

Faculty: Interdisciplinary Studies
Two Years- Four Semesters Master's Degree Programme
NEPv23 with Exit and Entry Option
M. Sc. Home Science (Human Development) First Year Semester- I

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.

References

1. Devadas.R., 2000.A Handbook on methodology of Research, Sri RamakrishnaVidyalaya, Coimbatore,
2. Gupta.S.P., 2002 .Statistical Methods, Sultan Chand & Sons, New Delhi,
3. Srivastava.A.B.L and Sharma. K.K., 2003 .Elementary Statistics in Psychology andEducation, Sterling Publishers Pvt.ltd.
4. Kothari.G.R., 2004 Research Methodology, Methods and Techniques, Wiley EasternLimited, New Delhi,
5. Gosh.B.N., 2006. Scientific Methods and Social Research Sterling Publishers Pvt.ltd., New Delhi.
6. Kulbir Singh. S., 2006 Methodology of Research in Education Sterling PublishersPvt. Ltd., New Delhi.
7. Coolican, H. 2014. *Research methods and statistics in psychology* (6th ed.). Psychology Press.
8. Kothari, C.R. 2019 Research Methodology: Methods and Techniques. 4th Edition, New Age International Publishers, New Delhi.
9. Wilkinson, T.S. and Bhandarkar, P.L. Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay.
10. Gosh B.N. 2012. Scientific methods and social research.4th edition, Sterling Publishers Pvt. Ltd. New Delhi.

Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD102	Psychology of Human Behavior	-----60-----

Course Outcomes

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

- (1) Sensitize with the importance of the psychology of human behavior.
- (2) Understand personality traits.
- (3) Develop skill of measurement of IQ, EQ and Personality

Unit	Content	Periods
Unit I	Psychology Meaning, scope and importance, Psychology of human behaviour, Perception, Nature, Laws and selectivity in Perception, Sensory factors in Perception, Importance of Perception.. Attitude Meaning and characteristics, Formation of stereo types and prejudices, Factors in attitude change.	12
Unit II	Motivation Nature, characteristics, Theories and types of motives. Learning, Definition, principles, indicators, Theories of learning, Experimental learning.	12
Unit III	Emotion Nature, types of emotional responses, Theories and role of emotion in regular human behavior, Intelligence- Meaning, types, Measurement of intelligence, Constancy of IQ, Mental age.	12
Unit IV	Defence Mechanism Types and importance, Personality Personality and individual differences, Personality as a set of traits, Personality as a self,	12

	Roger's self theory, Maslow's set actualisation theory.	
Unit V	Emotional Intelligence: Meaning, Types of Emotional Intelligence, Essentials ingredients for Emotional Intelligence.	12

References :-

- (1) Alex K., Soft Skills, S.Chand.
 - (2) Atwater F. (1995), Psychology for leaving, adjustment, growth andbehaviour.
 - (3) Back C., Robert (1986), Apply Psychology understanding People,Prentice Hall.
 - (4) Baron, R.D. (1995), Psychology, Prentice Hall.
 - (5) Chattopadhyaya, Aparna (2001), What's Your Emotion IQ, PUstalMahal, New Delhi.
 - (6) Morgan, C.T. et al (1979), Introduction to Psychology, Tata M GrawHill Publishing Co., New Delhi.
 - (7) Raymond B. Cattell (1950), Personality- A Systematic Theory andFactual Study, Mac Graw Hill.
 - (8) Quilford J.A. (1959), Personality, Mac Graw Hill.
 - (9) Robert S., Woodsworth and Donald G. Marquis, Psychology, MathewCo. Ltd., London.
 - (10) Garden Murphy, Personality – A Biosocial approach to Origins andstructure.
 - (11) Aaran Q.S. et al (1958) understanding Human Behaviour, Mc GrawHill.
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD103	Human Development Program Design and Evaluation	60 -----

Course Outcomes

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

- (1) Understand use of computer in statistical analysis in Human Development.
- (2) Develop skill of drafting text, tables, figure, etc.

Unit	Content	Periods
Unit I	Programme, Planning and Implementation. Planning:- Meaning, and importance, Pre-requisite for developing plan, Programme planning process. Implementation:- Aspects of Execution, Factors responsible for the successful conduction of a programme.	12
Unit II	Evaluation- Follow up and Documentation. Evaluation. Meaning and purpose of Evaluation. Types and tools of Evaluation. Follow up. Need for follow up. Methods of follow up. Documentation Need for reporting and recording. Aspects to be covered.	12
Unit III	Human Development Programme Design, Formulate objectives and target group. Map Resources. Administrative Structures. Implementation process.	12

References		Monitoring and evaluation of designed programme.		:-	
	(1)	Unit IV	Study the components of programme design and evaluation of ongoing human development programmes. NGO. GO.		12
		Unit V	Management Information System (MIS).		12

Sandhu, A.S. (1994), Extension Programme Planning, Oxford & IBH Publishing, New Delhi.

(2) Chaube B.K. (1979), A Handbook of Extension Education, Jyoti Prakashan, Allahabad.

(3) Dhama O.P. and Bhatnagar O.P. (1987), Education and Communication for Development, Oxford & IBH Publishing Co., New Delhi

(4) Ray, G.L. (1999), Extension Communication and Management. Naya Prakashan; Calcutta.

Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD104	Development of Self	45

Course Outcomes

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

- (1) Analyze self-enquiry & introspection in students.
- (2) Illustrate different aspects of the self & its development.
- (3) Support the self in culture.

Unit	Content	Periods
Unit I	Definitions of development of self Emergence of self. Self concept – Early childhood , Middle childhood , Adolescence Cognitive, social & cultural influences on self-concept.	9
Unit II	Self Esteem:- The structure of self-esteem, Changes in level of self-esteem ,Influences on self-esteem culture. Child-rearing practices, Identity Development :- Influences on Identity Development. Personality Family , Peers ,School and community, The larger society.	9
Unit III	Approaches to self:- Enquiry introspection, Memories of childhood and their influence, and Family history and its impact on individuals, Biographies of significant persons as illustrations.	9
Unit IV	Gender Identity and the Self:- Biological, psychological cultural aspects of being male and female, Stereotyped beliefs and gender discrimination, Effect on sense of self ,Cultural and sub-cultural differences.	9
Unit V	Role of Spirituality and Religion in the Development of the Self :- Experiences, Values , Beliefs and attitudes in society. Self- Improvement techniques.	9

References :-

- (1) Laura E.Berk – Child development, 7th Edition, Pearson, Prentice Hall Publication.
- (2) Kakar, S. – The inner world, New Delhi, Oxford University Press.
- (3) Gandhi M.K. : An Autobiography, Ahmedabad, Navjivan Trust.
- (4) Bee, H. (1989) : The developing Child, New York, Harper & Row.

- (5) Mead, M. (1976) – Male and Female, UK, Penguins.
 - (6) Liewellyn, Jones D., Every Girl, London, Faber & Faber.
 - (7) Liewellyn, Jones D., Every Women, London, Faber & Faber.
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject (Pr)	(No. of Periods/Week)
HD105 A	Human Anatomy and Physiology	45 -----

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
Unit I	Introduction to Physiology Meaning Physiology of body systems Physiology of growth and development Physiology of ageing	9
Unit II	Cell and Blood Structure of cell, cell cycle Tissue and their functions Blood : composition Haemostasis	9
Unit III	The Reproductive System Female Male Growth and development during pregnancy Physiology of lactation Role of hormones in reproduction Contraception Tests during pregnancy	9
Unit IV	Nervous System Nervous cell Structural organization of the nervous system Peripheral nervous system Electroencephalogram	9
Unit V	Physiology of the Endocrine Glands Hormones Endocrine gland Thyroid gland Para thyroid gland Pancreas Adrenal glands The pineal gland	9

	Kidney as an endocrine gland	
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References :-

- 1) Applied Physiology, MFM 001 Course, Indira Gandhi National Open University
 - 2) Vander A.J., Sherman J.H., Luciano D.S. (2000) Human Physiology. 7th edition, New York, McGraw Hill 33
 - 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., Banglore. Semester – II S
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD105 B	Problems of Human Nutrition	45

Course Outcomes:

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

(1) Understand nutritional problems of India, their causes, treatment, prevention and control measures.

(2) know various approaches in nutrition and health interventions, prevention and control measures.

Unit	Content	Periods
Unit I	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.	9
Unit II	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 anaemia. Iodine deficiency.	9
Unit III	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 problems. Supplementation.	9
Unit IV	Nutrition Policy and Programmes. National Nutrition Policy Nutrition	9

	Programmes Integrated Child Development Services Scheme Nutrient Deficiency Control Programmes Supplementary feeding programmes Food Security Programmes Self Employment and Wage Employment Schemes.	
Unit V	Chronic and Non-communicable Diseases Epidemiological factors,assessment,prevention and control programmes to overcome the following diseases. 20 Cardiovascular diseases Hypertension Cancer Diabetes mellitus Obesity	9

References :-

- (1) Park K (2000), Preventive and Social Medicine M/s Banarsidas Bhanot, Jabalpur.
 - (2) Bamji, M.S.; Rao, P.N. (1996), Textbook of Human Nutrition, Oxford and IBH Publishing Co. Pvt.Ltd., New Delhi.
 - (3) Gopalan C., Kaur S. (1993), Towards Better Nutrition Problems and Policies, Nutrition Foundation of India.
 - (4) Jelliffe D.B., Jelliffe E.F.P. (1989), "Community Nutritional Assessment, Oxford University Press.
 - (5) Gopaldas T., Seshadri S. (1987), Nutrition Monitoring and Assessment, Oxford University Press.
 - (6) World Health Organization (1998), World Health Report : Life in the 21st Century. Report of the Director General, WHO, Geneva, Switzerland.
 - (7) National Plan and Action on Nutrition (1995), Food and Nutrition Board, Deptt. of WCD, Govt. of India.
 - (8) IGNOU Literature, MFN-006 – Public Nutrition.19. Problem of the Physically Handicapped Bombay Popular Book Depot.
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

**Code of the
Course/Subject**

HD106

**Title of the
Course/Subject**

**Psychology of Human
Behavior**

**(Total Number of
Periods)**

Practical-3/w

* List of Practical/Laboratory Experiments/Activities etc.

Sr.No	List of Practical
1	Study and development of knowledge and attitude scales.
2	Preparation of resource file
3	Measurement of IQ, EQ and personality with the help of standard scale.

Sant Gadge Baba Amravati University,

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD107	Human Development Programme Design and Evaluation	Practical-3/w -----

* List of Practical/Laboratory Experiments/Activities etc.

1	Design awareness/skill development/counselling/guidance/ assessment programme for children, adolescent, exceptional, aged, etc. Implement at least two programmes.
2	Visit ongoing Human Development programmes.

Sant Gadge Baba Amravati University,

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD108	Development of Self	Practical-3/w -----

List of Practical/Laboratory Experiments/Activities etc.

1	Intervention programme for children of weaker section.
2	Working on self-esteem tests & reporting. 3. Conduct a case study of an individual & prepare profile. 40 4. Prepare a work book on biographies highlighting the development of self.
3	Conduct a case study of an individual & prepare profile.
4	Prepare a work book on biographies highlighting the development of self.

Sant Gadge Baba Amravati University,

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD109 A	Human Anatomy and Physiology	Practical-3/w -----

List of Practical/Laboratory Experiments/Activities etc.

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

Sant Gadge Baba Amravati University,

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD109 B	Problems of Human Nutrition	Practical-3/w -----

* List of Practical/Laboratory Experiments/Activities etc.

1	Formulation and preparation of weaning and supplementary foods
2	Formulation and preparation of a days two meals :- Lunch and snacks for ICDS supplementary feeding programme, providing 12- 15 gm proteins and 300-500 kcal out of low cost and locally available foods.
3	Assessment of nutritional status of pre-school children through anthropometry.
4	Study of ongoing nutrition programmes of children, pregnant women and lactating mother.
5	Celebration of days – World Brest Feeding Week, National Nutrition Week, Heart Day, Diabetes day, World Health Day etc.

Sant Gadge Baba Amravati University Amravati
Faculty: Interdisciplinary Studies
Two Years- Four Semesters Master's Degree Programme
NEPv23 with Exit and Entry Option
M. Sc. Home Science (Human Development) First Year Semester- II

Part B

NEPv23 Syllabus prescribed for First Year PG Programme

M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD201	Psychological Testing	60

Course Outcomes

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

- (1) Become aware of psychological tests suitable for assessing human development

Unit	Content	Periods
Unit I	Methods of Studying Human Development Observation method : Theoretical perspectives, use of checklists, establishing reliability in observations, maintaining an observation record, report writing and evaluation. Interview method : Theoretical perspectives, development of different types of interview protocol, analysis and coding of interview data Observation method : Theoretical perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data. Case study method : Theoretical perspectives, development of different types of case study protocols, analysis and coding of data	12
Unit II	Psychological Testing Nature, objectives Types of tests Basic characteristics of psychological tests Standardization – Concept and estimation of reliability, validity Administration of tests – Environmental conditions and reporting tests-expression of performance norms profile	12
Unit III	Intelligence and Personality Measurement of intelligence Potential and functional intelligence Mental growth and constancy of IQ Development of personality Concept of personality	12
Unit IV	Psychometric Methods Scale for infant assessment The Wechsler battery of tests	12

	Children's apperception test Draw a Man test House-Tree-Person Self Esteem Inventory Sex-Role Inventory	
Unit V	Psychological Tests Intelligence tests : Bhatia battery of intelligence test, kamat's test Personality assessment : Rosenz Weig's PF Study, Thematic Appreciation test, 16 PF tests Aptitude tests : Different Aptitude Tests Family relationship test Husband wife relationship test	12

References :-

- 1) Kuppaswamy B. Child Behaviour and Development
 - 2) Aylward G. (1994) Practitioner's Guide to Development and Psychological Testing. Plenum Press, New York
 - 3) Hayes N. (1997) Doing Qualitative Analysis in Psychology, Hove Psychology Press
 - 4) Smith J.A., Harre R. and Van Langenhove L. (1996) Rethinking Psychology. London Sage
 - 5) Yin R. (1994) Case Study Research Design and Methods (2nd edi) Beverly Hills, CA : Sage Publishing
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD202	Family Dynamics	60

Course Outcomes

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

- 1) To make aware of the family in relation to social change.
- 2) To create awareness regarding contemporary issues in family studies.
- 3) To make the students aware of the various forces that interact in Family Dynamics.

Unit	Content	Periods
Unit I	Family in Social Context : Family as component of social culture. Family structure and context. Family as an institution. Functions of Family	12
Unit II	Family Patterns in India : Family structure – Traditional extended / joint families, families in transition / Extended families, Modern/nuclear families. Advantages & disadvantages. Alternative Families – Single parent, children families, female headed, families with adopted children. Causes & effect of different family structure on changing role of family	12
Unit III	Family Life Cycle and Developmental Tasks role, expectations at various stages. Marriages : Definition & universality of marriage, significance & functions of marriage, forms of marriage, marriages process. Alternative Marriage :- Child marriage, group marriage, open marriage, widow remarriage, staying single, cohabitation, lesbianism & gay culture. Adjustment Problems in Marital	12

References

	Relationship :- · Facilitating & debilitating factors for marital adjustment. · Internal personal problems among family members	
Unit IV	Family Disorganisation due to – Extramarital relations, sexual infidelity. Separation – Informal & legal, divorce & remarriage, effects on family members. Family Crisis - Family violence, battered women, substance abuse, sexual abuse, child abuse, dowry, gender discrimination.	12
Unit V	Status of Women in India :- · Pre-Independence & post Independence periods. · Factors responsible for changes in status of women. Legal laws related to marriage and property for women in India :- The Hindu Marriage Act Special Marriage Act The Dowry Prohibition Act. The Hindu Adoption & Maintenance Act. The Child Marriage Restraint Act. Christian Act, Muslim Act.	12

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(1) Gerald L.R., "The Family in Social Context", Oxford University Press, 1976.

- (2) Mandelbaum D.G., "Society in India", Popular Prakashan, 1972. 59
 - (3) Alfred De Souza, Children in India.
 - (4) Adams B.N. (1975), The Family, A Sociological Interpretation.
 - (5) Coleman J.C. (1988) Intimate Relationships, Marriage & Family Patterns, New York, McMillan Publishing Co.
 - (6) Bahr S.J. (1989) Family Interaction, New York, McMillan Co.
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD203	Family and Marriage Counseling	45 -----

Course Outcomes

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

- 1) Introduce the need & basic concept of counselling.
- 2) To discuss the process involved in counselling.
- 3) To develop the insight for conflicts related to marriage and family & remedial aspects.

Unit	Content	Periods
Unit I	Counselling & Therapy : Meaning, nature, scope, principles & goals of counselling. Historical movements of guidance & counselling service. Distribution between counselling & therapy	9
Unit II	Counselling Areas : Family counselling, parental counselling, adolescent counselling, individual counselling on marriage, premarital & post marital counselling, counselling on marital conflicts, parent-child. Relationship – Inlaws relationship.	9
Unit III	Counselling Process : Preparations and prerequisites counselling stages in counselling process. Follow up and review. Counselling Approaches and Techniques : Meaning, origin, procedure, merit and limitations of counselling approaches. client centered, counsellor centered & eclectic counselling techniques.	9
Unit IV	Counsellors : Characteristics, qualification & qualities of counsellor. Skills & competencies of counsellor – communication skill, attending, listening, questioning & responding. Interpersonal & professional skills & ethics.	9

	Tips for becoming effective counsellor.	
Unit V	Special Corners of Counselling : For, child issues related to academic achievement, school drop out, sexual abuse, family life counselling, pre-marital and extra marital counselling, AIDS problems.	9

References :-

- (1) Bumard, D. – Counselling Skills Training, New Delhi, Viva Books.
 - (2) Manthei, R. – Counselling, The Skills of finding the solutions to problems, London; Routledge.
 - (3) Nicolson, D. & Ayers H. – Individual Counselling Therapy and Practice, London, David Fulton.
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First 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)
HD204 A	Family and Child Welfare	45 -----

Course Outcomes

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

(1) Students will be able to understand child and family welfare programme.

Unit	Content	Periods
Unit I	<p>The Concept of Women- Child & Family Welfare :- Objectives & needs of welfare services. Types of programmes for women, child & family welfare.</p> <p>Welfare Organizations :- Types of services rendering to child and family by various organizations.</p>	9
Unit II	<p>Women Welfare Programmes :- Concept of various schemes for women. Training centers for rehabilitation of women in distress. Employment & 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.</p>	9
Unit III	<p>Child Welfare Programmes :- Concept of various programmes & services for children – preschool centers. Training & Rehabilitation Programmes for children with antisocial behavior, destitute home, orphanages,</p>	9

	Family Welfare Programmes :- Concept and various programmes for family welfare. Poverty Alleviation programme. Sakshratha Andolan (Literacy programmes) Housing schemes. Food for work programme.	
Unit IV	Agencies working for welfare of women: children & families at various level – Aims, objectives organizational set up, Programmes, beneficiaries coverage & funding patterns – UNICEF, CARE, WHO, ICDS, IRDP, NCERT, NIN, ICCW, PPF, BFMS, KGNMT, FAO, DANIDA	9
Unit V	Legislation related to Child Welfare :- Compulsory & free education for children. Child labour prohibition Act. Disabled Children Act. · Child Health & Nutrition Policy. Girl child protection scheme.	9

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.
 - 13) Okin, S.M. (1989). Justice, gender and family : Basic Books. N.Y.
 - 14) Pant, N. (1995). Status of girl child and women in India. Delhi : APH.
 - 15) Parashar, A. (1992). Women and Family law reforms in India : Uniform civil code and gender equity : Sage. New Delhi.
 - 16) Ranjankumari, (1989). Brides are not for burning : Dowry victims in India : Radiant. New Delhi. 17) Sarma, U. (1986). Women's work, class and the urban household : Tavistock. London.
 - 18) Shrivastava, T.N. (1985). Women and the Law : International. New Delhi.
 - 19) Varghese, H.A. (1990). Women administrators in Education : Vikas. New Delhi.
 - 20) Vianello, M. & Siemienska, R. (1990). Gender inequality : A comparative study of discrimination and participation : Sage, London.
 - 21) Williams, J.E. (1990). Sex and psyche : Gender and Self viewed cross-culturally. N.Y. : Sage.
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD204 B	Communication Approaches in Human Development	45

Course Outcomes

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

- (1)Understand use of communication approaches in human development .
- (2) Develop skill of preparing tools of communication.

Unit	Content	Periods
Unit I	Approaches of Communication in Human Development. Traditional Approach – Folk media, Songs, Story, Shows, Drama. Modern Approach – Participatory, Analytical, Dialogue, Persuasive and Educational games. Use of modern approach for communication and extension. Modified Approach – Combination of traditional and modern approaches. Presentation of above said approaches	9
Unit II	Methods of Communication Individual communication. Group communication. Mass communication. Planning and preparation of communication methods.	9
Unit III	Projected tools of communication. Transparencies for OHP. Soft copies of presentation (CD and Pen drive) for computer and computer aided	9

	projectors. Other E. learning material. Script for radio and TV. Preparation and presentation of projected tools	
Unit IV	Non projected tools of Communication. Models – Working, Non working. Print material – Leaflets, folders, poster, charts, flash cards, news letter, circular letter, bulletin. Preparation of non projected tools.	9
Unit V	Themes and Messages Themes in Human Development Messages in Human Development Strategies in Human Development Individual - Community Presentation of the operation of strategies	9

References :-

- 1) Maan, Gurmeet Singh (1987) The Story of Mass Communication : An Indian Perspective. New Delhi, Harnam Publishers.
 - 2) Tiwari I.P. (1987) Communication Technology and Development. New Delhi, Ministry of Information and Broadcasting.
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 - 4) Gamble M.W. and Gamble T.K. (1989) Introducing Mass Communication. IInd Ed. New York, McGraw Hill Book. 29
 - 5) Day P.R. (1977) Methods of Learning Communication Skills. Oxford, Peragamon.
 - 6) Hartman, Paul and others (1986) The Mass Media and the Village Life : An Indian Study. New Delhi, Sage Publication.
 - 7) Melkote S.R. (1991) Communication for Development in Third World : Theory and Practice. New Delhi, Sage.
 - 8) Bhatnagar S. and Satyapal A. (eds.) (1988) education and Communication Technology : Perspective, Planning and Implementation. New Delhi.
 - 9) Scott B. (1986) The Skills of Communication. Aldershot Gower Press.
 - 10) Joshi P.C. (1989) Culture Communication and Social Change. New Delhi, Vikas Publications.
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Sant Gadge Baba Amravati University, Amravati

Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD205	Psychological Testing	Practical-2/w -----

List of Practical/Laboratory Experiments/Activities etc.

Sr.No	List of Practical
1	Standardize any one psychological scale
2	Study techniques of administering the tests
3	Work on psychological test and prepare report

Sant Gadge Baba Amravati University,

Part B

Syllabus Prescribed for First Year PG Programme :

M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD206	Family Dynamics	Practical-2/w -----

List of Practical/Laboratory Experiments/Activities etc.

1	Seminar and Discussions on topics conveyed in theory.
2	Observation of working of Child & Family Guidance clinic.
3	Surveys on family issues.
4	Visit various family welfare organizations.
5	Preparation of Resource files on different issues of family.

Sant Gadge Baba Amravati University,

Part B

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M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD207	Family and Marriage Counseling	Practical-2/w

List of Practical/Laboratory Experiments/Activities etc.

1	Interaction with practicing counselors & therapists through visits to schools, clinics, women's centers & hospitals.
2	Administer the tests to find out problem areas needed counselling.
3	Learning about the counselling, process – Role play, mock sessions etc.

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Part B

Syllabus Prescribed for First Year PG Programme Programme:

M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD208 A	Family and Child Welfare	Practical-2/w

List of Practical/Laboratory Experiments/Activities etc.

1	Case study of women in distress.
2	Visits to various welfare organizations.
3	Design an intervention programme for women in distress.

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Part B

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M.Sc. (Home Science) Human Development

Semester:- II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HD208 B	Communication Approaches in Human Development	Practical-2/w -----

List of Practical/Laboratory Experiments/Activities etc.

1	Identify themes in human development through literature research, experiences, pilot study or survey and prepare, present and evaluate following projected and non projected tools for effective communication. Posters, banners, slogans, charts, flash cards, folder, leaflets, games, transparencies, CD, scripts. Note : Any two out of projected and two out of non projected tools.
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