

BHUPAL NOBLES' UNIVERSITY

UDAIPUR

MASTER OF SCIENCE

IN HUMAN DEVELOPMENT AND FAMILY STUDIES

AS per CBCS SYSTEM

SYLLABUS

**(A draft of CBCS in M.Sc in Human development and family studies Submitted for
Revision of Curriculum to be executed for July' 21)**

By

DEPARTMENT OF HOME SCIENCE

BHUPAL NOBLES' UNIVERSITY

UDAIPUR

2021

**Semester- wise Core Papers, Practical, Elective and
Skill Enhancement
Teaching and Examination Scheme**

**M.Sc.(Human Development and Family Studies)
Semester I and II 2016-2017
Semester III and IV 2017-2018**

Type of course	Course code	Title of the course	Lecture - Tutorial - Practical/ week	No. of credits	Internal	Practical	End Semester Examination (ESE) (University Examination)	Total
Semester I								
Core course-	HDFS 611	Research Methods and Statistics	4 + 0	4	30	-	70	100
Core course-	HDFS 612	History and Theories of Human Development	4 + 0	4	30	-	70	100
Core course-	HDFS 613	Study of Family in Society	4 + 0	4	30	-	70	100
Elective course	HDFS 614	Early Childhood Care and Education	3 + 1	4	20		50	100
Practical		Early Childhood Care and Education				30		
Elective course	HDFS 615	Child and Human Rights	4 + 0	4	30	-	70	100
Total				20				500

Type of course	Course code	Title of the course	Lecture-Tutorial - Practical/ week	No. of credits	Mid Term Examination	Practical	End Semester Examination (ESE) (University Examination)	Total
Semester II								
Core course	HDFS 621	Statistics and Computer Application	2 + 2	4	20		50	100
Practical		Statistics and Computer Application				30		
Core course	HDFS 622	Scientific Writing	4 + 0	4	30		70	100
Core course	HDFS 623	Advanced Study in Human Development I	4 + 0	4	30		70	100
Elective course	HDFS 624	Adolescence and Youth	4 + 0	4	30		70	100
Elective course	HDFS 625	Parenting in Early Childhood	3 + 1	4	20		50	100
Practical		Parenting in Early Childhood				30		
Total				20				500

Type of course	Course code	Title of the course	Lecture-Tutorial - Practical / week	No. of credits	Mid Term Examination	Practical	End Semester Examination (ESE) (University Examination)	Total
Semester III								
Core course	HDFS 631	Advanced Study in Human Development II	4+0	4	30		70	100
Core course	HDFS 632	Innovative Programs of Education and Development	4+0	4	30		70	100
Core course	HDFS 633	Methods of Studying Human Development	4+0	4	30		70	100
Elective course	HDFS 634	Care of the Elderly	4+0	4	30		70	100
Interdisciplinary	HDFS 635	Principles of Guidance and Counselling	4+0	4	30		70	100
Total				20				500

Type of course	Course code	Title of the course	Lecture-Tutorial - Practical / week	No. of credits	Internal	Practical	End Semester Examination (ESE) (University Examination)	Total
Semester IV								
Core course	HDFS 641	Infant Development and Stimulation	3+1	4	20		50	100
Practical		Infant Development and Stimulation				30		
Core course	HDFS 642	Developmental Disabilities	4+0	4	30		70	100
Core course	HDFS 643	Women Studies	4+0	4	30		70	100
Elective course	HDFS 644	Current Trends and Issues in Human Development	0+4	4	30		70	100
Interdisciplinary	HDFS 645	Project Work	0+4	4	30		70	100
Total				20				500

SEMESTER I
CORE COURSE
RESEARCH METHODS AND STATISTICS
HDFS 611
Credits 4 + 0

UNIT I

1. Science, Scientific methods and Scientific approach, Ethics in research and plagiarism
2. Role of Statistics and research in Home Science discipline
objectives of research: explanation, control and prediction
3. Types of research : Historical, experimental, social, participative

UNIT II

4. Hypothesis
5. Types of variables
6. Sampling

UNIT III

7. Basic principles of research design; fundamental, applied and action research, exploratory descriptive and experimental
Longitudinal and cross sectional

UNIT IV

8. Qualitative research methods
Theory and design in qualitative research
Definition and types of qualitative research
9. Data gathering instruments
Observation, questionnaire, interview, scaling methods, case study, home visits
Reliability and validity of measuring instruments

UNIT V

10. Scales of measurement and the appropriate statistical techniques
11. Critical analysis of research
12. Writing a research proposal
13. Analysis of data and interpretation of data, documentation

References:

1. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
2. Bhatnagar, G.L (1990): Research Methods and Measurements in Behavioural and Social Sciences, Agri. Cole Publishing Academy, New Delhi.
3. Dooley, D. (1995): Strategies for Interpreting Qualitative Date; Sage Publications, California.
4. Gay, L.R. (1981, 2nd Ed): Educational Research, Charles E. Merrill, and Columbus, Ohio.
5. Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publications, New Delhi.

CORE COURSE
HISTORY AND THEORIES OF HUMAN DEVELOPMENT
HDFS 612
Credits 4 + 0

Unit I

Early Theories

Preformationism , Locke, Rousseau and Eastern philosophers

Unit II

Ethological theories

Darwin,Lorenz, Tinbergen, and Bowlby; cross cultural relevance, current status.

Unit III

Freud's psychoanalytic theory

Freudian theory, cross –cultural relevance and current status Learning theory.

Pavlov,Watson, Skinner,Cross-cultural relevance and current status of learning theory

Unit IV

Piagets' Cognitive developmental theory: cross cultural relevance and current status.

Vygotsky's learning theory :cross cultural relevance and current status.

Skinner Social learning and behavior cognition theories

Erik Erikson psychoanalytic theory, Bandura's social learning theory :cross cultural relevance and current status.

Unit V

Personality theory Carl Rogers.

Comparing child development theories

Humanistic psychology and developmental theory.

References

1. Aries,P(1962)Centuries of childhood New York; Knopf.
2. Crain,W(1992). Theories of Development,Concepts and applications.NewJersey: Prentice Hall .
- 3 James,A and Proud,J(ED).(1990)Constucting and Reconstructing Childhood.London:Falmer Press
4. Kakar,S.(1977).culture And Psyche-Selected Essays.Delhi.Oxford University Press
5. Kakar,S(1978)The Inner World,Delhi Oxford University Press.
6. Roland,A.(1989). In Search of Self in India and Japan.Princeton,NJ:Princeton University Press
7. Roland,A.(1996). Cultural pluralism and psychoanalysis.New York: Routledge.
8. Smith, J.A.Harre ,R., and van Langenhove,L. (1995) Rethinking Psychology. London:Sage.
9. Vasta,R.(ed).(1992). Six Theories of Child Development: Revised fromulations and current issues.LondonSessica Kingsley Publishers Ltd.
10. Beark, Lausa

CORE COURSE
STUDY OF FAMILY IN SOCIETY
HDFS 613
Credits 4 + 0

UNIT I

The family in social context

- Family has a component of social system, structure and context
- Family as an evolving and dynamic institution
- Functions of family

UNIT II

Socio cultural studies of family patterns in India

- Family structure: traditional, extended, joint family
- Alternate families; single parents; childless, female headed
- Unitary families
- Cause and effect of different structures on changing roles of family

UNIT III

Approaches and theories in family studies

- Developmental approach
- Interactional approach
- Institutional approach
- Systemic approach
- Family lifecycle approach
- Cyclical theory
- Progressive theory
- Structural function theory

UNIT IV

Family and societal exchanges / influences

- Work and family
- Education and family
- Health and family
- Religion and family
- Ecology and family
- Government and family

UNIT V

Contemporary issues and concerns

- Family violence, battered women, child maltreatment, sexual abuse
- Dowry and family violence
- Child rearing and socialization
- Gender roles
- Divorce and remarriage

References:

1. Adams, B.N. (1975). *The Family: A sociological interpretation*. Chicago: Rand Mc Nully.
2. Ahuja, R. (1997). *Indian Social System (2nd Ed.)* Jaipur: Rawat.
3. Bahr, S.J. (1989). *Family Interaction*. N.Y.: Macmillan
4. Bharat, S & Desai, M. (1995). *Indian Bibliographies on the Family*. Bombay: Tata Institute of Social Sciences.
5. Das, H.S. & Bardis, P.D. (Eds.) (1978). *The World Revolution in Family Patterns*, New York: The Free Press.
6. Hoover, H.M. & Hoover, H.K. (1979). *Concepts and methodologies in family: An instructor's resource handbook*. Boston: Allyn & Bacon.

ELECTIVE COURSE
EARLY CHILDHOOD CARE AND EDUCATION
HDFS 614
Credits 3 + 1

UNIT I

1. Early Childhood Care and Education
 - a. Importance need and scope of ECCE
 - b. Objectives of ECCE
 - c. Principles of ECCE
2. Types of Preschools/ Programmes/physiologist Ravind nath tagore , Mahatma Gandhi, Jawar lal nehru, Frobel . Play centers, day care, Montessori, kindergarten, balwadi, anganwadi etc.
3. Concepts of non – formal, formal and play way methods.

UNIT II

1. Organization of Pre School Centers.
 - a. Concept of organization and administration of early childhood centers.
 - b. Administrative set up and functions of personnel working at different levels.
2. Building and equipment location and arrangement of rooms: play ground selection of different types of outdoor and indoor equipment.
3. Staff / personnel service conditions and roles: role and responsibilities, essential qualities of a care giver/teacher their personal records and report.

UNIT III

Programme planning

1. Planning; setting goals and objectives of plans - long term short term, weekly and daily planning, routine and schedules.
2. Curriculum models

UNIT IV

1. Activities for ECCE: objectives and suggested activities
 1. Physical and motor development : indoor and outdoor activities,
 2. Cognitive development : 3R's and science activity
 3. Language development: 3R's, poems, storytelling, drama, role play
 4. Social development : PTA, field trips, events

UNIT V

Recent Trends in ECCE

Problems faced by parents and teachers in ECCE

Recommendations for improvement in this system-BALA-Building as learning aid

Practical's:

1. Visits to various centres, which cater to the preschool stage e.g.: Day care centre, Balwadi, Anganwadi, Mobile Creche etc.
2. Preparing a resource file on the basis of play way method/approach.
3. Preparing teaching material kit and presentation in mock set up –
 - Story and their techniques
 - Types of puppets and mobiles
 - Art and craft portfolio
 - Song booklet and low cost musical instruments
 - Readiness games and material
 - Picture talk and object talk related material etc.
4. Planning and executing activities in ECCE centres.
5. Planning of a parent teacher meeting: stimulation of meeting/ event/ function – planning programme – evaluating and reporting the programme.

References:

1. Bhatia & Bhatia (1995). Theory and Principles of Education, Doaba House, Delhi.
2. Brewer, J.A. (1998). Introduction to early childhood education. (3rd Ed.). Boston: Allyn 7 Bacon.
3. Grewal, J.S. (1984). Early childhood education, Agra National Psychological Corporation Pub.
4. Kulkarni S. (1998). Parent Education, Perspectives and Approaches. Jaipur: Ravat Publication.
5. Murlidharan, R. (1991). Guide to nursery school teacher. New Delhi: NCERT.
6. Saraswathi, T.S. (1988). Issues in Child Development, Curriculum & other Training & Employment, Mumbai: Somaiya.

**ELECTIVE COURSE
CHILD AND HUMAN RIGHTS
HDFS 615
Credits 4+0**

Objectives

- To develop awareness and perspective of Human Rights as a professional in the field of Human Development.
- To develop sensitivity to Human Rights with specific reference to children's rights
- To gain knowledge about Charter on Human and Children's rights.
- To work with women and children to create awareness about their rights and to guide them to access their rights.

UNIT I

Definition and Evolution of Rights

- Human rights
- Child rights
- Women's rights
- Charter
- Convention
- Policy

UNIT II

Status of Indian Children and their rights

- Demographic distribution
- Gender disparities (infanticide, foeticide, girl child)
- Children in difficult circumstances (Children of prostitutes, child prostitutes, Child labour, street children, refugee children and child victims of war)
- Children with special needs.

UNIT III

Status of Women and their Rights

- Status of women in India
- Women and human rights
- Forms of violation of women's rights
- Violence against women in home, workplaces and society.

Sexual harassment, rape

Health and nutrition based deprivations

Crime against women

Political discrimination

UNIT IV

Classification of Human Rights

- Moral rights
- legal rights
- Civil and political rights
- Social emotional and cultural rights
- Environmental and developmental rights

UNIT V

International convention of Human rights

Advocacy for Human rights.

References

1. Butterworth,D and Fulmer,A.(1993).Conflict,Control Power Perth:Child and Family Consultants.
2. Bruner,T.(1986) Actual minds- possible works.London: Harvard University Press
3. Digumarti,B.R.,Digumarti,P.L.(1998) International Encyclopedia of Women(Vol.1) New Delhi : Discovery.
4. D'Souza, C. and Menon, J. Understanding Human Rights.(Series 1-4) Bombay: Research and Documentation Centre, St. Pius College.
5. Dreze, Jean and Sen, Amartya(1989) Hunger and Public Action, U.K.Oxford University Press.
6. Government of India(1992b.) National Plan of Action: A commitment to the Child, Department of Women and Child Development, New Delhi.
7. Government of India (1993c) Education for All: The Indian Scene, Department of Education, New Delhi.
8. Government of India (1993d) Ministry of Finance, Economic Survey 1992-93 New Delhi.
9. Government of India (1994) Ministry of Finance Economic Survey 1993-94 New Delhi.

SEMESTER II
CORE COURSE
STATISTICS & COMPUTER APPLICATIONS
HDFS 621
Credits 2+2

Objectives

- To understand the role of statistics and computer applications in research.
- To apply statistical techniques to research data for analyzing and interpreting data meaningfully.

UNIT I

- Conceptual understanding of statistical measures, Classification and tabulation of data, Measurement of central tendency, measures of variation.
- Frequency distribution, histogram, frequency, polygons, Oliver
 - Binomial distribution
 - Normal distribution-Use of normal probability tables

UNIT II

- Parametric and non-parametric tests.
- Testing of hypothesis. Type I and Type II errors. Levels of significance.

UNIT III

- Chi-square test. Goodness of fit. Independence of attributes 2 x 2 and r x c contingency tables.
- Application of student's t test for small samples. Difference in proportion for means and difference in means.

UNIT IV

- Correction, coefficient of correlation, rank correlation.
- Regression and prediction

UNIT V

- Analysis of variance-one way and two-way classification.
- Experimental Designs
 - completely randomised design
 - randomised block design
 - Latin square design
 - factorial design
 - trend analysis

References

1. Garrett, Henry E (1971). Statistics in psychology and Education. David Heley and Co.,
2. Edwards. Experimental Design as Psychological Research
3. Kerlinger: Foundation of Education Research.
4. SPSS/PC for the IBM PC/XT, SPSS Inc.

**CORE COURSE
SCIENTIFIC WRITING
HDFS 622
Credits 4+0**

Objectives

- To be able to appreciate and understand importance of writing scientifically.
- To develop competence in writing and abstracting skills.

UNIT I

1. Scientific writing as a means of communication
 - Different forms of scientific writing
 - Articles in journals, Research notes and reports. Review articles, Monographs, Dissertations, Bibliographies, Book chapters and articles.
2. How to formulate outlines
 - The reasons for preparing outlines:
 - as a guide for plan of writing
 - as a skeleton for manuscript
 - Kinds of outline
 - topic outlines
 - conceptual outline
 - sentence outlines
 - combination of topic and sentence outlines

UNIT II

- Drafting titles, Sub titles, tables, illustrations
- Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships, and results.
 - Formatting tables : Title, Body stab, Stab Column, Column Head , Spanner Head, Box Head
 - Appendices : use and guidelines

UNIT III

- The writing process
 - Getting started
 - Use outline as a starting device
- Drafting
- Reflecting, re-reading
 - Checking organization
 - Checking headings
 - Checking content
 - Checking clarity
 - Checking grammar

UNIT IV

Parts of dissertation/research report/article

- Introduction
- Review of literature
- Methods
- Results and discussion
- Summary and abstract
- References
- Ask questions related to : content, continuity, clarity, validity internal consistency and objectivity during writing each of the above parts.

UNIT V

-Writing for Grants

- The question to be addressed
- Rationale and importance of the question being addressed
- Empirical and theoretical framework
- Presenting pilot study/data or background information
- Research proposal and time frame
- Specificity of methodology
- Organization of different phases of study
- Expected outcome of study and its implications
- Budgeting
- Available infra-structure and resources
- Executive summary

References

1. APA(1994) Publication Manual of American Psychological Association (4th Edition), Washington :APA
2. Cooper, H.M. (1990). Integrating research: A guide for literature reviews (2nd Edition). California: Sage.
3. Dunn, F.V. & Others (ED) (1994) Disseminating research: Changing practice NY Sage
4. Harman, E & Montagnes, I (Eds.) (1997). The thesis and the book. New Delhi: Vistaar
5. Locke, L.F. and others (1987). Proposals that work : A guide for planning dissertations & grant Proposals (2nd Ed.). Beverly Hills : Sage.
6. Mullins, C.J. (1977). A guide to writing and publishing in social and behavioural sciences. New York : John Wiley & Sons.
7. Richardson, L.(1990) Writing strategies. Reaching diverse audience. California : Sage
8. Sternberg, R.J.(1991). The psychologist's companion : A guide to scientific writing for students & researchers Cambridge : CUP
9. Thyer, B.A.(1994). Successful publishing in scholarly journals. California : Sage
10. Wolcott, H.F.(1990) Writing up qualitative research. Newbury Park: Sage.

CORE COURSE
ADVANCED STUDY IN HUMAN DEVELOPMENT – I
HDFS 623
Credits 4+0

Objectives

- To understand an advanced study of the stages in human development with special focus on stages from prenatal developmental to adolescence.
- To understand the principles and factors influencing human development in these stages.

Contents

UNIT I

Concept of Development

- Basic concepts of development – maturation and learning, sensitive periods, individual differences, nature – nurture issue.
- Secure trend in growth.
- Regulation of developmental processes, genetic research and its influence on child's development.

UNIT II

Prenatal Development

- Recent trends in assessing prenatal & neonatal status.
- Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and teratogens, meaning of genetic counseling.
- Importance of Indian practices during pregnancy.

Infancy: (birth -2 years)

- Current trends in physical, motor, intellectual, socio-emotion development, socialization practices.
- Influence of cultural factors.
- Social relationships during infancy.

UNIT III

Early childhood (2-6 years)

- Transition from infancy to childhood.
- Physical and motor development.
- Play and social relationships.
- Language, cognition and emotions.
- Early childhood education
- Early socialization, parenting and cultural processes.

UNIT IV

Middle childhood (7-11 years)

- Physical and motor development: changes and challenges
- Sense of industry and personality development
- Cognitive, moral and language development
- Social relationships – peers, siblings and parents
- The experience of schooling – academic achievement

UNIT V

Adolescence (11-18 years)

- Transition from childhood to sexual maturity – puberty and its consequences.
- Emotional changes
- Development of formal operations – Adolescent thought. Integration of the self-issues of identity
- Role of family, peers, community and ethnic group
- Moral reasoning and judgement
- Health, sexuality, mental health, delinquency – conformity.

References

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall.
2. Berk, L.E. (1995). Child Development. London: Allyn & Bacon.
3. Cole, M. & Cole, S. (1993). The development of children. (2nd ed.) New York: Scientific American Books Freeman & Co.
4. Dutt, S. (1998). Moral Values in Child Development. New Delhi: Anmol.
5. Santrock, J.W & Yussen, S.R. (1998). Child Development: An Introduction. Wm. C. Brown Publishers.
6. Bee, H. (1997). The Developing Child (VIII ed.). New York: Longman.
7. Clarke-Stewart, A. & Friedman, S. (1987). Child Development: Infancy through adolescence. New York: John Wiley.
8. Mussen, P.H. Conger, J.J. Kagan, J. & Huston, A.C. (1986). Child Development and personality. New York: Harper 7 Row.

**ELECTIVE COURSE
ADOLESCENCE AND YOUTH
HDFS 624
Credits 4+0**

Objectives

- To understand the stages of adolescence and youth in Human development.
- To study the major developmental characteristics of these stages.
- To study the issues of identity, developmental tasks and problems associated with these stages.

UNIT I

The adolescent stage:

- Its link with middle childhood and youth.
- The concept of adolescence in India.
- Developmental tasks of adolescence.

Theoretical perspectives

- G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia, Kagan and Margaret Mead. Indian perspectives.

UNIT II

Physical and sexual development

- Puberty, development of primary and secondary sex characteristics.
- Psychological response to puberty
- Gender differences. Sexuality , sexual needs and sex education

Cognitive development

- Formal operations- Piaget's theory. Intellectual development at adolescence and youth.
- The information – Processing view.
- Reasoning, thinking critically, reflective judgment, moral reasoning and judgment.

UNIT III

Identity formation

- Different perspectives : construct of self and development of self – concept : Daniel offer.
- Indian views on adolescent's identity.

Social and emotional development

- Family, peers and friendships. Interpersonal relations. Emotional competence.
- Conflict with authority

UNIT IV

School college, work and career

- Adolescence and youth in the context of differential opportunities for education and formal training.
- Importance of academic achievement and failure, related issues.
- Training for career and work
Important agents of influence
- Family community and culture.
- Electronic media.

UNIT V

Marriage & Family

- Legal and its relationship to development. Marriage as a family/individual issue.
 - Marriage choices and significance of marriage in human development.
- Delinquency and disturbance:
- Juvenile delinquency: causes and prevention.
 - Psychological disturbances: depression, suicide, substance abuse.

References

1. Balk, D.E.(1995) Adolescent development. New York: Brooks/Cole.
2. Erikson, E.H. (1968). Identity: Youth and crisis. London: Faber & Faber
3. Kroger, J. (1996). Identity in adolescence. London :Routledge.
4. Kakar, S. (1992) Identity and adulthood. Delhi : Oxford University Press.
5. NIPCCD.(2000). Adolescent Girls' Scheme- An evaluation. New delhi NIPCCD
6. Sharma, N. (1996) Identity of the adolescent girl, New Delhi: Discovery Publishing House.
7. Saraswathi, T.S. &Dutta , R. (1988) Invisible boundaries: Grooming for adult roles. New Delhi: Northern Book Centre.
8. Sharma N. (1999) Understanding adolescence. New Delhi: National Book Trust.

ELECTIVE COURSE
PARENTING IN EARLY CHILHOOD
HDFS 625
Credits 3+1

Objectives

- To understand the significance of parents role in early childhood.
- To develop skills to involve parents in early childhood education programmes..
- To learn to conduct parent education programmes.

UNIT I

Introduction

- The task of parenting and the concept of parenting skills.
- Changing concept of parenthood and childhood.
- Being a competent parent.

UNIT II

- Individual Parenting Role
- Determinants of parenting behavior.
- Characteristics of the parenting roles.
- The mothering role
- The fathering role
- Concept of family, the family life cycle stages.

UNIT III

Developmental interaction in Early Childhood Years

- Parents role in developing self-awareness in children
- Family relations and communication.
- Helping the child to learn to express and control emotions.
- Helping children discover personal capabilities
- Establishing routines and showing responsible behavior.
- Learning social role and interactions with others.
- Meeting the family needs during this stage.
- Meeting the children's needs

UNIT IV

Techniques of Parent Education in Preschool Setting

- Informal Meetings: Occasional/accidental meeting, written/printed-newsletters/circulars, notices etc.
- Parent library, toy library
- Workshops /demonstration centre.
- Parents' corner
- Open house
- Large/small group meetings
- Individual meeting: Home visits, individual sessions.
- Working with vulnerable families.

UNIT V

Parent Education and Support

- Role of professionals

- Parents as family workers
- Flexibly to different needs
- Personal development for parents.

Practical

- Conducting home visits and interviewing/talking to parents.
- Arranging Workshops for parents.
- Organising parent education programs based on parents needs
- Conducting parent- teacher meetings-
- Report and resource files to be maintained by students.

References

- 1 Binger, J.(1979): Parent child realations : An introduction to parenting. N.Y.: Macmillan Pub.
- 2 Brim, Harman (1980) Learning to be parents, principles, programmes and methods. Saga Pub.
- 3 Fine Marwin(1980) Handbook on parent education, New York: Academic Press Inc.
- 4 Goldolein, J.C.(E.D.) (1984) toys, Child Development, Cambridge : Cambridge University Press,
- 5 Gordon , Thomas (1975) : Parent effectiveness training, New York: New American Library.
- 6 Gillian, Pubh (1984): The needs of parents, practice and policy in parent education, Macmillan.
- 7 Gupte (1991). Speaking of Child Care, Everything You Wanted to Know: (2nd ED.) .New Delhi: Sterling.
- 8 Lidhop, M. (1987) Child rearing and Psycho-social Development, New Delhi: Ashish Publications.
- 9 Kulkarni, Sudha (1988): Parent Education, Jaipur :Rawat Pub.
- 10 Naidu, U.S. and Nakhate, V.S. (1985) Child Development Studies in India. Bombay : Tata Institute of Social Sciences.
- 11 Wagh,Anutai (1984): Parent and Community Participation in the Preschool Programme, New- Delhi: NCERT.

SEMESTER III

CORE COURSE ADVANCED STUDY IN HUMAN DEVELOPMENT – II HDFS 631 Credits 4+0

Objectives

- To undertake an advanced study of the stages in human development with specific focus on youth, adulthood and old age;
- To understand the principles and factors influencing human development in these stages

UNIT I

Youth/Young adulthood (20-35 Years)

- Introduction: Biological, cultural and developmental perspectives on youth and adulthood
- Developmental needs, Importance of social organization
- Culmination of identity formation
- Lifecycle approach – sexuality, marriage, marital adjustment, parenthood
- Census data on adult population in India

UNIT II

Middle adulthood (35-50 years)

- Physical continuity and changes. Adult intelligence, Personality development – role in family
- Development of the self. Inter-generation relationship. Maintaining family relationships
- Friendships
- Parenting adult off springs and their marriages
- Menopause in women. Health and disease. Adult sexuality. Work and career development –gender differences

UNIT III

Late adulthood (50-65 years)

- Continuity and change in personality – the family life-cycle
- Social relationships
- Grand parenthood – intergenerational relations
- Occupations continuity and change- effect on identity
- Retirement from formal work
- Health and disease

UNIT IV

Old age (65+ years)

- physical aspects aging

- Change in cognitive abilities and creativity
- psychosocial development
- Changes in family life cycle. Health and disease
- Death, dying and bereavement

UNIT V

Recent trends in all the stages of life from young adulthood to old age
Family welfare programmes in global scenario

References

1. Rice, F.P. (192). Human Development: A life span approach, New Jersey, Prentice Hall
2. Schiamberg, L.B. & Smith, K.U.(1982). Human Development, New York; Macmillan
3. Santrock, J.W. (1997). Life span development. Brown and Nechmark
4. Lefrancois G.R. (1996). The life span, New York; Wadsworth publishing
5. Deats, S. M. & Lenker, L.TYI (Eds)(1999). Aging and identity, London Praeger

CORE COURSE
INNOVATIVE PROGRAMMES OF EDUCATION AND DEVELOPMENT
HDFS 632
Credits 4+0

Objectives

- To gain a preliminary understanding of the context of innovative approaches to interventions
- To develop an overview of the key elements and processes of successful innovative approaches to interventions
- to study selected ongoing innovative programmes at the international, national and regional local levels.

UNIT I

The context and need for innovative programmes

- National/International conventions, ratification (e.g. promotion of breast feeding, protecting rights of women and children) Policies and commitments
- Specific needs of special groups of people, e.g. tribal women, children persons with special needs (disabled, hospitalized or street children, refugees and so on)
- Issues of out- reach out/quality and impact
- Theoretical consideration, and cultural context of various approaches e.g. Child to child, child rights

UNIT II

Historical overview of innovative approaches to interventions (some key examples)

- The Kosbad experience
- Mobile crèche New Delhi
- Women's Development Programme: Rajasthan (Tilonia)
Their theoretical foundation, philosophy.

UNIT III

A detailed overview of selected innovative programmes

Note: Lists of programmes are given below as examples of innovative programme. Students may be oriented in detail to range of 7-10 programmes with representation from each of the sub-categories.

- Description of programmes should focus on theoretical orientation, Philosophy/ approaches to programming training community involvement, Impact Cost/Benefit, Issues of sustainability
- Summing up should include key features of innovative programmes.
- Child Care and Education
 - SIDH: Society for the integrated Development of Himalayas.
 - SHAISHAV: Creches for tobacco workers
 - Family day-care in Bombay
 - PALMYRAH WORKERS DEVELOPMENT SOCIETY, Tamilnadu; community pre-schools for rural poor
 - BALNIKETAN SANGH, Indore or URMUL TRUST, Bajju
- Women's Development Programmes
 - Mahila Samakhyas: A programme for education for Women's equity (NARI ADALAT)
 - Women's Empowerment through Co-operatives: Self-Employed Women's Association

UNIT IV

- Community Development and Health
 - PRAGYA: From consciousness to Awareness: The Integrated Project of mother and child Health., Madras
 - SOCIETY FOR EDUCATION, WELFARE AND ACTION (RURAL) Jhagadia, GUJARAT
 - SANCHETANA; From Clinic to community Health, AHMEDABAD
 - CHETNA: Initiatives in Awareness, Education and Training (Ahmedabad)

UNIT V

- International Context
 - MOCEF: Mother and Child Education Project (TURKEY)
 - ENTRY POINT: Childcare through Mothers/Community Groups (NEPAL)
 - INVOLVING FATHERS IN COMMUNITY BASED ECD PROGRAMMES; Israel
 - Empowering Fathers in Poverty Context: Involvement in Childcare (Montreal Canada)
 - Community Resource Centres for ECE Programmed; (Australia. Canada)

References

1. Beckman, S. (1998). A fair Chance: Evaluation of the Mother Child Education Programme, Istanbul MOCEF
2. Bernard Van Leer foundation (2001) Father Matter Too: Early Childhood Matters, Hague Author
3. Bernard Van Leer foundation (2001): Early Childhood Matters, Hague Author
4. Ford Foundation Anubhav Series, Innovative projects in Health, Nutrition and Family Planning 1988

5. Population Council: reports of innovative programmes (ongoing: Relevant issues/titles)
6. Rajan P.E. (1995) Pragnya: from Consciousness to Awareness, The integrated Mother Child project
7. Swaminathan, M (Ed) (1995) SURAKSHA; Early Childhood Care and Education in India. Monograph series Vol. 1-8 Chennai : M.S. Swaminathan Foundation
8. Swaminathan, M. (1997). The first five years: A critical perspective on early childcare and education in India. New Delhi: sage
9. Annual Reports of organisations and documents published by CHETNA, SEWA, or other NGOs

CORE COURSE
METHODS OF STUDYING HUMAN DEVELOPMENT
HDFS 633
Credits 4+0

Objectives

- To Study different methods and techniques of understanding human development
- To apply the various methods studied in a practical context

UNIT I

Understanding the self

Administration, scoring and evaluation of any test about the self, e.g. Myres Briggs Type Indicator, the subjective well-being inventory (WHO)

UNIT II

Observation methods

Theoretical perspective; use of checklist establishing reliability in observation, maintaining an observation record, report writing and evaluation

UNIT III

Interview method

Theoretical perspectives, development of different types of interview protocols, analysis and coding of interview data

Case Study method

Theoretical perspectives, development of different types of cases study protocols, analysis and coding of data

UNIT IV

Questionnaire method

Theoretical perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data

UNIT V

Some psychometric method

- Scales for infant assessment
- The WISC/WIPPSI
- Children's Apperception Test
- Draw a Man test
- House-Tree-Person
- Raven's Progressive Matrices
- Self-Esteem Inventory
- Sex-Role Inventory

References

1. Aylward, G. (1994). Practitioner's guide to development and psychological testing. New York; Plenum Press
2. Blaxter, L., Hughes, C and Tight, M. (1999) How to Research. New Delhi, Viva Books
3. Hayes, N. (ed.) (1997) Doing Qualitative analysis in psychology. Hove: Psychology Press
4. Smith, J.A. Haree, R., and van Langehove, L. (19995). Rethinking Psychology. London: Sage
5. Yin, R. (1994). Case study research: Design and methods (2nd ed.) Beverly Hills, CA: Sage Publishing
6. Nagpal, R and Sell, H. (1985). Subjective well-being inventory. New Delhi: World Health Organization.

**ELECTIVE COURSE
CARE OF THE ELDERLY
HDFS 634
Credits 4+0**

Objectives

- To enable students to become aware and sensitized to issues related to care of the elderly
- To enable students to understand the theoretical perspectives of the aging process.
- To develop skills for organizing activities for the elderly.

UNIT I

Introduction

- Emergence and scope of gerontology and elderly care.
- Demographic trends in India.

- Concept of aging and problems: Social, medical , psychological problems, occupational etc.

Theoretical perspectives

- Theories: Disengagement theory, Activity theory, Human development theory,
- Continuity theory, Age stratification theory ,Labeling theory.

UNIT II

Ageing Process

- Biological and physiological aspects; Psychological aspects; Social aspects: Social status, retired status, single status, economic status, security, guide and teacher, social adjustment and recognition:
- Spiritual aspects: karma theory and religion:
- Economic aspects.

UNIT III

Adjustment Patterns and Changing Lifestyles in Old Age

- Family patterns in later life : Changing role and the aging family: Conjugal: Husband Wife relations in old age; Sexual adjustment;
- Retirement years and marital adjustment
- Intergenerational family relations; Grand parenthood; Widowhood/ Singlehood; Alternative lifestyle; Second marriage in the later life.

UNIT IV

Work leisure and retirement patterns

- Work –Meaning of work, individual motivation; Leisure; Retirement- benefits freedom of retires, fear, change in personal and social life, problems like- sense of loss, women retirees, awareness, use of authority, social worth;
- Attitude towards retirement: Poverty, poor health, retirement and suicide, abandonment, liberation and diachronic solidarity.

Death, Dying and Bereavement

- Impact of death on society; Attitude towards death; denial and thoughts of death; bereavement, grief and social setting

UNIT V

Services and programs for the aged

- Categories of services; Housing, health, leisure time activities; institution for the aged day care centers; economic programmes; Re-engagement (after retirement); Retirement pension, death cum retirement gratuity, provident fund, health measures. Insurance scheme, investment & taxation and property. Legal provisions

References

1. Aiken,L.R.(1978) The psychology of later life, Philadelphia: WB Saunders Company.
2. Bergmann, Klaus (1972) Aged; Their understanding and care, London; Wolfe Pub.
3. Binstock,R.H. and E. Shanes (eds) (1986) Handbook of aging and social sciences. New York; V.N.Reinhold Co.
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5. Bose, A.B. and K.D. Gangrade (1988. Aging in India; Problems and Potentialities, New Delhi: Abhinav Pub.
6. Chowdhry Paul D.(1992) Aging and the aged, New Delhi; Inter India Pub.
7. Cook Alicia Skinner (1983). Contemporary Perspectives on Adult Development & Aging New York: Macmillan.
8. Cox Harold (1984) Later life; The reality of aging New Jersey: Prentice Hall Inc.
9. Desai, K.G.985) Problems of the retired people in greater Bombay, Bombay : TISS Series No.27.
10. Ghosh, B. (1988) Contemporary Social Problem in India, Bombay: Himalaya Pub.

ELECTIVE COURSE
PRINCIPLES OF GUIDANCE AND COUNSELLING
HDFS 635
Credits 4+0

Objectives

- To understand the need for guidance and counseling in human development
- To introduce basic concepts in guidance, counseling and therapy.
- To discuss the processes involved in counseling at different stages in life.

UNIT I

Constructs of guidance, counseling and therapy

- Basic differences.
- Guidance and counseling needs of individuals, families and systems.
- Role of culture in influencing counseling needs and practices.

UNIT II

Type of Counseling
Qualities and Skills of a Counsellor

UNIT III

Principles of counseling and therapy

- Approaches to counseling at different developmental stages
- Family therapy approach.

UNIT IV

The process of counseling

- First contact, assessment, intervention, closure, follow-up

UNIT V

Nature of psychological disorders at different stages that require counseling and therapy

- At childhood
- At adolescence and youth
- At adulthood
- In old age

References

1. Bumard. P.(1999).Counseling skills training. New Delhi: Viva Books
2. Manthei. R (1997). Counseling: The skills of finding solutions to problems.London: Routledge.
3. Nicolson. D.& Ayers, H.(1995) Individual Counseling. Therapy and practice.London: David Fulton.

SEMESTER IV
CORE COURSE
INFANT DEVELOPMENT AND STIMULATION
HDFS 641
Credits 3+1

Objectives

- To get an overview of infancy and infant development as a first stage in the life span development process
- To gain an understanding of theoretical, empirical and applied work in the field of infancy.
- To form a meaningful and practical understanding of infancy with special reference to the Indian Context.

UNIT I

Newborn and infant development and behaviour

- New born behavior and capacities
- Different cultural
- Adaptation strategies to settings and practices.

UNIT II

Early experiences and developmental consequences

- Optimal and non-optimal growth
- Influence on physical, psychomotor and cognitive growth and development
- At risk conditions

Early Interaction: A beginning in attachment formation

- Course of attachment
- Dyadic versus multi-caring
- Role of father in formation of attachment.
- Interaction as a cultural process.

UNIT III

Language development in infancy

- Environmental, interactional and cultural perspective
- Brain correlates and developmental changes
- Variations in development
- Multilingualism

UNIT IV

Developmental assessment

- Understanding the process of development
- Need and reasons for infant assessment
- Methodological issues related to infant assessment.
- Ethical issues and concerns related to infant assessment.

UNIT V

Intervention and stimulation programmes/activities

- The need and rationale for intervention and stimulation programmes/activities
- The process involved in planning and implementing intervention programmes with specific reference to the Indian setting.
- Traditional methods, games, songs of infant care and stimulation.
- Issues and concerns related to intervention programs.

Practical

- Observing infants in various setting
- Testing and assessment of infants
- Age wise formulating activities for stimulation

References

1. Bornstein, M.M.(Eds.)(1991). Cultural approaches to parenting. New Jersey: Erlbaum Associates.
2. Chashoim, J.S.(1980) .Development and adaptation in infancy. New Directions for Child Development, 8, 15-29.
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6. Hellbruegge, T (Ed.) (1980). The First 365 days in the Life of a Child: The Development of infant. Bombay: Max Mueller Bhavan.
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8. Lidhoo M. (1987) Child rearing and Psych- social Development. New Delhi” Ashish Publication.
9. Monroe, R. and Whiting, B.(Eds.) (1981). Handbook of Cross-Cultural Human Development. New York: Garland.
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11. Osofsky, J.D. (1987) Handbook of infancy, New York: Wiley & Sons.
12. Roopnaraine, J.C. Talukdar, E. Jain, P. Joshi, P & Srivastav P. (1990) Characteristics of holding patterns of play and social behavior between parents and infants in New Delhi, India: Developmental Psychology, 26-667-673

**CORE COURSE
DEVELOPMENTAL DISABILITIES
HDFS 642
Credits 4+0**

Objectives

1. To understand conceptual approaches to developmental disabilities,
2. To study definitions, etiology, diagnosis and assessment of childhood disabilities.
3. To examine and analyse the significance of children's social and ecological contexts.
4. To study the approaches and practices for inclusion and empowerment of children and families.

UNIT I

Introduction to disability
Concepts and meaning
Various framework of disability – biomedical, social, legal and political
(right perspective)

UNIT II

Types of impairments and disabilities
Definitions, classifications, etiology, identification and assessment related to:

- Intellectual impairment
- Autism spectrum disorders
- Sensory impairments

UNIT III

Types of impairments and disabilities

- Physical and health-related disabilities
- Learning disabilities
- Attention-deficit hyperactivity disorders

UNIT IV

Care, education and intervention for infants, children and adolescents for development and inclusion

- Prevention of disabilities
- Care and intervention approaches
- Education
- Therapeutic strategies

UNIT V

Family, School and Community

Child and the family, parents, siblings, grandparents & significant others; family empowerment

- Role of school, curricular adaptations, teaching strategies, materials and resources; special and inclusive education
- Role of community; case study of a community-linked programme-local/national/international

References

1. Bailey, M & Wolery, M. (1992). Teaching Infants and Preschoolers with Disabilities. New York: Macmillan.
2. Baquer, A. (1994). Disabled, Disablement, Diabolism. New Delhi: Voluntary Health Association of India.
3. Hardiman, M.L., Drew, C.J. and Egan, M.W. (2005). Human Exceptionality: Society, School and Family. Boston: Houghton, Mifflin Company.
4. Hans, A. and Patri. A. (Eds.) (2003). Women, Disability and identity, New Delhi: Sage.
5. Lewis, R.B. and Doorlag, D.H. (1995). Teaching Special Students in the Mainstream, Englewood Cliffs: Merrill.
6. Pandey, R.S. and Advani, L. (1996). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.

**CORE COURSE
WOMEN STUDIES
HDFS 643
Credits 4+0**

Objectives

- To develop awareness regarding status of women in India and sensitivity to women's issues and concerns.
- To understand theoretical and methodological concerns related to women's studies.
- To be aware of issues and concerns related to situation of women with specific reference to the Indian context

UNIT I

The rationale for Women's Studies

- Meaning and significance
- Growth of women's studies in India and other countries.
- The women's movement in India
- Orientation to feminist theories.

UNIT II

Theoretical perspectives in women's studies

- Consequences of gender differences
- Sexual division of labour and its implications:
 - (a) Discrimination (b) invisibility (c) devaluation.
- Historical and socio-cultural basis of women's status.

UNIT III

Understanding concepts related to gender differences from societal and developmental perspective

- Patriarchy
- Caste, class culture and gender interface
- Gender and education
- Economic empowerment and gender
- Development empowerment and gender

UNIT IV

Feminist methodologies in women's studies

- Gender sensitive surveys
- Generational studies
- Content analysis of media and literature
- Historical research

UNIT V

Problems and issues related to women in India

- Child Marriage
- Female foeticide, infanticide
- Female mortality
- Discrimination in nutrition and health care
- Socialization of girl child
- Dowry
- Violence

- Women's identity
- Educational opportunities and sex-based education
- Employment
- Women in Politics
- Legal status of women

References

1. Astana, P.(1974) Women's movement in India: Vikas. Delhi
2. Antony, M.J. (1985) Women's Rights: Dialogue, New Dehli
3. Baker, H.A. Berheide, G.W. and others (Eds.) (1980) Women Today: A multi Disciplinary approach to women's Studies. Books/Cole Publication
4. Baral, J.K.andPatnaik, K.(1990). Gender Politics New Delhi: Discovery
5. Dak, T.M. (1988) Women and Work in Indian Society: Discovery. New Delhi.
6. Desai, N. (1988) A decade of Women's Movement in India: Himalaya. Bombay
7. Desai, N & Patel, V.Indian Women: Change and Challenges in the International Decade: Popular Prakashan. Bombay
8. Gunew, A.R. (1990) Feminist Knowledge Critic and Constituent: Routedge. London
9. Gupta N.K. & Sudan, I.K. (1990) Women at work in developing economy: Amol. New Delhi

ELECTIVE COURSE
CURRENT TRENDS AND ISSUES IN HUMAN DEVELOPMENT
HDFS 644
Credits 0+4

Objectives

- To create awareness regarding current trends, issues and researches related to various aspects of human development, early childhood education, family studies and disabling.
- To understand the importance of innovative/ new programmes in the field.
- To develop an understanding of the role of advocacy in promoting issues and concerns related to human development.

UNIT I

Trends and issues related to processes of development

- Psycho-motor development.
- Perceptual development.
- Cognitive development
- Language development,
- Moral development,

UNIT II

Trends and issues related to early child development and early childhood care and education

- gender equality and equity.
- Issues and concerns related to children in difficult circumstances: street children, adopted children, girl child, single parent children, refugee and migrant children, children with disability and other vulnerable groups.
- Issues and concerns related to quality in early childhood and primary curriculum.
- Issues and concerns related to training of ECCE personnel and accreditation processes.

UNIT III

Trends and issues related to

- Infancy
- Early childhood

UNIT IV

Trends and issues related to

- Young adulthood
- Middle Adulthood
- Old age

UNIT V

Trends and issues related to
Marriage and Family Studies

Note: The course would be based on current reading, understanding of researches and policies and conducted through presentations on various assigned topics by students.

**CORE COURSE
PROJECT WORK
HDFS 645
Credits 0+4**

To undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge in the field of Human Development and Family Studies.

The student will be supervised by the member of a teaching faculty. .Work of student will be evaluated by external practical examiner out of 70 marks and internal marks will be given by the concerned teacher out of 30. Total marks will be given out of 100.

The project should reflect the students's own work