FACULTY OF SCIENCE

SYLLABI

FOR

M.Sc. Home Science

(Human Development & Family Relations)

(Semester System)

Examinations, 2017-2018
Human Development and Family Relations

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).
PANJAB UNIVERSITY, CHANDIGARH

Outlines of tests, syllabi and courses of reading for M.Sc. Home Science (Human Development and Family Relations) 1st and 2nd Semester for the Examination of 2017-2018

SCHEME OF STUDIES

1st SEMESTER (November/December, 2017)

<table>
<thead>
<tr>
<th>Code</th>
<th>Paper/Subject</th>
<th>Credit Hours</th>
<th>Theory Marks</th>
<th>Practical Marks</th>
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<tr>
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<td>Courses</td>
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<tr>
<td>1</td>
<td>Socialization in various family contexts across different cultures</td>
<td>4</td>
<td>--</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Early Childhood Care &amp; Education</td>
<td>3</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Assessment in Human Development</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Effective Parenting Skills</td>
<td>--</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Research Methodology &amp; Statistics</td>
<td>3</td>
<td>2</td>
<td>5</td>
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<tr>
<td>6</td>
<td>Infancy Seminar</td>
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<tr>
<td></td>
<td>Presentation on recent topics related to the subject. Marks are awarded internally.</td>
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2nd SEMESTER (April/May, 2018)

<table>
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<tr>
<th>Code</th>
<th>Paper/Subject</th>
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<td>Courses</td>
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<td>2</td>
<td>Guidance and Counseling Across the Life Span</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Physical Growth &amp; Development</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Development of Creativity in Children</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Mental Health in Developmental Perspective</td>
<td>2</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Early Childhood years (Seminar)</td>
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<td>2</td>
<td>2</td>
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<td>7</td>
<td>Dissertation</td>
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<td>2</td>
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<tr>
<td></td>
<td>*There will be no University Examination for this practical. Internal evaluation will be based on continuous Assessment</td>
<td>22</td>
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Scheme of studies for M. Sc. (Human Development and Family Relations) for 3rd and 4th Semesters for the examination of 2017-2018

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Subject</th>
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<th>Paper</th>
<th>Int. Ass.</th>
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<td>3rd SEMESTER (November/December, 2017)</td>
<td>113 Guidance and Counselling across the Life Span</td>
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<td>--</td>
<td>60</td>
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<td>75</td>
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<td></td>
<td>114 Guidance and Counselling for Family Well-Being</td>
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<td>2</td>
<td>40</td>
<td>10</td>
<td>50</td>
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<td></td>
<td>115 Culture and Psychology</td>
<td>3</td>
<td>--</td>
<td>60</td>
<td>15</td>
<td>75</td>
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<td></td>
<td>116 Effective Parenting Skills</td>
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<td>2</td>
<td>40</td>
<td>10</td>
<td>50</td>
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<td></td>
<td>117 Scientific Writing</td>
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<td>50</td>
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<td></td>
<td>118 Positive Development in Adolescence and Emerging Adulthood</td>
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<td>2</td>
<td>40</td>
<td>10</td>
<td>50</td>
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<td></td>
<td>119 Mental Health in a Developmental Perspective</td>
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<td>120** Dissertation</td>
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4th SEMESTER (April/May, 2018)

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<th>Paper</th>
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<tr>
<td></td>
<td>120** Dissertation</td>
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<td>2</td>
<td>--</td>
<td>--</td>
<td>100</td>
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<td></td>
<td>121 Practice Advocacy and Policy in Human</td>
<td>4</td>
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<td>80</td>
<td>20</td>
<td>100</td>
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<tr>
<td></td>
<td>Development</td>
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<td></td>
<td>122 Psychological Well-Being Across Life Span</td>
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<td>40</td>
<td>10</td>
<td>50</td>
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<td></td>
<td>123 Care of the Elderly</td>
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<td>2</td>
<td>40</td>
<td>10</td>
<td>50</td>
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<td></td>
<td>124 Persons with Disabilities</td>
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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>
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<tr>
<td>(a) 75% and above upto 85% :</td>
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<tr>
<td>(b) Above 85% :</td>
<td>2</td>
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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.
SEMESTER I
Socialization In Various Family Contexts Across Different Cultures (Theory)

Maximum Marks: 100
Paper: 90
Internal Assessment: 10

Credit Hours: 4/ week
Duration of Exam: 3 hours

Instructions to the Examiner:
Question paper will have four sections. 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:
1. To understand family as a component of socio-cultural milieu and context.
2. To create awareness regarding structures, function, needs and strengths of families with specific reference to the Indian family.
3. To realize and appreciate universals and variations in family life patterns across cultures.

Contents:

UNIT-I

1. An Introduction to family – Issues and Change.
   - Functions
   - 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, step-children, female headed
   - Causes and effects of different family structures on changing roles of family.

UNIT-II

3. Social class variations in family life styles.

4. Family and societal influences
   - Work and family
   - Education and family
   - Religion and family
   - Health and family
   - Ecology and family
   - Socio-economic status and family
UNIT-III

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

UNIT-IV

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

Recommended Readings:

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

Maximum Marks: 75  
Paper: 65  
Internal Assessment: 10

Credit Hours: 3/week  
Duration of Exam: 3 hours

**Instructions to the Examiner:**  
Question paper will have four sections. 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 may carry equal marks, unless specified.

**Objectives:**  
1. To gain knowledge regarding significance, principles of ECCE.  
2. To develop skills and techniques to plan activities in ECCE centers of different types.  
3. 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 equipment: Location and site, arrangement of rooms, different types and size of rooms, playground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment 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, 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 – firsthand 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, of fostering good self-concept and respect for others. Promoting social studies through celebration of festivals. Role of teacher.

**Recommended Readings:**

ASSESSMENT IN HUMAN DEVELOPMENT
(THEORY)

Maximum Marks: 50
Paper: 45
Internal Assessment: 05

Credit Hours: 2/ week
Duration of Exam: 3 hours

Instructions to the Examiner:
Question paper will have four sections. 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:
1. To gain insight into the nature and techniques of assessment in human development.
2. 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.

Recommended Readings:
ASSESSMENT IN HUMAN DEVELOPMENT  
(PRACTICAL)  

Maximum Marks: 75  
Paper: 60  
Internal Assessment: 15  

Credit Hours: 3/ week  
Duration of Exam: 3 hours  

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

Objectives:  
1. To study different methods and techniques of understanding human development.  
2. 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 schedule, analysis and coding of interview data.  

4. Questionnaire Method  
   Theoretical perspectives, development of different types of questionnaire, 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  

Recommended Readings:


EFFECTIVE PARENTING SKILLS
(PRACTICAL)

Maximum Marks: 50
Paper: 40
Internal Assessment: 10

Credit Hours: 2/week
Duration of Exam: 3 hours

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

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

Contents:

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
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.

**Recommended Readings:**

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**RESEARCH METHODOLOGY AND STATISTICS**
(COMMON TO ALL STREAMS)
(THEORY)

Maximum Marks: 75
Paper - 65
Internal Assessment - 10

Credit Hours: 3/week
Duration of Exam: 3 hours

**Instructions to the Examiner:**
Question paper will have four sections. 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:**
1. To know the significance of statistics and research methodology in Home Science research.
2. Types, tools, and methods of research and develop the ability to construct data gathering Instruments appropriate to the research design.
3. To know about the appropriate statistical technique for based on the specific research design.
Contents:

Unit-I
1. Research- meaning, purpose and approaches
   • Exploration, Description, Explanation
   • Research designs- Experimental and Observational

2. Statistics- Scope and Significance in Home Science discipline
   • Descriptive and inferential statistics
   • Functions and limitations of statistics

Unit-II
3. The Research Process
   • Defining the research problem, research questions, objectives, hypotheses
   • Review of related literature
   • Methodology and tools to be used
   • Citation formats

4. Sampling and Tools
   • Universe and sample
   • Types of sampling

Unit-III
5. Understanding various statistical measures
   • Simple Arithmetic Mean (direct method)
   • Median and Mode
   • Standard deviation (assumed mean method)
   • Variance

6. Conceptual understanding of Correlation and Regression (Theoretical introduction)
   • Karl Pearson co-efficient of correlation and its properties
   • Regression equation and regression lines

Unit-IV
7. Inferential Statistics
   • Level of significance
   • Standard error and Confidence limits

8. Large sample and small sample tests
   • t-test; Significance of difference between means
   • F- test
   • Chi-square test of independence
**Recommended Readings:**

INFANCY SEMINAR
(PRACTICAL)

Paper: Internal
Internal Assessment: Evaluation
Total: 50

Credit Hours: 2/week
Duration of Exam: 3 hours

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

Objectives:
1. To get an overview of infancy and infant development as the first stage in the life span development process
2. To form a meaningful and practical understanding of infancy

Contents:
1. Characteristic needs of infants and the developmental status of the infants.
2. Significance of catering to the physical and psychological needs of infants.
3. Physical, emotional, cognitive, social and language development in infants.
4. Perception of different group/culture on an infant care and development.
5. Research in the field of infancy.
6. Case study of an infant / Project report on topics related to infancy.

Recommended Readings:
SEMESTER II
THEORIES OF DEVELOPMENTAL PSYCHOLOGY
(THEORY)

Credit Hours: 4/week
Duration of Exam: 3 hours

Instructions to the Examiner:
Question paper will have four sections. 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:
1. To understand the need for theory in Human Development and Family Relations.
2. To examine theories in context.
3. To understand the practical applications of a theory.
4. To critically evaluate the applicability of theories.

Contents:

UNIT-I

1. Introduction
   Developmental theory, Value of a developmental theory: Organizing information, Guiding research, Main issues of developmental psychology

2. Piaget’s Cognitive-Stage Theory

UNIT-II

3. Freud’s Psychoanalytic Theory
4. Eric Erickson’s Psycho-social Theory

UNIT-III

5. Information-Processing Theory
6. Bandura’s Social Learning Theory

UNIT-IV

7. Vygotsky’s Socio-cultural Theory
8. Urie Bronfenbrenner’s Ecological Systems Theory
Recommended Readings:


GUIDANCE AND COUNSELING ACROSS THE LIFE SPAN
(THEORY)

Maximum Marks: 75
Paper: 65
Internal Assessment: 10

Credit Hours: 3/ week
Duration of Exam: 3 hours

Instructions to the Examiner:
Question paper will have four sections. 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:
1. To introduce basic concepts in guidance and counselling.
2. To understand the need for guidance and counselling in human development.
3. 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.

Recommended Readings:


GUIDANCE AND COUNSELING ACROSS THE LIFE SPAN
(PRACTICAL)

Maximum Marks: 50
Paper: 40
Internal Assessment: 10

Credit Hours: 2/ week
Duration of Exam: 3 hours

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

Objectives:
1. To create awareness of the basic skills involved in counseling.
2. To make the students understand psychosocial aspects of any problem behavior.
3. To develop competencies for interacting with families in need.
4. 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.

Recommended Readings:


PHYSICAL GROWTH AND DEVELOPMENT (THEORY)

Maximum Marks: 75
Paper: 65
Internal Assessment: 10

Credit Hours: 3/ week
Duration of Exam: 3 hours

Instructions to the Examiner
Question paper will have four sections. 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:
1. To understand the concept of growth and development
2. To understand the role of nutrition in the development of an individual
3. To discuss the factors affecting physical growth and development
Contents:

UNIT-I

1. Biological and physiological foundations of growth and development.
2. Factors affecting growth and development.

UNIT-II

3. Principles of growth and development
4. The total development of a child as related to the environmental factors: family, social class and culture

UNIT-III

5. ICMR norms of physical development. Anthropometric measurements of physical growth and development. Nature vs nature
6. Identification, causes and effects of malnutrition on the development and measures of preventing under-nutrition

UNIT-IV

7. Nutritional status of the child in India- infant/child mortality, morbidity rate in India, nutrition and national development
8. Nutrition in infancy and pre-school years- Role of nutrition and it’s affect on growth and development

Recommended Readings:


DEVELOPMENT OF CREATIVITY IN CHILDREN
(THEORY)

Maximum Marks: 50
Paper: 45
Internal Assessment: 05

Credit Hours: 2/ week
Duration of Exam: 3 hours

Instructions to the Examiner:

Question paper will have four sections. 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 may carry equal marks, unless specified.
Objectives:
1. To understand the relevance and scope of studying creativity
2. To discuss the concept of creativity and various approaches to its study
3. To understand the role of the individual, the context and socialization in developing creativity

Contents:

UNIT-I
1. Definition and Concept of creativity
   • Types and Degree of Creativity (Everyday creativity and Eminent Creativity)
   • Domains, insight and problem solving as related to creativity
2. Scope of the study of creativity

UNIT-II
3. Approaches to the study of creativity:
   • Psychology- dynamical approach (Freud)
   • Psychometric approach (Guildford& Torrance)
4. Approaches to the study of creativity:
   • Cognitive approach (Weisberg)
   • Confluence approach (Gardner)

UNIT-III
5. Role of creativity in the overall development of the child-
   • Physical, Intellectual, Social and Language
6. Relationship between creativity and intelligence.

UNIT-IV
7. Influence of child rearing practices, family and culture on creativity
8. Enhancing creativity- brainstorming, problem solving, creative dramatics and visualization

Recommended Readings:
DEVELOPMENT OF CREATIVITY IN CHILDREN
(PRACTICAL)

Maximum Marks: 50
Paper: 40
Internal Assessment: 10

Credit Hours: 2/ week
Duration of Exam: 3 hours

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

Objectives:
1. To monitor and assess the level of creativity in children
2. To develop resource materials for different creative activities for children
3. To develop skills in providing creative activities for children in various child welfare institutions

Contents:
1. Tests of Creativity: Any one test of Creativity
2. Survey of indigenous and modern creative techniques used in different schools
3. Plan different creative activities for pre-school children and develop a resource file for the same.
4. Plan and execute workshop for giving orientation to personnel working with child welfare Institutions (pre-schools, play centers, day care centers, children’s’ home etc.) for Enhancing creativity in children

Recommended Readings:

Journals:
1. Journal of Creative Behavior
2. Creative Research Journal
MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE
(THEORY)

Credit Hours: 2/ week
Duration of Exam: 3 hours

Instructions to the Examiner:
Question paper will have four sections. 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 may carry equal marks, unless specified.

Objectives:
1. To understand the importance of mental health at different stages in life.
2. To develop skills for promoting mental health across the life span.
3. To identify mental health issues in the community and sensitizing its members.
4. 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.

Recommended Readings:

EARLY CHILDHOOD YEARS (SEMINAR)
(PRACTICAL)

Paper: Internal
Internal Assessment: Evaluation
Total: 50

Credit Hours: 2/ week
Duration of Exam: 3 hours

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

Objectives:
1. To get an overview of early childhood years in the life span development
2. To form a meaningful and practical understanding of infancy

Contents:
1. Basic needs and rights of pre-school child.
2. Agencies that can cater to these needs - family, school, society.
3. The physical, emotional, cognitive, social and language development in a pre-school child.
4. Research in the field of pre-school education.
5. Case study of a pre-school child/Project report on topics related to pre-school child.

**Recommended Readings:**

SEMESTER III

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

Teaching periods: 3hrs/week

Marks : 75
Paper : 60
Int. Ass : 15

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

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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.

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References:


Course No : 115 : CULTURE AND PSYCHOLOGY

Credits: 3

Marks : 75
Paper : 60
Int. Ass : 15

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

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 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.

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Total: 10 marks
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:
Terminal examination : 5 marks
File : 3 marks
Attendance : 2 marks
Total : 10 marks
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.

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**References:**


**Course No: 119: MENTAL HEALTH IN A DEVELOPMENTAL PERSPECTIVE**

**Credits: 2**

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**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.
SEMESTER IV

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

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.

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

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 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

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:**

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**References:**


**Course No: 124: PERSONS WITH DISABILITIES**

**Credits: 2**

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**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:


