



UNIVERSITY OF JAMMU

**NOTIFICATION
(11/Aug/ ADP/27)**

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, has been pleased to authorize adoption of the revised Syllabi and Courses of Study in the subject of Home Science for M.Sc:(Human Development)- I, II & III Semesters(given in annexure) for the examination to be held in the years as under alongwith %age of change:-

M.Sc. (Human Development) - I

S.N o.	Course No.	For the examinations to be held in the year	%age of change
1.	406	Dec. 2012,2013, 2014	No Change
2.	407	Dec. 2012,2013, 2014	10% change
3.	408	Dec. 2012,2013, 2014	5% Change
4.	409	Dec. 2012,2013, 2014	No Change
5.	410	Dec. 2012,2013, 2014	No Change
6.	426	Dec. 2012,2013, 2014	10% Change

M.Sc. (Human Development) - II

S.N o.	Course No.	For the examinations to be held in the year	%age of change
1.	466	May 2012,2013, 2014	No Change
2.	467	May 2012,2013, 2014	More than 50%
3.	468	May 2012,2013, 2014	No Change
4.	469	May 2012,2013, 2014	No Change
5.	470	May 2012,2013, 2014	No Change
6.	477	May 2012,2013, 2014	10% Change
7.	471	May 2012,2013, 2014	New course

M.Sc. (Human Development) - III

S.N o.	Course No.	For the examinations to be held in the year	%age of change
1.	506	Dec. 2012,2013, 2014	No Change
2.	515	Dec. 2012,2013, 2014	No Change
3.	516	Dec. 2012,2013, 2014	No Change
4.	517	Dec. 2012,2013, 2014	No Change
5.	518	Dec. 2012,2013, 2014	More than 50%
6.	519	Dec. 2012,2013, 2014	No Change
7.	527	Dec. 2012,2013; 2014	10% Change
8.	520	Dec. 2012,2013, 2014	New course

The alternative question papers are required to be set as per the University regulation given as under:-

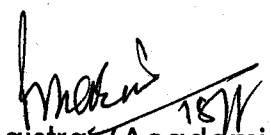
- i). If the change in the Syllabi and Courses of Study is less than 25%, no alternative Question paper will be set.
- ii). if the change is 25% and above but below 50% alternative Question Paper be set for one year.
- iii). If the change is 50% and above on whole scheme is changed, alternative Question Paper are set for two years.

Sd/-
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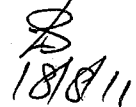
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Dated: 25-08-2011

Copy for information and necessary action to:

1. Special Secretary to Vice-Chancellor, University of Jammu.
2. P.S. to Registrar
3. Dean, Faculty of Sciences
4. Convener, Board of Studies in Home Science
5. Members of the Board of Studies concerned
6. Principals of the concerned Colleges
7. P.A. to Controller of Examinations.
8. C.A. to Controller of Examinations.
9. I/c Deputy/ Asst. Registrar (Conf./Exams. U/G /Inf./Pub./Admission/DDE).
10. S.O (Confidential)
11. Content Manager, University Website.


Asst. Registrar (Academics)





First Semester

Detailed syllabus

C. No: 407 (Core Course)

**Title: History and Theories of
Human Development**

Credits:3

Maximum Marks: 75

a) Semester Exams:60

a) Sessional Assessment:15

b) Teaching Periods: 3/Week

Duration of Examination: 2 ½hrs

Syllabus for the examination to be conducted in Dec 2012, 2013 and 2014

Objectives:

1. To understand the need for theory in Human Development.
2. To see the theories in context.
3. To examine the historical perspective in the evolution of theory.
4. To understand practical applications of theory.
5. To discuss various theories of human Development

Contents:

Unit I

1.1 Theory: Definition and construction.

1.2 Early theories and their effect on understanding of the child.

1.3 Ethological theories: Darwin, Lorenz and Bowlby

1.4 Learning theory: Pavlov, Watson, Skinner: Basic concepts and current status..

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Unit II

2.1 Freud's Psychoanalytic theory, Neo Freudians: Jung, Adler, Anna Freud; cross cultural implications and current status

2.2 Erikson's Psychosocial theory, basic concepts and current status.

2.3 Cognitive theories:

- o Piaget's theory: basic concepts and current status.
- o Vygotsky's theory: basic concepts and current status.

Unit III

3.1 Bandura's social learning theory.

3.2 Theories of self by: Mead and Kakar.

3.3 Indian thought on human development.

3.4 Humanistic and developmental psychology.

Note for Paper Setting:

The question paper will contain two sections:

Section I:

Will consist of six long answer questions.

(Weightage: 45 Marks)

(2 questions from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all.

Section II:

Will consist of six short answer questions.

(Weightage :15 Marks)

(2 from each unit, proportionately spread) The weightage of each question will be 5 marks. The candidate will be required to attempt any 3 question in all.

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References:

1. Newman, Barbara M. and Newman, Philip.R.(2001). *Theories of Human Development*. Routledge Taylor and Francis Group.
2. Thomas, R. Murray (2000). *Recent Theories of Human Development*. Sage Publications.
3. Lerner, Richard M (2001). *Concepts and Theories of Human Development*. Lawrence Erlbaum Associates.
4. Salkind, Neil J.(2004). *An Introduction to Theories of Human Development*. Thousand Oaks,CA: Sage Publications.
5. Crain,S.(2004). *An Introduction to Theories of Human Development*. Thousand Oaks,CA: Sage Publications.

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First semester

Detailed Syllabus

108(Core Course) Title: Methods of Studying Human Development

3 Maximum Marks: 75

- a) Semester Exams: 60
- b) Sessional Exam: 15

Duration of Examination: 2 1/2 hours

Examinations to be held in Dec 2012, Dec 2013, Dec 2014

Objectives:

To study different methods and techniques of understanding Human Development

To apply the various methods studied in practical context

Outcomes:

Introduction :Need for studying Human development, basic principles for selection of appropriate methods, issue of reliability and validity.

Observation Method: Concept, types, advantages and limitations, application, considerations for conducting and recording observations.

Interview Method: Characteristic features – Types, advantages and limitations, applications, preparation of Interview Schedule/guide, general considerations for conducting Interviews.

Questionnaire Method: Characteristics, types, advantages and limitations, uses, considerations for construction and administration of questionnaire

Case study Method :Characteristic features, advantages and disadvantages, development of case study protocols

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2.3 Anthropometric measurements

Types and measures of Human growth

Unit-III

3.1 Sociometry: Meaning, types and applications

3.2 Some psychometric tools

- Scale for infant assessment
- Stanford Binet Scale
- The Wechsler battery of tests
- Children's Apperception Test
- Draw a man test
- Bhatia's Battery
- Raven's Progressive Matrices
- Differential Aptitude Test

3.3 Application of tools in Indian conditions:

- Concept of culture free Vs culture fair test
- Standardisation of tools on Indian population

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (Total 3 questions)

Section II: Will consist of six short answer questions. (2 from each unit,

(Weightage : 15 Marks) proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.

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References:

1. Freeman, F.S. (1963) Theory and Practice of Psychological Testing. Oxford and IBH Publishing Co.
2. Slee, B. (1987) Child Observation skills. Croom Helm, U.S.A.
3. Singh, Arun Kumar. (1988) Measurements and Research methods in Behavioural Sciences. New Delhi. Mc.Graw Hill.
4. Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York: Plenum Press.
5. Yin, R. (1994). Case study research: Design and methods (2nd ed.). Beverly Hills, CA: Sage
6. Smith, J.A., Harre, R., and Van Langeenhove, L. (1995). Rethinking Psychology. London: Sage.
7. Minium, E.W. (2003) Statistical Reasoning in psychology and Education. 4th Edition
8. Gillham, B. (2005) Case study Research methods 1st Edition. New York.
9. Anastari, A. and Urbina S. (2005) psychological Testing. Prentice Hall of India. New Delhi.
10. Angrosino, M. (2007) Doing Ethnographic and Observational Research. Sage

11. Kvale, S. (2007) Doing Interviews. Sage
12. Kaplau, R.M and Saccuzzo, D.P. (2007) Psychological Testing: Principles, Applications and Issues. Sixth Edition. Wadsworth UK.

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First semester**Detailed Syllabus**

C.No. 426

Title: Practicals

Maximum Marks: 200

a) Semester Exam. : 100

b) Sessional Assessment: 100

Duration of Examination: 4 hours

Syllabus of the examinations to be held in Dec. 2013, Dec. 2013, Dec 2014

Unit I.**Credits-1**

1.1 To study Cognitive Development in children

Or

To prepare a model based on any theory

Unit-II**Credits-3**

2.1 Administration and scoring of any two psychological tests

2.2 Interview with children/parents/community (any one)

2.3 To prepare case study of one normal child.

Unit-III**Credits-1**

3.1 To study the variation in family and child rearing patterns in the existing socio-cultural milieu.

Unit-IV**Credits-3**

4.1 . Visit to various centres of Early Childhood Care and Education: Preschools, Nursery schools, Day Care Centre, Balwadi, Anganwadi Centres.

4.2 Planning one week programme for an ECCE centre

4.3 Preparing the following teaching material kit (any one)

- Story and their techniques
- Puppets and mobiles
- Song booklet and low cost musical instruments
- Readiness games and materials
- Art and Craft portfolios
- Picture talk and object talk related material

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Second Semester

Title: Anthropological & Cross-Cultural
Perspectives in Human Development

Maximum Marks: 75

a) Semester Exams: 60

b) Sessional Assessment: 15

ng Periods: 3/Week

Teaching Load: 30-35/Semester

on of Examination: 2¹/₂ Hours

is for the Examinations to be held in May 2012, May 2013 & May 2014

ives:

To understand the concepts and frameworks available in anthropology, sociology and cultural psychology to understand human development.

To view, within these frameworks, the concerns, issues and problems affecting human societies.

To perceive the need for indigenization and development of humanistic approach in the study of human development.

Unit-I

1.1 Anthropological Perspectives:

Anthropology and its relevance to the study of human development and family studies

1.2 Culture: definition, characteristics,

1.3 Basic concepts in the study of culture: cultural traits, complexes, zones, culture and civilization, Institutions, customs, laws, conventions, folkways, mores, social control and conformity

1.4 Mechanisms and Processes of Social & Cultural Change:

Migration, Acculturation, Crisis of Social Change, tradition and modernity.

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II:-

Culture and Psychology :

cross cultural psychology , cultural studies , Cultural Psychology and
indigenous Psychology .

Approaches to study Culture and Psychology :

Constructivist

socio-historical approach.

Cultural Processes :- Individual and Collective Culture.

II :-

Theoretical Framework In Cross Cultural Development :

1.1 Eco-Cultural Framework .

1.2 The Developmental Niche.

1.3 Bronfenbrenner's Ecological System Theory .

Methodological Issues In Cross Cultural Psychology.

Applied Perspectives :

.3.1 Socialization , Personality and Culture.

.3.2 Intercultural Perception and Interaction.

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paper Setting:

M.M. = 60

Time = 2¹/₂ hrs.

ion paper will contain two sections:

Will consist of six long answer questions.

(=45 marks) (2 from each unit with internal choice within the unit).

Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 3 questions)

Will consist of short answer questions.

(=15 marks) (2 from each unit, proportionately spread over the unit).

The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.

References:

1. Belly, J.W. Poortinga, Y.H & Paney (Eds.) (1981) Handbook of cross cultural psychology: Theory and Method. Boston: Allyn and Bacon
2. Beny, J.W., Poortinga, Y.H., and Segull, M and Dasen, P.R. (1992) Cross Cultural Psychology. Research and applications. Cambridge: Cambridge University Press.
3. Bery, J.W. Dasen, P.R. and Saraswathi, T.S. (Eds.) (1997) Handbook of cross cultural Psychology. Basic Processes and Human Development (2nd Ed. Boston: Allyn and Bacon.
4. Saraswathi, T.S. (1999) Culture, Human Development and Socialization. New Delhi: Sage.
5. Majumdar, T.N. and Madan, D.N. An introduction to Social Anthropology.
6. Chaudhary, N. (2004) Listening to Culture. New Delhi Sage Publisher.

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Second Semester

C.No: 477

Title: Practicals & Internship

Credits: 8

Maximum Marks: 200

a)Semester Exams: 100

b)Sessional Assessments: 100

Duration of Examination: 4 Hours

Syllabus for the Examinations to be held in May 2012, May 2013 & May 2014

Internship:

Credit- 3

1. Placement in an ECCE Centre for 10 days
 - a) Planning Programme
 - b) Execution of the planned programme
 - c) Preparation of a report related to placement

Practicals

Credit-5

Unit I (C.no. 467)

Credit - 1

1. Understanding infant development in cultural context by studying traditional games, songs of infant care and stimulation.

Unit II (C.No. 468)

Credit - 1

1. Study the developmental characteristics in
 - a) Young adulthood
 - b) Middle adulthood

OR

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2. (a) Interacting and Assessing the needs of the institutionalised aged.

(b) Planning and executing recreational activities for the aged.

Unit III (C.No. 469)

Credit - 1

1. Assessing media (electronic & print) influences on adolescent lives.

Unit IV (C.No.470)

Credit - 2

1.(a) Planning a parent education programme

(b) Execution and Reporting of the parent education programme

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C. No: ~~518~~⁵²⁰ (Elective Course)

Title: Principles of Guidance and Counselling

Credits:3

Maximum Marks: 75

a) Semester Exams: 60

b) Sessional Assessment: 15

Duration of Examination: 2 ½ hrs

Syllabus for the Examinations to be held in Dec 2012, 2013, 2014

Objectives:

- To understand the need for guidance and counselling in Human Development
- To introduce basic concepts in guidance ^{and} counselling
- To discuss the processes involved in counselling at different stages in life.

Contents:

Unit I: Introduction to Guidance and Counseling

- 1.1 Guidance and Counseling
 - 1.1.1 Meaning, definition, Characteristics
 - 1.1.2 Purpose, Basic principles and types
- 1.2 Basic differences between guidance and counseling
- 1.3 The counseling Process
- 1.4 Role of culture in influencing counseling needs and practices

Unit-II Counseling : Theory and Practice

- 2.1 Affective theories of counseling : Psychoanalysis, Adlerian counseling, Transactional analysis, Client – Centered therapy, Gestalt Counseling
- 2.2 Cognitive & Behaviour Theories of counseling : Trait and factor theory, Rational-Emotive Therapy, Behavioural counseling, Reality Therapy
- 2.3 Group, couple and family counseling
- 2.4 Few selected counseling services : Child guidance centers, School counseling and social work services

Unit-III Counseling for Psychological Disorders

- 3.1 Nature of psychological disorders at different stages that require counseling
 - 3.1.1 At childhood
 - 3.1.2 At adolescence and youth
 - 3.1.3 Adulthood

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3.1. In old age

3.2 Techniques of collecting information-testing and non testing(brief description)

Note for Paper Setting:

The question paper will contain two sections:

M.M = 60
Time = 2½ hrs

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit).
Each question will be of 15 marks. The candidate will be required to answer one question from each unit(Total 3 questions)

SectionII: Will consist of six short answer questions.

(Weightage :15 Marks) (2 from each unit, proportionately spread over the unit) The weightage for each question will be 5 marks. The candidate will be required to answer 3 questions)

References:

1. Burnard,P.(1999).Counselling skills training.New Delhi.Viva Books.
2. Chaturvedi,R.(2007)Guidance and Counselling skills New Delhi: Crescent Publishing corporation.
3. Chaturvedi,R.(2007).Group Guidance and Counselling Nedw Delhi:Crescent Publishing Corporation.
4. Jena,S.P.K.(2008).Behaviour Therapy-Techniques, Research and Applications.Sage Publications.
5. Kaplar,R.M. and Saccuzzo,D.P.(2007).Psychological Testing:Principles,Applications and Issues (6th Edition) Haryana:Sanat Printers
6. Pietrofesa,Hoffman & Splete (1994) Counseling - an introduction (2nd Edt.)Hougnton Mifflin Company:USA
7. Miller,D.F.(2009).Positive Child Guidance(5th Edt.)Thomson-Delmar learning:US
8. Kaila,H.C.(2006) Counselling Psychology, New Delhi: Associated Publishers.

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C.no: 527 (Core Course)

Title : Practical and Seminar

Credits: 8

Maximum Marks= 200

Syllabus for the examination to be conducted in 2012,2013 and 2014.

(A)Seminar: 1 credit

M.M. = 25(Internal Assessment)

The seminar will be presented by each students individually and will be based on the dissertation topic. Presentation of seminar will be compulsory for all students. The assessment will be done internally based on the following criteria:

- a) Compilation of literature available.
- b) Writing the seminar report.
- c) Presentation skills.
- d) Audio-Visual aids prepared.

(B) Practical: 7 Credits

M.M: 150

Internal = 75

External= 100

Unit-I

Credits

- 1) To learn the use of any one available Statistical package for data analysis. 2

Unit -II

- 1) To study the functioning of any one child/family welfare programme with a perspective on management (planning and implementation).
- 2) To apply any two techniques to evaluate child/family welfare programme. 2

Unit -III

- 1) To prepare case profiles of one disabled individual (any one disability/across genders).
- 2) To visit institutions for disabled to understand the services provided to people with special needs.

2

Unit -IV

- 1) To visit schools/institutions/ organizations/ welfare centres and interact with practicing counsellors.

Or

To assess national level programme promoting ECD and Education (ICDS/ SSA)
in local context.

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