

**Sant Gadge Baba Amravati University, Amravati**

**Part A**

**Faculty: Interdisciplinary Studies**

**Programme: MSc (Home Science) Human Development**

**Programme Outcomes**

1. Provides opportunity for higher education and research in human development
2. Comprehend the various influences on human development in the different stages of life
3. Get insight into complexities and rational approach in human behavior and relationships
4. Imbibe professional ethics and socially responsible attitude in different areas of life
5. Apply knowledge of human development for better coping of individual and family and societal issues

**Programme Specific Outcomes**

1. Gain in depth knowledge in the field of human development
2. Develop skills for psychological testing, counselling and guidance
3. Demonstrate skills and abilities for problem solving related to family and relationship issues
4. Capable of designing, implementing and evaluating programmes related to human development
5. Explore the evolving concepts and trends in education, counseling and care especially for children, adolescents and geriatric population
6. Acquire entrepreneurial skills in the field of human development
7. Provide scope for trainings and internships to get real exposure to work environment and professional abilities

**Employability Potential of the Programme:**

A master's degree in Human Development includes the study of areas of human behaviour, psychological testing, marriage and family dynamics, guidance and counselling, mental health etc. which offers numerous career options for the student in the areas of teaching, research and consultancy. Students may get opportunity for involvement in the governmental and non-governmental organizations (NGO) of national and international level.

After completing the post graduate degree course in Human Development, the students can opt for teaching job in the government and private institutions. They can work as a teacher in kindergarten and Montessori Schools as well as in the Colleges and University after clearing National Eligibility Test (NET) or State Level Eligibility Test (SLET) for Lectureship. Students can involve in research and higher education and work in projects sponsored by government or private sector in the capacity of project fellow, project assistant, field assistant etc. Students can also run their own private schools and coaching centers, playhouses, crèche and day care centres. They can become early childhood educator and render their services in school and play houses or start their own centre through which they can organize seminars and workshops for children and parents. Students can become a counsellor and assist psychiatrist or start their counselling for issues such as early childhood problems, career counselling, counselling for parenting, premarital and marital counselling etc. Students can also work in rehabilitation centers and institutions for old age people, hostels and day care centers for counselling and care.

Part B  
Syllabus Prescribed for Second Year PG Programme  
MSc (Home Science) Human Development  
Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD 301	Research Methodology and Statistical Application	60

**Course Outcomes**

**After completion of the course, students will be able to-**

- 1 Know the importance of research in food science and nutrition
- 2 Construct common data collection tools
- 3 Develop skills of preparing the outline of research work

Unit	Content	Periods
I	Foundation of Scientific Research Research – meaning and definition, Need of research in food science and nutrition Research process, Selection and formulation of research problem Specifying objectives, Formulating hypothesis, Deciding variables	12
II	Design Strategies in Research Descriptive studies - Correlation studies, Case studies, Cross sectional/Survey Analytical studies - Observational studies Cohort studies Cross sectional studies/Survey	12
III	Methods of Sampling Characteristics of good sampling Probability or random sampling Non probability sampling	12
IV	Research Tools Levels of data measurements and characteristics of good measurement Types of tools and their uses Questionnaire, Schedule, Rating scale, Attitude scale Interview – structured and unstructured Observation – participant and non participant Concept of data Types of Data – Qualitative and Quantitative data Analysis of Data – Qualitative and Quantitative data analysis	12
V	Statistical Testing of Hypothesis Application of parametric tests - r test, t tests, Z test, F test, ANOVA Application of non parametric tests - Chi square test, Spearman's Rank correlation	12

Course Material/Learning Resources

**References**

- 1) Van Maanen (1983) Qualitative Methodology. Sage Publication
  - 2) Sumati Mulay and Sabarathanam V.E. (1980) Research Methods in Extension Education. New Delhi, Sole Selling Agents, MANASHYAN, 32.
  - 3) Bryman A. and Cramer D. (1994) Quantitative Data Analysis for Social Scientist
  - 4) Aravindra Chandra and Saxena T.P. Style Manual for Writing : Thesis, Dissertations and Papers in Social Sciences. New Delhi, Metropolitan Book Co. Pvt. Ltd.
  - 5) Kerlinger, Foundation of Educational Research
  - 6) Ingle P.O. Scientific Report Writing. Nagpur, Sarla P. Ingle
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**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

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

**Semester:- III**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
<b>HD302</b>	<b>Advanced Child Development</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to**

- 1 Understand the integrated function of all systems
- 2 Advance their understanding of some of the relevant issues and topics of human physiology

Unit	Content	Periods
<b>I</b>	.Child Development Study :- History and Research in Human Development, History and Perspectives in Child Development, Techniques of Research in Human Development studies. · Significance and source of Information, Time span approach – cross-sectional, longitudinal, sequential approach	<b>12</b>
<b>II</b>	Methods of Studying Behavior :- Observation, interview and questionnaire, case study methods – types, factors involved in preparation and administration. Advantages and Disadvantages of Techniques. Case History – Report Writing.	<b>12</b>
<b>III</b>	Methods of Studying Growth and Body Size :- Significance of anthropometric measurements – Height, weight, mid upper arm, circumference, skin fold thickness, head and chest circumference, waist and hip circumference Psychological Test Development :- Characteristics and uses, limitations and ethical consideration in testing.	<b>12</b>
<b>IV</b>	Assessment of Mental Ability :- · Verbal & non-verbal tests, Bayley scales of infant ability, The Wechsler Intelligence scales, Raven (colour) Progressive Matrices, Modern Binet Test, Uses and limitation, Personality Assessment :- Rating scales and inventories, Purpose and developmental procedure .Types of Inventories – Cattle, 16 PF, Adjustment Inventories.	<b>12</b>
<b>V</b>	Assessment of Aptitude, Interest and Achievement :- Survey of batterie and subject test, Differential aptitude test, Vocational Interest Scales – Thurston Scale, Academic Achievement Test.	<b>12</b>

**References :-** Rice F.P. (1995). Human Development, New Jersey : Prentice Hall.

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

(3) Cole, M. & Cole S. (1993). The development of children. (2nd Ed.) New York : Scientific American Books Freeman & Co. 42

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

(5) Santrock, J.W. & Yussen, S.R. (1988). Child Development : An Introduction. Iowa : Wm.C.Brown Publishers.

(6) Bee, H. (1997). The developing child (VIII ed.). New York : Longman.

- (7) Clarke-Stewart, A. & Friedman, S. (1987). *Child Development : Infancy through adolescence*. New York : John wiley.
- (8) Mussen, P.H.; conger, J.J.; Kagan, J. & Huston, A.C. (1996). *Child Development and Personality*. New York.

**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

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

**Semester:- III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>HD303-A</b>	<b>Human Anatomy and Physiology</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to-**

- 1 Build broad perspective in studies of historical and research trends in children.
- 2 Support the students aware about the recent developments in Human Development Studies.

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
<b>I</b>	Introduction to Physiology Meaning Physiology of body systems Physiology of growth and development Physiology of ageing.	<b>12</b>
<b>II</b>	Cell and Blood-Structure of cell, cell cycle, Tissue and their functions Blood: composition, homeostasis	<b>12</b>
<b>III</b>	Female and males Reproductive System -Growth and development during pregnancy, Physiology of lactation, Role of hormones in reproduction Contraception, Tests during pregnancy	<b>12</b>
<b>IV</b>	Nervous System, Nervous cell Structural organization of a nervous system, Peripheral nervous system Electroencephalogram	<b>12</b>
<b>V</b>	Physiology of the Endocrine Glands Hormones of Endocrine gland, Thyroid gland, Para thyroid gland, Pancreas, Adrenal gland, The pineal gland Kidney as an endocrine gland	<b>12</b>

**References :-** 1) Applied Physiology, MFM 001 Course, Indira Gandhi National Open University

2) Vander A.J., Sherman J.H., Luciono D.S. (2000) Human Physiology. 7th edition, New York, McGraw Hill

3) Jain A.K. Textbook of Physiology. Vol. I and II, Avichal publishing co., New Delhi

4) Guyton A.C. and Hall J.B. (1996) Textbook of Medical Physiology. 9th edition, W.B. Sanders Company, Prism Books (Pvt.) Ltd., Banglor

**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

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

**Semester:- III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>HD 303B</b>	<b>Projective Techniques of Psychological Testing</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to-**

- 1 Understand different methods and techniques.
- 2 Know the application and administration of various techniques of psychological testing.

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
<b>I</b>	Nature of Psychological Testing- Purpose and objectives of tests, Types of tests, Basic Characteristics of psychological tests, Standardization · Concept and estimation of reliability and validity, Administration of tests – Environmental conditions and report, swing test, expression of performance, norms, profile.	<b>12</b>
<b>II</b>	Techniques- Children's Apperception test ,Word Association test, Draw A man test, Rorschale in blot test, Role paly, Self-esteem inventory.	<b>12</b>
<b>III</b>	Intelligence Test :- Wechsler battery of tests, Kamat's , Bhatia battery of intelligence test, Group test of intelligence, I.Q. testing for adults, Personality Assessment- Rosenz Weig's Pictures Frustration test,Thematic Apperception test (T.A.T.) , 16 PF Test, Adjustment inventory	<b>12</b>
<b>IV</b>	Aptitude Test:- Differential Aptitude test – Verbal Reasoning., Space Relation, Numerical Ability, thinking Language, Vocational Interest Scales- Thurston Scale. Academic Achievement Test.	<b>12</b>
<b>V</b>	Family Relationship Scale:- Parental Disciplinary Practices Inventory (PDPI) ,Husband-wife relationship scales. PCR parent-child relationship tests. Family relationship.	<b>12</b>

**References :**

- (1) Psychological testing by Ana Anastasy.
- (2) Aylward, G. (1994). Practiioner's guide to developmental and psychological testing. New York: Plenum Press.
- (3) Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. New Delhi : Viva Books.
- (4) Hayes, N. (ed). (1997). doing Qualitative Analysis in Psychology. Hove : Psychology Press.
- (5) Smith, J.A., Harre, R., and Van Langenhove, L. (1995). Rethinking Psychology. London : Sage.
- (6) Yin, R. (1994). Case study research : Design and methods (2nd Ed.) Beverly Hills, CA : Sage Publishing
- (7) Nagpal, R. and Sell, H. (1985). subjective well-being inventory. New Delhi : World Health Organization

**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

**Programme: M.Sc. (Home Science )**

**Semester:- III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>HD303 C</b>	<b>Children with Special Needs</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to-s.**

- 1 Enable the students to integrate knowledge about children with special needs.
- 2The students should know the various areas and requirements of children with special needs.
- 3 To develop an understanding regarding educational facilities and rehabilitation of children with special needs.

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
<b>I</b>	Children with special needs : Needs for recognizing individual differences, Various approaches to defining & understanding disability, Philanthropic, Medical Administrative, legal and social approaches. Types of disability - Rights of disabled children. Special Education Programmes and Policies for Disabled: Need and Philosophy, Types of Programmes. Policies for person with disabilities, Family and Community in management of disabled.	<b>12</b>
<b>II</b>	Physically Challenged Children (Orthopedically & Neurologically impaired) : Definition, Classification, Causes, Special education programmes and policies, Rehabilitation and management. Children with Sensory Impairment : Visually & Acoustically Challenged. Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management.	<b>12</b>
<b>III</b>	Intellectually Superior Children : Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management. Intellectually Superior Children : Definition, Characteristics, Causes, Identification, Special Education and Training	<b>12</b>

<b>IV</b>	Children with Speech and Language Disorder : Definition, Classification, Characteristics, Causes, Remedial and Special education programmes, Children with Learning Disabilities : Definition, Slow learners, Learning Disabilities in reading, Writing, Spelling, Mathematics, Techniques of identification & assessment.	<b>12</b>
<b>V</b>	Socially disadvantaged and Emotionally Disturbed Children, Definition, Classification, Characteristics, Causes, Emotionally provisions and therapy	<b>12</b>

**References :-**

- (1) Berdine, W.H. & Blackhurst, A.E. (1985) : An introduction to special education (second ed.), Lexington : Harper Collins, (Complete book).
  - (2) Hallahan, D.P. & Kauffman, J.M. (1991) : Introduction to exceptional children (fifth ed.) Boston : Allyn and Bacon (Chapters 1-9, 11).
  - (3) Chazan, M., Laing, A.F. & Davies, D. (1991) : Helping five to eight year olds with special educational needs, Oxford : Basil Blackwell (Chapters 2,3,4)
  - (4) Devi, U. & Settharaman, A.S. (1985) : Education in rural areas : constraints and prospective, New Delhi : Ashish Publishing House.
  - (5) Werner, D. (1994) : Disabled village children (Indian edition), New Delhi : Voluntary Health Association of India, (Complete book).
  - (6) Berdine W.H. & Cegelka, P.T. (1980) : Teaching the trainable retarded, Ohio : Bell & Howell, (Chapters 3,7,8,9,10).
  - (7) Smith, D.D. (1981) : Teaching the Learning Disabled, New Jersey : Prentice Hall. (Chapters 2,7,8,9,10,11,13). 57
  - (8) Suran, B.G. & Rizzo, J.R. (1979) : Special Children : An Integrative approach, London : Scott, Foresman & Co. (Chapters 15,16).
  - (9) Taylor, R.L. & Sternberg, L. (1989) : Exceptional Children : Integrating Research and Training, New York : Springer-Verlag (Chapters 2-14).
  - (10) Tinbergen, N. & Tinbergen, E.A. (1983) : Autistic Children : New hope for a cure, London : Allen & Urwin. (Chapters 6,9,10).
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**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

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

**Semester:- III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>HD304A</b>	<b>Behavior Problems, and Their Management</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to**

- 1 Enable the students to integrate knowledge about children with special needs.
- 2The students should know the various areas and requirements of children with special needs.
- 3 To develop an understanding regarding educational facilities & and rehabilitation of children with special needs.

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
<b>I</b>	Behavioral Problems in Children : Common Behavioral Disorders – Bed wetting, thumb sucking, nail biting, fear complex, eating problems. Excessive Behavior : Aggression, withdrawal, phobia, hypertension, regression, Psycho-physiological Disorders – Asthma, enuresis, insomnia, inferiority complex.	<b>12</b>
<b>II</b>	Guidance Counselling and Therapy : Meaning, nature, scope, principles and goals, Historical movement of guidance and counselling service, Relationship between guidance and counselling ,Needs of Guidance and Counselling : Basic needs of the individual, societal needs an expectations. Needs of different groups. Developmental characteristics – Age, gender, peers, mass media, family and community, Changes in socio-economical, changes in curricular offerings and objectives of education	<b>12</b>
<b>III</b>	Group Guidance - Meaning and needs, Advantages of Group Guidance, Techniques of Group Guidance , Role of Audio-Visual aids in Group Guidance Counselors - Characteristics, Qualification, qualities of counsel Communication Skills – Attending and listening, questioning and responding, Professional Skills and ethics, Limitations & professional growth of counsellors, Tips for becoming effective counsellor.	<b>12</b>
<b>IV</b>	Counselling Process :Preparation and	<b>12</b>

	Prerequisites for counselling stages in the counselling process, Follow up and review, Areas of Counselling, Family Counselling , Parental Counselling, Adolescent Counselling, Counselling for girls and children belonging to special groups, Gifted children, Emotionally, socially, physically and mentally challenged children, Premarital and marital Counselling	
V	Types of Counselling and Tools Required : Individual and group Counselling, Interview, case study, tests and clinical assessment. Group Counselling - Informal Discussion Group reports, lectures, dramatics, case conference. Process of group Counselling – formation of the group, exploration, transition, working, termination and follow up. Special Corners of School Counsellor - Child issues related to academic achievement. School dropout, child abuse, sexual abuse ,Substance abuse, AIDS education, Awareness of the rights of the child, Role of Counsellor.	12

**References :-**

1. Colmen J.C. - Abnormal Psychology and modern life 5th Edition, 1976.
  2. Mahe, J. Abnormal Psychology, 1983.
  3. Lily, Stephan, M. Children with exceptional needs, Holt. Rinehart, 1979.
  4. Shanmugam, T.K. Abnormal Psychology. Tata Mcgraw Hill, 1981.
  5. Hult and Gubby, Patterns of Abnormal Behaviour.
  6. Landis and Bolles or Eleires - Text Book of Abnormal Psychology.
  7. L.E.Moser and R.S.Moser, Counselling and Guidance, An Exploration.
  8. A.J.Jones, Principles of Guidance.
  9. Mehta, Parin and others, NCERT, New Delhi Hnadbook of Councillors.
  10. J.Warters, Techniques of Counselling.
  11. Sleafewer - Theories of Counselling.
  12. S.Narayanrao - Counselling Psychology.
  13. S.Glueek, The Problems of Delinquency.
  14. Bakwin and Bakwin - Clinical Management of Behavioural Disorders in Children.
  15. N.R.Sharma, Educational and Vocational Guidance - Vinod Pustak Mandir, Agra-1982.
  16. Uday Shanker - Problem Children - Atma Ram and Sons, Delhi, 1978.
  17. Krik, S.A.Education of Exceptional Children, Boston, Mongton, Hiffein, Co. 1970.
  18. Cruickchank, W.H.Psychology of Exceptional Children and youth, New Jersey, Prentice Hall, 1956.
  19. Problem of the Physically Handicapped Bombay Popular Book Depot.
  20. Good enough, F.L.Exceptional Children, New York, Appleten Century Crafts, 1956
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**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

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

**Semester:- III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>HD304B</b>	<b>Family and Child Welfare</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to-**

- 1 Students will be able to understand child and family welfare programmes.
- 2 Students will aware about agencies working for welfare of women.

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
<b>I</b>	The Concept of Women, Child and Family Welfare - Objectives and needs of welfare services, Types of programmes for women, child and family welfare, Welfare Organizations - Types of services rendered to child and family by various organizations.	<b>12</b>
<b>II</b>	Women Welfare Programmes - Concept of various schemes for women, Training centers for rehabilitation of women in distress, Employment and income generation programme. Hostel for working women. Important Legislation for women's welfare - Maternal benefit scheme, Pension schemes for widow, Life insurance policy for woman.	<b>12</b>
<b>III</b>	Child Welfare Programmes - Concept of various programmes and services for children – preschool centers, Training and Rehabilitation Programmes for children with antisocial behavior, destitute home, orphanages Family Welfare Programmes - Concept and various programmes for family welfare, Poverty Alleviation programme. · Sakshratha Andolan (Literacy programmes) , Housing schemes, Food for work programme	<b>12</b>
<b>IV</b>	Agencies working for welfare of women, children and families at various level – Aims, objectives, organizational set up, Programmes, beneficiaries coverage and funding patterns – UNICEF, CARE, WHO, ICDS, IRDP, NCERT, NIN, ICCW, PPF, BFMS, KGNMT, FAO, DANIDA.	<b>12</b>
<b>V</b>	Legislation related to Child Welfare - · Compulsory and free education for children and Child Labour Prohibition Act, Disabled Children Act, Child Health and Nutrition Policy, Girl child protection scheme.	<b>12</b>

**References :-**

- 1) Astana, P. (1974). women's movement in India : Vikas, Delhi.

- 2) Antony, M.J. (1985). Women's Rights : Dialogue. New Delhi.
- 3) Baker, H.A., Berheide, G.W. and Others (Eds.) (1980). Women Today : A multi disciplinary approach to Women's Studies. Brooks/ Cole Publication.
- 4) Baral, J.K. and Patnaik, K. (1990). Gender Politics. New Delhi : Discovery.
- 5) Dak, T.M. (1988). Women and Work in Indian Society : Discovery. New Delhi. 44
- 6) Desai, N. (1988). A decade of Women's Movement in India : Himalaya, Bombay.
- 7) Desai, N. & Patel V. Indian women : Change and Challenges in the International Decade : Popular Prakashan. Bombay.
- 8) Gunew, A.R. (1990). Feminist Knowledge Critic and Constituent : Routledge. London.
- 9) Gupta, N.K. & Sudan, I.K. (1990). Women at work in Developing Economy : Amol, New Delhi.
- 10) Joseph, A. & Sharma K. (Eds.) (1994). Whose News? The media and Women's Issues : Sage. New Delhi.
- 11) Kalia, N.N. (1979). Sexism in Indian Education : Vikas. New Delhi s.
- 12) Jain, D. & Banerjee, N. (1985). The Tyranny of House Hold : Investigative essays on women and work : Vikas. New Delhi.

**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

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

**Semester:- III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>HD304C</b>	<b>Problems Of Human Nutrition</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to**

- 1 Understand the nutritional problems of India, their causes, treatment, prevention and control measures.
- 2 Know various approaches in nutrition and health interventions, prevention and control measures.

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
<b>I</b>	Nutritional Status. Assessment of nutritional status through- Diet survey, Anthropometry. Role of nutrition in national development, concept of health care, levels of health care and health care delivery	<b>12</b>
<b>II</b>	Common nutritional problems. Prevalence, causes, treatment and control measures for the following. Chronic Energy Malnutrition in Adults, Protein Energy Malnutrition. Vitamin A deficiency. Iron deficiency anemia., Iodine deficiency.	<b>12</b>
<b>III</b>	Strategies to combat nutritional problems. • Diet or food based strategies. • Dietary diversification/modification. • Food fortification. • Nutrition and Health Education. • Nutrient-based approach – The medicinal approach to combat nutritional pro	<b>12</b>
<b>IV</b>	Nutrition Policy and Programmes. National Nutrition Policy, National Nutrition Programmes, Integrated Child Development Services Scheme Nutrient Deficiency Control Programmes ,Supplementary feeding programmes,Food Security Programmes,Self Employment and Wage Employment Scheme	<b>12</b>
<b>V</b>	Chronic and Non-communicable Diseases Epidemiological factors, assessment, prevention and control programmes to overcome the following diseases. Cardiovascular diseases,Hypertension ,Cancer,Diabetes mellitus, Obesity	<b>12</b>

- References :-** Park K. (2000), Preventive and Social Medicine M/S Banarasidas Bhanot,Jabalpur  
2Bamji , M.S: Rao P.N. (1996) Textbook of Human Nutrition ,Oxford University and IBH Publishing Co Pvt Ltd, New Delhi  
3) Gopalan C. Kaur 8 (1983), Towards Boner Nation Problems and Policies Nutrition Foundation of India  
4) Jellie D.B. Jelli EFP (1989) Community Nutional Assessment Cubed University Press  
5 )Gopaldas T. Seshadri S. (1987), Nation Monitoring and Assessment Obed University  
6) World Health Organization (1998), World Health Report : Life int he 21st Century. Report of the Director General, WHO, Geneva, Switzerland.  
(7) Nationa Plant and Action on Nutrition (1995), Food and Nutrition Board, Deptt. of WCD, Govt. of India.  
(8) IGNOU Literature, MFN-006 – Public Nutrition

**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Second Year**

**PG Programme Programme: M.Sc. (Home Science ) Human Development  
Semester III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b> (Laboratory/Practical/practicum/hands-on/Activity)	<b>(No. of Periods/Week)</b>
<b>HD 305</b>	<b>Research Methodology and Statistical Applications Practical</b>	<b>2 Periods /Week</b>

**Course Outcomes**

By the end of the Lab/Practical Course, generally, students should be able to:

- 1 Logically and Critical understanding of the research areas in the subject.
- 2 Create the various forms of data presentation.

**\* List of Practical/Laboratory Experiments/Activities etc.**

1	Collect and review the research paper on types of research on the topic related to your specialization
2	Use sampling techniques for drawing probability and non probability sample.
3	Prepare tools for the collection of qualitative data.
4	Prepare tools the for collection of qualitative data.
5	Practice statistical programs as MS Office or any other software for descriptive and inferential statistics.
6	Prepare Diagrammatic and graphical presentation of data – One dimensional diagrams- Two dimensional diagrams, carto graphs, frequency graphs.
7	Use of Plagiarism check software

**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Third Year /PG Programme**

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

**Semester:- III**

**Code of the  
Course/Subject**

**Title of the Course/Subject**

**(No. of Periods/Week)**

**4 Periods /w**

**HD306**

**(Pr) Advanced Child Development**

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to:**

- 1) Students can prepare audio-visual aid

**\* List of Practical/Laboratory Experiments/Activities etc.**

<b>Sr.No</b>	<b>List of Practical</b>
<b>1</b>	Conducting home visits and interviewing / talking to parents. .
<b>2</b>	Preparation and use of audio visual aids
<b>3</b>	Organizing parent educational programmes based on parents need
<b>4</b>	Administration of psychological tests related to children's intelligence, abilities, aptitude & creativity

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**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Third Year /PG Programme**

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

**Semester:- III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(No. of Periods/Week)</b>
	<b>(Pr) Human Anatomy And Physiology</b>	<b>4 Periods /w</b>

**HD307 A**

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to**

- 1) **Students will aware about blood group and blood pressure.**

**List of Practical/Laboratory Experiments/Activities etc.**

<b>1</b>	To study Total Leucocyte Count (TLC) Different Leucocyte Count (DLC) Red Blood Cell Count (RBC count)
<b>2</b>	Hemoglobin estimation by Sahli's method
<b>3</b>	Determination of blood groups
<b>4</b>	Measurement of blood pressure

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Sant Gadge Baba Amravati University, Amravati Syllabus Prescribed for Third Year /PG Programme

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

Semester:- III

**Code of the Course/Subject (Pr)**                      **Title of the Course/Subject**                      **(No. of Periods/Week)**

**HD 307 B**    **Projective Techniques Of Psychological Test**                      **4 Periods /w**

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to**

1)Students can apply various test

**List of Practical/Laboratory Experiments/Activities etc.**

Sr, No	Practical
1	Administration of various tests.
2	Preparation of questionnaire, interview schedule & observation schedule.
3	Preparation of 3 point & 5 point scales & standardization of the scale

Sant Gadge Baba Amravati University, Amravati  
Syllabus Prescribed for Third Year /PG Programme  
Programme: M.Sc. (Home Science ) Human Development

Semester:- III

Code of the Course/Subject	Title of the Course/Subject (Pr)	(No. of Periods/Week)
<b>HD 307 C</b>	<b>Children With Special Need</b>	<b>4 Periods /w</b>

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to**

- 1) Students will understand regarding educational facilities and rehabilitation of children with special needs .

**\* List of Practical/Laboratory Experiments/Activities etc.**

Sr. No.	Practical
1	Identification, preand valence of children with special need.
2	Techniques of Identification & assessment.
3	Case studies of children with special needs
4	survey of educational facilities available in the areas.
5	Preparation of Educational Tools for children with special need.

Sem-IV

Human Development

**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

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

**Semester:- IV**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
<b>HD401-</b>	<b>Personal Empowerment</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to**

- 1 Develop a broad perspective in studies of historical and research trends in children.
- 2 Support the students aware about the recent developments in Human Development Studies.

Unit	Content	Periods
<b>I</b>	Personal Growth and Personality Development- The Challenge (through exercise, role play, and discussions) Understanding and meaning oneself – being aware one strengths and weaknesses. Personality Development - Factors and influences; emotional and motivational aspects; assertion vs aggression. Peer Pressures: Issues and Management; Group conformity and individualism as co-existing aspects. Conflicts and stresses, simple coping strategies. Adjustment and readjustment to changing needs and conditions of contemporary society (technological changes, social changes, and changes in values).	<b>12</b>
<b>II</b>	Empowerment of Women -Women and Development, The personal, familiar, societal, and national Perspex Capacity Building for women :- Education, decision-making abilities and opportunities, awareness and information on legal and political issues, actives. Women’s organizations and collective strengths, Women’s action groups, women’s participation in development initiative.	<b>12</b>
<b>III</b>	Study and Decision of Life Histories, case studies of illustrious Indian women from different walks of life (e.g. Indira Gandhi, Jansi ki Rani, Medha Patkar, Kiran Bedi, Vijayalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ila Bhat, Bhanvari Devi.)	<b>12</b>
<b>IV</b>	Home Science Education as Empowerment:- The interdisciplinary of Home Science Education. The role of Home Science Education for personal growth and professional development. Home Science as Holistic Education with Integration of goals for persons, enhancement and community development..	<b>12</b>
<b>V</b>	Some Significant Contemporary Issues of Concern:- Gender Issues: Inequities and discriminations, biases and stereo types, myths and facts. Substance abuse: Why and how to say no. Healthy Habits :- In relation to physical, to studies, to heterosexual interests. AIDS: Awareness and Education	<b>12</b>

- References :-** (1) Anatomy A.J. (1989) : Women’s Rights, New Delhi, Hind Pocket Books Pvt.Ltd.  
(2) Chandrashekhar R. (1992) : (Ed) Women’s Resource and National

Development – A perspective, New Delhi, Gourav Publishing House

(3) Gupta J.L. (1988) : Challenges to the fair sex – Indian Woman : Problems, Plights and Progresses.

(4) Rathur S. and Brid J. (1983) :- Adjustment and Growth : The Challenge of Life, New York : CBS College Publishing Co.

(5) Singh R.N. (1992) : Sky is the limit : Practical Guide Lines on Effective Career Planning, Bombay : Bombay Schandra Publication

**Sant Gadge Baba Amravati University, Amravati**

**Part B**

**Syllabus Prescribed for Second Year PG Programme**

**M.Sc. (Home Science ) Human Development**

**Semester:- IV**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD402	<b>Mental Health in Developmental Perspectives</b>	<b>60</b>

**Course Outcomes**

**After completion of the course, students will be able to-**

- 1) Illustrate the importance of mental health at different stages at life.
- 2) Develop skills for promoting mental health across the lifespan.
- 3) Develop skills of organizing school mental health programmes.

Unit	Content	Periods
<b>I</b>	Mental Health :- Definition, concept and importance of holistic health, well-being happiness; National Mental Health Policy of India (1982); Needs and Programmes of Community Mental Health	<b>12</b>
<b>II</b>	. Mental Health of Infants :- Implications of attachment and bonding for mental health; Deprivation syndrome, 52 Malnutrition its and effect on growth and behavior (intervention with families and professionals from allied f fields.	<b>12</b>
<b>III</b>	Childhood Years - . Mental Health needs behavior difficulties. Manifested at early childhood years- safety and Security Relationships, autonomy and self-concept, Nutrition and Health, feeding problems, Aggression, withdrawal and problems related to early schooling and formal leaving. . Mental Health needs, problems related to school, mal adjustment at home, school – recognition, appreciation, friendships and industry, discipline, truancy, fears and phobias, violence sexual abuse, learning difficulties and disabilities. . Providing Guidance/ Intervention work with Children, parents, teachers, peers and school administration.	<b>12</b>
<b>IV</b>	Adolescence and Mental Health Problems :- . Mental Health needs of adolescent problems related to physical appearance, development, relationship, sexuality, parent – adolescent conflicts, school authority – adolescent conflict. . Guidance and counselling of adolescents, parents and other significant adults. Orientation programmes for teachers on developmental behavior problems in the class room.	<b>12</b>
<b>V</b>	Adulthood - Mental Health Problems in the Community. Life events that cause stress, substance abuse and addiction, violence and sexual abuse, marital adjustment and career adjustment; Management of Stress – Counselling training in relaxation. Yoga – meditation.	<b>12</b>

**References :-**

- (1) Barry, P.D. (1990). Mental Health and Mental Illness. (4th Ed.) Philadelphia : J.B.Lippincott Co.
- (2) Bono, E. de (1991) Handbook for Positive Revolution . London : Penguin Publications.
- (3) Carter, F & Cheesman, P. (1988). Anxiety in childhood & adolescence – encouraging self-help through relaxation training. London : Croom Helm.
- (4) Goleman, D. (1996) Emotional Intelligence. N.Y. : Bantam Books.
- (5) Gopalkrishnan, N. (1994). Mental health and you. Mumbai : Popular Prakashan.
- (6) Govt. of India. Ministry of Health & family Welfare. (1982). National Mental Health Programme for

India.

(7) Graham, P.J., Jegede, R.O., Kapur, M., Minde, G., Nikapota, A.P. & Sell, H.L. (1983). A manual on child mental health and psychosocial development. Part-II, for primary health workers. New Delhi : WHO.

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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for Second Year PG Programme

M.Sc. (Home Science ) Human Development

Semester:- IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
<b>HD 403</b>	<b>Entrepreneurship Development</b>	<b>60</b>

Course Outcomes

After completion of the course, students will be able to -

- 1 Provide conceptual inputs regarding entrepreneurship development in food
- 2 Sensitize and motivate towards entrepreneurship development
- 3 Orient and impart knowledge towards identifying and implementing entrepreneurship opportunities.

Unit	Contents	Periods
I	Conceptual Framework-Concept, need and process in entrepreneurship Development, Types of enterprise – merits and demerits Role of enterprise in national and global economy	12
II	The Entrepreneur -Entrepreneurial motivation – dynamics of motivation, Entrepreneurial competency – concepts, Developing entrepreneurial competencies–requirements and understanding the process of entrepreneurship development, self-awareness, interpersonal skills, creativity, assertiveness, achievement, and factors affecting the entrepreneur’s role	12
III	Launching and Organizing an Enterprise Environment scanning – information, sources, schemes of assistance, problems .Enterprise selection, enterprise, feasibility study, SWOT analysis.Resource mobilization – finance, technology, raw material, site and manpower Market assessment, costing and quality control	12
IV	Areas of Entrepreneurship -Production and marketing of products, Consultancy areas, Services	12
V	Agencies for Development of Entrepreneurship -Government of India’s policy towards the promotion of entrepreneurship reservations and sanctions for the small-scale sector Role of SSI, Procedures and formalities for setting up SSI Role of banks and other agencies for the development of entrepreneurship	12

Course Material/Learning Resources

References:

- 1 Hisrich R.D. and Peters M.P. (1995) Entrepreneurship – starting, developing and managing a new enterprise. Richard D. Irwin INC, USA.
- 2 Meredith C.G. et al (1982) Practice of Entrepreneurship. ILO , Geneva.
- 3 Deshpande M.V. (1984) Entrepreneurship of small scale industries, concept, growth and management. Deep and Deep Publication D-1/24, R-Garden, New Delhi.
- 4 Parekh U. and Rao T.V. (1978) Personal Efficacy in Development Entrepreneurship, Learning system. New Delhi.
- 5 Vasant Desai (1991) Entrepreneurship and Entrepreneur Development, Vol. I, II, III, Himalaya Publishing House.
- 6 Maratha Chamber of Commerce, Industrial Development of Maharashtra, Latest edition.



**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Third Year /PG Programme**

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

**Semester:- IV**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(No. of Periods/Week)</b>
<b>HD404</b>	<b>(Pr) Personal Empowerment</b>	<b>Periods 4/w</b>

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to**

- 1 Apply Home Science Education for personal growth and professional development.

**\* List of Practical/Laboratory Experiments/Activities etc.**

<b>1</b>	Study all the issues of women empowerment said in the theory through, group discussion, role play, sketches, profiles, brainstorming, etc.
<b>2</b>	Prepare resource file on life histories of powerful women

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**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Third Year /PG Programme**

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

**Semester:- IV**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject (Pr)</b>	<b>(No. of Periods/Week)</b>
<b>HD 405</b>	<b>Mental Health in Developmental Perspectives</b>	<b>Periods 4/w</b>

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to**

- 1 Develop skills in organizing school mental health programmes.

**\* List of Practical/Laboratory Experiments/Activities etc.**

<b>(1)</b>	Design a mental health intervention programme..
<b>(2)</b>	Visit a case study to institutions that have a mental health programme
<b>(3)</b>	Visit to schools having counselling centres.
<b>(4)</b>	Internship at psychiatry clinic for 2 weeks & report
<b>(5)</b>	Seminars & discussion.

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**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Third Year /PG Programme**

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

**Semester:- IV**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject (Pr)</b>	<b>(No. of Periods/Week)</b>
<b>HD 406</b>	<b>Scientific Writing</b>	<b>Periods 4/w</b>

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to**

1 Student will understand national / international standards of scientific writing and develop skill of writing research reports

**\* List of Practical/Laboratory Experiments/Activities etc.**

<b>1</b>	Use of Library - Get acquainted with the- Type of Library (Traditional, modern, digital, virtual) Services provided by Libraries Various sources (Printed and electronic) Technical work (classification, cataloguing) Information retrieval ( i.e. OPAC, WEBOPAC in library software, Library Portal, e-books etc.)
<b>2</b>	Use of Reference Manager tool
<b>3</b>	Review, understand and critically evaluate Thesis Research project Abstract

**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Third Year /PG Programme**

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

**Semester:- IV**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject (Pr)</b>	<b>(No. of Periods/Week)</b>
<b>HD407</b>	<b>Child and Human Rights</b>	<b>Periods 2/w</b>

**Course Outcomes**

**By the end of the Lab/Practical Course, generally, students should be able to**

- 1 Sensitize with child and human rights.

**\* List of Practical/Laboratory Experiments/Activities etc.**

<b>1</b>	Case studies of women and children in difficult circumstances in NGO setting.
<b>2</b>	Legal case history of child at Govt. observation center
<b>3</b>	Visit to women's and child organizations.
<b>4</b>	Interview with activists and legal advisors in society.
<b>5</b>	Class discussions/debates on Child and Human rights
<b>6</b>	Case study of child labour.
<b>7</b>	Planning and organization of intervention programme for marriage and family problems.
<b>8</b>	Planning and organization of intervention programme for child in distress

**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed for Third Year /PG Programme**

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

**Semester: - IV**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject (Pr)</b>	<b>(No. of Periods/Week)</b>
<b>HD 408</b>	<b>Research Project Based on Trends and Issues</b>	

**Research Project should consist following chapters:**

- Introduction
- Review of literature
- Methodology/ Materials and methods
- Result and discussion
- Summary and conclusion
- Reference (APA style)
- Appendix

**Instruction**

- Research project reports should be according to standard norms of scientific writing.
- Internal assessment will be on the seminar presentations
- Before finalization of the topic
  - Mid review
  - Final presentation
- Plagiarism check report is mandatory with report