

# **University of Rajasthan Jaipur**

## **SYLLABUS**

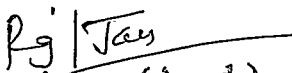
**M.Sc. (HOME SCIENCE)**

**HUMAN DEVELOPMENT AND FAMILY**

**(Semester Scheme)**

**I & II SEMESTER      2022-23**

**III & IV SEMESTER      2023-24**

  
Dy. Registrar (Acad.)  
University of Rajasthan  
JAIPUR

**Scheme of Examination:**

- Each theory paper ToSE shall carry 100 marks. The EndE will be of 3 hours duration. Part 'A' of the theory paper shall contain 10 Short Answer Questions of 20 marks, based on knowledge, understanding and applications of the topics/terms covered in the syllabus. Each question will carry two marks for correct answer.
- Part 'B' of paper will consist of four questions as suggested below except in cases where a different scheme is specified in the syllabus.
  - First question will contain 6 parts out of which 4 to be answered carrying weightage of 5 marks each. Word limit for each answer will be 50-70 words.
  - There shall be 3 questions (with internal choice) of 20 marks each. The word limit for each answer will be 1000 words.
- Each laboratory ToSE will be of 100 marks and of four/two hours duration and involve laboratory experiments/exercises, and viva-voce examination with weightage of marks in ratio of 75:25.

**Course Structure:**  
The details of the courses with code, title and the credits assigned are as given below.

**Abbreviations used:**

**Subject Code: H03**

**Course categories:**  
CCC: Compulsory Core Course  
ECC: Elective Core Course  
SECC: Self Study Elective Core Course  
SSCC: Self Study Compulsory Core Course  
DBS: Dissertation

**Contact hours**

L: Lecture  
T: Tutorial  
P: Practical

*P. J. [Signature]*  
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(Academics)  
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## FIRST SEMESTER

### HISTORY AND THEORIES OF HUMAN DEVELOPMENT-1 (THEORY)

**Paper Code: HDF 701**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 4 Hours /Week**

**Total Teaching Workload: 60 Hours /Semester**

#### Objectives :

1. To acquaint the students with the basic knowledge and concepts of theories on personality and socialization.
2. Help students gain insights into understanding complex psychological influences.

#### Contents :

##### Unit I

- |    |  |
|----|--|
| 1. | Historical perspectives and the trends in theoretical and empirical approaches to child/human study and its relevance for pedagogy, psychotherapy and Intervention programmes  |
| 2. | Principles, basic concepts, critique, implications and comparative analysis of the following theories:- <ul style="list-style-type: none"> <li>• Psycho-analytic theory of Sigmund Freud</li> <li>• Psycho-social theory of Erik Erikson</li> <li>• Carl-Jung's theory of personality</li> </ul> |

##### Unit II

- |    |   |
|----|---|
| 3. | Principles, basic concepts, critique, implications and comparative analysis of the following theories: - Theories by Neo-Freudians <ul style="list-style-type: none"> <li>• Karen Horney</li> <li>• Harry Stack Sullivan</li> <li>• Eric Fromm</li> <li>• Anna Freud</li> </ul> |
|----|---|

##### Unit III

- |    |  |
|----|--|
| 4. | <ul style="list-style-type: none"> <li>• Allport's theory of personality</li> <li>• Adler's theory</li> <li>• Maslow's theory of Self-actualization</li> </ul> |
|----|--|

#### References :

- |    |   |
|----|---|
| 1. | Klem, M.D. and White, J.M. (1996) Family Theories: An introduction, Sage Publications. New Delhi.                             |
| 2. | Valsiner, J (2000) Culture and Human Development. Sage. London.   |
| 3. | Gilligan, C. (1982). In a different voice: Psychological Theory and Women's Development: Harvard University Press. Cambridge. |
| 4. | Armstrong, K. (2005). A short History of Myth. Penguin Books Ltd. London.   |

5. Kessen, W. (1983) Handbook of Child Psychology, Vol. I: History, Theory and methods (4<sup>th</sup> ed.). John Wiley and Sons. New York.
6. Baldwin, A.L. (1980): Theories of child development (2<sup>nd</sup> Ed.) John Wiley & Sons. New York.
7. Hall Gardner Lindzey John B. Campbell (2007). Theories Of. Personality 4th Edition, Publisher: Wiley India Pvt Ltd.

### FOUNDATIONS OF HUMAN DEVELOPMENT (THEORY)

**Paper Code: HDF 702**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 4Hours /Week**

**Total Teaching Workload: 60 Hours /Semester**

**Objectives:**

1. To enable students to understand the principles and processes of genetic reproduction, causes and characteristics of genetic Anomalies
2. To understand recent advances, importance of critical period, growth and human development.

**Contents:**

**UNIT-I**

1. Principle of Human Development
2. Basic of Human Development: Genes and Chromosomes, Heredity and Environment, Meaning and Interactions of Heredity and Environment, Chromosomal Anomalies, Recent Advances in Genetics, Genetics Counselling.

**UNIT -II**

3. Basic themes in Human Development
  - a) Active Vs Passive organism
  - b) Continuity Vs Discontinuity in development
  - c) Learning Vs Maturation
  - d) Cognition Vs Language
4. Early Environment, (critical period): Experiments and Research. Effect of early stimulation and deprivation.

**UNIT -III**

5. Stages of prenatal development, prematurity and low birth weight babies. Factors Affecting Growth and Development.
6. Birth process and complications, technological advances in prenatal monitoring and care- sonography, amniocentesis, surrogacy, stem cell, test tube babies, and other recent advances

**References :**

1. Narang D; Khunteta B & Koradia K (2009). Early child care and stimulation, Pointer publishers, Jaipur
2. Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
3. Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2004). Human Development (9th Ed). Tata McGraw- Hill Publishing Company Ltd. New Delhi.
5. Berk, L.E. (2004). Development Through the Lifespan (3rd Ed). Pearson Education, Inc. New Delhi.

**EARLY CHILDHOOD CARE AND EDUCATION (THEORY)****Paper Code: HDF 703****Credits: 4****Max. Marks: 100****Teaching Hours: 4 hours/week****Total Teaching Workload: 60 hours/semester****Objectives :**

1. To gain knowledge and insight regarding early childhood care and education.
2. To develop the skills and techniques to plan activities and implement in ECCE Centers i.e. crèches and day-care centers, preschool and anganwadicenters.
3. To gain knowledge and skills of positive discipline, behaviour modification and role of special educator.
4. The students will also learn to evaluate ECCE centers.

**Unit I**

1. Need and importance of early childhood care and education (ECCE)
2. Goals of ECCE: Theoretical and empirical perspectives.
3. Significance of early stimulation and learning for School Readiness.
4.
  - (a) Principles of childhood learning
  - (b) Effective Teaching-Learning Strategies and approaches in ECCE, with special focus on Thematic learning approach.
  - (c) What is a model? Different Curriculum models in ECCE.

**Unit II**

5.
  - (a) Importance and characteristics of Developmentally appropriate curriculum/program (DAC/DAP) and Program planning.
  - (b) Principles of planning of ECCE programs, types of planning: Long and short term planning, small group and large group planning.
  - (c) Selection of DA activities to enhance language, Rhythm, , Mathematics, Science, 3R's and Sensory experiences.

6.	Characteristics of an EC educator, criteria of selection of EC staff/personnel and their qualifications. Role of teachers in creating environment for learning of different activities.
7.	(a) Organizational Set Up: Preschool building and space allotment for Indoor and outdoor play. (b) Characteristics of effective learning centers in ECCE example music area, language-art area, block center, science area, costume/drama area, doll center, sand area, etc.

### Unit III

7.	Planning of developmentally appropriate ECCE activities: Goals, significance, objectives, criteria.
8.	Safety education and various issues in care of children.
9.	(i) Meaning and importance of Thematic Approach in ECCE curriculum. (ii) Need and importance of value education in young children. Integrating universal values in ECCE curriculum/activities to enhance pro-social behaviour in children.
10.	Records and Registers: Values, types and maintenance, Report Writing and criteria of Evaluation of Children and ECCE programs.

### References:

1. Narang D; Purohit S & Koradia K (2008). Early childhood care and development, Shivam Book Depot, Jaipur
2. Kaul, V. (2002) Early Childhood care and education. In Govinda R. (Ed.) India Education Report: A profile of Basic Education (23-24) National Institute of Educational Planning and Administration: Oxford University Press. New Delhi.
3. Sharma, M. A. (1993) Current Issues in Early Childhood care and Education. In T.S. Saraswati and B. Kaul (Eds.) Human Development and family studies in India: An Agenda for Research and Policy. Sage. New Delhi
4. Cleghorn, A. & Prochner, L. (2003). Contrasting visions of childhood: Examples from early childhood settings in Zimbabwe and India. *Journal of Early Childhood Research*, Sage, New Delhi.
5. Raut, S. Vyas, R. Singh, A and Tiwari, J. (2006) Art Education: Teacher's Handbook for Classes VII and VIII. NCERT. New Delhi.
6. Anandlakshmy, S. (1989) Crèches in Delhi. Lady Irwin College, University of Delhi.
7. David, T. (1999) Teaching Young Children. Sage Publication, New Delhi.
8. Swaminathan, M. (ed.) (1998). The First Five Years: A Critical Perspective on Early Childhood Care Education in India. Sage Publication. New Delhi.

### EARLY CHILDHOOD CARE AND EDUCATION (Practical)

**Paper Code: HDF 711**

**Credits: 6**

**Max.Marks:100**

**Teaching Hours: 3 practicals/week (3 hours/practical)**

**Total Teaching Workload: 45 practicals /semester**

**Objectives :**

1. To develop the skills and plan and implement activities in ECCE Centres i.e. crèches and day-centres, preschool and anganwadicentres.
2. The students will also learn to evaluate ECCE centres.

**Contents :**

1. Visits to various centres of early childhood care and education (ECCE)(at least two with different approaches).
2. Planning Programme and activities for Children's all round Development through active learning; Preparing Teaching Aids.
3. Arranging of learning centres to facilitate learning of different concepts.
4. and Observation in different Early Childhood Education and Day Care Centres.
5. Organising Parent Teacher Meets, Celebration of festivals/functions, workshops and open house for parent involvement.
6. Planning of nutritional supplements for preschool children: Non fire cooking recipes
7. Survey/visit to children's Libraries, books exhibition.

**RESEARCH METHODOLOGY (THEORY)****Paper Code :HDF A01****Credits: 4****Max. Marks : 100****Teaching Hours : 4 Hours/Week****Total Teaching Workload: 60 Hours/Semester****Objectives :**

1. To understand the basic concepts of research methodology.
2. To be able to understand the various steps of research methods.
3. To enable the students to understand various research designs, sampling techniques, methods of collecting data.
4. To enable the students to prepare and present report for dissertation purpose.

**Contents:****UNIT- I**

1. Research purpose and objectives.
2. Definition and Identification of research problem, selection of problem, hypotheses, basis assumption and limitation of problem.
3. Review of literature: Importance, sources and writing review of literature.
4. Research designs: Purpose and types.

**UNIT-II**

5. Technique of sampling- Census and sampling methods, probability and non-probability sampling procedures, sample size.
6. Data gathering instruments, measurements and scales, reliability and validity of measuring instruments- Questionnaire, Schedule, Score card, Checklist.
7. Methods of collecting data: Questionnaire, interview technique, observation, case study, focus group discussion.

### UNIT-III

8. Planning, executing and analysis of large scale surveys with special emphasis of surveys in Home Science.
9. Presentation and preparation of report for dissertation publication.
10. Bibliography: Importance of method of writing references of book, journals, proceedings and websites.

#### References :

1. Simpson, George, Kafka, Fritz. Basic statistics: a textbook for the first course , Oxford and IBH Publishers, New Delhi, 1977.
2. Taro Y. Sampling Theory, Prentice-Hall Publishers, New Delhi, 1967.
3. Snedecor and Cochran, Statistics Methods, Oxford and I.B.H. Publishers, Calcutta, 1968.
4. Gupta SP. Statistics Methods, Sultan Chand and Co., New Delhi, 2008.
5. Good CV and Carter DE. Methods of Research-Educational Psychological Application, Century Craft, New York, 1954.
6. Kerlinger FA. Foundation of Behavioral Research, Century Craft, New York, 1966.
7. Young PV and Schind CG. Scientific Social Survey and Research, Prentice Hall, New Delhi, 1968.
8. Philips BS. Social Research, Strategy and Tactics, MacMillan, New York, 1976.
9. Mussed P. Hand book of Research Methods in Child Development, John Wiley & Sons Inc, 1960.
10. Devdas RP and Kulandaivel. Hand Book of Research Methodology, Sri Ram Krishna mission Vidhyalaya, 1971. Krishnaswamy RP. Methodology of Research in Social Sciences, 1<sup>st</sup> edition, Himalaya Publishing house, Mumbai, 1993.

### LIFE SPAN DEVELOPMENT – 1 (THEORY)

**Paper Code: HDF AO2**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 4 Hours /Week**

**Total Teaching Workload: 60 Hours/Semester**

#### Objectives :

1. To acquaint students regarding the prenatal developmental processes and prenatal and neonatal assessment.
2. To help students gain an understanding of the growth and development from infancy to late childhood.



**Contents:****UNIT-I****1. Infancy:**

- Developmental tasks/ milestones
- The Neonate (Birth to 4 weeks) –Reflexes, Physical, Physiological, Sensory
- Perceptual Capabilities.
- 4 weeks up to 2 years: Physical and Motor, Social, Emotional, Language and
- Cognitive Development.

**UNIT -II****2. Early Childhood Years**

- Physical and Motor Development, and Handedness, Emotional and Social
- Development, Cognitive, Language and Moral Development of Children in Early
- Childhood Years.

**3. Middle and Late Childhood Years**

- Physical and Motor Development, Emotional and Social development, Cognitive, Language and Moral Development of children in Middle Childhood Years.

**Unit III****4.****Adolescence: Development and Challenges**

- Characteristic of pubertal changes.
- Period of Storm and Stress; Physical changes, Hormonal and Physiological changes,
- Growth spurt, Individual Differences and Early versus Late Maturation. Reproductive and
- Sexual Development.
- Social Development of Adolescents, Significance of Peers and Family; Heterosexual
- Attractions, Homosexuality, Parent – Child relationships and Discipline/freedom.
- Understanding Adolescents' Emotional, Cognitive and Moral Development.

**References :**

1. Narang D; Chabran & Koradia K (2010). Adolescent girls: awareness rights and reproductive health, Pointer publishers, Jaipur
2. Moorjani J; Narang D & Manika (2009). Bal Vikas Ka Manovigyan, Shri Kavita Prakashan, Jaipur
3. Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.
4. Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
5. Freiberg, K. L. (1992). Human Development: A Life Span Approach. Jones and Bartlett Publishers, London.
6. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2004). Human Development (9th Ed). Tata McGraw- Hill Publishing Company Ltd. New Delhi.
7. Berk, L.E. (2004). Development through the Lifespan (3rd Ed). Pearson Education, Inc.

New Delhi.	
8. Bhatt, N. (2007). Human Development- A Lifespan Perspective. Aavishkar Publishers. Jaipur	
9. Rice, F.P. (1992). Human Development: A Lifespan Approach. Prentice Hall. New Jersey	
10. Shaffer, D.R. and Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence( 7th Ed). Thompson Wadsworth. Australia	
11. Saraswathi, T.S.(2003).Cross-Cultural perspectives in Human Development: Theory, Research and Applications. Sage Publications. New Delhi:	
<b>SKILL TRAINING IN DEVELOPMENT OF CHILDREN (Practical)</b>	
<b>Paper Code: HDF A11</b>	
<b>Credits: 4</b>	
<b>Max.Marks:100</b>	
<b>TeachingHours: 2 Practicals/Week(3 Hours/Practical)</b>	
<b>Total Teaching Workload: 30 Practicals/Semester</b>	
<b>Objectives :</b>	
1. To acquaint student to gain knowledge regarding the development processes during neonatal period.	
2. To help students gain understanding of the assessment of developmental task from infancy to late childhood.	
<b>Contents:</b>	
1.	Observation of Neonatal Reflexes.
2.	Anthropometric Measurement and Assessment of Children in Different Age Groups and Settings: Plotting and interpretation of Growth Charts.
3.	Assessment of various Developments of Infants.
4.	Identification of Childhood Health and Developmental Problems.
5.	Preparation of Observational Check List to Assess Physical, Motor, Social, Language, Emotional and Cognitive Developmental Tasks.
6.	In -depth Case Study of a Selected Child.
<b>INNOVATIVE AND CREATIVE SKILLS IN CHILDREN (PRACTICAL)</b>	
<b>Paper Code: HDF A12</b>	
<b>Credits: 4</b>	
<b>Max.Marks:100</b>	
<b>TeachingHours: 2 Practicals/Week (3 Hours/Practical)</b>	
<b>Total Teaching Workload: 30 Practicals /Semester</b>	
<b>Objectives:</b>	
1. To help students understand, plan and develop activities for children in ECCE centres.	
2. To develop creative skill among students for the overall assessment of Child Care centres.	
<b>Contents :</b>	
1.	Meaning, Definition and Significance of Play and Creativity in Growth and Development of children.
2.	Types of Play: Exploratory, Solitary, Parallel, Symbolic, Constructive, Dramatic/role play, Co –

3.	operative play, individual play, Group Play, Sports, Games. Components of Creativity: Fantasy, Imagination, Giftedness, Fluency, Flexibility, Originality, Celebration and Curiosity.
4.	Equipments and Materials Used for Promotion of Play and Creativity (Indigenous Play Materials).
5.	Planning and Implementation of Play and Creative Activities with Children in Different Age Groups.
6.	Preparation of Materials and Aids to Promote Play and Creativity.
7.	Survey and Evaluation of Children's Literature and Play Materials.
<b>APPROACHES TO HUMAN STUDY (PRACTICAL)</b>	
<b>Paper Code: HDF A13</b>	
<b>Credits: 2</b>	
<b>Max.Marks:100</b>	
<b>TeachingHours: 2 Practicals/Week (3 Hours/Practical)</b>	
<b>Total Teaching Workload: 30 Practicals /Semester</b>	
<b>Objectives:</b>	
<ol style="list-style-type: none"> <li>1. To help the students gain knowledge of methods of Human Study.</li> <li>2. Apply these methods with different age groups, hence covering the life span stages of human development.</li> </ol>	
<b>Contents :</b>	
1.	Play comes in special settings: Rural, Urban, Hospitals, Hotels, Schools, Home etc.
2.	Activities to enhance various components of Creativity, Imagination, Giftedness, Originality and Curiosity.
3.	Planning and conducting role play on various emerging contemporary issues of Human Development.
4.	Preparation of materials and aids to promote play and play materials.
5.	Prepare and conduct various play and creative activities with the help of indigenous materials (innovative and creative skills in children).

## SECOND SEMESTER

S. No.	Subject Code	Course Title	Course Category	Credit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF 801	History & Theories of Human Development -II	CCC	4	4	0	0	3	0
2.	HDF 802	Philosophies, Ideologies and Approaches of ECCE	CCC	4	4	0	0	3	0
3.	HDF 803	Early Childhood Care Education	CCC	4	4	0	0	3	0
4.	HDF 804	Parenthood and Family	CCC	2	2	0	0	3	0
5.	HDF 811	Assessment and Evaluation of Psychological testing	CCC	4	0	0	6	0	4
6.	HDF BO1	Statistics	ECC	4	4	0	0	3	0
7.	HDF BO2	Life Span Development-II	ECC	4	4	0	0	3	0
8.	HDF B11	Computer Application	ECC	2	0	0	3	0	4
9.	HDF B12	Adolescent and Adult Issues	ECC	4	0	0	6	0	4
10.	HDF B13	Skill Development in Welfare Agencies	ECC	4	0	0	6	0	4

CCC(18), ECC(18)

## SECOND SEMESTER

<b>HISTORY AND THEORIES OF HUMAN DEVELOPMENT – II (THEORY)</b> <b>Paper Code: HDF 801</b> <b>Credits: 4</b> <b>Max. Marks: 100</b> <b>Teaching Hours: 4Hours /Week</b> <b>Total Teaching Workload: 60Hours /Semester</b>	
<b>Objectives :</b> 1. To acquaint the students with the basic knowledge and concepts of theories on learning, cognition, intelligence, culture and morality. 2. To help them to gain insights into understanding of complex psychological influences.	
<b>Unit I</b>	
1.	Principles, basic concepts, critique, implications and comparative analysis of the following theories: Cognitive theories of Jean Piaget and Bruner.
2.	Learning Theories with reference to Pavlov, Watson, Skinner, Harlow, Bandura and Sears.
<b>Unit II</b>	
3.	Field theory of Levin.
4.	Gardner's theory of Multiple Intelligence.
5.	Ecological Theory by Bronfen Brenner.
<b>Unit III</b>	
6.	Vygotsky's socio-cultural perceptive.
7.	Chomsky's theory of language.
8.	Kohlberg's theory of Moral Judgement.
<b>References :</b>	
1. Hetherington, E.M. and Parke R.D. (1986). Child Psychology- a Contemporary viewpoint (3 <sup>rd</sup> ed.) McGraw Hill Book Company.New York 2. Baldwin, A.L. (1980). Theories of child development (2 <sup>nd</sup> Ed.) John Wiley & Sons. New York 3. Shaffer, D.R. (1993). Development Psychology – Childhood and Adolescence (3 <sup>rd</sup> Ed.) Brooks/Cole Company,California. 4. Santrock, J.W. (1996). Child development (7 <sup>th</sup> Ed.) Brown & Benchmark. USA. 5. Vasta, R; Haith, M.M. & Miller, S.A. (1992) Child Psychology- The Modern Science New York: John Wiley & Sons.	
<b>PHILOSOPHIES, IDEOLOGIES AND APPROACHES OF ECCE (THEORY)</b> <b>Paper Code: HDF 802</b> <b>Credits: 4</b> <b>Max.Marks:100</b> <b>TeachingHours: 4 Hours/Week</b> <b>Total Teaching Workload: 60 Hours/Semester</b>	

**Objectives :**

1. To gain knowledge and insight regarding Philosophies of early childhood care and education
2. To understand the contributions of Indian thinkers and educators for ECCE.
3. To gain knowledge regarding types of ECCE programmes.

**Unit I**

1. Historical perspectives of ECCE in the West and in India.
2. Philosophies and contributions of Western Thinkers and Educators
  - Plato
  - Commonius
  - Rousseau
  - Mcmillan Sisters
  - Froebel
  - John DeweyMaria Montessori

**Unit II**

3. Philosophies and contributions of Indian thinkers and educators.
  - M.K. Gandhi
  - Rabindranath Tagore
  - Annie Besant
  - Gijubhai Badheka
  - Tarabai Modak and Anutai Wagh

**Unit III**

4. Types of ECCE programmes
  - Head start
  - Balwadi
  - ICDS /Anganwadi
  - Nursery schoolDay care centre and crèches

**References :**

1. Brewer, J.A. (1998). Introduction to early childhood education (3rd Edition). Allyn and Bacon, Boston.
2. Essa, E.L. (1999). Introduction to Early Childhood Education (3rd Edition). Delmar Publisher: US.
3. Khurshid-ul-Islam and Rao, V.K. (1997). (edited). Early childhood care and education. New Delhi: Commonwealth Publishers.
4. Kaul, V. (1997). Early Childhood education programme. New Delhi: NCERT.
5. Mohanty and Mohanty (2002). Early Childhood Care and Education (ECCE) New Delhi: Deep and Deep Publication Pvt.Ltd.
6. Nakra, O. (1997). Children and learning difficulties. New Delhi: Allied Publishers Limited.
7. Schirmacher, R. (1998). Art and creative development for young children (3rd edition). Delmar Publishers: US.
8. Skinner, S. (2007). Creative Activities for the Early Years. Paul Chapman Publishing. Sage: UK.

# EARLY CHILDHOOD CARE AND EDUCATION (THEORY)

Paper Code: HDF 803

Credits: 4

Max. Marks: 100

Teaching Hours: 4 hours /week

Total Teaching Workload: 60 hours /semester

## Objectives :

1. To gain knowledge and insight regarding early childhood care and education.
2. To develop the skills and techniques to plan activities and implement in ECCE Centres i.e. crèches and day-care centres, preschool and anganwadi centres.
3. To gain knowledge and skills of positive discipline, behaviour modification and role of special educator.
4. The students will also learn to evaluate ECCE centres.

## Unit I

1. Focus on Early Childhood Care and Education in five years plans.
2. Organisation and management of ECCE centres.
3. Planning and execution of developmentally appropriate activities for infants and preschoolers in:  
(a) Crèches and day-care centres  
(b) Preschools and Anganwadis

## Unit II

4. Home School Relationship –Need and Importance.
5. Need and Importance of Home School relationship. Strengthening DA program through family involvement: (i) how children benefit from FI  
(ii) how families benefit  
(iii) how program benefit  
(iv) barriers to family involvement
6. Techniques of FI in ECCE centers example as substitute teacher, celebration of festivals and functions. Organizing various events as an expert, maintaining accounts, open house.

## Unit III

7. Disciplining children: tips for teachers and parents to introduce positive discipline.
8. Behaviour modification strategies for young children.
9. Role of special educators in ECCE Centres to facilitate inclusive education.  
Evaluation: - Definitions and meanings and types of evaluation, Informal / Ongoing evaluation, Formative and Summative evaluation. Techniques/ tools for evaluation: Observations, structured interviews, work records, checklists and rating scales, self- evaluation, standardized tests i.e. norm referenced tests and criterion- referenced tests.

## References :

1. Agarwal M and Narang D, (2004) Abhinav Prashikshan Training Module for Lady Supervisors, CARE INDIA, Jaipur
2. Ainsworth, F. and Fulcher, L.C. (Ed.) (1981). Group care for children. Tavistock Publication. London and New York.
3. Topping, K.J. (1986). Parents as educators' training Parents as Educators – Training Parents to teacher their children. London & Sydney: Croomhelm.
4. Turner, J. (1980) Made for life-coping, Competence and cognition. London and New York: METHUEN

5. Kostelink, MJU. Soderman, A.K. and Whiren, A.P. Developmentally Appropriate Curriculum-Best Practices in Early Childhood Education: Merrill and imprint of Practice Hall
6. Grewal, J.S. (1984) Early Childhood Education – Foundation and Practice. National Psychological Corporation Agra.
- Narang, D. Purohit S. and Karodia, K. (2008) – Early Childhood care and Development – Practical Manual. Shivam Book House Pvt. Ltd, Jaipur.

### PARENTHOOD AND FAMILY (THEORY)

**Paper Code: HDF 804**

**Credits: 2**

**Max.Marks:100**

**TeachingHours: 2 hours/week**

**Total Teaching Workload: 30 hours/semester**

**Objectives:**

1. To gain knowledge and insight regarding responsible parenthood and fatherhood.
2. To gain knowledge of reproductive health and rights, family planning techniques and services.

**Unit I**

1. Parenthood: meaning and different theoretical views.
2. Changing concept of parenthood with special focus on fathering and responsible parents.

**Unit II**

3. Contribution of different agencies and centers in parenthood: Family planning centers, Hospitals, Maternity and child welfare centers.
4. Reproductive and child health programs and reproductive rights of women.

**Unit III**

5. Birth control measures: abstinence, breast feeding, pills, sponge, condom, IUD, spermicide, tubectomy, vasectomy, cervical cap, diaphragm and other advanced measures.
6. Planned Parenthood services: safe abortion, HIV testing, pregnancy testing, general health care, STD testing: treatment and vaccines.

**References :**

1. Narang, D. Vaishnav R & Karodia, K. (2011) – Child marriage: determinants and psycho-social consequences, Avishkarprakashan Jaipur.
2. Brim, Haman (1980): Learning to be Parents, Principles, Programs, and Methods. SAGA Publication.
3. Fine Harwin (1980): Handbooks on Parent Education, New York: Academic Press Inc.
4. Gillian, Pugh (1984): The Needs of Parents, Practice and Policy in Parent Education, Macmillan.
5. Kulkarni, Sudha (1988): Parent Education, Rawat Publication, Jaipur.
6. Family Planning and Reproductive Health by Congressional Research Service, Inc Penny Hill Press and Kurtis Toppert.
7. Rebecca A. Clark (2009): Planning Parenthood: Strategies for Success in Fertility Assistance, Adoption, and Surrogacy. Johns Hopkins University Press.

### ASSESSMENT AND EVALUATION OF PSYCHOLOGICAL TESTING (Practical)

**Paper Code: HDF 811**

**Credits: 4**

**Max.Marks:100**

**Teaching Hours: 2 Practicals/Week (3 Hours/Practical)**

**Total Teaching Workload: 30 Practicals/semester**



**Objectives :**

1. The students will be able to understand the use of psychological tools.
2. The students will be able to develop instruments/ psychological tools.
3. The students will be able to administrator score and interpret the various psychological tests.

**Contents :**

1. Definition of Measurement, Assessment and Evaluation.
2. Characteristics and use of psychological testing and tools.
3. Common statistical notations and definitions – constant, variable, population, sample, parameter, etc.
4. Standardized tests –meaning, characteristics, types, item analysis, basic concepts of measurement and interpretation.
5. Steps for tool construction and standardization.
  - Reliability-meaning, types-retest; parallel-form, internal consistency.
  - Validity-meaning, types-content, criterion, construct.
  - Norms and interpretation of test score.
6. Administration of test and report writing:  
The Wechsler battery of tests, TAT, CAT, Draw a man test, house- tree-person, Ravens Progressive Matrices, Self- Esteem Inventory, Sex- role Inventory, Myers Briggs type indicator etc.

**References :**

1. Agarwal, J.C.: Educational Research-An introduction, Arya Book Depot, New Delhi.
2. Best, J.W.: Research in Education, Prentice Hall of India, New Delhi.
3. Bhatnagar, G.L. (1990): Research Methods and measurements in behavioural and social sciences, Agri. Cole publishing Academy, New Delhi.
4. Chandra, S.S. and Sharma, R.K.: Research in Education, Atlantic Publishers, New Delhi.
5. Pareek, U. and Purohit, S. Training Instruments in HRD and OD, 3<sup>rd</sup> edition, Tata McGraw Hill, New Delhi.

**STATISTICS (THEORY)****Paper Code: HDF B01****Credits: 4****Max. Marks: 100****Teaching Hours: 4 Hours /Week****Total Teaching Workload: 60 Hours /Semester****Objectives**

1. To understand the basic concepts of statistics.
2. To enable the students to understand various types of statistical tools and their interpretation

**Contents:****UNIT I**

- |    |   |
|----|---|
| 1. | Statistics: meaning, scope and importance in research   |
| 2  | Classification and Tabulation   |
| 3  | Measures of Central Tendency and Dispersion (Mean, Median, Mode, Quartiles, Range and Standard Deviation).  |
| 4  | Graphic and Diagrammatic representation of data (Frequency, Histogram, Graphs, Bar-diagram and Pie charts). |

**UNIT II**

5	Elementary ideas on Probability (Simple Probability) Skewness and Kurtosis definition. Elementary ideas of random variable and its density function (Binomial, Poisson, Uniform, Normal varieties, Normal distribution and its properties, Use of Normal probability tables).
6	Elements of testing a Statistical Hypothesis- Formulation of the problem, Definition of type I and II errors. Level of Significance, t-test, Z-test.

**UNIT III**

7	Design of Experiment: Analysis of Variance
8	Correlation and Regression: Correlation and its interpretation, Product moment and Rank order. Correlation Coefficient Regression Equations (without derivation) and its interpretations, use of prediction.
9	Non-parametric Inference: Sign, Mann Whitney and Chi square test (as goodness of fit and independence of attributes in 2*2 and r*c contingency tables).
10	Use of computers for statistical analysis using SPSS.

**References:**

1. Simpson, George ,Kafka, Fritz, Basic statistics: a textbook for the first course, Oxford and IBH Publishers, New Delhi, 1977.
2. Taro Yamme, Sampling Theory, Prentice-Hall Publishers, New Delhi 1967.
3. Snedecor and Cochran, Statistics Methods, Oxford and I.B.H. Publishers, Calcutta, 1968.
4. Gupta S.P., Statistics Methods, Sultan Chand and Co., New Delhi, 2008.
5. Good C.V. and Carter D.E., Methods of Research-Educational Psychological Application, Century Craft, New York 1954.
6. Kerlinger F.A., Foundation of Behavioural Research, Century Craft, New York, 1966.
7. Yound P.V. and Schind C.G., Scientific Social Survey and Research, Prentice Hall, New Delhi, 1968.
8. Philips B.S, Social Research, Strategy and Tactics, MacMillan, New York, 1976.
9. Mussed Paul, Hand book of Research Methods in Child Development, John Wiley & Sons Inc, 1960.
10. Devdas R.P. and Kulandaivel, Hand Book of Research Methodology, Sri Ram Krishna mission vidhyalaya, 1971.
11. Krishnaswami R.P., Methodology of Research in Social Sciences, 1<sup>st</sup> edition, Himalaya Publishing house, Mumbai, 1993

**LIFE SPAN DEVELOPMENTS -II (THEORY)****Paper Code: HDF BO2****Credits: 4****Max. Marks: 100****Teaching Hours: 4 hours/week****Total Teaching Workload: 60 hours/semester****Objectives:**

1. To acquaint students regarding the prenatal developmental processes and prenatal and neonatal assessment.
2. To help students gain an understanding of the growth and development from infancy to late childhood.

Unit I	
1.	<b>Late Adolescence</b> <ul style="list-style-type: none"> <li>Problems and challenges of late adolescence.</li> <li>Understanding adolescence emotional, cognitive, and moral development.</li> <li>Adolescence: Erikson and Maria's model.</li> <li>Significant issues in Adolescence: Rebellion and Conflict with Home and School Authorities, Delinquency and Psycho – emotional Problem, Educational and career Choices and Co – curricular Interests.</li> </ul>
2.	<b>Early Adulthood:</b> <ul style="list-style-type: none"> <li>Understanding developmental tasks of early adulthood (18-40 years)</li> <li>Period of youth (18-25 years) and its challenges</li> <li>Choices in career and marriage</li> <li>Interpersonal and Intrapersonal adjustments</li> <li>Preparation for Parenthood and child rearing, roles and responsibility</li> <li>Significant issues in adulthood: Live-in-relationship, Being single, Divorce, Remarriage, Gay marriage, DINKS, Adoption and single parent adoption.</li> </ul>
Unit II	
3.	<b>Middle Adulthood/Middle age</b> <ul style="list-style-type: none"> <li>Challenges, adjustments and developmental tasks of middle adulthood (40-60 years)</li> <li>Onset of climacteric changes: Menopause and Andropause, mid life crises</li> <li>Adjustment and management of health needs, increasing status and pressure in work and career;</li> <li>Familial stage of “empty nest”</li> <li>Social responsibilities and leisure time activities.</li> </ul> <p>Preparation of settlement of children and retirement.</p>
Unit III	
4.	<b>Late Adulthood and Aging:</b> <ul style="list-style-type: none"> <li>Challenges and Adjustment during late adulthood and aging (60-onwards).</li> <li>Declining physical/motor, memory and sensory capacities.</li> <li>Adjustment with changes in familial situation, losing of life partner or significant others and facing grief and loss;</li> <li>Financial adjustment, organizing social life and activities.</li> </ul> <p>Factors to “successful aging”.</p>

**References :**

1. Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
2. Freiberg, K. L. (1992). Human Development: A Life Span Approach. Jones and Bartlet Publishers, London.
3. Kaluger, G. (1986). Human Development: The Span of Life. Macmillan Publishing Company, New York.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2004). Human Development (9th Ed). Tata McGraw- Hill Publishing Company Ltd. New Delhi
5. Berk, L.E. (2004). Development Through the Lifespan (3rd Ed). New Delhi: Pearson Education, Inc.
6. Bhatt, N. (2007). Human Development- A Lifespan Perspective. Jaipur :Aavishkar Publishers.
7. Rice, F.P. (1992). Human Development: A Lifespan Approach. New Jersey: Prentice Hall.
8. Shaffer, D.R. and Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence (7th Ed). Australia: Thompson Wadsworth
9. Saraswathi, T.S. (2003). Cross-Cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.

**COMPUTER APPLICATION (PRACTICAL)****Paper Code: HDF B11****Credits: 2****Max. Marks: 100****Teaching Hours: 1 Practical /Week (3 Hours/Practical)****Total Teaching Workload: 15 Practicals/Semester****Objectives :**

1. To understand the basic fundamentals of computers and role of computers in research application.
2. To enable the students to handle computers for the purpose of data communication and internet browsing.
3. To enable the students to use MS office and basic concepts in SPSS

**Contents :****Introduction**

1. Classification of computers and computer memory.
2. Types of software: Application and System software, Operating System and Types: Single user multiuser.

**Data Communication and Networks**

3. Data communication concept
4. Internet, web-e-mails
5. Search engines- Enterprises: e-communication and e-collaboration

**MS Office and its Application**

6. File handling in windows
7. MS Word: Text formatting
8. MS Excel: Features, various formula and functions
9. MS Power Point: Creating presentation and adding effects

**Statistical Software for Social Sciences (SPSS)**

10. Introduction to SPSS: Definition, objectives and features.

11. Data analysis using SPSS: Data entry, creating variables, switching to data labels.

12. Data analysis: frequencies, recording into different variables, cross tabulation and layers.

**References :**

1. Sinha P and Sinha P. Computer fundamental, 6<sup>th</sup> edition, B.P.B. Publications, 2004.
2. Norton P. Introduction to Computers, TAT Mc Graw Hill, 2005.
3. Nagar P and Soni M. Computer Fundamental and Introduction to IBM PC, Ramesh Book Depot, New Delhi, 2009.
4. Taneubaum. Computer Network, Prentice Hall, New Delhi ,2003.

**ADOLESCENT AND ADULT ISSUES (PRACTICAL)**

**Paper Code: HDF B12**

**Credits: 4**

**Max.Marks:100**

**Teaching Hours: 2 Practicals/Week (3 Hours/Practical)**

**Total Teaching Workload: 30 Practicals /Semester**

**Objectives:**

1. To acquaint students to gain knowledge regarding the development processes during adolescent period.
2. To help students gain an understanding of the assessment of social, emotional, psychological and other significant issues related to adolescence, adulthood and ageing years.

**Contents:**

1. Formulation of questionnaire to assess adolescent problems and conflicts
2. Plan and organize FGD for adolescents for healthy and responsible psycho social behavior. Preparation of interview schedule for adults taking into account their developmental tasks
3. Organising interactive session and focus group discussions on significant issues of adulthood.
4. Conversations and interviews and case study with elderly to highlight their concerns, anxieties, adjustment and other problems. Planning and organising social activities with elderly.

**SKILL DEVELOPMENT IN WELFARE AGENCIES (Practical)**

**Paper Code: HDF B13**

**Credits: 4**

**Max.Marks:100**

**Teaching Hours: 2 Practicals/Week**

**Total Teaching Workload: 30 Practicals /Semester (3 Hours/Practical)**

**Objectives:**

1. The students will visit and be acquainted to functioning of different welfare agencies working for children, women and elderly.
2. They will also participate and be enabled to produce a blue print for the same.

**Contents:**

1. Preparation of a checklist to assess: - administration, management, infrastructure facilities and functions of child, women and elderly people welfare institution (Govt. and NGOs).
2. Preparation of a checklist to assess governmental provisions and policies on child, women and elderly people welfare.
3. Organising field visits (5-6) to various welfare organisations working for- Children, Women and ageing adults.
4. Critical analysis of any two welfare institutions through participatory approach and Preparation of a blue print with suitable recommendations.

### THIRD SEMESTER

S. No.	Subject Code	Course Title	Course Category	Credit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF 901	Children with Developmental Disabilities	CCC	4	4	0	0	3	0
2.	HDF 902	Rights, laws and policies for children and adults	CCC	4	4	0	0	3	0
3.	HDF 903	Guidance and Counseling	CCC	4	4	0	0	3	0
4.	HDF 911	Developing Entrepreneurial skills	CCC	4	0	0	6	0	4
5.	HDF 912	Agency Placement	CCC	2	0	0	3	0	4
6.	HDF CO1	Scientific Writing	ECC	4	4	0	0	3	0
7.	HDF CO2	Family Dynamics	ECC	4	4	0	0	3	0
8.	HDF C11	Guidance and Counseling	ECC	4	0	0	6	0	4
9.	HDF C12	Dissertation- I	ECC	6	0	0	9	0	1
				36					

CCC (18) ECC (18)

## THIRD SEMESTER

<b>CHILDREN WITH DEVELOPMENTAL DISABILITIES (THEORY)</b>	
Paper Code: HDF 901	
Credits: 4	
Max.Marks:100	
TeachingHours: 4 Hours /Week	
Total Teaching Workload: 60 Hours /Semester	
<b>Objectives :</b>	
The student will be able to	
<ol style="list-style-type: none"> <li>1. Summarize causes, incidence and characteristics of exceptionalities related to the domains of development:</li> <li>2. Define areas of exceptionality and special education.</li> <li>3. Identification of exceptionality as to genetic and/or environmental causes</li> <li>4. Discuss prevalence and/or incidence of different categories of exceptionalities.</li> <li>5. Describe possible signs or characteristics of each area of exceptionality.</li> </ol>	
<b>Contents:</b>	
<b>UNIT-I</b>	
1.	Meaning and definition of developmental disabilities.
2.	Definition, causes, types, treatment, and rehabilitation of children with Neurological disorders- Intellectual disability, Autism, Down's syndrome, fragile X syndrome, Cerebral palsy, Epilepsy.
<b>UNIT -II</b>	
3.	Definition, causes, types, treatment, and rehabilitation of children with sensory disabilities- visual impairment, auditory impairment, speech impairment.
4.	Definition, causes, types, treatment, and rehabilitation of children with metabolic and degenerative disorders-phenylketonuria, hypothyroidism, Rett syndrome
5.	Learning disabilities
<b>UNIT -III</b>	
6.	Inclusive, integrated and special schools
7.	Rights, programs, policies and acts of children with developmental abilities.
<b>References:</b>	
1.	Bootzin R. R. (1993) Abnormal psychology Current perspectives (vith ed.)Mcgraw Hill Inc., New York
2.	Man, Psychology, Houghton Mifflin Company Boston, (1951) New Delhi.
3.	Kirk, S.A. Education "Exceptional Children", Hungton, Niffhin, 1962.
<b>RIGHTS, LAWS AND POLICIES FOR CHILDREN, WOMEN AND ADULTS (THEORY)</b>	
Paper Code: HDF 902	
Credits: 4	
Max.Marks:100	



**TeachingHours: 4 Hours /Week**

**Total Teaching Workload: 60 Hours /Semester**

**Objectives :**

1. To develop awareness of constitutional provisions and legislations for women and children.
2. To acquire critical knowledge of the adequacy and relevance of prevalent social policies and programs as they relate to women, elderly and children.
3. To gain in depth understanding of the "Rights and Laws"

**Contents:**

**UNIT-I**

1. Human Rights Perspective-Child rights with Special Focus on Girl Child; Women Rights; Role of United Nations Child Rights Committee.

**UNIT -II**

2. Laws and Legislative Rights Pertaining to Women:
  - Hindu Marriage Act
  - Dowry Prohibition Act
  - Hindu Succession Act
  - Child Adoption Act
  - Juvenile Justice Act
  - Right to Education Act 2009
  - Right to Information Act
  - PNDT 1994
  - Other relevant laws related to women and children (in brief)

**UNIT -III**

3. Welfare Programmes and Policies related to Children and Adults.
4. Welfare Programmes and concerned Issues in South Asian Countries, with focus on India.

**References:**

1. Diwan, Paras, DiwanPeeyushi (2000). Women and Legal Protection. Deep and Deep Publication, New Delhi.
2. Agosin, M. (2003). Women Gender and Human Rights. Rawat Publication, New Delhi.
3. Bajpai, A. (2003). Child Rights n India: Law, Policies and Practices. Oxford University Press, New Delhi.
4. Kumar, R. (2000). Women and Marriage. Anmol Publications Pvt. LTD: New Delhi.

**GUIDANCE AND COUNSELLING (THEORY)**

**Paper Code: HDF 903**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 4 Hours /Week**

**Total Teaching Workload: 60 Hours /Semester**

**Objectives :**

1. To develop basic counseling skills
2. To develop different approaches to counseling

**Contents:****UNIT-I**

1. Meaning, Aim, Scope and Principles of Guidance
2. Areas of guidance –educational, vocational and personal
3. Guidance services

**UNIT –II**

4. Meaning, aim, scope and principles of counselling
5. Approaches to counselling- person centred, Gestalt, Psychoanalytic, cognitive, Trait factor, Behavioural and eclectic approach
6. Goals of counselling – counselling process – characteristics of a counsellor

**UNIT –III**

7. Assessment Techniques - Important Factors – Tools of Assessment
8. Special areas of counselling
9. Counselling with special children
10. Recording and interpretation of a counselee from a holistic perspective

**References:**

1. Karodia, K ;Singhal R &Narang, D. (2009) – Working women: spirituality,psychologicalwell being and marital adjustment, Pointer publishers,Jaipur.
2. Brammer, L.M. (1985). The helping relationships: Process and skills. New Jersey: Prentice-Hall.
3. Hackney, H. & Cormier, L.S. (1979). Counselling strategies and objectives. New Jersey: Prentice Hall.
4. Thornburg, H.E. (1975). Contemporary Adolescence: Readings, Belmont: Wadsworth.

**DEVELOPING ENTREPRENEURIAL SKILLS (PRACTICAL)****Paper Code: HDF 911****Credits: 4****Max. Marks: 100****Teaching Hours: 2 Practicals/Week (3 Hours/Practical)****Total Teaching Workload: 30 Practicals /Semester****Objectives:**

1. To orient students for various Entrepreneurial Skills.
2. To help students to learn the planning, organizing and executing Entrepreneurial Skills.
3. Students will be able to use these skills in future.

1. Preparing teaching/play materials:
  - Story, Rhymes, Poems, Song booklets etc.
  - Puppets and Mobiles.
  - Art and Crafts.
  - Low cost Musical Instruments.
2. Planning and organizing activities like Bal Mela, PTM, Sports day, Annual day etc.
3. Publicity, display and exhibition of prepared materials.
4. Play therapy for severely malnourished children based on WHO guidelines.

### AGENCY PLACEMENT (Practical)

**Paper Code: HDF 912**

**Credits: 2**

**Max. Marks: 100**

**Teaching Hours: 2 Practicals/Week (3 Hours/Practical)**

**Total Teaching Workload: 30 Practicals /Semester**

#### Objectives :

1. Students are required to be placed in an agency for a full semester.
2. Students will observe, learn and participate in selected agencies of children, women and elderly persons.
3. Students will require evaluating the working of the agency; highlighting strengths and weakness; making recommendations.

#### Contents:

1. Visit to child, women and elderly welfare agencies/shelter homes(minimum 2 each)
2. Plan, prepare and implement program for overall development, recreation and education of inmates of the agency.
3. Placement experience - report writing and presentation

### SCIENTIFIC WRITING (THEORY)

**Paper Code: HDF C01**

**Credits: 4**

**Max. Marks: 100**

**Teaching Hours: 4 Hours /Week**

**Total Teaching Workload: 60 Hours /Semester**

#### Objectives:

1. To be able to appreciate and understand the importance of writing scientifically
2. To develop competence in writing and abstracting skills for different writing needs
3. To develop the writing ability and to review different types of scientific literature

#### Content

#### UNIT- I

1 Overview of different types of scientific writing for-

- a. Dissertation
- b. Research Article/ Scientific paper
- c. Abstract
- d. Review paper

Reports and Monographs

2 Formulating outlines as a starting device and filling in the outlines-

- a. Topic outline
- b. Conceptual outline

	c. Theme outline	
3	Tables and illustrations and systematic means of presenting data- <ul style="list-style-type: none"> <li>a. Table, flowcharts, footnotes</li> <li>b. Graph, diagrams.</li> </ul>	
<b>UNIT- II</b>		
4	Components of scientific writing- <ul style="list-style-type: none"> <li>a. Introduction and objectives</li> <li>b. Review of literature</li> <li>c. Methods and materials</li> <li>d. Results and discussion</li> <li>e. Summary and conclusion</li> <li>f. Limitations, recommendations and future Scope</li> <li>g. Bibliography/ References <ul style="list-style-type: none"> <li>- Different types of writing styles- APA, MLA, Chicago</li> </ul> </li> <li>h. Appendices</li> </ul>	
<b>UNIT- III</b>		
5	Preparing drafts and improving drafts for Scientific writing- <ul style="list-style-type: none"> <li>a. Research Article/ Scientific paper</li> <li>b. Abstract</li> <li>c. Review paper</li> <li>d. Reports</li> </ul>	
6	Writing and presenting a research proposal for grants- <ul style="list-style-type: none"> <li>a. Background information</li> <li>b. Justification</li> <li>c. Rationale and importance</li> <li>d. Pilot study</li> <li>e. Research proposal</li> <li>f. Time-frame</li> <li>g. Outcome of the study and its implications</li> <li>h. Budgeting</li> <li>i. Summary</li> </ul>	
<b>References-</b> <ol style="list-style-type: none"> <li>1. APA, Publication manual of American Psychological Association, 3<sup>rd</sup> Edition, Washington, 1984.</li> <li>2. Cooper HM. Integrating research, A guide for literature review, 2<sup>nd</sup> Edition, Sage publications, California, 1989.</li> </ol>		

## FAMILY DYNAMICS (THEORY)

**Paper Code: HDF CO2**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 4 Hours/Week**

**Total Teaching Workload: 60 Hours/Semester**

### Objectives :

- 1.To understand family as a component of socio-cultural milieu and context, to familiarize students with developmental perspective in family life cycle.
2. To understand variations in family life patterns.
3. To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian Family.

### Contents :

#### UNIT-I

1. The Family in Social Context: Family as a component of social system, structure and context. Family as an evolving and dynamic institution. Functions of family.
2. Family- Definitions of family from different perspectives approaches of Family – Biological, Historical, Sociological, Developmental, Structural and Functional.Family as evolving and dynamic institution. Current Family problems.

#### UNIT-II

3. Family and Societal exchanges / influences: Work and Family, Education and Family, Health and Family, Religion and Family, Ecology and Family, Government and Family.
4. Kinship Groups and Systems, Types, Degrees, Descent and Usage and its influence on Child's Development.

#### UNIT-III

5. Society: Structure-Rural, Urban and Modern Society and its influences on the family. Social Stratification- Social Ranking and Social Class Difference.
6. Socialization: Meaning and Importance, Agents of Socialization, Socialization through the Life Course, Socialization in present context.Personality as a Social Phenomenon, Personality and Society, Their Inter relationship.
7. Major Factors Affecting Personality, Impact of deprivation on the child.

### References :

1. Adams, B.N. (1975). The Family: A Sociological Family: A Sociological Interpretation. Rand Mc Nully, Chicago.

2. Ahuja, R (1997). Indian Social System (2nd Ed.) Rawat Publication. Jaipur.
3. Arcus. H.E. and Others (1993). Handbook of Family Education: The Practice of Family life education (Vol. II). Sage Publication. New York.
4. Bahr, S.J. (1989). Family Interaction. Macmillan Publication Company, New York.
5. Bharat, S & Desai, M. (1995). Indian Bibliographies on the Family. Bombay: Tata Institute of Social Sciences. Bombay.
6. Bharat. S. (1996). Family measurement in India. Sage Publication. New Delhi
7. Coleman, J.C. (1988). Intimate relationships: Marriage and family patterns. Macmillan. New York.
8. Cooley, R (1975). Family: Its structure and functions. Macmillan. New York
9. Das, H.S., Bardis, P.O. (Eds.) (1978). The World Revolution in Family Patterns The Free Press. New York:

### **GUIDANCE AND COUNSELLING (PRACTICAL)**

**Paper Code: HDF C11**

**Credit: 4**

**Max. Marks: 100**

**Teaching Hours: 2 Practicals/Week (3 Hours/Practical)**

**Total Teaching Workload: 30 Practicals /Semester**

**Objectives :**

1. The students will be able to develop a tool.
2. The students will be able to counsel different age groups

**Contents:**

1. Visit to psychological counseling cell
2. Writing and compiling articles on various aspects of guidance and counselling.
3. Need assessment of individual guidance and counseling by suitable tool.
4. Prepare an interview schedule for an effective Counseling.
5. Visit a guidance centre and write a report about its organization and functions.
6. Case profile of an individual.

**References :**

1. APA, Publication manual of American Psychological Association, 3<sup>rd</sup> Edition, Washington, 1984.
2. HM Cooper, Integrating research, A guide for literature review, 2<sup>nd</sup> Edition, Sage publications, California, 1989.
3. FV Dunn and others, Disseminating Research: Changing profile, Sage publications 1994.

### **DISSERTATION- 1 (PRACTICAL)**

**Paper Code : HDF C12**

**Credit: 6**

**Maximum Marks: 100**

**Teaching Periods: 3 Practicals/Week**

**Teaching Load: 45 Practicals/Semester**

**Objectives :**

1. To enable student to make and present a plan for research
2. To impart systematic and practical knowledge of research and its applied aspects

3. To develop scientist quality in student

**Contents :**

1. Identification, analysis and selection of research problem and its relevance
2. Collecting relevant review and research paper regarding to research problem
3. Synopsis writing and power point presentation
  - Introduction
  - Rationale of the study
  - Objectives
  - Review of literature (minimum 20 references should be cited)
  - Brief methodology
  - Plan of action
  - Bibliography

**References:**

1. Refer available journals, research studies and abstract books

# FOURTH SEMESTER

S. No	Subject Code	Course Title	Course Category	Cre - dit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF XO1	Administration and Management of Welfare Agencies	CCC	4	4	0	0	3	0
2.	HDF XO2	Psychological Disorders	CCC	4	4	0	0	3	0
3.	HDF XO3	Contemporary Issues in Human Development	CCC	4	4	0	0	3	0
4.	HDF X11	Training with Disabled Children	CCC	6	0	0	9	0	4
5.	HDF DO1	Cross Cultural Psychology	ECC	4	4	0	0	3	0
6.	HDF D11	Family and Community Studies	ECC	4	0	0	6	0	4
7.	HDF D12	Dissertation –II	ECC	6	0	0	9	0	4
8.	HDF D13	Need Based care of Elderly	SSECC	4	0	0	6	0	4

CCC (18), ECC (14), SSECC (4)



## FOURTH SEMESTER

<b>ADMINISTRATION AND MANAGEMENT OF WELFARE AGENCIES (THEORY)</b> <b>Paper Code: HDF XO1</b> <b>Credits: 4</b> <b>Max.Marks:100</b> <b>TeachingHours: 4 Hours /Week</b> <b>Total Teaching Workload: 60 Hours /Semester</b>	
<b>Objectives :</b> 1.To make students aware about administration and management of various government and non government agencies, programs and policies related to nutrition, care and educational status of children in India. 2. To teach them about demographic profile of Indian population.	
<b>Contents :</b> <b>UNIT-I</b>	
1..	Health, nutrition and educational status of children in India with specific reference to girl child and rights of children.
2.	Welfare programs in India in five year plans.
<b>UNIT-II</b>	
3.	Existing Government organisations looking for welfare of children and women in India ICCW, CSWB, NIPCCD, NCERT, TNEP, EPAI, ICSW, CHEB, CRY, Helpage India.
4.	Welfare programmes in India – ICDS, SOS village, Chetana, Orphanages, Balbhawan society.
<b>UNIT-III</b>	
5.	International organisations – UNICEF, WHO, CARE, DANIDA, World Bank, CASA.
6.	NGOs – Bodh, I- India, Diganter, Vatsalya, Mother Teresa home and other existing nongovernmental organisations.
<b>References :</b>	
1. Koradia, K.: Narang, D. And Vaishnav, R. (2010) Status of Child and Welfare Organisations, Avishkar Publishers and Distributors, Jaipur. 2. Barr, A.S., Burton, W.H. & Brenckner. L.J. "Supervision" D. Appleton – Century Company, New York, 1938. 3. Social Welfare – CSWB.Periodicals 4. The Journal of the Welfare- Family planning, Association of India. 5. The Indian Journal of Social Work- Tata Institute of Social Sciences.	
<b>PSYCHOLOGICAL DISORDERS (THEORY)</b> <b>Paper Code: HDF XO2</b> <b>Credits: 4</b> <b>Max. Marks: 100</b> <b>Teaching Hours: 4 Hours /Week</b> <b>Total Teaching Workload: 60 Hours /Semester</b>	

**Objectives :**

1. The students will be able to describe the diagnosis and classification process.
2. The students will be able to describe mood disorders.
3. The students will be able to identify the different personality disorders.
4. The students will be able to discuss the characteristics and traits associated with the different personality disorders.

**Contents:****UNIT-I**

1. Meaning, definition of psychopathological disorders.
2. Childhood and adolescence psychiatric disorders-conduct disorders, ADHD.

**UNIT -II**

3. Mood disorders-depression, bipolar disorder.
4. Neurotic and psychotic disorders-phobia, obsessive compulsive disorder, schizophrenia, paranoia, hysteria.

**UNIT -III**

5. Personality Disorders:  
(a) Dissociative (b) Impulsive (c) Anti-Social (d) Borderline  
(e) Avoidance (f) Dependent Personalities.
6. Sexual variations and disorders: Changing views of sexual Behaviour - Homosexuality - Sexual Dysfunctions - Gender identify Disorder The paraphilias - Sexual Victimizations.
7. Psychological Models of Psychopathology: Biological, Psychodynamic, Behavioural, Cognitive-Behavioural, Humanistic, Existential, Socio-cultural.

**References:**

1. Atkinson, L et al. (2004). Attachment Issues in Psychopathology and Intervention. Lawrence Erlbaum.
2. Berrios, G.E.(1996) The History of Mental Symptoms: Descriptive Psychopathology since the 19th century. Cambridge University Press, Cambridge.
3. Davidson, G.C., Blankstein, K.R., Flett, G.L., & Neale, J.M. (2008). *Abnormal psychology*. Mississauga, John Wiley & Sons.
4. Keating, D P et al. (1991). Constructivist Perspectives on Developmental Psychopathology and Atypical Development. Lawrence Erlbaum.
5. Maddux, J E et al. (2005). Psychopathology: Foundations for a Contemporary Understanding. Lawrence Erlbaum.
6. McMaster University. (2011). Psychological disorders. In Discover psychology (pp. 154-155, 157-158, 162-164) [Introduction]. Toronto, ON: Nelson Education.
7. Roudinesco, Elisabeth, Why Psychoanalysis?, New York, Columbia University Press, 2003
8. Roudinesco, Elisabeth and Michel Plon, Dictionnaire de la Psychanalyse, Fayard, Paris, 2000
9. Sims, A. (2002) Symptoms in the Mind: An Introduction to Descriptive Psychopathology (3rd ed). Elsevier.

10. Widiger, T A et al. (2000). Adult Psychopathology: Issues and Controversies. Annual Review of Psychology.

### CONTEMPORARY ISSUES IN HUMAN DEVELOPMENT (THEORY)

**Paper Code: HDF XO3**

**Credits: 4**

**Max. Marks: 100**

**Teaching Hours: 4 Hours /Week**

**Total Teaching Workload: 60 Hours/Semester**

**Objectives :**

1. To become aware of the current issues involved in Human Development.
2. To gain knowledge, insight and to analyze critical issues in society.

**Contents:**

#### UNIT-I

1. Changing trends across cultures ,impact of media and advanced technologies in families and community
2. Gender gap, Gender sensitization, Gender violence and equality
3. Empowerment of various sections of society

#### UNIT -II

4. Definition, status and problems of child abuse and violence, situation of child labor in organized and unorganized sectors of India.
5. Women and violence, types of violence, domestic violence, harassment at workplace, marital violence

#### UNIT -III

6. Understanding needs of special children and elderly persons
7. Enabling family members and creating innovative support system for disabled

**References:**

1. Narang D; Koradia K and Neelam (2013).Female feticide and infanticide: educational program for adolescents, Lambert Academic Publishing, Germany
2. Craig R. Fiedler, Richard L. Simpson, Denise M. Clark. (2007). Parents and families of children with disabilities: Effective School-based Support Services. Pearson Merrill/Prentice Hall, The University of Michigan.
3. Calder M with Gordon H and Howarth E (2004) *Children Living with Domestic Violence: Towards a framework for assessment and intervention*. Lyme Regis: Russell House Publishing.
4. Debal K Singharoy (2002). *Social Development and the Empowerment of Marginalised Groups Perspectives and Strategies* SAGE Publications Pvt. Ltd , New Delhi.

<b>TRAINING AND WORKING WITH DISABLED CHILDREN (PRACTICAL)</b> <b>Paper Code: HDF X11</b> <b>Credits: 6</b> <b>Max. Marks: 100</b> <b>Teaching Hours: 3 Practical/Week (3 Hours/Practical)</b> <b>Total Teaching Workload: 45 Practical/Semester</b>	
<b>Objectives :</b> The students will be able 1. To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom. 2. To develop skills and competencies to cater to the needs of children with disabilities in general and special class settings in particular, in cognitive, affective and skill domains.	
<b>Contents :</b> 1. Conduct special education assessment using appropriate assessment tools-Selection of 5 cases and develop need based assessment tools. 2. Plan and prepare individualized educational program (IEP)- Develop curriculum modules for selected cases. 3. Develop appropriate teaching learning material, implement, and evaluate and record the performance of the cases.	
<b>CROSS CULTURAL PSYCHOLOGY (THEORY)</b> <b>Paper Code: HDF DO1</b> <b>Credits: 4</b> <b>Max. Marks: 100</b> <b>Teaching Hours: 4 Hours /Week</b> <b>Total Teaching Workload: 60 Hours /Semester</b>	
<b>Objectives :</b> 1. The field of cross-cultural psychology helps the students to understand the relationships between cultural context and human behavior. 2. The latter includes both overt behavior (observable actions and responses) and covert behavior (thoughts, beliefs, meanings)	
<b>Contents:</b> <b>UNIT-I</b>	
1.	Introduction and Overview: Theoretical Perspectives <ul style="list-style-type: none"> <li>• Meaning , Definition and Importance of Culture, Components of Culture, Culture change and Diversity, Advances - Culture and Technology</li> <li>• Nature ,Importance and Scope of Cultural Psychology</li> <li>• Conceptual Models of Cross Cultural differences in Eastern and Western Cultures. A global Culture.</li> <li>• Research in Western and Non-Western Countries.</li> <li>• Methodological Issues in Cross-cultural Psychology</li> </ul>

<b>UNIT –II</b>	
2.	<p>Applied Perspectives</p> <ul style="list-style-type: none"> <li>• Selected Topics in Cross-cultural Research</li> <li>• Family Structure and Child Rearing Practices</li> <li>• Intercultural Perception and Interaction</li> <li>• Cross-Cultural consideration in Health, Happiness and Illness.</li> </ul>
<b>UNIT –III</b>	
3.	<p>Application in Cross-cultural Research</p> <ul style="list-style-type: none"> <li>• Applied aspects of cross-cultural research.</li> <li>• Development of educational programs,</li> <li>• Cross-cultural communication; cross-cultural management; training programs for cross-cultural transitions.</li> </ul>
<b>References:</b>	
<ol style="list-style-type: none"> <li>1. Berry. J.W., Poortinga, Y.H., Pandey J. Dasen, P., Saraswathi, T.S., Segall, M., &amp; Kagitcibasi, C. (1996). Handbook of cross-cultural psychology Vol. 1-3(2<sup>nd</sup> ed.). Allyn &amp; Bacon. Boston</li> <li>2. Berry, J.W., Poortinga, Y.H., Segall, M., Dasen, P.R., (1992). Cross-cultural psychology. Cambridge University Press. Cambridge.</li> <li>3. Bodn, M.H., (Ed.) (1988). The cross-cultural challenge to social psychology. Newbury PK, Sage. California.</li> <li>4. Bond, M.H. (Ed.) (1986). The psychology of the Chinese people. Oxford University Press. Hong Kong.</li> <li>5. Bond., M.H. (Ed.) (1996). The handbook of the Chinese psychology. Oxford University Press. Hong Kong:</li> <li>6. Brislin, R (Ed.) (1990). Applied cross-cultural psychology, Newbury Pk. Sage. California.</li> <li>7. Lonner, W., &amp; Berry, J.W. (Eds.), (1986). Field methods in cross-cultural research. Newbury Park, Sage. California.</li> <li>8. Moghaddam, F., Taylor, D &amp; Wright. S. (1993). Social psychology in cross-cultural perspective. W.H. Freeman. New York:</li> <li>9. Pittu D. Laungani (2007) Understanding Cross-Cultural Psychology, Sage Publications New Delhi.</li> </ol>	
<b>FAMILY AND COMMUNITY STUDIES (PRACTICAL)</b>	
<b>Paper Code: HDF D11</b>	
<b>Credits: 4</b>	
<b>Max.Marks:100</b>	
<b>Teaching Hours: 2 Practicals/Week (3 Hours/Practical)</b>	
<b>Total Teaching Workload: 30 Practicals/Semester</b>	
<b>Objectives :</b>	
<ol style="list-style-type: none"> <li>1. To develop skills and competencies among students to work in communities.</li> <li>2. To understand various needs of parents and children within families and plan and implement need based activities for them.</li> </ol>	

<b>Contents:</b>	
1.	Observation of daily routine of families and play activities of children in different socio-economic groups.
2.	Survey of child rearing and disciplinary practices in rural/slum and urban settings.
3.	Early identification and assessment of special children.
4.	Working in communities for promoting education, health, hygiene, gender-equality, child and human rights, knowledge regarding HIV aids and income generating activities.
<b>DISSERTATION II (PRACTICAL)</b>	
<b>Paper Code: HDF D12</b> <b>Credits: 6</b> <b>Max. Marks: 100</b> <b>Teaching Hours: 3 Practicals /Week (3 Hours/Practical)</b> <b>Teaching Workload: 45 Practicals /Semester</b>	
<b>Objectives :</b> <ol style="list-style-type: none"> <li>1. To enable student to write and present thesis</li> <li>2. To impart systematic and practical knowledge of research &amp; its applied aspects</li> <li>3. To develop scientist quality in student</li> </ol>	
1.	Data collection, analysis & interpretation of data in form graphs, charts, tables & others
2.	Thesis writing and presentation I <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review of literature</li> <li>• Materials and methods</li> <li>• Result and discussions</li> </ul>
3.	Thesis writing and presentation II <ul style="list-style-type: none"> <li>• Conclusion</li> <li>• Summary</li> <li>• Bibliography</li> <li>• Annexures</li> </ul>
4.	Writing and submission of one research paper based on conducted research findings
<b>References:</b> Refer available journals, research studies and abstract books	
<b>Pre-requisite:</b> A student has to clear Dissertation I in III <sup>rd</sup> Semester to be eligible for Dissertation II in IV <sup>th</sup> Semester.	
<b>NEED BASED CARE OF ELDERLY (PRACTICAL)</b>	
<b>Paper Code : HDF D13</b> <b>Credits: 4</b> <b>Maximum Marks:100</b> <b>Teaching Periods: 2 Practicals/Week (3 Hours/Practical)</b> <b>Teaching Load: 30 Practicals/Semester</b>	

Objectives :

1. To orient students about various needs of elderly persons
2. The students will learn to work with elderly persons.

Contents :

1. Identification and working with specific programs running for elderly persons.
2. Reporting and presentation with Audio Visual Aids.
3. Organizing and implementing various recreational activities catering to the needs of elderly persons.
4. Interacting with two elderly persons from different demographic profiles.