

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
Department of Home Science
Course Curriculum

Part A: Introduction			
Program: Bachelor in Arts (Diploma/Degree/Honors)		Semester:IV	Session: 2024-2025
1	Course Code	HSSE-02T	
2	Course Title	INTERPERSONAL RELATIONSHIPS AND FAMILY DYNAMICS	
3	Course Type	DSE	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be able to- <ul style="list-style-type: none"> • Explain basic components and processes involved in interpersonal relationship • Describe theoretical perspectives in understanding interpersonal relationships and family dynamics. • Use one's self-awareness in understanding significant others. Illustrate the significance of self-awareness in our understanding of significant others. • Formulate strategies for developing positive dynamics in different relationships and managing conflict. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

Part B: Content of the Course		
No.of Teaching-learning Periods (1 hour per period : 45 Period (45 hours)		
Unit	Topics (Course Contents)	No. of Periods
1	Understanding the Self Self-Awareness— <ul style="list-style-type: none"> • Cultural beliefs, values, Component of self-concept, Factor influencing self-concept. • Self-identity— Socialization, Factors and Goals of life. Personality—Factors influencing personality development and its influence on behavior.	12
2	Perspectives and Theories <ul style="list-style-type: none"> • Interpersonal Relationships • Psychological Perspective <ul style="list-style-type: none"> i. Freudian Theory ii. Sullivan's Theory ii. Allport theory • Sociological Perspective <ul style="list-style-type: none"> i. Learning Theory ii.Cognition Theory 	11
3	Basics of Interpersonal Communication <ul style="list-style-type: none"> • Communication: Process and components of basic 	

	communication. <ul style="list-style-type: none"> • Problems in communication. • Family Problems. • Peer Group Interactional Problems. Types of conflicts: Parental, Marital, Work Place.	11
4	Life Choices (Education, Career, Relationships) <ul style="list-style-type: none"> • Age mate selection. • Carrier choices, Carrier Guidance. • Adjustment: Type of Adjustment and Factors Influencing. Child Guidance, Child Guidance clinic, Role of Family Court, Counseling.	11
Keywords: Self-Awareness, Socialization, personality development, Interpersonal Communication, Adjustment.		

Part C: Learning Resources	
Text Books. Reference Books, Other Resources	
Text Book Recommended	
<ol style="list-style-type: none"> 1. Arnett, J.J. (2005). Youth, cultures and societies in transition: The challenge of growing up in a globalized world. In F. Gale & S. Fahey. (Eds.), Youth in Transition – The challenges of generational change in Asia (pp 22-35). Bangkok: Regional Unit for Social and Human Sciences in Asia and the Pacific. 2. Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). Social psychology. ND: Pushp Print Services. 3. Chaudhary, N., & Shukla, S. (2019). Family, identity, and the individual in India. In G. Misra (Ed.), Psychology: Volume 2: Individual and the social: Processes and issues (pp.143-189). New Delhi, India: Oxford University Press. 4. D'cruz, P., & Bharat, S. (2001). Beyond joint and nuclear: The Indian family revisited. Journal of Comparative Family Studies, 32(2), 167-194. 	
Other Resources–	

Part D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment(CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1 Objective-10x1=10 Mark; Q2.Short answer type-5x4=20 Marks Section B: Descriptive answer type qts.1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS

Convener: *(Dr. Amrita Sehgal)*
 Members: *(Dr. Anurag, Dr. Anshu, Dr. Anshu, Dr. Anshu, Dr. Anshu, Dr. Anshu)*

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PART- A: Introduction		
Program: Bachelor in Arts (Diploma / Degree)		Semester -IV
Session: 2024-2025		
1	Course Code	HSSE-02 P
2	Course Title	INTERPERSONAL RELATIONSHIPS AND FAMILY DYNAMICS (PRACTICAL)
3	Course Type	DSE
4	Pre-requisite (if, any)	As per requirement
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to- <ul style="list-style-type: none"> • Explain basic components and processes involved in interpersonal relationship • Describe theoretical perspectives in understanding interpersonal relationships and family dynamics. • Use one's self-awareness in understanding significant others. Illustrate the significance of self-awareness in our understanding of significant others. • Formulate strategies for developing positive dynamics in different relationships and managing conflict.
6	Credit Value	1 Credits <i>1 Credit =30 Hours Laboratory or Field learning/Training</i>
7	Total Marks	Max. Marks: 50 Min Passing Marks: 20
PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	<ol style="list-style-type: none"> 1. Group discussion/role play. 2. Conduct Workshops on: Cultural variations in interpersonal relationships, family dynamics. 3. Organizing need based parent education program. 4. Select a form of family crisis or stress. Describe ways of preventing and managing the crisis. 5. Create posters about ways to improve interpersonal communication skills. 	30
Keywords	Self-Awareness, Socialization, personality development, Interpersonal Communication, Adjustment.	

PART-C: Learning Resources	
Text Books, Reference Books and Others	
Text Books Recommended –	
<ul style="list-style-type: none"> • Arnett, J.J. (2005). Youth, cultures and societies in transition: The challenge of growing up in a globalized world. In F. Gale & S. Fahey. (Eds.), Youth in Transition – The challenges of generational change in Asia (pp 22-35). Bangkok: Regional Unit for Social and Human Sciences in Asia and the 	



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PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment(CIA): 15 Marks

End Semester Exam(ESE): 35 Marks

Continuous Internal Assessment(CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 15 Marks	
	Assignment/Seminar +Attendance - 05 Total Marks - 15		
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment		Managed by Course teacher as per lab. status
	A. Performed the Task based on lab. work - 20 Marks		
	B. Spotting based on tools & technology (written) – 10 Marks		
	C. Viva-voce (based on principle/technology) - 05 Marks		

Name and Signature of Convener & Members of CBoS:

Ami
A Sehgal
(Dr. Amrita Sehgal)
Shree
BS
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Mr
Laker