RE-920
13.8.2026

UNIVERSITY OF CALCUTTA

Notification No. CSR/96/2026

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 05.08.2026, approved the Syllabus of 2-year (Four Semester) M.Sc./ M.A. Course of Study in Home Science (Human Development), under NEP guidelines, as laid down in the accompanying pamphlet.

The above syllabus shall take effect from the academic session 2026-2027 and onwards.

12/08/2026

Prof.(Dr.) Debasis Das
Registrar

SENATE HOUSE
Kolkata-700073
12.08.2026

M.A./ M.Sc. in Home Science (Human Development) - NEP

(Two Years Syllabus)

Total Credits: 80

PROGRAM EDUCATIONAL OBJECTIVES (PEOs):-

- To enable students to describe the typical development of individuals from conception to late adulthood.
- To analyze and evaluate major theoretical frameworks that explains individual development in the social context of family, community, culture and larger environment.
- To understand the divergent development route that may occur in response to a range of bio-psycho-social issues.
- To develop effective skills and provide intervention to deal with personal and family issues through scientific measures.
- To enable the understanding and develop skills to establish Entrepreneurial setups and Human Resource Development centres.
- To understand the rights and developmental needs of special children & women

PROGRAMME OUTCOMES (POs):

- To encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship.

- To generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- To promote research, innovation and design (product) development favouring Human Development.
- To encourage skill development, innovation and capacity building for initiating entrepreneurship.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

Completion of this programme will enable the students to be engaged in various fields:

- government sector
- working with NGOs as Social workers
- ECCE educators, jobs as a PO's, CDPO's
- Special educators
- researchers, teachers etc.
- entrepreneurship, particularly, in the area of Early childhood education sector.

HD – PG – NEP Syllabus – 1st& 2nd Semester

Semester	Course Code	Paper	Theory/Practical	Credit	Marks
I	HMD411	Theories of Human Development	TH	4	50
I	HMD412	Advanced Studies in Early Childhood Care and Education	TH	4	50
I	HMD413	Approaches for Management of Children with Special Needs	TH	4	50
I	HMD414	Gender Studies and Empowerment of Women & Gender Diverse Persons	TH	4	50
I	HMD415	Techniques of Assessment of Young Children/Special Needs Children/ Adolescents, Youth and Adults	PR	4	50
Semester	**Course Code**	**Paper**	**Theory/Practical**	**Credit**	**Marks**
II	HMD421	Research Methodology	TH	4	50
II	HMD422	Advanced Application of Statistics in Human Development	TH	4	50
II	HMD423	Application of Basic Computer and Statistical Packages in Human Development	TH+PR	2+2	25+25
II	HMD424	Entrepreneurial Venture /Start-up Designing in Human Development Sector	TH+PR	2+2	25+25
II	HMD425	Research Project (Review of Literature based Report)	PR	Report-3 Viva - 1	40+10

HD – PG – NEP Syllabus – 3rd & 4th Semester

Semester	Course Code	Paper	Theory/ Practical	Credits	Marks
III	HMD511	Advanced Child Study	TH	4	50
III	HMD512	Adolescence and Youth: Challenges and Guidance	TH	4	50
III	HMD513	Adulthood and Aging: Challenges and Care	TH	4	50
III	HMD514	Mental Health in Developmental Perspectives	TH	4	50
III	HMD515	Advanced Guidance and Counselling	TH+PR	2+2	25+25
Semester	**Course Code**	**Paper**	**Theory/ Practical**	**Credits**	**Marks**
IV	HMD521	Advanced Extension Education, Techniques and Community Development	TH	4	50
IV	HMD522A	Literature, Media and Children	TH	4	50
	HMD522B	Clothing and Textiles	TH	4	50
IV	HMD523A	Family Health & Nutrition	TH	4	50
	HMD523B	Home and Community Resource Development	TH	4	50
IV	HMD524	Family Counselling and Family Therapy	TH+PR	2+2	25+25
IV	HMD525	Dissertation (Part-I, Part-II)	PR	2+2	25+25

P.G. DETAILED SYLLABUS-NEP-2020 IN HUMAN DEVELOPMENT

Semester I

HMD411- Theories of Human Development (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *Organize knowledge and explain the nature of various developmental changes from prenatal period to adolescence.*
2. *Use the skills to manage issues that impact human development*
3. *Relate to various developmental theories and perspectives.*
4. *Critically appreciate theories of behavior and development.*
5. *Understand the practical application of personality theories.*

Course Content:

1. Theories of early social development: Bowlby's theory of attachment; Harlow's ethological researches.
2. Psychoanalytic theories of Freud and Erikson- Implications for child rearing practices.
3. Cognitive developmental theories: Piaget's theory of cognitive development, Neo- Piagetian studies; Vygotsky's socio-cultural theory.
4. Theories of learning: Pavlov's theory of classical conditioning; Skinner's theory of operant conditioning; Bandura's social learning theory.
5. Kohlberg's theory of moral development.

References:

1. Hall, C. S., Lindzey, G. and Campbell, J.B. (1998). *Theories of Personality*. 3rd Ed. New York: Wiley.
2. Heidbreder, E. (1990). *Seven Psychologies*. New Delhi: Kalyani Publishers.
3. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
4. Marx, M. H. and Cronan- Hillix, W. A. (1987). *Systems and theories in psychology*. 4th Ed. New York: McGraw- Hill.
5. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
6. Smith, E.E., Nolen – Hoeksema, S., Fredrickson, B., Loftus, G.R., Bem, D.J. and Maren, S. (2003). *Atkinson and Hilgard's introduction to psychology*. 14th Ed. Bangalore: Thomson Wadsworth

HMD412 - Advanced Studies in Early Childhood Care & Education (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *Apply different types of intervention approaches at preschool level.*
2. *Evaluate need of training in ECCE set-up*
3. *Gain the knowledge and insight regarding concerns related ECCE*
4. *Develop the skills and techniques to monitor quality and sustainability of ECCE centres and collaborate with the community conduct parent education.*

Course Content:

1. Early Childhood Education - Definition, Need and importance, aims and objectives, Outcome of early childhood education on all round development.
2. Contributions of Educators and its implications for programme planning: Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey (**Western Thinkers**); Tarabai Modak, M.K. Gandhi, Rabindranath Tagore (**Indian Thinkers**).
3. ECCE - Intervention models and innovative programme and approaches across countries; Role of NEP-2020 and NCERT in India.
4. Role of Parents and community in ECD Programme – Developing sensitivity to cultures and traditions of community, methods and strategies for parents and community; Reasons for involvement and need assessment; effective use of involvement to monitor and enhance programme quality.
5. Issues and concerns related to ECCE/ECD programme – Coverage of populations, reaching the unreached; gender equality and equity; Quality and sustainability; Training of personnel; Accreditation

References:

1. Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
3. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.
5. Adler, S.and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois: Thomas Publication
6. Anderson,P. and Lapp. D. Language skills in elementary education. NY: Mac Millan.
7. Harlan, J. (1984). Science experiences for the early childhood years. Columbus: Charles Merrill.
8. Roopnarine J. L. and Johnson J.E. (2009). Approaches to Early Childhood Education. PHI Learning Private Limited. New Delhi.
9. Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and special education. New York: Mac Millan.
10. Feeney S., Galper A. & Seefeldt C. (2011). Continuing Issues in Early Childhood Education. PHI Learning Private Limited. New Delhi.

HMD413 – Approaches for Management of Children with Special Needs (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *Appreciate the special needs of children with different disabilities and disorders.*
2. *Gain insights into the causes of disability in children, and into their prevention and treatment.*
3. *Sensitize to the similarities and differences between disabled and non-disabled children which will enable them to manage them effectively.*
4. *Appreciate and apply the philosophy of inclusion in educational organizations.*

Course Content:

1. Children with Special Needs – Need for recognizing individual difference; Various approaches to defining and understanding disability – Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children.
2. The role of context in the meaning of normality and disability; attitudes of people towards disability. The philosophy of inclusion; Modification of physical and social environment for inclusive education; Use of Assistive Devices.
3. Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme.
4. Children with multiple disabilities: Autism Spectrum Disorders; Hydrocephalus; Cerebral Palsy; Multiple Sclerosis; Epilepsy –symptoms, causes, identification, assessment, management and rehabilitation.
5. Children with Emotional and Behavioural disorders: Types, Symptoms and Causes, Education and Management.

References:

1. Carson, R. C., Butcher, J.N. and Mineka, S. (1998). *Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
2. Kirk, S.A. (1970). *Educating exceptional children*. Indian Edition. New Delhi: Oxford and IBH.
3. Orelove, F. P. and Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach*. 3rd Ed. Baltimore: Brookes.
4. Skinner, C. E. (1970). *Educational psychology*. New Delhi: Prentice Hall.

HMD414 – Gender Studies and Empowerment of Women & Gender Diverse Persons (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *Appreciate the needs of other gender.*
2. *Gain insights into the problems of gender diverse persons.*
3. *Sensitize community to the similarities and differences between gender*
4. *Appreciate the different theoretical perspectives regarding gender and plan Programmes for their empowerment.*

Course Content:

1. Gender Studies: Changing concept and definition of gender and gender identities.
2. Problems and Issues of Lesbian, Gay, Bi-sexual, Transgender (LGBT) in India.
3. Theoretical approaches to feminism: Liberal; Radical; Post- Modernist; Psychoanalytical.
4. Growth of Women's Studies in India and in other countries, Millennium Development Goals, Women's movement in India
5. Important legislations for women and gender diverse persons: Rights of women and gender diverse persons.

References:

1. Freud, S. (1953). *Three essays on the theory of sexuality, Complete psychological works*, Vol. 7. London: Hogarth.
2. Geetha, V. (2006). *Theorizing feminism: Gender*. Kolkata: Stree.
3. Lacan, J. (1981). *The four fundamental concepts of psychoanalysis*. New York: Norton.

4. Omvedt, G. (1990). *Violence against women: New movements and new theories in India.* Delhi: Kali for Women.
5. Rowbotham, S. (1992). *Feminism and social action*. New York: Routledge.
6. Schneir, M. (ed.) (1995). *The vintage book of feminism*. New York: Vintage.
7. Scott, J. W. (1989). Gender. In E. Weed (ed.) *Coming to terms: Feminism, theory, politics.* New York: Rout ledge.

HMD415 - Techniques of Assessment of Young Children/Special Needs Children/ Adolescents, Youth and Adults (Pr. – 4 credits)

1. Preparation of materials for generating awareness in the community about the hazards during prenatal period.
2. Study of child rearing practices in different eco cultural settings using interview technique with – a) children, b) parents and c) community.
3. Administration of tests & report writing: Coloured Progressive Matrices; Self-Esteem Inventory; Sex-Role Inventory.
4. Visit to any organization for Children with special needs and assessing their behavioural problems by using standardized diagnostic tools.
5. Use of Standardized Tests- meaning, characteristics, types, validity & reliability item writing & item analysis, building rapport, administrating & basic concept of measurement and interpretation, norms & interpretation of test scores.
6. Assessment of academic and social adjustment/ Personality of adolescents using standardized tests.
7. Construction of scales for measuring attitudes towards social problems among the youth.

Semester II

HMD421 - Research Methodology (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *Understand the significance and research methodology in Human Development research.*
2. *Demonstrate knowledge and skills to incorporate most suitable research design.*
3. *Understand and apply the appropriate technique for the measurement scale and design.*
4. *Demonstrate competence in selecting samples, using appropriate tools for data collection and writing research reports.*

Course Content:

1. Research: Definition; scope in Human Development; types of research – Survey, Experimental and Case Study. Selection of a research problem; formulation of hypothesis and basic assumptions.
2. Research design: Definition, principles, purposes & models.
3. Sampling: Definitions of population and sample; types and selection of samples, evaluating a sample.
4. Tools and techniques of data collection; Analysis and interpretation of data; guidelines for presentation of data- tables, graphs and illustrations.
5. Report writing.

References:

1. Broota, K. D. (1989). *Experimental design in behavioural research*. New Delhi: Wiley Eastern.
2. Kerlinger, F.N. (1986). *Foundations of behavioural research*. 3rd Ed. Fort Worth, TX: Holt, Rinehart and Winston.
3. Kothari,C.R. (2001). *Research methodology: Methods and techniques*. New Delhi: Wishwa Prakashan.

HMD422 – Advanced Application of Statistics in Human Development (Th. 4 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *Equip students with the statistical knowledge necessary to design, conduct, and interpret research in Human Development.*
2. *Enable students to understand and apply descriptive and inferential statistical techniques to real-world data related to human growth and behaviour across the lifespan.*
3. *Develop critical thinking skills to evaluate statistical information presented in research articles and reports.*
4. *Prepare students for the practical application of these techniques in their Research Internship/Dissertation or Research Project.*

Course Content:

1. Meaning, need, and importance of statistics in Human Development research, Data and Attributes- definition and characteristics; Nominal, Ordinal, Interval, Ratio Scales; Concept of Independent, Dependent, Control, Confounding variables.
2. Concept of Probability Distribution, PMF and PDF properties, Standardization of the variable, Standard Normal Distribution and its properties, Hypothesis Testing, Type I and Type II Errors, Concept of Standard error and level of significance.
3. Inferential Statistics concept and difference from descriptive statistics, Large sample test for difference in mean, Small sample test for differences (independent and paired sample test), One-way ANOVA (for more than two groups)
4. Test for association, Scatter plot and visualisation of two variables, Correlation analysis (parametric) and Chi Square test (non-parametric), non-parametric alternatives to t test Wilcoxon signed-rank test and Mann-Whitney U test,
5. Understanding the difference between correlation and regression, Concept of simple linear regression (two variable) and prediction

References:

1. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.
2. Pagano, R. R. (2012). *Understanding Statistics in the Behavioral Sciences* (10th ed.). Cengage Learning.
3. Cohen, B. H. (2008). *Explaining Psychological Statistics* (4th ed.). John Wiley & Sons.
4. Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning in Psychology and Education* (3rd ed.). John Wiley & Sons.
5. Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.). Cengage Learning.
6. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE

Publications. *(Especially useful for linking theory with practical software output).*

7. Tabachnick, B. G., & Fidell, L. S. (2018). *Using Multivariate Statistics* (7th ed.). Pearson. *(For advanced topics beyond the scope of this course).*
8. Salkind, N. J. (2016). *Statistics for People Who (Think They) Hate Statistics* (6th ed.). SAGE Publications.
9. Dancy, C. L., & Reidy, J. (2011). *Statistics Without Maths for Psychology*. Pearson Education.

HMD423 - Application of Basic Computer and Statistical Packages in Human Development (Th. 2 credits, Pr. 2 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *Provide hands-on training in using computer software for data management and statistical analysis.*
2. *Enable students to create and manage datasets related to Human Development.*
3. *Develop proficiency in using a statistical software package (e.g., SPSS, JAMOVI, or PSPP) to apply statistical techniques learned in the theory paper.*
4. *Train students to interpret and present computer-generated statistical output in a research context.*

Theory:

1. Basic knowledge of operating systems (e.g., MS Windows) and internet usage, including security measures; Proficiency in MS Word, MS Excel, and MS PowerPoint for academic and professional tasks
2. Understanding the Data View and Variable View (for SPSS/PSPP/JAMOVI), Creating a Data File: Defining variables (name, type, width, decimals, labels, values); Data Entry and Cleaning: Entering data, handling missing data, recoding variables.
3. Graphical Representation of data (Creating Histograms, Frequency Polygons, Bar Charts, and Pie Charts from a dataset); Calculating Mean, Median, Mode, Standard Deviation, Variance
4. Running and interpreting Pearson's and Spearman's correlation coefficients, Conducting an Independent Samples t-test and interpreting the group statistics; Running a One-way ANOVA and interpreting the F-ratio, Performing a Chi-Square test for independence.

Practical:

- Making a PPT
- Creating a data file in SPSS/ PSPP/JAMOVI.
- Conducting test t test/ ANOVA/ Chi Square/ Correlation.
- Interpretation of result table.

References:

1. Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (7th ed.). Routledge.
2. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
3. Argyrous, G. (2011). *Statistics for Research: With a Guide to SPSS* (3rd ed.). SAGE Publications.
4. George, D., & Mallery, P. (2019). *IBM SPSS Statistics 26 Step by Step: A Simple Guide and Reference* (16th ed.). Routledge.

5. Muenchen, R. A. (2011). *R for SAS and SPSS Users*. Springer.
6. Kinnear, P. R., & Gray, C. D. (2010). *IBM SPSS Statistics 18 Made Simple*. Psychology Press.

HMD424 - Entrepreneurial Venture /Start-up Designing in Human Development Sector (Th. 2 credits, Pr 2 credits)

Course Outcomes: At the end of the course the student will be able to:

1. *To orient the students to the concept, need and process of entrepreneurship (qualities and skills).*
2. *To develop competencies and awareness among students regarding market and types of business.*
3. *To make students understand the parameters for selecting and running an enterprise successfully and demonstrate abilities to carry out SWOT at individual and organizational levels.*
4. *To experiment with new entrepreneurial behaviour and develop attitude, motivation and behaviour to be successful entrepreneurs and formulate projects with cost and pricing.*

Course Content:
Theory:

1. Introduction to the Concept of Entrepreneur; Characteristics of Entrepreneur; Qualities of Entrepreneur; Distinction between an Entrepreneur and a Manager; Functions of an Entrepreneur; Types of Entrepreneurs
2. The concept of Idea generation and brain storming; Process planning – plan lay-out/functional layout; SWOT Analysis; Introduction, meaning and importance
3. Understanding Consumer / buyer/ purchaser; basics of Conducting and Analysing Survey and Report Writing
4. Guidelines for processing Project Proposal including methodology to process the endeavour/ venture. [Elements such as, designing, scheming, crafting, costing, profit, break even and methods of pricing]; Introduction to the concept of Advertising, promoting and Publicity; Understanding Packaging, Marketing and Sales.

Practical

- Formulating proposal for designing a Venture / Start up in Human Development Sector [introduction, need/ rationale, procedure/method and contribution to the humankind]

  ***Illustrated ideas*:** Educational Toys and Games for children; recreational activities for adulthood and aging such as, sensory exercises, activity kits, Puzzles for Parkinson's Patients and Adults with Dementia & Alzheimer's; Special Needs Developmental Toys

- Meet two entrepreneurs, preferably one successful and the other unsuccessful, and delineate their entrepreneurial process. Then list out the factors responsible for both successful and unsuccessful entrepreneurs.
- List your own strengths and weaknesses as an entrepreneur. Explain how you can further strengthen your strengths and weaken your weaknesses or even convert your weaknesses into strengths to become a successful entrepreneur

HMD425 - Research Project (Review of Literature based Report - 3 credits, Presentation- 1 credit)

A Research Project (Review of Literature-Based Report) is a systematic academic study that critically examines, evaluates, and synthesizes existing scholarly literature on a specific research topic without involving the collection of primary data. It aims to provide a comprehensive understanding of the current state of knowledge by identifying prevailing research trends, theoretical frameworks, methodological approaches, key findings, inconsistencies, and gaps in the existing literature and directions for future research.

Detailed Syllabus – 3rd & 4th Semester
(Both 2 Year and 1 Year PG)

HMD511: Advanced Child Study – Theory – Credits 4

Course Outcomes: At the end of the course the student will be able to:

1. *Understand biological, cognitive, socio-emotional, and ecological influences on child development.*
2. *Evaluate contemporary issues affecting children.*
3. *Apply developmental principles in assessment, intervention, and policy contexts.*
4. *Develop research and observational skills in child studies.*

Course Content:

1. Significance of prenatal development & Birth process; Role of teratogens; Complications during birth.
2. Neonate & Toddlerhood: Measures of neonatal health and responsiveness, Physical and physiological state of neonates, reflexes and sensory capacities, Significance of stimulation and parental involvement; Social relationships.
3. Early & Middle childhood: Brain development and cognitive functioning; Language and communication development; Emotional development and emotional regulation; The emerging self and the experience of schooling; Academic achievement; Gender roles, Social relationships - peers, siblings and parents.
4. Contemporary Perspectives in Child Development: Advanced theories of development - Information Processing Theory; Bronfenbrenner's Ecological Systems Theory; Developmental resilience and risk factors; Nature–nurture interaction and epigenetics.
5. Child in Changing Social Contexts: Changing family structure and contemporary parenting practices; Family diversity and child development; Digital media and screen exposure and its influence on child development; Cyberbullying; Child rights, child protection and safeguarding; Sustainable Development Goals (SDGs) related to children.

References:

1. Berk, L. E. (1996). *Child development.* New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
3. Mussen, P. Conger, J. J., Kagan, J. and Huston, A. C. (1990). *Child development and personality*. New York: Harper and Row.
4. Papalia, D. E., Olds, S.W. and Feldman, R.D. (2006). *Human development.*9th Ed. New Delhi: Tata McGraw- Hill.
5. Rosenblith, J.F. (1992). *In the beginning: Development from conception to age two years*. 2nd Ed. Newbury Park, CA: Sage.

6. Singh, A. (Ed.) (2015). *Foundations of human development: A life span approach*. New Delhi: Orient Black Swan.

HMD512: Adolescence and Youth: Challenges and Guidance – Theory – Credits 4

Course Outcomes: At the end of the course the student will be able to:
1. To gain knowledge of developmental processes and principles of adolescence and youth.
2. To appreciate the concepts, knowledge and adjustments in various domains of adolescence and youth.
3. To gain insight into the influence of family, culture, community etc. on the adolescents.
4. To engage in critical areas of development of the adolescents and youth.

Course Content:

1. Adolescence and Youth – Definition, Concept of adolescence and Indian Perspectives of adolescent and youth in India.
2. Theoretical perspectives – Biological (G. Stanley Hall); Psychosocial (Erik Erikson, James Marcia); Cognitive (David Elkind); Sociocultural (Urie Bronfenbrenner).
3. Identity formation - Construct of self and development of self-concept & self-esteem; Factors influencing the developments.
4. Relationships during Adolescence and Youth - Parent-adolescent/youth relationship, Sibling relationship; Peer relationship, Heterosexual relationship.
5. Adolescent health, Sexuality, Mental Health and Risk behaviours.

References:

1. Berk, L. E. (1996). *Child development*. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
3. Mussen, P. Conger, J.J., Kagan, J. and Huston, A. C. (1990). *Child Development and Personality*. New York: Harper and Row.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human Development*. 9th Ed. New Delhi: Tata McGraw- Hill.
5. Chauhan, S.S. (2004). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House Pvt. Ltd.

HMD513: Adulthood and Aging: Challenges and Care – Theory – Credits 4

Course Outcomes: At the end of the course the student will be able to:
1. To gain knowledge of developmental processes and principles of adulthood
2. To appreciate the concepts, knowledge and adjustments in various domains of adulthood
3. To gain insight into the issues and challenges of the elderly.
4. To engage in various services and programs for the adults and aged.

Course Content:

1. Introduction to Adulthood and Development – Stages of adulthood; Life span approach; Family and Career perspective; Gender differences in work and career development.
2. Early Adulthood- Importance of social organization- Single life, Marriage and Marital adjustments; Parenthood and Non-parenthood, Divorce and remarriage.

3. Middle Adulthood –Development of Self; Roles in family and Maintaining Family relationship, Friendships; Inter-generation relationships-Parenting adult offspring and their marriage, Health and Disease, Menopause in Women, Adult sexuality; Work and Career development.
4. Late adulthood–Physical aspects of aging; Health and disease; Continuity and change in personality; changes in family life cycle and social relationships.
5. Old age- Work and Retirement; Alternative life styles and Leisure time activities; Death, dying and bereavement.

References:

1. Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi: Tata McGraw – Hill.
3. Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). Child development and personality. New York: Harper and Row.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
5. Roy, S. Shiksha Manovidya

HMD514: Mental Health in Developmental Perspectives – Theory – Credits 4

Course Outcomes: At the end of the course the student will be able to:

1. Gain knowledge of major mental disorders including their symptoms, causes and course.
2. Gain insight into the diagnostic criteria and apply for accurate assessment of the different disorders.
3. Gain insight into the role of nature and nurture in development and maintenance of the disorders.
4. Engage in services for care and management of persons with these disorders.

Course Content:

1. Mental health: Definition; concept and importance of holistic health.
2. Mental health issues in infancy: Implication of attachment and bonding for mental health; deprivation syndrome.
3. Mental health issues in childhood:

a) Early Childhood – mental health needs. Problems of unsocialized behaviours and phobia. Intervention work with young children.
b) Middle Childhood - mental health needs. Problems of generalized anxiety and school phobia. Intervention work with older children.

4. Mental health issues in adolescence: mental health needs. Problems of eating disorders, delinquency, sexuality and addiction. Intervention work with adolescents.
5. Mental health issues in adulthood and old age:

a) Adulthood – Mental health needs. Problems of stress, depression and schizophrenia. Intervention work with adults.
b) Old Age – Problems of loneliness and geriatric depression. Intervention work with the elderly.

References:

1. American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th Ed., text revision). Washington, DC: American Psychiatric Association Press.
2. Carson,R.C., Butcher, J.N. and Mineka, S. (1998). *Abnormal Psychology and Modern Life*. 11th Ed. Allyn and Bacon.
3. Gelder, M.G.,Lopez- Ibor, J.L.and Andreasen, N. (Ed.). (2003). *New Oxford textbook of psychiatry*. (2 Vols.).USA: Oxford University Press.
4. Gotlib, I.H. and Hammen, C.L. (Ed.). (2008). *Handbook of depression*. New York: Guilford.
5. Robins, L. (Ed.). (1990). *Straight and devious pathways from childhood to adulthood.* Cambridge: Cambridge University Press.
6. Snyder, C.R. and Ingram, R. (Eds.). *Handbook of psychological change: Psychotherapy processes and practices for the 21st century.* New York: Wiley.
7. Winger, G., Hoffman, F.G. and Woods, J.H. (1992). *A handbook on drug and alcohol abuse*. 3rd Ed. New York: Oxford University Press.

HMD515: Advanced Guidance and Counselling – – Theory & Practical – Credits 2+2

Course outcomes: At the end of the course the student will be able to:

1. *Understand the concept and principles of guidance and counselling.*
2. *Understand the scope and practice of guidance and counselling.*
3. *Gain insight in the different therapeutic approaches and techniques.*
4. *Equip with the skills for providing counseling services.*

Course content (Theory):

1. Foundations of Guidance & Counselling: Definitions, aims and principles of guidance and counselling; Difference between guidance and counseling; Goals of counseling.
2. Approaches of Counselling: Directive; Non-directive; Eclectic; Behavioural; Rational -Emotive; Psychodynamic.
3. Therapeutic Techniques and Procedures: Play Therapy; Rational Emotive Behavior Therapy; Behavior Therapy; Reality Therapy; Transactional Analysis; Family Therapy.
4. Tools used in Counselling: Observation, Interviews, Anecdotal records, Cumulative records, Auto biography, Rating scales, Sociometry, Case history; Standardized Tests and Questionnaires.
5. **Practical Content:**

(a) Application of tools used in counseling and preparing reports on selected cases.

(b) Application of techniques used in selected counseling approaches in the form of role plays.

(c) Interactions with practicing counselors & therapists through visit to school's clinic, women's centers & hospitals.

(d) Conducting workshops for students/teachers.

References:

1. Capuzzi, D & Stauffer, M. D. (2016). *Counselling and psychotherapy: theories and interventions* (6th ed.). Wiley. Corey, G. (2009).
2. Burnard, P. (1999). Counselling skills training. New Delhi: Viva Books.
3. Corey, G. (2016). Theory and practice of counselling and psychotherapy. Connecticut:

Cengage learning.
4. Manthei, R. (1997). Counselling: The skills of finding solutions to problems. London: Routledge.
5. Nicoloson, D. & Ayers, H. (1995). Individual Counselling: Therapy and practice. London: David Fulton.

Semester IV

HMD521: Advanced Extension Education, Techniques and Community Development – Theory – Credits 4

Course outcomes: At the end of the course the student will be able to:

- *Critically analyze the contemporary scope of extension education in the context of Human Development.*
- *Select and employ appropriate communication and participatory methods for diverse audiences.*
- *Plan, implement, and evaluate extension programs using participatory and evidence-based approaches.*
- *Articulate the professional roles and career pathways available in the field of community development and extension management.*

1. Extension Education - Meaning, philosophy, and scope. Principles of extension in the 21st century, Concept, importance and classification of communities, Elements of the Extension Process, Analyzing the teaching-learning situation and the adoption-diffusion process.
2. Adult Learner- Characteristics and problems of adult learners; Motivating adults through participatory and need-based approaches; Introduction to the concept of Social and Behaviour Change (SBC).
3. Classification of Extension Methods- Individual, group, and mass contact methods. Selecting methods based on audience, objective, and resources; Introduction to Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA). Leveraging Information and Communication Technologies (ICTs), community media, and digital platforms for extension work.
4. Principles and importance of a need-based, participatory approach, Strategies for effective program delivery, including capacity building and training, Program Planning cycle; Concepts, purposes, and criteria for evaluation.
5. Origin and historical development, from home economics to community science; Roles and competencies of a Home Science Extension worker as a development practitioner, facilitator, and agent of social change; Program development for vulnerable families and communities, focusing on issues like poverty, maternal and child health, and social exclusion.

References

1. Dahama, O.P. and Bhatnagar, O.P. (1987). *Education and communication for development*. New Delhi: Oxford and IBH.
2. Ray, G.L. (1999). *Extension, communication and management*. Calcutta: Naya Prokash.
3. Sandhu, A. S. (1994). *Extension programme planning*. New Delhi: Oxford and IBH.
4. Supe, S. V. (1982). *Introduction to extension education*. New Delhi: Oxford Publishers.

5. Dangi, K.L. & Samota, S. (2013). *A Textbook on Dimensions of Extension Education*. Agrotech Publishing Academy.
6. Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
7. Lerner, R.M. (Ed.). (2015). *Handbook of Child Psychology* (7th ed., Vol. 1-7). John Wiley & Sons.
8. Sharma, N. and Chaudhary, N. (2009). Human development: Context and Processes. In G. Misra (Ed.), *Psychology in India (Vol.I)*. Pearson.
9. Kapur, U. (2018). *Home Science Extension Education and Communication*. (A relevant PG-level text from a modern publisher).
10. Singamayum, K. (2025). Relevance of Home Science education in contemporary society. *The Sangai Express*.

HMD522A - Literature, Media and Children – Theory – Credits 4

Course Outcome: At the end of the course the student will be able to:

1. *Understand the role of children's literature and media in supporting children's holistic development.*
2. *Identify and interpret different genres of children's literature and their developmental and educational significance.*
3. *Critically evaluate the influence of print, electronic, and digital media on children's behaviour, learning, values, and well-being.*
4. *Examine children's literature and media from the perspectives of culture, diversity, inclusion, gender sensitivity, ethics, and child rights.*
5. *Select and recommend age-appropriate literature and media resources for children in educational and community settings.*

Course Content:

1. Childhood in Literature: Genres of Children's Literature; Childhood as a social construct; Historical evolution of Children's Literature
2. Emerging themes in children's literature: Interrogating Stereotypes; Gender and Children's Literature
3. Childhood in media: The representations of children's lives in films and television; Gender, marginalisation and inclusion in advertisements; Childhood in social media; Violence and aggression in media and childhood perceptions
4. Exploring the status of children in any selected region of India through multiple textual sources – Representations of childhood in traditional and contemporary texts and their analysis
5. Exploring the status of children in Western literature through multiple textual sources – Representations of childhood in traditional and contemporary texts and their analysis

References:

1. Buckingham, D. (2003). Media Education: Literacy, learning and contemporary culture. Cambridge: Polity.
2. Coats, K. (2018). The Bloomsbury Introduction to Children's and Young Adult Literature. London: Bloomsbury.

3. Cullingford, C. (2000). Children's literature and its effects. London: Bloomsbury.
4. Hunt, P. ed. (2004). International companion encyclopedia of children's literature. London: Routledge.
5. Fass, P.S. (2007). Children of a new world; society, culture and globalization. New York: New York U Press, New York.
6. McCulloch, F. (2011). Children's literature in context. London: Continuum.
7. Natov, R. (2017). The courage to imagine: The child hero in children's literature. (Bloomsbury perspectives on children's literature). London: Bloomsbury.
8. Sundmark, B., Kelen, K. (2014). The Nation's in Children's Literature: Nations of Childhood. London: Routledge.

HMD522B - Clothing and Textiles – Theory – Credits 4

Course outcomes: At the end of the course the student will be able to:

1. *To explain the scientific principles of textile fibres and fabrics.*
2. *To evaluate textile performance for apparel and technical applications.*
3. *To analyze modern textile processing and sustainable textile production.*
4. *To assess functional, smart and eco-friendly textiles for contemporary needs.*
5. *To develop knowledge of quality evaluation and consumer-oriented textile selection.*

Course Content:

1. Advanced Textile Fibres -Classification of textile fibres; Advanced natural fibres (Organic cotton, Bamboo, Banana, Hemp, Nettle); Regenerated and synthetic fibres; Fibre identification methods; Fibre properties and end use.

2. Fabric Manufacturing - Yarn manufacturing and yarn properties; Fabric construction: Weaving, Knitting, Nonwoven fabrics.

3. Fabric Finishing - Mechanical and chemical finishes; Functional finishes: Wrinkle resistant, Water repellent, Flame retardant, Antimicrobial.

4. Sustainable and Smart Textiles -Sustainable textile production, Circular fashion, Eco-friendly dyes and finishes, Conductive fabrics, Applications in healthcare, sports and defence.

5. Textile Quality, Testing and Consumer Education - Fabric performance evaluation, Colour fastness, Dimensional stability, Fabric strength, Care labelling, Consumer rights in textile purchasing, Selection of fabrics for different end uses.

Recommended Textbooks:

1. Kadolph, S. J. (2019). *Textiles* (13th ed.). Pearson Education.
2. Tortora, P. G., & Collier, B. J. (2018). *Understanding Textiles* (8th ed.). Pearson Education.
3. Joseph, M. L. (1988). *Essentials of Textiles* (5th ed.). Holt, Rinehart and Winston.
4. Corbman, B. P. (1985). *Textiles: Fiber to Fabric* (6th ed.). Gregg Division, McGraw-Hill Book Company.
5. Rastogi, D., & Chopra, S. (2017). *Textile Science*. Orient Blackswan Pvt. Ltd.
6. Sekhri, S. (2011). *Textbook of Fabric Science: Fundamentals to Finishing*. PHI Learning Pvt. Ltd., New Delhi.
7. Dantyagi, S. (1998). *Fundamentals of Textiles and Their Care*. Orient Longman Ltd., New Delhi.
8. Mishra, S. P. (2010). *Fibre Science and Technology*. New Age International Publishers, New Delhi.
9. Shenai, V. A. (1991). *Technology of Textile Finishing*. Sevak Publications, Mumbai.

10. Shenai, V. A. (1995). *Chemistry of Dyes and Principles of Dyeing*. Sevak Publications, Mumbai.

HMD523A : Family Health & Nutrition – Theory – Credits 4

Course outcomes: At the end of the course the student will be able to:

1. *Understand the principles of nutrition and healthy eating.*
2. *Assess nutritional needs throughout the life cycle.*
3. *Recognize nutritional deficiencies and their prevention.*
4. *Plan balanced diets for healthy individuals and therapeutic diets for selected diseases.*
5. *Promote healthy dietary practices for individuals and families in community settings.*
6. *Develop evidence-based nutrition education strategies for health promotion.*

Course Content:

1. Food and nutrition: Concepts and functions; Nutrients and their physiological functions Food groups and balanced diet; Recommended Dietary Allowances (RDA) and Dietary Guidelines for Indians.
2. Nutritional assessment: Body Mass Index (BMI) and its interpretation Nutrition during Infancy; Nutritional requirements, Infant feeding practices, Common nutritional problems and deficiency disorders
3. Growth and nutritional needs during Childhood and Adolescence Nutritional challenges and deficiency diseases Dietary recommendations
4. Nutritional requirements during Adulthood and Old Age; Dietary modifications for healthy ageing Nutrition during pregnancy Nutrition during lactation Nutritional Care of Sick Children; Principles of feeding during illness; Dietary management for recovery and growth
5. Diet Planning for Childhood Disorders (Gastrointestinal disorders Protein-Energy Malnutrition (PEM) Preparation of appropriate therapeutic diets); Diet Planning for Adult Lifestyle Diseases (Diabetes Mellitus, Cardiovascular diseases, Principles of therapeutic diet planning and meal modification)

References:

1. Srilakshmi, B. (2005). *Dietetics.* 5th Ed, New Age International (P) Ltd., New Delhi.
2. Srilakshmi, B. (2005). *Nutrition Science.* 2nd Ed, New Age International (P) Ltd., New Delhi.
3. Mudambi, S.R. & Rao, S.M. (2005). *Food Science*. 2nd Ed, New Age International (P) Ltd., New Delhi.
4. Srilakshmi, B. (2005). *Food Science.* 3rd Ed, New Age International (P) Ltd., New Delhi.

HMD523B : Home & Community Resource Development – Theory – Credits 4

Course outcomes: At the end of the course the student will be able to:

1. *Understand the judicious use of family and community resources to enhance the quality of life.*
2. *Grasp the dynamics of rural and urban communities, and learn the principles to foster sustainable development*
3. *Develop leadership qualities to mobilize community groups, empower women, and lead socio-economic initiatives*
4. *Become an alert, informed consumer who understands rights, responsibilities, and standardized practices*

Course Content:

1. Concept of Home Organization, Socio-economic security and devising sustainable alternatives; Time and Energy demands in different stages of family life cycle; Family Housing Needs
2. Family Resources – Organization of Resources; Basic characteristics of Resources; Efficient methods of utilization of Resources; Role of woman in managing family income budgets; Definitions, importance and steps of decision making in home; Techniques and tools for decision making in home; Significance of decision making in home organization.
3. Family Life Cycle – Demands upon resources like time, energy and money. Changing nature of leisure time and factors affecting leisure time; Measures for Effective Interaction and Communication. Importance and application of Ergonomics in home; Work Simplification; Role and status of women in home and community development.
4. Indicators for social and mental health; Concept of Human Development index; Disability; Reproductive Health index; Gender development indices; Gender empowerment index, Major Health Problems in India.
5. Consumer Education – Meaning of consumption, utility and preference; Nature of wants and demand, its impact on standard of living; Role and responsibilities of consumers in the market; Laws protecting consumer; Techniques and principle in wise decision – making as a consumer; Role of consumer society in protecting consumer.

References:

1. Budhwar, Pawan S., and Yaw A. Debrah, eds. *Human resource management in developing countries*. Routledge, 2013.
2. Cascio, Wayne. *Managing human resources*. McGraw-Hill Education, 2018.
3. Deacon, Ruth E., and Francille M. Firebaugh. "Home management; context and concepts." Haughton Muffin Co-Bostan (1975).
4. Devi, A. Laxmi. *Rural women: Management In farm and home*. Northern Book Centre, 1988.
5. Felstead, Alan, and Nick Jewson. *In work, at home: Towards an understanding of homeworking*. Routledge, 2002.
6. Goel, S. (Ed.) 2016. Management of resources for Sustainable development. New Delhi: Orient BlackSwan.
7. Gross, Irma H., Elizabeth W. Crandall, and Marjorie M. Knoll. "Management for modern families. New York: Appleton-Century-Crofts." *TT T* (1954).
8. Lawler, Edward E., and Susan Albers Mohrman. *Creating an Effective Human Resources Organization: Trends and New Directions*. Stanford University Press, 2003.
9. Misra, Rameshwar Prasad, Kavasseri Vanchi Sundaram, and Rao Prakasa. *Regional development planning in India. A new strategy*. Vikas Publishing House, 1974.
10. Nadler, Gerald. *Work simplification*. McGraw-Hill, 1957.
11. Parker, Sharon K., Sharon Parker, and Toby D. Wall. *Job and work design: Organizing work to promote well-being and effectiveness*. Vol. 4. Sage, 1998.
12. Pfeffer, Jeffrey, and Gerald R. Salancik. *The external control of organizations: A resource dependence perspective*. Stanford University Press, 2003.
13. Pheasant, Stephen. *Bodyspace: Anthropometry, Ergonomics and The Design of Work: Anthropometry, Ergonomics and The Design of Work*. CRC Press, 2014.
14. Stanton, Neville A., ed. *Human factors in consumer products*. CRC Press, 1997.

HMD524 : Family Counselling and Family Therapy – Theory& Practical – Credits 2+2

Course outcomes:

1. Appreciate the different approaches and techniques of family counseling.
2. Able to justify the need of family counseling and family therapy.
3. Integrate family issues across life cycles of the family
4. Equip with the skills to formulate counseling session according to the family crisis and various stressful events taking place in the family.

Course Content (Theory):

1. Concept of family counseling and therapy: Meaning, Scope & Applicability; Role of culture in influencing counseling needs and practices.

2. Approaches of family therapy – Structural family therapy; Solution focused and strategic family therapy; Systemic family therapy; Cognitive-behavioural family therapy; Integrated approach to family therapy.

3. Family issues and its effects on family members - Family violence, Battered women, Drug addiction (Substance abuse), Alcoholic abuse, Sexual abuse, Child abuse, Dowry, Gender discrimination. Family Disorganization due to Extramarital relation, Desertion, Sexual infidelity, Separation and Divorce and Remarriage.

4. Techniques of family counselling and Ethical issues - Stress, anxiety, and trauma management; Professional ethics and boundaries for counselors.

5. Practical Content:

(a) Skill building with regard to the counseling process: (First contact – Meeting, greeting and seating; Opening statements; Assessment, Intervention, Closure, Follow up).

(b) Developing and structuring the Basic skills (active listening, questioning, and responding) and Core conditions of counselling (empathy, congruence, unconditional positive regard).

(c) Skill building with regard to Family Interviewing; Crisis Intervention; Supportive Counselling; Psycho-education.

(d) Developing skills of different types of counselling

References:

1."Theory and Practice of Counseling and Psychotherapy" by Gerald Corey.
2."Skills in Counseling and Psychotherapy" by Windy Dryden and Andrew Reeves
3."Counseling the Culturally Diverse: Theory and Practice" by Derald Wing Sue and David Sue
4."Ethical Issues in Counseling and Psychotherapy in India" by Vibhuti Patel and Nandita Shah Enhancing the Role of the Family as an agent for Social & Economic Development TISS Bombay
5. Family Life Education in India –Perspectives, Challenges and application, A. Choudhury Rawat Publication Jaipur.
6. Family Dynamics: Social Work Perspectives, A. Khasgiwala, 1993, Anmol, New Delhi.
7. Indian Social Problems- Vol I & II, G.R. Madan.
8. The Family: A Sociological Interpretation- B.N Adams- Rand &Mc Nully Chicago.
9. Hand Book of Family Life Education: The Practice of Family Life Education (Vol II), H.E Arcus & others Sage Publications, New Delhi.
10. Marriage & Family in India- Kapadia- Oxford University Press, Calcutta.

HMD525: Dissertation – Practical – Credits 4

Part 1 - Students are required to undertake a piece of research work on any suitable topic of human development and to submit plan of proposed dissertation consisting of the following sections: a) Introduction b) Review of related literature c) Methodology.

Part 2 – Students are required to submit a dissertation based on their empirical research work according to the proposed plan. Following the submission they are required to present highlights of their research in presence of internal and external examiners. The students are also required to answer questions asked by the examiners after the presentation.