PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)
(Estd. under the Panjab University Act VII of 1947—enacted by the Govt. of India)

FACULTY OF SCIENCE

SYLLABI

FOR

M.Sc. Home Science
(Human Development & Family Relations)
(Semester System)
Examinations, 2012-2013

© The Registrar, Panjab University, Chandigarh.
All Rights Reserved
Introduction

The Master’s program in Human Development and Family Relations is built upon knowledge and competencies developed during the undergraduate program. The focus of the post-graduate program would be to develop professional and entrepreneurial skills in the domains of Early Childhood Care and Education, working for persons with special needs, Empowerment of families and communities and developmental programming.

The curriculum focus at post-graduate level is to foster a firm theoretical background with amalgamation of practical skills and development of research related abilities, so that the graduates are capable of critical and analytical thinking, sensitive to societal issues and concerns, and able to communicate skillfully.

The program aims at creating professionals who will utilize the substantive knowledge in the realm of Human Development and Family Relations to respond to the challenges of a dynamic socio-economic political situations and system. The students would be competent to address emergent issues and concerns of society with sensitivity to understand cultural, psychological and life-span developmental perspectives.

The program would enable graduates to work as: teachers at university level, researchers, co-coordinators/supervisors/program planners in government and non-governmental organizations/agencies at national and international level. The students having adequate background in planning, evaluating, monitoring and organizing skills would be able to work as entrepreneurs and also play advocacy related roles.

Objectives

The Post – Graduate program in Human Development and Family Relations will focus on developing knowledge and competence for:

- Teaching and research in academic and other institutions.
- Planning and conducting intervention, guidance and advocacy for empowerment of families and communities.
- Supervisory, training and consultancy roles and responsibilities in Government and non–government agencies / institutions.
- Entrepreneurship in specific areas of human development and family studies.
- Planning, monitoring and evaluation of various programs for children and families.
- Advocacy and policy related roles.

Note: The syllabi have been prepared using the guidelines given in the UGC Model Curriculum (Home Science) for postgraduate programs (2001).
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Th.</th>
<th>Pr.</th>
<th>Paper</th>
<th>Int. Ass.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Theories of Developmental Psychology</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>102</td>
<td>Early Childhood Care and Education</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>60</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>103</td>
<td>Assessment in Human Development</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>104</td>
<td>Methods of Studying Human Development</td>
<td>--</td>
<td>3</td>
<td>--</td>
<td>60</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>105</td>
<td>Program Planning for Infant Stimulation</td>
<td>--</td>
<td>2</td>
<td>--</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>106</td>
<td>Research Methods</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>60</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>

1st SEMESTER (November/December, 2012)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Th.</th>
<th>Pr.</th>
<th>Paper</th>
<th>Int. Ass.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>Socio-Cultural Perspectives in Family Relationships</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>108*</td>
<td>Program Planning and Placement in Child Welfare Agencies</td>
<td>--</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>109</td>
<td>Statistics and Computer Applications</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>110</td>
<td>Care and Education of Children with Special Needs</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>111</td>
<td>Communication Technologies</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>112</td>
<td>Personality and Social Development during Childhood Years</td>
<td>--</td>
<td>2</td>
<td>--</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>

2nd SEMESTER (April/May, 2013)

*There will be no University Examination for this practical. Internal evaluation will be based on continuous Assessment.*
Scheme of studies for M. Sc. (Human Development and Family Relations) for 3rd and 4th Semesters for the examination of 2012-2013

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Th.</td>
<td>Pr.</td>
</tr>
<tr>
<td>3rd SEMESTER (November/December, 2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>Guidance and Counselling across the Life Span</td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>114</td>
<td>Guidance and Counselling for Family Well-Being</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>115</td>
<td>Culture and Psychology</td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>116</td>
<td>Effective Parenting Skills</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>117</td>
<td>Scientific Writing</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>118</td>
<td>Positive Development in Adolescence and Emerging Adulthood</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>119</td>
<td>Mental Health in a Developmental Perspective</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td>120**</td>
<td>Dissertation</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

4th SEMESTER (April/May, 2013)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Th.</td>
<td>Pr.</td>
</tr>
<tr>
<td>120**</td>
<td>Dissertation</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>121</td>
<td>Practice Advocacy and Policy in Human Development</td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>122</td>
<td>Psychological Well-Being Across Life Span</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>123</td>
<td>Care of the Elderly</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>124</td>
<td>Persons with Disabilities</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Grand Total: 64 1600

** The marks will be awarded at the end of the 4th semester.
Guidelines for Internal Assessment for Theory

I
(a) Written Test : 25 (reduced to 5)
(b) Snap Test : 25 (reduced to 5)
(c) Participation in Class Discussion : 15 (reduced to 3)
(d) Term Paper : 25 (reduced to 5)
(e) Attendance : 10 (reduced to 2)

Total : (100 reduced to 20)

Note: For courses with a total amounting to 75 marks, the internal assessment will be further reduced to 15 and for courses with a total amounting to 50 marks, the internal assessment will be further reduced to 10.

II Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment shall be available only to those students who attend 75% and more of classroom lectures/seminars/workshops. The break-up of marks for attendance component for theory paper shall be as under:

<table>
<thead>
<tr>
<th>Attendance Component</th>
<th>Marks for the theory paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) 75% and above upto 85% : 1</td>
<td></td>
</tr>
<tr>
<td>(b) Above 85% : 2</td>
<td></td>
</tr>
</tbody>
</table>

III Minimum of 50% is required in the internal assessment.

IV Internal Assessment Awards must be sent to the Controller of Examinations, by name, two weeks before the commencement of the particular examination on the performa obtainable from the examination branch.

Guidelines for Internal Assessment for Practical

I The guidelines have been given along with the practical subject in the syllabus.

II Minimum of 50% is required in the internal assessment.

Internship
- The student will undergo internship in various agencies for six weeks during the summer break at the end of 2nd semester.
- Each student will be assigned to a faculty member and the students will present their work to a faculty member.
- Students will obtain a certificate of completion of training which will be mandatory for being awarded the M.Sc. degree in Human Development and Family Relations.
1st SEMESTER

COURSE NO. 101 : THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Marks : 100
Paper : 80
Int. Ass : 20

Credits : 4

Instructions to Paper Setters and the students
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :

• To understand the need for theory in Human Development and Family Relations.
• To examine theories in context.
• To understand the practical applications of a theory.
• To critically evaluate the applicability of theories.

Contents

UNIT-I

1. Introduction
   - What is a developmental theory?
   - Value of developmental theory: Organizing information, guiding research?
   - What are the main issues of developmental psychology?

2. Piaget’s Cognitive-Stage Theory :
   - General orientation to the theory.
   - Description of stages
   - Position on developmental issues: Human nature, qualitative versus quantitative development, nature versus nurture.
   - Evaluation: Strengths/weakneses
   - The Neo-Piagetians.
UNIT-II

3. Freud’s Psychoanalytic Theory:
   - General orientation to the theory.
   - Description of the stages.
   - Evaluation: Strengths/weaknesses.

4. Social Learning Theory:
   - General orientation to the theory.
   - Evaluation: Strengths/weaknesses.

UNIT-III

5. Information-Processing Theory:
   - General orientation.
   - Major development approaches: Memory, representation, problem solving, intelligence.
   - Evaluation: Strengths/weaknesses.

UNIT-IV

6. Vygotsky’s Theory and the Contextualists:
   - General orientation.
   - Evaluation: Strengths/weaknesses.
References:


COURSE NO. 102: EARLY CHILDHOOD CARE AND EDUCATION

Marks: 75
Paper: 60
Int. Ass: 15

Credits: 3

Instructions to Paper Setters and the students:
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives:

• To gain knowledge regarding significance, principles of ECCE.
• To develop skills and techniques to plan activities in ECCE centers of different types.
• To gain an insight regarding the basic requirements and infrastructure of various ECCE centers.

Contents

UNIT-I

1. Principles of Early Childhood Care and Education:
   - Importance, need, and scope of ECCE.
   - Objectives of ECCE
   - Types of preschool/programs: Play centers, day care, Montessori, kindergarten, balwadi, anganwadi, etc.
   - Concepts of non-formal, formal, and play way methods.
2. Historical trends (Overview):
   - Contribution of the following thinkers to the development of the ECCE (their principles, applications, and limitations) in the context of ECCE.

UNIT-II

3. ECCE in India
   - Pre independence period, post independence period – Kothari commission, contribution of the five year plans to the ECCE – Yashpal Committee.

4. Contribution of the following agencies/programs to ECCE in India.
   ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, mobile crèches etc.

UNIT-III

5. Organization of preschool centers
   - Concept of organization and administration of early childhood centers.
   - Administrative setup and functions of personnel working at different levels.
   - Building and equipment: Location and site, arrangement of rooms, different types and size of rooms, playground, storage facilities, selection of different types of outdoor and indoor equipments, maintenance and display of equipments and material.
   - Staff/personnel services conditions and roles: Role and responsibilities, essential qualities of a caregiver/teacher, other personnel.
   - Record and report: Types, aims and purpose/need, general characteristics of anecdotal, cumulative, sample work, medical etc.

6. Program planning
   Planning: Setting goals and objectives of plans – long term, short term, weekly, and daily planning, routine and schedules.

UNIT-IV

7. Activities for ECCE
   - Language Arts: Goals of language, types of listening and activities to promote listening
     Various activities – (songs, object talk, picture talk, pre conversation, books, games, riddles, jokes, stories. Criteria and selection of activities, teachers’ role).

- Music: Songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music, making, listening, and singing.

- Mathematics: Goals of mathematical learning, developmental concepts at different stages; principles of teaching Mathematics – first hand experience, interaction with others, using language, reflection. Mathematical concepts like: classification, conservation, seriation, comparison, counting, fraction, one to one correspondence, addition and subtraction.

Science: a) Thinking: Observing, inferring, classifying, communicating. b) Concept formation: differentiation, grouping, labeling. Role of science, developing scientific outlook by a spirit of inquiry, objectivity, observation. Role of teacher in some important science experiences.

- Social Studies: Goals of social studies, field trips, fostering good self-concept and respect for others. Promoting social studies through celebration of festivals. Role of teacher.

References:

COURSE NO. 103 : ASSESSMENT IN HUMAN DEVELOPMENT

Marks : 50
Paper : 40
Int. Ass : 10

Credits : 2

Instructions to Paper Setters and the students
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :
• To gain insight into the nature and techniques of assessment in human development.
• To gain knowledge regarding important aspects of test construction and application.

Contents

UNIT-I
1. Concept of testing and measurement, tools of psychological assessment, ethics and professional issues in testing.

UNIT-II

UNIT-III
3. History of psychological testing, Nature of psychological tests, Classification of tests.

UNIT-IV
4. Hypothesis and its testing, Techniques of evaluation with reference to intelligence, personality, aptitude and adjustment.

References :


COURSE NO: 104 : METHODS OF STUDYING HUMAN DEVELOPMENT (PRACTICAL)

Marks : 75
Paper : 60
Int. Ass : 15

Credits : 3

Instructions to Paper Setters and the students

Note :

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives

• To study different methods and techniques of understanding human development.
• To apply the various methods studied in a practical context.

Contents

1. Understanding the Self:

   Administration, scoring, and evaluation of any test about the self e.g. Myers Briggs Type Indicator (MBTI), the Subjective Well-being Inventory (WHO).

2. Observation Method:

   Theoretical perspectives; use of checklists, establishing reliability in observations, maintaining an observation record, report writing and evaluation.

3. Interview Method:

   Theoretical perspectives, development of different types of interview schedules, analysis and coding of interview data.

4. Questionnaire Method:

   Theoretical perspectives, development of different types of questionnaires, analysis and coding of questionnaire data.
5. Psychometric methods:
   - Scales for infant assessment
   - The Wechsler battery of tests
   - Children’s Apperception Test
   - Draw a Man Test
   - Raven’s Progressive Matrices
   - Self-Esteem Inventory

6. Case study method

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

**Internal Assessment is based as follows:**

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal examination</td>
<td>5</td>
</tr>
<tr>
<td>Project work</td>
<td>5</td>
</tr>
<tr>
<td>File</td>
<td>3</td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**References:**

COURSE NO. 105 : PROGRAM PLANNING FOR INFANT STIMULATION (PRACTICAL)

Marks : 50
Paper : 40
Int. Ass : 10

Credits : 2

Instructions to Paper Setters and the students

Note :

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives :

• To get an overview of infancy and infant development as a first stage in the life span development process.
• To gain an understanding of theoretical, empirical, and applied work in the field of infancy.
• To form a meaningful and practical understanding of infancy with special reference to Indian context.

Content

1. Theoretical perspectives and emerging trends in infancy.

2. Assessment of infants with the help of Bailey’s scale adapted for Indian children (Phatak) and knowledge and use of the APGAR scale.

3. Intervention and stimulation programs/activities

   - The need and rationale for intervention and stimulation programs/activities for normal and special needs infants.
   - Visit to various agencies within or outside the city working with infants (pediatric wards, day care centers, orphanages, and home settings for children with special needs). Observing, recording developmental activities of infants (milestones) and formulating activities for stimulation.
   - Process involved in planning and implementing intervention programs with special reference to Indian setting.
   - Issues and concerns related to intervention programs.

4. Class project on traditional methods, games, songs of infant care and stimulation.
Internal Assessment is based as follows:

Terminal examination : 5 marks
File : 3 marks
Attendance : 2 marks

Total : 10 marks

References:


COURSE NO. 106 : RESEARCH METHODS

Marks : 75
Paper : 60
Int. Ass : 15

Credits : 3

Instructions to Paper Setters & students
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit in addition to the compulsory question. All questions will carry equal marks, unless specified.
Objectives:

- To understand the significance of statistics and research methodology in the discipline of Home Science.
- To understand the types, tools, and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate statistical techniques for accurate measurement of the Phenomena under investigation.

Contents

UNIT-I

1. Science, scientific methods, scientific approach.
2. Role of research and statistics in Home Science discipline.
   - Objectives of research: Explanation, control, and prediction.
3. Types of Research: Historical survey, experimental, case study, social research, participative research.

UNIT-II

4. Research Designs
   - Purposes of research design: Fundamental, applied, and action exploratory, and descriptive experimental, survey and case study, ex-post facto.
   - Longitudinal and cross-sectional.
5. Definition and identification of a research problem
   - Selection of research problem
   - Justification
   - Theory, hypothesis, basic assumptions, limitations and delimitations of the problem.
6. Types of variables.

UNIT-III

7. Theory of probability
   - Population and sample
   - Probability sampling: Systematic random sampling, two stage and multi stage sampling, cluster sampling.
   - Non-probability sampling: Purposive, quota, and volunteer sampling/snowball sampling.
8. Qualitative research methods.
   - Theory and design in qualitative research.
   - Definitions and types of qualitative research.
   - Methods and techniques of data collection.
     • Informal group discussions
     • Interviews: key informant, in-depth interviews
     • Observations
     • Social mapping
     • Participatory rapid assessment
     • Participatory learning assessment

UNIT-IV

9. Data gathering instruments
   - Observation, questionnaires, interviews, scaling methods, case study, home visits, reliability and validity of measuring instruments.

10. Conclusion and recommendations.

11. Writing a research proposal: American Psychological Association (APA) format, footnotes, bibliography, citations.

References:


2nd SEMESTER

COURSE NO. 107 : SOCIO-CULTURAL PERSPECTIVES IN FAMILY RELATIONSHIPS

Marks : 100
Paper : 80
Int. Ass : 20

Credits : 4

Instructions to Paper Setters and the students

The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :

- To understand family as a component of socio-cultural milieu and context.
- To realize and appreciate universals and variations in family life patterns across cultures.
- To create awareness regarding structures, functions, needs and strengths of families with special reference to the Indian family (Joint family).

Contents

UNIT-I

1. An Introduction to family – Issues and Change
   
   - Structure and Functions of the family.
   - Marital and gender roles.
   - Family life styles – cultural variations.

2. Socio – cultural studies of family patterns in India.
   
   - Family structure – Traditional extended joint families
   - Alternate families – Single parent families, step-children, female headed house holds, dual earner families.
   - Causes and effects of different family structures on changing roles of family.

UNIT-II

3. Class variations and family life styles.
4. Family and societal influences.
   - Work and family
- Education and family
- Religion and family
- Health and family
- Ecology and family

UNIT-III

5. Contemporary issues and concerns:
   - Family violence, battered women, child abuse, Sexual abuse
   - Dowry
   - Divorce and remarriage
   - Gender roles

UNIT-IV

6. Child rearing and socialization in different cultures.
7. Marital and family relationships, patterns of interaction throughout life-cycle.

References:


COURSE NO. 108: PROGRAM PLANNING AND PLACEMENT IN CHILD WELFARE AGENCIES (PRACTICAL)

Credits : 3  Total : 75

Note:

• Internal evaluation will be based on the criterion which is mentioned at the end of the course.

Students will be placed, in groups of two, in different early childhood care centers and child welfare agencies simultaneously. Two staff members will be involved in supervising and evaluating the work of students in the field. Given the nature of the course, each staff member will get a credit of three hours per week for this course.

• There will be no University examination for this practical. Internal evaluation will be based on continuous assessment.

Objectives:

• To realize the importance of early years and why childhood matters.

• To understand the need for curriculum planning in early years and developing understanding of Early Childhood Care and Education (ECCE) curriculum models and approaches.

• To develop understanding of current trends, issues, researches, theories, and practice of ECCE programs.

Content

1. Visit to various centers within or outside the city which cater to the pre-school stage e.g. day care center, balwadi, anganwadi, crèche etc.

2. Preparing a resource unit file on the basis of play way method/approach.

3. Placement and program implementation by students in various child welfare agencies, twice a week.

4. Preparing audio-visual aids and presentation of the following:
   Story and their techniques
   Types of puppets and mobiles
   Art and craft portfolio
Song booklet and low cost musical instruments
Readiness games and material
Picture talk and object talk related material etc.

5. Developing interpersonal skills and effective communication skills for working with parents and children.

6. Planning and implementing a parent teacher meeting.

7. Planning, preparation and serving of supplementary nutritious snacks for pre-schoolers.

**Internal assessment is based on field placement in agencies which is as follows:**

<table>
<thead>
<tr>
<th>Planning</th>
<th>: 10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation skills</td>
<td>: 15 marks</td>
</tr>
<tr>
<td>Parent-teacher meeting</td>
<td>: 10 marks</td>
</tr>
<tr>
<td>Nutrition programs</td>
<td>: 5 marks</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>: 15 marks</td>
</tr>
<tr>
<td>Terminal examination</td>
<td>: 15 marks</td>
</tr>
<tr>
<td>File</td>
<td>: 3 marks</td>
</tr>
<tr>
<td>Attendance</td>
<td>: 2 marks</td>
</tr>
</tbody>
</table>

**Total : 75 marks**

**References :**


**COURSE NO. 109: STATISTICS AND COMPUTER APPLICATIONS**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Paper</th>
<th>Int. Ass</th>
</tr>
</thead>
<tbody>
<tr>
<td>:50</td>
<td>:40</td>
<td>:10</td>
</tr>
</tbody>
</table>

**Credits:** 2

**Instructions to Paper Setters and the students**

The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

**Objectives:**

- To understand the role of statistics and computer applications in research.
- To apply statistical techniques to research data for analysing and interpreting data meaningfully.

**Note:** Students should be given hands on experiences to use appropriate software packages for selected statistical analysis.

**Contents**

**UNIT-I**

1. Conceptual understanding of statistical measures, classification and tabulation of data, measurement of central tendency, measures of variation.
2. Frequency distribution, histogram, frequency, polygon.

**UNIT-II**

5. Testing of hypothesis. Type I and Type II errors. Levels of significance.
UNIT-III

8. Correlation, coefficient of correlation, rank correlation.
9. Regression and prediction.
10. Analysis of variance – one way and two way classification.

UNIT-IV

11. Experimental designs.
12. Hands on experience of SPSS software along with data analysis.

References:


COURSE NO. 110 : CARE AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS

<table>
<thead>
<tr>
<th>Marks</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>80</td>
</tr>
<tr>
<td>Int. Ass</td>
<td>20</td>
</tr>
</tbody>
</table>

Credits : 4

Instructions to Paper Setters and the students

The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives:

- To become aware of the various impairments and the manner in which these affect the lives of children.
- To understand that there is a wide variation between children with impairments and that they are not a single group.
- To apply the understanding gained from the experiences of children with impairments in planning services for them.
Content

UNIT-I

1. Introduction
   Definition of exceptional child, special needs impairments, disability and handicap. Approach to identification, treatment and education. Rights of the handicapped.

2. Mental Retardation
   Definition and classification, Chief psychological and behavioral characteristics. Education and rehabilitation of mentally retarded from infancy to adolescence.

UNIT-II

3. Emotional Problems
   Common emotional and behavioral problems of childhood and adolescence. Individual, familial and social antecedents. Treatment in home, school and clinic.

4. Visual Impairments
   Classification, chief psychological and behavioral characteristics. Educational considerations, Rehabilitation services.

UNIT-III

5. Hearing Impairments
   Classification, causes, chief psychological and behavioral characteristics, teaching methods and assessment. Integration vs. special schools.

6. Speech and language disorders
   Classification, causes, chief psychological and behavioral characteristics. Educational consideration, rehabilitation services.

7. Learning disabilities
   Definition, classification, causes and educational considerations.

UNIT-IV

8. Physical handicaps
   Classification with special emphasis to cerebral palsy. Adapting teaching methods and treatment.

10. Counseling of parents:
    Raising community awareness and planning action programs.

References:


COURSE NO. 111: COMMUNICATION TECHNOLOGIES

Marks: 50
Paper: 40
Int. Ass: 10

Credits: 2

Instructions to Paper Setters and the students
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives:

- To develop understanding regarding the vital aspects of communication and various audio and visual media and their use.
- To develop understanding the new communication technologies and their use.
- To develop skills in preparing and using different communication technologies for various presentations.
Contents

UNIT-I
1. Concept of communication. Scope of communication, communication process, approaches to communication.
2. Different media, their characteristics, and use.

UNIT-II
3. Introduction to new communication technologies:
   - Satellite distribution and broadcast networking.
   - Developing close circuit television package on relevant topics.
4. Presentation techniques:
   - Development and use of transparencies.
   - Use of video films.
   - Computer graphic designing.

UNIT-III
5. Presentation of graphics for research reports/seminars/other presentations.

UNIT-IV

References:
COURSE NO. 112: PERSONALITY AND SOCIAL DEVELOPMENT DURING CHILDHOOD YEARS (PRACTICAL)

Mark : 50
Paper : 40
Int. Ass : 10

Credits : 2

Instructions to Paper Setters and the students

Note:
1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives:
- To enhance understanding of developmental needs of children aged 2-10 years.
- To update knowledge of current trends in the field of childhood years.
- To facilitate outreach through planned interventions.

Contents
1. Theoretical perspectives and research trends in the field of childhood (2-10 years).
2. Planning and executing workshops, panel discussions, focus group discussions with parents and children on the following themes:
   a. TV viewing and its implications, study habits, coping with academic stress, structured and unstructured leisure, money management, gender issues, values, electronic media, and coping emotional and behavioral problems.
3. Planning recreational activities for children with different abilities.

Internal Assessment is based as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal examination</td>
<td>5</td>
</tr>
<tr>
<td>File</td>
<td>3</td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

References:
3rd SEMESTER

Course No: 113 : GUIDANCE AND COUNSELLING ACROSS THE LIFE SPAN

Teaching periods: 3hrs/week

<table>
<thead>
<tr>
<th>Marks</th>
<th>75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>60</td>
</tr>
<tr>
<td>Int. Ass</td>
<td>15</td>
</tr>
</tbody>
</table>

Instructions to Paper Setters and the students
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :

- To introduce basic concepts in guidance and counselling.
- To understand the need for guidance and counselling in human development.
- To discuss the processes involved in counselling at different stages in life.

Contents

UNIT-I


UNIT-II

2. Guidance of children at home and school
   - Elementary school years
   - Middle years
   - Need of sex education at home and school.

UNIT-III

3. Nature of psychological disorders that require counselling and therapy in the following stages of human development
   - Childhood
   - Adolescence
   - Adulthood
   - Old age
UNIT-IV

4. Meaning, aims, principles, stages and basic assumptions of counselling. Qualities and skills of a counsellor.

5. Techniques of counselling – directive, non directive, eclectic.

* Guidelines for Internal Assessment – Refer to scheme of studies

References:


Course No: 114: GUIDANCE AND COUNSELLING FOR FAMILY WELL-BEING (PRACTICAL)

Credits: 2

Marks : 50
Paper : 40
Int. Ass : 10

Instructions to Paper Setters and the students

Note:

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives:

- To create awareness of the basic skills involved in counseling.
- To make the students understand psychosocial aspects of any problem behavior.
- To develop competencies for interacting with families in need.
- To make students aware of various agencies rendering guidance and counseling services in the city.
Contents

1. Visit and write the report on any two counseling centre such as HIV AIDS, drug de-addiction centre etc.

2. Collect three case studies and analyze the psychosocial problems in each. Prepare case reports.

3. Plan and organize life style education programs such as stress management, positive thinking, building self-esteem, motivation etc.

4. Conducting role play/street play/puppet show etc. to generate community awareness on issues and topics related to human development and family relations.

5. Interaction with practicing counselors working in schools, clinics, women centre, and hospitals and preparing a report of the same.

Internal Assessment is based as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal examination</td>
<td>5</td>
</tr>
<tr>
<td>File</td>
<td>3</td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

References:


Course No : 115 : CULTURE AND PSYCHOLOGY

Credits: 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>75</td>
</tr>
<tr>
<td>Int. Ass</td>
<td>15</td>
</tr>
</tbody>
</table>

Instructions to Paper Setters and the students

The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.
Objectives:

- To understand the basic concepts related to culture and psychology with specific reference to cross cultural psychology.
- To understand concerns and issues related to study of culture and psychology.
- To be familiar with research trends in the field of culture and psychology.
- To perceive the need for indigenization and development of humanistic approach in study of culture and psychology.

Contents

UNIT-I
1. Understanding the concepts and process related to culture and psychology:
   - Understanding the premise of basic concepts
   - Introduction to cross-cultural psychology
   - Culture, human development and socialization

UNIT-II
2. Developmental psychology and culture:
   - Epistemological considerations
   - Positivist and post-positivist approach
   - Critical theory
   - Constructivist approach
   - Socio-historical approach

UNIT-III
3. Understanding culture and development:
   - Importance of language
   - Social development
   - Personality development
   - Cognition
   - Emotion

UNIT-IV
4. Methodological issues and theoretical concerns in study of culture and psychology:
   - Biological approaches
   - Cultural approaches
   - Theoretical concerns
   - Methodological issues

* Guidelines for Internal Assessment – Refer to scheme of studies
References:


Course No: 116: EFFECTIVE PARENTING SKILLS (PRACTICAL)

Credits : 2

Instructions to Paper Setters and the students

Note:

1. Each practical paper will be of three hours duration.

2. The question paper should cover the entire syllabus.
Objectives:

- To understand the significance of parental role in child rearing.
- To develop skills for parental involvement in enhancing a child’s holistic development.
- To learn to conduct parent education programs.

Content

1. Introduction
2. The task of parenting and the concept of parenting skills.
3. Changing concept of parenthood and childhood.
4. Being a competent parent.
5. Individual parenting roles
   - Determinants of parenting behavior.
   - Characteristics of the parenting roles. - The mothering role, the fathering role.
   - Concept of family, family life cycle stages.
6. a) Identify a child or an adolescent with a problem. Conduct a home visit and interview the parents.
   b) Plan strategies to help the parents and the child or the adolescent deal with the problem.
7. Select any one of the following techniques and use it to impart education to parents on effective parenting skills of either children or adolescents related to their personality development:
   - Written magazine/newsletter
   - Drama/Street play
   - Puppet Show
   - Handouts
   - Panel discussion
   - Film show
   - Group discussion
8. Select a child with special needs and plan a need based intervention program for the parents. Conduct at least five activity sessions with the family and suggest specific measures for parental involvement.

Internal Assessment is based as follows:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal examination</td>
<td>5</td>
</tr>
<tr>
<td>File</td>
<td>3</td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
References:


Course No: 117: SCIENTIFIC WRITING (PRACTICAL)
Credits: 2

Marks : 50
Paper : 40
Int. Ass : 10

Instructions to Paper Setters and the students

Note:

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives:

- To be able to appreciate and understand the importance of writing scientifically.
- To develop competence in writing and abstracting skills.

Contents:

1. Scientific writing as means of communication:
   Different forms of scientific writing (articles in journals, research notes and reports review articles, monographs, dissertations, bibliographies, book chapters, and articles in other publications).
2. How to formulate outlines:
The reason for preparing outlines as a guide for plan of writing and as a skeleton for the manuscript.
Kinds of outlines (topic outlines, conceptual outline, sentence outline, combination of topic and sentence outline).

3. Drafting titles, subtitles, tables, and illustrations:
Tables as systematic means of presenting data in rows and columns and lucid ways of indicating relationships and results.
Formatting tables.
Appendices: Use and guidelines.

4. The writing process:
Getting started.
Using outline as a starting device.
Drafting.
Reflecting, rereading (checking organization, checking headings, checking content, checking clarity, checking grammar).
Brevity and precision in writing.
Drafting and re-drafting based on critical evaluation.

5. Parts of dissertation/research report/article:
Introduction
Review of literature
Methods
Results and discussion
Summary and abstract
References

6. Writing for grants
The question to be addressed
Rationale and importance of the question being addressed
Empirical and theoretical framework
Presenting pilot study/data or background information
Research proposal and time frame
Specificity of methodology
Organization of different phases of study
Expected outcome of study and its implications
Budgeting
Available infra-structure and resources
Executive summary

**Internal Assessment is based as follows:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal examination</td>
<td>5</td>
</tr>
<tr>
<td>File</td>
<td>3</td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
References:


Course No: 118: POSITIVE DEVELOPMENT IN ADOLESCENCE AND EMERGING ADULTHOOD (PRACTICAL)

Credits: 2

Marks: 50
Paper: 40
Int. Ass: 10

Instructions to Paper Setters and the students

Note:

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives:

• To sensitize students to cross-cultural issues related to adolescence and emerging adulthood.
• To develop skills for organizing program/activities for adolescents.

Contents:

1. To identify recent trends in researches on developmental issues related to adolescence and emerging adulthood.
2. To conduct workshops related to the development of Self/Identity/Personality and lifestyle related problems for adolescents and young adults.

3. Carry out a case study on an adolescent from any of the following type of families: broken families, single parent families, step parent families.

    OR

To conduct a survey on the lifestyle related problems of adolescents.

4. Providing group guidance on any of the following issues related to adolescents: homosexuality, substance abuse, sex education, parent-child conflict etc.

5. Institutional visits to various agencies working with adolescents.

Internal Assessment is based as follows:
- Terminal examination: 5 marks
- File: 3 marks
- Attendance: 2 marks
- Total: 10 marks

References:

Course No: 119: MENTAL HEALTH IN A DEVELOPMENTAL PERSPECTIVE
Credits: 2

Instructions to Paper Setters and the students
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives:
- To understand the importance of mental health at different stages in life.
• To develop skills for promoting mental health across the life span.
• To identify mental health issues in the community and sensitizing its members.
• To develop skills of organizing school mental health programs.

Contents:

UNIT-I

1. Mental health:
   - Definition, concept, and importance of holistic health, well-being, and happiness.
   - National mental health policy of India.

UNIT-II

2. Infancy:
   - Implication of attachment and bonding for mental health.

3. Early Childhood Years:
   - Mental health needs: Safety, security, relationships, autonomy, and self-concept, nutrition, and health.
   - Behavior difficulties: Feeding problem, aggression, withdrawal, problems related to early schooling.

UNIT-III

4. Middle Childhood:
   - Mental health needs: Recognition, appreciation, friendships, and industry.
   - School related problems: Discipline, truancy, fears and phobias, learning difficulties and disabilities.
   - Maladjustment at home and school.

5. Adolescence:
   - Mental health needs: Sense of identity, autonomy
   - Developmental issues and conflicts

UNIT-IV

6. Adulthood:
   - Life events that cause stress and their management.
   - Theories related to stress and coping (Lazarus & Folkman).
   - Violence and sexual abuse.

* Guidelines for Internal Assessment – Refer to scheme of studies
References:


Course No: 120: DISSERTATION (CONTINUED IN SEMESTER IV)

Credits: 2

Objective:

To understand an independent piece of research work in a relevant area of Human Development and Family Relations.

Note:

1. The research work should contribute to the advancement of knowledge in the field. The students must be guided and supervised by a member of the teaching faculty of the department. Each student must submit a written dissertation at the end of the 4th semester of M.Sc. Dissertation should include introduction, methodology, results, discussion, summary, conclusions, and references.

2. Marks will be awarded at the end of the 4th semester, after the submission and evaluation of the dissertation through a viva voce examination for assessment. The external and internal examiners will jointly evaluate the dissertation.
4th SEMESTER

Course No: 120 : DISSERTATION (IN CONTINUATION FROM SEMESTER III)

Credits : 2 Paper : 100

Objective :
To understand an independent piece of research work in a relevant area of Human Development and Family Relations.

Note :
1. The research work should contribute to the advancement of knowledge in the field. The students must be guided and supervised by a member of the teaching faculty of the department. Each student must submit a written dissertation at the end of the 4th semester of M.Sc. Dissertation should include introduction, methodology, results, discussion, summary, conclusions, and references.
2. Marks will be awarded at the end of the 4th semester, after the submission and evaluation of the dissertation through a viva voce examination for assessment. The external and internal examiners will jointly evaluate the dissertation.

Course No: 121: PRACTICE ADVOCACY AND POLICY IN HUMAN DEVELOPMENT

Credits : 4

Marks : 100
Paper : 80
Int. Ass : 20

Instructions to Paper Setters and the students
The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :

• To familiarize students with practice, advocacy, and policy initiatives in human development.
• To create awareness regarding contribution of government and NGOs for poverty alleviation initiatives, right to education, women equality and empowerment, and family welfare.

UNIT-I

1. Poverty issues in human development :
   - Chronic poverty, transient poverty
   - Social inequality
Poverty alleviation
- Contexts of poverty (developed and developing countries)
- Practice and advocacy for poverty alleviation: Contribution of government, NGOs, and social activists in initiating and sustaining the policies and programs.

UNIT-II

2. Education, literacy, and quality of life:
- Right to education bill
- Issues and concerns related to children in difficult circumstances, street children, child labor, adopted children, and refugee and migrant children.
- Issues and concerns related to quality in early childhood education.
- Practice and advocacy towards education for all: Contribution of government, NGOs, and social activists in initiating and sustaining the policies and programs.

UNIT-III

3. Gender constraints and social opportunities:
- Gender dimensions of development (demographic trends)
- Gender equality in educational access and retention.
- Construction of gender identities in culture.
- Practice and advocacy for women empowerment: Contribution of government, NGOs, and social activists in initiating and sustaining the policies and programs.

UNIT-IV

4. Family issues and concerns:
- Family policy
- Family violence, battered women, child maltreatment, sexual abuse
- Dowry and family violence
- Elderly abuse
- Practice and advocacy related to family issues: Contribution of government, NGOs, and social activists in initiating and sustaining the policies and programs.

* Guidelines for internal assessment – Refer to scheme of studies

References:


Course No: 122 : PSYCHOLOGICAL WELL-BEING ACROSS LIFE SPAN (PRACTICAL)

Credit : 2

| Marks | 50 |
| Paper | 40 |
| Int. Ass | 10 |

Instructions to Paper Setters and the students

Note :

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives :

- To introduce strategies to the students to enhance psychological well-being amongst individuals.
- To be able to apply theoretical concepts in an applied context.
- To enhance outreach activities of the students.

Contents:

Construction of modules using theoretical concepts and application of the modules on any four topics from the choices given below. Recommendations to be made based upon the module and its application.
- Enhancing creativity amongst preschoolers
- Life skills strategies for adolescents
- Dealing with peer pressure
- Enhancing resiliency among the elderly
- Enhancing well-being among the elderly
- Dealing with job stress
- Dealing with mid-life crisis
- Dealing with anger
- Promoting self-esteem amongst middle school children
- Building upon effective study strategies for middle school children

**Internal Assessment is based as follows:**

- Terminal examination : 5 marks
- File : 3 marks
- Attendance : 2 marks
- **Total** : **10 marks**

**References :**


**Course No: 123: CARE OF THE ELDERLY (PRACTICAL)**

**Credit : 2**

Marks : 50
Paper : 40
Int. Ass : 10

**Instructions to Paper Setters and the students**

**Note :**

1. Each practical paper will be of three hours duration.
2. The question paper should cover the entire syllabus.

Objectives:

- To enable students to become aware and sensitized to issues related to care of the elderly
- To enable students to understand the theoretical perspectives of the aging process.
- To develop skills for organizing activities for elderly

Contents:

1. Introduction:
Emergence and scope of gerontology and elderly care.
Historical perspectives, demographic trends in India
Concept of aging and problems: Social, medical, psychological problems, occupational etc.

2. Aging process:
Biological and physiological aspects, psychological aspects, social aspects: Social status, retired status, single status, social adjustment and recognition.
Spiritual aspects.
Economic aspects

3. To conduct panel discussion/focus group discussion on adjustment patterns and changing lifestyles.

4. Placement in old age homes for conducting activities related to leisure, nutrition, health, motivation, self worth, attitude towards retirement etc.

5. Preparing report files related to the services and programs for the aged in the country.

6. Arranging special service/counseling activities for the aged with the help of resource persons, yoga lectures etc.

Internal Assessment is based as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal examination</td>
<td>5</td>
</tr>
<tr>
<td>File</td>
<td>3</td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

References:


Course No: 124: PERSONS WITH DISABILITIES

Credits: 2

Marks : 50
Paper : 40
Int. Ass : 10

Instructions to Paper Setters and the students

The syllabus of this paper has been divided into four units. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions will carry equal marks, unless specified.

Objectives :

• To become aware of various impairments and the manner in which these affect the lives of individuals.

• To identify the physical and social barriers which create difficulties for people with disabilities.

• To understand that there is a wide variation between people with disabilities and they are not a single group.

• To realize that the experiences of individuals with disabilities are related to their age, gender and also shaped by the context.

• To become aware of experiences of persons with disabilities and recognize that having impairment is only one aspect of their lives.

• To develop an understanding of their rights.

• To apply the understanding gained from the experiences of people with disabilities in planning services for them.

Contents :

UNIT-I

1. Various approaches to defining and understanding disability.
   - Philanthropic, medical, administrative, legal and the social.
2. The role of context in the meaning of normality and disability, attitudes of people towards disability.

UNIT-II

3. The philosophy of inclusion.


UNIT-III

5. Physical and social barriers in the development of persons with disabilities.

6. The rights versus needs of persons with disabilities.

UNIT-IV

7. Use of assistive devices.

8. Programs and policies for persons with disabilities

* Guidelines for internal assessment – Refer to scheme of studies

References:


Published by: Prof. A.K. Bhandari, Registrar, Panjab University, Chandigarh.