## B.Sc. (Home Science) Human Development 3rd year

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
<th>Hours</th>
<th>Marks</th>
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<td>Child Guidance and Family Counselling</td>
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<td>Human Psychology</td>
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<td>4</td>
<td>Problems of Childhood and Adolescence</td>
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<td>Development in Adulthood</td>
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*Seminar- Presentation on recent topics related to the subject.

**The marks are totally internal. The seminar will be judged/evaluated by a panel of three staff members of the related department and the average score will be considered as final score.
Credit hours: 3/week  
Paper : 65  
Internal Assessment :10  
Total Marks : 75

Instructions to paper setters:
1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:
1. To develop awareness of important aspects of development during late adulthood and old age.
2. To understand the issues faced and adjustments required in late adulthood and old age.
3. To understand the influence and interaction of sociocultural and environmental factors in late adulthood and old age.

Contents:

Unit I

1. Physical and cognitive changes in late adulthood.
2. Health and wellness in late adulthood.

Unit II

3. Change in self-concept and personality in late adulthood.
4. Retirement.

Unit III

5. Grand parenting
6. Death, Grief and Bereavement.
Unit IV

7. Factors influencing psycho-social health of Senior citizens.

References:
B.Sc. (H.Sc.) HDFR 3rd year
Life Span Development-II
(Practical)
(Common to HDFR & Composite)

Paper : 45
Credit hours: 2/week       Internal Assessment : 05
Total : 50

Instructions for Paper Setter:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks).

Contents:
1. Conduct a survey of ten married couples and record conflicts in marital relationship.
2. Interview 5 couples and record their experiences related to:
   - Preparation for parenthood.
   - Problems faced on arrival of a child.
   - Joys of becoming a parent.
3. Prepare a display on any one of the following:
   - Effect of divorce on children.
   - Role of religion spirituality in life of the elderly
   - Govt. laws and policies related to children, women or the elderly
   - Loss of a life partner
   - Suicide
4. Prepare a poster related to careers in Human Development.
5. Prepare Resource file on articles related to :
   - Elderly
   - Midlife stresses
   - Stress Management.

References:
Instructions for Paper Setter:
1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **Nine** questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.
4. All question may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:
1. To understand the need and importance of guidance and counselling in the field of human development.
2. To introduce basic concepts and principles of child guidance and family counselling.
3. To understand situations, special concerns and issues faced by students, teachers and counsellors in school.
4. To understand the role of a counsellor and counselling at different stages of life.

Contents:

**Unit I**

1. Introduction to guidance and counselling
2. Scope and goals of guidance and counselling

**Unit II**

3. Principles of guidance and counselling
4. Ethics of guidance and counselling

**Unit III**

5. Types of guidance: Educational, Vocational and Personal
6. Qualities and skills of a counsellor.
Unit IV

7. Stages in counselling process.
8. Introduction to techniques for counselling children like play therapy, music therapy

References:
- Hackney & H.L. Comier (1996), The Professional counsellor, Allyn & Bacon
- Jones, R.N. (2002). Basic Counselling skills – A helper’s manual
B.Sc. (H.Sc.) HDFR 3rd year
Child Guidance and Family Counselling
(Practical)

Paper : 45
Credit hours: 2/week Internal Assessment : 05
Total : 50

Instructions for Paper Setter:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Contents:
1. Conduct a case study of a child or a family with a problem and prepare a report of the same.
2. Prepare a guidance program for any one of the following:
   - Academic Stress
   - Time management
   - De-addiction
   - Marital Problems
   - Any other
3. Institutional visits and critical evaluation of current guidance and counselling centers being run in the city.
4. Prepare resource materials for display on any topic of child guidance and family counselling.

References:
B.Sc. (H.Sc.) HDFR 3\textsuperscript{rd} year  
Human Psychology  
(Theory)

Credit Hours: 3/week  
Paper : 65  
Internal Assessment : 10  
Total : 75

Objectives:
1. To enhance understanding of human behavior.
2. To develop understanding of strategies for dealing with stress.
3. Improving skill for memory enhancement.

Instructions for Paper Setter:
1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Contents:

\textbf{Unit I}

1. Introduction, Definition, nature & scope of Human Psychology.  
   Methods used to Study Human Psychology: Observation, Experimental, Case study and Interview.
2. Intelligence: Meaning and concept of Intelligence. IQ testing, types of IQ testing.

\textbf{Unit II}


\textbf{Unit III}

Unit IV


References:
B.Sc. (H.Sc.) HDFR 3rd year
Human Psychology
(Practical)

Credit Hours: 2/week        Paper : 45
Internal Assessment : 05
Total : 50

Objectives:

1. To enhance understanding of human behavior.
2. To develop skills for using performance based assessment techniques.

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks).

Contents:

1. Assess the Intelligence level of an individual using Alexander Pass Along test.
2. Assess the span of attention using Tachistoscope.
3. Assess the Forgetting behavior of an individual due to delay of time span.
4. Assess the emotional maturity/emotional quotient of a college going student using any inventory.
5. Assess perceptual illusion using Muller-lyer illusion test.
6. Study the effect of mental set on perception using a set of cards.

References:

B.Sc. (H.Sc.) HDFR 3rd year
Problems of Childhood and Adolescence
(Theory)

Credit hours: 3/week
Internal Assessment: 10
Total: 75

Instructions for Paper Setter:
1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of Nine questions comprising of two questions from each unit and one compulsory question of short answer type covering the whole syllabus will be set.
4. All question may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:
1. To develop awareness of problems in childhood, related factors and orientation to remedies.
2. To develop awareness of problems in adolescence, factors and remedies.
3. To highlight the role of significant others in problems of childhood and adulthood.

Contents:

Unit I

2. Problems related to family and child rearing practices.

Unit II

3. Problems in childhood related to school and peer group.

Unit III

5. Adolescent problems as an area of study. Need and scope.
6. Conflicts within family and consequent problems. Strategies for managing these problems.
Unit IV

7. Problems in adolescence related to peer group, heterosexual relationships, academics and vocational choices.
8. Drug abuse, suicide, depression, loneliness and delinquency in adolescence.

References:
B.Sc. (H.Sc.) HDFR 3rd year
Problems of Childhood and Adolescence
(Practical)

Credit hours: 2/week       Internal Assessment : 05
Total : 50

Instructions for Paper Setter:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks).

Objectives:
1. To apply theoretical knowledge base to related population of children and their parents on problems during childhood.
2. To have a field experience of problems adolescents face, applying structured and open ended tools on them and their parents for a wider understanding.

Contents:
1. Interaction and reporting on five parents of school going children indicating problems faced during child rearing them.
2. Group survey of adolescents on any one area
   - Sexual behavior
   - Peer relationships
   - Dietary practices
   - Self concept/ self image/ self esteem
   - Career choices and selection
3. Plan and organize a panel discussion for college students related to any of the following:
   - Substance abuse
   - Selection of life partner
   - Parenting
4. Preparing a display for college wall magazine on a current issue concerning children or adolescents.
5. Administer and interpret the results of any tool on adjustment of adolescents.

References:
B.Sc. (H.Sc.) HDFR 3rd year
Development in Adulthood
(Theory)

Credit hours: 3/week
Exam hours: 3 hr

Paper: 65
Internal Assessment: 10
Total Marks: 75

Instructions for Paper Setter:
1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:
1. To enhance the students’ awareness of development of early and middle adulthood.
2. To acquaint students with problems of early and middle adulthood.

Contents:

Unit I

1. Physical Development in Early Adulthood – Physical changes, health and fitness.

Unit II

3. Personal relationships in Early Adulthood – romantic love (selecting mate), friendships (Same sex friendships, other sex friendships, siblings as friends), loneliness.
4. The family life cycle - leaving home, parenthood. Diversity of Adult lifestyle (Singlehood, cohabitation, childlessness, divorce and remarriage)

Unit III

5. Characteristics of middle adulthood.
Unit IV

7. Changing relationships in middle adulthood (grandparenthood, caring for aging parents, friendships).
8. Popular recreational activities of the adulthood.

References:
B.Sc. (H.Sc.) HDFR 3rd year
Development in Adulthood
(Practical)

Credit hours: 2/week                              Paper : 45
Exam : 3hr                                  Internal Assessment : 05
Total Marks : 50

Instructions for Paper Setter:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Contents:
1. To administer psychological tests
   - Family Environment Scale
   - Marital Adjustment Inventory.
2. Develop an interview schedule for assessing problems in young adulthood/middle adulthood.
3. Conduct a case study of an adult with any specific psycho-social problems.
4. Interview 10 grandparents and record the activities they share with their grandchildren. Click pictures and paste them in your file.
5. Prepare a bulletin display of popular recreational activities of young/middle adulthood.

References:
B.Sc. (H.Sc.) HDFR 3rd year  
Social Intervention  
(Practical)

Credit hours: 2/week                             Paper : 45
Exam: 3hr                                         Internal Assessment : 05
                                                  Total Marks : 50

Instructions for Paper Setter:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks).

Objectives:
1. To understand and ameliorate the social problems.
2. To spread awareness about the human rights and check the violation of human rights.
3. To plan evidence based social intervention programme and understand the cause and consequences.
4. To conduct charity programme to alleviate social and economic problems of people facing financial, health, education, safety related problems.

Contents:
1. Conduct a workshop with parents of Chaitanya Nursery School for generating awareness of any social issue such as gender equality, female foeticide, child abuse etc.
2. Plan and carry out a panel discussion involving educationists, legal experts, police personnel, social activists etc on issues related to marriage, inheritance, sexual abuse, domestic violence etc.
3. Conduct a rally/ exhibition/ street play related to generating awareness of human rights related to girls.
4. Plan and carry out awareness programme for day scholars and hostellers related to cyber crimes.
5. Visit any centre for the underprivileged section of society and carry out at least five sessions of activities for enhancing their life skills.

References:
B.Sc. (H.Sc.) HDFR 3rd year  
Economics and Entrepreneurship Development  
(Common to all streams)  
(Theory)  

Credit Hours: 2 /week  
Exam: 3hr.  
Internal Assessment: 05  
Total marks: 50  

Objectives: 
1. To prepare the platform where the students view entrepreneurship and self-employment as a desirable and feasible career option.  
2. Stimulating the potential to develop entrepreneurial orientation through innovation and creativity.  
3. To orient the students with basic principles involved in starting and managing a new enterprise. 

Instruction for Paper Setter: 
1. Each theory paper will be of three hours duration.  
2. Questions paper will have four sections.  
3. A total of Nine questions comprising of two questions from each unit and one compulsory questions of short answer type covering the whole syllabus will be set.  
4. All questions may carry equal marks unless specified.  
5. Students will be expected to attempt one question from each unit and the compulsory question.

Unit- I 

1. Entrepreneurial Economics:  
   • Need and importance  
   • Entrepreneurship and role in economic development

2. Entrepreneur and Enterprise:  
   • Entrepreneurial traits and types  
   • Entrepreneurial competencies.

3. Women Entrepreneurs:  
   • Characteristics  
   • Role and challenges faced during creation and enterprise management.

Unit-II 

4. Business Idea/Plan:  
   • Pitching a business idea and its formulation.
5. **Project Formulation:**
   - A brief introduction.
   - Finance proposal and sources.

6. **Intellectual Property rights(Creation-Protection-encashing)**

   **Unit-III**

7. **Small business enterprise management:**
   - Problems of small enterprises in India.
   - Non Profit Institutions in support of small business development.

8. **Business Environment:**
   - Factors affecting business environment and profitability of business

   **Unit-IV**

9. **Business Marketing:**
   - marketing strategies-packaging, advertising & publicity, e-marketing
   - Four Ps of marketing-Product, Price, Place and Promotion.

10. **Conducting a SWOT analysis of enterprise.**

**References:**
- Panda, ShibaCharan, Entrepreneurship Development, New Delhi, Anmol Publications. (Latest Editions)
- SIDBI Report on Small Scale Industries Sector (Latest Editions)
B.Sc. (H.Sc.) HDFR 3rd year  
Economics and Entrepreneurship Development  
(Common to all streams)  
(Practical)

Credit Hours: 2 /week  
Exam: 3hr.  

Paper : 45  
Internal Assessment : 05  
Total marks : 50

Instruction for Paper Setter:
1. Each practical paper will be of three hours duration.
2. Questions paper should cover the entire syllabus.
3. The file work and viva will be of 5 marks each (Total = 10 marks)

Objectives:
1. To prepare the platform where the students view entrepreneurship and self-employment as a desirable and feasible career option.
2. Stimulating the potential to develop entrepreneurial orientation through innovation and creativity
3. To orient the students with basic principles involved in starting and managing a new enterprise

Contents:

1. Preparation of project report for small enterprises/cottage industries. (The students will be advised to develop a structured instrument (questionnaire) for conducting first hand survey of the various aspects of respective entrepreneurs/enterprise, conducting the SWOT analysis and suggesting feasible measures for policy implementation)
2. Assignments on opportunity scouting and idea generation: role of creativity & innovation in business research.
3. Developing a Business Plan for Micro enterprises on any one of the following:  
   a) Cafeteria/Diet clinic  
   b) Nursery school/Day care  
   c) Boutiques  
   d) Interior Design studios.
B.Sc. (H.Sc.) HDFR 3rd year
Extension Education
(Common to all streams)
(Theory)

Credit hours: 2/week
Exam: 3hr.

Paper: 45
Internal Assessment: 05
Total Marks: 50

Instructions for Paper Setter:
1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **nine** questions comprising of two questions from each unit, and **one compulsory** question of short answer type covering the whole syllabus will be set.
4. All questions may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:
1. To understand the concept of extension and its relevance for self & national development.
2. To appreciate the role of Home Science extension in community development.
3. To create awareness about rural development and various programs and agencies involved in it.
4. To sensitize students towards various methods, preparation and selection of suitable materials for effective communication.

**Unit-I**

INTRODUCTION TO EXTENSION EDUCATION
- Concept, principles, philosophy of extension
- Extension Education process
- Qualities of extension workers
- Home Science Extension as a discipline and its contribution towards development.

**Unit-II**

RURAL AND COMMUNITY DEVELOPMENT
- Definition of rural and community development
- Origin of community development
- Introduction to Panchayati Raj and Democratic Decentralization
- Rural Development Programmes in India – Integrated Child Development Services (ICDS), etc.
Unit-III

EXTENSION TEACHING METHODS AND AIDS
• Concept and steps in extension teaching
• Classification of extension teaching methods according to form and use
• Classification of Audio visual aids
• Introduction of various audio visual aids

Unit-IV

EXTENSION PROGRAMME
• Concept of Extension Programme Planning
• Factors affecting selection and use of extension teaching methods and aids in extension programme planning.
• Steps in Extension Programme Planning
B.Sc. (H.Sc.) HDFR 3rd year
Extension Education
(Common to all streams)
(Practical)

Credit Hours: 2/week                  Paper: 45
Exam time: 3 hrs                     Internal Assessment : 05
                                      Total marks: 50

Instructions for Paper Setter:

1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Objectives:
1. To cradles the seed of social awareness in the students and make them understand their own worth in the society.
2. To develop skills in the use of participatory approaches in program planning and evaluation.
3. To fulfills the social responsibility of the students by giving their knowledge and service to the people in need.

Contents:

1. Preparation, presentation and evaluation of any one visual aid (poster, chart, etc.).
2. Preparation, presentation and evaluation of any one A-V aid (puppet show, power point presentation, etc.).
3. Survey of a selected community to identify their felt and unfelt needs.
4. Planning, organization, implementation and evaluation of a need based extension programme for the selected community in relation to anyone of the following:
   • Literacy
   • Income Generation
   • Health
   • Social Evils.
References: