

- Each student will prepare one seminar paper on any one topic from the areas of H.Sc.
Namely:
 - Food and Nutrition
 - Home Management
 - Clothing and textile
 - Human development
 - Developmental extension
- The seminar paper will be prepared by the students. The students are requested to refer books, mono graphs, reports and websites and later professional journals.

DCE-301 Evaluation in Extension

Objectives: To enable students to:

- Develop skills for evaluation of programmes.

Content:

- **Appraisal, monitoring and evaluation:** concept, definition, meaning and purpose.
 - Formal and informal evaluation.
 - Self evaluation, internal and external evaluation.
 - Summative and formative evaluation.
 - Pre project, concurrent and post project evaluation.
- **Techniques of evaluation:** Criteria for evaluation, principles of developing, tools for evaluation interview schedule, observation schedule, rating scale, attitude scale, score card, check list, records etc.
 - Modern techniques of evaluation CPM, PERT, SWOT, cost benefits, analysis etc.
 - Tools and techniques of participatory evaluation.
 - Monitoring of programme.
 - Difference between evaluation and monitoring, study of monitoring and evaluation frameworks of major development programme of government of India related to women and children.
- **Documentation:** Need for reporting and recording in extension, procedures involved, aspects to be highlighted in records and register to be maintained by extension personnel.
- **Follow-up:** Need for follow-up, methods of follow up, making the programme self sustaining.

References:

- Sharma D.P. **Public Administration in Theory and Practice, kitab Mahal, 976.**

- Dahama O.P. and Bhatnagar O.P. Education and Communication for Development. Oxford and IBH Publishing, 1980.
- Franklin J.L. and Thrashes, J.M. An Introduction to promote Evaluation Jonwiley, 1976.
- Mishra, S.N. and Verma, B.M. Evaluation of Training of Rural Youth for Self Employment (TRYSEM) in Rajasthan.
- Desi, D.K. Management in Rural Development, Oxford and IBH. 1983.
- Haq, M.C. Community Development through Extension, Chugh Publication, 1979.
- Krishna, M. Project Planning in India, HPA, 1983.
- Dubhashi, P.K. Grammar of Planning- Concept and Application, HPA, 1983.
- Fernadez, W. and Tondon, R. Participatory Research and Evaluation Indian Social Institute, 1981.
- Britha Milketeson, Development Research and Practice.

DCE-302 NGO Management

Objectives: To enable students to understand and acquire skill to start and run a NGO.

Content:

- Meaning and genesis of NGOs, voluntary organization and civil societies.
- Role of NGOs in development.
- Start up of NGOs-Constitutional requirements, Registration, Infrastructural creation.
- Creation of funds.
- External – Donor agencies- National and International.
- Internal.
- Strategic Planning & implementation of Development Programmes in different areas of operation.
- Agencies involve in training of NGOs-NIRD, NIPCCD, CAPART, CARPET etc.
- Government policies and programmes for NGOs.
- Documentation and Report writing.

DCE-303 Mass Media for Development-I

Objectives: To enable student to:

- Understand the significance of mass media for extension and national development.
- Understand the special characteristics of mass media.
- Develop skills in writing, editing and producing scripts for mass media.
- Elicit public opinion of specific issues through mass media.

Content:

- Concept, Meaning, types, characteristics and scope in national development.
- Characteristics, relevance and impact of the following specific media:
- Types and brief history of print media, role in modern India, characteristics, functions and impact on society.
- **Print media-** Leaflet, pamphlets, folders, newsletters, newspapers and magazines.
- Writing for print media: sources of information, types of features, principles.
- **Reporting and editing:** Reporting types, qualities of good reporters. Editing- Role of the editor, editorial writing, symbols, cross-culture perspectives.
- **News papers and other media production-** Layout, design, production format, preparation of content and designing of material.
- **Photo journalism-** principles and practices.
- **Public speech-** Principles of writing and delivery of public speech.
- **Advertising and social marketing:** Concept, characteristics, and role of advertising and social marketing.
- **Audience Research:** Concept, importance, methodology reporting.

DCE-304 Public Health & Nutrition- I

Objectives: This course will enable the students to:

- Gain insight into national nutritional problems, and national and international contribution towards nutrition improvement in India.
- Development skills in organizing and evaluating nutrition projects in the community.
- To be familiar with various approaches to public health nutrition intervention programmes and policies.
- Gain knowledge and skills to develop nutritious recipes for vulnerable groups.

Contents:

❖ **Introduction:**

- Concept & scope of public Health and Nutrition care in community
- Health Care System
- Levels of Health Care
- National Health Policy
- National Nutritional Policy
- MDGs

❖ **Public Health:**

- Multiple cases of PHN problems
 - Approaches to solving nutritional problems
 - Storage and Food distribution
 - Application of Sc & Teach to improve food production and supply
 - Food & Nutrition security
 - Concept & India's of food and security system
- ❖ **Pop dynamics:**
- Pop structure and trends
 - Inter relationship between nutrition and quality of life
 - Health and nutrition implication of ageing population
 - National population policy
- ❖ **Public Health Aspects of Malnutrition:**
- Under nutrition and over nutrition
 - Deficiency of macro and micro nutrients
 - Life Style disorders
- ❖ **Economic of Malnutrition: Malnutrition and its economic consequence**

References:

- The management of nutrition in major emergencies, WHO, 2000.
- Preventive and social medicine, K. Park, 2007.
- Nutrition in the community, the art and science of delivering services, Owen and Owen, fourth edition, 1999.
- Dietary guidelines for Indians, a manual, NIN, ICMR, Hyderabad 2003.
- Programme planning for health education and promotion, Mark B. Dignam, Patricia, A second edition, 1992.
- Nutrition assessment – a comprehensive guide for planning intervention, Margaret D. Simko, Catherine Cowell, Judith A. Gilbridge, Second edition, 1995.
- Food Security Atlas of rural Rajasthan, World food programme, 2009.
- Wadhwa, A and Sharma, S. nutrition in the community, a text book 2003.
- Gibney MJ, Margetts BM., Kearney JM, Arab L (Eds.) 2004. Public Health Nutrition. NS Blackwell publishing.
- Managing Successful Nutrition Programmes ACC/SCN subcommittee on Nutrition.

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DCE-311 Evaluation in Extension

- Developing and testing tools for evaluation.
- Study of the records and registers maintained by various extension personnel.
- Evaluation of the extension programmes implemented in the previous semester.
- Preparation of reports.

DCE-312 NGO Management

- The student will be placed in local NGOs for 4-8 weeks to gain Knowledge and skills regarding various aspects of NGOs functioning and thereafter will submit report.

DCE-313 Mass Media Development - I

- Prepare a scrap book of development related news and advertisement from the different print media.
- Visits to print media centres and submit reports.
- Write news and a feature for print media relating to Home Science issues.
- Preparation of leaflets, folders/booklets.
- Visits to print media centres.
- Writing for print media relating to Home Science issues.
- Preparation of leaflets, folders.

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DCE-314 Textile Dyeing and Printing

Objectives: To enable students to:

- Develop an awareness and appreciation of art as seen through traditional textiles of India.
- Understand dyes and their application in designing.
- Develop skills and vocational competence in textile dyeing and printing.

Practical: Max.Marks:50

- **Dyeing:** Preparation of fabric for dyeing and printing:
 - Dyeing of different fibers by different dyes, Cotton and rayon – direct, reactive, azo, vat. Wool - acid. Silk - acid and reactive. Blends-reactive and disperse.
 - Dyeing Methods –
 - ✓ Tie and dye.
 - ✓ Batik.
 - ✓ Plain dyeing - shades - matching.
 - Finishing of dyed clothes.
- **Printing:**
 - Preparation of screen by the photochemical method.
 - Techniques – Screen printing and block printing.
- Printing one colour , two colour and multi colour.
- Printing single motif and all over design, block and screen.
- Finishing of printed goods.
- Preparation of portfolio for dyeing and printing samples.
- Designing and completing four different articles with different fiber content including clothing including clothing wear, household linen, decoration, furnishing etc. using the above technique separately and in combination.

Reference:

- Pandit, S. and Patel, S. Tie and Dye and Batik. Faculty of Home Science, Baroda, 1982.
- Krishna, C. Batik and Tie and Dye, Delhi, Hand Books, 1980.
- Maile, A. Tie and Dye as a Present Day Craft, 1978.
- Weight, R. H. Modern Design and Production. National Trade Press, London, 1978.
- Horseiiall, O.L. The Dyeing of Textile Fibers, Chapman Hall, 1978.
- Richardson, N. How Stencil and Decorate Furniture, Ronald Press, 1980.
- Trotman, E.R. Dyeing and Chemical Technology of Textiles. London, Griffin, 1972.
- Clarko, W. An Introduction of Textile Printing, Newnes. Britterworths, 1979.

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- Chakraverthy, R.P.A. Gillimpose on the Chemical Technology of Textile Fibres, Caxton Press, 1979.

DCE-321 Dissertation- I

- ❖ Each student will be given a topic and thesis has to be prepared as per guidelines.

DCE-323 Scientific Writing- I

Objectives:

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

Content: Theory

- ❖ **Scientific writing as a means of communication and preparation for writing**
 - **Different forms of scientific writing:** - Articles in journals, research notes and reports, reviews articles, monographs, dissertation, bibliographies.
 - **How to formulate outlines:** - The reasons for preparing outlines, kinds of outlines e.g., Topic outlines, conceptual outlines, theme outlines.
 - Filling in the outlines and preparing the framework, e.g., drafting titles and subtitles.
 - Tables and illustrations and systematic means of presenting data.
 - Titles, rows, columns, footnotes.
 - Types of illustrations: graphs, diagrams, flow charts.
- ❖ **The writing process and styles of writing**
 - Use of outlines as a starting device.
 - **Making of draft:** - Improving the drafts in relation to the objectives.
 - Various styles of writing, consistency and other aspects.
 - **Types of scientific writing:** - Reports, journals papers, abstracts, monographs, dissertation, funding etc.
 - **Components of scientific writing:** - Introduction, Review of Literature
 - Methodology, Results and discussion, summary and conclusion.
 - Limitation. bibliography and appendices.
 - **Writing a research proposal for grants:-** Justification, rational and importance of the question being addressed, empirical and theoretical conceptualization, presenting pilot study/data, research proposals and time frame, clarity, specificity of method, clear organization, outcome of the study and its implications, budgeting, available infrastructure and resources, executive summary etc.

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References:

- APA (1984): Publication manual of American Psychological Association, 3rd Edition, Washington, APA.
- Cooper HM (1990): Integrating Research: A guide for literature Reviews, 2nd Edition, California, Sage.
- Dunn FV and others. Eds (1994). Disseminating Research: Changing profile, NY, Sage.

DCE 401 Extension Administration and Supervision

Objectives: To enable students to:

- Understand the principles of administration, co-ordination and supervision.
- Become aware of the administrative structure of the Rural Development Programme in India.
- Understand basic elements in extension management.

Course Content:

- **Concept:** The meaning. Nature and purpose of administration in extension and rural development.
- Principles of administration and organization.
- **Management:** meaning, nature and task of management.
- **Structure of organization:** Types, uses of centralization and decentralization, issues of delegation, authority and power.
- **Co-ordination:** Meaning, needs types and methods of bringing about co-ordination in extension administration'
- **Supervision:** Meaning, importance and methods of supervision.
- Human Resource Development in extension organization.
- **Extension Administration and Management:** The administrative set up, functions and specific programmes of various departments.

References:

- Sharma D.P. Public Administration in Theory and Practice, Kitab Mahal, 1976.
- Dahama, O.P. and Bhatnagar O.P. Education and Communication for Development. Oxford and IBH Publishing 1980.
- Franklin, J.L. and Thrashes, J.M. and Thrashes, J.M. An introduction to programme Evaluation Jon Wiley, 1976.
- Mishra, S.N. and Verma, B.M. Evaluation of Training of Rural Youth for Self Employment (TRYSEM) in Rajasthan, 1982.
- Desi, D.K. Management in Rural Development, Oxford and IBH, 1983.
- Haq.M.C. Community Development through Extension, Chugh Publications, 1979.
- Krishna, M. Project Planning in India. H.P.A. , 1983.

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- Dubhashi, P.K. Grammer of Planning – Concepts and Application, H.P.A., 1983.
- Fernandez, W. and Tandon, R., Participatory Research and Evaluation, Indian Social Institute, 1981.

DCE-402 Mass Media for Development -II

Objectives:

- To enable the students to understand mass media.
- To develop understanding about different types of media.

Content:

- Concept of mass media, Role of mass media.
- Electronic media types.
- Radio journalism-types and brief history of broadcast media, role in modern India
Characteristics, functioning and impact on society.
- Writing for the radio: characteristics, reach and role of radio, types of radio programmes-
language style, scripting for radio features.
- Reporting for radio-accuracy, balance and credibility, types of reporting for radio news
and programmes.
- Editing and anchoring radio programmes.
- Radio production: Content and style-digital, audio mixing, recording and aesthetics.
- Television journalism -television and films-history, reach and role and impact on society.
- Writing for T.V. programmes-differences from print/radio, information sources, selection,
editing and compilation of information for T.V. programmes.
- Scripting for T.V. programmes-style, language and skills.
- Reporting: Field reporting, compiling and composing, accuracy, balance and credibility.
- Presenting T.V. programmes: types, style, anchoring, live TV broadcasting.
- Production of TV news and programmes.
- ICT and new media-Types, history of ICT and merging new media-role in modern India-
characteristics, functions and impact on society.
- Advocacy and social marketing through electronic media.
- Audience research through electronic media.

DCE-403 Gender Sensitization for Empowerment

Objectives:

- To develop understanding about gender sensitization.
- To develop knowledge in gender sensitization for empowerment.
- To be sensitized to gender disparities/imbalance and problems of women.

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Theory:

- Gender sensitization- meaning, need and importance for empowering women.
- Demographic analysis, demarcation and differentials.
- Factors influencing gender differentials in: health, education, occupation, resources and socio-cultural practices.
- Women development and empowerment-problems and limitations, women and poverty.
- Women empowerment and Millennium Development Goals.
- Role of Department of women and child development, Government of India and local self Government.
- Role of National Commission for women, Central Social Welfare Board, Voluntary Organizations on issues pertaining to women's health, education and work.
- Violence against women: Domestic violence, sexual harassment at work place, rape and indecent representation, immoral trafficking.
- Gender and media: women in different media, discriminations, changing trends.
- Dimensions and methodologies for women's empowerment.
- Technologies and empowerment- gender specific technology, household technology interface, social-cultural interface and women as consumer of technologies.

References:

- Krishanraj, M. and Chanani, K. (1989). Gender and the household domain- social and cultural dimension, Sage Publication, New Delhi.
- Cockburn, Cynthia and Ormod, Susan. (1993). Gender and technology in the making, Sage Publication, New Delhi.
- Mc Neil, Maureen (Ed.) (1989). Gender expertise, Free Association, Books, London.
- Shiva, Vandana (1989). Staying alive-women. Ecology and development, Zed books, London.
- Rose, K (1992). Where women are leaders. The SEWA movement in India- Vistaar Publication, New Delhi.
- Bagchi, J. (Ed.) (2003). Indian women: Myth and reality, New Delhi, Orient Longman.
- Chanana, K. (Ed.) (2003). Socialization, Education and women: Exploration in Gender Identity. New Delhi: Orient Longman.
- Davis, K (2006). Handbook of Gender and Women's Studies. New Delhi: Sage Publication.
- Elizabeth Meehan and Selma Seven Juijsen (Ed.).(2003). Equality, politics and Gender. New Delhi, Sage Publication.
- Gulati, L (2005). A space of her own-personal narratives of twelve women. New Delhi, Sage Publication.
- Jain, D. and Rajput, P. (2003). Narratives for the women's studies. New Delhi, Sage Publication.
- Karlekar, M. (1982). Poverty and women's work: Study of sweeper women in Delhi, New Delhi, Vikas Publication.
- Kelkar, G., Nathan, D. and Walter, P. (Ed.) (2003). Gender relations in for societies in Asia-Patriarchy at Odds. New Delhi, Sage Publication.
- Mathur, K (2004). Countering Gender Violence-Initiatives towards collective action in Rajasthan, New Delhi, Sage Publication.

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- Niranjan, S. (2001). Gender and Space femininity, sexualisation and the female body, New Delhi, Sage Publication.
- Patel, L. and Shukla, N.N. (1978). Family and Gender, New Delhi, Sage Publications.
- Powell, Garry. (1999). Hand book of Gender and Work, London. New Delhi. Sage Publication.

DCE 404 Human Rights and Duties

Objective:

- To enable the students to understand the issues concerning the Rights and Duties in general and the marginalized groups in particular.
- To practice on self those values: self inculcation, Endeavour to live up to those ideas i.e. Duty to respect other rights, respect each other human dignity.

Course Content:

❖ Background of Human Rights

- History and Origin of Human Rights
- Indian constitution and Human Rights
- Human Rights in International context (UN)
 - ✓ Universal Declaration of Human Rights 1948
 - ✓ International covenants on Civil and Political Rights 1966.
 - ✓ International covenants on Economics, Social and cultural Rights 1966
 - ✓ Convention on Elimination of all forms of Discrimination against Women 1979.
 - ✓ Convention on the Rights of the child 1989
 - ✓ UN Declaration and Duties and Responsibilities of individuals 1997
 - ✓ UN High commission for Human Rights and the Committees under the
 - ✓ Various conventions.
- Concept of Human Rights and Duties
 - ✓ Values: Dignity, liberty. Equality, justice, unity in diversity.
 - ✓ Inherent, inalienable, Universal and indivisible
 - ✓ Classification of Rights.
 - ✓ Classification of Duties
 - ✓ Correlation of Rights and Duties
- Human rights and Duties in India
 - ✓ Evolution
 - ✓ Fundamental Rights
 - ✓ Directive Principals of State Policy
 - ✓ Fundamental Duties
 - ✓ Protection and enforcement of Human Rights and Duties
 - Judiciary

- National and state Human Rights Commission and other grievance redressed mechanisms
 - NGOs, social movements and pressure groups
 - Information Media
- Societal Problems in Private and Public Domains
 - Core Problems: Poverty, underdevelopment and illiteracy
 - Some specific Problems:
 - ✓ Commercial and caste conflicts and tensions
 - ✓ Discrimination and violence against women and children sexual
 - ✓ Violence, trafficking child labour, bonded labour and others.
 - ✓ Custodial violence
 - ✓ Problems of health and environmental protection.
 - Importance of internalizing of Human Rights and Duties: Urgent need for not only sensitizing others of Human Rights and Duties. But of practicing on self those values: self inculcation, Endeavour to give up to those ideas-Duty to respect other rights, respect each other human dignity.

References:

- Agarwal, Anil and Sunita Narain (1991). Global Warming and Unequal world A case of Environmental colonialism. Center for science and Environment, Delhi.
- Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
- Beteille, Andre (2003), Antinomies of Society: Essays on ideology and institutions, Oxford University Press, Delhi.
- Chandhoke, Neera (2003), Conceits of civil Society, Oxford University press, Delhi
- Geetha, V.(2002) Gender, street Publication, Kolkata
- Shanshyam Shan, (1991) Social movements in India, Sage Publication, Delhi.
- Guha, Ramachandra and Madhav Gadgil (1993) Environmental History of India, University of California Press, Berkeley.
- Haragopal, G (1997) the Political Economy of Human Rights, Himachal Publishing, House, Mumbai.
- Menon, Nivedita (ed) (2000), Gender and Politics in India Oxford University Press, Delhi.
- Patel. Sujata et al (2003, Rethinking Social Science in India. Sage ,New Delhi.
- Rao, Anupama (ed.) (2003) Gender and caste: Issues in Contemporary Indian Feminism, Kali for women. Delhi.
- Shah, Nandita and Nandita Gandhi(1992)issues at sake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women. Delhi

- Study and prepare a report on the set up at different levels and functions of different hierarchy at:
 - Administrative structure of rural development at National, State, District and Block level.
 - Administrative structure of Women and Child Development at different levels.
 - Women and Child Development, Education, Health, Industries, Finance, Agriculture and Animal Husbandry.

DCE-412 Mass Media for Development-II

- Script writing for
 - ✓ Radio
 - ✓ T.V.
 - ✓ E-newsletters
- Visit to electronic media centre.
- Preparation of Power Point presentation.
- Evaluation of commercial advertisement broadcasted and telecasted on social issues.

DCE-413 Home Food Production

- Layout of kitchen garden.
- Preparation of nursery beds/pots.
- Manures and fertilizers-types and preparation.
- Cultivation of important vegetables-winter and summer.
- Sowing, transplanting, maintenance and harvesting of crops.
- Disease detection, control and treatment.
- Vermi compost preparation.
- Methods of seed and vegetable propagation.

References:

- Mamoria, C.B., Agricultural Problems of India, Kitab Mahal, 1982.
- Choudhary, B. Vegetables, National Book trust.
- Singh, S. and others, fruit Culture in India ICAR.
- Shenai, P.V. Agricultural Development in India: A new strategy in Management. Vikas.
- ICAR, Hand-Book of Agriculture.

- Singh, R. Poultry Production, Kalyani Publishers.
- Singh, B.H. Mushroom Growing in India, Sterling Publishers.

Periodicals:

- Indian Farmers, Digest, Directorate of Communication, G, B. Pant University of Agriculture and Technology, Pant Nagar.
- Indian Farming. Indian Council of Agricultural Research. New Delhi.

DCE 421Dissertation-II

- ❖ Each student will continue Dissertation as per third semester.

DCE 423 Scientific Writing

- Several exercises will be conducted to train the students to develop writing skills in preparing outlines of technical reports, Scientific paper, Scientific abstracts, review article, Research notes, Monographs ,Dissertation, Bibliographies.
- Submitting a research proposal.
- Use of computer graphics to support scientific writing.

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Syllabus

M.Sc. Home Science Human Development

2. Eligibility:

A candidate who has secured more than 50% or CGPA of 3.0 in the UGC Seven Point scale [45% or CGPA 2.5 in the UGC Seven Point Scale for SC/ST/Non-creamy layer OBC] or equivalent in the Bachelor degree in Science or Engineering or Technology or Medicine or Pharmaceutical Science shall be eligible for admission to First Semester of a Master of Science course.

3. Scheme of Examination:

- (1) Each theory paper EoSE shall carry 100 marks The EoSE will be of 3 hours duration. Part 'A' of theory paper shall contain 10 Short Answer Questions of 20 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry one mark for correct answer.
- (2) Part "B" of paper will consist of Four questions with internal choice (except in cases where a different scheme is specifically specified in the syllabus_ of 20 mark each. The limit of answer will be five pages.
- (3) Each Laboratory EoSE will be of four/six hour durations and involve laboratory experiments/exercises, and viva-voce examination with weightage in ratio of 75:25.

4. Course Structure:

The details of the courses with code, title and the credits assign are as given below.

Abbreviations Used

Course Category

CCC: Compulsory Core Course

ECC: Elective Core Course

OEC: Open Elective Course

SC: Supportive Course

SSC: Self Study Core Course

SEM: Seminar

PRJ: Project Work

RP: Research Publication

Contact Hours

L: Lecture

T: Tutorial

P: Practical or Other

S: Self Study

Relative Weights

IA: Internal Assessment (Attendance/Classroom Participation/Quiz/Home Assignment etc.)

ST: Sessional Test

EoSE: End of Semester Examination

First Semester

S. No.	Subject Code	Course Title	Course Category	Credit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF 101	History & Theories of Human Development - 1	CCC	4	4	0	0	3	0
2.	HDF 102	Foundations of Human Development	ECC	4	4	0	0	3	0
3.	HDF 103	Life Span Development-1	CCC	4	4	0	0	3	0
4.	HDF 104	Statistics	CCC	4	4	0	0	3	0
5.	HDF 105	Early Childhood Care & Education	CCC	4	4	0	0	3	0
6.	HDF 111	Life Span Development-1 Practical	CCC	4	0	0	6	0	3
7.	HDF 112	Early Childhood Care and Education	CCC	4	0	0	6	0	3
8.	HDF 113	Methods of Human Study	ECC	4	0	0	6	0	3
9.	HDF 114	Play & Creativity	ECC	4	0	0	6	0	3

CCC (24), ECC (12)

Second Semester

S. No.	Subject Code	Course Title	Course Category	Credit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF 201	Research Methodology	CCC	4	4	0	0	3	0
2.	HDF 202	History & Theories of Human Development -II	CCC	4	4	0	0	3	0
3.	HDF 203	Early Childhood Care Education	CCC	4	4	0	0	3	0
4.	HDF 204	Philosophies, Ideologies and Approaches of ECE	ECC	4	4	0	0	2	0
5.	HDF 205	Adolescence: Development & Challenges	CCC	2	2	0	0	2	0

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6	HDF 206	Life span development –II Adulthood and Aging	CCC	4	4	0	0	3	0
7	HDF 211	Computer Application	CCC	2	0	0	3	0	2
8	HDF 212	Measurement and Evaluation of Psychological testing	ECC	4	0	0	6	0	3
9	HDF 213	Life span development –II Practical	CCC	4	0	0	6	0	3
10	HDF 214	Visit to welfare agencies	ECC	4	0	0	6	0	3

CCC (24), ECC (12)

Third Semester

S. No.	Subject Code	Course Title	Course Category	Credit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF 301	Family Dynamics	CCC	4	4	0	0	3	0
2.	HDF 302	Children with Developmental Disabilities	CCC	6	6	0	0	3	0
3.	HDF 303	Rights, laws and policies for children and adults	CCC	4	4	0	0	3	0
4	HDF 304	Guidance and counselling	ECC	4	4	2	0	3	0
5	HDF 311	Guidance and counselling	ECC	4	0	0	6	0	3
6	HDF 312	Agency Placement	CCC	4	0	0	6	0	3
7	HDF 321	Dissertation	DIS-CCC	6	0	0	9	0	3
8.	HDF 323	Scientific Writing	ECC	4	0	2	3	0	3

CCC (24) ECC (12)

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Fourth Semester

S. No.	Subject Code	Course Title	Course Category	Credit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF 401	Administration & management of welfare agencies	CCC	4	4	0	0	3	0
2.	HDF 402	Developmental Psycho Pathology	CCC	4	4	0	0	3	0
3.	HDF 403	Cross Cultural Perspectives in Family Studies	CCC	4	4	0	0	3	0
4	HDF 404	Emerging issues in human development	ECC	4	4	0	0	3	0
5	HDF 411	Education and training of children with disabilities	CCC	4	0	0	6	0	3
6	HDF 412	Working with families & communities	ECC	4	0	0	6	0	3
7	HDF 421	Dissertation	DIS-CCC	6	0	0	9	0	3
8	HDF 422	Seminar	SEM-CCC	2	2	0	0	2	0
9.	HDF 423	Scientific Writing II	ECC	4	0	2	2	0	2

CCC (24), ECC (12)

HDF 101 - History and Theories of Human Development-1

1. Historical perspectives and the trends in theoretical and empirical approaches to child/human study and its relevance for pedagogy, psychotherapy and Intervention programs.

2. Principles, basic concepts, critique, implications and comparative analysis of the following theories:-

- Psycho-analytic theory of Sigmund Freud
- Psycho-social theory of Erik Erikson
- Carl-Jung's theory of personality

3. Theories by Neo-Freudians

- Karen Horney
- Harry Stack Sullivan
- Eric Fromm
- Anna Freud

4. Allport's theory of personality

5. Adler's theory

6. Maslow's theory of Self-actualization

References

- Klem, M.D. and white, J.M. (1996) Family theories : An introduction, New Delhi : Sage Publications.
- Valsiner, J (2000) Culture and Human Development London : Sage.
- Gilligan, C. (1982). In a different voice : Psychological theory and Women's development Cambridge : Harvard University Press.
- Armstrong, K. (2005). A short History of Myth. London : Penguin Books Ltd.
- Kessen, W. (Ed.) Handbook of Child Psychology, Vol. I : History, Theory and methods (4th ed.). New York: John Wiley & Sons.
- Baldwin, A.L. (1980): Theories of child development (2nd Ed.) New York: John Wiley & Sons.
- Hall, C.S., Lindzey, G. And Campbell, J.B. (2007). Theories of personality. 4th Ed., India: wiley India pvt Ltd.

HDF 102 -- Foundations of Human Development

1. Principle of Human Development
2. Basic of Human Development: Genes and Chromosomes, Heredity and Environment meaning and Interactions of Heredity and Environment, Chromosomal Anomalies, Recent Advances in Genetics.
3. Early Environment, (critical period): experiments and research.
4. Basic themes in Human Development
 - a) Active Vs Passive organism
 - b) Continuity vs Discontinuity in development
 - c) Learning Vs Maturation
 - d) Cognition Vs Language
5. Factors Affecting Growth and Development

References

- Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
- Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.

HDF 103 - Life Span Development – 1

1. Prenatal Development:

- Stages, Genetics and Environmental Factors, Critical influence
- Birth Process and Complications, Technological Advances in Prenatal Monitoring and Care.

2. Infancy:

- The Neonate up to 4 weeks – Physical, Physiological, Cognitive, Perceptual and Social Capabilities.

- o 4 weeks up to 2 years: Physical & Motor, Social, Emotional, Social, Language and Cognitive Development.

3. Early Childhood Years

- o Developmental Milestones/Tasks
- o Physical and Motor Development, Emotional and Social development, Cognitive and Language Development of children in Early Childhood Years.

4. Middle Childhood Years

- o Developmental Milestones/Tasks
- o Physical and Motor Development, Emotional and Social development, Cognitive and Language and Moral Development of children in Middle Childhood Years.

5. Late childhood Years

- o Developmental Milestones/Tasks
- o Physical and Motor Development, Emotional and Social development, Cognitive and Language Development of children in Late Childhood Years.

References

- Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.
- Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
- Freiberg, K. L. (1992). Human Development: A Life Span Approach. Jones and Bartlet Publishers, London.

HDF 104 - Statistics

1. Meaning and Scope of Statistics.
2. Classification and Tabulation
3. Graphic and Diagrammatic representation of data (frequency, histogram, graphs, bar-Diagram and pie-charts).
4. Measure of Central tendency and Dispersion (Mean, Median, Mode, Quartiles, Range and Standard Deviation).
5. Correlation and Regression: Correlation and its interpretation. Product Moment and Rank order Correlation Coefficient Regression Equations (without derivation) and its interpretations, use for prediction.
6. Elementary ideas on probability (Simple Probability) Skewness and Kurtosis definition). Elementary ideas of random variable and its density function (Binomial, poison, Uniform Normal varieties, Normal Distribution and its properties, Use of Normal Probability Tables).
7. Elements of Testing a Statistical Hypothesis – Formulation of the problem, Definition of type I and II errors. Level of Significance, t-test, Z-test.
8. Design of Experiments: Analysis of Variance.
9. Non-Parametric Inference: Sign, Mann-Whitney and χ^2 test (as goodness of fit and independence of attributes in 2x2 and r x c contingency tables).
10. Use of computer of statistical analysis using, SPSS.

References

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- Faro Yammne: Sampling Theory

- Goon, Gupta, Das: Fundamentals of Statistics Vol. I and II Gupta.
- Snedecor & Cochran : Statistical Methods (Oxford and I.B.H. Publishers).
- Shukla M.C. & Gulshan S.S.: Statistics, Theory and Practise (Sultan Chand & Co.)
- Gupta S.P.: Statistical Methods (Soltan Chand & Co.).
- Good C.V. and Carter D.E. : Methods of Research – Educational Psychological, Sociological Application (Century Craft, New York – 1954)
- Kerlinger FA. : Foundations of Behavioural Research (Century Craft, New York, 1966).
- Yound P.V. & Schind C.G.: Scientific Social Survey and Research (Prentice Hall, New Delhi - 1968).
- Philips B.S.: Social Research, Strategy and Tactics.
- Mussen Paul: Hand Book of research Methods in Child Development
- Devdas R.P. &: Hand Book of Research Methodology Kulandaivel (Sri Ram Krishna Mission Vidyalaya 1971).

HDF 105 - Early Childhood Care and Education(ECCE)

1. Need and importance of early years childhood care and education (ECCE).
2. Goals of ECCE : Theoretical and empirical perspectives.
3. Significance of early stimulation and learning for School Readiness.
4. Effective Teaching and Learning Strategies in ECCE. Different Curriculum models in ECCE.
5. Developmentally appropriate curriculum/programme (DAC/DAP) and Program planning. Principles of planning, long and short term planning, small group and large group planning; Selection of activities and teachers' role to facilitate learning of different concepts such as language, Rhythm, , Mathematics, Science, 3R's, Sensory experiences.
6. Organizational Set Up: Preschool building, site and location, plans for various types, learning centres, space allotment for Indoor and outdoor play.
 - a) Criteria of selection of Preschool staff and their qualifications
 - b) Characteristics of a quality ECCE Program
- 7 Planning of developmentally appropriate ECCE activities: Goals, significance, objectives, criteria.
- 8 Safety education and issues in care of children
- 9 Records and Registers: Values, types and maintenance
- 10 Report Writing and Evaluation of Children and ECCE programs.

References

- Kaul, V. (2002) Early Childhood care and education. In Govinda R. (Ed.) India Education Report: A profile of Basic Education (23-24) National Institute of Educational Planning and Administration: Oxford University Press.
- Sharma, M., A. (1993) Current Issues in Early Childhood care and Education. In T.S. Saraswati and B. Kaul (Eds.) Human Development and family studies in India: An Agenda for Research and Policy. New Delhi: Sage.
- Cleghorn, A. and Prochner, L. (2003) contrasting visions of early childhood education.