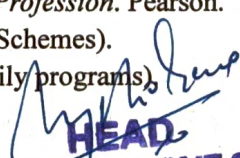
II	Needs Assessment and Program Design - Identifying and prioritizing needs of children and families - Tools and techniques for community needs assessment - Logic model: Inputs, activities, outputs, outcomes, impact - Designing age-appropriate and culturally sensitive educational programs	12
III	Implementation and Monitoring - Implementation strategies: direct services, outreach, partnerships - Role of human resources and infrastructure - Budgeting, documentation, and record-keeping - Monitoring indicators and methods	11
IV	Evaluation and Sustainability - Program evaluation: purpose, types, and tools - Participatory evaluation methods - Sustainability and scalability of programs - Advocacy and policy linkage for long-term impact	10

Practical:

I.	Conducting a community need assessment survey	30
II.	Designing a program plan with objectives, target group, and activities	
III.	Developing IEC (Information, Education, Communication) materials	
IV.	Planning and implementing a small-scale program/intervention	
V.	Preparing a program evaluation tool	
VI.	Presentation of program outcomes and reflection report	

Suggested Readings:

1. Sharma, R.A. (2008). *Program Planning and Evaluation*. R. Lall Book Depot.
2. Kumar, A. (2002). *Social Work: Program Development and Planning*. Anmol Publications.
3. National Institute of Public Cooperation and Child Development (NIPCCD). (2018). *Guidelines for Program Implementation*.
4. UNICEF. (2016). *Planning and Monitoring for Results: A Guide for Development Practitioners*.
5. Dubois, B., & Miley, K.K. (2013). *Social Work: An Empowering Profession*. Pearson.
6. Ministry of Women and Child Development. (Latest Reports and Schemes).
7. WHO, UNESCO, UNFPA (for global guidelines on child and family programs).


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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / III SEMESTER

Course Code: DEC-2

Course Title: Psychosocial Well-being across Lifespan

Credits: 3+1 (4 Credits)

Course Type: Discipline Elective Course (DEC)

Course Description:

This course explores the psychological, emotional, and social factors that influence well-being at different stages of the human lifespan. It focuses on developmental tasks, mental health issues, and interventions for promoting psychosocial well-being from infancy to old age.

Course Objectives:

- To understand the concept of psychosocial well-being and its relevance across the lifespan.
- To analyze the developmental needs and challenges at different life stages.
- To explore factors influencing mental health and emotional regulation across age groups.
- To examine effective intervention strategies for enhancing psychosocial well-being.

Course Outcomes:

- Explain key theories and concepts related to psychosocial development.
- Assess life-stage specific psychosocial challenges and coping mechanisms.
- Develop strategies for promoting well-being in diverse populations.
- Design and evaluate programs for mental health promotion across age groups.

Max. Marks:

- **Semester:** Theory (70) + Practical (30)
- **Sessional:** Theory (30) + Practical (20)
- **Minimum Passing Marks:** Semester – 40%, Sessional – 40%

Total Number of Lectures:

- **Theory:** 45
- **Practical:** 30

Units and Topics

Units	Topic	No. of Lectures
I	Introduction to Psychosocial Well-being: Concept, determinants, indicators; role of environment, culture, and lifestyle	10
II	Psychosocial Well-being in Infancy to Adolescence: Attachment, self-esteem, peer influence, identity development, role of family and school	12

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II	Psychosocial Well-being in Adulthood: Work-life balance, parenting, intimate relationships, stress, mental health	11
IV	Psychosocial Well-being in Late Adulthood: Retirement, loneliness, cognitive changes, intergenerational relationships, grief and resilience	12
Practical		
	• Case studies on psychosocial challenges across life stages • Field visits to mental health centers or community organizations • Conducting group discussions on coping strategies and stress management • Preparing awareness material (posters, pamphlets, videos) on mental well-being • Designing a psychoeducational program for a selected age group	30

Practical (30 Hours):

- Case studies on psychosocial challenges across life stages
- Field visits to mental health centers or community organizations
- Conducting group discussions on coping strategies and stress management
- Preparing awareness material (posters, pamphlets, videos) on mental well-being
- Designing a psychoeducational program for a selected age group

Suggested Readings:

1. Santrock, J. W. (2021). *Life-Span Development*. McGraw-Hill.
2. Berk, L. E. (2022). *Development Through the Lifespan*. Pearson Education.
3. WHO (2021). *Mental Health and Wellbeing Guidelines*.
4. Ryff, C. D., & Singer, B. (2008). *Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-being*. Journal of Happiness Studies.
5. Misra, G. (Ed.). (2010). *Psychology in India: Social and Organizational Processes*. ICSSR & Pearson.

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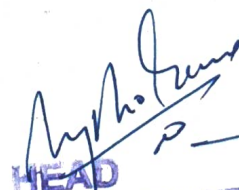
III Semester
Specialization-A
(Guidance and Counselling)









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SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / III SEMESTER

Course Code: CC-9

Course Title: Integrative Approaches to Counselling and Psychotherapy

Credits: 3+1 (4 Credits)

Course Type: Core Course

Course Description:

This course provides an overview of integrative approaches in counselling and psychotherapy. It emphasizes the theoretical foundations and practical applications of combining multiple therapeutic models to enhance client outcomes across various life stages and mental health challenges.

Course Objectives:

- To develop an understanding of different counselling and psychotherapeutic models.
- To explore the rationale and methodology of integrative therapy.
- To provide knowledge of evidence-based techniques across therapeutic modalities.
- To equip students with the skills to apply integrated approaches to diverse client needs.

Course Outcomes:

- Demonstrate comprehension of major counselling and psychotherapy theories.
- Apply integrative methods in practice-based scenarios.
- Evaluate the strengths and limitations of various counselling models.
- Develop client-centred intervention plans using a combination of approaches.

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Minimum Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Units	Topic	No. of Lectures
I	Overview of Counselling and Psychotherapy: Definitions, goals, historical development; Ethical issues and core conditions of helping relationships.	12
II	Theoretical Approaches: Psychoanalytic, Behavioural, Humanistic, Cognitive-behavioural, Existential, Gestalt. Comparative analysis of approaches.	12
III	Integrative and Eclectic Approaches: Definition, rationale, models (e.g., Technical Eclecticism, Theoretical Integration, Assimilative Integration).	11
IV	Applications and Trends: Integrative therapy for various populations (children, adolescents, adults, elderly); Recent developments and cross-cultural perspectives.	10
Practical:		30

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| <ul style="list-style-type: none"> • Role plays demonstrating different counselling approaches • Case analysis using integrative counselling • Observation of counselling sessions through videos • Preparation of counselling session plans • Conducting mock counselling sessions • Group discussion on ethical dilemmas • Maintenance of counselling session logbook | |
|--|--|

Suggested Readings:

1. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
2. Norcross, J. C., & Goldfried, M. R. (Eds.). (2005). *Handbook of Psychotherapy Integration*. Oxford University Press.
3. Capuzzi, D., & Gross, D. R. (2016). *Introduction to the Counseling Profession* (7th ed.). Pearson.
4. Dryden, W. (2014). *Integrative and Eclectic Counselling and Psychotherapy*. Sage Publications.
5. Nelson-Jones, R. (2014). *Practical Counselling and Helping Skills: Text and Activities for the Lifeskills Counselling Model*. Sage.

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SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR/ III SEM

Course Code: CC-10

Course Title: Counselling Techniques and Interventions

Credits: 4 (3+1)

Course Type: Core Course

Max. Marks:

- **Semester:** Theory (70) + Practical (30)
- **Sessional:** Theory (30) + Practical (20)

Min. Passing Marks:

- **Semester:** 40%
- **Sessional:** 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Description

This course is designed to equip students with foundational and advanced counselling techniques and intervention strategies. It aims to integrate theoretical knowledge with practical application in various human development contexts across the lifespan.

Course Objectives

- To provide in-depth knowledge of counselling techniques used in individual and group settings.
- To develop skills for planning and implementing intervention strategies.
- To equip students to work with diverse populations using appropriate counselling methods.

Course Outcomes

- Demonstrate understanding of counselling principles, techniques, and ethics.
- Apply counselling methods effectively in real-life human development settings.
- Design interventions tailored to different age groups and psychological needs.
- Analyze case studies to determine suitable counselling approaches.

Units and Topics

Units	Topic	No. of Lectures
I	Introduction to Counselling: Definition, Goals, Scope, Types of Counselling	10
	Counselling Process: Stages, Skills and Qualities of a Good Counsellor	
II	Techniques of Counselling: Cognitive-Behavioral, Person-Centered, Gestalt, Reality Therapy	12
	Use of Creative Techniques: Play Therapy, Art Therapy, Music and Movement	
III	Interventions for Children, Adolescents, Adults, and the Elderly	
	Special Focus: Trauma, Grief, Anxiety, Depression, Behavioural Issues	

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IV	Ethical Issues and Legal Aspects in Counselling	12
	Multicultural Sensitivity, Confidentiality, Referrals and Documentation	

Practical

- Role-playing and simulation of counselling sessions
- Practice of micro-skills in counselling (e.g., empathy, reflection, questioning)
- Use of creative therapeutic tools (e.g., drawings, storytelling)
- Designing intervention plans for given case studies
- Conducting mock sessions for different populations
- Reporting and analysis of counselling simulations
- Field observation or short practicum in counselling settings

Suggested Readings

1. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
2. Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual*. Sage.
3. Gibson, R. L., & Mitchell, M. H. (2018). *Introduction to Counseling and Guidance*. Pearson.
4. Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson Education.
5. Neukrug, E. (2011). *Skills and Tools for Today's Counselors and Psychotherapists*. Cengage.

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / III SEM

Course Code: DEC-3

Course Title: Career Counselling and Vocational Guidance

Credits: 3+1 (4 Credits)

Course Type: Discipline Elective Course

Course Description:

This course provides students with an in-depth understanding of the concepts, theories, and practices involved in career counselling and vocational guidance. It focuses on the assessment techniques, planning, interventions, and resources used in guiding individuals to make informed career choices. It prepares students to apply career counselling approaches in educational, organizational, and community settings.

Course Objectives:

- To understand the principles and practices of career counselling and vocational guidance.
- To learn the theoretical approaches to career development and career decision-making.
- To develop skills for administering and interpreting career-related assessments.
- To explore the role of counsellors in facilitating vocational development across the lifespan.

Course Outcomes:

- Demonstrate knowledge of career counselling theories and their application.
- Use appropriate tools and techniques in vocational assessment.
- Guide individuals in making realistic career choices based on interests, values, and abilities.
- Apply career guidance models in real-life settings like schools, colleges, and career centers.

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Units	Topic	No. of Lectures
I	Introduction to Career Counselling and Guidance • Meaning, scope, need and importance • Historical development and contemporary trends • Role of counsellors and career guidance personnel • Career counselling in school, college, and community settings	12
II	Theories of Career Development • Trait and Factor Theory • Holland's Typology • Super's Life Span Theory • Krumboltz's Social Learning Theory • Gottfredson's Theory of Circumscription and Compromise	10
III	Career Assessment Tools and Techniques • Interest, aptitude, and personality tests	11

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	• Career maturity and decision-making scales • Use of psychometric assessments • Ethical issues in assessment and interpretation	
IV	Career Planning and Intervention Strategies • Career education and awareness programs • Career information resources and labor market trends • ICT in career guidance: online platforms and digital tools • Individual and group counselling techniques	12

Practical:

- Administration of interest, aptitude, and personality tests
- Case profiling and career planning
- Career counselling session role plays
- Preparation of career guidance material (charts, leaflets, PPTs)
- Visit to a career counselling centre and report writing
- Mock career guidance session using real profiles

Suggested Readings:

1. Gladding, S. T. (2014). *Counseling: A Comprehensive Profession*. Pearson.
2. Niles, S. G., & Harris-Bowlsbey, J. (2016). *Career Development Interventions*. Pearson.
3. Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career Counseling: Holism, Diversity, and Strengths*. American Counseling Association.
4. Sharf, R. S. (2016). *Applying Career Development Theory to Counseling*. Cengage Learning.
5. Rao, N. S. (2010). *Counselling and Guidance*. Tata McGraw-Hill.

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / III SEM

Course Code: DEC-4

Course Title: Mental Health Counselling Across Life Span

Credits: 3+1 (4 Credits)

Course Type: Discipline Elective Course

Programme- M.Sc. Human Development	Year: First	Semester:1
Course Description: This course focuses on understanding mental health issues and counselling strategies across different stages of the life span. It provides theoretical knowledge and practical exposure to counselling approaches, techniques, and intervention strategies for children, adolescents, adults, and the elderly. The course also emphasizes prevention, mental health promotion, and ethical considerations in counselling practice.		
Course Code: DEC-4	Course Title:Mental Health Counselling Across Life Span	
Course Objective:The course aims to: 1. Develop an understanding of mental health and psychological well-being across the life span. 2. Familiarize students with counselling theories and approaches relevant to different developmental stages. 3. Equip students with counselling skills and techniques to address mental health issues in children, adolescents, adults, and the elderly. 4. Promote awareness of preventive mental health strategies and mental health promotion. 5. Provide practical exposure to counselling processes and ethical considerations.		
Course Outcomes: After completing the course, students will be able to: 1. Understand the concept and determinants of mental health across the life span. 2. Identify mental health challenges at different developmental stages. 3. Apply counselling approaches and techniques to address psychological concerns. 4. Demonstrate basic counselling skills in simulated and real-life situations. 5. Evaluate mental health interventions and counselling strategies for individuals and families.		
Credits: 3+1	Course Type:	
Max. Marks: Semester: Theory (70)+ Practical(30) Sessional: Theory (30)+ Practical (20)	Min. Passing Marks: Semester: 40% Sessional: 40%	
Total No. of Lectures: Theory (45) + Practical (30)		

Units	Topic	No. of Lectures
Unit I	Concept of Mental Health and Counselling • Meaning and importance of mental health	11

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	• Indicators of positive mental health • Mental health challenges in modern society • Concept, goals, and principles of counselling • Types of counselling – individual, group, family	
Unit II	Counselling During Childhood and Adolescence • Mental health concerns in childhood • Behavioural and emotional problems in children • School counselling and guidance • Adolescent mental health issues – identity crisis, peer pressure, stress, depression • Counselling strategies for children and adolescents	11
Unit III	Counselling in Adulthood • Mental health concerns in early and middle adulthood • Stress, work-life balance, relationship issues • Marriage and family counselling • Crisis counselling and coping strategies	11
Unit IV	Mental Health Counselling in Later Life and Ethical Issues • Mental health issues in old age – loneliness, depression, cognitive decline • Counselling strategies for elderly individuals • Community mental health programmes • Ethical issues and professional responsibilities in counselling	12

Practical (30 Lectures)

1. Observation of counselling sessions (real or recorded).
2. Preparation of case studies related to mental health problems across different age groups.
3. Role-play and demonstration of counselling skills.
4. Conducting interviews with individuals regarding mental health issues.
5. Designing awareness programmes on mental health promotion.
6. Preparation of counselling intervention plans.
7. Field visits to counselling centres, schools, or NGOs working in mental health.
8. Preparation and presentation of practical reports.

Suggested Readings

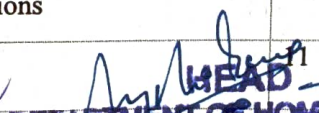
1. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
2. Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to Counseling and Guidance*. Pearson.
3. Kaplan, H. I., & Sadock, B. J. (2015). *Synopsis of Psychiatry*. Wolters Kluwer.
4. Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.
5. Patterson, L. E., & Welfel, E. R. (2019). *The Counseling Process*. Cengage Learning.
6. WHO (World Health Organization). (2018). *Mental Health Promotion and Prevention*.

SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / III SEM

Course Code: DEC-5
Course Title: Counselling Special Groups
Credits: 3+1 (4 Credits)
Course Type: Discipline Elective Course

Programme- M.Sc. Human Development	Year: 2	Semester:3
Course Description: This course focuses on counselling approaches and interventions required for individuals belonging to special groups who face unique psychological, social, and developmental challenges. The course emphasizes understanding the needs of vulnerable populations such as children with special needs, individuals experiencing trauma, elderly individuals, and marginalized groups. It also provides practical training in counselling strategies and intervention techniques suitable for these groups.		
Course Code: DEC-5		Course Title: Counselling Special Groups
Course Objective: 1. Develop an understanding of the concept and characteristics of special groups in society. 2. Familiarize students with psychological and social challenges faced by vulnerable populations. 3. Equip students with counselling techniques suitable for different special groups. 4. Enhance students' ability to design appropriate intervention and support strategies. 5. Develop sensitivity and ethical responsibility while working with special populations.		
Course Outcomes: After completing this course, students will be able to: 1. Identify and understand the needs and challenges of special groups. 2. Apply appropriate counselling techniques for individuals from vulnerable populations. 3. Demonstrate empathy, ethical sensitivity, and professional responsibility in counselling practice. 4. Design intervention programmes and support systems for special groups. 5. Evaluate counselling strategies used in diverse social contexts.		
Credits: 3+1		Course Type:
Max. Marks:		Min. Passing Marks:
Semester: Theory		Semester: 40%
(70)+ Practical(30)		Sessional: 40%
Sessional: Theory (30)+ Practical (20)		
Total No. of Lectures: Theory(45)+Practical (30)		
Course Content		

Units	Topic	No. of Lectures
Unit I	Concept of Special Groups and Counselling Needs • Meaning and classification of special groups • Psychological and social challenges faced by vulnerable populations • Role of counsellors in working with special groups • Ethical considerations in counselling special populations	11
Unit II	Counselling Individuals with Special Needs Counselling children with developmental disabilities	


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	• Counselling individuals with learning disabilities and behavioural problems • Counselling parents of children with special needs • Rehabilitation and support strategies	
Unit III	Counselling for Vulnerable and Marginalized Groups • Counselling victims of abuse, violence, and trauma • Counselling women facing domestic violence and discrimination • Counselling individuals with substance abuse problems • Counselling people living with chronic illness or disability	11
Unit IV	Counselling in Special Situations and Communities • Counselling elderly individuals facing loneliness and psychological distress • Counselling individuals affected by disasters or crisis situations • Community-based counselling approaches • Role of NGOs and support services for special groups	12

Practical (30 Lectures)

1. Case study analysis of individuals belonging to special groups.
2. Role-play exercises demonstrating counselling techniques.
3. Interview and interaction with counsellors working with special populations.
4. Preparation of counselling plans for selected case studies.
5. Field visits to rehabilitation centres, NGOs, or special schools.
6. Designing awareness programmes for vulnerable groups.
7. Preparation and presentation of practical reports.

Suggested Readings

1. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
2. Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson.
3. Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to Counseling and Guidance*. Pearson.
4. Barlow, D. H., & Durand, V. M. (2017). *Abnormal Psychology*. Cengage Learning.
5. Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.
6. World Health Organization (WHO). (2019). *Mental Health and Psychosocial Support Guidelines*.

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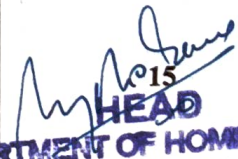
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M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR/ III SEM
Specialization A- GUIDANCE AND COUNSELLING
Course Code- OEC
DISSERTATION
(2 Credits)

Programme- M.Sc. Home Science (Human Development)	Year: Second	Semester: III
Course Description: This course is designed to equip students with the foundational knowledge and practical skills required for preparing a research synopsis. It emphasizes the critical steps involved in initiating a research project—ranging from topic selection to hypothesis formulation, sampling design, development of research tools, and standardization of procedures. Students will also gain competence in applying statistical methods for data analysis and citing sources using APA (7th edition) referencing style. The course culminates in the structured presentation of the research synopsis, thereby enhancing students' academic writing and presentation skills.		
Course Code: OEC	Course Title: DISSERTATION	
Course Objective: By the end of this course, students will be able to: • Understand the process of selecting a meaningful and researchable topic. • Formulate clear and achievable research objectives and hypotheses. • Design appropriate research methodologies and sampling strategies. • Develop and validate effective tools for data collection. • Apply standardization techniques and ethical practices in data collection. • Perform basic statistical analysis for interpreting research data. • Use correct APA 7th edition referencing and citation format. • Present a comprehensive and well-structured research synopsis.		
Course Outcomes: Upon successful completion of the course, students will be able to: • Select and define a relevant research problem with academic and societal significance. • Frame specific objectives and hypotheses aligned with the research topic. • Design a suitable research methodology including sampling technique and sample size determination. • Construct or select appropriate tools such as questionnaires, interview schedules, and rating scales for data collection. • Standardize research tools and procedures to ensure reliability and validity. • Apply relevant statistical techniques for data analysis and interpretation. • Accurately cite sources and prepare a reference list using APA 6th edition style. • Effectively communicate their research plan through a formal synopsis presentation.		
Credits: 1+1	Course Type- Open Elective	
Max. Marks:	Min. Passing Marks:	
Semester: Practical (70)	Semester: Practical (28)	
Sessional: Practical (30)	Sessional: Practical (12)	
Total No. of Lectures: Theory (15) +Practical (30)		
Units	Topic	No. of Lectures
I	Preparation of the synopsis in context of the following points- 1. Selection of the research topic 2. Objectives 3. Research Design 4. Formulation of Hypothesis	15

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	5. Sampling design and size 6. Selection/ Development of tools for data collection, e.g. Questionnaire, Interview Schedule, Observation, Rating Scale etc. 7. Standardization of procedures (as per requirement) 8. Statistical Analysis 9. References and Citations (APA Style, 6 th Edition) 10. Presentation	
		15
Practical:	1- Presentation of Synopsis and viva based on synopsis	30

Suggested Readings:

Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.

→ Comprehensive guide covering research design, hypothesis, sampling, and statistical analysis.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.

→ Beginner-friendly book for selecting a topic, setting objectives, and data collection tools.

Best, J. W., & Kahn, J. V. (2016). *Research in Education* (10th ed.). Pearson.

→ Especially useful for understanding educational and social science research methodology.

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**III Semester
Specialization-B
(Early Childhood Care & Education)**

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SYLLABUS

M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)

Programme- M.Sc. Human Development

Subject- Curriculum Planning in ECCE

Year: 2 Semester: 3

Course Description:

This course focuses on curriculum planning and development in Early Childhood Care and Education (ECCE). It emphasizes principles, models, and approaches for designing developmentally appropriate curriculum experiences for young children. The course also provides practical exposure in curriculum preparation, activity planning, and evaluation techniques suitable for early childhood settings.

Course Code: CC-9

Course Title: Curriculum Planning in ECCE

Course Objectives:

1. Develop an understanding of curriculum concepts and principles in ECCE.
2. Familiarize students with approaches and models of early childhood curriculum.
3. Equip students with skills for planning developmentally appropriate activities.
4. Enhance understanding of play-based and integrated learning approaches.
5. Develop competency in curriculum evaluation and preparation of teaching-learning materials.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the concepts and principles of ECCE curriculum planning.
2. Design age-appropriate curriculum and activity plans for young children.
3. Apply play-based and child-centered approaches in curriculum development.
4. Prepare teaching-learning materials suitable for preschool settings.
5. Evaluate ECCE curriculum and learning outcomes effectively.

Credits: 3+1

Course Type: Core Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

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Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)**Course Content**

Units	Topic	No. of Lectures
Unit I	Foundations of Curriculum in ECCE Meaning and concept of curriculum in ECCE Principles and objectives of ECCE curriculum Characteristics of developmentally appropriate curriculum Role of teacher in curriculum planning	9
Unit II	Approaches and Models of ECCE Curriculum Montessori approach Kindergarten and Play-way approach Reggio Emilia and High Scope approach Integrated and child-centered curriculum	9
Unit III	Planning Learning Experiences Planning daily, weekly, and monthly programmes Activity planning for language, cognitive, social, and motor development Importance of storytelling, music, art, and movement Indoor and outdoor learning experiences	9
Unit IV	Teaching-Learning Materials and Assessment Preparation and use of teaching-learning materials Selection of educational toys and play materials Observation and assessment techniques Documentation and record keeping	9
Unit V	Curriculum Evaluation and Innovations Curriculum evaluation methods Challenges in ECCE curriculum implementation Use of ICT in ECCE curriculum Recent trends and innovations in ECCE	9

Practical (30 Lectures)

1. Preparation of preschool curriculum plans.

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2. Designing daily and weekly activity schedules.
3. Development of teaching-learning materials for preschool children.
4. Observation of preschool classroom activities.
5. Preparation of indoor and outdoor play activities.
6. Assessment and documentation of children's learning.
7. Preparation and presentation of practical records.

Suggested Readings

1. Morrison, G. S. (2018). *Early Childhood Education Today*. Pearson.
2. Essa, E. L. (2017). *Introduction to Early Childhood Education*. Cengage Learning.
3. Bredekamp, S. (2019). *Developmentally Appropriate Practice in Early Childhood Programs*. NAEYC.
4. Hohmann, M., & Weikart, D. (2015). *Educating Young Children*. High Scope Press.
5. NCERT. *Preschool Curriculum Framework*.
6. NAEYC. *Guidelines for Developmentally Appropriate Practice*.










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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)

Programme- M.Sc. Human Development

Subject- Programme Administration and Supervision

Year: 2/ Semester: 3

Course Description:

- This course focuses on administration and supervision of Early Childhood Care and Education programmes. It provides understanding of management principles, organization of preschool centres, leadership skills, budgeting, record maintenance, and supervision techniques required for effective functioning of ECCE institutions.

Course Code: CC-10

Course Title: Programme Administration and Supervision

Course Objectives:

1. Develop understanding of administration and supervision in ECCE settings.
2. Familiarize students with organizational structure and management practices.
3. Equip students with leadership and communication skills.
4. Enhance competency in planning and monitoring preschool programmes.
5. Develop skills for maintaining records, budgeting, and supervision.

Course Outcomes:

After completing this course, students will be able to:

1. Explain principles of administration and supervision in ECCE.
2. Organize and manage preschool programmes effectively.
3. Demonstrate leadership and communication skills in institutional settings.
4. Apply supervision techniques for quality improvement.
5. Maintain records, budgets, and administrative documentation efficiently.

Credits: 3+1

Course Type: Core Course

Max. Marks:

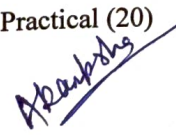
Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)


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Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)**Course Content**

Units	Topic	No. of Lectures
Unit I	Concept and Principles of Administration Meaning and importance of administration in ECCE Principles of educational administration Organizational structure of preschool centres Roles and responsibilities of administrators	9
Unit II	Programme Planning and Management Planning preschool programmes Time management and scheduling Resource management in ECCE centres Infrastructure and learning environment	9
Unit III	Leadership and Supervision Leadership qualities and styles Staff recruitment and professional development Supervision techniques in ECCE Monitoring and evaluation of programmes	9
Unit IV	Records, Budgeting, and Communication Maintenance of records and reports Budget preparation and financial management Parent-school communication Community participation in ECCE programmes	9
Unit V	Policies, Quality Assurance, and Recent Trends Government policies related to ECCE Quality indicators in preschool education Accreditation and standards Innovations and challenges in ECCE administration	9

Practical (30 Lectures)

1. Preparation of organizational plans for preschool centres.

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2. Designing administrative records and reporting formats.
3. Preparation of budget plans for ECCE centres.
4. Observation of supervision practices in preschool settings.
5. Conducting parent-teacher interaction activities.
6. Case studies on administration and leadership in ECCE.
7. Preparation and presentation of practical reports.

Suggested Readings

1. Seefeldt, C. (2018). *Early Childhood Education*. Pearson.
2. Morrison, G. S. (2018). *Administration of Early Childhood Programs*. Pearson.
3. Gupta, A. (2016). *Management in Early Childhood Education*. APH Publishing.
4. NCERT. *Guidelines for Preschool Management*.
5. Katz, L. (2017). *Leadership in Early Childhood Education*.
6. Government of India. *National Education Policy (NEP) 2020*.


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SYLLABUS

M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)

Programme- M.Sc. Human Development

Year: 2/ Semester: 3

Subject- Learning and Play in Early Years

Course Description:

This course focuses on the importance of learning and play in the early years of childhood. It highlights theories of play, stages of learning, role of environment, and play-based pedagogical approaches that support holistic development of young children.

Course Code: DEC-3

Course Title: Learning and Play in Early Years

Course Objectives:

1. Develop understanding of learning processes during early childhood.
2. Familiarize students with theories and types of play.
3. Understand the relationship between play and child development.
4. Equip students with skills for planning play-based activities.
5. Enhance understanding of creative and experiential learning approaches.

Course Outcomes:

After completing this course, students will be able to:

1. Explain theories of learning and play in early childhood.
2. Identify the role of play in cognitive, emotional, and social development.
3. Plan developmentally appropriate play activities.
4. Create stimulating learning environments for young children.
5. Apply play-based pedagogies in ECCE settings.

Credits: 3+1

Course Type: Discipline Elective Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

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Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)**Course Content**

Units	Topic	No. of Lectures
Unit I	Concept of Learning in Early Childhood Meaning and characteristics of learning Principles of child learning Factors influencing learning Role of environment in learning	9
Unit II	Theories and Types of Play Classical and modern theories of play Types of play in early childhood Stages of play development Educational value of play	9
Unit III	Play and Holistic Development Play and cognitive development Play and language development Play and socio-emotional development Play for creativity and imagination	9
Unit IV	Play-Based Learning Approaches Play-way method in ECCE Activity-based and experiential learning Storytelling, music, and dramatization Outdoor play and movement activities	9
Unit V	Learning Environment and Assessment Creating stimulating play environments Selection of toys and learning materials Observation and assessment through play Challenges and innovations in play pedagogy	9

Practical (30 Lectures)

1. Observation of children's play behaviour.

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2. Preparation of play materials and educational toys.
3. Planning and conducting play-based learning activities.
4. Storytelling and dramatization sessions.
5. Organization of indoor and outdoor games.
6. Assessment of child learning through play activities.
7. Preparation and presentation of practical records.

Suggested Readings

1. Bruce, T. (2017). *Early Childhood Education*. Hodder Education.
2. Singer, D. G. (2018). *Play = Learning*. Oxford University Press.
3. Piaget, J. (2016). *Play, Dreams and Imitation in Childhood*. Routledge.
4. Vygotsky, L. S. (2017). *Mind in Society*. Harvard University Press.
5. Moyles, J. (2015). *The Excellence of Play*. Open University Press.
6. NCERT. *Play and Learning in ECCE*.








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SYLLABUS

M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)

Programme- M.Sc. Human Development

Year: 2/ Semester: 3

Subject- Inclusive Practices in ECCE

Course Description:

This course focuses on inclusive practices in Early Childhood Care and Education (ECCE). It emphasizes understanding diversity, inclusion of children with special needs, adaptation of curriculum, and development of supportive learning environments for all children.

Course Code: DEC-4

Course Title: Inclusive Practices in ECCE

Course Objectives:

1. Develop understanding of inclusion and diversity in ECCE.
2. Familiarize students with needs of children with disabilities and special needs.
3. Equip students with strategies for inclusive classroom practices.
4. Enhance understanding of collaboration with families and professionals.
5. Develop competency in adapting curriculum and learning environments.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the concept and importance of inclusive education in ECCE.
2. Identify the needs of children with diverse abilities.
3. Apply inclusive teaching strategies in preschool settings.
4. Adapt curriculum and classroom environments for inclusion.
5. Collaborate effectively with parents and support professionals.

Credits: 3+1

Course Type: Discipline Elective Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)


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Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)**Course Content**

Units	Topic	No. of Lectures
Unit I	Concept of Inclusion in ECCE Meaning and principles of inclusive education Diversity in early childhood settings Rights of children with disabilities Policies and programmes for inclusive education	9
Unit II	Children with Special Needs Types of disabilities and developmental delays Identification and early intervention Learning characteristics of children with special needs Barriers to inclusion	9
Unit III	Inclusive Teaching Strategies Classroom adaptation and modifications Individualized learning approaches Use of assistive devices and teaching aids Behaviour management strategies	9
Unit IV	Collaboration and Support Services Role of teachers, parents, and community Multidisciplinary team approach Counselling and guidance for families Community support services	9
Unit V	Inclusive Environment and Recent Trends Creating inclusive preschool environments Universal Design for Learning (UDL) Technology in inclusive education Challenges and innovations in inclusive ECCE	9

Practical (30 Lectures)

1. Observation of inclusive preschool settings.

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2. Preparation of individualized activity plans.
3. Development of inclusive teaching-learning materials.
4. Case study analysis of children with special needs.
5. Interaction with parents and special educators.
6. Preparation of awareness programmes on inclusion.
7. Preparation and presentation of practical reports.

Suggested Readings

1. Gargiulo, R. (2018). *Special Education in Contemporary Society*. Sage Publications.
2. Allen, K. E., & Cowdery, G. E. (2017). *The Exceptional Child*. Cengage Learning.
3. UNESCO. (2019). *Inclusive Early Childhood Care and Education*.
4. NCERT. *Inclusive Education Guidelines*.
5. Smith, D. D. (2016). *Introduction to Special Education*. Pearson.
6. Government of India. *Rights of Persons with Disabilities Act, 2016*.



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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / III SEMESTER

Course Code: DEC-5
Course Title: Child Rights and Protection
Credits: 3+1 (4 Credits)
Course Type: Discipline Elective Course

Course Description:

This course provides an in-depth understanding of national and international frameworks for child rights, child protection systems, and the role of professionals and institutions in upholding children's welfare. It emphasizes policies, laws, advocacy strategies, and real-life application to safeguard children's rights across various contexts.

Course Objectives:

- To develop a comprehensive understanding of child rights and child protection mechanisms.
- To equip students with knowledge of legal frameworks and policies for child welfare.
- To prepare students for professional roles in child rights advocacy, counselling, and protection services.

Course Outcomes:

- Demonstrate knowledge of national and international conventions on child rights.
- Analyze and interpret laws, acts, and child protection frameworks in India.
- Apply child protection principles in practice and assess risk and intervention strategies.
- Advocate for child rights and contribute to the design and implementation of protection programs.

Credits- 3+1

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Minimum Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures:

Theory (45) + Practical (30)

Units and Topics:

Units	Topics	No. of Lectures
I	Introduction to Child Rights: UNCRC, Constitution of India, and Fundamental Rights	12
II	Child Protection Frameworks: ICPS, JJ Act, POCSO Act, NCPCR and SCPCR roles	12

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III	Institutional and Non-Institutional Care: Adoption, Foster Care, Sponsorship, Aftercare	10
IV	Child Rights Advocacy and Programs: Role of NGOs, Media, Schools, and Counsellors	11

Practical:

- Review of case studies related to child protection issues
- Visit to child welfare institutions and documentation
- Preparation of child rights awareness materials (posters, pamphlets, presentations)
- Role-play or skit on child rights violation and response mechanism
- Report writing based on field visits
- Group project on local child rights initiative

Suggested Readings:

1. Bajpai, Asha. (2017). *Child Rights in India: Law, Policy, and Practice*. Oxford University Press.
2. UNICEF. (2011). *Child Protection Strategy*. UNICEF Publications.
3. Ministry of Women and Child Development (MWCD). *ICPS Guidelines*.
4. National Commission for Protection of Child Rights (NCPCR) Reports.
5. Dube, R. & Palriwala, R. (Eds.). (1990). *Structures and Strategies: Women, Work and Family*. Sage Publications.
6. Save the Children (India). *Manuals and Toolkits on Child Protection*.

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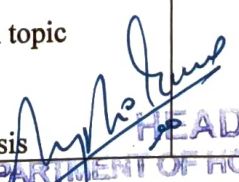
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M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR/ III SEM
Specialization B- EARLY CHILDHOOD CARE AND EDUCATION
Course Code- OEC
DISSERTATION
(2 Credits)

Programme- M.Sc. Home Science (Human Development)	Year: Second	Semester: III
Course Description: This course is designed to equip students with the foundational knowledge and practical skills required for preparing a research synopsis. It emphasizes the critical steps involved in initiating a research project—ranging from topic selection to hypothesis formulation, sampling design, development of research tools, and standardization of procedures. Students will also gain competence in applying statistical methods for data analysis and citing sources using APA (7th edition) referencing style. The course culminates in the structured presentation of the research synopsis, thereby enhancing students' academic writing and presentation skills.		
Course Code: OEC	Course Title: DISSERTATION	
Course Objective: By the end of this course, students will be able to: • Understand the process of selecting a meaningful and researchable topic. • Formulate clear and achievable research objectives and hypotheses. • Design appropriate research methodologies and sampling strategies. • Develop and validate effective tools for data collection. • Apply standardization techniques and ethical practices in data collection. • Perform basic statistical analysis for interpreting research data. • Use correct APA 7th edition referencing and citation format. • Present a comprehensive and well-structured research synopsis.		
Course Outcomes: Upon successful completion of the course, students will be able to: • Select and define a relevant research problem with academic and societal significance. • Frame specific objectives and hypotheses aligned with the research topic. • Design a suitable research methodology including sampling technique and sample size determination. • Construct or select appropriate tools such as questionnaires, interview schedules, and rating scales for data collection. • Standardize research tools and procedures to ensure reliability and validity. • Apply relevant statistical techniques for data analysis and interpretation. • Accurately cite sources and prepare a reference list using APA 6th edition style. • Effectively communicate their research plan through a formal synopsis presentation.		
Credits: 1+1	Course Type- Open Elective	
Max. Marks:	Min. Passing Marks:	
Semester: Practical (70)	Semester: Practical (28)	
Sessional: Practical (30)	Sessional: Practical (12)	
Total No. of Lectures: Theory (15) +Practical (30)		
Units	Topic	No. of Lectures
I	Preparation of the synopsis in context of the following points- • Selection of the research topic • Objectives • Research Design • Formulation of Hypothesis	15


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	• Sampling design and size • Selection/ Development of tools for data collection, e.g. Questionnaire, Interview Schedule, Observation, Rating Scale etc. • Standardization of procedures (as per requirement) • Statistical Analysis • References and Citations (APA Style, 6th Edition) • Presentation	
		15
Practical:	2- Presentation of Synopsis and viva based on synopsis	30

Suggested Readings:

Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.

→ Comprehensive guide covering research design, hypothesis, sampling, and statistical analysis.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.

→ Beginner-friendly book for selecting a topic, setting objectives, and data collection tools.

Best, J. W., & Kahn, J. V. (2016). *Research in Education* (10th ed.). Pearson.

→ Especially useful for understanding educational and social science research methodology.

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SYLLABUS

M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)

Programme- M.Sc. Human Development

Specialization C (Special Education – Human Exceptionality)

Year: 2/Semester: 3

Foundations of Special Education

Course Description:

This course introduces students to the foundations and principles of Special Education. It focuses on the historical development, concepts, philosophies, legislations, and educational approaches related to children with special needs. The course also develops awareness about inclusive education and the role of teachers and families in supporting children with disabilities.

Course Code: M.ScHD-SE-301

Course Title: Foundations of Special Education

Course Objectives:

1. Develop understanding of the concept and scope of Special Education.
2. Familiarize students with historical and philosophical foundations of Special Education.
3. Understand categories and characteristics of disabilities.
4. Enhance awareness regarding policies, legislation, and inclusive practices.
5. Develop sensitivity towards children with special needs and their families.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the concept, scope, and objectives of Special Education.
2. Describe historical developments and philosophies related to Special Education.
3. Identify different categories of disabilities and their characteristics.
4. Analyze educational policies and legislations related to disability.
5. Demonstrate positive attitudes toward inclusion and diversity.

Credits: 3+1

Course Type: Core Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

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Total No. of Lectures: Theory (45) + Practical (30)

Course Content

Units	Topic	No. of Lectures
Unit I	Introduction to Special Education • Meaning, concept, and scope of Special Education • Objectives and importance of Special Education • Historical development of Special Education • Current trends in Special Education	9
Unit II	Philosophical and Psychological Foundations • Philosophies of Special Education • Principles of normalization and inclusion • Psychological basis of exceptionalities • Role of teachers and families	9
Unit III	Categories of Disabilities • Intellectual disabilities • Hearing and visual impairment • Learning disabilities and autism spectrum disorder • Locomotor and multiple disabilities	9
Unit IV	Policies and Legislations • Rights of Persons with Disabilities Act, 2016 • National Education Policy and Inclusive Education • Role of government and NGOs • International perspectives on Special Education	9
Unit V	Inclusive Education and Community Participation • Concept and importance of inclusive education • Barriers and challenges in inclusion • Community awareness and participation • Future directions in Special Education	9

Practical (30 Lectures)

1. Observation visits to special and inclusive schools.
2. Preparation of reports on different disabilities.
3. Case study analysis of children with special needs.
4. Interaction with parents and special educators.
5. Review of government policies and legislations.
6. Preparation of awareness programmes on inclusion.
7. Preparation and presentation of practical records.

Suggested Readings

1. Hallahan, D. P., & Kauffman, J. M. (2018). *Exceptional Learners*. Pearson.
2. Gargiulo, R. (2018). *Special Education in Contemporary Society*. Sage Publications.
3. Smith, D. D. (2016). *Introduction to Special Education*. Pearson.





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4. UNESCO. (2019). *Inclusive Education Guidelines*.
5. Government of India. *Rights of Persons with Disabilities Act, 2016*.
6. NCERT. *Inclusive Education Resource Materials*.



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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development

Year: 2/ Semester: 3

Identification and Assessment of Disabilities

Course Description:

This course focuses on identification, screening, and assessment procedures used for children with disabilities and special needs. It emphasizes understanding assessment tools, techniques, and interpretation of results for planning educational interventions.

Course Code: M.ScHD-SE-302

Course Title: Identification and Assessment of Disabilities

Course Objectives:

1. Develop understanding of identification and assessment processes.
2. Familiarize students with screening and diagnostic tools.
3. Understand methods of educational and psychological assessment.
4. Equip students with skills for interpretation of assessment reports.
5. Enhance understanding of individualized educational planning.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the importance of early identification and assessment.
2. Use appropriate screening and assessment techniques.
3. Interpret assessment findings for educational planning.
4. Identify strengths and needs of children with disabilities.
5. Prepare individualized assessment reports.

Credits: 3+1

Course Type: Core Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)


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DEPARTMENT OF HOME SCIENCE
S. V. Subharti University, Meerut








Course Content

Units	Topic	No. of Lectures
Unit I	Concept and Importance of Assessment • Meaning and purpose of assessment • Principles of assessment • Screening and early identification • Ethical considerations in assessment	9
Unit II	Assessment of Different Disabilities • Assessment of intellectual disabilities • Assessment of learning disabilities • Assessment of hearing and visual impairment • Assessment of autism and behavioural disorders	9
Unit III	Assessment Tools and Techniques • Observation and interview methods • Standardized and non-standardized tests • Psychological and educational assessment tools • Functional assessment techniques	9
Unit IV	Interpretation and Reporting • Interpretation of assessment results • Preparation of assessment reports • Individualized Education Programme (IEP) • Parent counselling and feedback	9
Unit V	Recent Trends and Inclusive Assessment • Inclusive assessment practices • Technology-based assessment tools • Multidisciplinary assessment approaches • Challenges in assessment practices	9

Practical (30 Lectures)

1. Observation of assessment procedures in special schools.
2. Administration of screening tools under supervision.
3. Preparation of assessment reports.
4. Case study analysis of children with disabilities.
5. Preparation of Individualized Education Programmes (IEPs).
6. Interpretation of psychological and educational assessment data.
7. Preparation and presentation of practical records.

Suggested Readings

1. Pierangelo, R., & Giuliani, G. (2017). *Assessment in Special Education*. Pearson.
2. Salvia, J., & Ysseldyke, J. (2018). *Assessment in Special and Inclusive Education*. Cengage Learning.
3. Lerner, J. (2016). *Learning Disabilities and Related Disorders*. Cengage.
4. Gargiulo, R. (2018). *Special Education in Contemporary Society*. Sage Publications.
5. NCERT. *Assessment Guidelines for Inclusive Education*.
6. WHO. *Disability Assessment Guidelines*.

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S. V. Subharti University, Meerut

SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development

Year: 2/ Semester: 3

Intervention Strategies for Children with Special Needs

Course Description:

This course focuses on intervention strategies and educational programmes for children with special needs. It emphasizes therapeutic, behavioural, educational, and family-centered approaches that support the development and inclusion of children with disabilities.

Course Code: M.ScHD-SE-DEC-303

Course Title: Intervention Strategies for Children with Special Needs

Course Objectives:

1. Develop understanding of intervention approaches for children with disabilities.
2. Familiarize students with educational and therapeutic interventions.
3. Equip students with behaviour management strategies.
4. Enhance competency in individualized educational planning.
5. Develop understanding of family and community support systems.

Course Outcomes:

After completing this course, students will be able to:

1. Explain different intervention approaches for children with special needs.
2. Apply educational and behavioural intervention strategies.
3. Plan individualized intervention programmes.
4. Demonstrate skills for working with families and communities.
5. Evaluate effectiveness of intervention programmes.

Credits: 3+1

Course Type: Discipline Elective Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Content




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S. V. Subharti University, Meerut



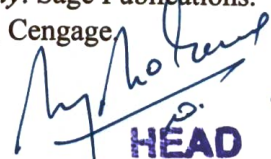
Units	Topic	No. of Lectures
Unit I	Introduction to Intervention Strategies • Meaning and importance of intervention • Early intervention programmes • Individualized intervention planning • Multidisciplinary approach	9
Unit II	Educational and Behavioural Interventions • Behaviour modification techniques • Classroom management strategies • Academic intervention methods • Social skills training	9
Unit III	Therapeutic Interventions • Speech and language therapy • Occupational therapy • Physiotherapy and sensory integration • Play and art therapy	9
Unit IV	Family and Community-Based Interventions • Parent counselling and guidance • Family-centered intervention • Community participation and support services • Role of NGOs and rehabilitation centres	9
Unit V	Inclusive Practices and Recent Trends • Inclusive classroom interventions • Technology-assisted interventions • Transition planning and vocational preparation • Challenges and innovations in intervention programmes	9

Practical (30 Lectures)

1. Observation of intervention sessions in special schools.
2. Preparation of individualized intervention plans.
3. Demonstration of behaviour modification techniques.
4. Preparation of educational aids for intervention.
5. Interaction with therapists and special educators.
6. Case study analysis of intervention programmes.
7. Preparation and presentation of practical reports.

Suggested Readings

1. Heward, W. L. (2017). *Exceptional Children*. Pearson.
2. Smith, D. D. (2016). *Introduction to Special Education*. Pearson.
3. Gargiulo, R. (2018). *Special Education in Contemporary Society*. Sage Publications.
4. Lerner, J. (2016). *Learning Disabilities and Related Disorders*. Cengage.
5. WHO. *Community-Based Rehabilitation Guidelines*.
6. NCERT. *Inclusive Education Resource Materials*.


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 S. V. Subharti University, Meerut

SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development

Year: 2/ Semester: 3
Assistive Technology and Inclusion

Course Description:

This course focuses on assistive technology and inclusive practices used to support children with disabilities in educational and social settings. It emphasizes the role of technology, adaptive devices, and inclusive strategies in promoting participation and learning.

Course Code: M.ScHD-SE-DEC-304

Course Title: Assistive Technology and Inclusion

Course Objectives:

1. Develop understanding of assistive technology in Special Education.
2. Familiarize students with adaptive devices and software.
3. Understand inclusive teaching and learning strategies.
4. Equip students with skills to use assistive technology effectively.
5. Promote awareness regarding accessibility and inclusion.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the role of assistive technology in inclusion.
2. Identify different assistive devices and applications.
3. Apply inclusive teaching strategies in educational settings.
4. Develop accessible learning environments.
5. Promote participation and independence among children with disabilities.

Credits: 3+1

Course Type: Discipline Elective Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

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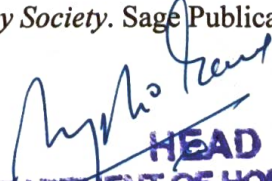
Units	Topic	No. of Lectures
Unit I	Introduction to Assistive Technology • Meaning and scope of assistive technology • Types of assistive devices • Importance in Special Education • Principles of accessibility	9
Unit II	Assistive Devices and Applications • Mobility and communication aids • Visual and hearing assistive devices • Educational software and digital tools • Augmentative and alternative communication (AAC)	9
Unit III	Inclusive Education Practices • Inclusive classroom strategies • Universal Design for Learning (UDL) • Classroom adaptations and accommodations • Role of teachers in inclusive settings	9
Unit IV	Technology Integration and Support Services • ICT in Special Education • E-learning and accessible content • Collaboration with families and professionals • Community support services	9
Unit V	Policies, Challenges, and Innovations • Government initiatives for accessibility • Ethical issues in technology use • Challenges in implementation • Recent trends and innovations in assistive technology	9

Practical (30 Lectures)

1. Demonstration of assistive devices and software.
2. Preparation of accessible teaching-learning materials.
3. Observation of inclusive classrooms.
4. Designing inclusive lesson plans using technology.
5. Case studies on assistive technology applications.
6. Preparation of awareness programmes on accessibility.
7. Preparation and presentation of practical records.

Suggested Readings

1. Cook, A. M., & Polgar, J. (2017). *Assistive Technologies*. Elsevier.
2. Dell, A. G. (2016). *Assistive Technology in the Classroom*. Pearson.
3. Gargiulo, R. (2018). *Special Education in Contemporary Society*. Sage Publications.
4. UNESCO. *Technology for Inclusive Education*.
5. WHO. *Assistive Technology Guidelines*.
6. Government of India. *Accessible India Campaign*.



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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development

Year: 2/Semester: 4

Emotional and Behavioural Disorders

Course Description:

This course focuses on emotional and behavioural disorders among children and adolescents. It emphasizes identification, causes, characteristics, assessment, and intervention strategies for emotional and behavioural problems in educational and social contexts.

Course Code: M.ScHD-SE-DEC-305

Course Title: Emotional and Behavioural Disorders

Course Objectives:

1. Develop understanding of emotional and behavioural disorders.
2. Familiarize students with causes and characteristics of behavioural problems.
3. Understand assessment and diagnostic procedures.
4. Equip students with counselling and intervention strategies.
5. Promote positive mental health and adjustment among children.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the nature and characteristics of emotional and behavioural disorders.
2. Identify behavioural and emotional problems in children.
3. Apply assessment and intervention strategies effectively.
4. Demonstrate counselling and classroom management skills.
5. Promote supportive and inclusive learning environments.

Credits: 3+1

Course Type: Discipline Elective Course-5

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Content




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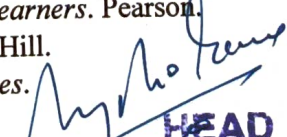
Units	Topic	No. of Lectures
Unit I	Introduction to Emotional and Behavioural Disorders • Meaning and concept • Types and characteristics • Causes and risk factors • Prevalence and impact on development	9
Unit II	Behavioural and Emotional Problems • Anxiety and depression in children • Attention Deficit Hyperactivity Disorder (ADHD) • Conduct disorder and aggression • Social withdrawal and adjustment problems	9
Unit III	Assessment and Identification • Observation and behavioural assessment • Psychological assessment techniques • Functional behavioural assessment • Diagnostic and referral procedures	9
Unit IV	Intervention and Counselling Strategies • Behaviour modification techniques • Counselling and therapeutic approaches • Classroom management strategies • Family counselling and support	9
Unit V	Inclusive Practices and Mental Health Promotion • Inclusive education for children with behavioural disorders • School mental health programmes • Stress management and resilience building • Recent trends and challenges	9

Practical (30 Lectures)

1. Observation of children with behavioural problems.
2. Preparation of behavioural assessment reports.
3. Demonstration of behaviour modification techniques.
4. Case study analysis of emotional and behavioural disorders.
5. Preparation of counselling and intervention plans.
6. Interaction with counsellors and psychologists.
7. Preparation and presentation of practical reports.

Suggested Readings

1. Kauffman, J. M. (2017). *Characteristics of Emotional and Behavioral Disorders*. Pearson.
2. Barlow, D. H., & Durand, V. M. (2017). *Abnormal Psychology*. Cengage Learning.
3. Hallahan, D. P., & Kauffman, J. M. (2018). *Exceptional Learners*. Pearson.
4. Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.
5. WHO. *Mental Health and Psychosocial Support Guidelines*.
6. NCERT. *School Mental Health Programme Guidelines*.



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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development

Year: 2/ Semester: 3

Family Dynamics and Development

Course Description:

This course focuses on the structure, functions, and developmental processes of families across the lifespan. It emphasizes interpersonal relationships, family roles, communication patterns, and socio-cultural influences affecting family dynamics and development.

Course Code: M.ScHD-FPS-301

Course Title: Family Dynamics and Development

Course Objectives:

1. Develop understanding of family systems and dynamics.
2. Familiarize students with stages of family development.
3. Understand interpersonal relationships and communication within families.
4. Examine socio-cultural influences on family functioning.
5. Enhance awareness regarding changing family patterns in contemporary society.

Course Outcomes:

After completing this course, students will be able to:

1. Explain concepts and theories related to family dynamics.
2. Analyze developmental stages and transitions in families.
3. Evaluate communication and relationship patterns within families.
4. Identify factors influencing family stability and change.
5. Demonstrate understanding of contemporary family issues and challenges.

Credits: 2

Course Type: Core Course

Max. Marks:

Semester: Practical (70)

Sessional: Practical (30)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Content


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DEPARTMENT OF HOME SCIENCE
S. V. Subharti University, Meerut









Units	Topic	No. of Lectures
Unit I	Introduction to Family Dynamics • Meaning, concept, and functions of family • Types and structure of families • Family as a social institution • Family systems theory	9
Unit II	Family Development Across Lifespan • Stages of family life cycle • Developmental tasks at different stages • Role transitions in families • Marriage and adjustment	9
Unit III	Interpersonal Relationships and Communication • Family interaction patterns • Communication processes in families • Conflict resolution and decision making • Parent-child and sibling relationships	9
Unit IV	Socio-Cultural Influences on Families • Culture and family values • Gender roles and family relationships • Urbanization, migration, and modernization • Media influence on family life	9
Unit V	Contemporary Family Issues and Challenges • Changing family patterns • Single-parent and dual-earner families • Divorce and family disorganization • Future trends in family development	9

Practical (30 Lectures)

1. Preparation of family case studies.
2. Observation and analysis of family interaction patterns.
3. Interview with families across different developmental stages.
4. Preparation of family life cycle charts.
5. Role-play on family communication and conflict resolution.
6. Survey on changing family patterns.
7. Preparation and presentation of practical reports.

Suggested Readings

1. Carter, B., & McGoldrick, M. (2015). *The Expanded Family Life Cycle*. Pearson.
2. Strong, B., & DeVault, C. (2018). *The Marriage and Family Experience*. Cengage Learning.
3. Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.
4. Seccombe, K. (2017). *Families and Their Social Worlds*. Pearson.
5. DeGenova, M. K. (2016). *Intimate Relationships, Marriages and Families*. McGraw-Hill.
6. NCERT, *Family Studies Resource Materials*.

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
SPECIALIZATION-D (FAMILY AND PARENTING STUDIES)
Programme- M.Sc. Human Development
Year: 2/ Semester: 3
Family Life Education

Course Description:

This course focuses on the concept, objectives, and significance of Family Life Education. It emphasizes preparation for family living, interpersonal relationships, marriage, parenthood, and responsible decision-making for enhancing family well-being

Course Code: M.ScHD-FPS-DEC-303

Course Title: Family Life Education

Course Objectives:

1. Develop understanding of Family Life Education and its importance.
2. Familiarize students with family relationships and responsibilities.
3. Promote awareness regarding marriage, parenthood, and family welfare.
4. Equip students with life skills for healthy family living.
5. Enhance understanding of family counselling and guidance services.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the concept and objectives of Family Life Education.
2. Identify factors contributing to healthy family relationships.
3. Apply life skills for family adjustment and well-being.
4. Demonstrate understanding of marriage and parenthood responsibilities.
5. Organize family education and awareness programmes.

Credits: 3+1

Course Type: Discipline Elective Course-3

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Content

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DEPARTMENT OF HOME SCIENCE
S. V. Subharti University, Meerut

Units	Topic	No. of Lectures
Unit I	Introduction to Family Life Education • Meaning, concept, and scope • Objectives and importance • Family values and responsibilities • Need for Family Life Education	9
Unit II	Interpersonal Relationships and Marriage • Friendship and interpersonal relationships • Marriage and marital adjustment • Communication and conflict resolution • Gender sensitivity and equality	9
Unit III	Parenthood and Family Welfare • Responsible parenthood • Child care and development • Family welfare programmes • Reproductive health and family planning	9
Unit IV	Life Skills and Family Adjustment • Decision-making and problem-solving • Stress management in family life • Financial management in families • Healthy lifestyle practices	9
Unit V	Family Counselling and Contemporary Issues • Family counselling services • Family violence and abuse prevention • Challenges faced by modern families • Recent trends in Family Life Education	9

Practical (30 Lectures)

1. Preparation of family education materials.
2. Conducting awareness programmes on family well-being.
3. Role-play on communication and conflict resolution.
4. Case study analysis of family adjustment issues.
5. Preparation of counselling plans for families.
6. Survey on family values and relationships.
7. Preparation and presentation of practical reports.

Suggested Readings

1. DeGenova, M. K. (2016). *Intimate Relationships, Marriages and Families*. McGraw-Hill.
2. Strong, B., & DeVault, C. (2018). *The Marriage and Family Experience*. Cengage Learning.
3. Olson, D. H. (2017). *Families: What Makes Them Work*. Sage Publications.
4. NCERT. *Family Life Education Resource Materials*.
5. Brooks, J. (2019). *The Process of Parenting*. McGraw-Hill.
6. WHO. *Family and Community Health Guidelines*.

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development
Year: 2/ Semester: 3
Parenting Practices and Child Outcomes

Course Description:

This course focuses on parenting styles, child-rearing practices, and their influence on child development and outcomes. It emphasizes positive parenting, parent-child relationships, and factors affecting parenting in contemporary society.

Course Code: M.ScHD-FPS-302

Course Title: Parenting Practices and Child Outcomes

Course Objectives:

1. Develop understanding of parenting concepts and styles.
2. Familiarize students with factors influencing parenting practices.
3. Understand the relationship between parenting and child development.
4. Equip students with knowledge of positive parenting strategies.
5. Enhance awareness regarding parenting challenges in modern society.

Course Outcomes:

After completing this course, students will be able to:

1. Explain different parenting styles and practices.
2. Analyze the influence of parenting on child outcomes.
3. Identify factors affecting parent-child relationships.
4. Apply positive parenting strategies in family settings.
5. Evaluate contemporary issues and challenges in parenting.

Credits: 3+1

Course Type: Core Course

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Content


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Units	Topic	No. of Lectures
Unit I	Introduction to Parenting • Meaning and importance of parenting • Parenting styles and approaches • Determinants of parenting behaviour • Cultural influences on parenting	9
Unit II	Parenting and Child Development • Parenting and emotional development • Parenting and cognitive development • Parenting and social behaviour • Discipline and behaviour management	9
Unit III	Positive Parenting Practices • Effective communication with children • Positive discipline strategies • Parenting children with special needs • Role of fathers and caregivers	9
Unit IV	Contemporary Parenting Challenges • Parenting in dual-earner families • Media and technology influence • Parenting adolescents • Stress and parental burnout	9
Unit V	Parent Education and Support Programmes • Parent guidance and counselling • Family support services • Parenting education programmes • Recent trends in parenting research	9

Practical (30 Lectures)

1. Observation of parent-child interactions.
2. Preparation of parenting style questionnaires.
3. Case study analysis of parenting practices.
4. Conducting interviews with parents.
5. Preparation of parent guidance materials.
6. Organization of parenting awareness programmes.
7. Preparation and presentation of practical records.

Suggested Readings

1. Berk, L. E. (2018). *Child Development*. Pearson.
2. Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.
3. Bornstein, M. H. (2016). *Handbook of Parenting*. Routledge.
4. Baumrind, D. (2017). *Parenting Styles and Child Development*.
5. Brooks, J. (2019). *The Process of Parenting*. McGraw-Hill.
6. NCERT. *Parenting Education Materials*.


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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development
Year: 2/ Semester: 3
Work-Family Interface

Course Description:

This course focuses on the interaction between work and family life. It emphasizes role balance, work-family conflicts, stress management, organizational support, and strategies for maintaining healthy family and professional relationships.

Course Code: M.ScHD-FPS-DEC-304

Course Title: Work-Family Interface

Course Objectives:

1. Develop understanding of work-family relationships and dynamics.
2. Familiarize students with work-family conflict and role strain.
3. Understand the impact of employment on family functioning.
4. Equip students with coping and time-management strategies.
5. Enhance awareness regarding policies and support systems for working families.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the concept and dimensions of work-family interface.
2. Analyze factors contributing to work-family conflict.
3. Apply strategies for balancing professional and family roles.
4. Identify organizational and social support systems.
5. Evaluate contemporary issues related to work and family life.

Credits: 3+1

Course Type: Discipline Elective Course-4

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Content


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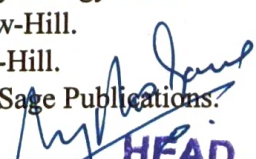
Units	Topic	No. of Lectures
Unit I	Introduction to Work-Family Interface • Meaning and concept • Changing roles in modern families • Dual-earner families • Gender roles and employment	9
Unit II	Work-Family Conflict and Role Strain • Types and causes of work-family conflict • Role overload and stress • Impact on marital and family relationships • Psychological well-being	9
Unit III	Balancing Work and Family Roles • Time and stress management • Communication and negotiation skills • Parenting in working families • Coping strategies and resilience	9
Unit IV	Organizational and Social Support Systems • Family-friendly workplace policies • Child care and support services • Social and community support • Government programmes for working families	9
Unit V	Contemporary Issues and Future Trends • Technology and remote work • Work-life balance in contemporary society • Women empowerment and employment • Future trends in work-family research	9

Practical (30 Lectures)

1. Survey on work-family balance among working families.
2. Preparation of case studies on work-family conflict.
3. Interviews with working parents.
4. Preparation of stress-management plans.
5. Observation of workplace support systems.
6. Organization of awareness programmes on work-life balance.
7. Preparation and presentation of practical records.

Suggested Readings

1. Greenhaus, J. H., & Allen, T. D. (2017). *Work and Family Balance*. Routledge.
2. Voydanoff, P. (2016). *Work, Family and Community*. Psychology Press.
3. Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.
4. DeGenova, M. K. (2016). *Families in Society*. McGraw-Hill.
5. Olson, D. H. (2017). *Families and Stress Management*. Sage Publications.
6. WHO. *Healthy Workplace Guidelines*.



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DEPARTMENT OF HOME SCIENCE

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
Programme- M.Sc. Human Development
Year: 2/ Semester: 3
Family Stress and Coping

Course Description:

This course focuses on family stress, crisis situations, coping mechanisms, and resilience. It emphasizes factors affecting family well-being, adaptation to stress, counselling approaches, and support systems for strengthening family functioning.

Course Code: M.ScHD-FPS-DEC-305

Course Title: Family Stress and Coping

Course Objectives:

1. Develop understanding of stress and coping in family contexts.
2. Familiarize students with causes and effects of family stress.
3. Understand crisis management and family resilience.
4. Equip students with counselling and coping strategies.
5. Enhance awareness regarding support systems for families.

Course Outcomes:

After completing this course, students will be able to:

1. Explain theories and concepts related to family stress.
2. Identify factors contributing to stress in families.
3. Apply coping and resilience-building strategies.
4. Demonstrate understanding of counselling approaches for families.
5. Evaluate support services and intervention programmes for families.

Credits: 3+1

Course Type: Discipline Elective Course-5

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (30) + Practical (20)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Theory (45) + Practical (30)

Course Content

Units	Topic	No. of Lectures
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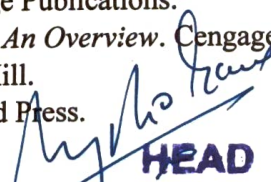
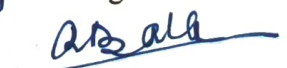
Units	Topic	No. of Lectures
Unit I	Introduction to Family Stress • Meaning and concept of stress • Sources and types of family stress • Stress theories and models • Impact of stress on family functioning	9
Unit II	Family Crisis and Adjustment • Crisis situations in families • Divorce, illness, and financial stress • Family disorganization and adjustment • Effects on children and relationships	9
Unit III	Coping Strategies and Resilience • Coping mechanisms in families • Resilience and adaptation • Communication and problem-solving • Stress management techniques	9
Unit IV	Counselling and Support Services • Family counselling approaches • Crisis intervention strategies • Community and social support services • Role of NGOs and welfare agencies	9
Unit V	Contemporary Issues and Interventions • Stress in dual-earner families • Technology and family relationships • Mental health and family well-being • Recent trends in family stress research	9

Practical (30 Lectures)

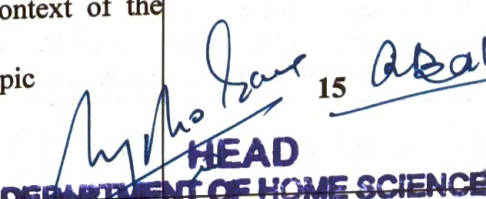
1. Preparation of family stress case studies.
2. Observation and analysis of coping behaviours.
3. Conducting interviews with families facing stress situations.
4. Role-play on counselling and crisis intervention.
5. Preparation of stress-management plans for families.
6. Survey on family resilience and coping strategies.
7. Preparation and presentation of practical reports.

Suggested Readings

1. McCubbin, H. I., & Thompson, A. I. (2016). *Family Stress and Coping*. Sage Publications.
2. Olson, D. H. (2017). *Families and Stress Management*. Sage Publications.
3. Goldenberg, I., & Goldenberg, H. (2017). *Family Therapy: An Overview*. Cengage Learning.
4. Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.
5. Walsh, F. (2016). *Strengthening Family Resilience*. Guilford Press.
6. WHO. *Mental Health and Family Well-being Guidelines*.



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M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR/ III SEM
SPECIALIZATION D- FAMILY AND PARENTING STUDIES
Course Code- (M.ScHS-306)
DISSERTATION
(2 Credits)

Programme- M.Sc. Home Science (Human Development)	Year: Second	Semester: III
Course Description: This course is designed to equip students with the foundational knowledge and practical skills required for preparing a research synopsis. It emphasizes the critical steps involved in initiating a research project—ranging from topic selection to hypothesis formulation, sampling design, development of research tools, and standardization of procedures. Students will also gain competence in applying statistical methods for data analysis and citing sources using APA (7th edition) referencing style. The course culminates in the structured presentation of the research synopsis, thereby enhancing students' academic writing and presentation skills.		
Course Code: OEC	Course Title: DISSERTATION	
Course Objective: By the end of this course, students will be able to: • Understand the process of selecting a meaningful and researchable topic. • Formulate clear and achievable research objectives and hypotheses. • Design appropriate research methodologies and sampling strategies. • Develop and validate effective tools for data collection. • Apply standardization techniques and ethical practices in data collection. • Perform basic statistical analysis for interpreting research data. • Use correct APA 7th edition referencing and citation format. • Present a comprehensive and well-structured research synopsis.		
Course Outcomes: Upon successful completion of the course, students will be able to: • Select and define a relevant research problem with academic and societal significance. • Frame specific objectives and hypotheses aligned with the research topic. • Design a suitable research methodology including sampling technique and sample size determination. • Construct or select appropriate tools such as questionnaires, interview schedules, and rating scales for data collection. • Standardize research tools and procedures to ensure reliability and validity. • Apply relevant statistical techniques for data analysis and interpretation. • Accurately cite sources and prepare a reference list using APA 6th edition style. • Effectively communicate their research plan through a formal synopsis presentation.		
Credits: 1+1	Course Type- Open Elective	
Max. Marks: Semester: Theory (70) + Practical (30) Sessional: Theory (20) + Practical (15)	Min. Passing Marks: Semester: Theory (28) + Practical (10) Sessional: Theory (08) + Practical (06)	
Total No. of Lectures: Theory (15) +Practical (30)		
Units	Topic	No. of Lectures
I	Preparation of the synopsis in context of the following points- • Selection of the research topic • Objectives • Research Design • Formulation of Hypothesis	15
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	• Sampling design and size • Selection/ Development of tools for data collection, e.g. Questionnaire, Interview Schedule, Observation, Rating Scale etc. • Standardization of procedures (as per requirement) • Statistical Analysis • References and Citations (APA Style, 6th Edition) • Presentation	
		15
Practical:	3- Presentation of Synopsis and viva based on synopsis	30

Suggested Readings:

Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.

→ Comprehensive guide covering research design, hypothesis, sampling, and statistical analysis.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.

→ Beginner-friendly book for selecting a topic, setting objectives, and data collection tools.

Best, J. W., & Kahn, J. V. (2016). *Research in Education* (10th ed.). Pearson.

→ Especially useful for understanding educational and social science research methodology.

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
COMMON PAPER
Year: Second/Semester: IV
DISSERTATION

Course Description:

This course is designed to equip students with foundational knowledge and practical skills required for preparing a research synopsis in the field of Human Development. The course emphasizes the systematic process of initiating a research project, including identification of a research problem, formulation of objectives and hypotheses, selection of research methodology, sampling procedures, development of tools for data collection, and application of statistical techniques for analysis. It also develops students' competency in academic writing, referencing, ethical research practices, and presentation of research proposals relevant to children, adolescents, families, special populations, and community settings.

Course Code: OEC

Course Title: DISSERTATION

Course Objectives:

By the end of this course, students will be able to:

- Understand the process of selecting a meaningful and researchable topic in Human Development.
- Formulate clear research objectives and hypotheses.
- Design suitable research methodologies and sampling strategies.
- Develop and standardize tools for data collection.
- Apply ethical principles and standard procedures in research.
- Use basic statistical methods for analysis and interpretation of data.
- Apply APA referencing and citation style in academic writing.
- Present a structured and comprehensive research synopsis.

Course Outcomes:

Upon successful completion of the course, students will be able to:

- Select and define a relevant research problem related to Human Development.
- Frame research objectives and hypotheses appropriate to the selected topic.
- Design suitable research methodologies including sampling procedures.
- Develop and use appropriate tools such as questionnaires, interview schedules, observation checklists, and rating scales.
- Standardize research tools and ensure validity and reliability.
- Apply basic statistical techniques for interpretation of findings.
- Prepare references and citations using APA style guidelines.
- Effectively communicate and defend the research proposal through synopsis presentation and viva voce.

Credits:10

Course Type: Open Elective

Max. Marks:

Semester: Theory (70) + Practical (30)

Sessional: Theory (20) + Practical (15)

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Min. Passing Marks:

Semester: Theory (28) + Practical (10)

Sessional: Theory (08) + Practical (06)

Total No. of Lectures: Theory (15) + Practical (30)**Course Content**

Units	Topic	No. of Lectures
Unit I	Preparation of Research Synopsis • Selection of research topic in Human Development • Identification of research problem • Formulation of objectives and hypotheses • Review of related literature • Research design and methodology • Sampling design and sample size determination • Development/selection of tools for data collection such as questionnaires, interview schedules, observation, rating scales, and case studies • Standardization of tools and procedures • Ethical considerations in research • Statistical analysis and interpretation • References and citations using APA style • Presentation and preparation of synopsis report	15

Practical Components	No. of Lectures
Presentation of research synopsis and viva voce based on synopsis	30

Suggested Areas for Research:

- Child Development and Parenting
- Early Childhood Care and Education
- Adolescence and Mental Health
- Family Relationships and Family Welfare
- Inclusive Education and Special Needs
- Guidance and Counselling
- Gender and Development
- Ageing and Elderly Care
- Community Development and Child Welfare
- Behavioural and Emotional Problems in Children

Suggested Readings:

1. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.
2. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.
3. Best, J. W., & Kahn, J. W. (2016). *Research in Education* (10th ed.). Pearson.

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4. Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. SAGE Publications.
5. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). APA.
6. Singh, A. K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.

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SYLLABUS
M.SC. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / IV SEMESTER

Course Code: CC-12

Course Title: Internship (COMMON PAPER)

Credits: 0+10

Course Type: Core Course

Max. Marks:

Semester: Practical (100)

Sessional: Practical (50)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Total No. of Lectures: Practical

Course Description:

The internship is designed to provide students with field-based learning experiences to develop professional competencies in diverse settings such as ECCE centres, training institutes, special needs institutions, counselling centres, and hospitals. Students will apply Human Development theories and practices in real-life settings under professional supervision.

Course Objectives:

- To provide hands-on experiences through placements/internships in ECCE/Welfare/Training Centres/Institutions for children with special needs/Counselling Centres/Hospitals.
- To facilitate experiential learning in government or NGO programmes focusing on social interventions and applying Human Development knowledge.
- To create opportunities to explore and understand ground realities, policies, and programme structures.
- To enable students to work independently as Human Development professionals in field-based settings.

Course Outcomes:

- Students will develop practical skills and an understanding of working with diverse populations in professional field settings.
- Students will apply theoretical knowledge of Human Development in real-world contexts.
- Students will critically analyze field structures, policies, and programme functioning.
- Students will build confidence and independence in functioning as Human Development professionals.

Contents:

- | |
|---|
| 1. Participation in ongoing programmes of agencies/institutions and interaction with agency personnel. |
| 2. Observation and participation with clients/beneficiaries of the agency/programme. |
| 3. Collecting information and preparing a report on the agency: objectives, structure, functions, strengths, and weaknesses. |
| 4. Submission of a comprehensive internship report to both the agency and department, followed by an oral seminar presentation. |

Suggested Readings:

1. Indian Council for Child Welfare (Latest Reports)
2. NIPCCD Reports on Child Welfare and Development

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3. UNICEF. (Recent Publications). *Reports on Child Rights and Protection.*
4. NCERT. (Latest). *Early Childhood Care and Education Guidelines.*
5. National Human Rights Commission. (Recent Reports)

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / IV SEM

Course Code: CC-11
Course Title: Dissertation
Credits: 10 (0+10)
Course Type: Core Course

Max. Marks:

Semester: Practical (100)

Sessional: Practical (50)

Min. Passing Marks:

Semester: 40%

Sessional: 40%

Course Description:

This course provides students with the opportunity to engage in independent research by formulating a research problem, reviewing literature, designing methodology, collecting and analyzing data, and presenting findings in a structured format. It enhances analytical thinking, application of research methods, and academic writing.

Course Objectives:

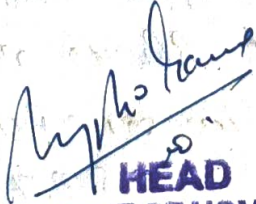
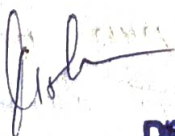
- To enable students to understand the process of scientific research in human development.
- To guide students in selecting a relevant research problem and formulating clear objectives.
- To provide training in data collection, analysis, and interpretation.
- To develop academic writing skills and prepare students for future research and publications.

Course Outcomes:

- Students will be able to formulate research problems and design appropriate methodology.
- Students will be proficient in using appropriate data collection tools and statistical techniques.
- Students will demonstrate ability to present research findings in standard academic format.
- Students will be capable of conducting independent research and adhering to ethical research practices.

Practical Work:

- Identification of research problem
- Formulation of objectives and hypothesis
- Preparation of research design
- Tool development and standardization
- Field work and data collection
- Data analysis using appropriate statistics


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- Report writing in APA 6th Edition format
- Final thesis submission and presentation/viva-voce

Suggested Readings:

1. Kothari, C.R. (2014). *Research Methodology: Methods and Techniques*. New Age International.
2. Best, J.W., & Kahn, J.V. (2010). *Research in Education*. Pearson Education.
3. American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.).
4. Kumar, R. (2014). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications.
5. Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

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SYLLABUS
M.Sc. HOME SCIENCE (HUMAN DEVELOPMENT)
II YEAR / III SEM

EEC (2 Credits)

Course Title: Research Communication and Scholarly Publishing

Programme: M.Sc. Home Science (Human Development)

Year: II

Semester: IV

Course Type: Elective Enhancement Course (EEC)

Credits: 2 (2+0)

Marks: 50 (Theory)

Minimum Passing Marks: 40%

Course Description:

This course provides knowledge and skills essential for effective academic communication and publishing. It focuses on developing the ability to write research papers, abstracts, and proposals, and understanding the ethics and practices of scholarly publishing.

Course Objectives:

- To develop effective academic writing skills for research dissemination.
- To introduce students to the process and formats of scholarly publishing.
- To familiarize students with tools for citation management and plagiarism checks.
- To promote ethical practices in research communication and publication.

Course Outcomes:

- Draft research abstracts, proposals, and papers with academic rigor.
- Identify appropriate journals and publication formats.
- Use citation tools and plagiarism checkers effectively.
- Understand ethical issues like authorship, peer review, and misconduct.

Units and Topics:

Units	Topic	No. of Lectures
I	Academic Writing: Structure of scientific papers, abstract, introduction, methods, discussion, and conclusion writing; writing style and clarity	6
II	Scholarly Publishing: Types of publications (research papers, review articles, short communications); choosing journals; impact factor and indexing	6
III	Referencing & Plagiarism: Citation styles (APA, MLA), reference managers (Zotero, Mendeley); plagiarism: tools and ethical issues	4
IV	Research Ethics & Communication: Authorship norms, peer review process, predatory journals, conference presentations, open access publishing	4

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Suggested Readings:

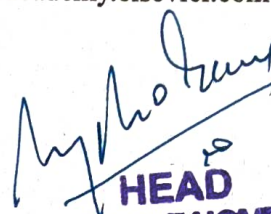
1. Day, R. A., & Gastel, B. (2016). *How to Write and Publish a Scientific Paper* (8th ed.). Cambridge University Press.
2. Alley, M. (1996). *The Craft of Scientific Writing*. Springer.
3. APA (2020). *Publication Manual of the American Psychological Association* (7th ed.).
4. COPE Guidelines (Committee on Publication Ethics) – <https://publicationethics.org>
5. Elsevier Researcher Academy Modules – <https://researcheracademy.elsevier.com>










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SHAHEED BABA DEEP SINGH
Department of Home Science
FACULTY OF ARTS & SOCIAL SCIENCES

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Ph. 0121-2439578, 2439052, 3058031, Ext. 2804, Telefax: 0121-2439067 e-mail: hsc@subharti.org



M.Sc. HUMAN DEVELOPMENT

Artificial Intelligence in Human Development

Credits: 4

Course Type: Practical / Applied

Duration: One Semester

Course Objectives

Students will be able to:

1. Use AI tools in child development and education.
2. Develop digital teaching-learning materials.
3. Apply AI in parenting education and counselling.
4. Create educational and developmental resources.
5. Use AI for behavioural observation and awareness programmes.

Course Outcomes

Students will be able to:

- Prepare AI-supported preschool learning materials.
- Create digital storytelling and educational activities.
- Develop parenting guidance material.
- Use digital tools for developmental assessment.
- Prepare awareness programmes for child and family wellbeing.

Practical Component

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Students shall perform the following practical activities:

1. Preparation of:

- i. Flashcards
- ii. Worksheets
- iii. Story cards
- iv. Educational games
- v. Preschool teaching-learning materials

2. Development of digital storytelling videos.

3. Preparation of:

- i. Parenting guidance booklet
- ii. Developmental milestone charts
- iii. Behaviour observation schedules
- iv. Child mental wellbeing awareness material

4. Conduct child observation activities using digital tools.

5. Conduct one digital parenting awareness programme.

6. Prepare awareness material related to:

- i. Positive parenting
- ii. Child nutrition
- iii. Mental wellbeing
- iv. Elderly care

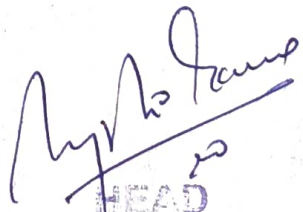
7. Complete one applied project related to:

- i. Preschool education
- ii. Child development
- iii. Parenting education
- iv. Mental wellbeing



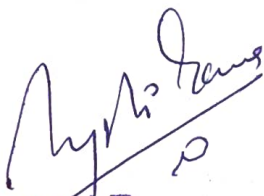


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Records to be Submitted

- Practical file
- TLM file
- Observation records
- Parenting booklet
- Awareness portfolio
- Applied project report

Suggested AI Tools- ChatGPT, Canva AI, Educational AI platforms, Animation/video tools, Google Gemini



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EVALUATION SCHEME
M.Sc. HOME SCIENCE
(HUMAN DEVELOPMENT)

SEMESTER I

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal				External		Total Marks
								Attendance	Project Report (5) + PPT/ Assignment (5)	Practical + Record + Viva	Theory	Practical	Theory	
1	Core Course-CC-1	MSCHS-101	Research Methodology and Academic Writing	3	0	2	4	5	10	20	15	30	70	150
2	Core Course-CC-2	MSCHD-102	Advanced Theories of Human Development	3	0	2	4	5	10	20	15	30	70	150
3	Core Course-CC-3	MSCHD-103	Advanced Child Psychology	3	0	2	4	5	10	20	15	30	70	150
4	Core Course-CC-4	MSCHD-104	Developmental Assessment Techniques	3	0	2	4	5	10	20	15	30	70	150
5	DEC-1	MSCHD-105	Contemporary Issues in Human Development	3	0	2	4	5	10	20	15	30	70	150
6	Seminar	MSCHS-106	Seminar	0	0	4	2	5	10	40	-	50	-	100
7	VAC-1	MSCHD-AI	Artificial Intelligence in Human Development	0	0	4	2	5	10	20	-	70	-	100
Total				15	0	18	24	35	70	160	75	270	350	950

SEMESTER II

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment (5)	Practical + Record + Viva	Theory	Practical	Theory	Total Marks
1	Core Course-CC-5	MSCHS-201	Statistics and Computer Application	3	0	2	4	5	10	20	15	30	70	150
2	Core Course-	MSCHD-202	Parenting in Changing	3	0	2	4	5	10	20	15	30	70	150

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	CC-6		Societies											
3	Core Course-CC-7	MSCHD-203	Policy and Advocacy for Children and Families	3	0	2	4	5	10	20	15	30	70	150
4	Core Course-CC-8	MSCHD - 204	Program Planning and Education for Children and Families	3	0	2	4	5	10	20	15	30	70	150
5	DEC-2	MSCHD - 205	Psychosocial Well-being across Lifespan	3	0	2	4	5	10	20	15	30	70	150
6	VAC-2	CHM-002	Constitutional , Human Values and Moral Values and IPR	2	0	0	2	0	0	-	-	-	50	50
			Total	17	0	10	22	25	50	100	75	150	400	800

SEMESTER III – Specialization A (Guidance and Counselling)

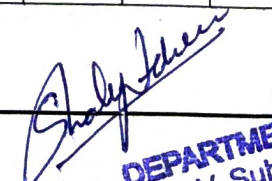
S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment (5)	Practical+ Record + Viva	Theory	Practical	Theory	Total Marks
1	Core Course-CC-9	MSCHD - 301	Integrative Approaches to Counselling and Psychotherapy	3	0	2	4	5	10	20	15	30	70	150
2	Core Course-CC-10	MSCHD - 302	Counselling Techniques and Interventions	3	0	2	4	5	10	20	15	30	70	150
3	DEC-3	MSCHD - 303	Career Counselling and Vocational Guidance	3	0	2	4	5	10	20	15	30	70	150
4	DEC-4	MSCHD - 304	Mental Health and Counselling across Lifespan	3	0	2	4	5	10	20	15	30	70	150
5	DEC-5	MSCHD - 305	Counselling Special Groups	3	0	2	4	5	10	20	15	30	70	150
6	OEC	MSCHS - 306	Choose any one from OEC Basket	0	0	4	2	5	10	20	-	70	-	100
			Total	15	0	14	22	30	60	120	75	220	350	850

SEMESTER III – Specialization B (Early Childhood Care and Education)

S. No	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment (5)	Practical+ Record + Viva	Theory	Practical	Theory	Total Marks
1	Core Course-CC-9	MSCHD - 301	Curriculum Planning in ECCE	3	0	2	4	5	10	20	15	30	70	150
2	Core Course-CC-10	MSCHD - 302	Programme Administration and Supervision	3	0	2	4	5	10	20	15	30	70	150
3	DEC-3	MSCHD - 303	Learning and Play in Early Years	3	0	2	4	5	10	20	15	30	70	150
4	DEC-4	MSCHD - 304	Inclusive Practices in ECCE	3	0	2	4	5	10	20	15	30	70	150
5	DEC-5	MSCHD - 305	Child Rights and Protection	3	0	2	4	5	10	20	15	30	70	150
6	OEC	MSCHS - 306	Choose any one from OEC Basket	0	0	4	2	5	10	20	-	70	-	100
			Total	15	0	14	22	30	60	120	75	220	350	850

SEMESTER III – Specialization C (Special Education – Human Exceptionality)

S. No	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment (5)	Practical+ Record + Viva	Theory	Practical	Theory	Total Marks
1	Core Course-CC-9	MSCHD - 301	Foundations of Special Education	3	0	2	4	5	10	20	15	30	70	150
2	Core Course-CC-10	MSCHD - 302	Identification and Assessment of Disabilities	3	0	2	4	5	10	20	15	30	70	150
3	DEC-3	MSCHD - 303	Intervention Strategies for Children with Special Needs	3	0	2	4	5	10	20	15	30	70	150
4	DEC-4	MSCHD - 304	Assistive Technology and Inclusion	3	0	2	4	5	10	20	15	30	70	150
5	DEC-5	MSCHD - 305	Emotional and	3	0	2	4	5	10	20	15	30	70	150


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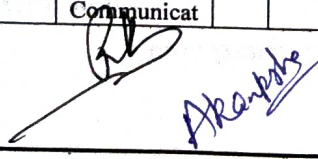
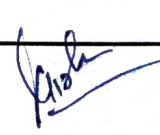
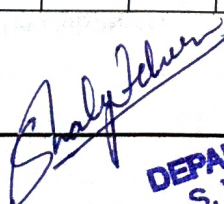
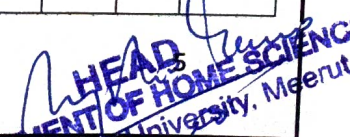
			Behavioural Disorders											
6	OEC	MSCHS - 306	Choose any one from OEC Basket	0	0	4	2	5	10	20	-	70	-	100
			Total	15	0	14	22	30	60	120	75	220	350	850

SEMESTER III – Specialization D (Family and Parenting Studies)

S. No	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment (5)	Practical+ Record + Viva	Theory	Practical	Theory	Total Marks
1	Core Course- CC-9	MSCHD - 301	Family Dynamics and Development	3	0	2	4	5	10	20	15	30	70	150
2	Core Course- CC- 10	MSCHD - 302	Parenting Practices and Child Outcomes	3	0	2	4	5	10	20	15	30	70	150
3	DEC-3	MSCHD - 303	Family Life Education	3	0	2	4	5	10	20	15	30	70	150
4	DEC-4	MSCHD - 304	Work-Family Interface	3	0	2	4	5	10	20	15	30	70	150
5	DEC-5	MSCHD - 305	Family Stress and Coping	3	0	2	4	5	10	20	15	30	70	150
6	OEC	MSCHS - 306	Choose any one from OEC Basket	0	0	4	2	5	10	20	-	70	-	100
			Total	15	0	14	22	30	60	120	75	220	350	850

Semester – IV

S. No	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment (5)	Practical+ Record + Viva	Theory	Practical	Theory	Total Marks
1	Dissertation	M.SCHS-401	Dissertation/ Project	0	0	24	12	5	10	20	-	70	-	100
2	Department Elective DEC-6	M.SCHS-402	Internship	0	0	8	4	5	10	20	-	70	-	100
3	EEC (EEC-1)	M.SCHS-403	Research Communicat	0	0	4	2	5	10	20	-	70	-	100





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			ion and Scholarly Publishing											
4	Department Elective DEC-7	M.SCHS- 404	Community Engagement for SDGs	0	0	8	4	5	10	30	-	70	-	100
Total				4	0	44	22	20	4	90	-	280	-	400

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DEPARTMENT OF HOME SCIENCE
BASKETS (PG PROGRAMMES)
SESSION (2026-2027)

LIST OF DISCIPLINE ELECTIVES COURSE
(Offered by H. Sc. Deptt. to university basket)- Annexure I

M.SC. HUMAN DEVELOPMENT					
Sr. No.	Course Type	Course Name	Semester	Year	Credits
1	DEC-1	Contemporary Issues in Human Development	Semester - I	1st Year	4
2	DEC-2	Psychosocial Well-being across Lifespan	Semester - II	1st Year	4
A/B/C/D (As per run in the department on choice of group in department students.)					
GROUP- A					
3	DEC-3A	Career Counselling and Vocational Guidance	Semester - III	2nd Year	4
4	DEC-4A	Mental Health and Counselling across Lifespan	Semester - III	2nd Year	4
5	DEC-5A	Counselling Special Groups	Semester - III	2nd Year	4
GROUP- B					
6	DEC-3B	Learning and Play in Early Years	Semester - III	2nd Year	4
7	DEC-4B	Inclusive Practices in ECCE	Semester - III	2nd Year	4
8	DEC-5B	Child Rights and Protection	Semester - III	2nd Year	4
GROUP- C					
9	DEC-3C	Intervention Strategies for Children with Special Needs	Semester - III	2nd Year	4
10	DEC-4C	Assistive Technology and Inclusion	Semester - III	2nd Year	4
11	DEC-5C	Emotional and Behavioural Disorders	Semester - III	2nd Year	4
GROUP- D					
12	DEC-3D	Family Life Education	Semester - III	2nd Year	4
13	DEC-4D	Work-Family Interface	Semester - III	2nd Year	4

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14	DEC-5D	Family Stress and Coping	Semester - III	2nd Year	4
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M.SC. FOOD AND NUTRITION

Sr. No.	Course Type	Course Name	Semester	Year	
1	DEC-1	Methods of Investigation	Semester - I	1st Year	4
2	DEC-2	Food Packaging and Sensory Evaluation	Semester - II	1st Year	4
3	DEC-3A	Current Trends & Issues in Food & Nutrition	Semester - III	2nd Year	4

GROUP A

4	DEC-4A	Pediatric Nutrition	Semester - III	2nd Year	4
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GROUP B

5	DEC-3B	Community Health Nutrition	Semester - III	2nd Year	4
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GROUP C

6	DEC-4C	Food Safety and Quality Control	Semester - III	2nd Year	4
7	DEC-5C	Advance Food Science II	Semester - III	2nd Year	4

GROUP D

8	DEC-1C	Dietary Supplements & Ergogenic Aids	Semester - III	2nd Year	4
9	DEC-2C	Advanced Techniques in Nutritional Assessment for Athletes	Semester - III	2nd Year	4

COMMON WITH GROUP A, B

10	DEC-3A	Assessment of Nutritional Status	Semester - III	2nd Year	4
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MA HOME SCIENCE

Sr. No.	Course Type	Course Name	Semester	Year	
1	DEC-1	Surface Ornamentation	Semester - I	1st Year	4
2	DEC-2	Traditional Indian Textiles	Semester - II	1st Year	4
3	DEC-3	Apparel Design & Clothing Construction	Semester - III	2nd Year	4
4	DEC-4	Interior Decoration	Semester - III	2nd Year	4
5	DEC-5	Entrepreneurship Development	Semester - III	2nd Year	4
7	DEC-6	Community Engagement for SDGs	Semester - IV	2nd Year	4

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COMMON IN ALL PG PROGRAMMES

I	DEC-7	Community Engagement for SDGs	Semester - IV	2nd Year	
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LIST OF OPEN ELECTIVES COURSE

(All PG Programmes) Offered by H.Sc. Deptt. to university basket- Annexure II

(Select any one, it shall be run with 10 students at minimum)

Sr. No.	Course Type	Course Name (Choose any one from basket)	Semester	Year	Credits
1	OEC-1	Creative Craft	Semester - III	2nd Year	2
2	OEC-2	Traditional Textiles	Semester - III	2nd Year	2
3	OEC-3	Food Preservation	Semester - III	2nd Year	2

**LIST OF VALUE ADDED COURSE (Offered by H.Sc. Deptt. to university basket)-
Annexure III**

Sr. No.	Course Type	Course Name	Semester	Year	Credits
3	VAC-1	Counselling Skills	Semester - I	1st Year	2
4	VAC-2	Administration Management and Creative Activities in ECCE	Semester - I	1st Year	2
1	VAC-3	Ayurveda & Nutrition	Semester - II	1st Year	2
2	VAC-4	Food Processing	Semester - II	1st Year	2

LIST OF EECC COURSE (Offered by H.Sc. Deptt. to university basket)- Annexure III

Sr. No.	Course Type	Course Name	Semester	Year	Credits
COMMON FOR ALL PG PROGRAMS					
1	EECC-1	Research Communication and Scholarly Publishing	Semester - IV	II	2

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