M. Sc.
HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

SEMESTER SYSTEM
CURRICULUM

DEPARTMENT OF HOME SCIENCE
(UNIVERSITY OF DELHI)

FEBRUARY 2010

M. SC. HUMAN DEVELOPMENT AND CHILDHOOD STUDIES
SCHEME OF EXAMINATION

Semester I

Paper No.	Title of Paper	Credit	M. M	Periods/ week	Duration of examination
	Theory				
1101	Statistics & Computer Applications	4	100	4 Week	3 hours
1132	History and Theories of Human Development I	4	100	4 "	3 hours
1133	Principles of Development 1	4	100	4 "	3 hours
1134	Diversity, Disadvantage and Inclusion	4	100	4 "	3 hours
	Practical				
1135	Methods in the Study of HDCS	4	100	9 Week	
	Total		500		

Semester II

Paper No.	Title of Paper	Credit	M. M	Periods/ week	Duration of examination
	Theory				
1231	Research Methods and Seminar	4	100	4	3 hours
1232	History and Theories of Human Development II	4	100	4	3 hours
1233	Principles of Development II	4	100	4	3 hours
1234	Early Childhood Development: Care and Education	4	100	4	3 hours
	Practical				
1235	Early Childhood Development: Care and Education	4	100	9	6 hours each on each 2 days
	Total		500		

Semester III

Paper No.	Title of Paper	Credit	M.M	Periods/ Week	Duration of examination
	Theory				
1331	Developmental Disabilities	4	100	4	3 hours
1332	Childhood and Adolescence across Ecological Settings	4	100	4	3 hours
1333(a) 1333(b) 1333(c) 1333(d)	Elective: Select any one. a. Women and Society b Children, Family and Society c. Social Psychology for Human Development d. Literature, Media and Children	4	100	4	3 hours
	Practical				
1334	Developmental Disabilities	4	100	9	6 hours each on 2 days.
1335(a)	Internship	2	50	2	
1335(b)	Dissertation	2	-	2	
	Total		450		

Semester IV

Paper No.	Title of Paper	Credit	M.M	Periods/ Week	Duration of examination
	Theory				
1431	Education for Human Development	4	100	4	3 hours
1432	Law, Policy and Programmes for Children an Women	4	100	4	3 hours
1433(a) 1433(b) 1433(c) 1433(d)	Elective: Select any one. a. Child and Adolesent Wellbeing b. Social Entrepreneurship for Child development c. Modernization and Social Change d. Evaluation Studies	4	100	4	3 hours
	Practical				
1434	Organization and Management of Programmes fore Children and families	4	100	9	6 hours each on 2 days.
1435	Dissertation	4	150	4	
	Total		550		
	Grand Total		**2000**		

NOTE:

- **Pass Percentages:** Minimum marks required to pass the examination is 40% in each course, in theory and practical separately. However, the candidate must secure an overall aggregate of 50%.

- The marks obtained in the House Examination of M.Sc.(I) will be taken into account for the final allotment of the specialization/ elective subjects of M.Sc.(II). The concerned Institute will have the discretion to offer one or more elective subjects in a particular academic session (subject to the availability of logistic support).

- As per the University directive 25% of the maximum marks of each theory course will be assigned for internal assessment.

- The Practical Examinations shall be conducted over 2 days, 6 hours each day. 40 % of the marks for the practical examination shall be reserved for fieldwork and/or laboratory records of the candidates and will be awarded by the teacher responsible for the course**.**

- Seminar, placement reports and projects of individual papers will be evaluated by a panel of teachers internally and the marks will be sent to the University through the Head of the Department.

- The Dissertation work in III and IV Semester will be marked at the end of IV Semester for 150.

- Each Theory paper will have 1 period Tutorial per week.

DETAILED COURSES

SEMESTER I

STATISTICS AND COMPUTER APPLICATIONS

THEORY

Paper No.:   **1101**
Maximum Marks: **100**
Teaching periods: **4/ week**
Teaching load: **50**

OBJECTIVES
- To learn basic statistical procedures for research
- To understand applications of statistical techniques for analysis and interpretation
- To use selective software for qualitative and quantitative data analysis

CONTENTS   **PERIODS**

PART I – Statistics

UNIT 1: Introduction to statistics   **5**
- Orientation to qualitative and quantitative analyses
- Introduction to quantitative procedures
- Basic principles and concepts in statistics

UNIT 11: Measurement and computation   **5**
- Fundamentals of measurement: quantity and quality
- Scales of measurement: Nominal, ordinal, interval and ratio
- Reliability, validity and standardisation of measurement

UNIT 111: Organisation and presentation of data   **5**
- Data reduction strategies
- Coding and tabulation
- Grouping of data: Frequency distributions
- Graphic representation: Graphs, diagrams and charts
- Descriptive statistics and its applications
- Applications of descriptive statistics
- Characteristics of distributions: Skewness, kurtosis
- Percentage, percentile ranking and frequencies

UNIT 1V – Probability and normal distribution   **5**

- Basic principles and applications of probability
- Testing hypotheses: Levels of significance and estimation
- Errors in hypothesis testing: Type I, Type II
- Sampling theory and method
- Z scores, calculation and application

UNIT V – Statistical tests   **10**
- Parametric tests of difference: T test, ANOVA and post hoc analysis of significance
- Parametric tests of association: Pearson's product moment r
- Non-parametric tests of difference: Mann-Whitney, Sign, Median, and Kruskal-Wallis
- Non-parametric tests of association: Spearman's r
- Chi-square test

UNIT VI – Regression and prediction   **4**
- Regression equation
- Applications of regression

UNIT VII – Analysis and interpretation   **6**
- Guidelines for selecting an appropriate test
- From scores to conclusions

UNIT VIII – Computer Applications Software   **10**

- EXCEL
- SPSS
- Atlas.ti

REFERENCES
~~RECOMMENDED READINGS~~
- ~~Anastasi, A. and Urbina, S. (1997). *Psychological Testing (7th edition)*. Indian Reprint. Delhi: Pearson Education.~~
- Argyrous, G. (2000). *Statistics for Social and Health Research*. London: Sage.
- ~~Bell, J. (1999). *Doing Your Research Project: Guide for First Time Researchers in Social Sciences*. New Delhi: Viva Books.~~
- Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, Ca: Sage.
- ~~Black, J.A. and Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley and Sons.~~
- ~~Blaxter, L., Hughes, C, and Tight, K. (1999). *How to Research*. New Delhi: Viva books.~~
- ~~Denscombe, M. (1999). The *Good Research Guide for Small Scale Social Research Projects*. New Delhi: Viva Publications.~~

- Elmes, D.G., Kanowitz, B.H. and Roediger, H.L. (1989). *Research Methods in Psychology (Third Edition)*. New York: West Publishing Company.
- Festinger, L. and Katz, D. (1953). *Research in Behavioral Sciences*. New York: Dryden Press.
- Fowler, F.J. (1984/88). *Survey Research Methods*. Applied Social Research Methods Series, Vol. 1. Newbury Park, Ca: Sage.
- Greene, S. and Hogan, D. (Eds.). (2005). *Researching Children's Experiences: Methods and Approaches*. London: Sage.
- Holstein, J.A., and Gubrium, J.F. (1995). *The Active Interview*. Qualitative Research Methods, Vol.37. Thousand Oaks, Ca: Sage.
- Kin, R.Y. (1984). *Case Study Research: Design and Methods*. Applied Research Methods Series, 5. Beverly Hills, Ca: Sage.
- Minium, E. W., King, B. M., & Bear, G. (1995/2004). *Statistical Reasoning for Psychology and Education.* New York: Wiley and Sons.
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London: Sage.
- Phillips, N. and Hardy, C. (2002). *Discourse Analysis: Investigating Processes of Social Construction*. Qualitative Research Methods Series, 50. Thousand Oaks, Ca: Sage.
- Salkind, N. (2000). *Statistics for People Who (think they) Hate Statistics*. London: Sage

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- Nadalman, L. (2004). *Research Manual in Child Development*. Mahwah, N. J.: Lawrence Earlbaum.
- Neale, J.M. and Liebert, R.M. (1986). *Science and Behavior: An Introduction to Methods of Research*. London: Sage.
- Reissman, C.K. (1993). *Narrative Analysis*. Qualitative Research Methods Series, 30. Newbury Park, Ca: sage.
- Tuckett, D. (1998). *Thinking, Feeling and Being: Clinical Reflection on Fundamental Antimony of Human Beings and the World*. London: Routledge.

HISTORY AND THEORIES OF HUMAN DEVELOPMENT - I

THEORY

Paper No.: 1132
Maximum Marks: 100
Teaching periods: 4/ week
Teaching load: 48periods/ semester

OBJECTIVES

1. To learn about the history of the study of human development
2. To comprehend the cultural notions of children and childhood
3. To focus on Indian history and tradition in the exploration of human behaviour and development
4. To provide a framework to locate human development and childhood in an interdisciplinary context

CONTENTS	PERIODS

UNIT 1 – History of the study of human development   **13**
- Brief overview of the history of human society
- Earliest known references to the study of human beings
- European renaissance and philosophy
- Modernity and science: The influence on the study of man

UNIT 1I - Theory construction   **10**
- What is a theory?
- Deductive and inductive approaches in theory construction
- Links between phenomena, theory and method
- Purpose of theorising

UNIT 11I – Ethnotheories, indigenous theories and academic theories   **15**
- The process and politics of theory construction: Scientific and lay knowledge
- Western scientific theories and their links with philosophical and religious thought
- Indigenous and universal theories of human development
- Ethnotheories

UNIT 1V – Interdisciplinary theoretical perspectives   **10**
- Cross-theory learning in human development
- Cross-disciplinary approaches to human development
- Sociological, anthropological, psycho-biological and philosophical studies on childhood and human development
  -

REFERENCES

RECOMMENDED READINGS
- Aries, P. (1962). *Centuries of Childhood: A Social History of Family Life*. London: Jonathan Cape Ltd.
- Dixon, R. A. & Lerner, R. M. (1999). History and Systems in Developmental

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Psychology. In M. H. Bornstein & M. E. Lamb, *Developmental Psychology: An Advanced Textbook*. 4th edition. pp 3 – 48. Mahwah, NJ: Lawrence Erlbaum.

- Frazer, J.G. (2004). *The Golden Bough: A study in magic and religion*. USA: Cosmo.
- Ishay, M.R. (2004). *The History of Human Rights: From Ancient Times to the Globalization Era*. Berkeley: University of California Press.
- Jenks, C. (Ed.) (1982). *The Sociology of Childhood: Essential Readings*. London: Batsford
- Jenks, C. (2005). *Childhood: Critical Concepts in Sociology*. New York; Routledge.
- Hampden-Turner, C. (1981). *Maps of the mind*. New York: Wiley.
- Maier, H. (1988). *Three theories of development*. New York: University Press.
- Pattanayak, D. D. (2006). *Myth=Mithya: A Handbook of Hindu Mythology*. New Delhi: Penguin.
- Raman, V. (2003). The Diverse Life-Worlds of Indian Childhood. In M. Pernau, I. Ahmad, & H. Reifeld (Eds.), *Family and gender: Changing values in Germany and India* (pp. 84-111). New Delhi: Sage.
- Ramanujan, A.K. (1997). *Flowering Tree: And Other Oral Tales From India*. USA: Viking.
- Ramanujan, A.K. (1994). *Folk Tales From India*. India: Penguin Books.
- Rogoff, B. (2003). *The Cultural Nature of Human Development*. USA: OUP.
- Sobel, D. (1999). *Galileo's Daughter: A Historic Memoir of Science, Faith and Love*. New York: Walker & Co.
- Spivak, G. C. (2004). *Death of a Discipline*. Calcutta: Seagull.

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- Aries, P. (1962). *Centuries of Childhood: A Social History of Family Life*. London: Jonathan Cape Ltd.
- Beattie, J. (1964). *Other Cultures*. London: Cohn and West.
- Geertz, C. (1993). *The Interpretation of Cultures*. New York: Basic Books.
- James, A., & James, A. (2008). *Key Concepts in Childhood Studies*. Los Angeles: Sage.
- James, A., & Prout, A. (1997/2001). *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. London: Routledge/Falmer.

PRINCIPLES OF DEVELOPMENT 1

THEORY

Paper No.:	**1133**
Maximum Marks:	**100**
Teaching periods:	**4/week**
Teaching load:	**48 periods/semester**

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OBJECTIVES

1. To gain advanced knowledge of developmental processes and principles
2. To understand the importance of biological bases in human development
3. To explore contemporary concerns in the study of development

CONTENTS   **PERIODS**

UNIT 1:   Introduction to concepts and processes   **16**

- Basic assumption for the study of development: Differentiation-integration, irreversible time
- Salient dimensions of study: normality-variation, rigidity-plasticity, continuity-discontinuity, competence-performance, critical periods and sex differences
- Life trajectories – pathways, ruptures and repairs in development and developmental tasks
- Study of life span – prenatal, early childhood, middle childhood, adolescence, adulthood and old age

UNIT 11:Biological bases of development   **12**

- Physiological processes
- The human genome
- Genetic influences in different stages
- Structure of nervous system and brain

UNIT 111:Developmental processes across the life-span   **10**

- Genetics and behavior
- Epigenesis and the linkages between physiological, psychological and social
- Brain and behaviour
- Physiological processes and behaviour

UNIT 1V :Interactional processes in development   **10**

- Nature and nurture interplay
- Interrelatedness between domains of development
- Cultural organization of human development
- Integration of development across the life-span

RECOMMENDED READINGS

- Bateson, G. (1979). *Mind and Nature: A Necessary Unity*. New York: Bantam.
- Brizendine, L, (2006). *The Female Brain*. New York: Morgan books.
- Bruner, J. (1986). *Actual Minds, Possible Worlds*. Cambridge, Mass.: Cambridge University Press.
- Chaudhary, N. (2004). *Listening to Culture: Constructing Reality from Everyday Talk*. New Delhi: Sage.

- Gopinath, G. (1996). *The Brain: A Precious Possession*. New Delhi: NBT.
- Jablonka, E., and Lamb, M. (2005). *Evolution in Four Dimensions: Genetic, Epigenetic, Behavioral, and Symbolic Variation in the History of Life*. MIT Press
- Ridley, M. (2003). *Nature Via Nurture: Genes, Experience and What Makes Us Human*. London: Harper Perennial.
- Valsiner, J. & Connolly, K. J. (2003). Introduction. The Nature of Development: The Continuing Dialogue of Processes and Outcomes. In J. Valsiner, & K. J. Connolly (Eds.), *Handbook of Developmental Psychology*. (pp. ix – xviii). Thousand Oaks: Sage.
- Rutter, M (2006). Genes *and Behaviour: Nature and Nurture Interplay Explained.* MA: Blackwell.
- Zittoun, T, Valsiner, J., Vedeler, D., Fering, D., Salgado, J. and Gonçalves, M. (2010). *The Melodies of Living: Developmental Science of the Human Life Course*. Cambridge: CUP.

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- LeDoux, J. (1996). *The Emotional Brain*. NY: Touchstone.
- Mead, G. H. (1934). *Mind, Self and Society*. Chicago: University of Chicago Press.
- Munsinger, H. (1971/1975). *Readings in Child Development*. New York: Hold, Rinehart & Winston.
- Ramachandran, V. S., & Blakeslee, S. (1998). *Phantoms in the Brain: Probing the Mysteries of the Human Mind*. New York: Harper Collins.
- Reddy, V. (2008). *How Infants Know Minds.* Cambridge, Ma: Harvard University Press.
- Young, G. Ferrari, P. Malhotra, S. Caffo, S. E. (Eds.) (2003). *Brain, Culture and Development: Tradition and Innovation in Child & Adolescent Mental Health*. New Delhi: Macmillan India Ltd
- Valsiner, J. & Connolly, K. J. (2003). Introduction. The Nature of Development: The Continuing Dialogue of Processes and Outcomes. In J. Valsiner, & K. J. Connolly (Eds.), *Handbook of Developmental Psychology*. (pp. ix – xviii). Thousand Oaks: Sage.
- Rutter, M (2006). Genes *and Behaviour: Nature and Nurture Interplay Explained.* MA: Blackwell.

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DIVERSITY, DISADVANTAGE AND INCLUSION

THEORY

Paper No.:	**1134**
Maximum Marks:	**100**
Teaching periods:	**4/week**
Teaching load:	**48 periods/semester**

OBJECTIVES

1. To engage with the diversity plurality of childhood in India
2. To gain knowledge of the status of children in India
3. To critically analyze the concerns related to specific groups
4. To understand the processes and principles of 'rights based programming'

<table>
<tr><td align="center">CONTENTS</td><td align="center">PERIODS</td></tr>
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Unit I: Diversity   10

- Situational analysis of children and childhood in India
- Human Development Indices
- Identity and personhood

Unit II: Disadvantage and its implications   16

- Correlates of disadvantage
  - poverty, minorities, caste, migration, homelessness, abuse, institutionalization, disabilities, bondage, ill health, conflict with law, trafficking and armed conflict
- Segregation and exclusion
- Implications of disadvantage - access and equity

Unit III: Principles and approaches for working with families in communities   8

- Ideologies for development work
- Knowledge, attitudes and practices
- Participatory approaches and methods
- Dimensions of interface between the child, family and the State

Unit IV: Processes of inclusion and empowerment   6

- Child Rights with the framework of Human Rights
- Examining the "Child Rights" perspective in the cultural context- with special reference to India.
- State initiatives in addressing diversity
- Study of "Right based programming" in work at the organizational as well as macro level to promote inclusion

RECOMMENDED READING

- Agosin, M. (2003)*Women, Gender and Human Rights*, New Delhi: Rawat
- Bajpai, A (2003) *Child Rights in India: Law, Policy and Practice*. New Delhi: Oxford University Press.
- Bhargava, V. (2005) *Adoption in India: Policies and Experiences*. New Delhi: Sage Publications.

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- Biswas, T. (2008). Human Rights, Gender and Environment. In N. Pradhan (Ed.), *Laws, Institutions and Rights in India* (pp. 301-315). New Delhi: Viva Books.
- Chandra, P. (1995). Project *Planning, Analysis, Selection, Implementation and Review*. New Delhi: Tata McGraw Hill.
- Dhanda, A. (2000) *Legal Order and Mental Disorder*. New Delhi: Sage Publications.
- India's Second Report to the UN Committee under the CRC 2001.
- Jain, S. (Ed.) (2009) *A Family for Every Child*. Catalyst for Social Action. Pune.
- Khan, K. (2009). Constitution of India and Women Empowerment. http://www.google.com
- http://wcd.nic.in/empwomen.htm
- Kumari, V. (2004) *Creative Child Advocacy: Global Perspectives*. New Delhi: Sage.
- Kumari, V. (2004) *Juvenile Justice System in India: From Welfare to Rights*. OUP.
- Mikkelsen, B. (1995) Methods for Development Work and Research. New Delhi: Sage.
- Razdan, U. *Child Paedophilia and International Travel and Tourism: An Unholy Nexus*, 48 (4) JILI 540 (Oct-Dec 2006).
- Razdan, U. (2003). Children in Armed Conflict: A Situational Analysis' in Raina and Razdan (Eds) *Law and Development* Regency Publication, 217. http://www.streetkids-srh.org/index.php

- http://www.crin.org/index.asp
- http://labour.nic.in/welcome.html
- http://www.ilo.org/dyn/clsurvey/lfsurvey.list?p_lang=en&p_country=IN
- http://www.childlineindia.org.in/index.htm
- http://www.indiastat.com/labourandworkforce/380987/childlabour/60/stats.aspx
- http://india.gov.in/spotlight/spotlight_archive.php?id=11
- http://planningcommission.gov.in/plans/planrel/fiveyr/welcome.html
- http://www.niewa.org/
- *The State of the World's Children,* UNICEF, http://www.unicef.org/sowc08/docs/sowc08.pdf
- *Working Group on Development of Child XI Five Year Plan (2007-2012)* Ministry of Women and Child Development, Govt of India, http://www.wcd.nic.in/

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- Narang, A.S. *Democracy in India: Issues and Challenges* (pp. 131-138). New Delhi: NCERT.
- Pattnaik, J (2004) *Childhood in South Asia: A Critical Look at Issues, Policies and Programmes.* Connecticut: Information Age.
- Kumari, V. (2004) *Creative Child Advocacy: Global Perspectives*. New Delhi: Sage.
- The Constitution of *India*
- *Current Human Development Report*
- *Cens*us of India

13

- Contemporary publications and documents of the Government of India, Un bodies, established International and National Organisations
- Selected Legislations for Children and Women
- An Outside Chance: Street Children and Juvenile Justice - An International
- Perspective, Part 1 And 2, Report By Consortium for Street Children (2004) available at http://www.juvenilejusticepanel.org/resources/?act=res&cat=&nod=_root_&id=O utsideChanceStreetChildrenJJ&start=1
- Specials.mns.co.in/sp08/wmday/women_rights.asp
  - Concluding Observations of the Committee on the Rights of the Child on India Reports in its 23rd and 35th Sessions
  - http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/c1f60870f4bba946c1256967004744 ef?Open document (2000)
  - http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/CRC.C.93.Add.5.En?OpenDocumen t

METHODS FOR THE STUDY OF HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

PRACTICAL

Paper Number	:	**1135**
Maximum Marks	:	**100**
Practical	:	**2/wk (4-5 periods/ practical)**
Practical Load	:	**24 practical /semester**

OBJECTIVES
1. To acquire a repertoire of skills for working with children and relevant adults in different contexts
2. To develop techniques and methods suited to different and various situations and contexts
3. To study selected standardised tests/protocols for the study including assessment of individuals, families/settings
4. To develop skills in recording fieldwork

CONTENTS   **PRACTICALS**

UNIT I: Overview of the procedures for study of children using specific and multiple methods of fieldwork   **2**
- Observational study of children and their life settings using ethnographic methods
- Interviewing of children and relevant adults
- Focus group discussions/PLA techniques
- Theatre based techniques/method/activities
- Archival and secondary resources of data gathering

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UNIT II   Single and mixed methods   4

- Use and development of observational checklists/guides/ anthropometric measurements to study development across the major domains
- Experimental methods
- Case study of individuals with a focus on life stages
- Devise/assemble a suite of methods for study of salient issues/domains of development and life stages

UNIT III   Study of settings   4

- Visits to various settings such as families in different circumstances, residential community, care and education and hospitals and clinics

UNIT IV Study tests, assessment protocols and developmental norms   2

- Developmental: Portage, BSID
- Tests of cognition, language and behaviour
- Norms of development

REFERENCES

- Anandalakshmy,S., Chaudhary, N. & Sharma,N. (Eds.). (2008). *Researching Families and Children: Culturally Appropriate Methods.* New Delhi: Sage
- Anastasi, A. & Urbina, S. (1997). *Psychological Testing* (Seventh edition). Indian Reprint. Delhi: Pearson Education.
- Burgess, Robert G. (1990). *In the Field: An Introduction to Field Research*: *Contemporary Social Research*. London: Routledge.
- Denzin, N. and Lincoln, Y. 2005. *The Sage Handbook of Qualitative Research.* London: Sage.
- Fivush, R., & Haden, C.A. (Eds.). *Autobiographical Memory and the Construction of the Narrative Self*. Mahwah, N.J.: Lawrence Erlbaum.
- Gordon, T., Holland, J. Lahelma, E. and Tolonen, T. (2005). Gazing with Intent: Ethnographic Practice in Classrooms. *Qualitative Research*, 5.
- Hart, C. (1998). *Doing a Literature Review: Releasing the Social Science Research Imagination.* London: Sage.
- Mishler E. (1991) *Research Interviewing: Context and Narrative*. Harvard University Press, Cambridge, MA.
- Reissman, C.K. (1993). *Narrative Analyses.* London: Sage.
- Wolfinger, N. (2002). On Writing Field Notes: Collection Strategies and Background Expectancies, *Qualitative Research*, 2.
- Yin, R. (2003). *Case Study Research.* London: Sage.

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SEMESTER II

RESEARCH METHODS AND SEMINAR

THEORY

Paper No.:   **1231**
Maximum Marks: **100**
Teaching periods: **4/week**
Teaching load: **48 periods/semester**

OBJECTIVES
1. To understand the purpose and procedure of research
2. To understand the varied approaches to research
3. To learn the basic format of a research design and process
4. To learn how to write research proposals and develop presentation skills

	CONTENTS	**PERIODS**

UNIT I: **Purpose of research**   **6**
- Basic need for research in the social sciences
- Scientific method; induction and deduction
- Issues of relevance and cultural appropriateness
- Social responsibility and ethics in research

UNIT II: **Quantitative and qualitative research paradigms**   **12**
- Quantitative and qualitative research designs
- Design, data collection and analyses in quantitative and qualitative research
- Selecting appropriate design and methods to conduct research

UNIT III: Components of research   **18**

- Defining the research area: developing research questions, the approach and design.
- Reading, reviewing and referencing studies, journals, books and papers
- Developing the objectives, methods of study, analyses.
- Writing a research proposal

UNIT IV: Seminar   **12**
- Preparation of seminar and presentation

REFERENCES

RECOMMENDED READINGS
- Anastasi, A. and Urbina, S. (2003). *Psychological Testing.* Delhi: Pearson Education.
- Bell, J. (1999). *Doing Your Research Project: Guide for First Time Researchers in Social Sciences.* New Delhi: Viva Books.
- Bernard, H. R. (2000). *Social Research Methods: Qualitative and quantitative approaches.* Thousand Oaks, Ca.: Sage.
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- Bryman, A. (1996). *Quantity and Quality in Social Research.* London, Routledge.
- Bryman, A. (2008). *Social Research Method.* Oxford: Oxford University Press.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: Sage Publications.
- Denscombe, M. (1999). *The Good Research Guide for Small-Scale Social Research Projects.* New Delhi: Viva Publications.
- Denzin, N. and Lincoln, Y. (Eds.) 2005. *The Sage Handbook of Qualitative Research.* London: Sage.
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- Miles, M. and Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*, London: Sage.

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- Nadalman, L. (2004). *Research Manual in Child Development.* New Jersey: Lawrence Erlbaum.
- Neale, J. M. and Liebert, R. M. (1986). *Science and Behaviour: An Introduction to Methods of Research.* London: Sage.
- Reissman, C. K. (1993). *Narrative Analysis. Qualitative Research Methods Series, 30.* Newbury Park, Ca.: Sage.

- Tuckett, D. (1988). *Thinking, Feeling and Being: Clinical Reflection on Fundamental Antimony of Human Beings and the World.* London: Routledge.

HISTORY AND THEORIES OF HUMAN DEVELOPMENT - II

THEORY

Paper No.: 1232
Maximum Marks: 100
Teaching periods: 4/ week
Teaching load: 48 periods/ semester

OBJECTIVES
1. To reflect on the historical and philosophical traditions and theories of development
2. To appreciate the task of knowledge construction with reference to human development and childhood studies
3. To learn about the different theories of development
4. To develop skills for critical appraisal and construction of theories of development

CONTENTS	PERIODS

UNIT 1 - Philosophical approaches to the study of human beings   **10**
- Changing orientations to human development and childhood
- Traditional and religious understanding of human development
- Selected thinkers and themes
- Early approaches to studying human behaviour

UNIT 11 – Theories of development   **14**
- Theories that emphasise biological factors in development: Evolutionary theory, Psychosexual theory, Cognitive developmental theory
- Theories that emphasise environmental factors in development: Learning theories, Social-role theory, Life-course theory
- Theories that emphasise the interaction of person and environment in development: Psychosocial theory, Dynamic systems theory, Constructionist theories

UNIT III – Emerging eclectic interdisciplinary trends   **10**
- Plurality and multiple perspectives
- Positivism, determinism and interactionism
- Universal and indigenous theories
- Metatheoretical issues in the study of human development
- Linkages with different disciplinary theoretical paradigms and methods of study

UNIT IV – Critical appraisal of theories   **14**
- Evaluating a theory for cultural and universal application
- Selecting theories as explanatory devices for phenomena

18

- Theorising as an activity
- Theoretical bases for intervention approaches
- How to use a theory

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PRINCIPLES OF DEVELOPMENT 11

THEORY

Paper No.: **1233**
Maximum Marks: **100**
Teaching periods: **4/week**
Teaching load: **48 periods/semester**

OBJECTIVES
1. To gain advanced knowledge of developmental processes and principles
2. To understand the importance of culture in human development
3. To explore the critical areas in the study of development and change

CONTENTS   **PERIODS**
UNIT 1 – Cultural processes in development   **10**
- The notion of context in development
- The developing person and the environment
- Socialization for development

UNIT 11 – Cultural processes, domains of development and life-span   **12**
- Cognition, affect and culture
- Language socialization
- Relevance of context in physical and motor development
- Social and emotional processes

UNIT 111 – Critical areas in the study of development   **14**
- Morality, creativity and culture
- Culture and attachment
- Motivation and agency
- Cognitive and language processes
- Self and identity

UNIT 1V – Developmental outcomes   10

- Normality and atypical development
- Cultural change and the developing person
- Diversity and plurality of developmental outcomes
- The individual and social inclusion

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- Aries, P. (1962). *Centuries of Childhood: A Social History of Family Life*. London: Jonathan Cape Ltd.
- Bastos, A. C., & Rabinovich, E. P. (Ed.) (2009). *Living inPpoverty: Developmental Poetics of Cultural Lives*. Charlotte, NC: Information Age.
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EARLY CHILDHOOD DEVELOPMENT: CARE AND EDUCATION

THEORY

Paper No.:   **1234**
Maximum Marks: **100**
Teaching periods: **4/ week**
Teaching load: **48periods/ semester**

OBJECTIVES
1. To study the contemporary emergence and positioning of Early Childhood Care and Education
2. To provide theoretical and analytical framework for effective implementation and assessment of early childhood development programmes

3. To acquire local and global knowledge about approaches, methods and programmes fostering optimal growth of young children
4. To study the principles of pedagogy and curricular framework in ECD programmes

<table>
<tr><td align="center">**CONTENTS**</td><td align="center">**PERIODS**</td></tr>
</table>

UNIT 1: Emergence of early childhood development programmes   **6**
- Global and Indian history, trends and achievements in ECCE
- Significance of ECCE as an economic investment in the future
- Core concepts, principles, rationale and policy for ECCE
- Current research and projected trends

UNIT 1I: Theoretical perspectives and development during ECCE   **12**
- Early childhood development theories and socio-cultural influences
- Developing child and domains of growth
- Approaches and issues in providing community based, centre based or institutional services
- Essential skills and competencies for childcare professionals

UNIT 111: Development, learning and curriculum design   **18**
- Diverse contexts, plurality, inclusive practices and community collaboration
- Stimulation, creativity and affective communication in care giving practices
- An integrated pedagogy and principles for curricular framework in ECCE
- Play, development and learning in ECCE

UNIT IV: Assessment, supervision and evaluation of ECD projects   **12**
- Analytical framework and resources for effective programme implementation
- Tools for individual and group assessment and evaluation of ECCE settings
- Documenting and maintaining records as source of knowledge base for ECD
- Capacity building and partnership with parents and community

RECOMMENDED READINGS
- Burman,J.(1994). *Deconstructing Developmental Psychology*. New York: Routledge.
- Cannella, G.S. & Viruru, R. (2004). *Childhood and Postcolonization*. New York: Routledge Falmer.
- Carr,M. (2001). *Assessment in Early Childhood Settings: Learning Stories*. London: Paul Chapman.
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EARLY CHILDHOOD DEVELOPMENT: CARE AND EDUCATION

PRACTICAL

Paper No.: **1235**
Maximum Marks: **100**
Practicals: **2/week (4-5 periods /practical)**
Teaching load: **24 practicals/semester**

OBJECTIVES –
1 To explore community orientations towards familial and non-familial early childhood care and education
2 To understand ways to address socio-cultural diversity through local and global methods and practices
3 To study the principles of pedagogy and curricular framework for optimal growth through ECD programmes
4 To learn strategies for effective capacity building, implementation and assessment of early childhood development programmes

CONTENT

UNIT I: Care practices in communities
- Profiles of patterns and practices in the care of infants and babies in families
- Through appropriate methods, notes and field records understand adult child interactions
- Explore toys, objects and clothing that constitute children's worlds

UNIT II: Care in institutional settings
- Institutional facilities, rhythms and processes

- Building skills to assess quality of programmes with sensitivity to ecological contexts
- Recording individual children's language**,** intellectual**,** and emotional social skills
- Adult child interactions to facilitate expression, communication and curiosity
- Health, nutrition and wellbeing

UNIT III: Curricular content, design, processes and methods
- Curricular needs and everyday skills in the classroom; Story Telling , discussions, projects
- Planning Spaces and identifying materials for play and joyful learning
- Organizing activities and resources for curricular goals
- Ways to track and record children's progress and communicate with parents

UNIT IV: Children, Community and state and ECCE
- Understanding state interventions such as ICDS, meal services and health advocacy
- Community notions and acceptance of state programmes
- Status of children in state projects
- Developing tools, play materials and classroom display

REFERENCES
- Clarke P. (2001) *Teaching & Learning: The Culture of Pedagogy*. New Delhi: Sage publications.
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SEMESTER III

DEVELOPMENTAL DISABILITIES

THEORY

Paper Number   : 1331
Maximum Marks   : 100
Teaching Periods   **:** 4/week
Teaching Load   : 48 periods/semester

 OBJECTIVES

1. To understand conceptual approaches to developmental disabilities
2. To study definitions, etiology, diagnosis, and assessment of childhood disabilities
3. To examine and analyse the significance of children's social and ecological contexts
4. To study the approaches and practices for inclusion and empowerment of
   children and families.

| CONTENTS | PERIODS |

UNIT 1: Introduction to disability   **6**
- Concepts and meaning
- Various frameworks of disability- biomedical, social, legal and
  political (rights perspective)

UNIT 11: Types of impairments and disabilities   **12**
Definitions, classification, etiology, identification and assessment related to:
- Intellectual impairment
- Autism spectrum disorders
- Sensory impairments
- Physical and health-related disabilities
- Learning disabilities
- Attention-deficit hyperactivity disorders

UNIT 111: Care, education and intervention for infants, children and   **18**
adolescents for development and inclusion
- Prevention of disabilities
- Care and intervention approaches
- Education

- Therapeutic strategies

UNIT IV: **Family, School and Community**   **12**
- Child and the family, parents, siblings, grandparents & significant others; family empowerment
- Role of school, curricular adaptations, teaching strategies, materials and resources; special and inclusive education
- Role of community; case study of a community-linked programme- local/national/international

RECOMMENDED READINGS

- Bailey, M. & Wolery, M. (1992). *Teaching Infants and Preschoolers with Disabilities.* New York: Macmillan.
- Baquer, A. (1994). *Disabled, Disablement, Diabolism.* New Delhi: Voluntary Health Association of India.
- Dempsey, I. (1996). Facilitating Empowerment in Families with a Member with a Disability. *Developmental Disabilities Bulletin, 24*(2), 1-19.
- Dempesy, I., Foreman, P., Sharma, N., Khanna, D., & Arora, P. (2001). Correlates of Parental Empowerment in Families with a Member with a Disability in Australia and India. *Developmental Disabilities Bulletin, 29*(2), 113-131.
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- Kanga, F. (1990). *Heaven On Wheels.* New Delhi: Penguin Books.
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- Morris, J. (1993). Prejudice. In Sally French (Ed.), *On Equal Terms: Working with Disabled People (Pp. 61-67)* London: Butterworth Heinemann.
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- Oliver, M. (1990). *The Politics of Disablement.* London: Macmillan Press.
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CHILDHOOD AND ADOLESCENCE ACROSS ECOLOGICAL SETTINGS.
THEORY

Paper No.:   1332
Maximum Marks: 100
Teaching periods: 4/ week
Teaching load -:   48 periods/semester

OBJECTIVES
1. To understand the specific features of childhood and adolescence as distinct stages of development
2. To create an awareness about social processes during childhood and adolescence
3. To learn about the experiences of childhood and adolescence in different parts of the world

28

CONTENTS   **PERIODS**

UNIT 1: Introduction to childhood and adolescence   **10**
- Defining childhood as a distinct stage
- Adolescence: Special features and significance
- Formative adulthood: Adolescence and youth as a period of social renewal
- Cultural nature of human development

UNIT 11: Child rearing and socialisation   **10**
- Cultural diversity in child rearing
- Cultural practices for the arrival and care of children
- Socialisation: The transformation of a child into a member of society
- Dynamic interaction between individuals and society

UNIT 111: Childhood and adolescence in different cultures   **18**
- Child care and socialisation in different cultures
- A historical study of childhood and adolescence
- Moving between local and global understandings of childhood and adolescence

UNIT IV: Childhood and adolescence in Indian communities   **10**
- The child in India: History and culture
- Indian adolescence: Diversity and uniqueness
- Cotemporary status of children and adolescents in India
- Implications for policy and planning for children with social disadvantage

RECOMMENDED READINGS
- Harkness, S., & Super, C. (1996). *Parents' Cultural Belief Systems: Their Origins, Expressions and Consequences*. New York: The Guilford Press.
- James, A., & Prout, A. (1997/2001). Constructing and Reconstructing Childhood:
- Contemporary Issues in the Sociological Study of Childhood. London: Routledge/Falmer.
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- Raman, V. (2003). The Diverse Life-Worlds of Indian Childhood. In M. Pernau, I. Ahmad, & H. Reifeld (Eds.), *Family and Gender: Changing Values in Germany and India* (pp. 84-111). New Delhi: Sage.
- Sharma, D. (Ed.) (2003). *Childhood, Family and Sociocultural Change in India:*
- *Reinterpreting the Inner World*. New Delhi: Oxford University Press.
- Sharma, N. (1999). *Understanding Adolescence*. New Delhi: NBT.
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- Trawick, M. (2003). The Person Behind the Family. In V. Das (Ed.), *The Oxford Companion to Sociology and Social Anthropology* (Vol. 2, pp. 1158-1178). New Delhi: Oxford University Press.
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WOMEN AND SOCIETY

THEORY

Paper No.:   1333(a)
Maximum Marks: 100
Teaching Periods: 4 /week
Teaching Load: 48 periods/semester

OBJECTIVES
1. To understand cultural assumptions about womanhood
2. To provide an overview of contemporary feminist theories
3. To explore representation and status of women in diverse selection of texts – theoretical, literary and visual
4. To raise collective consciousness about processes related to being a woman in India and discuss social strategies for empowerment

CONTENTS   **PERIODS**

UNIT 1: Introduction to women's lives in India   **10**
- Cultural aspects and social construction of gender roles and identity
- Patriarchal paradigm
- Women and gender equity – socialization and power inequalities
- Current debate and research on inequity, beliefs, ideologies, and representation of women

UNIT 11: Feminism and other theoretical perspectives   **8**
- Liberal feminism, radical feminism, Marxist feminism/socialist feminism
- Post-modern feminism and postcolonial feminism

- Indian feminism and other contemporary theories

UNIT 111: Women's empowerment and gender mainstreaming   **18**
- Issues related to health, work, violence and sexuality
- Rights, laws and policies for women's empowerment
- Women in public space and in politics
- Strategies for social change – positive and collective actions

UNIT IV: **PROJECT**   **12**
Prepare a project report on 'Being a woman in India – contemporary issues and debate', using several mediums of communication.

RECOMMENDED READINGS
- De Beauvoir, S. (1983). *The Second Sex*. Harmondsworth: Penguin
- Fischer, A. H. (2000). *Gender and Emotion*. New York: Cambridge University Press
- Menon N. (2008). *Sexualities: Issues in Contemporary Indian feminism*. New Delhi: Macmillan
- Chaudhuri, M. (2005). *Feminism in India*. New Delhi: Zed books
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- Kishwar , M . (1999). *Off the Beaten Track: Rethinking gender Justice for Indian Women*. New Delhi: OUP
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- Myra, M.F (Ed.) (1999). *Revisioning Gender*. London: Sage
- Sharma, K. (1985).*Gender Concerns and Development*. New Delhi: Centre for Women's Development Studies
- De Beauvoir, S. (1983). *The Second Sex*. Harmondsworth: Penguin
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CHILDREN, FAMILY AND SOCIETY
THEORY

Paper No.:   1333(b)
Maximum Marks: 100
Teaching Periods: 4/week
Teaching Load   :   48 periods/semester

OBJECTIVES
1. To study the family as a group with emphasis on socio-psychological dynamics
2. To understand multicultural families with diverse forms of child rearing and parent child relationships

3. To conceptualize contemporary changing family settings, social structures and processes

CONTENTS	PERIODS

Unit I: Theoretical Approaches **15**
- Multidisciplinary Perspectives: Sociology, Anthropology and Psychology

Unit II: Child Rearing in Different Cultural Settings **15**
- Ethnographic Studies

Unit III: Changing Contemporary Families **25**
- Effects of Divorce
- Remarriage
- Single-parent families

Unit IV: Kinship and Marriage in different Settings **20**
- Western Perspective
- South Asian and Indian Perspectives

Unit V: PROJECT **12**
Prepare a project report on implications of research with diverse families, taking selected cultural examples.

RECOMMENDED READINGS
- Corsaro, William A. (1997). *The Sociology of Childhood*. Pine Forge Press: Sage
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday Anchor.
- Madan, T.N. (1997). *Modern Myths and Locked Minds*. London: Oxford University Press.
- Sandhu, R.S. (Ed.). (2004). *Urbanization in India: Sociological Contributions*. New Delhi: Sage.
- Srinivas, M.N. (2002). *The Field Worker and the Field*. London: Oxford University Press.
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- Gooptu, N. (1997). *The Urban Poor in Early Twentieth Century*, Uttar Pradesh. Modern Asiatic Studies 31(4): 879 – 918.

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- Lewis, O. (1961). *The Children of Sanchez: Autobiography of a Mexican Family*. Harmondsworth: Penguin Books.
- Mead, M. (1930). *Growing Up in New Guinea.* Harmondsworth: Penguin
- Vasant, M. (2002). *Growing Up Untouchable in India: A Dalit Autobiography.* (Translated by Garl Omvedt). New Delhi: Sage.
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- Madan, T.N. (1997). *Modern Myths and Locked Minds*. London: Oxford University Press.
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SOCIAL PSYCHOLOGY FOR HUMAN DEVELOPMENT

THEORY

Paper No. – 1333(c)
Maximum Marks - 100
Teaching Periods – 4/week
Teaching Load – 48 periods/semester

OBJECTIVES
1. To study principles and process in Social Psychology
2. To gain an understand about the origins of social behaviour and interactional processes
3. To acquire knowledge about social processes

CONTENTS   **PERIODS**

UNIT I: Introduction to Social Psychology, social interaction and social influence   **10**
- Basic concepts in Social Psychology
- Fundamental principles of social behaviour and group dynamics
- Formation of social self, self concept, self esteem, identity
- Different types of groups: Peers, family, society, community, others

UNIT II – Group dynamics and the individual   **15**
- Leadership, followership and group behaviour
- Conformity and compliance
- Social communication, control, discipline, persuasion and social influence
- Prejudice, ethnocentrism, stereotypes and the fundamental attribution error

UNIT III – Selected aspects of social behavior   **15**
- Attitudes, prejudice, beliefs and values

- Prosocial behaviour: Altruism, cooperation, empathy, sympathy, friendship and cohesion
- Antisocial behavior: Violence and aggression towards individuals and groups
- The application of Social Psychology to the understanding of psychopathology
- Creative social experiments

UNIT IV –   PROJECT   **12**
Prepare a project report on any one of the social processes like leadership, social Influence, prejudice, stereotyping, or any other.

RECOMMENDED READINGS

- Dalal, A. K., & Misra, G. (2001). *New Directions in Indian Social Psychology, Vol. I*. New Delhi: Sage.
- Harré, R. (1979). *Social Being: A Theory for Social Psychology*. Oxford: Basil Blackwell.
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- Reiss, S. (2008). *The Normal Personality: A New Way of Thinking about People*. Cambridge: Cambridge University Press.
- Roland, A. (1988). *In Search of the Self in India and Japan*. Princeton, NJ: Princeton University Press.

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- Roland, A. (1988). *In Search of the Self in India and Japan*. Princeton, NJ: Princeton University Press.

LITERATURE, MEDIA AND CHILDREN

Paper No.: 1333(d)   **THEORY**
Maximum Marks - 100
Teaching periods - 4/ week
Teaching load – 48 periods/semester

OBJECTIVES

1. To study notions of childhood through literary texts (across region and period)
2. To understand the changing representations of childhood in literature and media
3. To identify impact of social change on depiction of children in aesthetic traditions
4. To examine research trends in children's evolving relationship with media

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CONTENTS   **PERIODS**

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UNIT 1 – Literary representations of children's lives   **10**
- Children's social presence and notions of childhood in literary texts
- Child protagonist gender roles and emerging themes about childhood
- Social-cultural perspectives, movements and emerging images of children, family, and national identities
- Contexting literary notions in historical-theoretical concepts

UNIT 11 – Children's relationship with different media   **10**
- Childhood in art, advertising, television, and film
- Violence and aggression and childhood perceptions
- Review of research with child audiences
- Features of media that engage children

UNIT III –Media content and media literacy for children   **16**
- Locating themes in childhood spaces and competencies
- Humor and playful contexts to enhance appeal and comprehension
- Media literacy and children's expression
- Child participation and social responsibility through media

UNIT IV – PROJECT   **12**
    Prepare a report on any one of the following:
- Exploring the status of children in any selected region of India through multiple textual sources
- Using normative features of growth and development to review content of children's television programme
- Understanding notions of childhood among authors or producers for children's books/programmes

RECOMMENDED READINGS
- http://www.pbs.org/parents/childrenandmedia/
- UNESCO (2007) Media Education: A Kit for Teachers, Students, Parents and Professionals. 3 January, 2007. http://portal.unesco.org
- http://www.dcsf.gov.uk/byronreview/pdfs/Buckingham%20Impact%20of%20Media%20Literature%20Review%20for%20the%20Byron%20Review.pdf
- Buckingham, D. A Review of Media Literacy of Children and Young People http://www.ofcom.org.uk/advice/media-literacy/medlitpub/medlitpubrss/ml-children.www.epalanka.org. Centre for Alternate Policy. (2008). Children in Advertising in Sri Lanka.

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- Children's Literature in India. Special Feature. http://www.museindia.com/feature2.asp
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- Singer,D.G., & Singer J.L (2001) *Handbook of Children and the Media* Sage: Delhi
- Subrahmanyum,K. & Greenfield,P (2008) *Online Communication and Adolescent Relationships* www.futureofchildren.org Vol. 18/ No.1/2008
- The Kaiser Family Foundation (2005) *The Effects of Electronic Media on Children. Zero to Six: History of Research* Children's Hospital Boston

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- Kamenetsky, C. (1984) Children's Literature in Hitler's Germany: The Cultural Policy of National Socialism. Athens: Ohio University Press,359 pp.
- http://www.unm.edu/~lhendr/txtfiles/2a-z.txt Annotated Bibliography of Children and Literature
- O'Sullivan, E.(2005) Comparative Children's Literature. Rutledge: New York

- Perrin,N. (1997). *A Child's Delight* University Press of New England:Hanover http://www.unm.edu/~lhendr/txtfiles/2a-z.txt

DEVELOPMENTAL DISABILITIES

PRACTICAL

Paper Number: 1334
Maximum Marks :   100
 Practical: 2 /week (4-5 periods/practical)
Teaching Load: 24 practicals /semester

 OBJECTIVES
1. To develop the skills of assessing children and adolescents for and with disability
2. To gain an understanding of methods of working with children and adolescents with disability
3. To learn the skills of providing guidance and counselling to children and their families

CONTENTS   **PRACTICALS**

UNIT 1:   Developmental assessment   **4**

- Assessment of children and adolescents for and with disability using observations and children's play, screening schedules, and psychometric measures
- Assessment of institutions for children and adolescents with disability

UNIT 11: Intervention strategies   **6**
- Individual education plans (IEPs) and their use with children
- Special education and inclusive education techniques
- Conducting intervention activities with a child/ an adolescent

UNIT 111: Guidance and Counselling   **10**

Developing skills of guiding and counselling with reference to disability-
- Children and adolescents
- Educators
- Families

UNIT IV: **Case profile** of a child/an adolescent with disability, incorporating the   **4**
techniques above

RE~~COMMENDED READINGS~~FERENCES

- Anastasi, A. and Urbina, S. (2003*). Psychological Testing*. Delhi: Pearson Education
- Blocher, D.H. (2000). *Counselling: A Developmental Approach 4th ed..* New York: John Wiley
- Gumbiner, J. (2003). *Adolescent Assessment*. New Jersey: John Wiley
- Porter, L. (2003). *Young Children's Behavior*: *Practical Approaches for Caregivers and Teachers*. London: Paul Chapman
- Redgrave, K. (2000). *Care Therapy for Children.* London: Continuum

INTERNSHIP

Paper No.	:	**1335 (a)**
Max. Marks	:	**50**
Teaching Periods	:	**2 / week**
Teaching Load	:	**24 / Semester**

OBJECTIVE
- To gain hands-on experience of working in various settings linked with issues in children and adults' development.

The students could work with NGOs, Govt. agencies, International agencies as well as self-help groups. They must present a report of the placement in their department.

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DISSERTATION

Paper No. : **1335 (b)**
Max. Marks : **To be Marked at end of IV semester.**
Teaching Periods : **2 / week**
Teaching Load : **24/ semester**

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. The student will present the proposal of the planned research work.

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

SEMESTER IV

EDUCATION FOR HUMAN DEVELOPMENT

Paper No.: 1431   **THEORY**
Maximum Marks - 100
Teaching periods - 4/ week
Teaching load – 48 periods/semester

OBJECTIVES
1. To develop a holistic understanding of the educational ecosystem.
2. To study the educational components, processes and practices with reference to human development.
3. To become aware of the critical issues that need to be addressed for quality education for all.
4. To learn about implementation strategies in the context of ground realities.

CONTENTS   **PERIODS**

UNIT I: Effective classroom and learning   **12**
- Child oriented pedagogy, active learning and the significance of relationships
- Enabling learning through use of teaching learning material
- Management of learning through planning, classroom organization and assessment
- Case studies of innovative methods

UNIT II: Human development, curriculum and materials   **14**
- Curriculum basics and underpinnings
- Human Development as source as well as objective of curriculum
- From curriculum to practice – the role of textbooks, materials and other means
- Diversity, equity and curriculum
- Critical issues affecting curriculum development and effectiveness

UNIT III:Effective school and education system   **12**
- Historical perspective on Indian education system
- School as an organization and characteristics of a child-friendly school
- Teacher development
- Policies, plans and programmes
- Status of today's schools and system effectiveness
- Case studies of innovative schools and programmes

UNIT IV: Models and concerns in education   **10**
- Participation in education
- Retention, learning and completion
- Alternatives and models – global perspectives

REFERENCES

- **RECCOMENDED READINGS** Alexander. (2000). *Culture and Pedagogy: International Comparisons in Primary Education.* Cambridge, Mass.: Blackwell.
- Govinda, R. (Ed.). (2002). *India Education Report: A Profile of Basic Education.* New Delhi: Oxford University Press.

- Govinda, R. and Varghese, N. V. (1993) *Quality of Primary Schooling in India: A Case Study of Madhya Pradesh.* Paris: International Institute for Educational Planning.
- Jha , M, M. *School without walls*. (2002). India : Oxford
- Kumar , K.(2004). *What is worth teaching* (3rd ed.*).* New Delhi: Orient Longman
- Kumar , K .(2005). *Political Agenda of Education: A study of Colonialist and Nationalist Ideas* (2nd ed.). New Delhi.: Sage
- Kumar, R. (2006) (Ed.). *(2006). The Crisis of Elementary Education in India.* New Delhi: Sage.
- Ramachandran, V. (Ed.). (2003). *Gender and Social Equity in Primary Education* New Delhi: Sage
- Ramachandran, V. (Ed.). (2003). *Getting Children Back to School: Case Studies in Primary Education.* New Delhi: Sage.
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- Annual Status of Education Report (ASER). 2008. Pratham Resource Center
- Clarke, P. (2001). *Teaching and Learning: the Culture of Pedagogy.* New Delhi: Sage.
- Chopra , R., & Jeffrey , P. (Eds.). (2005). *Educational Regimes of Contemporary India.* New Delhi: Sage.
- Govinda, R. & Diwan, R. (2003). *Community Participation and Empowerment in Primary Education.* New Delhi: Sage.

- Govinda, R. (Ed.). (2002). *India Education Report: A Profile of Basic Education.* New Delhi: Oxford University Press.

LAW, POLICY AND PROGRAMMES FOR CHILDREN AND WOMEN
THEORY

Paper No.:   **1432**
Maximum Marks: **100**
Teaching Periods: **4/ week**

Teaching Load: 48 periods/semester

OBJECTIVES
1. To develop an understanding of constitutional provisions and legislations with reference to children and women in India
2. To acquire knowledge of prevalent social policies as they relate to lives of children and women
3. To engage with the linkages between social policy, legislations and implementation of schemes and programmes

CONTENTS	PERIODS

Unit I: Overview of provisions   **12**
- Legal framework and legal action for children and women
- Five year plans
- Policies and action plans
- Rights and social policies

Unit II: Constitutional provisions, laws and conventions   **24**
- Constitutional Provisions
- Legislations for children and women
- Conventions for protection of children and women

Unit III: Linkages   **12**
- Transacting policies into programmes
- Government role – centre, state and local level
- Public-private partnership
- NGO and corporate social responsibility in implementation of programmes
- Effective initiatives in various domains
- Critical appraisals

RECOMMENDED READINGS
- Agosin, M. (2003). *Women, Gender and Human Rights*. New Delhi: Rawat
- Bajpai, A (2003). *Child Rights in India: Law, Policy and Practice*. New Delhi: Oxford University Press
- Biswas, T. (2008). Human Rights, Gender and Environment. In N. Pradhan (Ed.), *Laws, Institutions and Rights in India* (pp. 301-315). New Delhi: Viva books.
- Bhargava, V. (2005). *Adoption in India: Policies and Experiences*. New Delhi: Sage Publications.
- Dhanda, A. (2000). *Legal Order and Mental Disorder*. New Delhi: Sage Publications.
- *India's Second Report to the UN Committee under the CRC 2001.*
- *Concluding Observations of the Committee on the Rights of the Child on India* Reports in its 23rd and 35th Sessions.

- http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/c1f60870f4bba946c1256967004744cf?Open document (2000)
- http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/CRC.C.93.Add.5.En?OpenDocument (2004)
- Jain, S. (Ed.) (2009). A Family for Every Child. Catalyst for Social Action. Pune.
- Khan, K. (2009). *Constitution of India and Women Empowerment*. **http://wed.nic.in/empwomen.htm**
- Specials.mns.co.in/sp08/wmday/women-rights.asp
- Narang, A.S. *Democracy in India: Issues and Challenges* (pp. 131-138). New Delhi: NCERT.
- Razdan, U. (2006). *Child Paedophilia and International Travel and Tourism: An Unholy Nexus*, 48 (4) JILI 540 (Oct-Dec 2006)
- Razdan, U (2003). Children in Armed Conflict: A Situational Analysis in Raina and Razdan (Eds) *Law and Development*. Regency Publication, 217 (2003).
- Ved Kumari, *Juvenile Justice System in India: From Welfare to Rights* (2004) OUP.
- Ved Kumari, "Appraisal of Juvenile Justice (Care and Protection of Children) Act, 2000", 1 (1) *NALSAR Law Review*, 73-95 (Sept. 2003)
- *The State of the World's Children,* UNICEF, http://www.unicef.org/sowc08/docs/sowc08.pdf
- *Working Group on Development of Child XI Five Year Plan (2007-2012)* Ministry of Women and Child Development, Govt. of India, http://www.wcd.nic.in/
- An Outside Chance: Street Children and Juvenile Justice - An International Perspective, Part 1 And 2, Report By Consortium for Street Children (2004) available at http://www.juvenilejusticepanel.org/resources/?act=res&cat=&nod=_root_&id=OutsideChanceStreetChildrenJJ&start=1

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- Pattnaik, J. (2004). *Childhood in South Asia: A Critical Look at Issues, Policies and Programmes*. Connecticut: Information Age
- The Constitution of India
- Current Human Development Report
- Census of India
- Contemporary publications and documents of the Government of India, Un bodies, established International and National Organisations.
- Selected Legislations for Children and Women.
- Kumari, V. (2004). *Creative Child Advocacy: Global Perspectives*. New Delhi: Sage.
- Bajpai, A (2003). *Child Rights in India: Law, Policy and Practice*. New Delhi: Oxford University Press
- Ved Kumari, *Juvenile Justice System in India: From Welfare to Rights* (2004) OUP.
- Bhargava, V. (2005). *Adoption in India: Policies and Experiences*. New Delhi: Sage Publications.

<h1>CHILD AND ADOLESCENT WELL-BEING</h1>

THEORY

Paper Number : **1433(a)**
Maximum Marks : **100**
Teaching Periods : **4/week**
Teaching Load : **48 periods**

OBJECTIVES
1. To study the various approaches for understanding the construct of 'well-being'
2. To study developmental psychopathology in childhood and adolescence
3. To gain an understanding of the preventive, promotive and therapeutic approaches to well-being in childhood and adolescence

CONTENTS   **PERIODS**

UNIT 1: Introduction- Approaches and models of well-being, including   **6**
preventive and promotive aspects

UNIT 11: Developmental psychopathology in infancy, childhood years   **18**
    and adolescence
- Issues and disorders related to trust, attachment and deprivation in infancy
- Disorders related to sleep, eating, elimination, aggression during preschool years
- Anxiety, school refusal, lying and stealing, behaviour disorders in middle childhood years
- Juvenile delinquency, depression, schizophrenia, substance use disorders, HIV/AIDS, suicidal tendencies, suicidal tendencies, sexual deviance in adolescence

UNIT III: **Approaches to intervention and therapy for well being**   **12**
- Preventing and promotive approaches
- Individual counselling and family therapy

UNIT IV: PROJECT   **12**
    The students will be required to attend a Training Workshop in Counselling (8 hrs.).During the workshop they will conduct mock counselling sessions.

    Case-profile of a child or an adolescent with behaviour difficulties/ disorder

REFERENCES

- Anastasi, A. and Urbina, S. (2003*). Psychological Testing*. Delhi: Pearson Education.
- Blocher, D.H. (2000). *Counselling: A Developmental Approach 4th ed..* New York: John Wiley.
- Carson, R.C. and Butcher, J.N. (1992). *Abnormal Psychology and Modern Life 9th ed*. New York: Harper Collins.
- Fishman, H.C. (1998). *Treating Troubled Adolescents*: A Family Therapy Approach.
- Luthar, S.S., Burack, J.A., Cicchetti, D. and Weisz, J.R. (Eds.) (1997). *Developmental Psychopathology: Perspectives on Adjustment, Risk and Disorder*. U.K. Cambridge University Press.
- Magen, Z. (1998*). Exploring Adolescent Happiness: Commitment, Purpose and Fulfillment*. Thousand Oaks: Sage.
- Porter, L. (2003). *Young Children's Behavior*: Practical Approaches for Caregivers and Teachers. London: Paul Chapman.

RECOMMENDED READINGS

- Anastasi, A. and Urbina, S. (2003*). Psychological Testing*. Delhi: Pearson Education.
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- Carson, R.C. and Butcher, J.N. (1992). *Abnormal Psychology and Modern Life 9th ed*. New York: Harper Collins.
- Fishman, H.C. (1998). *Treating Troubled Adolescents*: A Family Therapy Approach.
- Gumbiner, J. (2003). *Adolescent Assessment*. New Jersey: John Wiley.
- Porter, L. (2003). *Young Children's Behavior*: Practical Approaches for Caregivers and Teachers. London: Paul Chapman.
- Redgrave, K. (2000). *Care Therapy for Children*. London: Continuum.
- Magen, Z. (1998*). Exploring Adolescent Happiness: Commitment, Purpose and Fulfillment*. Thousand Oaks: Sage.

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- Edgerton, R. B. (1976) *Deviance: A Cross Cultural Perspective*. London: Benjamin/Cummings.
- Luthar, S.S., Burack, J.A., Cicchetti, D. and Weisz, J.R. (Eds.) (1997). *Developmental Psychopathology: Perspectives on Adjustment, Risk and Disorder*. U.K. Cambridge University Press.
- Steinberg, D. (1983). *The Clinical Psychiatry of Adolescence: Clinical Work from a Social and Developmental Perspective*. New York: John Wiley.

SOCIAL ENTREPRENEURSHIP FOR CHILD DEVELOPMENT
THEORY

Paper No.:   1433(b)
Maximum Marks: 100

Teaching Periods: 4/week
Teaching Load   :   48 periods/semester

OBJECTIVES
1. To understand social entrepreneurship for child development
2. To develop analytical skills necessary to identify social needs
3. To study innovative solutions for addressing social needs
4. To learn techniques for effective entrepreneurship in select child development areas

CONTENTS	PERIODS

Unit I: Foundations of social entrepreneurship for child development   10
- Strategies for management of programme
- Marketing of social ideas
- Finance and budgeting
- Adaptation of concepts for child development sector

Unit II: Small business management   16
- Forming an organisation
- Developing organisational and funding strategies
- Assessing impact and social value
- Managing the enterprise

Unit III: Case Studies of selected programmes   10
- Select child development programs -conceptual articles and case studies.
- Independent child development consultancy- areas of functioning, skills and collaborator.

Unit IV: **PROJECT: any one of the following:**   **12**

- Prepare a proposal of an enterprise for a select area in child development (Early Childhood Development/ Disability/Street Children)
- Undertake analysis of any one organization working in the area of social entrepreneurship

RECOMMENDED READINGS
- Bornstein, D. (2004). *How to Change the World: Social Entrepreneurs and the Power of New Ideas.* Oxford: Oxford University Press.
- Hébert, R. F., and Link, A. N. (1988). *The Entrepreneur: Mainstream Views and Radical Critiques* (2nd ed.). New York: Praeger; and Ripa
- Hébert, R., and Link, A. (1989). *In Search of the Meaning of Entrepreneurship. Small Business Economics*, 11, 39-49
- Hildebrand, V.(1984). *Management of Child Development Centre*, New York: Collier Macmillian.

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- Bornstein, D. (1998). Changing the World on a Shoe String. *http://www.theatlantic.com/issues/98jan/ashoka.htm*
- Kirzner, I. M. (1973). *Competition and Entrepreneurship*. Chicago and London: The University of Chicago Press.
- *Matri Chayya I, II*. Mobile Creches. New Delhi.
- Singh, P.N. (1994). *Training for Management Development*. Suchandra Publication and Society for Training and Development.
- Sullivan Mort, G., Weerawardena, J., and Carnegie, K. (2003). Social Entrepreneurship: Toward Conceptualisation. *International Journal of*
- *Non profit and Voluntary Sector Marketing, 8(1), 76-88.*

MODERNIZATION AND SOCIAL CHANGE:

Paper No.	:	1433 (c)	**THEORY**
Maximum Marks	:	**100**	
Teaching Periods	:	**4/week**	
Teaching Load	:	**48 periods/semester**	

OBJECTIVES

1. To understand the implications of social change for human development.
2. To be sensitized to conceptual issues in the study of social and cultural change.
3. To study the importance of culture in the emergence of new ideological orientations and current trends.

CONTENTS   **PERIODS**

UNIT I: Conceptual issues in the study of social and cultural change   10

- Anthropological study of mechanisms and processes of social and cultural change such as:
  - Migration
  - Acculturation
  - Crisis of social change
- Dialogue between tradition and modernity

UNIT II: Culture change and its implications   8

- Conflict: Cultural and ethnic
- Emergence of new ideological orientations and movements: Social, cultural, political

UNIT III: Current trends of social change in India   10

- Contemporary analysis of Indian culture with emphasis on social realities
- The implications of the above on social groups
- Consequences on the individual and society

UNIT IV: Dynamics of modernization   10

- Changing imperatives of economy, society, occupations
- Spread of modern education
- Enlargement of the educated class

UNIT V: PROJECT: 12

Prepare a project report based on:

- Analysis of case studies emphasizing contemporary conditions, problems and its relevance in human development (using primary and secondary sources of data).
- The changing Indian family with an analysis of the past, present and future focusing on consequences on child bearing and rearing, marriage

RECOMMENDED READINGS

- Sandhu, R.S. (Ed.). (2004). *Urbanization in India: Sociological Contributions*. New Contributions. New Delhi: Sage.
- Shah, A.M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman.
- Singer, M. (1972). *When a Great Tradition Modernizes*. New York: Praeger, Chapters. 1,2,9.
- Sriniwas, M.N. (2002). *Sociology: Collected Essays*. New Delhi: Oxford University Press.
- Patel, T. (2003). *The Family in India: Structure and Practice*. New Delhi: Sage.

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- Fox, R. (1967). *Kinship and Marriage: An Anthropological Perspective*. Penguin Books.
- Karve, I. (1994). *The Kinship Map of India. in Patricia Uberoi (Ed.) Family, Kinship and Marriage in India*, Delhi. Oxford University Press, pp. 50-73.
- Rao, M.S.A., C. Bhat and L.N. Kadekar. (eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman. Pp. 305-364.
- ~~Srivastava, V.K. (ed.). (2004). *Methodology and Fieldwork*. New Delhi: Oxford University Press.~~
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- Shah, A.M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman.
- Sriniwas, M.N. (2002). *Sociology: Collected Essays*. New Delhi: Oxford University Press.
- Patel, T. (2003). *The Family in India: Structure and Practice*. New Delhi: Sage.

EVALUATION STUDIES

THEORY

Paper No.: **1433(d) (Elective)**
Maximum Marks: **100**
Teaching Periods: **4/week**
Teaching Load : **48 periods/semester**

OBJECTIVES

1. To understand the meaning and purpose of evaluation with reference to Human Development
2. To learn different methods of evaluation
3. To become aware of the role of evaluation in improving management, quality of programmes and policy development

CONTENTS	PERIODS
UNIT I: Meaning and purposes of evaluation	**9**

- Meaning of evaluation, monitoring and assessment
- Formative evaluation
- Process evaluation
- Outcome evaluation

UNIT II: Types of evaluation	**9**

- Internal evaluation
- External evaluation

- Participatory evaluation
- Case Studies

UNIT III: Implementing/Evaluation   **18**
- Planning and design
- Timing, administrative considerations and budget
- Methods, sampling, data collection, analyses
- Feedback and recommendations
- Reflection, documentation and dissemination
- Ethical considerations in evaluation
- Using Evaluation to bring about improvement

UNIT IV: PROJECT: **12**
    Prepare a project report on any one of the following:
- Design and implement evaluation of learning in a pre-school/primary school, (for one subject / thematic area), and analyze the data emanating from it.
- Design a programme evaluation for a small project / programme, including objectives, tools, implementation design and data analysis
- Undertake analysis of data produced by any in-depth qualitative/ quantitative evaluation study (e.g. countrywide learning assessment conducted by NCERT) in order to draw inferences and suggest an improvement plan for the programme / system evaluated.

RECCOMENDED READINGS
- Cordray, D S. & Lipsey, M. W. (Eds.) 1987. *Evaluation Studies Review Annual, Vol.II* New Delhi/London : Sage Publications, Inc.
- Davidson, E. J. (2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation*. New Delhi: Sage.
- McDavid, J. C. & Hawthorn, L. (2006). Program evaluation & performance measurement: an introduction to practice. New Delhi: Sage.
- Mohr, L.B. (1999). The Qualitative Method of Impact Analysis. CA: Sage.
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- Russ Eft, D., & Preskill, H. (2001). *Building Evaluation Capacity: 72 Activities for Teaching and Training*. New Delhi: Sage.
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- Feuerstein, M. (1986). *Partners in Evaluation: Evaluating Development and Community Programmes With Participants.* London, Macmillan.
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- Rugh, J. (1986). *Self-Evaluation: Ideas for Participatory Evaluation of Rural CommunityDevelopment Projects.* Oklahoma: World Neighbors.
- UNICEF (2000). *Bridging the gap: the role of monitoring and evaluation in evidence-based policy making.*
- UNICEF (2007). *A formative evaluation of parenting programmes*.
- World Health Organisation (1981). *Health Programme Evaluation -Guiding Principles.* Geneva: W.H.O.

ORGANIZATION AND MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES

PRACTICAL

Paper No.:   **1434**
Maximum Marks: **100**
Teaching periods: **2/week (4-5 periods/practical)**
Teaching load: **24 practicals/semester**

OBJECTIVES
1. To learn skills and methods for evaluating persons and contexts for program development
2. To understand components of quality programmes for persons in difficult circumstances
3. To enhance skills of working with individuals or communities in disadvantaged settings
4. To undertake appropriate intervention strategies in select domains of work with children and families.

CONTENTS   **PRACTICALS**

UNIT 1: Needs assessment   **4**
- Survey of individual and group needs
- Mapping communities – baseline survey for program development
- Profile one individual/family in difficult circumstances

UNIT 11: Programme evaluation   **4**
- Governmental and non-governmental services
- Institution based and community based
- Different ideological approaches
- Small and large scale interventions

UNIT 111: Working with individuals /communities/organisations   8
- Identifying needs and developing activities to undertake with select individuals in communities
- Undertake activities within existing organisations for the disadvantaged

UNIT IV - Planning intervention strategies   8
- Envisage a small project working with a family or group in collaboration with an existing organisation
- Execute the project with special emphasis on individual/ group empowerment

~~**RECOMMENDED READINGS**~~
- ~~*Childhood Matters* by Bernard Van Leer Foundation~~
- ~~Chandra, P (1995). *Projects – Planning, Analysis, Selection, Implementation and Review*. New Delhi: Tata McGraw~~
- ~~*Community Works Reports* by Save the Children Fund~~
- ~~Hart, R.A. (1997).*Children's Participation: The Theory and Practice of Involving Young Children in Community Development and Environmental Care.*~~

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- Hildebrand, V. (1984). *Management of Child Development Centres,* New York: Collier Macmillan
- Jayakaran, R.L. (1996). *Participatory Learning and Action: Users' Guide and Manual.* Madras: World Vision India
- Munford, R. and Sanders, J. (Eds.) (2003). *Making a Difference in Families: Research that Creates Change.* New South Wales, Australia: Allen & Unwin
- ~~Saraswathi, T. S. (Ed.), *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.~~
- *Childhood Matters* by Bernard Van Leer Foundation
- Chandra, P (1995). *Projects – Planning, Analysis, Selection, Implementation and Review*. New Delhi: Tata McGraw
- *Community Works Reports* by Save the Children Fund
- Hart, R.A. (1997).*Children's Participation: The Theory and Practice of Involving Young Children in Community Development and Environmental Care*

DISSERTATION

Paper No.	:	**1435**
Max. Marks	:	**150 (both for III & IV semester)**
Teaching Periods	:	**4 / week**
Teaching Load	:	**48/ semester**

OBJECTIVE

- To continue the research work initiated in Semester III. Submit the Dissertation at the end of IV Semester.

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.