

**Department of Human Development and Family Studies  
(Syllabus of M. Sc.)**



**Course Distribution, Syllabus and  
Text References**



**College of Community Science  
VNMKV, Parbhani**

## M. Sc. (Home Science) in Human Development and Family Studies

### COURSE LAY OUT FOR

### POST GRADUATE DEGREE PROGRAMME

#### Summary of Credit Load Layout

S. No	Subjects	Credit Load
1	Major subjects	20-21
2	Minor subjects	9
3	Supporting Courses	5-6
4	Seminar	1
5	Research	20
<b>Total Credits</b>		<b>55</b>

#### Credit Load Layout for M. Sc Programme

Semester	Course credits					
	Major	Minor	Supporting	Seminar	Research	NCCC
First	9	6	3	-	18	2
Second	9	3	3	-	15	2
Third	2	-	-	-	2	2
Fourth	-	-	-	1	1	-
<b>Total</b>	<b>20</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>20</b>	<b>6</b>

#### Semester Wise Distribution of M. Sc Courses

##### Semester I

S.No	Course No.	Course title	Credits
<b>Major courses: 9 Credits</b>			
1	HDFS 501	Theories of Human Development and Behaviour	
2	HDFS 502	Advances in Life Span Development	2+1
3	HDFS 505	Innovative Programmes in Early Childhood Care and Education	2+1
<b>Minor courses: 6 Credits</b>			
4	HDFS 509	Adolescent Development and Challenges	
5	EXT 504	Research Methods in Behavioral Sciences	2+1

<b>Supporting courses: 3Credits</b>			
6	STAT 511	Statistical Methods for Applied Sciences	2+1
<b>Total Credits</b>			<b>12+6</b>

#### Semester II

S.No	Course No.	Course title	Credits
<b>Major courses: 9 Credits</b>			
1	HDFS 503	Gender Issues in Human Development & Family Relations	2+1
2	HDFS 504	Children With Developmental Challenges	2+1
3	HDFS 506	Methods and Techniques of Assessment in Human Development	2+1
<b>Minor courses: 3 Credits</b>			
5	EXT 507	Human Resource Development	2+1
<b>Supporting courses: 3Credits</b>			
6	AG. STAT 531	Data Analysis Using Statistical Packages	0+2
		Master's Research	0+4
<b>Total Credits</b>			<b>8+10</b>

#### Semester III

S.No	Course No.	Course title	Credits
<b>Major courses: 2 Credits</b>			
1	HDFS 511	Appraisal of Child and Family Welfare Institutions	1+1
2	HDFS 599	Master's Research	0+6
<b>Total Credits</b>			<b>1+7</b>

#### Semester IV

S.No	Course No.	Course title	Credits
<b>Master's Seminar: 1 Credit</b>			
1	HDFS 591	Master's Seminar	0+1
2	HDFS 599	Master's Research	0+10
<b>Total Credits</b>			<b>0+11</b>

#### Non – Credit Compulsory Courses (NCCC)

##### Semester I

S. No	Course No.	Course title	Credits
1	PGS-501	Library and Information Services	0+1
2	PGS-504	Basic Concepts in Laboratory Techniques	0+1

##### Semester II

S. No	Course No.	Course title	Credits
1	PGS-502	Technical Writing and Communication Skills	0+1
2	PGS-503	Intellectual Property & its Management in Agriculture	1+0

##### Semester III

S.No	Course No.	Course title	Credits
1	PGS-506	Disaster Management	1+0
2	PGS-505	Agricultural Research Ethics and Rural Development Programmes	1+0

**Note: The Non Credit Compulsory Courses are to be offered to all the Students of M.Sc. from the academic Year 2009-10**

## Syllabus

### **1 HDFS 501 THEORIES OF HUMAN DEVELOPMENT AND BEHAVIOUR 3(3+0)**

- **Objective**

To equip the students with the concepts and theoretical frame work of different theories of Human Development and appraise them with a comparative analysis of theories and their educational implications

- **Theory**
- **UNIT I**

Meaning, types and functions of theory, theoretical perspectives-biological, environmental, interactional, cultural context, concepts and implications of psychoanalytic theory of Sigmund Freud and Neo-Freudians.

- **UNIT II**

Psychosocial theory of Erikson, Field theory of Kurt Lewin, Stimulus –Response theory and Social learning theories, Cognitive theory of Jean Piaget.

- **UNIT III**

Moral development theory of Kohlberg, Attachment theory of Bowl by, Language theory of Chomsky, Need theory of Abraham Maslow, Ecological theory of Bronfrenbrenner.

- **UNIT IV**

Cultural historical theory of development of Vygotsky, Self Theories - Comparative analysis of theories and their application, Integrated approach to theory building.

- **Suggested Readings**

Baldwin AL. 1980. Theories of Child development. John Wiley.Craig. 1985. Human Development, Theories of Human Development. 2<sup>nd</sup> Ed. John Wiley & Sons. Grain WC. 1980. Theories of Development: Concepts and Application.Englewood Cliffs. Hall CS. 1998. Theories of Personality. 4th Ed. John Wiley.Sailkind NJ. 2004. An Introduction to Theories of Human Development. Sage Publ.

### **2 HDFS 502 ADVANCES IN LIFE SPAN DEVELOPMENT 3(2+1)**

- **Objective**

To impart knowledge to students regarding current trends, issues of development and comparative analysis of theories and their educational implications.

- **Theory**
- **UNIT I**

Life span development; Physical development, psycho-motor development; role of heredity and environment, recent trends in assessing pre-natal and neo-natal status.

- **UNIT II**

Genetic research and its influence on child's development, current trends in physical, motor, intellectual, socio-emotional, moral development of children from birth to adolescence, socialization practices and influencing factors and impact of social-emotional deprivation on different stages of development.

- **UNIT III**

Culture and its impact. Emotional maturity, stability and catharsis. Personality changes in self perceptions and gender role development through different developmental stages, influence of cultural factors

- **UNIT IV**

Integrated view of development from a life span perspective- recent research trends in human development issues.

- **Practical**

Study of physical, motor, social, emotional, intellectual, language, moral and personality development at different ages, using standard measurement tools/instruments, writing interpretative reports for parents, teachers and referral services.

- **Suggested Readings**

Dattan N Resse. HW. (Eds.). 1974. Life Span Developmental Psychology. Academic Press. Kail RV & Cavaugh JC. 2004. Human Development – A Life Span View. Thompson Learning. Santrock JW. 2006. Life Span Development. Mc Graw Hill.

### **3 HDFS 505 INNOVATIVE PROGRAMMES IN EARLY CHILDHOOD 3(2+1) CARE AND EDUCATION**

- **Objective**

To orient the students towards the need and scope of innovative programmes in ECCE and develop ability to plan and execute innovative ECCE programme for intellectual, social, emotional and motor growth of young children.

- **Theory**

- **UNIT I**

Need and scope for innovative programmes in early childhood. Innovative programmes for child care and education development.

- **UNIT II**

Support services networking. Innovative programmes for intellectual and motor development.

- **UNIT III**

Support services for communication, social and emotional development of young children.

- **UNIT IV**

Programmes for foundations for life long learning. Preventing and arresting developmental delays / disabilities.

- **Practical**

Planning, execution and evaluation of innovative programmes for intellectual, social, emotional and motor growth of young children.

- **Suggested Readings**

Christine M. 2004. Movement and Learning in the Early Years. Sage Publ. Kaul V.1997. Early Childhood Education Programme. NCERT. Mishra RC. 2005. Early Childhood Care and Education. A.P.H. Publ. Murlidharan R. 1991. Guide to Nursery School Teacher. NCERT. Saraswathi TS. 1988. Issues in Child Development- Curriculum and Other Training and Employment. Spmaiya.Swaminathan M. (Ed.). 1988. The First Five Years: A Critical Perspective on Early Childhood Care and Education in India. Sage Publ.

#### **4 HDFS 509                      ADOLESCENT DEVELOPMENT AND CHALLENGES                      3(2+1)**

- **Objective**

To acquaint the students regarding the inherent challenges and contemporary issues in adolescent development.

- **Theory**

- **UNIT I**

Adolescence – definition, importance of the stage. Traditional theories of adolescence, Modern theories, biological development, maturation, environmental learning, interactional and cultural context. Perspectives of adolescent development, interpersonal relationships, socio- cultural attitudes of adolescents.

- **UNIT II**

Consequences of puberty changes, sexual development, early and late maturation and psychological implications.

- **UNIT III**

Intellectual development formal operations, complexities of adolescent thoughts. Moral development - integration of self and psycho-sexual resolution and resolving identity crisis- reorganization of social life- relationship with peers and parents, heterosexual relationships.

- **UNIT IV**

Vocational preferences, training and work, transition to adulthood- conflicts with special reference to contemporary socio – cultural changes.

- **Practical**

Case studies, interviewing early and late adolescents on issues – problems, pubertal changes, friendships, career, aspirations, self and social awareness, political awareness, mass media preferences. Depiction of adolescents in mass media - content analysis of media- films, television, literature.

- **Suggested Readings**

Berk LE. 1993 Infants, Children and Adolescents. Allyn & Bacon. Sebald H. 1984. Adolescence - A Social Psychological Analysis. Prentice Hall. Seifert KL & Hoffnung RJ. 1991. Child and Adolescent Development. Houghton Mifflin.

**5 HDFS 503 GENDER ISSUES IN HUMAN DEVELOPMENT AND FAMILY RELATIONS 3(2+1)**

- **Objective**

To orient the students regarding the gender issues in human development and family relationships to impart experiences regarding gender issues, family practices and biases prevalent in Indian Society.

- **Theory**

- **UNIT I**

Concept of gender- its biological and socio-cultural connotations. Importance of gender differences in human development. Gender theories- gender orientation theory of Sandra Bem, gender schema theory, theory of ego development and gender.

- **UNIT II**

Demographic challenges to family ecology, gender issues in family involvement and cohesiveness (socialization, family roles, responsibilities and family adjustment) impact of gender roles, responsibilities and socialization practices.

- **UNIT III**

Working towards family solidarity and social wellbeing (values and ethics in the promotion of happy family life).

- **UNIT IV**

Changing trends in gender role orientation, its socio- economic and cultural impact on the family and society.

- **Practical**

Gender analysis of mass media content, books, television and films. Interviewing children and parents to study gender socialization practices. Administering gender role orientation scale to adolescents /women interpreting the results. Case study of three generation families to identify the differences in the gender orientation roles and responsibilities. Case studies for gender role performance.

- **Suggested Readings**

Channa K. 1988. Perspective in Indian Development: Socialization, Education and Women: Exploration in Gender Identity. Orient Longman. Coltrance S. 1997. Gender and Families. Fine Forge Press. Gherardi S. 1995. Gender Symbolism and Organizational Structures. Sage Publ. Narsimhan S. 1999. Empowering Women An Alternative Strategy for Rural India. Sage Publ.

**6 HDFS 504 CHILDREN WITH DEVELOPMENTAL CHALLENGES 3(2+1)**

- **Objective**

To orient the students to the etiology and developmental characters of children with developmental challenges and develop in them the sensitivity for working with developmentally challenged children.

- **Theory**

- **UNIT I**

Classification of developmentally challenged children, current statistics, its implications on the quality of life. Multi disciplinary view of children with special needs.

- **UNIT II**

Remedial programmes for different types of special needs- mental deficiency, sensory disabilities, neurological disorders, physically challenged.

- **UNIT III**

Special programmes for the gifted. Characteristics, assessment, educational and vocational interventions.

- **UNIT IV**

Policies, Government provisions, Concessions, Facilities and Legislations for challenged children.

- **Practical**

Study of etiology, characteristics, diagnosis of children with different disabilities, conducting individual home based intervention by collaborating with other professionals and also with institutions for center-based intervention- schools, clinics, also with pediatric wards, special schools. Collaborative work with professionals in development of intervention packages for children with special needs.

- **Suggested Readings**

Cruickshank WH & Johnson GU. 1970. Education of Exceptional Children. Prentice Hall. Kar C. 1996. Exceptional Children - Their Psychology and Education. Sterling Publ. Kirk SA. 1970. Educating Exceptional Children. Oxford & IBH.

**7 HDFS 506 METHODS AND TECHNIQUES OF ASSESSMENT IN HUMAN DEVELOPMENT 3(2+1)**

- **Objective**

To appraise the students with different methods and techniques of assessment in human development and expose them to use different assessment techniques throughout life span.



- **Theory**
- **UNIT I**

Assessment –definition, function, concept of measurement, techniques & their relative efficacy in measuring different aspect of human development.

- **UNIT II**

Trends & challenges in assessment of human behavior, ethical issue in the assessment of human development.

- **UNIT III**

Scientific methods & their criteria -reliability, validity control, item analysis, assessment methods. Use of objective measures & methods.

- **UNIT IV**

Development of test /scale & standardization procedure types of scales–nominal ordinal, interval & ratio scale

- **Practical**

Screening & diagnostic assessment for various development through different tools & techniques, physical – anthropometric measurement, psychomotor and mental development (Bayley's scale etc.), Cognitive & language -Wechsler's scale of intelligence. Achievement interest & Aptitude scale, Personality & behavior - Emotional maturity and temperament, parent child relations, child -rearing practices, parenting styles achievement and aptitude. Interpretation of assessment and report to parent and teachers.

- **Suggested Readings**

Gulati R & Gugnani A.1994 Child Development - A practical Manual.Phoenix Publ.Kothari CR.1999, Research Methodology - Methods and Techniques. Wishwa Prakashan. Sharma RA. 1999. Essentials of Measurement in Education and Psychology. Raj Printers.Sidhu.KS.1999. Methodology of Research in Education. Sterling Publ.

**8 HDFS 511 APPRAISAL OF CHILD AND FAMILY WELFARE INSTITUTIONS 2(1+1)**

- **Objective**

To orient the students regarding various child and family welfare institutions and programmes and enable them to understand and develop skills of planning, implementing and evaluating welfare programmes / institutions.

- **Theory**
- **UNIT I**

Concept of monitoring and evaluation- need appraisal – orientation to the supportive and substitutive services related to the welfare and families. Type of evaluation techniques for different types of institutions for children. Impact analysis- type and methods of monitoring. Enhancing functional quality of institutions and evaluation.

- **UNIT II**

Family welfare – concept, scope and need, historical perspectives. Roles and responsibilities of family and community. Constitutional provisions-act, amendments related to family. Laws and policies governing mainstreaming of vulnerable children (i.e. street children, child laborers) and families (adoptive families, reorganized families).

- **UNIT III**

Orientation to welfare institutions and programmes, developmental programmes related to health, nutrition, and education. Provision of basic resources- family care and counseling, agencies.

- **UNIT IV**

Organizations and programmes for family welfare- local, national and international- aims, Objective and services.

- **Practical**

Visits to study child welfare institutions and evaluation of strategies for enhancing managerial skills of personnel and generation of resources, implementing developed plan of action and its evaluation, report writing. Observational visits and evaluation of family welfare institutions and organizations. Proposals for developing welfare project for health, nutrition, education and rehabilitation of the disabled families. Implementation strategies of project, to test its efficacy. Monitoring and evaluation of services for family welfare. Criteria and impact assessment.

- **Suggested Readings**

Kumar R. 1998. Child development in India- Health Welfare and Management. Ashish Publ. House.

Singh D. 1995. Child Development: Issues, Policies and Programmes. Kanishka Publ.

Sood M, Swaroop N & Batra A. 1992. Voluntary Organizations Working for Children and Women: Some Profiles. NIPCCD