UNIVERSITY OF RAJASTHAN
JAIPUR

SYLLABUS

M.Sc. HOME SCIENCE
HUMAN DEVELOPMENT AND FAMILY

(Semester Scheme)

I & II Semester– 2019-20
III & IV Semester – 2020-21
M.Sc. Home Science
HUMAN DEVELOPMENT AND FAMILY

First Semester Examination, 2016-17

Scheme of Examination:

1. Each theory paper EoSE shall carry 100 marks. The EoSE will be of 3 hours duration. Part ‘A’ of the theory paper shall contain 10 Short Answer Questions of 20 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry two marks for correct answer.
2. Part “B” of paper will consist of four questions as suggested below except in cases where a different scheme is specified in the syllabus.
   - First question will contain 6 parts out of which 4 to be answered carrying weightage of 5 marks each. Word limit for each answer will be 50-70 words.
   - There shall be 3 questions (with internal choice) of 20 marks each. The word limit for each answer will be 1000 words.
3. Each laboratory EoSE will be of 100 marks and of four/six hours duration and involve laboratory experiments/exercises, and viva-voce examination with weightage of marks in ratio of 75:25.

Course Structure:
The details of the courses with code, title and the credits assigned are as given below.

Abbreviations used:

Subject Code: HDF

Course category:
CCC: Compulsory Core Course
ECC: Elective Core Course
SSECC: Self Study Elective Core Course
SSCCC: Self Study Compulsory Core Course
DIS: Dissertation

Contact hours
L: Lecture
T: Tutorial
P: Practical

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FIRST SEMESTER

HISTORY AND THEORIES OF HUMAN DEVELOPMENT-1 (THEORY)

Paper Code: HDF 701  
Credits: 4  
Max.Marks: 100  
Teaching Hours: 4 Hours /Week  
Total Teaching Workload: 60 Hours /Semester

Objectives:
1. To acquaint the students with the basic knowledge and concepts of theories on personality and socialization.
2. Help students gain insights into understanding complex psychological influences.

Contents:

Unit I

2. Principles, basic concepts, critique, implications and comparative analysis of the following theories:
   - Psycho-analytic theory of Sigmund Freud
   - Psycho-social theory of Erik Erikson
   - Carl-Jung’s theory of personality

Unit II

3. Principles, basic concepts, critique, implications and comparative analysis of the following theories: - Theories by Neo-Freudians
   - Karen Horney
   - Harry Stack Sullivan
   - Eric Fromm
   - Anna Freud

Unit III

4. Allport’s theory of personality
   - Adler’s theory
   - Maslow’s theory of Self-actualization

References:


**FOUNDATIONS OF HUMAN DEVELOPMENT (THEORY)**

**Paper Code:** HDF 702  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours/Week  
**Total Teaching Workload:** 60 Hours/Semester

**Objectives:**
1. To enable students to understand the principles and processes of genetic reproduction, causes and characteristics of genetic Anomalies  
2. To understand recent advances, importance of critical period, growth and human development.

**Contents:**

**UNIT – I**
1. Principle of Human Development  
2. Basic of Human Development: Genes and Chromosomes, Heredity and Environment, Meaning and Interactions of Heredity and Environment, Chromosomal Anomalies, Recent Advances in Genetics, Genetics Counselling.

**UNIT – II**
3. Basic themes in Human Development  
   a) Active Vs Passive organism  
   b) Continuity Vs Discontinuity in development  
   c) Learning Vs Maturation  
   d) Cognition Vs Language  

**UNIT – III**
5. Stages of prenatal development, prematurity and low birth weight babies. Factors Affecting Growth and Development.  
6. Birth process and complications, technological advances in prenatal monitoring and care-sonography, amniocentesis, surrogacy, stem cell, test tube babies, and other recent advances
References:

EARLY CHILDHOOD CARE AND EDUCATION (THEORY)

Paper Code: HDF 703
Credits: 4
Max. Marks: 100
Teaching Hours: 4 hours/week
Total Teaching Workload: 60 hours/semester

Objectives:
1. To gain knowledge and insight regarding early childhood care and education.
2. To develop the skills and techniques to plan activities and implement in ECCE Centers i.e., crèches and day-care centers, preschool and anganwadi centers.
3. To gain knowledge and skills of positive discipline, behaviour modification and role of special educator.
4. The students will also learn to evaluate ECCE centers.

Unit I
1. Need and importance of early childhood care and education (ECCE)
2. Goals of ECCE: Theoretical and empirical perspectives.
4. (a) Principles of childhood learning
   (b) Effective Teaching-Learning Strategies and approaches in ECCE, with special focus on Thematic learning approach.
   (c) What is a model? Different Curriculum models in ECCE.

Unit II
5. (a) Importance and characteristics of Developmentally appropriate curriculum/programmes (DAC/DAP) and Program planning.
   (b) Principles of planning of ECCE programs, types of planning: Long and short term planning, small group and large group planning.
   (c) Selection of DA activities to enhance language, Rhythm, Mathematics, Science, 3R's and Sensory experiences.
6. Characteristics of an EC educator, criteria of selection of EC staff/personnel and their qualifications. Role of teachers in creating environment for learning of different activities.

7. (a) Organizational Set Up: Preschool building and space allotment for Indoor and outdoor play.
   (b) Characteristics of effective learning centers in ECCE example music area, language-art area, block center, science area, costume/drama area, doll centers, sand area, etc.

Unit III

7. Planning of developmentally appropriate ECCE activities: Goals, significance, objectives, criteria.

8. Safety education and various issues in care of children.
   (i) Meaning and importance of Thematic Approach in ECCE curriculum.
   (ii) Need and importance of value education in young children. Integrating universal values in ECCE curriculum/activities to enhance pro-social behaviour in children.


References:


**EARLY CHILDHOOD CARE AND EDUCATION (Practical)**

Paper Code: HDF 711
Credits: 6
Max.Marks:100
Teaching Hours: 3 practicals/week (3 hours/practical)
Total Teaching Workload: 45 practicals/semester

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Objectives:
1. To develop the skills and plan and implement activities in ECCE Centres i.e. crèches and daycentres, preschool and anganwadi centres.
2. The students will also learn to evaluate ECCE centres.

Contents:
1. Visits to various centres of early childhood care and education (ECCE) (at least two with different approaches).
2. Planning Programme and activities for Children’s all round Development through active learning.
   Preparing Teaching Aids.
3. Arranging of learning centres to facilitate learning of different concepts.
4. and Observation in different Early Childhood Education and Day Care Centres.
5. Organising Parent Teacher Meets, Celebration of festivals/functions, workshops and open house for parent involvement.
6. Planning of nutritional supplements for preschool children: Non fire cooking recipes
7. Survey/visit to children’s Libraries, books exhibition.

RESEARCH METHODOLOGY (THEORY)

Paper Code : HDF A01
Credits: 4
Max. Marks : 100
Teaching Hours : 4 Hours/ Week
Total Teaching Workload: 60 Hours/Semester

Objectives:
1. To understand the basic concepts of research methodology.
2. To be able to understand the various steps of research methods.
3. To enable the students to understand various research designs, sampling techniques, methods of collecting data.
4. To enable the students to prepare and present report for dissertation purpose.

Contents:
UNIT-I
1. Research purpose and objectives.
2. Definition and Identification of research problem, selection of problem, hypotheses, basis assumption and limitation of problem.
3. Review of literature: Importance, sources and writing review of literature.
   Research designs: Purpose and types.

UNIT-II
5. Technique of sampling- Census and sampling methods, probability and non-probability sampling procedures, sample size.
6. Data gathering instruments, measurements and scales, reliability and validity of measuring instruments- Questionnaire, Schedule, Score card, Checklist.
7. Methods of collecting data: Questionnaire, interview technique, observation, case study, focus group discussion.

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UNIT-III

8. Planning, executing and analysis of large scale surveys with special emphasis of surveys in Home Science.


References:


LIFE SPAN DEVELOPMENT – 1 (THEORY)

Paper Code: HDF AO2
Credits: 4
Max.Marks: 100
Teaching Hours: 4 Hours /Week
Total Teaching Workload: 60 Hours/Semester

Objectives:

1. To acquaint students regarding the prenatal developmental processes and prenatal and neonatal assessment.
2. To help students gain an understanding of the growth and development from infancy to late childhood.
Contents:

UNIT – I

1. Infancy:
   - Developmental tasks/ milestones
   - The Neonate (Birth to 4 weeks) – Reflexes, Physical, Physiological, Sensory
   - Perceptual Capabilities.
   - 4 weeks up to 2 years: Physical and Motor, Social, Emotional, Language and
     Cognitive Development.

UNIT – II

2. Early Childhood Years
   - Physical and Motor Development, and Handedness, Emotional and Social
   - Development, Cognitive, Language and Moral Development of Children in Early
     Childhood Years.

3. Middle and Late Childhood Years
   - Physical and Motor Development, Emotional and Social development, Cognitive,
     Language and Moral Development of children in Middle Childhood Years.

Unit III

4. Adolescence: Development and Challenges
   - Characteristic of pubertal changes.
   - Period of Storm and Stress; Physical changes, Hormonal and Physiological changes,
   - Growth spurt, Individual Differences and Early versus Late Maturation. Reproductive and
     Sexual Development.
   - Social Development of Adolescents, Significance of Peers and Family; Heterosexual
     Attractions, Homosexuality, Parent – Child relationships and Discipline/freedom.
   - Understanding Adolescents’ Emotional, Cognitive and Moral Development.

References:

1. Narang D; Chabra N&Koradia K (2010). Adolescent girls: awareness rights and reproductive
   health, Pointer publishers, Jaipur

**SKILL TRAINING IN DEVELOPMENT OF CHILDREN (Practical)**

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<td>Total Teaching Workload:</td>
<td>30 Practicals/Semester</td>
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**Objectives:**
1. To acquaint students to gain knowledge regarding the development processes during neonatal period.
2. To help students gain understanding of the assessment of developmental tasks from infancy to late childhood.

**Contents:**
1. Observation of Neonatal Reflexes.
2. Anthropometric Measurement and Assessment of Children in Different Age Groups and Settings: Plotting and interpretation of Growth Charts.
3. Assessment of various Developments of Infants.
6. In-depth Case Study of a Selected Child.

**INNOVATIVE AND CREATIVE SKILLS IN CHILDREN (PRACTICAL)**

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**Objectives:**
1. To help students understand, plan and develop activities for children in ECCE centres.
2. To develop creative skills among students for the overall assessment of Child Care centres.

**Contents:**
1. Meaning, Definition and Significance of Play and Creativity in Growth and Development of children.
2. Types of Play: Exploratory, Solitary, Parallel, Symbolic, Constructive, Dramatic/role play, Co
operative play, individual play, Group Play, Sports, Games.

3. Components of Creativity: Fantasy, Imagination, Giftedness, Fluency, Flexibility, Originality, Celebration and Curiosity.


5. Planning and Implementation of Play and Creative Activities with Children in Different Age Groups.

6. Preparation of Materials and Aids to Promote Play and Creativity.


### APPROACHES TO HUMAN STUDY (PRACTICAL)

**Paper Code:** HDF A13  
**Credits:** 2  
**Max. Marks:** 100  
**Teaching Hours:** 2 Practicals/Week (3 Hours/Practical)  
**Total Teaching Workload:** 30 Practicals /Semester

### Objectives:

1. To help the students gain knowledge of methods of Human Study.
2. Apply these methods with different age groups, hence covering the life span stages of human development.

### Contents:

1. Play comes in special settings: Rural, Urban, Hospitals, Hotels, Schools, Home etc.
2. Activities to enhance various components of Creativity, Imagination, Giftedness, Originality and Curiosity.
3. Planning and conducting role play on various emerging contemporary issues of Human Development.
4. Preparation of materials and aids to promote play and play materials.
5. Prepare and conduct various play and creative activities with the help of indigenous materials (innovative and creative skills in children).

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## SECOND SEMESTER

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<th>Subject Code</th>
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CCC(18), ECC(18)
SECOND SEMESTER

HISTORY AND THEORIES OF HUMAN DEVELOPMENT – II (THEORY)

Paper Code: HDF 801
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours/Week
Total Teaching Workload: 60 Hours/Semester

Objectives:
1. To acquaint the students with the basic knowledge and concepts of theories on learning, cognition, intelligence, culture and morality.
2. To help them to gain insights into understanding of complex psychological influences.

Unit I

| Principles, basic concepts, critique, implications and comparative analysis of the following theories: |
| 2. Learning Theories with reference to Pavlov, Watson, Skinner, Harlow, Bandura and Sears. |

Unit II

| 3. Field theory of Levin. |
| 4. Gardner’s theory of Multiple Intelligence. |
| 5. Ecological Theory by Bronfenbrenner. |

Unit III

| 7. Chomsky’s theory of language. |

References:

PHILOSOPHIES, IDEOLOGIES AND APPROACHES OF ECCE (THEORY)

Paper Code: HDF 802
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours/Week
Total Teaching Workload: 60 Hours/Semester
### Objectives:
1. To gain knowledge and insight regarding Philosophies of early childhood care and education
2. To understand the contributions of Indian thinkers and educators for ECCE.
3. To gain knowledge regarding types of ECCE programmes.

### Unit I
1. Historical perspectives of ECCE in the West and in India.
2. Philosophies and contributions of Western Thinkers and Educators
   - Plato
   - Commonius
   - Rousseau
   - Mcmillan Sisters
   - Froebel
   - John Dewey
   - Maria Montessori

### Unit II
3. Philosophies and contributions of Indian thinkers and educators.
   - M.K. Gandhi
   - Rabindranath Tagore
   - Annie Besant
   - Gijubhai Badheka
   - Tarabai Modak and AnutaiWagh

### Unit III
4. Types of ECCE programmes
   - Head start
   - Balwadi
   - ICDS /Anganwadi
   - Nursery school
   - Day care centre and crèches

### References:
EARLY CHILDHOOD CARE AND EDUCATION (THEORY)

Paper Code: HDF 803
Credits: 4
Max. Marks: 100
Teaching Hours: 4 hours /week
Total Teaching Workload: 60 hours /semester

Objectives:
1. To gain knowledge and insight regarding early childhood care and education.
2. To develop the skills and techniques to plan activities and implement in ECCE Centres i.e. crèches and day-care centres, preschool and anganwadi centres.
3. To gain knowledge and skills of positive discipline, behaviour modification and role of special educator.
4. The students will also learn to evaluate ECCE centres.

Unit I

1. Focus on Early Childhood Care and Education in five years plans.
2. Organisation and management of ECCE centres.
3. Planning and execution of developmentally appropriate activities for infants and preschoolers in:
   (a) Crèches and day-care centres
   (b) Preschools and Anganwadis

Unit II

5. Need and Importance of Home School relationship. Strengthening DA program through family involvement: (i) how children benefit from FI
   (ii) how families benefit
   (iii) how program benefit
   (iv) barriers to family involvement
6. Techniques of FI in ECCE centers example as substitute teacher, celebration of festivals and functions. Organizing various events as an expert, maintaining accounts, open house.

Unit III

9. Role of special educators in ECCE Centres to facilitate inclusive education.
   Evaluation: - Definitions and meaninand types of evaluation, Informal / Ongoing evaluation, Formative and Summative evaluation. Techniques/ tools for evaluation: Observations, structured interviews, work records, checklists and rating scales, self- evaluation, standardized tests i.e. norm referenced tests and criterion-referenced tests.

References:
   London and New York.

**PARENTHOOD AND FAMILY (THEORY)**

**Paper Code:** HDF 804  
**Credits:** 2  
**Max.Marks:** 100  
**Teaching Hours:** 2 hours/week  
**Total Teaching Workload:** 30 hours/semester

**Objectives:**
1. To gain knowledge and insight regarding responsible parenthood and fatherhood.  
2. To gain knowledge of reproductive health and rights, family planning techniques and services.

**Unit I**
1. Parenthood: meaning and different theoretical views.  
2. Changing concept of parenthood with special focus on fathering and responsible parents.

**Unit II**
3. Contribution of different agencies and centers in parenthood:  
   - Family planning centers, Hospitals, Maternity and child welfare centers.  
4. Reproductive and child health programs and reproductive rights of women.

**Unit III**
5. Birth control measures: abstinence, breast feeding, pills, sponge, condom, IUD, spermicide, tubectomy, vasectomy, cervical cap, diaphragm and other advanced measures.  
6. Planned Parenthood services: safe abortion, HIV testing, pregnancy testing, general health care, STD testing: treatment and vaccines.

**References:**

**ASSESSMENT AND EVALUATION OF PSYCHOLOGICAL TESTING (Practical)**

**Paper Code:** HDF 811  
**Credits:** 4  
**Max.Marks:** 100  
**Teaching Hours:** 2 Practicals/Week (3 Hours/Practical)  
**Total Teaching Workload:** 30 Practicals/semester
Objectives:
1. The students will be able to understand the use of psychological tools.
2. The students will be able to develop instruments/psychological tools.
3. The students will be able to administer score and interpret the various psychological tests.

Contents:
1. Definition of Measurement, Assessment and Evaluation.
2. Characteristics and use of psychological testing and tools.
3. Common statistical notations and definitions – constant, variable, population, sample, parameter, etc.
4. Standardized tests – meaning, characteristics, types, item analysis, basic concepts of measurement and interpretation.
5. Steps for tool construction and standardization.
   • Reliability-meaning, types-retest; parallel-form, internal consistency.
   • Validity-meaning, types-content, criterion, construct.
   • Norms and interpretation of test score.
6. Administration of test and report writing:
   The Wechsler battery of tests, TAT, CAT, Draw a man test, house- tree-person, Ravens Progressive Matrices, Self-Esteem Inventory, Sex-role Inventory, Myers Briggs type indicator etc.

References:

STATISTICS (THEORY)

Paper Code: HDF B01
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours/Week
Total Teaching Workload: 60 Hours/Semester

Objectives
1. To understand the basic concepts of statistics.
2. To enable the students to understand various types of statistical tools and their interpretation

Contents:

UNIT I

| 1. | Statistics: meaning, scope and importance in research |
| 2 | Classification and Tabulation |
| 3 | Measures of Central Tendency and Dispersion (Mean, Median, Mode, Quartiles, Range and Standard Deviation). |
| 4 | Graphic and Diagrammatic representation of data (Frequency, Histogram, Graphs, Bar-diagram and Pie charts). |
### UNIT II

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<td>5</td>
<td>Elementary ideas on Probability (Simple Probability) Skewness and Kurtosis definition. Elementary ideas of random variable and its density function (Binomial, Poison, Uniform, Normal varieties, Normal distribution and its properties, Use of Normal probability tables).</td>
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<td>Elements of testing a Statistical Hypothesis- Formulation of the problem, Definition of type I and II errors. Level of Significance, t-test, Z-test.</td>
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### UNIT III

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<td>7</td>
<td>Design of Experiment: Analysis of Variance</td>
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<td>8</td>
<td>Correlation and Regression: Correlation and its interpretation. Product moment and Rank order. Correlation Coefficient Regression Equations (without derivation) and its interpretations, use of prediction.</td>
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<td>9</td>
<td>Non-parametric Inference: Sign, Mann Whitney and Chi square test (as goodness of fit and independence of attributes in 2<em>2 and r</em>c contingency tables).</td>
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<td>Use of computers for statistical analysis using SPSS.</td>
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### References:


### LIFE SPAN DEVELOPMENTS -II (THEORY)

**Paper Code:** HDF BO2  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 hours/week  
**Total Teaching Workload:** 60 hours/semester

**Objectives:**

1. To acquaint students regarding the prenatal developmental processes and prenatal and neonatal assessment.  
2. To help students gain an understanding of the growth and development from infancy to late childhood.
# Unit I

1. **Late Adolescence**
   - Problems and challenges of late adolescence.
   - Understanding adolescence emotional, cognitive, and moral development.
   - Adolescence: Erikson and Maria’s model.
   - Significant issues in Adolescence: Rebellion and Conflict with Home and School Authorities, Delinquency and Psycho – emotional Problem, Educational and career Choices and Co-curricular Interests.

2. **Early Adulthood:**
   - Understanding developmental tasks of early adulthood (18-40 years)
   - Period of youth (18-25 years) and its challenges
   - Choices in career and marriage
   - Interpersonal and Intrapersonal adjustments
   - Preparation for Parenthood and child rearing, roles and responsibility
   - Significant issues in adulthood: Live-in-relationship, Being single, Divorce, Remarriage, Gay marriage, DINKS, Adoption and single parent adoption.

# Unit II

3. **Middle Adulthood/Middle age**
   - Challenges, adjustments and developmental tasks of middle adulthood (40-60 years)
   - Onset of climacteric changes: Menopause and Andropause, mid life crises
   - Adjustment and management of health needs, increasing status and pressure in work and career;
     - Familial stage of “empty nest”
     - Social responsibilities and leisure time activities.
   - Preparation of settlement of children and retirement.

# Unit III

4. **Late Adulthood and Aging:**
   - Challenges and Adjustment during late adulthood and aging (60-onwards).
   - Declining physical/motor, memory and sensory capacities.
   - Adjustment with changes in familial situation, losing of life partner or significant others and facing grief and loss;
   - Financial adjustment, organizing social life and activities.
   - Factors to “successful aging”.

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*Signature*

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References:

COMPUTER APPLICATION (PRACTICAL)
Paper Code: HDF B11
Credits: 2
Max. Marks: 100
Teaching Hours: 1 Practical/Week (3 Hours/Practical)
Total Teaching Workload: 15 Practicals/Semester

Objectives:
1. To understand the basic fundamentals of computers and role of computers in research application.
2. To enable the students to handle computers for the purpose of data communication and internet browsing.
3. To enable the students to use MS office and basic concepts in SPSS

Contents:
Introduction
1. Classification of computers and computer memory.
2. Types of software: Application and System software, Operating System and Types: Single user/multiuser.

Data Communication and Networks
3. Data communication concept
4. Internet, web-e-mails
5. Search engines- Enterprises: e-communication and e-collaboration

MS Office and its Application
6. File handling in windows
7. MS Word: Text formatting
8. MS Excel: Features, various formula and functions
9. MS Power Point: Creating presentation and adding effects
Statistical Software for Social Sciences (SPSS)
10. Introduction to SPSS: Definition, objectives and features.
11. Data analysis using SPSS: Data entry, creating variables, switching to data labels.
12. Data analysis: frequencies, recording into different variables, cross tabulation and layers.

References:

ADOLESCENT AND ADULT ISSUES (PRACTICAL)

Paper Code: HDF B12
Credits: 4
Max.Marks: 100
Teaching Hours: 2 Practicals/Week (3 Hours/Practical)
Total Teaching Workload: 30 Practicals/Semester

Objectives:
1. To acquaint students to gain knowledge regarding the development processes during adolescent period.
2. To help students gain an understanding of the assessment of social, emotional, psychological and other significant issues related to adolescence, adulthood and ageing years.

Contents:
1. Formulation of questionnaire to assess adolescent problems and conflicts
2. Plan and organize FGD for adolescents for healthy and responsible psycho social behavior.
3. Preparation of interview schedule for adults taking into account their developmental tasks
4. Organising interactive session and focus group discussions on significant issues of adulthood.
5. Conversations and interviews and case study with elderly to highlight their concerns, anxieties, adjustment and other problems. Planning and organising social activities with elderly.

SKILL DEVELOPMENT IN WELFARE AGENCIES (Practical)

Paper Code: HDF B13
Credits: 4
Max.Marks: 100
Teaching Hours: 2 Practicals/Week
Total Teaching Workload: 30 Practicals/Semester (3 Hours/Practical)

Objectives:
1. The students will visit and be acquainted to functioning of different welfare agencies working for children, women and elderly.
2. They will also participate and be enabled to produce a blue print for the same.
Contents:

1. Preparation of a checklist to assess: - administration, management, infrastructure facilities and functions of child, women and elderly people welfare institution (Govt. and NGOs).

2. Preparation of a checklist to assess governmental provisions and polices on child, women and elderly people welfare.

3. Organising field visits (5-6) to various welfare organisations working for - Children, Women and ageing adults.

4. Critical analysis of any two welfare institutions through participatory approach and Preparation of a blueprint with suitable recommendations.
### THIRD SEMESTER

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<td>Children with Developmental Disabilities</td>
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CCC (18)  ECC (18)

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23
THIRD SEMESTER

CHILDREN WITH DEVELOPMENTAL DISABILITIES (THEORY)

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<td>Total Teaching Workload: 60 Hours /Semester</td>
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Objectives:
The student will be able to
1. Summarize causes, incidence and characteristics of exceptionalities related to the domains of development:
2. Define areas of exceptionality and special education.
3. Identification of exceptionality as to genetic and/or environmental causes
4. Discuss prevalence and/or incidence of different categories of exceptionalities.
5. Describe possible signs or characteristics of each area of exceptionality.

Contents:
**UNIT-I**
1. Meaning and definition of developmental disabilities.
2. Definition, causes, types, treatment, and rehabilitation of children with Neurological disorders-
   Intellectual disability, Autism, Down’s syndrome, fragile X syndrome, Cerebral palsy, Epilepsy.

**UNIT -II**
3. Definition, causes, types, treatment, and rehabilitation of children with sensory disabilities-
   Visual impairment, auditory impairment, speech impairment.
4. Definition, causes, types, treatment, and rehabilitation of children with metabolic and
   Degenerative disorders-phenylketonuria, hypothyroidism, Rett syndrome
5. Learning disabilities

**UNIT -III**
6. Inclusive, integrated and special schools
7. Rights, programs, policies and acts of children with developmental abilities.

References:
   New York

**RIGHTS, LAWS AND POLICIES FOR CHILDREN, WOMEN AND ADULTS (THEORY)**

<table>
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<th>Paper Code: HDF 902</th>
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<td>Credits: 4</td>
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<td>Max.Marks:100</td>
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Teaching Hours: 4 Hours /Week  
Total Teaching Workload: 60 Hours /Semester

**Objectives:**
1. To develop awareness of constitutional provisions and legislations for women and children.
2. To acquire critical knowledge of the adequacy and relevance of prevalent social policies and programs as they relate to women, elderly and children.
3. To gain in depth understanding of the “Rights and Laws”

**Contents:**

**UNIT – I**

**UNIT – II**
2. Laws and Legislative Rights Pertaining to Women:
   - Hindu Marriage Act
   - Dowry Prohibition Act
   - Hindu Succession Act
   - Child Adoption Act
   - Juvenile Justice Act
   - Right to Education Act 2009
   - Right to Information Act
   - PNDT 1994
   - Other relevant laws related to women and children (in brief)

**UNIT – III**
4. Welfare Programmes and concerned Issues in South Asian Countries, with focus on India.

**References:**

**GUIDANCE AND COUNSELLING (THEORY)**

**Paper Code:** HDF 903  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours /Week  
**Total Teaching Workload:** 60 Hours /Semester

**Objectives:**
1. To develop basic counseling skills
2. To develop different approaches to counseling
## Contents:

### UNIT I

1. Meaning, Aim, Scope and Principles of Guidance
2. Areas of guidance - educational, vocational and personal Guidance services

### UNIT II

3. Meaning, aim, scope and principles of counselling
4. Approaches to counselling - person centred, Gestalt, Psychoanalytic, cognitive, Trait factor, Behavioural and eclectic approach
5. Goals of counselling – counselling process – characteristics of a counsellor

### UNIT III

6. Assessment Techniques - Important Factors – Tools of Assessment
7. Special areas of counselling
8. Counselling with special children
9. Recording and interpretation of a counselee from a holistic perspective

### References:


### DEVELOPING ENTREPRENEURIAL SKILLS (PRACTICAL)

**Paper Code:** HDF 911  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 2 Practicals/Week (3 Hours/Practical)  
**Total Teaching Workload:** 30 Practicals /Semester

### Objectives:

1. To orient students for various Entrepreneurial Skills.
2. To help students to learn the planning, organizing and executing Entrepreneurial Skills.
3. Students will be able to use these skills in future.

1. Preparing teaching/play materials:
   - Story, Rhymes, Poems, Song booklets etc.
   - Puppets and Mobiles.
   - Art and Crafts.
   - Low cost Musical Instruments.
2. Planning and organizing activities like Bal Mela, PTM, Sports day, Annual day etc.
3. Publicity, display and exhibition of prepared materials.
### AGENCY PLACEMENT (Practical)

**Paper Code:** HDF 912  
**Credits:** 2  
**Max. Marks:** 100  
**Teaching Hours:** 2 Practicals/Week (3 Hours/Practical)  
**Total Teaching Workload:** 30 Practicals /Semester

**Objectives:**
1. Students are required to be placed in an agency for a full semester.  
2. Students will observe, learn and participate in selected agencies of children, women and elderly persons.  
3. Students will require evaluating the working of the agency; highlighting strengths and weakness; making recommendations.

**Contents:**
1. Visit to child, women and elderly welfare agencies/shelter homes (minimum 2 each)  
2. Plan, prepare and implement program for overall development, recreation and education of inmates of the agency.  
3. Placement experience - report writing and presentation

### SCIENTIFIC WRITING (THEORY)

**Paper Code:** HDF C01  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours /Week  
**Total Teaching Workload:** 60 Hours /Semester

**Objectives:**
1. To be able to appreciate and understand the importance of writing scientifically  
2. To develop competence in writing and abstracting skills for different writing needs  
3. To develop the writing ability and to review different types of scientific literature

**Content**

**UNIT- 1**

1. Overview of different types of scientific writing for-  
   a. Dissertation  
   b. Research Article/ Scientific paper  
   c. Abstract  
   d. Review paper

Reports and Monographs

2. Formulating outlines as a starting device and filling in the outlines-  
   a. Topic outline  
   b. Conceptual outline
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<tbody>
<tr>
<td>a.</td>
<td>Table, flowcharts, footnotes</td>
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<td>b.</td>
<td>Graph, diagrams</td>
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<tr>
<td>a.</td>
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<td>b.</td>
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<tr>
<td>c.</td>
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<tr>
<td>d.</td>
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</table>

| 6 | Writing and presenting a research proposal for grants- |
|---|
| a. | Background information |
| b. | Justification |
| c. | Rationale and importance |
| d. | Pilot study |
| e. | Research proposal |
| f. | Time-frame |
| g. | Outcome of the study and its implications |
| h. | Budgeting |
| i. | Summary |

**References**

**FAMILY DYNAMICS (THEORY)**

**Paper Code:** HDF CO2  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours/Week  
**Total Teaching Workload:** 60 Hours/Semester

**Objectives:**  
1. To understand family as a component of socio-cultural milieu and context, to familiarize students with developmental perspective in family life cycle.  
2. To understand variations in family life patterns.  
3. To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian Family.

**Contents :**  
**UNIT-I**  

**UNIT-II**  

**UNIT-III**  
7. Major Factors Affecting Personality, Impact of deprivation on the child.

**References :**  

**GUIDANCE AND COUNSELLING (PRACTICAL)**

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<td>Total Teaching Workload: 30 Practicals /Semester</td>
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**Objectives:**
1. The students will be able to develop a tool.
2. The students will be able to counsel different age groups.

**Contents:**
1. Visit to psychological counseling cell
2. Writing and compiling articles on various aspects of guidance and counselling.
3. Need assessment of individual guidance and counseling by suitable tool.
4. Prepare an interview schedule for an effective Counseling.
5. Visit a guidance centre and write a report about its organization and functions.
6. Case profile of an individual.

**References:**

**DISSERTATION- 1 (PRACTICAL)**

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<td>Teaching Load: 45 Practicals/Semester</td>
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**Objectives:**
1. To enable student to make and present a plan for research.
2. To impart systematic and practical knowledge of research and its applied aspects.

**Dy. Registrar**
(Academic)
(University of Rajasthan)
(JAIPUR)
3. To develop scientist quality in student

**Contents:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Identification, analysis and selection of research problem and its relevance</td>
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<tr>
<td>2.</td>
<td>Collecting relevant review and research paper regarding to research problem</td>
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</table>
| 3. | Synopsis writing and power point presentation  
  - Introduction  
  - Rationale of the study  
  - Objectives  
  - Review of literature (minimum 20 references should be cited)  
  - Brief methodology  
  - Plan of action  
  - Bibliography |

**References:**

1. Refer available journals, research studies and abstract books

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Dy. Registrar  
(Parvati)  
University of Rajasthan  
Jaipur
## FOURTH SEMESTER

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CCC (18), ECC (14), SSECC (4)
FOURTH SEMESTER

ADMINISTRATION AND MANAGEMENT OF WELFARE AGENCIES (THEORY)

Paper Code: HDF XO1
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours /Week
Total Teaching Workload: 60 Hours /Semester

Objectives:
1. To make students aware about administration and management of various government and non-government agencies, programs and policies related to nutrition, care and educational status of children in India.
2. To teach them about demographic profile of Indian population.

Contents:
UNIT-I

2. Welfare programs in India in five year plans.

UNIT-II

3. Existing Government organisations looking for welfare of children and women in India (CCW, CSWB, NIPCCD, NCERT, TNPEP, EAP, ICSW, CHEB, CRY, Helpage India).

UNIT-III

6. NGOs – Bodh, I- India, Digantar, Vatsalya, Mother Teresa home and other existing nongovernmental organisations.

References:

PSYCHOLOGICAL DISORDERS (THEORY)

Paper Code: HDF XO2
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours /Week
Total Teaching Workload: 60 Hours /Semester
Objectives:
1. The students will be able to describe the diagnosis and classification process.
2. The students will be able to describe mood disorders.
3. The students will be able to identify the different personality disorders.
4. The students will be able to discuss the characteristics and traits associated with the different personality disorders.

Contents:

UNIT – I
1. Meaning, definition of psychopathological disorders.
2. Childhood and adolescence psychiatric disorders-conduct disorders, ADHD.

UNIT – II
3. Mood disorders-depression, bipolar disorder.
4. Neurotic and psychotic disorders-phobia, obsessive compulsive disorder, schizophrenia, paranoia, hysteria.

UNIT – III
5. Personality Disorders:
   (a) Dissociative (b) Impulsive (c) Anti-Social (d) Borderline
   (e) Avoidance (f) Dependent Personalities.

References:

**CONTEMPORARY ISSUES IN HUMAN DEVELOPMENT (THEORY)**

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<td>Total Teaching Workload: 60 Hours/Semester</td>
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**Objectives:**

1. To become aware of the current issues involved in Human Development.
2. To gain knowledge, insight and to analyze critical issues in society.

**Contents:**

**UNIT – I**

1. Changing trends across cultures, impact of media and advanced technologies in families and community
2. Gender gap, Gender sensitization, Gender violence and equality
3. Empowerment of various sections of society

**UNIT – II**

4. Definition, status and problems of child abuse and violence, situation of child labor in organized and unorganized sectors of India.
5. Women and violence, types of violence, domestic violence, harassment at workplace, marital violence

**UNIT – III**

6. Understanding needs of special children and elderly persons
7. Enabling family members and creating innovative support system for disabled

**References:**

TRAINING AND WORKING WITH DISABLED CHILDREN (PRACTICAL)

Paper Code: HDF X11
Credits: 6
Max. Marks: 100
Teaching Hours: 3 Practical/Week (3 Hours/Practical)
Total Teaching Workload: 45 Practical/Semester

Objectives:
The students will be able
1. To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.
2. To develop skills and competencies to cater to the needs of children with disabilities in general and special class settings in particular, in cognitive, affective and skill domains.

Contents:
1. Conduct special education assessment using appropriate assessment tools-Selection of 5 cases and develop need based assessment tools.
2. Plan and prepare individualized educational program (IEP)- Develop curriculum modules for selected cases.
3. Develop appropriate teaching learning material, implement, and evaluate and record the performance of the cases.

CROSS CULTURAL PSYCHOLOGY (THEORY)

Paper Code: HDF DO1
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours /Week
Total Teaching Workload: 60 Hours /Semester

Objectives:
1. The field of cross-cultural psychology helps the students to understand the relationships between cultural context and human behavior.
2. The latter includes both overt behavior (observable actions and responses) and covert behavior (thoughts, beliefs, meanings)

Contents:
UNIT–I

1. Introduction and Overview: Theoretical Perspectives
   - Meaning, Definition and Importance of Culture, Components of Culture, Culture change and Diversity, Advances - Culture and Technology
   - Nature, Importance and Scope of Cultural Psychology
   - Conceptual Models of Cross Cultural differences in Eastern and Western Cultures. A global Culture.
   - Research in Western and Non-Western Countries.
   - Methodological Issues in Cross-cultural Psychology
UNIT –II

2. Applied Perspectives
   - Selected Topics in Cross-cultural Research
   - Family Structure and Child Rearing Practices
   - Intercultural Perception and Interaction
   - Cross-Cultural consideration in Health, Happiness and Illness.

UNIT –III

3. Application in Cross-cultural Research
   - Applied aspects of cross-cultural research.
   - Development of educational programs,
   - Cross-cultural communication; cross-cultural management; training programs for
     cross-cultural transitions.

References:


FAMILY AND COMMUNITY STUDIES (PRACTICAL)

Paper Code: HDF D11
Credits: 4
Max.Marks:100
Teaching Hours: 2 Practicals/Week (3 Hours/Practical)
Total Teaching Workload: 30 Practicals/Semester

Objectives :
1. To develop skills and competencies among students to work in communities.
2. To understand various needs of parents and children with in families and plan and implement need based activities for them.
## Contents:

1. Observation of daily routine of families and play activities of children in different socio-economic groups.
2. Survey of child rearing and disciplinary practices in rural/slum and urban settings.

### DISSERTATION II (PRACTICAL)

**Paper Code:** HDF D12  
**Credits:** 6  
**Max. Marks:** 100  
**Teaching Hours:** 3 Practicals /Week (3 Hours/Practical)  
**Teaching Workload:** 45 Practicals /Semester

#### Objectives:

1. To enable student to write and present thesis  
2. To impart systematic and practical knowledge of research & its applied aspects  
3. To develop scientist quality in student

1. Data collection, analysis & interpretation of data in form graphs, charts, tables & others  
2. Thesis writing and presentation I  
   - Introduction  
   - Review of literature  
   - Materials and methods  
   - Result and discussions  
3. Thesis writing and presentation II  
   - Conclusion  
   - Summary  
   - Bibliography  
   - Annexures  
4. Writing and submission of one research paper based on conducted research findings

#### References:
Refer available journals, research studies and abstract books

**Pre-requisite:** A student has to clear Dissertation I in IIIrd Semester to be eligible for Dissertation II in IVth Semester.

### NEED BASED CARE OF ELDERLY (PRACTICAL)

**Paper Code:** HDF D13  
**Credits:** 4  
**Maximum Marks:** 100  
**Teaching Periods:** 2 Practicals/Week (3 Hours/Practical)  
**Teaching Load:** 30 Practicals/Semester
Objectives:
1. To orient students about various needs of elderly persons
2. The students will learn to work with elderly persons.

Contents:
1. Identification and working with specific programs running for elderly persons.
2. Reporting and presentation with Audio Visual Aids.
3. Organizing and implementing various recreational activities catering to the needs of elderly persons.
4. Interacting with two elderly persons from different demographic profiles.