

## M.Sc.Home Science

### HUMAN DEVELOPMENT

### SEMESTER – I

### PAPER - I

### MANAGEMENT OF PROGRAMMES FOR CHILDREN

Theory - 80 Marks	Internal Assessment : 20
Practical - 80 Marks	Internal Assessment : 20

#### Objectives

- To understand the purpose, scope and challenges in the management of programmes for children and families.
- To understand the various approaches to programme management.
- To offer students opportunity to work with children & families in different setting.
- To offer students the opportunity to apply & translate the theoretical knowledge into practice.
- To organize, implement & evaluate programmes for children & family.
- To Critically evaluate & review programme models.

#### Contents

##### UNIT - I

###### 1 Planning

- Basic concepts; Need, purpose. Feasibility, Project formulation.
- Functions of planning.
- Steps in Planning; define the objectives, quality specifications and outcomes, decide the time frame, plan the cost dimensions, plan implementation details.

##### UNIT - II

###### 1 Management

- Meaning and importance of management.
- Management skills.

##### UNIT - III

###### 1 Programmes for children

- Identification of specific Programmes for children
- Types of programmes & their Management.

## **UNIT - IV**

### **1 Programmes for Family**

- Identification of specific programmes for family.
- Types of programmes & their management.

### **Practicals**

- 1 Prepare a project plan based on the information secured on an existing program in the locality. (as a learning exercise on a known case).
- 2 Prepare short term / long-term plan(s) for enhancing quality of any program / project that exists in the locality.
- 3 Organise and implement parent education programme.
- 4 Organise and implement a study skills programme for children.
- 5 Organise and manage a "Development of creativity programme for preschoolers".

### **Practical Examination :**

80

- Planning a programme of activities for children / adult
- Planning a parent teacher meeting and conducting in a mock setup.
- Viva
- Resource file / reports

### **Internal Assessment: 20**

# **HUMAN DEVELOPMENT**

## **SEMESTER – I**

### **PAPER – II**

## **EARLY CHILDHOOD CARE AND EDUCATION**

### **Objectives**

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

### **Contents**

#### **UNIT - I**

##### **1 Principles of Early Childhood Care and Education**

- Importance, need and scope of ECCE.
- Objective of ECCE.
- Types of preschools / programmes : Play centres, day care, Montessori, Kindergarten, balwadi. Anganwadi etc.
- Concepts of non-formal, formal and play way methods.

##### **2 Historical Trends (overview)**

- Contribution of the following thinkers to the development of ECCE (their Principles , applications and limitations) in the context of ECCE.
- Pestalozzi, Rousseou, Froebel, Maria Montessori, John Dewey, Gijubhai Badheka, Tarabai Madak, M.K. Gandhi, Rabindranath Tagore.

## **UNIT - II**

### **1 ECCE in India**

- Pre Independence period, Post Independence - Kothari Commission, contribution of the five year plans to ECCE - Yeshpal Committee, Maharashtra Preschool Centre Act.

### **2 Contribution of the following agencies / programmes to ECCE in India**

- ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.

## **UNIT - III**

### **1 Organisation of Pre-school Centres**

- Concepts of organization and administration of early childhood centres.
- Administrative set up and functions of personnel working at different levels.
- Building and equipment : Location and site, arrangement of rooms, different types and size of rooms. Play ground, storage facilities, selection of different types of outdoor and indoor equipments maintenance and display of equipment and material.
- Staff/personel service conditions and role : Role and responsibilities, essential qualities of a care giver / teacher, other personnel.
- Record and Report : Types, aim and purpose / need, general characteristics e.g. anecdotal cumulative, sample work, medical etc.

### **2 Programme Planning**

- Planning : Setting goals and objectives of plans - long term, short term, weekly and planning, routine and schedules.

## **UNIT - IV**

### **1 Activities for ECCE**

- Language Arts : Goals of language, types of listening and activities to promote listening various activities - (Songs, object talk, picture talk, free conversation, books games, riddles, jokes, stories, criteria and selection of activities, teacher's role).
- Art and craft activities (Creative activities of expression) : Types of activities - chalk, crayon, paints, paper work and best out of waste. Role of teacher in planning the activity, motivating children. Fostering appreciation of art and craft activities.
- Music : Songs, objective of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music, making, listening and singing.

- Mathematics : goals of mathematical learning, developmental concepts at different stages : principles of teaching mathematics - first hand experience, interaction with others, using language , reflection. Mathematical concepts like : classification, conservation, seriation, comparison counting, fraction, one to one correspondence, addition and subtraction.
- Science : A) Thinking : Observing inferring, classifying, communicating. B) Concept formation : Differentiation, grouping, labeling, Role of Science, developing scientific outlook by a spirit of inquiry , objectivity, observation. Role of teacher in some important science experiences.
- Social Studies : Goals of social studies, field trips, of fostering good self-concept and respect for others . Promoting social studies through celebrations of festivals. Role of teacher.

### **Practicals**

- 1 Visits to various centres, which cater to the preschool stage e.g. : Day care Centre, Balwadi, Anganwadi, Mobile Creche etc.
- 2 Preparing a resource unit file on the basis of play way method / approach.
- 3 Preparing teaching material kit and presentation in mock set up :-
  - Story and their techniques
  - Types of puppets and mobiles
  - Art and craft portfolio
  - Song booklet and low cost musical instruments
  - Readiness games and material
  - Picture talk and object talk related material etc.
- 4 Planning and executing activities in ECCE centers.
- 5 Participating in Preschools.

### **Practical Examination :**

80

- Planning five activities on the given concept and presenting
- Conducting the five activities in a EC centre
- Resource Files

### **Internal Assessment: 20**

**HUMAN DEVELOPMENT**  
**SEMESTER - I**  
**PAPER - III**  
**HISTORY AND THEORIES OF HUMAN DEVELOPMENT**

**Objectives**

- To understand the need for theory in Human Development.
- To see theories in context
- To examine historical perspectives in the evolution of theory.
- To understand the practical applications of a theory
- To discuss various theories of Human Development
- To critically evaluate the cross-cultural applicability of theory.

**Contents**

**UNIT - I**

**1 Early Theories**

- Preformationism, Locke, Rousseau, Eastern Philosophers.

**2 Ethological Theories**

- Darwin, Lorenz, Tinbergen and Bowlby; cross-cultural relevance.

**UNIT - II**

## **1 Psychoanalytic Theory**

- Freudian theory, Erik Eriksons Theory.

## **2 Learning Theory**

- Pavlov, Watson, Skinner.

### **UNIT - III**

#### **1 Cognitive Developmental Theory**

- Piaget's theory, cross-cultural relevance and current status.
- Vygotsky's theory, cross-cultural relevance and current status.

#### **2 Social learning and social cognition theories**

- Bandura's theory, cross-cultural relevance and current status.

### **UNIT - IV**

#### **1 Theories of the self**

- Mead, Kohut, Myers Briggs Type Indicator, Kakar, Eastern Philosophy.

#### **2 Humanistic psychology and development theory.**

## **HUMAN DEVELOPMENT**

### **SEMESTER - I**

### **PAPER - IV**

### **RESEARCH METHODS AND STATISTICS - I**

#### **Objectives**

- To understand the significance and research methodology in Home Science research.
- To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate technique for the measurement scale and design.

#### **Contents**

##### **UNIT - I**

#### **1 Definition of Research and Scope of Research in Home Science.**

#### **2 Anthropological and Epidemiological Research.**

#### **3 Selection of research problem : Need, Relevance and Feasibility.**

##### **UNIT - II**

- 1 **Problem analysis :-** Definition and stating hypothesis / objectives.
- 2 **Literature search :-** Referencing, abstracting, computer search, bibliography.
- 3 **Selection of research design :-** Purpose, Internal and external validity.
- 4 **Basic principles of research design**
  - Fundamental, applied and action, exploratory and experimental survey and case study, ex-post facto, Longitudinal and cross sectional, co - relational.

### UNIT - III

**Sampling :-** Objectives of sampling, principles, limitations of sampling, types of errors in sampling, major types of sampling, choice of sampling technique, characteristics of good sample, sample size.

**Date gathering instruments:-**

- Primary and secondary data, schedule, questionnaire, observation and case study, scaling methods.
- Validity, reliability, sensitivity and specificity of research tools.
- Importance and relevance of pilot study.

### UNIT - IV

1 **Scientific writing as a means of communication.**

- Different forms of scientific writing.
- Articles in Journals, Research notes and reports, Review articles, Monographs, Dissertations, Bibliographies.

2 **How to formulate outlines.**

The reasons for preparing outlines.

- As a guide for plan writing.
- As a skeleton for the manuscript. Kinds of outline
  - Topic Outlines.
  - Conceptual Outlines.
  - Sentence outline.
  - Combination of topic and sentence outlines.

3 **Drafting Titles, Subtitles, Tables, Illustrations.**

- Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
- Formatting tables; Title, Body tab, Stab column, Column Head, Spanner Head Box Head.



- Appendices : use and guidelines.

**references :**

- 1 Best J.W. (1983) : Research Education, Prentice Hall, New Delhi.
- 2 Dody, J.T. (1967) : An Introduction to Social Research, Appleton Center.
- 3 Philips, B.S. (1977) : Social Research Strategy And Tactics, Mac Millan.
- 4 Devdas R.P. (1971) : Jamdnppi Of Research Methodology, Shri Ramakrishna Mission Vidyayala.
- 5 Young, P.V. And Schmid, C.F. (1968) : Scientific Social Survey And Research, Prentice Hall, New Delhi.
- 6 Shukla, M.C. And Gulshan S.S. (1970) : Statistics Theory And Practice, S. Chand New Delhi.
- 7 Gupta S.P. (1970) : Statistical Methods, S. Chand Company, New Delhi.
- 8 Garrett, H. : Statistics In Education And Psychology.
- 9 Sinha S.L.L Statistics In Psychology And Education, Anmol Publications Pvt. Ltd., New Delhi.
- 10 Daryab Singh Principles of Statistics, Atlatic Publishers & Distributors.
- 11 Bernard Ostle Statistics in Research.
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- 13 C.R. Kothari : Research Methodology (Methods & Techniques)
- 14 Fredrick, Lamson, Whiteney: The Elements of Research.
- 15 Good, Carter, Scales and Douglas : Methods of Research.

## HUMAN DEVELOPMENT

1-HDP-3

Current Trends and issues in Human Development    Marks : 25

current trends issues will have seminar presentation and carry internal marks

**HUMAN DEVELOPMENT**  
**SEMESTER – II**  
**PAPER – I**  
**METHODS OF STUDYING HUMAN DEVELOPMENT**

**Objectives**

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

**Contents**

**UNIT - I**

- 1 What is H.D.? Assumptions in H.D.**
- 2 Life span development - traditional and life span approaches characteristics of life span perspective.**
- 3 Methods and Research**
  - Measures - Observation, interviews and questionnaires, case studies standardized tests, life history records and multimeasure, multisource, multicontext approach.

**UNIT - II**

- 1 Observation Method**
  - Theoretical perspectives; use of checklists, establishing reliability in observations, maintaining an observation recorss, report writing and evaluation.
- 2 Interview Method**
  - Theoretical perspectives, development of different types of interview protocols, analysis and coding of interview data.

**UNIT - III**

- 1 Some Psychometric Methods**
  - Scales for infant assessment.
  - The Wechsler battery of tests.
  - Children's Appreciation Test.
  - Draw a Man Test.

- House- Tree - Person.
- Reven' Progressive Metrics.
- Self-Esteem Inventory.
- Sex-Role Inventory.

## **UNIT - IV**

### **1 Questionnaire Method**

- Theoretical perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data.

### **2 Case Study Method**

- Theoretical perspectives, development of different types of case study protocols, analysis and coding of data.

## **Practicals**

- 1 Standardised Tests - meaning, characteristics, types, validity & reliability item writing & item analysis, building rapport, administrating & basic concept of measurement and interpretation, norms & interpretation of test scores.
- 2 Administration of test & report writing :
  - The Wechsler battery of tests.
  - Children's Appreciation Test.
  - Draw a Man Test.
  - House-Tree-Person.
  - Raven's Progressive Matrices.
  - Self-Esteem Inventory.
  - Sex-Role Inventory
  - Myers Briggs type indicator etc.

## **Practical Examination :**

80

- Two tests to be administered & scores to be interpreted and report
- Viva
- Journal

Internal Assessment : 20

**HUMAN DEVELOPMENT**  
**SEMESTER - II**  
**PAPER - II**  
**PARENTING IN EARLY CHILDHOOD**

**Objectives**

- To understand the significance of parents role in early childhood.
- To develop skills to involve parents in early childhood education programmes.
- To learn to conduct parent education programmes.

**Contents**

**UNIT - I**

**1 Introduction**

- The task of parenting and the concept of parenting skills.
- Changing concept of parenthood and childhood.
- Being a competent parent.

**2 Individual Parenting Roles**

- Determinants of parenting behaviour.
- Characteristics of the parenting roles.
- The mothering role
- The fathering role.
- Concept of family, the family life cycle stages.

**UNIT - II**

**1 Developmental Interaction in Early Childhood Years**

- Parents role in developing self awareness in children
- Family relations and communication
- Helping the child to learn to express and control emotions
- Helping children discover personal capabilities

- Establishing routines and showing responsible behaviour
- Learning social role and interactions with others.
- Meeting the family needs during this stage
- Meeting the children's needs

### **UNIT - III**

#### **1 Techniques of parent Education in Preschool setting**

- Informal meeting : Occasional / accidental meeting, written / printed - newsletter, circulars, notices etc.
- Parent library, toy library
- Workshops / demonstration centre
- Parents' corner
- Open house
- Large / small group meetings
- Individual meetings : Home visits, Individual sessions
- Working with vulnerable families.

### **UNIT - IV**

#### **1 Parent Education and Support**

- Role of professional
- Parents as family workers
- Flexibly to different needs.
- Personal development for parents.

#### **Practicals**

- 1 Conducting home visits and interviewing / talking to parents.
- 2 Arranging workshops for parents
- 3 Organising parent education programmes based on parents needs
- 4 Conducting parent-teacher meetings
- 5 Reports and resource files to maintained by students.

#### **Practical Examination :**

80

- Arranging workshop for parents (mock setup)
- a Identifying the need

- b Circular
- c Planning programme
- d Evaluating
- e Reporting
  - Preparing an interview schedule
  - Viva
  - Reports & resource files

**Internal Assessment : 20**

## **HUMAN DEVELOPMENT**

### **SEMESTER - II**

### **PAPER - III**

### **STUDY OF FAMILY IN SOCIETY**

#### **Objectives**

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

#### **Contents**

##### **UNIT - I**

#### **1 The Family in Social Context**

- Family as a component of social system, structure and context.
- Family as an evolving and dynamic institution.
- Functions of family.

#### **2 Socio-cultural studies of family patterns in India**

- Family structure : Traditional extended / joint families.
- Alternate families - single parent, childless, female headed.
- Unitary families.
- Cause and effect of different family structures on changing roles of family.

## **UNIT - II**

### **1 Approaches and Theories in Family Studies**

- Developmental approach
- Interactional approach
- Institutional approach
- Systemic approach
- Family life-cycle approach
- Cyclical theory
- Progressive theory
- Structural - functional theory

## **UNIT - III**

### **1 Family and Societal exchanges / influences**

- Work and family
- Education and family
- Health and family
- Religion and family
- Ecology and family
- Government and family

## **UNIT - IV**

### **1 Contemporary Issues and concerns**

- Family violence, battered women, child maltreatment, sexual abuse
- Dowry and family violence
- Child rearing and socialization
- Gender roles
- Divorce and remarriage.



**HUMAN DEVELOPMENT  
SEMESTER - II  
PAPER - IV  
RESEARCH METHODS AND STATISTICS - II**

**Objectives**

- To understand the significance and research methodology in Home Science research.
- To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate technique for the measurement scale and design.

**Contents**

**UNIT - I**

**1 Meaning and Scope of Statistics in Home Science :**

- Concept of statistics.
- Scope of statistics.

**2 Descriptive Statistics :**

Classification, tabulation, frequency dis

**3 Measure of central tendencies : Mean, Median, Mode.**

**4 Concept of deviations** L Range, Quartile deviation, Mean deviation, Standard deviation.

**5 Concept of normal distribution curve and probability :**

## **UNIT - II**

### **Elements of testing a Hypothesis :**

- Concept of null hypothesis.
- Meaning of level of significance. Type I and Type II errors.
- Students 't' test for small samples for testing difference in proportion for means and differences in means.
- Large sample test (C.R. test) for testing significances of difference between means of two groups.
- Analysis of variance (one way ANOVA, two way ANOVA).
- Correlation coefficient, Product moment method, rank difference method for small samples and scattered data.
- Regression analysis and prediction Simple and multiple regression.

## **UNIT - III**

### **Non parametric test for testing null hypothesis :**

- Application of Chisquare test on :
  - equal probability type
  - normal distribution type
  - 2 X 2 contingency tables type
  - X<sup>2</sup> test of independence.
- Participatory rapid assessment.
- Participatory learning assessment.

## **UNIT - IV**

### **1 The writing process**

- Getting started.
- Use out line as a starting device
- Drafting
- Reflecting, Re-reading - Checking organization, Checking heading, Checking content, Checking clarity, Checking Grammar.

## **2 Parts of Dissertation / Research Report / article**

- Abstract
- Introduction of Literature
- Review of Literature
- Materials and Methods
- Results and Discussion
- Summary and Conclusion
- Bibliography
- Recommendation

## **3 Computer Application in Data analysis**

- Use of MS-Office Research, MS Word, MS Excel, MS Power Point
- Graphic representation
- Use of SPSS for data Analysis

## **REFERENCES :**

- 1 Best J.W. (1983) : Research Education, Prentice Hall, New Delhi.
- 2 Dody, J.T. (1967) : An Introduction to Social Research, Appleton Center.
- 3 Philips, B.S. (1977) : Social Research Strategy And Tactics, Mac Millan.
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## **HUMAN DEVELOPMENT**

2-HDP-3

Current Trends and issues in Human Development Marks : 25

current Trends and issues will have seminar presentation and carry internal marks

**HUMAN DEVELOPMENT  
SEMESTER - III  
PAPER - I  
DISORDERS OF CHILDHOOD & ADOLESCENCE**

**Objectives**

- To acquaint students with various Psychological disorders.
- To impart knowledge and skills required for diagnosis and counseling.

**Contents**

**UNIT - I**

**1 Abnormal Psychology**

- What is abnormal behavior ?
- Misconceptions related
- Epidemiology of Maladaptive behavior prevalence, incidence and risk factors.

**UNIT - II**

**1 Classification**

- Advantages and disadvantages of classification
- Nomenclature, classification and symptomology of psychological disorders.

### **UNIT - III**

#### **1 Disruptive Behaviour**

- Attention-Deficit/ Hyperactivity disorder
- Oppositional Defiant Disorder and Conduct Disorder

#### **2 Internalising Disorders**

- Separation Anxiety Disorder
- Overanxious disorder of Childhood
- Fears and Phobias
- Obsessive Compulsive Disorder
- Depression

#### **3 Eating Disorders**

- Anorexia Nervosa
- Bulimia Nervosa
- **Elimination disorders**

#### **4 Learning Disorders**

- Depression
- Dysgraphia
- Dyscalculia

### **UNIT - IV**

#### **1 Autistic Disorder**

- Characteristics of Autistic Behaviour
- Research on Autistic Disorder
- Therapy

#### **2 Mental Retardation**

- Degrees of Mental Retardation
- Biological Causes of Mental Retardation
- Psychosocial Disadvantage
- Psychosocial Enrichment
- Psychological and Social Problems

- The Families of Retarded Children

### **Practicals**

- 1 Visit to Mental Hospital and submitting the report.
- 2 Visit to schools for for autistic children and submitting report.
- 3 Case profiles of ADHD and learning disabled & autistic child.
- 4 Use of simple psychological diagnostic test i.e. 4/5 tests. VSMS, BKT, DST, EMS & Adjustment Inventory.

## **HUMAN DEVELOPMENT**

### **SEMESTER - III**

#### **PAPER - II**

### **CARE OF CHILDREN WITH DISABILITIES AND ILLNESS**

#### **Objectives**

- To gain information on different impairments and illness that affect children.
- To be sensitive to desires and wishes of children.
- To Identify and assess impairment, illness, disability and the child's physical and social environment.
- To plan for inclusive educational programmes for children and involving the disabled child in the process.

- To become sensitive to concerns of parents of children with disabilities and collaborate with them for children's education and development.
- To interact and relate sensitively with children with disability, accepting individual differences and enable others to do so.

## **Contents**

### **UNIT - I**

- 1 Different types of impairments and serious illness, causes and the effects on children.**
  - Physical, intellectual, sensory and emotional impairments
  - Illnesses such as juvenile diabetes, asthma
- 2 The philosophy of inclusion.**
- 3 Attitudes of others in the family and community**

### **UNIT - II**

- 1 Techniques for identification and recording progress**
- 2 Physical, Organizational and social barriers in the development of children with disabilities**
- 3 Use of assistive devices**

### **UNIT - III**

- 1 Listening to children and including their views in life at school and home.**
- 2 Care of the child in the family, role of parents, siblings and other members.**

### **UNIT - IV**

- 1 The rights versus needs of the children**
- 2 Examples of programmes for children with disabilities, innovative Projects.**
- 3 Issues in planning inclusive care programmes.**

**Sessionals :- 50**

- 1 Planning and working with children and parents.**
- 2 Case study of a child with disability.**
- 3 Case study of an organization for young children with disabilities with particular reference to its physical a**

**HUMAN DEVELOPMENT  
SEMESTER – III  
PAPER – III  
CHILD AND HUMAN RIGHTS**

Theory - 80  
Marks  
Internal  
Assessment  
: 20

**Objectives**

- To develop awareness and perspective of Human Rights as a professional in the field of Human Development.
- To develop sensitivity to Human Rights with specific reference to children's rights.
- To gain knowledge about Charter on Human and Children's rights.
- To work with women and children to create awareness about their rights and to guide them to access their rights.

**Contents**

**UNIT - I**

**1 Definition and Evolution of Rights**

- Human rights
- Child rights
- Women's rights
- Charter
- Convention
- Policy.

**UNIT - II**

**1 Status of Indian Children and their rights**

- Demographic distribution
- Gender disparities (infanticide, foeticide, girl child).
- Children in difficult circumstances (Children of prostitutes, child prostitutes, child labour, street children, refugee children and child victims of war).
- Children with special needs.

**UNIT - III**



## **1 Status of Women and their Rights**

- Status of women in India
- Women and human rights
- Forms of violation of women's rights
- Violence against women in home, workplaces and society.
- Sexual harassment, rape
- Health and nutrition based deprivations
- Crime against women
- Political discrimination

## **UNIT - IV**

### **1 Classification of Human Rights**

- Moral rights
- Legal rights
- Civil and political rights
- Social emotional and cultural rights
- Enviromental and developmental rights.

**Sessionals :- 50**

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



## **semester –III**

Project Design

subject code: 3HD-PD

marks :125 Internal

Note: See the guidelines in Appendix B in the Direction

## **HUMAN DEVELOPMENT SEMESTER – IV PAPER – I DEVELOPMENT OF CREATIVITY**

### **Objectives**

- To understand the relevance and scope of studying creativity.
- To discuss the concept of creativity and various approaches to its study.
- To understand the role of the individual, the context and socialization in developing creativity.
- To become familiar with psychometric measurement and alternate ways of assessing creativity.

## **Contents**

### **UNIT - I**

#### **1 Definition and concept of Creativity**

- Types and degree of creativity (everyday creativity and eminent creativity).
- Domains, insight and problem solving as related to creativity.

#### **2 Relevance and scope of the study of creativity**

### **UNIT - II**

#### **1 Approacher to the study of creativity**

- Mystical approach (divine gift),
- Psychology - dynamical approach (Freud)
- Psychometric approach (Guilford & Torrance),
- Cognitive approach (Weisberg),
- Social personality approach (McKinnon),
- Confluence approach (Gardner)

#### **2 The role of the Individual**

- Cognition, abilities, interests, attitude, motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles.

### **UNIT - III**

#### **1 Relationship between creativity and intelligence**

#### **2 Influence of child-rearing practices, family and culture**

### **UNIT - IV**

#### **1 Enhancing creativity - brainstorming, problem solving, creative dramatics & visualisation**

#### **2 Measurement**

- Psychometric and alternate methods of assessing creativity.

## **Practicals**

- 1 Tests of creativity : Torrance Test of Creative Thinking (TTCT), Baquer Mehdi's Indian Adaption.
- 2 Use of brainstorming techniques for problem solving.
- 3 Use of Parne's 5 stage method of creative problem solving.

- 4 In 6-10 sessions, develop a plot of a story with Participation of children and dramatise it with them as role-players.
- 5 Use of confluence assessment techniques to rate the creative work of children and adults (stories, poems and artwork)

**Practical Examination :**

**80**

- Administration of test, scoring and interpretation of test scores and report writing.
- To develop a plot of story
- Using confluence technique rating creative work of children
- Resource file

International Assessment : 20

**HUMAN DEVELOPMENT  
SEMESTER – IV  
PAPER – II  
GUIDANCE AND COUNSELLING**

Theory - 80  
Marks,  
International  
Assessment  
:20

**Objectives**

- To understand the need for guidance & counselling
- To introduce the basic concepts in guidance, counseling & therapy.
- To discuss the processes involved in counseling.

**Contents**

**UNIT - I**

**1 Constructs of guidance, counseling & therapy**

- Basic difference
- Guidance & counseling needs of individuals & families.
- Goals of Counselling

**UNIT - II**

**1 Process of Counselling**

- Stages in the counseling process
- Counselling skills
- Pitfalls & problems

**UNIT - III**

**1 Models of Counselling**

- Psychodynamic model
- Behaviour model
- Client centered model

**UNIT - IV**

- Adlers model of counseling
- Eclectic model of counseling

- Qualities of a counsellor

**Sessionals** :- 50

- 1 Written assignment
- 2 Oral presentation

## **HUMAN DEVELOPMENT**

### **SEMESTER - IV**

### **PAPER - III**

## **PSYCHOTHERAPIES AND SKILLS TRAINING**

Theory - 80  
Marks,  
International  
Assessment  
:20

### **Objectives**

- To make students aware of dynamics of psychotherapeutics.
- To introduce the basic concept of skills training.

### **Contents**

#### **UNIT - I**

##### **1 Psychotherapies - Meaning & types**

- Supportive - Reassurance, Educational guidance & ventilation
- Reconstructive – Psychoanalysis

#### **UNIT - II**

##### **1 Reeducation**

- Behaviour modification
- Cognitive Therapy
- Hypnosis
- Psychodrama

#### **UNIT - III**

- Play Therapy
- Group therapy
- Family Therapy
- Marital Therapy

- TA

#### **UNIT - IV**

##### **1 Skills training**

- Stress management
- Self management
- Positive thinking
- Study skills, communication skills & decision making skills
- Leadership.

**Sessionals** :- 50



1 Preparation of skills training file.

**semester -IV**

Research Project (Viva voce)

subject code: 4HD-RP

marks :125

Note: See the guidelines in Appendix B in the Direction