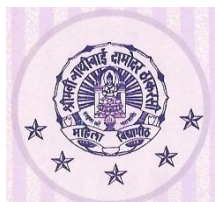


S.N.D.T. Women's University

(www.sndt.ac.in)

Syllabus – Masters Programme in Human Development (Revised 2012-13)



S.N.D.T. Women's University
Sir Vithaldas Vidyavihar, Juhu Campus,
Santacruz (west), Mumbai 400049.

Rules for Masters Programme in Human Development

1. Eligibility Criteria for Admission to the Masters Programme

1.1. Admission for students to First/Second years, open/reserved categories will be applied to all programs

1.1.1. Admission to 1st Semester (1st Year)

- Candidates with an overall average of B grade or equivalent (50%) marks in the Bachelor's degree in Home Science from a recognized university are eligible to apply for admission to the Master's degree programme in Human Development.
- Candidates with Bachelor's degrees in faculties other than Home Science, Arts / Science/ Management (BMS)/ Media (BMM)/ B.A. Home Economics from any recognized university are eligible provided they successfully complete the pre-requisites by the end of semester II.

1.1.2. Rules for prerequisites:

- Complete three prerequisite courses for four credit hours each (Total 12 credit hours).
- The courses chosen as prerequisites will be the prerogative of the department in question.
- Students will also undertake guided reading, assignments, one term paper from each area and 20 hours of practical in each area.
- Prerequisites will be completed before end of Semester II.
- Department will arrange for classes to be conducted for which student will pay an additional fee of Rs.900 (subject to change).
- At the end of Semester II student will obtain a certificate of completion and Department will send certificate of completion to Examination Department.

1.1.3. Admission to 2nd Semester (1st year)

- A student who has passed M.Sc. Home Science Semester I from any other recognized University would be eligible for admission to M.Sc. Semester II of this University. In the Semester II they need to do prerequisite of 8 credits in the subjects not done in the previous University Programme.

1.1.4. Admission to 3rd Semester (2nd Year)

- Students who have completed their First Year in Human Development from any Home Science College in India, would be eligible for admission to Semester III with prerequisite of 12 credits in the subjects not done in the previous University Programme.

2. Attendance Requirement

- 2.1. This is a full time course. Once admitted, they should not be employed either full time or part time during the course.
- 2.2. A student shall be required to attend at least 75% of the total number of theory classes and practical/ tutorials separately for each course of study in each semester. Subject to attendance requirements and other conditions being fulfilled, a student shall be eligible to appear for the departmental level and/or the University examination at the end of the semester.
- 2.3. The Head of the Department shall have the discretion to condone 10% of the overall attendance in the theory and /or practical of any course, if she is fully convinced of the student's absence on ground of ill-health or for reasons beyond her control. Such intimation with medical certificate or relevant supporting documents must be submitted to the Head of the department immediately.
- 2.4. The Vice Chancellor, however, reserves the right to condone additional absence up to 5% if duly applied for by the student and forwarded through the Head of the Department. If the decision of the Vice Chancellor on the above matter is pending, the student shall be provisionally allowed to appear for the examination subject to her guardian's undertaking in writing that the decision of the Vice Chancellor shall be final. In case the decision is adverse, the examination result will stand cancelled and the examination fee will not be refunded.

3. Evaluation

Courses will be evaluated both internally and externally. The minimum passing percentage for internal as well as external is 50.

3.1. Internal assessment comprises one or more of the following components

- i) Submission of written reports/presentations
- ii) Continuous assessment of work done
- iii) Performance tests
- iv) Project work

3.2. External Evaluation: At the end of each semester examinations will be conducted by the University.

- 3.2.1. The student has to obtain minimum 50 percent marks in the internal assessment in order to be eligible for appearing for the final examination. There shall be separate heads of passing for theory and practical.

4. Duration

- 4.1. Two Years for Master's programmes and one to one and a half years for post-graduate diploma programmes.
- 4.2. All requirements for the Master's programmes must be completed within five years of being admitted to the programmes.

4.3. All requirements for the PG Diploma programmes must be completed within three years of being admitted to the programmes.

4.3.1. One Semester Duration – 16 weeks approx.

4.3.2. No. of teaching days in one Semester – 90; 180 / year

4.3.3. No. of working days in a year - 220

4.3.4. 1 Credit Theory - 1 period of 60 minutes/week

4.3.5. 1 Credit Practical - 2 periods of 120 mins./ week

4.3.6. University Examinations: University will conduct the exam for all semesters.

5. Lateral entry, if permitted

5.1. Lateral entry of a student is permitted to the Programme.

6. Lateral exit

6.1. Lateral exit of a student is permitted.

7. Intake Capacity for each Program

7.1. For aided programme: 20 students

7.2. For unaided programme : 25 students

7.3. For a Vocational programme : 30 students

8. Promotion to Various Semesters (S.N.D.T. Women's University rule from time to time are applicable)

8.1. Standard of Passing will be 50% in each subject and overall. Separate passing will be necessary for internal and external exams.

8.2. All the exams are conducted by the University.

9. Grading System

Grade	Grade Point	% Equivalent
O=Outstanding	6.00	80-100
A+=Very good	5-5.99	70-79
A=Good	4-4.99	60-69
B=Average	3-3.99	50-59
C=Below avg.	2-2.99	40-49
D=Poor	1-1.99	30-39
F=Fail	0-0.99	20-20

10. Staffing Pattern for the Program

- This is to be decided on the combined workload of Semesters I, III and also II&IV.
- The full time teachers workload as per UGC norms
 - Professor 1
 - Associate Professor 2
 - Assistant Professor 1
 - Lab Assistant 1
 - Technical Assistant 1
 - Peon 1
 - Additional Faculty - to guide dissertations

11. Completion of Dissertation and Viva Voce

- Students should select their dissertation topic at the end of 2nd Semester
- Schedule:

Activity	Time Frame
Proposal for research study	Mid July
Finalization of proposal at dept. level	End July
Complete and submit 1st draft of ROL	End October
Complete data collection/experiment work	End December
Finalize Review of Literature	Mid January
Finalize introduction and methodology chapters	End January
Finalize results, discussion, summary and conclusion chapters	Mid March
Approval of final draft of entire dissertation	1 st week of April
Submission of Dissertation	1 calendar week before commencement of Theory exam
Presentation and Viva voce	After Theory exam, to be completed by May end

12. Course Outcome

Department of Human Development is committed towards the mission of improving the quality of life by creating and disseminating knowledge to intervention programmes about life span of human development and immediate concerns of human development and family.

The main focus is on motto of discovering by research, integrating, applying knowledge about life span development and family studies.

The department makes conscious efforts to reach the main objectives such as making student acquainted to the field of human development and equip them with skills to do outreach programmes, teaching, research and policy work. To develop scientific approach and knowledge about the process of research and development in the areas of life span and early childhood education. One of the major goals is also to facilitate the holistic personality development of the students by providing opportunities for presenting research papers in seminars and conferences, conducting workshops, training programmes for teachers, parents, adults, life skills development for adolescence and develop interventions based on psycho-social issues of adult and elderly. The students are also equipped with entrepreneurship skills to establish human development centers, NGOs, child guidance clinics, day-care centers, crèches, and children activity centers.

Through internship and product development, students become able to connect discipline knowledge to personal and professional life.

M.Sc. Human Development Course/Programme Outcome:

On the successful completion of the programme, the students will be able to

- (i) Demonstrate the sound theoretical foundation in theories of human development and research knowledge of human development such as theories of behaviour and development, advance human development, psychological testing, research methods, statistical applications, issues early childhood education, family counseling & family therapy, guidance & counseling and management of human service organizations.
- (ii) Able to display skills necessary to apply in guidance and counseling, family counseling and family therapy, psychological testing, entrepreneurship and in management of human service organizations.
- (iii) Critically evaluate and appraise different theories of behaviour and development, perspective of family studies and various approaches and techniques in counseling and family therapy.
- (iv) Exhibit professional and ethical values in human development as a profession.

Masters Programme in Human Development (Revised 2012-13)

2 YEARS TOTAL MIN 96 Credits (each semester-24 Cr)

SEMESTER-I

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13101	Advanced Human Development-I	4	2	2	50	50	100
13102	Theories of Behavior and Development	4	2	2	50	50	100
13103	Psychological Testing	4	2	2	50	50	100
13104	Methods of Research in Human Development	4	2	2	50	50	100
13105	Persons with Special Needs	4	2	2	50	50	100
13106	Family studies	4	2	2	50	50	100
	Total	24	12	12	300	300	600

SEMESTER-II

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00201	Research Methodology	4	2	2	50	50	100
13202	Entrepreneurship	4	2	2	50	50	100
13203	Issues in ECE	4	2	2	50	50	100
13204	Family Counseling and Family Therapy	4	4	-	50	50	100
13205	Family Counseling and Family Therapy (Pr)	4	-	4	100	-	100
13291 13292	[Elective-I] Human Rights/Child Rights Care for Elderly	4	2	2	100	-	100
	Total	24	12	12	400	200	600

SEMESTER-III

Code No	Courses	Total Credit	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00301	Research and Statistical Application	4	2	2	50	50	100
13302	Guidance and Counseling	4	2	2	50	50	100
13303	Human Resource Development	4	2	2	50	50	100
13304	Adulthood & Aging	4	2	2	50	50	100
13305	Management of Human Service Organisations	4	2	2	100	-	100
13391 13392	[Elective II] Adolescence Development Women's Studies	4	2	2	100	-	100
	Total	24	12	12	400	200	600

SEMESTER-IV

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00401	Dissertation	8	-	8	4/100	4/100	200
00402	Internship	8	-	8	4/100	4/100	200
13403	Research Applications in Human Development	4	-	4	4/100	-	100
13404	Product Development	4	-	4	4/100	-	100
	Total	24	-	24	400	200	600

Note- 1) CC-Core Courses 2) E-I Elective within Home Sc. 3) E-II Elective outside Home Science faculty

Semester I

ADVANCED HUMAN DEVELOPMENT-I

Objectives:

This course will enable students to:

1. Develop awareness of advancements in the field of human development; theoretical, methodological and substantive.
2. Develop advanced comprehensive of issues, debates, controversies and challenges in the context of cultural differences.

Course Outcome:

On completion of the course students should be able to:

1. To be able to organize knowledge and nature of various developmental changes from prenatal period to middle adulthood.
2. Will be able to articulate issues impacting human development.
3. Will be able to use the skills to manage issues at the time of birth and immediately after the birth.
4. To demonstrate the knowledge of midlife crisis and address the issues.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13101	Advanced Human Development-I	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details	No. of lectures	Weightage in %
Block 1	Prenatal and Infancy	16	20
	Unit 1 Conception, Genetic foundation and Genetic Counselling, APGAR Scale, DASI Scale		
	Unit 2 Milestones of Prenatal Development and Environmental influences		
	Unit 3 Perceptual development in Infancy		
	Unit 4 Early deprivation and enrichment		
	Unit 5 Attachment		

		<p>Assessment (Pair assignment):</p> <p>a. Observe 2 infants for 10 hours and Design an infant stimulation programme- 6 marks</p> <p>b. Design and Implement an intervention programme for street children- 6 marks</p>		
Block 2	Childhood: Early and Late		16	30
	Unit 1	Changes in motor skills		
	Unit 2	Socio cultural development		
	Unit 3	Emotional development and well being, study of attachment		
	Unit 4	Cognitive development, language development and research trends		
		<p>Assessment (Pair assignment):</p> <p>a. Observe 5 children of nursery, junior and senior for 20 hours and make developmentally appropriate activities for any domain of development- 12 marks</p>		
Block 3	Adolescence		16	30
	Unit 1	Biological, cultural and developmental perspectives on adolescents and reproductive health		
	Unit 2	Emotional and social issues related to physical changes and aspects of cognitive development		
	Unit 3	Family, parents and adolescents		
	Unit 4	Health, nutrition and psychosocial issues and challenges		
		<p>Assessment (Group assignment):</p> <p>a. Understand the psychosocial aspects of adolescence and Conduct 9 Life skills training programme in 3 schools- 12 marks</p>		
Block 4	Adulthood		16	20
	Unit 1	Physical, social and psychological changes during adulthood		
	Unit 2	Competence, maturity, responsibility, stability and occurrence of menopause in women		
	Unit 3	Midlife crisis, emptiness syndrome and stressful events		
	Unit 4	Family adjustments and generation gap		

		Assessment (Group assignment): a. Understand the psychosocial aspects of adulthood, accordingly develop and implement recreational activities in Old Aged Homes – 12 marks		
			64	100

References:

1. Ambron, R.S. (1978) "Child Development", Holt, Rinehart and Winston, New York.
2. Baldwin, L.A. (1980) "Theories of Child Development", John Wiley and Sons, New York.
3. Bee, H. (1997) "The Developing Child", Longman Inc., New York.
4. Berk, L.E. (2003) "Child Development", Prentice Hall of India Pvt. Ltd., New Delhi.
5. Cavanaugh, C.J., Kail, V.R. (2000) "Human Development: A Lifespan view", Wadsworth, USA.
6. Craig, J.G. (1992) "Human Development", Prentice Hall, New Jersey.
7. Morgan, T.C. et al (1986) "Introduction to Psychology", McGraw Hills Company, New York.
8. Papalia, E.D., Olds, W.S. and Feldman, D.R. (2001) "Human Development", McGraw Hills Company, New York.
9. Rao, T.V. (1996) "Human Resource Development: Experiences, Interventions, Strategies", Sage Publication, New Delhi.
10. Saraswathi, T.S. (1999) "Culture Socialization and human Development: Theory, Research, Application in India", Sage Publication, New Delhi.
11. Shariff, A. (1999) "India Human Development Report", Oxford University Press, New Delhi.
12. Sigleman, K.C., Rider, A.E. (2003) "Lifespan Human Development", Wadsworth, USA.
13. Sroufe, A.L., Cooper, G.R. and DeHart, B.G. (1996) "Child Development: Its Nature and Course", McGraw Hills Inc., New York.

THEORIES OF BEHAVIOUR AND DEVELOPMENT

Objectives:

This course will enable students to:

1. Observe and interpret / predict behavior.
2. Understand the perspectives and focus of various theorists.
3. Discuss the use of theories in understanding different stages of human development.
4. Critically evaluate and analyze the cross-cultural applications of theories.

Course Outcome:

On completion of the course students should be able to:

1. Relate to various developmental theories and perspectives.
2. To critically appreciate theories of behavior and development.
3. An anticipation of development also will be skill development at the end of the course.

Specific Outcome:

1. Students will be able to draw from theories the immediate concerns of behavior and development and be able to summarize key theories of behavior and development.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13102	Theories of Behavior and Development	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Psychodynamic / Psychoanalytic Theory		16	25
	Unit 1	Significance of theory in understanding behavior		
	Unit 2	Roles of theories in understanding human behavior, contributions of Indian Theorists (approaches in theory construction – inductive and deductive)		
	Unit 3	Sigmund Freud’s classical Psychodynamic Theory		
	Unit 4	Erik Erickson’s Psychosocial Theory		
	Unit 5	Levinson’s Adult Development Theory		
		Assessment: a. Divide the class into two groups and each group designs a ‘concept map’ for		

		psychosexual theory and psychosocial theory respectively- 12 marks.		
Block 2	Cognitive and Language Theories		16	25
	Unit 1	Jean J. Piaget		
	Unit 2	Howard Gardner		
	Unit 3	Nativist theory (Chomsky)		
	Unit 4	Vygotsky's Socio-cultural theory		
		Assessment (Pair assignment): a. Apply any theory in various stages of development, observe and report the observations- 12 marks		
Block 3	Motivation and Person Centered Theory		16	25
	Unit 1	Maslow's Needs Theory		
	Unit 2	Henry Murray's Personality		
	Unit 3	Carl Roger's Person – Centered Theory		
	Unit 4	Critical analysis of all theories		
		Assessment (Individual assignment): a. Prepare a term paper by critically analyzing any of the above theories- 12 marks		
Block 4	Learning Theories		16	25
	Unit 1	Classical conditioning		
	Unit 2	Operant conditioning		
	Unit 3	Social cognitive theory of Bandura		
	Unit 4	Ecological Perspective		
		Assessment (Pair assignment): a. Prepare a case study on 2 children understanding their learning style- 12 marks		
			64	100

References:

1. Crain, W (1992) "Theories of Development, Concepts and Application", Prentice Hall, New Jersey.
2. Hall, C., Lindzey, G. and Campbell, J. (1998) "Theories of Personality", 4th Edition, John Wiley & Sons Inc., New York.
3. Nicholas, S (1983) "Personality Theories", Holt, Rinehart and Winston, The Dryden Press.
4. Vasta R (ed) (1992) "Six theories of Child Development: Revised Formulations and Current Issues", Sessica Kingsley Publisher Ltd., London.

PSYCHOLOGICAL TESTING

Objectives:

This course will enable students to:

1. Familiarize with the basic concepts, characteristics of psychological tests and test construction.
2. To be aware of the tests suitable for assessing various aspects of human behavior and development.
3. Understand the relevance of psychological tests in contemporary society.
4. Understand the applications and issues pertaining to the use of some relevant psychological tests.
5. To gain knowledge on the use of some psychological tests.

Course Outcome:

At the successful completion of the course the students will be able to:

1. Construct the psychological tools.
2. Students will be able to use knowledge to make tools more reliable and valid.
3. Students will have knowledge regarding test selection criteria and value professional and personal ethics in psychological testing.

Specific Outcome:

1. Students will have the ability to conceptualize relevance of culture free test in psychological testing.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13103	Psychological Testing	4	2	2	50	50	100

Sr. No.	Topics and Details	No. of lectures	Weightage in %
Block 1	Basic concepts and principles in psychological testing	16	25
	Unit 1 What are psychological tests, Types of tests, Nature of Psychological testing, Uses and varieties of tests		
	Unit 2 Social and Ethical consideration in Testing		
	Unit 3 Individual test and Group test		
	Unit 4 Psychological Issues in Testing		
	Unit 5 Professional and Ethical Issues		

		Assessment: a. Visit psychological testing lab. See various tests and observe application of the tests- 6 marks b. Write a report on Individual test and Group test (Pair assignment)- 6 marks		
Block 2	Test construction and Administration		20	25
	Unit 1	Characteristics of good Psychological test: objectivity, subjectivity, practicality, reliability, validity, and standardization		
	Unit 2	Test construction		
	Unit 3	Reliability: Concepts of definitions, estimation of reliability, errors, types of reliability		
	Unit 4	Validity: Concept & definitions of validity, types of validity		
	Unit 5	Test bias, bias in administration and in respondents		
		Assessment: a. Develop one tool and find out the validity and reliability of the tool (Pair assignment)- 12 marks		
Block 3	Application of Psychological Tests		16	25
	Unit 1	Criteria for selection of test		
	Unit 2	Culture fair tests		
	Unit 3	Society and social consideration		
		Assessment: a. Administer a psychological test on one of the sample, analyze the data and give the report (Pair assignment)- 14 marks		
Block 4	Characteristics and use of the following tests		16	25
	Unit 1	Comparison of Group Tests and Individual Tests		
	Unit 2	Group tests in schools : Achievement vs aptitude tests		
	Unit 3	Structure personality tests vs projective personality test		
	Unit 4	Test for choosing career : assessing interest and personal characteristics		

		Assessment: a. Administer Projective tests and report the findings (Pair assignment)- 12 marks		
			68	100

References:

1. Anastasi, A (1976) "Psychological Testing", Macmillan Publishing Co. Inc., New York.
2. Anastasi, A and Urbina, S. (1997) "Psychological Testing", Pearson Education Asia.
3. Anastasi, A and Urbina, S. (1997) 7th ed.: Psychological Testing, Pearson Education Asia.
4. Anastasi, A. (1988) "Psychological Testing", Macmillan Publishing Co. Inc., New York.
5. Caplan, R and Saccuzzo, D.P. (2001) "Psychological Testing; Principles, Applications and issues", California: Monterey.
6. Cronback, L.J. (1984) "Essentials of Psychological Testing", Harper & Row Publishing, New York.
7. Friedenber, L. (1995) "Psychological Testing: Designs, Analysis and Uses", Allyn and Bacon, Boston.
8. Graham, J.R. and Roy, S.L. (1984) "Psychological Testing", Prentice Hall Inc., Englewood Cliffs.
9. Kaplan, R.M. and Saccuzzo, D.P. (2005) "Psychological Testing: Principles, Applications and Issues", Thomson, Australia.
10. Miller, K. (1997) "Psychological Testing in personal Assessment, Gower Press, Westermead.

METHODS OF RESEARCH IN HUMAN DEVELOPMENT

Objectives:

This course will enable students to:

1. Develop a scientific approach and know the processes of research.
2. Develop the competence for selecting methods and tools appropriate for research topics.

Course Outcomes:

At the end of the course student will be able to:

1. Identify relevance of research in human development.
2. To classify appropriate research methods to study children.
3. Student will be able to distinguish between different designs of research.
4. Students will be able to appreciate the need of research ethics.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13104	Methods of Research in Human Development	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Human development as a scientific, applied and interdisciplinary field		12	25
	Unit 1	Scope and importance in human development		
	Unit 2	Based on Journal contents identify areas of research in human development		
	Unit 3	Relevance of research in social policy making		
	Unit 4	Steps in the developmental research process		
		Assessment – Identify a topic of research and develop a tool, administer that tool on related sample, tabulate the data, write results and scientific report – 14 marks		
Block 2	Common methods used to study children		16	25
	Unit 1	Systematic observation		
	Unit 2	Self-report: interviews and questionnaires		
	Unit 3	Clinical and case study method		
	Unit 4	Ethnography for studying culture		

		Assessment – Develop an interview schedule – 12 marks		
Block 3	Design for studying human development		20	25
	Unit 1	Correlational design		
	Unit 2	Experimental design		
	Unit 3	Longitudinal design		
	Unit 4	Cross-sectional design		
		Assessment – Identify a research paper on which one of the above design is mentioned clearly and present – 12 marks		
Block 4	Ethics in research on children		16	25
	Unit 1	Protection from harm		
	Unit 2	Informed consent and privacy		
	Unit 3	Violations of academic integrity during research		
	Unit 4	Knowledge of results and beneficial treatments		
		Assessment – Write a term paper in ethical issues in Research and how they are violated – 12 marks		
			64	100

References:

1. Bell, J. (1997) “Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science”, Viva Books, New Delhi.
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
3. Bulmer, M.C. (1984): Sociological Research Methods: An Introduction, Macmillan, Hong Kong.
4. Chakravoti, S.R. and Giri, N. (1997) “Basic Statistics”, South Asian Pub., New Delhi.
5. Das, M.N. (1989) “Statistical Methods and Concepts”, New Age, New Delhi.
6. Dey, B.R. (2005) “Textbook of Managerial Statistics”, Macmillan India Ltd., Delhi.
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8. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.

9. Goon, A., Gupta, M. and Dasgupta, B. (2001) "Fundamentals of Statistics", Vol.I & II, the World Press, Calcutta.
10. Gupta, C.B. & Gupta, V. (1973) "An Introduction to Statistical Methods", Vikas Publishing House Pvt. Ltd., New Delhi.
11. Gupta, S.P. (1996) "Practical Statistics", 37th ed., S. Chand, New Delhi.
12. Gupta, S.C. (2000) "Fundamentals of Statistics", Himalaya Pub., Mumbai.
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22. Pande, G.C. (1999): Research Methodology in Social Sciences, Anmol Publication, New Delhi.
23. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi.
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26. Singh, D. (2001) "Principles of Statistics for B.A., B.Com., M.A., M.Com., C.A., I.C.W.A., C.S. Examinations", Vol. I & II, Atlantic Pub., New Delhi.
27. Spiegel and Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi.
28. Triola and Mario F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America.
29. UGC Model Curriculum: Statistics/UGC (2001) New Delhi: University Grant Commission.
30. Mangal, S.K., and Mangal Shubhra (2015) Research Methodology in Behavioural Sciences, PHI Learning Private Limited, Delhi.

PERSONS WITH SPECIAL NEEDS

Objectives:

This course will enable students to:

1. Become aware of the special needs of children with various disabilities
2. Develop understanding and sensitivity towards the needs, problems and rights of individuals with special needs.
3. Become aware of the services available for children with disabilities.

Course Outcome:

By the end of the course students will be able to:

1. Describe concept of disability and types of disability.
2. Identify the disabled.
3. Will be able to apply rehabilitation programs for disabled.

Specific Outcome:

1. Students will be able to guide rehabilitation of the disabled.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13105	Persons with Special Needs	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details	No. of lectures	Weightage in %
Block 1	Persons with special needs : An overview	16	20
	Unit 1 Concept of disability, impairment and handicap		
	Unit 2 Exceptional children: Types and definitions		
	Unit 3 Causes of disabilities – prenatal, postnatal and heredity		
	Unit 4 Various approaches to defining and describing disability – philanthropic, medical, administrative, legal, social, biomedical and political		
	Assessment: a. Organize activities for Children with special needs for 10 hours and write the characteristics of the Children with special needs that you have observed (Pair assignment)-12 marks		

Block 2	Neurological, sensorial and neuromuscular disabilities		24	40
	Unit 1	Intellectual Disability		
	Unit 2	Learning disabilities		
	Unit 3	Cerebral Palsy and Autism		
	Unit 4	Attention deficit disorders		
	Unit 5	Sensory impairments		
		Assessment: a. Enumerate and report your reflections on each of the disabilities and disorders (Individual assignment)- 12 marks		
Block 3	Child development perspectives		12	30
	Unit 1	Identification		
	Unit 2	Assessment (Formal and informal)		
	Unit 3	Individualized Education Plan		
	Unit 4	Service delivery systems and Inclusion		
		Assessment: a. Develop a Individualized Education Plan for two children (Individual assignment)- 12 marks		
Block 4	Rehabilitation of the disabled		16	10
	Unit 1	Attitude of the society towards the disabled		
	Unit 2	Role of government, non-government (RCI Act, National Trust, RPWD Act)		
	Unit 3	Role of science and technology		
	Unit 4	Counseling of family and the disabled		
		Assessment: a. Conduct workshop on each of the acts (group assignment)- 12 marks		
			64	100

References:

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3. Berdine, H.W. and Blackhurst, E.A. (1985): An Introduction of Special Education, Little Brown and Co. Boston.
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13. Oliver, M. (1996) "Understanding Disability: From Theory to Practice", Macmillan Press, London.
14. Pandey, R.S. and Advani, L.; (1996) "Perspectives in Disability and Rehabilitation, Vikas Publishing House Pvt. Ltd., New Delhi.
15. Reed, V.A.; (1986) An Introduction to Children with Language Disorders, Macmillan Publishing Co., New York.
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FAMILY STUDIES

Objectives:

This course will enable students to:

1. Understand family in the constantly changing cultural social and economic scenario.
2. Create awareness and critical thinking in relation to contemporary issues in the family studies.
3. Develop inside into different approaches of family unit.

Course Outcome:

On the completion of course students will be able to:

1. Describe family life cycle and alternative family patterns.
2. Analyze contemporary concerns as family
3. Integrate approaches of family studies.
4. Integrate relationship between family and societal exchanges such as work, education, health, religion, government etc.

Specific Outcome:

1. Perspectives studies will enable students to critically evaluate and take progressive stand.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13106	Family Studies (Th)	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Concepts and Conceptual Frameworks for Understanding Family		16	20
	Unit 1	Definition of family, family life cycle		
	Unit 2	Alternative family patterns – Single parent family, childless families, female headed families, Double income no Kid families, Gay and Lesbian families.		
	Unit 3	Family Welfare Programs – A Global Perspective		
		Assessment: a. Conduct a workshop on alternate families to the family members in various societies (Group assignment)- 12 marks		
Block 2	Contemporary Issues and concerns		16	20

	Unit 1	Family violence and abuse		
	Unit 2	Families of alcoholics		
	Unit 3	Families of environmental disasters		
	Unit 4	Family and HIV / AIDS		
	Unit 5	Dual earner families and gender role		
	Unit 6	Family disharmony and divorce		
		Assessment: a. Make a Newsletter related to the Issues and Concerns on Family (Individual assignment)- 12 marks		
Block 3	Approaches in Family Studies		16	35
	Unit 1	Institutional approach		
	Unit 2	Systemic approach		
	Unit 3	Family life cycle approach		
	Unit 4	Structural function		
	Unit 5	Development approach		
	Unit 6	Social exchange approach		
	Unit 7	Feminist approach		
	Unit 8	Bio ecological approach		
		Assessment: a. Conduct a seminar on different approaches (Pair assignment)- 12 marks		
Block 4	Family and Societal Exchanges		16	25
	Unit 1	Work and the Family		
	Unit 2	Education and the Family		
	Unit 3	Government and Non-government initiatives – family planning associations		
	Unit 4	Health and the Family		
	Unit 5	Religion and the Family		
	Unit 6	Ecology and the Family		
	Unit 7	Intersectionality, division of labor in family		
		Assessment:		

		a. Visit families of different religions and make a presentation on the influence of religion on the family practices (Pair assignment)- 12 marks		
			64	100

References:

1. Benokraitis, V.N. (1996) "Marriage and Family Changes: Choices and Constraints", Prentice Hall, New Jersey.
2. Desai, M. (1994) "Family and Intervention: A Course Compendium", Bombay Tata Institute of Social Sciences.
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6. Stone, C. (1994) "Focus on Families", MacMillan Barnardos, London.
7. Tata Institute of Social Sciences (1994) "Enhancing the Role of the Family as an Agency for Social and Economic Development", Bombay.
8. Verma, K.K. (1994) "Health Care and Family Welfare: Alternative Strategies", Mittal Publication, New Delhi.
9. Verma, R.K. and others (1994) "Quality of Family Welfare Service and Care", IIPS, Bombay.

SEMESTER - II

RESEARCH METHODOLOGY

Objectives:

This course will enable students to:

1. Develop a scientific approach and know the processes of research.
2. Develop the competence for selecting methods and tools appropriate for research topics.

Course Outcome:

On the completion of course students will be able to:

1. Outline the research proposal and set the process.
2. Distinguish between various types of researches.
3. Use various sampling and sampling techniques in research.
4. Develop the research tool and set the procedure of data collection.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00201	Research Methodology	4	2	2	50	50	100

Contents:

Module No	Topics
1	<p>The Research Process</p> <ol style="list-style-type: none">a) Scientific approach to enquiry in comparison to native, common sense approachb) Knowledge, theory and researchc) Role, need and scope of research in the discipline of Home Science <p><i>Assignment: Differentiate between investigative reporting and research report (with examples to be brought by students as exercise)</i></p> <p>Steps in Research Process and Elements of Research</p> <ol style="list-style-type: none">a) Identifying interest areas and prioritizing Selection of topic and considerations in selectionb) Review of related literature and researchc) Variables- types of variables including discrete and continuous variablesd) Conceptual definitions and operational definitions Concepts, hypotheses and theoriese) Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypothesis

	<p>Hypothesis testing- null hypothesis, sample distribution, level of significance, critical regions, Type I and Type II errors</p> <p>f) Research Design Research questions, objectives and assumptions</p> <p>Assignment: <i>Types of variables</i> <i>Hypothesis formations and research questions from Research readings – students identify hypothesis/research questions – Discussion</i></p> <p>Ethics in Research</p>
2	<p>Types of Research</p> <p>a) Basic and Applied research, Qualitative and Quantitative research (brief review of differences)</p> <p>b) Historical research</p> <p>c) Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research</p> <p>d) Analytic studies- pre-experimental, experimental research, quasi experimental research</p> <p>e) Qualitative research, Ethnography</p> <p>f) Evaluative research- general characteristics, use of qualitative methods in enquiry</p> <p>Scope and importance in Home Science</p> <p>Assignment: <i>Differentiate between (a) basic and applied research (Exercise to be based on actual research papers published in accredited journals) (b) qualitative and quantitative research</i> <i>Based on Journal contents undertake a critical appraisal of studies/research papers and discuss types of Research with examples</i></p>
3	<p>Sampling</p> <p>a) Rationale, characteristics- meaning, concept of population and sample, and utility</p> <p>b) Types of sampling and generalizability of results</p> <p>c) Probability sampling - simple random sample, systematic random sample, stratified random sampling etc - random and non-random samples, random numbers and use</p> <p>d) Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples</p> <p>e) General consideration in determination of sample size</p>
4	<p>Tools for Data Collection</p> <p>a) Primary and secondary methods of data collection</p> <p>b) Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation</p> <p>c) Development of tools, estimation of reliability and validity of tools</p> <p>d) Procedure for preparation of the tool, administration of tools for data collection</p> <p>e) Procedure for data collection</p> <p>f) Planning for data analysis-coding of responses</p>

<p>Assignment: <i>Construction of tools for data collection a) types of questions b) Questionnaire c) interview schedule d) observation d) scales</i></p> <p><i>For a given topic students to frame and discuss the different possibilities of methods and tools</i></p>

References:

1. Bell, J. (1997) "Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science", Viva Books, New Delhi.
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
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4. Chakravoti, S.R. and Giri, N. (1997) "Basic Statistics", South Asian Pub., New Delhi.
5. Das, M.N. (1989) "Statistical Methods and Concepts", New Age, New Delhi.
6. Dey, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd., Delhi.
7. Elhance, D.N. (2000) "Fundamentals of Statistics [containing more than 750 solved and 1250 problems for review exercise]", KitabMahal, Allahabad.
8. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.
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22. McBurney, D.H. (2001): *Research Methodology*, Thomson-Wadsworth, Australia.
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25. Richard A. (1992) “Applied Multivariate Statistical Analysis”, Prentice-Hall, New Delhi.
26. Sarma, K.V.S. (2001) “Statistics made Simple: Do it yourself on PC”, Prentice-Hall, New Delhi.
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28. Singh, D. (2001) “Principles of Statistics for B.A., B.Com., M.A., M.Com., C.A., I.C.W.A., C.S. Examinations”, Vol. I & II, Atlantic Pub., New Delhi.
29. Spiegel and Murray R. (1998) “Schaum's Outline of Theory and Problems of Statistics”, 3rd ed., Tata McGraw-Hill Pub., New Delhi.
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ENTREPRENEURSHIP

Objectives:

This course will enable students to:

1. To equip students with basic entrepreneurship qualities & skills & provide competencies to run a small or moderate scale business enterprise
2. To improve achievement related motivation & other entrepreneurial qualities
3. To experiment with new entrepreneurial behavior & acquire positive self – image.

Course Outcome:

This course will enable students to:

1. Analyze the need of entrepreneurship.
2. Demonstrate qualities of entrepreneur.
3. Demonstrate abilities to carryout SWOT at individual and organizational set-up.
4. Formulate projects with cost and pricing.
5. After description of entrepreneurship guidelines of entrepreneur and concept and illustration of SWOT, the student will be able to form attitude and debate for ethics in entrepreneurship.

Theory

Code No	Courses	Total Credits	Th - Cr	Pr – Cr	Int Cr/M	Ext Cr/M	Total Marks
13202	Entrepreneurship	4	2	2	50	50	100

Contents:

Sr. No	Topics and Details		No. of lectures	Weightage in %
Block 1	Entrepreneur and Entrepreneurship		16	
	Unit 1	Introduction		
	Unit 2	Concept of Entrepreneur		
	Unit 3	Characteristics of Entrepreneur		
	Unit 4	Qualities of Entrepreneur		
	Unit 5	Distinction between an Entrepreneur and a Manager		
	Unit 6	Functions of an Entrepreneur		
	Unit 7	Types of Entrepreneurs		
		Assessment: Prepare a poster depicting Functions of entrepreneur – 10 marks		
Block 2	Areas of Entrepreneurs & SWOT/SWOC Analysis			

	Unit 1	Idea generation – selecting the area of enterprise/promoting self – employment: nursery, play school, toy making, knowledge games, modules for teaching, Curriculum Development, Event Management, Children’s Library, Day care centres, Special equipment, etc.		
	Unit 2	Process planning – plan lay-out/functional layout <ul style="list-style-type: none"> - Types of functional layout - Applicability of functional layout - Objectives of plan layout - Budgeting 		
	Unit 3	SWOT Analysis; Introduction and meaning, Strength and Weakness, Opportunity and Threat, Creative Process, Usefulness of SWOT		
		Assessment: Visit a Cooperate/Business House and write a report using SWOT analysis – 14 marks		
Block 3	Management of self and understanding Human Behaviour & Ethics			
	Unit 1	Introduction, Attitude, Formation of attitude, Attitudinal influence on Human Behaviour		
	Unit 2	Personality – determinants and traits		
	Unit 3	Personality and Behaviour		
	Unit 4	Social responsibility in the present context		
	Unit 5	Application of ethics in entrepreneurship		
		Assessment: Debate on Ethics in Entrepreneurship – 12 marks		
Block 4	Project Formulation in ECE and Cost and Pricing			
	Unit 1	Introduction, meaning and definition of project		
	Unit 2	Formulation procedure – project report		
	Unit 3	Guidelines in the preparation of project report		
	Unit 4	Registration and license		
	Unit 5	Meaning and Elements of Cost		
	Unit 6	Pricing and Methods of Pricing		
		Assessment: Prepare a Business Plan and Present – 14 marks		

References:

1. Bolton, B. and Thompson, J. (2000) “Entrepreneurs – Talent, Temperament, Technique”. Butterworth-Heinemann Publications, Oxford.
2. Sharma, D. and Dhameja, S . (2002) “Indian Entrepreneurship – Theory and Practice”, Abhishekh Publications, Chandigarh.
3. Kumar, A. and Poornima, S. (2003) “Entrepreneurship Development”, New Age International Publishers, New Delhi.
4. Siddhu, A. and Sundararaj, P. (2006) “Sustainable Entrepreneurship in Communities”, Academic Excellence, Delhi.

ISSUES IN EARLY CHILDHOOD EDUCATION

Objectives:

This course will enable students to:

1. Aware of critical issues and viewpoints in relation to early childhood care an education scenario.
2. Develop critical appraisal of current issues in early childhood education.
3. To create awareness within the community about issues in ECE.

Course Outcome:

By the end of the course student will be able to:

1. Analyze the administration and management concerns of early childhood education.
2. Apply different types of curriculum at preschool level.
3. Evaluate need of training in ECE set-up
4. Estimate assessment and monitoring at preschool set-up.

Specific Outcome:

1. Students will be able to debate early childhood education and current issues.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13203	Issues in ECE	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Administration and Management		16	20
	Unit 1	Admission criteria, intake policy, tests and interviews		
	Unit 2	Class size and teacher child ratio		
	Unit 3	Qualification of teachers, and other personnel, recruitment and selection		
	Unit 4	Teachers' role for meeting the goals of ECE		
	Unit 5	Community involvement		
	Unit 6	Role of National and International organizations		

		Assessment : Write a case study of a school; nature of the program, number of children, information about family and parents, helpers, fee structure, model of the program etc – 14 marks		
Block 2	Issues in Curriculum formation		16	20
	Unit 1	Different types and implementation of curriculum		
	Unit 2	Impact of curriculum on program, children and community		
	Unit 3	Teacher’s role in implementation of curriculum		
	Unit 4	Acquisition of skills, task and behavior of curriculum formation		
		Assessment: Identify an issue and Present. – 12 marks		
Block 3	Issues Related to Training		16	20
	Unit 1	Models of In-Service and Pre-Service Training (Indian and Global Perspective)		
	Unit 2	Training in Private Organizations and Franchises		
	Unit 3	Training in Government Organizations and Universities		
	Unit 4	Quality Monitoring and Assessment of Training		
		Assessment: Plan a training program for teachers and identify the issues which are faced – 12 marks		
Block 4	Assessment and Monitoring		16	10
	Unit 1	Concept and types of assessment		
	Unit 2	Assessment and Monitoring of programme		
	Unit 3	Assessment and Monitoring of children		
	Unit 4	Assessment and Monitoring of environment		
	Unit 5	Home visits		
		Assessment (Pair Assignment): Visit 2 homes and write a report – 12 marks		

References:

1. Agnihotry and Prakash, S. (1994) “Education, Occupation and Social Welfare”, Chugh Publications, Allahabad.

2. Bennett, N., Wood, L. and Rogers, S. (1997) "Teaching Through Play", Open University Press, Philadelphia.
3. Bhaumik, A. and Singh (1993) "Education Participatory Training and Development", Chugh Publications, Allahabad.
4. Black, K.J. and Puckett, B.M. (2nd ed) "Authentic Assessment of the Young Child - Celebrating Development and Learning", Prentice Hall, USA.
5. Brewer, J. (3rd ed) (1992) "Introduction to Early Childhood Education – Preschool through Primary Grades", Allyn and Bacon, USA.
6. Carol, E.C. and Jan A. (1993) "Early Childhood Curriculum", MacMillan Publishing Co., New York.
7. Day, B. (1983) "Early Childhood Education", MacMillan Publishing Co., New York.
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9. Hendrick, J. (1992) "The Whole Child", MacMillan Publishing Co., New York.
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22. Shreman, A.J. and Billman, J. (1996) "Observation and Participation in Early Childhood Settings – A Practicum Guide", Allyn and Bacon, USA.
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FAMILY COUNSELING AND FAMILY THERAPY

Objectives:

This course will enable students to:

1. Develop awareness in family patterns and counseling issues related.
2. Expand knowledge about changing social contexts and family.
3. Gain knowledge and skills to provide family counselling.

Course Outcome:

By the end of the course student will be able to:

1. Able to justify the need of family counseling and family therapy.
2. Discover the social change and changing patterns of families.
3. To integrate family issues across life cycles of the family.
4. To formulate counseling session according to the family crisis and various stressful events taking place in the family.
5. Critically analyze theoretical perspectives in family counseling.

Specific Outcome:

1. Student will be able to develop professional attitude towards addressing problems of gay and lesbian marriages, live-in relationships and co-habitation.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13204	Family Counseling and Family Therapy (Th)	4	4	-	50	50	100

Contents:

Sr. No.	Topics and Details		No. of Lectures	Weightage in %
Block 1	Concept and relevance in family counseling and therapy		16	20
	Unit 1	Family counseling and therapy: Meaning, Scope and Applicability		
	Unit 2	Areas of family counseling, Techniques of family counseling		
	Unit 3	Counseling and Family Therapy: Basic concepts and theoretical perspectives		
	Unit 4	Family Counselling & Family Therapy: Applications & Interventions		
		Assessment:		

		a. Visit to a family court and find out and report the major issues and crisis in the family (Individual assignment)- 12 marks		
Block 2	Social change and Changing patterns of family and issues/challenges		16	30
	Unit 1	Evolutionary aspect of Family as social institute		
	Unit 2	Family in globalised Society-Advantages and vulnerabilities		
	Unit 3	Work culture and family role conflicts		
	Unit 4	Marital and Family Therapy and Counselling		
		Assessment: a. Write a term paper on various therapies (Individual assignment)- 12 marks		
Block 3	Family life cycle issues		16	30
	Unit 1	Families with Elementary and Middle School Children		
	Unit 2	Families with Teenagers		
	Unit 3	Launching and Contracting Families		
	Unit 4	Families with Middle-aged Parents and Ageing Family Members		
		Assessment: a. Organize workshop in the community on readiness for marriage and family (Group assignment)- 12 marks		
Block 4	Counselling for Family crisis and stressful events in family		16	20
	Unit 1	Death and Bereavement		
	Unit 2	Accidents and disabled in the family		
	Unit 3	Diseases and Illnesses		
	Unit 4	Family conflicts and violence		
	Unit 5	Gay and Lesbian marriages, Live-in-relationships and cohabitation		
		Assessment (Individual assignment): a. Write a review of a newspaper article on family crisis- 6 marks b. Read a book on family crisis and discuss in the class- 6 marks		

			64	100
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1. Benokraitis, V.N. (1996) "Marriage and Family Changes: Choices and Constraints", Prentice Hall, New Jersey.
2. Desai, M. (1994) "Family and Intervention: A Course Compendium", Bombay Tata Institute of Social Sciences.
3. Mahajan, A. and Madhuram (1995) "Family Violence and Abuse in India", Deep and Deep Publication, New Delhi.
4. Sahani, A. (ed) (1990) "Community Participation in Health and Family Welfare: Innovative Experience in India".
5. Srinivasan, K. and Pathak, K.B. (eds) (1990) "Dynamics of Population and Family Welfare", Himalaya Publishing House, Bombay.
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9. Verma, R.K. and others (1994) "Quality of Family Welfare Service and Care", IIPS, Bombay.

Family counseling and family therapy (Practical)

Objective:

This course will enable students to:

1. Develop awareness in different aspects of family counselling
2. Get inside in to assessment of family and enhance productivity.
3. Acquire knowledge of strategies family counselling and family therapy.
4. Develop the skills to help families to cope with problem.

Course Outcome:

By the end of the course student will be able to:

1. Apply therapeutic techniques for family unit to remain productive.
2. To assess the risk and protective factors of family.
3. To demonstrate survival strategies for family.
4. To frame and reframe coping efforts for family members in distress.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13205	Family Counseling and Family Therapy (Pr)	4	-	4	4/100	-	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Practical aspects in Counselling and Family therapy			25
	Unit 1	Creating a Therapeutic Climate		
	Unit 2	Therapist/Counsellor and Client Relationship		
	Unit 3	Mediation in Family Disputes		
	Unit 4	Relationship Building Strategies		
	Unit 5	Professional Approach and Ethical Issues		
Block 2	Assessment of families			25
	Unit 1	Assessment of protective factors		
	Unit 2	Assessment of distress Experience		
	Unit 3	Risk factors		

	Unit 4	Abilities to survive		
Block 3	Family counseling Strategies			25
	Unit 1	Interview, Life Cycle Issues ,Communication pattern, family alliances		
	Unit 2	Loden family genogram		
	Unit 3	Thematic Dimensions		
	Unit 4	Linear and Circular Questing		
Block 4	Coping Efforts			25
	Unit 1	Belief System		
	Unit 2	Organizational pattern		
	Unit 3	Communication Context		
	Unit 4	Levels of Family Functioning		
Block 5	Coping with Difficult Situations in Counselling and Family Therapy			
	Unit 1	Migration, Displacement, Community violence and Political Violence		
	Unit 2	Coping with natural and manmade disasters		
	Unit 3	Coping with inter religion, inter cultural and inter caste marriages		
	Unit 4	Coping with socially and economically disadvantaged families		
				100

Elective – I : Child Rights

Objectives:

This course will enable students to:

1. Generate awareness on child rights.
2. Evaluate application of child rights in Families, Societies, NGO's and Government.

Course Outcomes:

At the end of the course the student will be to:

1. Identify the health status of children in India.
2. Draft the legal safeguards for Indian children.
3. Appraise the role of NGOs in child right protection.
4. Formulate the child right perspective in view of children

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13291	Elective-I Child Rights	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Status of children in India		16	25
	Unit 1	Child Population, Child gender ratio		
	Unit 2	Infant Mortality, Morbidity, Malnutrition		
	Unit 3	Birth Registration and Immunization		
	Unit 4	Health, nutrition and safety		
Block 2	Legislation for Children		16	25
	Unit 1	Constitution of India		
	Unit 2	The United Nations Convention on the Rights of the Child		
	Unit 3	Achievements and Challenges of Millennium Development Goals		
	Unit 4	Challenges and Strategies of Sustainable Developmental Goals		

	Unit 5	Indian and Global Perspective on Child Rights		
Block 3	Role of the Government and NGOs		16	25
	Unit 1	Child's rights- Necessity and responsibility		
	Unit 2	Policies and Programmes		
	Unit 3	Role of educational institutions		
	Unit 4	Contribution of NGO		
Block 4	Viewing Child Rights through Child Perspectives		16	25
	Unit 1	Early childhood years and UNCRC		
	Unit 2	Child Rights and Development is the responsibility of Parents and Family		
	Unit 3	Child rights and developmental domains		
	Unit 4	Critical perspectives on Children Rights		
			64	100

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SEMESTER – III

Research and Statistical Application

Objectives:

This course will enable students to:

1. Discriminate between parametric and non-parametric tests
2. Learn to apply statistical tests for data analysis for both large and small samples
3. Know how to interpret the results of statistical analysis of data
4. Be able to summarize data and present it using tables and graphs
5. Develop skills for preparation of research proposals
6. Understand the components of a research report

Course Outcome:

At the end of the course the student will be able to:

1. Employ appropriate test for statistics interpretation of research results.
2. Demonstrate knowledge and skills to compute and incorporate most suitable statistics.
3. Demonstrate competence in statistical designs and interpretations.
4. At the end of the course the gained knowledge will enable students to develop research proposals of all types.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00301	Research and Statistical Application (Th)	4	2	2	50	50	100

Contents:

Module No	Topics
1	Introduction to Statistics Definition, conceptual understanding of statistical measures, popular concepts and misuse of statistics Normal Distribution and its Properties a) Normal distribution b) Binomial distribution c) Probability, use of normal probability tables, area under normal distribution curve d) Parametric and non-parametric tests Data Management Planning for data analysis – coding of responses, preparation of code book Coding of data

	<p>Use of statistical programs</p> <ul style="list-style-type: none"> - MS Excel - SPSS
2	<p>Data Analysis</p> <ol style="list-style-type: none"> a) Quantitative analysis, descriptive statistics, inferential statistics: Uses and limitations, Summation sign and its properties b) Proportions, percentages, ratios c) Measures of central tendency-mean, median, mode-arithmetic mean and its uses, mid – range, geometric mean, weighted mean d) Measures of dispersion /variability- range, variance, standard deviation, standard error, coefficient of variation, Kurtosis, skewness e) Grouped data-frequency distribution, histogram, frequency polygons, percentiles, quartiles, tertiles, ogive f) Large and Small Sample tests and interpretation <ul style="list-style-type: none"> - Z-test for single proportions and difference between proportions - Large sample test for single mean and difference between means - Small sample tests- 't'-test, paired 't'-test, 'F' Test
3	<p>Chi square test and its interpretation</p> <ol style="list-style-type: none"> a) General features, goodness of fit b) Independence of Attributes <p>Correlation and Regression and its interpretation</p> <ol style="list-style-type: none"> a) Basic concepts b) b Linear regression and correlation coefficient c) Regression and prediction d) Rank correlation, Product-moment method <p>Analysis of Variance and its interpretation</p> <ol style="list-style-type: none"> a) One-factor analysis of variance b) Two-factor analysis of variance <p>Design of Experiments</p> <ol style="list-style-type: none"> a) Completely randomized design b) Randomized block design c) Latin square design d) Factorial design
4	<p>Presentation of Data</p> <ol style="list-style-type: none"> a) Tabulation and Organization of data- frequency distributions, cumulative frequency distribution, contingency tables b) Graphical presentation of data- histogram, frequency polygon, ogive, stem and leaf plot, box and whiskers plot, c) Graphs for nominal and ordinal data- pie diagram, bar graphs of different types, graphs for relation between two variables, line diagram. d) Use of illustrations e) Cautions in visual display of data

	<p>The Research Report</p> <p>Basic components of a research report- prefatory material, introduction and Review of Related Literature, Methodology, Results, Discussion, Conclusion, Summary, Abstract, Bibliography and Appendices</p> <p>Students to design a research study on a topic-</p> <ul style="list-style-type: none"> - specify type of research - sample selection - protocol/operationalization - tools - tests for statistical analysis <p>Preparation of a Research Proposal</p>
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References:

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1. Bell, J. (1997): *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*, Viva Books, New Delhi
2. Bell, J. (1997): *How to Complete Your Research Project Successfully: A Guide for First-time Researchers*, UBSPD, New Delhi.
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17. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi,

GUIDANCE AND COUNSELLING

Objectives:

This course will enable students to:

1. Understand basic concepts and relevance of guidance and counselling
2. Develop awareness of issues, concerns and challenges faced by the clients
3. Understand the process of counselling through actual work with a variety of settings and situations
4. Familiarize with different approaches and techniques of guidance and counseling

Course Outcome:

At the end of the course the students will be able to:

1. Locate relevance of guidance and counselling.
2. Develop competencies and skills to use counseling approaches in counseling.
3. Critically evaluate and appraise various counselling techniques.
4. Exhibit professional or ethical behavior.

Specific Outcome:

1. Students will be able to demonstrate and adapt a particular type of approach and technique in counselling and will be able to apply knowledge of counselling approaches and techniques to address the problem.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13302	Guidance and Counseling	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Emergence and growth of guidance and counselling		16	30
	Unit 1	Definition, need, importance and scope of guidance and counselling		
	Unit 2	Difference between guidance and counselling		
	Unit 3	Nature of problems and psychological disorders at stages of Human Development		
	Unit 4	Problems issues and concerns of infancy, childhood, adolescent, adulthood and old age		

Block 2	Educational, personal, vocational and career guidance		16	20
	Unit 1	Guidance related to study skills, learning problems and difficulties		
	Unit 2	Education guidance		
	Unit 3	Vocational choices and decision making		
	Unit 4	Career guidance		
Block 3	Fundamentals of counselling and approaches		20	35
	Unit 1	The process of counselling		
	Unit 2	Attitudes, skills and quality of counsellor		
	Unit 3	Behavior and cognitive approach		
	Unit 4	Transactional Analysis, Rational Emotive therapy, Client Centered therapy and Gestalt therapy		
	Unit 5	Integrated Eclectic Approach		
Block 4	Ethical and professional issues		12	15
	Unit 1	The development of professional ethics		
	Unit 2	Ethical dilemmas and licensing		
	Unit 3	Ethical and Legal Issues in Guidance and Counselling		

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Internal Assessment:

Simulation exercise for counselling process	- 5 marks
Role play: Counselling skills and attitude	- 10 marks
Unit tests	- 10 marks

Guidance and Counseling (Practical)

Objectives:

This course will enable students to:

1. Create awareness of the basic concepts in counseling of different stages of Human Development and Counselling
2. Develop skills and attitudes and understand the process of counselling

Contents:

Sr. No.	Topics and Details	
Block 1	Develop skills and attitudes in counseling	
	Unit 1	Counseling and helping skills
	Unit 2	Communication and observing skills
	Unit 3	Listening skills
	Unit 4	Attitude of respect, Genuineness
Block 2	Facilitation skills and problem management	
	Unit 1	Initial structuring, encouraging self-talk
	Unit 2	Helping questioning, confronting, self-disclosing, Summarizing
	Unit 3	Deciding to recommend group counselling
	Unit 4	Crisis and conflict management, problem management training

HUMAN RESOURCE DEVELOPMENT

Objectives:

This course will enable students to:

1. Become aware of the concepts and mechanisms of HRD.
2. Develop understanding of the strategies and issues related to HRD.

Course Outcome:

At the end of the course students should be able to:

1. Identify relevance of process of human resource development.
2. Apply the strategies of HRD.
3. Integrate HRD in various sectors
4. Judge the additional issues in HRD.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13303	Human Resource Development	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	HRD Concepts and Scope		16	10
	Unit 1	Concepts and relevance of Human Resource Development.		
	Unit 2	HRD mechanisms process and outcome (overview).		
	Unit 3	HRD and Human Development.		
Block 2	HRD Strategies		20	30
	Unit 1	Motivational aspects of HRD : motivational factors; Theory X and Theory Y; Maslow and motivation; Herberg's findings.		
	Unit 2	Groups and Teams: Team development and functioning; group dynamics; synergy; group norms; team roles.		
	Unit 3	Recruitment, selection and induction: job analysis : drawing up job description and person specifications; advertising; short listing; interviews; the induction process, competency modeling.		

	Unit 4	Task analysis, performance appraisal and performance management.		
	Unit 5	Mentoring.		
	Unit 6	Personal competence, communications and interpersonal skills.		
Block 3	HRD in various sectors		16	30
	Unit 1	HRD in health and welfare.		
	Unit 2	HRD in service industry.		
	Unit 3	HRD in relation to education.		
Block 4	Some Issues in HRD		16	30
	Unit 1	HRD culture and climate.		
	Unit 2	Organizational development, change and quality of working life.		
	Unit 3	Managing differences, discipline, grievances.		
	Unit 4	Organizational and managerial values and ethics.		
	Unit 5	Human relations training.		

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Internal Assessment:

In-depth interviews with HRD functionaries in various organization to elicit prevailing practices and experiences in relation to recruitment/performance appraisal/induction/ job rotation

Experiential exercises (for competence building) - 20 marks

Unit tests - 10 marks

Adulthood and Aging

Objectives:

The course will enable students to:

1. Identify psycho-social changes during adulthood.
2. Recognize biological limitations during adulthood and later stage.
3. Describe midlife crisis such as health and employment and empty nest.
4. Anticipate the scope of gerontological studies

Course Outcome:

By the end of the course the learner will be able to:

1. Apply research finding based perspective regarding adulthood as state of human development.
2. Students will be able to analyze psychosocial issues in midlife.
3. Students will be able to draft the demography of ageing population.
4. Student will be able to formulate adjusting patterns and changing lifestyles of old age.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13304	Adulthood and Aging	4	2	2	50	50	100

Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
Block 1	Research in the Study of Adulthood		16	10
	Unit 1	Biological, cultural and developmental perspectives on adulthood		
	Unit 2	Psychological issues related to physical changes		
	Unit 3	Aspects of intellectual development		
	Unit 4	Recognition of biological limitations and health risks		
Block 2	Psychosocial issues and midlife crisis		16	20
	Unit 1	Work and family, health		
	Unit 2	Unemployment and job satisfaction		
	Unit 3	Emptiness syndrome		
	Unit 4	Stressful events		
Block 3	Demographics of Aging		16	10

	Unit 1	Emergency and scope of gerontology, elderly care, population ageing		
	Unit 2	Historical perspective, demographic trends in India		
	Unit 3	Social, medical, psychological problems, occupational etc		
	Unit 4	Implications of ageing population at micro and macro levels		
Block 4	Adjustment Patterns and Changing Lifestyles in Old Age		16	15
	Unit 1	"Family patterns in later life" Changing roles and the ageing family, Husband-Wife relations in old age, Sexual adjustment		
	Unit 2	Retirement years and marital adjustment		
	Unit 3	Intergenerational family relations; grand parenthood; widowhood / Single-hood; alternative lifestyle; second marriage in the later life		
	Unit 4	Impact of death on society; attitude towards death; denial and thoughts of death; bereavement, grief and coping with the situation		
			64	

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Internal Assessment:

Plan and execute a project for the old age home - 15 Marks

Unit tests - 10 marks

Management of Human Service Organisations

Objectives:

The course will enable students to:

1. Understand relevance of service organizations.
2. Analyse and understand administration and functioning of organizations.
3. Learn skills to communicate and learn the process of documentation.
4. Know different welfare policies and programme.

Course Outcome:

By the end of the course the learner will be able to:

1. Recognize relevance of human service organizations.
2. Exhibit the skills to manage human service organization in appropriate way.
3. Compare different service organizations.
4. Demonstrate communication skills in organizational set-up.
5. Develop funding proposals for the organizations.

Specific Outcome

1. Student will be able to keep and maintain the record of documents in organizations.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13305	Management of Human Service Organization	4	2	2	50	50	100

Content:

Sr. No.	Topic and Details
1	Concept of service organizations Unit-1 Need and nature of service organisations in India. Unit-2 Philosophy and significance of human service organisations in a developing nation. Unit-3 Special Groups” Women, children, youth and groups with special needs. Unit-4 Organisational structure.
2	Management of service organizations Unit-1 Different types and nature of service organizations Unit-2 Planning, implementation, administration, monitoring and evaluation of organizational activities Unit-3 Challenges of managing human service organisation Unit-4 Role of volunteerism in service organisations
3	Organisations and Programmes for the service of various groups Unit-1 Women: National Commission for women, SEWA, Mahila Samakhya,

	<p>Central Social Welfare Board, Gramin Mahila Sangh etc.</p> <p>Unit-2 Children: Indian Council of Child Welfare, National Institute of Public Co-operation and Child Development, Planned Parenthood Federation, etc.</p> <p>Unit-3 Government and Non-Government Organizations working for the service of youth: Nehru Yuva Kendra, YMCA, YWCA, TUVA, etc.</p> <p>Unit-4 Groups with special needs: Physically and mentally handicapped, aged, destitute, orphans, street children etc. like National Association for Blind, Spastic Society, Help-Age India, SOS villages, Dignity Foundation etc.</p>
4	<p>Communication & Documentation</p> <p>Unit-1 Communication within organization- record keeping</p> <p>Unit-2 Communication outside organization</p> <p>Unit-3 Proposal writing for grants</p> <p>Unit-4 Reporting and Documentation</p>

References

1. Chaudhary, D.Paul (1985), Child Welfare / Development, Atma Ram & Sons, New Delhi.
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4. Dube S & R Murdia (1983) Organisational design and management methods for HSO, Himalaya Publishing House, Bombay.
5. Goel, S.L. & Jain, R.K., Social Welfare Administration, Vol. 1-2, Deep & Deep Publications, New Delhi.
6. Moshal B S (1998) Organisation and Management: Text and cases; Managing an organisation, Galgotia Publishing Co, New Delhi.
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8. Prasad, B.K. (2003), Rural Development Concept, Approach and Strategy, Sarup and Sons, New Delhi
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Elective- II : ADOLESCENCE DEVELOPMENT

Objectives:

This course will enable students to:

1. Understanding of needs and factors influencing two major stages and gain empirical and applied work in these stages
2. Develop awareness of issues, concerns and challenges faced in these two stages

Course Outcome:

At the end of the course, the students will be able to:

1. Identify and analyze growth and development of adolescent and youth.
2. Evaluate psychosocial concerns and challenges of adolescents.
3. Identify the current researches on adolescence and youth.
4. Justify the need of moral development and relationship at this stage of adolescent.

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
13391	Elective-II Adolescence Development	4	2	2	100	-	100

Contents:

Sr. No.	Topic and Details		No. of lectures	Weightage in %
Block 1	Growth and Development and Adolescent and Youth		16	25
	Unit 1	Biological, cultural and developmental perspectives on adolescents and youth, reproductive health		
	Unit 2	Needs, principles & factors influencing growth & development		
	Unit 3	Psychological issues related to physical changes and resilience		
	Unit 4	Aspects of intellectual development		
Block 2	Issues, Psychosocial Concerns and Challenges		16	25
	Unit 1	Nutrition and eating disorders Obesity, Anorexia and bulimia		
	Unit 2	Use and abuse of drugs, alcohol		
	Unit 3	Sexuality and related issues		

	Unit 4	Teen age pregnancy, parenthood		
Block 3	Research in the Study of Adolescent and Youth		16	35
	Unit 1	Adolescent at risk violence, suicide, delinquency, STI, HIV / AIDS		
	Unit 2	Vulnerable and marginalized, adolescents		
	Unit 3	Adolescent & youth in urban & rural contexts		
	Unit 4	Adolescents and media		
Block 4	Moral development and relationships		16	15
	Unit 1	Value education and morality		
	Unit 2	Life skills for personal competence, emotional intelligence		
	Unit 3	Parent – Adolescent relationship		
	Unit 4	Friendship and adolescents		

References:

1. Aiken, L.R. (1978) "The Psychology of Later Life", WB Saunders Company, Philadelphia.
2. Bajpai, P.K. (1992) "Youth Education and Unemployment", Ashish Publication, New Delhi.
3. Bhagawan (ed) (2003) "Adolescent and Life Skills", Tata McGraw Hill, New Delhi.
4. Chowdhry, D.P. (1998) "Youth Participation and Development", Atma Ram & Sons, Delhi.
5. Cook, A.S. (1983) "Contemporary Perspectives on Adult Development and Aging", Macmillan, New York.
6. Ghosh, B. (1988) "Contemporary Social Problems in India", Himalaya Pub., Bombay.
7. Kail, R. and Cavanaugh, J. (2000) "Human Development: A Lifespan View, Wadsworth Pub., USA.
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11. Mishra, V.D. (1993) "Youth Culture: A Comparative Study in India", Inter India Publication, New Delhi.
12. Pappalia, D. Olds, F.R. (2001) "Human Development", McGraw Hill, London.
13. Prakash, Bhagawan (2003) "Adolescent and Life Skills", Tata McGraw Hill, New Delhi.

14. Smolak, L. (1993) "Adult Development", Prentice Hall Inc., New Jersey.

Internal Assessment:

Critically analyse any 4 theories - 20 marks

Unit tests - 10 marks

Internal Assessment:

1. Prepare case studies of adolescents and adults with focus on their perceptions of changes and challenges - 7 marks
2. Term papers (1-2) to be submitted on special issues related with Adolescents and Adults - 8 marks
3. Unit tests - 10 marks

SEMESTER IV

Dissertation

Course Outcome:

At the end of the dissertation, as one of the courses, during two years masters' programme, the students will be able to:

1. Outline the research proposal.
2. Exhibit the knowledge in developing rationale of the study.
3. Formulate the research methodology to set objectives to generate and select tools, to organize the review of literature.
4. Demonstrate skills of writing results and discussion.
5. Exhibit research skills such as appropriate scientific writing styles.

Specific Outcome:

1. Students will be able to recognize the need of being novel while conducting research and avoid plagiarism
2. To write citations in reference section of research.
3. To apply knowledge and formulate research questions and develop design to investigate.
4. To produce written work in logical and organized manner.

Code No.	Course	Total Credits	Th-Cr	Pr-Cr	Int-Cr/M	Ext-Cr/M	Total marks
00401	Dissertation	8	-	8	4/100	4/100	200

Internship

Course Outcome:

At the end of the internship, as one of the courses, during two years masters' programme, the students will be able to:

1. Apply management and administration skills and competencies.
2. To apply theories of life span to real life (theory into practice)
3. To integrate professional skill of workplace
4. To test their professional competence skills.
5. To connect human development knowledge to professional set up and life.

Code No.	Course	Total Credits	Th-Cr	Pr-Cr	Int-Cr/M	Ext-Cr/M	Total marks
00402	Internship	8	-	8	4/100	4/100	200

RESEARCH APPLICATIONS IN HUMAN DEVELOPMENT

(Practical)

Objectives:

This course will enable students to:

1. Appreciate and understand the importance of different types of scientific writing/documentation.
2. Develop competence in writing and abstracting skills.
3. Develop competence in oral presentations.

Course Outcome:

At the end of the course, the students will be able to:

1. Display competencies of scientific writing.
2. Able to manifest skills of presentation and scientific documentation.

Specific Outcomes:

1. Students will be able to apply global context of changing family dimensions and welfare programmes.
2. Will be able to display effective communication of results.
3. Training given in scientific paper writing.
4. Identifying key words and mention in abstract book review, article presentation, writing findings
5. Proposals will help students to demonstrate scientific approach in academic activities and effective written communication.

Code No.	Course	Total Credits	Th-Cr	Pr-Cr	Int-Cr/M	Ext-Cr/M	Total marks
13403	Research Application in Human Development	4	-	4	100	-	100

Contents:

Sr. No	Topic and Details	No of periods	Weightage in %
Block 1	Literature search and use of databases	16	10
Block 2	Styles and formats for writing references	12	10
Block 3	Unit-1 Writing review of literature on an upcoming area Unit-2 Review paper including bibliography	10	20
Block 4	Oral presentations on the following: Unit-1 Book review Unit-2 Research topics in upcoming/recent areas	7	30

	Unit-3 Own research		
Block 5	Writing a scientific paper including abstract and identification of key words	7	20
Block 6	Developing a research proposal for funding	16	10

Product Development

Course Outcome:

At the end of the product development, the students will be able to:

1. Create professional and innovative products and materials which could be used in preschool set-up to stimulate the learning in children.
2. Produce theoretically based and logically developed handiwork which could be used as teaching aids for preschoolers, modules for adolescent issues, tips for elderly to adjust with problems, etc.

Specific Outcome:

1. Student will exhibit capacities to be a successful entrepreneur.

Code No.	Course	Total Credits	Th-Cr	Pr-Cr	Int-Cr/M	Ext-Cr/M	Total marks
13404	Product Development	4	-	4	4/100	-	100