

M.Sc. Human Development and Family Studies

Semester I		Max. Marks
Paper I	- Research Methodology	50
Paper II	- Principles of Human Development and Family Studies	50
Paper III	- Socio-Cultural Perspectives in Human Development and Family Studies	50
Paper IV	- Theories of Human Development and Family Studies.	50
Practical	- Based on Paper I, II, III, IV	100
Semester II		
Paper I	- Statistics and Computer Application	50
Paper II	- Early Childhood Education	50
Paper III	- Techniques in Human Development	50
Paper IV	- Extension Techniques in Human Development and Family Studies	50
Practical	- Based on Paper I,II, III, IV	100
Semester III		
Paper I	- Child Guidance and Family Welfare	50
Paper II	- Management of Elderly and Age Care	50
Paper III	- Marriage and Family Therapy	50
Paper IV	- Nutrition in Health and Disease in Different Life Stages	50
Practical	- Based on Paper I. II, III, IV	100
Semester IV		
Paper I	- Child and family Welfare Programmes and organization	50
Paper II	- Children with Special Needs	50
Paper III	- Dissertation and Seminar	50
Paper IV	- Implant Training / Internship	50
Practical	- Based on paper I, II, III, IV	100

Semester I

Paper I: Research Methodology

1. Research Methodology – Meaning, objectives and types of research. Research approaches, Significance of research, Research and scientific methods, Research process and Criteria of good research.

Definition and Identification of a Research Problem – Selection of Research problem, Justification, Theory, Hypothesis, Basic assumptions, Limitations and delimitations of the problem.

2. Research Design – Meaning and needs, Features of a good design; important concepts relating to research design, Variables, Experimental and Control groups, Different research designs–exploratory, descriptive and diagnostic, Hypothesis testing research. Sampling Design– Population and Sample, Steps in sampling design, Criteria for selecting a sampling procedure, Different types of sampling techniques–Probability sampling and Non-probability sampling.

Methods of Data collection–Schedules and Questionnaires, Interview, Case study, Home visits, Scaling methods, Reliability and Validity of measuring instruments.

3. Concept and characteristics of a normal probability curve. Analysis of Data – Graphical and Diagrammatic presentation.
4. Interpretation – Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation– Interpretation of tables and figures. Report Writing - Significance of report writing, Different steps in writing report; Types of reports, Mechanics of writing a Research Report and precautions for writing research reports. Use of Computers in Statistical Analysis – The computer system and technology, important characteristics of computer applications in researches..

Practical

1. Observations on general development of new born and preschoolers.
2. Rapid participatory observations with adolescent groups and families across various socio-economic status.
3. Rapid participatory observation among old people in institutions and non-institutional setups.
4. Exercises relating to preparation of research designs. Preparation of tools for data collection. Administration of these tools.

Paper II: Principles of Human Development and Family Studies

- 1. Parenthood and Parenting: Meaning and responsibilities of parenthood, adjustments during parenthood, factors to be considered while making decisions about parenthood. Meaning and concepts of parenting skills, tasks of parenting, determinants of parenting behaviour, characteristics of parenting roles – mothering and fathering, parenting styles and disciplinary methods.**
- 2. Early childhood Care and Developments: Growth and developments during early childhood years: physical, and Motor, Emotional, Social, personal and Intellectual developments. Care during neonatal, infancy, babyhood and preschool period - handling, feeding, bathing, dressing, sleeping and, toilet training. Health care and Immunization**
- 3. Early Childhood Education: Definition, types of early childhood care and education, personal qualities and responsibilities of child care provider. Factors to be considered by the parents to select appropriate child care centers/pre-schools. Importance of parent teacher interactions and parent education**
- 4. Problems during Early Childhood: Common Illness And Ailments – fever , cold, chicken pox, measles, mumps, rubella (German measles), burns, colds and flue, diarrhea and vomiting, insect bites and stings, minor cuts and grazes, nose bleeds, strains, sprains and backache, stomach ache, sunburn, Prevention of accidents and illness. Handling emergencies and sick children. Challenged Children: Physical, mental and emotional disabilities – Prevalence, characteristics, management and available referral services in India.**
- 5. Parents Role in Guiding Children’s Behavior and Developments: Role of parents in socialization of children, establishing daily routines and showing responsible behaviour, developing self awareness and discovering personal capabilities among children, helping the child to learn to express and control emotions, maintaining family relations. Parents’ role in dealing with behavior and emotional problems.**

Practical: Based on above topic

Paper III: Socio-Cultural perspectives in human development and family studies.

- 1.** Culture: concepts, components and characteristics. Socialization and acculturation – socialization, multi-culturalism, social assimilation and issues associated with socialization processes.
- 2.** Prosocial and antisocial behaviour. Morality. Aggression. Delinquency. Discipline and punishment. Influence of child's micro and macro environment – parent child interactions, changing family forms.
- 3.** Child abuse and social discrimination. Changes in socio-economic aspects. Impact of technological developments. wars and natural disasters. Child and family welfare concerns.
- 4.** Interface between family and culture. Changing functions of the family. Parenthood. Family issues: education, discipline, status of women, family relations, middle years.
- 5.** Grand parenthood, care of elderly. Intergenerational relations. Impact of religion on family life across cultures. Family Laws.

Practical: Based on above topic

Paper IV: Theories of Human Development and Family studies

- 1.** Human Development – Introduction, importance and characteristics of Development. Need of Interdisciplinary approach to Human Development. History of Child development, Adolescence, Adult development and Aging. Theoretical perspective of Human Development.
- 2.** Early Theories and Ethological Theories – Preformationism, Darwin’s theory, Bowlby’s theory. Developmental Theories – Gesell’s theory and Baldwin’s theory, Bronfenbrenner’s Ecological theory.
- 3.** Personality Theories – Psychoanalytical theories of Freud and Erickson, Jung’s and Adler’s theory of personality, Theories of Self –Field theory of Lewin, Self-actualization theory of Abraham Maslow
- 4.** Theories of Learning – Pavlov and Watson’s classical conditioning, Skinner’s operant conditioning, Thorndike’s S-R theory, Chomsky theory of Language development. Social Learning and Social Cognitive Theories – Bandura’s social cognitive theory, Selman’s theory of peer relations
- 5.** Cognitive Development Theories – Piaget’s theory of cognitive development, Vygotsky’s sociocultural theory. Theories of Moral Development – Piaget’s theory, Kohlberg’s theory, Social cognitive theory of morality.

Practical: Based on above topic

Semester II
Paper I : Statistics and Computer Applications

1. Conceptual understanding of statistical measures. Classification and tabulation of data. Measurement of central tendency, measures of variation.
2. Frequency distribution, histogram, frequency, polygons.
3. Binomial distribution.
4. Normal distribution – Use of normal Probability tables
5. Parametric, non-parametric tests.
6. Testing of hypothesis, Type I and II errors. Level of significance.
7. Chi-Square test. Goodness of fit independence of attributes 2 X 2 and r X c contingency tables.
8. Application of student 't' test for small samples. Difference in proportion for means and difference in means.
9. Correlation, Coefficient of correlation, ranks correlation.
10. Fundamental of computer, History of computer, Generation of computer, Language, Components, Applications of Computers. Operating System & Internet: MS-DOS, MS-Windows, and Internet
11. MS-Office: MS-Word, MS Excel and Power Point. Introduction to Data-base Management system, Fox-Pro.

Practicals: Based on above topics.

References:

1. Basandra, S.K.: Computer for Managers, Designing An Effective Management Information System, Abhinav Publishing Industries, N. Delhi, 1965.
2. Diwan, Parag, Information System Management, Deep & Deep Publications, New Delhi, 1997.
3. Laudon, Kenneth C. and London, Jane Price, Management Information System: A Contemporary Perspective, Macmillan Publishing Company, New Delhi.
4. Mehta, Versham Management Information System, Anmol Publication, New Delhi, 1998.
5. Banerjee, Utpal K. and sachdeva, R.K., Management Information System: A New Framework, Vikas Publishing House, Pvt. Ltd., New Delhi.

Paper II : Early Childhood Education

1. Early Childhood Care and Education (ECCE) – Need and Importance, Scope of ECCE; objectives of ECCE; Types of preschools – Play centers, Day care, Montessori, Kindergarten, Balwadi, Anganwadi, Mobile crèche. Historical Perspective of Early Childhood Care and Education in India and other Countries – Pre Independence and Post Independence period. Contribution of Educators to the development of ECCE – Commonius, Rousseau, Pestalozzi, Frobel, John Dewey, Maria Montessori, McMillan Sisters. M. K. Gandhi, Rabindranath Tagore, Annie Besant, Gijubhai Badheka, Tarabai Modak.
2. Contributions of Five year plans to ECCE in India .Contribution of the Agencies and its Programmes to ECCE in India – CSWB, ICCW, IAPE, NCERT, UNICEF, NIPCCD, CARE, ICDS.
3. Requisite for a Preschool – Site, Location, Building plan at different levels, Space allotment for various activities for Children and Staff; Personnel – personal and professional qualifications.

Curriculum and Programme Planning – Principles and Characteristics of curriculum planning, Curriculum Models; Principles and Types of programme planning – Long term, Short term, Weekly and Daily planning; Major types of preschool Programmes – Kindergarten type, Montessori type, Nursery type, Open type, Balwadi type, Pre-basic type, Day care type.

4. Play Way Approach – Concept and Role of play, Types of play, Values of play, Factors influencing the play pattern, Theories of play – classical theories, Psychoanalytic theory, Piaget’s developmental theory of play. Activities for a Early Childhood Care and Education:
 - Language – Goals, Type of activities to promote listening and talking, Role of teachers;
 - Art and Craft – Type of activities Role of teacher in planning and motivating children in fostering appreciation of art and craft.
 - Music – Songs, Objectives of music education, Goals, Setting the stage and Role of teacher.
 - Mathematics – Goals, Developmental concepts, Principles of teaching.
 - Nature and Science – Concept formation, Developing scientific outlook and Role of teacher – Field trips, Fostering self-concept and respect for others, Promoting socialization – Celebrating festivals.
 - Importance of 3R’s and Readiness programmes for preschool children.
 - Parent-Teacher Association – Importance and Methods- Direct and Indirect
- 5 Equipments and Materials for Play and Learning – Selection, Care and Use of equipments; Material needed for learning – Teaching Aids for various activities; Indigenous Teaching and Play equipments; Equipment needed for Urban and Rural preschools of different type.. Supervision and Management of Preschool: Administration, Budgeting, Records – Needs, Importance and Principles of Record

keeping, Types of records maintained in preschool – Admission, Attendance, Health, Developmental record, Teacher's estimation record, Family back ground record, Anecdotal records and Reports.

Practical: Based on above topic

Paper III : Techniques in Human Development

- 1.** Techniques of research in Human Development – Significance and source of information; Time span approach-cross sectional, longitudinal, sequential approach. Methods of Studying Behaviour – Observation, Interview and Questionnaire, Case study methods – Types, Factors involved in preparation and administration, Advantages and disadvantages of techniques, Case history- report writing.
- 2.** Methods of Studying Growth and Body Size– Significance of Anthropometric measurements – Height, Weight, Mid upper arm circumference, Skin fold thickness, Head and Chest circumference, Waist and Hip circumference. Psychological Test Development –characteristics and uses, limitations and ethical considerations in testing.
- 3.** Assessment of Mental Ability – Verbal and Non-verbal tests – Bayley Scales of Infant ability, The Wechsler Intelligence Scales, Raven (Colour) Progressive Matrices, Modern Binet tests – Uses and limitations of tests. Measurement of Social and Emotional Development – Sociometric method and sociogram, Emotional intelligence and competencies - Uses and limitations.
- 4.** Personality Assessment – Rating Scales and Inventories – Purpose and developmental procedures, Types of inventories – Cattle 16 PF, Adjustment inventories. Projective Techniques – Children Apperception tests, Word Association test, Draw-a-man test, Rorschach ink-blot test, Role play
- 5.** Assessment of Aptitude, Interest and Achievement – Survey of batteries and specific subject test – Differential aptitude test, Vocational interest scales-Thurston scale, Academic achievement test, Specific subject achievement tests. Assessment of Attitudes –Survey of batteries and specific subject test: Attitudes of various persons towards various social issues-Parental attitude scale towards Pre school education, Attitude scale towards marriage, family planning and population education etc.

Practical: Based on above topic

Paper IV: Extension Techniques in Human Development and Family Studies

1. Extension Education – Meaning and changing concepts of extension education, Philosophy, Objectives, Principles, Functions, Components of extension and Dimension of extension, Process and Elements involved in extension education, Resources and their mobilization.

Methods of Approaching People – Individual, Group, Mass, Methods of teaching extension, Merits and limitation of each method. Leadership – Concepts, Types, Role, Functions; Identifying and Utilizing local leadership.

2. Communication Technology – Concept, Scope, Process and Approaches to communication, Types of communication, New communication technologies in extension education.

Audio-Visual Aids – Preparation of audio-visual aids and its role in extension teaching – Guidelines for preparation and Effective use – Selection of different types of audio-visual aids based on issues and mass, Preparation of messages and Script writing.

3. Programme Planning – Meaning, Concepts and Importance of programme planning in extension education, Principles and Factors to be considered while planning the programmes and Types of planning.

Organizing and Coordinating Programmes in Extension – Meaning and Organizational structure – Formal and Informal organization – Span of management – Role of Functional committee in organizing the programmes. Involvement of organization at different levels during coordination.

4. Personnel Management – Selection, Training and Developmental needs, Methods, Performance appraisal, Organizational conflicts. Qualities of a good Extension Manager - Conflict resolution, Grievance handling, Learning about Controlling Techniques. Efficiency of Personnel – Orientation and Training of the worker, Incentives, Code of ethics, Supervision, Appreciation

5. Monitoring and Evaluation – Meaning, Purpose and Objectives, Types, Criteria and Techniques used in monitoring and evaluation of programmes, Efficiency cum Performance, Audit and Reporting. Factors Responsible for Conducting Successful Extension Programmes

Practical: Based on above topic

Semester III
Paper I: Child Guidance and Family Welfare

1. Guidance, Counseling and Therapy – Meaning, Nature, Scope, Principles and Goals; Historical movement of guidance and counseling service; Relationship between guidance and counseling; Distinction between counseling and therapy. Needs of Guidance and Counseling – Basic needs of the individual, societal needs, and expectations, Needs of different groups and Developmental characteristics – Age, Gender, Peers, Mass media, Family and Community, Changes in socio-economical, Changes in curricular offering and objectives of education.
2. Types and Techniques used in guidance – Educational, Vocational, Sociopersonal, Leisure time guidance. Individual Guidance – Advantages, Techniques used, Role of audio-visual aids in Individual guidance. Group guidance – Meaning and needs – Advantages of group guidance, Techniques of group guidance, Role of audio-visual aids in group guidance.
3. Counselors –Characteristics, Qualification and qualities, Skills and Competencies – communication skills, attending, listening, questioning and responding; interpersonal skills, Professional skills and Ethics – Do's and Don'ts, Limitations and Professional growth of counselors, Tips for becoming effective counselors. Counseling Process – Preparation and Pre requisites for counseling stages in counseling process Follow up and Review.
4. Counseling Approaches, Theories and Techniques – Meaning, Origin, Procedure, Merit and Limitations of counseling approaches; Psychoanalysis, Carl Roger's self theory, Gestalt theory, Behaviorist learning theory, Developmental counseling, Reality therapy, Rational-Emotive counseling; Counseling techniques – Client-centered, Counselorcentered and Eclectic counseling. Types of Counseling and Tools Required – Individual and Group counseling; Individual counseling tools– Interview, Case study, Tests and Clinical assessment; Group counseling–Informal discussion; Group reports, Lectures, Dramatics, Case conference; Merits and Limitations – Situations that lend for group counseling situation; Types of groups – Psycho-educational group, Interpersonal problem solving groups, Personality reconstruction groups, Task group, Self-help groups; Process of Group counseling – Formation of the group, Exploration, Transition, Workilg, Termination and Follow up.
5. Areas of Counseling – Family counseling, Parental counseling, Adolescent counseling, Counseline for girls and children belonging to special groups – Emotionally, Socially, Ph{sically, Mentally challengdd children and Gifted children; Premarital and Marital Counseling. Special Concerns of School Counselor – Child's hssues related to academic achievdmnt, Schoom drop out, Child abuse, Sexual abuse,(Substance I Abuse, Family life, AIDS educatéon, Awareness of the rights of the child – Role of counselor

Practical: Based on above topic

Paper II: Management of Elderly and Age Care

1. Adulthood and Development – Adult growth and development psychology, Theoretical perspectives in adult development; Individual, Family and Career perspective ; Adult life stages – Early, Middle and Late adulthood.
2. **Early adulthood:**
 - Biological and Developmental tasks of Early adulthood – Physical development, Sensory and Psycho-Motor functioning, Health status, Intellectual, Moral and personality development.
 - Vocational Patterns and Adjustments
 - Family Development Stage and Adjustment – Single life, Marriage and Marital adjustment, Non-parenthood and Parenthood, Divorce, Remarriage.
3. **Middle Adulthood**
 - Characteristics and Developmental tasks of Middle age, Physical continuity and changes – Sensory abilities, Physiological functioning, Appearance, Health status and Problems, Mental changes, Social and Recreational interest.
 - Vocational Adjustment, Midlife transition.
 - Personal relationship - Marriage and Divorce, Siblings, Friends, Grown up children/married children, Aging parents. Becoming grand parents – Quality of life.
4. **Gerontology and Aging Process**
 - Emergence and Scope of Gerontology, Historical Perspective and Current status of Elderly.
 - Concept of Aging and Theories of aging – Social themes (Disengagement Theory and activity theory), Biological theories (Wear and Tear theories and Genetic Programmed theories).
 - Aging Process – Biological and Physiological aspects of aging, Psychological and sociological aspects of aging.
5. **Late adulthood**
 - Developments, Adjustment pattern, Changing life styles and Welfare programmes: Physical changes – Sensory, Psychomotor functioning, Health status, Care and Problems, Mental capacities and Changes in Memory, Work and Retirement.
 - Changing roles in Family life and Social relationships – Husband-wife relations, Grand parenthood, widowhood-single hood, Alternative life style; Leisure time activities.
 - Death and Bereavement; Welfare programs and services for the aged.

Practical: Based on above topic

Paper III: Marriage and Family Therapy

1. Theoretical developments in marital and family therapy; schools of family therapy structured, strategic, experimental family and integrated family therapy; social learning approach.
2. Contemporary marital therapies – psychosomatic symptoms, psychiatric disorders, marital distress, alcoholism & drug dependence.
3. Juvenile offences, problems of adolescents, conduct problems, work and school phobias
4. Qualities of marriage and family therapist, advanced techniques of marriage and family therapy; future directions in marriage and family therapy – bridging research, theory and practice
5. Advances in clinical assessment, sex therapy, divorce therapy, preventive and enrichment programme

Practical: Based on above topic

Paper IV: Nutrition in Health and Disease in Different Life Stages

- 1.** Factors Affecting Food habits and Dietary patterns – Definition of food, nutrition and health, Inter relationship between nutrition and health, Concepts of a desirable diet for optimum nutrition and health. Basic Principles of Planning and Healthy Diet – Nutritional assessment, RDA for Indians, Food groups and balanced diet, Dietary guides.
- 2.** A Brief Review of Nutrients in general- carbohydrate, protein, fat; functions, sources, deficiency disorder and recommended intakes, energy and macronutrients, Vitamins- A, D, E, K, B-complex-B1, B2, Niacin, Folic acid, Vitamin C .Minerals- Calcium, Iron, Iodine, Zinc Water .Energy Balance and Body Composition – Effect of aging, Body weight management and health.
- 3.** Nutrition through Life Cycle. Infancy, Childhood and Adolescence – nutritional need, problems, supplementary foods. Adulthood and Later years – nutritional need, nutrition / health problems and intervention. Nutrition for Special Groups – Pregnancy And Lactation– effect of nutrition on the outcome of pregnancy and lactation performance, nutritional need.
- 4.** Major Nutritional Problems Of India And Nutrition Intervention Programmes to combat Diarrhea, PEM, Anemia, Vitamin A deficiency, Goitre. Public Health Programmes to control TB, Malaria, Polio, AIDS.
- 5.** Diet and Health – Nutrition and Chronic (non communicable) Diseases –obesity, diabetes, heart disease and strokes, arthritis, and cancer-dietary recommendations. Consumer Education - Consumers concern about Food And Water, Food adulteration and food labeling etc.

Practical: Based on above topic

Semester IV

Paper I: Child and Family Welfare Programmes and Organisations

1. The concept of Women, Child and Family Welfare - Objectives and Needs of welfare services, Classification of services, Types of programmes for women child and family welfare; History of women, child and family welfare in India, Social change and Social welfare.

Welfare Organization – The structure of community welfare organization, Personnel administration, Budget and Finance, Trends in welfare management and administration related to women, child and family programmes.

2. Women Welfare Programmes – Concept of various schemes for women, Training centers for rehabilitation of women in distress, Employment and Income generating programmes, Socio-economic programmes for women, Hostel for working women, Condensed courses of education. Important Legislation for Women's Welfare – Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women.
3. Child Welfare programmes – Concept of various programmes and services for children – Baby clinics, Crèches, Day care centers and Preschool centers; Training and rehabilitation programs for children with antisocial behaviour, Destitute home, Orphanages.

Legislation Related to Child Welfare – Compulsory and Free education for children, Child Labour Prohibition Act, Disabled Children Act, Child Health and Nutrition Policy, Girl child protection schemes.

4. Family welfare programmes – concept of various programmes for family welfare – Poverty Alleviation programme, Saksharatha andolana(Literacy programme) Housing schemes, Food for work programmes, Chief Minister's Employment Programme for youth.

Agencies working for the Welfare of Women, Children and Families at various levels – Local, National and International – Aims, Objectives Organizational set up, Programmes, beneficiaries coverage and Funding pattern – UNICEF, CARE, WHO, FAO, DANIDA, IAPE, PPF, CSWB and SSWB, BGMS, KGNMT, AIWC, NIPCCD, NIN, ICCW, ICDS, IRDP, DWCRA, FPAI, NCERT.

5. Method of appraisal, Process of monitoring, Sustainability of analysis and Significance in developmental programmes, Institutional capacity and Organizational competence of organizations working for the welfare of women, children and family. Community perception on programmes and developing proposals on intervention programmes for women and children, special groups

Practical: Based on above topic

Paper II: Children with Special Needs

1. Children with Special Needs – Need for recognizing individual difference; Various approaches to defining and understanding disability –Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children.

Special Education Programmes and Policies for Disabled – Need of special education and Philosophy of inclusions, Types of programmes and Recent trends in special education, Policies for persons with disabilities; Role of family and community in management of disabled

2. Physically Challenged Children: Orthopaedically and Neurologically Impaired – Definition, Classification, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management.
Children with Sensory Impairment: Visually and Acoustically challenged – Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management.
3. Intellectually Challenged Children: Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational Programmes and policies, Rehabilitation and Management.
Intellectually Superior Children: Definition, Characteristics, Causes, Identification, Special education and training.
4. Children with Speech and Language Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programmes.
Children with Learning Disabilities: Definition, Slow learners, Learning disabilities in reading, writing, spelling and mathematics, Prevalence, Characteristics, Causes, Techniques of identification and assessment, Special educational programmes.
5. Socially Disadvantaged Children: Definition, Classification, Characteristics, Causes, Prevalence, Identification, Characteristics, Educational and Rehabilitation Programmes. Emotionally Disturbed Children: Definition, Classification, Characteristics Causes, Prevalence, Identification, Educational provisions and Therapy.

Practical: Based on above topic