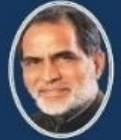


Ordinance & Syllabus
of
M.A. Human Development
Contents w.e.f. Session 2024-2026



Department of Home Science
Jananayak Chandrashekhar University
Ballia, UP – 227001

Rajana Mall Tiwari



About the Department:

Faculty and students in the Department conduct research on fundamental issues in human development, human cognition, analytics, and measurement and applied statistics, to increase scientific knowledge in these areas and to help solve educational and social problems.

Our current research emphasizes cognitive approaches to measurement and assessment, learning environments for the digital age, and the cognitive, social, and a neuroscience bases of learning and development. Human Development draws from multiple disciplines including psychology, education, sociology, gerontology, and more to provide students with a holistic knowledge of how humans grow and develop. Human Development students receive hands-on learning through internships and field experience opportunities. With a focus on community engagement and social justice, our graduates seek careers in diverse settings, from non-profit and state agencies to counseling, health-care and educational programs as counselors, social workers, teachers, health-care workers and related positions. The students are encouraged to develop a scientific temper. Familiarizing them with the use of newer technologies, methods in family and community linkages, and sustainable use of resources for human development are the hall mark of education in Home Science. As a discipline Home Science integrates the ingredients of the sciences, social sciences and technology to facilitate the study of and enhance the quality of human life. Its approach is therefore inherently interdisciplinary. Traditionally, Human Development has adopted anecological approach in its curriculum that engages the student through teaching, research and extension.

Vision:

Multi-disciplinary department devoted to understanding the nature of human development across the lifespan in aculturally diverse, changing and complex world.

Mission:

Human Development is a multidisciplinary department devoted to understanding the nature of human development across the lifespan in a culturally diverse, changing and complex world. Our Endeavour isto apply contextual and systemic frameworks to the study of development and relationship processes through research, teaching and application.

Programme Specific Objectives:

The programme structure and environment encourages research, and outreach opportunities to contribute to the field. The various courses offered in the Department enable students to: Study the domains of human development from the lifespan perspective. Examine the interaction between the child and the socio-cultural systems, including educational settings. Promote competence inscientific study, research in the field, and the use of relevant assess men measures for children. Develop sensitivity and skills in working with children and families. Acquire working knowledge in counseling children and families. Plan and implement programmes for children.

Specific Programme Outcomes

The Department of Human Development focuses on contextual and systemic frameworks to the study of development and relationship processes through research, teaching and application. The Department engages students in acurriculum that values and supports interdisciplinary perspectives and combines classroom learning with field opportunities.

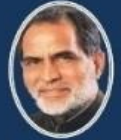
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Title: The Title of the course shall be Master of Human Development

Affiliation: The proposed course shall be governed by the Department of Human Development, Jananayak Chandrashekhar University, Ballia, Uttar Pradesh.

Duration: The total duration of the course shall be of two years, spread over in four Semesters. The course will be conducted on regular basis.

Minimum Eligibility for Admission

As per University guidelines or A three/four-year Bachelor's degree or equivalent in any stream /discipline awarded by a University or Institute established as per law and recognised as equivalent by this University with minimum 50 percentage marks for General and OBC categories and 45 percentage of marks for SC, ST and Persons with Disability categories or equivalent grade, shall constitute the minimum requirement for admission to the Master of Arts in Home Science programme. Reservation of seats for various categories shall be as per the Uttar Pradesh State Government rules and regulations.

Admission Procedure

Admission procedure will take place according to the University Norms (Jananayak Chandrashekhar University, Ballia) and guidelines in this regard.

Medium of Instruction

The Medium of Instruction will be English/Hindi.

Attendance

As per University Norms or Minimum 75% shall be compulsory.

Structure of the Course

Assessment of Theory Papers (Each): (75 Marks)

A. Internal Marks:	(25 Marks)
1. Theory Test :	15 Marks
2. Assignment :	05 Marks
3. Attendance and Behaviour :	05 Marks
B. External Marks:	(50 Marks)

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MA HUMAN DEVELOPMENT

Semester-wise Title of the Papers

Year	Sem	Course Code	Course Name	Theory/ Practical	Credit	Maximum marks
1	I	HSHD101	Research methodology in Home Science	Theory	4	75
		HSHD102	Statistics and Computer Application	Theory	4	75
		HSHD103	History and Theories of Human development	Theory	4	75
		HSHD104	Advance Study of Human Development-I	Theory	4	75
		HSHD105	Practical Related to all Theory Papers	Practical	4	100
		HSHD106	(Minor Elective for the students of other faculty) Basic Home Science	Theory	4	100
		HSHD107	Research Project Part-I	Report	-	
			Total		24	500
	II	HSHD201	Adolescence and Youth Theory	Theory	4	75
		HSHD202	Principles of Guidance and Counselling	Theory	4	75
		HSHD203	Parenting in Early Childhood.	Theory	4	75
		HSHD204	Management of Programme for Children and Family	Theory	4	75
		HSHD205	Practical Related to all Theory Papers	Practical	4	100
		HSHD206	Research Project Part-II	Report	8	100
		Total		28	500	
2	III	HSHD301	Advance Study of Human Development- II	Theory	4	75
		HSHD302	Early Childhood Care and Education	Theory	4	75
		HSHD303A/ HSHD303B	Optional (any one) Development of Creativity/ Personality Development	Theory	4	75
		HSHD304A/ HSHD304B	Optional (any one) Study of Family in Society/ Adolescence Relation and well-Being	Theory	4	75
		HSHD305	Practical Related to all Theory Papers	Report	4	100
		HSHD306	Research Project Part-I	Report	-	
			Total		20	400
	IV	HSHD401	Persons with Disabilities	Theory	4	75
		HSHD402	Care of Children with Disabilities and illnesses.	Theory	4	75
		HSHD403A/ HSHD403B	Optional (any one) Scientific Writing/ NGO Management&CSR	Theory	4	75
		HSHD404A/ HSHD404B	Optional (any one) Entrepreneurship Development / Communication System and Mass Media	Theory	4	75
		HSHD405	Practical Related to all Theory Papers	Practical	4	100
		HSHD406	Research Project Part-II	Report	8	100
		Total		28	500	
		Grant Total			1900	

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Semester	I		
Course Code	HSHD101		
Course Title	RESEARCH METHODOLOGY IN HOME SCIENCE		
Credit	4	Maximum Marks	25+50

Course Objective:

1. To understand the significance of research methodology in home science.
2. To compare and contrast Quantitative and qualitative research approaches.
3. To identify appropriate sampling methods. Measurement scales and tools of data collection and appropriate uses of each.
4. To demonstrate knowledge of the key steps of a research process in both experimental and observational research.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- Meaning objectives and significance of research in Home Science.
- Compare and contrast quantitative and qualitative research approaches.
- Identity appropriate sampling methods, measurement Scales and tools of data collection and appropriate uses of each.
- Demonstrate knowledge of the key steps of a research process in both experimental and observational research.

Unit	Course Content
I	Research-Meaning, Purpose and approaches <ul style="list-style-type: none">• Exploration, Description, Explanation.• Scientific method and research.• Quantitative and qualitative approaches. Research Designs-Experimental and observational.
II	Social Research: <ul style="list-style-type: none">• Concept, Nature, Scope.• Types of Research in HomeScience. Conceptualization and Measurement <ul style="list-style-type: none">• Variables, Concepts and measurement.• Levels of measurement.• Units of analysis.
III	Sampling & Tools <ul style="list-style-type: none">• Role of sampling in research.• Types of sampling. Research tools and techniques <ul style="list-style-type: none">• Validity and reliability.• Interviewing and observational methods.• Scales.
IV	The Research Process <ul style="list-style-type: none">• Defining the problem, research questions, objectives, hypotheses.• Review of related literature and originality in writing.• The planning the research. The research process subjects context and ethics. Methodology and tools Data reduction, analysis and representation. Citation formats: In medical science, Social Sciences.

References:

- Black, J.A. and Champion, D.J. (1976): Methods and Issue in Social Research. New York: John Wiley and Sons.

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- Bhatnagar, G.I. (1990): Research Methods and Measurements in Behavioral and Social Science, Agri Cole Publishing Academy, new Delhi.
- Bandarkar, P.J. and Wilkinson, T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.
- Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory Procedure and Techniques, Sage Publication, California.

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Semester	I		
Course Code	HSHD102		
Course Title	STATISTICS AND COMPUTER APPLICATION		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">1. To understand the role of statistics & Computer Application in research.2. To apply statistical techniques to research data for analyzing and interpreting data.3. To understand the significance of statistics and research methodology in Home Science research.4. To understand and apply the appropriate statistical technique for measurement and testing.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Identify various types of data measurement tools/tests/procedures and understand the concept of standardization and reliability and validity.• Apply various data reduction and coding methods on quantitative and qualitative data.• Organize the data and effectively use appropriate quantitative and qualitative statistical software's for analysis of data.• Draw conclusions and interpretations from the analyzed data and write reports.			
Unit	Course Content		
I	<ul style="list-style-type: none">• Conceptual understanding of statistical measures, Classification and tabulation of data,• Frequency distribution, histogram, Frequency, Polygons, Ogive• Measurement of central tendency- Mean, Median, Mode and their uses with examples and their advantages and disadvantages .		
II	Measure of Dispersion <ul style="list-style-type: none">• Significance and methods used in studying dispersion(range, quartile deviation ,mean deviation and standard deviation) with their uses, advantages and disadvantages• Normal Distribution-Use of normal probability Tables.• Parametric and non-parametric tests,• Testing of hypothesis, Type I and type II errors, Levels of significance.• Correlation, Coefficient of correlation, ranks correlation. Regression and prediction		
III	Fundamental of Computer: <ul style="list-style-type: none">• History of Computer• Generation of Computer• Language• Components		
IV	Applications of Computers <ul style="list-style-type: none">• Operating System and Internet.• MS-Windows and Internet. MS Office: MS Word, MS Excel and Power Point.		
References: <ul style="list-style-type: none">• Bandarkar, P.I. and Wilkinson T.S.(2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.• Banerjee, Utpal K. and Sachdeva R.K. Management information system: A New Framework, Vikas Publishing House, Pvt. New Delhi.• Ethen DN: Fundamentals and Statistics.• Garrett, Honery E.(1971): Statistics in Psychology and education, David Heley and co.• Laudon Kenneth C. and London Jane Price, Management information system: A complementary perspective, macmillan Publishing company, New Delhi.• Muijs, D.(2004): Doing Quantitative Research in Education with SPSS. London: Sage.			

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Semester	I		
Course Code	HSHD103		
Course Title	HISTORY AND THEORIES OF HUMAN DEVELOPMENT		
Credit	4	Maximum Marks	25+50

Course Objective:

1. To understand the history, concept, importance, and characteristics of human development, recognize the need for an interdisciplinary approach.
2. To explore and compare major early theories, developmental theories, and personality theories of human development.
3. To examine and compare key theories of learning, including Pavlov, Watson's, Skinner's Thorndike's and Chomsky's theory of language development, as well as Bandura's social cognitive theory.
4. To analyze major theories of cognitive and moral development, including Piaget's, Vygotsky's, Kohlberg's, and the social cognitive theory of morality.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- Explain the history, concept, importance, and characteristics of human development.
- Describe and critically analyze early theories such as Preformationism, Darwin's theory, and Bowlby's theory.
- Describe and critically analyze the principles of Pavlov, Watson's, Skinner's, Thorndike's Chomsky's theory of language development and explain Bandura's social cognitive theory and discuss its implications for social learning and cognitive development.
- Describe and critically analyze Piaget's, Vygotsky's, Piaget's and Kohlberg's theories of moral development, as well as the social cognitive theory of morality.

Unit	Course Content
I	Human Development – History, Introduction, concept, importance and characteristics of Development. Need of Interdisciplinary approach to Human Development, A brief overview of developmental stages of Human Development.
II	Early Theories and Ethological Theories – Preformationism, Darwin's theory, Bowlby's theory. Developmental Theories – Gesell's theory and Baldwin's theory, Bronfenbrenner's Ecological theory. Personality Theories – Psychoanalytical theories of Freud and Erickson, Theories of Self –Field theory of Lewin, Self-actualization theory of Abraham Maslow.
III	Theories of Learning – Pavlov and Watson's classical conditioning, Skinner's operant conditioning, Thorndike's S-R theory, Chomsky theory of Language development. Social Learning and Social Cognitive Theories – Bandura's social cognitive theory.
IV	Cognitive Development Theories – Piaget's theory of cognitive development, Vygotsky's sociocultural theory. Theories of Moral Development – Piaget's theory, Kohlberg's theory, Social cognitive theory of morality.

References:

- Aries, P. (1962). Centuries of Childhood, New York, Knopf.
- Berk, L.E (1996). Child Development. New Delhi: Prentice Hall.
- Bhattacharya. S. (2003). Social Work: An Integrated Approach. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Crain, W. (1992), Theories of Development, concepts and applications New Jersey: Prentice Hall.

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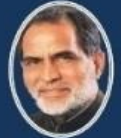
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Semester	I		
Course Code	HSHD104		
Course Title	ADVANCE STUDY OF HUMAN DEVELOPMENT-1		
Credit	4	Maximum Marks	25+50
Course Objective:	<ol style="list-style-type: none">1. To introduce methods of studying human Development.2. To acquaint students with issues related to developments of infants.3. To undertake an advanced study of the stages in human development to adolescence.4. To understand the principles and factors influencing human development in there stages.5. To orient the students regarding the salient factors influencing human development.		
Learning Outcomes:	After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Principals and concepts of growth and development.• Prenatal Development genetic environmental factors, Indian practices during pregnancy, infancy, Birth to 2 Years.• Transition from infancy to childhood, All round development.• Late childhood (7 to 11 years) Physical, Motor, cognitive, moral, language and social development.• Adolescence (11 to 18 years) Transition From Childhood and ethnic group health, sexuality, mental health, delinquency, conformity.		
Unit	Course Content		
I	Development – <ul style="list-style-type: none">• Introduction, Meaning, Definition importance• Principles and concepts of Development.• Principles of growth and development.• Developmental Tasks. Concept of Development <ul style="list-style-type: none">• Basic concepts of development- maturation and learning, critical periods, individual difference, nature- nurture issue.• Secular trend in growth.		
II	Prenatal Development – <ul style="list-style-type: none">• Introduction, Meaning, Definition importance.• Recapitulation of stages in prenatal development, genetic and environmental factors: maternal condition and teratogens.• Importance of Indian practices during pregnancy. Infancy: (Birth- 02 Years) – <ul style="list-style-type: none">• Introduction, Meaning, Definition importance, Characteristics.• The newborn: birth process and the neonate, Physical description, sensory capacities and reflexes. Becoming coordinated-feeding,• Sleeping, crying.• Limitation, objects permanence and other cognitive accomplishments.• Early language development.• Social relationships during infancy.• The cultural experience of being on infant.		

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III	<p>Early Childhood (2-6 Years) –</p> <ul style="list-style-type: none">• Introduction, Meaning, Definition importance.• Characteristic & developmental tasks of early childhood.• Physical, mental, mature, speech, emotional, social moral & personality development during early childhood period.• Early childhood education.• Family relationship in early childhood. <p>Late Childhood (7-11 Years) –</p> <ul style="list-style-type: none">• Introduction, Meaning, Definition importance.• Characteristic and development task of late childhood.• Physical growth, mature skills, moral, personality development & development of understanding during late childhood period.• Social relationship- peers, siblings and parents.• The experience of schooling- academic achievement.
IV	<p>Adolescence (11-18 Years) –</p> <ul style="list-style-type: none">• Introduction, Meaning, Definition importance Characteristics.• Transition from childhood to sexual maturity- puberty and its consequences, Emotional Changes.• Development of formal operations- Adolescent thought, Integration of the self, issues of identity.• Role of family, peers, community and ethnic group.• Moral reasoning and judgment.

References:

- Berk, L.E (1995), Child Development, London: Allyn & Bacon.
- Clarke- Stewart, A. & Friedman, S. (1987) Child Development: Infancy Through adolescence. New York: John Wiley.
- Cole, M. & Cole, S. (1993) The Development of Children. (2nd Ed.) New York, Scientific American Books Freeman & Co.
- Dutt, S. (1998). Moral values in development. New Delhi: Anmol.
- Mussen, P.H. Conger, J.J. Kangar, J.R. Huston, A.C. (1996). Child Development and Personality, New York: Harper & Row.
- Rice, F.P. (1995), Human Development, New Jersey: Prentice Hall.
- Santrocl, JW. & Yusen, S.R. (1998). Child Development: an Introduction. Iowa: Wm. C. Brown Publishers.

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Semester	I		
Course Code	HSHD105		
Course Title	PRACTICAL RELATED TO ALL THEORY PAPERS		
Credit	4	Maximum Marks	100

Course Objective:

- To understand the measurement of centre tendency
- To gain about probability and non probability sampling.
- Apply various data reduction and coding methods on quantitative and qualitative data.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- To learn testing and assessment of infant.
- To learn the preparation project play .
- To understand the data collection process

Unit	Course Content
I	<ul style="list-style-type: none">• Observing infants in various setting.• Perception of different groups/cultures on infants care and development.
II	<ul style="list-style-type: none">• Testing and assessment of infants.• Probability and non Probability sampling methods.
III	<ul style="list-style-type: none">• Designing data collection tools and planning their analysis: In-depth interviews, questionnaire, case studies.• Data collection process: conducting interviews, case studies.• Compiling data and data reduction.
IV	<ul style="list-style-type: none">• Making and analysis of tables and graphs.• Calculation of Standard Deviation Correction.• Prepare a project play based on the information- secured on an existing program in the locality.

References:

- Clarke- Stewart, A. & Friedman, S. (1987) Child Development: Infancy Through adolescence. New York: John Wiley.
- Cole, M. & Cole, S. (1993) The Development of Children. (2nd Ed.) New
- Bandarkar, P.I. and Wilkinson T.S.(2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- Banerjee, Utpal K. and Sachdeva R.K. Management information system: A New Framework, Vikas Publishing House, Pvt. New Delhi.

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Semester	I		
Course Code	HSHD106		
Course Title	(Minor Elective for the students of other faculty) BASIC OF HOME SCIENCE		
Credit	4	Maximum Marks	100
Course Objective: <ol style="list-style-type: none">1. To understand the relationship between food nutrition and health.2. To understand the functions of food, basic concepts of food groups and balanced diet.3. To develop an understanding about the discipline of life span development.4. To enable student to understand the fundamentals of resource management in changing scenario and available resources.5. To learn the concept of extension, it's Philosophy, Principles and Scope.6. To impart the knowledge of textiles fibers and yarns in terms of their production, properties and application.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Comprehend the relationship between food nutrition and health.• Understand the function of food, basic concepts of food groups and balanced diet.• Comprehend the fundamentals of resource management in changing scenarios.• Learn the concept of extension, its philosophy, principles and scope.• Describe textile fibers in terms of their production and properties			
Unit	Course Content		
I	Home Science - Meaning, Importance, objective, History. Different branch of Home Science. Food & Nutrition - Basic Concepts in food and nutrition. Basic terms used in study of food & Nutrition. Understanding relationship between food, nutrition and health. Function of food - Physiological, psychological and social.		
II	Human Development- Concept, Definition, Principles and types. Importance of Human Development from life span perspective. Different stages of Human Development.		
III	Home Management - Meaning, Definition, characteristics. Step - Planning, Origination. Control Evaluation. Elements of Art. Principles of Design. Extension Education - Concept, Scope, Principles, objectives and Philosophy of Extension. Extension Methods & Approaches, Classification, Characteristics and Selection.		
IV	Textile - Terminology and classification of textile fibers and their properties. Identification fibers. Care and storage of textiles. Laundering of textiles. Stain removal labels.		

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- Chadha R. and Mathur Pleds) (2015) Nutrition A Lifecycle Approach. Orient. Blackswan Hyderabad.
- Chanchal, Arora, C., Chopra S. and Rastogi, D. Textile science.
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- Goel s (2016). Management of 1esources for sustainable development. New Delhi. Orient BlackswanPVt. Ltd.
- Kumar and Hansra. (1997), Extension Education for Human Resource Development New Delhi Concept Publishers.
- Mikkelsen, Britha (2002); Methods for Development work and Research, New Dell: Sage Publications.
- Rakhi T and Yadav H (2014) Fundamentals of Food and Nutrition. Elite Publishing House PVt Ltd. Delhi.

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Semester	I		
Course Code	HSHD107		
Course Title	RESEARCH PROJECT PART – 1 (Report)		
Credit		Maximum Marks	
Learning Outcomes: Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science. <ul style="list-style-type: none">• Research project on the current trends in the Home Science.• The project report will be prepared using Research Techniques.			
References: <ul style="list-style-type: none">• Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4th Ed. Harecourt College Publishers.• Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.• Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.• Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.• Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.			

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Semester	II		
Course Code	HSHD201		
Course Title	ADOLESCENCE AND YOUTH THEORY		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">1. To understand the stages of adolescence and youth in human development.2. To study the major developmental characteristics of these stages.3. To appraise the students with different methods and techniques of assessment of adolescence and youth children and expose.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Adolescence stage, developmental tasks, theoretical perspectives.• Physical and sexual development cognitive development.• Identity formation, development of self, social and emotional development, family, peer and friendship, conflict with authority.• School college work and career education and formal training.• Marriage and family relation. Delinquency and disturbance. Juvenile delinquency Psychological disturbances.			
Unit	Course Content		
I	The adolescent stage: <ul style="list-style-type: none">• Its link with late childhood and youth.• The concept of adolescence in India.• Development task of adolescence. Theoretical perspectives Anna Freud, Kagan and Margaret Mead, Indian Perspectives. Adolescence and youth: <ul style="list-style-type: none">• Changes, Challenges and programs to promote optimal development.		
II	Physical and Sexual Development: <ul style="list-style-type: none">• Puberty, development of primary and secondary sex characteristics.• Psychological response to puberty.• Gender differences, Sexuality, Sexual needs and sex education. Cognitive Development: <ul style="list-style-type: none">• Formal operations-Piaget's theory, Intellectual development during adolescence and youth.• The information-Processing view.• Reasoning, thinking critically, reflective, judgment, moral reasoning and judgment.		
III	Identity Formation: <ul style="list-style-type: none">• Different Perspectives: development of self concept.• Indian views on adolescent's identity social and Emotional Development.• Family, peers and friendships, Inter personal relations, Emotional competence.• Conflict with authority. School, College, Work and Career: <ul style="list-style-type: none">• Adolescence and youth in the context of differential opportunities for education and formal training.• Importance of academic achievement and failure, related issues.• Training for career and work.• Important agents of influence.• Family, Community and Culture.		

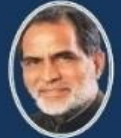
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- Electronic media.

IV

Marriage:

- Legal age and it's relationship to development. Marriage as a family/individual issue.
- Marriage choices and significance of marriage in human development.

Delinquency and disturbance-

- Juvenile delinquency: Causes and prevention.
- Psychological disturbances: depression, suicide, substance abuse.
- Causes of HIV/AIDS and prevention adolescence and youth.

References:

- Balk, D.E. (1995) Adolescent development, New York: Brooks/Cole.
- Erikson, E.H. (1968). Identity: youth and crisis. London: Faber & Faber.
- NIPCCD (2000) Adolescent Girl's Scheme - Anevaluation, New Delhi: NIPCCD.
- Saraswati, T.S & Dutta, R. (1988) Invisible boundaries, Grooming for adult roles. New Delhi Northern Book Center.
- Sharma, N. (1999) Understanding adolescence, New Delhi: National Book Trust.

Rajana Mall Tilwan Jana



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

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Semester	II		
Course Code	HSHD202		
Course Title	PRINCIPLES OF GUIDANCE AND COUNSELLING		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">1. To understand the meaning, need, and scope of guidance and counseling, the principles underlying these practices, and the differences between guidance and counseling.2. To explore different types of counseling, including individual counseling, group counseling, and family counseling, and understand the skills required to be an effective counselor.3. To understand the various types of guidance, including educational, vocational, personal, and group guidance, as well as the roles and functions of guidance agencies at the national and state levels.4. To explore different approaches to counseling, including directive, non-directive, and eclectic counseling, as well as various techniques used in counseling, such as the questionnaire, schedule, and interview techniques.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Define and explain the meaning, need, and scope of guidance and counseling. They will articulate the principles of guidance and counseling and clearly differentiate between the two practices, demonstrating their applications in various contexts.• Describe the characteristics and purposes of individual counseling, group counseling, and family counseling.• Describe and differentiate between educational, vocational, personal, and group guidance.• Describe and differentiate between directive, non-directive, and eclectic counseling approaches, and also explain the application and effectiveness of various counseling techniques, including the questionnaire, schedule, and interview techniques.			
Unit	Course Content		
I	Concept of Guidance and counseling: <ul style="list-style-type: none">• Meaning, Need and Scope of Guidance.• Meaning, Need and Scope of counseling.• Principles of Guidance and Counseling.• Difference Between Guidance and Counseling.		
II	Types of counseling: <ul style="list-style-type: none">• Individual counseling• Group Counseling• Family Counseling Skills of a good counselor		
III	Type of Guidance: <ul style="list-style-type: none">• Educational• Vocational• Personal• Group Agencies of Guidance <ul style="list-style-type: none">• National Level• State Level		
IV	Approaches of counseling: <ul style="list-style-type: none">• Directive counseling.• Non-directive counseling.• Elective counseling. Techniques of counseling: <ul style="list-style-type: none">• Questionnaire technique.• Schedule technique.		

Rajana Mall Thilwan Jangra



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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- Interview technique.

References:

- Bernard. P, (1999). Counseling skills training, New Delhi: Viva Books.
- Manthel, R (1997), Counseling, The skills of finding solutions to problems, London, Rutledge.
- Nicolson, D & Ayers, H (1995), Individual Fulton.
- World Bank (WBI Learning Resource Series).

Rajana Mall Tilwani Jana



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia



A State University established under Uttar Pradesh State University Act 1973

Semester	II		
Course Code	HSHD203		
Course Title	PARENTING IN EARLY CHILDHOOD		
Credit	4	Maximum Marks	25+50
Course Objective:			
<ol style="list-style-type: none"> To understand the significance of parents role in early childhood. To develops skill to involve parents in early childhood education programs. To learn to conduct parent education programs. 			
Learning Outcomes: After successful completion of the syllabus, learners will be able to:			
<ul style="list-style-type: none"> Parenting, task of parenting, being a competent parent individual parenting role. The mothering role the fathering role. Development interaction in early childhood years. Family relation and communication, learning social role and interactions with other, meeting children's needs. Techniques. of parent education in preschool setting informal meeting, Parent library, workshop, Individual meeting. 			
Unit	Course Content		
I	Parenting Introduction: <ul style="list-style-type: none"> Meaning, Definition importance of Parenting. The task of parenting and the concept of parenting skills. Changing concept of parenthood and childhood. Being a competent parent. Individual Parenting Roles: Introduction, Meaning, Definition importance. <ul style="list-style-type: none"> Determinants of parenting behavior, Characteristics of the parenting roles, the fathering role, Concept of family, The family life cycle stages. 		
II	Development Interaction in Early Childhood Years: <ul style="list-style-type: none"> Parent's role in developing self awareness in childhood. Family relations and communication. Helping the child to learn to express and control emotions. Helping children discover personal capacities. Establishing routines and showing responsible behavior: <ul style="list-style-type: none"> Learning social role and interactions with others. Meeting family need during this stage. Meeting children's needs 		
III	Techniques of Patent Education in Preschool setting: <ul style="list-style-type: none"> Informal Meeting: Occasional/accidental/meeting. Writing/Printed newsletters, Circulars, notices etc. Parent library, toy library. Workshops/demonstration center. Parenting Skills <ul style="list-style-type: none"> Parent's corner, Open House, Large/Small meetings, Individual meeting. Home visits, individual session. Working with Vulnerable families. 		
IV	Parent Education and Support: <ul style="list-style-type: none"> Role of professionals. Parent as Family workers. Flexibly to different need. Personal development for parents. Parent education, positive parenting, community education. Early childhood Education <ul style="list-style-type: none"> Early childhood care an education-activates to promote holistic development. 		

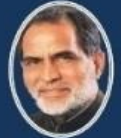
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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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- Influence of family, peers, school, community and culture on personality development.
- Family studies-family in crisis, family in crisis, family therapy, initiatives for child-development.

References:

- Bornstein, M.-M (Eds.) (1991): Cultural approaches to parenting, New Jersey: Lawrence Erlbaum Associates.
- Binger. J (1979): Parent child relation An Introduction to Parenting, N.Y. : Mc Milan Publications.
- Brim. Harman (1980): Learning to be parents, principles programmer and methods saga publications.
- Evas, J.L. Myers, R.G. and Held. E.H. (2000): Early childhood counts: A Programming guide on early childhood care for development, Washington: The

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Jananayak Chandrashekhar University, Ballia



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Semester	II		
Course Code	HSHD204		
Course Title	MANAGEMENT OF PROGRAMME FOR CHILDREN AND FAMILY		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">1. To understand the purpose scope and challenges in the management of Programs for children and families.2. To understand the various approaches to programs management.3. To offer students the opportunity to apply & translate the theoretical knowledge in to practice.4. To organize, implement & Evaluate Programs for children & family.5. To critical evaluate & review program models.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Understand the management of programs for children and families scope.• Various scope of programs management.• Easley Translate and apply anything about knowledge.• Focus to know about implement, organize and evaluate program.• To know the program models.			
Unit	Course Content		
I	Management: <ul style="list-style-type: none">• Meaning and importance of management.• Management Skills.• Review of success & failure of different programs.		
II	Programs for Children: <ul style="list-style-type: none">• Identification of specific programs for children.• Types of programs & their management.• Family welfare- approaches, programs and challenges, role in national development.• Family counselling.		
III	<ul style="list-style-type: none">• Trends and issues related to life span development –Infancy.• Trends and issues related to life span development–Early Childhood.		
IV	<ul style="list-style-type: none">• Trends and issues related to life span development.• Adolescence, Young Adulthood.• Trends and issues related to life span old age.		
References: <ul style="list-style-type: none">• Chaudhary. P(1985): Child welfare services, NewDelhi, Atmaram & Sons.• Greval,J.S.(1984): Early childhood Education Foundations & Practice, Agra: National Psychological Corporation.• HildbrandV.(1984):Management of child development– Centers, NewYork: Collier Macmillan Publishing, 1984.• Mohanty,J,MohantyB.(1984):Early Childhood care & Education, NewDelhi:Deep&Deep.• Development Hankbook. NewYork: Centre for applied research in education.			

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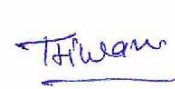
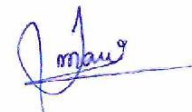
जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	II		
Course Code	HSHD205		
Course Title	PRACTICAL RELATED TO ALL THEORY PAPERS		
Credit	4	Maximum Marks	100
Course Objective: <ul style="list-style-type: none">• To develop skill to involve parents in early childhood education programs.• To learn to conduct workshops for parents.• To learn about the counselling process			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Development interaction in early childhood years. Family relation and communication, learning social role and interactions with other, meeting children's needs.• Techniques of parent education in preschool setting informal meeting. Parent library, workshop, Individual meeting.			
Unit	Course Content		
I	<ul style="list-style-type: none">• Conducting home visits and interviewing/talking to parents.• Arranging workshops for parents.• Organizing parent education programs based on parents needs.		
II	<ul style="list-style-type: none">• Conducting parent-teacher meetings.• Reports and resource files to be maintained by students. Interactions with practicing counselors and therapists hospitals etc.• Learn about the counselling process role play, mock sessions etc.		
III	<ul style="list-style-type: none">• Planning and working with children and parents.• Case profile to study adolescence/young adulthood/late adulthood.		
IV	<ul style="list-style-type: none">• Workshops –managing emotions with reference to relationships and to learn crisis management.• Methods of promoting well-being-yoga, Self-development resources, counselling.		
References: <ul style="list-style-type: none">• Brim. Harman (1980): Learning to be parents, principles programmer and methods saga publications.• Saraswati, T.S & Dutta, R. (1988) Invisible boundaries, Grooming for adult roles. New Delhi Northern Book Center.• Sharma, N. (1999) Understanding adolescence, New Delhi: National Book Trust			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	II		
Course Code	HSHD206		
Course Title	RESEARCH PROJECT PART – II		
Credit	8	Maximum Marks	100

Learning Outcomes: Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science.

- Research project on the current trends in the Home Science.
- The project report will be prepared using Research Techniques.

• **References:**

- Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4th Ed. Harecourt College Publishers.
- Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.
- Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.
- Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.
- Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.

Rajana Mall Tilwan Jana



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	III		
Course Code	HSHD301		
Course Title	ADVANCE STUDY OF HUMAN DEVELOPMENT-II		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">To understand advanced study of the youth/young adulthood with special on women's health.To understand the factors influencing middle age, marriage and marital adjustment, parenthood, stress and management of stress.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">Describe the biological and developmental perspectives on youth and adulthood. Developmental task in middle adulthood.Describe the Physical and psychological change in women and in men. Women's health problems after menopause.Describe the types and management of stress.			
Unit	Course Content		
I	Youth/Young adulthood (20-35) <ul style="list-style-type: none">Introduction- Biological and developmental perspectives on youth and adulthood.Developmental tasks during adulthood.Marriage and marital adjustment.Erikson's sixth stage of psycho-social development: Intimacy Vs isolation.		
II	Middle adulthood (35-50 years) <ul style="list-style-type: none">Physical continuity and changes. Adult intelligence.Personality development- role in family.Development of the self Inter-generation relationship, Maintaining family relationships, Friendships. Health and Changes: <ul style="list-style-type: none">Menopause and andropause/male climacteric.Physical and psychological changes in women and in men. Behavioral changes.Women's health problems after menopause – Heart disease, Bone loss and osteoporosis. Breast cancer, Hormone replacement therapy.		
III	Late Adulthood(50-65 Years): <ul style="list-style-type: none">Continuity and change in personality– the family life cycle. Social relationship. Grand Parenthood – intergenerational relations.Occupational continuity and change–effect in identity. Retirement from formal work.Health and disease. Old age (65+ Years): <ul style="list-style-type: none">Physical aspect of aging. Change in cognitive abilities and creativity.Psychosocial development. Changes in family life cycle. Health and disease.Death, dying and bereavement.		
IV	<ul style="list-style-type: none">Stress–Types of stress or management of stress.Crises interventions: Marital disorder, Suicide attempts, Disasters and death.		
References: <ul style="list-style-type: none">Berk Laura E. Child Development – 6th edition, Iuinois State university.Rice, F.P. (1992): Human Development: A life Span Approach. New Jersey: Prentice Hall.Schimberg, L.B. & Smith, K.U. (1982) Human Development. New York: Macmillan.Shamrock, J.W. (1997): Life Span Development. Brown and Benchmark.Turner & Jeffry, Donald B. Holt Helms, Winston Rinehear : Lifespan development third edition			

Rajana Mall Thilwan Jomaw



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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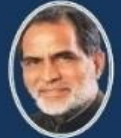
Semester	III		
Course Code	HSHD302		
Course Title	EARLY CHILDHOOD CARE AND EDUCATION		
Credit	4	Maximum Marks	25+50
Course Objective:			
<ol style="list-style-type: none">1. To examine the principles of early childhood care and education, understand the importance, need, objectives, and scope of ECCE.2. To evaluate the contributions of Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, M.K. Gandhi, and Rabindranath Tagore in the development of ECCE.3. To evaluate the contribution of agencies and programs such as ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche, etc., to the development and promotion of ECCE in India.4. To examine the concept of organization and administration of early childhood centers, including the administrative setup, functions of personnel at different levels, building and equipment considerations, staff service conditions, and the role and responsibilities of caregivers/teachers.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to:			
<ul style="list-style-type: none">• To learn the principles guiding early childhood care and education. They will explain the importance, objectives, and scope of ECCE.• To learn the principles, applications, and limitations of Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, M.K. Gandhi, and Rabindranath Tagore in the field of ECCE.• To learn the roles and functions of ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche, and other relevant agencies/programs in promoting early childhood care and education in India.• To learn the organization and administration of early childhood centers. They will explain the administrative setup and functions of personnel at different levels, evaluate building and equipment considerations including location, site, arrangement of rooms, and selection of indoor and outdoor equipment.			
Unit	Course Content		
I	<ul style="list-style-type: none">• Principles of Early Childhood Care and Education.• Importance, Need, Objectives and Scope of ECCE.• Types of preschools/programs: Play School, Day-care, Montessori, Kindergarten, Balwadi, Anganwadi.• Concepts of non – formal, formal and play way method of education.		
II	<ul style="list-style-type: none">• Contribution of the following thinkers in the development of ECCE (Their principles, applications and limitations) in the context of ECCE.• Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, M.K. Gandhi, Rabindranath Tagore.		
III	<ul style="list-style-type: none">• Contribution of the following agencies/programs to ECCE in India. ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.		
IV	<ul style="list-style-type: none">• Organization of Pre-School Centers- Concept of organization and administration of early childhood centers.• Administrative set up and functions of personnel working at different levels.• Building and equipment: Location and site, arrangement of rooms, storage facilities, selection of different types of outdoor and indoor equipment.• Staff/Personnel service conditions and role: Role and responsibilities, essential qualities of a care giver/teacher.• Planning: Setting goals objectives of plans, long term, short term, weekly and daily planning, routine and schedules.		

Rajana Mall Thilwan Jangra



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया Jananayak Chandrashekhar University, Ballia

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- Bhatia & Bhatia (1995): Theory and Principles of education. Doaba House, Delhi.
- Brewer, J.A. (1998) Introduction to early childhood education (3rd Ed.) Boston: Allyn& Bacoh.
- Carol, E.C. and Jan Allen (1993): Early Childhood curriculum university orTennessee, New York: Macmillan.
- Judity, E and Meyers, R.G. (2000): Early childhood counts: A programming guide onearly childhood care for Development. Washington: The world Bank (LearningResource Series).
- Kaul, V. (1997). Early Childhood education program. New Delhi. NCERT.

Rajana Mall Tilwani Jangra



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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Semester	III		
Course Code	HSHD303A		
Course Title	DEVELOPMENT OF CREATIVITY		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">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.4. To become familiar with psychometric measurement and alternate ways of assessing creativity.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Easy to discussing and different the story of creativity.• To develop the personality of the personality as a personality as social.• Understand the context and socialization as development.• Related to psychometric measurement and way to creativity.			
Unit	Course Content		
I	Meaning, Definition and concept of creativity: <ul style="list-style-type: none">• Concept of creativity and highlights of the role of creative expression in overall development of children.• Creative expressions, Meaning and definition of creativity expression. Types and degree of creativity <ul style="list-style-type: none">• Domains, insight and problems solving as related to creativity.		
II	<ul style="list-style-type: none">• Relevance and Scope of the Study of Creativity.• Approaches to the study of creativity, Mystical approach (Divine gift), Psychology dynamical approach (Freud), Psychometric approach (Guildford & Torrance), Cognitive approach (Weisberg), Social personality approach (McKinnon), Confluence approach (Gardner).		
III	<ul style="list-style-type: none">• The Role of individual cognition, abilities, interests, attitude motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles.• Relationship between creativity and intelligence.		
IV	Role of teacher in developing creativity <ul style="list-style-type: none">• Role of teacher in planning and festering creativity expression.• Influence of child-rearing pactices. family. Enhancing Creativity in Planning: Practical Tips and Techniques <ul style="list-style-type: none">• Enhancing creativity brainstorming, Problem solving, creative dramatic & visualization.• Measurement. Psychometric and altermatic methods of assessing creativity		
References: <ul style="list-style-type: none">• Chaddha, N.K (1984): Perspectives in creativity New Delhi: Ess Ess Publication.• Dagar, B.S. (1989): Cultural Education and Creativity. New Delhi: Up pal Publication House.• Khandwalla, P.N. (19898): Fourth eye: Excellence through creativity. Allahabad: AH. Wheeler.• Petty. G (1998): How to be better at creativity. London. Kagan Page (The Industrial Society).• Runco. MA et. Al (eds.) How to be better at creativity Vol. I & II, New York: Academic Press.• Stemnberg, R.J. (ed.) (1999): Handbook of creativity, U.K. : Cambridge University press.			

Rajana Mall Thilwan Jangra



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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Semester	III		
Course Code	HSHD303B		
Course Title	PERSONALITY DEVELOPMENT		
Credit	4	Maximum Marks	25+50
Course Objective: <ul style="list-style-type: none">To understand the personality, success and failure.Easy to discussing the time and stress management.To develop the communication skill and use of information & communication technology in day to day management			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">To learn about positive attitudes and negative attitudes.To knowledge about motivation and its factors .To gain the concept of social media ,E-mail.			
Unit	Course Content		
I	Personality, Success and Facing Failures: Concept of Personality. What a success? Hurdles in achieving success, Factors responsible for success, developing effective habits, what infailure? Factors affecting failures, learning from failures, overcoming failures, power of faith, practicing faith SWOT analysis and Goal- Setting (Specific, Measurable, Achievable, Realistic, Time- bound-Smartgoals)		
II	Attitude & Motivation Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages – Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude. Concept of motivation - Significance – Internal and external motives - Importance of self- motivation- Factors leading to de-motivation		
III	Communication Skills and Digital Etiquettes Communication skills effective reading/writing/listening skills, Hard skills & soft skill, Overcoming stage fear, role of body language, art of professional presentation, use of audio & visuals in presentations, social etiquettes. Use of information & communication technology (ICT) in day-to-day management, Effective use of social media, E-mail etiquette, Netiquette, Useful electronic gadgets and mobile applications.		
IV	Time and Stress Management and Employability Quotient: Time as a Resource, Identifying Time wasters, Techniques for better time management, Introduction to Stress. Resume building, The art of Participating in Group Discussion, Interview session		
References: <ul style="list-style-type: none">Andrews, Sudhir (1988): How to succeed at interviews, 21st (rep.) TataMc Grow-Hill, New Delhi.Covey, Stephen, (1989): The 7 Habits of Highly Effective People. NY: Free Press.Hindle, Tim (2003): Reducing Stress, Essential manager series. DK Publishing.Lucas, Stephen (2001): Art of Public Speaking. Tata-Mc-Grow Hill, New Delhi.Peter S.J., Francis (2011): Soft skills and Professional communication. Tata Mc Grow Hill Education, New Delhi.Smith, B. (2004): Body Language .Rohan Book Company, Delhi.			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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Semester	III		
Course Code	HSHD304A		
Course Title	STUDY OF FAMILY IN SOCIETY		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">1. To familiarize students with the developmental perspective in family life cycle.2. To realize and appreciate universals and variations in family life patterns across cultures and sub-culture.3. To great awareness regarding philosophy, structure, function, need and strengths of families with specific reference to the Indian family.4. To understand theoretical and methodological concern related to family studies.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Understand family as a component of socio-cultural milieu and context.• Approaches and theories in family studies family and societal exchange, influences.• Contemporary issues and concerns family violence.			
Unit	Course Content		
I	<ul style="list-style-type: none">• The family in social context.• Family as a component of social system.• Structure and context.• Family as an evolving and dynamic institution.• Functions of family.		
II	<ul style="list-style-type: none">• Socio-cultural studies of family patterns in India: family structure: Traditional, extended/joint families.• Altercate families: Single parent, childless, female headed families.• Unitary families: Cause and effect of different family structures on changing roles of family.		
III	<ul style="list-style-type: none">• Approaches and theories in family studies: Developmental approach. Interactional approach Institutional approach. Systemic approach. Family life cycle approach.• Cyclical theory. Progressive theory. Structural-Functional theory.• Family and societal Exchange/Influences: Work and family. Education and family. Heath and family. Religion and family.• Ecology and family, Government and family.		
IV	<ul style="list-style-type: none">• Contemporary issues and concerns: Family violence, battered women, child maltreatment, Sexual abuse.• Dowry and family violence. Child rearing and socialization. Gender roles. Divorce and remarriage.• Family welfare: Approaches Programs and national development.		
References: <ul style="list-style-type: none">• Adams,B.N.(1975):Thefamily:ASociologicalinterpretation,Chicago:RandMcNilly.• Anuja,R.(1997): IndianSocialSystem(2ndEd.)Jaipur,Rawat.• Queen,S.A.(1985):TheFamilyinVariousCultures,(5thed.)N.Y.Harper&Raw• Ramu,G.N.(1989):Women,workandMarriageinUrbanIndia:ASTudyofDualand Single Earner Couples. New Delhi,• Rao,U.P.P&Rao.V.N(1985):Marriage:ThefamilyandwomeninIndiaNewDelhi: Heritage.			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	III		
Course Code	HSHD304B		
Course Title	ADOLESCENCE RELATION AND WELL-BEING		
Credit	4	Maximum Marks	25+50
Course Objective: <ul style="list-style-type: none">• To understand the classroom exercise on peer relationship• Understanding self as a male/female adolescent: exercise on self-reflection• Analysis of different forms of media to understand inters personal relationship			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• To learn about writing a brief biography.• To learn about workshops managing emotions and crisis management.			
Unit	Course Content		
I	<ul style="list-style-type: none">• Classroom exercise on peer relationship.• Understanding self as a male/female adolescent: exercise on self-reflection		
II	<ul style="list-style-type: none">• Writing a brief biography by relationship with a close friend.• Relation with parents and sibling—separate interviews.		
III	<ul style="list-style-type: none">• Analysis of different forms of media to understand inters personal relationship.• Workshops—Managing emotions with reference to relationships and to learn crisis management.		
IV	<ul style="list-style-type: none">• Methods of promoting well –being–yoga, self– development resources, counselling.		
References: <ul style="list-style-type: none">• Manthei,R,(1997):Counseling:The skillsoffindingsolutionstoproblems,London: Routledge.• Rice,F.P.(2007):Adolescent:Development:RelationshipsandCulture.• Santrock, J.W. (2010): Life Span: Development: A Topical Approach, New Delhi: Tata McGraw Hill.• Sharma,N.(2009):UnderstandingAdolescence,NewDelhi:NationalBookTrust.			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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Semester	III		
Course Code	HSHD305		
Course Title	PRACTICAL RELATED TO ALL THEORY PAPERS		
Credit	4	Maximum Marks	100
Course Objective: <ul style="list-style-type: none">• To visits the various centres e.g.day care centre,balwadi,anganwadi,mobile creach.• To understand the preparation a resource file on the basis of play way method• To understand the art and craft portfolio• Conducting a home visit to a family known through practice teaching.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• To learn the preparing a program of activities for children with special abilities.• To Conducting a home visit to a family known through practice teaching.• To Planning and executives in ECCE centres			
Unit	Course Content		
I	<ul style="list-style-type: none">• Visits to various centres, which cater to the preschools tage e.g. Day care centre, Balwadi, Anganwadi, Mobile Creach etc.• Preparing a resource file on the basis of play way method/approach.• Preparing teaching material kit and presentation in mock setup-<ul style="list-style-type: none">○ Story and their techniques.○ Types of puppets and mobiles. Flash Cards, Flannel board.○ Art and craft portfolio.○ Song booklet and low cost musical instruments.○ Readiness games and material.○ Picture Talk and object talk related material etc.		
II	<ul style="list-style-type: none">• Preparing a program of activities for children with special abilities.• Planning and executives in ECCE centres.• Conducting a home visit to a family known through practice teaching.		
III	<ul style="list-style-type: none">• Planning of a parent teacher meeting: Stimulation of meeting/event/function planning program evaluation of reporting the programme.• Test of creativity: Torrance test of creative thinking(TTCT), baqer Mehdi's Indian adaptation.• Use of consensual assessment technique to rate the creative work of children and adults(Stories, Poem's and at work).		
IV	<ul style="list-style-type: none">• Preparing ECCE project proposal.• Preparation of brochures, leaflets. Communication documents for parents and public.		
References: <ul style="list-style-type: none">• Brewer, J.A. (1998) Introduction to early childhood education (3rd Ed.) Boston: Allyn& Bacoh.• Carol, E.C. and Jan Allen (1993): Early Childhood curriculum university or Tennessee, New York: Macmillan.• Judity, E and Meyers, R.G. (2000): Early childhood counts: A programming guide onearly childhood care for Development. Washington: The world Bank (LearningResource Series).• Kaul, V. (1997). Early Childhood education program. New Delhi. NCERT			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	III		
Course Code	HSHD306		
Course Title	RESEARCH PROJECT PART – 1		
Credit		Maximum Marks	
Learning Outcomes: Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science. <ul style="list-style-type: none">• Research project on the current trends in the Home Science.• The project report will be prepared using Research Techniques.			
References: <ul style="list-style-type: none">• Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4th Ed. Harecourt College Publishers.• Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.• Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.• Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.• Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



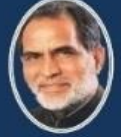
Semester	IV		
Course Code	HSHD401		
Course Title	PERSONS WITH DISABILITIES		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">1. To become aware of various impairments and the manner in which these affect the lives of individuals.2. To identify the physical and social barriers which create difficulties for people with disabilities.3. To understand that there is a wide variation between people with disabilities.4. To become aware of experiences of persons with disabilities and recognize that having impairment is only one aspect of their lives.5. To develop an understanding of their rights.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• To learn various approaches in defining and understanding disability.• To learn Attitudes of people towards disability.• To learn Classification of impairment.• To learn Use of Assistive devices.• To learn Persons with disability act (PWD Act.).			
Unit	Course Content		
I	Disability <ul style="list-style-type: none">• Various approaches in defining & understanding disability.• Classification of impairment. Physical, Intellectual, Emotional, Sensory.		
II	Past and Present Perceptions Towards Disability: A Historical Perspective <ul style="list-style-type: none">• The role of context in the meaning of normality and disability.• Attitudes of people towards disability Assessment for inclusion: rethinking contemporary strategies in assessment design <ul style="list-style-type: none">• The philosophy of inclusion.• Techniques of identification and assessment.		
III	Disability Barriers to Inclusion <ul style="list-style-type: none">• Physical & Social barriers in the development of persons with disabilities.• Modification physical & Social environment, enabling participation of persons with disabilities as a contributing member of society. What is assistive technology, Assistive Devices <ul style="list-style-type: none">• Use of assistive devices.• The shared and varied experiences of those so affected.		
IV	Disability related statutory provisions and working institutions <ul style="list-style-type: none">• Persons with disability act (PWD Act.).• The rights versus needs of persons with disabilities. National Policy for Disabled <ul style="list-style-type: none">• Examples of program and policies for persons with disabilities.• Issues in planning inclusive programmes for persons with disabilities.		
References: <ul style="list-style-type: none">• Baquer, A. (1994): Disabled, Disablement, Disablism, New Delhi, New Delhi, Voluntary Health Association of India.• Council for advancement of people's action and rural technology (CAPART) (1996) Disability: A Strategy to promote the participate of people with disabilities in programmes for rural development, New Delhi. CAPART.			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया Jananayak Chandrashekhar University, Ballia

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- Kar. Chintamani (1992): Exceptional children their psychology & education, New Delhi: Sterling publisher Pvt. Ltd.
- Mangal, SK. (2007): Exception children: An Introduction to special education. New Delhi: Prentice Hall of India.

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	IV		
Course Code	HSHD402		
Course Title	CARE OF CHILDREN WITH DISABILITIES AND ILLNESSES		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">To gain information on different impairment and illnesses that affect children.To be sensitive to desires and wishes of children.To identify and assess impairment, illness, disability and the child's physical and social environment.To plan for inclusive education programmes for children and involving the disabled child in the process.To become sensitive to concerns of parents of children with disabilities and collaborate with them for children's education and development.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">Classification of impairment serious illness.Attitudes of others in the family and community.Use of assistive devices.The rights versus need of the children.			
Unit	Course Content		
I	<ul style="list-style-type: none">Different types of impairments and serious illness, causes and the effects on children.Physical, intellectual, sensory and emotional impairments.Illnesses such as juvenile diabetes, asthma.The philosophy of inclusion.Attitudes of others in the family and community.Techniques for identification and recording progress.		
II	<ul style="list-style-type: none">Physical, Organization and social barriers in the development of children with disabilities, Modification and adaptation of physical and social environmental the meaning of inclusion, enabling participation of children with disabilities in the school and community so that they have a sense of belonging as well as an opportunity to become contributing members.Children and persons with special need, care and support, Special education, Prevention of disabilities rehabilitation.		
III	<ul style="list-style-type: none">Use of assistive devices.Listening to children and including their views in life at school and home.Care of the child in the family;Role of parents, siblings and other members.		
IV	<ul style="list-style-type: none">The rights versus needs of the children.Examples of programmes for children with disabilities, innovative projects.Issue in planning: inclusive care programmes.		
References: <ul style="list-style-type: none">Chopra,G.(2012):Early Detection on Disabilities and persons with disabilities in the community. New Delhi: Engage Publications.D.Mitchell&R.I.Brown(Eds.) Early Intervention studies for young children with special need (PP 19-49) London Chapman and Hall.Date.N(1996).Working with families of children with special need London:Routledge.Liver,M.(1996):Understanding Disability, from theory to Practice, London:Macmillan Press.Sharma,N.(Ed2010):The socialecology of Disability-TechnicalSeries-3 LadyIrwin college Delhi: Academic Excellence.			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	IV		
Course Code	HSHD403A		
Course Title	SCIENTIFIC WRITING		
Credit	4	Maximum Marks	25+50
Course Objective: <ul style="list-style-type: none">To be able to appreciate and understand importance of writing scientifically .To develop competence in writing and abstracting skills.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">Able to understand of writing scientifically.Improve to develop writing and abstracting skills.			
Unit	Course Content		
I	<ul style="list-style-type: none">Scientific writing as a means of communication Different forms of scientific writing. Articles, Journal, Research note reports, Review articles, Monographs. Dissertations, Bibliographies, Book Chapters and articles.How to formulate outlines: The reasons for preparing outlines: As a guide for plan of writing, As skeleton for the manuscript kinds of outline, Topic outlines, Conceptual outlines, Sentence outliner, Combination of topic and sentence outlines.		
II	<ul style="list-style-type: none">Drafting titles, subtitles, tables illustrations, Tables as systematic means of presenting data in rows and columns and lucid way of indication relationships and result.Formatting tables: Title, Bodystab, Stabcolumn, Columnhead, Spannerhead, Box head,Appendices: Use and guidelines.The writing process, Getting Started: Use outline as a starting device, Drafting, Reflecting, Re-reading, Checking Organization, Checking heading, Checking content, Checking clarity, checking grammar.Brevity and precision in writing .Drafting and re-drafting based on critical evaluation.		
III	<ul style="list-style-type: none">Introduction, Review of literature, Methods, Result and discussion, Summary and abstract, References.Ask questions related to: context. Continuity, clarity, Validity internal consistency and objectivity during, writing each of the above parts.		
IV	<p>The question: The question to be addressed, Rationale and importance of the question being addressed, Empirical and theoretical frame work, Presenting pilot study/data or background information, Research proposed and time frame, Specificity of methodology.</p> <ul style="list-style-type: none">Organization of different phases of study.Expected out of study and its implications.Budgeting.Available infra-structure and resources, Executive summary.		
References: <ul style="list-style-type: none">Human,E.&Montagnes,I.(Ed.)(1997):Thethesisandthebook.New Delhi:VistaarLock, L.F.andother(1987):Proposalsthatwork:Aguideforplanningdissertations& Grant proposals (2nd Ed.) Beverly Hills: Sage.Mullins.C.J.(1997):Aguidetowritingandpublishingin socialandbehavioural sciences. New York: John Wiley & Sons.Stemberg,R.J.(1991):Thepsychologist'scompanion:Aguidetoscientificwritingfor students & researchers, Cambridge: CUP.			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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Semester	IV		
Course Code	HSHD403B		
Course Title	NGO MANAGEMENT & CSR		
Credit	4	Maximum Marks	25+50
Course Objective: <ul style="list-style-type: none">To understand the characteristics ,structure ,function ,historical perspective of NGO.To understand the problem of NGO.To understand the Proposal Writing Under NGO.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">To learn the Contribution of NGO in The Development Role of Development Communicator in developing NGO.To learn the Accountability and impact assessment for NGOs.			
Unit	Course Content		
I	Concept of NGO: <ul style="list-style-type: none">Meaning of NGO and GO (Government organization).Difference between Government organizations and NGO.Characteristics of good NGO.Structure of NGO.Functions of NGO.Historical Perspective of NGO.Advantages of NGO.Present Status of NGO.Contribution of NGO in The Development Role of Development Communicator in developing NGO.		
II	Starting of NGO: <ul style="list-style-type: none">Steps for starting NGO.Registration of NGO.Selection of Personnel.Training of Personnel.Proposal Writing Under NGO.Identifying Funding Agencies.Resource Mobilization.Planning, Implementation and Evaluation Strategy.Under NGO.PR in NGO.		
III	NGO Management: <ul style="list-style-type: none">Organizational types and structures.Managing People and Teams in NGOs.NGO Management Competencies.Applying NGO Principles and Values.Accountability and impact assessment for NGOs.		
IV	Problems of NGO: <ul style="list-style-type: none">Training.Recruitment.Funding.Resource Mobilization.Documentation. Learning Experiences:		

Rajana Mall Thilwan Jangar



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhra University, Ballia

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- Visit of Local NGO.
- Studying the Annual Report of NGOs.
- Studying the Ongoing Activities.
- Studying the Problems.

References

- D.Mitchell&R.I.Brown(Eds.) Early Intervention studies for young children with special need (PP 19-49) London Chapman and Hall.
- Date.N(1996).Working with families of children with special need London:Routledge.
- Kar. Chintamani (1992): Exceptional children their psychology & education, New Delhi: Sterling publisher Pvt. Ltd.
- Mangal, SK. (2007): Exception children: An Introduction to NGO. New Delhi: Prentice Hall of India.

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Jananayak Chandrashekhar University, Ballia

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Semester	IV		
Course Code	HSHD404A		
Course Title	ENTREPRENEURSHIP DEVELOPMENT		
Credit	4	MaximumMarks	25+50
Course Objective: <ol style="list-style-type: none">1. To understand the meaning and concept of entrepreneurship and its ecosystem.2. To learn about the importance of entrepreneurship development of Indian economy.3. To Sensitize and orient students towards identifying entrepreneurial opportunities and market potential.4. To import Knowledge for setting up an enterprise and its management.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem in context of India.• Appreciate the role of entrepreneurial motivation and creativity in innovation.• Develop skill in project identification, formulation and appraisal.• Gain insight into setting up an enterprise and its management.			
Unit	Course Content		
I	Entrepreneurship Development: Entrepreneurship:- Concept, significance, stage, growth process, entrepreneurship development in India, entrepreneurship education model. Barriers. Entrepreneurship: Characteristics, Competencies, types, styles, gender issues, role demands and challenges.		
II	Entrepreneurship Development: Entrepreneurship ecosystem: Domains (accessible markets, availability of finance, conducive culture, quality human capital, progressive policy framework and arrange of institutional support)Creativity and Innovation.Entrepreneurial Motivation.		
III	Enterprise Planning and Launching: <ul style="list-style-type: none">• Types of enterprise, Classification based on capital, product, location, ownership pattern and process.• Project Identification: Idea generation, sensing business opportunities, feasibility study.• Project formulation: project report & its components, writing a business proposal.• Project appraisal: Technical, marketing, financial, legal and environment.		
IV	Enterprise management: <ul style="list-style-type: none">• Production management- Organizing production, input-output cycle-ensuring quality.• Marketing management- Understanding markets and marketing: types, functions & marketing mix.• Financial Management- Concept, types and source of finance, financial ratios & projections.• Human resource management- Concept, significance, practices, Challenges.• Network analysis.• Business ethics.		
References: <ul style="list-style-type: none">• Bhawal,C.P(2005):Entrepreneurship and Entrepreneurial Development.New Royal Company. Lucknow.• Charantimath.P.M(2008):Entrepreneurship development and small Business Enterprises. Pearson Publications.• Chabbra,T.N.(2015):Entrepreneurship development. NewDelhi:SunIndia.• Taneja&Gupta.(2001):Entrepreneur development- New Venture Creation. NewDelhi: Galgotia Publishing Company.• Desai.(2011):Entrepreneurial Development Potential Beyond Boundaries: Himalaya Publishing			

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Jananayak Chandrashekhar University, Ballia

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Semester	IV		
Course Code	HSHD404B		
Course Title	COMMUNICATION SYSTEM AND MASS MEDIA		
Credit	4	Maximum Marks	25+50
Course Objective: <ol style="list-style-type: none">1. To understand the importance of communication.2. To gain understanding of various communication systems.3. To develop skill for communication ability.4. Importance of audio visual aids in communication.			
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none">• Concept, element, process and functions of communication.• Understanding of various communication systems. Types of communication.• Gain insight into the range and scope of traditional media.• Mass media, ICTs and News Media especially for social change.			
Unit	Course Content		
I	<ul style="list-style-type: none">• Concept of communication.• Elements and Process of communication.• Function of communication.• Non verbal communication-Sign, Gestures, body movement.• Verbal communication- Language and written communication.		
II	<ul style="list-style-type: none">• Types of communication- Intrapersonal, Inter Personal, Group communication and mass communication. Feedback in communication- types of feedback <ul style="list-style-type: none">• Characteristics and method of feedback.• Elements of effective communication.• Barriers to communication.		
III	<ul style="list-style-type: none">• Print Media-Origin, development characteristics of Newspaper.• New agencies-United News of India (UNI), Press Trust of India (PTI) Reuter, toss etc.• Magazine- Format, Types and organization.• Concept of News, Values, Sources of News, Structure of News Report.• Features article, editorial.		
IV	<ul style="list-style-type: none">• Mass communication- Concept, Significance, Factions and elements.• Theories and models of mass communication.• Mass Media-Characteristics and significance of print, electronic and web based media.• Print Media: Types, nature, Characteristics, reach, access.• Radio: types, nature characteristic, reach, access.• Television and cinema: types, nature characteristic, reach, access.• ICTS: types, nature characteristic, reach, access.		
References: <ul style="list-style-type: none">• Anand,S.&Kumar,A.(2016):Dynamics of Human Communication. NewDelhi:Orient Black Swan. ISBN: 9788125063254.• Barker,LarryLee.(1990):Communication, Eagle wood cliffs, New Jersey:Prentice Hall.• Baran,S.(2014):Mass communication Theory. Wads worth publishing.• Devito,J.(1998): Human communication. New York: Harper & Row.• McQual,D.(2000):Mass communication Theories, London: Sage Publications.• Stevenson,D.(2002):Understanding Media Studies: Social Theory and Mas			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

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Semester	IV		
Course Code	HSHD405		
Course Title	PRACTICAL RELATED TO ALL THEORY PAPERS		
Credit	4	Maximum Marks	25+50
Course Objective:			
<ul style="list-style-type: none">To understand the Assistive devices for orthopaedic and locomotive impairment, names, utility and availability.To understand the Case Study of an organization for young children with disabilities with particular reference to its physical and social environment			
Learning Outcomes: After successful completion of the syllabus, learners will be able to:			
<ul style="list-style-type: none">Visits to organisations working with children with disabilities.Observation of school, survey of attitudes of people towards disability.Preparation of teaching aids for visual impairments.			
Unit	Course Content		
I	<ul style="list-style-type: none">Visits to organisations working with children with disabilities.Observation of school, survey of attitudes of people towards disability.Assistive devices for orthopaedic and locomotive impairment, names, utility and availability.		
II	<ul style="list-style-type: none">Preparation of teaching aids for visual impairments.Educational program for hearing impairments.Observation and Evaluation of any speech therapy centre.		
III	<ul style="list-style-type: none">Community education program for impaired child.Case study of a child with disability.Case Study of an organization for young children with disabilities with particular reference to its physical and social environment.		
IV	<ul style="list-style-type: none">Visit to rehabilitation centre.Collection of pictures & Brochures of assistive devices.		
References:			
<ul style="list-style-type: none">Brewer, J.A. (1998) Introduction to early childhood education (3rd Ed.) Boston: Allyn& Bacoh.Carol, E.C. and Jan Allen (1993): Early Childhood curriculum university orTennessee, New York: Macmillan.Judity, E and Meyers, R.G. (2000): Early childhood counts: A programming guide onearly childhood care for Development. Washington: The world Bank (LearningResource Series).			

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Semester	IV		
Course Code	HSHD406		
Course Title	RESEARCH PROJECT PART – II		(Report)
Credit	8	Maximum Marks	100
Learning Outcomes: Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science. <ul style="list-style-type: none">• Research project on the current trends in the Home Science.• The project report will be prepared using Research Techniques.			
References: <ul style="list-style-type: none">• Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4th Ed. Harecourt College Publishers.• Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.• Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.• Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.• Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.			

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