

UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

Programme Code: PGFSH004

Course Framework for 1 year M.Sc Home Science (Human Development) under NEP-2020

1st semester					
S.No	Course code	Course Title	Credits	Credit level	Credit points
1	P1HSTC-101	Research Process in Human Development	4	6.5	26
2	P1HSTC-102	Understanding and Working with Persons with Disabilities	4	6.5	26
3	P1HSTC-103	Rights Based Approach for Children	4	6.5	26
4	P1HSTE-104*	Advanced Theories and Issues in Human Development	4	6.5	26
5	P1HSTE-105*	Current Perspectives in Adulthood and Ageing	4	6.5	26
6	P1HSPC-106	Field Internship in Human Development	4	6.5	26
7	P1HSPC-107	Practical	4	6.5	26
	Total		24		
* Student chooses any one elective course					
2nd Semester					
S.No	Course code	Course Title	Credits	Credit level	Credit points
1	P1HSTE-201**	Management of Welfare Institutions	4	6.5	26
2	P1HSTE-202**	Principles and Practices in Guidance and Counseling	4	6.5	26
3	P1HSTE-203**	Disability Studies and Inclusion	4	6.5	26
4	P1HSRC-204	Dissertation	16	6.5	104
	Total Credits		24		
** Student chooses any two elective courses					

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Programme Code: PGFSH004

Programme Title: 1 year M.Sc Home Science (Human Development) under NEP-2020

Program Specific Outcomes (PSOs):

By the end of the 1-year M.Sc Home Science (Human Development) program, students will be able to:

1. Analyze and address developmental needs and issues across the lifespan, considering diverse populations and contexts.
2. Evaluate and apply rights-based frameworks and policies to promote well-being and inclusion for individuals and communities.
3. Integrate advanced theoretical perspectives with practical approaches in human development, including contemporary influences and emerging trends.
4. Demonstrate professional competencies in areas such as program management, guidance, and intervention strategies within welfare and developmental settings.
5. Apply interdisciplinary knowledge and experiential learning to contribute to the field of human development through scholarly work and practice.
6. Conduct systematic inquiry and research to understand human development processes and challenges.

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	Total		24		
* Student chooses any one elective course					

**FIRST SEMESTER
CORE COURSE**

Course No: P1HSTC-101
Course Title: Research Process in Human Development

No. of Credits: 4
Total Marks: 100

Credits Level: 6.5
Credit Points: 26

Syllabus for the examination to be conducted in December 2026, 2027 and 2028

Course Outcomes:

1. Development of:
 - a. skills to conduct research and write scientifically
 - b. ability to understand the issues related to researching with humans
 - c. ability to understand the suitability of different types of research methods and statistics
 - d. skills in analysing, interpreting and presenting the research to the academic and general audience

Content

Unit I: Introduction to Research in Human Development

- 1.1 Scientific Method and Research: Definition, Scope of Research in Human Development.
- 1.2 Basic Concepts of Research: Concept, Construct, Variables, Hypothesis and Research Problem.
- 1.3 Ethical Issues in Human Development Research

Unit II: Designing Research in Human Development

- 2.1 Types of Research Designs: Experimental, Observational, Case Studies, Surveys
- 2.2 Data Collection Methods: Quantitative: Questionnaires, Rating Scales and Standardized Tests; Qualitative: Interview, Focus Groups, Observations. Case Studies.
- 2.3 Sampling: Definition, Need, Types

Unit III: Data Analysis in Human Development Research

- 3.1 Hypothesis Testing: basic Concepts and procedure. Normal Distribution
- 3.2 Qualitative Data Analysis: Thematic, Content and Narrative
- 3.3 Quantitative Data Analysis: Descriptive Analysis: Measures of Central Tendency and Standard Deviation; Inferential: Large Sample Test for Means, t test, Chi square test; Correlation and Regression.

**FIRST SEMESTER
CORE COURSE**

**Course No: P1HSTC-101
Course Title: Research Process in Human Development**

Unit IV: Data Interpretation and Presentation in Human Development Research

- 4.1 Use of Software for data interpretation and presentation,
- 4.2 Use of AI and Quantum Computing in Human Development Research
- 4.3 Scientific Writing: Types, Parts of a Research report

Suggested Readings:

1. Anastasi, A. and Urbana, S. (2016). *Psychological Testing* (7th edition). Indian Reprint. Delhi Pearson's Education.
2. Babie, Earl. (2016). *The Basics of Social Research* (Mindtap Course List). UK: Wadsworth Publishing Co Inc.
3. Bandarkar, P.L. and Wilkinson, T.S. (2016): *Methodology and Techniques of Social Research*. Himalaya Publishing House, Mumbai.
4. Bell, J. (1999). *Doing Your Research Project: Guide for First Time Researchers in Social Sciences*. New Delhi: Viva Books.
5. Bhatnagar, G.L. (1990). *Research Methods and Measurement in Behavioral and Social Sciences*. Agri.Cole Publishing Academy, New Delhi.
6. Creswell, J.W. and Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc; 5th edition.
7. Dooley. (1995). *Strategies for interpreting Qualitative Data*. Sage Publications, California.
8. [Gravetter, Frederick J. and Wallnau, Larry B.](#) (2023). *Statistics for the Behavioral Sciences*, 10th Edition. Cengage Learning India Pvt. Ltd.
9. Gupta, S.P. and Gupta, A. (2019). *Statistical Methods*. New Delhi: Sultan Chand.
10. Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioural research*. Belmont, Calif.: Wadsworth.
11. Kothari, C.R and Garg, Gaurav (2019) *Research Methodology: Methods and Techniques* (Multi Colour Edition). New Age International Publishers, Fourth edition
12. Kumar, Ranjit. (Latest Ed) *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications
13. Minimum, E.W., King, B.M. and Bear, G. (2003). *Statistical Reasoning in Psychology and Education*. New York: John Wiley & Sons.
14. Mishra, SB. and Alok, S. (2017). *Handbook of research methodology*. Educreation.
15. Pruzan, Peter. (2018). *Research Methodology: The Aims, Practices and Ethics of Science*. Springer Nature.
16. Strass, A. and Corbin. (1990): *Basic of Qualitative Research: Grounded Theory Procedures and Techniques*. Sage Publications, California.
17. Tan, William. (2017). *Research Methods: A Practical Guide for Students and Researchers*. WSPC; 1st edition

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**FIRST SEMESTER
CORE COURSE**

**Course No: P1HSTC-101
Course Title: Research Process in Human Development**

e-resources

18. <https://hubert.hhh.umn.edu/Team3/index.html#screen/cc739dd9-7591-4ca5-a0d9-b77989848ef1>
19. <https://www.d.umn.edu/~hrallis/guides/researching/litreview.html>
20. <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>
21. <https://wordvice.com/video-should-i-use-active-or-passive-voice-in-a-research-paper/>
22. <https://bookboon.com/en/writing-scientific-research-proposals-ebook>
23. <https://writingcenter.unc.edu/tips-and-tools/sciences/>
24. <https://writingcenter.unc.edu/tips-and-tools/scientific-reports/>
25. https://docs.google.com/document/d/1Zmt-NPk0IEHNde_gJrzjk8ao2K4W1ksL1HBpDpaP9s/edit#
26. <https://www.oercommons.org/authoring/18100-skills-and-knowledge-for-successful-project-planni/view>
27. <https://openoregon.pressbooks.pub/aboutwriting/>
28. <http://www.learnhigher.ac.uk/writing-for-university/academic-writing/>
29. <https://crastina.se/guides/the-poster-design-hub/scientific-images/>

Scheme of Examination

Test	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (Marks)
Minor Test I (MCQ on LMS + Subjective Test)	25%	1 hour	10 + 10
Minor Test II (MCQ on LMS + Subjective Test)	26 to 50%	1 hour	10 + 10
Major Test	100%	2 ½ hours	60
Total			100

Note for Paper Setting:

1. The Subjective Test of **Minor Test I and Minor Test II** will consist of three short answer type questions (05 marks each). Students are required to answer two questions.
2. The **Major test** will comprise of 2 sections - Section A (30 marks) and Section B (30 marks). Section A will have one compulsory question comprising of 10 parts (minimum 02 from each unit) of 03 marks each. Section B will have 04 questions of 15 marks each to be set from the last two units (02 from each unit). Students are required to attempt one question from each unit of Section B.

**FIRST SEMESTER
CORE COURSE**

Course No: P1HSTC-102

Course Title: Understanding and Working with Persons with Disabilities

**No. of Credits: 4
Total Marks: 100**

**Credits Level: 6.5
Credit Points: 26**

Syllabus for the examination to be conducted in December 2026, 2027 and 2028

Course Outcomes: By the end of this course, students will be able to:

1. Understand key concepts, models, and perspectives related to disability.
2. Identify different types of disabilities and their specific support needs.
3. Learn practical strategies to support inclusion and participation of persons with disabilities.
4. Become familiar with important laws, rights, and policies related to disability.

Content

Unit I: Conceptual Foundations and Critical Perspectives

- 1.1 Evolution and scope of Disability Studies
- 1.2 Definitions and models: Medical, Social, Biopsychosocial, and Rights-based
- 1.3 Disability as a social construct and human diversity
- 1.4 Global and Indian statistics and trends in disability
- 1.5 Stigma, cultural beliefs, and media representations

Unit II: Sensory, Intellectual and Developmental Disabilities

- 2.1. Visual Impairment: Types (low vision, total blindness), causes. Support and inclusion strategies - Orientation and mobility training, assistive technology, braille, tactile learning
- 2.2 Hearing Impairment: Degrees and types of hearing loss. Support and inclusion strategies- Sign language, lip reading, hearing aids, cochlear implants
- 2.3 Intellectual Disability (ID): Concept, levels of severity. Functional skills and adaptive behaviour training
- 2.4 Autism Spectrum Disorder (ASD): Core characteristics: communication, behaviour, sensory processing. Neurodiversity perspective

**FIRST SEMESTER
CORE COURSE**

Course No: P1HSTC-102

Course Title: Understanding and Working with Persons with Disabilities

Unit III: Learning, Psychosocial and Physical Disabilities

3.1 Specific Learning Disabilities (SLDs)- Dyslexia, Dyscalculia, Dysgraphia. Differences from ID and ADHD. Early identification, and classroom accommodations.

3.2 Mental Health and Psychosocial Disabilities- Depression, anxiety, bipolar disorder, schizophrenia. Societal stigma and access barriers. Need for mental health services

3.3 Physical and Neuromotor Disabilities - Cerebral Palsy, Spinal Cord Injury, Muscular Dystrophy. Mobility issues, assistive aids and environmental adaptations.

Unit IV: Processes of Inclusion and Empowerment

4.1 Legal and policy frameworks: UNCRPD, RPWD Act (2016), Mental Health Act (2017), National Trust Act (1999)

4.2 Rights-based and person-centred approaches to support

4.3 Community-based rehabilitation (CBR) and institutional approaches

4.4 Role of NGOs, DPOs, and self-advocacy groups

Suggested Readings:

1. Ainscow, M., & Slee, R. (2020). *The Globalisation of Inclusive Education*. Routledge.
2. Ali, Z. (2021). *Disability in South Asia: Knowledge and Experience*. Bloomsbury.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
4. Barnes, C., & Mercer, G. (2001). *Disability*. Polity Press.
5. Batshaw, M. L., Roizen, N. J., & Lotze, U. (Eds.). (2019). *Children with disabilities* (8th ed.). Paul H. Brookes Publishing Co.
6. Florian, L. (Ed.). (2021). *The SAGE Handbook of Inclusion and Diversity in Education*. SAGE Publications.
7. Haring, N. G., & McCormick, L. (Eds.). (1990). *Exceptional children and youth: An introduction to special education* (5th ed.). Merrill/Macmillan.
8. Koegel, R. L., & LaZebnik, C. (2009). *Overcoming autism: Finding the answers, strategies, and hope that can transform a child's life*. Penguin Books.
9. Mitra, S. (2018). *Disability, Health and Human Development*. Palgrave Macmillan.
10. Shakespeare, T. (2018). *Disability: The Basics*. Routledge.

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**FIRST SEMESTER
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Course No: PIHSTC-102

Course Title: Understanding and Working with Persons with Disabilities

11. Stewart, D. A., & Kluwin, T. N. (2001). *Teaching deaf and hard of hearing students: Content, strategies, and curriculum*. Pearson Education.

Policy Documents

1. Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. The Gazette of India.
2. Government of India. (2017). *The Mental Healthcare Act, 2017*. The Gazette of India.
3. Government of India. (1999). *The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999*. The Gazette of India.
4. United Nations. (2006). *Convention on the Rights of Persons with Disabilities (CRPD)*.
5. World Health Organization & World Bank. (2011). *World report on disability*. World Health Organization.

Scheme of Examination

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Minor Test I (MCQ on LMS + Subjective Test)	25%	1 hour	10 + 10
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Major Test	100%	2 ½ hours	60
Total			100

Note for Paper Setting:

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**FIRST SEMESTER
CORE COURSE**

**Course No: PIHSTC-103
Course Title: Rights Based Approach for Children**

**No. of Credits: 4
Total Marks: 100**

**Credits Level: 6.5
Credit Points: 26**

Syllabus for the examination to be conducted in December 2026, 2027 and 2028

Course Outcomes: By the end of this course, students will be able to:

1. Critically explain the theoretical foundations and evolution of the Rights-Based Approach (RBA) to child development, particularly in the Indian context.
2. Interpret and analyze the key legal, constitutional, and policy frameworks that safeguard children's rights in India, including national laws and international commitments.
3. Evaluate and critique existing government and non-governmental child-focused programs using RBA principles

Content

Unit I: Understanding Childhood and Child centred approach

- 1.1 Understanding Child and childhood; legal and social perspectives; key elements of child centred approach
- 1.2 Meaning of the term Child welfare, Child Development and Child Rights
- 1.3 Demographic profile of children in India
- 1.4 Needs and Problems of children in India, specific needs of specific groups: Child labour, Child sexual abuse and exploitation, Children in difficult situations, Child beggary, and other forms of child exploitation

Unit II: Conceptualizing the Rights-Based Approach for Children in India

- 2.1 Right Based Approach and its importance; Key principles, RBA vs Needs-based approach in Indian child welfare policies. Understanding children as rights holders and the state as a duty bearer.
- 2.2 Understanding the child rights, the four pillars of child rights, its need and significance; Historical development of child rights , UN CRC
- 2.3 Challenges in implementing child rights in India; strengthening of child rights. Role of culture in shaping the child rights

**FIRST SEMESTER
CORE COURSE**

**Course No: PIHSTC-103
Course Title: Rights Based Approach for Children**

Unit III: Legal and Policy Frameworks for Child Rights in India

- 3.1 Constitutional guarantees for children in India
- 3.2 Major national legislations and policies: Juvenile Justice (Care and Protection of Children) Act, 2015 Protection of Children from Sexual Offences (POCSO) Act, 2012 Right of Children to Free and Compulsory Education Act, 2009 Prohibition of Child Marriage Act, 2006 Child Labour (Prohibition and Regulation) Amendment Act, 2016, Immoral Traffic Prevention Act 1986; The Commission for Protection of Child Rights Act 2005, the Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act. National Policy for Children (2013), National Education Policy(2020)
- 3.3 Institutional Mechanisms for Child Rights in International and national instruments: UNCRC, SDGs, NCPCR, SCPCRs, Child Welfare Committees (CWCs), Juvenile Justice Boards (JJBs)

Unit IV: Implementing the Rights-Based Approach in Indian Contexts

- 4.1 Translating policy into practice: implementation gaps and challenges, Child budgeting
- 4.2 Integrating RBA into programming: education, health, protection, and participation (Schemes and programmes for children)
- 4.3 Child Rights Advocacy and Social Movements in India : Role of NGOs, grassroots organizations, and social movements (UNICEF, Kailash Satyarthi Foundation, CRY, Save the Children India, Pratham, Bachpan Bachao Andolan, HAQ: Centre for Child Rights)
- 4.4 Emerging Challenges and the Future of RBA in India: Digital rights, climate change impacts on children, the ethics of AI and child protection

Suggested Readings:

1. Bajpai, A. (2017). *Child Rights in India: Law, Policy, and Practice* (2nd Ed.). Oxford University Press.
2. UNICEF India (2021). *Child Protection Systems Mapping and Assessment*.
3. CRY (2023). *Status Report on Child Protection in India*.
4. Save the Children India (2022). *The Rights of the Child in India: Situation Analysis*.

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**FIRST SEMESTER
CORE COURSE**

**Course No: PIHSTC-103
Course Title: Rights Based Approach for Children**

5. Centre for Internet and Society (CIS). (2021). *Data Protection and Children's Rights in India*.
6. Kailash Satyarthi Foundation (2022). *Freedom for Every Child Report*.
7. Baxi, U. (2002). *The Future of Human Rights*. Oxford University Press.
8. Government Reports:
 - Annual Reports of the Ministry of Women and Child Development (MWCD).
 - Reports from the National Commission for Protection of Child Rights (NCPCR).
 - National Family Health Survey (NFHS) data.
 - National Crime Records Bureau (NCRB) data on crimes against children.
9. NGO Publications:
 - Child Rights and You (CRY) reports and advocacy materials.
 - Save the Children India publications.
 - HAQ: Centre for Child Rights reports and analyses.
 - Bachpan Bachao Andolan (BBA) literature.
 - UNICEF India reports and policy briefs.

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**FIRST SEMESTER
ELECTIVE COURSE**

Course No: P1HSTE-104

Course Title: Advanced Theories and Issues in Human Development

**No. of Credits: 4
Total Marks: 100**

**Credits Level: 6.5
Credit Points: 26**

Syllabus for the examination to be conducted in December 2026, 2027 and 2028

Course Outcomes: By the end of this course, students will be able to:

1. Understand the evolution and diversity of theoretical perspectives in Human Development, recognizing their historical roots and contemporary relevance.
2. Analyze the biological, cultural, technological, and psychosocial influences on human growth, identity formation, and well-being across the lifespan.
3. Critically evaluate emerging paradigms and contemporary issues shaping human development today, including their implications for individuals and society.

Content

Unit I: Theoretical Trends in Human Development

- 1.1 Definition of Human Development. Definition and characteristics of theories
- 1.2 Major theoretical perspectives (briefly): Functionalism, Behaviorism, Holism, Constructivism, Cognitivism, Social Learning Models, Information Processing Models
- 1.3 Forces of change leading to newer theoretical paradigms

Unit II: Psychobiology, Sociobiology, Neurocognition and Cultural Influences on Development

- 2.1 Concept and relevance of psychobiology and sociobiology in human development
- 2.2 Neuro-cognition: brief overview of brain structure and functional changes from childhood to youth
- 2.3 Cultural Neuroscience and Cognitive Diversity, Cross-cultural variations in developmental processes and milestones.

Unit III: Identity and Well-Being across the lifespan

- 3.1 Identity as embedded in cultural and societal contexts

**FIRST SEMESTER
ELECTIVE COURSE**

Course No: PIHSTE-104

Course Title: Advanced Theories and Issues in Human Development

3.2 Forging virtual and hybrid identities in a digital era

3.3 Identity beyond adolescence: emerging adulthood, adulthood, and lifelong transitions

Unit IV: Frontiers of Human Development

4.1 Epigenetics and Environmental Programming, Gene–environment interactions across the lifespan, Impact of early life stress, caregiving, and trauma on gene expression and long-term developmental outcomes.

4.2 Neuroplasticity and Lifespan Adaptability, mechanisms and implications

4.3 Transhumanism and the Future of Human Development- AI, brain–machine interfaces, and genetic modification. Ethical and developmental questions in post-human futures

Suggested Readings:

- 1 Ackerman, S. (1992). *Discovering the Brain*. National Academy Press.
- 2 Arnett, J. J. (2015). *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties* (2nd ed.). Oxford University Press.
- 3 Bostrom, N. (2005). *A History of Transhumanist Thought*. Journal of Evolution and Technology.
- 4 Ferrer-Wreder, L., & Kroger, J. (2020). *Identity in Adolescence: The Balance Between Self and Other* (4th ed.). Routledge.
- 5 Gazzaniga, M. S. (2018). *The Consciousness Instinct: Unraveling the Mystery of How the Brain Makes the Mind*. Farrar, Straus and Giroux.
- 6 Harari, Y. N. (2016). *Homo Deus: A Brief History of Tomorrow*. Harper.
- 7 Immordino-Yang, M. H. (2015). *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience*. W. W. Norton & Company.
- 8 Rose, N. & Abi-Rached, J. M. (2013). *Neuro: The New Brain Sciences and the Management of the Mind*. Princeton University Press.
- 9 Salkind, N. (2004). *An Introduction to Theories of Human Development*. Sage Publications.
- 10 Thomas, R. M. (2001). *Recent Theories of Human Development*. New Delhi.
- 11 Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.
- 12 Wnuk, A. (2019). *How the Brain Changes with Age*. BrainFacts.org.

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SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**FIRST SEMESTER
ELECTIVE COURSE**

Course No: P1HSTE-104

Course Title: Advanced Theories and Issues in Human Development

Scheme of Examination

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**FIRST SEMESTER
ELECTIVE COURSE**

Course No: PIHSTE-105
Course Title: Current Perspectives in Adulthood and Ageing

No. of Credits: 4
Total Marks: 100

Credits Level: 6.5
Credit Points: 26

Syllabus for the examination to be conducted in December 2026, 2027 and 2028

Course Outcomes:

1. Providing a foundation for academic and career prospects in the field of adulthood and aging.
2. Development of ability to analyze developmental changes and needs of Adults and Aged in Indian Context
3. Application of knowledge to contexts such as active aging, caregiving, retirement, and health promotion
4. Stimulating ability to design programs and strategies for successful aging.

Content

Unit I: Middle Adulthood

- 1.1 Nature of Middle Adulthood: Changing Midlife, Understanding self in transition
- 1.2 Physical Development: Physical Changes, Health, Lifestyle and Stress, Sexuality and Menopause
- 1.3 Cognitive Functioning, Job satisfaction and Midlife Career Change
- 1.4 Socio emotional Development: Changing roles, Close Relationships, Empty Nest

Unit II: Aging Studies I

- 2.1 Theories of aging (in brief).
- 2.2 Demographic profile and Life expectancy of older people in India
- 2.3 Biological and Physical Changes, Social determinants of Health and Wellbeing in India
- 2.4 Optimal and Successful aging, Interventions to support the wellbeing of older adults

Unit III: Aging Studies II

- 3.1 Cognitive Functioning, and neurocognitive disorders (Alzheimer's, Dementia), Promoting mental health interventions.
- 3.2 Psychological Development in Later Life: Personality; Self, Emotions, and Coping Mechanisms.

**FIRST SEMESTER
ELECTIVE COURSE**

Course No: P1HSTE-105

Course Title: Current Perspectives in Adulthood and Ageing

- 3.3 Social Perspectives: Social Roles and Functioning, Intergenerational Connections, Work-Life Transitions, Retirement.
- 3.4 Ageism and Stereotypes: Critical Analysis, Cultural diversity in aging experiences
- 3.5 Promoting a Positive View of Aging.

Unit IV: Issues and Concerns Related to Aging

- 4.1 Living arrangements and Housing Facilities, Leisure Activities, Technology and Aging
- 4.2 Religion and Spirituality, Sexuality in later life, Elder Abuse
- 4.3 Healthy Longevity, Dying, Death, Bereavement and Widowhood
- 4.4 National Policy and Programs for Aged in India

Suggested Readings:

1. Erber, Joan. T (2019). *Aging and Older Adulthood*. Wiley.
2. Heo, J., Chun, S., Lee, S., Lee, K. H., & Kim, J. (2015). Internet use and wellbeing in older adults. *Cyberpsychology, Behavior, and Social Networking*, 18(5), 268-272.
3. Ingle, G. K., & Nath, A. (2008). Geriatric health in India: Concerns and solutions. *Indian Journal of Community Medicine*, 33(4), 214.
4. Jönson, H., & Magnusson, J. A. (2001). A new age of old age? Gerotranscendence and the re-enchantment of aging. *Journal of Aging Studies*, 15(4), 317-331.
5. Kumashiro, M. (2000). Ergonomics strategies and actions for achieving productive use of an ageing workforce. *Ergonomics*, 43(7), 1007-1018.
6. Kumar, Y., & Bhargava, A. (2014). Elder Abuse in Indian families: Problems and Preventive Actions. *International Journal of Scientific and Research Publications*, 4(10), 1-8.
7. Lamb, S. E. (Ed.). (2012). *Aging and the Indian diaspora: Cosmopolitan families in India and abroad*. Orient Blackswan Private Ltd.
8. [Moyle](#), Wendy., [Parker](#), [Deborah.](#) and [Bramble](#), [Marguerite](#) . (2014) *Care of Older Adults: A Strengths-based Approach*. Cambridge University Press
9. Pinto, M. R., De Medici, S., Van Sant, C., Bianchi, A., Zlotnicki, A., & Napoli, C. (2000). Technical note: Ergonomics, gerontechnology, and design for the home-environment. *Applied Ergonomics*, 31(3), 317-322.
10. Saha, Sumita., Sengupta, Somitra., Chaudhari, Trishna. And Goswami, Nilanjana. (2022). *Discourses on Ageing*. Jaipur: Rawat Publications
11. Shankardass, mala Kapur(Ed). (2024). *Ageing Issues in India: Practices, Perspectives and Policies*. Springer Nature
12. Soneja, S. (2001). Elder Abuse in India. *Report for the World Health Organization*. (www.who.int)

UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**FIRST SEMESTER
ELECTIVE COURSE**

Course No: PIHSTE-105

Course Title: Current Perspectives in Adulthood and Ageing

13. Menopause status of lower-class middle-aged women—WSRC
14. Situation of Elderly in India: some gender differences—WSRC
15. Whitbourne, Susan Krauss. And Sliwinski, Martin J. (2012). *The Wiley Handbook of Adult Development and Aging*. Wiley Blackwell.
16. Harry Moody & Jennifer Sasser (2014). *Aging: Concepts and Controversies*; 8th edition. Sage Publications. Thousand Oaks, CA.
17. Santrock. John W (2019) *Lifespan Development* (17th Edition). McGraw Hill India.

E resources:

18. Longitudinal Ageing Study in India (LASI). <http://www.iipsindia.ac.in/lasi>
19. <https://www.who.int/india/health>

Scheme of Examination

Test	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (Marks)
Minor Test I (MCQ on LMS + Subjective Test)	25%	1 hour	10 + 10
Minor Test II (MCQ on LMS + Subjective Test)	26 to 50%	1 hour	10 + 10
Major Test	100%	2 ½ hours	60
Total			100

Note for Paper Setting:

1. The Subjective Test of **Minor Test I and Minor Test II** will consist of three short answer type questions (05 marks each). Students are required to answer two questions.
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UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**FIRST SEMESTER
COMPULSORY COURSE**

**Course No: P1HSPC-106
Course Title: Field Internship in Human Development**

No. of Credits: 4

Total Marks: 100

Internal Examination: 25

External Examination: 75 (50 written + 25 viva voce)

Credits Level: 6.5

Credit Points: 26

Syllabus for the examination to be conducted in December 2026, 2027 and 2028

Course Outcomes: After successfully completing the Internship student will be able to

1. Apply theoretical knowledge of human development to real-world contexts, identifying and analyzing challenges faced by diverse populations within organizational settings.
2. Conduct a comprehensive needs assessment to identify specific requirements and challenges of target populations, informing program design and intervention strategies.
3. Actively engage with and contribute to the ongoing programs and operations of human development agencies, demonstrating practical skills in support, interaction, and material development.
4. Synthesize internship experiences into a comprehensive report, effectively communicating observations, contributions, key learnings, and potential career pathways in the human development field.

Nature of Work:

This field internship is a key part of the PG-level course, offering hands-on experience in real-world human development settings. Students will work directly with organizations/ institutions catering to children, vulnerable groups, persons with disabilities, family welfare, women or any other relevant group. This placement will last from a minimum of 15 days to a maximum of two months, and students will submit a comprehensive report at the end. The main goal is to help students apply classroom learning to real-life situations, better understanding how people grow and face challenges in different social and cultural contexts.

Unit I: Agency Immersion & Needs Assessment

- Students choose an agency/institution for fieldwork.

**FIRST SEMESTER
COMPULSORY COURSE**

**Course No: P1HSPC-106
Course Title: Field Internship in Human Development**

- They actively participate in ongoing programs to understand organizational structure, functions (administrative, financial), and supervisory roles.
- A thorough needs assessment is conducted to identify specific requirements and challenges of the target population.

Unit II: Field Engagement & Contribution

- Primary focus is on active participation in ongoing activities and in-depth observation of existing programs.
- Students may develop specific materials (e.g., teaching aids, informational hand outs) aligned with agency needs.
- Hands-on engagement provides practical insight into the agency's work and human development challenges.

Unit III: Critical Reflection & Learning Synthesis

- Students synthesize the entire internship experience and formalize their learning.
- Critical reflection on observations, participation, and contributions is undertaken.
- This includes analyzing how theoretical knowledge was either confirmed, challenged, or expanded by their field experience.

Unit IV: Internship Report & Career Exploration

- Preparation of a comprehensive internship report detailing agency structure, observed needs, activities, and contributions.
- Exploration of potential new employment avenues for human development professionals based on their experiences and observed needs.

UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**FIRST SEMESTER
COMPULSORY COURSE**

**Course No: P1HSPC-107
Course Title: Practical**

No. of Credits: 4

Total Marks: 100

Internal Examination: 25

External Examination: 75 (50 written + 25 viva voce)

Credits Level: 6.5

Credit Points: 26

Syllabus for the examination to be conducted in December 2026, 2027 and 2028

Course Outcomes: After successfully completing the Practical work student will be able to:

1. Critically analyse the social representation of persons with disabilities and to identify common stereotypes, and biases faced by them.
2. Develop an understanding of the lived experience of children with disabilities
3. Understand the role of protection agencies in safeguarding the rights of children
4. Become skilled awareness generation agents especially for issues related to children.

Content:

1. Critically analyse how persons with disabilities are portrayed in mainstream media (films, television shows, advertisements, news) and to identify common stereotypes, biases, and positive representations. (1 credit)
2. Gain first-hand experience of observing the operations, facilities, and services provided by institutions for children with disabilities, and to critically evaluate their effectiveness and inclusivity. (1 credit).
3. Visits to State Commission for Protection of Child Rights/ District Child Welfare Committee (CWC) (1 credit)
4. Plan and execute an Awareness Generation Programme on issues related to child rights and protection. (1 credit)

UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

2nd Semester					
S.No	Course code	Course Title	Credits	Credit level	Credit points
1	P1HSTE-201**	Management of Welfare Institutions	4	6.5	26
2	P1HSTE-202**	Principles and Practices in Guidance and Counseling	4	6.5	26
3	P1HSTE-203**	Disability Studies and Inclusion	4	6.5	26
4	P1HSRC-204	Dissertation	16	6.5	104
	Total Credits		24		
** Student chooses any two elective courses					

**SECOND SEMESTER
ELECTIVE COURSE**

**Course No: P1HSTE-201
Course Title: Management of Welfare Institutions**

**No. of Credits: 4
Total Marks: 100**

**Credits Level: 6.5
Credit Points: 26**

Syllabus for the examination to be conducted in May 2027, 2028 and 2029

Course Outcomes: By the end of this course, students will be able to:

1. Understand the basic concepts of management.
2. Understand the purpose, scope, and challenges of institutional management.
3. Get acquainted with various techniques of management.
4. Apply the process and strategies for monitoring and evaluating institutions.

Content

Unit I: Nature, Purpose, and Significance of Management

- 1.1 Management: An overview; Definitions, concepts and characteristics
- 1.2 Nature of management; An art or a science or both
- 1.3 Purpose & significance of management.
- 1.4 Levels of management.

Unit II: The Crucial Managerial Dimensions

- 2.1 Principles of management.
- 2.2 Planning, organizing, staffing, directing, coordinating, and controlling.
- 2.3 Personnel management: Meaning, scope, and functions of personnel management.
- 2.4 Recruitment, selection, and training.

Unit III: Institutional Management

- 3.1 Institutional management: Definition and characteristics.
- 3.2 Organizational structure: Introduction, features of a good organizational structure.
- 3.3 Managerial skills and organizational hierarchy: Technical skills, human skills, conceptual skills, and design skills.
- 3.4 Need and importance of community participation in institutions focused on child and family welfare.

**SECOND SEMESTER
ELECTIVE COURSE**

**Course No: P1HSTE-201
Course Title: Management of Welfare Institutions**

Unit IV: Monitoring and Evaluation of Institutions

- 4.1 Meaning, scope, and steps in monitoring and evaluation.
- 4.2 Types of evaluation: Formative, summative, ex-post, internal, and external evaluation.
- 4.3 Techniques of evaluation: PERT, SWOT, and MIS
- 4.4 Monitoring and evaluation of family and child welfare institutions with special reference to Child Care Institutions, MLTCs, and educational institutions like pre-primary and primary educational institutions, special schools, and residential schools.

Suggested Readings:

1. Chandra, P. (1995). *Projects: Planning, analysis, selection, implementation and review*. New Delhi: Tata McGraw-Hill.
2. Chaturvedi, R. (2013). *Managing organizations* (For GBTU). New Delhi: Vikas Publishing House.
3. Dale, R. (2004). *Evaluating development programmes and projects*. New Delhi: Sage Publications.
4. Hildbrand, U. (1984). *Management of child development centers*. New York: Collier Macmillan Publishing.
5. Jayakaran, R. L. (1996). *Participatory learning and action: User's guide and manual*. Madras: World Vision India.
6. Koontz, H., & Weihrich, H. (2012). *Essentials of management: An international perspective* (11th ed.). McGraw-Hill Education.
7. Mukherjee, A. (2004). *Participatory learning and action*. New Delhi: Concept Publishing Company.
8. Prasad, L. M. (2019). *Principles and practice of management* (11th rev. ed.). New Delhi: Sultan Chand & Sons.
9. Robbins, S. P., Coulter, M., & DeCenzo, D. A. (2019). *Fundamentals of management* (9th ed.). Pearson.
10. Rossi, P. H., & Freeman, H. E. (1993). *Evaluation: A systematic approach* (5th ed.). Newbury Park, California: Sage Publications.
11. Stoner, J. A. F., Freeman, R. E., & Gilbert, D. R. (2004). *Management* (6th ed.). Pearson Education.

UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**SECOND SEMESTER
ELECTIVE COURSE**

**Course No: P1HSTE-201
Course Title: Management of Welfare Institutions**

Scheme of Examination

Test	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (Marks)
Minor Test I (MCQ on LMS + Subjective Test)	25%	1 hour	10 + 10
Minor Test II (MCQ on LMS + Subjective Test)	26 to 50%	1 hour	10 + 10
Major Test	100%	2 ½ hours	60
Total			100

Note for Paper Setting:

1. The Subjective Test of **Minor Test I and Minor Test II** will consist of three short answer type questions (05 marks each). Students are required to answer two questions.
2. The **Major test** will comprise of 2 sections - Section A (30 marks) and Section B (30 marks). Section A will have one compulsory question comprising of 10 parts (minimum 02 from each unit) of 03 marks each. Section B will have 04 questions of 15 marks each to be set from the last two units (02 from each unit). Students are required to attempt one question from each unit of Section B.

**SECOND SEMESTER
ELECTIVE COURSE**

Course No: P1HSTE-202

Course Title: Principles and Practices in Guidance and Counseling

**No. of Credits: 4
Total Marks: 100**

**Credits Level: 6.5
Credit Points: 26**

Syllabus for the examination to be conducted in May 2027, 2028 and 2029

Course Outcomes: By the end of this course, students will be able to:

1. Locate relevance of guidance and counselling.
2. Develop competencies and skills to use counseling approaches
3. Critically evaluate and appraise various counselling techniques.
4. Analyze key theories and concepts underpinning guidance and counseling practices.
5. Demonstrate understanding of the role of guidance and counseling in educational and community contexts.
6. Apply ethical and culturally responsive practices in counseling scenarios.

Content

Unit 1: Foundations of Guidance and Counseling

- 1.1 Guidance and Counseling: Concept, need, scope and principles
- 1.2 Historical evolution of guidance and counseling.
- 1.3 Types of Guidance: Educational, Vocational and Personal (Meaning and Need).
- 1.4 Types of Counselling: Crisis, Facilitative, Preventive and Developmental
- 1.5 Rehabilitation, Mental Health, Marriage and Family, Workplace counseling.
- 1.6 Individual and Group Counselling: Merits and limitations.

Unit 2: Theoretical Foundations and Models of Counseling

- 2.1 Affective theories of counseling: Psychoanalysis, Adlerian Counseling, Transactional Analysis, Client-Centred Therapy.
- 2.2 Cognitive and Behaviour Theories of counseling: Trait and Factor theory, Rational Emotive Therapy, Cognitive -Behavioural Counseling and Reality Therapy.

Unit 3: Counseling Techniques and the Counseling Process

- 3.1 The Counseling Process: Characteristics, Approaches, Conditions, Dimensions and stages.

**SECOND SEMESTER
ELECTIVE COURSE**

Course No: P1HSTE-202

Course Title: Principles and Practices in Guidance and Counseling

- 3.2 Psychological assessment tools and non-testing techniques
- 3.3 Qualities, core skills and competencies of a counsellor
- 3.4 Working with Special Populations (Children, Adolescents, People with Disabilities)

Unit 4: Ethics, Cultural Sensitivity, and Emerging Issues in Counseling

- 4.1 Ethical and Legal Issues in Counseling (Informed Consent, Confidentiality, Boundaries)
- 4.2 Counseling in diverse settings: schools, community centers, rehabilitation, online, Life skills education and inclusive practices
- 4.3 Technology and digital tools in counseling
- 4.4 Counseling Program Evaluation, Supervision, and Professional Development

Suggested Readings:

1. Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
2. Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson.
3. Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to Counseling and Guidance*. Pearson.
4. Rao, S. N. (2017). *Counseling and Guidance*. Tata McGraw Hill.
5. Capuzzi, D., & Stauffer, M. D. (2021). *Foundations of Counseling and Psychotherapy: Evidence-Based Practices for a Diverse Society*. Wiley.
6. Nelson-Jones, R.(2011).*Theory and Practice of Counselling and Therapy* (5th Edt.). New Delhi: Sage Publications India Pvt. Ltd

Scheme of Examination

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Minor Test I (MCQ on LMS + Subjective Test)	25%	1 hour	10 + 10
Minor Test II (MCQ on LMS + Subjective Test)	26 to 50%	1 hour	10 + 10
Major Test	100%	2 ½ hours	60
Total			100

UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**SECOND SEMESTER
ELECTIVE COURSE**

Course No: P1HSTE-202

Course Title: Principles and Practices in Guidance and Counseling

Note for Paper Setting:

1. The Subjective Test of **Minor Test I and Minor Test II** will consist of three short answer type questions (05 marks each). Students are required to answer two questions.
2. The **Major test** will comprise of 2 sections - Section A (30 marks) and Section B (30 marks). Section A will have one compulsory question comprising of 10 parts (minimum 02 from each unit) of 03 marks each. Section B will have 04 questions of 15 marks each to be set from the last two units (02 from each unit). Students are required to attempt one question from each unit of Section B.

**SECOND SEMESTER
ELECTIVE COURSE**

**Course No: P1HSTE-203
Course Title: Disability Studies and Inclusion**

**No. of Credits: 4
Total Marks: 100**

**Credits Level: 6.5
Credit Points: 26**

Syllabus for the examination to be conducted in May 2027, 2028 and 2029

Course Outcomes: By the end of this course, students will be able to:

1. Understand and apply key assessment tools and principles used with children with disabilities.
2. Identify appropriate therapeutic and intervention strategies based on individual needs.
3. Recognize the role of inclusive education and apply practical classroom strategies.
4. Support and empower families in raising children with disabilities.
5. Engage with communities, NGOs, and government initiatives for inclusive and sustainable support.

Contents

Unit I: Understanding Assessment in Disability Contexts

- 1.1 Concept, types and purpose of assessment: screening, diagnosis, functional assessment
- 1.2 Formal vs. informal assessment tools
- 1.3 Developmental delays and criteria (DSM-V, ICD-10)
- 1.4 Tools and techniques: interviews, checklists, observation, psychological testing
- 1.5 Ethical principles in assessment: informed consent, cultural sensitivity, confidentiality

Unit II: Therapeutic and Intervention Approaches for Children with Disabilities

- 2.1 Early Intervention and Family Support: Importance of early support. Role of families and caregiver training
- 2.2 Common Therapies: Speech, Occupational, and Physiotherapy. Behavioural and play-based interventions
- 2.3 Assistive Technologies: Use of mobility aids, communication devices, and learning tools
- 2.4 Individualised Support Planning: Basics of IEP and IFSP. Collaborative goal setting and review

**SECOND SEMESTER
ELECTIVE COURSE**

**Course No: P1HSTE-203
Course Title: Disability Studies and Inclusion**

Unit III: Inclusive Education and Classroom Practices

- 3.1 Concept and importance of inclusive education in the Indian and global context
- 3.2 Classroom strategies and curriculum adaptations for learners with disabilities
- 3.3 Role of teachers, special educators, and shadow teacher
- 3.4 Building inclusive school environments: peer sensitization and family collaboration

Unit IV: Working with Families and Communities

- 4.1 Family responses to disability: stress, coping, and adaptation
- 4.2 Empowering families: training, support groups, and networks
- 4.3 Advocacy and attitude change: building inclusive mindsets
- 4.4 Community-based rehabilitation (CBR): principles and implementation
- 4.5 Collaboration with NGOs, government schemes, and grassroots initiatives

Suggested Readings:

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Publishing.
2. Batshaw, M. L., Roizen, N. J., & Lotze, U. (Eds.). (2019). *Children with disabilities* (8th ed.). Paul H. Brookes Publishing Co.
3. Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill Education.
4. Dash, M. (2017). *Inclusive education in India*. PHI Learning Private Limited
5. International Classification of Diseases (ICD-11). (2019). *International statistical classification of diseases and related health problems* (11th ed.). World Health Organization.
6. Law, M., Missiuna, C., & Macnab, J. (2017). *Therapeutic play with children with disabilities: An introduction*. Jessica Kingsley Publishers.
7. Loreman, T., Deppeler, J., & Harvey, D. (2011). *Inclusive education: A practical guide to supporting diversity in the classroom* (2nd ed.). Routledge.
8. Mirenda, P., & Iacono, T. (Eds.). (2020). *Communication disorders in children* (5th ed.). Plural Publishing.
9. Runswick-Cole, K., Curran, T., & Liddiard, K. (2018). *The Palgrave Handbook of Disabled Children's Childhood Studies*. Palgrave Macmillan.
10. Salvia, J., Ysseldyke, J. E., & Bolt, S. E. (2016). *Assessment in special and inclusive education* (13th ed.). Cengage Learning.

UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**SECOND SEMESTER
ELECTIVE COURSE**

**Course No: PIHSTE-203
Course Title: Disability Studies and Inclusion**

11. Sattler, J. M. (2018). *Assessment of children: Cognitive foundations and applications* (6th ed.). Jerome M. Sattler Publisher.

Web sources:

1. World Health Organization. (2010). *Community-based rehabilitation: CBR guidelines*. World Health Organization.
2. Rehabilitation Council of India (RCI). (Access reports, guidelines, and frameworks from their official website: www.rehabcouncil.nic.in)

Scheme of Examination

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UNIVERSITY OF JAMMU
SYLLABI OF 1 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

SECOND SEMESTER
COMPULSORY COURSE

Course No: P1HSRC-104
Course Title: DISSERTATION

No. of Credits: 16

Total Marks: 400

Internal Assessment: 100

External Assessment: 300 (200: Report & 100: Viva Voce)

Credits Level: 6.5

Credit Points: 104

Syllabus for the examination to be conducted in May 2027, 2028 and 2029

Course Outcomes: By the end of this dissertation work, students will be able to:

1. **Analyze** a contemporary and socio-culturally relevant issue in Human Development by applying relevant theoretical frameworks and research methods.
2. **Design and execute** an independent research project, demonstrating ethical considerations and methodological rigor.
3. **Evaluate** existing literature and their own research findings to draw evidence-based conclusions.
4. **Create** an original dissertation that presents novel insights and contributes meaningfully to the field.
5. **Critically appraise** the implications of their research for policy and practice in Human Development.

Nature of Dissertation Research in Human Development

PG-level dissertation research in Human Development represents an intensive, independent scholarly investigation. Students will delve deeply into a contemporary and socio-culturally relevant phenomenon within human development. This undertaking transcends purely theoretical understanding, demanding empirical or analytical approach to a chosen issue. While students will operate autonomously, a dedicated faculty member will provide expert supervision and methodological guidance throughout the process. Periodic evaluations will be conducted to monitor research integrity and academic progress, ensuring adherence to scholarly standards. The ultimate output of this endeavor is a dissertation—a substantial, original written thesis that conclusively demonstrates the student's mastery of advanced research methodologies and contributes novel insights or a refined perspective to the existing body of knowledge in Human Development.