

UNIVERSITY OF JAMMU
SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

Programme Code: PGFSH004

Course Framework for 2 year M.Sc Home Science (Human Development) under NEP-2020

Ist Semester					
S.No	Course Code	Course Title	Credits	Credit level	Credit points
1	P2HSTC-101	Theories of Human Development: Concepts & Application	4	6	24
2	P2HSTC-102	Applied Techniques for Assessing Human Development	4	6	24
3	P2HSTC-103	Contemporary Issues in Human Development	4	6	24
4	P2HSTC-104	Applied Perspectives in Early Childhood Care and Education	4	6	24
5	P2HSPC-105	Practical	4	6	24
Total			20		
IInd Semester					
S.No	Course Code	Course Title	Credits	Credit level	Credit points
1	P2HSTC-201	Family and Social Dynamics	4	6	24
2	P2HSTC-202	Art and Science of Parenting	4	6	24
3	P2HSTC-203	Adolescent and Youth Development: Changes, Challenges & Programs	4	6	24
4	P2HSTC-204	Gender Issues in Human Development	4	6	24
5	P2HSPC-205	Practical	4	6	24
6	P2HSVC-251 [#]	Innovative and Inclusive Early Childhood Care and Education	4	6	24
Total			20		
<i># applicable only in case of One Year PG Diploma</i>					

UNIVERSITY OF JAMMU
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IIIrd Semester					
S.No	Course Code	Course Title	Credits	Credit level	Credit points
1	P2HSTC-301	Research Process in Human Development	4	6.5	26
2	P2HSTC-302	Understanding and Working with Persons with Disabilities	4	6.5	26
3	P2HSTC-303	Rights Based Approach for Children	4	6.5	26
4	P2HSTE-304*	Advanced Theories and Issues in Human Development	4	6.5	26
5	P2HSTE-305*	Current Perspectives in Adulthood and Ageing	4	6.5	26
6	P2HSPC-306	Field Internship in Human Development	4	6.5	26
7	P2HSPC-307	Practical	4	6.5	26
8	P2HSMO-351	SWAYAM MOOCs	4		
Total Credits			24 (+4 additional)		
* Student chooses any one elective course					
IVth Semester					
S.No	Course Code	Course Title	Credits	Credit level	Credit points
1	P2HSTE-401**	Management of Welfare Institutions	4	6.5	26
2	P2HSTE-402**	Principles and Practices of Guidance and Counseling	4	6.5	26
3	P2HSTE-403**	Disability Studies and Inclusion	4	6.5	26
4	P2HSRC-404	Dissertation	16	6.5	104
Total Credits			24		
** Student chooses any two elective courses					

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Programme Code: PGFSH004

Programme Title: 2 year M.Sc Home Science (Human Development) under NEP-2020

Program Specific Outcomes (PSOs):

By the end of the 2-year M.Sc Home Science (Human Development) program, students will be able to:

1. Apply foundational theories and contemporary perspectives in human development to understand individual and family dynamics across the lifespan.
2. Utilize diverse assessment techniques and research methodologies to analyze developmental processes and issues.
3. Address contemporary challenges in human development, including issues related to early childhood, adolescence, family, parenting, and gender.
4. Promote inclusive practices and advocate for the rights and well-being of diverse populations, with a focus on children and individuals with disabilities.
5. Develop and implement intervention strategies and programs in various human development settings, demonstrating practical and ethical considerations.
6. Conduct independent scholarly research, synthesize findings, and contribute new knowledge to the field of human development.
7. Engage in field-based learning and professional development, applying theoretical knowledge to real-world contexts and institutional management.

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5	P2HSPC-105	Practical	4	6	24
Total			20		

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SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-101

Course Title: Theories of Human Development: Concepts & Application

No. of Credits: 4

Credits Level: 6.0

Total Marks: 100

Credit Points: 24

Syllabus for the examination to be conducted in December 2025, 2026 and 2027

Course Outcomes: By the end of the course the learners will be able to:

1. Understand different developmental theories or perspectives.
2. Describe the process of cognitive, physical, social and emotional transition during the critical phase of adolescence and youth.
3. Identify and describe their own developmental and life experiences shaping their well-being.
4. Become aware of the challenges and strengths of youth in Indian context & strategies for positive youth development.
5. Become aware of various policies, schemes and programmes for the development of youth in India.

Content

Unit I: Basic Concepts and Early Theoretical Perspectives

- 1.1 Theory: definition and key characteristics
- 1.2 Early Theories and their effect on understanding of the child.
- 1.3 Ethological theories: concepts and implications for child rearing
 - Darwin's evolutionary theory
 - Lorenz theory of Imprinting, Bowlby's theory of attachment
 - Harlow's research

Unit II: Learning Theories and Ecological Perspectives

- 2.1 Theories of Learning and Behavior – (i) Pavlov and Watson's Classical Conditioning,
(ii) Skinner's Operant Conditioning,
(iii) Bandura's Social Learning Theory
- 2.2 Ecological theory of Bronfenbrenner
- 2.3 Multiple Intelligence theory by Gardner

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-101

Course Title: Theories of Human Development: Concepts & Application

Unit III: Psychoanalytic/psychosocial Perspectives

- 1.1 Freud's Psychoanalytic theory, Neo Freudians(briefly): Jung, Adler, Anna Freud
- 1.2 Erikson's Psychosocial theory, basic concepts and implications
- 1.3 Sudhir Kakar's perspective on Indian applications of the psychoanalytic view

Unit IV Cognitive Developmental Theories

- 4.1 Piaget's theory: basic concepts and application in education
- 4.2 Vygotsky's sociocultural perspectives
- 4.3 Kohlberg's theory of moral development

Suggested Readings:

1. Crain, W. (1998). *Theories of Development: Concepts and Applications*. 3 rd Edition: Prentice Hall, Englewood Cliffs.
2. Crain, S. (2004). *An Introduction to Theories of Human Development*. Thousand Oaks, CA: Sage Publications.
3. Das, V. (1979). Reflections on the social construction of adulthood. In S. Kakkar (Ed.). *Identity and adulthood* (pp.89-104). New Delhi: Oxford University Press.
4. Kakkar, S. (1979). Setting the stage: The traditional Hindu view and the psychology of Erik Erikson. In S. Kakkar (Ed.) *Identity and adulthood* (pp.3-12). New Delhi: Oxford University Press.
5. Lerner, Richard M. (2001). *Concepts and Theories of Human Development*. Lawrence Erlbaum Associates.
6. Miller, P. (2000). *Theories of Development psychology* (4th ed). New York: Worth Publishers. (Chapter 1, 2, 3,7).
7. Newman, Barbara M and Newman, Philip, R. (2001). *Theories of Human Development*. Routledge Taylor and Francis Group.
8. Salkind, Neil J. (2004). *An Introduction to Theories of Human Development*. Thousand Oaks, CA: Sage Publications.
9. Santrock, J. N. (2007). *Child Development*. 11th Edition. Tata McGraw- Hill.
10. Thomas, R. Murray (2000). *Recent Theories of Human Development*. Sage Publication.

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-101

Course Title: Theories of Human Development: Concepts & Application

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.

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FIRST SEMESTER

CORE COURSE

Course No: P2HSTC-102

Course Title: Applied Techniques for Assessing Human Development

No. of Credits: 4

Credits Level: 6.0

Total Marks: 100

Credit Points: 24

Syllabus for the examination to be conducted in December 2025, 2026 and 2027

Course Outcomes: By the end of the course the learners will be able to:

1. Describe and discuss the scope and significance of developmental assessment across the human lifespan
2. Develop the ability to select and apply appropriate tools and techniques to assess different developments.
3. Analyze and evaluate developmental assessment data while considering reliability, validity, ethical standards, and cultural appropriateness.
4. Critically evaluate the ethical, cultural, and technological factors influencing the administration and interpretation of developmental assessments.

Content

Unit I: Foundations of Developmental Assessment

- 1.1. Concept and Scope of Assessment: Definitions of assessment, measurement, evaluation; difference between testing and assessment.
- 1.2. Types of Assessment Techniques: Observation, Interviews, Questionnaire, Case Study, standardized tests, rating scales
- 1.3. Psychological Testing/Psychometrics: Introduction to key psychometric concepts- reliability, validity, standardization. Types of psychological tests

Unit II: Assessing Physical, Intellectual and Social Development

- 2.1. Assessment of Physical Growth and Development: Significance of Anthropometric measurement- Height, Weight, Circumference, Skinfold.
- 2.2. Assessment of Intellectual Ability: Use and limitations of Verbal and Non-verbal tests, Some important I.Q. tests- The Weschler's Intelligence tests, Raven's Progressive Matrices, Modern Binet tests.
- 2.3. Measurement of Social Development: Sociometric method and sociogram. Uses and limitations.

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FIRST SEMESTER

CORE COURSE

Course No: P2HSTC-102

Course Title: Applied Techniques for Assessing Human Development

Unit III: Assessing Personality and Adaptive Development

3.1. Personality Assessment- Objective methods- Rating scales and Inventories (EPI, MMPI), Projective techniques (CAT/TAT/ Rorschach's Ink blot test/Sentence incomplete blanks).

3.2. Assessment of Aptitude and Achievement: Aptitude Tests- uses and limitations (Differential Aptitude Test). Achievement tests- standardized and teacher made

3.3. Adaptive Behaviour and Life Skills: Tools for assessing self-help, daily living skills, communication, and social responsibility.

Unit IV: Contemporary Issues and Practical Applications

4.1. Ethical and Legal Aspects: Confidentiality, informed consent, test bias, fairness in testing.

4.2. Cultural Sensitivity in Assessment: Issues in using standardized tests across diverse populations.

4.3. Technology in Assessment: Use of digital tools, apps, and software in human development research and practice.

Suggested Readings:

1. Agarwal, A. (2019). *Psychological Testing: Theory and Practice*. National Psychological Corporation.
2. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall.
3. Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement*. McGraw-Hill Education
4. Dana, R. H. (2005). *Multicultural assessment: Principles, applications, and examples*. Lawrence Erlbaum Associates Publishers.
5. Gregory, R. J. (2014). *Psychological testing: History, principles, and applications*. Pearson.
6. Joshi, M. C. (2000). *Psychological Testing in India*. Motilal Banarsidass.
7. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues*. Cengage Learning.
8. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

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FIRST SEMESTER

CORE COURSE

Course No: P2HSTC-102

Course Title: Applied Techniques for Assessing Human Development

9. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage publications.
10. Longia, G. S. (2016). *Psychological Testing and Assessment*. Kalyani Publishers.
11. Passi, B. K. (2006). *Measurement and evaluation in education*. Agra Psychological Research Cell.
12. Sattler, J. M. (2018). *Assessment of children: Cognitive foundations and applications*. Jerome M. Sattler Publisher.
13. Singh, A. K. (2006). *Tests, measurement and research methods in behavioural sciences*. Bharati Bhawan.

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.

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-103

Course Title: Contemporary Issues in Human Development

No. of Credits: 4

Credits Level: 6.0

Total Marks: 100

Credit Points: 24

Syllabus for the examination to be conducted in December 2025, 2026 and 2027

Course Outcomes: By the end of the course the learners will be able to:

1. Gain knowledge of developmental trends, principles and processes throughout the human life span.
2. Discuss and study contemporary concerns in the study of development and change.
3. Gain insight in the various developmental issues and forces that influence development.

Content

Unit-I: Conceptual Issues in the Study of Human Development

1.1 Human Development: Concepts, Meaning, Importance of Studying Human Development.

1.2 Significance of understanding principles of Growth and Development in the study of human development.

1.3 Influences on development: Heredity, Environment, Maturation, Family and Parenting.

1.4 Mental health and related concerns; concepts, factors affecting mental health, principles of healthy mental life.

1.5 Key concepts and principles of development; life cycle stages in various religions: Hindu, Islamic, Buddhist, and Christian Perspectives.

Unit II: Issues & Concerns in the Prenatal and Infancy Period

2.1 An overview of prenatal period, pre and post pregnancy rituals in Indian families and their significance.

2.2 Factors facilitating good health during pregnancy.

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FIRST SEMESTER
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Course No: P2HSTC-103

Course Title: Contemporary Issues in Human Development

2.3 The Newborn: Size & Appearance, Period of Adjustment, the APGAR Test, Newborn Reflexes.

2.4 An overview of developmental domains during infancy.

2.5 Development of attachment: role of father and mother in the formation of attachment during infancy.

Unit III: Issues and Concerns in Early and Middle Childhood Years

3.1 Early Years: The basis of strong foundation, the Indian context and early childhood

3.2 Play and Early Years: Types of play, Culture-specific practices in child-rearing and play, changing patterns of play in digital environments

3.3 Middle Childhood: Developmental changes, Building friendship in middle childhood

3.4 Learning & thinking in school; New demands and expectations, developing competent learners & critical thinkers, success in school, parental influences on school success.

3.5 Child abuse; Approaches to understanding child abuse, psychiatric, sociological, situational and psychological, effects of child abuse.

Unit IV: Issues and Concerns in Adolescence, Adulthood, and Old Age

4.1 Adolescence: Developmental milestones; problems during adolescence.

4.2 Understanding developmental tasks in Young, Middle, and Late Adulthood.

4.3 Challenges and adjustments in work and career development; family dynamics and the life course.

4.4 Health and well-being of elderly, social construct of ageing in India.

Suggested Readings:

1. Papalia, DE., Gross, D., & Feldman, R. D. (2003). *Human Development* (International Edition). New York: McGraw-Hill.
2. Papalia, D. E., Olds, W., & Feldman, R. D. (2004). *Human Development* (9th ed.). New Delhi: Tata McGraw-Hill Publishing Company Ltd
3. Berk, L. E. (2004). *Development through the Lifespan* (3rd ed.). New Delhi: Pearson Education, Inc.
4. Bhatt, N. (2007). *Human Development: A Lifespan Perspective*. Jaipur: Anvishkar Publishers.

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-103

Course Title: Contemporary Issues in Human Development

5. Rice, F. P. (1992). *Human Development: A Lifespan Approach* (2nd ed.). New Jersey: Prentice Hall.
6. Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence* (7th ed.). Australia: Thomson Wadsworth.
7. Santrock, J. W. (2005). *Lifespan Development* (2nd ed.). Brown and Benchmark.
8. Saraswathi, T. S. (2003). *Cross-Cultural Perspectives in Human Development: Theory, Research, and Applications*. New Delhi: Sage Publications.
9. Feldman, Robert S. (2015). *Discovering the Life Span* (3rd ed.). Pearson Education Limited.

Scheme of Examination

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Note for Paper Setting:

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-104

Course Title: Applied Perspectives in Early Childhood Care and Education

No. of Credits: 4

Credits Level: 6.0

Total Marks: 100

Credit Points: 24

Syllabus for the examination to be conducted in December 2025, 2026 and 2027

Course outcomes: Upon successful completion, students will be able to:

1. Discuss the importance of early childhood years in each child's development and learning.
2. Apply philosophical knowledge to create enabling and inclusive ECCE environments.
3. Apply and develop pedagogical approaches for curriculum transaction, programme planning and its effective implementation
4. Analyse the administration and management concerns of early childhood education
5. Apply developmentally appropriate, inclusive pedagogies in diverse ECCE settings.
6. Design and organize enriched learning environments and foundational activities for early learners.

Content

Unit I: Pedagogical Foundations and Enabling Learning Environments

- 1.1 Core concepts, rationale, specific goals and guiding principles of ECCE in light of NEP 2020
- 1.2 Learning at the foundational stage
- 1.3 Aims, Curricular Goals, Competencies and Learning Outcomes- Definition and concept
- 1.4 Curricular issues and concerns
- 1.5 Universal access to high-quality ECCE: challenges and strategies.

Unit II: Development of ECCE in India and the World

- 2.1 Historical Evolution and Philosophical Underpinnings of ECCE in India and the world: Western philosophers (Pestalozzi, Froebel, Montessori, John Dewey, Reggio Emilia), Indian philosophers (Tagore, Gandhi, Gijubhai Badheka, Tarabai Modak).
- 2.2 Pre- independence initiatives and Early Education in Post independent India

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-104

Course Title: Applied Perspectives in Early Childhood Care and Education

- 2.3 Role of NEP 2020 and various agencies in promoting and monitoring ECCE in India(NIPCCD, NCERT, AECED, Mobile Creches)
- 2.4 Current status of ECCE in India and way forward

Unit III: Creating Nurturing and Stimulating Learning Environments

- 3.1 Principles of Pedagogy, Developmentally Appropriate Practices, Need and Stages of Planning the curriculum, Routines and Schedules.
- 3.2 Play, development and learning in ECCE, Learning through Play - Conversation, Stories, Toys, Music, Art and Craft
- 3.3 Principles of Content Selection, Ways of Organizing Content, Teaching-Learning Materials (TLM). Understanding pedagogical approaches by Designing ECCE Weekly Play-Based Activity Plan
- 3.4 Managing the Classroom, Organizing the learning Environment, Essential Learning and Play Material
- 3.5 Assessment and Evaluation of ECD Projects

Unit IV: Professionalism, Community, and Inclusive Practices

- 4.1 Roles and Responsibilities of an ECCE Professional
- 4.2 Building Strong Partnerships with Families and Communities
- 4.3 Respecting Diversity: Inclusive education in the early years: understanding diversity (caste, gender, disability, language), Universal Design for Learning (UDL) in ECCE
- 4.4 Digital and Media Literacy in ECCE: Role of technology, screen time, digital safety
- 4.5 Advocacy for Quality ECCE: Understanding the role of ECCE professionals in advocating for quality early childhood programs and policies

Suggested Readings:

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.

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-104

Course Title: Applied Perspectives in Early Childhood Care and Education

3. Ministry of Women and Child Development. (2014). National ECCE Curricular Framework MoWCD, Government of India: New Delhi
4. Palaiologou, I (2016). *Child Observation: A guide for students of early childhood*. Sage Publications:New Delhi
5. Thomas, A and Mcinnes, K. (2018). *Teaching Early Years: Theory and practice*. New Delhi: Sage Publications
6. UNICEF (2009). *Early Child Development Kit: A Treasure Box of Activities*. Ministry of Women and child Development.
7. UNICEF(2014). *Quality in Early Childhood Care and Education. Pictorial Handbook for practitioners*.
8. Ministry of Education (2021). Position Paper on ECCE
9. Save the Children (2020). Quality ECCE: A Practitioner's Guide
10. NCERT Preschool Curriculum (2019)
11. UNESCO (2021). Learning through Play
12. NIEPA. (2022). Teacher Development and ECCE Assessment Tools
13. Kaul, V. (2019). *Early Childhood Education and Development in India*. Routledge.
14. Fler, M. (2021). *Play in the Early Years: Contemporary Perspectives*. Cambridge University Press.
15. NCF-FS, NIPUN Bharat Mission Docs (MoE, India)
16. UNICEF. (2019). Early Childhood Development Quality Standards

Scheme of Examination

Test	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (Marks)
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**FIRST SEMESTER
CORE COURSE**

Course No: P2HSTC-104

Course Title: Applied Perspectives in Early Childhood Care and Education

Note for Paper Setting:

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FIRST SEMESTER
CORE COURSE

Course No: P2HSTC-105

Course Title: Practical

No. of Credits: 4

Credits Level: 6.0

Total Marks: 100

Credit Points: 24

Internal Examination: 25

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

Syllabus for the examination to be conducted in December 2025, 2026 and 2027

Course Outcomes: Upon successful completion of this course, students will:

1. Gain hands-on experience in applying theoretical concepts of human development to critically evaluate their personal relevance and practical implications in real-life contexts.
2. Develop a deeper understanding of the psychometric properties of psychological tests and acquire practical skills in their ethical administration and scoring for developmental assessment.
3. Acquire practical research skills by conducting a qualitative survey to understand and analyze the socio-cultural context of human development
4. Be proficient in designing and implementing play-based developmental learning aids that strategically stimulate various domains of development in early childhood care and education settings.

Content:

1. Critical evaluation of a theory in relation to its relevance to your life. (1 credit)
2. Learn to administer and score any two psychological tests. (1 credit)
3. Plan and conduct interview for assessment of the changes in traditional practices related to
 - pre and post pregnancy rituals
 - child rearing practices (1 credit)
4. Create a Teaching-Learning Material Kit for stimulating sensory/ cognitive/ language/ physical/ motor/ social/emotional development and using them in the ECCE centre as play based learning activity. (1 credit)

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IInd Semester					
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1	P2HSTC-201	Family and Social Dynamics	4	6	24
2	P2HSTC-202	Art and Science of Parenting	4	6	24
3	P2HSTC-203	Adolescent and Youth Development: Changes, Challenges & Programs	4	6	24
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UNIVERSITY OF JAMMU
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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-201
Course Title: Family and Social Dynamics

No. of Credits: 4
Total Marks: 100

Credits Level: 6.0
Credit Points: 24

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

Course Outcomes: Upon successful completion, students will be able to:

1. Understand family as a component of socio-cultural milieu and context.
2. Understand variations in family life patterns.
3. Get familiar with the developmental perspective of the family life cycle.
4. Understand the concepts and frameworks available in anthropology, sociology, and cultural psychology to study human development.

Content

Unit I: Family in Social Context

- 1.1 An overview of family characteristics and functions.
- 1.2 Understanding the importance of family as an evolving institution.
- 1.3 Traditional joint family, nuclear, and extended families, characteristics, emerging trends and changing patterns.
- 1.4 Alternate families: Single parent, childless, blended family, and adoptive family.

Unit II: Perspectives in Marriage and Family Study

- 2.1 Marriage: Concept, characteristics, and effect of modernization on marriage.
- 2.2 Kinship: Concept, types, usages, and roles.
- 2.3 Family disorganization: Meaning, types of conflicts, and conflict resolution.
- 2.4 Significance of understanding family life approach.

Unit III: Important Domains in the Study of Society

- 3.1 Society structure: Rural, urban, and modern society and its influence on the family.
- 3.2 Socio-cultural dimensions of rural, urban, and tribal society.

**SECOND SEMESTER
CORE COURSE**

**Course No: P2HSTC-201
Course Title: Family and Social Dynamics**

3.3 Social differentiation and social stratification: Meaning and causes of social differentiation; concept, characteristics, and functions of social stratification

3.4 Modernization: Concept, characteristics, impact of the West, and modernization in India; problems of modernization.

Unit IV: Culture, Socialization, and Personality

4.1 Basic concepts in the study of culture: Definition, cultural traits, complexes, culture and civilization, customs, laws, folkways, mores, social context, and conformity.

4.2 Socialization: Concept, process, and importance of socialization.

4.3 Personality: Concept, role of culture in determining personality, and factors influencing personality differences within a culture.

Suggested Readings:

1. Adams, B. N. (1975). *The Family: A Sociological Interpretation*. Chicago: Rand McNally.
2. Ahuja, R. (2006). *Indian Social System* (2nd Edition). Jaipur: Rawat Publications.
3. Bharat, S. (1996). *Family Measurement in India*. New Delhi: Sage Publications.
4. Coleman, J. C. (1988). *Intimate Relationships: Marriage and Family Patterns*. New York: Macmillan.
5. Goode, W. J. (1975). *The Family: Its Structure and Functions*. New York: Macmillan.
6. Hoover, H. M., & Hoover, H. K. (1979). *Concepts and Methodologies in Family: An Instructor's Resource Handbook*. Boston: Allyn and Bacon.
7. Locke, S. L. (1992). *Sociology of the Family*. London: Prentice Hall.
8. Ratra, A., Kour, P., & Chhikara, S. (2006). *Marriage and Family in Diverse & Changing Scenario*. New Delhi: Deep and Deep Publications Pvt. Ltd.
9. Sekhri, R. (1993). *Family Studies in India: Appraisal and Directions*. New Delhi: Sage Publications.
10. Saraswati, I. S., & Kaur, B. (Eds.). (Year). *Human Development and Family Studies in India: Agenda for Research and Policy*. New Delhi: Sage Publications
11. Ingoldsby, B., Smith, R., & Miller, E. (2004). *Exploring Family Theories*. Los Angeles: Roxbury Publishing Company.

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SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-201
Course Title: Family and Social Dynamics

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.

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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-202
Course Title: Art and Science of Parenting

No. of Credits: 4
Total Marks: 100

Credits Level: 6.0
Credit Points: 24

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

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

1. Understand the dynamics of parent-child relationships across different life stages.
2. Examine the role of parents in nurturing holistic development during various phases of the lifespan.
3. Analyze the influence of evolving socio-cultural contexts on parenting roles and styles.
4. Apply evidence-based parenting strategies and design interventions to address diverse family needs and challenges.

Content

Unit I: Foundations of Parenting

- 1.1. Understanding Parenthood and Early Interactions: Definitions, characteristics of the parent-child relationship, transition to parenthood, parenting an infant.
- 1.2. Family Dynamics and Roles: Roles of parents and siblings, co-parenting dynamics, factors shaping parent-child relationship patterns.
- 1.3. Parenting in Early Childhood years: Initiating socialization, supporting autonomy with guidance, fostering responsibility and competence.

Unit II: Parenting Through Developmental Stages

- 2.1. Parenting in Adolescence: Supporting identity development, navigating puberty and sexuality, promoting healthy communication.
- 2.2. Parenting Young Adults: Supporting independence, emotional intimacy, prolonged dependence, parenting adult children.
- 2.3. Parenting in Later Life: Aging parents' needs, intergenerational dependence, adjusting to changing family roles.

SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-202
Course Title: Art and Science of Parenting

Unit III: Parenting in Diverse Contexts

3.1. Parenting in Complex Contexts: Parenting in single- parent, and adoptive families.

Raising children with special needs, parenting in LGBTQ+ families

3.2. Parenting in Crisis and Vulnerability: Parenting in substance use-affected families, abusive households, during natural disasters and pandemics.

3.3. Socio-cultural Influences on Parenting: Analyzing the impact of cultural values, societal norms, and evolving contexts on parenting styles.

Unit IV: Applied Parenting Practices and Interventions

4.1. Professional Services for Parents: Family counseling, parental coaching, parental forums and digital platforms for parenting support.

4.2 Developing Parenting Skills and Strategies: Practical application of communication techniques, behavior management strategies, and conflict resolution skills.

4.3. Designing and Implementing Parenting Interventions: Creating and delivering parenting workshops, developing intervention plans for specific family challenges, and evaluating intervention effectiveness.

Suggested Readings:

1. Bigner, J. J., & Gerhardt, C. (2019). *Parent-child relations: An introduction to parenting* (10th ed.). Pearson.
2. Belsey, A., & Pepler, D. J. (2021). *Parenting Across Cultures: Childrearing, Motherhood and Fatherhood in Non-Western Cultures*. Cambridge University Press.
3. Bornstein, M. H. (Ed.). (2019). *Handbook of parenting* (3rd ed., Vols. 1-5). Routledge
4. Bornstein, M. H., & Lamb, M. E. (Eds.). (2019). *Developmental science: An advanced textbook* (8th ed.). Routledge.
5. Brazelton, T. B., & Sparrow, J. D. (2006). *Touchpoints: Birth to three: Your child's emotional and behavioral development*. Da Capo Press.
6. Clarke, J. I., & Dawson, C. (2007). *Growing up again: Parenting ourselves, parenting our children*. Hazelden Publishing.
7. Fingerman, K. L., Pillemer, K., Silverstein, M., & Suiitor, J. J. (Eds.). (2017). *Handbook of family communication*. Routledge.

8.

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**SECOND SEMESTER
CORE COURSE**

**Course No: P2HSTC-202
Course Title: Art and Science of Parenting**

9. Goldberg, A. E. (2016). *LGBTQ-parent families: Innovations in research and implications for practice*. Oxford University Press.
10. Livingstone, S., & Byrne, J. (2021). *Parenting for a Digital Future: How Hopes and Fears About Technology Shape Children's Lives*. Oxford University Press.
11. Perry, B. D., & Winfrey, O. (2021). *What happened to you?: Conversations on trauma, resilience, and healing*. Flatiron Books.
12. Siegel, D. J., & Bryson, T. P. (2014). *No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind*. Bantam.
13. Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Boston, MA: Houghton Mifflin Harcourt.

Scheme of Examination

Test	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (Marks)
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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.

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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-203

Course Title: Adolescent and Youth Development: Changes, Challenges & Programs

No. of Credits: 4
Total Marks: 100

Credits Level: 6.0
Credit Points: 24

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

Course Outcomes: Upon completion of this course, students will be more advanced in the following:

1. Understanding different developmental theories or perspectives.
2. Describing the process of cognitive, physical, social and emotional transition during the critical phase of adolescence and youth.
3. Identifying and describing their own developmental and life experiences shaping their well-being.
4. Becoming aware of the challenges and strengths of youth in Indian context & strategies for positive youth development.
5. Becoming aware of various policies, schemes and programmes for the development of youth in India.

Content

Unit I: Concept and Theoretical Perspectives: Focus on Adolescence

- 1.1 Definition, sub-stages and developmental tasks
- 1.2 Theoretical perspectives (Briefly)
 - i) Biological (Hall, Gesell)
 - ii) Psychoanalytic (Freud, Anna Freud)
 - iii) Psychosocial-Cultural (Havighurst, Erikson, Bandura, Mead)
- 1.3 Identity formation in Adolescence (Erikson and Marcia's perspectives)

Unit II: Concept and Transitions: Focus on Youth

- 2.1 Definition and Characteristics
- 2.2 Transition from Adolescence to youth (Physical, cognitive, emotional and sociological changes)
- 2.3 **Task to do:** Identifying personal characteristics and preparing self portrait

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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-203

Course Title: Adolescent and Youth Development: Changes, Challenges & Programs

Unit III: Adolescents and Youth

- 3.1 Digital world & its impact
- 3.2 Health issues & concerns: physical, mental and social health
- 3.3 Relationships: Family relations (parents, siblings, peer relations, Sexuality (Sexual identity and sexual orientation)

Unit IV: Adolescents and Youth in India

- 4.1 Concept of adolescence & youth in India
 - i. Indian perspectives (Kakkar, Das)
 - ii. Brief demographic profile (Number, sex ratio, literacy rate)
- 4.2 Positive Youth Development
 - i. Challenges & strengths during adolescence and youth
 - ii. Learning/ coping strategies in the new millennium
- 4.3 Policies and programmes for adolescents and youth in India
 - i. National youth policy
 - ii. National Education Policy (NEP 2020)
 - iii. Programmes for skill training & employment

Suggested Readings:

1. Atwater, E. (1988). *Adolescence*. New Jersey: Prentice Hall.
2. Balk, D. E. (1995). *Adolescent Development*. New York: Brooks/Cole
3. Cobb, N. J. (2001). *Adolescence: continuity, change and diversity*. California: Mayfield Publishers.
4. *Counselling Children and adolescents* (2017) Edited by Jolie Ziomek- Daigle. Routledge, New York and London.
5. Erikson, E. h. (1968). *Identity: Youth and crises*. London: Faber & Faber.
6. Ferrer-Wreder, L., & Kroger, J. (2020). *Identity in adolescence: The balance between self and other* (4th ed.). Routledge.
7. Garrod, A. C., & Kilkenny, R. (Eds.). (2022). *Adolescent portraits: Identity and challenges* (8th ed.). Routledge.
8. Kathryn Geldard, David Goldard, Rebecca Yin Foo, (2009). *Counselling Adolescents: The proactive approach for young people*. Sage Publications
9. Kehily J. Mary (Ed) 2007. *Understanding youth: Perspectives, Identities and*

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**SECOND SEMESTER
CORE COURSE**

Course No: P2HSTC-203

Course Title: Adolescent and Youth Development: Changes, Challenges & Programs

Practices. Sage Publications, London.

10. Kroger, J. (1996). *Identity in adolescents*. London: Routledge.
11. Kakar, S. (1992). *Identity and Adulthood*. Delhi: Oxford University Press.
12. Kapadia, S. (2021). *Adolescence in urban India: Cultural construction in a society in transition* (First South Asian ed.). Springer.
13. Landis H. Paul (2011). *Adolescence and youth: the process of maturing*. Sarup Book Publishers Pvt. Ltd., New Delhi.
14. NIPCCD (2000). *Adolescent Girl Scheme- An Evaluation*. New Delhi: NIPCCD.
15. Nicola Ansell (2017). *Children, Youth and Development*. Routledge, New York and London.
16. Sharma, N. (1996). *Identity of the Adolescent Girl*. New Delhi: Discovery Publishing House.

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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-204
Course Title: Gender Issues in Human Development

No. of Credits: 4
Total Marks: 100

Credits Level: 6.0
Credit Points: 24

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

Course Outcomes:

1. Development of appreciation and sensitivity toward gender differences, gender orientations, and cultural differences in understanding of gender
2. Ability to undertake research on Contemporary Gender Issues in Human Development
3. Updating of Information related to International and National efforts towards Gender Equity, Equality and Empowerment
4. Gaining knowledge for self-awareness and extension of the information to the community.
5. Preparation for appearing in Competitive Exams and Interviews in potential Occupational Arenas

Content

Unit I: Conceptual Foundations

- 1.1 Sex and Gender: Definition, Gender Identity, Gender Roles, Stereotypes and Biases
- 1.2 Theories of Gender Development (brief overview):
 - Psychological Approach: Freud, Horney, Chodrow, Kohlberg, Gilligan, Bandura, Sandra Bem.
 - Sociological Approach: Functionalism, Conflict Theory, Symbolic Interaction
 - Anthropological approach: Margret Mead
 - Sociobiology and gender

Unit II: Development and Contemporary Issues of/in Gender

- 2.1 Gender Development and Differentiation: Stages
- 2.2 Development of the Disciplines: Gender Studies, Feminist Science Studies.
- 2.3 Contemporary issues (brief overview): Gender-based violence, Impact of Technology and Social-Media, Access to Health, Intersectionality, Barriers to Education and Employment.
- 2.4 Perspectives on Transgender and Disabled women.

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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-204
Course Title: Gender Issues in Human Development

Unit III Indian perspective on Gender and Development

- 3.1 Women's movements in India: Pre-Independence, Post-Independence
- 3.2 Men's Movements
- 3.3. Perspectives on development: WID (Women in Development), WAD (Women and Development), GAD (Gender and Development), Women Led Development.
- 3.4 Statistical profile of women in India, SDG and Gender.

Unit IV Laws, policy, programs, and major reports related to women

- 4.1 Major constitutional provisions, Contribution of laws in removing gender disparities
- 4.2 National Policy on Empowerment of Women
- 4.3 Missions of Ministry of Women and Child Development
- 4.4 Major Reports: CEDAW, Beijing Report-12 critical areas and status.

Suggested Readings:

1. Banerjee, Soumya. (2009). *National Policy for Women: With schemes and guidelines*. Eastern Book Corporation.
2. Brannon, Linda. (2025). *Gender: Psychological Perspectives*. International Students Edition, NY: Routledge.
3. Chaturvedi, Vibha. and Srivastava, Nilima.(2010). *Girl Child: Changing Perceptions*, Vol.1.Delhi:The Women Press.
4. Etaugh, Claire A. and Bridges, Judith S. (2018). *Women's Lives: A psychological Exploration*. NY: Routledge.
5. Geetha, V. and Chakravarti,Uma. (2025). *Feminist and Anticaste Pedagogies: A Sharmila Rege Reader*. Routledge India.
6. Harish, Ranjana. And Harishankar, Bharathi. (Eds) (2003). *Shakti: Multidisciplinary Perspective on Women's Empowerment in India*. Jaipur; Rawat Publications.
7. John, Mary E.(2008). *Women's Studies in India: A Reader*. Penguin Books India.
8. Niumai, Ajailiu. And Chauhan, Abha.(2024). *Gender, Law, and Social Transformation in India*. Springer Nature.
9. Palriwala, Patricia and Uberoi, Patricia(2008). *Marriage, Migration and Gender*. CA: Sage pub.
10. Rajeswari Sunder. Rajan. (2001). *Signposts: Gender Issues in Post-Independence India*. Rutgers University Press.
11. Rajul Bhargava(Ed) (2010). *Gender Issues: Attestations and Contestations* .Rawat Publications.
12. Ryle, Robin. (2024). *Questioning Gender: A Sociological Exploration*. USA: Sage

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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-204

Course Title: Gender Issues in Human Development

13. Sharma, Neeru., Jan, Muzamil., and Bhowmik, Amit. (2021). *Women's health through the life span*, Mittal Publications, Delhi. ISBN 978-93-90692-29-3
14. Website of Ministry of Women and Child Development, Ministry of Health and Family Welfare, Ministry of Empowerment and Social Justice.
15. Website of UN Women

E resources:

<https://library.law.utoronto.ca/womens-rights-india-bibliography>

<https://india.unfpa.org/en/news/stage-has-been-set-gender-equity-digital-india>

<https://link.springer.com/article/10.1007/s10639-022-11574-8>

Scheme of Examination

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Total			100

Note for Paper Setting:

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SECOND SEMESTER
CORE COURSE

Course No: P2HSTC-205

Course Title: Practical

No. of Credits: 4

Credits Level: 6.0

Total Marks: 100

Credit Points: 24

Internal Examination: 25

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

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

Course Outcomes: Upon successful completion of this course, students will:

1. Gain hands-on experience in community engagement and exploration
2. Acquire practical skills in planning, executing, and reporting on community-based intervention programs
3. Develop analytical capabilities to assess the impact of contemporary influences on adolescent lives
4. Master content analysis techniques to critically examine mass media for gender representation

Content:

1. Plan and execute interaction programs with community members, to understand existence of traditional family and marriage patterns and recent changes. (1 credit)
2. Plan, execute and prepare report of a parent empowerment program (1 credit)
3. Assess the extent of use of social media by the adolescents and its influence on their lives. (1 credit)
4. Gender analysis of mass-media content, books, television and films. (1 credit)

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SECOND SEMESTER
CORE COURSE

Course No: P2HSVC-251

Course Title: Innovative and Inclusive Early Childhood Care and Education

No. of Credits: 4

Credits Level: 6.0

Total Marks: 100

Credit Points: 24

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

Course Outcomes: Upon successful completion of this course, students will be able to:

1. Design and implement innovative, age-appropriate, and inclusive teaching-learning materials and curricula for young children.
2. Utilize assessment tools to identify developmental needs and formulate effective early intervention strategies.
3. Plan and execute engaging activities fostering cognitive, socio-emotional, physical, and language development.
4. Exhibit strong communication, classroom management, and collaborative skills in ECCE settings.

Course Description:

This vocational course, "Innovative and Inclusive Early Childhood Care and Education," is designed to provide a comprehensive and practical foundation in the dynamic field of early childhood. Through a blend of theoretical knowledge and hands-on experiences, students will delve into the principles of child development, pedagogical approaches, and the creation of engaging learning environments. The curriculum emphasizes the crucial aspects of inclusivity, equipping students to cater to the diverse needs of all young learners and to identify and address developmental variations through early assessment and intervention strategies. Practical components will include designing and developing teaching-learning materials, observing and interacting with young children in nursery school settings, and developing individualized educational plans. Upon completion, students will be highly capable professionals, ready to excel as early childhood educators, specialists in curriculum and material design, and experts in early assessment and intervention, contributing significantly to the foundational years of children's lives.

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IIIrd Semester					
S.No	Course Code	Course Title	Credits	Credit level	Credit points
1	P2HSTC-301	Research Process in Human Development	4	6.5	26
2	P2HSTC-302	Understanding and Working with Persons with Disabilities	4	6.5	26
3	P2HSTC-303	Rights Based Approach for Children	4	6.5	26
4	P2HSTE-304*	Advanced Theories and Issues in Human Development	4	6.5	26
5	P2HSTE-305*	Current Perspectives in Adulthood and Ageing	4	6.5	26
6	P2HSPC-306	Field Internship in Human Development	4	6.5	26
7	P2HSPC-307	Practical	4	6.5	26
8	P2HSMO-351	SWAYAM MOOCs	4		
Total Credits			24 (+4 additional)		
* Student chooses any one elective course					

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THIRD SEMESTER
CORE COURSE

Course No: P2HSTC-301
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

**THIRD SEMESTER
CORE COURSE**

**Course No: P2HSTC-301
Course Title: Research Process in Human Development**

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.

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.

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THIRD SEMESTER
CORE COURSE

Course No: P2HSTC-301
Course Title: Research Process in Human Development

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. Stranss, 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

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

**THIRD SEMESTER
CORE COURSE**

Course No: P2HSTC-301

Course Title: Research Process in Human Development

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.

**THIRD SEMESTER
CORE COURSE**

Course No: P2HSTC-302

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

**THIRD SEMESTER
CORE COURSE**

Course No: P2HSTC-302

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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THIRD SEMESTER
CORE COURSE

Course No: P2HSTC-302

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

Test	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (Marks)
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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.

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THIRD SEMESTER
CORE COURSE

Course No: P2HSTC-303
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

**THIRD SEMESTER
CORE COURSE**

**Course No: P2HSTC-303
Course Title: Rights Based Approach for Children**

2.3 Challenges in implementing child rights in India; strengthening of child rights. Role of culture in shaping the child rights

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

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THIRD SEMESTER
CORE COURSE

Course No: P2HSTC-303
Course Title: Rights Based Approach for Children

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*.
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.

Scheme of Examination

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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 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**THIRD SEMESTER
CORE COURSE**

**Course No: P2HSTC-303
Course Title: Rights Based Approach for Children**

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.

UNIVERSITY OF JAMMU
SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

THIRD SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-304

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

**THIRD SEMESTER
ELECTIVE COURSE**

Course No: P2HSTE-304

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 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**THIRD SEMESTER
ELECTIVE COURSE**

Course No: P2HSTE-304

Course Title: Advanced Theories and Issues in Human Development

Scheme of Examination

Test	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (Marks)
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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.

UNIVERSITY OF JAMMU
SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

THIRD SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-305

Course Title: Current Perspectives in Adulthood and Ageing

No. of Credits: 4

Credits Level: 6.5

Total Marks: 100

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.

**THIRD SEMESTER
ELECTIVE COURSE**

Course No: P2HSTE-305

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

UNIVERSITY OF JAMMU
SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

**THIRD SEMESTER
ELECTIVE COURSE**

**Course No: P2HSTE-305
Course Title: Current Perspectives in Adulthood and Ageing**

12. Soneja, S. (2001). Elder Abuse in India. *Report for the World Health Organization*. (www.who.int)
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

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Note for Paper Setting:

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UNIVERSITY OF JAMMU
SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

THIRD SEMESTER
COMPULSORY COURSE

Course No: P2HSPC-306
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, women, family welfare 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.
- 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.

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SYLLABI OF 2 YEAR PG PROGRAM IN HOME SCIENCE (HUMAN DEVELOPMENT) UNDER NEP-2020

THIRD SEMESTER
COMPULSORY COURSE

Course No: P2HSPC-306
Course Title: Field Internship in Human Development

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.

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THIRD SEMESTER
COMPULSORY COURSE

Course No: P2HSPC-307

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 course 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. (1credit)

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IVth Semester					
S.No	Course Code	Title	Credits	Credit level	Credit points
1	P2HSTE-401**	Management of Welfare Institutions	4	6.5	26
2	P2HSTE-402**	Principles and Practices of Guidance and Counseling	4	6.5	26
3	P2HSTE-403**	Disability Studies and Inclusion	4	6.5	26
4	P2HSRC-404	Dissertation	16	6.5	104
Total Credits			24		
** Student chooses any two elective courses					

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**FOURTH SEMESTER
ELECTIVE COURSE**

**Course No: P2HSTE-401
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.

**FOURTH SEMESTER
ELECTIVE COURSE**

**Course No: P2HSTE-401
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.

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FOURTH SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-401
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.

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FOURTH SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-402

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.

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FOURTH SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-402

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

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**FOURTH SEMESTER
ELECTIVE COURSE**

Course No: P2HSTE-402

Course Title: Principles and Practices in Guidance and Counseling

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FOURTH SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-403
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.

Content

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-11)
- 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

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FOURTH SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-403
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., Duppeler, 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.

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FOURTH SEMESTER
ELECTIVE COURSE

Course No: P2HSTE-403
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)

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FOURTH SEMESTER
COMPULSORY COURSE

Course No: P2HSRC-404
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.