

University of Jammu
Semester Courses
For
Master's Degree Programme
In
Home Science(Human Development)

Syllabus

M.Sc.(Home Science)

Human Development

For the examinations to be held in

May 2009, May 2010, May 2011

Latest Course Structure Operational in the Department

Semester I.

Course No.	Title(Core Courses)	Credits	Max. Marks (Ext.)	Max. Marks (Int.)	Total
406(core course)	Research Methods and Statistics	3	60	15	75
407(core course)	History and Theories of Human Development	3	60	15	75
408(core course)	Methods of Studying Human Development	3	60	15	75
409(core course)	Study of Family in Society	3	60	15	75
410(core course)	Early Childhood Care and Education	4	80	20	100
426(core course)	Practicals	8	100	100	200

Semester II.

Course No.	Title(Core Courses)	Credits	Max. Marks (Ext.)	Max. Marks (Int.)	Total
466(core course)	Statistics	3	60	15	75
467(core course)	Anthropological & Cross Cultural Perspectives in Human Development	3	60	15	75
468(core course)	Advanced Study in Human Development	4	80	20	100
469(core course)	Adolescence: Issues and Concern	3	60	15	75
470(core course)	Parenting through the life span	3	60	15	75
477(core course)	Practical and Internship	8	100	100	200

IIIrd Semester

Course No.	Title(Core Courses)	Credits	Max. Marks (Ext.)	Max. Marks (Int.)	Total
506 (Core Course)	Dissertation	4		100	100
515 (Core Course)	Analysis and Presentation of Scientific Data	3	60	15	75
516 (Core Course)	Management Issues and Techniques for Child And Family welfare Programmes	3	60	15	75
517 (Core Course)	Disability Studies	3	60	15	75
	Elective Courses (Choose any one)				
518 (Elective Course)	Principles of Guidance and Counseling	3	60	15	75
519 (Elective Course)	Contemporary Issues in Early Childhood Development	3	60	15	75
527 (Core Course)	Practical Seminar	6 2	100	100	200

IVth Semester

Course No.	Title(Core Courses)	Credits	Max. Marks (Ext.)	Max. Marks (Int.)	Total
506 /556 (Core Course)	Dissertation(Continued from IIIrd semester)	4	100	-	100
563(Core Course)	Gender Issues	4	80	20	100
564 (Core Course)	Laws, Policies & Programmes for children	4	80	20	100
	Electives (Select any one)				
565 (Elective Course)	Education for Human Development	4	80	20	100
566 (Elective Course)	Assessment & Intervention for Children with Disability	4	80	20	100
567 (Elective Course)	Children and Media	4	80	20	100
577 (Core Course)	Practicals	8	100	100	200

First Semester

C.NO.406

Title: Research Methods and Statistics

Maximum Marks: 75

Credit: 3

a) Semester Exam. 60

b) Sessional Assessment: 15

Duration of Examination: 2¹/₂ Hours

Syllabus for the Examination to be held in December 2009, December 2010.

Objectives:

- 1) To understand the significance of research methodology in Home Science research.
- 2) To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- 3) To understand and apply the appropriate statistical technique for the measurement scale and design.

Unit-I

1.1 Science and Scientific methods and approach. Basic need for research in Home science.

1.2 Definition and objectives of research.

1.3 Types of research: Qualitative and Quantitative. Historical research, Survey, Experimental, case-study, Social and participative research.

1.4 Theory and Hypothesis

Research Problem: Identification, selection, definition, justification and limitations.

1.5 Types of variables: Discrete and Continuous; Independent and dependent.

Unit- II

2.1 Sampling: Population and sample.

Use of probability in sampling.

Methods of sampling: Probability sampling (Systematic random sampling, stratified, two stage and multistage sampling, cluster sampling),

Non probability sampling (Purposive, quota, judgment and volunteer / snowball sampling).

2.2 Purpose and Principles of research design: Fundamental, applied and action- exploratory.

2.3 Types of research design: Descriptive, experimental, survey, case study, ex-post facto, longitudinal and cross-sectional.

Unit-III

3.1 Methods and techniques of Data gathering

Qualitative Research: Informal discussion, In depth interviews, participant observation, social mapping, and participatory approaches.

Quantitative Research: Observation, interview, questionnaire, case study, and scaling methods.

Reliability, validity, specificity and sensitivity of measuring instruments .

3.2 Scales of measurement

3.3 Analysis of data (Briefly).

3.4 Ethical issues in research on individuals and communities.

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice with in the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (Total 3 questions)

Section II: Will consist of six short answer questions.(2 from each

(Weightage : 15 Marks)

unit, proportionately spread over the unit).The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.

References:

1. Bandarkar, P.L. and Wilkinson, T.S. (2000) Methodology and Techniques of Social Research. Himalyan Publishing House, Mumbai.
2. Bernnard, H.R. (2000) Social Research Methods: Qualitative and Quantative Approaches. Thousand Oaks, Cal: Sage.
3. Bhatnagar, G.L. (1990) Research Methods and Measurements in Behavioral and Social Sciences, Agri Publishing Academy, New Delhi.
4. Blexter, L. Huges, C. and Tight, K. (1999) How to Research. New Delhi: Viva Books.
5. Dooley, D. (1995) Strategies for Interpreting Qualitative Data. Sage Publications, California.
6. Greig,A. Taylor, J., and MacKay, T.(2007). Doing Research with Children (second Ed). New Delhi: Sage Publication.
7. Grix, J.(2004). The Foundations of research. New York: Palgrave Macmillan.
8. Singh,Y.K. and Bajpai, R.B.(2007). Research Methodology (Vol. I & II). New Delhi: APH Publishing Corporation.
9. Siranss, A. and Corbin, J. (1990) Basis of Qualitative Research: Grounded Theory Procedures, Techniques. Sage Publications, California.

First Semester

Detailed syllabus

C. No: 407 (Core Course)

Title: History and Theories of
Human Development

Credits:3

Maximum Marks: 75

a)Semester Exams:60

a) Sessional Assessment:15

b) Teaching Periods: 3/Week

Duration of Examination: 2 ½hrs

Syllabus for the examination to be conducted in Dec 2009,and Dec 2010

Objectives:

1. To understand the need for theory in Human Development.
2. To see the theories in context.
3. To examine the historical perspective in the evolution of theory.
4. To understand practical applications of theory.
5. To discuss various theories of human Development
6. To critically evaluate the cross-cultural applicability of theory.

Contents:

Unit I

1.1 Theory: Definition and construction.

1.2 Early theories and their effect on understanding of the child.

1.3 Ethological theories: Darwin, Lorenz and Bowlby

1.4 Learning theory: Pavlov. Watson, Skinner: cross cultural relevance and current status.

Unit II

2.1 Freud's Psychoanalytic theory ,Neo Freudians: Jung, Adler, Anna Freud; cross cultural implications and current status

2.2 Erikson's Psychosocial theory, cross cultural implications and current status.

2.3 Cognitive theories:

- Piaget's theory: cross cultural relevance and current status
- Vygotsky's theory: cross cultural relevance and current status

Unit III

3.1 Bandura's social learning theory

3.2 Theories of self by: Mead and Kakar

3.3 Indian thought on human development.

3.4 Humanistic and developmental psychology.

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all.

Section II: Will consist of six short answer questions.

(Weightage :15 Marks) (2 from each unit, proportionately spread) The weightage of each question will be 5 marks. The candidate will be required to attempt any 3 question in all.

References:

1. Newman, Barbara M. and Newman, Philip.R.(2001). *Theories of Human Development*. Routledge Taylor and Francis Group.
2. Thomas, R. Murray (2000). *Recent Theories of Human Development*. Sage Publications.
3. Lerner, Richard M (2001). *Concepts and Theories of Human Development*. Lawrence Erlbaum Associates.
4. Salkind, Neil J.(2004). *An Introduction to Theories of Human Development*. Thousand Oaks,CA: Sage Publications.
5. Crain,S.(2004). *An Introduction to Theories of Human Development*. Thousand Oaks,CA: Sage Publications.

First semester

Detailed Syllabus

C.No. 408(Core Course) Title: Methods of Studying Human Development

Credits: 3 Maximum Marks: 75

- a) Semester Exams: 60
- b) Sessional Exam: 15

Duration of Examination: 2¹/₂ hours

Syllabus of the examinations to be held in Dec 2009, Dec 2010

Objectives:

1. To study different methods and techniques of understanding Human Development
2. To apply the various methods studied in practical context

Contents:

Unit I:

- 1.1 **Introduction** :Need for studying Human development, basic principles for selection of appropriate methods, issue of reliability and validity.
- 1.2 **Observation Method**: Concept, types, advantages and limitations, application, considerations for conducting and recording observations.
- 1.3 **Interview Method**: Characteristic features – Types, advantages and limitations, applications, preparation of Interview Schedule/guide, general considerations for conducting Interviews.

Unit-II

- 2.1 **Questionnaire Method**: Characteristics, types, advantages and limitations, uses, considerations for construction and administration of questionnaire
- 2.2 **Case study Method** :Characteristic features, advantages and disadvantages, development of case study protocols
- 2.3 **Anthropometric measurements**
Types and measures of Human growth

Unit-III

- 3.1 **Sociometry**: Meaning, types and applications

3.2 Some psychometric methods

- Scale for infant assessment
- Stanford Binet Scale
- The Wechsler battery of tests
- Children's Apperception Test
- Draw a man test
- Bhatia's Battery
- Raven's Progressive Matrices
- Differential Aptitude Test

3.3 Application of tools in Indian conditions

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice with in the _____ unit). Each question will be of 15 marks. The candidate will _____ be required to answer one question from each unit (Total 3 _____ questions)

Section II: Will consist of six short answer questions. (2 from each unit,

(Weightage : 15 Marks) _____ proportionately spread over the unit).The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.

References:

1. Freeman,F.S..(1963)Theory and Practice of Psychological Testing.Oxford and IBH Publishing Co.
2. Snee, B.(1987) Child Observation skills.Croom Helm,U.S.A.
3. Singh,Arun Kumar.(1988)Measurements and Research methods in Behavioural _____ Sciences.New Delhi.Mc.Graw Hill.
4. Aylward,G.(1994).Practitioner's guide to developmental and psychological testing.New York:Plenum Press.
5. Yin,R.(1994). Case study research:Design and methods (2nd ed.). Beverly Hills, CA:Sage
6. Smith, J.A.Harre, R., and Van Langeenhove, L.(1995).Rethinking Psychology.London:Sage.
7. Minium,E.W.(2003)Statistical Reasoning in psychology and Education. 4th Edition
8. Gillham,B.(2005) Case study Research methods 1st Edition.New York.
9. Anastari, A. and Urbina S.(2005) psychological Testing.Prentice Hall of India.New Delhi.

10. Angrosino, M. (2007) Doing Ethnographic and Observational Research. Sage

11. Kvale,S.(2007) Doing Interviews. Sage

12. Kaplau,R.M and Saccuzzo, D.P.(2007)Psychological Testing: Principles, Applications and Issues. Sixth Edition. Wadsworth UK.

First Semester

Detailed Syllabus

C. No: 409 (Core Course)

Title: Study of Family in Society

Credits:3

Maximum Marks: 75

- a. Semester Exams: 60
- b. Sessional Assessment:15

Duration of Examination: 2 ½hrs

Syllabus for the examinations to be held in Dec.2009, Dec. 2010

Objectives:

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

Contents

Unit-I

1.1 The family in social context

1.1.1 Family as a component of social system, structure and context

1.1.2 Family as an evolving and dynamic institution

1.1.3 Function of family

1.2 Types of Family

1.2.1 Family structure: Traditional Extended/Joint and Nuclear families

1.2.2 Alternate families: Single parent, childless, female headed, the blended family and the adopting family .

1.2.3 Cause and effect of different family structures on changing roles of family.

Unit-II

2.1 Approaches/Theories in Family Studies

- 2.1.1 Systems approach
- 2.1.2 Family developmental theory
- 2.1.3 Family life-cycle approach
- 2.1.4 Structural functional theory
- 2.1.5 Exchange Theory
- 2.2 Family and Societal exchanges/influences**

- 2.2.1 Work and Family
- 2.2.2 Education and Family
- 2.2.3 Religion and Family
- 2.2.4 Ecology and Family

Unit-III

3.1 Marriage & Kinship

- 3.1.1 Concept, characteristics and effect of modernization on marriage.
- 3.1.2 Kinship: Concept, Types, usages and roles

3.2 Family Disorganization

- 3.2.1 Meaning, Types of Conflicts and resolving conflicts

3.3 Contemporary Issues and Concerns

- 3.3.1 Changing gender roles
- 3.3.2 Dowry, Divorce and Remarriage

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.(2 questions (Weightage= 45 marks) from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all)

Section II: Will consist of six short answer questions. (Weightage=15marks) (2 questions from each unit, proportionately spread)The weightage of each question will be 5 marks.
The candidate will be required to attempt any 3 question in all)

References:

1. Adams, B.N.(1975).The Family. A sociological interpretation Chicago: Rand Mc. Nill
2. Ahuja, R.(1977).Indian Social System (2nd Edition), Jaipur, Rawat.
3. Bharat, S.(1996).Family measurement in India.New Delhi;Sage publications
4. Colemar,J.C.(1988)Intimate relationships: Marriage and Family patterns: N.Y.Macmillian
5. Coer, R.(1975). Family: Its structure and functions. New York.Macmillian
6. Hoover,H.M & Hoover, H.K.(1979).Concepts & Methodologies in family: An instructor's resource handbook. Boston:Allyn & Bacon
7. Lock, S.L.(1992).Sociology of the Family. London Prentice Hall
8. Ratra, A., Kour, P & Chhikara, S.(2006) Marriage & Family in Diverse & Changing Scenario Deep and Deep Publications Pvt.Ltd.
9. Seixan,R. (1993).Family Studies in India .Appraisal and Ndw Directions in T.S.Saraswati & B.Kaur (Eds.).Human Development and family studies in India.An agenda for research and policy, New Delhi: Sage.

First semester

Detailed Syllabus

C.No. 410 Title: Early Childhood Care and Education

Credits: 4 Maximum Marks: 100

- a) Semester Exam: 80
- b) Sessional Exam: 20

Duration of Examination: 3 hours

Syllabus of the examinations to be held in Dec.2009, Dec.2010

Objectives:

- To gain knowledge and insight regarding principles of early childhood care & education.
- To develop the skills and techniques to plan activities ECCE Centres of different types.
- To conduct activities in early childhood care and education and to work effectively with parents and community.

Contents:

Unit I: Introduction and Philosophical Foundations

1.1 Introduction to Early Childhood Care and Education

- Importance, need and scope of ECCE
- Objectives of ECCE
- Play way methods and its difference from formal and non formal methods
- Types of preschools/programmes: Play centers, day care, Montessori, kindergarten, balwadi, Anganwadi, Creche

1.2 Philosophical foundations of Early Childhood Care and Education

- Western influences: Pestalozzi, Rousseau, Frobel, Montessori, John Dewey
- Indian Contributors: M.K. Gandhi, Rabindranath Tagore, Tarabai Modak, Gijubai Badheka

Unit II : Development of ECCE in India

2.1 Evolution of ECCE in India

- Pre Independence period
- Post Independence: Contribution of Five Year Plans, Kothari Commission, Yashpal Committee, Maharashtra Preschool Center Act to *Right to Education Bill*

2.2 Contribution of the following agencies/programmes to ECCE in India

- ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creches.

Unit III: Organization of preschool centers

3.1. Concept of organization and administration of early childhood centers

3.2. Administrative set up and functions of personnel working at different levels. Staff/personnel service conditions. Role and responsibilities, essential qualities of a care giver/teacher, other personnel.

3.3. Building and equipment: Location and site, arrangement of rooms, different types and size of rooms, play ground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material.

3.4. Record and Report: Types, aim and purpose/need, general characteristics e.g., anecdotal, cumulative, sample work, medical etc.

Unit IV: Programme Planning and Activities for ECCE centers

4.1. Programme Planning

- Planning: Setting goals and objectives of plans- long term, short term, weekly and daily planning. Routine and schedules
- Teaching and learning strategies
- Need and use of Individual Education Plan (IEP)

4.2. Construction of early childhood curriculum

- Teaching language, maths, science and cognitive concepts
- Use of art, music, drama and literature in the classroom.

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of eight long answer questions.

(Weightage: 60 Marks) (2 questions from each unit with internal choice within the unit).
Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 4 questions in all)

SectionII: Will consist of eight short answer questions.

(Weightage :20 Marks) (2 from each unit, proportionately spread)The weightage of each question will be 5 marks. The candidate will be required to attempt any 4 questions in all)

References:

1. Brewer, J.A. (1998). Introduction to early childhood education (3rd Edition). Boston: Allyn and Bacon

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. Schirrmacher, 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
9. Thamarasseri, I. (2008). Early childhood and elementary education. New Delhi: Kanishka Publishers.

First semester

Detailed Syllabus

C.No. 426

Title: Practicals

Maximum Marks: 200

a) Semester Exam. : 100

b) Sessional Assessment: 100

Duration of Examination: **4 hours**

Syllabus of the examinations to be held in Dec.2009, Dec. 2010

Unit I.

Credits-1

- 1.1 To study Cognitive Development in children
- 1.2 To study child rearing practices in different ecological settings

Unit-II

Credits-3

- 2.1 Administration and scoring of any two psychological tests
- 2.2 Interview with children/parents/community (any one)
- 2.3 To prepare case study of one normal children.

Unit-III

Credits-1

- 3.1 To study the variation in family patterns in the existing socio-cultural milieu.
- 3.2 To study the perception of community towards gender roles, dowry, divorce and remarriage

Unit-IV

Credits-3

- 4.1 Visit to various centres of Early Childhood Care and Education: Preschools, Nursery schools, Day Care Centre, Balwadi, Anganwadi Centres.
- 4.2 Preparing the following teaching material kit (any two)
 - Story and their techniques
 - Puppets and mobiles
 - Song booklet and low cost musical instruments
 - Readiness games and materials
 - Art and Craft portfolios

- Picture talk and object talk related material

4.3 Planning one week programme for an ECCE centre

Second Semester

C.No:466

Title: Statistics

Credits: 3

Maximum Marks: 75

a)Semester Exams: 60

b)Sessional Assessments: 15

Teaching Periods: 3/Week

Teaching Load: 30-35/Semester

Duration of Examination: 2¹/2 Hours

Syllabus for the Examinations to be held in May 2009, May 2010 & May 2011

Objectives:

1. To understand the role of Statistics in research in Home Science
2. To learn basic statistics and their application for research data.

Unit-I.

- 1.1 **Statistics:** Definition, function, applications, limitations, descriptive and inferential statistics, statistics and computers
- 1.2 **Classification and tabulation of data:** meaning and types, frequency distribution
- 1.3 **Descriptive Statistics:** Measures of central tendency - Mean, Median, Mode
Measures of variation - Range, variance and standard deviation

Unit-II

- 2.1 **Probability:** Basic principles and applications
 Concept of probability distributions; Normal distribution-concept, Characteristics and applications
- 2.2 **Hypothesis testing:** Procedure, types of errors, one tailed and two tailed tests,
 Standard error, levels of significance
 Tests of significance for large samples: for difference in means.
 Tests of significance for small samples: t test

Unit-III

- 3.1 **Parametric and non-parametric tests** –concept
 Selected non-parametric tests: Chi square test-concept and its applications
- 3.2 **Correlation**-Karl Pearson’s coefficient of correlation, Spearman’s rank correlation, interpreting the coefficient of correlation and Probable error.
- 3.3 **Regression and prediction**

Note for Paper Setting:

M.M. = 60

Time = 2¹/2 hrs.

The question paper will contain two sections:

- | | |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Section I

(Weightage = 45marks)</p> | <p>Will consist of six long answer questions.

(2 from each unit with internal choice within each unit). Each question will be of 15 marks. The candidate will be required to answer 3 questions selecting one from each unit.</p> |
| <p>Section II

(Weightage =15 marks)</p> | <p>Will consist of six short answer questions.

(2 from each unit, proportionately spread over the unit). The weightage for each question shall be of 5 marks. The candidate</p> |

will be required to answer any 3 questions.

References:

1. Gupta, S.P.(Latest Ed.)Statistical methods.New Delhi: Sultan Chand
2. Aggarwal,Y.P(1980).Statistical Methods:Concepts , applications and computation.Sterling Publishers Pvt. Ltd..New Delhi (1988).
3. Bensen, M.L.,Levine.D.M and Rhinds Kopf,D.Applied Statistics: a first course.Prentice Hall,Englewood Cliffs, New Jersey.
4. Blalock,M.H.(1984)(Revised Second Edition).Social Statistics.McGraw-Hill International Book Company.
5. Kapoor,V.K. (1990) (Third Edition).Problems and Solutions in Statistics.Sultan Chand and Sons Publishers ,New Delhi
6. Madrigal,L.(1998) Statistics for Anthropology. Cambridge University Press.
7. Borse,M.N. (2005).Hand Book of Research Methodology:Modern,Methods and New Techniques(1st Edition)Shree Niwas publications.Jaipur
8. Bear,G.King, M.B.,Minium, (2008)W.E(Third Ed.)Statistical Reasoning in Psychology and Education John Wiley and Sons-Inc. O.K.

Second Semester

C.No: 467

Title: Anthropological & Cross-Cultural

Perspectives in Human Development

Credits: 3

Maximum Marks: 75

a) Semester Exams: 60

b) Sessional Assessment: 15

Teaching Periods: 3/Week

Teaching Load: 30-35/Semester

Duration of Examination: 2¹/₂ Hours

Syllabus for the Examinations to be held in May 2009, May 2010 & May 2011

Objectives:

- 1) To understand the concepts and frameworks available in anthropology, sociology and cultural psychology to understand human development.
- 2) To view, within these frameworks, the concerns, issues and problems affecting human societies.
- 3) To perceive the need for indigenization and development of humanistic approach in the study of human development.

Unit-I

1.1 Anthropological Perspectives:

Anthropology and its relevance to the study of human

development and family studies

1.2 **Culture:** definition, characteristics,

1.3 **Basic concepts in the study of culture:** cultural traits, complexes,

zones, culture and civilization ,Institutions, customs, laws,

conventions,folkways, mores, social

control and conformity

1.4 **Mechanisms and Processes of Social&Cultural Change:**

Migration, Acculturation,Crisis of Social Change, tradition and

modernity.

Unit-II

2.1 **Culture and Psychology:**

Cross cultural Psychology, cultural studies, cultural psychology

and indigenous psychology.

2.2 **Approaches to study of culture and psychology:**

Constructivist

Socio-historical approach

2.3 **Personal and Collective culture:** Individual, other groups,

humanity

2.4 **Theoretical and Methodological issues in the study of**

culture and Psychology

Unit-III

3.1 Important domains in study of Cultural Psychology

Socialization : Cross-cultural approaches to child rearing

Language: Modes of representation, speech, communication
and art. Semantics of culture: critical words, meaning making.

Personality: Culture and personality

Cognition: Perception, memory.

Note for Paper Setting:

M.M. = 60

Time = 2¹/₂ hrs.

The question paper will contain two sections:

Section I

Will consist of six long answer questions.

(Weightage =45 marks)

(2 from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 3 questions)

Section II

Will consist of short answer questions.

(Weightage =15 marks)

(2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.

References:

1. Belly, J.W., Poortinga, Y.H & Paney (Eds.) (1981) Handbook of cross

cultural psychology: Theory and Method. Boston:Allyn and Bacon

2. Beny, J.W., Poortinga, Y.H., and Segull, M and Dasen, P.R.(1992)Cross Cultural Psychology. Research and applications. Cambridge:Cambridge University Press.
3. Bery, J.W.Dasen, P.R.and Saraswathi, T.S.(Eds.) (1997) Handbook of cross cultural Psychology. Basic Processes and Human Development (2nd Ed.Boston:Allyn and Bacon.
4. Saraswathi, T.S(1999) Culture,Human Development and Socialization. New Delhi: Sage.
5. Majumdar, T.N. and Madan, D.N. An introduction to Social Anthropology .
6. Chaudhary.N.(2004) Listening to Culture. New Delhi Sage

Publisher.

Second Semester

C.No: 468

Title: Advanced Study in Human Development

Credits:4

Maximum Marks: 100

a)Semester Exams: 80

b)Sessional Assessments: 20

Teaching Periods: 4/Week

Teaching Load: 40-45/Semester

Duration of Examination: 3 Hours

Syllabus for the Examinations to be held in May 2009, May 2010 & May 2011

OBJECTIVES

1. To gain advanced knowledge of development processes.
2. To explore the critical areas in the study of development.
3. To discuss contemporary concerns in the study of development and change.

CONTENTS

UNIT I

Conceptual

Issues in the study of development

- 1.1 Principles of growth and development
- 1.2 Critical areas of study:

Nature - Nurture issue, Maturation and learning, Sex differences, Sensitive periods, Cultural differences, Secular trends in growth, Normality-variation, Competence- performance.

Unit- II

Issues and concerns in Early years and Adolescence

2.1 Infancy

The cultural experiences of being an infant

Infant stimulation and development

Role of father, mother and significant others in formation of attachments

2.2 Early Childhood

Play and early learning

The emerging self

Parenting and cultural processes

2.3 Middle Childhood

Role of peer group and family in middle childhood

The experience of schooling - academic achievement

2.4 Adolescence

Between childhood and adulthood: perspectives on adolescence

UNIT III

3.1 Issues and concerns in Adulthood and Ageing

Adulthood, ageing and identity: personhood in later life

The biopsychology of ageing--stability and change; menopause; emotionality

The experience of midlife; the subjective experience of growing older

Work and career development

Family dynamics and the life course

Interpretations of life and death

Cultural representations of mature adulthood

Unit IV

4.1 Issues of Contemporary concerns

Cultural and historical variations in birthing practices

Behavioural genetics: Predicting, detecting and treating hereditary disorders,

Ethical issues surrounding treatments for hereditary disorders.

Fostering creativity during different developmental stages.

4.2 Key concepts, Principles of development, life cycle stages in

the various religious: Hindu, Buddhist, Islamic, Christian perspective

Note for Paper Setting:

M.M. = 80

Time = 3 hrs.

The question paper will contain two sections:

Section I Will consist of eight long answer questions.

(Weightage =60 marks) (2 from each unit with internal choice within the unit). Each

question will be of 15 marks. The candidate will be required to answer one question from each unit (total 4 questions)

Section II

Will consist of short answer questions.

(Weightage =20 marks)

(2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 4 questions.

References:

1. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2004). Human Development (9th Ed). New Delhi: Tata McGraw- Hill Publishing Company Ltd.
2. Berk, L.E.(2004). Development Through the Lifespan (3rd Ed). New Delhi: Pearson Education,Inc.
3. Bhatt, N. (2007). Human Development- A Lifespan Perspective. Jaipur : Aavishkar Publishers.
4. Rice, F.P. (1992). Human Development: A Lifespan Approach. New Jersey: Prentice Hall.
5. Shaffer , D,R. and Kipp, K.(2007). Developmental Psychology: Childhood & Adolescence(7th Ed). Australia: Thompson Wadsworth
6. Santrock, J.W.(1997). Lifespan Development. Brown and Benchmark
7. Saraswathi, T.S.(2003).Cross-Cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.

Second Semester

C.No: 469

Title: Adolescence: Issues & Concerns

Credits: 3

Maximum Marks: 75

c) Semester Exams: 60

d) Sessional Assessments: 15

Teaching Periods: 3/Week

Teaching Load: 30-35/Semester

Duration of Examination: 2 ½ Hours

Syllabus for the Examinations to be held in May 2009, May 2010 & May 2011

Objectives:

- 1) To understand the sub-stages of adolescence in human development.
- 2) To study the major developmental characteristics of these stages.
- 3) To study the issues of identity, developmental tasks & problems associated with this stage specifically in Indian context.

Contents

Unit 1

1.1. Introduction To Adolescence

Characteristics, Link with Middle Childhood & Youth

Sub-stages, Developmental Tasks.

1.2 Perspectives On Adolescence (Briefly)

Biological Perspective (Hall, Gesell)

Psychoanalytic Perspectives (Freud, Anna Freud, Erikson)

Psychosocial – Cultural Perspective (Havighurst, Bandura, Mead)

Indian Perspectives (Kakkar, Das)

1.3 Physical & Sexual Development

Puberty, Development of Primary & Secondary Sex Characteristics.

Psychological Response to Puberty.

Gender Differences.

The Sexual Self: Close Relationships in Adolescence

HIV / AIDS: Causes & Prevention.

Unit II

2.1 Cognitive Development

Formal Operations–Piaget’s Theory, Psychometric Approach,

The Information – Processing View

Academic & Career Concerns

Opportunities for Education & Formal Training

Importance of Academic Achievement

2.2 Social & Emotional Development

Interpersonal Relations: Family, Peers & Friendship

Conflict with Authority

Media Influences on Development

2.3 Defining The Self :Identity Formation

Self Concept, Self Esteem, Identity Formation: Identity Statuses & Styles.

Intimacy with Oneself & Others.

Unit III

3.1 The Indian Adolescent

Concept of Adolescence in India

Demographic Profile of Adolescents in India (Number, Sex Ratio, Literacy, Health)

Indian Views on Adolescents Identity

3.2 Problems Of Adolescents

Juvenile Delinquency, Depression, Suicide, Substance Abuse

3.3 Policies & Programmes For Adolescents In India (Briefly)

Note for Paper Setting:

M.M. = 60

Time = 2¹/₂ hrs.

The question paper will contain two sections:

Section I

Will consist of six long answer questions.

(Weightage =45 marks) (2 from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 3 questions)

Section II Will consist of short answer questions.

(Weightage =15 marks) (2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.

References:

1. **Atwata, E. (1988).** Adolescence. New Jersey: Prentice Hall.
2. **Balk, D.E. (1995).** Adolescent Development. New York: Brooks/ Cole
3. **Cobb, N.J. (2001).** Adolescence: Continuity, Change & Diversity. California: Mayfield Publishers.
4. **Erikson, E.H. (1968).** Identity: Youth & Crises. London: Faber & Faber.
5. **Kroger, J. (1996).** Identity in Adolescents. London: Routledge
6. **Kakar, S. (1992).** Identity & Adulthood. Delhi: Oxford University Press
7. **NIPCCD (2000).** Adolescent Girl Scheme – An Evaluation, New Delhi: NIPCCD
8. **Sharma, N. (1996).** Identity of the Adolescent Girl. New Delhi: Discovery Publishing House.
9. **Saraswati, T.S. & Dutta, R. (1988).** Invisible Boundaries: Grooming For Adult Roles. New Delhi: Northern Book Centre.
10. **Sharma, N. (1999).** Understanding Adolescence. New Delhi: National Book Trust.

Second Semester

C.No: 470

Title: Parenting Through the Life Span

Credits: 3

Maximum Marks: 75

a) Semester Exams: 60

b) Sessional Assessments: 15

Teaching Periods: 3/Week

Teaching Load: 30-35/Semester

Duration of Examination: 2¹/2 Hours

Objectives:

1. To learn about the role of parents in the development of children through various age spans.
2. To know about the effect of changing socio-cultural dynamics on the parental role and skills.
3. To learn about the need of quality developmental interactions at different age stages.
4. To know and learn about the latest services available for parents.

UNIT I

- 1.1 **Parenthood:** The nature and characteristics of Parent-Child Relations, Concept of parenthood, parenting skills, parenthood as a Developmental Role, being a competent parent.
- 1.2 **Role of parents:** Mothering and Fathering – Characteristics and determinants. Grandparents as coparents
- 1.3 **Diversity of Contemporary Families:** Changing concept of parenthood and childhood. Strategies for contemporary parenting.
- 1.4 **Developmental Interaction in the Child-Rearing Years:** Child birth and the transition to parenthood, evolving personal concepts of parenthood, providing structure and nurturance for infants, supports for care giving in Infancy.

UNIT II

- 2.1. **Developmental Interactions in Early Childhood:** Parenting young children, providing nurturance for young children, beginning socialization experiences, refining parenting behaviors and styles, preschool children and parents.
- 2.2. **Developmental Interactions in Middle Childhood:** New models of parenting behaviour, continuing socialization experiences, parenting school age children, discovering personal capacities and sense of responsibility.
- 2.3 **Developmental Interactions in Adolescence and Early Adulthood:** Parental role in development of a sense of personal identity and adjustment to puberty, family life education, developing healthy sexual relations. Establishing a sense of intimacy in Early Adulthood, preparation for independent living, prolonged dependencies between parents and young adults.

UNIT III

- 3.1. **Challenging Issues of Contemporary Parenting:** Parenting in the Single Parent Family System, in Step Family System, in High- Risk Families (Abusive families, Addiction, Violence affected).
- 3.2. **Special Concerns of Parenting:** Adoption Issues, Parenting Child with special needs, Homosexuality and parenting, Maltreatment and parents.
- 3.3. **Services for parents:** Family Counselling, Parental Coaching, guidance services and forums for parents.

Note for Paper Setting:

M.M. = 60

Time = 2¹/₂ hrs.

The question paper will contain two sections:

Section I	Will consist of six long answer questions.
(Weightage = 45marks)	(2 from each unit with internal choice within each unit). Each question will be of 15 marks. The candidate will be required to answer 3 questions selecting one from each unit.
Section II	Will consist of six short answer questions.
(Weightage =15 marks)	(2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.

REFERENCES:

1. Brim, Harman.(1980). Learning to be parents, principles, programmes and methods. Sage Publications.
2. Bigner, Jerry, J. (1998).Parent-Child Relations-An Introduction to parenting. Prentice Hall Inc.: NJ.
3. Cherlin, A.J. (2002).Public and Private Families: An Introduction. 3rd Edition. McGraw-Hill Higher Education: US.
4. Datta, Neha. (2007). Good Parenting. Pointer Publishers. Jaipur, India.
5. Kail, Robert, V. (2001). Children and their Development. 2nd Edition. Prentice Hall: NJ.
6. Mc Devitt, T.M. and Ormrod, J.E. (2002). Child Development and Education. Pearson Education Inc.:NJ.
7. Miller, D.F. (2007). Positive Child Guidance. 5th Edition. Thomas Delmar Learning: USA.
8. Popper, Adrienne. (1986). Parents: Book for the Toddler Years. Gruner and Jahr: USA Publishing.
9. Rao, V.K. and Reddy, R.S. (1997). Parent Education (Readings in Learning Education Services). New Dehi: Commonwealth Publishers in association with Dr. Zakir Hussain Institute for Non formal and continuing Education.
10. Santrock, John, W. (2003). Child Development. 7th edition. Brown and Benchmark Publishers: USA.
11. Steinberg and Meyer. (1995). Childhood. McGraw- Hill Inc: NY.

Second Semester

C.No: 477

Title: Practicals & Internship

Credits: 8

Maximum Marks: 200

a)Semester Exams: 100

b)Sessional Assessments: 100

Duration of Examination: 4 Hours

Syllabus for the Examinations to be held in May 2009, May 2010 & May 2011

Internship:

Credit- 4

1. Placement in an ECCE Centre for 10 days
 - a) Planning Programme
 - b) On job use of teaching aids
 - c) Preparation of a report related to placement

Practicals

Credit-4

1. Understanding infant development in cultural context by studying child-rearing practices, traditional games, songs of infant care and stimulation.
- 2.(a) Planning a parent education programme
 - (b) Execution and Reporting of the parent education programme

3. Assessing media (electronic & print) influences on adolescent lives.
- 4.a) Adolescent's view about the qualities and skills of their own parent.
b) Adolescent's self introspection about the potential skills they would like to acquire as a parent.
5. Study the developmental characteristics in
 - a) Young adulthood
 - b) Middle adulthood
6. (a) Interacting and Assessing the needs of the institutionalised aged.
b) Planning and executing recreational activities for the aged.

C. No: 506(Core Course)

Title: Dissertation

Credits:4

Maximum Marks: 100

- a. Internal Assessment: 100
- b. Teaching Periods: 8/Week

Objective:

- To undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge in the field of human development and childhood studies/any other topic related to this field.
- The student will be guided and supervised by a member of the teaching faculty of the concerned department. However, the dissertation in which the research culminates should reflect the student's own work.

Third Semester

Detailed syllabus

C. No:515 (Core Course)

Title: **Analysis and Presentation of Scientific Data**

Credits:3

Maximum Marks: 75

Semester Exams: 60

Sessional Assessment:15

Teaching Periods: 3/Week Semester

Duration of Examination: 2 ½hrs

Syllabus for the examination to be conducted in Dec 2009, Dec 2010, and Dec 2011

Objectives:

1. To apply statistical techniques for analyzing and interpreting scientific data meaningfully.
2. To enable the students to use computers for analysis and presentation of scientific data.
3. To be able to appreciate, understand the importance and develop competence in/of writing scientifically.

Contents:

Unit I

- 1.1 Analysis of data: Need for analysis of Data Qualitatively and Quantitatively.
- 1.2 Organization and presentation of Data:

*Coding: Data reduction, coding guide, invalid or missing data.

*Graphic presentation: Graphs, diagrams and charts

- 1.3 Guidelines for selecting statistical procedures for data analysis

Unit II

- 2.1 Some selected statistical tests for analysis and inference of data:

- Percentile Ranks
- ANOVA- One way and two way classified models
- Non parametric tests: Mann Whitney and Sign Test

- 2.2 Using computer for analysis and presentation of data:

- Need and Importance
- Introduction to Statistical Packages-SPSS, Systat 9.

- 2.3 Using Internet:

- Guidelines for interpreting information

- Search engines

Unit III

3.1 Presenting a research report:

- * Different Forms-written, oral And poster
- * Guidelines for writing a research paper, making a poster and seminar presentation.

3.2 Parts of a research report: Dissertation

3.3 Writing process:

- * Forming structure, preparing outline, organizing notes, drafting and redrafting, footnotes.

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit).

Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all) to

SectionII: Will consist of six short answer questions.

(Weightage :15 Marks) (2 from each unit, proportionately spread)The weightage of each question will be 5 marks. The candidate will be required to attempt 3 questions in all)

References:

1. Minium,E.W.,King,B.M. and Bear,G.(1995) Statistical Reasoning in Psychology and Education. New York:John Wiley and Sons.
2. Gupta, S.P. (Latest Edition)Statistical Methods.New Delhi:Sultan Chand
3. Bell, J.(1999).Doing your research project:Guide for the first time researchers in social sciences. NewDelhi:Viva Books
4. McBurney, Donald H.and White,Theresa L.(2001) Research Methods(7th). New Delhi: Thompson Woodworth.
5. Walliman,Nicholas (2005)Your Research Project(2nd Ed)New Delhi: Vistaar Publications.
6. Mullins,C.J(1997) A guide to writing and publishing in social and behavioral sciences. New York: John Wiley and Sons.

7. Richardson, L (1990) Writing Strategies: Reaching diverse audience. California: Sage
8. Thyer, B.A. (1994) Successful publishing in scholarly journals. California: Sage
9. Kjell, Erik R and Newton, Rae R (2007) Surviving your dissertation: Sage

SYSTAT 9 reading material.

C.No516

**Title: Management Issues and Techniques for Child
& Family Welfare Programme**

Credits: 3

Maximum Marks: 75

a) Semester Exams: 60

b) Sessional Assessment: 15

Syllabus Teaching Periods: 3/Week

Teaching Load: 30-35/Semester

Duration of Examination: 2 ½hrs

Syllabus for the Examination to be held in December 2009, December 2010, December 2011

Objectives:

1. To understand the purpose, scope and challenges in the management of programmes.
2. To study the various techniques of programme management.
3. To understand the need and rationale for effective monitoring and evaluation of programmes.
4. To study the process and strategies for monitoring and evaluation.

Unit – I

1.1 Management: A conceptual analysis.

Meaning, significance, and principles of management.

1.2 Management process of various programmes for child and family welfare.

Principles of programme design and development— Need assessment,

Planning, Organizing, and Controlling.

1.3 Management Issues in Programme Sustainability

Skills, delivery of services, infrastructure, and decentralized development.

Unit – II

Programme Formulation and Implementation

2.1 Programme formulation: Definition, types and steps.

2.2 Programme appraisal: Issues, techniques: CBA (Cost Benefit Analysis), SCBA (Social Cost Benefit Analysis).

2.3 Programme Implementation: Input measures, Role, function, and characteristics of staff.

Need and importance of community participation in programme implementation, and output measures.

Unit –III

3.1 Monitoring and evaluation of programmes

Definition, purpose and objectives.

Steps in monitoring and evaluation.

3.2 **Types of evaluation:** formative, summative and ex-post, internal and external evaluation

3.3 **Techniques of evaluation:** PERT, SWOT, MIS, participatory techniques.

3.4 Monitoring and evaluation of family and child welfare programmes with special reference to ICDS.

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit).

Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all)

SectionII: Will consist of six short answer questions.

(Weightage :15 Marks) (2 from each unit, proportionately spread)The weightage of each question will be 5 marks. The candidate will be required to attempt 3 questions in all)

References :

1. Chandra, P.(1995). Projects --- Planning, Analysis, Selection, Implementation and Review. New Delhi: Tata McGraw.
2. Jayakaran, R. L. (1996) Participatory Learning and Action: User's guide and Manual. Madras: World Vision India.
3. Hildbrand, U. (1984). Mangement of Child Development Centers. New York: Collier Macmillan Publishing.
4. Dale, R. (2004) Evaluating Development Programmes and Project. New Delhi: Sage Publications.
5. Rossi, Peter H. and Howard E. Freeman(1993). Evaluation: A Systematic Approach. Newbury Park, California: Sage Publications (5th edition).
6. Mukherjee, Amitava.(2004). Participatory Learning and Action. New Delhi: Concept Publishing Company.

C. No: 517(Core Course)

Title: Disability Studies

Credits:3

Maximum Marks: 75

- c. Semester Exams: 60
- b. Sessional Assessment:15
- c. Teaching Periods: 3/Week

of Examination: 2 ½hrs

Syllabus Duration for the examination to be conducted in Dec 2009, Dec 2010,and Dec 2011

Objectives:

1. To become aware of various disabilities and the manner in which these affect the lives of individuals.
2. To identify the physical and social barriers which create difficulties for people with disabilities.
3. To discuss supports and provisions for people with disability in society.
4. To develop an understanding of rights of the disabled.

Contents:

Unit I: Disabilities and Disability Studies

- 1.1 Introduction to Disability Studies.
- 1.2 Various approaches to defining and understanding disability: the biomedical, social, rehabilitation, legal and education model.
- 1.3 The role of context in the meaning of normality and disability
- 1.4 Physical and social barriers in the development of persons with disabilities and their mitigation.

Unit II: Disability: Major Types and their Understanding

Nature, classification, causes, assessment, treatment, training and rehabilitation of

the following:

- 2.1 Physical and Loco motor impairments
- 2.2 Intellectual impairments: Mental Retardation
- 2.3 Sensory Impairments: Visual and Hearing Impairment

Unit III: Some other Disabilities and Response to Disability

- 3.1 Nature, Causes and Assessment of the following (Briefly)
 - Learning Disabilities
 - Giftedness
 - Communication Disorders
 - Autistic Spectrum Disorders and Pervasive Developmental Disorders
- 3.2 Disability Policy and Legislation: Legislative approaches in the provision of services to people with disorders and disabilities.

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit).
Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all) to

SectionII: Will consist of six short answer questions.

(Weightage :15 Marks) (2 from each unit, proportionately spread)The weightage of each question will be 5 marks. The candidate will be required to attempt 3 questions in all)

References:

1. Allen,E.K. and Schwartz,I.S.(1999).The Exceptional child: Inclusion in Early Childhood Edu (3rd Ed.) Delmar Publishing:UK
2. Baquer, A. (1994). Disabled, Disablement, Diabolism. New Delhi: Voluntary Health Association of India.
3. Batshaw,M.L.(1997). Children with Disabilities (4th Ed.).Paulh Brooks Publishing Co.US
4. Hardman, M.L., Drew, C.J., and Egan, M.W. (1999). Human Exceptionality: Society, School and Family. 6th Ed. Boston: Allyn and Bacon.
5. Hallhan and Kauffman. (1999). Human Exceptionality. Boston: Allyn and Bacon.
6. Hegarty, S. and Alur, M.(2007)Education and children with special needs:From Segregation to inclusion:Sage Publication
7. Narsimhan, M.C. and Mukherjee, A.K. (1986). Disability: A counting Challenge. New Delhi: Wiley Eastern Ltd.
8. Mukherjee,M.(2006).Problems of Disabled People. Ambala: The Associated Publishers.
9. Oliver, M. (1999).Understanding Disability: From theory to practice: London: Macmillan Press.
- 10.Pandey, R.S. and Advani, L. (1996). Perspectives in Disability and rehabilitation. New Delhi: Vikas Publishing House Private Limited.
11. Reddy,G.L. and Sujathanalini,J.(2006).Chidren with Disabilities-Awareness, attitude and competencies of Teachers, New Delhi: Discovery Publishing House.

C. No: 518 (Elective Course)

Title: Principles of Guidance and Counselling

Credits:3

Maximum Marks: 75

a)Semester Exams: 60

b)Sessional Assessment: 15

Duration of Examination: 2 ½hrs

Syllabus for the examination to be conducted in Dec 2009, Dec 2010,and Dec 2011

Objectives:

- To understand the need for guidance and counselling in Human Development
- To introduce basic concepts in guidance, counselling and therapy
- To discuss the processes involved in counselling at different stages in life.

Contents:

Unit I: Introduction to Guidance and Counselling

- 1.1 Guidance and Counselling
 - 1.1.1 Meaning, definition and types of guidance and counselling
 - 1.1.2 Basic principles of Guidance and Counselling
 - 1.1.3 Characteristics of Guidance and counselling
 - 1.1.4 Purposes of Guidance and Counselling
- 1.2 Constructs of guidance, counseling and therapy**
 - 1.2.1 Basic differences
 - 1.2.2 Guidance and Counselling needs of individuals, families and systems
 - 1.2.3 Role of culture in influencing counseling needs and practices

Unit-II Theoretical Foundations of counselling

- 2.1 Affective theories of counselling
- 2.2 Cognitive & Behaviour Theories of counselling
- 2.3 Family therapy approach
- 2.4 Qualities and skills of counsellor
- 2.5 Organisations working for guidance and counselling

Unit-III Counselling for Psychological Disorders

- 3.1 Nature of psychological disorders at different stages that require counselling and therapy
 - 3.1.1 At childhood
 - 3.1.2 At adolescence and youth
 - 3.1.3 Adulthood

3.1.4 In old age

3.2 Techniques of collecting information-testing and non testing(brief description)

Note for Paper Setting:
contain two sections:

The question paper will

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit).

Each question will be of 15 marks. The candidate will be required to answer one question from each unit(Total 3 questions)

SectionII: Will consist of six short answer questions.

(Weightage :15 Marks) (2 from each unit, proportionately spread over the unit) The weightage for each question will be 5 marks. The candidate will be required to answer 3 questions)

References:

1. Burnard,P.(1999).Counselling skills training.New Delhi.Viva Books.
2. Chaturvedi,R.(2007)Guidance and Counselling skills New Delhi: Crescent Publishing corporation.
3. Chaturvedi,R.(2007).Group Guidance and Counselling Nedw Delhi:Crescent Publishing Corporation.
4. Jena,S.P.K.(2008).Behaviour Therapy-Techniques, Research and Applications.Sage Publications.
5. Kaplar,R.M. and Saccuzzo,D.P.(2007).Psychological Testing:Principles,Applications and Issues (6th Edition) Haryana:Sanat Printers
6. Pietrofesa,Hoffman & Splete (1994) Counsey- an intro(2nd Edt.)Hougnton Mifflin Company:USA
7. Miller,D.F.(2009).Positive Child Guidance(5th Edt.)Thomson-Delmar learning:US
8. Kaila,H.C.(2006) Counselling Psychology, New Delhi: Associated Publishers.

C. No: 519 (Elective Course) **Title:** Contemporary Issues in Early Childhood Development

Credits:3 **Maximum Marks:** 75

- a. Semester Exams:60
- b. Sessional Assessment:15
- c. Teaching Periods: 3/Week

Duration of Examination: 2 ½hrs

Syllabus for the examination to be conducted in Dec 2009, Dec 2010,and Dec 2011

Objectives:

1. To study theoretical and empirical paradigms for understanding processes and principles of development in early childhood.

2. To become aware of the current issue involved in ECD.
3. To gain knowledge of critical issues in education for optimal growth and progress of children.
4. To explore and promote factors essential for maximum early childhood development.

Contents:

Unit I: Theoretical Paradigms in ECD

- 1.1 Definition, significance and multi disciplinary nature of Early Childhood Development
- 1.2 ECD services in India: Access, equity and quality
- 1.3 Role of ECE in school enrolment, retention and performance.
- 1.4 School readiness, early learning and development standards: measurement and indicators.

Unit II: Significant Themes and Effective Initiatives in ECD

- 2.1 Principles of programme design and development
- 2.2 Construction of early childhood curriculum for different settings
- 2.3 National initiatives promoting ECD and education – ICDS, Sarva Shiksha Abhiyan, Rajiv Gandhi National Crèche Scheme for the children of working mothers
- 2.4 Effective NGO initiatives – Family Day Care in Bombay, SIDH: Society for the Integrated Development of the Himalayas, SHAISHAV: Crèches for Tobacco workers, URMUL Trust, Bajju.

Unit III: Current Issues in ECD

- 3.1 Physical and sexual abuse of young children within schools
- 3.2 Gender sensitivity in the classroom and curriculum
- 3.3 Health, nutrition and hygiene issues
- 3.4 Media and Children
- 3.5 Liberalization, women's employment and child care issues

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit).

Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all)

SectionII: Will consist of six short answer questions.

(Weightage :15 Marks) (2 from each unit, proportionately spread)The weightage of each question will be 5 marks. The candidate will be required to attempt 3 questions in all)

References:

1. Bhatt, B.D. (2005). Modern Indian Education: Planning and Development.
2. Cullingford, C. (1991). The Inner world of school: Children's ideas about schools. London: Cassell.

3. Choudhary, S. (2006). Nursery Education: a preschool challenge: Dominant Publisher and Distributor: New Delhi.
4. Fass, P.S. (2004). Encyclopedia of children and childhood: in History and Society. New York: Thompson Gale.
5. Ramachandran, V. (2003). Getting children back to school: case studies in primary education. New Delhi: Sage.
6. Swaminathan, M. (1998). The first five years: A critical perspective on early childhood care and education in India. New Delhi: Sage
7. Viruru, R. (2001). Early Childhood Education: Post Colonial Perspectives from India. New Delhi: Sage.

C. No: 527 (Core Course)

Title: Practical and Seminar

Credits: 8

Maximum Marks = 200

Seminar: 2 credits

M.M.=50(Internal Assessment)

The seminar will be presented by each student individually and will be based on the dissertation topic. Presentation of seminar will be compulsory for all students. The assessment will be done internally based on the following criteria:

- a) Compilation of literature available
- b) Writing the seminar report
- c) Presentation skills
- d) Audio-Visual aids prepared

M.M: 150

Internal= 50

External= 100

Practical: 6 credits

Credits

Unit-I

1

1. To learn the use of any one available Statistical package for data analysis.

Unit-II

2

1. To study the functioning of any one child/family welfare programme with a perspective on management (Planning and implementation).
2. To apply any two techniques to evaluate child/family welfare programme

Unit-III

2

1. To prepare case profiles of two disabled individuals (any one disability/across genders).
2. To visit institutions for disabled to understand the services provided to people with special needs.

Unit-IV

1

1. To visit schools/ institutions/ organizations/welfare centers and interact with practicing counselors.

Following course of study is prescribed for the IVth semester of Master's Degree Programme in Home Science (Human Development)

All core courses and Practical Courses are compulsory. Total no. of credits per semester is 24.

C.No. 506/556(Core Course)

Title: Dissertation

(continued from IIIrd semester)

Credits:4

Maximum Marks: 100

External Assessment:100

Teaching Periods: 8/weeks

Objectives:

- To undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge in the field of human development and childhood studies/any other topic related to this field.
- The student will be guided and supervised by a member of the teaching faculty of the concerned department. However, the discussion in which the research culminates should reflect the student's own work.

Fourth Semester

Detailed syllabus

C.No:563(Core Course)

Title: Gender Issues

Credits: 4

Max Marks: 100

Duration Of examination: 3 hrs

Semester Exams: 80

Sessional Assessment: 20

Teaching Periods: 4/week

Duration of Examination: 3 hours

Syllabus for the examination to be conducted in May 2010, May 2011,and May 2012

Objectives:

1. To enable the students to gain a global and national perspective of gender issues and concepts.
2. To gain an insight into various approaches to understand the concept of gender.
3. To have an understanding of institutions, historical and social practices that have shaped women's lives.
4. Promote knowledge of diversity of women's experiences, current issues and initiatives to understand gender.

Contents:

Unit I

Theoretical perspectives:

- * Gender: Definition, concept of gender differences, masculinity and femininity.
- * Theoretical basis for understanding gender (brief overview):
 - Psychological Approach: Freud, Erikson, Gilligan, Social learning, Gender Schema Theory.
 - Sociological Approach: Functionalism, Conflict Theory, Symbolic interaction, Feminism
 - Anthropological approach: Margret Mead.
- * Sociobiology and gender

Unit II

Global perspectives and Contemporary issues:

- * Creation of Gender and Gender/Women's studies:

Placing women in global history, classical societies, Middle Ages, women's movements, creation of interest in it as a discipline of study

- * Global Perspective on Gender: United Nations, India, Eastern World, Western World

- * Contemporary issues in gender studies (briefly):

Gender stereotypes, gender segregation and mainstreaming, gender polarization, Gender and: religion, education, poverty, work, media, Normal gender and disabled women.

Unit III

Indian perspective:

- * Women's movements in India:

Colonial, Nationalist, Anti caste, Working Class and Peasants' movements

Post independence- campaigns and issues.

Rise of NGO's and Micro credit groups.

- * Perspectives on development:

WID (Women in Development), WAD (Women and Development), GAD (Gender and Development), Gender analysis framework, Structural adjustment policies, Gender Budgeting

- * Statistical profile of women in India in relation to the global figures in the areas of demography, education, employment, health, violence.

Unit IV

Laws,policy,programs and major reports:

- * Contribution of law in removing gender disparities:

Major constitutional provisions, Crimes against women and laws to protect against- Sexual harassment, dowry, child marriage, female infanticide and sex selective abortions, domestic violence

- * Policies and programme :

Policy: National policy on empowerment of women.

Programmes: Of Ministry of Women and Child Development and CSWB

- * Major Reports: CEDAW,Beijing Report,Working Group on Empowerment of Women(XIth plan)

Note for Paper Setting:

The question paper will contain two sections:

- Section I Will consist of eight long answer questions.
(Weightage =60 marks) (2 from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 4 questions)
- Section II Will consist of short answer questions.
(Weightage =20 marks) (2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 4 questions.

References:

1. Palriwala, Patricia and Uberoi, Patricia(2008).Marriage, migration and gender.CA: Sage pub.
2. Shanti,K.(2005) Women in India: retrospect and prospect. Anmol Publication Pvt Ltd.
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Fourth Semester

Detailed syllabus

C. No: 564(Core Course)

Title: Laws, Policies and Programmes for Children

Credits:4

Maximum Marks:100

Semester Exams: 80

Sessional Assessment:20

Teaching Periods: 4/week

Duration of Examination: 3 hours

Syllabus for the examination to be conducted in May 2010, May 2011,and May 2012

Objectives:

1. To develop awareness of constitutional provisions and legislations for children
2. To acquire critical knowledge of the adequacy and relevance of prevalent social policies and programmes as they relate to children.
3. To gain In depth understanding of the relevance of the “Rights” perspective.

Contents:

Unit-I Provisions for protection and welfare of children

- Constitutional provisions
- Select legislations, personal laws and any apparent conflict with children’s rights
- International conventions

Unit-II Demographic Profile and Social Policies

- Demographic Profile - age, sex, socio-economic, regional and religious characteristics
- Defining the child: social and legal perspectives
- Legal Framework and legal action for children
- Policies and action plans e.g. national policy for children, education policy, nutrition policy, health policy
- Policies in the last two Five Year Plans
- Human development indices

Unit-III Effective Initiatives

- Transacting policy into programmes: budgetary allocations for children.
- A brief overview of some of the children related programmes
- Government role- Centre, State and Local.
- Civil society including NGOs, media , professional bodies and corporate sector

Unit-IV The Rights Perspective

- Defining: Human Rights, Child Rights, Charter, Convention, Policy
- Child rights within the framework of human rights.
- Evolution of the Child rights paradigm: historical
- Examining the rights perspective in the cultural context with special reference to India
- The role of the united nations child rights committee

Note for Paper Setting:

The question paper will contain two sections:

Section I Will consist of eight long answer questions.

(Weightage =60 marks) (2 from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 4 questions)

Section II Will consist of short answer questions.

(Weightage =20 marks) (2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 4 questions.

References:

1. Bhattacharya,S.(2008).Social Work Interventions and Management, New Delhi. Deep & Deep Publications (P) Ltd.
2. Kumar,A.(2002).Fundamentals of Child Rights-Concepts, Issues and Challenges (Vol.I &II), New Delhi: Anmol Publications Pvt. Ltd.
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Fourth Semester

Detailed syllabus

C. No: 565(Elective Course)

Title: **Education for Human Development**

Credits:4

Maximum Marks:100

Semester Exams: 80

Sessional Assessment: 20

Teaching Periods: 4/week

Duration of Examination: 3 hours

Syllabus for the examination to be conducted in May 2010, May 2011,and May 2012

Objectives:

1. To understand dynamics of education, curricular practices and patterns of human development
2. To acquire critical understanding of classroom practices in relation to the needs of children.
3. To gain knowledge of issues in education for optimal growth and progress.
4. To explore and promote factors essential for inclusive classrooms.

Contents:

Unit-I Human Development and educational practices in India

- * Importance of Education for Human Development and Social Change

Education in India

- * Education planning and policy
- * Child in the Indian plans
- * Rights of the child and universalization of Elementary Education

Unit-II Opportunity, Equality and Education

- Specific features of schooling in India

Diversity in the classroom: ethnic, socio-economic, gender based ability levels, Linguistic variability

- Co-curricular opportunities and sources of students growth and excellence
- Home School relations

Unit-III Curriculum content, Pedagogical practices and Educational settings.

- Principles of curriculum development
- Text book content, syllabi and other learning resources
- Classroom practices, transacting the curriculum and the individual
- Processes in assessment and evaluation

- Role of teacher in classroom processes
- School discipline, reward and punishment

Unit-IV Concerns in Education

- Adequacy of Facilities
- Learning without burden
- Practices in child focused education
- Inclusion of children with disadvantage and disabilities
- Dropout ,retention and continuity in schooling.
- De-schooling, home - schooling and out of school learning

Note for Paper Setting:

The question paper will contain two sections:

Section I Will consist of eight long answer questions.
 (Weightage =60 marks) (2 from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 4 questions)

Section II Will consist of short answer questions.
 (Weightage =20 marks) (2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 4 questions.

References:

1. Mohanty, J(2002).Primary and Elementary Education.Deep & Deep Publications, New Delhi.
2. Pathak,A(2002).Social Implications of Schooling:Knowledge,Pedagogy and consciousness. Delhi: Rainbow.
3. Rajput,J.S. and Walia, K.(2002).Teacher Education in India .New Delhi. Sterling Publishers.
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Fourth Semester

Detailed syllabus

C. No: 566(Elective Course)

Title: Assessment & Intervention for Children with Disability

Credits:4

Maximum Marks:100

Semester Exams: 80

Sessional Assessment:20

Teaching Periods: 4/Week

Duration of Examination: 3 hours

Syllabus for the examination to be conducted in May 2010, May 2011,and May 2012

Objectives :

1. To understand the various approaches for the assessment of disabled and become aware of the legal and ethical issues involved
2. To understand the need of early intervention and learn about various intervention strategies
3. To understand the role of self, family and society in coping with disabilities
4. To understand principles of working with children and adolescents
5. To discuss supports and provisions for people with disability in society

Contents:

Unit-I. Assessment

- * Approaches to Assessment – Clinical, functional and multidisciplinary assessments.
- * Developmental assessment of Infants, children and Adolescents.
- * Procedures of assessment: Interview, Observation and Psychological assessment
- * Family assessment –functioning, dynamics and capacity using standardized tools and techniques
- * Legal and ethical issues in child and adolescent assessment

Unit-II Coping with Disabilities

- Coping: Function, structure, resources-internal, external, adaptive vs non adaptive coping, measurement
- Cognitive appraisal and adaptive tactics: Coping skills
- Effect of the Disability on family members, friends and the child
- Family Reactions and Adaptations to having a child with a disability
- Supports to families in working with disabled children at home

Unit-III Intervention

- Importance of Early Intervention for Infants and Toddlers

- Principles of effective intervention
- Intervention Strategies
 - Inclusive Education: Concept and Educational Difficulties in inclusive education
 - Behaviour Management:: Promoting Adaptive behaviour
 - Technological Assistance for the disabled
- Therapies for Disabled (Briefly)
 - Physical and occupational therapy for the disabled

Unit-IV Working with children and adolescent with disability

- * Early childhood and disability
- * Middle childhood – entering school, special, integrated and inclusive education for children with difficult disabilities
- * Social responses : attitudes and values, stereotyping and labeling
- * Social support and parent empowerment
- * Advocacy and attitude building
- * Caregivers and professionals in education, mental health and allied fields

Note for Paper Setting:

The question paper will contain two sections:

Section I Will consist of eight long answer questions.

(Weightage =60 marks) (2 from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 4 questions)

Section II Will consist of short answer questions.

(Weightage =20 marks) (2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 4 questions.

References:

1. Albrecht, G.L., Seelman, K.D. and Bury (2001). Handbook of Disability Studies. Sage Publications.
2. Batshaw, M.L.(1997).Children with Disabilities. Washington: Paulh Brookers Publshing Co.
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5. Marinelli,R.P. and Dell orto , A.E.(1996). The psychological and Social impact of disability.
6. Martz, E. and Livneh, H.(2007) Coping with chronic illness and disability: Theoretical, empirical and clinical aspects.
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Fourth semester

Detailed syllabus

C.No: 567 (Elective course)

Title: Children and Media

Credit: 4

Maximum Marks: 100

Semester Exams: 80

Sessional Assessment: 20

Teaching Periods: 4/week

Duration of Examination: 3 Hours

Syllabus for the examination to be conducted in May 2010, 2011 and 2012

Objectives:

1. To identify forms of media and comprehend their role in the lives of children.
2. To critique the content, understand its relation to and impact on children.
3. To critically understand the portrayal of children in media.
4. To raise awareness among adults about the strengths and weaknesses of media.
5. To understand methods of creating educational content for children.

Contents:

UNIT 1

Different forms of media with reference to children

- Definition and different forms of media (folk, print, electronic)
- Specific characteristics and functions of each form of media.
- Use of radio, television and print media for benefit of children.
- Electronic media (internet, multimedia, electronic games) and its significance in a changing world.
- Impact of media contents on children.

UNIT 2

Children in media

- Depiction of children in media.

- Critical review of using children in media settings in relation to age appropriateness, social significance, stereotypes.
- Enhancing awareness, sensitivity and appropriate care while involving children in media.
- Awareness and understanding of influence of the culture of media on growth and development of child participants.

UNIT 3

Media and Adolescents

- Role of media in the lives of adolescent with special reference to use of internet (social networking sites, e-mail browsing).
- Careers in the field of media

Parental and community awareness about children and media

- Impact of media on family dynamics.
- Parental and Community perceptions about media and children.
- Media literacy for family, school and children.
- Components of media policy and law for children.

UNIT 4

Special features for creating content for children's media

- Children's perception as viewers.
- Importance of educational objectives in media, Balancing education with entertainment.
- Scripting for children- structure and content.
- Significance of humour, wonder and logic.
- Listening to children and importance of feedback.
- Protecting children's feelings, emotions and privacy in the world of media.

Note for Paper Setting:

The question paper will contain two sections:

Section I	Will consist of eight long answer questions.
(Weightage =60 marks)	(2 from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 4 questions)
Section II	Will consist of short answer questions.
(Weightage =20 marks)	(2 from each unit, proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 4 questions.

References:

1. Agee, W.K. (1986) *Main Currents in Mass Communication*. New York: Harper and Row Publishers.
2. Burns, L.S. (2002) *Understanding Journalism*. New Delhi: Sage Publications.
3. Carpentier, N., Lie, R. and Servaes, I. (2001) *Making Community Media Work*. Paris: UNESCO.
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Fourth Semester

C. No: 577 (Core Course))

Title: Practicals

Credits: 8

Maximum Marks:200

Internal:100

External: 100

Unit-I.

C.No. 563

Credits: 3

1. To visit and evaluate any one self help group formed by women using appraisal techniques.
2. To prepare a statistical report on status of women in Jammu and Kashmir in any one of the areas: education, employment, health, violence.
3. Review and prepare a critique on portrayal of women in media, sports, politics, language, art and science (select any one area).

Unit-II

C.No.564

Credits: 3

1. To visit social welfare department to know about various schemes and programmes for children
2. To prepare a demographic profile on status of children in Jammu and Kashmir in any one of the areas: Birth rate and Mortality, health, nutrition and education.
3. To interact with the law enforcement agencies (any one) regarding the rights, constitutional and legislative provisions for children.

Unit-III

C.No. 565

Credits: 2

1. To study specific features of schooling in Jammu.
2. To study innovative practices in education in the local context.

Unit-IV**C.No. 566****Credits: 2**

1. To study the coping mechanism /skills adopted by the disabled and their families in dealing with disability.
2. To plan and execute activities for supporting families with disabled children

Unit-V**C.No. 567****Credits: 2**

1. Identify the various depictions of children in Media
2. Understanding parental perceptions about influence of media on children.

Or

Placement in media house for a period of two weeks and preparation of project report on the basis of placement